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ВІЙСЬКОВИЙ ІНСТИТУТ
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ІМЕНІ ТАРАСА ШЕВЧЕНКА**

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**ПРАКТИЧНИЙ КУРС З ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ
(ВІЙСЬКОВО-СПЕЦІАЛЬНОЇ МОВНОЇ ПІДГОТОВКИ)
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(протокол № 3 від 28 вересня 2006 року)***

Коржова О.М. Практичний курс з вивчення іноземної мови (військово-спеціальної мовної підготовки) для курсантів (студентів) 4 курсу за спеціальністю «Психологія». – К.: , 2006. – 299 с.

Практичний курс складений для студентів (курсантів) немовних спеціальностей, які продовжують вивчення іноземної мови на основі знань, набутих на 1-му, 2-му та 3-му курсах військового інституту. Вивчення іноземної мови, як культурного та спеціального явища повинно сприяти формуванню у курсантів загальної культури. Метою посібника є практичне оволодіння англійською мовою, формування навичок у різних сферах, аспектах мовної діяльності.

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ВСТУП

За останні роки в системі військових навчальних закладів особливого значення набуває підготовка курсантів з іноземних мов, значно зростають вимоги до випускників вищих військових навчальних закладів (ВВНЗ) стосовно їх професіоналізму, компетентності та особливо знання іноземних мов. Це зумовлено низкою важливих чинників, а саме: розширенням міжнародного військового співробітництва між Збройними Силами України та Збройними Силами інших держав; збільшенням кількості міжнародних контактів, виникненням необхідності в успішному вирішенні завдань з реалізації міжнародних договорів та програм, тощо. Тому вивчення іноземних мов є невід'ємним елементом підготовки фахівців для Збройних Сил нашої держави, знаряддям отримання додаткової інформації з філології.

На четвертому курсі курсанти (студенти) проходять вивчення курсу спеціалізації, який передбачає:

- закріплення та узагальнення раніше отриманих знань з граматики, оволодіння новими граматичними структурами,
- поповнення словникового запасу загальноживаною лексикою а також розширення вокабуляру спеціалізованими термінами та словосполученнями;
- оволодіння певними комунікативними моделями, насамперед такими, що не мають аналогів у рідній мові;
- сприйняття на слух, аудіювання різних за обсягом й рівнем складності текстів;
- удосконалення навичок читання неадаптованих текстів;

Складовими частинами вивчення іноземної мови є: читання і переклад, усне мовлення та письмо, як засіб та мета навчання. Навчання читанню передбачає послідовний перехід від “недиференційованого” до “диференційованого” читання за допомогою системи навчальних завдань, що поступово ускладнюються. Усне мовлення передбачає власне мовлення та аудіювання. Письмо – це допоміжний засіб навчання, що входить до системи вправ при закріпленні та контролі лексичного та граматичного матеріалу, а також при формуванні навичок складання анотацій та рефератів. Навчальний переклад має за мету адекватну передачу інформації, що базується на комплексному підході до подолання граматичних, лексичних та стилістичних труднощів у тексті.

Метою навчального посібника для курсантів (студентів) IV курсу спеціальності “Психологія” є закріплення й поглиблення фонетичної та граматичної бази отриманої протягом трьох років навчання у Військовому інституті, розширення лексичної бази, зумовленою тематикою текстів та формування комунікативних навичок із врахуванням специфіки галузі психології.

Посібник складається з 12 тем, кожна з яких містить 5-6 занять. Заняття охоплюють основні теми галузі психології. Кожне заняття містить

нові термінологічні вислови, словосполучення, фрази, звороти, а також статті, тексти та мовні ситуації за темою й вправи на закріплення граматики. Однією з цілей збірки є наближення словникового запасу та навичок усного мовлення до живого спілкування.

Тексти, використані в заняттях навчального посібника дозволяють оволодіти лексикою за темою "Психологія", необхідною для подальшої роботи в галузі. Система вправ забезпечує швидке й ефективно засвоєння студентами та курсантами необхідних знань і формування в них умінь і навичок повсякденного спілкування.

Під час організації процесу навчання слід враховувати такі фактори:

- даний навчальний посібник призначений для курсантів та студентів з різним рівнем знань й забезпечує широкі можливості як аудиторної так і самостійної роботи;
- фонетика та граматики подаються не у вигляді зведення правил для вивчення, а як мовний матеріал, в процесі роботи над яким у курсанта або студента формуються мовні уміння та навички;
- оволодіння лексичним матеріалом відбувається в процесі роботи над текстом навчального посібника, при цьому робота над словом ведеться в контексті, різноманітні вправи закріплюють вивчену лексику;
- навчання читанню, що послідовно здійснюється на всіх етапах вивчення мови, доповнюється позалекційним читанням;
- комунікативні вправи спрямовані на розвиток у курсантів та студентів здібності грамотно, аргументовано й послідовно висловлювати свою думку англійською мовою, демонструвати свою ерудицію. Комунікативні завдання підібрані таким чином, щоб дати майбутнім психологам можливість обговорити загальні проблеми, важливі для їх професії;

Таким чином, даний навчальний посібник ставить своєю метою не лише формування основних навичок та вмінь у зв'язку з професією, але й дозволяє закріпити й поглибити знання зі спеціальних дисциплін, які курсанти й студенти отримують рідною мовою.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 1

ЗАГАЛЬНИЙ ОБРИС ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Armed Forces of Ukraine

Proceeding from national interests of Ukraine, the principle task of the Armed Forces of Ukraine is to ensure (jointly with other institutes of the state) the defence of Ukraine, to protect its sovereignty, territorial integrity and the inviolability of its borders. This extremely important national interest can be ensured through the establishment of the modern armed forces capable to fulfil the designated tasks and be interoperable enough to act effectively within international formations, including the NATO ones. Accordingly the Armed Forces of Ukraine should be able to act as a part of multinational formations, to have the necessary level of mutual compatibility and to correspond with NATO standards.

Instability and regional conflicts can have a negative impact on the interests of the national security of Ukraine. That is why the Armed Forces should be able to contribute to the formation of international peace and stability through military cooperation as a part of preventive diplomacy, participation in peacemaking and humanitarian operations, multinational operations to regulate crisis situations, including operations to establish peace.

The Armed Forces of Ukraine should be ready to support the relevant authorities and to contribute to the liquidation of natural disasters and man caused catastrophes.

At the same time the Armed Forces of Ukraine should have opportunities to support the relevant law enforcement authorities in their activities with respect to reacting effectively to risks and threats of a non war nature, viz. international terrorism, illegal trade in arms and the spreading of missile technologies, nuclear and other weapons of mass destruction, uncontrolled migration, religious and ethnic extremism, other negative phenomena inside the state.

? Дайте відповіді на запитання:

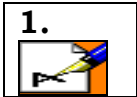
1. What is the principle task of the Armed Forces of Ukraine?
2. What is the meaning of the word interoperability?
3. Why the Armed Forces of Ukraine should be able to act as a part of multinational formations?
4. What risks and threats of a non war nature do you know?



Знайдіть еквіваленти слів у тексті англійською мовою:

Національні інтереси, суверенітет, територіальна цілісність, взаємосумісність, багатонаціональні формування, стабільність, дипломатія, правоохоронні органи, загрози невоєнного характеру.

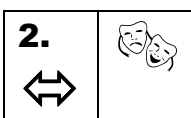
ГРАМАТИЧНІ ВПРАВИ АРТИКЛІ. ОЗНАЧЕНИЙ. НЕОЗНАЧЕНИЙ. НУЛЬОВИЙ



1.

Вставте артикль *a/an, the*, де необхідно

1. moon goes round earth every 27 days.
2. Did you see film on TV or at cinema?
3. After breakfast we went for a walk by sea.
4. There is theatre not far from our house. theatre is very beautiful.
5. Tom lives in small village in country.
6. butter and cheese are made of milk.
7. Here is book you wanted.
8. It is beautiful day. sun is shining brightly in sky.
9. What is highest mountain in world?
10. Volga is longest river in European part of Russia.
11. children like ice-cream.
12. What beautiful weather! Let's go for walk!
13. Would you like cup of tea?
14. I usually go to bed at 11 o'clock.
15. Pass me sugar, please.



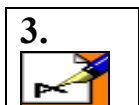
2.

Виберіть правильний варіант використання артикля в наступних реченнях:

1. *Apples / the apples* are good for you.
2. Look at *apples / the apples* on that tree! They are very large.
3. *Women / the women* are often better teachers than *men / the men*.
4. In Britain *coffee / the coffee* is more expensive than *tea / the tea*.
5. We had a very nice meal in that restaurant. *Cheese / the cheese* was especially good.
6. Do you know *people / the people* who live next door?
7. Many children don't like to go to *school / the school*.
8. After *work / the work*, Ann usually goes *home / to home*.
9. All criminals must be sent to *prison / the prison* for their crimes.
10. When Max was ill, we all went to *hospital / the hospital* to visit her.
11. I like to read in *bed / the bed* before going to sleep.
12. How many people go to *university / the university in your country*?
13. Have you ever visited *Tower of London / the Tower of London*?

14. The British Prime Minister lives in *Downing Street / the Downing Street*.

15. Mr. Brown's wife likes to read *Times / the Times*.



3. Перекладіть українською мовою. Зверніть увагу на використання артиклів.

1. Зима – холодний сезон в Україні.
 2. Вода і повітря необхідні для життя.
 3. Вранці я п'ю чай з молоком та цукром.
 4. Молоко надто холодне, не пий його.
 5. Моя найкраща подруга живе на третьому поверсі.
 6. Це дуже складне питання. Я не можу його вирішити.
 7. Весна – найчарівніша пора року.
 8. Він подарував мені квіти. Квіти мені дуже сподобалися.
 9. Чорне море знаходиться на півдні України.
 10. Історія була моїм найулюбленішим предметом у школі.
 11. Вчора я був у театрі. Вистава мені не сподобалася.
 12. Моя мати – найчарівніша жінка у світі.
 13. Крим знаходиться на півдні України і омивається Чорним морем.
 14. Відкрийте ваші книги на сторінці 25 та прочитайте текст 4.
- Недалеко від моєї домівки є річка. Влітку річка дуже гарна, ми з друзями часто ходимо туди купатися.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 2

СУХОПУТНІ ВІЙСЬКА ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Land Forces (LD)

History of creation

The Land Forces (LD) of the Armed Forces of Ukraine was formed as an organic structure of the Armed Forces of Ukraine on the basis of the Decree of the President of Ukraine according to the Article 4 of the Law of Ukraine “On the Armed Forces of Ukraine” in 1996.

The Land Forces (LD) of the Armed Forces of Ukraine is the main possessor of the combat power of the Armed Forces of the independent Ukrainian country.

According to its designation and tasks, the Land Forces is a decisive factor in peace and wartime.

The branches of the Army of the Armed Forces of Ukraine

Mechanized and armoured forces, which make a basis of the Army, execute tasks of holding the occupied areas, lines and positions tasks of enemy’s impacts repelling, of penetrating enemy’s defence lines, of defeating the enemy forces, of capturing the important areas, lines and objects, operate in structure of marine and landing troops.

Mechanized and armoured forces consist of mechanized and armoured divisions and brigades.

Formations and units of mechanized and armoured forces are equipped by:

T-64, T-72, T-80, T-84 tanks;

BTR-60, BTR-70, BTR-80 armoured personnel-carriers;

BMP-1, BMP-2 infantry fighting vehicles;

other types of armaments.

Rocket troops and artillery of The Land Forces consist of formations of operational-tactical and tactical missiles, of formations and units of howitzer, cannon, jet-propelled and anti-tank artillery, of artillery reconnaissance, of mortar units and of units of anti-tank missiles. They are assigned to destroy human resources, tanks, artillery, anti-tanks enemy weapons, aircraft, objects of air defense and other important objects during the combat arms operations.

Formations, units and elements of Rocket troops and artillery are equipped by:

missile complexes of operational-tactical and tactical missiles;

multi-launcher rocket systems, as “Smerch”, “Uragan”, “Grad”;

“Giacint”, “Pion”, “Akacia”, “Gvozdika” howitzers;

“Shturm”, “Konkurs”, “Rapira” anti-tank weapons.

The Army aviation is the most maneuverable branch of the Land Forces, intended to conduct the tasks under different conditions of combat arms

operations.

Units and elements of the Army aviation provide reconnaissance, defeat weapons, equipment and humane resources of enemy, give fire support during the offence or counterattack, land tactical troops, deliver combat weapons and personnel at the specified areas, execute other main tasks.

The Army consists of brigades and regiments of the Army aviation. Formations and units of the Army aviation are equipped by Mi-8, Mi-24 and their modifications.

The airmobile forces is a highly mobile component of the Land Forces. The airmobile forces consists of formations, units and elements of the Army and the Army aviation, that well trained for combined activities in the rear of the enemy.

The airmobile forces is in constant combat readiness and is the high mobility branch of forces, that is capable of conducting any task under any conditions.

The airmobile forces consists of airmobile division, single airmobile brigades and regiments.

The Army Air Defense covers troops against enemy attacks from air in all kinds of combat operations, during regrouping and dislocation on terrain.

The Army Air Defense is equipped by effective surface-to-air missile systems and complexes of division level and antiaircraft missile and artillery complexes of regiment level characterized by high rate of fire, vitality, maneuverability, by capability of action under all conditions of modern combat arms operations.

Surface-to-air missile systems and complexes of division level are equipped by surface-to-air missile complexes “Osa”, “Kub”, “Tor”.

Antiaircraft missile and artillery complexes of regiment level are equipped by antiaircraft missile complexes “Strila-10”, “Tunguska”, “Igla”, “Shilka”.

? Дайте відповіді на запитання:

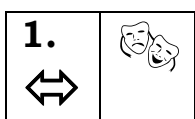
1. What do you know about the history of creation of the Land Forces?
2. What branches of the Land Forces do you know?
3. What types of armament do you know?
4. What is the main task of the airmobile forces?



Знайдіть еквіваленти слів у тексті англійською мовою:

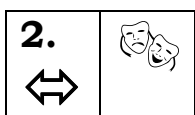
Сухопутні війська, танкові війська, дивізія, бригада, ракетні війська і артилерія, розвідка, бойова техніка, аеромобільні війська, війська протиповітряної оборони, зенітні ракетні комплекси.

ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ АРТИКЛЯ ПЕРЕД ВЛАСНИМИ НАЗВАМИ



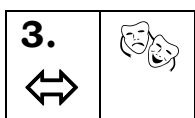
Вставте артикль, де потрібно.

1. ... Moscow is situated on ... Moscow River. ... Moscow is a river that moves very slowly. There is ... canal called ... Moscow-Volga Canal which joins ... Moscow to ... Volga. ... Volga runs into ... sea at ... Caspian Sea.
2. Several rivers run into ... sea at ... New York. ... most important is ... Hudson River which empties into ... Atlantic Ocean. Besides ... Hudson there are ... two other rivers: ... East River and ... Harlem River.
3. In ... Siberia there are many long rivers: ... Ob, ... Irtysh, ...Yenissei, ... Lena and ... Amur.
4. ... United Kingdom consists of ... Great Britain and Northern Ireland.



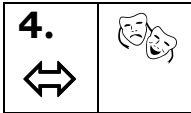
Вставте артикль, де потрібно.

1. Teckle comes from ... very old country on ... Nile. It is called ... Ethiopia. ... Ethiopia is ... beautiful mountainous country. Teckle is ... young man. He wants to become ... engineer. He is very happy to be ... student of ... St. Petersburg University. He spends ... lot of time at ... library reading and studying different subjects. Very often in ... evening his new friends and he walk about ... city talking about their native countries.
2. Galina lives in ... Ukraine. She lives in ... small village near ... Odessa. She is ... librarian. In summer she has ... lot of ... work: she takes ... newspapers and magazines to ... people who work in the fields. Galina wants to enter ... Moscow University and now she is preparing for ... entrance examinations.
3. My friend lives in ... America. He is ... student. He studies ... history at ... Harvard University.



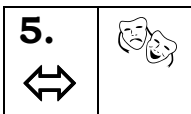
Вставте артикль, де потрібно.

1. ... Kyiv is situated on ... Dnieper. ... Dniester is a river that moves very slowly. There is ... canal called ... Moscow-Volga Canal which joins ... Moscow to ... Volga. ... Dnieper runs into ... Black Sea.
2. ... Altai Mountains are ... higher than ... Urals.
3. Chicago is on ... Lake Michigan.
4. ... Neva flows into ... Gulf of ... Finland.
5. ... Pacific Ocean is very deep.
6. ... France is to ... north of ... Italy.



Вставте артикль, де потрібно.

1. ... Neva flows into ... Gulf of ... Finland.
2. ... Pacific Ocean is very deep.
3. ... Urals are not very high.
4. ... Kazbek is ... highest peak of ... Caucasus.
5. ... Alps are covered with snow.
6. ... Shetland Islands are situated to ... north of ... Great Britain.
7. ... USA is ... largest country in ... America.
8. ... Crimea is washed by ... Black Sea.
9. ... Lake Baikal is ... deepest lake in ... world.
10. ... Paris is ... capital of ... France.



Вставте артикль, де потрібно.

1. I'm going to Folkestone today and will stay at ... *Metropole*.
2. I often go to ... Pushkin Theatre.
3. Dusk was already falling on ... noble curve of ... Thames.
4. Years ago he lived in ... Berkeley Square.
5. ... sets of furniture were imitations of one of ... Louis periods.
6. I hear he's off to ... Central Africa.
7. ... Willoughbys left town as soon as they were married.
8. She kept murmuring aloud extracts from ... *Globe's Realistic Descriptions of ... Weather*.
9. ... Pulkovo Observatory is over ... hundred years old.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 3

ПОВІТРЯНІ СИЛИ ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Air Forces (AF)

The main tasks of The Air Forces of the Armed Forces of Ukraine:

- achievements of air superiority;
- covering of forces and objects against enemy air strike;
- the Army and the Navy combat operations aerial support;
- breakdown the enemy maneuver and its transportation;
- landing operations and fight against enemy troops landed;
- aerial reconnaissance;
- air transportation of troops and equipments;
- destruction of enemy military industrial and state objects, communications infrastructure.

The Air Force of the Armed Forces of Ukraine consists of the components:

Aviation

Bomber Aviation (consists of Tu-22m3, Su-24m aircraft) is the main striking force of the Air Force and intended for destruction of troops, aircraft, the Navy and military-industrial and power objects in strategic and operational depth.

Assault Aviation (consists of Su-25 aircraft) provides air support of ground forces and intended for destruction of enemy troops and ground (sea) targets at the tactical depth of the front line.

Fighter Aviation (consists of Su-27, Mig-29 aircraft) carries out the direct air combat with enemy aircraft and intended for aircraft, helicopters, air cruise missiles and terrain (marine) objects destruction.

Reconnaissance Aviation (consists of Su-24mr, Su-17m4r aircraft) intended for enemy, terrene and weather aerial reconnaissance.

Transport aviation (consist of Il-76, An-24 aircraft) intended for landing operations, troops and equipments air carriages.

The Air Defence

Surface-to Air Missile Forces (SAM) are intended to provide the air defense of Ukraine in cooperation with other branches of the Armed Forces.

SAM forces are equipped with different types of anti-aircraft missile (AAM) complexes highly capable to intercept modern air targets of wide range of altitude and speed under any weather conditions and 24 hours per day. The development of SAM forces means the increase of their mobility in order to create the concentration of SAM forces of enough combat power on the

dangerous direction. The basic equipment of SAM forces are: complex S-200, modern multi-channel AAM system S-300 of different modifications and AAM complex “BUK”

Radar Troops are intended to conduct constant air space radar observation and to provide combat operations of SAM forces and fighter aviation. Radar troops are equipped with modern radar sets capable to detect air targets on high spectrum of their distances and altitudes, to determine their exact coordinates and to provide target designation for SAM forces and fighter aviation 24 hours per day under any weather. Nowadays the retrofitting of existing radar sets from analogue to digital signal processing is conducted. It will increase their capabilities and also enable to connect these radar sets to automatic control system, which is being created on principles of modern computerized local networks with usage of new personal computers.

Special Forces, Units, Institutions and Elements of Logistics and Maintenance, Military Educational Institutions are intended to provide combat activity of formations, units and elements of Air Defence branches.

? Дайте відповіді на запитання:

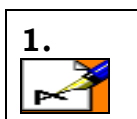
1. What are the main tasks of the Air Forces of the Armed Forces of Ukraine?
2. What are the components of the Air Forces?
3. What components of the Air Defence do you know?
4. What aircrafts do you know?



Знайдіть еквіваленти слів у тексті англійською мовою:

Авіація (винищувальна, штурмова, розвідувальна, військово-транспортна), протиповітряна оборона, радіолокаційна розвідка, авіаційна підтримка, повітряні перевезення.

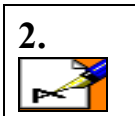
ГРАМАТИЧНІ ВПРАВИ ДІЄСЛОВО TO BE. ФОРМА ТЕПЕРІШНЬОГО, МИНУЛОГО ТА МАЙБУТНЬОГО ЧАСІВ.



1. Доповніть речення дієсловом to be у Present Simple.

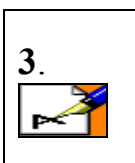
1. Where ... you? — I ... in the kitchen.
2. Where ... Fred? — He ... in the garage.
3. Where ... Lisa and John? — They .. at college.
4. ... you busy? — No, I ... not. Mike ... busy. He ... the busiest person I've ever met.
5. It... ten o'clock. She ... late again.
6. How ... you? — I ... not very well today. — I ... sorry to hear that.
7. We ... interested in classical music.
8. Vera ... afraid of snakes.
9. My grandmother ... not nervous and she ... rarely upset. She ... the

kindest person I've ever seen. My grandmother ... really wonderful. 10. I ... sorry. They ... not at the office at the moment. 11. Where ... the keys? — In your jacket. 12. What... the time, please? — Two o'clock. 13. It ... the biggest, meal I've ever had. 14. Which sport do you think ... the most dangerous? 15. Chess and aerobics ... not as exciting as sky diving and figure skating. 16. Debt... the worst kind of poverty. 17. The game ... not worth the candle. 18. Do you have any idea where he ... ? 19. Used cars ... cheaper but less reliable than new cars....



2. Доповніть речення дієсловом to be у Past Simple.

My aunt ... very depressed last Sunday. The weather ... terrible. It ... cold and rainy. Her husband ... not at home. He ... at hospital because he, ... sick. Her children ... not at school. They ... not in the yard, they ... in the living room. The TV ... broken. The children ... not only upset, they ... very angry. The neighbours ... not happy because her children ... too noisy. The house ... not clean. The sink ... broken. There ... dirty dishes on the kitchen table and in the sink. There ... nothing in the fridge. There ... no vegetables for dinner, there ... no juice for her children. There ... not even bread in the house! She ... tired and hungry. She ... just exhausted.



3. Доповніть речення дієсловом to be у Present, Past або Future Simple.

1. The students ... in the Russian Museum. 2. Last month they ... in the Hermitage. There ... an interesting exhibition there. 3. In two weeks they ... in the Tretyakov Gallery. They ... lucky. 4. My father ... a teacher. 5. He ... a pupil twenty years ago. 6. I ... a doctor when I grow up. 7. My sister ... not ... at home tomorrow. 8. She ... at school tomorrow. 9. ... you ... at home tomorrow? 10. ... your father at work yesterday? 11. My sister ... ill last week. 12. She ... not ill now. 13. Yesterday we ... at the theatre. 14. Where ... your mother now? — She ... in the kitchen. 15. Where ... you yesterday? — I ... at the cinema. 16. When I come home tomorrow, all my family ... at home. 17. ... your little sister in bed now? — Yes, she ... 18. ... you ... at school tomorrow? — Yes, I 19. When my granny ... young, she ... an actress. 20. My friend ... in Moscow now. 21. He ... in St. Petersburg tomorrow. 22. Where ... your books now? — They ... in my bag.



4. Перекладіть англійською мовою, вживаючи дієслово to be у Present Simple.

1. Мене звать Катя. 2. Мені 14 років. 3. Я росіянка. Я із Санкт-Петербурга. 4. Я учениця. 5. Мій улюблений вид спорту — теніс. 6. Я цікавлюся музикою. 7. Мій улюблений предмет — англійська мова. 8. Мій

папа — програміст. Він не цікавиться політикою. 9. Моя мама — зубний лікар. Вона цікавиться мистецтвом. 10. Ми завжди зайняті, але ми дуже щасливі бути разом. 11. Чия це ручка? — Це моя ручка. 12. Чия це книжка? — Це ваша книжка. 13. Чий це стіл? — Це стіл мого брата. 14. Чия це сумка? — Це сумка моєї мами. 15. Чий це олівець? — Це олівець моєї сестри. 16. Це твій зошит? — Так. Це зошит твого брата? — Ні, це мій зошит. Де ваш стіл? — Він посередині кімнати. 19. Де твоя ручка? — Вона в моїй кишені. 20. Де твій зошит? — Він на столі. 21. Де твоя мама? — Вона на роботі. 22. Де твій брат? — Він у школі. 23. Де твоя сестра? — Вона вдома. 24. Чий це олівець? — Це мій олівець. — А де мій олівець? — Він на столі. 25. Чий це годинник? — Це мій годинник. — А де мій годинник? — Він на столі.



5. Перекладіть англійською мовою, вживаючи дієслово to be у Present, Past або Future Simple.

1. Учора вони були в бібліотеці. 2. Зараз вони в школі. 3. Завтра вони будуть у театрі. 4. У даний момент його тут немає. 5. У неділю він буде на концерті. 6. Минулої суботи він був на стадіоні. 7. Мій брат зараз у школі. 8. Мій брат був учора в кіно. 9. Мій брат буде завтра вдома. 10. Ти будеш вдома завтра? 11. Вона була вчора в парку? 12. Він зараз у дворі? 13. Де тато? 14. Де ви були вчора? 15. Де він буде завтра? 16. Мої книжки були на столі. Де вони зараз? 17. Моя мама вчора не була на роботі. Вона була вдома. 18. Мій друг не в парку. Він у школі. 19. Завтра о третій годині Микола і Михайло будуть у дворі. 20. Ми не були на півдні минулого літа. Ми були в Москві. 21. Завтра мій дідусь буде в селі. 22. Коли твоя сестра буде вдома? 23. Ти будеш льотчиком? — Ні, я буду моряком. 24. Моя сестра була студенткою в минулому році, а зараз вона лікар. — Ти також будеш лікарем? — Ні, я не буду лікарем. Я буду інженером. 25. Вони не були в кіно. 26. Вони не в школі. 27. Вони вдома. 28. Ви були в парку вчора? 29. Він був у школі вчора? 30. Він був робітником. 31. Вона була вчителькою.

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 4

ВІЙСЬКОВО-МОРСЬКІ СИЛИ ЗСУ



Прочитайте та перекладіть текст українською мовою.

The Naval Forces (NF)

The Naval Forces of the Armed Forces of Ukraine consists of 5 branches: surface forces, submarine forces, Navy aviation, coast rocket-artillery and marines. The Naval Forces of the Armed Forces of Ukraine also has as a component part special formations and units, units institutions of technical, logistical and medical support, military educational and scientific institutions.

By its organization the Naval Forces consists of military command and control bodies, formations, large units, units, ships, military educational institutions, institutions and organizations.

Surface forces, having in their disposal surface ships and boats of different classes and destination perform to:

- search and neutralization of surface ships, submarines and boats of the enemy, enemy amphibious elements, patrols and single transports (ships);
- provide security of base regions, deployment and arrival of friendly submarines, protection and support to patrols and single transports (ships), protection of merchant ships;
- perform mine laying missions;
- perform landing of amphibious forces and conduct of their operations on the coast;
- participate in fire support of units, acting at the sea directions; perform minesweeping, reconnaissance, and radio electronic warfare;
- conduct targeting of its strike forces on enemy objectives;
- land reconnaissance special purpose groups (detachments) on the enemy shores, and perform other tasks.

Naval aviation, having in its disposal planes and helicopters of coast and ship basing, performs the following duties:

- to search and neutralize enemy surface ships, submarines and boats, enemy amphibious elements, patrols and single transports (ships);
- to performs mine laying and minesweeping missions;
- to conduct air reconnaissance, radio electronic warfare, conduct targeting of its strike forces on enemy objectives.

Naval aviation may as well be involved in destroying naval and air bases, ports and separate permanent naval objects, oil and gas complexes of the enemy, provide landing of the amphibious forces and support their actions on the coast, and also for performing other tasks.

Coast rocket-artillery forces, having in its disposal coast installed and

moving rocket systems, are aimed to destroy surface ships, amphibious groups and patrols of the enemy, protect bases and coast objects of the fleet, coast sea communications and friendly forces formations, acting at sea directions. Besides, they can be used to destroy bases and ports of the enemy.

Marine Corps, being highly mobile armed branch, is used as a component part of amphibious, airborne and amphibious-airborne operations, alone or in accordance with formations and units of the Army in order to capture parts of the seashore, islands, ports, fleet bases, coast airfields and other coast objects of the enemy. It can also be used to defend naval bases, vital areas of the shore, separate islands and coast objects, security of hostile areas.

Units and organizations of technical, logistical and medical service are directed to support combat and everyday life activities of the Navy. They include units, elements and institutions of technical support, ammunition service and ship maintenance, battalions (groups) of support vessels, logistics bases, bases and depots of materiel, agricultural enterprises, medical units and facilities, post exchanges, aviation, automobile, armor, logistical equipment maintenance workshops (plants).

Special purpose formations and units are aimed to support combat and everyday life activities of formations, large units, units of the Navy and for performing their particular special tasks.

They have as their component parts: reconnaissance, NBC protection, radio electronic warfare, signal, radio, search and rescue, hydrographic and weather, naval engineer service formations, units and elements.

By their organization special purpose formations, units, elements and institutions in general are component parts of maritime regions, and part of them is directly subordinate to the commandment of the Navy.

? Дайте відповіді на запитання:

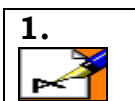
1. What are the main tasks of the Naval Forces?
2. What branches of the Naval Forces do you know?
3. What tasks do surface forces fulfil?
4. What tasks does naval aviation perform?
5. What do you know about Marine Corps?



Знайдіть еквіваленти слів у тексті англійською мовою:

Надводні сили, підводні сили, авіація ВМС, морська піхота, десантні загони, конвой, радіоелектронна боротьба, повітряна розвідка, стаціонарні і рухомі ракетні комплекси.

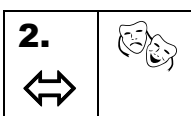
ГРАМАТИЧНІ ВПРАВИ ДІЄСЛОВО HAVE/HAS (GOT)



1.

Вставте дієслова *have got/has got, haven't got/hasn't got*.

1. They like animals. They ... three dogs and two cats.
2. Sarah ... a car. She goes everywhere by bicycle.
3. Everybody likes Tom. He ... a lot of friends.
4. Mr. and Mrs. Johnson ... two children, a son and a daughter.
5. An insect ... six legs.
6. I can't open the door. I ... a key.
7. Quick! Hurry! We ... much time.
8. What's wrong? – I ... something in my eye.
9. Ben doesn't read much. He ... many books.
10. It's a nice town. It ... a very good shopping centre.
11. Alice is going to the dentist. She ... a toothache.
12. Where's my newspaper? – I don't know, I ... it.
13. Julia wants to go on holiday, but she ... no money.
14. I'm not going to work today. I ... a bad cold.

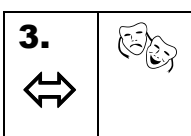


2.



Побудуйте речення, використовуючи дієслова *have/has got*.

1. (you / a camera)?
2. (you / a passport)?
3. (your father / a car)?
4. (Mary / many friends)?
5. (Mr. and Mrs. Lewis / any children)?
6. (how much money / you)?
7. (what kind of car / they)?
8. (Jim / black hair)?
9. (Ann and her sister / bicycles)?
10. (I / two brothers)?



3.



Доповніть діалогі правильною формою дієслова *have* або *have got*. Іноді можливі 2 форми. Перекладіть українською мовою.

1. “Rebecca,..... you..... a headache? You don't look very well”
“No, it's not that. I..... a baby and I feel sick.”
“Congratulations! Do you want a boy or a girl?”
“Well, Ithree boys, so it would be nice to..... a girl this time.”
2. “Jane, any chocolate?”
“No, of course, II'm on a diet”

- “You are joking. Youtwo Mars Bars yesterday.”
- “I know, Iany willpower, but I really want to be slim for my holiday next month.”
- “Good luck!”
3. “.....youany pets?”
- “No, we.....you?”
- “Oh, yes. We..... a dog, two cats, and two parrots.”
- “I’d love toa dog, but I’m not sure about cats and parrots.”
4. “Come on! We must hurry! We are late!”
- “But Imy passport! I can’t find it anywhere!”
- “What? Youit yesterday.a look in your bag!”
- “Thanks goodness. It’s here!”
5. “Nick, I thought you a company car! Why are you cycling to work?”
- “Ian accident last week. I drove through a red light and hit a police car.”
- “That’s bad luck!”

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 5

МІЖНАРОДНЕ СПІВРОБІТНИЦТВО ЗСУ



Прочитайте та перекладіть текст українською мовою.

International Cooperation

International cooperation is one of the important activities of Ukrainian Armed Forces. It plays a vital role in providing national security and defence. It is essential prerequisite for integration of Ukraine into European and Euro Atlantic security structures.

Currently, Ukraine has concluded international agreements on military cooperation and armaments cooperation with more than 50 nations, according to which the Ministry of Defence is one of the executors. In addition, MOD cooperates with other 36 nations according to additional agreements. Some activities are aimed at increasing interoperability with armed forces of other countries. Also military units of other countries take part in multinational exercises held in Ukraine in the frame of bilateral cooperation programs and NATO cooperation program.

The cooperation in the sphere of military training and preparation of units for PSOs is actively developed with the USA, UK, France, Germany, Italy, the Netherlands, Austria, Greece, and Turkey. It has been studied European states defence reform experience.

Cooperation with NATO is a key cooperation activity. It is aimed at fulfilment of two primary tasks: reforming of Armed Forces and preparation forces and equipment designated for NATO-led operations.

The prospective areas of cooperation with EU are strategic airlifts provided by Ukrainian air transport companies; participation of Ukrainian military units in crisis response operations led by EU; improvement of cooperation between enterprises of Ukraine and EU states in the sphere of joint projects for research and production of new armaments and military equipment and old types modernization.

Regional cooperation is essential part of European and Euro Atlantic integration process. Ukraine continues its dialogue with the South Eastern Europe and the Black Sea nations on bilateral level and in the framework of international forums. It is implemented successfully initiative on establishing and functioning multinational naval formation BLACKSEAFOR. Ukraine has the status of observer at the South Eastern Europe Defence Ministerial. The Ukrainian Armed Forces will continue to develop defence cooperation in order to study conflict solution experience, to familiarize with military units of other countries, to gain practical experience in operations and crisis, to improve cooperation between military personnel from other nations and to create the

spirit of confidence and military cooperation.

? Дайте відповіді на запитання:

1. Why international cooperation is so important for Ukraine?
2. What is a key cooperation activity?
3. What prospective areas of cooperation with EU do you know?
4. What do you know about the regional cooperation of our country?



Знайдіть еквіваленти слів у тексті англійською мовою:

Співробітництво, зміцнення національної безпеки і оборони, міжнародний договір, взаємосумісність, двостороннє співробітництво, багатонаціональні навчання, підготовка військових кадрів, реформування.

ГРАМАТИЧНІ ВПРАВИ ПОРЯДОК СЛІВ В АНГЛІЙСЬКОМУ РЕЧЕННІ



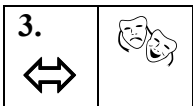
1. Поставте слова у правильному порядку. Перекладіть українською мовою.

1. Jim doesn't like very much football.
2. Ann drives every day by her car to work.
3. When I heard the news, I phoned Tom immediately.
4. Maria speaks very well English.
5. After eating quickly my dinner, I went out.
6. You watch all the time television. Can't you do something else?
7. Jim smokes about 20 cigarettes every day.
8. I think I'll go early to bed tonight.
9. When I heard the alarm, I got immediately out of bed.



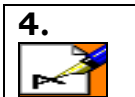
2. Розкрийте дужки. Перекладіть українською мовою.

1. I ... sugar in my tea. (take/usually)
2. 'Where's Jim?' 'He ... home early.' (gone/has/probably)
3. Ann ... very generous. (is/always)
4. Ann and Tom ... in Manchester. (both/were/born)
5. Tim is a good pianist. He ... very well, (sing/also/can)
6. Our television set ... down, (often/breaks)
7. We ... a long time for the bus. (have/ always/to wait)
8. My sight isn't very good. I ... with glasses, (read/can/only)
9. I ... early tomorrow. (probably/leaving/will/be)
10. I'm afraid I ... able to come to the party. (probably / be / won't)



3. Переробіть наступні речення, ставлячи слова в дужках у правильному порядку.

1. (he won/easily/the game) He won
2. (again/please don't ask/that question) Please
3. (football/every week-end/does Ken play?) Does
4. (quietly/the door/I closed) I
5. (his name/after a few minutes/I remembered)
6. (a letter to her parents/Ann writes/every week)
7. (at the top of the page/your name/please write)
8. (some interesting books/we found/in the library)
9. (opposite the park/a new hotel/they are building)
10. (to the bank/every Friday/I go) I go
11. (home/why did you come/so late?) Why
12. (around the town/all morning/I've been walking)
13. (recently/to the theatre/have you been?)
14. (to London/for a few days next week/I'm going)
15. (on Saturday night/I didn't see you/at the party)



4. Розкрийте дужки. Перекладіть українською мовою.

1. Have you been arrested? (ever) Have
2. I don't have to work on Saturdays, (usually) I
3. Does Tom sing when he's in the bath? (always)
4. I'll be late home this evening, (probably)
5. We are going away tomorrow, (all).....
6. (Don't take me seriously.) I was joking, (only) I.....
7. Did you enjoy the party? (both)
8. (I've got a lot of housework to do.) I must write some letters, (also)

ТЕМА 28:

СТРУКТУРА ЗБРОЙНИХ СИЛ УКРАЇНИ

Заняття 6

МИРОТВОРЧА ДІЯЛЬНІСТЬ ЗСУ



Прочитайте та перекладіть текст українською мовою.

Peacekeeping activity

Participation of Ukraine in peacekeeping activity is believed to be the one of the substantial constituents of its foreign policy as well as an essential prerequisite for ensuring its national security. Since the proclamation of Ukraine's independence and creation of its Armed Forces, Ukraine has been actively participating in peacekeeping operations. It holds a fitting place in the midst of the ten most significant state-contributors to the UN's peacekeeping activity. Our military contingents have gained high prestige.

Participation in peacekeeping activity under NATO's leadership as well as exercises within the framework of the 'Partnership for Peace' programme enabled military personnel of Ukraine to improve their knowledge in Alliance staff procedures concerning logistics, and command and control. At the same time, perspective to enhance the level of Ukrainian participation in peacekeeping operations puts the demands for peacekeeping units on a permanent basis as well as it requires to review some force training programmes and structures. The experience in participation in peacekeeping operations enables to define problematic issues in the field of achievement interoperability with NATO forces. The ability to augment command and control systems and logistics capabilities should be further improved in a way of introducing interoperable systems for logistics and command and control.

