

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ВИЩИЙ НАВЧАЛЬНИЙ ЗАКЛАД
«ДОНБАСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ»
КАФЕДРА ІНОЗЕМНИХ МОВ

*English for students
majoring in psychology*

(part 2)

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК

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Методичний посібник обговорено та затверджено на засіданні кафедри іноземних мов Державного вищого навчального закладу «Донбаський державний педагогічний університет»
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Представлений посібник призначений для використання на практичних заняттях з дисципліни «Іноземна мова за професійним спрямуванням» студентами 2 курсу психологічних факультетів вищих навчальних закладів. Метою посібника є розвиток у студентів навичок пошукового й переглядового читання й перекладу текстів за спеціальністю, а також навичок усного мовлення в рамках професійної тематики та повсякденного спілкування.

У першій частині посібника запропоновано тексти професійної тематики, яка тісно пов'язана з матеріалом, який вивчається в курсі загальної психології. Ця частина складається з чотирьох розділів, кожний з яких містить декілька текстів з різних розділів психології, таких як історія психології, методологічні основи науки, психологія особистості і т. ін.. Лексичні та граматичні післятекстові вправи націлені на розвиток навичок усного та письмового мовлення, утворення особистого професійного вокабуляру та вміння висловлювати власну думку під час професійного спілкування.

У другій частині запропоновано матеріал, необхідний для формування навичок повсякденного спілкування і націлений на розвиток вмінь послідовно й аргументовано створювати монологічні висловлювання та підтримувати бесіду в рамках загальної розмовної тематики, передбаченої навчальною програмою з дисципліни.

Третя частина призначена для самостійного вивчення студентами і націлена на вдосконалення вмінь та навичок володіння англійською мовою та підвищення інтересу у студентів з метою покращення їхньої мотивації до вивчення англійської мови.

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UNIT I

THINKING: EXPLORING MENTAL LIFE

Text 1.1.

FORMING CONCEPTS

Pre-reading assignments:

I. Work in groups of three or four:

- give your own definition of thinking;
- comment on the following quotation: “We are what we think”. How do you understand it?.

II. Before reading the text practice the following proper names for pronunciation.

William James ['wɪljəm 'dʒeɪmz]

Nicolas Copernicus ['nikələs kɒp'ɜːnɪkəs]

Gregor Mendel ['ɡregə(r) 'mendəl]

Sigmund Freud ['sɪgmʌnt 'frɔɪd]

The study of thinking has a long and respectable tradition in both philosophy and psychology. William James, the founding personality of a school of psychology called **functionalism**, defined psychology as the science of mental life. And this is close to the commonsense view of psychology. Most people think of it in this way. It is the science of the mind; and the concept of the mind includes both our conscious awareness and our ability to think.

Thinking is a mental process characterized by the use of symbols and concepts to represent both inner and outer reality. A symbol is a word, mark, sign, drawing, or object that stands for something else. The process of thinking about thinking is called metathought.

A concept is a mental category. Concept is an idea that represents a class of objects or events. They are powerful tools because they allow us to think more abstractly, free from distracting details. It is a way in which we organize and simplify information. Concept formation is the process of classifying information into meaningful categories. Adults more often acquire concepts by learning or forming rules. For example, a triangle must be a closed shape with three sides made of straight lines. Rule learning is generally more efficient than examples, but examples remain important. It is unlikely that memorizing a series of rules would allow an uninitiated listener to accurately categorize punk, new wave, fusion, salsa, heavy metal, and rap music.

Concepts put the world of experience into mental boxes. There are three basic kinds of concepts: conjunctive, disjunctive and relational.

A conjunctive concept strings together perceived attributes. A conjunction in grammar has the function of joining words and phrases. Similarly, a conjunctive concept joins attributes to make a perceptual whole. It refers to a class of objects having more than one feature in common. Sometimes

called "and" concepts: to belong to the concept class, an item must have "this feature and this feature and this feature." For example, a motorcycle must have two wheels and an engine and handle bars. The concept of a lemon is conjunctive because to most of us a lemon is an object that has a yellow skin and an elongated shape and a somewhat sour taste.

Concepts are formed by both positive and negative exemplars. A positive exemplar is an object or an idea that fits the concept that can be contained within it. A negative exemplar is an object or an idea that does not fit the concept that cannot be contained within it.

A disjunctive concept treats perceived attributes in either-or terms. It refers to objects that have at least one of several possible features. These are "either-or concepts." To belong, an item must have "this feature or that feature or another feature." In the game of baseball, a strike is either a swing and a miss or a pitch down the middle or a foul ball. The either-or quality of disjunctive concepts makes them difficult to learn.

A relational concept treats perceived attributes in terms of some connection between objects or ideas such as "more than", "less than", "bigger than", "more beautiful than" and so forth. A concept such as "cheapskate" is a relational concept.

Concepts have two types of meaning: denotative and connotative meaning. **The denotative meaning** of a word or concept is its exact definition. **The connotative meaning** is its emotional or personal meaning. Connotations of some one thing can differ.

After-reading assignments:

1. Pay attention to the pronunciation of the following words.

Philosophy, psychology, functionalism, commonsense, concept, conscious, awareness, category, uninitiated, categorize, conjunctive, disjunctive, relational.

2. Give the Ukrainian equivalents to the following phrases.

Respectable tradition, the commonsense view of psychology, conscious awareness, a mental process, concept formation, conjunctive concept, disjunctive concept, relational concept, denotative meaning, connotative meaning.

3. Look through the text again and answer the following questions.

1. How did William James define psychology?
2. What is thinking?
3. What is metathought?
4. What is a concept and concept formation?
5. How many kinds of concepts are there? What are they?
6. What kind of a concept treats perceived attributes in terms of some connection between objects or ideas such as «more than» or «less than»?
7. What kind of a concept strings together perceived attributes?
8. Which exemplar identifies an object or an idea that fits a concept that can be contained within it?
9. In what way does the connotative meaning differ from the denotative one?

Text 1.2.

**SOLVING PROBLEMS.
OBSTACLES TO SOLVING PROBLEMS**

1. You are going to read the text about problem solving techniques. Five paragraphs have been removed from the text. Choose from the paragraphs A-F the one which fits each gap (1-5). There is one extra paragraph which you don't need to use.

It is a fair question to ask: Why do we think at all? A good answer to the question is: One of the reasons we think is in order to solve problems. Human beings lead complex lives. We have all kinds of problems to solve. Every day is filled with challenges. And it is necessary to think clearly and effectively if one is to be successful in meeting the problems and challenges of life.

1	
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A **heuristic approach** is based on the attitude —I can solve this problem even if I can't solve it in an elegant way. A particular kind of heuristic approach is a **means-end analysis**. A means-end analysis is characterized by identifying a goal and then finding a way in which the goal can be obtained. Questions such as: —Where is this going? and —How will I get there? are associated with a means-end analysis.

If possible, it is desirable to be systematic when there is a problem to be solved. This is particularly true if the problem involves a project that will require a span of time involving days or even weeks. When an orderly approach to solving a problem is taken, psychologists have identified five important steps.

2	
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Assume that Laura, a thirty-three-year-old engineer, wife, and mother of two children, wants to lose some weight. It's a problem because she's been trying to lose weight off and on for a couple of years without much success. She decides to use her training as an engineer to solve her problem.

3	
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Third, she lets the information incubate before she takes action. She reflects on what she has learned. She feels a little bit overwhelmed and confused by contradictory information in the books she has read. She thinks, —I'll just sleep on all of this stuff for a while and let my subconscious mind bring things together. Fourth, illumination arrives in about a week.

4	
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She writes an eating plan for herself, one that she believes she can follow. Fifth, Laura begins to eat in accordance with her plan. She verifies that the plan is working—or not working—by weighing herself in the morning every other day. The path of problem solving is often a rocky road. She writes an eating plan for herself, one that she believes she can follow. Fifth, Laura begins to eat in accordance with her plan. She verifies that the plan is working—or not working—by weighing herself in the morning every other day. The path of problem solving is often a rocky road.

5	
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In principle a **mental set** can either help you solve a problem or interfere with the discovery of a solution. A mental set that interferes with obtaining a solution contains a **false assumption**, a belief that is not correct. A mental set can be given by nature. Consider the Wright brothers attempting to invent the airplane. They had to break the mental set that wings must flap. Birds do not have stationary wings like airplanes. **Functional fixedness** exists when there is a need to use a tool or familiar object in a novel way and one can't perceive the novel way. Functional fixedness is really a special case of mental set. There is often a mental set that a tool is designed for one and only one purpose. And this fixes the user's attention on that and only that particular function of the tool.

A

These are definition of the problem, preparation, incubation, illumination, and verification. This general approach can be applied to many problems. Usually a problem can be stated in question form. Examples include: —How do I get a weed-free lawn?‖, —How do you raise a child to have high self-esteem?‖, —How do you study effectively for examinations?‖ and —How do you lose weight?‖

B

She feels she has new insights about weight control. She sees that she needs to stay away from fad diets. She decides that she has been eating too many refined carbohydrates and excessive amounts of saturated fat.

C

There are obstacles that can interfere with obtaining a solution. Two of the principal obstacles are mental sets and functional fixedness. A mental set is a subconscious determining tendency. It is there, a part of our cognitive processes, but sometimes its content doesn't enter **consciousness**.

D

Two basic ways to solve problems are to employ either **algorithms** or heuristic approaches. An algorithm is a formula. If followed carefully, it will always solve the problem. Formulas in math books are algorithms. So are recipes in cookbooks and step-by-step instructions for operating a microwave oven. Solving a problem without a formula involves the use of heuristic approaches. Heuristic approaches employ principles, rules-of-thumb, and insights to solve problems.

E

Perhaps by the third problem you are adding without telling yourself —I need to add these numbers.‖ The action of obtaining sums is now determined by a mental set to add. As you can see, this is somewhat helpful. It gives you less to think about and juggle at a conscious level.

F

She takes a systematic approach. First, she defines the problem in a precise way. She decides that she will stop vaguely saying, —I want to lose some weight.‖ Instead she asks the question, —How can I lose ten pounds in the next five

weeks?|| Second, she prepares to lose weight by gathering information. She obtains two books on nutrition, a third book on the psychology of weight control, and a fourth book on breaking habits. She takes notes on key points in the books.

II. Read the full text again and answer the following questions. Then using your answers, give your summary of the text.

1. Why do people need to think?
2. What strategies can you use to solve problems?
3. How do you understand the heuristic approach?
4. What kind of heuristic approach is characterized by defining a goal and then finding a way in which it can be attained?
5. What is the first step in systematic problem solving?
6. What step in systematic problem solving involves reflection on what one has learned?
7. What step in systematic problem solving is associated with insight?
8. What are the main difficulties in problem solving?

GRAMMAR REVIEW THE PASSIVE VOICE

**Compare two sentences: *We write dictations every week (Active Voice).*
*Dictations are written every week. (Passive Voice).***

Passive Voice is used to show what's happening with a human being or thing; **Active Voice** – what a human being or thing is doing.

Passive Voice is formed by means of the auxiliary verb 'to be' & Past Participle of the notional verb: **to be + V₃**

We use the preposition 'by' to show who performs the action & the preposition 'with' to show the way it is performed.

e.g. Australia was discovered *by* Captain Cook.

The letter was written *with* a pen.

	Simple проста, звичайна, регулярна дія	Continuous дія відбувається у певний момент	Perfect завершена дія	Perfect Continuous дія продовжується вже певний час
Present теперішн ій	am is + V ₃ are	am is being + V ₃ are	have been + V ₃ has	—

Past минулий	was + V ₃ were	was being + V ₃ were	had been + V ₃	—
Future майбутній	will be + V ₃	—	will have been + V ₃	—

GRAMMAR EXERCISES

Exercise. 1. Open the brackets to put the verbs into Present Simple Passive Voice. Make true sentences.

1. Ferrari cars (make) in Italy. 2. Space shuttles (launch) from Florida. 3. Parmesan cheese (produce) in Italy. 4. Berlin (locate) in Spain. 5. Natural gas (export) from Russia. 6. Penguins (find) in Africa. 7. Honey (make) by bees. 8. Volkswagen cars (make) in Great Britain. 9. Snails (eat) in France. 10. Bananas (import) to Ukraine. 11. Coffee (grow) in Brazil. 12. English (speak) in many countries. 13. Elephants (find) in the Antarctic. 14. Soup (eat) with a knife. 15. Stamps (sell) at the Post office.

Exercise 2. Open the brackets to put the verbs into Present Simple Active or Passive Voice.

A) When you (to arrive) at an airport, you should go straight to the check-in desk where your ticket and luggage (to check). You (to keep) your hand luggage with you but your suitcases (to take) to the plane on a conveyor belt. If you are at an international flight, your passport (to check), and then you and your bags (to x-ray) by security cameras. Sometimes you (to give) a body search and your luggage (to search) by a security officer. You (to wait) in the departure lounge until your flight (to call) and you (to tell) which number gate to go. Finally you (to board) your plane and you (to show) your seat by a flight attendant.

B) Office Life

In 70% of British offices, employees (ban) from using social networking offices sites, such as Facebook. About 40% of Internet use in the office (not relate) to work. Almost half of work time (waste) on chat, drinking tea, and taking personal phone calls.

Most employees complain that they (overwork). Many people (stress) by the number of e-mails they receive. Stress at work (associate) with the risk of heart disease. It also (know) to cause depression.

Exercise 3. Krakatoa. Put the verbs in brackets in Past Simple Passive.

Did you know that the greatest explosion in the world was caused (cause) by a volcano? Krakatoa, an island in Indonesia, erupted in 1883. More than half the island 1) _____ (destroy). The explosion 2) _____ (hear) in India and Australia. Rocks 3) _____ (throw) more than 55 kilometres high into the air. Surprisingly, only a few people 4) _____ (kill), but a huge wave, 35 metres high, 5) _____ (create) by the explosion. Several small islands 6) _____ (cover) by the wave. 163 villages 7) _____ (destroy) and 36,000 people 8) _____ (drown). Dust 9) _____ (carry) all round the world, and the weather everywhere 10) _____ (affect) for many years afterwards.

Exercise 5. Fill in the blanks with the prepositions by or with.

