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English for Psychology students

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Данное учебное пособие составлено в соответствии с Федеральным государственным образовательным стандартом высшего профессионального образования (ФГОС ВПО) по дисциплине “Иностранный (английский) язык” для направлений подготовки: “Психология”, “Организация работы с молодежью”, “Специальное (дефектологическое) образование”, “Психология служебной деятельности” (*квалификация «Бакалавр»*), реализуемых на социально-психологическом факультете университета. В учебное пособие включены современные профессионально-ориентированные материалы, направленные на формирование и развитие иноязычных коммуникативных навыков в сфере будущей профессиональной деятельности.

Учебное пособие предназначено для студентов, обучающихся на гуманитарных специальностях высших учебных заведений, а также для всех тех, кому необходимо освоение специальной лексики, дающей возможность осуществлять профессиональное общение в сфере психологии и социальной работы.

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ВВЕДЕНИЕ

Настоящее пособие предназначено для формирования следующих общепрофессиональных компетенций: “Владение способностью и готовностью к использованию знания иностранного языка в профессиональной деятельности и в профессиональной коммуникации”; “Готовность использовать знания иностранного языка для общения и понимания специальных текстов”; “Способность к деловому общению, профессиональной коммуникации на одном из иностранных языков” для направлений подготовки бакалавров по дисциплине «Иностранный язык», реализуемых на социально-психологическом факультете университета.

Учебное пособие состоит из четырех разделов (Units) и приложения. В каждом разделе имеется грамматический блок с упражнениями на основе профессионально-ориентированной лексики, а также представлено несколько текстов, объединенных общей тематикой и направленных на формирование и развитие иноязычных коммуникативных навыков в сфере будущей профессиональной деятельности. Первый раздел (Unit I. Higher Education) посвящен высшему образованию в Великобритании, США и России. Второй раздел (Unit II. Psychology as a science) содержит информацию о психологии как науке, истории её становления. Третий раздел (Unit III. Careers in Psychology) включает в себя тексты по различным направлениям подготовки студентов, обучающихся на социально-психологическом факультете (психология, организация работы с молодежью, специальное (дефектологическое) образование, психология служебной деятельности).

Все тексты данных разделов снабжены предтекстовыми заданиями и вокабуляром, направленными на снятие трудностей при переводе текста. Послетекстовые задания способствуют закреплению и расширению словарного запаса студентов через ознакомление с основными словообразовательными моделями английского языка, явлениями синонимии, антонимии и сочетаемости лексических единиц, а также подготавливают студентов к монологическому высказыванию по теме раздела. В разделах также предлагаются темы проектных работ, целью которых является развитие у студентов навыков самостоятельного поиска информации на англ-

лийском языке по теме раздела и её оформления для публичной презентации.

В четвертом разделе (Unit IV. Psychologists at Work) представлены профессионально-ориентированные тексты, задания к которым формируют навыки работы с текстом с различным объемом охвата содержания, а также задания, направленные на развитие и совершенствование у студентов навыков чтения и говорения.

В конце пособия студентам предлагается выполнить тест на самопроверку знаний грамматики английского языка. Приложения включают в себя справочник перевода основных грамматических явлений английского языка и инструкцию к составлению презентации по материалам проектной работы, к которой прилагается карта оценки проектной работы.

UNIT 1. HIGHER EDUCATION

GRAMMAR

Конструкция “*There is / there are*”

Конструкция **there is / there are** указывает на наличие или отсутствие в определенном месте или в определенное время какого-либо лица, предмета, факта или явления. Перевод этих предложений начинается с обстоятельства места (времени) или со слов «Есть...», «Имеется...», «Существует...», если обстоятельства места и времени не указаны.

There is a questionnaire on the table.

На столе анкета.

There are three stages of developing psychology: prescientific, philosophical and scientific.

Существуют три стадии развития психологии: донаучная, философская и научная.

Обратите внимание на использование данной конструкции в утвердительных, вопросительных и отрицательных предложениях.

<i>Утвердительные предложения</i>	
There is a visitor in the psychotherapist's office.	There are <i>some</i> candidates for this job.
<i>Вопросительные предложения</i>	
Is there a visitor in the psychotherapist's office?	Are there <i>any</i> candidates for this job?
<i>Отрицательные предложения</i>	
There isn't a visitor in the psychotherapist's office. There is <i>no</i> visitor in the psychotherapist's office.	There aren't <i>any</i> candidates for this job. There are <i>no</i> candidates for this job.

После оборота **there is** исчисляемое существительное в единственном числе употребляется с неопределенным артиклем. Если после оборота **there is** стоят два или несколько подлежащих, то сказуемое обычно согласуется с первым из них.

С конструкцией **there is / there are** часто употребляются неопределенные местоимения **some, any, no** и их производные, а также количественные местоимения **many, much, (a) few, (a) little**.

Упражнение 1. а) Составьте предложения, используя конструкцию **there is / there are** и необходимые по смыслу неопределенные и количественные местоимения, в соответствии с данным образцом.

Образец: in the test – a lot of questions

There are a lot of questions in the test.

1. in psychological investigation – four research methods
2. in this group – experimental research
3. in our country before any election – public opinion polls
4. to this problem – approaches
5. in any research – work to do
6. in the recent survey – plenty of interesting facts and figures

б) Напишите эти предложения в вопросительной и отрицательной формах.

Упражнение 2. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. There (*is / are*) a gun on the floor.
2. There (*is / are*) two police cars and an ambulance outside.
3. There (*is / are*) some wine in the glass.
4. There (*was / were*) a woman and two policemen at the door.
5. Are there (*some / any*) limits on his power?
6. There (*will be not / will be no*) work for the clerk.

Количественные местоимения *many, much, a few, a little*

Местоимения	Значение	Употребление	Примеры
many	много	с исчисляемыми существительными	many tests
few (a few)	мало (несколько)		few tests a few tests
much	много	с неисчисляемыми существительными	much time
little (a little)	мало (немного)		little time a little time

Вместо местоимений **many** и **much** в утвердительных предложениях могут употребляться сочетания: **a great number of, a lot of, lots of, plenty of, a great deal of.**

a great number of surveys	множество исследований
lots of changes	большое количество изменений
a great deal of work	много работы
plenty of time	много времени

В вопросительных и отрицательных предложениях обычно употребляются местоимения **many** и **much**. В утвердительных предложениях они встречаются в книжно-письменном стиле, если входят в группу подлежащего, а также в сочетании со словами **too** (слишком), **as, how, so**.

Many psychologists point out that the causes of human behaviour are very complex.

Многие психологи отмечают, что причины поведения человека очень сложны.

There is **too much** work.

Есть **слишком много** работы.

Местоимения **many, much, few, little** имеют следующие степени сравнения:

Положительная степень	Сравнительная степень	Превосходная степень
many/ much много	more больше	most больше всего
few мало	fewer меньше	fewest меньше всего
little мало	less меньше	least меньше всего

Упражнение 3. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. There is not (*many / much*) money in the safe.
2. There are (*few / little*) witnesses to the crime?
3. There were only (*a few / a little*) lines in the letter.
4. There is (*little / few*) information about this organization.
5. I think there will be (*many / a lot of*) telephone calls tomorrow.
6. There are too (*many / a lot of*) people for too (*few / little*) jobs.

Упражнение 4. Заполните пропуски количественными местоимениями. Переведите предложения на русский язык.

1. There are... similar sciences, which study human behaviour.
2. I don' have...time to finish my experiment.
3. Sociology studies... social problems, which arise on the basis of the development of the material life of the society.
4. A questionnaire contains ... questions to be answered by the respondents in their individual way.
5. Psychologists pay ...attention to different surveys.
6. There are too...questions in this test.

Степени сравнения прилагательных и наречий. Сравнительные конструкции

Прилагательные и наречия имеют следующие степени сравнения: положительную, сравнительную и превосходную. Односложные прилагательные и некоторые двусложные прилагательные,

оканчивающиеся на **-y, -ow, -er, -le**, образуют сравнительную степень при помощи суффикса **-er**, а превосходную степень – при помощи суффикса **-est**.

large – larger – the largest
easy – easier – the easiest
soon – sooner – the soonest
early – earlier – the earliest

Большинство двусложных прилагательных и наречий и все многосложные прилагательные и наречия образуют сравнительную степень с помощью слова **more**, а превосходную – **the most**.

fundamental – more fundamental – the most fundamental
easily – more easily – the most easily

Некоторые прилагательные и наречия являются исключениями и имеют следующие степени сравнения:

good (well) – better – the best
bad (badly) – worse – the worst
many, much – more – the most
few – fewer – the fewest
little – less – the least

Прилагательные и наречия часто встречаются в сравнительных конструкциях. При одинаковой степени качества употребляется конструкция **as...as** (такой же...как). При разной степени качества употребляются сравнительные конструкции **not so...as** (не такой...как), **...than** (...чем), **the...the...**(чем...тем...).

This text is **as** difficult **as** that one.

Этот текст **такой же** трудный, **как** тот.

Spelling in English is **not so** easy **as** in German.

Орфография в английском языке **не такая** легкая, **как** в немецком.

The more information psychologists obtain about the individual, **the** better they understand his behaviour.

Чем больше информации психологи получают о человеке, **тем** лучше они понимают его поведение.

Упражнение 5. Употребите данное в скобках слово в сравнительной или превосходной степени сравнения. Переведите предложения на русский язык.

1. Psychology is (broad) discipline than the other social sciences.
2. (Useful) tools of psychologists' research are tests, questionnaires, interviews and surveys.
3. Public opinion polls assess (important) events.
4. In the study of society, (early) theological stage is based on understanding society as a reflection of supernatural forces such as the will of God.
5. A person has (many) roles than statuses because one status consists of some roles in relation to different people.
6. Many psychologists point out that the causes of human behaviour are (complex) than the causes of events in the natural world.

Упражнение 6. Переведите на русский язык словосочетания, построенные по моделям:

- a)

much/ a lot	намного	} +	прилагательное в сравнительной степени
far	гораздо		
a little	немного		

much safer – **намного** безопаснее

far more important – **гораздо** более важный

much more dangerous; a lot cheaper; far more beautiful; much older; a little cleaner; far more economical; much more theoretical;

- b)

less	менее	} +	прилагательное в положительной степени
least	наименее		

less formal – **менее** официальный

the **least** formal – **наименее** официальный

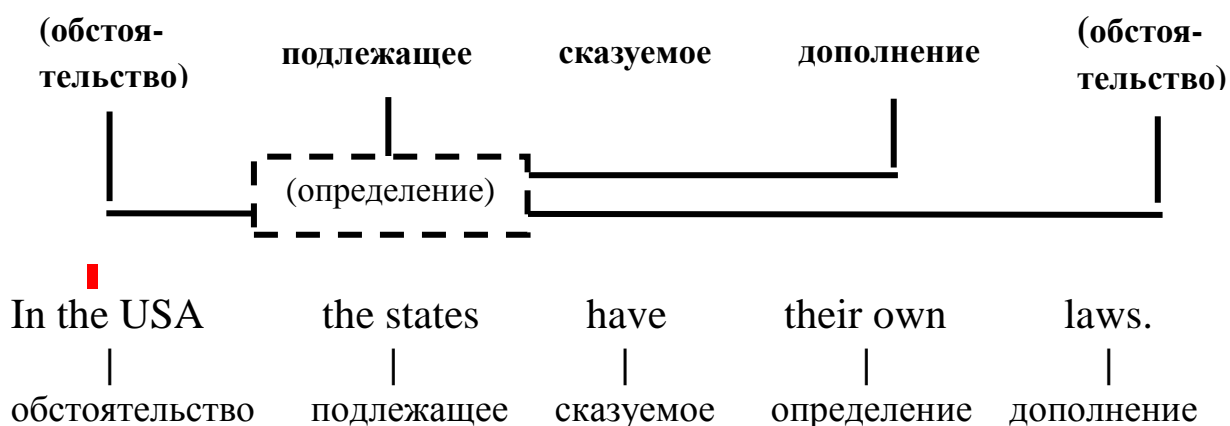
less serious, the least serious; less important, the least important; less practical, the least practical; less independent, the least independent.

Упражнение 7. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. The new government is (*stronger / the strongest*) than the old government.
2. They have (*stronger / the strongest*) government in America.
3. This lawyer is (*more intelligent / the most intelligent*) in his firm.
4. His colleagues are (*less intelligent / the least intelligent*) than he is.
5. She was (*older / elder*) than the others.
6. She was (*the oldest / the eldest*) in the family.

Порядок слов в предложении. Простое повествовательное предложение

В английском языке утрачена система падежных и родовых окончаний, поэтому особое значение приобретает строгий порядок слов в предложении. В повествовательном предложении, как правило, подлежащее предшествует сказуемому. Такой порядок слов называется прямым. За сказуемым следует дополнение. Обстоятельство может находиться в конце, в начале или в середине предложения. Определение может относиться к любому члену предложения, выраженному существительным, и обычно стоит либо перед ним, либо – сразу после него.



Сложные предложения

В английском языке, как и в русском, помимо простых предложений, есть сложные предложения (**Composite Sentences**), состоящие из нескольких простых предложений. Сложные предложения бывают двух типов: сложносочиненные (**Compound Sentences**) и сложноподчиненные (**Complex Sentences**).

Сложносочиненное предложение состоит из простых предложений, независимых друг от друга. Они соединяются сочинительными союзами **and** (и, а), **but** (но, и), **or** (или) и др. Перед сочинительным союзом обычно ставится запятая:

My psychologist gave me good advice, **but** I didn't follow it.

Мой психолог дал мне хороший совет, **но** я ему не последовал.

Pay the fine, **or** you will be arrested.

Заплатите штраф, **или** вас арестуют.

Сложноподчиненное предложение состоит из неравноправных предложений: главного (**The Main Clause**) и одного или нескольких придаточных (**Subordinate Clauses**). Придаточное предложение соединяется с главным при помощи подчинительных союзов или союзных слов:

After the agreement had been signed, they left Moscow.

После того как соглашение было подписано, они уехали из Москвы.

That he has made so many mistakes is very strange.

То, что он сделал так много ошибок, очень странно.

Britain is unusual **because** its constitution is not found in a formal written document.

Британия – необычна, **так как** ее конституция не оформлена в виде единого официального письменного документа.

Придаточное предложение выполняет в сложном предложении функцию одного из членов предложения: подлежащего, части сказуемого, дополнения, определения, обстоятельства. Придаточные предложения бывают следующих типов:

1) **придаточное предложение подлежащее:**

How the research is conducted is very important.

То, как проводится исследование, очень важно.

2) **придаточное предложение сказуемое:**

He felt **as if he had been betrayed**.

Он чувствовал себя так, **как будто его предали**.

3) **дополнительное придаточное предложение:**

I wonder **what you mean**.

Интересно, **что ты имеешь в виду**.

The researcher believed **that the information was reliable**.

Исследователь считал, **что эта информация надежна**.

Придаточные предложения подлежащие, сказуемые и дополнительные не отделяются запятой.

4) **опредетельное придаточное предложение:**

The reason **why he did it** is plain.

Причина, **по которой он это сделал,** ясна.

Опредетельные придаточные предложения отделяются запятой, когда они являются описательными, т. е. сообщают дополнительную информацию, которая может быть опущена без ущерба для смысла главного предложения:

Their representative, **who was educated in Oxford**, speaks several foreign languages.

Их представитель, **который получил образование в Оксфорде,** говорит на нескольких иностранных языках.

Дополнительные и определительные придаточные предложения могут присоединяться к главному предложению бессоюзным способом, но при переводе на русский язык союз необходим:

Did you follow the advice **your psychologist had given you**?

Ты последовал совету, **который дал тебе психолог?**

5) обстоятельственные придаточные предложения:

Although the robbery took place in broad daylight, there were no eye-witnesses.

Хотя ограбление произошло днем, свидетелей не было.

Упражнение 8. Определите тип придаточных предложений. Обратите внимание на то, что некоторые сложные предложения содержат несколько придаточных. Переведите предложения на русский язык.

1. What the thieves did with all the money remains a mystery.
2. When she sees the damage that you have done, she will be furious.
3. Some comparison is possible since many countries have similar constitutional provisions and claim similar aims.
4. They wrote the notices in several languages so that foreign tourists could understand them.
5. Another significant difference between England and the USA is that in England there is a strict control over the media.
6. He stole not because he wanted the money but because he liked stealing.
7. This man wants to know if your office can give him psychological help.

Упражнение 9. Переведите сложноподчиненные предложения на русский язык, обращая внимание на бессоюзное подчинение. Определите тип придаточных предложений.

1. Television companies seem to think there is no future in televising complete criminal trials.
2. The audience clearly disagreed with every word the speaker said.
3. The excuse the defendant gave was unacceptable.
4. In some areas of Britain unemployment is a fact of life people are accustomed to.
5. The three men the police wish to interview are aged between 22–25.
6. Some foreign businessmen, I met in Moscow, think that Russian exports will increase soon.

Типы и структура вопросительных предложений

Одним из основных методов при проведении психологических исследований является опрос. Следовательно, умение задавать вопросы является неотъемлемой частью профессиональной компетенции психолога. Для вопросительного предложения характерен обратный порядок слов, т. е. место перед подлежащим занимает вспомогательный глагол (**do, does, did, shall, will**), глаголы **to be, to have** или модальный глагол (**can, may, must, should**).

Вопросительные предложения в английском языке представлены следующими типами: общий, специальный, альтернативный и разделительный.

Общие вопросы (**General Questions**) задаются с целью получения общей информации. Это вопросы, на которые можно ответить **да/нет**.

Вспомогательный глагол	Подлежащее	Смысловой глагол	Остальные члены предложения
Are	you	interested in	psychology?
Can	you	prove	your point of view?
Did	the police	explain	his reasons of suicide?

Выбор вспомогательного глагола и форма смыслового глагола зависит от видо-временной формы сказуемого.

Видо-временная форма сказуемого	Вспомогательный глагол	Форма смыслового глагола
Simple Present Simple Past Simple Future	Do/Does (he, she, it) Did Shall (I, we)/Will	V
Progressive Present Progressive Past Progressive Future	Am, is, are Was, were Shall (I, we)/Will	Ving Ving be + Ving
Perfect Present	Have/Has (he, she, it)	V3

Perfect Past Perfect Future	Had Shall (I,we)/Will	V3 have + V3
Perfect Progressive Present	Have/Has (he, she, it)	been+ Ving
Perfect Progressive Past	Had	been+ Ving
Perfect Progressive Future	Shall (I,we)/Will	have been+ Ving

Специальные вопросы (**Special Questions**) задаются с целью получения какой-то специальной информации о человеке, событии или явлении. Специальные вопросы начинаются с вопросительного слова (**who, whose, what, when, where, why, how, how many/much**), которое заменяет член предложения, к которому ставится вопрос.

Вопроси- тельное слово	Вспомога- тельный глагол	Подлежащее	Смысловой глагол	Остальные члены пред- ложения
Why	has	he	stopped	the experi- ment?
What	does	the professor	describe	in his new book?
Where	can	you	study	psychology?

Однако необходимо помнить, что вопросы к подлежащему (или группе подлежащего) имеют прямой порядок слов повествовательного предложения, где место подлежащего занимает вопросительное слово **who** или **what**. При этом глагол-сказуемое имеет форму 3-го лица единственного числа (**works, is, was, has**).

Who represents this group? – Кто представляет эту группу?

Whose bag was lost yesterday? – Чья сумка была утеряна вчера?

What has happened? – Что случилось?

Альтернативные вопросы (**Alternative Questions**) задаются, когда предлагается сделать выбор. По своей структуре альтернативный вопрос представляет собой общий вопрос, при этом слово-альтернатива вводится союзом **or** (или) после соответствующего члена предложения.

Are you a doctor or a teacher? – Вы – врач или учитель?

Do you like blue or red colour? – Тебе нравится синий или красный цвет?

Разделительные вопросы (**Disjunctive Questions**) задаются, когда говорящий хочет получить подтверждение тому, о чем он говорит. Разделительный вопрос состоит из двух частей. Первая часть – повествовательное предложение (утвердительное или отрицательное). Вторая часть вопроса (после запятой) представляет собой общий вопрос, состоящий из вспомогательного глагола, соответствующего видо-временной форме сказуемого, и подлежащего, выраженного местоимением. Следует помнить, что если первая часть вопроса утвердительная, то вторая часть должна быть отрицательной. И наоборот.

You live in Moscow, don't you? – Вы живете в Москве, не так ли?

She has not taken part in the research, has she? – Она не принимала участия в исследовании, верно?

Упражнение 10. Задайте по четыре вопроса (каждого типа) к следующим предложениям

1. The witnesses are giving evidence now.
2. The judge will pass the sentence tomorrow.
3. She has discussed the problem with her boss.
4. Most laws reflect law-making traditions of the country.
5. The dispute was settled before the trial.
6. She represents her state in the Senate.
7. The police caught the criminal two hours ago.
8. Finally the jury arrived at the decision.
9. The queen can refuse her consent to a Bill.

HIGHER EDUCATION IN GREAT BRITAIN

1. Practise the pronunciation of the following words from the text.

Variety, degree, elite, private, further, although, science, curriculum, preserve, carefully, gown, clergyman, enough, polytechnics, course, mixture, tuition, measure, through, award, thesis, bachelor.

2. Guess the meaning of the following international words. Consult a dictionary if necessary.

University, student, group, prestigious, collectively, financial, control, tradition, certificate, interview, specialist, music, specialize, academic, lecture, progress, public ceremony, method, combination, examination.

3. Read and translate the text consulting the vocabulary in case of difficulty.

further education	дальнейшее образование (исключая университетское)
redbrick university	современный университет
governing council	руководящий совет
curriculum	учебный план
General Certificate of Secondary Education	аттестат о среднем образовании
clergyman	священнослужитель
A-level results	результаты экзаменов по программе средней школы на повышенном уровне
pattern	модель
tutorial	практическое занятие
tuition fees	плата за обучение
sandwich course	сочетание обучения с работой на производстве
graduate	выпускник
postgraduate	аспирант
B.A. (Bachelor of Arts)	бакалавр гуманитарных наук
B.S. (Bachelor of Science)	бакалавр естественных наук
Master's degree	степень магистра
Doctor of Philosophy	доктор наук

The UK has a vast variety of higher education opportunities with over 100 universities offering various degree programs for students from the UK and around the world. Nowadays higher education in the UK is provided by universities, colleges of education, colleges of arts and colleges of further education.