? Дайте відповіді на запитання:

1. Is it important for our country to participate in peacekeeping operations?
2. What state-contributors to the UN's peacekeeping activity do you know?
3. What is PfP?
4. Are you going to participate in PSO?



Знайдіть еквіваленти слів у тексті англійською мовою:

Миротворчі операції, держава-контрибутор, "Партнерство заради миру", тилове забезпечення, набутий досвід, національна безпека.

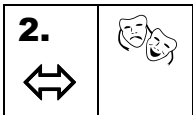
ГРАМАТИЧНІ ВПРАВИ ТИПИ ЗАПИТАНЬ В АНГЛІЙСЬКІЙ МОВІ



1.

Напишіть запитання до кожного члену речення.

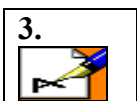
1. Somebody lives in the house.
2. Tom said something.
3. They have lost their keys.
4. Somebody cleaned the kitchen.
5. I asked my father for some money.
6. A terrible accident happened this night.
7. Somebody phoned me yesterday.
8. Jim knows the answer.
9. Some noise woke me up this morning.
10. This word means something.
11. Ann has got my pen.
12. I'm going to cook something delicious for my husband.
13. John's wife has just bought a new dress.
14. She told me about the accident.
15. Somebody broke the window.
16. He took my umbrella.
17. A man wants to talk to you.
18. I'm reading a very interesting magazine.
19. Somebody is coming.



2.

Поставте загальні, розділові й альтернативні питання до наступних речень.

1. He can swim.
2. I smoke 20 cigarettes a day.
3. Ann was late this morning.
4. My parents will be here tomorrow.
5. John likes his work very much.
6. I live near the city centre.
7. My friends enjoyed their holidays.
8. Max had a cold shower this morning.
9. Mary likes chocolate more than anything else.
10. We are going out this morning.



3.

Вставте потрібні питальні слова. Перекладіть українською мовою.

1.is that man's name?
2. You can have tea or coffee.do you want?
3. "I can't find my umbrella." ".....colour is it?"
4. This is a very nice house.room is yours?

5.is more expensive, meat or fish?
6.is your telephone number?
7.nationality are you?
8.did he stay when he was in Paris?
9.language are you going to learn?
10.size of pullover do you wear?

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 1

ЗАГАЛЬНА СТРУКТУРА ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

US ARMED FORCE ORGANIZATION

The Armed Forces of the USA consist of the Army (Land Forces), Navy, Air Force, Marine Corps and Coast Guard including their Regular and Reserve components.

The Army is responsible for preparing forces for combat operations on land (Land Forces). The Navy and Marine Corps are responsible for preparing forces for combat operations at sea. The Air Force is responsible for preparing forces for combat operations in the air.

The Army is one of the main armed services of the Armed Forces. The Army includes different arms and services. There are about twenty arms and services in the Army.

Arms are those-units that directly participate in combat. They are as follows: Infantry, Artillery and Armour. Their main mission is combat and combat support.

The Corps of Engineers, the Signal Corps and the Military Police Corps are referred to both arms and services because they have units with fighting duties.

The main services are Ordnance Corps, Chemical Corps, Army Medical Service, Transportation Corps and others. The main mission of services is combat service support.

Under the Constitution of the United States the President is commander-in-chief of the Armed Forces. He is assisted by several agencies. The two most important agencies are the National Security Council and the Department of Defence.

The Department of Defence is headed by the civilian Secretary of Defence. It consists of the Department of the Army, Department of the Navy, Department of the Air Force.

The military heads of the Departments are their Chiefs of Staffs. They form the Joint Chiefs of Staff.

Joint Chiefs of Staff is responsible for strategic planning, the joint employment and training of the Armed Forces. The Joint Chiefs of Staff is assisted by the Joint Staff. The Joint Staff is responsible for strategic, intelligence and logistics planning.

All these departments and agencies are housed in Pentagon. Pentagon is a five-sided building (from Greek penta+gon meaning five-cornered). The form of the building - five concentric rings with a yard inside - has become the emblem of the US Army.

? Дайте відповіді на запитання:

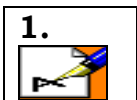
1. How are the US Armed Forces organized?
2. Who is the Commander-in-Chief of the US Armed Forces?
3. What are the US armed services?
4. What are the three military departments in the US?



Знайдіть еквіваленти слів у тексті англійською мовою:

Збройні сили, вид збройних сил, сухопутні війська, військово-морські сили, повітряні сили, морська піхота, берегова охорона, резерв, бойові дії, головнокомандувач, стратегічне планування.

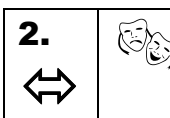
ГРАМАТИЧНІ ВПРАВИ ТЕПЕРІШНІЙ НЕОЗНАЧЕНИЙ ЧАС



1.

Перекладіть речення, використав Present Simple.

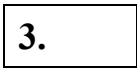
1. Що у вас на сніданок?
2. Він зазвичай працює у суботу.
3. Де ви вечеряєте? – Вдома, як завжди.
4. Його батько завжди палить після обіду.
5. Коли ви читаете газети? – Як правило, під час сніданку.
6. О котрій годині починаються ваші заняття?
7. Він знає англійську і дуже добре розмовляє.
8. Автобус № 13 тут не зупиняється.
9. У нас заняття кожен день, крім суботи та неділі.
10. Англійці часто говорять про погоду.



2.

Скажіть, що ви робите кожного дня (відповіді можуть бути як у стверджувальній, так і в заперечній формі).

1. watch TV
2. get up before 7.30
3. have a shower
4. go shopping
5. speak English
6. drink coffee
7. work with computer
8. buy a new CD
9. go to the party
10. play football with friends

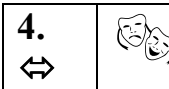


3.

Перепишіть наступні речення, розкриваючи дужки.



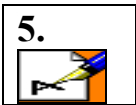
1. The swimming bath.....(open) at 9.00 and (close) at 18.30 every day.
2. What time..... (the banks/close) in Britain?
3. I have a car but I,..... (not/use) it very often.
4. How many cigarettes(you/smoke) a day?
5. 'What.....(you/do)?' I'm an electrical engineer.
6. 'Where.....(your father/come) from?' 'He(come) from Scotland.'
7. If you need money, why (you/not/get) a job?
8. I.....(play) the piano, but I (not/play) very well.
9. I don't understand the word 'deceive'. What..... ('deceive'/ mean)?



4. Виправте речення, щоб інформація була вірною.

Example: The sun goes round the earth..... *The sun doesn't go round the earth.
The earth goes round the sun.*

1. The sun rises in the west.
2. Mice catch cats.
3. Carpenters make things from metal.
4. The River Amazon flows into-the Pacific Ocean.



5. Розкрийте дужки та побудуйте питальну форму.

1. I get up in the morning. (What time/usually?)
2. Ann watches television. (How often?)
3. I write to my parents. (How often?)
4. I have dinner in the evening? (What time/usually?)
5. Tom works. (Where?)
6. I go to the cinema. (How often?)
7. People do stupid things. (Why?)
8. The car breaks down. (How often?)

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 2

СУХОПУТНІ ВІЙСЬКА ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

Organization – Headquarters, Department of the Army

The headquarters, Department of the Army (DA), housed in the Pentagon, Washington, D.C. is the place of final decision as to Army affairs, and the nerve center for control of execution of the military missions pertaining to the Army. It is an organizational component of the Department of Defense (DOD). Located together are the command and control elements of the DOD, and the DA, Department of the Navy (DN), and Department of the Air Force (DAF), so they may work together in easy teamwork, and operate together in jointly planned and executed combined operations.

The Secretary of the Army (SA), a civilian, is the head of the Army who has the primary responsibility for the affairs of Army establishment. He is assisted by other civilian officials and by the Army Staff, which is the professional military staff at the HQ, DA. It consists of the Chief of Staff (CofS), the Army General Staff, the Special Staff and the Personal Staff.

The Chief of Staff is the highest military assistant or advisor to the Secretary of the Army. He occupies the pinnacle position within the Army. He is a member of the Joint Chiefs of Staff (JCS) and as a member thereof is adviser to the President, the National Security Council (NSC), and the Secretary of Defense (SECDEF). As Chief of Staff, United States Army (CSUSA), his responsibility is to the SA and includes the worldwide Army mission as well as its administration, training, and supply.

The Army initiated a reorganization of its major field commands in 1973. As a result of the reorganization, the old Continental Army Command, the Combat Developments Command, and the US Third Army were abolished. In their places, the new organization provides the US Army Forces Command, US Army Training and Doctrine Command, US Army Development and Readiness Command, US Army Security Agency, US Army Communications Command, Military Traffic Management Command, US Army Criminal Investigation Command, US Army Health Services Command, US Army Military District of Washington.

The three remaining continental armies now have the prime responsibility for supervising the operations and readiness of Army reserve units. Subordinate to Forces Command (FORSCOM), these armies operate through nine Army Readiness Regions. The geographical boundaries of the armies, First, Fifth, and Sixth, as well as Army Readiness Regions, are. Each Readiness Region has a small staff to control Readiness Groups which will assist and advise Army

Reserve and National Guard (NG) units on a day-to-day basis. The continental armies are also responsible for civil defense planning, defense of the Army areas, support of forces engaged in civil disturbances, and planning for and support of relief operations for wide-spread natural disasters.

? Дайте відповіді на запитання:

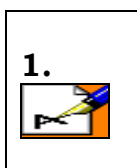
1. What is the mission of HQ, DA?
2. What does the Army Staff consist of?
3. Who is the highest military adviser to the SA?
4. What are the responsibilities of the continental armies?



Знайдіть еквіваленти слів у тексті англійською мовою:

Штаб, підрозділ, взаємодія, штаб сухопутних військ, управління, командування сухопутних військ США, реорганізація, континентальна частина США, матеріально-технічний, міністерство оборони США.

ГРАМАТИЧНІ ВПРАВИ МИНУЛИЙ НЕОЗНАЧЕНИЙ ЧАС



1. Вставте одне з цих дієслів в кожне речення

hurt teach spend sell throw fall catch buy
cost.

Example: I was hungry, so I*bought*..... something to eat in the shop.

1. Tom's father.....him how to drive when he was 17.
2. Don.....down the stairs this morning and..... his leg.
3. We needed some money so we.....our car.
4. Ann a lot of money yesterday. She
a dress which.....£50.
5. Jim.....the ball to Sue who it.

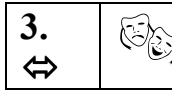


2. Прочитайте речення в теперішньому часі і напишіть їх в минулому часі.

Example: Tom usually gets up at 7.30. Yesterday*he got up at 7.30*.....

1. Tom usually wakes up early. Yesterday morning
2. Tom usually walks to work.
Yesterday.....
3. Tom is usually late for work.
Yesterday.....

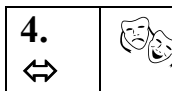
4. Tom usually has a sandwich for lunch.
Yesterday.....
5. Tom usually goes out in the evening. Yesterday evening.....
6. Tom usually sleeps very well. Last night



3. Задайте запитання другу про його подорож.

Examples: where / go? *Where did you go?*.....
 food / good? *Was the food good?*.....

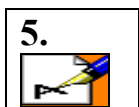
1. how long / stay there?
2. stay in a hotel?
3. go alone?
4. how / travel?
5. the weather / fine?
6. what / do in the evenings?
7. meet any interesting people?



4. Поставте дієслова в правильну форму. Всі речення в минулому часі.

Example: I..... *didn't go* (not / go) to work yesterday because I
 ...*wasn't*... (not/be) very well.

1. Tom(not / shave) this morning because he(not / have) time.
2. We (not / eat) anything because we.....(not / be) hungry.
3. I (not / rush) because I..... (not / be) in a hurry.
4. She (not / be) interested in the book because she.....(not / understand) it.



5. Переробіть наступні речення у заперечній формі. Потім дайте вірну інформацію.

Example: Shakespeare wrote songs⇒*Shakespeare didn't write songs. He wrote plays.*

1. Christopher Columbus discovered India.
2. Beethoven came from Paris.
3. Leonardo da Vinci lived in Brazil.
4. The Americans landed on the moon in the nineteenth century.
5. The USA won the last football World Cup.
6. Last night I had grass for dinner.
7. Gregory Rasputin was an English monk.
8. My sister went to Rome last summer.
9. Ukraine got its independence in 1992.
- 10.Ivan the Terrible killed his daughter.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 3

ВІЙСЬКОВО-ПОВІТРЯНІ СИЛИ ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

DEPARTMENT OF THE AIR FORCE

The DAF comprises the totality of all elements of the USAF. It is administrated by a civilian Secretary appointed by the President, and is supervised by the Chief of Staff, United States Air Force. To assist the Secretary and the Chief of Staff, United States Air Force (CSUSAF), the Air Staff functions in the Pentagon at Washington. The Air Staff employs more than 2,000 Air Force officers and civilian personnel in managing the Air Force.

US AIR FORCE MISSION

The primary mission of the Air Force (as stated in the Air Officer's Guide) is to provide aerospace forces capable of supporting the Nation's objectives in peace and war. The Air Force does this by providing strategic aircraft and missile forces to fight a general war, land-based tactical air forces to support ground forces in combat, primary aerospace forces for the defense of the United States against air and missile attack, and primary airlift capability for use by all the US Military Services.

The USAF also provides the major space research and development support for the Department of Defense (DOD) and assists the NASA in conducting the US space program.

US AIR FORCE LEVELS OF COMMAND

Flight. A formation of aircraft or missiles (usually four or more) which is a functional subdivision of a combat squadron.

Detachment. A flight is the lowest echelon of organization in flying squadrons. Similarly, a detachment is the lowest echelon in non-flying squadron.

Squadron. The squadron is composed of a HQ and two or more flights (detachments). The squadron is the basic AF tactical and administrative unit. It is tactically comparable to an infantry battalion. The squadron is the smallest Air Force unit operated separately.

Group. The group is composed of a HQ and two or more squadrons and may be tactical (have flying squadrons) or support (have non-flying squadrons) in nature. In either case a group has administrative responsibilities. The tactical group is comparable to an infantry regiment.

Wing. The wing is composed of a HQ and combat groups and or squadrons, with necessary support organizations. The wing is capable of

completely independent operations.

Air of missile division. An air or missile division is normally an operational agency. However, an air division may be both operational and administrative. An air division normally consists of from two to five wings in addition to the division HQ.

Air Force. An air force is normally composed of the elements of two or more divisions. The air force is usually, but not always, designed, to do a particular type job such as bombardment, troop carrier, or training operations.

Air Command. The air command is usually composed of two or more air forces and may or may not be designed for a particular type of air operations. The air command may have no air forces within it, as in the case of the Air Force Logistics Command. The air command is tailored to the job assigned it.

There really is no standard Air Force organization larger than a wing — actually there are many different types of wings and divisions. The fact is that large units of the Air Force are tailored to accomplish specific missions.

The major air commands of the USAF are the Strategic Air Command (SAC), Aerospace Defense Command, Tactical Air Command, (TAC), Air Training Command (ATC), Air University, Air Force Logistics Command (AFLC), Air Force Systems Command (AFSC), USAF Security Service, and US overseas air forces consisting of (1) US Air Forces in Europe (USAFE), (2) Pacific Air Forces (PACAF), (3) Alaskan Air Command (AAC), (4) USAF Southern Command (USAFSO).

? Дайте відповіді на запитання:

1. By whom is the Department of the Air Force administrated and supervised?
2. What agency assists the Secretary and the Chief of Staff of the Air Force?
3. How many Air Force officers and civilian personnel does the Air Staff employ?
4. What is the primary mission of the Air Force?
5. What forces and capabilities does the Air Force provide to accomplish its primary mission?
6. What is a flight (squadron)?
7. What is the difference between flight and detachment?
8. What units is the squadron (group, wing, air division) composed of?
9. What is the air force designed for?
10. What are the major air commands of the United States Air Force?

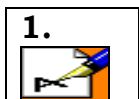


Знайдіть еквіваленти слів у тексті англійською мовою:

Штаб ВПС, повітряний напад, ракетний удар, авіаційна група, група матеріально-технічного забезпечення, авіаційна дивізія, ракетна дивізія, бомбардування, авіаційне командування.

ГРАМАТИЧНІ ВПРАВИ

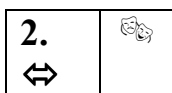
МИНУЛИЙ НЕОЗНАЧЕНИЙ ЧАС НЕПРАВИЛЬНИХ ДІЄСЛІВ



1. Доповніть текст про Джеймса Діна, використовуючи Past Simple наступних дієслів. Перекладіть українською мовою.

*die grow up study start appear act see like offer star become
cause*

American actor James Dean was born in 1931. Dean's mother *died* when Dean was only 8 years old and he on his aunt and uncle's farm. Heacting for two years. Then he a career in films and the theatre. He also in a play called *The Immoralist* in New York theatre. Bosses from a Hollywood film studio the play. They Dean and him a film contract. Dean in three films: *East of Eden* (1955), *Rebel without a Cause* (1955), and *Giant* 1956). During his short career, he extremely popular with teenagers. His death in a car crash in 1955 great sadness in young people all over the world.



2. Доповніть діалог, використовуючи наступні дієслова

win, meet, go, cost, stay, watch, buy, do, play

Sally: What did you do yesterday? Did you go to the Sports Centre?

Simon: Yes, I went there with Andrew.

Sally:you.....tennis?

Simon: Yes, we did.

Sally: Andrew is good, isn't he?he the game?

Simon: Yes, he won easily.

Sally: What you in the evening? youat home?

Simon: Yes, I stayed and watched TV.

Sally: Whatyou.....?

Simon: A film of a rock concert. It was really good. What about you? you Peter yesterday?

Sally: Yes, I met him in town. We went shopping. Peter wanted to look for some new clothes.

Simon: he anything?

Sally: Yes, he bought a pair of jeans in Kings.

Simon: Kings? That`s a really expensive shop, isn't it? How muchit?

Sally: £42.



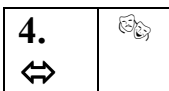
3.

Виправте ствердження, як у наведеному прикладі.
Використайте слова подані у таблиці.

radium	the Eiffel Tower	John F.Kennedy
detective stories	the radio	1962

*Example: He didn't invent the telephone.
He invented the radio.*

1. Popov invented the telephone.
2. Gustave Eiffel built the Statue of Liberty.
3. Marilyn Monroe died in 1990.
4. Marie and Pierre Curie discovered penicillin.
5. Lee Harvey Oswald killed Marthin Luther King.
6. Agatha Christie wrote children's stories.



4.



Використайте дієслова подані у таблиці. Поставте їх у *Past Simple*. Перекладіть українською мовою.

fall	find	spend	lose	need	hurt	laugh	take
leave	save	celebrate	can't (past = couldn't)				

Three days lost, alone and injured on a mountain

Gary Smith yesterday ...*celebrated*... his 18th birthday, but he's lucky to alive. In March this year, he was climbing Ben Nevis, Britain's highest mountain, when he his way and three days in sub-zero temperatures.

"My friends at me for having so much survival equipment, but it my life."

On the first night, the weather was so bad that it tore his new mountain tent to pieces, so he moved into a Youth Hostel for the night. He the Hostel at 10.00 the next morning, but he was soon in trouble.

"I off a rock and my knees. I move."

Mountain rescue teams went out to look for Gary, and him at 1.00 in the morning. A helicopter him to hospital, where he several operations.

"Next time I'll go with my friends, not on my own!" he joked.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 4

ВІЙСЬКОВО-МОРСЬКІ СИЛИ ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

ORGANIZATION, COMPOSITION AND FUNCTIONS OF US NAVY

The US Navy consists of the Regular Navy and the Naval Reserve. The Regular Navy consists of officers and enlisted personnel who have elected to make the naval service a lifetime career. The Naval Reserve is to provide qualified individuals and trained units to be available for active duty in time of war or national emergency.

The term "Department of the Navy" is synonymous with the term "Naval Establishment." It is construed to mean the Navy Department, the United States Marine Corps; the entire Operating Forces of the US Navy, including naval aviation, and the reserve components of such forces; all HQ, forces, bases and installations, under the control or supervision of the Secretary of the Navy and the US Coast Guard when operating as part of the Navy.

The DN consists of the principal parts as follows:

The Operating Forces (OF) of the Navy, which comprise the several fleets, seagoing forces, sea frontier forces, the Military Sea Transportation Service and such shore activities of the Navy and other forces as may be assigned to the OF of the Navy by the President or the Secretary of the Navy (SECNAV).

The Navy Department, which is the central executive authority of the Department of the Navy (DN) comprises the Office of the SECNAV, the Naval Staff headed by the Chief of Naval Operations and the HQ of the United States Marine Corps (USMC).

The Navy Department (ND) is the HQ of the Naval Establishment. So the term "Navy Department" is quite different in its meaning from the term "Department of the Navy."

The Shore Establishment comprises all activities of the DN not assigned to the OF of the Navy and not part of the ND. These activities include air stations, ordnance plants, recruit depots and training stations, shipyards, supply depots, and other shore activities of the US Navy and the USMC.

The ships that provide transportation for all Military Services are operated under the control of the OF as the Military Sealift Command.

The Coast Guard, which is a part of the Armed Forces, operates under the Treasury Department in peacetime and under the Navy in wartime.

Ships of the OF are organized under three different organizational systems.

First, the majority of forces are assigned to Type Commanders for administration control and for operation control during primary and intermediate training phases.

Second, the same forces are assigned to Fleet Commanders for advanced training and operations.

Third, some elements of these forces are further assigned to Task Organizations for specific operations and missions.

Type Organization. All ships are organized into broad categories under Commands whose titles are self-explanatory, such as Amphibious, Destroyer, Mine, Submarine, Air, etc.

Each type command contains further admin subdivisions such as flotillas, squadrons and divisions.

Fleet Organization. There are four regularly constituted fleets — the Third and Seventh in the Pacific under the CinC, Pacific, and the Second and Sixth Fleets in the Atlantic under CinC, Atlantic Fleet.

Task Force Organization. In order to provide flexibility of organization and ease of communications, the task Force Organization (Task Fleet Organization) are formed. Under this system a flexible structure is provided consisting of fleets further divided into forces, groups, units, elements.

The organization of the ship is based on the requirements for battle of combatant vessel. The ship is organized into six main departments: the operations department, the navigation department, the gunnery department, the engineering department, the supply department, and the medical department. In aircraft carriers there is also the air department. Each department is organized into divisions under the division officer.

Functions of US Navy

Principal functions of the US Navy are: to organize, train and equip Navy and Marine forces for the conduct of prompt and sustained combat operations at sea.

Specifically:

1. to gain and maintain general sea supremacy;
2. to control vital sea areas and to protect vital sea lines of communication;
3. to establish and maintain local superiority (including air) in an area of naval operations;
4. to seize and defend advanced naval bases and to conduct such land operations as may be essential to the prosecution of a naval campaign;
5. to provide naval forces for the conduct of joint amphibious operations;
6. to furnish adequate, timely, and reliable intelligence for The Navy and USMC;
7. to be responsible for naval recon, ASW, the protection of shipping and for mine laying;
8. to provide sea-based AD of the United States;

to interdict en land and air power and communications through operation at sea;

? Дайте відповіді на запитання:

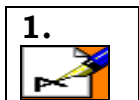
1. What is the organization of the US Naval Establishment?
2. What is the composition of the US Navy Operating Forces?
3. What are the principal Type Commands of the US Navy?
4. What is the Fleet organization of the US Navy?
5. What is the organization of a combatant vessel?



Знайдіть еквіваленти слів у тексті англійською мовою:

Військово-морські сили США, міністерство ВМС, берегова охорона США, флот, морський штаб, оперативна організація, флотилія, ескадра, дивізія.

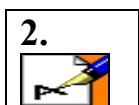
**ГРАМАТИЧНІ ВПРАВИ
МАЙБУТНІЙ НЕОЗНАЧЕНИЙ ЧАС**



1. Прочитайте ситуацію і напишіть власне речення, використовуючи звороти *I think I'll...* або *I don't think I'll...*

Examples: It's cold. You decide to close the window. ...*I think I'll close the window*....

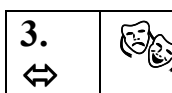
1. It's raining. You decide not to go out. ...*I don't think I'll go out*....
2. You feel tired. You decide to go to bed. I
3. A friend of yours offers you a lift in his car but you decide to walk.
Thank you but
4. You arranged to play tennis. Now you decide that you don't want to play.
.....
5. You were going to go swimming. Now you decide that you don't want to go.
.....



2. Закінчіть речення, вживаючи *I'll* + відповідне дієслово.

Example: I'm too tired to walk home. I think*I'll get*..... a taxi.

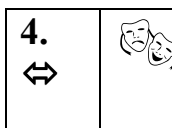
1. I feel a bit hungry. I think something to eat.
2. It's too late to telephone Tom now. him in the morning.
3. "It's a bit cold in this room." "Is it? on the heating then."
4. "We haven't got any cigarettes." "Oh, haven't we? and get some."
5. "Did you write that letter to Jack?" "Oh, I forgot. Thanks for reminding me.
..... it this evening."
6. "Would you like tea or coffee? coffee, please."



3. Дайте відповіді на запитання, використовуючи слова в дужках.

Example: When do you think he'll arrive? (expect/tonight) ...*I expect he'll arrive tonight....*

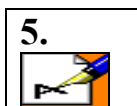
1. What do you think she'll say? (probably/nothing) She
2. Where do you think she'll go? (expect/London) I
3. When do you think she'll leave? (think/tomorrow) I
4. How do you think she'll go there? (expect/by train) I
5. When do you think she'll be back? (think/quite soon) I
6. Do you think you'll miss her? (I'm sure/very much) Yes,



Прочитайте ситуацію і напишіть речення, використовуючи *shall I?* В кожній ситуації ви спілкуєтеся з другом.

Example: It's very hot in the room. The window is shut.*Shall I open the window?*

1. You've just tried on a jacket in a shop. You are not sure whether to buy it or not. Ask your friend for advice.
2. You're going out. It's possible that it will rain and you're not sure whether to take an umbrella or not. Ask your friend for advice.
3. It's Ann's birthday soon and you don't know what to give her. Ask your friend for advice. What:
4. Your friend wants you to phone him/her later. You don't know what time to phone. Ask him/her. What



Розкрийте дужки, вживаючи дієслова у Future Simple.

1. I want to get a medical checkup. I (to go) to my doctor tomorrow. 2. He (to give) me a complete examination. 3. The nurse (to lead) me into one of the examination rooms. 4. I (to take) off my clothes and (to put) on a hospital gown. 5. Dr. Setton (to come) in, (to shake) my hand, and (to say) "hello". 6. I (to stand) on his scale so he can measure my height and my weight. 7. He (to take) my pulse. 8. Then he (to take) my blood pressure. 9. After he takes my blood pressure, he (to take) some blood for a blood analysis. 10. He (to examine) my eyes, ears, nose and throat. 11. He (to listen) to my heart with a stethoscope. 12. Then he (to take) a chest X-ray and (to do) a cardiogram (EKG). 13. After the checkup I (to go) home and (to wait) for Dr. Setton's call. 14. Dr. Setton (to call) me tomorrow afternoon and (to say) to me: "Stop worrying! Your blood analysis is excellent." He is a very good doctor.

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 5

КОМПЛЕКТУВАННЯ ЗБРОЙНИХ СИЛ США



Прочитайте та перекладіть текст українською мовою.

Recruiting and Training

Recruiting in the US Armed Forces in peacetime is based on voluntary enlistment, whereas in time of WWII recruiting was compulsory. The Selective Service Act of 1948 initiated a peacetime draft program which ended soon after the shameful war in Vietnam. Nowadays, to become a serviceman, an individual may enlist or reenlist in the branch selected by him.

The preliminary training of officers is conducted at the United States Military Academy at West Point (USMA), the US Naval Academy (USNA), the US Air Force Academy (USAFA) and at other educational institutions of the Armed Forces and at civilian colleges which maintain Reserve Officers Training Corps (ROTC) units, as well as at Officer Candidate Schools.

Upon graduation, cadets of the USMA and USAFA are commissioned second lieutenants in the Regular Army (RA) and the Air Force (AF), and midshipmen of the USNA are commissioned ensigns in the Navy.

The ROTC consists of a Junior Division (secondary schools) and a Senior Division (colleges). Eligible graduates of the Senior Division are commissioned 2LTs in the Army Reserve (Ares), and certain distinguished graduates may be commissioned in the RA.

Commissioned officers (ComOs) are required to continue development by attending various military educational establishments. Following appointment they receive their school training at the Basic Course, and then at The Advanced Course prior to completing 8 years' service. Thereafter, if selected as best qualified, they may attend one or more of the courses conducted at The Command and Staff College, The Armed Forces Staff College, and some Senior Service Colleges, i.e. The Army War College, The Naval War College, The Air War College, The Inter-American Defense College, and The National Defense University (NDU), the latter created by the DOD in 1975 with The National War College and The Industrial College of the Armed Forces as subordinate elements of the NDU. Selected officers pursue courses of instruction at schools of foreign nations: The British Royal College of Defence Studies, The Canadian National Defense College, and The French Ecole Supérieure de Guerre. Extensive use is also made of civilian colleges and universities. The DOD provides very extensive (language study courses at the Defense Language Institute, Presidio of Monterey, California. This instruction may be obtained by extension courses, on-duty courses, and other means. Each branch of the Army conducts its own branch service school to prepare officers for branch assignments.

? Дайте відповіді на запитання:

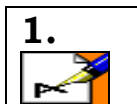
1. When was recruiting in the US Armed Forces compulsory?
2. When was the peacetime draft program initiated?
3. What may an individual do to become a serviceman?
4. Where is preliminary training of officers conducted?
5. What does the ROTC consist of?



Знайдіть еквіваленти слів у тексті англійською мовою:

Комплектування, призов, військовослужбовець, поступати на військову службу, учбовий заклад, офіцер, військове авіаційне училище США, військово-морське училище США.

**ГРАМАТИЧНІ ВПРАВИ
ПОВТОРЕННЯ ЧАСІВ CONTINUOUS В АНГЛІЙСЬКІЙ МОВІ**

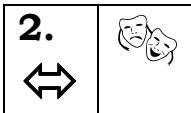


1.

Розкрийте дужки, використовуючи вірний час

Наприклад: Please don't make so much noise. I am studying.(study).

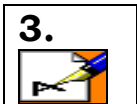
1. Let's go out now. It (not/rain) any more.
 2. Listen to those people. What language? (they/speak)
 3. Please be quiet. I (try) to concentrate.
 4. Look! It(snow).
 5. Why(you/look) at me like that? Have I said something wrong?
 6. You(make) a lot of noise. Can you be a bit quieter?
 7. Excuse me, I (look) for a phone box. Is there one near here?
 8. (in the cinema) It's a good film, isn't it? (you/enjoy) it?
 9. Listen! Can you hear those people next door? They(shout) at each other again.
 10. Why(you/wear) your coat today? It's very warm.
 11. I(not/work) this week. I'm on holiday.
 12. I want to lose weight. I (not/eat) anything today.
- B.** A group of people were staying in a hotel. One evening the fire alarm rang.
1. (Don/have/a bath) Don.
 2. (Ann/write/a letter in her room) Ann
 3. (George/get/ready to go out) George
 4. (Carol and Denies/have/dinner) Carol and Denies
 5. (Tom/make/a phone call) Tom



2. Використайте ці дієслова в реченнях *get, become, change, rise, improve, fall, increase*

Наприклад: The population of the world is rising very fast.

1. The number of people without jobs at the moment.
2. He is still ill but he better slowly.
3. These days food more and more expensive
4. The world Things never stay the same.
5. The cost of living Every year things are dearer.

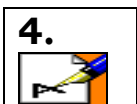


3. В частині В використайте інформацію з частини А

A. Here is a list of some things that Ann did yesterday (and the times at which she did them)

- 8.45-9.15 - had breakfast
- 9.15-10.00 - read the newspaper
- 10.00-12.00 - cleaned her flat
- 12.45-130 - had lunch
- 2.30-3.30 - washed some clothes
- 4.00-6.00 - watched television

- B.** At 9 o'clock she
- At 9.30 she
- At 11 o'clock
- At 1 o'clock
- At 3 o'clock
- At 5 o'clock



4. Напишіть речення, використовуючи правильний час

Brian and Steve meet in a restaurant:

Brian: Hello, Steve. I haven't seen you for ages. What
(you/do) these days?

Steve: I (train) to be a shop manager.

Brian: Really? (you/enjoy) it?

Steve: Yes, it's quite interesting. How about you?

Brian: Well, I(not/work) at the moment, but I'm very busy. I (build) a house.

Steve: Really? (you/do) it alone)?

Brian: No, some friends of mine (help) me.



Використайте Past Continuous або Past Simple

Наприклад: While Tom was cooking (cook) the dinner, the phone rang (ring).

1. George(fall) off the ladder while he(paint) the ceiling.
2. Last night I..... (read) in bed when suddenly I..... (hear) a scream.
3. (you/watch) television when I phoned you?
4. Ann (wait) for me when I.....(arrive).
5. I(not/drive) very fast when the accident(happen).
6. I (break) a plate last night. I (do) the washing-up
7. when it (slip) out of my hand.
8. Tom (take) a photograph of me while I..... (not/look)
9. We (you/go) out because it(rain).
What (you/do) at this time yesterday?

ТЕМА 29:

СТРУКТУРА ЗБРОЙНИХ СИЛ США

Заняття 6

РОЗПОРЯДОК ДНЯ



Прочитайте та перекладіть текст українською мовою.

Daily Routine

The day a man enters any branch of the Armed Forces he begins to take military training. The daily routine starts with "reveille" and ends with "taps." The military training, based on mil regulations, field manuals, technical manuals, and orders, includes instructions and classes, drill and ceremonies, physical fitness program, range practice, field exercises, map reading, tactics, etc.

Interior guard duty routine is also a part of soldier's life. Soldiers are detailed for duty according to a duty roster. The detail for guard consists of an officer of the day with necessary officers, noncommissioned officers and privates. The senior noncommissioned officer of the guard, whatever his grade, is known as the sergeant of the guard. If there is no officer of the guard he will perform the duties of the commander of the guard. There is always one corporal (CPL) of the guard for each relief.

Relief of the old detail for guard takes place after the guard mounting. The usual tour is 24 hours. Sentinels on post (sentries on post) and guards on duty are posted armed and equipped according to their particular duty. The officer of the day (OD) inspects the guard and sentinels at least once between midnight and daytime and visits the guardhouse.

Except in emergencies, members of the old guard may not be detailed for duty until four hours after they have been relieved. Men coming off guard duty are usually allowed 24 hours before being placed on any other duty.

An interior guard consists of a system of patrols and fixed posts. At an appropriate time before sentinels go on post, the CPL assembles them, checks their appearance, fitness for duty, and the condition of their arms, if carried. He issues ammunition, if required, and makes sure that they understand their instructions. When the relief is large, it may be more convenient to form the relief, call the roll, and inspect the sentinels in ranks. The CPL then reports to the commander of the guard that his relief is ready to be posted.

? Дайте відповіді на запитання:

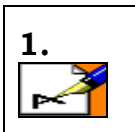
1. What does the daily routine start and end with?
2. What does the military training include?
3. What does the detail for guard consist of?
4. When does the relief of the old guard take place?



Знайдіть еквіваленти слів у тексті англійською мовою:

Розпорядок дня, підйом, відбій, статут, польовий статут, наказ, інструкція, караул, солдат, графік нарядів, офіцер – начальник караулу, караульний сержант, зміна.

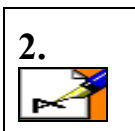
ГРАМАТИЧНІ ВПРАВИ **ТЕПЕРІШНІЙ ПОДОВЖЕНИЙ, ТЕПЕРІШНІЙ НЕОЗНАЧЕНИЙ,** **МИНУЛИЙ НЕОЗНАЧЕНИЙ ТА МАЙБУТНІЙ НЕОЗНАЧЕНИЙ** **ЧАСИ**



1.

Розкрийте дужки, вживаючи дієслова в одному з таких часів: Present Continuous, Present Simple, Past Simple або Future Simple.

1. My friend (to go) to the library every Wednesday. 2. He- (not to go) to the country yesterday. 3. Why you (to go) to the shop yesterday? 4. We (to grow) tomatoes next summer. 5. What you (to do) now? 6. He (to sleep) now. 7. Where your father (to work) last year? 8. You (to go) to the south next summer? 9. He (not to watch) TV yesterday. 10. Yesterday we (to write) a test-paper. 11. I (to buy) a very good book last Tuesday. 12. My granny (not to buy) bread yesterday. 13. What you (to buy) at the shop tomorrow? 14. Don't make noise! Father (to work). 15. We (to go) on a tramp last Sunday. 16. Your brother (to go) to the country with us next Sunday? 17. Granny (not to cook) dinner now. 18. We (to cook) our meals on a fire last summer. 19. My sister (to wash) the dishes every morning. 20. When you (to go) to school? 21. What you (to prepare) for breakfast tomorrow? 22. You (to invite) your cousin to stay with you next summer? 23. How you (to help) your sister last summer? 24. I (to send) a letter to my friend tomorrow. 25. Every morning on the way to school I (to meet) my friends. 26. His grandfather (to listen) to rock' n' roll music. That (to be) strange! He always (to listen) to classical music.

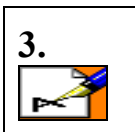


2.

Розкрийте дужки, вживаючи дієслова в одному з таких часів: Present Continuous, Present Simple, Past Simple або Future Simple.

1. Max (not to be) here. He (to wash) his car. He (to wash) it every weekend. 2. He (not to play) the piano tomorrow. 3. We (to see) a very good film last Sunday. 4. Your mother (to cook) every day? 5. We (to make) a fire last summer. 6. I (to spend) last summer at the seaside. 7. Where you (to spend) last summer? 8. Where he (to spend) next summer? 9. What mother (to do) now? — She (to cook) dinner. 10. I (not to play) computer games yesterday. 11. Last Sunday we (to go) to the theatre. 12. I (to meet) my friend yesterday. 13. I (to write) a letter to my cousin yesterday. 14. You (to write) a dictation tomorrow? 15. I (not to write) a report now. 16. Mother (to

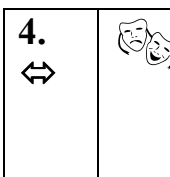
cook) a very tasty dinner yesterday. 17. Tomorrow Nick (not to go) to school.



3.

Розкрийте дужки, вживаючи дієслова в одному з таких часів: Present Continuous, Present Simple, Past Simple або Future Simple.

1. Kate (to cook) dinner every day. 2. Kate (to cook) dinner tomorrow. 3. Kate (to cook) dinner now. 4. Kate (to cook) dinner yesterday. 5. I (not to eat) ice cream every day. 6. I (not to eat) ice cream now. 7. I (not to eat) ice cream tomorrow. 8. I (not to eat) ice cream yesterday. 9. He (to spend) last summer in the country. 10. He (not to spend) last summer in the country. 11. He (to spend) last summer in the country? 12. Where he (to spend) last summer? 13. She (to help) mother yesterday. 14. She (not to help) mother yesterday. 15. She (to help) mother yesterday? 16. How she (to help) mother yesterday? 17. You (to go) to school every day? 18. You (to go) to school now? 19. You (to go) to the south next summer? 20. You (to go) abroad last summer? 21. What your brother (to do) every day? 22. What your brother (to do) now? 23. What your brother (to do) tomorrow? 24. What your brother (to do) yesterday?