1. The boat was carried _____ the waves into the open sea.
2. The teacher was pleased _____ our work.
3. America was discovered _____ Columbus.
4. "Hamlet" was written _____ Shakespeare.
5. Soup is eaten _____ a spoon.
6. He was knocked down _____ a big stick.
7. He was knocked down _____ a car.
8. He was taken to hospital _____ an ambulance.
9. He was treated _____ very effective drugs.
10. He was cured _____ a very skillful doctor.
11. The letter was written _____ a pencil.
12. He was scolded _____ his mother.

Exercise 6. Put the verbs in correct form, Present Simple or Past Simple, active or passive.

1. Water _____ (cover) most of the earth's surface.
2. How much of the earth's surface _____ (cover) by water?
3. The park gates _____ (lock) at 6.30 p.m. every evening.
4. The letter _____ (post) a week ago and it _____ (arrive) yesterday.

5. The boat hit a rock and _____ (sink) quickly. Fortunately everybody _____ (rescue).
6. Richard's parents _____ (die) when he was very young. He and his sister _____ (bring up) by their grandparents.
7. While I was on holiday, my camera _____ (steal) from my hotel room.
8. While I was on holiday, my camera _____ (disappear) from my hotel room.
9. I saw an accident last night. Somebody _____ (call) an ambulance but nobody _____ (injure), so the ambulance _____ (not / need).
10. _____ (somebody / clean) this room yesterday?

Exercise 7. Complete each statement or question in the Present Continuous Tense, Passive Voice. The main verb is in parentheses.

1. The baby _____ by his mother. (feed)
2. My videos _____ by a lot of people on YouTube. (watch)
3. _____ you _____? (help)
4. I _____ by a strange person in the car behind me. (follow)
5. The room _____ by the housekeeping staff. (clean)
6. _____ she _____ at work? (train)
7. This TV show _____ around the world. (seen)
8. Those old computers _____ very much these days. (use --negative)
9. My tomatoes _____ by chipmunks. (eat)
10. _____ Jeff _____ to Iraq? (send)

Exercise 8. Use Present or Future Simple Active or Passive to complete the following sentences.

1. Don't worry! You _____ (arrive) to the airport in time.

2. Your breakfast _____(take up) to your room tomorrow morning.
3. The TV-set doesn't work now but it _____(mend) soon.
4. This programme is going to be interesting. Millions of people _____(watch) it on Friday.
5. I am sure somebody _____(meet) you at the station.
6. The luggage _____(inspect) by the customs officers.
7. The thief _____(put) in prison after the trial.
8. United definitely _____(win) tonight.
9. The workmen have a holiday today. The work _____(finish) tomorrow.
10. The match _____(play) on Wednesday evening.
11. A number of political prisoners _____(release) within the next few months.
12. When I _____(see) her I _____(tell) her the whole story.
13. The prices _____(rise) again this month.

Exercise 9. Put the verbs in brackets into Present or Past Continuous Active or Passive.

1. There are no doors. They _____(paint).
2. The house _____(redecorate) when I arrived.
3. The workers _____(make) our street one-way.
4. This type of computers now _____(manufacture) in many European countries.
5. He _____(drive) at over 100 kilometres when the accident happened.
6. When I left the laboratory, the lab assistant still _____(test) the device.
7. We couldn't ride that way because the road _____(widen).
8. The countries _____(compete) with each other to build the tallest building.

9. Ann can't use her office at the moment. It _____ (redecorate).

10. The photocopier broke down yesterday, but now it's OK. It _____ (work) again.

Exercise 10. Choose Present Perfect or Past Simple Active or Passive.

1. When it became clear that he would be moving to Austria, he _____ (sell) the house to his brother.

2. All the copies of the book already _____ (sell out).

3. _____ the car _____ (sell) for \$2000 some days ago?

4. The tickets cost too much and _____ (sell) badly.

5. Do you know if your neighbours _____ (sell) their car?

6. According to yesterday's newspapers, astronomers in Australia _____ (discover) a planet in a galaxy close to ours.

7. A new planet _____ (discover) but I don't remember its name.

8. Radium _____ (discover) by Pierre and Marie Curie.

9. His father _____ (receive) so many complains about the noise that he told Chris to sell his drums.

11. Over 50 letters of support _____ (receive) in the last 10 days.

12. His project _____ (receive) a lot of attention lately.

Exercise 11. Turn from Active into Passive.

1. Someone is helping her with the housework. She is being helped with the housework.

2. Thousands of people bought the book. _____

3. You must give up your cigarettes _____

4. Fleming discovered pen education. _____

5. They opened the Statue of Liberty in 1886. _____

6. You can improve your health with more exercise. _____

7. They are holding the meeting at 11 o'clock. _____

8. My friend sent me an invitation. _____

9. The secretary has given Mrs Jones some letters. _____

10. The traffic warden had already given him a ticket for illegal parking.

11. People must obey the law. _____
12. They are performing the concert in London _____
13. They returned my keys to me: someone had picked them up in the street.

14. You should keep the flowers in a warm sunny place.

15. A famous author was writing a TV documentary about India _____
16. We can't repair your clock. _____
17. Someone is interviewing Dr Johnson at the moment. _____
18. You mustn't touch this button. _____
19. They have made huge advances in computer technology in the last five years. _____
20. The newspaper must print the story tomorrow. _____

Exercise 12. Put the verb into the correct form. Use the Passive Voice where necessary.

A driver _____ (sent) to jail for 90 days for driving with excess alcohol. Graham Smith, 29, of North Street, Barton, _____ (stop) by a police officials near his home last November and _____ (find) to have drunk almost twice the legal limit for drivers, Didcot magistrates _____ (hear) on Thursday.

Twelve months earlier Smith _____ (disqualify) from driving for three years for drink-driving. He _____ (disqualify) for twelve months in 1988 for a similar offence.

Mr Peter Jones, defending, _____ (say) Smith _____ (use) the car to visit a sick friend.

He _____ (say) Smith _____ (depress) after the visit and _____ (go) to a pub and _____ (drink) six pints before driving home.

He _____ (catch) by police during a routine speed check in Wantage Road, Barton.

Exercise 13. Put the verb in brackets into the correct form

1. The instructions (to be recorded) in the order in which they are to be carried out.
2. Many new branches of industry (to be developed) in our country since World War II.
3. The concept of the stored program (to be worked out) by J. Neuman in 1945.
4. The constituent parts of the computer (to be called) hardware.
5. A new program (to be compiled) when I came.
6. All these calculations (to be done) by 5 o'clock yesterday.
7. The information (to be collected) by the end of the next week.
8. This examination (to be taken) tomorrow.
9. Your papers (to be typed) now. Wait a minute.
10. A new input device (to be discussed) when we came.
11. A new model of the printer (to be shown) tomorrow.
12. Microcomputers (to be applied) since the 1970s.
13. Only one branch of a program (to be selected) on each occasion.
14. "Connector" symbols (to be used) to show the exit to or the entry from another point in the same flowchart.

Exercise 14. Translate the sentences into English:

1. Боюся, рішення не буде прийнято до наступного ранку.
2. Тебе коли-небудь кусала собака?
3. На жаль, мене не часто запрошують на вечірки.
4. У нього вчора не було машини. Її ремонтували в автомайстерні.
5. Де мій велосипед? Він зник! Його вкрали!
6. Вам вишлють результати іспиту, як тільки вони будуть готові.
7. Коли я йому зателефонував, він був зайнятий: у нього брали інтерв'ю.
8. Теда вжалила бджола, коли він сидів у саду.
9. Я думаю, тобі потрібно підстригтися. Коли ти був в перукарні останнього разу?
10. Яким іноземним мовам навчають у вашому університеті?
11. Над ним часто сміються. Він такий кумедний.
12. Я обіцяю, за дитиною добре доглянуть.

UNIT II INTELLIGENCE

THE BRAIN

1. Read and transcribe the following words.

Personal, halves, function, blood, oxygen, store, necessary, memory, create, sensory, cell, to process, process, experience, neuron, muscle, liver, theory, previous, kidneys, joint, hemisphere, logic, opposite.

2. Give the Ukrainian equivalents to the words.

Nervous cells, difficult task, to receive signals, receptor cells, to exist in every part of the body, to process information, to make decisions, to be connected to the muscle, to make sure, main theory, to have fears, previous day, left hemisphere, the opposite is true.

3. Give the English equivalents to the words and word combinations.

Персональний комп'ютер, складатись із, нервова клітина, мати потребу в кисені, на великій швидкості, існувати в кожній частині тіла, переробляти інформацію, приймати рішення, бути зв'язаним з м'язами, внутрішні органи, головні теорії, виражати свої опасіння, розділяться на частини, права півкуля, сильний.

4. Finish the phrase.

to consist of

to store.....

to send

to exist

to pass

left and right

5. Give derivatives of the following words.

Person, necessity, inform, electrical, danger, connect, difficult, express, think, biology, analyze, imagine, power, create, art, paint, compose, explore.

6. Find in the text the word that corresponds to the definition.

- a) half a sphere
- b) fibre carrying impulses of feeling and motion between the brain and the body
- c) the mass of soft grey matter in the head, center of nervous system
- d) coming earlier in time or order
- e) join, to be joined by things or personal relationships
- f) power of seeing or imagining, looking ahead, grasping the truth
- g) reasonable explanation of facts and events
- h) excitement of the mind or the feelings
- i) power, act, manner of speaking

j) entirely different, contrary

7. *Finish the sentence.*

Internal organs are

The human brain has 3 main functions:

The left brain controls

Text 2.1.

INTELLIGENCE: WHAT IS IT?

Pre-reading assignments:

1. *Work in groups of three or four Express your opinion on the following questions:*

- What is intelligence?
- What makes the study of human behavior a highly controversial question?
- What abilities does intelligence consist of?
- What does convergent thinking mean?

II. **Before reading the text practice the following proper names for pronunciation.**

Charles Spearman [ˈtʃɑːlz ˈspiəmən]

Louis Thurstone [ˈluːiː ˈθəːstoʊn]

Howard Gardner [ˈhaʊəd ˈɡɑːdnər]

Francis Galton [ˈfrɑːnsɪs ˈɡɒltən]

Alfred Binet [ˈælfred ˈbeinet]

Sorbonne [sɔʊ ˈbɔːn]

Theodore Simon [ˈθiːədɔː ˈsaɪmən]

Lewis Terman [ˈluːəs ˈtɜːmən]

No subject in psychology has provoked more intense public controversy than the study of human intelligence. From its beginning, research on how and why people differ in overall mental ability has fallen prey to political and social agendas that obscure or distort even the most well-established scientific findings.

The debate over intelligence and intelligence testing focuses on the question of whether it is useful or meaningful to evaluate people according to a single major dimension of cognitive competence. Is there indeed a general mental ability we commonly call “intelligence” and is it important in the practical affairs of life? The answer, based on decades of intelligence research, is an unequivocal yes. No matter their form or content, tests of mental skills invariably point to the existence of a global factor that permeates all aspects of cognition. And this factor seems to have considerable influence on a person’s practical quality of life. Intelligence as measured by IQ tests is the single most effective predictor known of individual performance at school and on the job. It also predicts many other aspects of wellbeing, including a person’s chances of

divorcing, dropping out of high school, being unemployed or having illegitimate children.

Intelligence is the global ability of the individual to think clearly and to function effectively in the environment. This definition of intelligence is based on the thinking and writing of the clinical psychologist David Wechsler (1896–1981), author of the widely used Wechsler Intelligence Scales. When examining the definition clearly, several important points emerge. First, intelligence is, to some extent, global. This means that it has a general quality that has an impact on many facets of life. When we think of someone as “smart” we expect him or her to be a smart businessperson, a smart parent, a smart student, and so forth.

Second, intelligence is associated with the ability to think clearly. This means the ability to use both inductive and deductive logic in an appropriate manner.

The core feature of intelligence, unlike creativity, is the ability to employ **convergent thinking**, defined as the ability to think along conventional pathways. When a question is asked on an intelligence test, there is only one best answer. Consequently, intelligence tests measure convergent thinking. When one learns the basic information associated with a trade or profession, one is required to learn well-established facts and principles.

Third, intelligence implies the ability to function effectively in the environment. A person with normal intelligence has survival skills. He or she can get things done correctly - everything from pumping gas to cooking a meal. The word **environment** includes almost any aspect of an individual's surrounding world. Therefore, it includes the **social environment**, the world of other people. A person with normal intelligence is able to get along reasonably well with others.

Returning to the global aspect of intelligence, in the first decade of the twentieth century the British researcher Charles Spearman concluded that there is a **general factor** running through all aspects of intelligence. He called this general factor **g**. Spearman also recognized that there were **specific mental abilities**, and he called this factor **s**.

Spearman noticed that people who did well on one mental ability test tended to do well on the others, and people who did not do well on one of them also tended not to do well on the others. Spearman devised a technique for statistical analysis, which he called factor analysis that examines patterns of individual differences in test scores and is said to provide an analysis of the underlying sources of these individual differences. Spearman's factor analysis of test data suggested to him that just two kinds of factors underlie all individual differences in test scores. The first and more important factor Spearman labeled the "general factor," or **g**, which is said to pervade performance on all tasks requiring intelligence. In other words, regardless of the task, if it requires intelligence, it requires **g**. The second factor is specifically related to each particular test. But what, exactly, is **g**? After all, calling something a general factor is not the same as understanding what it is. Spearman did not know

exactly what the general factor might be, but he proposed in 1927 that it might be something he labeled "mental energy."

Interested in the nature of specific mental abilities, the American researcher Louis Thurstone made a factor analysis of intelligence tests in the 1930s. **Factor analysis** is a mathematical tool that allows a researcher to pull meaningful clusters out of a set of data. Based on his analysis, Thurstone concluded that there are at least nine primary mental abilities. These include inductive reasoning, deductive reasoning, word fluency, speed of perception, verbal comprehension, verbal fluency, memory, spatial visualization and mathematics.

More recently, the research psychologist Howard Gardner has suggested that we speak of **multiple intelligences** in preference to global intelligence. In his view, intelligences are multiple, including, at a minimum, linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligence. Taking this approach, one kind of intelligence may be more or less independent of another kind of intelligence. An example of what Gardner means is **kinesthetic intelligence**, the ability to comprehend the position of one's body in space. Such intelligence is important in athletic performance and dancing.

It is possible to bring together the concept of a general ability with the concept of specific abilities. The general factor, or *g*, is like the palm of a hand. It can be small or large. The specific abilities are like the fingers of a hand, and they can vary in length. This allows for many possibilities.