There are 46 universities in Britain. The universities can be divided into three groups: the oldest universities (Oxford and Cambridge); the redbrick universities and the new universities

Oxford & Cambridge Universities date from the 12–13 centuries. They are known all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only education elite go to Oxford and Cambridge. In the nineteenth and the early part of the twentieth centuries the so-called redbrick universities were founded. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities.

All British universities are private institutions. Every university is independent, and responsible to its own governing council. Although they all receive financial support from the state, the Department of education and science has no control over their regulations, curriculum, examinations, appointment of staff, or the way they spend money. The universities have their own traditions, which they preserve carefully. A student must wear a cap and a gown. It is a custom from the time when students were clergymen.

University students are carefully selected. The General Certificate of Secondary Education (GCSE) and good A-level results in at least two subjects are necessary to get a place at a university. However, good certificate and exam scores are not enough. Universities choose their students after interviews.

Colleges for further education include polytechnics, colleges of education, specialist colleges (agricultural colleges, colleges of art and music, etc.), further education colleges. The polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses for working students. Colleges of education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subjects.

The academic year in Britain's universities, polytechnics, colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

The general pattern of teaching at the universities remains a mixture of lectures, seminars and tutorials. Each student has a tutor who is responsible for the student's progress. Tuition fees are high. The students receive grants from public and private funds, which provide for the payment of their tuition fees and other expenses. Each university and department has its own method of assessment, but, in general, progress is measured through a combination of coursework, dissertation and finals (end-of-course examinations).

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Some courses, such as languages and medicine, may be one or two years longer. The degrees are awarded at public degree ceremonies. Later the graduate may continue research to get Master's Degree. This degree is conferred for a thesis based on at least one year's full time work. But it is necessary for a postgraduate to spend three years carrying out research and writing thesis for getting the degree of Doctor of Philosophy [9].

4. Read the following words and their derivatives. Translate them into Russian.

- act, action, activity, active;
- vary, variety, various;
- appoint, appointment;
- depend, independence, dependent, independent;
- establish, established, establishment;
- examine, exam / examination, examiner;
- general, generally, generalization;
- govern, government, governor;
- graduate, postgraduate, graduation;
- normal, normally, abnormal;
- pay, payment, unpaid;
- prepare, prepared, unprepared, preparation;
- read, reader, readable, unreadable.

5. Give the English equivalents for the following Russian word combinations.

Высшее образование, старейший университет, известен во всем мире, так называемый, частное учреждение, государство, министерство образования и науки, контроль над правилами, учебный план, назначение штата сотрудников, носить шапочку и мантию, обычай, собеседование, педагогический колледж, присуждать степень, предоставлять двухгодичные курсы, учебный год, семестр, научный руководитель, быть ответственным за, общественные фонды, степень бакалавра, написать диссертацию, выполнять исследовательскую работу.

6. Give the Russian equivalents for the following English words and word combinations.

Vast variety, to date from, to be founded, the sixties, to be responsible to, although, to receive financial support, to spend money, to preserve traditions, exam scores, to specialize in particular subject, to receive grants, assessment, to measure progress, end-of-course examinations, to award / to confer a degree, to carry out research, to write thesis.

7. Agree or disagree with the following statements.

1. In the UK high education opportunities are very limited.
2. The two oldest universities of Great Britain are the universities of London and Oxford.
3. The university curriculum is strictly controlled by the Department of education and science.
4. All British universities receive financial support from the state.
5. The GCSE and good A-level results are necessary to be admitted to the university.
6. Students receive grants from public and private funds to pay tuition fees.
7. Oxford students must wear a wig and a gown at the university ceremonies.
8. The academic year in Britain's universities is divided into 2 terms.
9. It is necessary to write a thesis to get the Bachelor of Art degree.
10. The degree of Doctor of Philosophy is conferred after the graduation from the university.

8. Fill in the gaps in the text using the words given in the box.

Colleges, to graduate from, admitted, pass finals, governing council, progress, pays attention to, degree.

Universities, polytechnics and ... provide higher education in Great Britain. Today there are forty six universities in Britain. Oxford ... philosophy, classical languages and literature. Every university is independent, and responsible to its own Students are ... to the university on their result of GCSE. As a rule, it takes 3 or 4 years ... the university. All students have tutors who are responsible for the student's Students ... at the end of their third or fourth year and get Bachelor's

9. Answer the following questions.

1. What are the opportunities to get higher education in the UK?
2. How many universities are there in Great Britain?
3. What are the oldest and most famous British universities?
4. How are modern universities called?
5. British universities are private institutions, aren't they?
6. What is necessary to be admitted to the university?
7. Is there any dress-code in the universities?
8. Is it free of charge to get higher education in the UK?
9. How long does the course of studies last at the university?
10. What is the general pattern of teaching at the universities?
11. What university degrees can graduates be awarded?
12. When is the doctor of Philosophy degree awarded?

10. Divide the text into parts and entitle each one. Give a short summary of each part.

11. Speak on higher education in Great Britain.

HIGHER EDUCATION IN THE USA

1. Practise the pronunciation of the following words from the text.

Graduation, variety, tuition, ballet, circus, chemistry, major, science, title, successfully, to require, beyond, either, curriculum, assignment.

2. Guess the meaning of the following international words. Consult a dictionary if necessary.

System, category, institution, university, fundamental programme, design business, computer programming, medicine, economics, philosophy, qualification, specialization, public, private, recommendation, academic,

3. Read and translate the text consulting the vocabulary in case of difficulty.

community college	колледж, в котором учатся студенты, живущие дома, и где учеба дешевле, т. к. часть расходов берут на себя местные органы власти
advanced studies	курс повышенного уровня сложности
tuition fee	плата за обучение
associate degree	степень ассоциата, первоначальная ученая степень, присваиваемая после двух лет обучения
scores	баллы
Scholastic Aptitude Test	тест на проверку способностей ученика: экзамен из двух частей, предлагаемый поступающим в университет
major subjects	профилирующие предметы
electives	предметы по выбору, факультативные предметы

After graduation from high school over half of American students enter institutions of higher education. The system of higher education in the USA includes 4 categories of institutions: a community college, a technical training institution, a four-year college and a university.

Generally speaking, there is not much difference between these institutions of higher education. Usually, a university is larger than a college – it offers a greater variety of subjects to specialize in. Moreover, a university offers special programmes of advanced studies in addition to fundamental programmes.

The community college is normally financed by the local community. So tuition fees are low in these colleges, that's why about 40 per cent of all American students of higher education study at these colleges. After graduation from such colleges American students get "associate degree" and can start to work or may transfer to four-year colleges or universities (usually to the 3rd year).

The four-year college is not a part of a university. The graduates receive the degree of Bachelor of Arts (BA) or Bachelor of Science (BS). There are also small Art Colleges, which grant degrees in specialized fields such as ballet, film-making and even circus performance.

The technical training institution where students may take courses ranging from six months to three-four years, and learn different technical skills, which may include design business, computer programming, accounting, etc. The best-known of them are: the Massachusetts Institute of Technology and the Technological Institute in California.

Most university or college courses last three or four years. Courses in such field as medicine may be even longer. During this period students are studying for a degree in chemistry or economics, for example, as they usually major in some specific field (chemistry, economics, philosophy, computer science, physics etc.). Degree is the title showing qualification when a student completes a university or a college course successfully. After four years of studies students receive a Bachelor's degree – a Bachelor of Arts (BA) or a Bachelor of Science (BS). Then they may take a postgraduate course for another two years in order to get a Master's degree – a Master of Art (MA) or a Master of Science (MS). The Doctorate Degree covers many fields of specialization and requires a minimum of three to four years of study beyond the Bachelor's degree; two to four years of study after the Master's degree.

Institutions of higher education may be either public or private. The public institutions are financed by state. Some of the best-known private universities are Harvard, Yale and Princeton.

It is not easy to enter a college or a leading university in the United States. Successful applicants at colleges of higher education are usually

chosen on the basis of their high-school records which include their class rank, the list of all the courses taken and all the grades received in high school, test results; recommendation from their high-school teachers; the impression they make during interviews at the university, which is in fact a serious examination; scores on the Scholastic Aptitude Tests.

The academic year is usually nine months, divided into two terms. Studies usually begin in September and end in July. Each college or university has its own curriculum. During one term a student must study 4 or 5 different courses. There are courses that every student has to take in order to receive a degree. These courses or subjects are called major subjects or "majors". At the same time there are subjects which the student may choose himself for his future life. These courses are called 'electives'. A student has to earn a certain number of "credits" (about 120) in order to receive a degree. Credits are earned by attending lectures or laboratory classes and completing assignments and examinations.

Students are graded on course work completed, and most colleges and universities use letter grades as follows: A being excellent or outstanding; B means above average; C, average; D, below average; and F, failing. Some schools may also use the "Pass/Fail" grading system in which there are only two possible grades. The student either passes and receives credit for the course or fails and receives no credit [10].

4. Give Russian equivalents of the following words and phrases.

Graduation, advanced studies, fundamental programmes, local community, to transfer, specialized field, technical skills, to include, to complete a university course, to require, public institutions, private universities, to enter a college, a leading university, high school teachers, to make an impression on sb, to receive a degree, to earn credits, letter grades.

5. Give English equivalents of the following words and phrases.

Учебное заведение, плата за обучение, ученая степень, учебный план, оценка, учебный год, семестр, балл, зачет, задание, посещать лекции, курс обучения, квалификация, специализация, абитуриент, профилирующие предметы, факультативные предметы.

6. Match the words in column A with their explanations in column B.

A	B
1. Bachelor of Arts	a) a first university degree in a science subject (e. g. mathematics, chemistry, physics)
2. Bachelor of Science	b) a first university degree not in a scientific subject (e. g. history, psychology, sociology, languages)
3. degree	c) a course of study at a university or college, or the title a student get if he completes this
4. programme	d) subjects studied at a high level of knowledge and skill after a first degree at a university*
5. course	e) the overall package of courses you take
6. advanced studies	f) programme of study or research leading to a Master's degree or Doctor of Philosophy; students must complete a first degree before taking this
7. postgraduate programme	g) one of the individual components which make up the programme

7. Read the sentences, insert the proper prepositions into them.

11: from (1) for (1) in (1) by (2) of (2) on (1) to (2) into (1)
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1. A university offers special programmes ... advanced studies ... addition ... fundamental programmes.
2. The community college is normally financed ... the local community.
3. Art Colleges grant degrees ... specialized fields such as ballet, film-making and even circus performance.
4. The students of technical training institutions may take courses ranging ... six months ... three-four years.

5. Successful applicants at colleges of higher education are usually chosen the basis ... their high-school records.
6. The academic year is divided ... two terms.
7. "Electives" are subjects which the student may choose himself ... his future life.
8. Credits are earned ... attending lectures or laboratory classes and completing assignments and examinations.

8. Agree or disagree with the following statements.

1. The system of higher education in the USA includes three categories of institutions: a community college, a technical training institution and a university.
2. Tuition fees are low in community colleges as they are normally financed by the local communities.
3. After graduation from community colleges American students get a bachelor's degree and can start to work.
4. Most university or college courses last three or four years. Courses in such field as medicine may be even longer.
5. The Doctorate Degree requires a minimum of three to four years of study beyond the Bachelor's degree; two to four years of study after the Master's degree.
6. It is not difficult to enter a college or a leading university in the United States.
7. Institutions of higher education may be either public or private. The private institutions are financed by state.
8. A student has to get only good marks in order to receive a degree.
9. Students are graded on course work completed, and most colleges and universities use letter grades.

9. Answer the following questions.

1. What institutions provide higher education in the USA?
2. What is the difference between a college and university?
3. What is the difference between public and private college?
4. How long does it take to graduate from an American college?
5. What degrees are awarded to students after their graduation from the university?
6. Are all subjects compulsory for university students?

7. What is necessary for a school graduate to get a place at a university?
8. Would you like to study in one of American universities? Why?

10. Speak on higher education in the USA.

HIGHER EDUCATION IN RUSSIA

1. Practise the pronunciation of the following words from the text.

Guaranteed, ensure, compulsory, specialized, provision, scholarship, highly qualified, engineering, majority, thorough, successful, graduate, scientific, council, decentralize, private.

2. Guess the meaning of the following international words. Consult a dictionary if necessary.

Constitution, specialized, grant, privilege, university, college, computer centres, qualified, medical, engineering, economic, humanities, speciality, discipline, test, instruction, fundamental, student, academic, faculty, international, system, period, reform, financial mechanism.

3. Read and translate the text consulting the vocabulary in case of difficulty.

compulsory secondary education	обязательное среднее образование
vocational education	профессиональное техническое образование
specialized secondary education	специальное среднее образование
public term	государственный семестр
thorough	основательный, детальный
practical training	практическое обучение
Bachelor of Arts (BA)	бакалавр гуманитарных наук

Bachelor of Science (BS)	бакалавр естественных наук
Master of Arts (MA)	магистр гуманитарных наук
Master of Science (MS)	магистр естественных наук
Doctor of Philosophy (Ph. D)	доктор наук
test	зачет
to take exam	сдавать экзамен
to pass exam	сдать экзамен
postgraduate	изучаемый, проходимый после окончания университета
recognition	официальное признание
fee-paying	платный

Citizens of Russia have the right to education which is guaranteed by the Constitution and ensured by the broad development of compulsory secondary education, vocational education, specialized secondary education and higher education; by the provisions of state scholarships, grants and privileges for students. A distance education system helps working professionals to continue their education while remaining at their jobs.

Higher education plays an important role in the life of any country as it provides the country with highly qualified specialists. Russian higher education offers a wealth of choice from more than 200 medical, engineering, economic and humanities specialities.

The Russian higher education system consists of more than 650 state universities where about 7 million people study; more than 165 000 of these come from about 200 different countries. Most of the universities and colleges are public and students don't have to pay for their education. Students who do well in all subjects receive state grants. The majority of universities have full-time and part-time departments.

Universities and colleges have their own student's hostels and some of them have large and excellent sports centres. Most of higher educational institutions have modern computer centres. Higher educational establishments are headed by rectors. Vice-rectors are in charge of academic and scientific work.

One academic year in Russian Universities lasts for 10 months (September 1st – June 30th). The academic year is divided into two terms. At the end of each term (January and June) students take tests

and exams in the disciplines that they have studied. Between terms students have vacations: winter vacation (2 weeks) and summer vacation (2 months).

Training of specialists at universities is based on combination of education and research. As a rule, the first- and second-year students get thorough instruction in the fundamental sciences. In the third year students begin to study specialized subjects. Specialized courses and practical training help students to become specialists and prepare them for the future work.

Upon successful completion of university, graduates receive higher education degrees: “Bachelor of Science” / “Bachelor of Arts, “Master of Science” / “Master of Arts, “Specialist”.

After four years of study students can pass examinations and get a bachelor`s degree. Then the students can go on with their studies and get a master`s degree at the end of the sixth year. Some students still can get the qualification of a specialist if they take a five year course of study. If a graduate is interested in scientific work he / she may continue his / her education in any field at postgraduate level and get a candidate degree and then a doctorate degree. Some universities have a number of research councils which confer candidate and doctorate degrees.

The recognition of Russian state university degrees all over the world is guaranteed in accordance with concluded intergovernmental and international agreements. At the present time all Russian state university degrees are recognized all over the world.

The system of higher education in Russia is going through a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism and to give more academic freedom to faculties and students [2, 7, 8, 14].

4. Give Russian equivalents of the following words and phrases.

Citizen, a wealth of choice, public, first-year student, thorough, fundamental sciences, practical training, successful completion of university, education degree, to get a degree, postgraduate level, candidate degree, doctorate degree, higher educational establishment, academic and scientific work, council, recognition, objective, to develop a new financial mechanism, primary school, secondary school.

5. Give English equivalents of the following words and phrases.

Право на образование, обязательное среднее образование, профессиональное техническое образование, специальное среднее образование, государственные стипендии, предоставлять, высоко квалифицированные специалисты, медицинские, технические, экономические и гуманитарные специальности, очное отделение, заочное отделение, исследовательская работа, учебный год, семестр, каникулы, сдавать зачеты и экзамены, сдать экзамен, бакалавр гуманитарных наук, бакалавр естественных наук, магистр гуманитарных наук, магистр естественных наук, гарантировать, заключить соглашение, межправительственные и международные соглашения, переходный период.

6. Read the sentences, insert the proper prepositions into them.

13: with(1), after (1), for (2), into (1), at (3), of (1), in (3), by (1)

1. The Russian higher education system consists ... more than 650 state universities.
2. Most of the universities and colleges are public and students don't have to pay ... their education.
3. The academic year in Russian Universities lasts ... 10 months.
4. The academic year is divided ... two terms.
5. ... the end of each term students take tests and exams ... the disciplines that they have studied.
6. ... four years of study students can pass examinations and get a bachelor's degree.
7. If a graduate is interested ... scientific work he may continue his education in any field ... postgraduate level.
8. Higher educational establishments are headed ... rectors.
9. The recognition of Russian state university degrees all over the world is guaranteed ... accordance ... concluded intergovernmental and international agreements.
10. ... the present time all Russian state university degrees are recognized all over the world.

7. Agree or disagree with the following statements.

1. The right to education is anchored in the Constitution of the Russian Federation.
2. Russian higher education offers a wealth of choice from more than

- 2000 medical, engineering, economic and humanities specialties.
3. Higher educational establishments are headed by vice-rectors.
 4. Most of the universities and colleges in Russia are private and students have to pay for their education.
 5. Students who do well in all subjects receive state stipends.
 6. The academic year consists of three terms.
 7. As a rule, the first- and second-year students study specialized subjects.
 8. After four years of study students can pass examinations and get a master`s degree.
 9. At the present time all Russian state university degrees are recognized all over the world.
 10. The main objectives of the reforms in the system of higher education are: to develop a new financial mechanism, to give more academic freedom to faculties and students.

8. Complete the sentences using the necessary information from the text.

1. Higher education provides our country with
2. Students who succeed in all subjects
3. As the majority of the universities and colleges are public students
4. After four years of study students can pass examinations and get a
5. After five years of study students can pass examinations and get the
6. After six years of study students can pass examinations and get a
7. Specialized courses and practical training help students
8. Russian state university degrees are recognized all over the world and guaranteed in accordance with
9. The system of higher education in Russia is going through
10. The main objectives of the reforms in the system of higher education are:

9. Answer the following questions.

1. What document guarantees the right to education for Russian citizens?
2. Why is higher education important in the life of any country?

3. Do students in Russia pay for their higher education?
4. Do all students get grants?
5. How long does an academic year last?
6. What subjects do the first- and second-year students study?
7. What is training of specialists at universities based on?
8. What degree do students get after four years of study?
9. Are Russian state university degrees recognized in other countries?
10. What are the aims of the current reforms in the system of higher education?

10. Compare the education systems in the UK, the USA and Russia.

- Talk about the differences between systems of higher education in aforementioned countries.
- Explain advantages and disadvantages of each system.
- Say how education system in Russia may be improved.

11. Speak on higher education in the Russian Federation.

12. Kemerovo State University is an example of the classical university. Read some facts about it and the Social Psychological Faculty.

**THE SOCIAL PSYCHOLOGICAL FACULTY
OF KEMEROVO STATE UNIVERSITY**

Universities have long been sources of scientific knowledge and culture. Kemerovo State University is one of them. It was founded in 1974. Twelve faculties of the University train more than twenty thousand students of day and correspondence departments to become qualified specialists in physics, mathematics, history, the Russian language and literature, biology, chemistry, foreign languages, economics, law, physical culture and sports, psychology and sociology both for research work and teaching.

Social Psychological Faculty was founded in 1996. Now it is a major center of both psychological work and psychological research. The faculty includes the department of social psychology and psycho-social technologies, the department of general psychology and the psychology of development, the department of social work and social sphere management, the department of social medicine and safety of living

activity, the department of educational psychology. Social Psychological Faculty trains specialists in psychology, psychology of law enforcement activity, advertisement and public relations, social work, youth work organization, special (defectological) education (logopedics).

The main building of the University contains a library with a large reading-room, a large hall for meetings and debates, a dining hall with a coffee bar and other rooms for recreational purposes. There are a number of laboratories specially designed and equipped for practical work and conducting experiments. At the campus there are sports grounds and playing fields. Non-resident students are usually given accommodation in halls of residence.

PROJECTS

Make a report on Kemerovo State University and the faculty you study at. In your report mention the following points:

- history;
- administration;
- facilities;
- faculties;
- training;
- curriculum;
- opportunities after graduation.

Appendix 2 contains some tips how to make your presentation better.

PROJECTS

Make a report on the higher educational establishments in English-speaking countries and Russia. Appendix 2 contains some tips how to make your presentation better.

- Higher Education in Canada
- Higher Education in Australia and New Zealand
- The famous universities of Great Britain (Oxford, Cambridge)
- The famous universities of the USA (Harvard University, Yale University)
- The famous universities of Russia (Lomonosov Moscow State University, Saint-Petersburg State University)

UNIT 2. PSYCHOLOGY AS A SCIENCE

GRAMMAR

Основные формы глагола

Английский глагол имеет четыре основные формы: **инфинитив** (*the Infinitive*); **простое прошедшее время** (*Past Simple*); **причастие II** (*Participle II*); **причастие I** (*Participle I*).

I	II	III	IV
Infinitive	Past Simple	Participle II	Participle I
V	V ₂	V ₃	Ving
ask write	asked wrote	asked written	asking writing

В зависимости от того, как образуются формы II и III, английские глаголы делятся на правильные и неправильные. Правильные глаголы образуют II и III формы при помощи суффикса **–ed**, а неправильные – соответственно исторически сложившейся традиции.

Упражнение 1. Заполните таблицу недостающими формами неправильных глаголов.

Infinitive	Past Simple	Participle II	Participle I
be			
		broken	
	had		
know			
			feeling
	became		
		made	
learn			

Упражнение 2. а) Напишите следующие глаголы в форме **Past Simple**: plan, apply, need, pass, obey, fix, carry, veto, stop, enforce, fit, look, prefer, use.

