

**ІНСТИТУТ ПОЖЕЖНОЇ БЕЗПЕКИ  
ІМЕНІ ГЕРОЇВ ЧОРНОБИЛЯ НУЦЗ УКРАЇНИ  
Кафедра гуманітарних наук та іноземних мов**

**АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ  
СПРЯМУВАННЯМ  
(ДЛЯ ПСИХОЛОГІВ)**

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Посібник «Англійська мова за професійним спрямуванням» (для психологів) складається з 4 тем і розрахований на 60 годин аудиторних занять.

Матеріал посібника охоплює всі аспекти вивчення мови – фонетичний, морфологічний, лексичний та граматичний і передбачає формування та розвиток навичок монологічного та діалогічного мовлення, читання та перекладу літератури за фахом.

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## ПЕРЕДМОВА

Цей підручник призначений для курсантів, студентів та слухачів Академії пожежної безпеки.

Мета підручника – забезпечити практичне оволодіння англійською мовою за професійним спрямуванням в межах тем, які входять до програми з предмету «Англійська мова за професійним спрямуванням». Матеріал підручника надає можливість курсантам, студентам та слухачам оволодіти навичками читання та перекладу пожежно-технічних текстів, а також розвиває їх мовленнєві здібності.

Підручник складається з 9 тем і розрахований на 166 годин аудиторних занять. Кожна тема вивчається за єдиною структурою і містить фонетичні вправи, спрямовані на корекцію вимови пожежно-технічних термінів, вправи на словотворення, які допомагають засвоєнню основних англійських афіксів, лексичні вправи, які дають змогу детально розглянути і засвоїти професійно-орієнтовані тексти, граматичні вправи, присвячені вивченню основних граматичних явищ англійської мови, а також вправи на розвиток діалогічного та монологічного мовлення. У підручнику передбачені також вправи для самостійної роботи курсантів та студентів.

Підручник має додаток, в якому розкриті основні граматичні, лексичні та морфологічні явища, а також словник. Автори підручника намагалися взяти до уваги нові вимоги сучасної методики навчання іноземних мов.

## I. КАР'ЄРА В ПСИХОЛОГІЇ CAREERS IN PSYCHOLOGY

**Вправа 1. Зверніть увагу на вимову поданих слів-інтернаціоналізмів. Перекладіть їх.**

Career, psychologist, psychological, fundamental, human, problem, extreme, consultant, to diagnose, future, animal, test, intelligence, personality, type, method, experiment, analysis, creative, hospital, office, athlete, business, stress, reform, bombing, shock, specialize, specific, emotional, crisis, person, cultural, chronic, schizophrenia, exclusively, phobia, depression, to focus on, group, ethnic, resources, individual, organization, sexual, orientation, religion, physical, factor, condition, epilepsy, autism, client, professional, to adapt, to concentrate, effective, principle, motivation, race.

**Вправа 2. Утворіть нові слова, використовуючи словотворчі афікси, подані в дужках. Перекладіть.**

(-ION / -TION / -SION / -SSION): to educate, to predict, to protect, to prevent;

(-AL): culture, education, practice, region, centre, operation, information;

(-ER / -OR): to teach, to liquidate, to leave, to work, to create, to operate;

(-ING): to read, to breathe, to speak, to wrestle, to think, to act, to run;

(-MENT): to judge, to equip, to develop, to govern, to commit.

-IST: science, psychology, special;

DIS-: order, ability, to agree, advantage, honest;

-LY: personal, extreme, exclusive, effective, positive;

-TY (-Y, -ITY): able, personal, difficult, to vary, minor;

-ENCE (-ANCE): to differ, to depend, intelligent, to prefer, frequent.

**Вправа 3. Прочитайте подані слова, визначте в них словотворчі афікси та вкажіть, до якої частини мови вони належать. Перекладіть.**

Bacterial, actor, internal, leading, payment, technical, educator, lecturer, normal, station, international, rescuer, writing, professional, manager, special, wrestling, mission, personal, organization, training, chemical, general, administration, protector, management, local, trainer, fighting, bystander, developmental, condition, disrespect, psychiatrist, mental, to dislike, researcher, productivity, frequently, existence, experimentation, socialist, disbelief, practitioner, behavioural, orientation, realist, disqualify, diversity, importance, highly.

**Вправа 4. Перекладіть подані однокореневі слова.**

- 1) Practice, practical, practitioner, to practice, practicing, practically.
- 2) To depend, dependence, independence, dependent, independent, dependency, independency.
- 3) Able, disable, ability, disability, rehabilitation, ably.
- 4) Special, to specialize, especially, specialist, specialty.
- 5) To protect, protection, protective, protector, protecting, protected, unprotected.

**Вправа 5. Запам'ятайте подані слова та словосполучення:**

to recognize	розпізнавати
to apply	застосовувати
to reduce	зменшувати
to improve	вдосконалювати, покращувати
to advise	радити
to treat	лікувати; обробляти; пригощати; ставитися
to consider	вважати; розглядати
to influence	впливати
to observe	спостерігати
to cooperate	співпрацювати
development	розвиток
disorder	розлад; хвороба; непорядок
counseling	консультування
environment	навколишнє середовище
disability	нездатність; інвалідність
employee	працівник
to recover	відновлюватися; одужувати
to cause	причина; спричиняти
to include	включати
to vary	мінатися, відрізнятися, урізноманітнювати
court	суд
jury	присяжні
lawyer	юрист
disaster	катастрофа, нещастя
accident	аварія; нещасний випадок
plane crash	авіакатастрофа
victim	жертва
quality	якість
retardation	затримка розвитку
intelligence	інтелект, розум

**Вправа 6. Прочитайте та перекладіть текст. Заповніть пропуски поданими словами: *counseling, educational, clinical, industrial, rehabilitation.***

### **CAREERS IN PSYCHOLOGY**

There are many careers in psychology. Psychology includes both research, through which we learn fundamental things about human and animal behaviour, and practice, through we which we apply this knowledge in helping people to solve their problems. Psychology is an extremely varied field. Psychologists conduct research, serve as consultants, diagnose and treat people and teach future psychologists and other types of students. They test intelligence and personality.

As scientists, psychologists use scientific methods of observation, experimentation and analysis. But they also need to be creative in the way they apply scientific findings. As practitioners they work in laboratories, hospitals, courtrooms, schools and universities, prisons and offices. They work with business executives, performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and cooperate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the shock of the event.

Psychologists specialize in different areas. ... psychologists diagnose and treat emotional, mental and behavioural disorders. They vary from short-term crisis, divorce to chronic problems such as schizophrenia. Some clinical psychologists treat specific problems exclusively, such as phobias or clinical depression. Others focus on specific groups: youngsters, ethnic minority groups, elderly.

... psychologists help people recognize their strength and resources to fight with their problems. They do counseling with individuals of all ages, families, and organizations. They have great respect for the influence of differences among people (such as race, sexual orientation, gender, religion) on psychological well-being. They believe that behaviour is influenced by many things, including qualities of the individual (psychological, physical, spiritual factors) and factors of the person's environment (family, society and cultural groups).

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

... psychologists concentrate on how effective teaching and learning take place. They consider a variety of factors, such as human abilities, student motivation, and the effect on the classroom of the diversity of race, ethnicity and culture.

... psychologists apply psychological principles and research methods to the work place in the interest of improving productivity and quality of work life. Many serve as human resources specialists, helping the organizations with staffing, training and employee development.

**Вправа 7. Дайте відповіді на питання до тексту.**

1. What are the main careers in psychology? What career would you like to choose? Why?
2. Why is the profession of a psychologist necessary and important?
3. Is the profession of a psychologist popular and well-paid nowadays?
4. What problems do psychologists deal with?
5. Why do different organizations need a psychologist?
6. What are the tasks of an educational psychologist?
7. What do rehabilitation psychologists specialize in?
8. Who treats phobias and depressions?
9. What do counseling psychologists focus on?
10. Have you ever visited a psychologist? If yes, what was the result?

**Вправа 8. Знайдіть визначення наступних слів:**

Treat	lead to, be the reason of
Improve	bring into operation or use
Advise	think about, take into account
Develop	act in a particular way
Behave	grow, become larger, more advanced
Reduce	make, become better
Influence	have an effect on a person or his behaviour
Cause	make less in size, amount, price
Apply	cure by medical means
Consider	recommend

**Вправа 9. Складіть словосполучення:**

Consider	intelligence
Apply	HR specialists
Diagnose	different factors
Do	depression
Work with	specific groups
Help	methods
Serve as	lawyers
Deal with	clients
Treat	counseling
Advise	disorders
Test	personal problems
Focus on	victims

**Вправа 10. Оберіть слово, яке підходить за значенням.**

1. He specializes in behavioural (depressions, disorders). 2. Rehabilitation psychologists deal with interpersonal (relations, abilities). 3. Psychology includes practice, through which we (advise, apply) knowledge in helping people. 4. Differences between people (influence, improve) psychological well-being. 5. Rehabilitation psychologists help clients (adapt to, focus on) their situation. 6. Psychologists use (organizational, scientific) methods of observation, experimentation, and analysis. 7. Psychologists work with athletes to (reduce, respect) stress. 8. Qualities of the individual and person's environment influence people's (intelligence, behaviour). 9. Psychologists advise (lawyers, teachers) on jury selection. 10. Industrial psychologists help the organizations with employee (well-being, development).

**Вправа 11. Заповніть пропуски: *disability, productivity, motivation, scientific, intelligence, research, diagnose, strength, disaster, observation.***

1. Psychology includes ... and practice. 2. This psychologist tests ... and personality. 3. Psychologists use different ... methods. 4. Psychologists help people after different ... . 5. Student ... influences learning. 6. Psychologists ... and treat people. 7. Scientific methods are: ..., experimentation, testing, analysis.

8. Counseling psychologists help people recognize their ... and resources. 9. Cerebral palsy causes developmental ... . 10. Industrial psychologists work to improve ... .

### **Вправа 12. Згрупуйте у пари**

#### **а) синоніми:**

fundamental, to apply, learning, to concentrate, consultant, help, to influence, to test, to select, creative, prison, athlete, to improve, jail, disaster, to fight, original, to examine, sportsman, advisor, studying, to focus on, to use, to make better, aid, basic, to choose, to affect, catastrophe, to struggle;

#### **б) антоніми:**

to include, little, theory, different, respect, strength, future, analysis, to reduce, to improve, order, short, teaching, young, minority, weakness, great, to make worse, to enlarge, long, synthesis, old, learning, practice, disorder, disrespect, to exclude, past, majority, similar.