As you can see, it is difficult to pin intelligence down and say with any kind of finality what it is. This in part is due to the fact that intelligence has the status of a **hypothetical construct**. In science, a hypothetical construct is —constructed by

the mind of the scientist in order to explain a set of facts. Science freely employs hypothetical constructs. Intelligence as experienced by *you* is not, of course, hypothetical. However, intelligence as measured by a psychologist with an intelligence test is hypothetical. The intelligence has to be inferred from scores, and there is room for error whenever one makes an inference.

1. Read and transcribe the following words.

Verbal, major, separate, unrelated, single, multiple, general, require, core, primary, fluency, spatial, component, mathematical, kinaesthetic, deny.

2. Give the Ukrainian equivalents to the words.

Problem-solving skills, core factor, unrelated abilities, general mental energy, specific task, primary abilities, spatial intelligence, to apply to new tasks.

3. Give the English equivalents to the words and word combinations.

Навчатись на власному досвіді, єдиний головний фактор, вимагати розумної поведінки, заперечувати існування, швидкість, міркування, просторовий інтелект, пізнавальні вміння.

4. Read the following passages and fill in the gaps with the given words.

work out	understand	look forward to	predict
analyse	imagine	know	solve
remember	forget	be aware of	concentrate on
study	pay attention to	think about	find out
dream	realize		

One of the most remarkable things about the human mind is our ability to (1) the future. In our minds, we can see what has not yet happened. For example, while we are (2) visiting a new place or country, we imagine what it will be like. We (3) the way people will eat, dress and act. Of course, we do not always predict things correctly. Things are often very different from the way we expect them to be.

One of the most famous dreams in history is the dream of the German scientist Kekule, who had been trying to (4) a very difficult problem in physics. He had (5) and (6) the problem from every angle for days, but there seemed to be no way of (7) the answer. Then one night he went to bed and (8) When he woke up, he (9) that he (10) the answer. He had (11) the problem in his dream.

The hypnotist sat in the chair opposite her and spoke softly. "I want you to (12) my voice. (13) nothing. And as you (14)..... nothing but my voice. And as you (15)to my voice, your eyes will get heavier and heavier. Soon you will be asleep. You will hear my voice and (16) my words, but your body will be asleep, your eyes are so heavy. You are almost asleep and when you wake up you will (16) nothing. You will (17) everything. Now I am going to count slowly from one to five."

5. Translate the following sentences into English:

1. It was an inappropriate display of emotions in that situation. 2. You'd better test the validity of other conclusions. 3. Most people find her advanced ideas

difficult to accept. 4. After two failures the boy abandoned all his hopes to be enrolled into the University. 5. He prefers to stay in the background. 6. They had no children of their own, so they adopted the neighbour's boy. 7. The reason for his failure was not far to seek: he was ill during the examination. 8. He is bound to come. 9. I am sure your self-rating is somewhat biased. 10. The baby had a gain of half a pound in weight last week. 11. Test items should be well thought out beforehand. 12. His course of studies comprised Developmental Psychology, Anatomy, English and many other subjects. 13. Words fail to convey my feelings. 14. The twins were about to fight when their father intervened. 15. The child seemed quite sophisticated for his age. 16. Such conditions are not appropriate for our subjects. 17. This job is too dull; I want one with more challenge. 18. Luñy is 8, but she is very retarded and can't even read yet. 19. It was a hard test for which all the class made low scores. 20. His parents raised three children and gave higher education to each. 21. You can't give me a valid reason for breaking your promise. 22. Our teacher assigns us too much work to do. 23. I am new in the job but I am already gaining experience. 24. In this district there are many disadvantaged families. 25. Social conscience is a philosophical concept. 26. Older boys and girls tend to form peer groups. 27. His enrollment as a member of the APA (American Psychological Association) surprised everybody. 28. The judge scored him 15 points for the test. 29. I will convey the information to him. 30. My mood fluctuated between hope and fear. 31. There was a considerable discrepancy between the two interpretations of the test. 32. The University has an enrollment of 1,000 students. 33. We estimated that it would take us three months to finish the work. 34. His educational background leaves much to be desired. 35. The plan is bound to succeed. 36. You should seek advice from your parents on the matter.

6. Translate the following sentences into English:

1. Наука швидко рухається вперед. 2. Він людина передових поглядів та ідей. 3. Як би ви оцінили його поведінку в цій ситуації? 4. Двом учням було доручено скласти доповіді за цією темою. 5. Він обов'язково переможе. 6. У своїй доповіді він затронув дві проблеми. 7. Експеримент – надійний метод перевірки гіпотези. 8. Яка в тебе оцінка з математики? 9. Тест на коефіцієнт інтелекту виявив у нього розумову відсталість. 10. Застосування фізичних покарань у школі переслідується законом.

Text 2.2.

INTELLIGENCE

Pre-reading assignments:

1. Work in groups of three or four Express your opinion on the following questions:

1. Whom would you consider to be a smart person? What are the main criteria for you to label a particular person smart?
2. Why do different people have different Intelligence Quotients?

3. Do the smartest people have the largest brains?
4. Are there any ways to raise one's IQ?

When at the age of four Charlie was in a store with his father, the clerk thought it quite funny to see him looking through a "grown-up book". I'll give you that book if you can read it, the clerk teased. To his surprise, Charlie began to read fluently. When Charlie started school at the age of six, he was far ahead of his class. By age nine he had decided to become a doctor instead of an astronomer or a Standard Oil executive, two professions he had also considered. Astronomers, Charlie reasoned, didn't earn enough money, and corporate executives led lives that were too dull. At this young age most of Charlie's peers were still dreaming about becoming cowboys, baseball players, and firefighters.

In high school, Charlie was placed in a special class for very bright students. His classmates admired Charlie's intelligence and agreed that he seemed to know everything. But they also agreed that Charlie was not very likable. He was tactless, unsympathetic, and very impatient when other people made any kind of error.

Michael is 19. He has never spoken an intelligible word in his life, yet he seems to know what is going on around him. His eyes are both penetrating and strangely preoccupied. It is as if he is thinking about something profoundly important that he can't convey to others.

Michael has a habit of rocking his muscular body back and forth in his chair, often with grunting sounds or quick, nervous gestures. Michael suffers from autism, a mysterious and disabling disorder that affects communication, concentration, learning, and emotions. Its cause is unknown. While Michael is in many ways typical of autistic young adults, he has some extraordinary talents most of them don't have. For example, on his first try, Michael managed to solve a scrambled Rubik's cube in less than 40 seconds! This puzzle is so difficult that many people work on it for days without success. An entire book is needed to describe the steps involved in the solution. No one knows how Michael solved the Rubik's cube as quickly as he did because Michael does not speak. He is among the 10 percent of autistic persons who exhibit genius in one tiny area.

Charlie is very unusual. He has an IQ of over 180, a score obtained by less than 1 percent of the population. His extremely high IQ predicted that he would do very well in academic settings, which he does. But his high IQ could not predict whether he would be likable, which he is not. Michael is too unusual. He can solve a puzzle that very few people with high IQs can solve. In this one area, Michael is a genius. In almost every other area, however, he is retarded. What Charlie and Michael illustrate is that many different factors are involved in what we call intelligence. As you will see, IQ tests measure only certain aspects of intelligence.

Text 2.3.

HOW WOULD YOU DEFINE INTELLIGENCE?

You probably use the term intelligent to mean something different than psychologists do. When most people are asked to name the qualities of an intelligent person, they tend to list first practical problem solving skills. Next they list verbal ability (speaking clearly, having a good vocabulary, reading widely), and then social competence (getting along with others and having a social conscience). When psychologists were asked the same question, they placed these skills and abilities in a different order: they listed verbal ability first.

What would happen if we compared your self-rating of how intelligent you think you are with your IQ score? Researchers found a low correlation (0.23) between people's self-ratings and their actual IQ scores. This study indicates that IQ scores are not measuring what most people consider intelligence. In trying to define intelligence, psychologists have used two different approaches.

The Psychometric Approach

You have a number of cognitive abilities that are different from someone else's and that influence your intellectual performance.

The exact number of cognitive factors has been debated: estimates range from 2 to 120. These cognitive factors might include verbal comprehension, memory ability, perceptual speed, and reasoning. Psychologists who take the **psychometric approach** decide on a list of such factors and then develop tests to measure each of them. By combining scores on the various tests, they determine overall IQ.

According to the psychometric approach, then, intelligence is defined as performance on intelligence tests: it does not claim to measure natural intelligence or to explain intelligence. The major advantage of this approach is that it measures individual differences in cognitive abilities, and these differences have proved useful in predicting performance in school. The major disadvantage is that the psychometric approach does not really explain what differences in IQ scores mean.

The Cognitive Components Approach

Typically, the solution of a problem involves breaking it down into smaller cognitive components, finding the rule that underlies the relationship between them and then making your response.

Psychologists who take the **cognitive components approach** focus on just such underlying mental processes. They believe it is not so much your answer that is important, but the process you use to arrive at the answer. According to this approach, differences in intelligence are reflected in differences in the cognitive components involved in solving problems. A person with high verbal ability, for

example, would probably spend a great deal of time encoding and analyzing problems with words. A person with excellent visual-perceptual ability, in contrast, would be more inclined to process problems through mental imagery. In this way, the cognitive components view can begin to explain how people differ in their thinking. Unfortunately, however, no standardized tests yet exist to identify various cognitive components.

Until such tests are developed, the cognitive components approach will not be widely used to measure intelligence. That is why we will focus on tests of intelligence that come from the psychometric tradition.

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Contemporary IQ Tests

Do the smartest people have the largest brains?

The time is the early 1900s, and you are hired as an assistant to a gifted French psychologist named Alfred Binet. Unlike many of his predecessors, Binet does not believe intelligence can be assessed by measuring skull size, which in turn reflects the size of the brain. There is simply too much evidence that the size of the brain is not closely related to powers of intellect. Instead, Binet suspects that intelligence can best be measured by assessing a person's ability to perform certain cognitive tasks, such as understanding the meaning of words or being able to follow directions.

The Beginnings of Modern Intelligence Testing

The Paris public schools have commissioned Binet and a psychiatrist named Theodore Simon to develop a test that can differentiate children of

normal intelligence from those who need special help. In 1905 they succeed in introducing the world's first standardized intelligence test.

Binet's test consists of items arranged in order of increasing difficulty, with different items designed to measure different cognitive abilities. For each item, Binet has determined whether an average child of a certain age can answer the question correctly. For example, at age 2 the average child can name certain parts of the body, while at age 10 the average youngster can define abstract words such as quickly..

Suppose a particular child passed all the items that can be answered by an average 3-year-old, but none of the items deemed appropriate for older children. That child would be said to have a *mental level* of 3. In Binet's view, the concept of mental level is a means of estimating a youngster's intellectual progress relative to the average child of his or her age. For example, if a child is 6 years old but has a mental level of only 3, that child would be considered retarded in intellectual development.

It is still the early 1900s, but now you are at Stanford University in California. Professor Lewis Terman and his associates are revising Binet's test and have devised a formula to calculate the now famous

Intelligence Quotient, or IQ, score.

What they have done is to change mental level to mental age. A child's **mental age** is determined by the number of test items passed. For example, if a 4-year-old girl passes the test items appropriate for a 5-year-old, she is said to have a mental age of 5. Terman's formula for IQ uses the terms MA, meaning **mental age**, and CA, meaning **chronological age** or the child's age in months and years. The formula is:

$$MA/CA (100 = IQ$$

To figure out the IQ of the child in our example, substitute 5 for MA, 4 for CA, and multiply by 100. You would get:

$$5/4 = 1.25 (100 = 125$$

An IQ of 125 is relatively high. Only a little over 2 percent of the population have IQs above 130, and only about 1 percent have IQs above 145. Charlie, whom we described earlier, has an IQ of 180.

Michael, the autistic young man who is a whiz at Rubik's cube, has an IQ well below 100, which is considered a sign of severe mental retardation.

Although Binet saw the benefits of identifying children in need of special educational classes, he realized that his intelligence tests were potentially dangerous. He warned that they did not measure innate abilities and that they should not be used to label people. History shows that neither of his warnings was heeded. In the early 1900s it became common practice to treat IQ scores as measures of inborn intelligence and to label people from moron to genius. Later we will consider whether IQ tests are still being misused

Some Widely Used IQ Tests

One of the most widely used IQ tests in America today is the Stanford-Binet. Developed by Terman and his associates from the original Binet test, it has since been revised several times. It can be given to children and young adults aged 2 through 18. A trained examiner administers the test on an individual basis. It consists of a number of test items, some *verbal* such as naming things and understanding instructions, and some *performance*, such as completing a picture or using colored blocks to reproduce a pattern. The test items are arranged in order of increasing difficulty and are designated appropriate for certain age levels. A child continues through the series until he or she reaches the age level at which he or she can answer none of the questions.

Another widely used series of IQ tests are the **Wechsler scales**, which are also administered individually by trained examiners. The Wechsler scales consist of separate tests for preschool children aged 4 to 6, for school age youngsters from 6 to 16, and for adults 16 and older. Unlike those in the Stanford-Binet tests, items on the Wechsler scales are organized into various subtests. In the verbal section, for instance, there is a subtest of general information, a subtest of vocabulary, a subtest of verbal comprehension, and so forth. In the performance section, there is a subtest that involves arranging pictures in a meaningful order, a subtest that requires assembling objects, and a subtest that involves using codes, among others. The test-taker receives a separate score for each of the subtests, which are then combined to yield overall scores for verbal and performance abilities. Finally, the verbal and performance scores are combined to produce a general IQ.

If you took the Wechsler Adult Intelligence Scale as a senior in high school and then took the test again as a freshman in college, you would find that your score would probably be much the same. This is another way of saying that the Wechsler scales, like other standardized IQ tests, are *reliable*. A test is reliable if it produces reasonably consistent results for any given person. *Inconsistent* test scores, in contrast, are a sign of *unreliability*. If your IQ were to fluctuate widely (high one month, low the next, and somewhere in the middle the third), psychologists would suspect that the test was not reliable. They have found that a person's scores on both verbal and performance sections of standardized IQ tests tend to remain quite stable over many years, even into old age.

After-reading assignments:

1. Read and transcribe the following words.

Einstein, genius, enough, particularly, smart, mystery, recently, champion, majority, art, museum, prodigy, encourage, praise, ignore, taught, technique.

2. Give the Ukrainian equivalents to the words.

Intelligent, particularly, to complete, to find out, to bring up, right conditions, to measure, although, praise, to consider, to recall, to encourage talent, demanding teacher, to remind, to comfort.