4.



Розкрийте дужки, вживаючи дієслова в одному з таких часів: Present Continuous, Present Simple, Past Simple або Future Simple.

1. Nellie (to leave) for Moscow tomorrow. 2. I (to be) in a hurry. My friends (to wait) for me. 3. You (to be) at the theatre yesterday. You (to like) the opera? — Oh yes, I (to enjoy) it greatly. 4. You (to go) to London next summer? 5. I (to know) she (to have) a happy life, and she (to live) a long time. A week ago they (not to know) what to think. She (to worry) a lot at the moment, but the problems (not to be) very great. 8. Last Tuesday he (to be) upset and (to have) no idea where to go. 9. Could you tell me the way to Trafalgar Square? I (to go) the right way? 10. Various kinds of sports (to be) popular in Russia. 11. Both children and grown-ups (to be) fond of sports. 12. What (to be) the matter with her? She (to be) so excited. — I (not to know). 13. Where you (to go)? — I (to go) to the Dynamo stadium to see the match which (to take) place there today. 14. You (to know) that a very interesting match (to take) place last Sunday? 15. He (to go) to the south a week ago. 16. When I (to be) about fifteen years old, I (to enjoy) playing football.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 1

БРОНЕТАНКОВІ ВІЙСЬКА



Прочитайте та перекладіть текст українською мовою.

General Characteristics and Role of Armor in Modern Warfare

Armor is the arm of speed and violence. It is fast, highly mobile, has great firepower and produces shock effect. Armor has been responsible in the past years for much of the change toward more open and fluid warfare, faster movements, more dispersion, more elastic defense formations, and the ability to concentrate great power at a decisive point.

Modern armor is a combined arms force designed to conduct decisive, highly mobile, ground environment, primary offensive in nature, employing armor-protected vehicles as a primary means of accomplishing a ground combat mission through the use of both ground and air vehicles.

Armor operates normally within a force structure that may include tanks, mechanized infantry, artillery, engineers, armored cavalry, and Army Aviation, supported on the battlefield by a flexible and rapid communication system, and a mobile logistic system.

Armor Missions

Armor units fight normally as a combined arms force of two or more arms, each complementing the other and aiding the forward movement of the force by employing its own special capabilities.

Armor includes tank units, armored cavalry units, and mechanized infantry units, their primary missions being as follows:

1. tank units close with and destroy enemy forces, using fire, maneuver, and shock effect in coordination with other arms.
2. Armored cavalry units perform reconnaissance and provide security for the unit to which organic, assigned, or attached, and engage in offensive, defensive, and delaying action as an economy of force unit.
3. Mechanized infantry units close with the enemy by means of fire and maneuver to destroy or capture him or to repel his assault by fire, close to combat, and counterattack.

Armor Capabilities

Armor is capable of operating throughout the spectrum of warfare, from cold war to general war. Armored vehicles are particularly suited to a nuclear environment because their armor protection reduces significantly the effects on personnel of blast and radiation from a nuclear burst and, even at close ranges to such burst, shields personnel from thermal effects.

Armor's inherent characteristics of mobile firepower, mobility, armor

protection, shock effect, and responsiveness to command endow it with an optimum capability for accomplishing the following actions: deep penetration and wide envelopment; exploitation; mobile defense; destruction of enemy armor formations; reconnaissance and security; counter-guerrilla operations; close support of infantry; economy of force; counterinsurgency operations.

Objectives appropriate for the armor units are those that are beyond reach of other forces and that will insure success of the corps or field army missions. In the enemy rear areas armor forces attain great freedom of action as they maneuver to seize terrain; disrupt communication; destroy CPs; missile sites, artillery, and troops reserve; and capture or destroy supplies.

? Дайте відповіді на запитання:

1. What are the characteristics of armor?
2. What is the designation of modern armor?
3. Within what force structure does the armor operate?
4. What type of units does the modern armor include?
5. What are the primary missions of armored cavalry units?



Знайдіть еквіваленти слів у тексті англійською мовою:

Війна, бойові дії, мобільний, система зв'язу, броньована машина, захист, ударна хвиля, радіація, ядерний вибух, бронетанкові війська, ядерна зброя, дії проти партизан, тиловий район.

ГРАМАТИЧНІ ВПРАВИ

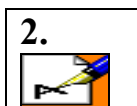
МИНУЛИЙ НЕОЗНАЧЕНИЙ ТА МИНУЛИЙ ПОДОВЖЕНИЙ ЧАСИ



1. Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous. Перекладіть українською мовою.

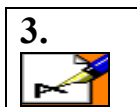
1. I (to go) to the theatre yesterday. 2. At seven o'clock yesterday I (to go) to the theatre. 3. What you (to do) at 5 o'clock yesterday? — I (to play) the piano. 4. When I (to come) to school, the children (to stand) near the classroom. 5. We (to play) in the yard the whole evening yesterday. 6. When I (to prepare) breakfast in the morning, I (to cut) my finger. 7. Last year I (to go) to the United States. 8. You (to go) to Great Britain last year? — No, I (to go) to France. 9. What you (to do) yesterday? — I (to translate) a very long article. 10. When I (to ring) up my friend, he (to sleep). 11. When grandfather (to watch) TV, he (to fall) asleep. 12. When my friend (to come) to see me, I (to do) my homework. 13. When I (to go) to the stadium, I (to meet) Kate and Ann. 14. When Nick (to ring) me up yesterday, I (to help) mother. 15. When the children (to walk) through the wood, they (to see) a fox. 16. When I (to come) home, my sister (to wash) the floor. 17. When Mike (to play) in the yard, he (to find) a ball. 18. When I (to draw) yesterday, I (to break) two pencils. 19. When I

(to meet) Tom, he (to go) to the shop. 20. When I (to look) out of the window, the children (to play) hide-and-seek.



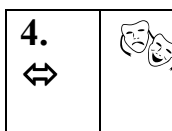
2. Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous

1. I (to play) computer games yesterday. 2. I (to play) computer games at five o'clock yesterday. 3. He (to play) computer games from two till three yesterday. 4. We (to play) computer games the whole evening yesterday. 5. My brother (not to play) tennis yesterday. He (to play) tennis the day before yesterday. 6. My sister (not to play) the piano at four o'clock yesterday. She (to play) the piano the whole evening. 7. When I came into the kitchen, mother (to cook). 8. She (to cook) the whole day yesterday. 9. We (to wash) the floor in our flat yesterday. 10. We (to wash) the floor in our flat from three till four yesterday. 11. You (to do) your homework yesterday? 12. You (to do) your homework from eight till ten yesterday? 13. Why she (to sleep) at seven o'clock yesterday? 14. He (to sit) at the table the whole evening yesterday. 15. What Nick (to do) when you came to his place? 16. What you (to do) when I rang you up? 17. I (not to sleep) at nine o'clock yesterday. 18. What he (to do) yesterday? — He (to read) a book. 19. What he (to do) the whole evening yesterday? — He (to read) a book, 20. She (to sleep) when you came home?



3. Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 13. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare. 17. When I (to wash) the floor, I (to find) my old toy under the sofa. 18. When granny (to read) a book on the sofa, she (to fall) asleep. 19. When I (to play) in the yard, I suddenly (to see) my old friend. 20. When Nick (to run) about in the yard, he (to fall).



4. Розкрийте дужки, вживаючи дієслова у Past Simple або Past Continuous. Перекладіть українською мовою.

1. The girl (to cook) dinner when the lights (to go) out. She (to burn) herself. 2. The boy (to hurt) himself while he (to skate). 3. When the woman (to enter) the room, the children (to feed) the goldfish. 4. When I (to visit) my friends in Denmark, I (to buy) two presents for my family. 5. When it (to start) to rain, we (to bathe) in the river. 6. Yesterday at one o'clock I (to have) lunch at the canteen. 7. When he (to come) in, I (to do) my exercises. 8. What you (to do) at eight o'clock yesterday? 9. At this time yesterday I (to go) home. 10. You (to sleep) when I (to go) out. 11. He (to read) on the sofa when I (to come) in and (to sit) down beside him. 12. I (to walk) along the street with my friend when a tram (to pass). 13. She (to look) out of the window when I (to see) her. 14. We (to answer) the teacher's questions when the headmistress (to enter) the classroom. 15. They (to drink) tea when I (to come) home. 16. He (to walk) along the river when a boat (to pass). 17. The old man (to think) about his plan when he (to fall) asleep. 18. We (to listen) to an interesting lecture yesterday.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 2

АРТИЛЕРІЯ



Прочитайте та перекладіть текст українською мовою.

US Artillery General Characteristics

The artillery is a supporting arm. It acts by fire alone and is not capable of independent action. The artillery is prepared to fire under either nuclear or nonnuclear conditions. The primary mission of artillery is to support the ground-gaining arms by fire, give depth to combat by counter battery fires, attack hostile reserve, restrict movement, and disrupt communication systems and other installations. Antiaircraft (AA) protection is another primary mission of artillery.

The two general types of artillery are field artillery (FA) and air defense artillery (ADA) previously antiaircraft artillery (AAA).

US Field Artillery

FA is the principal agency of ground fire support. It is equipped with cannons, missiles, and equipment required for fire control, movement, observation and surveillance, and communication. It provides a powerful means of influencing the course of combat. The efficient exploitation of FA capabilities depends on control, liaison, communication, observation, location and evaluation of targets, surveillance, and logistic support.

FA weapons are classified as cannons or missiles.

FA cannons are classified according to cal as light (120 mm and less), medium (greater than 120 mm but not to exceed 160 mm), heavy (greater than 160 mm but not to exceed 210 mm), very heavy (greater than 210 mm). Very heavy cannons are not employed by active Army field artillery units.

FA cannons are further classified according to their method of organic transport as towed (designed for movement by a separate vehicle generally termed a prime mover), self-propelled (SP) (installed on carriages which provide automotive power for the arty piece and from which the weapon is fired) and aerial (carried on airmobile vehicles). A towed weapon may be auxiliary propelled by a mounted propulsion unit. Depending on the prime mover towed arty may be subdivided into truck-drawn and tractor-drawn. All cannons are considered as short-range FA.

FA missiles are classified as free rockets and guided missiles (GMs). GMs are further classified according to their range capability as short-range GMs (max range less than 100 km), medium-range GMs (max range at least 100 km but less than 500 km), and long-range GMs (max range 500 km or more).

All FA weapons are also classified according to the method of transportation which can be used to deliver a weapon to a combat area. All

artillery weapons can be transported by road, rail, or ship. Weapons that can be moved by aerial transportation are classified as air-transportable, and helicopter transportable.

US ADA

ADA is a separate combat arms branch of the Army since 1968. It has the primary mission of destroying, nullifying, or reducing the enemy air threat. ADA provides many deterrent weapons, not only for the support of land warfare operations, but also for the defense of Continental United States (CONUS). It is equipped with GM systems and the Vulcan 20mm gun system which is used in every division, and other equipment required for the provision of protective AD over the battlefield, as well as over important civil and mil establishments, for target acquisition, fire distribution, communication, and movement. ADA is characterized by its ability to place timely effective fire on fast moving aerial targets.

ADA weapons are classified as guns or GMs.

ADA guns are classified according to caliber and weight as light (under 90 mm), medium (90 mm or larger), heavy (larger than 90 mm).

ADA GMs are usually classified according to the guidance systems they employ.

All ADA weapons are classified according to their mobility as fixed (permanently emplaced for the protection of important areas or Installations), towed, SP, or portable (carried by hand).

ADA guns and some ADA GMs are capable of operating as FA weapons.

? Дайте відповіді на запитання:

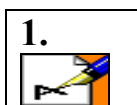
1. What are the characteristics of US artillery?
2. What are the characteristics of US FA?
3. How are US FA weapons classified?
4. How are FA cannon classified according to caliber?
5. What is the classification of US ADA?



Знайдіть еквіваленти слів у тексті англійською мовою:

Зенітний, протиповітряна оборона, зенітна артилерія, вогнева підтримка, артилерійська гармата, керована ракета, стаціонарний, переносний, ракета дальньої дії, самохідний.

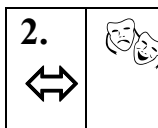
ГРАМАТИЧНІ ВПРАВИ МАЙБУТНІЙ ПОДОВЖЕНИЙ ЧАС



1. Складіть речення, замінюючи зворот *to be going to* майбутнім подовженим часом.

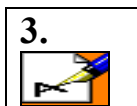
Example: I'm going to watch television from 9 until 10 o'clock this evening. -
So at 9.30 I will be watching television.

1. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30.
So at 4 o'clock tomorrow I
2. Jim is going to study from 7 o'clock until 10 o'clock this evening.
So at 8.30 this evening he.....
3. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock.
So at 10 o'clock tomorrow morning.....



Розкрийте дужки, використовуючи дієслова в одному з майбутніх часів Future Indefinite, Future Continuous.

1. I (to do) my homework tomorrow.
2. I (to do) my homework at 6 o'clock tomorrow.
3. When I come home tomorrow, my family (to have) supper.
4. Don't come to me tomorrow. I (to write) a composition the whole evening.
5. You (to play) tennis tomorrow?
6. What you (to do) tomorrow?
7. What you (to do) at 8 o'clock tomorrow?
8. When you (to go) to see your friend next time?
9. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from 3 till 6.
10. My father (to come) home from work at 7 o'clock tomorrow.



Напишіть питання з Will you be -ing?

Example: You want to borrow your friend's bicycle this evening.
(you/use/your bicycle this evening?) – **Will you be using your bicycle this evening?**

1. You want your friend to give Tom a message this afternoon.
(you/see/Tom this afternoon?)
2. You want to use your friend's typewriter tomorrow evening.
(you/use/your typewriter tomorrow evening?)
3. Your friend is going shopping. You want him/her to buy some stamps for you at the post office.
(you/pass/the post office when you're in town?)



Перекладіть речення англійською мовою, використовуючи дієслова в необхідному часі.

1. Я знаю, що він скоро прийде.
2. Вони написали, що прийдуть дуже скоро.
3. Нам сказали, що ми будемо писати контрольну роботу наприкінці семестру.
4. Він зрозумів, що ніколи її не забуде.

5. Мої друзі чекатимуть на мене біля кінотеатру.
6. Всі газети та журнали обов'язково опублікують цю сенсацію.
7. Я впевнений, що зустріну його на станції.
8. Я сподіваюсь, що ви будете час від часу відвідувати мене.
9. Діти гратимуть на дворі весь день.
10. Ми запізнимося на концерт, якщо не візьмемо таксі.
11. Ти не знаєш, коли приїжджає Макс? – Знаю, він щойно телефонував. Літак прибуває завтра зранку.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 3

ІНЖЕНЕРНІ ВІЙСЬКА



Прочитайте та перекладіть текст українською мовою.

Corps of Engineers

In the United States activities of the Corps of Engineers encompass both military and civilian engineering and all related planning, organization, training, operation, supply and maintenance. Many public structures, such as the Washington Monument, the Library of Congress, the Pentagon have been built by the Corps. In the more recent past, the construction support of the space program, such as NASA Headquarters in Houston and the launching facilities at Cape Kennedy, was accomplished by the Corps. The CE works hand in glove with the Environmental Protection Agency to prevent further pollution of streams and waterways and to restore them to their former purity. But the most important mission of the Corps (carried out by the engineer troop units) is provision of combat engineer support to the Army units.

Engineer Troop Units

The mission of engineer troop units in a theater of operations are to facilitate the movement of friendly forces, impede the movement of enemy forces, provide engineer staff planning and advice to all commanders in the theatre of operations (TO) and to provide all engineer services required in a TO. To accomplish their respective missions, engineer troop units in a TO are capable of —

1. Participating as a part of the combined arms team in all forms of combat operations (combat engineer units). This includes the offense, the defense and the retrograde in all types of operations, including airborne, airmobile and amphibious operations. In these operations they perform specialized tasks, alone or in cooperation with other units — such as the construction, destruction, breaching, or passage of obstacles and barriers; river crossings; and employment of atomic demolition munitions (ADM). Engineer combat units may be committed as units to engage in infantry type combat.
2. Constructing, rehabilitating, maintaining and repairing all types of facilities such as depots, hospitals, protective shelters, roads, railroads, bridges, ports, POL pipelines, airfields, heliports, etc.
3. Providing potable water for field troops.
4. Providing mapping and terrain intelligence, as well as advice on demolition and camouflage or demolition or cam services when required.
5. Decontaminating vital areas contaminated with chemical agents or radioactive materials.

? Дайте відповіді на запитання:

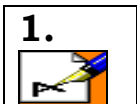
1. What construction support was accomplished by the Corps of Engineers in the more recent past in the USA?
2. What is the most important mission of the Corps of Engineers?
3. What are the missions of engineer troop units in a TO?
4. What tasks do engineer combat units perform in combat operations?
5. What types of facilities do engineer troop units construct, rehabilitate, maintain and repair?



Знайдіть еквіваленти слів у тексті англійською мовою:

Військова інженерна частина, інженерне забезпечення бойових дій, форсування річки, трубопровід, підривні роботи, інженерне командування, полегшувати рух своїх військ, приймати участь в бою.

ГРАМАТИЧНІ ВПРАВИ ЧАС PRESENT PERFECT

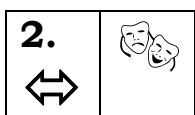


1.

Поставте дієслова в дужках в час Present Perfect

1. Where you (be)? I (be) to the dentist.
2. You (have) breakfast. Yes, I _____
3. The post (come)? Yes, it _____
4. You (see) my watch anywhere? No, I'm afraid I _____
5. Someone (wind) the clock? Yes, Tom _____
6. I (not finish) my letter yet.
7. He just (go) out.
8. Someone (take) my bicycle.
9. You (hear) from her lately? No, I _____
10. The cat (steal) the fish.
11. You (explain) the exercise? Yes, I _____
12. There aren't any buses because the drivers (go) on strike.
13. You (have) enough to eat? Yes, I (have) plenty, thank you.
14. Charles (pass) his exam? Yes, he _____
15. How many bottles the milkman (leave)? He (leave) six.
16. I (live) here for ten years.
17. How long you (know) Mr. Pitt? I (know) him for ten years.
18. Would you like some coffee? I just (make) some.
19. Mary (water) the tomatoes? Yes, I think she _____
20. You (not make) a mistake? No, I'm sure I _____
21. Why you (not mend) the fuse? I (not have) time.
22. You (dive) from the ten-metre board yet? No, I _____
23. You ever (leave) a restaurant without paying the bill? No, I _____

24. I (ask) him to dinner several times.
25. You ever (ride) a camel?
26. I (buy) a new carpet. Come and look at it.
27. I often (see) him but I never (speak) to him.
28. You ever (eat) caviar? No, I ____
29. We just (hear) the most extraordinary news.
30. The police (recapture) the prisoners who escaped yesterday.
31. I (not pay) the telephone bill yet.



Використайте потрібний час

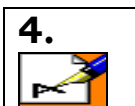
1. Since 1901 many famous scientists (win) Nobel Prizes for Physics, Chemistry and Medicine.
2. In this century scientists (invent) many new electronic devices, such as radio, television and computers.
3. Doctors (learn) how to cure many diseases during the last hundred years.
4. Medical associations (spend) millions of dollars on research into cancer, but it is still a major cause of death.
5. Medical experts (have) enough information to cure diseases by the use of antibiotics only since the Second World War.
6. In the twentieth century we (learn) how to use nuclear energy in many different ways.
7. For instance, many countries (build) nuclear power stations which they use to provide electricity. The Russians and the Americans (put) several spacecraft into orbit around Mars in the last twenty years.
8. Since 1969 astronauts (travel) to the moon several times.
9. My goodness, young John (grow). He's six inches taller than last year!
10. She (wear) glasses since she was 18 years old.
11. Mr. Jones is angry because some boy just (throw) a ball through his window.
12. You (choose) Mary's present yet? No. I don't know what to get her.
13. You (meet) Peter Campbell? Yes, we (see) each other for years.
14. Where are the matches? I suppose mother (hide) them; she doesn't want the children to find them.
15. You ever (see) a giraffe? Yes, but only in the zoo.



Вставте в речення та текст FOR або SINCE

- A. We have been in England ____ four months.
 I haven't seen him ____ last Friday.
 Mrs. Brown has been busy ____ she came back from her holiday.
 We have had a lot of rain _____ three months now.
 I haven't seen much sunshine ____ I left Greece.
 I have been waiting for you here ____ four o'clock.
 We haven't seen her ____ she went to Birmingham.

B. Joe Bloggs does not like work. He has been at Mr. Carter's factory ___ five years, ___ he left school, but ___ most of this time he has done very little work. When he was seventeen he hurt his hand on a machine because he wasn't careful and ___ then he has only been at work ___ two or three days each week. "I can't work ___ five days a week ___ I hurt my hand," he says. One day Mr. Carter found him sitting in the canteen in the middle of the afternoon. "How long have you been here, Bloggs?" He asked. "___ lunch-time," said Bloggs. "It's now four o'clock. You've been here doing nothing ___ three hours," said the Manager angrily. "It's my hand," said Bloggs. "I can't hold my arm up ___ I hurt my hand." The Manager looked at him ___ a moment. "And how high, could you hold up your hand before that?" He asked. "Right up," said Bloggs, putting his hand high over his head Mr. Carter laughed, and Bloggs saw he had made a mistake. "Go back to work," said the Manager. "And if I hear anything bad about you next month you'll have to leave the factory."



4.

Вставте в речення FOR або SINCE

1. I've been up ___ hours. I've been working o'clock.
2. Let's go to the pictures; I haven't seen a good film ___ ages.
3. This play has been on ___ a fortnight, _____ the end of April.
4. He's been ill ___ the beginning of this month.
5. It's been raining ___ Monday. It's been cold ___ ten days.
6. People have been talking about it ___ I was a child.
7. The newspapers have been full of the murder case _____ weeks.
8. Gardening has been my hobby _____ many years.
9. We've lived in this house ___ 1995.
10. This country house has been in the same family _____ over two hundred years.



5.

Використайте необхідні прислівники

1. I have seen him (just)
2. Have you spoken to her about it (ever)?
3. I have been to the laboratory (already). Nick isn't there
4. We have been there before (never).
5. They haven't finished breakfast (yet).
6. Have you made the beds, Ann (already)?
7. Mary and Edward have left (just).
8. She hasn't finished doing the room (yet).
9. I have finished my translation and now I am free (just).
10. She has seen the sea (never) and wants to go to the Crimea this summer.

11. When does your train leave? Have you packed your bags (yet)?
 12. Have you been to England (ever)?
 13. The bell has gone (just).
 14. I have seen him looking so pale (never).
- If you have seen the film you must remember this scene (ever).

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 4

ВІЙСЬКА ЗВ'ЯЗКУ



Прочитайте та перекладіть текст українською мовою.

US Signal Corps

Within the classification of combat, combat support and service support, the Signal Corps is a combat support branch with the overall mission of planning, installing, operating and maintaining the Army's worldwide communication system.

The responsibilities of the Signal Corps include establishing, maintaining, operating and refining communication networks for tactical operations; operating the Army portion of 'the global strategic communication network; training signal specialists, officer and enlisted; carrying out research and development projects; handling the logistics of storage, distribution and repair of communications-electronics materiel, staffing the Army photographic and pictorial services; experimenting in the atmospheric sciences and training meteorological specialists; developing highly specialized electronic equipment for use in the space satellite program; and special research in the fields of avionics and combat surveillance.

Signal Corps Units

The complexities of today's Army require a flexible Signal Corps organization. While many types of Table of Organization and equipment (TOE) signal organizations are authorized, if not in actual existence, signal personnel are employed in practically every organizational structure throughout the Army. The Army depends upon the Signal Corps to provide the communication required by the army commander for his operational needs. The Signal Corps provides the command communication system superimposed upon the area communication system to meet this requirement.

A field army signal brigade is the signal organization formed and employed to provide an area communication system and a command communication system for a field army. The brigade assigns servicing elements including the various organic signal battalions (i.e. communication and construction) to plan, install, maintain and operate the integrated network of the command communication system serving from the field army HQ down to each combat brigade. Also, at each combat brigade there is a Signal Corps officer who serves as the brigade Communications-Electronics officer. Every manoeuvre battalion placed under the combat brigade has its own C-E off in charge of organic communications and in command of the battalion communication platoon.

At corps level, there is a signal battalion which provides command communication from the corps command post (CP) to the division CPs. This

battalion performs its msn by using five organic cos: a HHC, two command operations companies for the corps main and alternate CPs, a command radio relay and cable company, and command artillery radio relay company.

? Дайте відповіді на запитання:

1. What is the mission of the Signal Corps?
2. What are the responsibilities of the Signal Corps?
3. In what respect does the Army depend upon the Signal Corps?
4. What purpose is a field army signal brigade formed and employed?



Знайдіть еквіваленти слів у тексті англійською мовою:

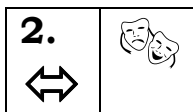
Засоби зв'язку і радіоелектроніки, електронне обладнання, мережа зв'язку, начальник зв'язку, рота зв'язку, класифікація, гнучкий, обслуговування, розгортання систем зв'язку.

ГРАМАТИЧНІ ВПРАВИ ЧАС PAST PERFECT



1. Використайте минулий доконаний час та минулий неозначений час

- a) His smile (be)something she never (see)before.
- b) Jane (be)on her way to meet her mother whom she (not see)for many years.
- c) Mr. Brown (just, finish)reading the letter when the telephone on his desk (ring)
- f) I (keep)silence for a little while, thinking of what he (tell)me.



2. Використайте минулий доконаний час та минулий неозначений час

1. Він прийшов в кімнату, коли я вже зайшов туди.
2. Коли настав (fall) вечір Джек пішов гуляти (go out).
3. Коли він приїхав в аеропорт літак вже улетів (already, leave).
4. Коли вона повернулася до дому він вже пішов на роботу



3. Дopiшіть власне закінчення речень, використовуючи Past Perfect

1. I saw Tom yesterday but.....
2. It rained a lot last week but.....
3. We ate a lot yesterday but we.....
4. It snowed a lot last winter but it
5. I played tennis a lot last year but.....

6. She worked hard last term but.....
7. I watched television yesterday evening.....
8. My favourite football team won a lot of matches last season but they



4. Прочитайте ситуацію і закінчить речення, використавуючи Past Perfect

1. Ron is phoning Jill again. He has already phoned her twice this evening.
.....
2. You're late again. You've already been late once this week.
.....
3. The car has broken down. It has already broken down twice this month.....
4. Ann has just finished drinking a cup of tea. She has already had four cups this morning.....

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 5

ДЕСАНТНІ ВІЙСЬКА



Прочитайте та перекладіть текст українською мовою.

Airborne Operations

Air born troops involve the movement and delivery by air of combat forces and their logistic support into enemy objective area for the execution of a tactical or a strategic mission. These forces may consist of airborne, infantry, and mechanized infantry divisions and air transportable units with supporting artillery. Air born troops may be a joint effort, using US Air Force, Navy, and Army transport aircraft.

Classification

Air born troops are classified as short-duration and long-duration. Division or division units conduct short-duration operations with limited nondivisional reinforcing units. They engage in combat using accompanying supplies and limited followup supplies. There is no routine supply phase: the assault force receives minimum combat service support in the objective area and the operation terminates with the early relief, withdrawal, or relief for subsequent operations.

In long-duration operation, nondivision combat, combat support, and combat service support units reinforce airborne units. These forces are usually committed to sustained ground combat. Long-duration operations involve a substantial buildup of troop, supply, and equipment primarily by airlines of communications.

The mission assigned to the airborne force determines the type of operation to be conducted. An airborne raid is normally a short-duration operation, while a large-scale operation conducted deep in the enemy's rear is usually a long-duration operation that requires a buildup by airlines of communication and a linkup between two forces. Both types of operations may be either tactical or strategic.

Concept of Employment

Usually airborne forces are not committed on missions that can be performed as economically or as expeditiously by other combat forces. Airborne forces move directly to the objective area or to forward bases. Airborne forces are airlifted from these forward bases by AF aircraft to conduct airborne assault operations. An airborne capability is a strategic threat that may compel the enemy to disperse and dissipate his forces to protect vital installations in his rear areas and on his flanks.

Airborne forces can exploit the results of nuclear, biological, or chemical attack when existing radiation or level of persistent chemical or biological agent contamination in areas of employment is within acceptable limits.

Airborne operations can be conducted in areas occupied by well organized enemy combat forces when preceded by neutralizing preassault air bombardment or intensive FA fires.

Airborne operations can be conducted in either daylight or darkness or under other conditions of reduced visibility. Because of the inherent difficulties in night or reduced visibility operations, commanders prefer to launch major airborne assaults during daylight. Forces conduct loading and a major portion of their air movement during darkness or other conditions of reduced visibility to conceal these operations. Forces avoid establishing a recognizable pattern of timing in the assaults.

Parachute elements normally make the initial assault. Air-landed units then move into protected landing areas. When required, airborne operations can be conducted entirely by parachute. Air-landed units can conduct assault operations without having been preceded by a parachute assault if the landing area is undefended, lightly defended, or neutralized. The airborne force is most vulnerable to enemy counterattack, particularly armoured and mechanized forces, immediately after landing. Tactical air support and artillery restrict the movement of enemy forces into the airhead area during this period.

Since the airborne division is most vulnerable to enemy during the landing and reorganization of its assault echelon it must land and reorganized with maximum speed and precision.

? Дайте відповіді на запитання:

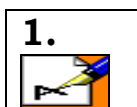
1. What do airborne operations involve?
2. What units may airborne forces consist of?
3. What is meant by short-duration airborne combat operations?
4. What is the airborne force most vulnerable to?
5. What is the concept of employment of US airborne forces?



Знайдіть еквіваленти слів у тексті англійською мовою:

Район десантування, короточасна десантна операція, матеріальні засоби, що доставляються одночасно з висадкою десанту, матеріальні засоби, що доставляються після висадки десанту, повітряні комунікації, повітряна атака, висадка повітряного десанту, плацдарм десантування.

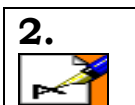
ГРАМАТИЧНІ ВПРАВИ ЧАС FUTURE PERFECT ТА ІНШІ МАЙБУТНІ ЧАСИ



1.

Використайте майбутній доконаний час

- a) I **will have left** for London by noon.
- b) When I do come again, I hope your English **will have improved**.
- c) Коли я повернуся сподіваюсь ти прочитаєш цю статтю.
- d) До вечора він вже купить всім подарунки.



2. Розкрийте дужки, вживаючи дієслова у Present Simple або Future Simple. (Усі речення стосуються майбутнього часу)

1. My grandmother is superstitious. She always says to me: "If you (to spill) salt, you should throw a little salt over your left shoulder. If you (not to do) this, you (to have) bad luck. If you break a mirror, you (to have) bad luck for seven years." 2 I (not to speak) to him until he (to apologize). 3. Peter (to introduce) us to his friends as soon as we (to meet) them. 4. We (to go) to the station to meet Sergei when he (to come) to St. Petersburg. 5. Don't go away until mother (to come) back. Give her the note as soon as she (to come). 6. You (to go) to the library with us? — No, I I (to stay) here and (to help) Jane with her grammar. I (to come) to the library after I (to finish). 7. Ring me up before you (to come). 8. I (to speak) to Mary if I (to see) her today. 9. If you (to ask) me a difficult question, I (to be) nervous. If I (to be) nervous, I (to make) a mistake. If I (to make) a mistake, the other students (to laugh) at me. If the other students (to laugh) at me, I (to be) embarrassed. And if I (to be) embarrassed, I (to cry). So please don't ask me a difficult question!



3. Розкрийте дужки, вживаючи дієслова у Present Simple, Present Continuous або Future Simple

1. Don't go out: it (to rain) heavily. 2. Take your raincoat with you. I am afraid it (to rain) in the evening and you (to get) wet through if you (not to put) on your raincoat. 3. Every spring birds (to come) to our garden and (to sing) in the trees. 4. Listen! Somebody (to sing) in the next room. 5. It usually (not to snow) at this time of the year. 6. What the weather (to be) like now? It (to snow)? — No, it 7. We (to go) out of town to ski on Sunday? — Yes, we ... if it (to snow) this week and if there (to be) a lot of snow everywhere.



4. Розкрийте дужки, вживаючи дієслова у Present Simple, Present Continuous або Future Simple

1. What you (to do) tomorrow? — We (to go) out of town if the weather (not to change) for the worse. You (to come) with us? — With pleasure if only I (not to have) too much work to do at home. 2. It (to be) cold in autumn. It often (to rain). A cold wind often (to blow). 3. The weather (to be) fine today. It (to be) warm, the sun (to shine) brightly. A soft wind (to blow). Small white clouds (to sail) in the sky. 4. If we (to have) televisions at our supermarket, they (to inform) customers about things in the store. 5. If we (to play) music, it (to produce) the right atmosphere. 6. If we (to put) in cameras, they (to stop) people stealing things. 7. If we (to employ) more assistants, they (to help) our customers.

ТЕМА 30:

РОДИ ВІЙСЬК ЗБРОЙНИХ СИЛ США

Заняття 6

ПІХОТА



Прочитайте та перекладіть текст українською мовою.

Characteristics of Infantry

The infantry is the basic ground-gaining arm of the Army. It is also the arm of close combat. Its mission is to close with the enemy by fire and maneuver in order to destroy or capture him, or to hold its positions and repel his attack by fire, close combat, or counterattack.

Because of its versatility today's infantry is capable of fighting under widely varying conditions of terrain, weather, and nuclear availability which often restrict the employment of heavy weapons and equipment. It can move by land, sea or air. The modern infantry may fight on foot, or go into action by parachute, helicopter, armored personnel carrier, or assault boat. The infantry can operate at night, or under any climatic conditions, and can overcome natural and man-made obstacles which would stop other forces.

The advent of nuclear weapons has not changed the role of infantry on the battlefield but has brought to life mechanized infantry which move and fight in armored personnel carrier (APC's). The decisiveness of infantry in combat will continue and four of the five types of current ROAD divisions are infantry.

Type Road Divisions

The ROAD division is the smallest unit of the combined arms and services. There are five types of combat divisions: armored, mechanized, infantry, airborne and air assault. Divisions are formed by combining a division base with varying proportions of six to fifteen combat battalions of different types (tank, infantry, mechanized, airborne infantry and air assault infantry).

The combat battalions have many similarities. They are as nearly the same in organization as possible, consistent with their individual roles. All battalions are of essentially one combat arm, i.e. armor in tank battalion and infantry in other battalions.

Each ROAD division has its own characteristics. The armored division combines fast maneuver with great firepower. The mechanized division resembles the infantry division but has greater mobility and shock power. The airborne division is for vertical envelopment by airborne assault, using parachutes and Air Force troop carrier and assault landing aircraft. The air assault division with its helicopters has an ability to deliver firepower quickly anywhere.

The common base of each type ROAD division consists of the division HQ and HQ company, three brigade HQ and HQ cos, division artillery, support command, aviation battalion (in infantry and air assault divisions) or aviation

company (in mechanized and armored divisions), engineer and signal battalions, armored cavalry squadron, ADA battalion, and a military police company.

? Дайте відповіді на запитання:

1. What is the mission of infantry?
2. How can infantry fight?
3. Has the role of infantry changed with the advent of nuclear weapons?
4. What types of combat divisions are there in the US Army?
5. How are divisions formed?
6. What common features have combat battalions?

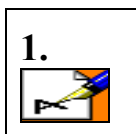


Знайдіть еквіваленти слів у тексті англійською мовою:

БТР, ближній бій, контратака, поле бою, механізована дивізія, піхотний батальйон, мотопіхотний батальйон, маневр, вогнева міць, ударна хвиля, мобільність, рота армійської авіації, батальйон зв'язку, розвідувальний батальйон, зенітний дивізіон, відбивати атаку.

ГРАМАТИЧНІ ВПРАВИ

ЧАС PRESENT PERFECT CONTINUOUS

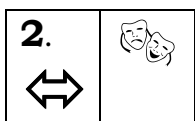


1.

Прочитайте ситуацію та складіть речення, використовуючи *present perfect continuous* (I have been doing)

Приклад: Tom is out of breath. (he/run) *He has been running.*

1. Ann is very tired. (she/work/hard)
2. Bob has a black eye and Bill has a cut lip. Bob and Bill/fight)
3. George has just come back from the beach. He is very red. (he/lie/in the sun)
4. Janet is hot and tired, (she/play/tennis)



2.

Поставте питання до кожного речення

Приклад: Your friend's hands are covered in oil. (you/work/on the car?)
Have you been working on the car?

1. You see a little boy. His eyes are red and watery. (you/cry?)
2. You have just arrived to meet your friend who is waiting for you. (you/wait/long?)
3. Your friend comes in. His face and hands are very dirty. (what/you/do?)



3.

Розкажіть як довго триває дія

Приклад: It is raining now. It began raining two hours ago. *It has been raining* for two hours.

1. Kevin is studying. He began studying three hours ago.
He for three hours.
2. I'm learning Spanish. I started learning Spanish in December.
I since December.
3. Ann is looking for a job. She began looking six months ago.
..... for six months.
4. Mary is working in London. She started working there on 18 January.
..... since 18 January.
5. George smokes. He started smoking five years ago.
..... for five years.



4.

Поставте питання, використовуючи *how long*

Приклад: It is raining. *How long has it been raining?*

- | | |
|----------------------------------|---------------|
| 1. My foot is hurting. | How long..... |
| 2. Mike plays chess. | How |
| 3. Jim sells washing machines. | |
| 4. Tom is living in High Street. | |

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 1

ОРГАНІЗАЦІЯ ЄВРОПЕЙСЬКОГО СПІВРОБІТНИЦТВА І РОЗВИТКУ



Прочитайте та перекладіть текст українською мовою.

Organisation for Economic Co-operation and Development

The Organisation for Economic Co-operation and Development is a unique forum where the governments of 30 market democracies work together to address the economic, social and governance challenges of globalisation as well as to exploit its opportunities.

The Organisation provides a setting where governments can compare policy experiences, seek answers to common problems, identify good practice and co-ordinate domestic and international policies. It is a forum where peer pressure can act as a powerful incentive to improve policy and implement “soft law” – non-binding instruments such as the OECD Corporate Governance Principles – and can on occasion lead to formal agreements or treaties.

Exchanges between OECD governments flow from information and analysis provided by a secretariat in Paris. The secretariat collects data, monitors trends, and analyses and forecasts economic developments. It also researches social changes or evolving patterns in trade, environment, agriculture, technology, taxation and more.

The OECD helps governments to foster prosperity and fight poverty through economic growth, financial stability, trade and investment, technology, innovation, entrepreneurship and development co-operation. It is helping to ensure that economic growth, social development and environmental protection are achieved together. Other aims include creating jobs for everyone, social equity and clean and effective governance.

The OECD is at the forefront of efforts to understand, and to help governments to respond to, new developments and concerns. These include trade and structural adjustment, online security, and the challenges related to reducing poverty in the developing world.

For more than 40 years, the OECD has been one of the world’s largest and most reliable sources of comparable statistical, economic and social data. OECD databases span areas as diverse as national accounts, economic indicators, the labour force, trade, employment, migration, education, energy, health, industry, taxation and the environment. Most of the research and analysis is published.