### **Вправа 13. Знайдіть переклад поданих слів та словосполучень:**

- |                        |                          |
|------------------------|--------------------------|
| 1) mental processes    | а) психічне гальмування  |
| 2) mental disorder     | б) розумова відсталість  |
| 3) mental abilities    | в) психічний стан        |
| 4) mental health       | г) психічні процеси      |
| 5) mental image        | д) психічне здоров'я     |
| 6) mental block        | е) розрахунки у розумі   |
| 7) mental calculations | є) уявний образ          |
| 8) mental retardation  | ж) психічне захворювання |
| 9) mental illness      | з) розумові здібності    |
| 10) mental state       | и) психічний розлад      |

### **Вправа 14. Перекладіть подані речення.**

1. Психологія – дуже різноманітна наука. 2. Психологія включає дослідження та практику. 3. Психологи проводять дослідження, консультують людей, діагностують та лікують пацієнтів, навчають майбутніх психологів. 4. Психологи використовують такі наукові методи: спостереження, експеримент та аналіз. 5. Психологи працюють у лікарнях, навчальних закладах, тюрмах, офісах. 6. Клінічні психологи діагностують та лікують емоційні, психічні та поведінкові розлади. 7. Реабілітаційні психологи допомагають клієнтам, постраждалим внаслідок аварій та природних лих. 8. Психологи у навчальних закладах концентруються на ефективності процесу навчання. 9. Психолог на підприємстві допомагає у підборі та навчанні персоналу. 10. Практикуючий психолог допомагає людям різного віку долати особисті проблеми.

### **Вправа 15. Розкажіть про кар'єру в психології, яку Ви б хотіли обрати і чому.**

**Вправа 16. Поставте подані іменники у множину:**

fireman, technology, radius, goose, datum, match, hero, crisis, analysis, woman, forget-me-not, apparatus, foot, advice, scissors, life, mouse, tooth, academy, photo, boy, establishment, ox, emergency, deer, department, tomato, graduate, country, child, nucleus, wife, merry-go-round, box, activity, class, roof, sheep, specialist, faculty, school-leaver, safe, toy, chief, proof, information, news, wages, contents, formula, trousers, phenomenon, knowledge, basis.

**Вправа 17. Поставте подані речення у множину, зробивши всі потрібні зміни.**

1. This student is very clever. 2. This sportsman has a gold medal. 3. He is on a date. 4. This is our teacher. 5. His family is at home. 6. This doctor is at the hospital. 7. That laboratory is well-equipped. 8. Our educational establishment is very popular. 9. His brother is a first-year cadet. 10. He is the best football-player.

**Вправа 18. Розкрийте дужки.**

1. Give (**мені**) the book to read before the seminar. 2. Give (**йому**) a pencil. 3. Show (**нам**) our new teacher. 4. Please, help (**їй**) to write a report. 5. What is (**ваша**) address? 6. Keep (**ті**) copy-books on the shelves. 7. These are (**наші**) parents. 8. (**Його**) mother is a physician. 9. Put (**ці**) cups on the table. 10. Do not take (**цей**) register.

**Вправа 19. Заповніть пропуски займенниками.**

1. Take the notebooks and give ... to the students of your group. 2. We are going to invite all ... friends to the party. 3. I know Mr. Watson but I don't know ... wife. 4. Put on ... coat when you go out, it's very cold. 5. Your father is an officer, isn't ...? 6. They have two children but I don't remember ... names. 7. Mary is a teacher but ... sister is a doctor. 8. Do you think that most people are happy in ... jobs? 9. ... am proud of ... future profession. 10. The company has offices in many places but ... head office is in New York.

**Вправа 20. 1) Перефразуйте подані словосполучення, використавши присвійний відмінок іменника.**

The duties of the firefighter; behaviour of people; the faculties of the Institute; the profession of his father; the education of students; the name of my mother; the address of his sister; the job of her cousin; the brother of his father; the house of their teacher; the car of the policeman; the age of your friend; the telephone numbers of students.

**2) Перекладіть речення.**

1. Сестра мого друга – неодружена. 2. Сестра її матері народилася у Нью-Йорку. 3. Собака його колишньої дружини – дуже розумний. 4. Кімнати студентів – великі і чисті. 5. Адреса моїх батьків – вулиця Шевченка, 25. 6. Він зараз читає біографію цього психолога. 7. Батьки мого друга зараз

говорять по телефону. 8. Телефон нашого вчителя – 357 64 98. 9. Імена наших синів – Борис та Ігор. 10. Я зараз продаю квартиру свого дядька.

**Вправа 21. Відкрийте дужки.**

1. Psychologists (to cooperate) with educators on school reform. 2. They (to be) psychologists from the local hospital. 3. The psychologist (to be) already in the courtroom. 4. He (to do) counseling with teenagers. 5. She (to deal) with personal problems and interpersonal relations. 6. Clinical psychologists (to treat) chronic problems. 7. Psychologists (to specialize) in different areas. 8. Educational psychologist (to concentrate) on the process of learning. 9. Epilepsy (to cause) developmental disabilities. 10. HR specialists (to help) the organizations with staffing.

**Вправа 22. Виберіть потрібну форму дієслова з дужок.**

1. 1. He often (consult, consults) the psychologist. 2. She usually (works, work) from 9 a.m. till 4 p.m. 3. They (train, trains) at the sports complex three times a week. 4. We (am, is, are) at the library. 5. Our Institute (have, has) the museum of its history. 6. These students (take part, takes part) in the International conference once a year. 7. Psychology (study, studies) how people think, act, react and interact. 8. Psychologists (deal with, deals with) all aspects of people's behaviour. 9. Our graduates (hold, holds) high posts in different units of State Emergency Service of Ukraine. 10. I (carry out, carries out) a scientific research.

**Вправа 23. Зробіть речення заперечними.**

1. There is a swimming pool at our Institute. 2. Psychology studies animals. 3. Students have practice at schools. 4. This hotel costs much. 5. Clinical psychologists concentrate on the processes of teaching and learning. 6. My friend often works in the laboratory. 7. My parents are at the court room. 8. I am a future firefighter. 9. Scientists do counseling with individuals of all ages. 10. I study at the University of Civil Protection.

**Вправа 24. Поставте до речень загальні, альтернативні та розділові питання.**

1. Nurse takes care of patients. 2. My sister studies Spanish. 3. Psychologist tests intelligence and personality. 4. Industrial psychologists serve as HR specialists. 5. We help clients adapt to their situation. 6. There is a museum at our Institute. 7. She works with athletes. 8. Psychology is a very interesting science. 9. Different factors influence person's behaviour. 10. We teach psychologists at our Institute.

**Вправа 25. Поставте питання до виділених слів та питання до підмета.**

1. Rehabilitation psychologists deal with **accident victims**. 2. Educational psychology concentrates on **how effective teaching and learning take place**. 3. **Industrial psychologists** serve as human resources specialists. 4. As practitioners psychologists work **in hospitals, courtrooms, prisons, and schools**. 5. We have **five** psychologists at our Academy. 6. Psychologists test **personality** of future

cadets. 7. Divorce is an **emotional disorder**. 8. The psychologists' clients are **of all ages**. 9. **My** sister works as a clinical psychologist. 10. This specialist treats **phobias**.

**Вправа 26. Виправте помилки у реченнях.**

1. Psychology include research and practice. 2. Through research we learns fundamental things about human and animal behaviour. 3. He carry out a lot of experiments. 4. His mother am not a teacher. 5. He does not works with people with mental retardation. 6. She do not do counseling with teenagers. 7. Where industrial psychologists apply psychological principles and research methods? 8. Who does deals with interpersonal relations? 9. Is you a clinical or rehabilitation psychologist? 10. You work in courtroom or at University?

**Вправа 27. Прочитайте та перекладіть додатковий текст. Які переваги і недоліки мають опитувальники?**

### QUESTIONNAIRE

A questionnaire is a research instrument. It is designed for the purpose of gathering information from respondents and its statistical analysis. Usually, a questionnaire consists of a number of questions that the respondent has to answer in a set format. A distinction is made between open-ended and closed-ended questions. An open-ended question asks the respondent to formulate his own answer, whereas a closed-ended question asks the respondent to pick an answer from a given number of options.

In general, questions should flow logically from one to the next, from the least sensitive to the most sensitive, from the factual and behavioural to the attitudinal, and from the more general to the more specific. Here are some basic rules for questionnaires.

- Use statements which are interpreted in the same way by different people.
- Use statements where persons that have different opinions or traits will give different answers.
- Think of having an "open" answer category after a list of possible answers.
- Use only one aspect you are interested in per item.
- Use positive statements and avoid negatives or double negatives.
- Do not make assumptions about the respondent.
- Use clear and comprehensible wording, easily understandable for all educational levels, correct spelling, grammar and punctuation.

Questionnaires have advantages over some other types of surveys. They are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to analyze data. But they can have more problems than benefits. For example, unlike interviews, the people conducting the research may never know if the respondent understands the question that is being asked. Also, because the questions are so specific to what the researchers are asking, the information gained can be minimal. Very often

questionnaires give too few of options to answer; respondents can answer either option but must choose only one response.

to respond	відповідати, реагувати
purpose	мета
advantage	перевага
survey	огляд
sensitive	чутливий, вразливий
attitude	ставлення
statement	заява, твердження
benefit	користь, вигода
assumption	припущення
comprehensible	зрозумілий
to avoid	уникати

**Вправа 28. Дайте відповіді на питання опитувальника. Проаналізуйте отримані дані.**

1. Do you travel much?  
a) yes                      b) no
2. What do you prefer:  
a) travelling abroad    b) travelling around Ukraine?
3. What is your favourite way of travelling?  
a) by plane    b) on foot    c) by car    d) by bus    e) by ship    f) your variant
4. What do you prefer:  
a) sightseeing tours    b) tours for relaxation?
5. Who do you like travelling with?  
a) friends              b) relatives              c) alone              d) your variant
6. Do you enjoy travelling? Why?  
a) yes                      b) no
7. What places would you like to visit?
8. What would you prefer:  
a) all-inclusive model of travelling              b) travelling on your own
9. What hotel would you choose:  
a) cheaper but less convenient              b) more expensive and more comfortable

**Вправа 29. Опишіть результати, користуючись зразком:**

*Most students of our group prefer / like / choose / enjoy / travel ...*

*Only one person prefers / likes / enjoys / chooses / travels ...*

*Some students ...*

*Half of the group ...*

*20% of the students ...*

**Вправа 30. Розробіть власні опитувальники, вживаючи Present Simple. Проаналізуйте результати та представте їх групі.**

## II. ІСТОРИЯ ПСИХОЛОГІЇ FROM THE HISTORY OF PSYCHOLOGY

**Вправа 1. Зверніть увагу на вимову поданих слів-інтернаціоналізмів. Перекладіть їх.**

Discipline, to separate, biology, philosophy, date, laboratory, object, to focus, mental process, basic components, method, element, reaction, organism, to adapt, person, mechanism, conflict, material, to result, instinct, temperament, principle, cognitive, computer, information processor, problem, mathematical model, humanistic, individual, human aspects, creative, interactive, representative.

**Вправа 2. Утворіть нові слова, використовуючи словотворчі афікси, подані в дужках. Перекладіть.**

(-ISM): structure, capital, social, functional;

(-OUS): poison, danger, hazard, nerve;

(-NESS): dark, kind, conscious, ready;

(IR-/IL-/IN-/IM-): regular, legal, mobile, mortal, adequate, formal;

(-ABLE): read, comfort, obtain, observe;

(-IVE): protect, prevent, effect, create;

(-IC): history, atom, volcano, period;

(-FUL): power, beauty, fear, harm;

(UN-): comfortable, conscious, observable, eat.