б) Распределите полученные формы в соответствии с правилами чтения суффикса **-ed**:

[d] <i>после звонких согласных (кроме [d]) и гласных</i>	[t] <i>после глухих согласных (кроме [t])</i>	[ɪd] <i>после звуков [t] и [d]</i>
planned	looked	needed

Времена группы *Simple* (Действительный залог)

Времена группы **Simple (Present Simple, Past Simple, Future Simple)** употребляются для обозначения простых фактов, общих истин, обычных однократных или повторяющихся действий в настоящем, прошедшем и будущем. Эти формы не указывают ни на длительность, ни на предшествование, ни на завершенность действия.

Действительный залог (**Active Voice**) показывает, что подлежащее в предложении является лицом (предметом), совершающим действие.

Спряжение глагола в *Simple Tenses (Active Voice)*

Present	Past	Future
V, Vs	V-ed, V ₂	shall/will + V
Утвердительная форма		
I We You They ask/ go	I He She It You We They asked/ went	I We shall ask/ go He She It You They will ask/ go
He She It asks/ goes		

В о п р о с и т е л ь н а я ф о р м а					
Do	I we you they	ask/go?	Did	I he she it you we they	Shall I we ask/go?
	he she it			Will he she it you they ask/go?	
Does	he she it	ask/go?			
О т р и ц а т е л ь н а я ф о р м а					
I We You They	do not ask/go		I He She It You We They	did not ask/go	
	He She It	does not ask/go		will not ask/go	
У к а з а т е л и в р е м е н и					
every day (morning, week, month, year), as a rule, usually, often, sometimes, seldom, etc.			yesterday, last night (week, month, year), in 1995, 2 days ago, on Monday, etc.		tomorrow, next night (week, month, year), in 2020, in 2 days, on Monday, some day, soon, etc.

Future Simple не употребляется в придаточных предложениях времени и условия, которые вводятся словами **when** (когда), **before** (перед), **till/ until** (до), **as soon as** (как только), **if** (если), **in case** (в случае), **provided** (при условии), **supposing** (предположим) и др. В соответствующих русских придаточных предложениях глагол-сказуемое стоит в будущем времени:

If he **breaks** the law, he will suffer penalty.

Если он **нарушит** закон, он понесет наказание.

Упражнение 3. Переведите предложения на русский язык. Сделайте предложения вопросительными и отрицательными.

1. Police psychologists have many roles in the police force.
2. The scientists make different interpretations of the same data.
3. The government financed the whole project.
4. She represents her university at the conference.

5. This decision will change our life.
6. The police caught the criminal two hours ago.

Упражнение 4. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. Psychology (*achieved / will achieve*) scientific status in ancient times.
2. The rule (*came / come*) into effect on November 1, 1998.
3. The British Prime Minister (*arrives / arrived*) in Washington yesterday.
4. The decision (*will influence / influences*) his behaviour in future.
5. He (*leaved / left*) the house at seven thirty and (*returned / return*) at twenty five past nine.
6. The British police generally (*not carry / do not carry*) firearms.

Времена группы *Simple* (Страдательный залог)

Страдательный залог (**Passive Voice**) показывает, что лицо или предмет, выступающие в роли подлежащего в предложении, не сами совершают действие, а испытывают его на себе, т. е. являются объектом действия. Исполнитель действия, как правило, не указывается, поскольку в данной ситуации либо не известно, либо не имеет значения, либо и так ясно, кто совершил действие. Страдательный залог широко употребляется в научной литературе, в отчетах, объявлениях, правилах, инструкциях и т. п. Форма страдательного залога образуется при помощи вспомогательного глагола **to be** и **Participle II** смыслового глагола. Показателем времени, лица и числа является вспомогательный глагол **to be**, а форма смыслового глагола не изменяется.

He **is shocked** by her behaviour.
Он **шокирован** ее поведением.

Silence **is requested**.
Соблюдайте тишину.

Спряжение глагола в *Simple Tenses (Passive Voice)*

be + V₃

Present		Past		Future	
Утвердительная форма					
I	am asked	I He She It	was asked	I	shall be asked
He She It	is asked			We	will be asked
We You They	are asked			It You They	
Вопросительная форма					
Am	I asked?		I he she it	Shall	I We be asked?
Is	he she it asked?			Will	He She It You They be asked?
Are	we you they asked?			Were	you they asked?
Отрицательная форма					
I	am not asked	I He She It	was not asked	I	shall not be asked
He She It	is not asked			We	will not be asked
We You They	are not asked			It You They	

На русский язык глагол-сказуемое в **Passive Voice** переводится:

1) сочетанием глагола **быть** с кратким причастием:

The date of the meeting **was fixed** yesterday.

Дата собрания **была определена** вчера.

В настоящем времени глагол **быть** опускается:

The date **is fixed**.

Дата **определена**.

2) возвратным глаголом, оканчивающимся на “-ся” (“-сь”).

This method **is** widely **employed** in psychological research.

Этот метод широко **используется** в психологических исследованиях.

3) глаголом в 3-ем лице множественного числа действительного залога в неопределенно-личном предложении:

I am sure, the decision **will not be changed**.

Я уверен, решение **не изменят**.

4) глаголом в действительном залоге (когда исполнитель действия указан предлогом **by**). Предлог **by** после глагола в **Passive Voice** вводит исполнителя действия (лицо или предмет), предлог **with** указывает на орудие совершения действия:

This custom **was adopted by** many countries.

Многие страны **заимствовали** этот обычай.

I was awakened **by the telephone**.

Меня разбудил **телефон**.

The door was opened **with a key**.

Дверь открыли **ключом**.

Упражнение 5. Переведите предложения на русский язык, учитывая способы перевода страдательного залога.

1. The word «psychology» is derived from the Greek word meaning «study of the soul».
2. He was expelled from school for bad behaviour.
3. The driving test will be conducted by an official examiner.
4. The victim was attacked with an axe.
5. Psychologists are involved in mental and physical health care.
6. Last night he got stopped by the police.

Упражнение 6. В страдательном залоге в английском языке могут употребляться некоторые непереходные глаголы и устойчивые глагольные сочетания, требующие после себя предложного дополнения. Это дополнение становится подлежащим, а предлог сохраняет

место после глагола-сказуемого. Преобразуйте предложения, заменяя действительный залог на страдательный. Переведите полученные предложения на русский язык. Обратите внимание на место предлога в английском и русском предложениях.

Образец: They sent for the girl's parents immediately.

The girl's parents were immediately sent **for**.

За родителями девочки немедленно послали.

1. The Committee deals with such complaints.
2. Everyone took the man for an inspector.
3. The social worker will look after the children.
4. Finally the committee arrived at the decision.
5. The press widely commented on the statement.
6. They often made fun of him in public.
7. The treaty will put an end to the bloodshed.

Времена группы *Progressive*

Времена группы **Progressive** употребляются для обозначения действий, совершающихся в определенный момент в настоящем, прошедшем или будущем. Эти формы указывают на длительность и незаконченность действия.

Present Progressive употребляется для передачи действия, которое совершается в момент речи или в настоящий период времени:

We **are waiting** for the official report on the case now.

Сейчас мы **ожидаем** официальное сообщение по этому делу.

Everything that can be done **is being done**.

Все, что можно сделать, **делают**.

Past Progressive употребляется для обозначения действия, которое происходило в определенный момент в прошлом или длилось в течение ограниченного периода времени в прошлом:

She **was speaking** on the mobile phone when her car crashed into another.

Она **говорила** по мобильному телефону, когда ее машина столкнулась с другой.

The question **was being discussed** from 3 to 6 yesterday.
Вопрос **обсуждали** с 3 до 6 вчера.

Future Progressive употребляется для обозначения действия, которое будет совершаться в определенный момент в будущем или в течение ограниченного периода времени в будущем:

The secretary **will still be working** at 5 o'clock.
Секретарь все еще **будет работать** в пять часов.

Во временах группы **Progressive** не употребляются глаголы, выражающие чувства, восприятие, умственные состояния и т. д.: **hear, see, like, love, want, wish, believe, feel, know, understand** и др. Как правило, эти глаголы стоят в одном из времен группы **Simple**:

I don't understand what you **mean**.
Я не понимаю, что ты **имеешь в виду**.

При изменении значения некоторые из этих глаголов могут употребляться в **Progressive Tenses**:

What do you **think** of it? Что ты об этом **думаешь**?
What **are** you **thinking** about? О чем ты **задумался**?

Спряжение глагола в *Progressive Tenses (Active Voice)*

be + V_{ing}

Present	Past	Future
<i>Утвердительная форма</i>		
I am asking	I was asking	I shall be asking
He is asking	He was asking	We shall be asking
She is asking	She was asking	You will be asking
It is asking	It was asking	He will be asking
You are asking	You were asking	She will be asking
We are asking	We were asking	It will be asking
They are asking	They were asking	They will be asking

<i>Вопросительная форма</i>		
Am I asking?	I he she it you we they	Shall I We be asking?
Is she asking? it		You He
Are you asking? we they		Will She be asking? It They
Was she asking? it	<i>Отрицательная форма</i>	
Were you asking? we they		
I am not asking	I He She It You We They	I shall not be asking
He is not asking She It		You He
Are not asking We They		will not be asking She It They
I was not asking He She It	<i>Указатели времени</i>	
Were not asking You We They		
<i>now, right now, at the moment, at the present moment</i>	<i>at 5 o'clock yesterday, when he came, the whole day yesterday, from 5 till 6 yesterday</i>	<i>at 5 o'clock tomorrow, when he comes, the whole day tomorrow, from 5 till 6 tomorrow</i>

В страдательном залоге отсутствует форма **Future Progressive**. Вместо нее употребляется **Future Simple Passive**.

Спряжение глагола в *Progressive Tenses (Passive Voice)*

be+being+V₃

Present	Past	Future
<i>Утвердительная форма</i>		
I am being asked	I He She It You We They	
is being asked He She It		
are being asked You We They		
	was being asked	
	were being asked	

Вопросительная форма			
Am	I	being asked?	
Is	he she it	being asked?	
Are	you we they	being asked?	
Was	he she it	being asked?	
Were	you we they	being asked?	
Отрицательная форма			
I	am not being asked		
He She It	is not being asked		
We You They	are not being asked		
I	was not being asked		
He She It	was not being asked		
We You They	were not being asked		

Упражнение 7. Переведите предложения на русский язык. Сделайте предложения 1, 2, 5 вопросительными и отрицательными.

1. The police are keeping the man in custody.
2. The worker was being victimized by his employer.
3. The house where the dead man was found is being guarded by the police.
4. He escaped when they were moving him from one prison to another.
5. On Saturday they will be working on another project.
6. Test data are being examined by the research group in the laboratory.

Упражнение 8. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. Where is the contract? – It (*is typing/ is being typed*).
2. Armed guards (*are being patrolled/ are patrolling*) the streets now.
3. The patient (*was being questioned/ was questioning*) when the results of the laboratory test were received.
4. What (*was/ were*) he doing at 3 p.m. yesterday?
5. This issue (*will be being considered/ will be considered*) by the committee at 11 o'clock tomorrow.
6. I (*believe/ am believing*) it is a stupid idea.

Времена группы *Perfect*

Времена группы **Perfect** выражают действия, которые завершены к определенному моменту и привели к конкретному результату (или к отсутствию результата).

Present Perfect используется для выражения действия, которое

1) произошло в неопределенном прошлом и внимание сосредоточено на самом факте его совершения; 2) закончилось к моменту речи и связано с ним своим результатом; 3) началось в прошлом и все еще продолжается в настоящем; 4) совершено на отрезке времени, который еще не закончен:

Why is he looking so happy? He **has won** the lottery.

Почему он выглядит таким счастливым? Он **выиграл** в лотерею.

His widow **has spent** \$ 2,000 on a private detective this month.

Его вдова **потратила** в этом месяце 2000 долларов на частного детектива.

Past Perfect употребляется: 1) в сложноподчиненных предложениях для выражения действия, которое произошло раньше другого действия в прошлом; 2) для выражения действия, которое закончилось к определенному моменту в прошлом:

The car **had not been used** much before it got into the accident.

Машиной не часто **пользовались** до того, как она попала в аварию.

By the end of the therapy he **had altered** completely.

К окончанию терапии он полностью **изменился**.

Future Perfect употребляется для выражения действия, которое закончится к определенному моменту в будущем. Этот момент может быть выражен обстоятельством времени или другим действием:

The decision **will have been made** by the weekend.

Решение **будет принято** к выходным.

By the time the delegations arrive, the government **will have**

already **taken** a number of measures.

К тому времени, когда делегации придут, правительство уже **примет** ряд мер.

Спряжение глагола в *Perfect Tenses (Active Voice)*

have+V₃

Present			Past			Future		
Утвердительная форма								
I You We They have asked			I He She It had asked			I We shall have asked		
						You He She It They will have asked		
He She It has asked			You We They					
Вопросительная форма								
I you we they Have asked?			I he she it you we they Had asked?			Shall I we have asked?		
						Will you he she have asked?		
he she it Has asked?								
Отрицательная форма								
I You We They have not asked			I He She It had not asked			I We shall not have asked		
						You He She It They will not have asked		
He She It has not asked			You We They					
Указатели времени								
just, already, ever, never, yet, this week (month, year), today, since, for, lately, recently			by 5 o'clock yesterday, before he came, by the end of the week (month, year)			by 5 o'clock tomorrow, before he comes, by Sunday, by next week (month, year)		

Спряжение глагола в *Perfect Tenses (Passive Voice)*

have been + V₃

Present			Past			Future		
Утвердительная форма								
I We have been asked You They			I He She It had been asked We You They			I shall have been asked		
						He She will have been asked It You They		
He She has been asked It								
Вопросительная форма								
I we been asked? you they			I he she it been asked? we you they			Shall I have been asked?		
						Will he she have been asked? it you they		
Has he she been asked? it								
Отрицательная форма								
I We You have not been asked They			I He She It had not been asked We You They			I shall not have been asked		
						He She will not have been asked It You They		
He She has not been asked It								

Упражнение 9. Переведите предложения на русский язык. Сделайте предложения 1, 5, 6 вопросительными и отрицательными.

1. Counseling psychologists have paid much attention to the differences among group members.
2. It had happened before he gave me a concise report.
3. Experts agreed that his behaviour had been affected by the stress.
4. The company will have paid the compensation by the end of the month.

5. The director has been informed of the committee's decision.
6. The work will have been finished by Monday.

Упражнение 10. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. He denied that the car (*had stolen / had been stolen*).
2. (*Have / Did*) you had any dealings with a man called Smith?
3. His guilt (*will not have / has not*) been established by the time the trial begins.
4. Two more companies (*have joined / will have joined*) the Steel Federation by the next year.
5. Have the police (*been notified / notified*) of your father's death?
6. We followed his footprints to see which way he (*will have gone / had gone*).

Времена группы *Perfect Progressive*

Времена группы **Perfect Progressive** обозначают действие, которое началось до определенного момента, совершалось некоторый период времени и не закончилось (или только что закончилось) к определенному моменту в настоящем (**Present Perfect Progressive**) или в прошлом (**Past Perfect Progressive**); или не закончится (закончится) к определенному моменту в будущем (**Future Perfect Progressive**):

Since the beginning of the month the number of crimes **has been growing**.

С начала месяца количество преступлений **растет (выросло)**.

The committee **had been discussing** the construction programme for an hour when the mayor arrived.

Комитет **обсуждал** программу строительства в течение часа, когда прибыл мэр.

By June Simon **will have been preparing** for the professional examination for a year.

К началу июня **будет** год, как Саймон **готовится** к сдаче квалификационного экзамена.

Спряжение глагола в *Perfect Progressive Tenses*

have been+V_{ing}

Present			Past			Future		
Утвердительная форма								
I We You They			I He She It			I We		
have been work- ing			had been working			shall have been working		
He She It			We You They			He She It You They		
has been working						will have been working		
Вопросительная форма								
I we you they			I he she it we you they			I we		
Have been working?			Had been work- ing?			Shall have been asking?		
Has he she it						Will he she it you have been working?		
Отрицательная форма								
I We You They			I He She It			I We		
have not been working			had not been working			shall not have been working		
He She It			We You They			He She It You They		
has not been working						will not have been working		

Глаголы, которые не употребляются в **Progressive Tenses**, не употребляются и в **Perfect Progressive Tenses**. Времена группы **Perfect Progressive** не имеют форм страдательного залога.

Упражнение 11. Переведите предложения на русский язык, обращая внимание на глаголы в **Perfect Progressive Tenses**.

1. Mr. Johnson will have been working there for over twenty five years when he retires.
2. For several hours the police have been trying to apprehend the criminal.
3. The level of education has not been rising for the last years.
4. Though it has been raining only for some minutes the ground is wet.
5. How long have you been waiting for him?
6. The Government has been exercising supervision over nuclear research since the first year of its conducting.
7. The committee has already been discussing the problem for an hour but has not come to unanimous decision.
8. I'd been staring at the computer screen all evening when a solution suddenly struck me.

PSYCHOLOGY AS A SCIENCE

1. **Practise the pronunciation of the following words from the text.**

Psychology, sociology, prescientific, qualified, research, advertising.

2. **Guess the meaning of the following international words. Consult a dictionary if necessary.**

Mental, emotions, physical, groups, social, focus, role, nervous, system, status, information, selection, facts, experimental, functions.

3. **Read and translate the text consulting the vocabulary in case of difficulty.**

to be derived from
mental activity
life span
health care
to acquire
prejudiced
launching

происходить
психическая деятельность
время жизни
медицинская помощь
приобретать
необъективный, предвзятый
начало

to devise	разрабатывать, придумывать
improve performance	улучшить результаты
jury selection	отбор присяжных
law enforcement agencies	правоохранительные органы
business executives	представители деловых кругов
performer	актер, артист
victim	потерпевший
bystander	случайный прохожий

The word «psychology» is derived from the Greek word meaning «study of the soul». Psychology as a science studies mental activity and human behaviour. Psychologists study basic functions such as learning, memory, language, thinking, emotions and motives. They also investigate development throughout the life span from birth to death. They are involved in mental and physical health care. They treat people who are emotionally distressed.

Psychology is closely connected with many sciences. For example, it is connected with sociology. But whereas sociologists concentrate on groups, group processes and social forces, social psychologists focus on group and social influences on individuals. Psychology and biology are also closely connected. Physiological psychologists study the role of the brain and the nervous system.

There are three stages of developing psychology: prescientific, philosophical and scientific. Psychology like every other science, acquired scientific status when (1) its observations became systematic rather than aimless; (2) its observations became impersonal – that is to say, when psychologists honestly sought information instead of attempting to prove their own ideas by a prejudiced selection of facts, and (3) it became possible for any qualified investigator to repeat the observations of another, under essentially the same conditions, and to verify the results. Psychology achieved scientific status when it became experimental.

The formal launching of psychology as a separate science occurred in 1879 when Wilhelm Wundt opened his Psychological Institute at the University of Leipzig. Wundt was a physiologist and philosopher who had made contributions to both of these fields. Scientific psychology at

first took over the same methods with which behaviour and experience were investigated by specialists in natural sciences. Very soon, however, psychologists found new problems and devised procedures of their own.

There are a lot of fields in modern psychology. Modern society is turning more and more to psychology to deal with serious human problems. Psychologists can be found in labs doing research, in schools, in organizations, advertising, government and law enforcement agencies and just about any place one can think of. Psychologists work with business executives, performers, and athletes to reduce stress and improve performance. School psychologists deal with pupils' problems, do research at school. Social psychologists study how people influence one another. Psychologists advise lawyers on jury selection and cooperate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the shock of the event.

4. Give Russian equivalents of the following words and phrases.

Mental activity, human behaviour, the life span, mental health care, emotionally distressed, aimless observations, a prejudiced selection of facts, a qualified investigator, the same conditions, a wide variety of general and specific problems, survey.

5. Give English equivalents of the following words and phrases.

Память, мышление, мозг, развитие, физическое здоровье, быть связанным с чем-то, социальное влияние, наблюдения, доказывать свои идеи, делать вклад, исследовать поведение, внимание, восприятие, рассматривать проблемы.

6. Read the following words and their derivatives. Translate them into Russian.

- science, scientist, scientific;
- development, developer, developed;
- observation, observer, observable;
- behaviorism; behaviour; behavioural;
- psychology, psychologist, psychological;
- sociology, sociologist, sociological;

- investigation, investigator, investigative;
- experiment, experimenter, experimental.

7. Match the words in column A with their synonyms in column B. Make up word combinations with them.

A	B
1. to study	a. to investigate
2. behaviour	b. to be linked with
3. to be involved in sth.	c. to be engaged in
4. to be connected with	d. to stress
5. to focus on	e. to concentrate on
6. to point out	f. similar
7. to acquire	g. to get
8. to attempt	h. to try
9. the same	i. to take place
10. to achieve	j. to reach
11. to occur	k. to discover
12. to find	l. to be interested in
13. to be concerned with	m. conduct

8. Match the words in column A with their antonyms in column B. Make up word combinations with them.

A	B
1. mental	a. physical
2. the same	b. dishonest
3. impersonal	3. different
4. honest	4. personal
5. possible	5. informal
6. formal	6. impossible
7. new	7. old
8. a lot of	8. narrow
9. wide	9. little

9. Agree or disagree with the following statements.

1. Psychology as a science studies mental activity and human behaviour.

2. Psychology is not connected with other sciences.
3. Psychology achieved scientific status in ancient times.
4. Psychologists use the same methods as specialists in natural sciences.

10. Answer the following questions.

1. What does psychology as a science study?
2. With what other subjects is psychology closely connected?
3. What are the three stages of developing psychology?
4. When did psychology acquire scientific status?
5. Who was the founder of scientific psychology?
6. What methods are used in psychology?
7. Are there many fields in modern psychology?
8. What specialists in psychology in your opinion are greatly required today?

11. Complete the sentences using the necessary information from the text.

1. Psychology studies...
2. It is closely connected with...
3. Psychology achieved scientific status when...
4. The formal launching of psychology occurred...
5. Major specialists in psychology include...

12. Speak on psychology as a science.

THE HISTORY OF PSYCHOLOGY

1. Practise the pronunciation of the following words from the text.

Researcher, inspired, further, acquiring, knowledge, thought, enduring, psychology, scientific, launched, discipline, science, broadened, encouraged, behaviorism, influential, uniqueness, unconscious.