Over the past decade, the OECD has tackled a range of economic, social and environmental issues while further deepening its engagement with business, trade unions and other representatives of civil society. Negotiations at the OECD on taxation and transfer pricing, for example, have paved the way for bilateral

tax treaties around the world.

The OECD is a group of like-minded countries. Essentially, membership is limited only by a country's commitment to a market economy and a pluralistic democracy. It is rich, in that its 30 members produce 60% of the world's goods and services, but it is by no means exclusive. Non-members are invited to subscribe to OECD agreements and treaties, and the Organisation shares expertise and exchanges views on topics of mutual concern with more than 70 countries worldwide, from Brazil, China and Russia to least developed countries in Africa.

HOW HAS IT DEVELOPED?

The OECD grew out of the Organisation for European Economic Co-operation (OEEC), which was set up in 1947 with support from the United States and Canada to co-ordinate the Marshall Plan for the reconstruction of Europe after World War II.

Created as an economic counterpart to NATO, the OECD took over from the OEEC in 1961 and, since then, its mission has been to help governments achieve sustainable economic growth and employment and rising standards of living in member countries while maintaining financial stability, so contributing to the development of the world economy. Its founding Convention also calls on the OECD to assist sound economic expansion in member countries and other countries in the process of economic development, and to contribute to growth in world trade on a multilateral, non-discriminatory basis.

In recent years, the OECD has moved beyond a focus on its 30 member countries to offer its analytical expertise and accumulated experience to more than 70 developing and emerging market economies.

? Дайте відповіді на запитання:

1. What is OECD?
2. What are the objectives of OECD?
3. How does OECD help governments to foster prosperity?
4. When was OECD established?



Знайдіть еквіваленти слів у тексті англійською мовою:

Співробітництво, глобалізація, координувати, договір, захист навколишнього середовища, соціальний розвиток, торгівля, сільське господарство, інвестиції, оподаткування, бідність, фінансова стабільність, створення робочих місць.

ГРАМАТИЧНІ ВПРАВИ ЧАС PAST PERFECT CONTINUOUS



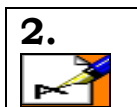
1.

Відкрийте дужки, використовуючи Past Perfect Continuous

The government of Pacifica started an investigation into its security services after several of its secret agents went over to its enemy, Arctica.

What went wrong? Our investigation revealed the following facts:

- 1 . 'Some of our agents (work) _____
- 2 . 'We (give away) _____ problems in her marriage.
- 3 . 'The departments in our security services (cooperate) _____ well with each other.'
- 4 . 'Our most trusted agent in Arctica (have) _____ conversations between our agents
- 5 . 'The enemy (listen) _____ secrets to using secret listening devices.
- 6 . 'Our agents (receive) _____ enough money to carry out their operations.'
- 7 . 'We ought to have guessed that something was wrong; over a period of several months we (get) _____ any useful information out of Arctica.'
- 8 . 'The enemy (feed) _____ us false information.'
- 9 . 'For several weeks, one of our agents in Arctica (send) _____ messages in the wrong code. We should have realised that he had been captured.'
- 10 . 'The conclusion: our security services (carry out) _____ their duties efficiently.'



2. В частині В використайте інформацію з частини А, використовуючи Past Perfect Continuous

A. Here is a list of some things that Ann did yesterday (and the times at which she did them)

- 8.45-9.15 - had breakfast
- 9.15-10.00 - read the newspaper
- 10.00-12.00 - cleaned her flat
- 12.45-1.30 - had lunch
- 2.30-3.30 - washed some clothes
- 4.00-6.00 - watched television

- B.** From 8.45 to 9.15
- From 9.15-10.00
- From 10.00-12.00
- From 12.45-1.30.....
- From 2.30-3.30
- From 4.00-6.00.....

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 2

ВТО



Прочитайте та перекладіть текст українською мовою.

WTO

WTO (the World Trade Organization) is the only international organization dealing with the global rules of trade between nations. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible.

The WTO has nearly 150 members, accounting for over 97% of world trade. Around 30 others are negotiating membership. Decisions are made by the entire membership. This is typically by consensus. A majority vote is also possible but it has never been used in the WTO, and was extremely rare under the WTO's predecessor, GATT. The WTO's agreements have been ratified in all members' parliaments.

The WTO's top level decision-making body is the Ministerial Conference which meets at least once every two years. Below this is the General Council (normally ambassadors and heads of delegation in Geneva, but sometimes officials sent from members' capitals) which meets several times a year in the Geneva headquarters. The General Council also meets as the Trade Policy Review Body and the Dispute Settlement Body.

At the next level, the Goods Council, Services Council and Intellectual Property (TRIPS) Council report to the General Council.

Numerous specialized committees, working groups and working parties deal with the individual agreements and other areas such as the environment, development, membership applications and regional trade agreements.

The WTO's rules — the agreements — are the result of negotiations between the members. The current set were the outcome of the 1986–94 Uruguay Round negotiations which included a major revision of the original General Agreement on Tariffs and Trade (GATT).

GATT is now the WTO's principal rule-book for trade in goods. The Uruguay Round also created new rules for dealing with trade in services, relevant aspects of intellectual property, dispute settlement, and trade policy reviews. The complete set runs to some 30,000 pages consisting of about 30 agreements and separate commitments (called schedules) made by individual members in specific areas such as lower customs duty rates and services market-opening.

Through these agreements, WTO members operate a non-discriminatory trading system that spells out their rights and their obligations. Each country receives guarantees that its exports will be treated fairly and consistently in other

countries' markets. Each promises to do the same for imports into its own market. The system also gives developing countries some flexibility in implementing their commitments.

Banks, insurance firms, telecommunications companies, tour operators, hotel chains and transport companies looking to do business abroad can now enjoy the same principles of freer and fairer trade that originally only applied to trade in goods.

These principles appear in the new General Agreement on Trade in Services (GATS). WTO members have also made individual commitments under GATS stating which of their services sectors they are willing to open to foreign competition, and how open those markets are.

The WTO's intellectual property agreement amounts to rules for trade and investment in ideas and creativity. The rules state how copyrights, patents, trademarks, geographical names used to identify products, industrial designs, integrated circuit layout-designs and undisclosed information such as trade secrets — “intellectual property” — should be protected when trade is involved.

The WTO set up reference centres in over 100 trade ministries and regional organizations in capitals of developing and least-developed countries, providing computers and internet access to enable ministry officials to keep abreast of events in the WTO in Geneva through online access to the WTO's immense database of official documents and other material. Efforts are also being made to help countries that do not have permanent representatives in Geneva.

? Дайте відповіді на запитання:

1. What is WTO?
2. What is the main function of WTO?
3. How many members are in WTO?
4. What are advantages and disadvantages of WTO membership?

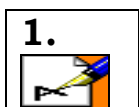


Знайдіть еквіваленти слів у тексті англійською мовою:

Всесвітня організація торгівлі, прийняття рішень, консенсус, ратифікувати, генеральний договір по митним тарифам і торгівлі, інтелектуальна власність, гнучкість, база даних.

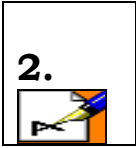
ГРАМАТИЧНІ ВПРАВИ

ЧАС FUTURE PERFECT CONTINUOUS ТА ІНШІ МАЙБУТНІ ЧАСИ



1. Перекладіть речення англійською мовою, використовуючи Future Perfect Continuous

1. Наступного тижня саме в цей час я буду вже плавати в морі з самого ранку. 2. Через місяць в цей час він вже тиждень відпочиватиме. 3. Якщо ти завтра прийдеш до мене, я вже працюватиму 5 годин. 4. Завтра в цей час ми розмовлятимемо вже годину.



2.

Розкрийте дужки, вживаючи дієслова у Future Simple

1. I want to get a medical checkup. I (to go) to my doctor tomorrow. 2. He (to give) me a complete examination. 3. The nurse (to lead) me into one of the examination rooms. 4. I (to take) off my clothes and (to put) on a hospital gown. 5. Dr. Setton (to shake) my hand, and (to say) "hello". 6. I (to stand) on his scale so he can measure my height and my weight. 7. He (to take) my pulse. 8. Then he (to take) my blood pressure. 9. After he takes my blood pressure, he (to take) some blood for a blood analysis. 10. He (to examine) my eyes, ears, nose and throat. 11. He (to listen) to my heart with a stethoscope. 12. Then he (to take) a chest X-ray and (to do) a cardiogram (EKG). 13. After the checkup I (to go) home and (to wait) for Dr. Setton's call. 14. Dr. Setton (to call) me tomorrow afternoon and (to say) to me: "Stop worrying! Your blood analysis is excellent," He is a very good doctor.



3.

**Розкрийте дужки, вживаючи дієслова в потрібному часі.
Зверніть увагу на підрядні речення часу і умови та
сполучники if, when, as soon as, before, after, till (until)**

1. Before you (to cross) the park, you will come to a supermarket. 2. When you (to cross) the park, you will see the hospital. 3. If you (to translate) this article into Russian, I shall use it in my report. 4. If she (to be) in St. Petersburg now, she will meet you at the railway station. 5. If you (not to hurry), you will miss the train. 6. If it (to rain), we shan't go to the country. 7. When my friend (to come) to St. Petersburg, we shall go to the Russian Museum. 8. What will you be doing when he (to come) to your place? 9. Don't forget to pay for your dinner before you (to leave) the canteen. 10. I shall be able to translate this article if you (to give) me a dictionary. 11. You will have to work hard at home if you (to miss) the lesson. 12. Where will you go when you (to come) to London? 13. The child won't be healthy if you (not to give) him much fruit. 14. I shan't have dinner before mother (to come) home. 15. What will you do if you (not to finish) your homework tonight? 16. What will he do if his TV set (to break)?

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 3

ОБСЄ



Прочитайте та перекладіть текст українською мовою.

The Organization for Security and Co-operation in Europe

The OSCE is the world's largest regional security organization whose 56 participating States span the geographical area from Vancouver to Vladivostok.

About the OSCE

With 56 participating States from Europe, Central Asia and North America, the Organization for Security and Co-operation in Europe (OSCE) forms the largest regional security organization in the world.

The OSCE is a primary instrument for early warning, conflict prevention, crisis management and post-conflict rehabilitation in its area. It has 18 missions or field operations in South-Eastern Europe, Eastern Europe, the Caucasus and Central Asia.

The Organization deals with three dimensions of security - the politico-military, the economic and environmental, and the human dimension. It therefore addresses a wide range of security-related concerns, including arms control, confidence- and security-building measures, human rights, national minorities, democratization, policing strategies, counter-terrorism and economic and environmental activities. All 56 participating States enjoy equal status, and decisions are taken by consensus on a politically, but not legally binding basis.

History of the OSCE

The OSCE traces its origins to the détente phase of the early 1970s, when the Conference on Security and Co-operation in Europe (CSCE) was created to serve as a multilateral forum for dialogue and negotiation between East and West. Meeting over two years in Helsinki and Geneva, the CSCE reached agreement on the Helsinki Final Act, which was signed on 1 August 1975. This document contained a number of key commitments on politico-military, economic and environmental and human rights issues that became central to the so-called 'Helsinki process'. It also established ten fundamental principles (the 'Decalogue') governing the behaviour of States towards their citizens, as well as towards each other.

Until 1990, the CSCE functioned mainly as a series of meetings and conferences that built on and extended the participating States' commitments, while periodically reviewing their implementation. However, with the end of the Cold War, the Paris Summit of November 1990 set the CSCE on a new course. In the Charter of Paris for a New Europe, the CSCE was called upon to play its part in managing the historic change taking place in Europe and responding to the new challenges of the post-Cold War period, which led to its acquiring

permanent institutions and operational capabilities.

As part of this institutionalization process, the name was changed from the CSCE to the OSCE by a decision of the Budapest Summit of Heads of State or Government in December 1994.

? Дайте відповіді на запитання:

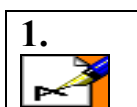
1. What is OSCE?
2. What are the main objectives of OSCE?
3. What dimensions of security do you know?
4. What do you know about the security of OSCE?



Знайдіть еквіваленти слів у тексті англійською мовою:

Організація з безпеки і співробітництва в Європі, співпраця, попередження конфліктів, три виміри безпеки, контроль над озброєнням, права людини, національні меншини, холодна війна.

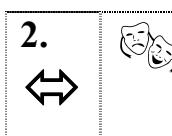
ГРАМАТИЧНІ ВПРАВИ FUTURE-IN-THE-PAST



1.

Напишіть речення у минулому часі.

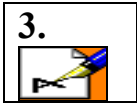
1. I am afraid I shall be late.
2. Do you think we shall pick all the apples in three days?
3. He hopes you will often visit him.
4. They expect he will be at home in a few days.
5. Are you afraid we shan't be in time?
6. She promises that she will finish the work in a week.
7. I think Henry will help us.



2.

Розкрийте дужки, вживаючи дієслова у *Future-in-the-Past* або *Past Simple*.

1. I know we (not be) late.
2. I knew we (not be) late.
3. I want to know whether he (to be) at home.
4. I wanted to know whether he (to be) at home.
5. "When you (to be) ready?" he asked.
6. He asked when I (to be) ready.
7. I can't say whether Bob (to do) the work perfectly, but he to do his best.
8. He asked me whether he (to see) Olga there.
9. Are you sure that we (to have) time to do that?
10. I was afraid he (to say): "I don't think I (to be) able to come."



3. Перекладіть англійською мовою, звертаючи увагу на час дієслова в головному реченні.

1. Я знаю, що він незабаром прийде.
2. Я знав, що він незабаром прийде.
3. Я думаю, що він спатиме в цей час.
4. Я думав, що він спатиме в цей час.
5. Вона думає, що зробить усю роботу до п'ятої години.
6. Вона думала, що зробить усю роботу до п'ятої години.
7. Я був впевнений, що до десятої години він уже вивчить цей вірш.
8. Я знав, що до дев'ятої години мама вже приготує вечерю і о дев'ятій годині вся сім'я сидітиме за столом. Я боявся, що прийду занадто пізно.
9. Вона боялася, що її друг не прийде.
10. Вони написали, що скоро приїдуть.
11. Я був упевнений, що зустріну його на станції.
12. Я думаю, що тато скоро напише нам листа.
13. Чи сказали вам, що в грудні ми писатимемо контрольну роботу?
14. Він зрозумів, що ніколи її не забуде.
15. Він каже, що не знає цю людину.

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 4

ЮНЕСКО



Прочитайте та перекладіть текст українською мовою.

UNESCO

UNESCO (United Nations Educational, Scientific and Cultural Organization) is a specialized agency of the United Nations established in 1945. Its stated purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and the human rights and fundamental freedoms proclaimed in the UN Charter.

In total 191 nations belong to UNESCO. The organization is headquartered in Paris, with over 50 field offices and several institutes and offices throughout the world. Most of the field offices are "cluster" offices covering three or more countries; there are also regional offices. UNESCO pursues its action through five major programmes: education, natural sciences, social and human sciences, culture and communication and information. Projects sponsored by UNESCO include literacy, technical, and teacher-training programmes; international science programmes; regional and cultural history projects, the promotion of cultural diversity; international cooperation agreements to secure the world cultural and natural heritage and to preserve human rights; and attempts to bridge the world-wide digital divide.

UNESCO has been at the centre of controversy, particularly in the United States, the United Kingdom, and Singapore. During the 1970s and 1980s, UNESCO's support for a "New World Information Order" and its MacBride report calling for democratization of the media and a more egalitarian access to information was condemned in these countries as attempts to destroy the freedom of the press. UNESCO was perceived as a platform for communist and Third World countries to attack the West. In 1984, the United States withheld its contributions and withdrew from the organization in protest, followed by the United Kingdom in 1985 and Singapore in 1986. The UK later rejoined in 1997 and the United States in 2003, after considerable reforms were implemented in the organization.

The staff pyramid, which was the most top-heavy in the UN system, was cut back as the number of high-level posts was halved and the "inflation" of posts was reversed through the down-grading many positions. Open competitive recruitment, results-based appraisal of staff, training of all managers and field rotation were instituted, as well as SISTER and SAP systems for transparency in results-based programming and budgeting.

Programming coherence and relevance remains a challenge at UNESCO.

One of the main reasons for this is that activities and projects can be identified and supervised by various services within the organisation (divisions and sections based at UNESCO Headquarters in Paris, UNESCO regional and cluster field offices and international institutes) with insufficient coordination between them.

? Дайте відповіді на запитання:

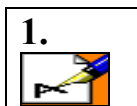
1. What is UNESCO?
2. When was UNESCO established?
3. What are the objectives of UNESCO?
4. Where is UNESCO HQ located?
5. What are the major UNESCO programmes?



Знайдіть еквіваленти слів у тексті англійською мовою:

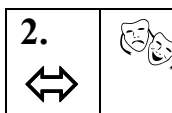
Миротворчі операції, хартія ООН, вирішувати конфлікт, дипломатія, угода, підтримання миру, Організація ООН з питань освіти, науки і культури, міжнародне співробітництво, культурна різноманітність, захищати права людини, послідовність.

ГРАМАТИЧНІ ВПРАВИ УЗГОДЖЕННЯ ЧАСІВ



1. Розкрийте дужки, вживаючи потрібний час дієслова. Перекладіть українською мовою.

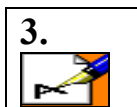
1. I knew they (to wait) for me at the metro station and I decided to hurry. 2. I didn't know that you already (to wind) up the clock. 3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her. 4. He says that he (to know) the laws of the country. 5. Sarie understood why Lanny (not to come) the previous evening. 6. She asked me whether I (to remember) the legend about a faithful lion. 7. He understood that the soldiers (to arrest) him. 8. He could not understand why people (not to want) to take water from that well. 9. I suppose they (to send) a dog after the burglar immediately.



2. Виберіть правильний час дієслова.

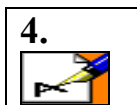
1. My friend asked me who (is playing, was playing) the piano in the sitting room. 2. He said he (will come, would come) to the station to see me off. 3. I was sure he (posted, had posted) the letter. 4. I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse. 5. I knew that he (is, was) a very clever man. 6. I want to know what he (has bought, had bought) for her birthday. 7. I asked my sister to tell me what she (has seen, had seen) at the museum. 8. He said he (is staying, was staying) at

the "Ritz" Hotel. 9. They realized that they (lost, had lost) their way in the dark. 10. He asked me where I (study, studied). 11. I thought that I (shall finish, should finish) my work at that time. 12. He says he (works, worked) at school two years ago. 13. Victor said he (is, was) very busy.



3. Перекладіть англійською мовою, дотримуючись правила узгодження часів.

1. Я знала, що вона працює на заводі, що в неї є чоловік і двоє дітей, що сім'я в неї дуже дружна і вона щаслива. 2. Він сказав мені вчора, що раніше він навчався в університеті. 3. Ми вирішили минулого тижня, що наступного літа ми всі поїдемо в Крим. 4. Сестра сказала, що хоче приїхати до нас сама. 5. Я знала, що вона дуже заклопотана. 6. Ніхто не знав, що ви чекаєте тут. Ходімо в будинок. 7. Він попередив нас, що в цій частині міста рух досить напружений. 8. Секретар не помітив, що директор з кимось розмовляє. 9. Усі ми знали, що вона знову в Санкт-Петербурзі. 10. Олена сказала, що вона дарує нам цю картину. 11. Вона сказала, що її колеги завжди дають їй чудові поради. 12. Він сказав, що любить цю п'єсу. 13. У минулому році вони думали, що ніколи не будуть добре читати англійською мовою, але вчора вони побачили, що читають тексти досить добре.



4. Перекладіть англійською мовою, дотримуючись правила узгодження часів.

1. Я боявся, що заблукаю у лісі. 2. Вона знала, що ми ніколи не бачили її картини. 3. Вчений був упевнений, що знайде вирішення проблеми. 4. Я знав, що ти приїхав до Санкт-Петербургу, і сподівався, що ти відвідаєш мене. 5. Ми не думали, що він так розсердиться. 6. Ми вчора дізналися, що вона хвора. 7. Він думав, що вона не прийде до школи. 8. Я знав, що моя сестра вивчає французьку мову, і думав, що вона поїде до Парижу. 9. Мені сказали, що ти мені телефонував. 10. Я думав, що ти в Москві. 11. Я не знав, що ти вже повернувся до Санкт-Петербургу. 12. Ми сподівалися, що поїдемо до Лондону.

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 5

ОРГАНІЗАЦІЯ АМЕРИКАНСЬКИХ ДЕРЖАВ



Прочитайте та перекладіть текст українською мовою.

OAS

The Organization of American States (OAS) brings together the countries of the Western Hemisphere to strengthen cooperation and advance common interests. It is the region's premier forum for multilateral dialogue and concerted action.

At the core of the OAS mission is an unequivocal commitment to democracy, as expressed in the Inter-American Democratic Charter: "The peoples of the Americas have a right to democracy and their governments have an obligation to promote and defend it." Building on this foundation, the OAS works to promote good governance, strengthen human rights, foster peace and security, expand trade, and address the complex problems caused by poverty, drugs and corruption. Through decisions made by its political bodies and programs carried out by its General Secretariat, the OAS promotes greater inter-American cooperation and understanding.

The OAS member states have intensified their cooperation since the end of the Cold War, taking on new and important challenges. In 1994 the region's 34 democratically elected presidents and prime ministers met in Miami for the First Summit of the Americas, where they established broad political, economic and social development goals. They have continued to meet periodically since then to examine common interests and priorities. Through the ongoing Summits of the Americas process, the region's leaders have entrusted the OAS with a growing number of responsibilities to help advance the countries' shared vision.

Here are some of the ways in which the OAS is making a difference:

Defending democracy – The Inter-American Democratic Charter defines the essential elements of democracy and establishes guidelines for responding effectively when it is at risk. This landmark document, which the member states adopted on September 11, 2001—as it happened, the same day terrorists attacked the United States—provides a compass to guide the region's collective action when democracy faces serious challenges.

The OAS plays a key role in strengthening democratic institutions and practices in the countries of the Americas. Through its Unit for the Promotion of Democracy (UPD), the OAS has observed elections in a majority of its member states, helping to ensure transparency and integrity in the voting process. Guided by the principles of the Democratic Charter, the OAS also supports efforts to decentralize governments, modernize political parties, strengthen national legislatures, and consolidate democratic values and culture. It also works to

promote a greater role for civil society in decision-making.

Protecting human rights – Despite the prevalence of freely elected governments in the Americas, the region continues to see such problems as police abuse, violations of due process of law, and lack of independence in the administration of justice. The OAS human rights system provides recourse to people in the Americas who have suffered violations of their rights by the state and who have been unable to find justice in their own country. The pillars of the system are the Inter-American Commission on Human Rights, based in Washington, D.C., and the Inter-American Court of Human Rights, located in San José, Costa Rica. These institutions apply the regional law on human rights.

The Commission examines petitions filed by individuals who claim the violation of a protected right and may recommend measures to be carried out by the state to remedy the violation. If the country involved has accepted the Inter-American Court's jurisdiction, the Commission may submit the case to the Court for a binding decision.

The Commission also conducts on-site visits to member countries, at their invitation, to analyze and report on the status of human rights. It promotes human rights throughout the hemisphere, focusing attention on specific issues such as freedom of expression, the rights of indigenous peoples and women's rights.

Strengthening Security – The OAS is working on a number of fronts to make the region safer. The Inter-American Committee against Terrorism (known as CICTE) seeks to prevent the financing of terrorism, strengthen border controls and increase cooperation among law enforcement authorities in different countries. The peaceful resolution of territorial disputes is another concern, and the OAS has created a Fund for Peace to provide support in this area.

The OAS also coordinates comprehensive international efforts to remove buried landmines that pose a threat to civilians in previous zones of conflict, including parts of Central America and along the border between Ecuador and Peru. In 2002, Costa Rica became the first of the affected countries to be declared free of landmines. The OAS also supports mine awareness and victim rehabilitation programs, and has helped several member states destroy stockpiled mines.

In 2003, the member states reviewed the hemisphere's overall security structure in light of new threats and priorities, and reaffirmed their commitment to help preserve peace through close cooperation. "Peace is a value and a principle in itself, based on democracy, justice, respect for human rights, solidarity, security, and respect for international law," they said in the Declaration on Security in the Americas.

Fostering Free Trade – Since the Summit process began, a central goal has been the creation of a hemisphere-wide trading zone, the Free Trade Area of the Americas (FTAA). Working in partnership with the Inter-American Development Bank (IDB) and the United Nations Commission for Latin America and the Caribbean (ECLAC), the OAS Trade Unit has provided

extensive technical support to the FTAA negotiations. It has placed particular emphasis on ensuring that the concerns of smaller economies are taken into account in the negotiating process.

In 2004, at the Special Summit of the Americas in Monterrey, Mexico, the hemisphere's presidents and prime ministers reaffirmed "the important role that trade plays in promoting sustained growth and economic development."

Combating illegal drugs – Through the OAS Inter-American Drug Abuse Control Commission (CICAD), the nations of the hemisphere are strengthening anti-drug laws, enhancing prevention programs, and taking other steps to stem the trafficking of illegal narcotics, related chemicals and firearms. The Multilateral Evaluation Mechanism (MEM), which monitors progress against drugs in each country and the region as a whole, has significantly increased cooperation on this issue. By sharing knowledge on accomplishments, obstacles and strategies, the countries develop a clearer picture of needs and weaknesses and identify areas that warrant closer coordination, better legislation, more research or additional resources.

Fighting Corruption – In 1996 the OAS member countries adopted the Inter-American Convention against Corruption, the first treaty of its kind in the world. A monitoring process evaluates how countries that have ratified the treaty are complying with its key provisions. As with the anti-drug evaluation process, the goal is to strengthen cooperation among the countries to address shared problems.

? Дайте відповіді на запитання:

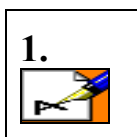
1. What is OAS?
2. What is at the core of the OAS mission?
3. What is CICTE?
4. How does OAS work to make the American region safer?
5. What are the major programmes of OAS?



Знайдіть еквіваленти слів у тексті англійською мовою:

Право на демократію, боротьба з корупцією, співпраця, вибори, забезпечувати прозорість і чесність, децентралізовувати, демократичні цінності, прийняття рішень, протипіхотні міни, правоохоронні органи, безпека.

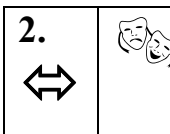
ГРАМАТИЧНІ ВПРАВИ УЗГОДЖЕННЯ ЧАСІВ: ЗАКРІПЛЕННЯ



1. Зробіть речення підрядними додатковими, використовуючи у ролі головних речення, подані в дужках. Змінійте час відповідно до правила узгодження часів.

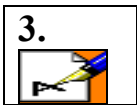
1. You will fall and break your leg. (I was afraid). 2. My friend has never been to Washington. (I knew) 3. She never drinks milk. (I was told) 4. He is a very

talented singer. (We were told) 5. They live a happy life. (We knew), 6. The children are playing in the yard. (She thought) 7. Her friend will come to see her. (She hoped) 8. Father has repaired his bicycle. (He thought) 9. She knows English very well. (I supposed) 10. Our sportsmen will win the game. (We were sure) 11. He does not know German at all. (I found out) 12. She made no mistakes in her dictation. (She was glad) 13. He works at his English hard. (I knew) 14. She dances better than anybody else. (I was told) 15. My cousin has received a very interesting offer from his firm. (I learnt) 16. She will come to stay with us. (My aunt wrote in her letter) 17. He is painting a new picture. (We heard) 18. His new picture will be a masterpiece. (We were sure).



Розкрийте дужки, вживаючи потрібний час дієслова. Перекладіть українською мовою.

1. He said he (to leave) tomorrow morning.
2. She says she already (to find) the book.
3. He stopped and listened: the clock (to strike) five.
4. She said she (can) not tell me the right time, her watch (to be) wrong.
5. I asked my neighbour if he ever (to travel) by air before.
6. The policeman asked George where he (to run) so early.
7. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.



Перекладіть українською мовою, звертаючи увагу на узгодження часів.

1. When he learn that his son always received excellent marks in all the subjects at school, he was very pleased.
2. When he learn that his son had received an excellent mark, he was very pleased.
3. We didn't know where our friends went every evening.
4. We didn't know where our friends had gone.
5. She said that her best friend was a doctor.
6. She said that her best friend had been a doctor.
7. I did not know that you worked at the Hermitage.
8. I did not know that you had worked at the Hermitage.
9. I knew that you were ill.
10. I knew that you had been ill.
11. We found that she left home at 8 o'clock every morning.
12. We found that she had left home at 8 o'clock that morning.



Перекладіть англійською мовою, звертаючи увагу на узгодження часів.

1. Я думав, що він почекає на мене.
2. Він боявся, що йому буде важко зробити доповідь.
3. Він сказав нам, що коли він увійшов до кімнати, його

друг уже сидів на дивані. Він читав газету. 4. Ми сподівалися, що вона скоро прийде. 5. Він сказав, що не знає, коли почнеться конференція. 6. Я був упевнений, що якщо ми поспішимо, ми встигнемо на літак. 7. Вчитель сказав, що наші друзі надіслали листа із Лондону. 8. Вона сказала, що її подруга запросила її до театру. 9. Ми боялися, що не купимо квиток у театр. 10. Ми побачили, що діти граються у піску. 11. Вона сказала, що більше не буде купатися, тому що вода холодна. 12. Моя двоюрідна сестра сказала, що любить оперу і буде рада піти з нами до театру, хоча вже двічі слухала "Травіату".

ТЕМА 31:

МІЖНАРОДНІ ОРГАНІЗАЦІЇ

Заняття 6

ООН



Прочитайте та перекладіть текст українською мовою.

UN

The United Nations (UN) is an international organization that describes itself as a "global association of governments facilitating co-operation in international law, international security, economic development, and social equity." It was founded in 1945 at the signing of the United Nations Charter by 51 countries, replacing The League of Nations which was founded in 1919.

As of 2006 there exist 191 United Nations member states, including virtually all internationally recognised independent nations. From its headquarters in New York City, the UN's member countries and specialized agencies give guidance and decide on substantive and administrative issues in regular meetings held throughout each year. The organization is divided into administrative bodies, including the UN General Assembly, UN Security Council, UN Economic and Social Council, UN Trusteeship Council, UN Secretariat, and the International Court of Justice, as well as counterpart bodies dealing with the governance of all other UN system agencies, such as the WHO and UNICEF. The UN's most visible public figure is the Secretary-General.

The UN was founded after the end of World War II by the victorious world powers with the hope that it would act to prevent conflicts between nations and make future wars impossible, by fostering an ideal of collective security. The organization's structure still reflects in some ways the circumstances of its founding. For example, the five main victors of World War II are the Security Council permanent members with veto power: The United States of America, the Soviet Union (which was replaced by Russia), the United Kingdom, France, and the Republic of China (later replaced by the People's Republic of China).

The current United Nations headquarters building was constructed in New York City (the building does not however belong to the United States) in 1949 and 1950 beside the East River on land purchased by an 8.5 million dollar donation from John D. Rockefeller, Jr., and designed by an international team of architects that included Le Corbusier (Switzerland), Oscar Niemeyer (Brazil), and representatives of numerous other nations. Wallace K. Harrison, principal of Harrison & Abramovitz (NYC), headed the team. There is disagreement among scholars as to attribution. UN headquarters officially opened on January 9, 1951. While the principal headquarters of the UN are in New York, there are major agencies located in Geneva, The Hague, Vienna, Montreal, Copenhagen, Bonn and elsewhere. The street address of the UN headquarters is 760 United Nations

Plaza, New York, NY 10017, U.S.A. Security concerns subjects all mail addressed there to sterilisation.

The UN buildings are not considered separate political jurisdictions, but do have certain aspects of sovereignty. For example, under agreements with their host countries the United Nations Postal Administration is allowed to issue postage stamps for local mailing. Since 1951 the New York office, since 1969 the Geneva office, and since 1979 the Vienna office, have had their own issues. UN organizations also use their own telecommunications ITU prefix, 4U, and unofficially the New York and Vienna sites are considered separate entities for amateur radio purposes.

As the UN main building is aging, the UN is in the process of building a temporary headquarters designed by Fumihiko Maki on First Avenue between 41st and 42nd Streets for use while the current building is being expanded.

The United Nations Office at Geneva is the United Nations European headquarters. Prior to 1949, the United Nations was based in San Francisco and then moved to New York City.

? Дайте відповіді на запитання:

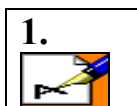
1. What is the basic goal of UN?
2. When was UN established?
3. Where is UN head quarters located?
4. What administrative bodies of UN do you know?
5. What are the permanent members of UN Security Council?
6. What is UNICEF?



Знайдіть еквіваленти слів у тексті англійською мовою:

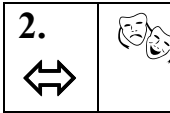
Міжнародне право, соціальна рівність, хартія ООН, Генеральна Асамблея ООН, ЮНІСЕФ, постійні члени Ради Безпеки ООН, суверенітет, домовленість, Всесвітня організація охорони здоров'я.

ГРАМАТИЧНІ ВПРАВИ ПОНЯТТЯ ПРО АКТИВНИЙ ТА ПАСИВНИЙ СТАН ДІЄСЛІВ



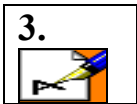
1. Перекладіть англійською мовою.

1. Я розповів. – Мені розповіли.
2. Ми відповіли. – Нам відповіли.
3. Вона принесла. – Її принесли.
4. Він допоміг. – Йому допомогли.
5. Ми виправили. – Нас виправили.
6. Він покликав. – Його покликали.
7. Вони порадили. – Їм порадили.



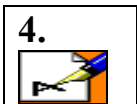
Поставте дієслова в дужках в *Passive voice*.

1. This copy (not read). The pages (not cut).
2. Why the car (not lock) or (put) into the garage?
3. This room (use) only on special occasions.
4. Bicycles must not (leave) in the hall.
5. He was taken to hospital this afternoon, and (operate on) tomorrow morning.
6. It was a lonely road, and the girl was afraid; she thought she (follow).
7. The paintings (exhibit) till the end of the month.
8. The little girl is an only child, and she (spoil) by her parents and grandparents.
9. Normally this street (sweep) every day, but it (not sweep) yesterday.
10. It was very cold yesterday afternoon, but we couldn't light a fire in the sitting-room: the chimney (sweep).



Перекладіть англійською мовою, вживаючи дієслова у *Present, Past* або *Future Simple Passive*.

1. Мені розказали. – Мені розказують. – Мені розкажуть.
2. Нам відповіли. – Нам відповідають. – Нам дадуть відповідь.
3. Нас спитали. – Нас питають. – Нас спитають.
4. Їм порадили. – Їм радять. – Їм порадять.
5. Її запросили. – Її запрошують. – Її запросять.



Поставте дієслова в дужках в *Passive voice*. Перекладіть українською мовою.

1. The printing press (invent) in the fifteenth century.
2. Last night I (invite) to a party by a friend from Scotland.
3. Spain and Portugal (visit) by millions of tourists every year.
4. Italy and Russia (invade) by Napoleon.
5. The menu in that restaurant (change) every month.
6. Nowadays oil (carry) from Alaska to California in large ships.
7. These strawberries are fresh; they (pick) yesterday.
8. Today rugby football (play) in many countries.
9. Many people (kill) in road accidents every year.
10. The United Nations (found) in 1945.
11. The "Mona Lisa" (paint) by Leonardo da Vinci.
12. San Salvador and Cuba (discover) by Columbus in 1492.
13. This type of transistor radio (manufacture) in Japan.
14. The worker claimed that he (victimize) by his employers.
15. This college is already full. Students (turn away) the whole time.
16. It is now 6 a.m. and at most of the hospitals in the country patients (wake) with cups of tea.
17. The results of the examination (not know) for two months.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 1

ВИЗНАЧЕННЯ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

Definition of Terrorism

Definitions provided by journalists, governmental spokespersons and public debaters often reflect the purely political definition, and, more importantly, tend to be descriptive. One such example is that provided by Schmid. He writes: "Terrorism is a method of combat in which random or symbolic victims serve as an instrumental target of violence. These instrumental victims share group or class characteristics which form the basis for their selection for victimization. Through previous use of violence or the credible threat of violence other members of that group or class are put in a state of chronic fear (terror). This group or class, whose members' sense of security is purposefully undermined, is the target of terror. The victimization of the target of violence is considered abnormal by most observers from the witnessing audience on the basis of its atrocity, the time (e.g., peacetime) or place (not battlefield) of victimization, or the disregard for rules of combat accepted in conventional warfare. The norm violation creates an attentive audience beyond the target of terror; sectors of this audience might in turn form the main object of manipulation. The purpose of this indirect method of combat is either to immobilize the target of terror in order to produce disorientation and/or compliance or to mobilize secondary targets of demands (e.g., a government) or targets of attention (e.g., public opinion) to changes of attitude or behaviour favouring the short or long term interests of the users of this method of combat."

To some scholars, the purely political definition of terrorism was not only confusing, but was also based on, among other things, forms of violence that are restricted to violence against a government. Yet, upon closer investigation, it is apparent that even acts of violence which originate in state governments, or in their authorities, can be terrorism, as for example, state-inspired or state-sponsored terrorism. Consequently, terrorism is not necessarily the same thing as violence against a government, and that the term "terrorism" is not to be confused with guerrilla war, riots, etc.

On the other hand, some scholars prefer to look at the nature of the terrorist act itself, rather than address terrorism in abstract legal norms.

Thus, Brian Jenkins, in his down to earth approach, opines that: "All terrorist acts are crimes. Many would also be violations of the rules of war, if a state of war existed. All involve violence or the threat of violence, often coupled with specific demands. The targets are mainly civilians. The motives are political. The actions generally are designed to achieve maximum publicity. The

perpetrators are usually members of an organized group, and unlike other criminals, they often claim credit for the act. (This is a true hallmark of terrorism.) And, finally, it is intrinsic to a terrorist act that it is usually intended to produce psychological effects far beyond the immediate physical damage. One person's terrorist is everyone's terrorist."

According to Richard Clutterbuck, an ancient Chinese proverb tells it all: "Kill one to frighten ten thousand".

Thus, in order to produce this fear, the selected victims are usually civilians, not soldiers or policemen. Killing a soldier does not frighten his ten thousand comrades. On the contrary, their reaction is to urge their officers to lead them out with their guns to find the killer. But if a member of a family is killed by political terrorists on the street outside his home, everyone on that street is in terror lest it happens to them. Thus, according to this theory: "terrorism is theatre; it is aimed at the audience rather than at the victim."

On his part, Yoram Dinstein makes a very personal definition of terrorism. He writes:

"I regard terrorism as any unlawful act of violence committed with a view to terrorizing. To my mind, it is no accident that the term "terrorism" has been chosen to describe a certain pattern of human conduct. Terrorism is a derivative of terror. My contention is that almost any crime can amount to an act of terrorism, provided that it is perpetrated in order to instill fear. The same crime will not qualify as an act of terrorism if its motive or purpose is not to terrorize."

? Дайте відповіді на запитання:

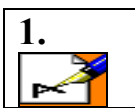
1. What is international terrorism?
2. What definitions of terrorism do you know?
3. What are the objectives of terrorism?
4. Do you think there is a difference between terms "warfare" and "terrorism"?
5. What methods of terrorism do you know?