**Вправа 3. Прочитайте подані слова, визначте в них словотворчі афікси та вкажіть, до якої частини мови вони належать. Перекладіть.**

Ruinous, progressive, philosophical, objective, informing, medical, impolite, importance, investigator, irresistible, hazardous, uncountable, careful, adaptive, dependence, wildness, technical, protective, accidental, resistance, poisonous, dosage, colourful, rescuer, naturalistic, scientific, illness, negative, chemical, worker, appearance, helpful, illogical, biological, assistance, population, existence, attention, stressful, drinkable.

**Вправа 4. Перекладіть подані однокореневі слова.**

а) inform, information, informative, informing, informer;

б) manage, manager, managing, management, managerial;

в) use, useful, usage, using, user;

г) instruct, instruction, instructor, instructing, instructive;

д) educate, education, educator, educational, educating.

**Вправа 5. Запам'ятайте подані слова та словосполучення:**

mean	значити
aim / purpose / goal	мета
mind	розум
use	використовувати
difference	відмінність

describe	описувати
attempt / try	спроба
investigate	досліджувати, вивчати, розслідувати
approach	підхід
determine	визначати
exist	існувати
cognitive	пізнавальний
resistance	опір
drive	потяг
compare	порівнювати
appear	з'являтися
event	подія
conscious	свідомий
experience	досвід
defense	захист
deny	заперечувати
inherit	успадковувати
retain	зберігати, утримувати
perception	сприйняття
artificial	штучний
representative	представник
sensation	відчуття
image	образ
suggest	пропонувати, говорити про
survive	виживати

**Вправа 6. Прочитайте та перекладіть текст.**

**FROM THE HISTORY OF PSYCHOLOGY**

The word “psychology” comes from two Greek words: “psyche” meaning “mind” (or “soul”) and “logos” meaning “study of”. Therefore “psychology” means “study of the mind (or soul)”. As a discipline separate from biology and philosophy, psychology appeared in 1879. It was the date when Wilhelm Wundt created the first psychology laboratory in Leipzig, Germany.

Structuralism was the first school of psychology. Wilhelm Wundt is considered to be its founder. He thought that the object of psychological investigation should be the conscious mind. Structuralists focused on breaking down mental processes into the most basic components such as images, sensations, and feelings. Researchers tried to understand the basic elements of consciousness using a method known as introspection (looking at one’s own mental experience).

Functionalism was developed by William James. It formed as a reaction to the structuralism. The mind works to survive. So scientists focused on the purpose of mental processes, consciousness and behaviour. Researchers studied how they

served the organism to adapt to its environment. Functionalism also paid attention to the individual differences which had a great influence on education.

Psychoanalysis was developed by Sigmund Freud. He considered that the proper object of psychological investigation should be the unconscious mind. The psychologist was sure that a person's development was influenced by the events in early childhood and that person's behaviour was determined by unconscious irrational drives. Attempts to bring these drives into consciousness meet psychological resistance in the form of defense mechanisms. Conflicts between conscious and unconscious (repressed) material can result in mental disorders.

Behaviourism, introduced by John Watson, proposed that if psychology wanted to be an objective science it should study only observable behaviour of people and animals, not the unobservable events that take place in their minds. Behaviourists deny the existence of any human instincts, inherited capacities and temperaments. The majority of behaviour is learned from the environment after birth and psychology should investigate laws and principles of learning.

Cognitive psychology compares the mind to a computer and suggests we are information processors. "Cognition" means "knowing" and cognitive processes are the ways in which knowledge is got, used and retained. Cognitive psychology studies perception, attention, memory, thinking, language and problem solving. Cognitivists try to explain artificial intelligence and abnormality. They use a lot of experimental techniques including laboratory-based research, computer and mathematical models.

The humanistic approach adapted less scientific view of the human mind. Carl Rogers, one of the representatives of humanistic psychology, said that psychology should focus on each individual's conscious experience and aims in life. This approach deals with investigation of all the human aspects of existence such as love, hope, creativity. It pays attention to the importance of the individual's interaction with the environment.

**Вправа 7. Дайте відповіді на питання до тексту.**

2. What is the origin of the word "psychology"? 2. What approaches in psychology do you know? 3. Which approach do you prefer and why? 4. What are the advantages and disadvantages of each approach? 5. What are the most famous representatives of each approach? 6. What Russian representatives of behaviourism do you remember? 7. What is the difference between structuralism and functionalism? 8. What should be the object of psychological investigation? 9. Works of what psychologists have you already read? 10. What psychological books would you like to read in future?

**Вправа 8. З'єднайте підхід у психології з його основною ідеєю.**

***Structuralism, functionalism, behaviourism, psychoanalysis, humanistic approach, cognitivism.***

- 1) Mental processes serve the organism to adapt to the environment.
- 2) Psychology should deal with human aspects of existence.
- 3) Introspection is the best way to understand mental processes.

- 4) Our mind works like a computer.
- 5) Only the observable events can be the object of psychological investigation.
- 6) Events in early childhood determine person's behaviour.

**Вправа 9. Утворіть словосполучення (прикметник + іменник).**

- 1) mental, objective, experimental, mathematical, observable, separate, conscious, early, repressed, irrational, inherited, basic, famous, individual, artificial;
- 2) childhood, techniques, material, discipline, models, differences, representative, processes, drives, capacities, intelligence, experience, science, behaviour, components.

**Вправа 10. Виберіть слово, яке підходить за значенням.**

2. The word "psychology" comes from (Greek, Latin) language. 2. W. Wundt (created, inherited) the first psychology laboratory. 3. (Functionalism, structuralism) was developed by W. James. 4. Person's (development, intelligence) is influenced by the events in early childhood. 5. Psychology should be (an objective, a subjective) science. 6. Behaviourists (deny, study) the existence of instincts, inherited capacities, temperaments. 7. Person's behaviour is determined by unconscious (rational, irrational) drives. 8. Cognitivists try to (describe, explain) abnormality. 9. Functionalists focus on (purpose, existence) of mental processes. 10. Humanistic approach adapted (less, more) scientific view of the human mind.

**Вправа 11. Заповніть пропуски словами зі списку.**

*Sensations, appear, observable, cognitive, unconscious, experience, approach, schools, artificial, environment.*

2. Psychology ... in 1879. 2. Structuralism was one of the first ... of psychology. 3. Introspection is looking at one's own mental ... . 4. S. Freud studied ... mind. 5. Behaviourism investigates ... behaviour of people and animals. 6. Cognitivists try to explain ... intelligence. 7. Humanistic ... investigates love, hope, creativity. 8. Behaviourists think that people learn behaviours from ... after birth. 9. ... processes are the ways in which knowledge is got, used and retained. 10. Basic components of mental processes are images, ..., feelings.

**Вправа 12. Знайдіть переклад поданих слів та словосполучень.**

- |                               |                             |
|-------------------------------|-----------------------------|
| 11) psychological moment      | а) психологічний тест       |
| 12) psychological warfare     | б) психологічна дистанція   |
| 13) psychological explanation | в) найзручніший момент      |
| 14) psychological processes   | г) психологічні відмінності |
| 15) psychological space       | д) психологічні процеси     |
| 16) psychological differences | е) психологічний здоров'я   |
| 17) psychological well-being  | є) психологічні процеси     |
| 18) psychological test        | ж) психологічне пояснення   |
| 19) psychological problems    | з) психологічні особливості |

20) psychological peculiarities

и) психологічна війна

**Вправа 13. Підберіть слова, які можуть вживатися з поданим**

**а) іменником “laboratory”:**

modern, to protect, chemical, to train, computer, scientific, to equip, special;

**б) прикметником “regional”:**

practical, conference, to enter, seminar, to deal with, administration, establishment, to react;

**в) дієсловом “to graduate from”:**

school, class, institute, shop, centre, technical school, university, academy, organization.

**Вправа 14. Перекладіть речення.**

1. Слово «психологія» означає «наука про душу». 2. Психологія з'явилася у 1879 році. 3. Першою психологічною школою був структуралізм. 4. Дослідники пояснювали основні елементи свідомості використовуючи інтроспекцію. 5. Функціоналісти фокусувалися на меті розумових процесів. 6. Психоаналіз вивчав несвідоме. 7. Біхевіористи досліджували тільки поведінку людей і тварин, за якою можна було спостерігати. 8. Когнітивна психологія порівнює розум з комп'ютером. 9. Когнітивісти намагаються пояснити штучний розум. 10. Карл Роджерс – один із представників гуманістичного підходу у психології.

**Вправа 15. Розкажіть про один з напрямків психології.**

**Вправа 16. Поставте дієслова в дужках у минулий неозначений час.**

2. He (to be) the representative of cognitive psychology. 2. Last year we (to have) two English lessons a month. 3. The psychologist (to speak) in a very low voice. 4. She (to give) me a good advice. 5. S. Freud (to become) famous in the 20<sup>th</sup> century. 6. Clinical psychologists (to treat) a lot of people with depressions. 7. These events (to take place) long ago. 8. Educational psychologist (to concentrate) on the process of learning of teenagers. 9. She (to deal) with personal problems of clients. 10. HR specialist (to help) the organizations with staffing.

**Вправа 17. Зробіть подані речення заперечними та поставте до них загальне та альтернативне питання.**

1. The word “psyche” means “mind”. 2. W. Wundt created the first psychology laboratory. 3. Structuralism was the first school of psychology. 4. W. James is the founder of functionalism. 5. Psychological resistance appears in the form of defense mechanisms. 6. Conflicts between conscious and unconscious material result in mental disorders. 7. Functionalism had a great influence on education. 8. These events happened in his early childhood. 9. Humanists dealt with human aspects of existence. 10. S. Freud developed psychoanalysis.

**Вправа 18. Поставте питання до виділених слів.**

2. The word “logos” means “**study of**”. 2. Psychology started **in 1879**. 3. The mind works **to survive**. 4. **Functionalists** focused on the purpose of mental processes. 5. Behaviourists deny the existence of any human instincts **because the behaviour is learned after birth**. 6. **Unconscious** drives determine our behaviour. 7. The first psychology laboratory appeared **in Leipzig**. 8. **2** main approaches appeared in psychology in the 19<sup>th</sup> century. 9. Structuralists tried to understand consciousness **using introspection**. 10. The word “psychology” comes **from Greek language**.

**Вправа 19. Поставте до речень питання до підмета та спеціальне питання.**

1. J. Watson introduced behaviourism. 2. “Cognition” means “knowing”. 3. Humanists paid attention to the individual’s interaction with environment. 4. Behaviourists investigate the laws and principles of learning. 5. S. Freud studied unconscious mind. 6. Cognitivists use a lot of experimental techniques. 7. Humanistic approach deals with creativity. 8. Structuralism focused on person’s images, sensations, feelings. 9. Cognitivists worked with memory, language, thinking. 10. These researchers study mental processes.

**Вправа 20. Поставте до речень розділові питання.**

1. They were not representatives of humanistic psychology. 2. He is the best psychologist in our city. 3. They use testing and observation in their work. 4. Functionalism formed as a reaction to structuralism. 5. They are not clinical psychologists. 6. They don’t pay attention to individual differences of people. 7. He didn’t investigate the process of learning. 8. I am a future psychologist. 9. Humanistic approach deals with creativity. 10. S. Freud was a founder of psychoanalysis.