3. Give the English equivalents to the words and word combinations.

Особливо важливий, продовжувати робити, можливо, таємниця, виховувати, людський потенціал, більшість дітей, вважатись, обрана діяльність, заохочувати талант, видатний тренер, необхідне обладгання, нагадувати, практикуватися, розвивати талант, розумова діяльність

4. Give derivatives of the following words.

Mystery, piano, differ, similar, condition, art, music, able, play, active, energy.

5. Translate the following

HOW TO BRING UP A SUPERSTAR

Великий талант завжди був *таємницею*. Звідки він береться? Як він росте? Один американський учений і його команда провели дослідження, яке включає 120 суперзірок. Серед них були Олімпійські чемпіони, піаністи, скульптори й учені, які *досягли вершин у своїй області*. Коли всі інтерв'ю були проаналізовані й порівнені, учені помітили, що домашнє виховання має великий *вплив*. Учені зробили висновок: суперзірками не народжуються, їх виховують. Їх таланти можуть *різнитися*, але дитячі спогади залишаються *однаковими*. Величезна *більшість дітей* можуть розвивати свої таланти в правильних умовах.

Учені очікували побачити *чудо-дітей*, чиї таланти були вочевидь у ранньому дитинстві. Замість цього, вони дізналися, що діти стали демонструвати свій талант після багатьох років упорної роботи. Але всі діти без винятку, крім розумових і *фізичних* талантів, мали *дбайливих і люблячих батьків*.

6. Give your personal ideas on the following problems. Get ready to the discussion:

- What makes one person more intelligent than the other?
- How to bring up a superstar?

GRAMMAR REVIEW

CONDITIONALS

Conditional sentence	Verb form in if-clause	Verb form in result-clause	Meaning of if-clause	Use	Examples
0	If + Simple Present	Simple present	Real and Possible situations at any time, but most commonly in present.	1) situations that can occur at any time (more than once) and their results, 2) general truths, 3) general instruction.	<i>If you press this key, the game starts.</i> <i>If you boil water, it turns into steam.</i> <i>If you want to start, press the red button.</i>
I	If + Simple Present	Simple Future	Possible in the present or future	1) possible future events and their results, 2) command, 3) offer, 4) warnings.	<i>If it rains, I will stay at home.</i> <i>If you come home late, don't make noise.</i> <i>I'll call the hotel if you don't have time.</i> <i>I'll call the police if you don't leave now!</i>
II	If + Simple Past	Would or + verb Could	Impossible or not true in the present • improbable in the	1) improbable future event or situation 2) a hypothetical current	<i>If I won a lottery, I would buy an island.</i> <i>If I knew the answer I would tell</i>

			future . imaginary situations	situation which is contrary to known facts, 3) giving advice.	<i>you.</i> <i>If I were you, I would see a doctor.</i>
III	If + Past Perfect	Would or + have + past participle Could Should	Impossible in the past	<i>If I had seen the red light, I would have stopped.</i> <i>If you had worked hard, you could have passed your exam.</i>	

Exercise 1. Open the brackets and say each sentence three times. Use the first, the second and the third conditionals.

E.g. If I (to see) her, I (to be) glad.

1. If I see her, I will be glad.

2. If I saw her, I would be glad.

3. If I had seen her, I would have been

glad.

1. If she (to know) English, she (to try) to enter the university.

2. If my mother (to buy) a cake, we (to have) a very nice tea-party.

3. If I (to have) a computer, it (to help) me in my studies.

4. If my grandfather (to be) younger, we (can) go running together.

5. If my girlfriend (not to be) so capricious, we (to get) on better.

6. If there (to be) no clouds, we (not/ to enjoy) the sun.

FIRST CONDITIONAL

Exercise 2. Match the sentence parts.

If you lie in the sun, you'll get sunburned.

lie in the sun

don't eat your breakfast

don't work hard

eat too much

miss the bus

take this medicine

don't save your money

take a taxi

don't listen in class

get there sooner

get sunburned

not be able to buy a bicycle

be hungry

not understand the homework

get fat

not pass your exam

be late

soon feel better

Exercise 3. Complete the sentences with the verbs in brackets. Add a comma where necessary.

1. If the dog _____ (keep) barking, the neighbours _____ (complain).
2. The boss _____ (be) angry if you _____ (arrive) late for work again.
3. If you _____ (eat) too much you _____ (be) sick.
4. If the weather _____ (be) bad on Sunday we _____ (stay) at home.
5. If you _____ (study) hard you _____ (pass) your exam.
6. If a driver _____ (break) suddenly on a wet road, he _____ (skid).
7. I _____ (buy) you an ice cream if you _____ (say) please.
8. If you _____ (not be) careful you _____ (fall).
9. Ice _____ (turn) to water if you _____ (heat) it.
10. I'm sure they _____ (steal) your car if you _____ (leave) it unlocked.
11. If you _____ (not like) the magazine, I _____ (bring) you another.

SECOND CONDITIONAL

<p>If I had a lot of money, I would (I'd) built a big house. If I was (were) very rich, I could buy an oil well.</p>
--

Exercise 4. Answer the questions.

1. If you built a house, where would you build it?
If I built a house, I'd build it in. _____
2. If you wanted to give your money away, who would you give it to?

3. If you took a long holiday, where would you go?

4. If you wanted expensive clothes, where would you buy them?

5. If you wanted a car, what kind would you buy?

Exercise 5. Write a sentence with if for each situation.

1. We don't see you very often because you live so far away.
If you didn't live so far away, we'd see you more often.
2. This book is too expensive, so I'm not going to buy it.

3. We don't go out very often – we can't afford it.

4. I can't meet you tomorrow – I have to work late.

5. It's raining, so we can't have lunch outside.

6. I don't want his advice, and that's why I'm not going to ask for it.

7. He lives near his work, so he is never late.

8. His French is good, so he reads French books in the original.

9. They have a maid, so they can enjoy themselves.

10. She goes to bed early, so she always wakes up in time.

IF I WERE YOU...

Exercise 6. What is your advice? What do you suggest?

1. IAN: I'm going to buy a new car.

(suggest a make or a model of car: Ford, Metro. . .)

If I were you, I'd buy a

2. ROSE: I want to paint the living room. But what colour?

(suggest a colour)

3. TOM: I'm going on holiday.

(suggest a country)

4. KATE: I have a headache. What shall I do?

(suggest something to help)

5. PAT: I want to see a good film.

(suggest a film title)

ANGELA: I'm thirsty. What can I have for a drink?

(suggest something she can have)

ORAL ACTIVITY

Exercise 7. How would your life be different?

How would your life be different if you _____(have) fifteen brothers and sisters?

“ _____ if you _____(can) speak twelve languages?

“ _____ if you _____(can) talk to animals?

“ _____ if you _____(be) less than one metre tall?

“ _____ if you _____(not need) to sleep?

“ _____ if you _____(have) ten children?

“ _____ if you _____(have) four arms?

“ _____ if you _____(become) a leader of your country?

“ _____ if you _____(be) colour-blind?

“ _____ if you _____(can't) eat anything except grass?

“ _____ if you _____(lose) your memory completely?

Exercise 8. Complete the sentences with the verbs in brackets.

1. If you _____ (paint) the walls white, the room _____(be) much bigger.

2. If fools _____ (wear) white caps, we would seem a flock of geese.

3. If you _____ (change) your job, would it affect your salary?

4. If I _____ (win) a big prize, I'd give up my job.

5. If there _____ (be) no fools, there _____ (be) no wise men.

6. If wishes _____ (be) fishes, you _____ (need) a whole ocean to hold all of mine. Happy Birthday!

7. What would you do if the lift _____ (get) stuck between floors?

8. If he _____ (not smoke) so much, he _____ (feel) much healthier.

9. If the ice _____ (be) thick enough, we _____ (be able to) to walk across the river.

10. If he ever _____(polish) his shoes, he _____ (look) smart.

11. If he _____ (not spend) hours watching television, he _____ (have) time to do some jobs in the house.

12. If we _____ (have) any matches, we _____ (light) a fire.

13. If I _____ (have) heaps of money, I _____ (drink) champagne with every meal.

14. If you _____ (drink) champagne with every meal, you soon _____ (get) tired of it.

15. If I _____ (be) John, I _____ (marry) Amanda.

THIRD CONDITIONAL

Long form:	If I had known you were in hospital, I would have visited you.
Short form:	If I' d known you were in hospital, I' d have visited you.

Exercise 9. You have a friend who is careless with his /her things. Write what would /wouldn't have happened if he /she had /hadn't done the following.

Example: He left the suitcase unattended at an airport. It got stolen.

If he **hadn't left** his suitcase unattended, it **wouldn't have got** stolen.

1. She forgot to lock the car. Her camera got stolen.

2. He left his wallet in a restaurant. It disappeared.

3. He didn't lock the door of his flat. Thieves broke in.

4. She didn't put her name on her suitcase. Someone took it by mistake.

5. He parked his car without lights. Another car ran into it.

6. She left her parcels on the bus. Someone took them.

Exercise 10. Put the verbs in brackets into the third conditional.

1. If you _____ (arrive) ten minutes earlier, you _____ (get) a seat.

2. If I _____ (realize) that the traffic lights were red, I _____ (stop).

3. If my friend _____ (know) my address, he _____ (find) my house.

4. If he _____ (know) that the river was dangerous, he _____ (not try) to swim across it.

5. If you _____ (be) in such a hurry, you _____ (not put) sugar into the soup instead of salt.

6. We _____ (go) by air if we have had enough money.

7. If he _____ (study) more, he _____ (pass) his exam easily.

8. If we _____ (invite) them, they _____ (come) to our party.

9. If she _____ (wear) a raincoat, she _____ (not get wet).

10. I _____ (can enter) the house if I _____ (not lose) my key.
 11. If she _____ (have) some money on her, she _____ (can) buy a new dress.
 12. If you _____ (write) the address properly, the parcel _____ (not get) lost.

Exercise 11. Translate into English.

1. Якби вона вмiла добре готувати, то її чоловік був би щасливий.
2. Якби я жив в Африці, то їв би одні фрукти: банани, апельсини, кiві.
3. Будь він більш енергійним, то давно міг би зробити відмінну кар'єру.
4. Якби вона носила короткі спідниці, то виглядала б молодшою.
5. Собака загавкає, якщо ти постукаєш у двері.
6. Якби зараз йшов дощ, я б залишився вдома.
7. Якби ти зустрівся з нею, то закохався б в неї. Вона чарівна!
8. Якби вона пристебнули ремінь безпеки, то інспектор не оштрафував би її.
9. Анна, що сказала б твоя мама, якби побачила тебе зараз? - Вона б мене вбила!
10. Все було б зараз прекрасно, якби я не провалилася на останньому іспиті.

MAKING A WISH

Exercise 12. Translate into Ukrainian. Give as many variants as possible.

- A.
1. I wish I lived in a big house.
 2. I wish our family was large.
 3. I wish I had a lot of money.
 4. I wish I lived in the centre of the town.
 5. She wishes she lived on the second floor.
- B.
1. I wish I had done my lessons.
 3. I wish I had taken my girlfriend to that party.
 3. He wishes he had learnt to swim.
 4. He wished he had gone to Spain last summer.
 5. We wish we had seen the film before.

Exercise 13. Put the verb in brackets into the correct form after "I wish".

1. I wish I _____ (know) Spanish.
2. I wish I _____ (not /drink) so much coffee in the evening:
I couldn't sleep half the night.
3. I wish you _____ (read) more in future.
4. I love sunny weather. I wish it _____ (be) warm and fine all the year round.

5. I wish I _____ (not /lend) Nock my watch: he has broken it.
6. I wish I _____ (not / have) to do my homework every day.
7. He wishes he _____ (buy) that book last week – now he hasn't got enough money.
8. I wish I _____ (be) older, I could have a driving license.
9. Tony wishes he _____ (go) to Paris with his brother, but he has to work.
10. I wish the dog _____ (not /eat) the tickets – now we can't go to the show.
11. I wish I _____ (not /make) that mistake yesterday.
12. We wish we _____ (not /leave) the gate open. Now the dog has escaped.

Exercise 14. There is one mistake in each of these sentences. Find the mistake and correct it.

1. I wish I can fly.

2. My house was robbed last year. The money wasn't so important, but I wish the burglar didn't take my grandmother's ring.

3. I wish you told me this yesterday.

4. This is a beautiful place; I wish we don't have to leave so soon.

5. I wish my garden would be bigger, then I could have a garden party.

UNIT III TESTING INTELLIGENCE

Text 3.1.

INTERPRETING IQ SCORES

What does an IQ score predict?

An IQ score, of course, is nothing more than a number that tells if you scored average, above average, or below. So why do educators in this country and others devote so much effort to IQ testing? The answer is that scores on IQ tests have been found to be quite good predictors of success in school.

Predictions Based on IQ

The correlation between IQ score and performance in academic settings is as high as 0.60-0.70 which is a very high correlation coefficient. It tells us that in most cases, the higher the IQ, the higher the grades a student earns. Nevertheless, the cognitive abilities that IQ measures account for only about half of a person's performance in school, according to some estimates. The other half is attributed to personality factors and to motivation. Thus, if a person lacks persistence, is unable to concentrate, or for some reason simply does not care about schoolwork, that person's academic grades may be very poor despite a high IQ.

Although IQ is in general quite a good predictor of success in academic settings, it is not a good predictor of success in other areas of life. Based on IQ alone, it would be very difficult to predict whether a person will have a successful career after graduating from college. Based on IQ alone, it would also be difficult to predict someone's personality or how effective that person will be in adjusting to life's problems. How then does a high IQ affect an individual's life?

This question was answered in a classic study begun in the early 1920s by Lewis Terman. He selected a sample of almost 1,500 children with IQs ranging from 135 to 200. (The average IQ for the group was 151.) Over the next 35 years, he followed these people to see how they did in life. He found that in general they enjoyed health, adjustment, and achievement above that of people with average IQs. But not all Terman's subjects were success stories. Although 80 percent of those who finished college earned an average grade of B or better, 30 percent of the total never earned a college degree, and 2 percent actually flunked out of school. And, although 85 percent of the men became professionals or managers, only about 10 percent of them were dissatisfied with their work. In keeping with the times, about 50 percent of the women sought careers outside the home, and they were generally limited to secretarial and teaching posts. Finally, although 91 percent of the Terman sample reported satisfactory mental health, the remaining 9 percent had serious emotional problems and in some cases had to be hospitalized. Of these, about 1 percent

committed suicide, and 1 percent became alcoholic. A high IQ, in other words, helps but is no guarantee against academic, career, and mental health problems.