Знайдіть еквіваленти слів у тексті англійською мовою:

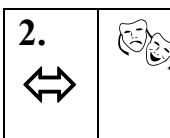
Визначення, тероризм, жертва, загроза, насилля, мета, жорстокість, мирний час, поведінка, партизанська війна, повстання, злочинець, страх, злочин, мотив.

ГРАМАТИЧНІ ВПРАВИ
ПАСИВНИЙ СТАН ДІЄСЛІВ: ОСОБЛИВОСТІ УТВОРЕННЯ
ТА ВЖИВАННЯ



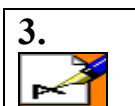
1. Поставте дієслова в дужках у *Passive voice*. Перекладіть українською мовою.

1. In 1666, a large part of London (destroy) by fire.
2. The Fire of London, as it (call) in the history books, (commemorate) by a monument which (build) near where the fire started.
3. Last Saturday one of our teams (send) off the field for rough play.
4. Very much research (do) to prevent our rivers and lakes from being polluted.
5. He had already read the book that (give) to him on his retirement.
6. The little girl (save) from being run over because she (pull) away in time by a policeman.
7. When I returned I found that my car (tow) away. I (tell) that it was because it (park) under a No-Parking sign.
8. The man who (bite) by a snake was given a serum.
9. Three hundred new houses (build) by the end of the next year.
10. The full impact of the strike will not be felt till next week, by which time present stocks (exhaust).



2. Переробіть речення, використовуючи *Passive voice*.

1. The doctor prescribed her new medicine.
2. They often speak about her.
3. Everybody laughed at this funny animal.
4. They teach three foreign languages at this school.
5. The girl put all her books on the shelf.
6. They did not invite her to the party.
7. The boy was angry because his mother didn't allow him to go to the stadium.
8. A young teacher started a school in this village.
9. They are translating this article now.
10. They have told us about a lot of interesting things.



3. Напишіть речення, використовуючи *Passive Voice*.

1. Did the government take any important measures in the past few weeks?
2. I don't think anyone can help me.
3. The soldiers kept the man prisoner.
4. What should people do in these circumstances?
5. He must finish his work before eight o'clock.
6. His friends will never forget him.
7. Somebody has stolen my car.

8. Somebody has left the light on all.
9. Nobody has ever found the secret.
10. People speak much of him.
11. They will look after the children well.
12. People will laugh at you if you say it.
13. They sent for the doctor immediately.
14. Everybody listened to her attentively.
15. They always wait for me after the lessons.



Перекладіть речення англійською мовою.

1. Цю книжку взяли з бібліотеки тільки вчора.
2. Цей роман перекладений українською мовою.
3. Ця миша була спіймана вночі.
4. Тебе запросили на вечір? – Ще ні, але я впевнена, що мене запросять.
5. Він зробив все, про що його просили.
6. Мою подругу щороку посилають за кордон.
7. Статтю напишуть наступного тижня.
8. Мені запропонували цікаву роботу.
9. Нам показали дуже дивну картину.
10. Вона завжди була дуже задоволена, коли її відвідували друзі.
11. Коли читали нове оповідання, хтось постукав у двері.
12. Коли були посаджені ці яблуні?
13. Відповідь буде відправлена через декілька днів.
14. Наступного року збудують багато шкіл.
15. Коли він був маленьким хлопчиком, його батька посадили до боргової в'язниці.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 2

БОРОТЬБА З ТЕРОРИЗМОМ



Прочитайте та перекладіть текст українською мовою.

Combating Terrorism

There is much confusion over what terrorism is and is not. The following is an essay from the US Army's Command & General Staff College in Fort Leavenworth, Kansas. The essay does an excellent job of explaining not only the basics of terrorism, but also details the US policy towards this phenomenon. U.S. Army, Field Manual 100-20, Stability and Support Operations, (Final Draft), "Chapter 8: Combating Terrorism." Introduction Terrorism is a special type of violence. It is a tactic used in peace, conflict, and war. The threat of terrorism is ever present, and an attack is likely to occur when least expected. A terrorist attack may be the event that marks the transition from peace to conflict or war. Combating terrorism is a factor to consider in all military plans and operations. Combating terrorism requires a continuous state of awareness; it is a necessary practice rather than a type of military operation. Detailed guidance for establishing an organizational program to combat terrorism, including preventive and protective measures and incident response planning, can be found in Joint Publication 3-07.2 (1993). Terrorism is a criminal offense under nearly every national or international legal code. With few exceptions, acts of terrorism are forbidden in war as they are in times of peace. See, for example, the Hague Regulation of 1907 and the Geneva Conventions of 1949. The DOD definition of terrorism is "the calculated use of violence or the threat of violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological." This definition was carefully crafted to distinguish between terrorism and other kinds of violence. The act of terrorism is defined independent of the cause that motivates it. People employ terrorist violence in the name of many causes. The tendency to label as terrorism any violent act of which we do not approve is erroneous. Terrorism is a specific kind of violence.

The official definition says that terrorism is calculated. Terrorists generally know what they are doing. Their selection of a target is planned and rational. They know the effect they seek. Terrorist violence is neither spontaneous nor random. Terrorism is intended to produce fear; by implication, that fear is engendered in someone other than the victim. In other words, terrorism is a psychological act conducted for its impact on an audience.

Modern terrorism offers its practitioners many advantages. First, by not recognizing innocents, terrorists have an infinite number of targets. They select their target and determine when, where, and how to attack. The range of choices

gives terrorists a high probability of success with minimum risk. If the attack goes wrong or fails to produce the intended results, the terrorists can deny responsibility.

Ironically, as democratic governments become more common it may be easier for terrorists to operate. The terrorist bombings of the New York City World Trade Center and the Oklahoma City Federal Building prove how easy it is for terrorists to operate in a free and democratic society. Authoritarian governments whose populace may have a better reason to revolt may also be less constrained by requirements for due process and impartial justice when combating terrorists. As commanders and staffs address terrorism, they must consider several relevant characteristics. First is that anyone can be a victim. (Some terrorists may still operate under cultural restraints, such as a desire to avoid harming women, but the planner cannot count on that. Essentially, there are no innocents.) Second, attacks that may appear to be senseless and random are not. To the perpetrators, their attacks make perfect sense. Acts such as bombing public places of assembly and shooting into crowded restaurants heighten public anxiety. This is the terrorists' immediate objective. Third, the terrorist needs to publicize his attack. If no one knows about it, it will not produce fear. The need for publicity often drives target selection; the greater the symbolic value of the target, the more publicity the attack brings to the terrorists and the more fear it generates. Finally, a leader planning for combating terrorism must understand that he cannot protect every possible target all the time. He must also understand that terrorists will likely shift from more protected targets to less protected ones. This is the key to defensive measures.

COMBATING TERRORISM PROGRAM

Combating terrorism involves two sets of actions to oppose terrorism: antiterrorism (defensive measures) and counterterrorism (offensive measures). Antiterrorism is defined as "defensive measures used to reduce the vulnerability of individuals and property to terrorist acts, to include limited response and containment by local military forces." Counterterrorism involves those offensive measures taken to prevent, deter, and respond to terrorism. Counterterrorism programs, which will not be addressed here, are classified and addressed in various national security decision directives, national security directives, and contingency plans. This publication addresses only antiterrorism.

The principles of stability and support operations offer guidance about the range of combat and noncombat operations in peace and conflict. In the following paragraphs, these requirements for success are applied to various aspects of combatting terrorism.

Objective The general objective of combatting terrorism programs is neutralizing terrorist groups. As in most stability and support operations, neutralization in this context means rendering the source of threat benign, not necessarily killing the terrorists. In antiterrorism, the objective can be further refined as preventing attacks and minimizing the effects if one should occur. It includes any action to weaken the terrorist organization and its political power and to make potential targets more difficult to attack. Counterterrorism includes

spoiling action, deterrence, and response. As in all stability and support operations, interagency action is required to combat terrorism. Unity of effort requires ways to integrate the actions of various responsible agencies of the US and foreign governments. Intelligence is particularly important and sensitive. International cooperation in combatting terrorism has advanced to the point at which it is not unusual for a deployed US Army unit to interact with several US government intelligence agencies which, in turn, are interacting with multiple international systems. An Army unit is also likely to have close intelligence relations with host country military and civilian agencies. Unfortunately, it is easier to prescribe unity of effort than to achieve it.

In combating terrorism, intelligence is extraordinarily important. The essential elements of information (EEI) differ somewhat from those normally found in traditional combat situations. In addition to the terrorists' strength, skills, equipment, logistic capabilities, leader profiles, source of supply, and tactics, more specific information is needed. This includes the groups' goals, affiliations, indication of their willingness to kill or die for their cause, and significant events in their history, such as the death of martyrs or some symbolic event. The specific EEI are particularly important because most terrorist groups are interested in symbolically significant targets rather than in targets that would be operationally more damaging to US forces. For example, a communications center is operationally significant, but a terrorist interested in publicity to influence US policy might find a few off-duty personnel or a motor pool more appealing and probably less protected. Unless terrorists' specific interests are known, predicting the likely target is pure chance.

? Дайте відповіді на запитання:

1. What is the DOD definition of terrorism?
2. What do you know about the tactics of terrorists?
3. Is it easier for terrorists to operate in democratic countries? Why?
4. What do you know about combating terrorism program?
5. What are the objectives of combating terrorism program?



Знайдіть еквіваленти слів у тексті англійською мовою:

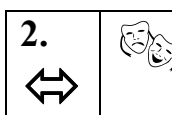
Політика, стабільність, боротьба з тероризмом, загроза, ймовірність, превентивні заходи, насилля, визначення, страх, жертва, перевага, вільне демократичне суспільство, авторитарний уряд, справедливість, програма боротьби з тероризмом, розвідка.

ГРАМАТИЧНІ ВПРАВИ ПАСИВНИЙ СТАН ДІЄСЛІВ: ЗАКРІПЛЕННЯ



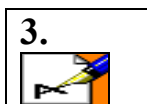
1. Напишіть речення в *Active voice*. Вживайте підмети, що підходять за змістом.

1. The room was cleaned and aired.
2. Whom were these letters written by?
3. The letter has just been typed.
4. She showed me the picture that had been painted by her husband.
5. I shall not be allowed to go there.
6. All the questions must be answered.
7. The chicken was eaten with appetite.
8. The dictation was written without mistakes.
9. The boy was punished for misbehaving.
10. This house was built last year.
11. I was not blamed for the mistakes.
12. This article will be translated at the lesson on Tuesday.
13. When will this book be returned to the library?
14. It was so dark, that the houses couldn't be seen.
15. The letter has just been sent.



Переробіть речення, використовуючи *Passive voice*.

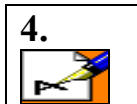
1. Nobody took notice of this little boy.
2. Why are they laughing at her?
3. Students often refer to these books.
4. He offered me a chair.
5. We gave him all the money.
6. They have just shown me a new magazine.
7. Mother promised the boy a new toy.
8. Nobody has told me the news yet.
9. They sent you the invitation last week.
10. I am sure they will offer you a very interesting job.
11. They recommended me several articles on that problem.
12. Someone taught him French and gave him a dictionary.
13. They have promised me some books.



Напишіть речення, використовуючи *Passive voice*.

1. They looked for the girl everywhere.
2. She looks after the patients well.
3. People may keep books from the library for a fortnight. After that they must return them.
4. The students greeted the famous lecturer warmly.
5. When I fell ill my mother sent for the doctor.
6. The people looked at the little boy with the interest.
7. We shall throw out the mushrooms if they are poisonous.
8. Mary told me the news.
9. They showed Helen the nearest way to the theatre.

10. They will take her to hospital tonight.
11. If they laugh at you, don't get offended.
12. Why weren't you at the party? — They didn't invite me.
13. His friend told him everything.
14. No one has ever climbed this mountain.



Перекладіть англійською мовою.

1. Чому з нього завжди глузують?
2. Нам усім дали квитки на виставку.
3. Мене ніколи про це не просили.
4. На станції їх зустрів гід і відвіз до готелю.
5. Її всюди шукали, але не знайшли.
6. Цю вправу можна написати олівцем.
7. Учора нас послали до лабораторії.
8. Усі ваші твори будуть повернуті наступного тижня.
9. Дітей залишили дома одних.
10. Коли я прийшла додому, обід було вже зварено.
11. Хлопчику не дозволили купатися у річці.
12. Весною це поле буде вкрите зеленою травою і квітами.
13. Переклад буде закінчено вчасно.
14. Мене часто запрошують у кіно.
15. Йому щодня розповідають щось цікаве.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 3

МАЙБУТНЄ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

Future of Terrorism

Possibly, we will see a relative decline, perhaps even extinction, of what we traditionally considered "ideological" terrorism: namely, the phenomenon that brought terrorism to the global stage via hijackings and bombings beginning around 1968, perpetrated by such groups as Red Army Faction, Red Brigades, Japanese Red Army, etc. The end of the Cold War has resulted in the drying of the well of support for anti-Democratic/anti-Capitalist, Marxist-based ideologically motivated political terrorists. Although there are a few of these ideologically motivated groups still active (particularly in Peru), the world will see these groups become extinct one by one, though possibly not without each one perpetrating one last paroxysm of violence before they disappear.

At the end of the Cold War, ideological terrorism lost its support and *raison d'être*, however, the "depolarization" of the world has allowed several ethno-religious conflicts, some centuries old, to manifest themselves in terrorism, insurgency, regional instability, and civil war. Ethno-religious terrorism will not die away, and could respond to several future stimuli. Examples of these stimuli include: an increasing US presence in the Middle East and Pacific Rim, Western development of the Caspian oil reserves, and flourishing Western technological development (and attendant cultural exposure) in the Middle East and Pacific Rim. Former Soviet Republics (especially Transcaucasus) might grow less stable as outside influences increase (economic, political and technological/media), Russia's ability to suppress insurgency lessens, economic conditions in those republics decline, and political power becomes a commodity for corruption and organized crime. As stability weakens in Central Asia, and Islamic fundamentalism gains political power the result of "protest votes" in governments from Turkey to Indonesia but especially in Central Asia, relations among countries in the region could become more strained.

However, two other forms of terrorism (ethno-religious and ideological), single-issue terrorism will rise disproportionately, especially with US domestic terrorism, including groups oriented around or against technology (e.g. neo-Luddites). In the post-print age, groups, even nationalities, will organize themselves without geographic constraints, bringing diaspora together and uniting issue-oriented groups and religions through the course of globalization, which will paint clearer pictures of who and what has the ability to affect and influence masses of people. This, coupled with the general evolution of state

sovereignty (in which many super- and sub-state organizations, including corporations, could challenge the state-centered international system), will likely drive terrorism and guerrilla warfare into being more broadly rejectionist: attacking more than just the general legitimacy of states, but also Non-Governmental Organizations, Multi-National Corporations, etc. Furthermore, access to weapons and methods of increasing lethality, or methods targeting digital information systems that attract wildly disproportionate effects and publicity, will allow terrorists to be "non-affiliated" with larger, better financed subversive organizations or state sponsors. This could result in terrorist cells that are smaller, even familial, and thus harder to infiltrate, track, or counter. Terrorism will be increasingly networked, with smaller and more self-sufficient cells, and will globally integrate parallel to digital global integration, and will permeate geographic boundaries and state sovereignties just as easily. Also, keyed in with the rise in single-issue terrorism will be the rise in "true" guerrilla movements within the US: that is, movements that seek the destruction of the US government, rather than movements that seek to influence government, a particular policy or population. This also includes movements that are geographically centered, rather than cellular and sparse, operating in rural areas rather than urban centers.

? Дайте відповіді на запитання:

1. What is ideological terrorism?
2. What is the future of ethno-religious terrorism?
3. What forms of terrorism do you know?
4. What is guerilla warfare?
5. How do you understand the term Cold War?



Знайдіть еквіваленти слів у тексті англійською мовою:

Занепад, зникнення, ідеологічний тероризм, мотивація, холодна війна, релігійний конфлікт, громадянська війна, зовнішні впливи, здатність протистояти тероризму, форми тероризму, партизанська війна.

ГРАМАТИЧНІ ВПРАВИ ПОНЯТТЯ ТА ВЖИВАННЯ ІНФІНІТИВУ

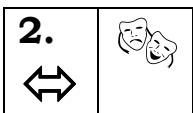


1. Замініть частини речень інфінітивними зворотами

Наприклад: The boy had many toys which he could play with. The boy had many toys to play with.

1. Here is something which will warm you up. 2. Here is a new brush which you will clean your teeth with. 3. Here are some more facts which will prove that your theory is correct. 4. Here is some-thing which you can rub on your hands. It

will soften them. 5. Here are some screws with which you can fasten the shelves to the wall. 6. Here are some tablets which will relieve your headache.



Замініть підрядні речення інфінітивними зворотами

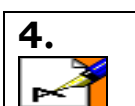
Наприклад: He is so old that he cannot skate. He is too old to skate.

1. She has got so fat that she cannot wear this dress now.
2. The accident was so terrible that I don't want to talk about it.
3. They were so empty-headed that they could not learn a single thing.
4. The window was so dirty that they could not see through it.
5. She was so foolish that she could not understand my explanation.
6. I have very little wool: it won't make a sweater.



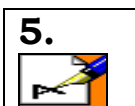
Замініть частини речень інфінітивними зворотами

1. Here are some articles which must be translated for tomorrow.
2. Who has a pen or a pencil to spare? I need something I could write with.
3. I have brought you a book which you can read now, but be sure and return it by Saturday.
4. Soon we found that there was another complicated problem that we were to consider.
5. The girl was quite young when both her parents died and she remained alone with two younger brothers whom she had to take care of.
6. I have no books which I can read.



Замініть частини речень інфінітивними зворотами

1. Is there anybody who will help you with your spelling?
2. Don't forget that she has a baby which she must take care of.
3. Have you got nothing that you want to say on this subject?
4. There was nothing that he could do except go home.
5. I have only a few minutes in which I can explain these words to you.
6. I have an examination which I must take soon, so I can't go to the theatre with you.
7. King Lear decided to have a hundred knights who would serve him after he had divided up his kingdom.



Замініть підрядні речення інфінітивними зворотами

1. The problem is so difficult that it is impossible to solve it.
2. The box is so heavy that nobody can carry it.
3. The baby is so little that it cannot walk.
4. He is so weak that he cannot lift this weight.
5. She is so busy that she cannot talk with you.
6. She was so inattentive that she did not notice the mistake.

7. The rule was so difficult that they did not understand it.
8. He was so stupid that he did not see the joke.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 4

ПРИЧИНИ ВИНИКНЕННЯ ТЕРОРИЗМУ



Прочитайте та перекладіть текст українською мовою.

Motivations of Terrorism

In addition to commenting on post-Cold War terrorism in general, Prof. Wilkinson puts forth some very specific views on terrorism in the Middle East, threats from the extreme right, and issue-specific terrorism as well. He concludes with five principles "which have the best track record in reducing terrorism". Disclaimer: Publication of an article in the COMMENTARY series does not imply CSIS authentication of the information nor CSIS endorsement of the author's views. Despite the end of the Cold War and the faltering beginnings of a peace process in the Middle East, terrorism still remains a serious threat in many countries, not surprisingly, given that the underlying causes of the bitter ethnic and religious struggles which spawn terrorism pre-dated the Cold War, and most of these conflicts remain unresolved.

While the former Soviet Union sponsored terrorism on an opportunistic basis, the idea that all international terrorism was concerted by the KGB during the Cold War is clearly an over-simplification. The overthrow of the communist dictatorships did remove an important cluster of state sponsors of terrorism. However, one of the main attractions of terrorism to its perpetrators is that it is a low-cost but potentially high-yield weapon, and it is generally possible to find weapons and cash from alternative sources, including militant supporters and sympathizers in your own home base and those living and working in prosperous countries in the West, as well as from racketeering, extortion and other forms of criminal activity, and in some cases, alternative state sponsors. Moreover, the end of the Cold War has also had a major negative effect on political violence: the removal of communist one-party rule has unleashed numerous long-suppressed, bitter ethnic conflicts.

WESTERN EUROPE

In Western Europe it is the historic separatisms of Irish republicanism in Northern Ireland and Basque nationalism in Spain that have spawned the most lethal and protracted terrorism. In Northern Ireland the IRA and Loyalist cease-fires are still holding, and the British and Irish governments and the Social Democratic and Labour Party leader, John Hume, deserve credit for their efforts towards peace. But the cease-fire is still extremely fragile, and it is going to be very difficult indeed to convert it into a lasting and honorable peace. The declared objectives of IRA/Sinn Fein and the Unionists are as far apart as ever, and the terrorist para-militaries still have their stocks of weapons and explosives.

In Spain ETA has been greatly weakened by improved Franco-Spanish police co-operation, but the terrorists show no signs of giving up.

EASTERN EUROPE

In the former Soviet Union and Eastern Europe the removal of communist dictatorship has taken the lid off many simmering ethnic rivalries and hatreds. The most horrific example of mass terror being used as weapon is Bosnia. Less well-known in the West are the conflicts in Nagorno-Karabakh and Georgia. The recent attempt by the Russian Army to suppress Chechen separatism is a dramatic reminder that the Russian Federation itself is full of ethnic groups that bitterly reject Moscow's right to rule them.

AFRICA

The most tragic examples of conflicts in which mass terror has been used are to be found in Africa. In Rwanda it has been seen on a genocidal scale, causing hundreds of thousands to flee or to face massacre at the hands of their tribal enemies. Typically, ethnic wars of this kind are waged by armed militias and are marked by extreme savagery towards the civilian population, including the policy of "ethnic cleansing" to terrorize whole sectors of the civilian population into fleeing from their homes, and the use of massacre, rape and torture as weapons of war.

Ethnic conflict is the predominant motivation of political violence in the post-Cold War era. It is important to recognize that the concept of the "security dilemma", conventionally applied by realists solely to relations between states, applies equally well to the rivalries of ethnic groups. When one group looks at its neighbours and decides to enhance its weapons and security forces in the name of self-defense of the group, neighbours are likely to see such moves as a threat to their own security, and will set in train the enhancement of their own power, thus very probably triggering the conflict they sought to avoid.

MIDDLE EAST

The area of conflict which has generated the most significant and ruthless spillover of terrorist violence since 1968 is, of course, the Middle East. This may seem surprising in view of the astonishing breakthrough in negotiations between Israel and the PLO, the agreement on the Declaration of Principles in September 1993, the agreement between Israel and Jordan, and the continuing efforts by Israel and Syria, encouraged by the USA, to resolve the prolonged dispute over the Golan Heights. Nonetheless, if one defines the Middle East as including Algeria and Turkey, both of which have spawned conflicts involving considerable terrorist violence, including some international spillover, this region remains the most dangerous source of terrorist challenges to the wider international community, accounting for over 21% of all international terrorist incidents worldwide in 1992, and over 23% in 1993. Middle East Terrorism

? Дайте відповіді на запитання:

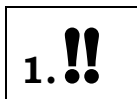
1. What state sponsors of terrorism do you know?
2. What are the main motives of terrorism?
3. Do you consider terrorism a high-yield weapon? Why?
4. What do you know about IRA and ETA?
5. Is it possible to stop violence in Middle East?



Знайдіть еквіваленти слів у тексті англійською мовою:

Принцип, боротьба, невирішений конфлікт, спрощення, диктатура, мотив, високоефективна зброя, процвітаючі країни, самооборона, безпека, жорстокість.

ГРАМАТИЧНІ ВПРАВИ ІНФІНІТИВ БЕЗ ЧАСТКИ TO



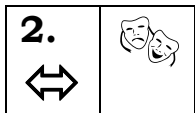
Запам'ятайте випадки, у яких інфінітив вживається без частки "to"

після модальних дієслів, крім have to, be to, ought to;

після дієслів to let, to make;

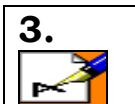
у складному додатку після дієслів, що виражають сприймання за допомогою органів чуття (to see, to hear, to feel, etc.);

після виразів: I would rather..., You had better.



Вставте частку to перед інфінітивом де потрібно

1. I'd like ... dance.
2. She made me ... repeat my words several times.
3. I saw him ... enter the room.
4. She did not let her mother ... go away.
5. Do you like ... listen to good music?
6. Would you like ... listen to good music?
7. That funny scene made me laugh.
8. I like ... play the guitar.
9. My brother can speak French.
10. We had ... put on our over-coats because it was cold.
11. They wanted ... cross the river.
12. It is high time for you ... go to bed.
13. May I use your telephone?



3.

Вставте частку to перед інфінітивом де потрібно

1. They heard the girl ... cry out with joy.
2. I would rather ... stay at home today.
3. He did not want ... play in the yard any more.
4. Would you like ... go to England?
5. You look tired. You had better ... go home.
6. I wanted ... speak to Nick, but could not ... find his telephone number.
7. It is time ... get up.
8. Let me ... help you with your homework.
9. I was planning ... do a lot of things yesterday.
10. I'd like ... speak to you.
11. I think I shall be able ... solve this problem.
12. What makes you ... think you are right?
13. I shall do all I can ... help you.
14. I like ... dance.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 5

АЛЬ-КАІДА



Прочитайте та перекладіть текст українською мовою.

What is al-Qaeda?

Al-Qaeda is an international terrorist network led by Osama bin Laden. It seeks to rid Muslim countries of what it sees as the profane influence of the West and replace their governments with fundamentalist Islamic regimes. After al-Qaeda's September 11, 2001, attacks on America, the United States launched a war in Afghanistan to destroy al-Qaeda's bases there and overthrow the Taliban, the country's Muslim fundamentalist rulers who harbored bin Laden and his followers. "Al-Qaeda" is Arabic for "the base."

Al-Qaeda grew out of the Services Office, a clearinghouse for the international Muslim brigade opposed to the 1979 Soviet invasion of Afghanistan. In the 1980s, the Services Office—run by bin Laden and the Palestinian religious scholar Abdullah Azzam—recruited, trained, and financed thousands of foreign mujahadeen, or holy warriors, from more than fifty countries. Bin Laden wanted these fighters to continue the "holy war" beyond Afghanistan. He formed al-Qaeda around 1988.

According to a 1998 federal indictment, al-Qaeda is administered by a council that "discussed and approved major undertakings, including terrorist operations." At the top is bin Laden. Ayman al-Zawahiri, the head of Egyptian Islamic Jihad, is thought to be bin Laden's top lieutenant and al-Qaeda's ideological adviser. The Jordanian radical Abu Musab al-Zarqawi, who has directed a series of deadly terror attacks in Iraq—including the beheadings of kidnapped foreigner—is also associated with al-Qaeda. Zarqawi pledged his allegiance to bin Laden in October 2004, and bin Laden has praised Zarqawi as "the prince of al Qaeda in Iraq." At least one senior al-Qaeda commander, Muhammad Atef, died in the U.S. air strikes in Afghanistan, and another top lieutenant, Abu Zubaydah, was captured in Pakistan in March 2002. In March 2003, the alleged mastermind of the September 11 attacks, Khalid Sheikh Mohammed, and al-Qaeda's treasurer, Mustafa Ahmed al-Hawsawi, were also captured in Pakistan.

There is no single headquarters. From 1991 to 1996, al-Qaeda worked out of Pakistan along the Afghan border, or inside Pakistani cities. Al-Qaeda has autonomous underground cells in some 100 countries, including the United States, officials say. Law enforcement has broken up al-Qaeda cells in the United Kingdom, the United States, Italy, France, Spain, Germany, Albania, Uganda, and elsewhere.

It's impossible to say precisely, because al-Qaeda is decentralized.

Estimates range from several hundred to several thousand members.

al-Qaeda is connected to other terrorist organizations?

Among them:

Egyptian Islamic Jihad

The Libyan Islamic Fighting Group

Islamic Army of Aden (Yemen)

Jama'at al-Tawhid wal Jihad (Iraq)

Lashkar-e-Taiba and Jaish-e-Muhammad (Kashmir)

Islamic Movement of Uzbekistan

These groups share al-Qaeda's Sunni Muslim fundamentalist views. Some terror experts theorize that al-Qaeda, after the loss of its Afghanistan base, may be increasingly reliant on sympathetic affiliates to carry out its agenda. Intelligence officials and terrorism experts also say that al-Qaeda has stepped up its cooperation on logistics and training with Hezbollah, a radical, Iran-backed Lebanese militia drawn from the minority Shiite strain of Islam.

What major attacks has al-Qaeda been responsible for?

The group has targeted American and other Western interests as well as Jewish targets and Muslim governments it sees as corrupt or impious—above all, the Saudi monarchy. Al-Qaeda linked attacks include:

The March 2004 bomb attacks on Madrid commuter trains, which killed nearly 200 people and left more than 1,800 injured.

The May 2003 car bomb attacks on three residential compounds in Riyadh, Saudi Arabia.

The November 2002 car bomb attack and a failed attempt to shoot down an Israeli jetliner with shoulder-fired missiles, both in Mombasa, Kenya.

The October 2002 attack on a French tanker off the coast of Yemen.

Several spring 2002 bombings in Pakistan.

The April 2002 explosion of a fuel tanker outside a synagogue in Tunisia.

The September 11, 2001, hijacking attacks on the World Trade Center and the Pentagon.

The October 2000 U.S.S. Cole bombing.

The August 1998 bombings of the U.S. embassies in Nairobi, Kenya, and Dar es Salaam, Tanzania.

Al-Qaeda is suspected of carrying out or directing sympathetic groups to carry out the May 2003 suicide attacks on Western interests in Casablanca, Morocco; the October 2002 nightclub bombing in Bali, Indonesia; and the 1993 World Trade Center bombing.

How is al-Qaeda connected to the 1993 World Trade Center bombing?

There are strong links. Sheikh Omar Abdel Rahman, the militant cleric convicted in the 1993 plot, once led an Egyptian group now affiliated with al-Qaeda; two of his sons are senior al-Qaeda officials. And Ramzi Ahmed Yousef, who was convicted of masterminding the 1993 attack, planned al-Qaeda's foiled attack on American airliners over the Pacific Ocean. He is also the nephew of

the former senior al-Qaeda terrorist Khalid Sheikh Mohammed, who is now in U.S. custody.

? Дайте відповіді на запитання:

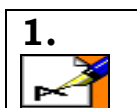
1. What is al-Qaeda?
2. What are al-Qaeda's origins?
3. Who are al-Qaeda's leaders?
4. Where does al-Qaeda operate?
5. What major attacks has al-Qaeda been responsible for?



Знайдіть еквіваленти слів у тексті англійською мовою:

Міжнародна терористична мережа, ісламський режим, вторгнення, священна війна, звинувачення, викрадення людей, штаб, ісламські фундаменталісти, захоплення літаків, підозрювати.

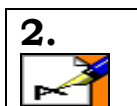
ГРАМАТИЧНІ ВПРАВИ АКТИВНА ТА ПАСИВНА ФОРМИ ІНФІНІТИВА



1.

Порівняйте вживання Active infinitive і Passive Infinitive

1. to write – to be written
2. I am glad to help you – радий допомогти (радий, що я допомагаю)
3. I am glad to be helped – радий, що мені допомагають



2.

Перекладіть на англійську мову, звертаючи увагу на Active Infinitive і Passive Infinitive

1. To improve your phonetics you should record yourself and analyse your speech.
2. This is the book to be read during the summer holidays.
3. To be instructed by such a good specialist was a great advantage.
4. He is very forgetful, but he doesn't like to be reminded of his duties.



3.

Перекладіть на англійську мову, звертаючи увагу на Active Infinitive і Passive Infinitive

1. To play chess was his greatest pleasure.
2. The child did not like to be washed.
3. Isn't it natural that we like to be praised and don't like to be scolded?
4. Which is more pleasant: to give or to be given presents?
5. Nature has many secrets to be discovered yet.
6. To improve your phonetics you should record yourself and analyse your speech.
7. This is the book to be read during the summer holidays.
8. To be instructed by such a good specialist was a great advantage.
9. He is very forgetful, but he doesn't like to be reminded of his duties.

ТЕМА 32:

ПРОБЛЕМА ТЕРОРИЗМУ В СУЧАСНОМУ СВІТІ

Заняття 6

ETA



Прочитайте та перекладіть текст українською мовою.

What is ETA?

ETA is a leftist group that uses terrorism in hopes of forming an independent Basque state in parts of northern Spain and southwest France. ETA stands for Euskadi ta Askatasuna, which means “Basque Fatherland and Liberty” in the Basque language. The State Department lists ETA as a foreign terrorist organization, and the United States and the European Union have frozen ETA assets since the September 11 attacks. Spain has long fought ETA and opposes an independent Basque homeland, though its 1978 constitution designated an autonomous Basque region with responsibility for education, health care, policing and taxation.

The Basques are a linguistically and culturally distinct Christian group that has lived since the Stone Age in the mountainous region that straddles the border between modern-day Spain and France. The Basques have never had their own independent state, but have enjoyed varying degrees of autonomy over the centuries under Spanish and French rule. About half of the 2.1 million residents of the three provinces that make up the autonomous Basque region speak fluent Basque or understand some of the language. Basque nationalists include other areas with smaller Basque-speaking minorities—the Spanish province of Navarre and three departments in southwest France—in their vision of a Basque homeland.

Mostly national and regional officials and government buildings in Spain. In 1973, ETA operatives killed the aging dictator Francisco Franco’s apparent successor, Admiral Luis Carrero Blanco, by planting an underground bomb below his habitual parking spot outside a Madrid church. In 1995, an ETA car bomb almost killed Jose Maria Aznar, then leader of the conservative Popular Party, who later served as Spain’s prime minister. The same year, investigators disrupted a plot to assassinate King Juan Carlos. And in 1999, Spanish investigators foiled a truck bombing of Madrid’s Picasso Tower, a skyscraper designed by the architect of the World Trade Center.

In addition to these ambitious targets, ETA has also targeted many regional officials and institutions in Basque regions, and in later years ETA has targeted journalists and civilians. Spanish officials arrested two ETA militants in December 2003, broke up plots to detonate two bombs at Madrid train stations, and discovered two bombs at Aragon train stations. About eight hundred people have been killed as a result of ETA violence since the 1960s.

In 1959, young activists angered by the dictator Franco’s suppression of

the Basque language and culture and frustrated with moderate Basque nationalist organizations came together to form ETA. The group soon embraced a revolutionary Marxist ideology and that same year, planted bombs in several cities in Spain.

Does ETA have ties to al-Qaeda?

No. ETA's secular nationalist agenda has nothing to do with the Islamist fundamentalism of Osama bin Laden's terrorist network, and there is no credible evidence of any systematic cooperation between ETA and al-Qaeda, experts say. But al-Qaeda cells have been discovered in Spain. In November 2001, Spanish authorities arrested eight men suspected of being al-Qaeda operatives involved in the September 11 attacks. One of these men reportedly had past links with ETA's unofficial political wing, Batasuna, which the Spanish Supreme Court banned in March 2003. In September 2003, Spanish judge Baltasar Garzon said the September 11 attacks were partially planned in Spain.

? Дайте відповіді на запитання:

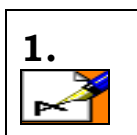
1. What is ETA?
2. Who are the Basques?
3. Who and what does ETA target?
4. When was ETA formed?



Знайдіть еквіваленти слів у тексті англійською мовою:

Баски, автономний регіон, відповідальність, освіта, охорона здоров'я, оподаткування, незалежна держава, автономія, консервативний, слідчий, ідеологія, підозрювати, терористична організація.

ГРАМАТИЧНІ ВПРАВИ ПОРІВНЯННЯ ВЖИВАННЯ INDEFINITE INFINITIVE І PERFECT INFINITIVE



1.

Порівняйте вживання Indefinite Infinitive і Perfect Infinitive та перекладіть речення на українську мову, звертаючи увагу на Perfect Infinitive

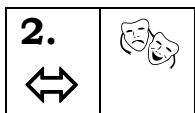
to write – to have written

I am glad to see you – радий бачити вас (радий, що бачу)

I am glad to have seen you – радий, що побачив

1. The child was happy to have been brought home. 2. Jane remembered to have been told a lot about Mr. Rochester. 3. The children were delighted to have been brought to the circus. 4. I am sorry to have spoilt your mood. 5. Maggie was very sorry to have forgotten to feed the rabbits. 6. I am awfully glad to have met you. 7. Sorry to have placed you in this disagreeable situation. 8. I am very happy to have had the pleasure of making your acquaintance. 9. I am sorry to

have kept you waiting. 10. Clyde was awfully glad to have renewed his acquaintance with Sondra. 11. Sorry not to have noticed you. 12. I am sorry to have added some more trouble by what I have told you. 13. When Clyde looked at the girl closely, he remembered to have seen her in Sondra's company. 14. I remembered to have been moved by the scene I witnessed.



Замініть частини речення інфінітивними вворотами

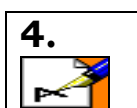
Наприклад: He is sorry that he has said it. He is sorry to have said it.

1. It is certain that it will rain if you don't take your umbrella. 2. Don't promise that you will do it, if you are not sure that you can. 3. He was happy that he was praised by everybody. 4. He was very proud that he had helped his elder brother. 5. She was sorry that she had missed the beginning of the concert. 6. I am glad that I see all my friends here. 7. I was afraid of going past that place alone. 8. My sister will be thrilled when she is wearing a dress as lovely as that. 9. We must wait till we hear the examination results. 10. She is happy that she has found such a nice place to live in. 11. I should be delighted if I could join you. 12. He hopes that he will know everything by tomorrow.



Розкрийте дужки, вживаючи потрібну форму інфінітива

1. He seems (to read) a lot. 2. He seems (to read) now. 3. He seems (to read) since morning. 4. He seems (to read) all the books in the library. 5. We expect (to be) back in two days. 6. He expected (to help) by the teacher. 7. The children seem (to play) since morning. 8. I am glad (to do) all the homework yesterday. 9. She seems (to work) at this problem ever since she came here. 10. I am sorry (to break) your pen. 11. I want (to take) you to the concert. 12. I want (to take) to the concert by my father. 13. She hoped (to help) her friends. 14. She hoped (to help) by her friends. 15. I hope (to see) you soon.



Розкрийте дужки, вживаючи потрібну форму інфінітива

1. They seemed (to quarrel): I could hear angry voices from behind the door. 2. They are supposed (to work) at the problem for the last two months. 3. The only sound (to hear) was the snoring of grandfather in the bedroom. 4. Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall. 5. They seemed (to wait) for ages. 6. I hate (to bother) you, but the students are still waiting (to give) books for their work. 7. He seized every opportunity (to appear) in public: he was so anxious (to talk) about. 8. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother. 9. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget). 10. I consider myself lucky (to be) to that famous exhibition and (to see) so

many wonderful paintings. 11. He seems (to know) French very well: he is said (to spend) his youth in Paris. 12. The enemy army was reported (to overthrow) the defence lines and (to advance) towards the suburbs of the city. 13. The woman pretended (to read) and (not to hear) the bell. 14. You seem (to look) for trouble. 15. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.