**Вправа 21. Скажіть словами подані числівники.**

3, 21, 1978, 2007, 2013, 36, 2.3, 70, 15, 8, 1, 44, 57, 1/5, 2/3, 88, 92, 167, 319, 243, 3976, 5311, 4/8, 5.89.

**Вправа 22. Утворіть порядкові числівники від поданих кількісних числівників. Перекладіть.**

One, four, two, twenty five, three, ten, twelve, fourteen, eight, twenty, one hundred thirty six, one thousand seven hundred fifty nine, seventy two, eighty four, fifty five.

**Вправа 23. Виберіть із дужок потрібну форму числівника. Перекладіть.**

1. The firefighters are (**the first, one**) to arrive at the fire scene. 2. My family lived on (**two, the second**) floor of the (**five, the fifth**)-storeyed building. 3. There are (**the thirty-fifth, thirty five**) students in our group. 6. The plane arrived (**ten, the tenth**) minutes ago. 7. The rescuers saved (**twenty, the twentieth**) people. 8. My

brother is (**the third, three**) year student. 9. The area damaged by this fire is (**the fourth, four**) thousand square metres. 10. The firefighters evacuated (**two hundred thirty five, two the hundred thirty fifth**) occupants from the demolished rest home.

**Вправа 24. Перекладіть подані словосполучення.**

9 травня 1992 року, 1 вересня 2014 року, 8 березня 1987 року, 22 квітня 1961 року, 11 червня 2011 року, 15 вересня 1965 року, 30 листопада 1976 року, 2 січня 2014 року, 13 грудня 2013 року, 22 жовтня 1964 року, 28 лютого 2008 року, 18 липня 1998 року, 10 серпня 2010 року.

**Вправа 27. Прочитайте та перекладіть додатковий текст. Які переваги і недоліки мають проєктивні тести?**

## PROJECTIVE TESTS

In psychology, a projective test is a personality test designed to let a person respond to ambiguous stimuli, presumably revealing hidden emotions and internal conflicts. The best known and most frequently used projective test is the Rorschach inkblot test, in which a subject is shown a series of ten irregular but symmetrical inkblots, and asked to explain what they see. The subject's responses are then analyzed in various ways, noting not only what was said, but the time taken to respond, which aspect of the drawing was focused on, and how single responses compared to other responses for the same drawing.

Another popular projective test is the Thematic Apperception Test (TAT) in which an individual views ambiguous scenes of people, and is asked to describe various aspects of the scene; for example, the subject may be asked to describe what led up to this scene, the emotions of the characters, and what might happen afterwards. The examiner then evaluates these descriptions, attempting to discover the conflicts, motivations and attitudes of the respondent. In the answers, the respondent "projects" their unconscious attitudes and motivations into the picture, which is why these are referred to as "projective tests."

The Draw-A-Person test requires the subject to draw a person. The results are based on a psychodynamic interpretation of the details of the drawing, such as the size, shape and complexity of the facial features, clothing and background of the figure. As with other projective tests, the approach has very little demonstrated validity and there is evidence that therapists may attribute pathology to individuals who are merely poor artists.

Sentence completion tests require the subject to complete sentence "stems" with their own words. The subject's response is considered to be a projection of their conscious and/or unconscious attitudes, personality characteristics, motivations, and beliefs.

Word association testing is a technique developed by Carl Jung to explore complexes in the personal unconscious. Jung came to recognize the existence of

groups of thoughts, feelings, memories, and perceptions, organized around a central theme, that he termed psychological complexes. This discovery was related to his research into word association, a technique whereby words presented to patients elicit other word responses that reflect related concepts in the patients' psyche, thus providing clues to their unique psychological make-up.

**Вправа 28. Запам'ятайте подані словосполучення.**

Ambiguous stimuli	неоднозначні стимули
Hidden emotions	приховані емоції
Internal conflicts	внутрішні конфлікти
To discover conflicts	розпізнавати конфлікти
Attempt	спроба
To respond	відповідати, реагувати
Attitude	відношення
To reflect	відображати
To elicit	виявляти
Related concepts	пов'язані поняття
To provide clues	пролити світло

**Вправа 29. Виконайте проєктивний тест «House-Tree-Person».**

House-Tree-Person Test is given to persons above the age of three and usually takes approximately 150 minutes to complete. The test-taker draws the house, tree, and person and the test-giver asks questions about each picture. Examples of follow up questions:

- After the House: Who lives here? Is the occupant happy? What goes on inside the house? What's it like at night? Do people visit the house? What else do the people in the house want to add to the drawing?
- After the Tree: What kind of tree is this? How old is the tree? What season is it? Has anyone tried to cut it down? What else grows nearby? Who waters this tree? Trees need sunshine to live so does it get enough sunshine?
- After the Person is drawn: who is the person? How old is the person? What do they like and dislike doing? Has anyone tried to hurt them? Who looks out for them?

**Вправа 30. Проаналізуйте результати тесту.**

### III. ФОРМИ ПСИХОТЕРАПІЇ FORMS OF PSYCHOTHERAPY

**Вправа 1. Зверніть увагу на вимову поданих слів-інтернаціоналізмів. Перекладіть їх.**

Therapy, therapist, psychotherapy, psychotherapeutic, personality, to focus, moment, social, context, theory, theoretical, practice, practical, dialogue, dialogical, strategy, experimental, block, process, analysis, form, element, system, systematic, model, to function, to interact, problem, type, typical, typology, result, idea, role, incident, group, conflict, procedure, session, actor, leader, phase, positive, medicine, uniqueness, concept, patient.

**Вправа 2. Утворіть нові слова, використовуючи словотворчі афікси, подані в дужках. Перекладіть.**

(-ED): to describe, to protect, to divide;

(-SHIP): member, citizen, champion;

(-DOM): king, wise, free;

(-TH): long, strong, wide;

(-HOOD): brother, neighbour, mother;

(RE-): to write, to do, to organize;

(POST-): traumatic, graduate;

(PRE-): school, war, Christian;

(-AGE): to marry, to store, to use;

(-ANT/-ENT): to occupy, to observe; importance, to differ.

(-EN): length, strength, threat.

**Вправа 3. Прочитайте подані слова, визначте в них словотворчі афікси та вкажіть, до якої частини мови вони належать. Перекладіть.**

Diminished, relationship, growth, applicant, reconstruct, traveler, frequent, included, assistant, package, friendship, coverage, effectiveness, disbelief, childhood, leadership, adulthood, anonymous, dampness, rebuild, immoral, gaseous, post-war, prehistoric, allowed, opportunity, evaluation, supporting, achievement, artificial, employee, cognitive, meaning, protagonist, leader, significance, uncontrolled, powerful, highly, disadvantage, observable, inaccurate, illogical, communism.

**Вправа 4. Перекладіть подані однокореневі слова.**

а) employ, employer, employee, employed, unemployed, unemployment;

б) nature, natural, naturalist, naturalistic, naturalization, naturally, naturalism;

в) real, really, reality, unreal, realist, realism;

г) connect, connection, reconnect, connected, connecting, connective, connector, unconnected;

д) organize, organizer, organization, organized, unorganized;

**Вправа 5. Запам'ятайте подані слова та словосполучення:**

to emphasize	підкреслювати
responsibility	відповідальність
to enable	дозволяти
to diminish	зменшувати
content	зміст
transaction	угода, операція
sign	підписувати
to offer	пропонувати
to achieve	досягати
to solve	вирішувати
to allow	дозволяти
to support	підтримувати
to refer	посилатися, стосуватися
to eliminate	усувати
to evaluate	оцінювати
to imply	означати, натякати
defeat	поразка
assumption	припущення
pain / ache	біль
to change	змінювати
disturbance	порушення
promotion	просування
auxiliary	допоміжний
troublesome	болісний, нестерпний
relative	відносний
opportunity	можливість
rehearsal	репетиція
to originate	походити
to explain	пояснювати
to grow	зростати, рости

**Вправа 6. Прочитайте та перекладіть текст.**

### **FORMS OF PSYCHOTHERAPY**

**Gestalt therapy** is an existential form of psychotherapy that emphasizes personal responsibility, and that focuses on the individual's experience in the present moment, the therapist-client relationship, the environmental and social contexts of a person's life.

Gestalt therapy was developed by Perls in the 1940s and 1950s. Four chief theoretical ideas make up Gestalt theory and guide the practice and application of

Gestalt therapy: phenomenological method, dialogical relationship, field-theoretical strategies, and experimental freedom.

The objective of Gestalt therapy is to enable the client to become more fully and creatively alive and to become free from the blocks and unfinished business that may diminish satisfaction, fulfilment, and growth, and to experiment with new ways of being. Gestalt therapy focuses on process (what is actually happening) over content (what is being talked about). The emphasis is on what is being done, thought, and felt at the present moment, rather than on what was, might be, could be, or should have been.

**Transactional analysis** is an integrative form of psychotherapy. It has elements of psychoanalytic, humanist and cognitive approaches. TA was first developed by Canadian-born US psychiatrist Eric Berne, starting in the late 1950s. TA is a theory of personality and a systematic psychotherapy for personal growth and personal change.

As a theory of personality, TA describes how people are structured psychologically. It uses the ego-state (Parent-Adult-Child) model to do this. The same model explains how people function and express their personality in their behaviour. Berne considered how individuals interact with one another, and how the ego states influence each set of transactions. Unproductive or counterproductive transactions were considered to be signs of ego state problems. Berne identified a typology of common counterproductive social interactions, identifying these as "games".

TA offers a theory for child development by explaining how our adult patterns of life originated in childhood. This explanation is based on the idea of a "Life (or Childhood) Script": the assumption that we continue to re-play childhood strategies, even when this results in pain or defeat.

**Psychodrama** – a psychotherapeutic technique developed by J. Moreno in which the client acts out certain roles or incidents in the presence of a therapist and, often, other persons who are a part of a therapy group. The procedures are based on the assumption that the role-playing allows the client to express troublesome emotions and face deep conflicts in the relatively protected environment of the therapeutic stage. By closely recreating real-life situations, and acting them out in the present, clients have the opportunity to evaluate their behaviour and more deeply understand a particular situation in their lives. In psychodrama, participants explore internal conflicts by acting out their emotions and interpersonal interactions on stage.

A psychodrama session (typically 90 minutes to 2 hours) focuses principally on a single participant, known as the protagonist. Protagonists examine their relationships by interacting with the other actors and the leader. The session often has three phases - the warm-up, the action, and the post-discussion. A variety of scenes may be enacted, depicting, for example, memories of specific events in the client's past, unfinished situations, inner dramas, fantasies, dreams, preparations for future risk-taking situations, or unrehearsed expressions of mental state in the here and now. Other members of the group may become auxiliaries, and support the protagonist by playing other significant roles in the scene.

**Positive psychotherapy** (since 1968) is the name of the psychotherapeutic method developed by Nossrat Peseschkian and co-workers. Positive psychotherapy is a method in the field of humanistic and psychodynamic psychotherapy and is based on a positive image of man, which correlates with a resource-oriented, humanistic and conflict-centred approach. Today positive psychotherapy has approximately 30 independent centres and institutions all over the world.