The Misuse of IQ Tests

Larry, a black child, was assigned to special classes for the educable mentally retarded. His assignment was based on his having scored below 85 on an IQ test. However, several years later, a black psychologist retested Larry and found that his IQ score was higher than originally thought. Larry was taken out of the special classes, considered a dead end, and placed in regular classes that allow for more advancement.

On the bases of Larry's experience, a class action suit was brought against the San Francisco school system on behalf of all black schoolchildren in the district. The suit was based on the finding that while black youngsters made up 27 percent of all the students enrolled in classes for the mentally retarded, they comprised only 4 percent of the entire school population. Black parents wanted to know why their children were so overrepresented in these special classes. They felt there must be a bias against black children in the selection process. The federal court of appeals agreed with them. It argued that the IQ test, the schools were using to determine mental retardation, was biased against ethnic minorities. The court ruled that California schools could not place minority children in classes for the mentally retarded on the basis of this test alone. The schools must come up with an intelligence test that does not favor whites or refrain from using a standardized test to identify slow learners.

The differences in scores between whites and blacks are often due not to intelligence, but to cultural bias in the test.

Cultural bias means that the wording of the questions and the experiences on which they are based are more common for members of some social groups than for others. Many psychologists believe that current IQ tests are significantly biased in favor of the white middle class. Cultural bias is seldom obvious but it is obviously unfair. Consider the following question from the Wechsler Intelligence Scale for Children: "What would you do if you were sent to buy a loaf of bread and the grocer said he did not have any more?" If you think the answer is "Go to another store". you are correct according to the developers of the Wechsler scale. However, when 200 minority children were asked his same question, 61 said they would go home. When asked to explain their answers, they gave reasonable explanations. Some children answered "Go home" because in their neighborhood there were no other stores. Yet the answer "Go home" would be scored incorrect, even though it was correct from the child's experience. Because minority children often lack the experiences that white, middle-class test developers take for granted, they are often penalized on standardized tests of intelligence.

What can be done about cultural bias in IQ tests? One answer is to develop a culture-free test. Although psychologists have attempted to do this, to date they

have not been successful. Another possibility is to use other measures to assess intellectual skills. For instance, suppose a minority student scored low on an IQ test, but showed the ability to function well in his or her environment. Based on ability to function, the child might be placed in regular school classes, rather than in a special program for the mentally retarded. This approach is likely to be hard on the child unless he or she is given remedial help to “catch up” on the cognitive skills that are needed to earn a higher IQ score and to perform well in the classroom.

If IQ tests are culturally biased, are they nevertheless valid? Surprisingly, the answer is “yes”.

Valid means that a test measures what its users want it to measure. Remember that psychologists do not think IQ tests measure innate intelligence. Rather, they measure how you perform on a number of cognitive abilities. Since your performance on IQ tests can predict future academic performance, those tests are said to be valid.

In the past, some have mistakenly interpreted IQ score as a measure of innate potential. In fact, though, an IQ score reflects both inherited potential and learning experiences. If a child comes from a disadvantaged environment, with few opportunities for acquiring the cognitive skills important on such tests, that child’s IQ score will be low. However, placing the child in special classes for the mentally retarded is clearly not the solution. That practice merely continues the youngster’s history of environmental disadvantage. The solution is to counteract the restricted opportunities for learning that have led to both low IQ and poor academic performance. We will explore some of the efforts to do just that a little later.

Now that you know something about intelligence and IQ tests, let’s take a closer look at how intelligence is defined and how it is related to IQ tests.

Text 3.1.

REDEFINING INTELLIGENCE

Who is more intelligent, Alice, Barbara, or Celia?

Alice had almost a 4.0 average as an undergraduate, scored high on the Graduate Record Exam (GRE), and was supported by excellent letters of recommendation. She seemed to have everything that smart graduate students need and was admitted to graduate school as a top pick. During her first year or two in graduate school, which involved mostly taking classes and exams, she was at the top of her class. This outstanding performance would be predicted from her proven ability to think critically and logically. However, by the time she finished, she was in the bottom half of her class. What happened to Alice? During her last two years of graduate school, she was involved in doing research, which demanded that she think creatively. Although Alice was a

logical and critical thinker, she was not a creative or innovative thinker. As a result, she did not perform as well doing research as she did taking exams.

Unlike Alice, Barbara rarely did well on tests. She barely passed most of her undergraduate courses, and her GRE scores were quite low. But Barbara had superlative letters of recommendation that said she was extremely creative, had good ideas, and was a top-notch researcher. Because of her weak academic performance, Barbara was not admitted to graduate school, but one of the professors on the admissions committee was so impressed with Barbara's letters of recommendation that he hired her as a research associate. As it turned out, she proved to be a very creative and innovative thinker who helped the professor do some of his best work. As the professor said, Alice had academic smarts, but Barbara had creativity.

Then there was Celia. Celia's grades, GRE scores, and letters of recommendation were good but not great. She was admitted to graduate school, where her performance was no more than satisfactory. When it came time to look for a job, however, Celia was the easiest to place. Although she didn't have Alice's superb logical thinking ability or Barbara's creativity, Celia had what might be called "academic street smarts". Her research projects dealt with topical issues and impressed others in her field, and she was able to get her results published in prominent journals. So who would you say is more intelligent, Alice, Barbara, or Celia?

Robert Sternberg (1985), who created these examples, points out that traditional IQ tests primarily measure Alice's kind of intelligence, which is described as logical or analytical thinking. IQ tests do not indicate whether these abilities will result in her being a creative researcher or enable her to get a good job. For this reason, Sternberg and others believe that the traditional psychometric model of intelligence "which focuses on describing thinking processes or mental structures" should be revised to reflect how this structure relates to the real world. That is, future models should take into consideration the intelligence shown by Barbara's creativity, Celia's practicality, and, of course, Alice's analytical thinking. Sternberg, who has developed such a model of intelligence, would conclude that Alice, Barbara, and Celia are all intelligent, but in different ways.

The question asked by Sternberg, "How are IQ scores related to real-world intelligence?" was partially answered by Stephen Ceci and Jeffrey Liker (1986). They studied the thinking and computational skills of racetrack handicappers, who show an amazing kind of real-world intelligence. First, handicappers analyze an incredible amount of factual information about horses, tracks, and jockeys. Second, they combine all this information into a sophisticated model that will be used to predict how racehorses will finish. When the handicapper's success at picking winning horses was correlated with IQ score, the correlations turned out to be very low (04..07). This means that IQ scores would not predict the computational abilities of handicappers. The researchers concluded that there are many kinds of cognitive functions, not all of

which are measured by IQ tests, and IQ tests are limited in predicting how people will react to life's challenges.

Because of this discrepancy between IQ scores and real world intelligence, Sternberg has redefined intelligence. He says **intelligence** consists of those mental functions that you use intentionally when you adapt to, shape, and select the environment in which you live and function. Notice that Sternberg's definition includes but goes beyond the traditional, psychometric model's definition of intelligence, which focuses on describing thinking processes or mental structures. Sternberg and others believe that it is time for a new model of intelligence, one that includes how a person functions in the real world.

One of the problems with the traditional, psychometric view of intelligence is interpreting IQ scores. For example, do increases in IQ scores mean that people have become more intelligent? To answer this, we need to look closely at what IQ tests measure.

What Do IQ Tests Measure?

In the Netherlands, almost all 18-year-old men are tested by the military. When James Flynn (1987) compared the IQ scores of the men tested in 1952 with those tested in 1962, 1972, and 1982, what he found was an event that he says is unique in the literature. He reported that in the 30-year period between 1952 and 1982, IQ scores rose a whopping 21 points. In addition, Flynn reported that similar large gains in IQ scores (15.20 points) also occurred in France, Australia, Japan, West Germany, and to a lesser extent in the United States (12 points between 1932 and 1972).

Flynn described what such large gains in IQ scores mean in practical terms. Individuals with IQs above 130 should find school easy and have the potential to succeed at virtually any occupation: those with IQs above 140 have the potential to make the kinds of contributions that are internationally recognized; an IQ above 150 indicates the potential to become the kind of creative genius who makes an important contribution to civilization. With the increase in IQ scores in the Netherlands alone, there would be over 300,000 people who qualify as potential geniuses.

In spite of the dramatic increase in IQ scores in the Netherlands and other countries, there has not been an equivalent rise in the performance of schoolchildren, in the incidence of geniuses, or in mathematical or scientific discoveries.

Because the massive increase in IQ scores was not accompanied by other evidence of increases in intelligence, Flynn reached two important conclusions. First, based on the best available data, he estimated that about 5 points of the 20-point rise in IQs resulted from a combination of genetic and environmental factors, such as higher levels of education, social and economic gains, and increased sophistication at taking tests; the remaining 15 points of the gain were attributed to unknown environmental factors. Second, Flynn cast doubt on the

widely held assumption that IQ tests measure general intelligence. According to Flynn, these tests only measure something that is weakly linked to intelligence, such as the ability to solve abstract problems. This conclusion is contrary to the belief that IQ tests measure general intelligence, which is held by some psychologists (Eysenck, 1971; Jensen, 1978). Flynn points out that the data on huge increases in IQ scores clearly indicate that IQ tests do not measure general intelligence but only something weakly related to it, such as abstract problem-solving ability.

Although psychologists have not identified the environmental factors that caused the 15.20 point increase in IQ scores in many parts of the world, they have identified some of the factors that contribute to an individual's IQ score.

After-reading assignments:

WHICH KIND OF CLEVER IS YOUR CHILD

1. Read and transcribe the following words.

Paul, score, suffer, daughter, prestigious, measure, memorize, phrase, encourage, recite, pattern, equivalence, mathematician, familiar, scissors, supply, various, junior, gymnastics, mystery, praise, performance, mystery, intelligence, character.

2. Give the Russian equivalents to the words.

IQ score, suffer, exclude, compete, measure, mainly, an early talker, encourage, taxi horns, to recite, recognize, familiar, extra-curricular, category and pattern, good at chess, imaginary words, adventures, superb, rule-governed, supply, scissors, skillfully, gifted, to take apart, to fix, lack, to identify a criminal, no matter what.

3. Give the English equivalents to the words and word combinations.

Відчислити зі школи, вимагати, отримати підготовку з права, спосібність, розвивати потенціал, талановита дитина, позаурочний, запам'ятовувати слова, іншомовні слова, упізнавати знайомі слова, декламувати вірші, уявлений світ, малювати перспективи, заохочувати талант, орудувати речами, розбирати на частини, використовувати таланти, персонаж, хвалити дитину.

4. Give derivatives of the following words.

Gift, qualify, prestige, able, intelligent, space, attentive, encourage, develop, strong, imagine, construct, mathematics, vision, familiar, move, skill, science.

GRAMMAR REVIEW

REPORTED SPEECH

DIRECT SPEECH	INDIRECT SPEECH
PRESENT TENSES	
PRESENT SIMPLE changes into PAST SIMPLE	
He said, "I write a letter"	He said that he wrote a letter.
She said, "He goes to school daily"	He said that she went to school daily.
They said, "We love our country"	They said that they loved their country.
He said, "He does not like computer"	He said that he did not like computer.
PRESENT CONTINUOUS changes into PAST CONTINUOUS	
He said, "He is listening to the music"	He said that he was listening to the music.
She said, "I am washing my clothes"	She said that she was washing her clothes.
They said, "We are enjoying the weather"	They said that they were enjoying the weather.
She said, "I am not laughing"	She said that she was not laughing.
PRESENT PERFECT changes into PAST PERFECT	
She said, "He has finished his work"	She said that he had finished his work.
He said, "I have started a job"	He said that he had started a job.
I said, "She has eaten the meal"	I said that she had eaten the meal.
They said, "We have not gone to New York."	They said that they had not gone to New York.
PRESENT PERFECT CONTINUOUS changes into PAST PERFECT CONTINUOUS	
He said, "I have been studying since 3 o'clock"	He said that he had been studying since 3 o'clock.
She said, "It has been raining for three"	She said that it had been raining for

days.”	three days.
I said, “She has been working in this office since 2007”	I said that she had been working in this office since 2007.

PAST TENSES

PAST SIMPLE changes into PAST PERFECT

He said to me, “You answered correctly”	He said to me that I had answered correctly.
John said, “They went to cinema”	John said that they had gone to cinema.
He said, “I made a table”	He said that he had made a table.
She said, “I didn’t buy a car”	She said that she had not bought a car.

PAST CONTINUOUS changes into PAST PERFECT CONTINUOUS

They said, “We were enjoying the weather”	They said that they had been enjoying the weather.
He said to me, “ I was waiting for you”	He said to me that he had been waiting for me.
I said, “It was raining”	I said that it had been raining.
She said, “I was not laughing”	She said that she had not been laughing.

PAST PERFECT changes into PAST PERFECT (tense does not change)

She said, “She had visited a doctor”	She said that she had visited a doctor.
He said, “I had started a business”	He said that he had started a business.
I said, “She had eaten the meal”	I said that she had eaten the meal.
They said, “We had not gone to New York.	They said they had not gone to New York.

FUTURE TENSES

FUTURE SIMPLE TENSE WILL changes into WOULD

He said, “I will study the book”	He said that he would study the book.
She said, “I will buy a computer”	She said that she would buy a computer.

They said to me, “We will send you gifts”	They said to me that they would send me gifts.
I said, “I will not take the exam”	I said that I would not take the exam.

FUTURE CONTINUOUS TENSE
WILL BE changes into **WOULD BE**

I said to him, “ I will be waiting for him”	I said to him that I would be waiting for him.
She said,” I will be shifting to a new home”	She said that she would be shifting to a new home.
He said, “I will be working hard”	He said that he would be working hard.
He said, “He will not be flying kite”	He said that he would not be flying kite.

FUTURE PERFECT TENSE
WILL HAVE changes into **WOULD HAVE**

He said, “I will have finished the work”	He said that he would have finished the work.
She said, “They will have passed the examination”	She said that they would have passed the examination.
He said, “I will have gone”	He said that he would have gone.

We can use the verbs **say** and **tell** both in direct and reported speech.

Tell is always followed by a personal object (**told me**).

Say is used with or without a personal object. When used with a personal object it is always followed by the preposition **to** (**said to me**).