5. Перекладіть на англійську мову, вживаючи потрібну форму інфінітива

1. Я радий, що розповів вам цю історію. 2. Я радий, що мені розповіли цю історію. 3. Я хочу познайомити вас з цією артисткою. 4. Я хочу, щоб мене познайомили з цією артисткою. 5. Я радий, що зустрів її на станції. 6. Я радий, що мене зустріли на станції. 7. Ми дуже щасливі, що запросили його на вечір. 8. Ми дуже щасливі, що нас запросили на вечір. 9. Він буде щасливий відвідати цю відому картинну галерею. 10. Він був щасливий, що відвідав цю відому картинну галерею. 11. Діти люблять, коли їм розповідають казки. 12. Я не збирався зупинитися на цій станції. 13. Я не очікував, що мене зупинять. 14. Я шкодую, що заподіяв вам стільки турбот. 15. Він не переносить, коли йому брешуть. 16. Я згадав, що вже зустрічав це слово в якійсь книжці. 17. Мені дуже шкода, що я пропустив цю цікаву лекцію. 18. Бона щаслива, що чула концерт відомого італійського диригента. 19. Бона рада, що була присутня на лекції. 20. Він дуже задоволений, що закінчив свою книгу. 21. Наші спортсмени пишаються тим, що виграли кубок. 22. Я тільки хочу, щоб мені дозволили допомогти вам. 23. Я був вдячний, що мені дали кімнату з великим вікном. 24. Він був щасливий, що повернувся додому. 25. Він був щасливий, що знову вдома. 26. Я шкодую, що перервав вас. 27. Я шкодую, що не застала вас вдома. 28. Рочестер був радий познайомитися з Джейн. 29. Рочестер був радий, що познайомився з Джейн.

Заняття 1

НАТО – ЗАГАЛЬНІ ПОЛОЖЕННЯ



Прочитайте та перекладіть текст українською мовою.

NATO - The Political Dimension

The North Atlantic Treaty Organization (NATO) is an alliance of 26 countries from North America and Europe, committed to fulfilling the goals of the North Atlantic Treaty, signed on 4 April 1949. In accordance with the Treaty, the fundamental role of NATO is to safeguard the freedom and security of its member countries by political and military means. NATO safeguards the Allies' common values of democracy, individual liberty the rule of law and the peaceful resolution of disputes, and promotes these values throughout the Euro-Atlantic area. The Alliance embodies the 'Transatlantic Link' through which the security of North America and Europe are permanently tied together. It is the practical expression of collective effort among its members in support of their common interests.

NATO provides a forum in which the United States, Canada and the European countries can consult together on security issues of common concern and take joint action in addressing them. NATO is committed to defending its member states against aggression or the threat of aggression and to the principle that an attack against one or several members would be considered an attack against all. NATO has helped to end bloody conflicts in Bosnia and Kosovo and to head off a civil war in the former Yugoslav Republic of Macedonia. Today, NATO led forces are helping to bring stability to Kosovo, Afghanistan, and Iraq. Dialogue and cooperation with non-NATO countries are helping to overcome the divisions of the Cold War era and to extend security and stability well beyond NATO borders.

NATO is an intergovernmental organization. The member countries retain their full sovereignty. All NATO decisions are taken jointly by the member countries on the basis of consensus. NATO's most important decision-making body is the North Atlantic Council (NAC), which brings together representatives of the member countries at the level of Ambassadors, Ministers or Heads of State and Government. The Secretary General of NATO, Mr Jaap de Hoop Scheffer has described the NAC as "the essential forum for security consultation between Europe and North America". NATO's military structure is a multinational force planning, organization and command system. It provides for joint planning, training, exercising and operations, under the command of NATO's strategic commanders. NATO structures and mechanisms provide the framework for cooperation with partner countries, which forms an integral part of the day-to-day activity of the Alliance.

? Дайте відповіді на запитання:

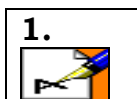
1. What is NATO?
2. When was North Atlantic Treaty signed?
3. How do you understand the term intergovernmental organization?
4. What is the main function of NAC?
5. Where is the head quarters of NATO located?



Знайдіть еквіваленти слів у тексті англійською мовою:

Північноатлантичний договір, захищати, свобода і безпека, спільні цінності демократії, консультуватися, загроза агресії, громадянська війна, співпраця, стабільність.

ГРАМАТИЧНІ ВПРАВИ
МОДАЛЬНІ ДІЄСЛОВА CAN, MAY.
ОСОБЛИВОСТІ ВЖИВАННЯ КОНСТРУКЦІЇ TO BE ABLE TO



1.

Перекладіть українською мовою.

1. Her grandmother can knit very well.
2. I can answer the questions. They are very easy.
3. This trip is too expensive for me. I can't afford it.
4. She can type. She can speak well on telephone. She hopes she can find the job she is looking for.
5. Mike can run very fast.
6. They can understand French. But they cannot speak fluently.
7. My brother can come and help you in the garden.
8. Can your brother help me with mathematics?
9. His little sister can walk already.
10. The children cannot carry this box: it's too heavy.
11. This old woman cannot sleep at night.
12. His sister can cook very well.
13. I can sing but I cannot dance.
14. Can't you wait till tomorrow morning? I can wait, but my toothache can't.
15. I can't push up 50 times at a time.



2.

Перекладіть українською мовою.

1. May I invite Nick to our house?
2. You may go now.
3. Don't go to the wood alone, you may lose your way.
4. If you have done your homework, you may go for a walk.
5. May I go to the post-office with Mike?
6. Don't give the vase to the child: he may break it.

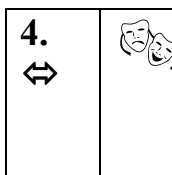
7. May we take notes with a pencil?
8. You may not cross the road when the light is read.
9. It stopped raining and mother told us that we might go out.
10. Where have you been, may I ask?
11. They may travel by sea. It may be cheaper, but it takes a long time.
12. May I come and see you?



3.

Перекладіть англійською мовою, вживаючи модальне дієслово *to be able to*

1. Вона не зможе вчасно дістатися до аеропорту.
2. Чи зможеш ти відправити йому електронну пошту сьогодні ввечері?
3. Вони якийсь час не зможуть дивитися телевізор, тому що завтра неділя, і вони нікому не зателефонують.
4. Боюся, що він не зможе допомогти мені переїхати в новий будинок наступної неділі, б.
5. Чи зможеш ти зробити цю роботу завтра?
6. Я думаю, що вона не зуміє розв'язати цю задачу.
7. Завтра я буду вільний і зможу допомогти тобі.
8. Чи зможемо ми поїхати в Нью-Йорк наступного року?
9. Чи зможеш ти полагодити мій магнітофон?
10. Учора я не зміг побачити директора, тому що він був на конференції, але сьогодні після роботи я зможу це зробити.

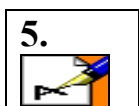


4.



Перепишіть речення, додаючи слова, подані в дужках. Замініть модальне дієслово *can (could)* виразом *to be able to*, де це потрібно

1. They can (never) appreciate your kindness.
2. I was sure you could translate that article (after you had translated so many texts on physics).
3. You can go to the country (when you have passed your last examination).
4. We can pass to the next exercise (when we have done this one).
5. I can give you my book for a couple of days (after I have read it).
6. He can ski (for ten years).
7. We knew that she could swim (since a child).
8. You cannot take part in this serious sport competition (until you have mastered good skills).
9. I could not solve the problem (before he explained it to me).

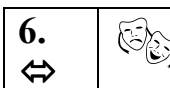


5.

Перекладіть англійською мовою

1. Будь обережним: ти можеш упасти.
2. Не чіпай собаку: вона може вкусити тебе.
3. Ми, можливо, поїдемо за місто в неділю.
4. Він може забути про це.
5. Незабаром може піти дощ.
6. Чи можна мені увійти?
7. Можна, я піду гуляти?
8. Якщо твоя робота готова, можеш іти додому.
9. Вчитель сказав, що ми можемо йти додому.
10. Лікар говорить, що я вже можу купатися.
11. Тато сказав, що ми можемо йти в кіно самі.
12. Я думав, що мені можна дивитися телевізор.
13. Тут нема чого робити. Ми можемо піти сьогодні.
14. Він, можливо, і знає цю проблему, тому він, можливо, і знає відповідь на це питання, але я не дуже впевнена.
15. Якщо хочете, можете йти зараз.
16. Де

вони зараз живуть? — Вони, можливо, і живуть зараз за кордоном, але я не дуже впевнена.



Вставте модальні дієслова тау чи сап.

1. ... I come in? 2. Let me look at your exercises. I ... be able to help you. 3. I ... not swim, because until this year the doctor did not allow me to be more than two minutes in the water. But this year he says I ... stay in for fifteen minutes if I like, so I am going to learn to swim. 4. Libraries are quite free, and any one who likes ... get books there. 5. I ... come and see you tomorrow if I have time. 6. Take your raincoat with you: it... rain today. 7. Do you think you ... do that? 8. I ... finish the work tomorrow if no one bothers me any more. 9. ... we come and see you next Sunday at three o'clock in the afternoon? 10. What time is it? — It ... be about six o'clock, but I am not sure. 11. Only a person who knows the language very well ... answer such a question.

ПАРТНЕРСТВО ЗАРАДИ МИРУ



Прочитайте та перекладіть текст українською мовою.

The Partnership for Peace

The Partnership for Peace (PfP) is a programme of practical bilateral cooperation between individual Partner countries and NATO. It allows Partner countries to build up an individual relationship with NATO, choosing their own priorities for cooperation.

Based on a commitment to the democratic principles that underpin the Alliance itself, the purpose of the Partnership for Peace is to increase stability, diminish threats to peace and build strengthened security relationships between individual Partner countries and NATO, as well as among Partner countries.

What does this mean in practice?

The essence of the PfP programme is a partnership formed individually between each Partner country and NATO, tailored to individual needs and jointly implemented at the level and pace chosen by each participating government.

Political commitments

The formal basis for the Partnership for Peace is the Framework Document, which sets out specific undertakings for each Partner country.

Each Partner country makes a number of far-reaching political commitments to preserve democratic societies; to maintain the principles of international law; to fulfil obligations under the UN Charter, the Universal Declaration of Human Rights, the Helsinki Final Act and international disarmament and arms control agreements; to refrain from the threat or use of force against other states; to respect existing borders; and to settle disputes peacefully.

Specific commitments are also made to promote transparency in national defence planning and budgeting to establish democratic control over armed forces, and to develop the capacity for joint action with NATO in peacekeeping and humanitarian operations.

The Framework Document also enshrines a commitment by the Allies to consult with any Partner country that perceives a direct threat to its territorial integrity, political independence or security – a mechanism which, for example, Albania and the former Yugoslav Republic of Macedonia made use of during the Kosovo crisis.

A menu of practical activities

Partner countries choose individual activities based on their ambitions and abilities. These are put forward to NATO in what is called a Presentation

Document.

An Individual Partnership Programme is then jointly developed and agreed between NATO and each Partner country. These two-year programmes are drawn up from an extensive menu of activities, according to each country's specific interests and needs. Cooperation focuses in particular on defence-related work, defence reform and managing the consequences of defence reform, but touches on virtually every field of NATO activity, including defence policy and planning, civil-military relations, education and training, air defence, communications and information systems, crisis management, and civil emergency planning.

? Дайте відповіді на запитання:

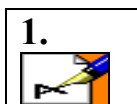
1. What is the PfP?
2. What is the purpose of the PfP?
3. What is your attitude to NATO?
4. When was NATO established?



Знайдіть еквіваленти слів у тексті англійською мовою:

Партнерство заради миру, двостороннє співробітництво, взаємовідносини, індивідуальні потреби, роззброєння, поважати існуючі кордони, прозорість, миротворчі і гуманітарні операції, амбіції.

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНІ ДІЄСЛОВА **MUST, HAVE TO, NEED**



1.

Вставте модальні дієслова *can, may, must*.

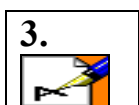
1. I have forgotten my own language andspeak nothing but yours.
2. Wego somewhere. Wenot wander about for ever.
3. But I think youhave told us this half an hour ago!
4. Yousee much of interest there.
5. I did not hear him return to the room. Ihave been asleep.
6. Youhave mistaken him, my dear. Henot have intended to say that.
7. It seemed possible theyreturn.
8. No good looking back; things happen as they
9. To be ashamed of his own father is perhaps the bitterest experience a young mango through.
10. Howyou let things slide like that, Dick?
11. I think yoube glad of some coffee before you start back to your hotel.
It's such a cold night.



2.

Перекладіть англійською мовою, вживаючи модальне дієслово *must*.

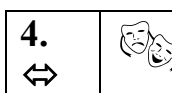
1. Він, мабуть, дуже втомився. 2. У них навіть є яхта. Вони, напевно, дуже заможні. 3. Ти повинен виїхати завтра вранці? 4. Ви не повинні спізнюватися. 5. Я не повинен забувати про свою матір. Я не писав їй цілу вічність. Сьогодні ввечері я мушу написати їй листа. 6. Ця книга дуже цінна. Ви не повинні її загубити. 7. Невже вам треба вже йти? 8. Я мушу визнати, що я неправий. 9. Я повинна наполегливо працювати над своєю англійською мовою. 10. Ви повинні уважно слухати вчителя на уроці. 11. Ти повинен робити уроки щодня. 12. Ви не повинні забувати про свої обов'язки. 13. Ви повинні бути обережними на вулиці. 14. Вона, напевно, вдома зараз. 15. Мої друзі, мабуть, у парку. 16. Ви, напевно, дуже голодні. 17. Напевно, дуже важко розв'язувати такі задачі. 18. Я повинен сьогодні побачити мого друга.



3.

Перекладіть українською мовою.

1. I have not written this composition. I shall have to write it soon.
2. We did not have to buy biscuits because granny had baked a pie.
3. Will you have to get up early tomorrow?
4. I had to do a lot of homework yesterday.
5. She had to stay at home because she did not feel well.
6. I had to go to hospital to visit my aunt.
7. Mike had to write this exercise at school, he had not done it at home.
8. They had to call the doctor because the grandmother was ill.
9. It was Sunday yesterday, so they didn't have to work.
10. I am sorry I couldn't come yesterday. I had to work late.
11. What did you have to learn by heart?
12. Why did you have to get up early today?



4.

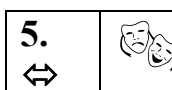


Вставте модальні дієслова *can, may, must, need*.

1. Peterreturn the book to the library. We all want to read it.
2. Whynot you to understand it? It is so easy!
3.we do the exercise at once? – Yes, youdo it at once.
4.you pronounce this sound?
5. Younot have bought this meat: we have everything for dinner.
6. Inot go out tonight: it is too cold.
7.I take you pen?
8. Wenot carry the bookcase upstairs ourselves: the workers will come and do it.
9. Whenyou come to see us? – Icome on Sunday.
10. Shall I write a letter to him? – No, younot, it is not necessary.
11.you cut something without a knife?
12. Everything is clear and younot go into details now.
13. Hedrink alcohol when he drives.

14. By the end of the week I have finished writing my book.

15. She not call the doctor again unless she feels worse.



5. Перефразуйте речення, вживаючи модальне дієслово need.

E.g. 1) It is not necessary to go there. - You need not go there.

2) It was not necessary to go there. - You need not have gone there.

1. Why do you want to do it all today? 2. It was not necessary for mother to cook this enormous dinner: we have brought all the food the children may want. 3. It is not necessary to take the six-thirty. A later train will do as well. 4. There was no necessity for her to do it herself. 5. There is no reason for you to worry: he is as strong as a horse. 6. There is no need for you to be present. 7. Is it any use our going into all that now? 8. Why did you mention all these figures? The situation was clear as it was. 9. Why do you want to press the skirt? It is not creased at all. 10. It was not necessary for you to remind me about her birthday. I remember the date very well.



6. Перекладіть англійською мовою, вживаючи модальне дієслово need.

1. У нас багато часу в запасі, і нам нема чого поспішати. 2. Тобі нема потреби робити це зараз. Ти можеш зробити це і завтра. 3. Вона може й не допомагати. Усе вже зроблено. 4. Йому не треба було продавати своє піаніно. 5. Ви могли й не гримати так на дитину. 6. Вони тепер не можуть спати, їм не треба було дивитися фільм жахів. 7. Чи потрібно мені тобі допомагати? — Ні, спасибі, я все зроблю сам. 8. Ви можете не ходити туди. 9. Йому нема чого турбуватися про неї. 10. Я можу й не запитувати його: він сам мені все розповість. 11. Вам не обов'язково телефонувати мені: я не забуду про цю обіцянку. 12. Чи потрібно їй купувати таку кількість продуктів? 13. Вона може не ходити до бібліотеки: я дам їй книжку. 14. Ви могли й не брати парасольку: я впевнений, що дощу не буде.

УКРАЇНА І НАТО



Прочитайте та перекладіть текст українською мовою.

NATO's Partnership with Ukraine

A visit to Ukraine by the North Atlantic Council in March 2000 injected new momentum into the Distinctive Partnership between NATO and Ukraine established in Madrid in July 1997.

The meeting in Kyiv of the NATO-Ukraine Commission - the first time this body, which directs the Partnership, had met in Ukraine - was an occasion for the 19 NATO allies and Ukraine to review the full range of their cooperation. It was hailed as a significant step for bringing Ukraine closer to the Euro-Atlantic community of nations.

The signing of the Charter on a Distinctive Partnership in Madrid in 1997 shifted cooperation between NATO and Ukraine on to a new plane and gave formal recognition to the importance of an independent, stable and democratic Ukraine to Europe as a whole.

The Charter is in line with Ukraine's declared strategy of increasing its integration in European and transatlantic structures. It is the basis on which NATO and Ukraine agree to consult in the context of Euro-Atlantic security and stability and in areas such as conflict prevention, crisis management, peace support and humanitarian operations.

Seminars, joint working group meetings and other cooperative programmes have focused on areas such as defence reform and the reshaping of the defence establishment, civil-military relations, budgeting and resource planning. Seminars on retraining retiring Ukrainian military personnel and on military downsizing and conversion have also been held.

The North Atlantic Council meets periodically with Ukraine at Foreign Ministerial, Defence Ministerial and Ambassadorial levels in a forum established by the Charter called the NATO-Ukraine Commission (NUC). The Role of the NUC is to assess implementation of the Charter and to discuss ways to improve or further develop cooperation.

NATO and Ukraine have created Joint Working Group on Defence Reform (JWGDR) to pursue initiatives in the areas of: civil-military relations, democratic control of the armed forces, defence planning, policy, strategy and national security concepts. Ukraine also participates in the Partnership for Peace Planning and Review Process (PARP), which jointly develops goals for shaping force structure and capabilities to help Ukraine to meet her objectives for interoperability with the Alliance.

NATO and Ukraine maintain a substantial military cooperation programme

that includes: Ukraine's active participation in the Partnership for Peace programme, NATO Military Committee dialogue with Ukraine, and practical military cooperation in NATO-led Peace Support Operations in the Balkans. Military cooperation focuses on building interoperability, which serves as the foundation for working together in support of joint goals; for example through the work of the Polish-Ukrainian Battalion in Kosovo. Military exercises, such as Exercise Cooperation Partner, hosted by Ukraine in June 2000, are an important part of this work. In addition to building interoperability, NATO-Ukraine military cooperation is increasingly focusing on helping Ukraine in her efforts to modernise and reform her defence structures. Joint work in civil emergency planning and disaster preparedness is also a major area of cooperation with direct practical benefits for Ukraine. A Memorandum of Understanding on civil emergency planning was concluded in December 1997, providing for cooperation in this field. A disaster relief exercise was subsequently scheduled for September 2000, in the Transcarpathia region of Ukraine, to test humanitarian assistance procedures in the event of further flooding.

Other strong areas of cooperation are the scientific field, in which NATO has supported the Ukrainian scientific community through grants; economic aspects of security; and training. In this latter context NATO has launched a programme of foreign language teaching for up to 100 Ukrainian military officers.

The NATO Information and Documentation Centre opened by the NATO Secretary General in May 1997 has become a focal point for information activities to explain the benefits of the Distinctive Partnership with NATO to the Ukrainian public. The Centre is the first such centre to be opened in any NATO Partner country. It has since played an important role in explaining Alliance policies and overcoming misperceptions.

? Дайте відповіді на запитання:

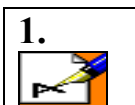
1. When was the Charter on a Distinctive Partnership signed?
2. What are the main points of the Charter?
3. What is NUC?
4. Does Ukraine participate in PfP?



Знайдіть еквіваленти слів у тексті англійською мовою:

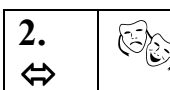
Партнерство, співпраця, важливість, стратегія, інтеграція, трансатлантичні структури, безпека і стабільність, гуманітарні операції, попередження конфліктів, реформування, робоча група, активна участь.

ГРАМАТИЧНІ ВПРАВИ МОДАЛЬНЕ ДІЄСЛОВО TO BE TO



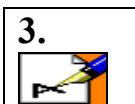
1. Перекладіть українською мовою.

1. We were to get there before the others.
2. He was to tell her where to find us.
3. She was to graduate that year.
4. She was to wear that dress at the graduation party.
5. He is to come here at 11 o'clock.
6. The train was to leave at five-fifteen.
7. I was to wait for her at the railway station.
8. We were to go to the cinema that afternoon.
9. They were to start on Monday.
10. He was to telephone the moment she was out of danger.
11. Roses are to be planted round the pond.
12. There was to be a discussion later on.



2. Вставте модальне дієслово *to be to* в наступні речення.

1. Last year we ... have 5 lessons of physical culture a week, but we had only 4.
2. According to the time table the train ... leave in 25 minutes.
3. We ... meet our clients on Thursday.
4. I ... meet them at the airport, but I didn't manage to get there on time.
5. What time ... be in school? Why are you always late?
6. The performance ... begin in 5 minutes.
7. At 8 o'clock I ... be at work, otherwise I'll be fired.
8. You ... be here 10 minutes ago, I thought something terrible had happened to you.
9. I ... learn this poem by heart.
10. We ... fly there, but the flight was cancelled because of bad weather.



3. Перекладіть англійською мовою, вживаючи модальні дієслова *to have to* або *to be to*.

1. Мені доведеться посидіти вдома ці дні. Лікар говорить, що я не повинен нікуди виходити, поки температура не буде нормальною.
2. Посидьте тут, поки він зайнятий. Я думаю, вам не доведеться довго чекати.
3. Вистава повинна була початися о сьомій годині.
4. Ми повинні були відкласти поїздки, тому що погода зіпсувалася.
5. Якщо ви хочете добре опанувати мову, ви повинні дуже багато читати.
6. За новим розкладом у нас буде п'ять уроків англійської мови на тиждень.
7. Ми вирішили, що всі повинні брати участь у концерті.
8. Рано чи пізно вам доведеться піти до лікаря.
9. Наступного року ми повинні почати вивчення астрономії.
10. Щоб розробити нову теорію, вчені мали провести численні дослідження.
11. Вам слід

буде вивчити цей вірш до середи. 12. Мені задали вивчити цей вірш до середи. 13. Мені довелося вивчити цей вірш до середи. 14. Мені доведеться вивчити цей вірш до середи. 15. Йому доводиться вчити цей вірш сьогодні.

ТЕМА 33

НАТО

Заняття 4

СТАНАГ



Прочитайте та перекладіть текст українською мовою.

Standardisation

Standardisation amongst NATO forces makes a vital contribution to the combined operational effectiveness of the military forces of the Alliance and enables opportunities to be exploited for making better use of economic resources. Extensive efforts are therefore made in many different spheres to improve cooperation and eliminate duplication in research, development, production, procurement and support of defence systems. NATO Standardisation Agreements for procedures and systems and for equipment components, known as STANAGs, are developed and promulgated by the NATO Military Agency for Standardisation in conjunction with the Conference of National Armaments Directors and other authorities concerned.

By formulating, agreeing, implementing and maintaining standards for equipment and procedures used throughout NATO, a significant contribution is made to the cohesion of the Alliance and to the effectiveness of its defence structure. While standardisation is of relevance in many different areas, the principal forum for standardisation policy issues is the NATO Standardisation Organisation (NSO), which aims to incorporate standardisation as an integral part of Alliance planning and acts as a coordinator between senior NATO bodies confronting standardisation requirements. The NSO was established in 1995 to give renewed impetus to Alliance work aimed at improving the coordination of allied policies and programmes for standardisation in the materiel, technical and operational fields.

? Дайте відповіді на запитання:

1. What is STANAG?
2. What are the major objectives of STANAG?
3. What is NSO? When was NSO established?
4. What are the aims of NSO?

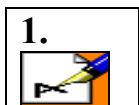


Знайдіть еквіваленти слів у тексті англійською мовою:

Угода про стандартизацію, вклад, ефективність, економічні ресурси, дублювання, дослідження, обладнання, важливість, складова частина, вимоги, координація, оборонна структура.

ГРАМАТИЧНІ ВПРАВИ

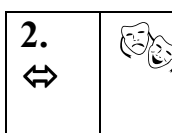
МОДАЛЬНЕ ДІЄСЛОВО SHOULD/SHOULD HAVE



1.

Перекладіть українською мовою.

1. You should know how to raise your children not to be losers.
2. You shouldn't give the child everything he wants. You shouldn't satisfy his every craving for food, drink and comfort. Otherwise, he will grow to believe the world owes him a living.
3. You shouldn't laugh at him when he picks up bad words. This will make him think he is not cute. It won't also encourage him to pick up 'cuter' phrases.
4. You shouldn't pick up everything he leaves lying around – books, shoes and clothing. You shouldn't do everything for him, otherwise, he will be experienced in throwing all responsibility onto others.



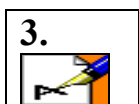
2.



Доповніть речення наступними дієсловами, використовуючи **should**. Перекладіть українською.

clean, go, read, visit, watch, wear

1. When you play tennis, you the ball.
2. You look tired. You to bed.
3. You your teeth after every meal.
4. The city museum is very interesting. You it.
5. When you are driving, you a seat belt.
6. It's a good book. You it.



3.

Прочитайте ситуації й напишіть речення з **should (have)** та **shouldn't (have)**

Example: The speed limit is 30 miles per hour, but Tom is driving at 50. –
He shouldn't be driving so fast.

When we got to the restaurant there were no free tables. We hadn't reserved one. *We should have reserved a table.*

1. It's very cold. Mr. Taylor, who has been ill recently, is walking along the road without a coat. He ...
2. We went for a walk. While we were walking, we got hungry, but we hadn't brought anything with us to eat. We said ...
3. I went to Paris. Marcel lives in Paris, but I didn't go to see him, while I was there. When I saw him later, he said: You ...
4. The notice says that the shop is open every day from 8.30. It's not 9 o'clock, but the shop isn't open. ...

5. The driver in front stopped suddenly without warning and I draw into the back of his car. It wasn't my fault.
6. The children normally go to bed at 9 o'clock. It's 9.30 now. They are not in bed, they are watching television. (two sentences) ...
7. The accident happened because Tom was driving on the wrong side of the road.

ЗАВДАННЯ ОРГАНІЗАЦІЇ



Прочитайте та перекладіть текст українською мовою.

Fundamental Security Tasks

NATO's essential purpose is to safeguard the freedom and security of all its members by political and military means in accordance with the North Atlantic Treaty and the principles of the United Nations Charter. The Alliance has worked since its inception for the establishment of a just and lasting peaceful order in Europe based on common values of democracy, human rights and the rule of law. This central Alliance objective has taken on renewed significance since the end of the Cold War because, for the first time in the post-war history of Europe, the prospect of its achievement has become a reality.

NATO embodies the transatlantic link by which the security of North America is permanently tied to the security of Europe. It is the practical expression of effective collective effort among its members in support of their common security interests.

The fundamental principle underpinning the Alliance is a common commitment to mutual cooperation among the member states based on the indivisibility of their security. Solidarity and cohesion within the Alliance ensure that no member country is forced to rely upon its own national efforts alone in dealing with basic security challenges. Without depriving member states of their right and duty to assume their sovereign responsibilities in the field of defence, the Alliance enables them to realise their essential national security objectives through collective effort. In short, the Alliance is an association of free states united in their determination to preserve their security through mutual guarantees and stable relations with other countries.

The North Atlantic Treaty Organisation (NATO) provides the structure which enables the goals of the Alliance to be implemented. It is an inter-governmental organisation in which member countries retain their full sovereignty and independence. The Organisation provides the forum in which they consult together on any issues they may choose to raise and take decisions on political and military matters affecting their security. It provides the structures needed to facilitate consultation and cooperation between them, in political, military and economic as well as scientific and other non-military fields.

The resulting sense of equal security among the members of the Alliance, regardless of differences in their circumstances or in their national military capabilities, contributes to stability in the Euro-Atlantic area. It creates conditions which favour increased cooperation among Alliance members as well

as between members of the Alliance and other countries.

The means by which the Alliance carries out its security policies include the maintenance of a sufficient military capability to prevent war and to provide for effective defence; an overall capability to manage crises affecting the security of its members; and active promotion of dialogue with other nations and of a cooperative approach to European security, including measures to bring about further progress in the field of arms control and disarmament.

To achieve its essential purpose, as an Alliance of nations committed to the Washington Treaty and the United Nations Charter, the Alliance performs the following fundamental security tasks:

"Security: To provide one of the indispensable foundations for a stable Euro-Atlantic security environment, based on the growth of democratic institutions and commitment to the peaceful resolution of disputes, in which no country would be able to intimidate or coerce any other through the threat or use of force.

Consultation: To serve, as provided for in Article 4 of the Washington Treaty, as an essential transatlantic forum for Allied consultations on any issues that affect their vital interests, including possible developments posing risks for members' security, and for appropriate coordination of their efforts in fields of common concern.

Deterrence and Defence: To deter and defend against any threat of aggression against any NATO member state as provided for in Articles 5 and 6 of the Washington Treaty.

And in order to enhance the security and stability of the Euro-Atlantic area:

Crisis Management: To stand ready, case-by-case and by consensus, in conformity with Article 7 of the Washington Treaty, to contribute to effective conflict prevention and to engage actively in crisis management, including crisis response operations.

Partnership: To promote wide-ranging partnership, cooperation, and dialogue with other countries in the Euro-Atlantic area, with the aim of increasing transparency, mutual confidence and the capacity for joint action with the Alliance."

The structures created within NATO enable member countries to coordinate their policies in order to fulfil these fundamental tasks. They provide for continuous consultation and cooperation in political, economic and other non-military fields as well as the formulation of joint plans for the common defence; the establishment of the infrastructure and basic installations and facilities needed to enable military forces to operate; and arrangements for joint training programmes and exercises. Underpinning these activities is a complex civilian and military structure involving administrative, budgetary and planning staffs, as well as agencies which have been established by the member countries of the Alliance in order to coordinate work in specialised fields - for example, the communications needed to facilitate political consultation and command and control of military forces and the logistics support needed to sustain military

forces.

? Дайте відповіді на запитання:

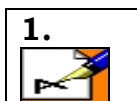
1. What is NATO's essential purpose?
2. What is the fundamental principle of NATO?
3. What are the security tasks of NATO?
4. How do you understand the word crisis management?



Знайдіть еквіваленти слів у тексті англійською мовою:

Захист свободи і безпеки, політичні і військові заходи, у відповідності з договором, хартія ООН, верховенство права, єдність, запобігти війні, ефективна оборона, роззброєння, ризик, координація зусиль в різних областях, фундаментальні завдання.

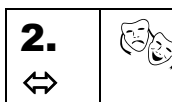
ГРАМАТИЧНІ ВПРАВИ МИНУЛИЙ ЧАС МОДАЛЬНИХ ДІЄСЛІВ



1.

Перекладіть англійською мовою, вживаючи модальне дієслово *can (could)*.

1. Я вмію розмовляти англійською мовою. 2. Мій тато не вміє розмовляти німецькою мовою. 3. Чи вмієш ти розмовляти французькою мовою? 4. Моя сестра не вміла кататися на ковзанах. 5. Чи можеш ти переплисти цю річку? 6. Я не міг випити це молоко. 7. Вона не може вас зрозуміти. 8. Чи вмів ти плавати у минулому році? 9. У минулому році я не вмів кататися на лижах, а зараз умію. 10. Чи не можете ви мені сказати, як доїхати до вокзалу? 11. Чи не могли б ви мені допомогти? 12. Я не можу перекласти це речення. 13. Ніхто не міг мені допомогти. 14. Де тут можна купити хліб? 15. Чи вміла твоя бабуся танцювати, коли була молодою? — Так, вона і зараз уміє.



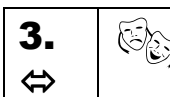
2.



Вставте модальні дієслова *may (might)* або *can (could)*.

1. ... you help me? 2.1 ...not imagine her speaking in public: I knew that she was so shy. 3. Something was wrong with the car: he ... not start it. 4. A fool ... ask more questions than a wise man ... answer. 5. She asked me if she ... use my telephone. 6. ... I use your pen? 7. ... I find a pen on that table? 8. You ... read this book: you know the language well enough. 9. You ... take this book: I don't need it. 10. ... I help you? 11. ... I ask you to help me? 12. The school was silent: nothing ... be heard in the long dark corridors. 13. Waiting ... be endless, you know. 14. ... you tell me the nearest way to the city museum? 15. They ... think that I am too weak to take part in the excursion, but I am strong enough to do

any kind of hard work, indeed. 16. He knew this period of history very well: he had read everything on the subject he ... find in the rich university library.



3. Перекладіть українською мовою.

1. I have not written the composition. I shall have to write it on Sunday. 2. We did not have to buy biscuits because granny had baked a delicious pie. 3. Will you have to get up early tomorrow? 4. I had to do a lot of homework yesterday. 5. She had to stay at home because she did not feel well. 6. Pete had to stay at home because it was very cold. 7. Mike had to write this exercise at school because he had not done it at home. 8. They had to call the doctor because the grandmother was ill. 9. Why did you have to stay at home yesterday? — Because my parents were not at home and I had to look after my little sister. 10. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home. 11. I am sorry I couldn't come yesterday. I had to work late. 12. Why do you have to get up early tomorrow? 13. I had to go to hospital to visit my aunt. 14. What did you have to learn by heart? — At school, I had to learn a beautiful poem "Leisure" by William Henry Davies.



4. Напишіть речення в минулому часі.

1. It is quite clear to everybody in the family that he must start getting ready for his examination instead of wasting time. 2. It is impossible to do anything in such a short time. I must ask the chief to put off my report. 3. I don't mean that you must do everything they tell you. 4. It is already twenty minutes past eight. You must go or you will be late for the first lesson. 5. I am very tired. I feel I must go to bed at once, or I shall fall asleep where I am sitting. 6. We can't wait for them any longer, we must ring them up and find out what has happened. 7. I am thinking hard, trying to find a solution of the problem. There must be a way out.



5. Напишіть кожне речення двічі: у минулому і у майбутньому часі. Замініть модальні дієслова must і can еквівалентами, де потрібно.

1. He must work systematically if he wants to know French well. 2. This child must spend more time out in the open air. 3. I can't recite this poem. 4. You must take part in this work. 5. He can't join the party because he is busy. 6. You must listen to the tape recording of this text several times. 7. You must take your examination in English. 8. She can translate this article without a dictionary. 9. We can't meet them at the station. 10. The doctor must examine the child.

ТЕМА 34

ПОНЯТТЯ ПСИХОЛОГІЇ

Заняття 1

ОСНОВНІ РИСИ ПСИХОЛОГІЇ ЯК НАУКИ



Прочитайте та перекладіть текст українською мовою.

WHAT IS PSYCHOLOGY

Psychology (Classical Greek: *psyche* = "soul" or "mind", *logos* = "study of") is an academic and applied field involving the study of behavior, mind and thought and the neurological bases of behavior. Psychology also refers to the application of such knowledge to various spheres of human activity, including problems of individuals' daily lives and the treatment of mental illness. It is largely concerned with humans, although the behaviour and mental processes of animals can also be part of psychology research, either as a subject in its own right (e.g. animal cognition and ethology), or somewhat more controversially, as a way of gaining an insight into human psychology by means of comparison (including comparative psychology). Psychology is commonly defined as *the science of behaviour and mental processes*. Although its name derives from Greek "psyche", psychology does not scientifically study the soul, since no evidence exists to show such a thing exists.

Psychology is conducted both scientifically and non-scientifically, but is to a large extent wholly rigorous. Mainstream psychology is based largely on positivism, using quantitative studies and the scientific method to test and disprove hypotheses, often in an experimental context. Psychology tends to be eclectic, drawing on scientific knowledge from other fields to help explain and understand behaviour. However, not all psychological research methods strictly follow the empirical positivism philosophy. Qualitative research utilizes interpretive techniques and is descriptive in nature, enabling the gathering of rich clinical information unattainable by classical experimentation. Some psychologists, particularly adherents to humanistic psychology, may go as far as completely rejecting a scientific approach, viewing psychology more as an art rather than a rigid science. However, mainstream psychology has a bias towards the scientific method, which is reflected in the dominance of cognitivism as the guiding theoretical framework used by most psychologists to understand thought and behaviour.

Psychology does not necessarily refer to the brain or nervous system and can be framed purely in terms of phenomenological or information processing theories of mind. Increasingly, though, an understanding of brain function is being included in psychological theory and practice, particularly in areas such as artificial intelligence, neuropsychology, and cognitive neuroscience. Psychology is distinct from, though related to, *psychiatry*, the branch of medicine which treats mental illness.

Psychology differs from sociology, anthropology, economics, and political science, in part, by studying the behaviour of individuals (alone or in groups) rather than the behaviour of the groups or aggregates themselves. Although psychological questions were asked in antiquity (see Aristotle's *De Memoria et Remiscentia* or "*On Memory and Recollection*"), psychology emerged as a separate discipline only recently. The first person to call himself a "psychologist", Wilhelm Wundt, opened the first psychological laboratory in 1879.

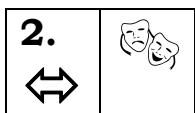
ГРАМАТИЧНІ ВПРАВИ ПАСИВНИЙ СТАН ДІЄСЛІВ



1.

Розкрийте дужки, вживаючи дієслова у Present Simple Passive

- (USUALLY)
1. The postbox (to empty) every day.
 2. The stamps (to postmark) at the post office.
 3. The letters (to sort) into the different towns.
 4. The mail (to load) into the train.
 5. The mailbags (to unload) after their journey.
 6. The bags (to take) to the post office.
 7. The letters (to sort) into the different streets.
 8. The letters (to deliver).



2.

Розкрийте дужки, вживаючи дієслова у Past Simple Passive

- (YESTERDAY)
1. The postbox (to empty) yesterday.
 2. The stamps (to postmark) at the post office.
 3. The letters (to sort) into the different towns.
 4. The mail (to load) into the train.
 5. The mailbags (to unload) after their journey.
 6. The bags (to take) to the post office.
 7. The letters (to sort) into the different streets.
 8. The letters (to deliver).



3.

Розкрийте дужки, вживаючи дієслова у Future Simple Passive

- (TOMORROW)
1. The postbox (to empty) tomorrow.
 2. The stamps (to postmark) at the post office.
 3. The letters (to sort) into the different towns.
 4. The mail (to load) into the train.
 5. The mailbags (to unload) after their journey.
 6. The bags (to take) to the post office.
 7. The letters (to sort) into the different streets.

8. The letters (to deliver).



4.

Розкрийте дужки, вживаючи дієслова у Present, Past або Future Simple Passive

1. My question (to answer) yesterday. 2. Hockey (to play) in winter. 3. Mushrooms (to gather) in autumn. 4. Many houses (to burn) during the Great Fire of London. 5. His new book (to finish) next year. 6. Flowers (to sell) in shops and in the streets. 7. St. Petersburg (to found) in 1703. 8. Bread (to eat) every day. 9. The letter (to receive) yesterday. 10. Nick (to send) to Moscow next week. 11. I (to ask) at the lesson yesterday.