2. Guess the meaning of the following international words.

Consult a dictionary if necessary.

Ideas, basis, theories, physiologist, course, university, laboratory, discipline, systematic, methods, functionalists, behaviorism, motives, cognitive, positive, humanistic, perspective.

3. Read and translate the text consulting the vocabulary in case of difficulty.

researcher	исследователь
to reject	отклонять, отвергать, не принимать
to inspire	вдохновлять
further	дополнительный, дальнейший
to acquire	приобретать
contribution	вклад
to launch	начинать
by means of	при помощи чего-то, посредством
reward	награда
punishment	наказание
to propose	предлагать, выдвигать
trial-and-error learning	метод проб и ошибок
to emphasize	подчеркивать, придавать особое значение, выделять
observable	наблюдаемый
unconscious	неосознанный
current	текущий, современный, нынешний
approach	подход

Many of the ideas of early researchers have since been rejected or modified. Yet their work has inspired further study and provided the basis for acquiring more knowledge and developing additional theories. Moreover, each of the major figures and schools of thought in psychology has made an important contribution.

The German physiologist W. Wundt is aptly known as the father of modern psychology. He taught the first course in psychology in 1862 at the University of Heidelberg. Wundt set up the first experimental psychology laboratory in Leipzig in 1879. He launched the discipline as a science to be studied by means of systematic methods.

The functionalists broadened the definition of psychology. They drew attention to the importance of mental life in adapting to the environment. The functionalists encouraged a focus on learning as a means of adaptation. The most influential functionalist was William James who stressed the dynamic nature of consciousness.

The behaviorists further enhanced an understanding of learning, with their stress on the importance of rewards and punishments. John Watson formulated the goals of behaviorism in 1913. He proposed its methods of study to be modeled on the methods of the natural sciences. E. Thorndike was also influential in developing behaviorist thought. He was credited with discovering trial-and-error learning. This type of learning emphasizes the importance of rewards.

The gestaltists reemphasized the mental processes that the behaviorists had neglected. The most famous gestaltists were Max Wertheimer, Kurt Koffka and Wolfgang Kohler. They did not agree with behaviorists that psychology must be limited to the study of observable behavior. They believed that the mind inevitably brings together the various pieces of data the sense organs register, forming them into the perception of a whole. This whole they called a Gestalt (form or pattern).

Cognitive psychology has developed since 1950s. It studies cognitive processes in many areas including learning, memory, problem solving, etc. Frederic Bartlett, Jean Piaget, Jerome Bruner, George Miller and others were the influential cognitive psychologists.

Freud also made a significant contribution by giving psychology the understanding that some of our motivations may be hidden from conscious awareness. He gradually developed an elaborate theory of personality development and structure based on his observations. Freud called attention to the frequent importance of early life and to existence of unconscious motives.

Finally, the humanists such as A. Maslow and C. Rogers stressed the uniqueness of individuals and potential for freedom of choice. They

emphasized the positive side of human nature, the side that is creative and constructive and that seeks to build caring relationships with others.

Concepts from the past form the foundation for current approaches to different psychological problems.

4. Give Russian equivalents to the following words and phrases.

To reject ideas, further study, to set up a laboratory, to adapt to the environment, rewards and punishments, trial-and-error learning, mental processes, observable behaviour, various pieces of data, existence of unconscious motives, gestalt, caring relationships.

5. Give English equivalents to the following words and phrases.

«Отец» современной психологии, исследователи, обращать внимание, способы адаптации, сознание, методы изучения, полагать, предложить свои методы исследования, развивать теорию, скрытая мотивация, решение проблем, память, творческая личность, подчеркивать, современные подходы.

6. Find pairs of words from these two columns.

- | | |
|-------------------------|-----------------------------|
| 1. to develop | a. a laboratory |
| 2. to launch | b. some theories |
| 3. to set up | c. psychology |
| 4. to draw attention to | d. importance of early life |
| 5. to propose | e. trial-and-learning |
| 6. to discover | f. mental process |
| 7. to stress | g. methods of study |

7. Read the following words and their derivatives. Translate them into Russian.

- learn, learner, learned;
- know, knowledge, knowledgeable;
- motivate, motivation, motivated;
- define, definition, definite;
- adapt, adaptation, adaptable;
- understand, understanding, understandable;
- punish, punishment, punishable;
- contribute, contribution, contributory.

8. Form nouns with – ist and adjectives with – ical from the nouns according to the pattern: *sociology – sociologist – sociological*.

Psychology, physiology, microbiology, biology, histology, cardiology, neurology.

9. Choose the right translation of the words used in the text.

1) to broaden

- a) удлинять b) сужать c) расширять

2) data

- a) дата b) давать c) данные

3) reward

- a) награда b) наказание c) исследование

4) to launch

- a) предлагать b) объяснять c) запускать

5) whole

- a) объект b) весь c) целое

10. Agree or disagree with the following statements.

1. W. Wundt is the father of modern psychology.
2. J. Watson set up the first experimental psychology laboratory in Paris in 1917.
3. W. James stressed the importance of studying consciousness.
4. E. Thorndike discovered trial-and-error learning.
5. Gestaltists agreed with behaviorists that psychology must be limited to the study of observable behavior.
6. Freud made a significant contribution to psychology.
7. Humanists stressed the uniqueness of individuals and potential for freedom of choice.
8. Cognitive psychology studies behaviour.

11. Complete the sentences using the necessary information from the text.

1. ... is the father of modern psychology.
2. The work of early researchers provided the basis for ...
3. Wundt set up ...
4. Functionalists drew attention to ...

5. Behaviorists studied ...
6. Gestaltists believed that ...
7. Cognitive psychology studies ...
8. Freud called attention to ...
9. Humanists stress ...

12. Answer the following questions.

1. Who provided the basis for modern psychological theories?
2. Who is the father of modern psychology?
3. When and where did Wundt teach the first course in psychology?
4. What did functionalists stress?
5. Who formulated the goals of behaviorism?
6. What methods were used by behaviorists?
7. What kind of learning did Thorndike discover?
8. Did behaviorists study consciousness?
9. What is a gestalt?
10. What does cognitive psychology study?
11. What contribution did Freud make?
12. What did humanists stress?
13. What do the concepts from the past form?

13. Read some interesting facts.

Sigmund Freud's "The Interpretation of dreams" was published in 1899 but Freud asked the publisher to mark the date as 1900. He wanted it to appear in the 20th century. No one noticed. The dream book, containing ideas that would shape the modern era, sold just 300 copies in six years.

On average, psychoanalysis takes a little more than 5 years in the US, where most patients pay cost themselves because of insurance restrictions. In Ontario, Canada, where psychoanalysis is covered by insurance, the mean duration is less than 5 years.

14. Read and translate the following jokes.

➤ *Psychoanalysis for men and women*

Why is psychoanalysis a lot quicker for men than for women?

Because when it's time to go back to childhood, a man is already there.

➤ *Freudian Slip*

One man is telling his friend: “I had the worst Freudian Slip the other day”.

“What is a Freudian Slip?” the friend asks.

“You know, it’s when you mean to say one thing, but you say something else that reveals what you are really thinking about. Like the other day I was at the airport and this really beautiful lady was helping me. Instead of asking her for «two tickets to Finland», I asked her for two tickets to Loveland.”

“Oh, I know what you are talking about,” the friend says, “It’s like the other day when I was having breakfast with my wife. I wanted her to pass me the orange juice, and instead I said: «YOU RUINED MY LIFE!»

15. Speak on the history of psychology.

FREUD’S CONTRIBUTION TO PSYCHOLOGY

1. Practise the pronunciation of the following words from the text.

Neurophysiology, psychiatrist, psychoanalysis, unconscious, psyche, groundbreaker.

2. Guess the meaning of the following international words. Consult a dictionary if necessary.

Physiology, professor, to concentrate, neurophysiology, psychiatry, psychoanalysis, fantasy, psyche, patient, psychological processes, method, idea, theory, sociology, motivations.

3. Read and translate the text consulting the vocabulary if necessary.

wool merchant

to bring sb. fame and ostracism

inner physiological drives

торговец шерстью

принести славу и критику

внутренние физиологические побуждения

Sigmund Freud (1856–1939) was born on May 6, 1856 in a small town Freiberg. His father was a wool merchant with a keen mind and a good sense of humor. His mother was a lively woman. When he was 4 or 5 the family moved to Vienna, where he lived most of his life.

A brilliant child, always at the head of his class, Sigmund went to medical school where he became involved in research under the direction of a physiology professor. Freud concentrated on neurophysiology. He was very good at his research and got a grant to study first with the great psychiatrist Charcot, then with Bergheim. Both these gentlemen investigated the use of hypnosis with hysterics.

In Vienna Freud married his patient Martha Bernays and set up a practice in neuropsychiatry. His books and lectures brought him both fame and ostracism from the traditional medical community. He collected around him a number of very bright students who became the core of the psychoanalytic movement.

Freud immigrated to England just before World War II when Vienna became an increasingly dangerous place for Jews, especially ones as famous as Freud. Not long afterward he died.

Freud made a significant contribution to psychology. He gave it the understanding that some of our motivations may be hidden from conscious awareness. Freud believed that psychological processes, especially hidden conflicts within the mind, motivated much of our behavior.

For nearly fifty years, Freud revised and expanded his ideas into a body of work known as psychoanalysis. This theory included his views on personality and mental disorder, as well as a set of treatment methods.

Freud gradually developed an elaborate theory of personality development and structure based on his observations. He argued that a human personality results from a dynamic struggle between inner physiological drives (hunger, sex, aggression) and social pressures to follow rules, laws and moral codes. The idea that the unconscious mind directs people in their actions revolutionized the perception of the human personality. Besides, Freud called attention to the frequent importance of early life events. His theory also stresses the importance of fantasy for the human psyche.

Freud's ideas were and still are controversial. Even so, he was a groundbreaker who had a huge influence on psychology, sociology and many other fields.

4. Give Russian equivalents to the following phrases.

Keen mind, a good sense of humour, to become involved in research, to be good at research, to investigate the use of hypnosis, to bring smb fame and ostracism, to make a significant contribution to psychology, conscious awareness, mental disorder, a set of treatment methods, physiological drives, social pressures, the unconscious mind, early life events.

5. Give English equivalents to the following words and phrases.

Одаренный ребенок, получить стипендию, основать практику, скрытые конфликты, мотивировать поведение, взгляды на личность, разработать теорию, развитие личности, наблюдения, пересмотреть идеи, следовать правилам, обращать внимание, первооткрыватель.

6. Read the following words and their derivatives. Translate them into Russian.

- personality, person, personal;
- childhood, child, childish;
- law, lawyer, lawful;
- hysteria, hysterics, hysterical;
- medicine, medication, medical;
- belief, believer, believable;
- theory, theorist, theoretical.

7. Match the words in column A with their synonyms in column B. Make up word combinations with them.

A	B
1. brilliant	a. to found
2. research	b. bright
3. to set up	c. to suppose
4. to hide	d. to point out
5. to believe	e. conduct
6. behaviour	f. to work out
7. to include	g. fight
8. to develop	h. great
9. to argue	i. studies
10. struggle	j. to conceal
11. to stress	k. to consist of
12. huge	l. to prove
13. influence	m. impact

8. Match the words in column A with their antonyms in column B. Make up word combinations with them.

A	B
1. bright	a. inhuman
2. good	b. bad
3. great	c. order
4. conscious	d. little
5. disorder	e. late
6. frequent	f. unimportant
7. early	g. to forget
8. important	h. to find
9. human	i. stupid
10. many	j. unconscious
11. to know	k. rare
12. to hide	l. few

9. Agree or disagree with the following statements.

1. Sigmund Freud was always the best pupil.
2. While studying at medical school he concentrated on psychiatry.
3. He lived in Vienna all his life.
4. He collected around him the best young scientists.
5. He called special attention to the conscious mind.
6. Freud had a huge influence on psychology.

10. Complete the sentences using the necessary information from the text.

1. Sigmund Freud was born ...
2. His parents were ...
3. At school he was ...
4. After finishing school he went ...
5. He concentrated on ...
6. He was so good at his research that ...
7. In Vienna he married ...
8. His books and lectures brought him ...
9. Freud collected around him ...
10. He made a great contribution ...

11. He believed that psychological processes ...
12. Freud created a new field of science ...
13. He developed an elaborate theory ...
14. According to Freud, the unconscious mind ...
15. He called attention to the importance ...
16. He was a groundbreaker ...

11. Answer the following questions.

1. Where and when was Sigmund Freud born?
2. What was his father's job?
3. Did he live most of his life in Freiberg?
4. When did Sigmund start his research activities?
5. What kind of grant did he get?
6. On what subject did he concentrate while studying at medical school?
7. What kind of practice did Freud set up in Vienna?
8. What motivates much of our behavior in Freud's opinion?
9. What events did Freud call attention to?
10. What theory did Freud gradually develop?
11. What views does his theory of psychoanalysis include?
12. Freud's ideas were controversial, weren't they?
13. Why the theory of Freud is considered revolutionary?

12. Speak on the life and main ideas of the famous psychologist Sigmund Freud.

PROJECTS

Make presentations on the following topics. Appendix 2 contains some tips how to make your presentation better.

- Outstanding psychologists and their contributions to psychology (Alfred Adler, Erik Erikson, Erich Fromm)
- Major Schools of Psychology (Behaviorism, Psychoanalysis, Gestalt Psychology)
- Psychology of Art
- Psychology of Music
- Psychology of Religion etc.

UNIT 3. CAREERS IN PSYCHOLOGY

GRAMMAR

Модальные глаголы

Модальные глаголы показывают отношение говорящего к действию, выраженному смысловым глаголом (возможность, способность, необходимость совершения действия). К модальным глаголам относятся: **can, may, must, should, ought (to), will, would**. В английском языке модальные глаголы часто называют недостаточными, так как у них отсутствует ряд грамматических форм. Например, они не имеют окончания **–s** в 3-ем лице единственного числа в **Present Simple**; у них нет неличных форм; у большинства из них нет формы прошедшего времени; вопросительную и отрицательную формы они образуют без вспомогательного глагола; инфинитив, следующий за модальными глаголами, употребляется без частицы **to** (кроме глагола **ought**).

can

Модальный глагол **can** употребляется для выражения способности или возможности совершить действие. На русский язык глагол **can** переводится как *мочь, уметь*. В прошедшем времени он имеет форму **could**:

Police psychologists **can work** either as departmental employees or as external consultants to the police agency.

Психологи в полиции **могут работать** или как штатные сотрудники или как внешние консультанты отдела полиции.

The husband **could not conceal** his problems from his wife.

Муж **не смог скрыть** свои проблемы от жены.

Помимо выражения неспособности или невозможности совершения действия отрицательные предложения могут выражать запрещение:

You **can't speak** to me like that.

Я **не разрешаю** (ты не смеешь) так **разговаривать** со мной.

У модального глагола **can** есть эквивалент **be able (to)** – *мочь, быть в состоянии, быть способным что-то сделать*. Он может употребляться во всех временах:

What a person wants to do is often a different thing from what a person **is able to do**.

То, что человек хочет сделать, часто отличается от того, что он **в состоянии сделать**.

The boy **was able to convince** the teacher of his innocence.

Мальчик **смог убедить** учителя в том, что он не виновен.

When the fog lifts we **shall be able to see** a wonderful scenery.

Когда туман рассеется, мы **сможем увидеть** удивительный пейзаж.

may

Модальный глагол **may** (форма прошедшего времени **might**) употребляется для выражения предположения и возможности совершения действия и переводится на русский язык словами *можно, может быть, возможно, не исключено, что ...*. При этом **might** выражает меньшую степень вероятности совершения действия:

I assume it **may be** true.

Я допускаю, что это **может быть** правдой.

He **might be employed** in spite of many applicants.

Его, **возможно, примут** на работу, несмотря на большое количество претендентов.

May употребляется для выражения разрешения и переводится словами *можно, разрешите*:

May I see your passport, please?

Разрешите взглянуть на Ваш паспорт?

Значение разрешения может быть выражено и модальным глаголом **can**, употребление которого носит более разговорный стилистический оттенок и характерно для американского английского.

Для выражения запрещения в отрицательных предложениях, как правило, употребляется **can**:

May I smoke here? – Yes, you **may**.
– No, you **can't**.

Глагол **may** имеет эквивалент **be allowed (to)** – *быть разрешенным, быть позволенным*, который может употребляться во всех временах:

Dogs **are not allowed to be** in the shop.
Собакам **не разрешается находиться** в магазине.

Students **were allowed to conduct** clinical interviews.
Студентам **было позволено проводить** клинические собеседования.

How much time **shall we be allowed to do** the task?
Сколько времени нам **будет позволено выполнять** это задание?

must

Модальный глагол **must** употребляется для выражения долженствования, моральной необходимости и эмоционально окрашенного совета. Глагол **must** переводится на русский язык словами *должен, нужно*. Пример:

This law **must be obeyed**.
Этот закон **нужно соблюдать**.

Must также употребляется для выражения предположения, основанного на уверенности, и переводится на русский язык словами *вероятно, должно быть, очевидно*. Пример:

He **must be working** independently.
Должно быть, он работает самостоятельно.

Отрицательная форма **must not** употребляется для категоричного запрещения и переводится на русский язык словами *запрещено, нельзя*. Пример:

Cars **mustn't be parked** here.

Парковка запрещена.

В отрицательном ответе на вопрос с глаголом **must** обычно употребляется отрицательная форма модального глагола **need – need not**, которая переводится на русский язык как *не нужно, нет необходимости*. Пример:

Customs **need not be written down**.

Обычаи **нет необходимости записывать**.

Глагол **must** не имеет формы прошедшего и будущего времени. Вместо этого используются глаголы-эквиваленты **be to** и **have to**.

We **were to meet** him at the station at seven thirty.

Мы **должны были встретить** его на вокзале в семь тридцать.

She **had to answer** all his questions.

Ей **пришлось ответить** на все его вопросы.

should/ ought (to)

Модальные глаголы **should** и **ought (to)** имеют значение совета, рекомендации, наставления и переводятся на русский язык словами *следует, нужно*. Пример:

A person **should / ought to know** the consequences of his actions.

Человеку **следует знать** последствия своих действий.

will/ would

Модальный глагол **will** (форма прошедшего времени **would**) выражает настойчивое желание, намерение что-то сделать:

I **will sue** them for libel.

Я **обязательно подам** на них в суд за клевету.

When he was poor, he **would do** anything to earn some money.

Когда он был беден, он **готов был делать** что угодно, чтобы заработать денег.

Отрицательные формы **will not (won't)** и **would not (wouldn't)** выражают отказ, нежелание совершить действия; противодействие, сопротивление:

The law **won't work**.

Этот закон **не работает**.

When I was arrested I **wouldn't give** any evidence without my lawyer.

Когда я был арестован, я **отказался давать** показания без своего адвоката.

Упражнение 1. Переведите предложения на русский язык, учитывая значения модальных глаголов.

1. You **mustn't** interrupt me when I am speaking.
2. Respondents are allowed to object to some questions.
3. During the Cold War Europe had to choose between another war or peaceful coexistence.
4. They think they can persuade me, but they **can't**.
5. The boy **wouldn't** answer any questions.
6. People should treat each other better.

Упражнение 2. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. Candidates (*won't / can't*) bring textbooks into the examination room.
2. Last year I (*must / had to*) help my brother.
3. You (*might / must*) not exceed the speed limit.
4. If you want to learn the time, pick up the receiver and dial 8081; you (*needn't / mustn't*) say anything.
5. The President (*can / should*) seldom count upon the automatic support of Congress.
6. The secretary (*should / would*) read all the letters coming to the office.
7. They suspected that she (*should / might*) transfer the money to false accounts.
8. Visitors (*are not able / are not allowed*) to picnic on the grass.

Неличные формы глагола

В английском языке существуют четыре неличных формы глагола: **инфинитив** (*the Infinitive*), **герундий** (*the Gerund*), **причастие I** (*Participle I*) и **причастие II** (*Participle II*).

Неличные формы глагола, в отличие от личных, не имеют категории лица, числа, и наклонения. Они не употребляются в предложении в функции сказуемого, а могут быть только его частью. Каждая неличная форма глагола, помимо свойств глагола, обладает свойствами какой-либо другой части речи. Обладая свойствами глагола, неличные формы имеют формы действительного и страдательного залога (**Active – Passive**). Когда действие, выраженное неличной формой глагола, совершается лицом или предметом, к которому оно относится, то употребляется форма **Active**. Если действие совершается над лицом или предметом, то употребляется форма **Passive**.

Как и глагол, неличные формы выражают относительное время: **неперфектное – перфектное (Non-Perfect – Perfect)**. Неперфектные неличные формы глагола обозначают действие, одновременное с действием, выраженным глаголом-сказуемым. Перфектные формы обозначают действие, предшествующее действию, выраженному глаголом-сказуемым. В современном английском языке употребляются в основном неперфектные формы.

Причастие I

Причастие I (**Participle I**) – неличная форма глагола, обладающая свойствами глагола, прилагательного и наречия. Причастие I переходных глаголов имеет четыре формы, а непереходных – только две:

Participle I	Active	Passive
Non-Perfect	translating going	being translated _____
Perfect	having translated having gone	having been translated _____

Translating the documents we used a dictionary.

Переводя документы, мы пользовались словарем.

Going home he lost his wallet.

Идя домой, он потерял бумажник.

The documents **being translated** are very important.

Документы, **которые переводятся**, очень важны.

Having translated the documents we returned the dictionary to the library.

Переведя документы, мы вернули словарь в библиотеку.

Having gone into the street he looked about.

Выйдя на улицу, он огляделся по сторонам.

Having been translated the documents were submitted to the committee.

После того как документы **были переведены**, их передали на рассмотрение комиссии.

Обладая свойствами прилагательного и наречия, причастие I в предложении может выступать в функции определения и обстоятельства.

В функции определения употребляются только неперфектные формы, которые отвечают на вопрос “какой?” и на русский язык переводятся причастием несовершенного вида, оканчивающимся на –ющий(ся), –ащий(ся).

The conference **taking place** in Paris is devoted to population growth.

Конференция, **проходящая** в Париже, посвящена росту населения.

The details **being discussed** now are important for the investigation.