Study the following examples:

Direct speech	Reported speech
He said , “I’m Ted.”	He said (that) he was Ted.
He said to me , “I’m Ted”.	He said to me that he was Ted.
He told me , “I’m Ted”.	He told me that he was Ted.

“Say” and “tell” are also used with the following expressions:

say	good morning, afternoon, etc., something, nothing, etc., one’s prayers, so, a few words
tell	the truth, a lie, a secret, a story, the time, the difference, smb one’s name, smb the way, one from another, one’s fortune

MODAL VERBS CHANGES

Direct speech	Reported speech
He said, “I will have some tea.”	He said (that) he would have some tea.
He said, “She can type fast.”	He said (that) she could type fast.
He said, “I can talk to you tomorrow.”	He said (that) he could/would be able to talk to me next day. (it refers to the future)
He said, “They may come home.”	He said (that) they might come home.
He said, “What shall I tell her?”	He asked what he should tell her.
He said, “You must stay in.”	He said (that) I must/had to stay in.
He said, “She must be exhausted.”	He said (that) she must be exhausted.

Direct Question	Indirect Question
What are you doing ?	He asked me what I was doing .
Where do you live ?	He wanted to know where I lived .
When did you see Tom?	He asked me when I had seen Tom.
Where is the manager ?	He asked me where the manager was .
Who has broken the window?	She wondered who had broken the window.
Ask (someone) + if + підрядне речення	

Direct question	Reported question
Are you watching TV?	He asked (me) <i>if</i> I was watching TV.
Do you like sailing?	He wanted to know <i>if</i> I liked sailing.
Did you eat raw fish?	He wondered <i>if</i> I had eaten raw fish.
Have you found your passport?	He asked me <i>if</i> I had found my passport.
Will you fly to Paris tomorrow?	He wondered <i>if</i> I would fly to Paris the next day.

Indirect speech for exclamatory and imperative sentences.

Indirect speech of imperative sentence

A sentence which expresses command, request, advice or suggestion is called *imperative sentence*.

For example,

Open the door.

Please help me.

Learn your lesson.

To change such sentences into indirect speech, the word “ordered” or “requested” or “advised” or “suggested” or “forbade” or “not to do” is added to reporting verb depending upon nature of imperative sentence in reported speech.

Examples.

Direct speech: He said to me, “Please help me”

Indirect Speech: He *requested* me to help him.

Direct speech: She said to him, “You should work hard for exam”

Indirect Speech: She *suggested* him to work hard for exam.

Direct speech: They said to him, “Do not tell a lie”

Indirect Speech: They said to him *not to* tell a lie.

Direct speech: He said, “Open the door”

Indirect Speech: He *ordered* to open the door.

GRAMMAR EXERCISES

Exercise. 1. Fill in the gaps with “say” or “tell” in the correct tense.

A. Katie 1) told Dave that she had met a set of twins at a party. “They looked exactly the same,” she 2) _____. “I couldn’t 3) _____ the difference between them.” “I’ve got a twin brother, too,” 4) _____ Dave. “Are you 5) _____ me the truth?” asked Katie. “6) _____ me his name.” “His name is Stephen,” Dave 7) _____ her. “I’ll take you to meet him tomorrow.”

B. “You never listen to me,” Tara 1) _____ Jim. “I 2) _____ good morning to you three times today and you didn’t answer,” she 3) _____. “To

4) _____ you the truth, it makes me really angry. Why don’t you listen to me?” “Oh, hello Tara,” said Jim. “Did you just 5) _____ something?”

C. “Claire 1) _____ me that she and John are getting married,” 2) _____ Sue. “She 3) _____ that they’re going to have a big wedding with lots of guests.” “That will be expensive,” 4) _____ Tom. “I thought John 5) _____ that they couldn’t afford a big wedding.” “Well, that’s what Claire 6) _____ me, 7) _____ Sue. “I don’t think she would 8) _____ a lie.”

Exercise. 2. Turn the following sentences into reported speech.

1. He said, “I’m going to the station.”

He said (that) he was going to the station.

2. Tina said, “You should exercise regularly.”

3. They said, “We had booked the room before we left.”

4. Tom said, “This meal is delicious.”

5. “I’ve written you a letter,” she said to her friend.

6. “We’ve decided to spend our holidays in Jordan,” they told us.

7. Jill said, “I’ll go to the bank tomorrow.”

8. She said to him, “We’ve been invited to a wedding.”

9. She told me, “You must leave early tomorrow.”

10. “They’ve gone out for the evening,” Jessie said to me.

11. They said, "We may visit Joe tonight."

12. She said, "I can meet you on Tuesday."

13. Keith said, "There is a letter for you on the table."

14. "We won't be visiting Tom this evening," Sam told us.

15. Eric said, "They had been talking on the phone for an hour before I interrupted them."

16. "I haven't spoken to Mary since last week," Gloria said.

17. "They delivered the letters this morning," she said.

18. He said, "I'd like to buy this jumper."

19. "They aren't going on holiday this year," he said.

20. Jane said, "I haven't finished my homework yet."

21. "I'm going to bed early tonight," Caroline said.

22. "My mother is coming to visit us," I said.

23. "We don't want to watch a film tonight," the children said.

24. "He's playing in the garden now," his mother said.

25. She said, "You must do your homework now."

Exercise. 3. Reported questions.

1. "Where do you live?" I asked her.

I asked her where she lived.

2. "How old will you be on your next birthday?" he asked me.

3. "Where is your umbrella?" she asked her daughter.

4. "Do you like playing football?" John asked us.

5. The boss asked, "What time are you going home today?"

6. "Will you take the children to school today?" he asked.

7. "Who called you today?" she asked.

8. "When will you decorate the kitchen?" Martha asked.

9. "Who broke my vase?" I asked.

10. Father asked, "Will you help me lift these boxes, please?"

11. "Can you speak a foreign language?" she asked her.

12. "Where is the tourist information center?" we asked.

Exercise. 5. Fill in the gaps with the introductory verbs in the list in the correct form.

order tell ask beg suggest

1. "Please visit me in hospital," Joan said to Colin.

Joan asked Colin to visit her in hospital.

2. "Let's eat out this evening," Paul said to her.

Paul _____ eating out that evening.

3. "Please, please be careful," she said to him.

She _____ him to be careful.

4. "Don't go near the fire," Dad said to us.

Dad _____ us not to go near the fire.

5. "Be quiet!" the commander said to the troops.

The commander _____ the troops to be quiet.

Exercise. 6. Turn the following sentences into reported speech.

1. The doctor said to the patient, "Come back to see me again next week."

The doctor told the patient to go back and see him again the following week/the week after.

2. The guard said to the driver, "Stop!"

3. He said, "Shall we go for a walk?"

4. She said to him, "Please, please don't leave me!"

5. Jenny said to Dave, "Please help me with this."

6. She said to him, "Open the window, please."

7. Mother said, "How about going for a drive?"

8. She said, "Let's eat now."

Exercise 8. Change the sentences into indirect speech.

1. I confess that I'm a shopaholic. 2. Let me tell you that every time I see you, I'm shining like a candle in the night. 3. He is terribly sorry for the things he has done. 4. It's a beautiful fish, we shall let it go. 5. I'm sorry to say that I don't believe you and I never will. 6. The inspector worked hard, but it didn't get him anywhere. 7. This film is a work of fiction. 8. Can you kiss me goodbye? 9. We are having a very lazy time. 10. David saw a flying saucer last summer. 11. — I have a chronic headache. My organism needs a painkiller. — Take this pill. It will have an immediate effect. Though it may have some side effects as well.

Exercise 9. Retell the following jokes in indirect speech.

1. Dentist: Stop screaming! I haven't touched your tooth yet.
Barry: I know, but you're standing on my foot.
2. What are two reasons why men don't mind their own business? 1. no mind 2. no business.
3. Bill: Why the glum look?
Stan: I just don't understand today's world. My son wears an earring. My daughter has a tattoo. My wife makes twice what I do.
Bill: So what are you going to do?
Stan: I'm going home to my father.
4. When he found a six-year-old shoe-repair ticket in the pocket of an old suit, Brown called the shop to see if the shoes were still around.
"Were they black wing tips needing half soles?" asked a clerk.
"Yes," said Brown. "We'll have them ready in a week."
5. Mother to daughter:
 - What kind of person is your new boyfriend? Is he respectable?
 - Of course, he is, Mom. He's thrifty, doesn't drink or smoke, has a very nice wife and three well-behaved children. (*from "Stupid Men's Jokes"*)

Exercise 10. Retell the following jokes in indirect speech.

1. A man walked into the emergency room with both of his ears badly burnt. The man explained, "The phone rang and I picked up the iron by mistake." The nurse asked, "How did you burn the other ear?" "I did that," said the man, "when I went to phone the ambulance."
2. A telephone man was trying to measure the telephone pole but couldn't figure out how to climb up the pole. He radioed the office and they suggested that he should lay the pole down on the ground and measure it. The phone man didn't like that idea. "That won't work. I need to measure how high it is, not how long."
3. Did you hear about the man who died from jumping out of an airplane? It seems he was watching the movie, forgot where he was and stepped out for some more popcorn.
4. "I have good news and bad news," the defence attorney told his client. "First, the bad news. The blood test came back, and your DNA is an exact match

with that found at the crime scene." "Oh, no!" cried the client. "What's the good news?" "Your cholesterol has gone down to 140."

(From "Stupid Men's Jokes")

Exercise 12. Translate.

1. Вчора я зустріла Марка і він розповів мені, що Хігінси переїхали в новий триповерховий будинок на сусідній вулиці. Я відповіла, що якби у мене було стільки грошей, я б зробила те ж саме. 2. Джон сказав, що він хотів би запросити Мері повечеряти десь у наступну суботу. 3. Місіс Морріс сказала, що Джим зараз дивиться фільм жахів і не хоче відповідати на дзвінок. 4. Філ сказав, що піде до лікаря наступного тижня. 5. Трейсі сказала, що статуя Свободи знаходиться в Америці. 6. Менеджер попросив мене не бути грубим з покупцями. 7. Селлі запитала мене, скільки мені було років, коли я вперше літала на літаку. 8. Біллі сказав, що кенгуру живуть в Австралії. 9. Вона сказала, що їй слід було б вибачитися. 10. Тренер сказав, що на вашому місці, я б не їв так багато вуглеводів перед сном. 11. Учитель попросив Майкла не розливати воду на підлогу. 12. Мама попросила Алана не чіпати руками гарячу духовку. 13. Містер Браун сказав зробити тихіше звук телевізора, вимкнути світло і не перемикаєти без кінця канали. 14. Боб запропонував нам сходити в кіно. Всі із задоволенням погодилися подивитися першу серію третього сезону улюбленого серіалу "Sherlock". 15. Ти не знаєш, чи є в цьому готелі Wi-Fi зона? А то я мамі обіцяв зателефонувати, як тільки ми поселимося. 16. Скажіть, будь ласка, тут можна (дозволяється) палити? 17. Поліція нас попередила, що гірські дороги дуже небезпечні і порадила не перевищувати швидкість, а особливо не виїжджати на зустрічну смугу і не здійснювати обгін.

PART II

THE GEOGRAPHICAL POSITION OF GREAT BRITAIN

Strictly speaking “Great Britain” is a geographical expression but “The United Kingdom” is a political expression. Great Britain is in fact the biggest of the group of islands, which lie between the North Sea and the Atlantic Ocean. The second largest is the island of Ireland, together they are called the British Isles. The British Isles today are shared by two separate and independent states.

The smaller of these is the Republic of Ireland. The larger is the United Kingdom of Great Britain and Northern Ireland. Great Britain contains England, Scotland and Wales. The UK has an area of 94,249 square miles.

The population of the United Kingdom is about 56 million people. The capital of the country is London. The official language is English. But some people speak Scottish in western Scotland, Welsh – in the parts of northern and central Wales, and Irish – in Northern Ireland.

The surface of England and Ireland is flat, but Scotland and Wales are mountainous. England is separated from Scotland by the Cheviot Hills. Most of the mountains are in the western part. The Cambrian Mountains are in Wales. The highest mountain top in the United Kingdom is Ben Nevis in Scotland (4,406 ft, in the Grampians). Many parts of the country have beautiful green meadows.

The chief rivers are the Thames, the Severn, the Clyde, the Trent and the Mersey. The longest river is the Severn. It is in the southwest of England. The seas round the British Isles are shallow. These shallow waters are important because they provide excellent fishing grounds.

The United Kingdom has few mineral resources, of which the most important are coal and oil. Other minerals are clays, chalk, iron ore, lead, zinc, etc.

The United Kingdom is one of the world’s most industrialized countries. The main industrial centres are Sheffield and Birmingham where iron structures are made, also Manchester, the cotton centre of Great Britain, and Leeds, the country’s wool producing centre. The largest cities of the country are London, Birmingham, Manchester, Cardiff and Glasgow. The important ports are London, Cardiff and Glasgow.

Though the United Kingdom is an industrialized country, agriculture remains a major sector of economy. Britain grows wheat, barley, oats and vegetables. Over three-quarters of Britain’s land is used for farming. Farms produce nearly half of the food Britain needs.

Great Britain is a high-technology country, with the world famous Royal Society or, more fully, the Royal Society of London for Improving Natural

Knowledge, founded in 1660. It occupies a unique place in Britain’s scientific affairs and is equivalent to national academies of sciences of other countries.

Comments

1. to be shared by – бути відокремленим чимось
2. to contain – містити
3. to be separated from – бути відокремленим від
4. shallow waters – мілководдя
5. to provide – забезпечувати
6. to occupy – займати

1. Answer the following questions

1. What do we call the group of islands situated to the north-west of Europe?
2. What are the names of the biggest islands?
3. What countries are situated on the British Isles? What are their capitals?
4. What are the names of waters washing the coasts of the British Isles?
5. What are the most important rivers in Great Britain?
6. What are the names of the chief mountain ranges on the island?

2. Translate into English

1. Ви можете показати на мапі найважливіші порти Великобританії?
2. Британські острови відокремлені від материкової частини Європи Північним морем та затокою Ла-Манш (English Channel).
3. Великі річки Британських островів : Темза (334 км), Северн (354 км). Великих озер немає, дрібні – численні та чудові.
4. Які гори відокремлюють Англію від Шотландії?