5.

Розкрийте дужки, вживаючи дієслова у Present, Past або Future Simple Passive

1. I (to give) a very interesting book at the library last Friday. 2. Many houses (to build) in our town every year. 3. This work (to do) tomorrow. 4. This text (to translate) at the last lesson. 5. These trees (to plant) last autumn. 6. Many interesting games always (to play) at our PT lessons. 7. This bone (to give) to my dog tomorrow. 8. We (to invite) to a concert last Saturday. 9. Lost time never (to find) again. 10. Rome (not to build) in a day.

ТЕМА 34

ПОНЯТТЯ ПСИХОЛОГІЇ

Заняття 2

ПСИХОЛОГІЯ – СОЦІАЛЬНА НАУКА



Прочитайте та перекладіть текст українською мовою.

HISTORY OF PSYCHOLOGY

The late 19th century marks the start of psychology as a scientific enterprise. The year 1879 is commonly seen as the start of psychology as an independent field of study, because in that year German scientist Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research in Leipzig, Germany. Other important early contributors to the field include Hermann Ebbinghaus (a pioneer in studies on memory), the Russian Ivan Pavlov (who discovered the learning process of classical conditioning), and the Austrian Sigmund Freud. Freud's influence has been enormous, though more as cultural icon than a force in (scientific) psychology. Freud's basic theories postulated the existence in humans of various unconscious and instinctive "drives", and that the "self" existed as a perpetual battle between the desires and demands of the internal id, ego, and superego.

The mid-20th century saw a rejection of Freud's theories among many psychologists as being too unscientific, as well as a reaction against Edward Titchener's abstract approach to the mind. This led to the formulation of behaviorism by John B. Watson, which was popularized by B.F. Skinner. Behaviorism proposed epistemologically limiting psychological study to overt behavior, since that could be quantified and easily measured. Scientific knowledge of the "mind" was considered too metaphysical, hence impossible to achieve. The final decades of the 20th century have seen the rise of a new interdisciplinary approach to studying human psychology, known collectively as cognitive science. Cognitive science again considers the "mind" as a subject for investigation, using the tools of evolutionary psychology, linguistics, computer science, philosophy, and neurobiology. This new form of investigation has proposed that a wide understanding of the human mind is possible, and that such an understanding may be applied to other research domains, such as artificial intelligence.

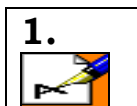
Major nineteenth and twentieth century schools of thought

Various schools of thought have argued for a particular model to be used as a guiding theory by which all, or the majority, of human behaviour can be explained. The popularity of these has waxed and waned over time. Some psychologists may think of themselves as adherents to a particular school of thought and reject the others, although most consider each as an approach to understanding the mind, and not necessarily as mutually exclusive theories.

- Analytical psychology

- Associationist psychology
- Behaviourism (see also radical behaviourism)
- Cognitivism
- Depth psychology
- Descriptive psychology
- Ego psychology
- Existential psychology
- Functionalism
- Genetic epistemology
- Geneva School
- Hormic approach
- Humanistic psychology and phenomenology
- Individual psychology
- Symbolic interactionism
- Phenomenological psychology
- Psychoanalysis
- Reactology
- Reflexology
- Soviet psychology
- Structuralism
- Transactional analysis

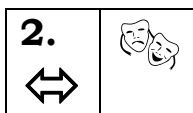
ГРАМАТИЧНІ ВПРАВИ ФОРМИ ПАСИВНОГО СТАНУ ДІЄСЛІВ



1.

Розкрийте дужки, вживаючи потрібну форму дієслова

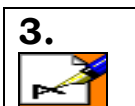
1. At the station they will (meet, be met) by a man from the travel bureau. 2. She will (meet, be met) them in the hall upstairs. 3. The porter will (bring, be brought) your luggage to your room. 4. Your luggage will (bring, be brought) up in the lift. 5. You may (leave, be left) your hat and coat in the cloakroom downstairs. 6. They can (leave, be left) the key with the clerk downstairs. 7. From the station they will (take, be taken) straight to the hotel. 8. Tomorrow he will (take, be taken) them to the Russian Museum.



2.

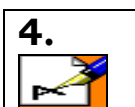
Перекладіть на англійську мову, вживаючи дієслова у Present Simple Active або Present Simple Passive

1. Я завжди хвалю моїх друзів. 2. Мене завжди хвалять вдома. 3. Щосуботи тато показує дідусяві мої оцінки. 4. Щосуботи татові показують мої оцінки. 5. Ми часто згадуємо вас. 6. Нас часто згадують у селі. 7. Мені дають сік щоранку. 8. Щоранку я даю кішці молоко. 9. Він щодня розповідає нам щось цікаве. 10. Йому щодня розповідають щось цікаве. 11. Я часто посилаю листи друзям. 12. Мене часто посилають на південь. 13. Мене часто запрошують у кіно.



3. Перекладіть на англійську мову, вживаючи дієслова у Present Simple Active або Present Simple Passive

1. Моїй сестрі часто допомагають у школі.
2. Я іноді забуваю взяти щоденник.
3. Він пише багато листів.
4. Книги А. Крісті читають з інтересом.
5. Собаки люблять кістки.
6. Собак люблять у багатьох сім'ях.
7. Коли у вашій сім'ї п'ють чай?
8. Де зберігають старі листи?
9. Чому ці правила завжди забувають?
10. Чому ви завжди забуваєте ці правила?
11. Де живуть ваші друзі?
12. Де купують хліб?
13. Коли ставлять запитання?



4. Перекладіть на англійську мову, вживаючи дієслова у Past Simple Active або Past Simple Passive

1. Я порадив моєму другові вступити в спортивну секцію.
2. Мені порадили вступити в спортивну секцію.
3. Я показав лікареві мої зуби.
4. Мене показали лікареві.
5. Я дав своїй собаці кусок цукру.
6. Мені дали на обід суп.
7. Учора я попросив учителя допомогти мені.
8. Учора мене попросили допомогти однокласникові.
9. Минулого літа я навчив сестру плавати.
10. Минулого літа мене навчили плавати.
11. Учора нам ставили багато запитань на уроці.
12. Я відповів на всі запитання.
13. Учитель поставив мені хорошу оцінку.
14. Вдома мене похвалили.
15. Ці листи принесли вранці.
16. Мій портфель купили у минулому році.
17. Ці горіхи з'їли вчора.
18. Де ви купили цю книжку?
19. Де купили цю книжку?
20. Коли приготували обід?
21. Коли розбили чашку?
22. Коли ти розбив чашку?
23. Що йому обіцяли?
24. Коли полагодили машину?
25. Коли виправили помилку?



5. Перекладіть на англійську мову, вживаючи дієслова у Future Simple Active або Future Simple Passive

1. Нові ковзани куплять завтра.
2. Михайло попросить мене допомогти йому.
3. Михайла попросять розповісти про свою подорож.
4. Лікар попросить мене відкрити рота.
5. Лікаря попросять вилікувати мене.
6. Завтра я принесу новий фільм.
7. Завтра принесуть новий фільм.
8. Мій друг допоможе мені з математикою.
9. Моєму другові допоможуть з німецькою мовою.
10. Я куплю морозиво.
11. Квитки принесуть завтра.
12. Диктант писатимуть наступного вівторка.
13. Маму попросять не турбуватися.
14. Мамі дадуть чашечку кави.
15. Мама подякує лікареві.
16. Телеграма буде відправлена негайно.
17. Килим повісять на стіну.
18. Книги покладуть на полицю.
19. Коли відправлять лист?
20. Коли перевірять контрольну роботу?
21. Як будуть робити цю роботу?

ТЕМА 34

ПОНЯТТЯ ПСИХОЛОГІЇ

Заняття 3

ПРЕДМЕТ ПСИХОЛОГІЇ



Прочитайте та перекладіть текст українською мовою.

TOPICS IN PSYCHOLOGY

Although in principle, psychology aims to explain all aspects of thought and behaviour, some topics have generated particular interest, either due to their perceived importance, their ease of study or popularity. Many of the concepts studied by professional psychology stem from the day-to-day psychology used by most people and learnt through experience. This is known as folk psychology to distinguish it from psychological knowledge developed through formal study and investigation. The extent to which folk psychology should be used as a basis for understanding human experience is controversial, although theories that are based on everyday notions of the mind have been among some of the most successful.

For a comprehensive list of psychological topics on wikipedia, please see the list of psychological topics.

- Addiction
- Anti-social behaviour
- Attention
- Attitude
- Brain and nervous system function
- Brain injury
- Child development
- Cognition
- Communication
- Conditioning
- Conformity
- Consciousness
- Crime
- Decision making
- Emotion
- Ergonomics
- Executive function
- Experimental analysis of behavior
- Face perception
- Group dynamics
- Human computer interaction
- Language and language acquisition
- Learning

- Memory
- Mental illness
- Motivation
- Perception
- Personality
- Problem solving
- Program evaluation
- Psychological testing
- Psychopathology
- Psychopharmacology
- Psychotherapy
- Reasoning and decision making
- Rehabilitation
- Reinforcement
- Research methods
- Sensory experience
- Sexuality and gender role
- Social cognition
- Social influence
- Vision

Divisions and approaches in psychology

Different disciplines in psychology typically signify both a set of practices and an area of interest. The divisions are largely arbitrary and overlapping (although they may have been formalised into areas of interest by psychological societies or regulatory bodies) and most psychologists will use methods from each area as appropriate, even if they mostly focus on one area of interest in their work.

- Abnormal psychology
- Activity theory
- Analytical psychology
- Applied psychology
- Asian Psychology
- Behavior analysis
- Behavioural medicine
- Behavioural psychology
- Biobehavioural health
- Biological psychology
- Biopsychology
- Cognitive neuropsychology
- Cognitive psychology
- Cognitive neuroscience
- Community psychology
- Comparative psychology
- Clinical psychology
- Counselling psychology
- Critical psychology

- Developmental psychology
- Discursive psychology
- Distributed cognition
- Dynamic cognition
- Ecological psychology
- Educational psychology
- Embodied cognition
- Emotional clearing
- Engineering psychology
- Evolutionary psychology
- Experimental psychology
- Forensic psychology
- Health psychology
- Humanistic psychology
- Individual differences psychology
- Industrial and organizational psychology
- Medical psychology
- Music psychology
- Neuropsychology
- Performance psychology
- Personality psychology
- Philippine Psychology
- Physiological psychology
- Popular psychology, self-help, and alternative therapy
- Political psychology
- Positive psychology
- Pre- and perinatal psychology
- Problem solving
- Psychoanalysis
- Psychohistory
- Psychology of religion
- Psychometrics
- Psychonomics
- Psychophysics
- Psychophysiology
- Psychotherapy a branch of psychiatry as well
- School psychologist
- Sensation and Perception
- Situated cognition
- Social psychology
- Sport Psychology
- Systemic psychology
- Theoretical psychology
- Traffic psychology
- Transpersonal psychology

ГРАМАТИЧНІ ВПРАВИ

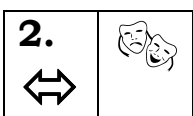
ПРИЙМЕННИКИ ВУ ТА WITH У ПАСИВНОМУ СТАНІ



1.

Розкрийте дужки, вживаючи дієслова в Active або Passive Voice

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) by the Danube into two parts: Buda and Pest. 8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov. 10. We (to call) Zhukovski the father of Russian aviation.



2.

Поставте речення у Passive Voice

1. He will introduce me to his friends. 2. They are building a bridge over the river. 3. I haven't yet translated the article. 4. We were looking at the man with great surprise. 5. You will speak about the film at the lesson. 6. The headmistress sent for the pupil's parents. 7. Has the secretary typed the letters? No, she is typing them now. 8. We asked him about his holidays. 9. They have already discussed the novel. 10. He did not give me his address. 11. She showed him the way to the metro station.



3.

Поставте речення у Passive Voice

1. The doctor prescribed her new medicine. 2. They often speak about him. 3. Everybody laughed at this funny animal. 4. We have been looking for you the whole morning. 5. We shall insist on strict discipline. 6. They teach three foreign languages at this school. 7. We received this letter after his departure. 8. Have dogs ever attacked you? 9. Bees gather honey from flowers. 10. The storm drove the ship against a rock. 11. Who discovered the circulation of blood? 12. They are selling delicious fruit ice cream there now. 13. The old man showed us the way out of the wood. 14. They offered her some interesting work.



4.

Поставте речення у Passive voice

1. The children have scattered about a lot of things. 2. The girl has put all the books into the bookcase. 3. Snow will cover the fields in winter. 4. They will hand in the homework tomorrow. 5. I don't think we shall finish all the preparations today. 6. She always invites me to her dinner parties. 7. She showed me the dress which her daughter had made. 8. They did not invite her to the party. 9. I did not leave the window open. 10. I have invited some friends tea. 11. She has given me an English book.

ТЕМА 34

ПОНЯТТЯ ПСИХОЛОГІЇ

Заняття 4

ПСИХОЛОГІЧНЕ ДОСЛІДЖЕННЯ



Прочитайте та перекладіть текст українською мовою.

MODERN PSYCHOLOGY

The majority of mainstream psychology is based on a framework derived from cognitive psychology, although the popularity of this paradigm does not exclude others, which are often applied as necessary. Psychologists specialising in certain areas, however, may use the dominant cognitive psychology only rarely if at all.

The testing of different aspects of psychological function is a significant area of contemporary psychology. Psychometric and statistical methods predominate, including various well-known standardised tests as well as those created ad hoc as the situation or experiment requires.

Academic psychologists may focus purely on research and psychological theory, aiming to further psychological understanding in a particular area, while other psychologists may work in applied psychology to deploy such knowledge for immediate and practical benefit. However, these approaches are not mutually exclusive and most psychologists will be involved in both researching and applying psychology at some point during their work. Clinical psychology, among many of the various disciplines of psychology, aims at developing in practicing psychologists knowledge of and experience with research and experimental methods which they will continue to build up as well as employ as they treat individual with psychological issues or use psychology to help others.

Contemporary psychology is broad-based and consists of a diverse set of approaches, subject areas, and applications. A comprehensive list is given in the Topics and Divisions sections below. Where an area of interest is considered to need specific training and specialist knowledge (especially in applied areas), psychological associations will typically set up a governing body to manage training requirements. Similarly, requirements may be laid down for university degrees in psychology, so that students acquire an adequate knowledge in a number of areas. Additionally, areas of practical psychology, where psychologists offer treatment to others, may require that psychologists be licensed by government regulatory bodies as well.

While the exact divisions may vary between different countries or institutions, the following areas are usually considered as core subjects or approaches by psychology societies and universities.

Cognitive psychology

Cognitive psychology is a framework in which to understand the mind more than a subject area, although it has traditionally focused on certain aspects of

psychology. Perception, learning, problem solving, memory, attention, language and emotion are all well researched areas. Cognitive psychology is based on a school of thought known as cognitivism, whose adherents argue for an information processing model of mental function, informed by positivism and experimental psychology. Techniques and models from cognitive psychology are widely applied and form the mainstay of psychological theories in many areas of both research and applied psychology.

Clinical and counseling psychology

Clinical psychology is the application of psychology to the understanding, treatment, and assessment of psychopathology, behavioural or mental health issues. It has traditionally been associated with counselling and psychotherapy, although modern clinical psychology may take an eclectic approach, including a number of therapeutic approaches. Typically, although working with many of the same clients as psychiatrists, clinical psychologists do not prescribe psychiatric drugs. Some clinical psychologists may focus on the clinical management of patients with brain injury. This is known as clinical neuropsychology and typically involves additional training in brain function.

In recent years and particularly in the United States, a major split has been developing between academic research psychologists in universities and some branches of clinical psychology. Many academic psychologists believe that these clinicians use therapies based on discredited theories and unsupported by empirical evidence of their effectiveness. From the other side, these clinicians believe that the academics are ignoring their experience in dealing with actual patients. The disagreement has resulted in the formation of the American Psychological Society by the research psychologists as a new body distinct from the American Psychological Association.

Developmental and educational psychology

Largely focusing on the development of the human mind through the life span, developmental psychology seeks to understand how people come to perceive, understand, and act within the world and how these perceptions change as we age. This may focus on intellectual, cognitive, neural, social, or moral development. Researchers who study children use a number of unique research methods to engage them in experimental tasks. These tasks often resemble specially designed games and activities that are both enjoyable for the child and scientifically useful. In addition to studying children, developmental psychologists also study other times of rapid change (such as adolescence and old age). Educational psychology largely seeks to apply much of this knowledge and understand how learning can best take place in educational situations. Because of this, the work of child psychologists such as Lev Vygotsky, Jean Piaget and Jerome Bruner has been influential in creating teaching methods and educational practices.

Forensic psychology

Forensic psychology is concerned with the application of psychological methods and principles to legal questions and issues. Most typically, this involves a

clinical analysis of a particular individual and an assessment of some specific psycho-legal question.

In the civil law arena, forensic psychologists often provide assessments of whether or not someone has been harmed by some event. For example, in a wrongful death suit, a psychologist might offer opinions as to whether or not a plaintiff suffered emotional trauma in response to the death of a loved one. They might also assess the emotional injuries suffered by someone who has been injured in an accident or who witnessed a traumatic event. Psychologists are often called upon in sexual harassment suits to describe the impact of the harassment on the purported victim. In this arena, the forensic psychologist might be required to provide treatment recommendations or to analyze the specific treatment needs of an individual, and might be asked to determine the potential cost of such treatment.

In the arena of workers' compensation law, a forensic psychologist might be called upon to describe how workplace stress factors impacted the psychological functioning of a claimant, or to determine whether or not the purported work place stress had any affect on the worker at all. As in the more general civil law context, the forensic psychologist might be asked to determine treatment needs and treatment plans.

In the family law arena, forensic psychologists are often called upon to assess the "best interests" of children whose parents are divorcing. Commonly, this involves making recommendations to a Court with respect to child custody arrangements. Child custody mediation is another role that forensic psychologists undertake in the family law arena - serving as a mediator between divorced parents who remain in dispute about the needs and interests of their children. In some jurisdictions, forensic psychologists are appointed as "special masters" by the Court, and are charged with making both recommendations and orders for the care of children in disputed custody situations.

Forensic psychologists are perhaps most commonly recognized for their involvement in the criminal law. Psychologists provide Courts with analysis relevant to questions of criminal insanity and trial competence. They help Courts decide whether or not sex offenders are likely to re-offend or whether or not they are dangerous. They provide information and recommendations necessary for sentencing purposes, grants of probation, and the formulation of conditions of parole. Forensic psychologists are routinely called upon in death penalty cases to provide analysis of the intentions, motivations and personality characteristics of the accused. In the Juvenile Courts, they often are asked to help determine whether or not a youthful offender can be rehabilitated. They assist prosecutors, defenders, and law enforcement investigators in understanding a range of normal and criminal behaviors, sometimes serving as "criminal profilers."

Forensic psychology refers to any application of psychological principles, methods or understanding to legal questions or issues.

In addition to the applied practices, it also includes academic or empirical research on topics involving law and human behavior.

Health psychology

Whereas clinical psychology focuses on mental health and neurological illness, health psychology is concerned with the psychology of a much wider range of health-related behaviour including healthy eating, the doctor-patient relationship, a patient's understanding of health information, and beliefs about illness. Health psychologists may be involved in public health campaigns, examining the impact of illness or health policy on quality of life or in research into the psychological impact of health and social care.

Industrial and organizational psychology

Involved with the application of psychology to the world of business, commerce and the function of organizations, industrial and organisational psychology focuses to varying degrees on the psychology of the workforce, customer, and consumer, including issues such as the psychology of recruitment, selecting employees from an applicant pool which overall includes training, performance appraisal, job satisfaction, work behaviour, stress at work and management.

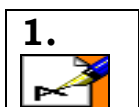
Neuropsychology

Neuropsychology is a branch of psychology that aims to understand how the structure and function of the brain relates to specific psychological processes. Often neuropsychologists are employed as scientists to advance scientific or medical knowledge. Cognitive neuropsychology is particularly concerned with the understanding of brain injury in an attempt to work out normal psychological function. Clinical neuropsychology is the application of neuropsychology for the clinical management of patients with neurocognitive deficits.

Social psychology

Social psychology is the study of the nature and causes of human social behavior, with an emphasis on how people think towards each other and how they relate to each other. Social Psychology aims to understand how we make sense of social situations. For example, this could involve the influence of others on an individual's behaviour (e.g., conformity or persuasion), the perception and understanding of social cues, or the formation of attitudes or stereotypes about other people. Social cognition is a common approach and involves a mostly cognitive and scientific approach to understanding social behaviour.

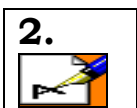
ГРАМАТИЧНІ ВПРАВИ **ВИРАЗ GET + PAST PARTICIPLE**



1. Перекладіть речення англійською мовою, використовуючи, якщо можна, вираз get+Past Participle

1. Цю книжку взяли з бібліотеки тільки вчора. 2. Цей роман перекладений українською мовою. 3. Ця миша була спіймана вночі. 4. Тебе запросили на вечір? – Ще ні, але я впевнена, що мене запросять. 5. Він зробив все, про що його просили. 6. Мою подругу щороку посилають за кордон. 7. Статтю напишуть наступного тижня. 8. Мені запропонували цікаву роботу. 9. Нам показали дуже дивну картину. 10. Вона завжди була дуже задоволена, коли її відвідували друзі. 11. Коли читали нове оповідання, хтось постукав у

двері. 12. Коли були посаджені ці яблуні? 13. Відповідь буде відправлена через декілька днів. 14. Наступного року збудують багато шкіл. 15. Коли він був маленьким хлопчиком, його батька посадили до боргової в'язниці.



2. Перекладіть англійською мовою, використовуючи, якщо можна, вираз get+Past Participle

1. Чому з нього завжди глузують? 2. Нам усім дали квитки на виставку. 3. Мене ніколи про це не просили. 4. На станції їх зустрів гід і відвіз до готелю. 5. Її всюди шукали, але не знайшли. 6. Цю вправу можна написати олівцем. 7. Учора нас послали до лабораторії. 8. Усі ваші твори будуть повернуті наступного тижня. 9. Дітей залишили дома одних. 10. Коли я прийшла додому, обід було вже зварено. 11. Хлопчику не дозволили купатися у річці. 12. Весною це поле буде вкрите зеленою травою і квітами. 13. Переклад буде закінчено вчасно. 14. Мене часто запрошують у кіно. 15. Йому щодня розповідають щось цікаве.



3. Поставте дієслова в дужках в Passive voice

1. The printing press (invent) in the fifteenth century.
2. Last night I (invite) to a party by a friend from Scotland.
3. Spain and Portugal (visit) by millions of tourists every year.
4. Italy and Russia (invade) by Napoleon.
5. The menu in that restaurant (change) every month.
6. Nowadays oil (carry) from Alaska to California in large ships.
7. These strawberries are fresh; they (pick) yesterday.
8. Today rugby football (play) in many countries.
9. Many people (kill) in road accidents every year.
10. The United Nations (found) in 1945.
11. The "Mona Lisa" (paint) by Leonardo da Vinci.
12. San Salvador and Cuba (discover) by Columbus in 1492.
13. This type of transistor radio (manufacture) in Japan.
14. The worker claimed that he (victimize) by his employers.
15. This college is already full. Students (turn away) the whole time.
16. It is now 6 a.m. and at most of the hospitals in the country patients (wake) with cups of tea.
17. The results of the examination (not know) for two months.



4. Поставте дієслова в дужках у Passive voice

1. In 1666, a large part of London (destroy) by fire.
2. The Fire of London, as it (call) in the history books, (commemorate) by a monument which (build) near where the fire started.
3. Last Saturday one of our teams (send) off the field for rough play.
4. Very much research (do) to prevent our rivers and lakes from being polluted.

5. He had already read the book that (give) to him on his retirement.
6. The little girl (save) from being run over because she (pull) away in time by a policeman.
7. When I returned I found that my car (tow) away. I (tell) that it was because it (park) under a No-Parking sign.
8. The man who (bite) by a snake was given a serum.
9. Three hundred new houses (build) by the end of the next year.
10. The full impact of the strike will not be felt till next week, by which time present stocks (exhaust).

Заняття 5

ДОСЛІДЖЕННЯ РОЗУМОВИХ ЗДІБНОСТЕЙ ЛЮДИНИ



Прочитайте та перекладіть текст українською мовою.

CREATIVITY

Creativity is a human mental phenomenon based around the deployment of mental skills and/or conceptual tools, which, in turn, originate and develop innovation, inspiration, or insight.

The scope of creativity

For many people, the word *creativity* conjours up associations with artistic endeavours and with the writing of literature. Some have also linked creativity with moments of sudden scientific insight since at least the time of Archimedes in Ancient Greece.

Pop psychology sometimes associates it with right or forehead brain activity or even specifically with lateral thinking.

Within the different modes of artistic expression, one can postulate a continuum extending from "interpretation" to "innovation". Established artistic movements and genres pull practitioners to the "interpretation" end of the scale, whereas original thinkers strive towards the "innovation" pole. Note that we conventionally expect some "creative" people (dancers, actors, orchestra-players ...) to perform (interpret) while allowing others (writers, painters, composers ...) more freedom to express the new and the different.

Since the time of Graham Wallas and his work *Art of Thought*, published in 1926, some have considered creativity a legacy of the evolutionary process, which allowed humans to quickly adapt to rapidly changing environments.

Today, creativity forms in some eyes the core activity of a growing section of the global economy — the so-called "creative industries" — capitalistically generating (generally non-tangible) wealth through the creation and exploitation of intellectual property or through the provision of creative services.

The word "creativity" can convey an implication of constructing novelty without relying on any existing constituent components (*ex nihilo* - compare creationism). Contrast alternative theories, for example:

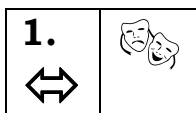
- artistic inspiration, which posits the transmission of visions from divine sources such as the Muses. Compare with invention.
- artistic evolution, which stresses obeying established ("classical") rules and imitating or appropriating to produce subtly different but unshockingly understandable work. Compare with crafts.

Dimensions of creativity

Creativity can be assessed on several dimensions:

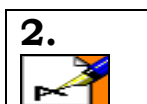
- **Intellectual leadership.** Creative thinkers are able to create new and promising theories or exciting trends which inspire others to follow up; in essence starting a movement, school of thought or trend.
- **Sensitivity to problems.** Being able to identify problems that challenge others and open up a new field of thought is a mark of creative thinking.
- **Originality.** Creative thinkers are able to find ideas or solutions that no one else has been able to come up with. Patents are given out only to original ideas.
- **Ingenuity.** Ingenious solutions are able to solve problems in a neat and surprising way or which also reflect a new perspective at looking at the problem.
- **Unusualness.** Creative thinkers are able to see the remote associations between ideas. When word association tests are given, people in highly creative literary fields like poets give a higher proportion of unique responses.
- **Usefulness.** Solutions or ideas that are also practical are also considered more creative as the creator is able to meet the constraints of the problem while at the same time producing unusual and original solutions.
- **Appropriateness.** Non sequitur ideas can be highly original and unusual, but are not as creative as ideas which are also appropriate to the situation. Tolkien's Lord of the Rings Trilogy is within the genre of fantasy writing, but has also shown itself to be both convincing and imaginative.

ГРАМАТИЧНІ ВПРАВИ ВИРАЗИ ТИПУ IT IS SAID THAT...



Переробіть речення, використовуючи Passive voice

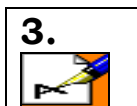
1. Nobody took notice of this little boy.
2. Why are they laughing at her?
3. Students often refer to these books.
4. He offered me a chair.
5. We gave him all the money.
6. They have just shown me a new magazine.
7. Mother promised the boy a new toy.
8. Nobody has told me the news yet.
9. They sent you the invitation last week.
10. I am sure they will offer you a very interesting job.
11. They recommended me several articles on that problem.
12. Someone taught him French and gave him a dictionary.
13. They have promised me some books.



Напишіть речення, використовуючи Passive voice

1. They looked for the girl everywhere.

2. She looks after the patients well.
3. People may keep books from the library for a fortnight. After that they must return them.
4. The students greeted the famous lecturer warmly.
5. When I fell ill my mother sent for the doctor.
6. The people looked at the little boy with the interest.
7. We shall throw out the mushrooms if they are poisonous.
8. Mary told me the news.
9. They showed Helen the nearest way to the theatre.
10. They will take her to hospital tonight.
11. If they laugh at you, don't get offended.
12. Why weren't you at the party? — They didn't invite me.
13. His friend told him everything.
14. No one has ever climbed this mountain.



3.

Поставте дієслова в дужках у Passive voice

1. In 1666, a large part of London (destroy) by fire.
2. The Fire of London, as it (call) in the history books, (commemorate) by a monument which (build) near where the fire started.
3. Last Saturday one of our teams (send) off the field for rough play.
4. Very much research (do) to prevent our rivers and lakes from being polluted.
5. He had already read the book that (give) to him on his retirement.
6. The little girl (save) from being run over because she (pull) away in time by a policeman.
7. When I returned I found that my car (tow) away. I (tell) that it was because it (park) under a No-Parking sign.
8. The man who (bite) by a snake was given a serum.
9. Three hundred new houses (build) by the end of the next year.
10. The full impact of the strike will not be felt till next week, by which time present stocks (exhaust).

ТЕМА 34

ПОНЯТТЯ ПСИХОЛОГІЇ

Заняття 6

ПСИХОЛОГІЧНА ШКОЛА ЖАНА П'ЯЖЕ



Прочитайте та перекладіть текст українською мовою.

JEAN PIAGET (1896 – 1980)

Jean Piaget was born in Neuchâtel, Switzerland, on August 9, 1896. His father, Arthur Piaget, was a professor of medieval literature with an interest in local history. His mother, Rebecca Jackson, was intelligent and energetic, but Jean found her a bit neurotic -- an impression that he said led to his interest in psychology, but away from pathology! The oldest child, he was quite independent and took an early interest in nature, especially the collecting of shells. He published his first "paper" when he was ten -- a one page account of his sighting of an albino sparrow.

He began publishing in earnest in high school on his favorite subject, mollusks. He was particularly pleased to get a part time job with the director of Neuchâtel's Museum of Natural History, Mr. Godel. His work became well known among European students of mollusks, who assumed he was an adult! All this early experience with science kept him away, he says, from "the demon of philosophy."

Later in adolescence, he faced a bit a crisis of faith: Encouraged by his mother to attend religious instruction, he found religious argument childish. Studying various philosophers and the application of logic, he dedicated himself to finding a "biological explanation of knowledge." Ultimately, philosophy failed to assist him in his search, so he turned to psychology.

After high school, he went on to the University of Neuchâtel. Constantly studying and writing, he became sickly, and had to retire to the mountains for a year to recuperate. When he returned to Neuchâtel, he decided he would write down his philosophy. A fundamental point became a centerpiece for his entire life's work: "In all fields of life (organic, mental, social) there exist 'totalities' qualitatively distinct from their parts and imposing on them an organization." This principle forms the basis of his structuralist philosophy, as it would for the Gestaltists, Systems Theorists, and many others.

In 1918, Piaget received his Doctorate in Science from the University of Neuchâtel. He worked for a year at psychology labs in Zurich and at Bleuler's famous psychiatric clinic. During this period, he was introduced to the works of Freud, Jung, and others. In 1919, he taught psychology and philosophy at the Sorbonne in Paris. Here he met Simon (of Simon-Binet fame) and did research on intelligence testing. He didn't care for the "right-or-wrong" style of the intelligent tests and started interviewing his subjects at a boys school instead,

using the psychiatric interviewing techniques he had learned the year before. In other words, he began asking how children reasoned.

In 1921, his first article on the psychology of intelligence was published in the *Journal de Psychologie*. In the same year, he accepted a position at the Institut J. J. Rousseau in Geneva. Here he began with his students to research the reasoning of elementary school children. This research became his first five books on child psychology. Although he considered this work highly preliminary, he was surprised by the strong positive public reaction to his work.

In 1923, he married one of his student coworkers, Valentine Châtenay. In 1925, their first daughter was born; in 1927, their second daughter was born; and in 1931, their only son was born. They immediately became the focus of intense observation by Piaget and his wife. This research became three more books!

In 1929, Piaget began work as the director of the Bureau International Office de l'Education, in collaboration with UNESCO. He also began large scale research with A. Szeminska, E. Meyer, and especially Bärbel Inhelder, who would become his major collaborator. Piaget, it should be noted, was particularly influential in bringing women into experimental psychology. Some of this work, however, wouldn't reach the world outside of Switzerland until World War II was over.

In 1940, He became chair of Experimental Psychology, the Director of the psychology laboratory, and the president of the Swiss Society of Psychology. In 1942, he gave a series of lectures at the Collège de France, during the Nazi occupation of France. These lectures became *The Psychology of Intelligence*. At the end of the war, he was named President of the Swiss Commission of UNESCO.

Also during this period, he received a number of honorary degrees. He received one from the Sorbonne in 1946, the University of Brussels and the University of Brazil in 1949, on top of an earlier one from Harvard in 1936. And, in 1949 and 1950, he published his synthesis, *Introduction to Genetic Epistemology*.

In 1952, he became a professor at the Sorbonne. In 1955, he created the International Center for Genetic Epistemology, of which he served as director the rest of his life. And, in 1956, he created the School of Sciences at the University of Geneva.

He continued working on a general theory of structures and tying his psychological work to biology for many more years. Likewise, he continued his public service through UNESCO as a Swiss delegate. By the end of his career, he had written over 60 books and many hundreds of articles. He died in Geneva, September 16, 1980, one of the most significant psychologists of the twentieth century.

Theory

Jean Piaget began his career as a biologist -- specifically, a malacologist! But his interest in science and the history of science soon overtook his interest in snails and clams. As he delved deeper into the thought-processes of doing science, he became interested in the nature of thought itself, especially in the

development of thinking. Finding relatively little work done in the area, he had the opportunity to give it a label. He called it genetic epistemology, meaning the study of the development of knowledge.

He noticed, for example, that even infants have certain skills in regard to objects in their environment. These skills were certainly simple ones, sensori-motor skills, but they directed the way in which the infant explored his or her environment and so how they gained more knowledge of the world and more sophisticated exploratory skills. These skills he called schemas.

For example, an infant knows how to grab his favorite rattle and thrust it into his mouth. He's got that schema down pat. When he comes across some other object -- say daddy's expensive watch, he easily learns to transfer his "grab and thrust" schema to the new object. This Piaget called assimilation, specifically assimilating a new object into an old schema.

When our infant comes across another object again -- say a beach ball -- he will try his old schema of grab and thrust. This of course works poorly with the new object. So the schema will adapt to the new object: Perhaps, in this example, "squeeze and drool" would be an appropriate title for the new schema. This is called accommodation, specifically accommodating an old schema to a new object.

Assimilation and accommodation are the two sides of adaptation, Piaget's term for what most of us would call learning. Piaget saw adaptation, however, as a good deal broader than the kind of learning that Behaviorists in the US were talking about. He saw it as a fundamentally biological process. Even one's grip has to accommodate to a stone, while clay is assimilated into our grip. All living things adapt, even without a nervous system or brain.

Assimilation and accommodation work like pendulum swings at advancing our understanding of the world and our competency in it. According to Piaget, they are directed at a balance between the structure of the mind and the environment, at a certain congruency between the two, that would indicate that you have a good (or at least good-enough) model of the universe. This ideal state he calls equilibrium.

As he continued his investigation of children, he noted that there were periods where assimilation dominated, periods where accommodation dominated, and periods of relative equilibrium, and that these periods were similar among all the children he looked at in their nature and their timing. And so he developed the idea of stages of cognitive development. These constitute a lasting contribution to psychology.

The sensorimotor stage

The first stage, to which we have already referred, is the sensorimotor stage. It lasts from birth to about two years old. As the name implies, the infant uses senses and motor abilities to understand the world, beginning with reflexes and ending with complex combinations of sensorimotor skills.

Between one and four months, the child works on primary circular reactions -- just an action of his own which serves as a stimulus to which it responds with the same action, and around and around we go. For example, the baby may suck

her thumb. That feels good, so she sucks some more... Or she may blow a bubble. That's interesting so I'll do it again....

Between four and 12 months, the infant turns to secondary circular reactions, which involve an act that extends out to the environment: She may squeeze a rubber duckie. It goes "quack." That's great, so do it again, and again, and again. She is learning "procedures that make interesting things last."

At this point, other things begin to show up as well. For example, babies become ticklish, although they must be aware that someone else is tickling them or it won't work. And they begin to develop object permanence. This is the ability to recognize that, just because you can't see something doesn't mean it's gone! Younger infants seem to function by an "out of sight, out of mind" schema. Older infants remember, and may even try to find things they can no longer see.

Between 12 months and 24 months, the child works on tertiary circular reactions. They consist of the same "making interesting things last" cycle, except with constant variation. I hit the drum with the stick -- rat-tat-tat-tat. I hit the block with the stick -- thump-thump. I hit the table with the stick -- clunk-clunk. I hit daddy with the stick -- ouch-ouch. This kind of active experimentation is best seen during feeding time, when discovering new and interesting ways of throwing your spoon, dish, and food.

Around one and a half, the child is clearly developing mental representation, that is, the ability to hold an image in their mind for a period beyond the immediate experience. For example, they can engage in deferred imitation, such as throwing a tantrum after seeing one an hour ago. They can use mental combinations to solve simple problems, such as putting down a toy in order to open a door. And they get good at pretending. Instead of using dollies essentially as something to sit at, suck on, or throw, now the child will sing to it, tuck it into bed, and so on.

Preoperational stage

The preoperational stage lasts from about two to about seven years old. Now that the child has mental representations and is able to pretend, it is a short step to the use of symbols.

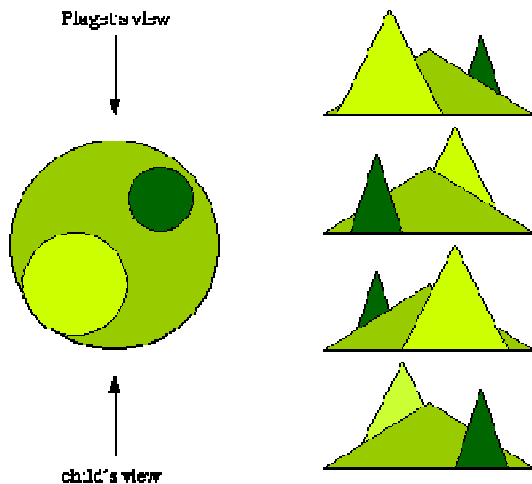
A symbol is a thing that represents something else. A drawing, a written word, or a spoken word comes to be understood as representing a real dog. The use of language is, of course, the prime example, but another good example of symbol use is creative play, wherein checkers are cookies, papers are dishes, a box is the table, and so on. By manipulating symbols, we are essentially thinking, in a way the infant could not: in the absence of the actual objects involved!

Along with symbolization, there is a clear understanding of past and future. For example, if a child is crying for its mother, and you say "Mommy will be home soon," it will now tend to stop crying. Or if you ask him, "Remember when you fell down?" he will respond by making a sad face.

On the other hand, the child is quite egocentric during this stage, that is, he sees things pretty much from one point of view: his own! She may hold up a picture

so only she can see it and expect you to see it too. Or she may explain that grass grows so she won't get hurt when she falls.