Детали, **обсуждающиеся** сейчас, важны для исследования.

В функции обстоятельства **Participle I Simple** отвечает на вопрос “что делая?” и переводится на русский язык деепричастием несовершенного вида.

Solving this problem, I understood that my approach was not strictly scientific.

Решая эту проблему, я понял, что мой подход не является строго научным.

В функции обстоятельства **Participle I Perfect** обозначает действие, предшествующее действию, выраженному сказуемым, отвечает на вопрос “что сделав?” и переводится на русский язык деепричастием совершенного вида.

Having lived in the country for many years, he spoke English without a foreign accent.

Прожив в стране в течение многих лет, он говорил по-английски без иностранного акцента.

Упражнение 3. Определите форму и функцию причастия I в данных ниже предложениях. Переведите предложения на русский язык.

1. In several societies, including Portugal, Spain and Italy, there was little development in sociological knowledge.
2. Having learnt the sad news she got upset.
3. Scientists are able to confirm some theories while rejecting or modifying others.
4. Being so nervous the witness cannot speak before the court.
5. She wore glasses while reading.
6. Being suspected of the offence the man was detained.
7. Having been questioned the defendant was released on bail.

8. He stopped at the door as if hesitating what to do next.
9. An open-ended format of a questionnaire may result in a bewildering array of answers.
10. Having finished their research, the scientists published the results in a foreign scientific magazine.

Причастие II

Причастие II (**Participle II**), подобно причастию I, обладает свойствами глагола, прилагательного и наречия. Оно имеет только страдательное значение и одну форму, например, **translated**, **written**:

The documents **translated** by the client were certified by the notary.

Документы, **переведенные** клиентом, были заверены нотариусом.

They received a letter **written** in French.

Они получили письмо, **написанное** на французском языке.

Причастие II может быть в предложении:

1) определением:

The **stolen** papers were never found.

Украденные документы так и не были найдены.

The news **published** on the front page is very interesting.

Новости, **опубликованные** на первой странице, очень интересны.

2) обстоятельством:

When **shown** the photograph she confessed everything.

Когда ей **показали** фотографию, она во всем призналась.

I did as **requested**.

Я сделал так, как меня **просили**.

Упражнение 4. Определите функцию причастия II в данных ниже предложениях. Переведите предложения на русский язык.

1. The criminal was convicted of attempted murder and robbery.
2. Considered from this point of view the question will be of great interest.
3. If offered a well-paid job she will not refuse it.
4. The data referred to in the paper are quite reliable.
5. The detective found fingerprints near the broken window.
6. When asked to attend the meeting he said nothing.

Упражнение 5. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. While (*being spoken / speaking*) at the meeting he paid particular attention to the problem of terrorism.
2. The officer must show the warrant to the person (*being arrested / having arrested*).
3. (*Having said / Said*) all he knew she left the room.
4. Her spirit though (*crushed / having crushed*) was not broken.
5. If (*approving / approved*) by both Houses a bill is placed before the sovereign for the Royal Assent.
6. (*Having been cautioned / Having cautioned*) beforehand he did not come to the meeting.

Герундий

Герундий (**the Gerund**) является неличной формой глагола, которая сочетает в себе свойства глагола и существительного. Формы герундия и причастия I полностью совпадают:

Gerund	Active	Passive
Non-Perfect	asking going	being asked —
Perfect	having asked having gone	having been asked —

The researcher went on **asking** questions.

Исследователь продолжал **задавать** вопросы.

The student insists on **being asked** some more questions.

Студент настаивает на том, чтобы ему **задали** еще несколько вопросов.

I am sorry for **having asked** her about this letter.

Я сожалею, что **спросил** ее об этом письме.

He told me of **having been asked** about the letter.

Он сказал мне о том, что его **спрашивали** о письме.

Неперфектный герундий может передавать действие, предшествующее действию, выраженному глаголом-сказуемым, если он употребляется после глаголов **to excuse, to forget, to remember, to thank** и др. и после предлогов **after, before, on, without** и др.:

I remember **seeing** him once.

Я помню, что **видел** его однажды.

After **arriving** in the city they went to the hotel.

После того как они **прибыли** в город, они отправились в отель.

Обладая свойствами существительного и глагола, герундий может употребляться в функциях всех членов предложения, кроме простого сказуемого. Таким образом, герундий в предложении может быть:

1) подлежащим:

Learning rules without examples is useless.

Заучивание правил без примеров бесполезно.

It is no use **waiting**.

Ждать бесполезно.

There is no **denying** that.

Этого нельзя **отрицать**.

2) частью сказуемого

а) составного именного:

The responsibility of state is **protecting** life and property.

Обязанность государства – это **защита** жизни и собственности.

б) составного глагольного (после глаголов **to begin, to continue, to finish, to go on, to keep (on), to start, to stop** и др., после **can't help** и **to be worth**):

They started **arguing**.

Они начали **спорить**.

I can't help **being** late.

Я не могу не **опаздывать**.

The fact is worth **mentioning**.

Этот факт стоит **упомянуть**.

3) дополнением

а) прямым (после глаголов **to avoid, to deny, to forget, to forgive, to hate, to remember** и др.):

He denied **having been** there.

Он отрицал, что **был** там.

б) косвенным (после глаголов **to accuse of, to complain of, to depend on, to object to, to prevent from** и др. и после выражений **to be afraid of, to be angry with, to be sorry for** и др.):

He was charged with **breaking** a shop window.

Его обвинили в том, что он **разбил** окно магазина.

The child was afraid of **being bitten** by the dog.

Ребенок боялся, что его **укусит** собака.

4) определением (после предлогов **of, for** и др.):

She had the feeling of **being deceived**.

У нее было чувство, что ее **обманывают**.

5) обстоятельством (после предлогов **after, before, by, in, on, upon, without** и др.):

He left without **paying** the bill.

Он ушел, не **заплатив** по счету.

Из приведенных примеров видно, что герундий может переводиться на русский язык существительным, неопределенной формой глагола, деепричастием или глаголом-сказуемым в придаточном предложении.

Упражнение 6. Определите форму и функцию герундия в данных ниже предложениях. Переведите предложения на русский язык.

1. It's foolish arguing over trifles.
2. Without reading the document the chairman of the committee rejected to sign it.
3. The guest insisted on being treated with a certain consideration.
4. The dictator avoided being punished for his crimes.
5. Complaining will not help matters.
6. In spite of the noise she carried on writing.
7. The cup showed no signs of having been touched.

Упражнение 7. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. I like his plan for (*investigating / being investigated*) the disappearance of the money.
2. The patient insisted on (*informing / being informed*) about all the details.
3. The boss hates (*interrupting / being interrupted*) by someone.
4. It's no use (*asking / being asked*) him.
5. The psychologist accused the client of (*having lied / having been lied*) to him.
6. The journalist remembered (*warning / being warned*) by the editor about the danger.
8. Sometimes the most effective means of (*influencing / being influenced*) a person's behavior is through his relatives.

Герундиальный оборот

Герундиальный оборот состоит из местоимения, притяжательного или личного в объектном падеже, или существительного в притяжательном или общем падеже и герундия. На русский язык герундиальный оборот переводится придаточным предложением, в котором существительное или местоимение становятся подлежащим, а герундий – сказуемым. Такое придаточное предложение вводится словами **то, что; о том, что; что; чтобы**.

His asking for help entirely changes the situation.

То, что он просит о помощи, совершенно меняет положение.

Do you remember **him paying** the money?

Ты помнишь, **что он заплатил** деньги?

I dislike the **chief's interfering** in the affair.

Мне не нравится, **что начальник вмешивается** в это дело.

Have you ever heard of **a man of sense rejecting** such an offer?

Вы когда-нибудь слышали, **чтобы разумный человек отказывался** от такого предложения?

Упражнение 8. Переведите предложения на русский язык, обращая внимание на герундиальные обороты.

1. We can't carry out the project without local authorities helping us.
2. I hate people quarrelling in public.
3. The eyewitness was against his name being mentioned.
4. The manager doesn't approve of her neglecting the duties.
5. The parents had no objection to the child being photographed.
6. The teacher listened to Ann's explaining why she was late.
7. Bob getting into the college made me jealous.
8. The friends were surprised at his having confessed the crime to the police.

Отглагольное существительное

Отглагольное существительное (**the Verbal Noun**) совпадает по форме с причастием I (**Active Non-Perfect**) и герундием (**Active Non-Perfect**). Отглагольное существительное обладает всеми признаками существительного: может иметь перед собой артикль; иметь форму множественного числа; определяться прилагательным, порядковым числительным, причастием; иметь после себя предлог **of**. На русский язык отглагольное существительное переводится, как правило, существительным.

The **collecting** of this material lasted the whole month.

Сбор этих материалов длился целый месяц.

Сравните:

Отглагольное существительное	Герундий	Причастие I
The second reading of the bill was a long and complicated process. Второе чтение законопроекта было долгой и сложной процедурой.	After reading the bill the deputies referred it to a special committee. Прочитав законопроект, депутаты направили его в специальную комиссию.	While reading the bill the head of the committee was making notes. Читая законопроект, председатель комитета делал записи.

Упражнение 9. Определите, чем является выделенное слово: отглагольным существительным, герундием или причастием I. Переведите предложения на русский язык.

1. The technique for **finding** the facts is sometimes inadequate.
2. There exist various methods **relating** to evaluating people's fitness for work.
3. Instead of playing computer games you'd better go for a walk.
4. The detective was **watching** the **comings** and **goings** in the house.
5. Maliciously **setting** fire to a **building** is arson.
6. The Revision Committee is a permanent body periodically **issuing** reports on a variety of subjects.
7. The director took part in the **sittings** of the board.

CAREERS IN PSYCHOLOGY

1. Practice the pronunciation of the following words from the text.

Careers, both, through, practice, varied, consultants, frequently, theories, specialize, areas, within, available, diagnose, chronic, specific, ethnic minority, psychotherapy, counseling, environment, diversity, ethnicity, culture, cerebral palsy, autism, assess.

2. Guess the meaning of the following international words. Consult a dictionary if necessary.

Clinical psychology, theory, client, patient, schizophrenia, information, to diagnose, practice, to test, laboratory, hospital, crises, chronic problems, depression, factor, cultural group, student.

3. Read and translate the text consulting the vocabulary in case of difficulty.

careers	(зд.) возможности трудоустройства
practitioner	практикующий специалист
to treat	лечить
intelligence	интеллект, ум
personality	личность, характер
disorder	расстройство, нарушение
short-term	краткосрочный
youngsters	молодежь
the elderly	люди преклонного возраста
strengths	сильные стороны
across life stages	в течение жизни
gender	биологический пол
well-being	самочувствие
spiritual	духовный
human resources specialists	специалисты отдела кадров
staffing	подбор персонала
stroke	паралич, инсульт
mental retardation	умственная отсталость
cerebral palsy	церебральный паралич
developmental disabilities	недостатки в развитии

There are many careers in psychology. Psychology includes both research, through which we learn fundamental things about human and animal behaviour, and practice, through which that knowledge is applied in helping people to solve problems. Psychology is an extremely varied field. Psychologists conduct research, serve as consultants, diagnose and treat people, test intelligence and personality.

As scientists, psychologists use scientific methods of observation, experimentation, and analysis. They develop theories and test them in their research. As they collect new information, these findings can be

used by practitioners in their work with clients and patients. As practitioners psychologists work in laboratories, hospitals, courtrooms, schools and universities, prisons, and corporate offices.

Clinical psychologists diagnose and treat mental, emotional, and behavioral disorders. They vary from short-term crises, divorce to chronic problems, such as schizophrenia. Some clinical psychologists treat specific problems exclusively, such as phobias or clinical depressions. Others focus on specific groups: youngsters, ethnic minority groups, and the elderly, for example.

Counseling psychologists help people recognize their strengths and resources to fight with their problems. Counseling psychologists do counseling and psychotherapy, teaching, and scientific research with individuals of all ages, families, and organizations (e.g. schools, hospitals, businesses). Counseling psychologists help people understand and take action on career and work problems. They pay attention to how problem and people differ across life stages. Counseling psychologists have great respect for the influence of differences among people (such as race, gender, sexual orientation, religion) on psychological well-being. They believe that behaviour is affected by many things, including qualities of the individual's personality and factors in the person's environment (e.g. family, society, and cultural groups).

Educational or school psychologists concentrate on effectiveness of teaching and learning. They assess and counsel students, consult with parents and school staff. They consider a variety of factors, such as human abilities, student motivation etc.

Industrial/organizational psychologists apply psychological principles and research methods to the work place in the interest of improving productivity and the quality of work life. Many serve as human resources specialists, helping organizations with staffing, training, and employee development. And others work as management consultants in such areas as strategic planning and quality management.

Rehabilitation psychologists work with stroke and accident victims, people with mental retardation, and those with developmental disabilities caused by such conditions as cerebral palsy, epilepsy, and autism. They help clients adapt to their situation, frequently working with other health care professionals. They deal with issues of personal problems and interpersonal relations.

4. Give Russian equivalents of the following words and phrases.

Animal behavior, to apply knowledge, varied field, to treat people, corporate office, to focus on, to fight with problems, to do counseling, to take action, environment, teaching and learning, human abilities, employee development, health care professionals.

5. Give English equivalents of the following words and phrases.

Решать проблемы, проводить исследование, ученый, наблюдение, разрабатывать теории, развод, этническое меньшинство, узнать свои сильные стороны, уделять внимание, подвергаться влиянию, применять принципы, методы исследования, пострадавшие в аварии, межличностные отношения.

6. Match the words in column A with their definitions in column B.

A	B
1. career	a. a place where law cases can be heard and judged
2. youngster	b. a small part of the population which is different in race
3. ethnic minority	c. passing on knowledge or skills
4. courtroom	d. a young person
5. environment	e. a process of getting knowledge through reading and study
6. teaching	f. a job or profession which a person intends to follow for part or the whole of one's life
7. learning	g. physical and social conditions which influence people's feelings and development

7. Insert the proper prepositions: in, on (3), with, through, by, to (2), about.

Learn ... research, learn ... personality, be used ... practitioners, work ... clients, work ... schools, focus ... specific problems, take action ...

career problems, pay attention ... problems, concentrate ... effective techniques, apply principles ... the work place.

8. Agree or disagree with the following statements.

1. Psychology is an extremely varied field.
2. The field of psychology includes practice, research and clinical psychology.
3. As scientists, psychologists follow scientific methods, using careful observation, experimentation, analysis.
4. Educational psychologists work with ethnic minorities and the elderly.
5. Psychologists believe that race, gender, religion influence psychological well-being.
6. Employee training and development are the main functions of rehabilitation psychologists.

9. Match the parts of the sentences.

- | | |
|--|--|
| 1. A psychologist should be intelligent, | a) a nice and friendly personality. |
| 2. It is difficult to diagnose some psychological disorders, | b) it is more difficult to treat them. |
| 3. Clinical psychologists must have | c) and professional psychologists can help to reduce stress. |
| 4. Many business executives live in constant stress | d) with different mental disorders. |
| 5. Victims and bystanders of such disasters as plane crash | e) creative, understanding and innovative. |
| 6. Psychologists often provide help for people | f) live in stress long after the accident. |

10. Answer the following questions.

1. What are the two main branches in psychology?
2. What is research in psychology concerned with?
3. What scientific methods do psychologists use?

4. Where can psychologists work?
5. What do clinical psychologists treat?
6. What may influence the psychological well-being of a person?
7. How can school psychologists help in the process of teaching and learning?
8. What do industrial psychologists do to improve productivity?
9. Are rehabilitation psychologists necessary for people with disabilities?
10. What type of psychologist would you like to be?

11. Speak on the careers in psychology.

THE PROFESSION OF A POLICE PSYCHOLOGIST

1. Practice the pronunciation of the following words from the text.

Consultant, necessarily, acquire, technique, anger, trauma, suicide, concise.

2. Guess the meaning of the following international words. Consult a dictionary if necessary.

Police officer, agency, department, term, consultant, effective, personnel, train, crisis situations, clinical practice.

3. Read and translate the text consulting the vocabulary in case of difficulty.

law enforcement activity	правоохранительная деятельность
a little misleading	не совсем точный
rewarding	заслуживающий благодарности
as well as	а также
ride-along	патрулирование улиц
overall fit for work	полное соответствие должности
fitness-for-duty evaluation	оценка на соответствие должности
hostage taking	захват заложников
scheduling	планирование распорядка дня

post-shooting trauma	эмоциональная травма в результате огнестрельного ранения или применения огнестрельного оружия
excessive force	превышение силы
substance abuse	злоупотребление алкоголем или наркотиками

Psychology of law enforcement activity (or Police Psychology) is the application of behavioral science and mental health principles (psychological ideas) to the concerns of police officers, their families, the department, and the community. The term "police" can be a little misleading because Police Psychologists are involved in all aspects of law enforcement including local and federal government agencies. They are not limited to just police departments.

Police psychologists can work either as departmental employees or as external consultants to the police agency trying to make officers' jobs and lives more effective, productive, and rewarding. Police psychologists do not necessarily have to become police officers, but it is vital that a clear understanding of the nature of police work is acquired. To gain this understanding, some psychologists will request to accompany police officers on ride-alongs for a brief period.

Police psychologists have many roles in the police force. They conduct pre-employment screenings for police and public safety personnel where they will assess and evaluate the potential new police officer's as well as government agent's personality, psychology, intelligence, and overall fit for work.

The police psychologist will also conduct fitness-for-duty evaluations for police officers (stating, for example, whether the police officer is able to perform tasks in law-enforcement bodies. The police psychologist will train police officers how to work in crisis situations like hostage taking. The police psychologist will teach the police officer crime prevention techniques. The police psychologist also provides clinical counseling to police officers and their families, which can include family and marital issues, divorce, loss, injury and stress. Police psychologists may assist with scheduling, educating officers to deal with emotional and anger management. Police Psychologists also provide services with critical incidents, excessive force issues, post-shooting

trauma, police suicides, substance abuse counseling, leadership and management training in police and public safety administration.

A police psychologist should have excellent problem-solving skills, have excellent listening and communication skills, be observant and able to interpret people's body language as well as what they say, be able to produce clear, concise written reports, be interested in the causes and effects of criminal behaviour.

Police psychology is one of the fastest-growing areas of employment for psychology graduates. The basic qualification for anyone aiming at a career as a professional psychologist is a degree in psychology. Graduates are expected to undertake relevant practical experience before applying for police psychologist vacancies. In addition to police departments, Police psychologists may work for government agencies and even contribute to training of future officers and agents. There are a number of opportunities as consultants, and many Police Psychologists work in clinical practices as well [15].

4. Give Russian equivalents of the following words and phrases.

Mental health, community, employee, to acquire clear understanding, to conduct pre-employment screening, public safety, to assess intelligence, evidence against somebody, crime prevention, injury, problem-solving skills, criminal behavior, psychology graduates, to apply for a vacancy.

5. Give English equivalents of the following words and phrases.

Применение принципов, офицер полиции, государственное учреждение, сопровождать офицера полиции при патрулировании, оценивать пригодность к службе, быть неспособным осуществлять свои обязанности, захват заложников, вопросы брака, навыки общения, краткие письменные отчеты, сфера занятости, приобрести практический опыт.

6. Translate the following word combinations. Pay attention to the rules of translation Noun+Noun word combinations (see Appendix).

Police officer, law enforcement activity, public safety personnel, crime prevention techniques, anger management, substance abuse

counseling, police psychologist vacancy, problem-solving skills, people's body language.

7. In the text “The Profession of a Police Psychologist” there are 21 words ending with –ing. Translate these words paying attention to their function in the sentence (see Appendix 1).

8. Agree or disagree with the following statements.

1. Police psychologists work only in the police departments.
2. Police psychologists must always become police officers.
3. It is not necessary for a police psychologist to understand the nature of police work.
4. Police psychologists should be able to interpret people's body language and causes of their behavior.
5. Psychology graduates rarely apply for the job of a police psychologist.
6. Police psychologist is a well-paid and highly respected profession.
7. Police psychologists can work in clinical counseling.

9. Answer the following questions.

1. What does police psychology deal with?
2. What is the aim of a police psychologist in the police agency?
3. What may a police psychologist do to understand the nature of police work?
4. What are the duties of police psychologists in the police force?
5. How can police psychologists help police officers in their private life?
6. What skills are required for police psychologists?
7. What qualification is necessary to become a police psychologist?
8. Why have you chosen a career of a police psychologist?

10. Speak on the profession of a police psychologist.

YOUTH WORK

1. Practise the pronunciation of the following words from the text.

Adolescent, purpose, to enhance, development, to engage, design, although, managerial, pedagogy, deviant behaviour, to require, field, premise, to exist, to encourage, statutory, government, environment, necessary, experience.

2. Guess the meaning of the following international words from the text.

Personal, social, programme, recreational, nature, design, managerial, analytical, consulting, sphere, pedagogy, teenager, qualification, coffee bar, formal, method, to inform, service, organization, assembly, club, volunteer, public sector, career.

3. Read and translate the text consulting the vocabulary in case of difficulty.

youth work	организация работы с молодежью	
adolescent	подросток	
to meet a challenge	решать задачу	
centre-based work	работа в молодежных центрах	
detached work	работа вне молодежных центров	
outreach youth work	информационно-пропагандистская работа с молодежью	
school-based work	работа с молодежью в школах	
one-to-one mentoring	индивидуальная	воспитательная программа
statutory youth worker	официальный	представитель социальной службы, работающий с молодежью
outdoor education	обучение и воспитание вне стен школы	
community education	муниципальная	система обучения взрослых

Youth work is defined as activities that intentionally seek to impact older children and adolescents. The main purpose of youth work is to enhance the personal and social development of young persons. So youth work is normally aimed to engage young people in coordinated programmes, including those that are recreational, educational, or social by nature and design. Youth workers promote the personal, educational and social development of young people aged between 13 and 19, although in some cases they may extend this to those aged 11 to 13 and 19 to 25. Youth workers normally perform managerial, analytical and consulting activities in the sphere of youth work. They meet challenges of social pedagogy and education.

Work with children and young people often requires high levels of skills and judgment. It is important that you choose the right qualification for the field in which you want to work. Different varieties of youth work include centre-based work, detached work, outreach youth work and school-based work.