The objectives of positive psychotherapy are: promotion of a transcultural and positive approach to psychotherapy and psychosomatic medicine, education, self-help and prevention, promotion of intercultural understanding, integration of different therapeutic directions.

The three main principles of positive psychotherapy address the positive, content-wise and strategic approach. *The Principle of Hope* implies that one does not try to immediately eliminate a disturbance but to first understand it in a broader context and to respond to its positive aspects. *Principle of Balance*. Despite social and cultural differences and the uniqueness of every human being, it can be observed that during the management of their problems all humans refer to typical forms of coping. We can express our conflict-situation in four typical forms of the conflict-solution: body-oriented modes, achievement-oriented modes, relationship-oriented modes, fantasy-oriented modes. *Principle of Consultation*. The five stages of positive psychotherapy represent a concept in which therapy and self-help are closely interrelated. The resources of the patient are mobilized by wisdoms, stories, parables, allegories.

**Вправа 7. Дайте відповіді на питання до тексту.**

1. What forms of psychotherapy do you know? 2. What does Gestalt therapy focus on? 3. What is the objective of Gestalt therapy? 4. Elements of what approaches does TA have? 5. What does TA describe as a theory? 6. What did Eric Berne identify? 7. What opportunities does a client have using psychodrama? 8. What is a typical psychodrama session? 9. What are the objectives of positive psychotherapy? 10. What form of psychotherapy do you prefer?

**Вправа 8. Перекладіть подані словосполучення:**

a) phenomenological method; diminish satisfaction; to become free from the blocks; personal change; ego-state model; to affect transactions; unproductive transactions; to originate in childhood; to explore internal conflicts; to recreate real-life situations; to be broken into three phases; memories of specific happenings in the past; risk-taking situations; to become auxiliaries; promotion of transcultural approach; psychosomatic medicine; to eliminate a disturbance; uniqueness of every human being; forms of coping.

б) форма психотерапії; особистий досвід; особиста відповідальність; незакінчені справи; теорія особистості; взаємодіяти один з одним; особисте зростання; теорія розвитку дитини; грати ролі; бути частиною терапевтичної групи; виражати емоції; внутрішній конфлікт; в присутності терапевта; оцінити поведінку; члени групи; підтримати протагоніста; позитивний образ;

самодопомога; соціальні та культурні відмінності; ресурси пацієнта; позитивний образ людини.

### **Вправа 9. Згрупуйте у пари:**

#### **а) синоніми**

to respond, to focus on, objective, typical, main, to emphasize, to participate, phase, to happen, protected, standard, safe, to concentrate, stage, to take part, purpose, basic, to answer, to occur, to help.

#### **б) антоніми**

same, present, often, child, free, more, new, theoretical, positive, internal, old, past, different, adult, less, external, negative, seldom, dependent, practical.

### **Вправа 10. Складіть словосполучення.**

- 1) To use, to interact, to express, to offer, to act, to recreate, to evaluate, to support, to eliminate, to focus.
- 2) Behaviour, on a single participant, a disturbance, roles, a theory, the ego-state model, feelings, the protagonist, real-life situations, with one another.

### **Вправа 11. Оберіть слово, яке підходить за значенням.**

1. Gestalt therapy emphasizes personal (responsibility, differences). 2. Clients become free from blocks that (increase, diminish) satisfaction. 3. Eric Berne considered how people (interact, communicate) with each other. 4. Transactional analysis offers a theory of child (survival, development). 5. Positive psychotherapy is a method in the field of (humanistic, cognitive) psychotherapy. 6. A psychodrama session focuses on a single (therapist, participant). 7. Other members of the group may become (auxiliaries, protagonists). 8. Psychodrama closely recreates (real-life, imaginary) situations. 9. There are three main (principles, objectives) in positive psychotherapy. 10. Psychodrama is a psychotherapeutic (technique, school).

### **Вправа 12. Заповніть пропуски: personality, relationships, experience, resources, support, psychotherapy, model, post-discussion, lasts, developed.**

1. Positive psychotherapy mobilizes client's ... . 2. A psychodrama session ... from 90 minutes to 2 hours. 3. TA is an integrative form of ... . 4. TA is a theory of ... . 5. Protagonist in psychodrama examines his ... by interacting with other members of the group. 6. Gestalt therapy focuses on the individual's ... . 7. Gestalt therapy was ... by Perls. 8. A psychodrama session usually has three stages: warm-up, action and ... . 9. Other members of psychodrama group ... the protagonist by playing different roles. 10. TA uses the ego-state ... .

### **Вправа 13. Підберіть слова, які можуть вживатися з поданим**

#### **а) іменником “experience”:**

working, artificial, representative, traumatic, teaching;

**б) прикметником “conscious”:**

mind, event, behaviour, protagonist, principle, decision;

**в) дієсловом “to use”:**

tests, deny, computer, investigate, petrol.

**Вправа 14. Перекладіть речення.**

1. Гештальт терапія наголошує на особистій відповідальності особистості. 2. Гештальт терапія була розроблена Перлзом у ХХ столітті. 3. Мета гештальт терапії – звільнити клієнта від блоків та незавершених справ. 4. Транзактний аналіз має елементи психоаналітичного, гуманістичного та когнітивного підходів. 5. Транзактний аналіз – це теорія особистості. 6. Ерік Берн вивчав, як люди взаємодіють між собою. 7. Психодрама – це психотерапевтична техніка, розроблена Морено. 8. Клієнт програє певні ролі у присутності терапевта та інших членів групи. 9. Клієнт має можливість оцінити свою поведінку та глибше зрозуміти певні життєві ситуації. 10. Позитивна психотерапія базується на позитивному образі людини та мобілізує ресурси клієнта.

**Вправа 15. Розкажіть про одну із форм психотерапії, користуючись моделлю.**

- to belong to ... approach;
- to be developed by;
- to appear in;
- to focus on;
- the main idea;
- the objective.

**Вправа 16. Поставте дієслова у дужках у майбутній неозначений час.**

1. We (to take part) in the conference next month. 2. Many school-leavers (to enter) our educational establishment. 3. Modern educational rooms (to be) at our disposal. 4. He (to work) as an clinical psychologist. 5. She (to carry out) scientific research. 6. My friend (to serve) as a human resources specialist. 7. Psychologists in humanistic approach (to deal with) all the human aspects of individual's life. 8. The (to use) different experimental techniques. 9. Conflicts between conscious and unconscious (to result) in mental disorders. 10. Educational psychologists (to pay attention) to individual differences of learners.

**Вправа 17. Поєднайте подані речення в одне за допомогою слів *if, when, after, before, as soon as, till, in case, by the time*.**

1. My brother will finish school. He will enter the Academy. 2. You will graduate from the Academy. You will work as a practical psychologist. 3. People will interact with one another. The ego states will affect each set of transactions. 4. A person will become free from the blocks and unfinished business. It will increase his or her personal growth. 5. You will become the member of the psychodrama group. You will support the protagonist. 6. A client will have personal problems.

He will refer to one of the four typical forms of coping. 7. A psychotherapist will help the client. He will mobilize his resources. 8. He will be a rehabilitation psychologist. He will deal with accident victims and people with mental retardation. 9. Clients will act out their emotions. They will explore internal conflicts. 10. You will recreate real-life situations. You will have the opportunity to evaluate your behaviour.

**Вправа 18. Поставте дієслова у дужках у потрібну форму.**

1. Gestalt psychotherapist (to emphasize) your personal responsibility. 2. TA (to be) an integrative form of psychotherapy. 3. J. Moreno (to develop) psychodrama. 4. Members of the psychodrama group usually (to become) auxiliaries. 5. A psychodrama session (to take place) tomorrow. 6. Eric Berne (to be) the founder of TA. 7. The objectives of positive psychotherapy (to be): transcultural approach, self-help and prevention. 8. If you (to act out) real-life situations, you (understand) them more deeply. 9. These troublesome events (to take place) in her early childhood. 10. TA (to offer) a theory for child development.

**Вправа 19. Виправте помилки у реченнях.**

1. Gestalt therapy emphasize personal responsibility. 2. Perls develop Gestalt therapy in 1940s. 3. The objective of gestalt therapy are to help the client to become free from the blocks. 4. A psychodrama session was tomorrow. 5. There will 3 phases in this session. 6. N. Peseshkian and his co-workers was the founders of positive psychotherapy. 7. People expresses their conflict situations in four typical forms of the conflict solution. 8. Gestalt therapy don't focus on content. 9. If he will enter the Academy, he will become a psychologist. 10. TA does an integrative form of psychotherapy.

**Вправа 20. Зробіть речення заперечними та поставте до них всі види питань.**

1. TA has elements of different approaches. 2. Perls was the founder of Gestalt therapy. 3. The ego-state model explains how people function and express their personality in their behaviour. 4. Berne identified a typology of common counterproductive social interactions. 5. Psychodrama sessions usually last from 90 minutes to 2 hours. 6. Other members of the group will support the protagonist. 7. Today there are approximately 30 independent centres and institutions of positive psychotherapy all over the world. 8. A psychodrama session began an hour ago. 9. A psychologist uses a lot of wisdoms, stories, parables, allegories in positive approach. 10. Gestalt therapists focus on process (what is actually happening) over content (what is being talked about).

**Вправа 21. Складіть речення з поданими словами, поставивши їх у необхідну форму.**

1. TA, of, approaches, psychoanalysis, elements, cognitive, humanistic and, to have.
2. Participants, in, internal, to explore, conflicts, psychodrama.

3. Psychotherapy, of, patient, the, to mobilize, positive, resources, the (Future).
4. Typology, Berne, social, common, interactions, to identify, a, of, counterproductive.
5. To be, therapy, Gestalt, form, psychotherapy, of, existential, an.

**Вправа 22. Зробіть подані речення заперечними та поставте до них всі види питань. Зверніть увагу на модальні дієслова.**

1. Psychologists can help the clients to fight with their problems.
2. You may ask him any questions.
3. Educational psychologists should concentrate on the process of learning.
4. People must focus on their strengths.
5. We had to take part in psychodrama session.
6. Rehabilitation psychologist will be able to help people with developmental disabilities.
7. They will be allowed to work in this laboratory.
8. In psychodrama you have to recreate and act out real-life situations.
9. My friend could become gestalt therapist.
10. She will have to test cadets' intelligence.

**Вправа 23. Заповніть пропуски необхідними модальними дієсловами.**

1. I am sorry, but I (can't, mustn't) help you.
2. She got the job because she (might, could) speak five languages.
3. I (may, must) see him tomorrow, but I'm not sure.
4. We (must, can) go to the bank, we have no money.
5. He didn't know how to do it. I (must, had to) show him.
6. I must hurry, I (mustn't, may not) be late.
7. He doesn't look well. I think he (should, can) consult a doctor.
8. You (can't, may not) use phones here.
9. She (can, can't) play the guitar, but she (can, can't) play the piano.
10. He (had to, must) pay for the parking yesterday.