THE CLIMATE OF GREAT BRITAIN

Despite its reputation for grey skies and rain, the climate of Britain is generally mild, temperate and humid due to the influence of the warm Gulf Stream. Because the British Isles are surrounded by water the climate is also insular and it is much moister than on the continent of Europe. Although the weather changes frequently, the temperature seldom goes to extremes — it is rarely more than +32 degrees C or less than —10.

Of course it rains throughout the year but the wettest months are from September to January while the driest are from March to June. There is much more rainfall in the mountainous areas of the west and north than in central parts of Britain. The west which is washed by the Atlantic Ocean and the Irish Sea is wetter than the coast washed by the North Sea. November, December and January have the least sunshine—only an hour a day in northern Scotland and two hours a day on the south coast of England. This abundance of rainfall results in thick fogs which can last for days and weeks at a time during winter and autumn. But rains help grasses to grow, providing British cattle with good pastures and British countryside with its beautiful green charm.

The coldest parts of the British Isles are in Scotland and the warmest in the south-west of Ireland and England. Snow is rare there and it never lies on the ground for long. All the British ports are ice-free and the rivers do not freeze during the winter which allows successful navigation.

Comments

1. temperate – помірний
2. humid – вологий
3. due to – завдяки чомусь
4. to be surrounded by – бути оточеним чимось
5. abundance – надлишок
6. to allow – дозволяти
7. rainfall – опади

1. Answer the following questions

1. How the climate of Great Britain can be described?
2. Why is the climate much moister than on the continent of Europe?
3. What are the wettest months and the driest ones?
4. What is the cause of thick fogs?
5. What are the coldest parts of the British Isles and the warmest ones?

2. Translate into English using the vocabulary of the lesson:

1. Характерні риси клімату Британії - вологість, помірність та мінливість.
2. У багатьох частинах Британських островів лютий найхолодніший місяць, а серпень зазвичай найтепліший.
3. Гольфстрім - тепла течія у північній частині Атлантичного океану, має вплив на клімат Британії. Через це температура тут вища, ніж у інших областях тієї ж широти.
4. Південно-західні вітри – помірні зимою і прохолодні влітку.

THE POLITICAL SYSTEM OF THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

The United Kingdom is a constitutional or parliamentary monarchy. It means that it has a monarch (either a queen or a king) as its Head of State but the monarch has very little power. The Queen (or King) reigns but she(he) doesn't rule. Parliament and the existent government have the power. Parliament and the monarch have different roles and they only meet together on symbolic occasions such as the coronation of a new monarch or the traditional annual opening of the Parliament.

There is no written constitution in Britain. The rules for governing the country have been developed over the centuries. More than a thousand years ago, before the Norman Conquest in 1066, the Anglo-Saxon kings consulted the Great Council (an assembly of the leading men from each district) before taking major decisions. Between 1066 and 1215, the king ruled alone, but in 1215 the nobles forced King John to accept Magna Carta (the Great Charter), which took away some of the king's powers. In 1264 the first parliament of nobles met together. Since then the British Constitution has grown up slowly as a result of countless Acts of Parliament. There have been no violent changes in the constitution since the "bloodless revolution" of 1688 when the Parliament invited William and Mary to become Britain's first constitutional monarchs who could rule only with the support of the Parliament. The Bill of Rights in 1689 was the first step towards constitutional monarchy because it prevented the monarch from making laws or raising the army without Parliaments' approval. Since 1689 the power of Parliament has grown steadily while the power of the monarch has weakened.

The present British monarch is Queen Elizabeth (since 1953) and the next in line to the throne is her son, Charles, the Prince of Wales, and then his son, Prince William of Wales.

Britain is a democracy. Men and women over 18 have the right to vote, but it is not compulsory. They have the right to elect a Member of Parliament (M.P.) for their electoral area (constituency). Most M.Ps belong to a different political party. Although there is no limit to the number of political parties, and at present there are more than 100 of them, Britain in reality has a two-party system of government, since most people vote either Labour or Conservative.

The party that wins the most seats in a general election forms the government and its leader becomes the Prime Minister, the head of the government. At present the Prime Minister of Britain is David Cameron. He or she (the only woman Prime Minister in the history of Britain was Margaret Thatcher, the leader of the Conservative party from 1979 to 1990) usually takes policy decisions with the agreement of the Cabinet of Ministers. The power of the Cabinet, in its turn, is controlled by the Parliament, for no bill can become law until it is passed by an Act of Parliament.

All important bills are presented to the House of Commons (the lower chamber of the Parliament, all 659 members of which are elected by people), where they are explained and debated. If they receive a majority vote they go to the House of Lords (the upper chamber consisting of 92 hereditary or life-time peers, clergy, and supreme judges) and after that to the monarch to be signed. Although a bill must be supported by all three bodies, the House of Lords has only limited powers, and the monarch has not refused to sign any bill for about 200 years. The monarch always acts on the advice of the Prime Minister.

So the House of Commons is the main law-making body while the Cabinet of Ministers and the government are the main executive bodies.

Comments

1. to take decision – приймати рішення
2. to rule – керувати
3. to elect – обирати
4. have the right – мати право
5. government – керівництво
6. House of Commons – Палата Громад
7. House of Lords – Палата Лордів
8. to vote – голосувати
9. bill – закон
10. to be signed – бути підписаним
11. law-making body – законодавчий орган
12. executive body – виконавчий орган

1. Read the following statements and decide if they are true or false.

1. The British monarch is the head of the government.
2. Magna Carta was the document that limited the monarch's power.
3. William and Mary were the first monarchs who reigned but not ruled.
4. Members of Parliament represent two main political parties.
5. The Cabinet of Ministers is responsible and accountable to the Parliament.
6. The House of Commons is more numerous than the House of Lords.
7. British overseas territories used to be its colonies before World War II

BRITISH ECONOMY

The United Kingdom is one of the world's largest exporters of manufactured goods per head of population. For every person employed in agriculture eleven people are employed in mining, manufacturing and building.

Apart from coal and iron ore Britain has very few natural resources. Its agriculture provides only half the food it needs. Most of if the raw materials such as oil and various metals (copper zinc, uranium ore and others) have to be imported. Britain also has to import timber, cotton, fruit and farm products.

Britain used to be richly forested, but most of the forests were cut down to make more room for cultivation. The greater part of land is used for cattle and sheep breeding, and pig raising. Among the crops grown on the farms are wheat, barley and oats. The fields are mainly in the eastern part of the country. Most of the farms are small. Farms tend to be bigger where the soil is less fertile.

Britain produces high quality expensive goods, which has always been characteristic of its industry. A shortage of raw materials, as well as the high

cost of production makes it unprofitable for British industry to produce semi-finished goods or cheap articles. Britain mostly produces articles, requiring skilled labour, precision instruments, chemicals. Britain high quality consumer goods and articles made of various kinds of synthetic (man-made) materials.

The original basis of British industry was coal mining, and the early factories grew up not far from the main mining areas.

Glasgow and Newcastle became great centres of engineering and shipbuilding. Lancashire produced cotton goods and Yorkshire woollens, with Sheffield concentrating on iron and steel. Birmingham developed light engineering. There appeared a tendency for industry and population to move to the south, particularly to the London area. Britain's industry is now widely dispersed. Great progress was made in the development of new industries, such as the aircraft, automobile, electronic industries and others. A number of atomic power reactors were made.

Great emphasis was made on the development of the war industry.

Comments

1. manufactured goods – промислові товари
2. per head of population – на душу населення
3. apart of smth. – крім чогось
4. used to be smth. – був кимось колись
5. used to do smth. – робив щось колись
6. to make room for smth. – звільняти простір (місце) для чогось
7. to breed smth. – розводити, вирощувати (тварин)
8. to tend to do smth. – мати тенденцію робити щось
9. article – виріб, товар, предмет виробництва
10. to require smth. (doingsmth.) – вимагати, потребувати чогось (робити щось)
11. precision instruments – точні інструменти
12. to be widely dispersed – широко розповсюджуватись
13. to make emphasis on smth. – надавати чомусь особливого значення, приділяти комусь особливу увагу

1. Answer the following questions

1. What natural resources does Great Britain have?
2. What raw materials does Britain import?
3. Why does Britain have to import raw materials?
4. What does Britain export?
5. What is the characteristic feature of British industry?
6. Why is it unprofitable for Britain to produce semi-finished goods or cheap articles?
7. What are the main articles produced by British industry?
8. What are Britain's traditional industries?

9. What are Britain's main industries today?
10. What are the main industrial centres of Great Britain?
11. What are the main branches of British agriculture?
12. What is the greater part of land used for?
13. What crops are grown on the farms of Britain?
14. Why does Great Britain have to import farm products?

2. Complete the following sentences

1. Great Britain is rich in 2. Britain has very few 3. Britain also has to import 4. Most of the forests were cut down to 5. Among the crops grown on the farms are 6. Britain produces high quality 7. Britain mostly produces article requiring 8. Britain produces and exports 9. The original basis of British industry was 10. Great emphasis was made on the development of the

LONDON

London is the capital of Great Britain. It is an ancient city, it grew up around the first point where Roman invaders found the Thames narrow enough to build a bridge. They found a small Celtic settlement then known as Londinium and by A.D. 300 they turned it into a separate port and an important trading centre. Nowadays it is the cradle of British traditions and culture.

Over 8 million people live in London. It is the home of the nation's commerce and finance, the main centre of its legal system and press. It has the largest university and the greatest possibilities for entertainment and for sport in Great Britain. London is one of the most famous capital cities of the world, and every year it attracts crowds of visitors from home and abroad. They come to explore its historic buildings, to see its museums and galleries, its streets and parks, and its people.

It's a pity I haven't been to London yet, but I have read a lot about this famous city. So I have no doubt that London is worth sightseeing.

Sightseeing tours in London usually start in Trafalgar Square. It's the centre of London and the best starting point for anybody's tour of the English capital.

Tourists are particularly impressed by the Nelson Column there in the centre of the square. From Trafalgar Square you can go along down Whitehall and see the Houses of Parliament which stretch along the Thames's North Bank. It is a long building of about 1,000 feet. Big Ben, the famous clock, is in one of the Towers. It chimes the hours to the tune of Handel's music. Near the Parliament there is Westminster Abbey, an old beautiful chapel. Many great Englishmen are buried here: Newton, Darwin and others. The south side of the Abbey is called the Poet's Corner where famous British writers and poets lie:

Chaucer, Charles Dickens, Tennyson, Thomas Hardy. Here, too, are memorials to Shakespeare, Byron, Scott, Burns and Thackeray.

London one meets the past and the present, the old and the modern. It is a city of contrasts.

London consists of three parts: the rich West End, the poor East End and the City — its financial centre. The biggest department stores, offices and banks can be found there. The City and the West End are the heart of the capital.

One of the best known museums is the British museum with its library, reading room and the collection of manuscripts both old and new. One of the greatest monuments is St. Paul's Cathedral, which is the Sir Christopher Wren's masterpiece. The well-known architect of that day, he took part in rebuilding the city after the Great Fire of London. Sir Christopher Wren lies buried under the roof of his own great work. These words are written on his grave: "If you want to see his monument, look around."

London is full of parks and green spaces. Hyde Park is the latest park in London, which is famous for its Speaker's Corner.

In London all kinds of vehicles ride up and down the streets: double-decker buses, lorries, vans, taxis, private cars. Besides, the oldest underground railway system called "tube" is still one of the largest in the world.

Comments

1. ancient — стародавній, старовинний
2. invader — загарбник
3. Celtic settlement — кельтське поселення
4. A.D. = Anno Domini[ænou 'dominai] (Lat.) — наша ера
5. trading centre — центр торгівлі
6. cradle — колиска
7. commerce — комерція, торгівля
8. entertainment — розвага, відпочинок
9. to attract smb. — приваблювати кого-небудь
10. to explore smth. — вивчати, досліджувати що-небудь
11. starting point — відправний пункт
12. to stretch — простиратися
13. chapel — церква, каплиця
14. manuscript — рукопис

1. Answer the following questions

1. What do you know about the history of London?
2. What is London famous for?
3. How many parts does London consist of?
4. If you happen to go to London, what sights would you like to see?

Explain your choice.

5. What will you start with: the old part of London or the new attractions?

2. Translate into English.

1. Лондон є фінансовим і комерційним центром Сполученого Королівства Великої Британії та Північної Ірландії. Великий Лондон з 1965 складається з 32 округів.

2. Важливе джерело доходу — туризм. Найбільш відвідуваними місцями є: Лондонський Тауер, Собор Святого Павла, Букінгемський палац, Вестмінстерське абатство. Лондонський університет є найбільшим в країні.

3. Лондон — найважливіший економічний і фінансовий центр Великобританії та Європи, один зі світових фінансових центрів. Найважливіша галузь економіки міста — фінанси, включаючи банківський сервіс, страхування, управління активами; у Лондоні розташовані штаб-квартири найбільших банків і фінансових компаній.

EDUCATION IN UKRAINE

Present day independent Ukraine has a well-developed system of education which matches the standards of the developed countries. Pre-school education is not compulsory and is fee-paying. Most parents take their children to nursery schools or kindergartens at the age of 3. Up to the age of 5 children mostly eat, sleep and play there, but in senior groups they are taught the basics of arithmetic, reading, writing, arts and in some schools foreign languages.

Compulsory secondary education begins at the age of 6-7 and is free in state schools and fee-paying in private ones. Some schools, especially those with language slant, have preparatory classes. Secondary education includes three stages: primary (1st-3d grades), basic (4-9th grades) and senior (10- 11th grades).

In regular secondary schools children start learning foreign languages from the 5th grade and have fewer lessons of language a week than specialised language schools that start teaching languages from the 1st grade.

Recently new types of schools have appeared: gymnasiums and lycees. In addition, there are schools with technical, computer, mathematical, law, pedagogical and art slant. All the subjects in the secondary schools are obligatory but there are optional courses that students of senior grades can take in addition to the required ones.

Extra-curricular activities usually include a variety of sports and drama clubs, interest groups and various school parties.

Those senior students who want to get qualification alongside the secondary education, can go to vocational training schools. Post-secondary

education is provided by technical schools and colleges of 1st and 2nd Level of Accreditation that train young specialists in different trades.

Institutions of higher learning (higher educational establishments) include universities, academies, institutes and conservatories. They all hold entrance examinations to select the best applicants to be their students. Among the best known higher educational establishments there are Shevchenko Kyiv National University, Kyiv Polytechnic University, International Independent University "Kyiv-Mohyla Academy". Kyiv State Conservatory, Lviv State University, Kharkiv National University, Kharkiv State Pedagogical University, Kharkiv State Polytechnic University and many others.