Centre-based youth work is carried out at dedicated premises, which may include facilities such as drop-in coffee bars, sports facilities and advice centres.

Detached youth work is a form of street-based youth work provision, which operates without the use of a centre and takes place where young people usually spend their free time. Detached work is used as a method of delivering informal and social education.

Outreach youth work is a form of youth work that takes place on young people's own territory and is a method of work that supports new and existing centres and projects. It is normally used to inform young people of services that exist in their locality and to encourage them to use such services. Outreach work takes place when workers from youth centres go onto the streets to encourage young people to attend their club.

School-based work is normally carried out in schools and provided directly for the pupils, often by an organization external from the school. It may include lessons, assemblies, after-school clubs, one to one mentoring etc.

In the UK and lots of other countries, the main distinction is usually made between statutory youth workers, those who work for a government, and non-statutory ones, those that work as volunteers.

Youth workers in the public sector often start a career in school or youth centre environment, which is relatively safe. With experience, they can be promoted to mentoring and counseling work.

Increasingly, youth workers are employed by social services and the health service. Many workers use their experience to move into related jobs such as careers adviser/personal adviser within community education, outdoor education, social work, advice work or training [17].

4. Give Russian equivalents of the following words and phrases.

To impact, the main purpose, to enhance, to engage, by nature, by design, to meet a challenge, to deal with, deviant behaviour, centre-based youth work, detached youth work, outreach youth work, school-based youth work, to take place, informal education, social education, to encourage, statutory youth worker, non-statutory youth worker, public sector, social services, health service, personal adviser.

5. Give Russian equivalents of the following words and phrases.

Работа с молодежью, подросток (2), развлекательный, образовательный, социальный, личностное развитие, социальное развитие, социальная педагогика, управленческая, аналитическая и консалтинговая деятельность, высокий уровень умений, здравый смысл, квалификация, кофейня, спортивные центры, консультационные центры, содействовать новым и уже существующим центрам и проектам, информировать о чем-либо, урок, собрание, факультатив/кружок, волонтер, консультант по вопросам карьеры, муниципальная система обучения взрослых, обучение и воспитание вне стен школы, консультативная работа.

6. Complete the word building table. Consult a dictionary in case of difficulty.

Verb	Noun	Adjective
work		working
	education	educational
personalize	person	
develop		developed
require		required
	behaviour	behavioural

encourage		encouraging
qualify		qualified
	service	serving
experience		experienced
	employment	employed
advise		advisory

Fill in the gaps with the appropriate words from the table above.

1. Any youth worker knows from personal ... that teenagers normally don't trust adults.
2. As a rule youth workers have pedagogical
3. We are trying to understand the causes of criminal ... among adolescents.
4. The two-year course leads to a professional
5. Youth workers promote the personal, educational and social ... of young people.
6. Our aim is to provide the best ... at the lowest price.
7. Blake's very ... in youth work.
8. Educational institutions ... over 10 000 youth workers.

7. Write the following words with correct negative prefixes (non-, un-, im-, in-). Consult a dictionary in case of difficulty. Make up your own sentences with them.

Statutory, personal, formal, directly, important, social, safe, related.

8. Agree or disagree with the following statements.

1. Youth work is a community support activity that intentionally seeks to impact elderly people.
2. The main purpose of youth workers is to promote the personal, educational and social development of young people.
3. As a rule youth workers perform managerial, analytical and consulting activities in the sphere of childcare.
4. Youth work includes such kinds of work as centre-based work, detached work, outreach youth work and school-based work.
5. Detached youth work is carried out at dedicated premises such as drop-in coffee bars, sports facilities and advice centres.

6. The aim of outreach youth work is to encourage young people to attend various youth clubs.
7. School-based work normally includes lessons, assemblies, after-school clubs, one to one mentoring etc.
8. In the UK and elsewhere, the main distinction is usually made between statutory youth workers and volunteers.
9. Youth workers in the public sector often start a career in school or youth centre environment.
10. Youth workers are often employed by police, government and educational institutions.

9. Answer the following questions.

1. What is the definition of youth work?
2. What is the aim of youth work?
3. What are youth workers responsible for?
4. What are the main four kinds of youth work?
5. Which kind of youth work is carried out “in the street”?
6. Which kind of youth work takes place in schools?
7. Which kind of youth work is the best way to inform young people of available services and projects?
8. What is the distinction between statutory and non-statutory youth workers?
9. Where do youth workers usually start a career after graduation from an educational institution?
10. What organizations normally employ youth workers?

10. Speak on youth work in the Russian Federation.

LOGOPEDICS AS A SCIENCE

1. Practise the pronunciation of the following words from the text.

Branch, pedagogy, hearing, science, behaviour, scientific basis, treating, issue, century, deaf-mutism, distinguish, mutism, province, therapeutic procedure, physician, health, tongue-tie, dyslexia, dysgraphia, alalia, aphasia, impairments, stammering.

**2. Guess the meaning of the following international words.
Consult a dictionary if necessary.**

Pedagogy, basis, anomaly, mechanism, defects, correction, therapeutic procedure, motor, theoretical, modern, idea, structure, human, mental, lexical, grammatical, aspects, receptor activity, cognitive processes, emotional, linguistics, physiology, medicine, methods, special, specialist.

3. Read and translate the text consulting the vocabulary in case of difficulty.

speech development	развитие речи
treating	лечение
physician	терапевт
the main concern of logopedics	главная забота логопедии
scientific concepts	научные понятия
degree of prominence	степень выраженности
mental health	умственное здоровье
deaf-mutism	глухо-немота
tongue-tie	косноязычие
stammering	заикание
impairments of the means of speech	нарушения средств общения
deviations in the development of speech behaviour	нарушения в применении средств общения
speech disorder	нарушение речи

Logopedics is a branch of pedagogy that studies anomalies of speech development in the presence of normal hearing; investigates the manifestations, nature, and mechanisms of impairment of speech; and develops a scientific basis for treating and preventing speech defects by special training and education.

The issue of correcting speech defects was raised for the first time in works on teaching the deaf written in the 17th century (when deaf-mutism had not yet been distinguished from mutism and other speech defects). In the second half of the 19th century, the study of speech defects in the presence of normal hearing became an independent field,

but largely the province of medicine. Speech correction became a therapeutic procedure to be carried out by physicians and nurses.

The one-sided view that speech is an aggregation of specialized muscular movements prevailed until the late 1930's. Speech defects were generally considered from the standpoint of developing symptomatic methods of overcoming the motor difficulties of articulation. These matters, together with respiratory correction, constituted the main concern of logopedics.

The emphasis of logopedics changed radically as scientific concepts and theoretical research on the nature of speech developed; the pedagogical aspect became primary. Modern logopedics is based on the idea that the structure of speech is complex and varied in its functions and ways of influencing human mental development.

Speech defects differ in manifestations, nature, degree of prominence, and effect on mental health and growth. Some defects affect pronunciation (for example, tongue-tie); others are manifested not only by pronunciation defects but also by difficulties in reading and writing (**dyslexia**, **dysgraphia**); still others involve the lexical and grammatical aspects of speech (for example, **alalia** and **aphasia**). In addition to impairments of the means of speech, there are also deviations in the development of speech behavior (resulting stammering).

Logopedic research is concerned not only with pronunciation defects, but also with the level of lexical and grammatical development, with the mastery of the sounds that make up words, and with written communication. It also studies the receptor activity, cognitive processes, and emotional and volitional aspects of speech.

Speech defects are studied and overcome with the help of information from other branches of knowledge, such as psychology, linguistics, physiology, and medicine. Speech disorders are treated by pedagogical methods. Special training and corrective education are used according to medical recommendations.

The direct goal of logopedics is to solve the problems of speech pathology. The results of research on anomalies of speech development contribute to expanding the concepts of general psychology and speech education. In Russia, logopedic assistance is offered in special and general public schools, preschool institutions, children's polyclinics, and hospitals. Specialists in logopedics are trained in the speech pathology

departments of pedagogical institutes. Research in logopedics is conducted at the Institute of Speech Pathology of the Academy of Pedagogical Sciences, at pedagogical institutes, and at some medical research institutions.

Notes:

- **dyslexia** дислексия (вид специфического нарушения обучения, имеющий неврологическую природу. Она характеризуется неспособностью быстро и правильно распознавать слова, осуществлять декодирование, осваивать навыки правописания).
- **dysgraphia** дисграфия (частичное нарушение процесса письма, проявляющееся в стойких, повторяющихся ошибках, обусловленных несформированностью высших психических функций, участвующих в процессе письма).
- **alalia** алалия (отсутствие или ограничение речи у детей вследствие недоразвития или поражения речевых зон больших полушарий коры головного мозга).
- **aphasia** афазия (расстройство речи состоящее в утрате способности пользоваться словами и фразами как средством выражения мысли вследствие поражения определённых зон коры головного мозга).

4. Give Russian equivalents of the following words and phrases.

A branch of pedagogy, anomalies of speech development, mechanisms of impairment of speech, a scientific basis for treating and preventing speech defects, the issue of correcting speech defects, to be distinguished from, a therapeutic procedure, a one-sided view, the main concern of logopedics, the emphasis of logopedics, human mental development, degree of prominence, deviations in the development of speech behavior, to be concerned with, the receptor activity, cognitive

processes, emotional and volitional aspects of speech, with the help of, according to medical recommendations, the direct goal of logopedics.

5. Give English equivalents of the following words and phrases.

Нормальный слух, самостоятельная область, педагогический аспект, способы воздействия на психическое развитие человека, степень выраженности и влияния на психическое здоровье и рост, дефекты произношения, проблемы овладения звуками, рецепторная активность, когнитивные процессы, нарушение речи.

6. Read the following words and their derivatives. Translate them into Russian.

- behave, behaviour, behavioural;
- depend, independence, independent;
- develop, development, developed;
- educate, education, educational;
- study, student, studied;
- solve, solution, solvable;
- teach, teacher, teaching.

7. Match the words in column A with their synonyms in column B. Make up word combinations with them.

- | A | B |
|----------------|----------------------|
| 1. to study | a) to reach |
| 2. activity | b) to try |
| 3. behaviour | c) to link |
| 4. to involve | d) to discover |
| 5. to focus on | e) liveliness |
| 6. to acquire | f) to consider |
| 7. to attempt | g) to happen |
| 8. the same | h) to conduct |
| 9. to achieve | i) to include |
| 10. to occur | j) to concentrate on |
| 11. to find | k) to get |
| 12. to connect | l) identical |

8. Match the words in column A with their antonyms in column B. Make up word combinations with them.

A	B
1. mental	a) to separate
2. same	b) informal
3. dependent	c) old
4. impersonal	d) narrow
5. honest	e) few
6. possible	f) independent
7. formal	g) personal
8. new	h) to neglect
9. a lot of	i) dishonest
10. wide	j) physical
11. to connect	k) different
12. to study	l) Impossible

9. Agree or disagree with the following statements.

1. Logopedics studies anomalies of human behaviour.
2. The issue of correcting speech defects was raised for the first time in the 19th century.
3. Modern logopedics is based on the idea that the structure of speech is complex and varied in its functions and ways of influencing human mental development.
4. Speech defects affect only pronunciation.
5. The emphasis of logopedics changed a little.
6. Speech disorders are treated by pedagogical methods.
7. Logopedics assistance is offered only in medical establishments.
8. Logopedic research is concerned only with pronunciation defects.
9. The direct goal of logopedics is to solve the problems of hearing pathology.
10. Logopedics has close links with psychology, linguistics, physiology, and medicine.

10. Answer the following questions.

1. What does logopedics as a science study?
2. What other subjects is logopedics closely connected with?

3. When was the problem of correcting speech problems raised for the first time?
4. How did the emphasis of logopedics change since that time?
5. What is logopedic research concerned with?
6. What do speech defects differ in?
7. Are speech defects studied and overcome with the help of information from other branches of knowledge?
8. The direct goal of logopedics is to solve the problems of speech pathology, isn't it?
9. Where is research in logopedics conducted?
10. Where is logopedics assistance offered in Russia?

11. Complete the sentences using the necessary information from the text.

1. In the second half of the 19th century, the study of speech defects in the presence of normal hearing became...
2. The one-sided view that speech is an aggregation of...
3. Modern logopedics is based on the idea that...
4. Speech defects differ in...
5. The results of research on anomalies of speech development contribute to...
6. Specialists in logopedics are trained in....

12. Speak on the topic “ Logopedics as a science”

PROJECTS

Make presentations on the following topics. Appendix 2 contains some tips how to make your presentation better.

- Preparing for a career in Psychology (in Great Britain, the USA, and Russia).
- Challenges in the work of a psychologist (a youth worker, a police psychologist).
- Code of ethics of psychologists.
- Youth organizations in the USA, Russia.

UNIT 4. PSYCHOLOGISTS AT WORK

GRAMMAR

Инфинитив

Инфинитив (**the Infinitive**) является неличной формой глагола, которая сочетает в себе свойства глагола и существительного. Как и глагол, он имеет категорию залога, вида, относительного времени, может иметь после себя дополнение и определяться наречием. Свойства существительного проявляются в синтаксических функциях инфинитива. Инфинитив обычно употребляется с частицей **to**, однако после вспомогательных глаголов **shall, will**; модальных глаголов **can, may, must, should, would** (кроме **ought**), а также в сложном дополнении после ряда глаголов частица **to** не употребляется.

Формы инфинитива

Infinitive	Active	Passive
Non-Perfect	to write to go	to be written _____
Progressive	to be writing to be going	_____ _____
Perfect	to have written to have gone	to have been written _____
Perfect Progressive	to have been writing to have been going	_____ _____

Инфинитив может служить в предложении:

1) подлежащим:

To study well is your duty.

Хорошо **учиться** – это твоя обязанность.

2) частью сказуемого:

This rule must **be obeyed**.

Это правило надо **выполнять**.

The researcher began **to ask** questions again.

Исследователь начал снова **задавать** вопросы.

3) дополнением:

а) после глаголов **to agree, to decide, to fail, to forget, to hope, to manage, to promise, to refuse, to remember** и др.:

He promised **to come** on time.

Он пообещал **прийти** вовремя.

б) после прилагательных **afraid, glad, happy, lucky, pleased**, и др.:

She was afraid **to go** there.

Она боялась **идти** туда.

4) определением. Инфинитив в функции определения переводится на русский язык тремя способами.

а) придаточным определительным предложением, выражающим долженствование, возможность или будущность:

<p>She is leaving for the conference to be held in Moscow.</p>	<p>Она отправляется на конференцию, которая должна состояться (будет проходить) в Москве.</p>
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<p>He is the man to be relied upon.</p>	<p>Он человек, на которого можно положиться.</p>
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б) неопределенной формой глагола. Здесь наблюдается полное соответствие между английским и русским предложениями:

<p>She got permission to leave.</p>	<p>Она получила разрешение уехать.</p>
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<p>I have nothing to say.</p>	<p>Мне нечего сказать.</p>
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в) личной формой глагола в том случае, если инфинитив-определение относится к порядковому числительному: **the first** *первый*, **the second** *второй* и т. д. или к словам: **the last** *последний*, **the next** *следующий*:

She was **the first to come**. Она пришла первой.

He was **the last to understand** it. Он понял это последним.

5) обстоятельством:

This body was set up (in order) **to regulate** standards of professional education.

Эта организация была создана для того, чтобы **определять** стандарты профессионального образования.

The man was too old **to be employed**.

Мужчина был слишком стар для того, чтобы его наняли на работу.

Are you so stupid as **to believe** him?

Неужели ты настолько глуп, чтобы **верить** ему?

Упражнение 1. Определите форму и функцию инфинитива в данных ниже предложениях. Переведите предложения на русский язык.

1. To obey the law is everyone's duty.
2. He failed to be elected President for the second term.
3. The main requirement is to have passed the final examination.
4. She didn't have the opportunity to contact her boss.
5. The meeting can be postponed so as to collect all the new data.
6. The public ceased to be interested in their problems.
7. It is unjust of him to accuse you without proof.
8. He was lucky to have been given the job.

Упражнение 2. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. The police psychologist was employed by a police department (*to conduct / to be conducted*) fitness-for-duty evaluation.
2. He had a valid reason (*to be excused / to excuse*) from work.
3. Every citizen is entitled (*to have given / to be given*) emergency medical help.
4. I'm sorry (*to have disappointed / to disappoint*) you but I didn't mean anything of the kind.
5. You should (*have told / tell*) me about your plan earlier.
6. The expert-psychologist supposes that the crime might (*have been committed / have committed*) by a woman.
7. She can (*be arriving / have been arriving*) soon.
8. You should (*win / have won*) the game easily.
9. The student is planning (*to have completed / to be completed*) all his coursework by next week.
10. I know there is a vacancy and I would like (*to be offered / to offer*) this job.

Объектный инфинитивный оборот

Объектный инфинитивный оборот (**the Objective Infinitive Construction**) состоит из существительного в общем падеже или местоимения в объектном падеже и инфинитива. В предложении этот оборот является сложным дополнением (**the Complex Object**). На русский язык объектный инфинитивный оборот переводится:

а) дополнительным придаточным предложением с союзами **что, чтобы, как**, в котором существительное (местоимение), стоящее перед инфинитивом, становится подлежащим, а инфинитив – сказуемым придаточного предложения; б) существительным (местоимением), стоящим в винительном или дательном падеже, за которым следует инфинитив:

The professor wanted **the students to read** the document in the original.

Профессор хотел, **чтобы студенты прочитали** документ в оригинале.

The professor made **them read** the document in the original.

Профессор заставил **их прочитать** документ в оригинале.

Объектный инфинитивный оборот употребляется:

1) после глаголов, выражающих умственную деятельность, **to assume, to believe, to consider, to expect, to find, to know** и др.:

I believe **the doctor to have done** everything possible.

Я верю, что **доктор сделал** все возможное.

2) после глаголов, обозначающих желание, намерение, **to want, to wish; to mean, to intend** и др.:

The parents wanted **their son to become** a doctor.

Родители хотели, чтобы **их сын стал** врачом.

3) после глаголов, выражающих приказание, разрешение, просьбу, **to cause, to get (заставлять), to order, to tell** и др.:

The head of the department got **her to deal** with the complaint.

Начальник отдела заставил **ее рассмотреть** жалобу.

Однако после глаголов **to have (заставлять), to make (заставлять)** и **to let** инфинитив употребляется без частицы **to**:

The burglars had **the woman show** them where she kept her money.

Грабители заставили **женщину показать** им, где она хранила деньги.

4) после глаголов чувственного восприятия **to feel, to hear, to notice, to observe, to see, to watch** и др. С этими глаголами инфинитив употребляется без частицы **to**:

The girl didn't hear **the teacher call** her to the blackboard.

Девочка не слышала, как учитель **вызвал** её к доске.

После глаголов **help** и **know** инфинитив может употребляться как с частицей **to**, так и без нее:

I helped **her (to) find** a good psychologist.

Я помог **ей найти** хорошего врача.

I have never known **him (to) behave** like that.

Я не знал, что **он ведет себя** подобным образом.

Наряду с объектным инфинитивным оборотом в английском языке существует объектный причастный оборот (**the Objective Participial Construction**), который также является в предложении сложным дополнением. Причастие I в этом обороте выражает незавершенное действие, а причастие II придает обороту пассивный характер и указывает на результат действия:

She saw **the policeman running** after the robber.

Она видела, как **полицейский бежал** за грабителем.

I want **the damages paid** at once.

Я хочу, чтобы **убытки были возмещены** немедленно.

Упражнение 3. Найдите в предложениях сложное дополнение. Переведите предложения на русский язык.

1. She observed them get into the store.
2. I don't want my story to be interrupted by your questions.
3. The president expected these laws to protect the interests of the country.
4. I have never known him to be investigating the case.
5. The boy made his mother believe that he wasn't guilty.
6. I know him to have been informed about the meeting of the committee.
7. He heard his name mentioned in the conversation.
8. The parents saw their daughter smoking a cigarette.

Упражнение 4. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. You shouldn't conceal the facts if you want us (*to help / help*) you.
2. The court orders costs (*to be paid / be paid*) by the loser.
3. The robber made the cashier (*to give / give*) him the money.
4. The investigator expected the client (*to describe / describe*) his childhood.
5. Nobody saw that man (*to enter / enter*) the house.
6. They had him (*to sign / sign*) a paper admitting his guilt.

Субъектный инфинитивный оборот

Субъектный инфинитивный оборот (**the Subjective Infinitive Construction**) состоит из существительного в общем падеже или местоимения в именительном падеже и инфинитива, стоящего после сказуемого. В предложении субъектный инфинитивный оборот выполняет роль сложного подлежащего (**the Complex Subject**).

Her son is reported **to have committed** an offence.

Сообщается, что **ее сын совершил** правонарушение.

He is reported **to have committed** an offence.

Сообщается, что **он совершил** правонарушение.

Как часть сложного подлежащего инфинитив употребляется:

1) после глаголов, обозначающих умственную деятельность и передачу информации, **to assume, to believe, to consider, to expect, to find, to know, to report, to say, to suppose, to think** и др.; и глаголов чувственного восприятия **to see, to hear, to observe** и др. Эти глаголы употребляются в **страдательном залоге**.

Как правило, предложение с субъектным инфинитивным оборотом переводится на русский язык сложноподчиненным предложением. Сказуемое английского предложения становится сказуемым главного предложения (неопределенно-личного); существительное (местоимение) оборота становится подлежащим русского придаточного предложения, а инфинитив – его сказуемым. Придаточное предложение в русском предложении вводится союзами **что, как, чтобы**:

Graduates are expected **to undertake** relevant practical experience before applying for the job in the police.

Предполагается, что **выпускники получают** некоторый практический опыт, прежде чем наниматься на работу в полицию.

His wife was often heard **to cry**.

Часто слышали, как **его жена плачет**.

2) после глаголов **to appear** (казаться, оказаться), **to happen** (оказаться, случаться), **to prove** (оказаться), **to seem** (казаться), **to turn**

out (оказаться). Эти глаголы употребляются в **действительном залоге**. На русский язык предложения с этими глаголами-сказуемыми переводятся, как правило, простыми предложениями со словами: *кажется, оказалось, по-видимому, случайно* и т. п.:

She happened to be there when the police arrived.

Она случайно оказалась там, когда прибыла полиция.