**Вправа 24. Перекладіть подані речення, звертаючи увагу на модальні дієслова.**

1. Психологи можуть допомогти клієнтам адаптуватися до складних життєвих ситуацій.
2. Психологи, які працюють у промисловості, повинні організовувати підготовку та підвищення кваліфікації працівників.
3. Йому слід звернутися до психолога.
4. Психологи можуть використовувати тестування, опитувальники, проєктивні тести у своїй роботі.
5. Протагоністу дозволено обирати членів групи на допоміжні ролі.
6. В опитувальниках можна використовувати відкриті та закриті запитання.
7. Він міг взяти участь у психодрамі, але не захотів.
8. Моя сестра повинна була працювати клінічним психологом, але змінила думку і стала реабілітаційним психологом.
9. Я буду психологом, якщо зможу вступити до Інституту.
10. Мені потрібно буде здати іспит з історії психології.

**Вправа 25. а) Утворіть ступені порівняння від поданих прикметників.**

Effective, happy, simple, high, near, intensive, clever, quiet, young, dangerous, good, difficult, long, little, common, pleasant, large, bad, far, important, quick, new, old, polite, narrow.

**б) Перекладіть подані словосполучення, складіть із ними речення.**

Найефективніший метод; більш важливе завдання; найбільша пожежа; менша школа; більш інтенсивне тренування; найкращий вищий навчальний заклад; гірший автомобіль; найскладніший предмет; довший день; молодший брат; найстарший курсант; найкрасивіше місто; більш швидка реакція; найближчий банк; більш небезпечна аварія; найновіша методика.

**Вправа 26. Розкрийте дужки, вживаючи потрібну форму прикметників.**

1. The (**near**) Bank is in Gogol street. 2. Will you change a hundred-dollar bill? I want (**small**) banknotes. 3. Our Institute is one of the (**good**) higher educational establishments in Ukraine. 4. We have one of the (**important**) professions today. 5. This building is (**high**) than that one. 6. He is the (**young**) student in our group. 7. Physics is (**difficult**) than English for me. 8. This psychotherapeutic technique is (**effective**) than that one. 9. Fire is one of the (**dangerous**) disasters. 10. My brother is (**old**) than me.

**Вправа 27. Прочитайте та перекладіть додатковий текст.**

### PARABLES

Psychological and educational testing and measuring instruments are an important part of research and clinical practice in the social sciences. There are thousands of testing and measuring instruments available today.

A parable is a short tale that illustrates a universal truth; it is a simple narrative in prose or verse. The word *parable* comes from the Greek, meaning “comparison, illustration, analogy”. It sketches a setting, describes an action, and shows the results. A parable often involves a character who faces a moral dilemma or one who makes a bad decision and then suffers the unintended consequences. Although the meaning of a parable is often not explicitly stated, it is not hidden or secret but, on the contrary, quite obvious.

The main characteristic of the parable is the presence of a subtext suggesting how a person should behave or what he should believe. Aside from providing guidance and suggestions for proper conduct in one’s life, parables frequently use metaphorical language which allows people to more easily discuss difficult or complex ideas. Parables express an abstract argument by means of using a concrete narrative which is easily understood.

**Вправа 28. Запам’ятайте подані словосполучення.**

Measuring instruments	вимірювальні інструменти
Universal truth	загальновідома істина
To make decisions	ухвалювати рішення
Unintended consequences	ненавмисні наслідки
Explicit meaning	пряме значення
To provide guidance	давати вказівки
Burdened and cramped leg	навантажена і зведена судомою нога

Unbearable pain  
To offer support

нестерпний біль  
пропонувати підтримку

**Вправа 29. Прочитайте та перекладіть притчу.**

The situation of the ill – and not only mentally ill – is in many ways like that of a person who for a long time has been standing on only one leg. After some time the muscles become cramped and the burdened leg begins to hurt. He is hardly able to retain his balance. Not only the leg hurts: the whole musculature unaccustomed to this posture begins to cramp up. The pain becomes unbearable and the person cries for help.

In this situation various helpers approach him.

While he remains standing on the one leg, one helper begins to massage the burdened and cramped leg. Another takes hold of the neck and gives it a Swedish massage, following all the rules of that art. A third helper sees that the person seems about to lose his balance, and offers his arm as a support. From among the onlookers comes the suggestion that the person should perhaps take hold of both hands, so that standing may no longer be so hard for him. The wise old man remarks that he should think about how well off he is, compared with people who have no legs at all. One swears to him that he should imagine himself to be a feather, and that the more intensely he concentrates on that, the more his pain will abate. An enlightened old man adds this well-meant advice: “Time will tell”. Finally, the observer goes up to the sufferer and asks him: “Why are you standing on one leg? Straighten out the other one and stand on it. You do have the second leg, you know”.

**Вправа 30. Поясніть, як ви розумієте притчу. Використовуйте наступні вирази:**

I think...

To my mind...

I am sure...

I guess...

In my point of view...

It seems to me...

I am convinced...

I understand...

On the one hand..., on the other hand...

I mean...

## IV. ANXIETY, FEARS AND PHOBIAS ТРИВОЖНІСТЬ, СТРАХИ, ФОБІЇ

**Вправа 1. Зверніть увагу на вимову поданих слів-інтернаціоналізмів. Перекладіть їх.**

Definition, to define, visible, situation, invisible, safe, real, reality, focused, separation, to separate, emotionally, academic, to start, natural, public, result, symptom, nervous, accelerated, acceleration, phobia, extreme, serious, to tolerate, stimulus, step, monster, gentle.

**Вправа 2. Утворіть нові слова, використовуючи словотворчі афікси, подані в дужках. Перекладіть.**

(MIS-): to lead, to inform, to understand;

(-LESS): cloud, home, hope;

(UNDER-): ground, done, estimate;

(OVER-): eat, clouded, populated;

(DE-): to compose, to contaminate, to compress;

(-URE): to depart, to mix, to create;

(-IZE): stable, vapour, apology;

(SEMI-): final, official, circular;

(SUB-): marine, structure, unit.

**Вправа 3. Прочитайте подані слова, визначте в них словотворчі афікси та вкажіть, до якої частини мови вони належать. Перекладіть.**

Fearless, misuse, visualize, underwater, overestimate, semiconductor, subconscious, correction, measurement, observer, entrance, density, childhood, industrial, impressive, careless, mysterious, accidentally, participant, deliberately, miserable, poetic, usage, happiness, inadequate, illegible, irreparable, unnecessary, reprint, subway, immobile, adulthood, frightened, persistent, distraction, avoiding, quickly, embarrassment, acceleration..

**Вправа 4. Перекладіть подані однокореневі слова.**

a) vision, visible, invisible, visibility, invisibility, visibly;

б) investigate, investigation, investigative, investigator, investigated;

б) destruct, destruction, destructive, destructor, destructively;

в) science, scientific, scientist, scientifically;

г) suspect, suspicion, suspicious, suspiciously, suspiciousness.

**Вправа 5. Запам'ятайте подані слова та словосполучення:**

threat / to threaten

загроза; загрозувати

anxiety

тривога

fear

страх

apprehension

побоювання, погане передчуття

to be afraid / to be frightened

бути наляканим

adult

дорослий

adolescent	підліток
toddler	дитина, яка починає ходити
to overcome	подолати
to cope with	справлятися
embarrassment	збентеження
injury	травма, пошкодження; образа
to perspire / to sweat	пiтнiти
heart rate	частота серцевих скорочень
distress	засмучення
to distract	вiдволiкати
to persist	залишатися; наполягати
nausea	нудота
twitch	судома, сiпання
visible	видимий
separation	розлука; подiл
to accelerate	прискорювати
to tolerate	терпiти
to reinforce	змiцнювати
deliberately	навмисно
circumstances	обставини
to escape	тiкати, рятуватися
to avoid	уникати
to accept	приймати
confidence	впевненiсть

### **Вправа 6. Прочитайте та перекладіть текст.**

#### **ANXIETY, FEARS AND PHOBIAS**

Everyone, from the youngest child to the oldest adult, experiences anxieties and fears at one time or another. Anxiety is defined as "apprehension without visible cause." It usually occurs when there's no immediate threat to a person's safety or well being, but the threat feels real. Anxiety makes a person want to escape the situation fast. The heart beats quickly and the body might begin to perspire. However, a little bit of anxiety can actually help people stay attentive and focused. Having fears or anxieties about certain things can also be helpful because it makes kids behave in a safe way. For example, a kid with a fear of fire would avoid playing with matches.

Typical childhood fears change as children grow and develop. Babies experience stranger anxiety, clinging to parents when they see people they don't recognize. Toddlers around 10 to 18 months experience separation anxiety, becoming emotionally distressed when one or both parents leave. Separation anxiety is also common when young children are starting school. Children ages 4 through 6 often fear monsters and ghosts. Kids ages 7 through 12 often have fears

that reflect real circumstances that may happen to them, such as bodily injury and natural disaster. Adolescents may experience anxiety related to social acceptance and academic achievement.

Many adults suffer from fears that appeared in their childhood. An adult's fear of public speaking may be the result of embarrassment in front of peers many years before. Or, a parent who was bitten by a dog as a child may consciously (or unconsciously) recognize and identify the signs and symptoms of their children's anxieties.

Some signs that a child may be anxious about something may include: becoming clingy, impulsive, or distracted, nervous movements, such as temporary twitches, problems getting to sleep and/or staying asleep longer than usual, sweaty hands, accelerated heart rate and breathing, nausea, headaches, stomach aches.

When anxieties and fears persist, problems can appear. The anxiety becomes a phobia, or a fear that's extreme, serious, and persistent. A phobia can be very difficult to tolerate, both for kids and those around them, especially if the anxiety-producing stimulus is hard to avoid (e.g. thunderstorms).

Parents can help children develop the skills and confidence to deal with fears. The key to coping with fears and anxieties is to overcome them. Here are some steps that may help the child. Recognize that the fear is real and causes him or her to feel anxious and afraid. Talk about fears helps. If you talk about it, it can become less powerful. Never belittle the fear. Telling your child, "Don't be ridiculous! There are no monsters in your closet!" may get your child to go to bed, but it won't make the fear go away. Don't cater to fears, though. If your child doesn't like dogs, don't cross the street deliberately to avoid one. This will just reinforce that dogs should be feared and avoided. Provide support and gentle care as you approach the feared object or situation with your child.

**Вправа 7. Дайте відповіді на питання до тексту.**

1. What is anxiety? What is phobia? 2. How do typical childhood fears change? 3. What is the positive influence of fears? 4. What are the signs of child's anxiety? 5. What can help children to overcome fears? 6. When is the separation anxiety common? 7. Who can experience anxiety related to social acceptance? 8. Did you fear ghosts and monsters when you were a child? 9. Do you fear public speaking? 10. What fears do you have?

**Вправа 8. Перекладіть подані словосполучення:**

a) to experience anxieties and fears; immediate threat to a person's safety; to escape a situation; to beat quickly; to behave in a safe way; to cling to parents; to become emotionally distressed; to fear ghosts and monsters; to reflect real circumstances; temporary twitches; to tolerate phobia; the result of embarrassment; hard to avoid; persistent fear; separation anxiety; to cope with phobias;

б) подолати страх; соціальне сприйняття; грати з сірниками; упізнавати людей; симптоми тривожності; нервові рухи; спітнілі руки; болі у животі; прискорене серцебиття; допомагати дітям; розвивати навички; типові дитячі

страхи; тілесні ушкодження; страх публічних виступів; розвивати впевненість; мати справу зі страхами; бути наляканим; говорити про страхи; природні катастрофи.