Post graduate education begins after the last year of studies and usually results in theses on the chosen scientific topic and the degree of the Candidate of Science. Doctorate Degree is awarded for an outstanding scientific research.

Comments

Pre-school education – дошкільна освіта

Compulsory – обов'язкове

fee-paying – платне навчання

Secondary education – середня освіта

Slant – нахил

Extra-curricular activities – додаткові заходи

Post-secondary education – вища освіта

higher educational establishments – вищі навчальні заклади

hold entrance examinations – вступні іспити

Post graduate education – післядипломна освіта

1. Answer the following questions on the text

1. What is the system of education in Ukraine?
2. Is pre-school education compulsory in our country?
3. When does compulsory secondary education begin?
4. What three stages does secondary education include?
5. What are new types of schools in Ukraine? How do you think are they better?
6. What does the term “hold entrance examination” mean?
7. What is post graduate education?
8. What does one to do to get Doctorate Degree?

2. Translate these sentences into English.

1. У кожній країні своя власна сформована система освіти. Освіті в Україні приділяється особлива увага зі сторони керівництва та інших державних або приватних навчальних закладах. Освіта є безкоштовною та обов'язковою для дітей у віці від 6 до 15 років.

2. Більшість дітей починають відвідувати початкову школу у віці 6 років. Тим не менш існує і ряд дошкільних можливостей. Деякі батьки віддають своїх дітей в яслі, починаючи з 2-х років.
3. У кінці навчального курсу, діти повинні скласти ряд державних іспитів. Зазвичай вони складаються з української мови та літератури, математики, іноземних мов та природничих наук.
4. Більшість українських підлітків сьогодні прагнуть продовжити навчання у вищих навчальних закладах.

THE STRUCTURE OF HIGHER EDUCATION SYSTEM IN UKRAINE

The structure of higher education system in Ukraine is based on the education systems of the developed nations of the world in accordance with recommendations from the UNESCO, UN and other international organizations. Higher education is an integral part of the Ukrainian education system as laid down in the Law of Ukraine “On Education”. The four-level system provides thorough academic, professional and practical training with the following degrees: Junior Specialist, Bachelor, Specialist, Master.

Higher education can be obtained in higher education establishments of a certain level of accreditation.

The applicants must have either basic general secondary education, complete secondary education, or hold degrees of the Junior

Specialist or Bachelor, as well as of the Specialist or Master if they apply for a postgraduate degree.

The students can take either the full-time courses (day), part-time courses (evening classes, distance learning), or take a combination of these. Sometimes they can do an external course.

Admission to higher educational establishments is selective and depends on the applicants' ability; it does not depend on the ownership type of the education establishment or the sources of money to pay tuition fees.

According to their status, all education establishments fall into four categories:

First level – the technical school, vocational school, or other schools of the same level;

Second level – the college, or other establishments of the same level;

Third and fourth levels (according to their accreditation) – the institute, conservatory, academy, university.

Nowadays in Ukraine there 881 institutions of higher education of different accreditation levels.

The higher education establishments can award degrees:

Junior Specialist (technical schools, vocational schools, and other education establishments of the first accreditation level);

Bachelor (colleges and other education establishments of the second accreditation level);

Specialist, Master (education establishments of the third and fourth accreditation level)

The multi-layer structure of the higher education system means that on completion of education on a given level, students obtain a corresponding degree and can move up from level to level.

According to the structure of the higher education system, the first level leads to Junior Specialist Diploma, the second level to Bachelor's Degree (basic higher education), the third to Specialist, Master's Degree (complete higher education).

Accredited education establishments provide instruction according to their accreditation level. However, the higher the accreditation level of an education establishments is, the more options it can offer its students, who can graduate it with a diploma or degree of any chosen level.

Being a participant of the Bologna process, Ukraine joined common European education system, as well as European academic research community. A new set of requirements for obtaining the Bachelor's Degree has been adapted to meet European standards. Another important objective was to revise syllabuses and qualification requirements.

State education standards set qualification requirements in Ukraine. The state education standard is a collection of regulations that define requirements for qualification and degree levels.

State education standards are set for every education level and degree.

Comments

Applicant - кандидат

in accordance with – відповідно

Bachelor's Degree -ступень бакалавра

Master's Degree – ступень магістра

can be obtained- може бути отримана

level of accreditation – рівень акредитації

complete secondary education- повна середня освіта

external course – зовнішній курс

to meet European standards- відповідати європейським стандартам

qualification requirements- кваліфікаційні вимоги

1. Answer the following questions on the text.

1. When does the academic year begin in this country?
2. How many exams did you pass to enter the University?
3. Do you pay for your education?
5. Do students get grants?

6. What subjects do students study in the first year?
7. Is there a sport center in your University?
8. What degree can a student get after four years of study?
9. What degree can a student get after two years of further study and research?
10. What new educational system is introduced in this country?
11. What specialities do people get after graduating from a University?
12. Why is higher education important in the life of every country?

2. Match the words (1-11) with their definition (a-k).

- | | |
|-----------------|---|
| 1. university | a. instruction, teaching |
| 2. college | b. a person who has completed a university degree course |
| 3. don | c. short piece of writing on a subject |
| 4. syllabus | d. part of a university |
| 5. postgraduate | e. one of the periods of time into which university year is divided |
| 6. exam | f. an arrangement of subjects for study |
| 7. term | g. money given by the state to a university to support a student during his/her studies |
| 8. tuition | h. a teacher |
| 9. essay | i. an institution for teaching and learning |
| 10. grant | j. a person doing studies that are done at a university after one has received one's first degree |
| 11. a graduate | k. the act or process of testing students |

EDUCATION IN GREAT BRITAIN

Children in Britain must attend school from the age of 5 (4 in Northern Ireland) until they are 16. Before the start of formal schooling, many children attend nursery schools attached to primary schools. In addition some parents elect to send their children to private (fee-paying) nursery schools or kindergartens. In England and Wales, many primary schools also operate an early admission policy where they admit children under 5 into what are called reception classes.

Children first attend infants' schools or departments. At 7 they move to the junior school and the usual age for transfer from junior to secondary school is 11 (12 in Scotland).

The British educational system was changed in the 1960s. Previously, pupils in the state system either went to a grammar school or a secondary modern school at the age of eleven. To enter a grammar school, pupils had to pass a national exam (the Eleven Plus). Those who failed went to a secondary

modern school. This two-school system and the Eleven Plus were abolished and replaced by comprehensive schools. These are intended for all pupils, whatever their abilities. They are state schools which is the general term. For any school which is run by the government and where the parents do not have to pay. Over 85% of secondary school pupils go to comprehensive schools. However, 145 grammar schools in England didn't close down. They are very popular because they offer a good academic education for the 11 to 18 -year age group. Children enter grammar schools on the basis of their abilities, first sitting the "11" plus or entrance examination.

In grammar schools there is usually a main school and a sixth form (the last one) which is run separately.

Grammar schools cater for 4% of children in secondary education.

A small minority of children attend secondary modern schools (around 4%). These schools provide a more general and technical education for children aged 11-16.

City Technology Colleges (CTCs) aim to give boys and girls a broad secondary education with a strong technological and business slant. They are non-fee-paying independent schools, set up by the Government with the help of business sponsors who finance a large proportion of the initial capital costs and develop links with the schools. There are now 15 such colleges in operation in England and Wales.

Specialist schools, which only operate in England, give pupils a broad secondary education with a strong emphasis on technology, languages, art and sports. There are over 250 specialist schools. They charge no fees and any secondary school can apply for specialist school status.

The independent school sector is separate from the state educational system, and caters for 7% of all schoolchildren in England and 4% in Scotland. About 250 of the larger independent schools are known for historical reasons as public schools. They are very expensive private schools and in some cases fees can amount to several thousand pounds a year. Some students gain scholarships and their expenses are covered by the schools. These schools usually have good academic standards and are attended by pupils from an upper class or wealthy background. Famous ones include Eton and Harrow. Eton, which was founded in 1440, is said to have been the first "public school" because students could come to it from any part of England and not, as was generally the case, just from the immediate neighbourhood. Most public schools are boarding schools where the pupils live as well as study.

In Northern Ireland there are a few fee-paying schools, and in Scotland "public schools" are supported by public funds and are not fee-paying and independent.

Comments

To be attached to – бути прикріпленням до
Admission policy – закон про прийом
Move to – переходити (з класу в клас)

to pass an exam – складати іспит
 comprehensive school – загальноосвітня школа
 strong emphasis on smth. – сильний акцент на щось
 develop links with – розвивати у зв'язку з
 to be separate from smth. – бути відокремленим від чогось
 scholarship – стипендія
 to be supported by smth/ smb – бути підтримуваним чимось / кимось

1. Look at the statements about the educational system in the UK. Tick (☐) the statements which are also true for your country.

1. Education is compulsory until the age of 16.
2. Education in state schools is free until the age of 18.
3. Children start primary school at the age of four or five.
4. A small percentage of children (about seven per cent) go to private, fee-paying schools.
5. Most secondary schools are 'comprehensive' schools, which means that they take students of all abilities.
6. Children in primary and secondary schools take national tests to monitor their progress.
7. At the age of 16, students take important exams and then they can leave school.
8. Students who want to continue their studies can take advanced level exams two years later.
9. 30 - 40 per cent of young people go to college or university after school.
10. An undergraduate university course normally lasts three or four years, although for some subjects (e.g. medicine) it is much longer.

2. Match each word in the left-hand column with the best meaning in the right-hand column. Place the letter of the best definition in the space provided:

- | | |
|--|-------------------------------|
| <p>1. School which takes children from 11 to 16(18). This is one of the types of comprehensive schools.</p> | <p>a) all-through school;</p> |
| <p>2. Secondary school which takes all the children from a particular area (catchment area) and offers all kinds of courses.</p> | <p>b) special school;</p> |
| <p>3. Secondary school, receiving pupils on a selective basis and providing mainly academic education.</p> | <p>c) junior school;</p> |

- | | |
|--|--------------------------|
| 4. School outside the state system run by its own proprietor or governing body. | d) modern school; |
| 5. Primary school for children about 5 to 7 (8). | e) grammar school; |
| 6. Primary school for children from 8 to 11. | f) infant school; |
| 7. Secondary school giving a general education with a practical bias. | g) maintained school; |
| 8. School maintained by a local education authority, including county, voluntary aided, controlled and special agreement school. | h) comprehensive school; |
| 9. School for children under 5. | i) independent school; |
| 10. Primary and secondary school for pupils who need special treatment because of some mental or physical handicap. | j) nursery school. |

3. Translate into English.

1. Більшість британських дітей вступають у державні початкові школи у віці 5 років, а потім у 11 років переходять у класи середньої освіти тієї ж школи.
2. У початковій школі діти вивчають англійську мову, математику,
3. історію, географію, музику, технологію та мистецтво. Предмети обирають батьки.
4. Середня освіта в Англії для дітей до 16 років є обов'язковою. Усі державні та приватні школи навчають дітей з 11 до 16 років і готують їх до отримання загального свідоцтва про середню освіту.
5. У 16 років, після завершення обов'язкового циклу освіти, студенти можуть або забрати документи зі школи і почати працювати, або продовжити навчання для того, щоб вступити в університет. Охочим вступити в університет пропонується двохрічний курс, після чого вони складають іспит "А" рівня.

HIGHER EDUCATION IN GREAT BRITAIN

When higher education of Great Britain is being spoken about the University

education is generally meant. But in fact there is a considerable amount of past school education, including part-time as well as full-time studies carried on

in technical colleges teacher training colleges, art colleges, institutes of adult education and so on.

Higher education, consisting of degree and equivalent courses, has experienced a dramatic expansion. The number of higher education students in Britain almost doubled between 1979 and 1993 to 1.5 million, so that today around 30 percent of young people enter full-time higher education.

There are some 90 universities, which enjoy academic freedom. Every University is autonomous and responsible to its governing body. The regulations differ from University to University. While there are similarities between them, they all differ from Oxford and Cambridge, where are a number of separate colleges, each with their own regulations and courses of studies. The new, so-called "red-brick"

Universities are divided into various faculties: Faculty of Arts, Faculty of Science, Faculty of Social and Economic Studies, etc. University degree courses are generally being taken for three, four or even five years.

University teaching combines lectures practical classes and small group teaching in either seminars or tutorials. The last is a traditional feature of the Universities of Oxford and Cambridge.

First degree courses are mainly full time and usually last three years, with longer courses in subjects such as medicine. Universities offer courses in a broad range of academic and vocational subjects, including traditional arts subjects, the

humanities, and science and technology. The government encourages young people

to choose degree courses in subjects, or combinations of subjects, that provide the

knowledge and skills required by a technologically advanced economy .

Over 95 percent of students on first degree and comparable higher education

courses receive government grants covering tuition and accommodation and other maintenance expenses. Parents also contribute, the amount depending on their income. In addition, students can take out loans to help pay their maintenance costs.

Comments

part-time study – денне навчання

full-time study – заочне навчання

to be responsible to smth– підпорядковуватись чомусь

a broad range of subjects- широкий спектр предметів

government grants – державні субсидії

to contribute – сприяти

1. Answer the questions:

1. What is the system of higher education in Great Britain?
2. What does higher education consist of?
3. What can you say about the increase of higher education students' number?
4. How many Universities are there in Great Britain at present?
5. Who is every university responsible to?
6. For how many years are university degree courses taken?
7. What does university teaching combine?
8. Where is a traditional feature of Cambridge and Oxford?
9. How many years do first degree courses last?
10. What courses does University offer?
11. Who does the government encourage?
12. Why does the government encourage young people?
13. What do students on first degree receive?
14. What do parents contribute?
15. What can students take out to help pay their maintenance costs?

2. Translate into English

1. Біл та Кейт навчаються у старшому класі класичної школи гімназії. Після її завершення вони збираються вступити в університет, якщо у них вийде скласти шкільні випускні іспити найвищого рівня.
2. За чотири роки я завершу курс навчання в університеті і після успішного складання випускних іспитів мені буде присудженл ступінь бакалавра гуманітарних наук, або природничих наук.
3. Моя подруга навчається на філологічному факультеті для того, щоб стати вчителем іноземної мови в середній школі. А у мене інші уподобання, я є студентом першого курсу економічного відділення і моя майбутня професія буде пов'язана з банківською справою.

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