Nobody seems to understand the importance of this investigation.

Кажется, никто не понимает важность этого исследования.

3) после сочетания глагола **to be** с прилагательными **certain, sure, bound; likely, unlikely**. На русский язык предложения с ними обычно переводятся простыми предложениями с модальными словами *бесспорно, конечно, наверное, обязательно* (*certain, sure, bound*) и *вероятно* (*likely*), *вряд ли, маловероятно* (*unlikely*):

She is certain to find out the truth.

Она обязательно узнает правду.

He is unlikely to complain about the test results.

Вряд ли он будет жаловаться по поводу результатов теста.

Упражнение 5. Найдите пять предложений, в которых содержится сложное подлежащее. Переведите их на русский язык.

1. Do it like I do.
2. He is not likely to apologize.
3. The actual killer turned out to be her secretary.
4. His love turned to hate.
5. Ted was known to have a job in a large law firm.
6. The assistant knew himself to be more intelligent than his chief.
7. We expect their representative to contact us tomorrow.
8. The package was expected to be delivered the next day.
9. The boy was heard talking to himself in a whisper.
10. The neighbour heard them talking loudly.

Упражнение 6. Раскройте скобки, выбирая правильный вариант. Переведите предложения на русский язык.

1. They (*appear / are appeared*) to accept most of our terms.
2. The injured man (*is said / said*) to be recovering well.
3. It (*was turned out / turned out*) to be a very difficult talk.
4. The company (*is sure / sure*) to sign the contract with this firm.
5. The scientist (*seems / is seemed*) to have made some sort of mistake.
6. The system of taxation (*is unlike / is unlikely*) to change in the foreseeable future.
7. The motorbike (*noticed / was noticed*) surrounded by teenage boys.
8. The assaulter (*was seen / saw*) running away.

Условные предложения

Сложноподчиненные условные предложения (**Conditional Sentences**) выражают вероятные, предполагаемые или осуществимые лишь при определенных условиях действия. Они состоят из главного и придаточного предложений, соединенных союзами **if** (*если*), **unless** (*если...не*), **provided/ providing (that)**, **on condition (that)** (*при условии что*) и др. Существует три типа условных предложений.

Условные предложения первого типа (**The First Conditional**) выражают реальные, осуществимые условия и предположения и относятся к настоящему или будущему времени. Схема образования предложений этого типа следующая:

				will	
If	+	subject	+	Simple Present Tense, subject	+
		(подлежащее)		can	+
				may	
				V_{inf}	

If the weather **is** fine tomorrow, we'**ll go** for a walk.

Если завтра **будет** хорошая погода, мы **пойдем** на прогулку.

Условные предложения второго типа (**The Second Conditional**) выражают нереальные, маловероятные или воображаемые действия, относящиеся к настоящему или будущему времени. В условных предложениях второго типа в придаточном предложении гла-

гол **to be** имеет форму **were** для всех лиц единственного и множественного числа.

If + subject + Simple Past Tense, subject +			would		
			could	+ V_{inf}	
			might		

If the weather **were** fine today, we **would go** for a walk.

Если **бы** сегодня **была** хорошая погода, мы **пошли бы** на прогулку.

Условные предложения третьего типа (**The Third Conditional**) выражают предположения, которые относятся к прошедшему времени и поэтому являются невыполнимыми.

			would		
If + subject + Past Perfect Tense, subject +			could	+ have + V₃	
			might		

If the weather **had been** fine yesterday, we **would have gone** for a walk.

Если **бы** вчера **была** хорошая погода, мы **пошли бы** на прогулку.

Условные предложения второго и третьего типов переводятся на русский язык условными предложениями с глаголами-сказуемыми в сослагательном наклонении.

Иногда действия придаточного и главного предложений относятся к разным периодам времени. Такие условные предложения называются предложениями смешанного типа (**Mixed Conditional**):

If I **spoke** English, they **would have offered** me the job.

Если **бы** я **говорил** по-английски, они **предложили бы** мне эту работу.

If I **had insured** my property last year, I **would be paid** the compensation for the damage now.

Если **бы** я **застраховал** свою собственность в прошлом году, мне **бы** сейчас **выплатили** компенсацию за убытки.

В условных предложениях в придаточном может употребляться инверсия (обратный порядок слов). В предложениях с инверсией сказуемое, или его часть, стоит перед подлежащим. При этом союзы **if**, **unless** и другие опускаются:

Were I in your place, I would do the same.

Будь я на твоём месте / Если бы я был на твоём месте, я бы поступил также.

Had I known about it then, I would not have done it.

Знай я об этом тогда / Если бы я знал об этом тогда, я бы этого не сделал.

Should you change your job, what would you do?

Смени ты работу / Если бы ты сменил работу, чем бы ты занимался?

Упражнение 7. Определите тип условных предложений. Переведите предложения на русский язык.

1. The child will catch cold if he stays longer in the wind.
2. They would have sent us some information if there had been anything to send.
3. If I were more qualified, I would apply for this position.
4. If you spoke English every day, you would speak it better.
5. I could have recognized you had it not been so dark in the street.
6. Unless you leave me at once, I will call the police.
7. If he had studied well at the university, he could get a better position now.

Упражнение 8. Поставьте глаголы, данные в скобках, в подходящую по смыслу форму.

1. If I (be) you, I would hire a lawyer to defend me in court.
2. The doctors will devote more time to their patients on condition that they (do) less paperwork.
3. Had he not been badly wounded, he (catch) the criminal.
4. If the doctor had been called earlier, she (be alive) today.
5. The accident would not have happened if the driver (follow) the traffic rules.

6. If you trust me, I (take) the money to him providing you (have) it with you now.
7. Were he really ill, I (may) feel really sympathetic.

PSYCHOLOGISTS AT WORK

Preface. Psychologists perform a wide range of functions, among those are the following:

- Conducting psychological research.
- Individual and family psychotherapy.
- Substance abuse counseling.
- Stress management.
- Hostage and crisis negotiation.
- Criminal profiling and investigation.
- Crime / disaster victim assistance.
- Pre-employment psychological screening and fitness-for-duty evaluation.
- Forensic psychology and expert testimony.
- Leadership and management training.
- Listening Skills and Communication Facilitation.
- Problem-Solving Skills.
- Suicide Assessment.
- Depression, Burn-Out, Grief Management, etc.

The information given below is dedicated to different aspects of psychologists and social pedagogues' work.

METHODS OF PSYCHOLOGICAL RESEARCH

1. Read and translate the text consulting the vocabulary in case of difficulty.

Vocabulary

to accomplish a goal = to achieve an aim – достичь цели

consistency – логичность, непротиворечивость

survey – опрос

to generate data – собрать данные
 to confirm or to refute the hypothesis – подтвердить или
 опровергнуть гипотезу
 questionnaire – анкетирование
 insight – понимание сущности
 to put forth – выдвигать
 integrity – целостность
 dignity – достоинство
 collaboration – сотрудничество
 to run counter – идти вразрез
 widely accepted beliefs – общепринятые воззрения

Psychological research is intended to accomplish one or more of three basic goals: to describe behaviour, to explain behaviour and to predict the circumstances in which behaviour might occur again (different goals including studying behaviour.) The psychologist must use scientific methods to achieve these aims. Scientific method is a systematic, organized series of steps that ensures maximum objectivity and consistency in researching a problem.

A key element in scientific method is planning. There are five basic steps in scientific method that researchers follow in developing useful research. These are: defining the problem, reviewing the literature, formulating the hypothesis, collecting and analyzing data, developing the conclusion.

An important aspect of psychological research is the decision as to how data should be collected. Psychologists regularly use experiments, observations, surveys and case-study to generate data for their research.

An experiment is an artificially created situation that allows the researcher either to confirm or to refute the hypothesis under study. In the classic method of conducting an experiment, two groups of people are selected and compared: the experimental group which is exposed to the experiment and the control group which is not.

Observation is a research technique in which an investigator collects information through direct observation of a person or a group under study.

A survey is an attempt to estimate the opinions, characteristics, or behaviour of a particular population by investigation of a representative

sample. Interviews, questionnaires, or public records may provide the information of interest.

A case study, or in-depth analysis of an individual, can provide a wealth of information about psychological phenomena. Case studies are particularly useful when the phenomena of interest occur in only a small number of people.

For many questions about human behaviour there is no "best" research method. Each approach has its own advantages and limitations, so using several together can provide the fullest insights into how, when and why the behaviour occurs.

Most psychological research uses people as sources of information – as respondents to survey questions, participants in experiments or subjects of observation. That is why in conducting research psychologists must abide by the code of ethics that puts forth the following basic principles:

1. Maintain objectivity and integrity in research.
2. Respect the subject's right to privacy and dignity.
3. Protect subjects from personal harm.
4. Preserve confidentiality.
5. Acknowledge research collaboration and assistance.

The ethical considerations of psychologists lie not only in the methods used, but in the way the results are interpreted. Under no condition can a researcher allow his or her personal feelings to influence the interpretation of data. Investigators have an ethical obligation to accept research findings even when the data run counter to their own personal views, to theoretically based explanations, or to widely accepted beliefs.

- 2. Illustrate any of the research methods with situations or examples of your own.**
- 3. Determine a problem that is of interest to you and try to choose research methods to obtain and analyze data regarding it.**
- 4. Comment on the ethics of research. Do you agree with its principles? Can you add any other principles?**

HOW TO RESOLVE CONFLICT

by ROGER DARLINGTON

Read the text and make a list of techniques for resolving conflicts between people. You may introduce your own ideas as well. Consult the vocabulary in case of difficulty.

Vocabulary

relevant techniques – соответствующие приемы

to engender – вызывать, порождать

to maintain – поддерживать

to seek evidence – искать доказательства

neutral venue – нейтральная территория

to aggravate – усугублять

trial – разбирательство

This advice is aimed primarily at resolving differences between individuals, small groups and organizations, but many of the same principles apply to the resolution of conflict between communities and even nations. The important thing is to keep damaging conflict to a minimum and, when it does occur, use the relevant techniques to resolve or at least ease it.

Be calm. Conflict usually engenders strong emotions and even anger but, in such a state, you are unlikely to be particularly rational or in the mood for compromise.

Always show respect. However much you disagree with someone, attack the argument, not the person.

Discuss or debate. So often, conflict is created and/or maintained because there is no real discussion or debate. You won't manage without discussion and you may need to research the facts and seek evidence.

Acknowledge emotions. Facts alone – however rational – cannot resolve much conflict because how people perceive those facts is coloured by their emotions. It's no good denying those emotions, so make an effort to see the situation the way the other person does and to acknowledge their emotions before endeavouring to move beyond them. One way of doing this is to use phrases such as "Let me try to explain how I see things" or "Please allow me to explain why this is so important to me". Then reverse these points: "I would like to understand

better how you see this situation" and "Please explain to me what is important to you in this problem".

Think creatively. Try presenting different types of solution from those so far rejected by one of the parties.

Change the wording. It's amazing how often we disagree about words and how a change of words can change how people view a situation. Instead of criticising a work colleague for "a mistake", perhaps you could invite him to discuss "a learning opportunity".

Change the environment. The most productive negotiations usually take place in a neutral venue. Sometimes even simply moving from an office to a coffee bar or from a house to a restaurant can make all the difference.

Compromise. This is an obvious point but frequently neglected.

Consider staging. Much conflict is created and/or aggravated by lack of trust. Building trust takes time and proof of goodwill. So consider introducing an agreement in stages whereby each action is dependent on another action.

Experiment or test. Too often we argue in ignorance, convinced that our prescription or proposal is the best with no real evidence. Have a trial and review how things go or try two or three ways of doing something and have an honest appraisal of what works best.

If all else fails, wait. Most problems change over time. Either the problem solves itself because circumstances change or one's attitude to the problem changes as the heat dies down and other matters assume more prominence. Therefore, if one cannot solve a dispute and its resolution can wait, maybe the best approach is to leave things alone for a while.

THE MAGIC OF POSITIVE THINKING

Read the text and answer the following questions:

1. What is the role of body language in communication?
2. What nonverbal behaviour can attract people?
3. What nonverbal behaviour can discourage other people?

Vocabulary

positive affirmations – позитивные утверждения (установки)

phony – неискренний, фальшивый

closed posture – закрытая поза

to lean – наклоняться, сгибаться

frame of mind – расположение духа, настроение

judgment – (зд) критика

to inhibit – препятствовать, сдерживать

Most of today's courses of positive thinking originate in America. Many start by advising you to try «positive affirmations» such as this one from Success Magazine. «Look in the mirror every morning and say to yourself «You are rare, unique and different. You were designed and engineered for success». Sounds embarrassing? Don't forget that self-belief is crucial for success.

A pleasant smile is a strong indication of a friendly and open attitude and willingness to communicate. It's a positive, nonverbal signal sent with the hope that the other person will smile back. When you smile, you demonstrate that you have noticed the person in a positive manner. The other person considers it a compliment and will usually feel good. The result? The other person will usually smile back. Smiling does not mean that you have to put on a phony face or pretend that you are happy all the time. But when you see someone you know, you are demonstrating an open attitude to conversation.

You might not realize that closed posture is the cause of many conversational problems. Typical closed posture is sitting with your legs crossed and your hand covering your mouth or chin. This is often called the «thinking pose», but just ask yourself this question: Are you going to interrupt someone who appears to be deep in thought? Without these receptive signals, another person will most likely avoid you and look for someone who appears to be more available for contact. To overcome this habitual way of standing or sitting start by keeping your hands away from your mouth, and keep your arms uncrossed. Crossed arms tend to indicate a defensive frame of mind, and thus one not particularly favorable to outside contact. They can also indicate impatience, displeasure, or judgment – any of which would discourage people from opening up. Open posture is most effective when you place yourself within communicating distance of the other person – that is, within about five feet. Take care, however, not to violate someone's «personal space» by getting too close, too soon.

Leaning forward slightly while a person is talking to you indicates interest on your part and shows you are listening to what the person is saying. This is usually taken as a compliment by the other person, and will encourage him to continue talking.

Often people will lean back with their hands behind their head in the «thinking» pose. This posture gives off signals of judgment, skepticism; and boredom from the listener. Since most people do not feel comfortable when they think they are being judged*, this leaning – back posture tends to inhibit the speaker from continuing. It's far better to lean forward slightly in a casual and natural way. By doing this, you are saying: «I hear what you're saying, and I'm interested – keep talking!». This usually lets the other person feel that what he is saying is interesting, and encourages him to continue speaking.

STRESS IN EVERYDAY LIFE

Read the text and make a list of consequences of stress. Consult the vocabulary in case of difficulty.

Vocabulary

to be affected – подвергаться воздействию

to meet deadline – успеть к установленному сроку

traffic jam – пробка на дороге

frantic pace – безумный ритм

physician – терапевт

stress-related illnesses – болезни, вызванные стрессом

obesity – ожирение

anxiety – тревога, беспокойство

heartburn – изжога

nausea – тошнота

susceptibility to colds – восприимчивость к простудам

pain reliever – болеутоляющее

handle life's crises – справляться с жизненными кризисами

We're affected by stressful situations every moment of life. Meeting deadlines, making decisions, traffic jams, marriage, divorce, getting a job, losing a job, any change in one's life situation – pleasant or unpleasant – can lead to stress.

Stress has become an epidemic according to Dr. Paul J. Rosh, professor of medicine psychiatry at New York Medical College and

president of the American Institute of Stress. The frantic pace of modern life, he reports, has brought us to the point where:

1. 90 % of all adult Americans experience high levels of stress once or twice a week and one-fourth nearly every day.
2. 75 % to 90 % of visits to physicians are for stress-related illnesses and complaints.

Stress is known to be a major contributor to the leading causes of death in the USA: heart disease, high blood pressure, cancer, accidental injuries and suicide. Stress often underlies obesity, alcoholism and drug abuse. And, of course, stress is a major factor in the painful headaches and backaches that afflict millions.

Scientists are learning that it's not the amount of stress that leads to a sense of helplessness, anxiety or even full-blown depression. Rather, it is one's inability to control stressful situations that causes the major damage. "The key to avoiding the harmful effects of stress," says Rosh, "is learning how to distinguish between stress that you can't avoid and stress that you can do something about, so that you can use your time and energy effectively".

However, the damage is not only psychological. Stress manifests itself with a host of physical signs and symptoms, prominent among them: headache, neck pain, backache and muscle spasms; heartburn, stomach pain and nausea; unexplained allergy attacks, and susceptibility to colds and infections. Before attributing symptoms to stress, you should, of course, consult your physician. They may signal other underlying diseases. But if your headache or stomach pain are stress related, you can take an effective pain reliever. Exercise or an appropriate muscle relaxant may also help.

Keep in mind that stress has its good as well as its bad side. The famed father of stress research, Dr. Hans Selye, called it "the spice of life". Falling in love, riding an ocean wave, seeing a great opera – all mobilize the same stress-inducing hormones as does great danger. Stanford University neurochemist Dr. Jack Barchas observes: "A certain amount of stress is positive and pleasurable. It leads to productivity in the human race". In other words, stress enables you to meet deadlines, jump out of the way of a speeding car and handle life's crises.

Express your opinion on how to handle stress. The following suggestions may help you. Begin with "I think the best way to avoid / to handle stress is to ... / is not to ..."

- remember that many stressful situations are under your control;
- manage your time properly. Establish appropriate goals and schedule your day. Set aside personal time for yourself on a regular basis – read, reflect, listen to music or just relax.
- strengthen relationships with others. Get involved in group activities or hobbies that provide pride of accomplishment.
- learn to say “no” when a request is unreasonable or can’t be accomplished in the allotted time.
- don’t waste your time and energy trying to influence things you can’t possibly change. Stress is unavoidable consequence of life.

PRE-EMPLOYMENT SCREENING AND FITNESS-FOR-DUTY EVALUATION

Read the text and decide whether the following sentences are true or false. Consult the vocabulary in case of difficulty.

1. Pre-employment screening is used to evaluate the ability of a candidate to perform law enforcement duties.
2. A written report contains a police psychologist’s personal opinion on the suitability of the candidate for the position.
3. Fitness-for-duty evaluation is conducted every 10 years of law enforcement service.
4. Polygraphs are always used in pre-employment screening and fitness-for-duty evaluation.
5. Only psychological testing is necessary for fitness-for-duty evaluation.

Vocabulary

pre-employment screening – проверка персонала до приема на работу

fitness-for-duty evaluation – оценка профпригодности

probationary period – испытательный срок

position – должность

law enforcement duties – правоохранительные функции

conduct interview – проводить собеседование

test data – данные тестов

reservation – условие

validity or reliability – достоверность и надежность

employee – служащий

data sources – источники данных

remediation efforts – попытки исправления

testimonial – характеристика

use-of-force incidents – инциденты с применением силы

civil claims – гражданские иски

Pre-employment screening is used for making pre-employment decisions and for monitoring the candidate during the probationary period. In all cases, the screening should be focused on an individual candidate's ability to perform the essential functions of the position under consideration.

In order to determine if a person is a good fit for law enforcement duties a police psychologist will often conduct interviews, and possibly other assessments, to ensure the person's mental stability and ability to perform in such duties. The result is expressed in written reports. These reports should evaluate the suitability of the candidate for the position based upon an analysis of all psychological material including test data and interview results. Reports should contain a recommendation for employment based upon the results of the screening, justification for the recommendation, and any reservations that the psychologist might have regarding the validity or reliability of the results.

Fitness-for-duty evaluations (FFDE) are often conducted whenever there is an objective and reasonable basis for believing that the employee may be unable to safely or effectively perform his or her duties due to psychological factors. FFDE typically relies on multiple methods and data sources in order to optimize the reliability and validity of findings. The range of methods and data sources frequently includes:

- a review of the background information. The information might include performance evaluations, previous remediation efforts, commendations, testimonials, internal affairs investigations, formal citizen or public complaints, use-of-force incidents, reports related to officer-involved shootings, civil claims, disciplinary actions, medical records, or other supporting or relevant documentation related to the employee's psychological fitness for duty.

- psychological testing using assessment instruments (e.g., personality, psychopathology, cognitive, specialized) appropriate to the referral questions;

- a comprehensive, face-to-face clinical interview;
- collateral interviews with relevant third parties if deemed necessary by the examiner;
- occasionally, polygraphs are administered in pre-employment and fitness-for-duty evaluations if the department or agency requests it.

YOUTH ORGANIZATIONS IN GREAT BRITAIN

Read the text and make a report on youth organizations in your country or city. Consult the vocabulary in case of difficulty.

Vocabulary

mapping – картография

signaling – подача сигналов

knotting – вязание узлов

“Be prepared” – “Будь готов”

to embrace – заключать в себе

cheerfulness – бодрость

thrift – бережливость

deed – поступок

intelligence – интеллект

needlework – рукоделие

Sea Cadet Corps – морской кадетский корпус

to start life a-new – начать жизнь с чистого листа

There are about 60 youth organizations in Great Britain. All youth organizations can be divided into three large groups: 1. non-political organizations; 2. youth organizations associated with political parties; 3. youth organizations controlled by religious bodies.

The two largest non-political youth organizations are the associations of the Boy Scouts and the Girl Guides and Girl Scouts. There are about 1300000 boys and girls in them. The membership is voluntary.

The Scout Association was formed in 1908 by General Baden Powell. His idea was to train boys in mapping, signaling, knotting, first aid and all the skills that would arise from camping and outdoor activities. Most important of all for a Scout was to make a promise that he would do his best to do his duty to.

The Boy Scouts had a left-handed handshake, a special badge and the motto “Be Prepared”. The Scout Law embraces “honour, obedience, cheerfulness, thrift and cleanliness in thought and deed”.

The Girl Guides Association was founded by Baden Pawell in 1910. It's divided into three sections: Brownies (from 7.5 to 11), Guides (from 11 to 16), Rangers (from 16 to 21). The programme of training is planned to develop intelligence and practical skills including cookery, needlework, childcare. Like a Scout a Girl Guide must be a friend to animals.

There are some other non-political organizations: the Combined Cadet Force, Sea Cadet Corps, the National Federation of Young Farmers Clubs, Greenpeace etc.

There are several youth organizations associated with political parties. The Youth Campaign for Nuclear Disarmament (YCND) unites young people and organizes meetings, demonstrations, marches of protest, festivals. It cooperates with the National Union of Students.