**Вправа 9. Виберіть слово із дужок, яке підходить за значенням.**

1. Many people (experience, exercise) anxieties and fears. 2. A lot of children have a (anxiety, fear) of darkness. 3. Toddlers experience (separation, apprehension) anxiety when their parents leave. 4. The signs that a child is anxious include: sweaty hands, stomach (pains, aches), nervous movements. 5. Parents can help children (to overcome, to distract) fears. 6. It is very difficult to (tolerate, to threaten) phobias. 7. If a person is anxious, he or she wants (to escape, to persist) the situation. 8. Some fears don't reflect real (consequences, circumstances). 9. Anxiety usually occurs when there's no immediate (sweat, threat) to a person's safety. 10. (Adolescents, newborns) may experience anxiety related to social acceptance.

**Вправа 10. Заповніть пропуски словами, які подані нижче, поставивши їх у потрібну форму.**

1. If a child has a fear of fire, he will ... playing with matches. 2. If the child is anxious about something he can have stomach ... . 3. It is important to ... fears. 4. Parents should provide ... to children with anxieties. 5. Small children are ... of separation with their parents. 6. Some children ... monsters and ghosts. 7. It is very difficult to ... phobias. 8. Anxiety makes a person want to ... the situation fast. 9. Having fears sometimes can be helpful because it makes the kids ... in a safe way. 10. Many people ... anxieties and fears.

**Fear, avoid, experience, tolerate, ache, afraid, escape, overcome, support, behave.**

**Вправа 11. Складіть словосполучення:**

- |                  |                         |
|------------------|-------------------------|
| 1) to overcome   | a) in a safe way        |
| 2) to experience | b) playing with matches |
| 3) to escape     | c) people               |
| 4) to avoid      | d) fears                |
| 5) to threaten   | e) real circumstances   |
| 6) to reflect    | f) support              |
| 7) to provide    | g) anxieties            |
| 8) to behave     | h) in childhood         |
| 9) to recognize  | i) the people's safety  |
| 10) to appear    | j) the situation        |

## **Вправа 12. Згрупуйте у пари**

### **а) синоніми:**

to fear, focused, unsafe, adolescent, pain, to happen, quick, perspiration, disaster, sweat, difficult, fast, infant, teenager, injury, dangerous, ache, to occur, to be afraid, hard, concentrated, baby, catastrophe, wound;

### **б) антоніми:**

child, conscious, more, without, finish, quickly, easy, adult, less, young, with, temporary, begin, before, to include, real, unconscious, difficult, after, unreal, permanent, slowly, old, to exclude.

## **Вправа 13. Знайдіть визначення наступних слів:**

Toddler	a child who has not learnt to speak or walk
Infant	a person between the ages of 13 and 19 inclusive
Adolescent	a child who is taught
Adult	a child learning to walk
Preschooler	a fully grown person
Newborn	a child who attends a kindergarten
Pupil	a baby up to a few weeks old

## **Вправа 14. Перекладіть речення.**

1. Усі люди час від часу відчувають тривожність. 2. Тривожність визначається як погане передчуття без видимих причин. 3. Немовлята часто бояться незнайомих людей. 4. Діти у віці від 7 до 12 років мають страхи, що відображають реальні обставини життя. 5. Дорослі часто страждають від страхів, що з'явилися у них в дитинстві. 6. Тривожні діти можуть ставати імпульсивними, відстороненими, нервовими. 7. Дорослі можуть допомогти дітям подолати їхні страхи. 8. Діти повинні розвинути навички, необхідні для того, щоб справитися зі своїми страхами. 9. Якщо ви будете розмовляти з дитиною про її страхи, вони стануть менш сильними. 10. Інколи страхи можуть допомогти і змусити дитину поводитися безпечно.

## **Вправа 15. Розкажіть про страхи, які є у вас.**

## **Вправа 16. Прочитайте та перекладіть подані речення. Визначте час і стан дієслів. Зробіть речення заперечними та поставте до них всі види питань.**

1. A lot of qualified specialists were trained at our Institute. 2. Volodymyr Pravyk and Viktor Kibenok were the graduates of our educational establishment. 3. Psychologists use scientific methods of observation, experimentation and analysis. 4. Specific problems, such as phobias or clinical depression, are treated by clinical psychologists. 5. Functionalism was developed by William James. 6. Cognitive psychology compares the mind to a computer. 7. Gestalt theory is made up of 4 theoretical ideas. 8. The centre of positive psychotherapy will be opened in our

city. 9. If a person is anxious, his heart will beat quickly. 10. The boy often talked about his fears to his parents.

**Вправа 17. Трансформуйте подані речення з активного стану в пасивний.**

1. People experience anxieties. 2. We define anxiety as apprehension without visible cause. 3. Kids will avoid playing with matches. 4. The child feared ghosts and monsters. 5. The dog bit the man. 6. Children should develop skills to cope with fears. 7. You should not avoid the feared objects. 8. Fears don't reflect real circumstances. 9. Public speaking may embarrass a person. 10. Parents speak with children about their phobias.

**Вправа 18. Трансформуйте подані речення з пасивного стану в активний.**

1. Much attention is paid to sports in our Institute. 2. Scientific and research activity is carried out by the teaching staff. 3. Intelligence and personality are tested by psychologists. 4. His behaviour was influenced by the events in his early childhood. 5. The existence of any human instincts was denied by behaviourists. 6. Real life situations will be recreated at the psychodrama session. 7. Person's development will be affected by many factors. 8. The disturbance cannot be eliminated immediately by the person. 9. Psychoanalysis was much spoken about. 10. Fear should not be belittled.

**Вправа 19. Поставте дієслова у дужках у потрібний час та стан.**

People often (to experience) anxieties and fears. They (to be) afraid of darkness, strangers, separation, different animals, etc. They (to become) distracted, nervous, impulsive. They can (to have) aches, problems getting to sleep, nausea, accelerated heart rate and breathing. Persistent fears (to call) phobias. Sigmund Freud (to think) that fears (to be) the result of events in early childhood. Phobias usually (to treat) by clinical psychologists. Psychologist (to talk) much to a person about his or her fears. He also (to help) to develop skills to cope with them. Parents and friends can (to give) support and care to people with fears. The feared objects should (not to avoid) deliberately. Otherwise a person never (to overcome) the fear.

**Вправа 20. Зробіть речення заперечними та поставте до них всі види питань.**

1. The heart beats quickly. 2. Anxiety can help people stay attentive and focused. 3. Typical childhood fears change as children grow and develop. 4. My friend had a fear of public speaking. 5. If anxiety persists, the fear will become a phobia. 6. My little sister was afraid of monsters and ghosts. 7. Anxiety is an apprehension without visible cause. 8. Anxious children may have problems getting to sleep. 9. Anxiety makes a person want to escape the situation fast. 10. There are monsters in your closet.

**Вправа 21. Поставте до речень спеціальне питання та питання до підмета.**

1. Most fears appear in childhood. 2. My brother was bitten by a dog. 3. Parents help children to cope with fears. 4. The child had accelerated heart rate and breathing. 5. His son saw ghosts in childhood. 6. The girl avoids playing with matches. 7. Sometimes the anxiety becomes a phobia. 8. Children should overcome their fears. 9. Young children often experience separation anxiety. 10. The boy is afraid of darkness.

**Вправа 22. Перекладіть речення, вживаючи наказовий спосіб дієслів.**

1. Не бійтеся. 2. Давайте поговоримо про це. 3. Не погрожуйте дітям. 4. Нехай він сам це зробить. 5. Давайте я Вам допоможу. 6. Нехай вона звернеться до психолога. 7. Нехай вони прийдуть завтра о сьомій. 8. Переходьте дорогу тільки на пішохідному переході. 9. Ставте питання, якщо Ви щось не зрозумієте. 10. Не користуйтеся телефонами тут.

**Вправа 23. Заповніть пропуски словами some або any.**

1. I can pay. I have ... money. 2. I am thirsty. Can I have ... water, please? 3. Do you know ... good hotel in London? 4. Would you like ... tea? 5. I went to buy ... milk but they didn't have ... in the shop. 6. You can exchange your money at ... bank. 7. If there are ... words you don't understand, use a dictionary. 8. He was too tired to do ... work. 9. I didn't have ... money, so I had to borrow ... . 10. When we were on holidays, we visited ... interesting places.

**Вправа 24. Заповніть пропуски словами some-/any- + -thing/-body/-where.**

1. He said ... but I didn't understand it. 2. Do you know ... about politics? 3. Would you like ... to drink? 4. I can do this job alone. I don't need ... to help me. 5. ... broke the window yesterday. I don't know who. 6. If ... calls me, tell them I will be back in half an hour. 7. I lost my key. It can be ... . 8. Let's go ... warm and sunny on holiday. 9. Don't go ... . It's cold and rainy. 10. I didn't eat ... because I wasn't hungry.

**Вправа 25. Заповніть пропуски прийменниками to, for, on, at, after.**

1. He doesn't talk ... anybody. 2. We waited ... John until 2 o'clock but he didn't come. 3. He is looking ... a job. 4. What happened ... Mary last night? 5. Thank you very much ... your help. 6. She never listens ... the radio. 7. Don't look ... your watch every minute. 8. Children depend ... their parents. 9. When she is at work, her friend looks ... her child. 10. They never think ... other people.

**Вправа 26. Оберіть правильне слово.**

1. I opened the door **slow/slowly**. 2. Why are you **angry/angrily**? 3. Bill is a **careful/carefully** driver. He drives **careful/carefully**. 4. The party was very **good/well**. 5. Tom didn't do very **good/ well** in his examination. 6. Jane was here but she left **sudden/suddenly**. 7. Don't eat your dinner so **quick/quickly**. 8. Please

be **quiet/quietly**, I'm reading. 9. These oranges look **nice/nicely**. 10. They pay their workers very **bad/badly**.

**Вправа 27. Прочитайте та перекладіть додатковий текст.**

### PSYCHOLOGICAL TESTS

A psychological test is an instrument designed to measure unobserved constructs. Psychological tests are typically, but not necessarily, a series of tasks or problems that the respondent has to solve. Psychological tests can strongly resemble questionnaires, which are also designed to measure unobserved constructs, but differ in that psychological tests ask for a respondent's maximum performance whereas a questionnaire asks for the respondent's typical performance. A score on a well-constructed test is believed to reflect a psychological construct such as achievement in a school subject, cognitive ability, aptitude, emotional functioning, personality, etc. Differences in test scores are thought to reflect individual differences in the construct the test is supposed to measure. A useful psychological test must be both valid (i.e., there is evidence to support the specified interpretation of the test results) and reliable (i.e., internally consistent or give consistent results over time).

It is important that people who are equal on the measured construct also have an equal probability of answering the test items correctly. Often tests are constructed for a specific population, and this should be taken into account when administering tests. Proper psychological testing is conducted after serious research and development. Proper psychological testing consists of the following:

- *Standardization* - all procedures and steps must be conducted with consistency and under the same environment to achieve the same testing performance from those being tested.
- *Objectivity* - subjective judgments should be minimized.
- *Reliability* - obtaining the same result after multiple testing.
- *Validity* - the type of test being administered must measure what it is intended to measure.