Religious young organizations and groups aim at helping to elderly people or working in hospitals. There are even groups where young people help released prisoners to start then life a-new. Religious organizations pay attention not only to the study of religious views but involve youth into such activities as music festivals and amateur theatre [16].

OUTDOOR EDUCATION

Read the text and give examples of outdoor education programmes provided in your school, university etc. Consult the vocabulary in case of difficulty.

Vocabulary

outdoor education – обучение вне стен учебного заведения

ropes courses – курс обучения преодолению препятствий по канату

experiential education – эмпирическое воспитание

environmental education – природоохранное воспитание

stock control – контроль за состоянием товарных запасов

to overcome adversity – преодолеть превратности судьбы

domain – область, сфера

to some extent – в определенной степени

Outdoor education usually refers to organized learning that takes place in the outdoors. Outdoor education programmes sometimes involve residential or journey-based experiences in which students

participate in a variety of adventurous challenges in the form of outdoor activities such as hiking, climbing, canoeing, ropes courses and group games. Forest Schools and the John Muir Award are amongst organizations which encourage and provide opportunities for outdoor learning. Outdoor education draws upon the philosophy, theory, and practices of experiential education and environmental education.

The roots of modern outdoor education can be found in the philosophical work of: Comenius, John Dewey, John Locke, Jean-Jacques Rousseau, Pestalozzi.

“Education outside the classroom” describes school curriculum learning, other than with a class of students sitting in a room with a teacher and books. It encompasses biology field trips and searching for insects in the school garden, as well as indoor activities like observing stock control in a local shop, or visiting a museum. It is a concept currently enjoying a revival because of the recognition of benefits from the more active style.

Some typical aims of outdoor education are to:

- learn how to overcome adversity,
- enhance personal and social development,
- develop a deeper relationship with nature.

Outdoor education includes the three domains of self, others, and the natural world. The relative emphasis of these three domains varies from one program to another. An outdoor education program can, for example, emphasize one (or more) of these aims to:

- teach outdoor survival skills,
- improve problem solving skills,
- enhance teamwork,
- develop leadership skills,
- understand natural environments.

Outdoor education occurs, in one form or another, in most if not all countries of the world. Some countries, for example, view outdoor education as synonymous with environmental education, while other countries treat outdoor education and environmental education as distinct. Modern forms of outdoor education are most prevalent in the UK, the USA, Australia, New Zealand, Europe and to some extent in Asia and Africa [12].

GRAMMAR SELF-ASSESSMENT TEST WITH KEYS

(to check yourself see the keys after the test)

I. Определите видовременную форму и залог сказуемого.

1. The information **was given** over the telephone.
 - a) Past Simple Active
 - b) Present Simple Active
 - c) Present Simple Passive
 - d) Past Simple Passive
2. Corruption **became** the norm in some countries.
 - a) Past Simple Active
 - b) Present Simple Active
 - c) Future Simple Active
 - d) Past Simple Passive
3. The government **will raise** taxes next year.
 - a) Present Simple Active
 - b) Future Simple Active
 - c) Past Simple Passive
 - d) Future Simple Passive
4. The respondents **are instructed** by the interviewer.
 - a) Present Simple Active
 - b) Past Simple Passive
 - c) Present Simple Passive
 - d) Future Simple Active
5. The government **has banned** the advertising of cigarettes.
 - a) Present Perfect Active
 - b) Present Perfect Progressive
 - c) Present Simple Passive
 - d) Past Perfect Passive
6. By the time I qualify, I **will have been studying** psychology for six years.
 - a) Present Perfect Active
 - b) Present Progressive Passive
 - c) Future Perfect Progressive
 - d) Future Perfect Passive
7. She gave a description of the car that **had been stolen**.
 - a) Past Simple Passive
 - b) Past Perfect Active
 - c) Past Perfect Progressive
 - d) Past Perfect Passive

8. **Was Ann working** there when you got this job?

- | | |
|----------------------------|-------------------------------|
| a) Past Simple Active | c) Past Progressive Passive |
| b) Past Progressive Active | d) Present Progressive Active |

9. The talks **are being held** at the present moment.

- | | |
|--------------------------------|--------------------------------|
| a) Present Perfect Progressive | c) Present Progressive Active |
| b) Present Simple Passive | d) Present Progressive Passive |

II. Выберите глагол-сказуемое.

1. The changes in taxation ... the well-being of the people.

- | | |
|--------------------|-----------------------|
| a) will influence | c) will be influenced |
| b) shall influence | d) will influenced |

2. There ... several kinds of methods available to the investigators.

- | | | | |
|--------|--------|-------|---------|
| a) has | b) are | c) is | d) have |
|--------|--------|-------|---------|

3. By the time he was 35, he ...already ...a Doctor of Philosophy.

- | | |
|--------------------|---------------------|
| a) had ... become | c) has ... become |
| b) have ... become | d) was ... becoming |

4. The committee ... the problem since Monday.

- | | |
|-------------------|------------------------|
| a) was discussing | c) has been discussing |
| b) is discussing | d) had discussed |

5. By next month we ... paying the credit for the car.

- | | |
|----------------------|-----------------------------|
| a) will be finishing | c) will have been finishing |
| b) will finish | d) will have finished |

6. The agreement ... in the presence of two witnesses at the moment.

- | | |
|--------------------|--------------------|
| a) is being signed | c) has signed |
| b) is signing | d) has been signed |

7. I ... never ... any affairs with a man called Smith.

a) had ... had

c) has ... had

b) did ... have

d) have ... had

III. Найдите предложения, в которых нет грамматической ошибки. Исправьте ошибки в остальных предложениях.

1. Nothing was decided on his guilt.

2. Ought we to help them?

3. He was the most smart scientist of his generation.

4. Judges are paid salary with the state.

5. Did they have to rewrite the report?

6. If you will do something illegal, you will get into trouble.

7. After the accident the hospital had to call for volunteer blood donors.

8. How long has this man been staying in mental hospital?

9. He have decided to make his career as a counseling psychologist.

10. He couldn't escaped by this window because it is barred.

IV. Определите форму причастия I, герундия и инфинитива.

1. The student was happy **to have passed** the examination.

a) Active Perfect

c) Active Progressive

b) Passive Perfect

d) Active Perfect Progressive

2. Over 20 scientists **attending** the conference are all experts on human behavior.

a) Active Non-Perfect

c) Active Perfect

b) Passive Non-Perfect

d) Passive Perfect

3. The case **being committed** to the Crown Court will attract the attention of the press.

a) Active Non-Perfect

c) Active Perfect

b) Passive Non-Perfect

d) Passive Perfect

4. He was offered the job after **having been interviewed**.

- | | |
|------------------------|--------------------|
| a) Active Non-Perfect | c) Active Perfect |
| b) Passive Non-Perfect | d) Passive Perfect |

5. The students are reported **to be taking** courses in different subjects.

- | | |
|-----------------------|-------------------------------|
| a) Active Non-Perfect | c) Passive Non-Perfect |
| b) Active Progressive | d) Active Perfect Progressive |

6. They must **have been waiting** for 3 hours.

- | | |
|-----------------------|-------------------------------|
| a) Passive Perfect | c) Active Perfect Progressive |
| b) Active Progressive | d) Active Perfect |

V. Определите функцию выделенной неличной формы глагола.

1. A person **appointed** to hear and try cases in a court of law is a judge.

- | | |
|---------------------|---|
| a) часть сказуемого | c) обстоятельство |
| b) определение | d) часть независимого причастного оборота |

2. **Speaking** before the audience requires special skills.

- | | |
|----------------|-------------------|
| a) определение | c) обстоятельство |
| b) дополнение | d) подлежащее |

3. While **speaking** with his client the counselor used a lot of scientific terms.

- | | |
|-------------------|------------------------------|
| a) обстоятельство | c) часть сказуемого |
| b) определение | d) часть сложного дополнения |

4. The family wanted the old man **to be declared** insane.

- | | |
|-------------------|-------------------------------|
| a) обстоятельство | c) часть сложного дополнения |
| b) дополнение | d) часть сложного подлежащего |

5. The witness heard the victim's name **called** twice.

- | | |
|-------------------|------------------------------|
| a) обстоятельство | c) часть сложного дополнения |
| b) определение | d) часть сказуемого |

6. The investigator's function is **to interpret** test data, not to modify them.

- | | |
|---------------------|-------------------------------|
| a) обстоятельство | c) часть сложного дополнения |
| b) часть сказуемого | d) часть сложного подлежащего |

7. The controversy is unlikely **to be settled** soon.

- | | |
|---------------------|-------------------------------|
| a) определение | c) часть сложного подлежащего |
| b) часть сказуемого | d) часть сложного дополнения |

VI. Выберите правильный вариант неличной формы глагола.

1. The technique ... in the investigation was very reliable.

- | | | | |
|---------|----------|----------------|-----------|
| a) used | b) using | c) having used | d) to use |
|---------|----------|----------------|-----------|

2. The woman is in prison for ... her husband.

- | | | | |
|-----------------|-----------|------------|------------------|
| a) being killed | b) killed | c) to kill | d) having killed |
|-----------------|-----------|------------|------------------|

3. He is said ... for the examination.

- | | | | |
|------------|------------------|----------|-------------------|
| a) studied | b) to be studied | c) study | d) to be studying |
|------------|------------------|----------|-------------------|

4. The boss made the clerk ... the work all over again.

- | | | | |
|----------|-------|----------|---------|
| a) doing | b) do | c) to do | d) done |
|----------|-------|----------|---------|

5. The law allows advocates ... their clients in courts.

- | | | | |
|--------------------|---------------|------------|---------------|
| a) to be presented | b) to present | c) present | d) presenting |
|--------------------|---------------|------------|---------------|

6. We are planning to inform you about the results of the investigation ... by a group of experienced scientists.

- | | |
|--------------------|---------------------|
| a) conducting | c) to conduct |
| b) being conducted | d) having conducted |

VII. Определите тип придаточного предложения.

1. The question is whether they will be able to conduct the research.

- | | |
|-----------------------|--------------------|
| a) обстоятельственное | c) определительное |
| b) дополнительное | d) сказуемое |

2. The law says who may and may not have a gun.

- | | |
|-------------------|-----------------------|
| a) дополнительное | c) определительное |
| b) сказуемое | d) обстоятельственное |

3. When we shall start is uncertain.

- | | |
|-------------------|-----------------------|
| a) подлежащее | c) обстоятельственное |
| b) дополнительное | d) определительное |

4. New presidents cannot radically change governmental policies just as they wish.

- | | |
|--------------------|-----------------------|
| a) сказуемое | c) обстоятельственное |
| b) определительное | d) дополнительное |

5. The whole family wants to emigrate to the country in which there is more scope for individual enterprise.

- | | |
|-----------------------|--------------------|
| a) обстоятельственное | c) подлежащее |
| b) дополнительное | d) определительное |

6. Although they control their own elections the states cannot make laws against a citizen's constitutional rights.

- | | |
|--------------------|-----------------------|
| a) определительное | c) обстоятельственное |
| b) дополнительное | d) подлежащее |

VIII. Выберите правильную форму сказуемого в условных предложениях.

1. If President Kennedy had not been assassinated in 1963, the Cold War ... sooner.

- | | |
|---------------------|--------------|
| a) might end | c) could end |
| b) might have ended | d) can end |

2. In case the terrorist does not let the hostage go, the police ... attack the building.

- | | |
|------------------|------------------|
| a) will have to | c) would have to |
| b) could have to | d) might have to |

3. ... you need to speak to him again, you can contact him at this phone number.
- | | |
|----------|-----------|
| a) Will | c) Should |
| b) Shall | d) Did |
4. If the police worked properly, the crime rate
- | | |
|---------------|----------------|
| a) will fall | c) can fall |
| b) would fall | d) should fall |
5. He ...looking for a new job now if he had not been fired.
- | | |
|-----------------------|----------------|
| a) wouldn't have been | c) were not |
| b) will not be | d) wouldn't be |

ANSWER KEY

I. 1d, 2a, 3b, 4c, 5a, 6c, 7d, 8b, 9d.

II. 1a, 2b, 3a, 4c, 5d, 6a, 7d.

III. no mistakes 1, 2, 5, 7, 8.

3. the smartest

4. by the state

6. If you do

9. has decided

10. couldn't escape

IV. 1a, 2a, 3b, 4d, 5b, 6c.

V. 1b, 2d, 3a, 4c, 5c, 6b, 7c.

VI. 1a, 2d, 3d, 4b, 5b, 6b.

VII. 1d, 2a, 3a, 4c, 5d, 6c.

VIII. 1b, 2a, 3c, 4b, 5d.

APPENDIX 1

Способы перевода основных грамматических явлений английского языка

Окончание –s:

1) множественное число существительного

He has committed a lot of illegal *acts*.

Он совершил много незаконных *действий*.

2) глагол в настоящем времени (что делает?)

She *acts* as their psychotherapist.

Она *действует* в качестве их психотерапевта.

Конструкция *there is / there are*. Данная конструкция переводится на русский язык *есть, имеется, находится*.

There is a patient in the room.

В комнате *находится* пациент.

There are a lot of new words in this text.

В этом тексте *есть* много новых слов.

Соответствие английских предлогов падежам русского языка:

- Предлог *of* соответствует родительному падежу (кого? чего?)

Story *of* my life – история моей жизни

- Предлог *to* соответствует дательному падежу (кому? чему?)

Give it to me. – Дай это мне.

- Предлог *by* соответствует творительному падежу (кем? чем?)

I'm impressed *by* his words. – Я потрясен его словами.

Функции глагола *to be* (формы *am, is, are* – настоящее время; формы *was, were* – прошедшее время; форма *will be* – будущее время):

1) смысловой глагол со значением *быть, находиться*:

The manager *was* in his office.

Менеджер *был* в своем офисе.

2) глагол-связка со значением **быть, являться**:

This man **is** a doctor.

Этот человек – врач.

3) вспомогательный глагол для образования времен группы **Progressive (be + V-ing)**. Как вспомогательный глагол самостоятельного значения не имеет и на русский язык не переводится:

The students **are conducting** the experiment now.

Сейчас студенты **проводят** эксперимент.

4) вспомогательный глагол для образования страдательного залога **Passive Voice (be + V3)**:

The result **will be known** tomorrow.

Результат **будет известен** завтра.

5) глагол **to be + to-V** употребляется для выражения будущности в силу официальной договоренности, плана или приказа:

The meeting **is to start** at 10.

Собрание **должно** начаться в 10 часов.

Функции глагола to have (формы have, has – настоящее время; форма had – прошедшее время; форма will have – будущее время):

1) смысловой глагол со значением **иметь, обладать**:

This party **has** a majority of seats in Parliament.

Эта партия **имеет** большинство мест в парламенте.

2) вспомогательный глагол для образования времен группы **Perfect (have + V3)**. Как вспомогательный глагол самостоятельного значения не имеет и на русский язык не переводится.

The secretary **has prepared** all the documents.

Секретарь **подготовил** все документы.

3) глагол **have + to-V** означает **должен, вынужден, приходится**.

She **had to answer** all his questions.

Ей **пришлось** ответить на все его вопросы.

Существительное + существительное

В цепочке существительных, не связанных между собой артиклями или предлогами, главным всегда является последнее, а стоящие перед ним его только описывают.

Apple pie – яблочный пирог, clock tower – башня с часами, tower clock – часы на башне, police officer – офицер полиции, law enforcement activity – правоохранительная деятельность, crime prevention techniques – методы предотвращения преступления, people's body language – человеческий язык тела.

Глагол +ed

1. У одиночного глагола означает прошедшее время (что делал?)
 He ***committed*** that crime last year.
 Он ***совершил*** это преступление в прошлом году.
2. У глагола, стоящего после глагола ***to be (is, am, are, was, were, will be)***, означает страдательный (пассивный) залог.
 That crime ***was committed*** last year.
 Это преступление ***было совершено*** в прошлом году.
3. У глагола, стоящего после глагола ***to have (have, has, had, will have)***, означает совершенное действие (что сделал?)
 He ***has committed*** a lot of illegal acts.
 Он ***совершил*** много незаконных действий.
4. Определение, описывающее существительное и отвечающее на вопрос “***Какой?***”. Переводится на русский язык причастием настоящего времени на ***-нный, -мый***.
 The documents ***translated*** by the client were certified by the notary.
 Документы, ***переведенные*** клиентом, были заверены нотариусом.

Глагол +ing

1. После глагола *to be (is, am, are, was, were, will be)* переводится глаголом в том времени, в котором глагол *to be*.

When children came from school, their mother *was cooking* the dinner.

Когда дети пришли со школы, их мама *готовила* обед.

2. Определение, описывающее существительное и отвечающее на вопрос “*Какой?*”. Переводится на русский язык причастием настоящего времени на *-ящий, -ащий*.

The House of Commons is a body *representing* the population of the country.

Палата Общин является органом, *представляющим* население страны.

3. Обстоятельство, отвечающее на вопрос “*Что делая?*”

Translating the document he used a dictionary.

Переводя документ, он пользовался словарем.

4. Отглагольное существительное на *-ание, -ение*.

Reading is necessary for brain development.

Чтение необходимо для развития мозга.

Глагол в третьей форме (V3)

1. После глагола *to be (is, am, are, was, were, will be)* означает страдательный (пассивный) залог.

The work *was done* in time.

Работа *была выполнена* вовремя.

2. После глагола *to have (have, has, had, will have)* означает совершенное действие (что сделал?)

He *has done* the work in time.

Он *выполнил* работу вовремя.

Многозначность местоимения one

Местоимение ***one*** употребляется:

1) в функции подлежащего в предложениях, соответствующих неопределенно-личным предложениям в русском языке. Как правило, при переводе ***one*** опускается, но иногда ***one*** удобно переводить личным местоимением ***мы***:

One never knows what to say to that.

Никогда не знаешь, что на это сказать.

The similarity ***one*** finds in these cases is not accidental.

Сходство, которое ***мы*** находим в данных делах, не случайно.

One в роли подлежащего часто употребляется с модальными глаголами ***must, should, ought, can, may***. В русском языке таким сочетаниям соответствуют слова: ***надо, нужно, следует, можно***:

One must observe traffic rules.

Нужно соблюдать правила дорожного движения.

One может употребляться в притяжательном падеже – ***one's***:

One must know ***one's*** rights.

Нужно знать ***свои*** права.

2) во избежание повторения ранее упомянутого существительного в единственном или множественном числе. На русский язык ***one*** может не переводиться:

I have got a Russian-English dictionary. I am going to buy an English-Russian ***one***.

У меня есть русско-английский словарь. Я собираюсь купить англо-русский (***словарь***).

Little thieves are hanged, but great ***ones*** escape. (Saying)

Мелких воров вешают, а большие (***воры***) избегают наказания.

Различные значения слов both, either, neither

both (pron)	- оба
both ... and (cj)	- как ..., так и ...; и ... и ...
either (pron)	- один из двух; тот или другой; и тот, и другой; оба; каждый, любой (из двух); один (при отрицании)
	- также (при отрицании)
either ... or (cj)	- или ... или; либо ... либо
neither (pron)	- ни один (из двух); никто
	- ни тот ни другой
	- также не
neither ... nor (cj)	- ни ... ни...

APPENDIX 2

При существующей тенденции увеличения часов на самостоятельную работу студентов в вузе и уменьшения количества аудиторных занятий актуальными становятся методы, в основе которых лежит умение ориентироваться в информационном пространстве и самостоятельно конструировать свои знания. Одним из таких методов является метод проектов, представляющий собой презентацию результатов самостоятельно проведенного исследования по определенной тематике, в частности, касающейся проблем правоприменительной деятельности.

Целями проектной работы являются:

Формирование и развитие умений и навыков поиска информации, в т. ч. в Интернет и иноязычных источниках.

Формирование и развитие умений и навыков презентации и защиты результатов исследования.

Совершенствование знаний иностранного языка.

Работа над проектом предусматривает следующие этапы:

Подготовительный этап включает выбор темы проекта, постановку цели и задач для решения заявленной проблемы, распределение функций (в случае группового выполнения проекта), планирование действий и времени выполнения проекта, определение источников информации. По окончании подготовительного этапа проходит совместная с преподавателем консультация.

Рабочий этап включает сбор информации, её анализ, оформление результатов исследования, подготовку интерактивных заданий, используемых при защите проекта.

Результатом проектной работы являются: доклад по теме (не более 15 минут), сопровождаемый электронной презентацией. Также для привлечения внимания аудитории желательно, чтобы студенты подготовили вопросы (3–5) по поводу представляемой информации. Презентация результатов проектной работы может носить иную форму (снятый фильм, ролевая игра и др.). Также студенты должны быть готовы отвечать на вопросы аудитории по представленному материалу.

Требования к оформлению и содержанию электронной презентации

1. Презентация должна быть выполнена в программе Power Point.
2. Первый слайд должен содержать тему проекта и её авторов.
3. Второй слайд должен содержать план работы (при этом устно должны быть озвучены цель работы и её актуальность для будущих специалистов).
4. Представляемые слайды должны в целом отражать выделенные пункты плана. Также имеет смысл выделять контрастным цветом ту информацию, на которую необходимо обратить внимание слушателей.
5. Слайд не должен содержать длинных предложений и дублировать доклад. На слайде должны быть представлены основные мысли, графики, рисунки или примеры, иллюстрирующие доклад. Примеры должны сопровождаться комментариями.
6. Желательно, чтобы презентация содержала не более 15 слайдов.
7. Последний слайд должен содержать источники информации.
8. Проектная работа должна быть допущена преподавателем к презентации.

Заключительный этап представляет собой публичную презентацию результатов исследований, сопровождаемую интерактивными заданиями для аудитории, обсуждением и анализом.

Проект оценивается по параметрам, представленным в “Карте оценки проектной работы” по 5-балльной шкале.

ЛИСТ ОЦЕНКИ ПРОЕКТНОЙ РАБОТЫ

Название _____

Авторы _____

Параметр оценивания	Оценка и комментарии
Обоснование выбора темы проекта	
Визуализация	
Качество английского языка (устный)	
Качество английского языка (письменный)	
Привлечение внимания аудитории	
Умение отвечать на вопросы аудитории	
Умение обосновать собственную позицию по освещаемой теме	

Заключение
эксперта _____

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