**Вправа 28. Запам'ятайте подані словосполучення.**

Aptitude	обдарованість, здатність
Valid	дійсний, чинний
Evidence	доказ, свідчення
Reliable	надійний
Consistent	послідовний
Equal	рівний
Judgment	судження
To obtain	отримувати
To be intended	бути призначеним
To measure	вимірювати

**Вправа 29. Пройдіть тест.**

**PUTTING YOUR EATING HABITS TO THE TEST**

Do you pay enough attention to your diet? Answer the following questions to find out whether you are giving your body what it needs or putting your health at risk.

1. How many glasses of water do you drink every day?

- A three or four
- B four to seven
- C eight or more

2. How many cups of tea or coffee do you drink every day

- A eight or more
- B between four and seven
- C fewer than four

3. How often do you eat whole-meal bread or pasta?

- A rarely or never
- B often or sometimes
- C usually or always

4. How often do you eat fries foods instead of grilled, boiled, baked or roasted?

- A usually or always
- B often or sometimes
- C rarely pr never

5. On average, how many alcoholic drinks do you have every day?

- A more than four
- B two or three
- C one or none

6. How many servings of fruit and vegetables do you have every day, including juice?

- A fewer than two
- B two, three or four
- C five or more

7. How often do you eat fast food instead of healthier meals?

- A usually or always
- B often or sometimes
- C rarely or never

8. How often do you eat fresh fish?

- A rarely or never

- B once every month or two
- C more than once a week

9. How many eggs do you eat every week?

- A four or more
- B two or three
- C fewer than two

10. How many servings of dairy produce – butter, milk, cheese, and red meat – do you have every day?

- A more than eight
- B three to seven
- C two or fewer

11. How many sugary foods and drinks do you have every day, including sugar in tea and coffee?

- A more than eight
- B between three and seven
- C fewer than two

12. How often do you choose low-fat over full-fat alternatives, such as skimmed milk for full-fat milk?

- A rarely or never
- B three to seven
- C whenever possible

Count up how many As, Bs and Cs you have at the end. Read the corresponding advice to find out how your eating habits rate and what you can do to improve them.

Mostly As

You need to pay more attention to your diet – consuming too much fat, sugar and processed foods increases your risk of illness and can lead to weight problems and a loss of health and energy. If you want to live a longer and healthier life, change your eating habits.

Mostly Bs

Although you are watching your diet and are probably aware of the health risks involved in eating certain foods, you need to make a greater effort to eat well most of the time. Look at the questions to which you answered A or B. Note the things you need to change.

Mostly Cs

Well done! You clearly think about what you eat and are aware of how it affects your body functioning and health. If you answered A or B to any of the questions, however, you should take steps to improve these aspects of your diet.

**Вправа 30. Обговоріть результати тесту. Напишіть 10 рекомендацій для здорового харчування вживаючи наступні вирази:**

You should...

You'd better...

I recommend you to...

My advice is...

If I were you I would...

Why don't you...

## ФОРМИ НЕПРАВИЛЬНИХ ДІЄСЛІВ

to be	was / were	been	бути
to become	became	become	ставати
to begin	began	begun	починати
to blow	blew	blown	дути
to break	broke	broken	ламати
to bring	brought	brought	приносити
to build	built	built	будувати
to burn	burnt	burnt	горіти
to buy	bought	bought	купувати
to catch	caught	caught	ловити
to choose	chose	chosen	вибирати
to come	came	come	приходити
to cost	cost	cost	коштувати
to cut	cut	cut	різати
to deal	dealt	dealt	мати справу
to dig	dug	dug	копати
to do	did	done	робити
to draw	drew	drawn	малювати, вести
to drink	drank	drunk	пити
to drive	drove	driven	керувати
to eat	ate	eaten	їсти
to fall	fell	fallen	падати
to feel	felt	felt	відчувати
to fight	fought	fought	боротися
to find	found	found	знаходити
to forbid	forbade	forbidden	забороняти
to forget	forgot	forgotten	забувати
to forgive	forgave	forgiven	вибачати
to freeze	froze	frozen	замерзати
to get	got	got	отримувати
to give	gave	given	давати
to go	went	gone	іти
to grow	grew	grown	рости
to hang	hung	hung	висіти
to have	had	had	мати
to hear	heard	heard	слухати
to hide	hid	hidden (hid)	ховатися
to hold	held	held	тримати
to hurt	hurt	hurt	шкодити, боліти
to keep	kept	kept	зберігати
to know	knew	known	знати
to lead	led	led	вести
to learn	learnt	learnt	вивчати

to leave	left	left	залишати
to let	let	let	дозволяти
to light	lit (lighted)	lit (lighted)	запалювати
to lose	lost	lost	губити
to make	made	made	робити
to mean	meant	meant	означати
to meet	met	met	зустрічати
to pay	paid	paid	платити
to put	put	put	класти
to read	read	read	читати
to ring	rang	rung	дзвонити
to rise	rose	risen	підніматися
to run	ran	run	бігти
to say	said	said	казати
to see	saw	seen	бачити
to sell	sold	sold	продавати
to send	sent	sent	посилати
to set	set	set	встановлювати
to shake	shook	shaken	трясти
to shine	shone	shone	сяяти
to shoot	shot	shot	стріляти
to show	showed	shown	показувати
to sing	sang	sung	співати
to sit	sat	sat	сидіти
to sleep	slept	slept	спати
to smell	smelt	smelt	мати запах
to speak	spoke	spoken	говорити
to spend	spent	spent	проводити
to spread	spread	spread	поширюватися
to stand	stood	stood	стояти
to steal	stole	stolen	красти
to strike	struck	struck	бити, ударити
to swear	swore	sworn	клястися
to sweep	swept	swept	підмітати
to swim	swam	swum	плавати
to take	took	taken	брати
to teach	taught	taught	навчати
to tell	told	told	розповідати
to think	thought	thought	думати
to throw	threw	thrown	кидати
to understand	understood	understood	розуміти
to wake	woke	woken	прокидатися
to wear	wore	worn	носити
to win	won	won	перемагати
to write	wrote	written	писати

**СЛОВОТВОРЕННЯ  
СУФІКСИ  
ІМЕННИКИ**

Суфікс	Початкова форма	Переклад	Утворене слово	Переклад	Значення
-er/-or	build	будувати	builder	будівельник	особа, яка виконує дію
-ist	science	наука	scientist	науковець	особа, яка займається діяльністю
-ess	actor	актор	actress	актриса	особи та тварини жіночого роду
-ing	train	тренувати	training	тренування	
-ism	hero	герой	heroism	героїзм	вчення, політичний рух
-ness	hard	твердий	hardness	твердість	стан, наявність якості
-ent/-ant	inhabit	населяти	inhabitant	житель	
-eer/-ier	engine	машина	engineer	інженер	особа
-ese	Japan	Японія	Japanese	японець	житель країни
-ian/-an	America	Америка	American	американець	
-ling	duck	качка	duckling	качечка	зменшувальний суфікс
-age	leak	витікати	leakage	витік	
-ance/-ence	assist	допомагати	assistance	допомога	
-al	renew	оновлювати	renewal	оновлення	

-dom	free	вільний	freedom	свобода	стан, володіння
-hood	child	дитина	childhood	дитинство	стан, ступінь відносин
-(i)ty	real	реальний	reality	реальність	
-ics			physics	фізика	назва галузі науки, рід занять
-y			biology	біологія	
-ment	move	рухатися	movement	рух	результат, засіб дії
-tion/-ation	limit	обмежувати	limitation	обмеження	
-sion	suppress	придушувати	suppression	придушення	
-ture	depart	відправлятися	departure	відправлення	

### ПРИКМЕТНИКИ

Суфікс	Початкова форма	Переклад	Утворене слово	Переклад	Значення
-able/-ible	change	змінювати	changeable	змінний	той, що має якість
-al	experiment	експеримент	experimental	експериментальний	
-an	Russia	Росія	Russian	Російський	
-ed	approve	схвалювати	approved	схвалений	той, що має якість
-ful	peace	мир	peaceful	мирний	
-ic	period	період	periodic	періодичний	
-ish	red	червоний	reddish	червонястий	
-less	limit	межа	limitless	безмежний	відсутність якості
-en	wood	деревина	wooden	дерев'яний	
-ive	protect	захищати	protective	захисний	

## ДІЄСЛОВА

Суфікс	Початкова форма	Переклад	Утворене слово	Переклад	Значення
-ate -en -i(fy) -ize/-ise	origin red pure organ	походження червоний чистий орган	originate redde purify organize	походити червоніти очищати організувати	

## ПРИСЛІВНИКИ

Суфікси	Початкова форма	Переклад	Утворене слово	Переклад	Значення
-ly -ward -fold	quick back two	швидкий задній два	quickly backward twofold	швидко назад удвоє	напрямок

## ПРЕФІКСИ

Префікс	Початкова форма	Утворене слово	Переклад	Значення
dis-	appear	disappear	зникати	заперечення
extra-	ordinary	extraordinary	екстраординарний	<i>екстра-, понад-</i>
inter-	act	interact	взаємодіяти	<i>взаємо-, між-</i>
de-	compose	decompose	розкласти на частини	заперечення
anti-	body	antibody	антитіло	протилежне
post-	graduate	postgraduate	аспірант	після
pre-	caution	precaution	пересторога	перед, завчасно
re-	write	rewrite	переписувати	знову, ще раз
sub-	division	subdivision	підрозділ	положення нижче чогось
co-	operation	cooperation	співробітництво	спільність
en-	large	enlarge	збільшувати	приведення в якийсь стан

in-	correct	incorrect	неправильний	заперечення
im-	possible	impossible	неможливий	заперечення
il-	legal	illegal	нелегальний	заперечення
ir-	regular	irregular	нерегулярний	заперечення
mis-	understand	misunderstand	неправильно зрозуміти	неточність
out-	number	outnumber	перевершити у кількості	перевершити у чомусь
bio-		biography	біографія	той, що відноситься до живих істот
chrono-		chronology	хронологія	відноситься до часу
cent(i)-	metre	centimetre	сантиметр	сота частина
a-	moral	amoral	аморальний	заперечне
ex-		exclude	вилучати	
fore-	see	foresee	передбачати	
ge(o)-		geology	геологія	пов'язаний із землею
multi-	coloured	multicoloured	багатокольоровий	<i>багато-</i> , <i>мульти-</i>
non-	toxic	nontoxic	нетоксичний	заперечне
poly-		polyglot	поліглот	<i>багато-</i> , <i>полі-</i>
semi-	conductor	semiconductor	напівпровідник	<i>напів-</i>
super-	man	superman	супермен	<i>над-</i> , <i>супер-</i>
tele-		telegram	телеграма	зв'язок на відстані
ultra-	modern	ultramodern	надсучасний	<i>над-</i> , <i>ультра-</i>
un-	known	unknown	невідомий	заперечне
under-	ground	underground	підземний	нижче, під
up-	stairs	upstairs	нагору	
bi-		bilingual	двомовний	подвійний

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