Piaget did a study to investigate this phenomenon called the mountains study. He would put children in front of a simple plaster mountain range and seat himself to the side, then ask them to pick from four pictures the view that he, Piaget, would see. Younger children would pick the picture of the view they themselves saw; older kids picked correctly.



Similarly, younger children center on one aspect of any problem or communication at a time. For example, they may not understand you when you tell them "Your father is my husband." Or they may say things like "I don't live in the USA; I live in Pennsylvania!" Or, if you show them five black and three white marbles and ask them "Are there more marbles or more black marbles?" they will respond "More black ones!"

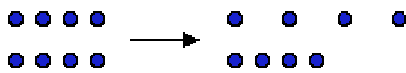
Perhaps the most famous example of the preoperational child's centrism is what Piaget refers to as their inability to conserve liquid volume. If I give a three year old some chocolate milk in a tall skinny glass, and I give myself a whole lot more in a short fat glass, she will tend to focus on only one of the dimensions of the glass. Since the milk in the tall skinny glass goes up much higher, she is likely to assume that there is more milk in that one than in the short fat glass, even though there is far more in the latter. It is the development of the child's ability to decenter that marks him as having moved to the next stage.

Concrete operations stage

The concrete operations stage lasts from about seven to about 11. The word operations refers to logical operations or principles we use when solving problems. In this stage, the child not only uses symbols representationally, but can manipulate those symbols logically. Quite an accomplishment! But, at this point, they must still perform these operations within the context of concrete situations.

The stage begins with progressive decentering. By six or seven, most children develop the ability to conserve number, length, and liquid volume. Conservation refers to the idea that a quantity remains the same despite changes in appearance. If you show a child four marbles in a row, then spread them out,

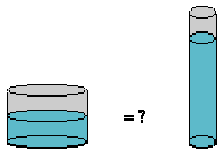
the preoperational child will focus on the spread, and tend to believe that there are now more marbles than before.



Or if you have two five inch sticks laid parallel to each other, then move one of them a little, she may believe that the moved stick is now longer than the other.



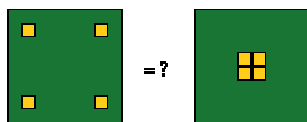
The concrete operations child, on the other hand, will know that there are still four marbles, and that the stick doesn't change length even though it now extends beyond the other. And he will know that you have to look at more than just the height of the milk in the glass: If you pour the milk from the short, fat glass into the tall, skinny glass, he will tell you that there is the same amount of milk as before, despite the dramatic increase in milk-level!



By seven or eight years old, children develop conservation of substance: If I take a ball of clay and roll it into a long thin rod, or even split it into ten little pieces, the child knows that there is still the same amount of clay. And he will know that, if you rolled it all back into a single ball, it would look quite the same as it did -- a feature known as reversibility.



By nine or ten, the last of the conservation tests is mastered: conservation of area. If you take four one-inch square pieces of felt, and lay them on a six-by-six cloth together in the center, the child who conserves will know that they take up just as much room as the same squares spread out in the corners, or, for that matter, anywhere at all.



If all this sounds too easy to be such a big deal, test your friends on conservation of mass: Which is heavier: a million tons of lead, or a million tons of feathers? In addition, a child learns classification and seriation during this stage. Classification refers back to the question of whether there are more marbles or more black marbles? Now the child begins to get the idea that one set can include another. Seriation is putting things in order. The younger child may start putting things in order by, say size, but will quickly lose track. Now the child has no problem with such a task. Since arithmetic is essentially nothing

more than classification and seriation, the child is now ready for some formal education!

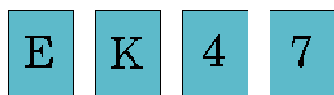
Formal operations stage

But the concrete operations child has a hard time applying his new-found logical abilities to non-concrete -- i.e. abstract -- events. If mom says to junior “You shouldn’t make fun of that boy’s nose. How would you feel if someone did that to you?” he is likely to respond “I don’t have a big nose!” Even this simple lesson may well be too abstract, too hypothetical, for his kind of thinking.

Don’t judge the concrete operations child too harshly, though. Even adults are often taken-aback when we present them with something hypothetical: “If Edith has a lighter complexion than Susan, and Edith is darker than Lily, who is the darkest?” Most people need a moment or two.

From around 12 on, we enter the formal operations stage. Here we become increasingly competent at adult-style thinking. This involves using logical operations, and using them in the abstract, rather than the concrete. We often call this hypothetical thinking.

Here’s a simple example of a task that a concrete operations child couldn’t do, but which a formal operations teenager or adult could -- with a little time and effort. Consider this rule about a set of cards that have letters on one side and numbers on the other: “If a card has a vowel on one side, then it has an even number on the other side.” Take a look at the cards below and tell me, which cards do I need to turn over to tell if this rule is actually true? You’ll find the answer at the end of this chapter.



It is the formal operations stage that allows one to investigate a problem in a careful and systematic fashion. Ask a 16 year old to tell you the rules for making pendulums swing quickly or slowly, and he may proceed like this:

A long string with a light weight -- let’s see how fast that swings.

A long string with a heavy weight -- let’s try that.

Now, a short string with a light weight.

And finally, a short string with a heavy weight.

His experiment -- and it is an experiment -- would tell him that a short string leads to a fast swing, and a long string to a slow swing, and that the weight of the pendulum means nothing at all!

The teenager has learned to group possibilities in four different ways:

By conjunction: “Both A and B make a difference” (e.g. both the string’s length and the pendulum’s weight).

By disjunction: “It’s either this or that” (e.g. it’s either the length or the weight).

By implication: “If it’s this, then that will happen” (the formation of a hypothesis).

By incompatibility: “When this happens, that doesn’t” (the elimination of a hypothesis).

On top of that, he can operate on the operations -- a higher level of grouping. If

you have a proposition, such as “it could be the string or the weight,” you can do four things with it:

Identity: Leave it alone. “It could be the string or the weight.”

Negation: Negate the components and replace or’s with and’s (and vice versa). “It might not be the string and not the weight, either.”

Reciprocity: Negate the components but keep the and’s and or’s as they are. “Either it is not the weight or it is not the string.”

Correlativity: Keep the components as they are, but replace or’s with and’s, etc. “It’s the weight and the string.”

Someone who has developed his or her formal operations will understand that the correlate of a reciprocal is a negation, that a reciprocal of a negation is a correlate, that the negation of a correlate is a reciprocal, and that the negation of a reciprocal of a correlate is an identity (pew!!!).

Maybe it has already occurred to you: It doesn’t seem that the formal operations stage is something everyone actually gets to. Even those of us who do don’t operate in it at all times. Even some cultures, it seems, don’t develop it or value it like ours does. Abstract reasoning is simply not universal.

[Answer to the card question: The E and the 7. The E must have an even number on the back -- that much is obvious. the 7 is odd, so it cannot have a vowel on the other side -- that would be against the rule! But the rule says nothing about what has to be on the back of a consonant such as the K, nor does it say that the 4 *must* have a vowel on the other side!]

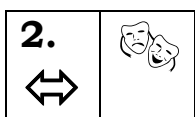
ГРАМАТИЧНІ ВПРАВИ ВЖИВАННЯ ДІЄСЛІВ З ПРИЙМЕННИКАМИ У ПАСИВНОМУ СТАНІ



1. Поставте речення у **Passive Voice**, звертаючи увагу на місце прийменника

Приклад: We often speak about her. — She is often spoken about.

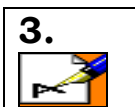
1. The senior students laughed at the freshman. 2. The group spoke to the headmistress yesterday. 3. The young mothers looked after their babies with great care. 4. Nobody lived in that old house. 5. They sent for Jim and told him to prepare a report on that subject. 6. We thought about our friend all the time. 7. The doctor will operate on him in a week. 8. The teacher sent for the pupil's parents. 9. They looked for the newspaper everywhere. 10. Nobody slept in the bed. 11. The neighbour asked for the telegram. 12. Everybody listened to the lecturer with great attention.



2. Перекладіть на англійську мову, вживаючи дієслова у **Present, Past або Future Simple Passive**

1. Її часто посилають на пошту. 2. У минулому році її послали у Кембридж. 3. Його пошлють у Гарвард. 4. їх завжди запрошують на день народження Ганни. 5. Улітку Миколу відвезуть на дачу. 6. Про цей фільм багато

говорили. 7. У музеї нам показали багато прекрасних картин. 8. Цю книгу дуже часто запитують.



3.

Поставте речення у Passive Voice

Приклад: Mother waters the flowers in the evening. — The flowers are watered in the evening (by mother).

1. Irene's husband brought her some beautiful shells from the south. 2. The explorers gave the newspaper reporters a long interview. 3. Mr. Wilson will teach you English. 4. The doctor ordered me a month's rest from studying. 5. Tom gave Nick a book for his birthday. 6. Our mother tells us stories every evening. 7. Lydia will show you a new book of pictures. 8. A boy showed her the way. 9. They will send us a box of fruit. 10. Five or six small children followed them. 11. In summer the boys often drive the horses to the fields. 12. Ivan Susanin led the Poles into the thickest part of the forest. 13. The waves carried the boat away. 14. We shall do the translation in the evening. 15. They water the flowers regularly. 16. You promised me these books long ago. 17. Bessie's father gave her a complete set of Walter Scott's works. 18. A marble pavillion protects the house. 19. The boys will paint the roof of the house. 20. Tom Sawyer whitewashed the fence. 21. Her daughters gave her three beautiful dishes as a birthday present.



4.

Поставте виділені дієслова у Passive Voice, зробивши необхідні зміни в реченнях

1. She took a long time to write the composition, but at last she wrote it. 2. Don't put the cup there: somebody will break it. 3. Why weren't you at the birthday party? — They didn't invite me. 4. We met many difficulties, but all the same we finished the work in time. 5. We shall leave you behind if you are not quick. 6. I spent all my money on books last month. 7. I don't think we shall do all this work today: there is too much of it. 8. It's a very funny thing that when I start doing this, somebody always stops me. 9. Don't leave these sweets on the table: somebody will eat them. 10. The elephant broke the branch of the tree. 11. The bees attacked the bear when it tried to take their honey.

ТЕМА 35:

ПСИХОФІЗІОЛОГІЯ

Заняття 1

ОРГАНІЗАЦІЯ НЕРВОВОЇ СИСТЕМИ



Прочитайте та перекладіть текст українською мовою.

NERVOUS SYSTEM

The **nervous system** of an animal coordinates the activity of the muscles, monitors the organs, constructs and also stops input from the senses, and initiates actions. Prominent participants in a nervous system include neurons and nerves, which play roles in such coordination.

In animals without brains, the nervous system does not generate or conduct thoughts and emotions. Thus it is the system that animates "animals" (sponges are an exception).

Coelenterata

Members of infrakingdom coelenterata, such as jellyfish and hydra, have a simple nervous system called a nerve net. This is a set of neurons, connected by synapses or gap junctions, that communicate with one another. The nerve net is centered around the mouth, but there are no anatomical groupings of neurons. Some jellyfish have sensory neurons known as rhopalia which can perceive light or gravity.

Flatworms and roundworms

Planarian, a type of flatworm, have dual nerve cords running along the length of the body and merging at the tail. These nerve cords are connected by transverse nerves like the rungs of a ladder. These transverse nerves help coordinate the two sides of the animal. Two large ganglia at the head end function similar to a simple brain. Photoreceptors on the animal's eyespots provide sensory information on light and darkness.

The nervous system of the roundworm *Caenorhabditis elegans* has been mapped out to the cellular level. Every neuron and its cellular lineage has been recorded and most, if not all, of the neural connections are known. In this species, the nervous system is sexually dimorphic; the nervous systems of the two sexes, males and hermaphrodites, have different numbers of neurons and groups of neurons that perform sex-specific functions. In *C. elegans*, males have exactly 383 neurons, while hermaphrodites have exactly 302 neurons.

Arthropoda

Arthropods, such as insects and crustaceans, have a nervous system made up of a series of ganglia, connected by a ventral nerve cord made up of two parallel connectives running along the length of the belly. Typically, each body segment has one ganglion on each side, though some ganglia are fused to form the brain and other large ganglia.

The head segment contains the brain, also known as the supraesophageal ganglion. In the insect nervous system, the brain is anatomically divided into the protocerebrum, deutocerebrum, and tritocerebrum. Immediately behind the brain is the subesophageal ganglion which controls the mouthparts.

Many arthropods have well-developed sensory organs, including compound eyes for vision and antennae for olfaction and pheromone sensation. The sensory information from these organs is processed by the brain.

Mollusca

Most molluscs, such as snails and bivalves, have several groups of intercommunicating neurons called ganglia. The nervous system of the sea hare *Aplysia* has been extensively used in neuroscience experiments because of its simplicity and ability to learn simple associations.

The cephalopods, such as the squid and the octopi, have relatively complex brains. These animals also have complex eyes. As in all invertebrates, the axons in cephalopods lack myelin, the insulator that allows fast saltatory conduction of action potentials in vertebrates. To achieve a high enough conduction velocity to control muscles in distal tentacles, axons in the cephalopods must have a very wide diameter in the larger species of cephalopods. For this reason, the squid giant axons were used by neuroscientists to work out the basic properties of the action potential.

Vertebrates

Organization of the vertebrate nervous system		
Peripheral	Somatic	
	Autonomic	Sympathetic
		Parasympathetic
		Enteric
Central		

The nervous system of vertebrate animals are often divided into a central nervous system (CNS) and the peripheral nervous system (PNS). The CNS consists of the brain and spinal cord. The PNS consists of all other nerves and neurons that do not lie within the CNS. The large majority of what are commonly called nerves (which are actually axonal processes of nerve cells) are considered to be PNS. The peripheral nervous system is divided into the somatic nervous system and the autonomic nervous system. For example, the human brain is part of the nervous system.

The somatic nervous system is responsible for coordinating the body's movements, and also for receiving external stimuli. It is the system that regulates activities that are under conscious control.

The autonomic nervous system is then split into the sympathetic division, parasympathetic division, and enteric division. The sympathetic nervous system responds to impending danger or stress, and is responsible for the increase of

one's heartbeat and blood pressure, among other physiological changes, along with the sense of excitement one feels due to the increase of adrenaline in the system. The parasympathetic nervous system, on the other hand, is evident when a person is resting and feels relaxed, and is responsible for such things as the constriction of the pupil, the slowing of the heart, the dilation of the blood vessels, and the stimulation of the digestive and genitourinary systems.

ГРАМАТИЧНІ ВПРАВИ

ДІСПРИКМЕТНИК ТЕПЕРІШНЬОГО ЧАСУ (PARTICIPLE I)



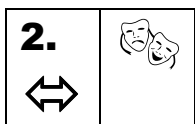
1.

Утворіть з поданих дієслів дієприкметник теперішнього часу

to stop-
to begin-
to open-

to cut-
to order-
to play-

to forget-
to study-
to develop-



2.

Перекладіть речення українською мовою, використовуючи Participle I

1. **Seeing** that I was late I hurried.
2. Be careful while **crossing** the street.
3. **Being left** alone I went on with my work.
4. She tried to calm the **crying** child.
5. Not **knowing** what to say he kept silent.



3.

Переробіть речення, використовуючи дієприкметник теперішнього часу

A. Наприклад: The man who is standing near the captain is their new coach. – The man standing near the captain is their new coach.

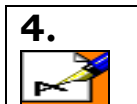
1. Do you know the name of the man who is talking to Mr. Parker?
2. The sea which washes Norway in the southwest is called the North Sea.
3. The new stadium that houses forty five thousands people is a wonderful building.
4. She looked at the plane which was disappearing in the clouds.

B. Наприклад: When I heard the news I phoned Peter. – Hearing the news I phoned Peter.

1. When I saw him, I felt happy.
2. When he watched the game, he enjoyed it.
3. When she spoke to Bob, she asked his advice.
4. When they drove home, they saw Mr. Bentley.
5. When they arrived at the airport, they saw their friends there.

C. Наприклад: As she said so she went out of the room. – Saying so she went out of the room.

1. As he looked out of the window he saw his father.
2. As she felt tired she sat down in the armchair.
3. As he did not know what to do he asked his brother's advice.
4. As he failed to hit the ball he got angry.



4.

Переробіть речення, використовуючи дієприкметник теперішнього часу

A. Наприклад: While they were travelling in Europe they visited Spain. – While travelling in Europe they visited Spain.

1. While they were sitting in the dressing-room, they did not say a word.
2. While he was looking through the newspaper, he saw a picture of his friend.
3. While he was speaking to George, he invited him to his birthday party.
4. While he was walking along the street, he met his old friend.

B. Наприклад: After he had done his homework he went for a walk. – Having done his homework he went for a walk.

1. After they had played the first two periods they felt tired.
2. After he had had a holiday he felt better.
3. After he had made an appointment with Mr. Taylor he told the director about it.
4. After they had settled all the questions they had lunch.
5. After he had taken Ben to hospital he phoned his mother.



5.

Перекладіть речення українською мовою

1. A person bringing good news is always welcome.
2. While skating yesterday he fell and hurt himself.
3. When writing a telegram we must use as few words as possible.
4. The leaves lying on the ground reminded us of autumn.
5. Being a great book-lover, he spent a lot of money on books.
6. Receiving the telegram he rang the manager up.



6.

Переробіть речення, використовуючи дієприкметник

1. While we were crossing the bridge, we saw Jane, who was talking with an old man.
2. As we were very tired, we refused to go for a walk.
3. As he thought that it would rain, he put on a rain-coat.
4. While I was going to the institute, I met one of my old friends.
5. As he was very absent-minded, he made some mistakes in the dictation.
6. When we came home, he immediately rang her up.

When he saw me, he came up and shook my hand.

ТЕМА 35:

ПСИХОФІЗІОЛОГІЯ

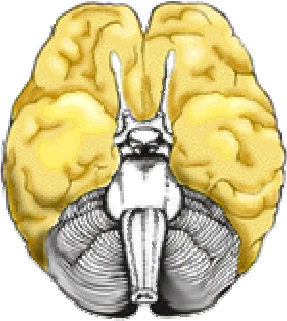
Заняття 2


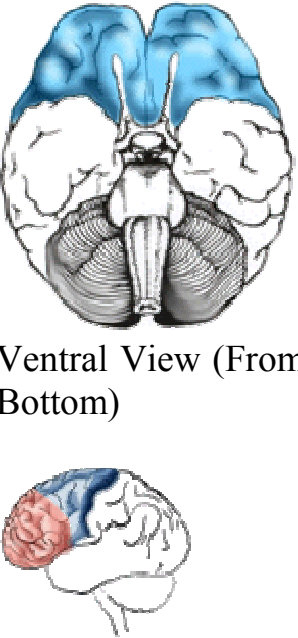

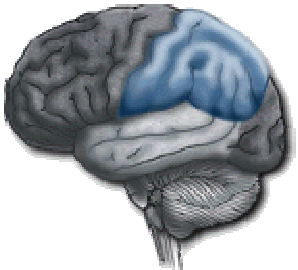
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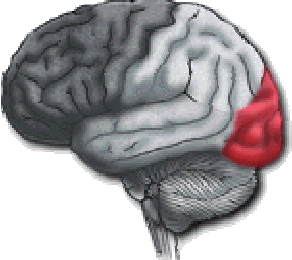
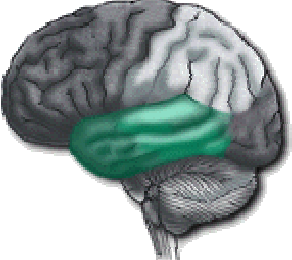
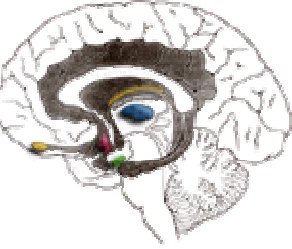
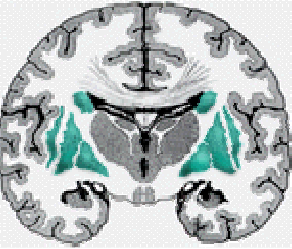


Прочитайте та перекладіть текст українською мовою.

**ABOUT BRAIN INJURY
A GUIDE TO BRAIN ANATOMY, FUNCTION AND SYMPTOMS**

Brain Structure	Function	Associated Signs and Symptoms
<p>Cerebral Cortex</p>  <p>Ventral View (From bottom)</p>	<p>The outermost layer of the cerebral hemisphere which is composed of gray matter. Cortices are asymmetrical. Both hemispheres are able to analyze sensory data, perform memory functions, learn new information, form thoughts and make decisions.</p>	
<p>Left Hemisphere</p>	<p>Sequential Analysis: systematic, logical interpretation of information. Interpretation and production of symbolic information: language, mathematics, abstraction and reasoning. Memory stored in a language format.</p>	
<p>Right Hemisphere</p>	<p>Holistic Functioning: processing multi-sensory input simultaneously to provide "holistic" picture of one's environment. Visual spatial skills. Holistic functions such as dancing and gymnastics are coordinated by the right hemisphere. Memory is stored in auditory, visual and spatial modalities.</p>	

<p>Corpus Callosum</p>  <p>A diagram showing the corpus callosum as a thick band of nerve fibers connecting the two cerebral hemispheres. It is shown in a sagittal view, with the label 'Corpus Callosum' pointing to the white matter structure.</p>	<p>Connects right and left hemisphere to allow for communication between the hemispheres. Forms roof of the lateral and third ventricles.</p>	<ul style="list-style-type: none"> • Damage to the Corpus Callosum may result in "Split Brain" syndrome.
<p>Frontal Lobe</p>  <p>Ventral View (From Bottom)</p>  <p>Side View</p>	<p>Cognition and memory. Prefrontal area: The ability to concentrate and attend, elaboration of thought. The "Gatekeeper"; (judgment, inhibition). Personality and emotional traits. Movement: Motor Cortex (Brodman's): voluntary motor activity. Premotor Cortex: storage of motor patterns and voluntary activities. Language: motor speech</p>	<ul style="list-style-type: none"> • Impairment of recent memory, inattentiveness, inability to concentrate, behavior disorders, difficulty in learning new information. Lack of inhibition (inappropriate social and/or sexual behavior). Emotional lability. "Flat" affect. • Contralateral plegia, paresis. • Expressive/motor aphasia.
<p>Parietal Lobe</p> 	<p>Processing of sensory input, sensory discrimination. Body orientation. Primary/ secondary somatic area.</p>	<ul style="list-style-type: none"> • Inability to discriminate between sensory stimuli. • Inability to locate and recognize parts of the body (Neglect). • Severe Injury: Inability to recognize self. • Disorientation of environment space. • Inability to write.
<p>Occipital Lobe</p>	<p>Primary visual reception area. Primary visual association area: Allows for visual interpretation.</p>	<ul style="list-style-type: none"> • Primary Visual Cortex: loss of vision opposite field. • Visual Association Cortex: loss of

		<p>ability to recognize object seen in opposite field of vision, "flash of light", "stars".</p>
<p>Temporal Lobe</p> 	<p>Auditory receptive area and association areas. Expressed behavior. Language: Receptive speech. Memory: Information retrieval.</p>	<ul style="list-style-type: none"> • Hearing deficits. • Agitation, irritability, childish behavior. • Receptive/ sensory aphasia.
<p>Limbic System</p> 	<p>Olfactory pathways: Amygdala and their different pathways. Hippocampi and their different pathways. Limbic lobes: Sex, rage, fear; emotions. Integration of recent memory, biological rhythms. Hypothalamus.</p>	<ul style="list-style-type: none"> • Loss of sense of smell. • Agitation, loss of control of emotion. Loss of recent memory.
<p>Basal Ganglia</p> 	<p>Subcortical gray matter nuclei. Processing link between thalamus and motor cortex. Initiation and direction of voluntary movement. Balance (inhibitory), Postural reflexes. Part of extrapyramidal system: regulation of automatic movement.</p>	<ul style="list-style-type: none"> • Movement disorders: chorea, tremors at rest and with initiation of movement, abnormal increase in muscle tone, difficulty initiating movement. • Parkinson's.

ГРАМАТИЧНІ ВПРАВИ

ДІСПРИКМЕТНИК МИНУЛОГО ЧАСУ (PARTICIPLE II)



1.

Утворіть з поданих дієслів дісприкметник минулого часу
Participle II

to break-
to build-
to steal-
to play-
to begin-

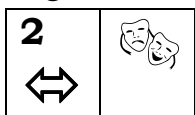
to paint-
to write-
to show-
to develop-
to order-

to forget-
to watch-
to stop-
to cut-
to open-

to give-

to lie-

to choose-



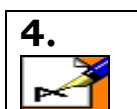
Прекладіть речення українською мовою

1. On our excursion we saw a wall built a hundred years ago.
2. I read a note written in French.
3. The children watched by the nurse were playing in the garden.
4. The stolen papers were never found.
5. When shown the letter she confessed everything.



Перекладіть на українську мову, звертаючи увагу на Past Participle

1. She put a plate of fried fish in front of me.
2. The coat bought last year is too small for me.
3. Nobody saw the things kept in that box.
4. My sister likes boiled eggs.
5. We stopped before a shut door.
6. Tied to the tree, the goat could not run away.
7. They saw overturned tables and chairs and pieces of broken glass all over the room.
8. This is a church built many years ago.
9. The books written by Dickens give us a realistic picture of the 19th century England.
10. A letter sent to St. Petersburg today will be there in two days.
11. Some of the questions put to the lecturer yesterday were very important.
12. A fish taken out of the water cannot live.
13. A line seen through this crystal looks double.
14. The word said by the student was not correct.
15. A word spoken in time may have very important results.



4. Переробіть речення, використовуючи дієприкметник минулого часу

Наприклад: I have just read his article that was published in the “Morning Star.” – I have just read his article published in the “Morning Star.”

1. The new school that was built last year is one of the finest buildings in our street.
2. Did you see the letter that was signed last Thursday?
3. Did you hear the announcement that was made on the radio?
4. Did you see the article that was translated by him?



5. Прекладіть речення українською мовою

1. She showed the travellers the room reserved for them.
2. The bridge seized by the enemy the day before was re-taken by our troops.

3. Books read in childhood seem like old friends.
4. The answer received from the sellers greatly surprised us.
5. All the goods discharged from the ship will be sent to the warehouse.

ТЕМА 35:

ПСИХОФІЗІОЛОГІЯ

Заняття 3

ПОВЕДІНКА



Прочитайте та перекладіть текст українською мовою.

BEHAVIOR

Wouldn't it be wonderful if you could control your behavior? You'd avoid over-eating, alcoholism, all bad habits, procrastination, being late, impulsive comments and purchases, sinful behavior, misplaced objects and papers, rushing at the last minute, etc. Instead, you'd have good health, a beautifully exercised body, excellent work habits, an organized life, success, good social graces, good mental health, healthy attitudes, and practically a guarantee of getting into heaven.

The truth is: you can't control all your behavior. We are all a little out of control. Some of us are seriously out of control. For example, some of us are ruining our lives and/or killing ourselves with food, drugs, alcohol, cigarettes, careless driving and other ways. Some of us are blowing off our school work or our jobs but still believing, even though it is very unrealistic, that we will "be successful." Some of us can't get or hold a job, or hold on to love, or properly care for our children, or manage a home and pay our debts. There is an enormous difference between the people who are out of control and those in control. It is important to understand the causes of behavior and how to change it. We could all gain better control.

Keep in mind that "behavior" is just one of five parts of any human situation. The fact is that behavior (actions) and the other parts--feelings, skills, thoughts, and unconscious drives--are so intermixed that it is artificially over-simplified to talk about one part in isolation. Yet, psychologists do that a lot (me too, right now). Otherwise, things get very complicated. And, indeed, perhaps clinicians do over-analyze things, always wondering what you mean when you say "Hello!" But in the 1950's and 1960's psychologists focused on behavior and learning theory, then in the middle 1970's to 1980's the focus was on cognition (thinking). Both were over simplified. Now, in the 1990's focus has turned to the *interaction* of emotions, values, motivation, unaware perceptions and needs with behavior and thoughts. Psychological methods, like therapy and self-help, change our brain. This chapter explores these many interactions. William James and Sigmund Freud would certainly be pleased with the recent return to introspection of our conscious and unconscious thoughts and feelings.

It is wholesome to keep a historical perspective. We must not forget how young modern psychology is (and how ignorant we all are). Only 150 years ago, we did not use the concept of unconscious forces. Instead when people behaved in ways they didn't "intend" to behave, it was thought they were possessed by an alien

force--the will of God, the work of the Devil, a guardian angel, or other spirits (Ellenberger, 1970). In 1900 the focus was on instincts, the stream of consciousness, the "will," the self, and so on. Psychology has changed, but we haven't come far. Wonder what psychology will be concerned with in 2100?

Langer (1989) reminds us that many of our actions are "mindless," i.e. done automatically without weighing the rationality or the pros and cons for the action before responding. Rather than mindless, it may be more accurate to label a good bit of our behavior as self-deceptive or self-conning. For instance, when asked "why are you doing that?" people frequently give an explanation quickly and confidently, but it is often inaccurate (they overlook important factors or are unaware of some response they made and so on). Likewise, people have lots of silly ideas and feelings about their own behavior, such as "I can tell when someone is looking at me" or "I think I have a pretty good chance of winning the lottery." We could also cite as foolish the denial of alcoholics, smokers, over-eaters, non-studying students and others. In any case, whether we are just unthinking about what we are doing or unwittingly fooling ourselves, Langer's point is that greater awareness (mindfulness) is needed for more rational self-direction and greater self-control. Freud would say we haven't learned much yet; we still need to become aware of our conscious and unconscious cognition, including repression, rationalization, denial and other defense mechanisms.

There may be some behavioral habits that have little or no cognitive, emotional, or unconscious aspects, such as brushing your teeth, tying your shoes, walking, breathing and so on. But, as we learned in chapter 2, most behaviors are influenced by other parts of the problem, e.g. eating when anxious or bored, smoking or drinking to relax, procrastinating to avoid work, socializing when we need pleasure, avoiding hard tasks because we think we can't do it, learning new skills when we feel inadequate, setting low goals so we won't feel too disappointed if we don't do well, etc. Consequently, you can't fully understand most human behavior without considering many factors: environment, perception of the situation, consequences of our behavior, learning from previous experience, emotions, needs and level of motivation, knowledge and skills, values and life goals, plans and intentions, expectations, self-deception, unconscious processes, genetic and physiological or hormonal factors, and possibly many, many more variables. All at once!

In the 1940's and 1950's, psychologists thought they would develop one learning theory based largely on rats and pigeons which would explain all human behavior. Not likely! But learning is very important. Almost everything we do, feel, or think is learned. Learning is usually necessary for changing--changing your behavior, changing your mind, changing your awareness, etc. This 100-billion-neuron-brain of ours with 1000 growing, changing synapses on each neuron and over 50 chemical neurotransmitters interacting in each synapse enables some wonderfully complex behavior and thoughts. No computer comes close to matching the human brain. Two and a half pounds of fantastic living matter that can, hopefully, study and understand itself. What a phenomenon!

In this chapter we will concentrate on understanding ordinary behavior, including how new behavior is learned and how behavior is changed. We will look at simple models of learning. Then we will focus on motivation, especially achievement motivation. The common problem of procrastination provides us with a more complex behavior to analyze. Stopping unwanted behaviors and preventing relapses are other important skills to acquire. The chapter concludes with several explanations of why behavior is hard to understand and with a brief description of many methods for changing behavior, using various forms of oral consumption for our examples.

Obviously, emotion expresses itself partly through behavior, but separate chapters deal with fear, sadness, anger and dependency. Also, skills influence your performance in many ways. Certainly your thoughts, including your goals and plans, self-instructions, values, expectations, self-concept, personality, self-deceptions, unawareness, and unconscious factors influence your behavior. You may want to go directly to those chapters, skipping behavior, if those emotions or cognitive factors seem to be more at the core of your problems.

Psychologists use the term "learning" to refer to any change in behavior that results from experience (Hergenhahn, 1982). To a degree some of our actions are surely influenced by our genes or just by "human nature," but most of our behavior, in contrast to other animals, has been learned from experience. This is true of our unwanted behavior too. So, if bad habits have been learned, they could be unlearned. Likewise, becoming a better person, more thoughtful of others or more skillful, involves new learning (either new behavior, new thinking, new values, or new motivation). Thus, as we come to understand more clearly how we got to be the way we are, how we learned to be ourselves, surely we will know more about how to become what we would like to be. That's our task here.

Typical Introductory Psychology textbooks have described three common kinds of learning: operant conditioning, classical conditioning, and complex social learning. In the first kind of learning (instrumental or operant) we attempt to use our past experience to produce some result, some payoff, usually some change in the environment. Example: You act nice to get someone to like you. The second (classical) usually produces an automatic reflexive response, often an emotion, to a specific situation. Example: Cigarettes come to taste good and calm you down *after* you have smoked thousands in relaxed circumstances. The third kind of learning (observational or social modeling) is when we learn ways of behaving by observing someone else, such as how to approach someone in a bar or how to get our way by getting angry. In this chapter, we'll learn more about these ways of learning. We will attempt to analyze the real causes of real life situations. It is more complex than implied in most textbooks but you can understand it easily.

Therapists and experimental psychologists know quite a lot about changing. For instance, (1) changing your "environment," including your expectations and plans, can encourage good habits and discourage bad ones. (2) Simply observing your actions will often change them. Disrupting the old unwanted habits and

substituting and practicing new desired responses will help. (3) Rewarding the desired actions, thoughts, or feelings immediately, while ignoring or punishing the unwanted behavior, are sometimes useful methods. The last part of this chapter and chapter 11 show you how to carry out these methods and many others. The primary focus in this book is on changing things.

For a clear understanding of behavior, we need to separate (a) the process of learning new behavior from (b) the condition of becoming energized or motivated to act out something you already know how to do, i.e. learning differs from performance (or motivation). Sometimes we must learn a new response in order to cope; the mousey person must learn to be assertive. But much of the time we know how to do the desired behavior, e.g. study, stop eating, attend to our spouse, clean the bathroom, control our anger, etc., but the problem is getting ourselves motivated enough to do it. The only new learning we may need in these cases is more understanding of how to increase our motivation or determination. However, in most self-help projects, you will need to learn new self-modification skills as well as acquiring some means of increasing your drive towards your goal, for instance avoiding temptations, persevering for long-range goals, resisting emotional reactions and so on. Self-help involves mastering self-modification techniques, increasing motivation, *and* developing a belief in yourself as a change agent.

To understand ourselves, we must comprehend the causes of our behaviors. Wise observers have discovered many explanations for behavior which are not obvious and not common knowledge. But this uncommon knowledge needs to be made common. For instance, (1) the payoffs for a behavior may be unrealized, e.g. shyness is reinforced by avoiding social stress; payoffs may be quite delayed, e.g. a career yields rewards years later; or payoffs may be something we find hard to believe we want, e.g. to be sick or to fail. Also, the effectiveness of a specific reward depends on the context, e.g. a bribe of \$10.00 is very different in a very poor family than it is in an environment offering many rewards. Certainly, the payoffs for the same behavior, say drinking, may subtly change over the years or occur only occasionally (called partial reinforcement). (2) Reliance on or over-emphasis on extrinsic rewards (instead of intrinsic enjoyment of the activity itself) may be harmful in some situations, e.g. the good student who comes to say, "I only study because I get \$50 for every A" or more commonly, "I'm only studying so I can get into college." (3) Our behavior may suddenly change when we realize there is an alternative way to react or when we recognize long-range consequences hidden to us before. (4) Underlying emotions, which we only vaguely recognize, may be the major factors producing our behavior, such as when anxiety causes us to overeat or to be compulsive. Awareness of these kinds of facts about learning can help you gain self-control.

If you don't have the capacity to change yourself and your attitudes, then nothing around you can be changed. -The Koran

Remember, you will learn, retain, and enjoy reading this book more if you immediately apply the ideas to your own life--see if the theories explain your behavior, think about how you could use self-help methods to change, and imagine trying out the methods yourself or telling others how to use the methods. If you don't use--or at least think about using--a new idea within 24 or 48 hours, you are at risk of losing it forever.

Introduction to learning

We change (learn) as the result of experience all the time. That doesn't mean that it is easy to change our behavior, however. If learning to be good were easy, we'd all be saints! Right? Let's see if we can understand why self-improvement is often difficult. Perhaps because there is another paradox, namely, psychologists and ordinary people know a lot about learning (changing) but there is a lot more we don't understand. Our ignorance and pessimism about self-control sometimes overwhelms and paralyzes us.

Consider how mysterious some behaviors are. Why are some very attractive people shy? Why do some of us eat and eat until we are fat, unhealthy, and ugly? Why do others refuse to eat because they weigh 95 pounds but think they are fat? Why do some drink until they die of liver disease? Why might a person smoke cigarettes until they get throat cancer, lose their windpipe, and even then continue to suck the smoke through an air hole in their neck? Why do we often hurt the people we love? Why do we put off studying until the last night before an important exam? Why are some of us pessimists and others optimists--some just get lemons while others make lemonade?

Everyone has a life-time of experience with learning, especially finding out how to get what we want. We seem to have inherited a brain that is especially adept at learning to cope, but we also learn many self-defeating behaviors. Every person has thousands, probably millions, of learned behaviors or habits. Many are very useful, like brushing our teeth, driving a car, talking, etc. Bad habits are probably learned in the same ways as good ones. Replacing bad habits with new, valued ways of behaving probably follows the same learning principles. So let's learn how to change our behavior by learning more about the process of learning. First, a case.

John, the procrastinator

Consider the case of John, a college sophomore, who is a procrastinator. John is of average intelligence and wants to be successful, a manager in a corporation. Yet, he puts off studying, especially math and science. He knows he could learn it but these subjects take time and become boring. He can't just fake his way through a physics exam. John has been and still is especially good at sports, particularly baseball and football, because he is stocky and strong. Also, John has many friends, both male and female. It is very hard for him to study when he has so many fun things to do. Lately, he has noticed resenting the teachers who pile on a lot of work. He is just barely staying off probation.

Clearly, John is in a reinforcement-rich environment; there are so many enjoyable things to do. Thus, it is hard for studying to compete with all the opportunities to socialize, party, relax, play sports, listen to music, talk, flirt,

have sex, etc. How could studying math and science possibly be more enjoyable than all these fun things? This chapter focuses on this kind of dilemma.

(Follow up at age 38: John flunked out of college in his junior year, got married to a girl in his hometown, and had three children. His job is secure but uninteresting; it involves operating large earth moving equipment. He has become a loner and depressed. He and his wife drifted apart. Divorced at 37, he misses his children terribly. He still tends to procrastinate, is late for work, doesn't pay his bills on time, and makes no plans for the future. He manages to keep his job but isn't likely to be promoted. The dreams of success he had in college seem so far away and futile to him now.)

Background to theories explaining why we behave as we do

Learned people have always been interested in learning. 2400 years ago, Plato believed that we all had a soul which knew everything. He thought this knowledge was available to us through our "mind's eye" via introspection and reasoning, not observation. His student, Aristotle, disagreed; he believed we learned through observation and thinking to discover the "laws of nature." For instance, Aristotle observed and concluded that ideas were associated in certain ways; namely, ideas that are similar, opposites, frequently paired, and were originally experienced together tend to occur together. So, observing events lead to ideas, then ideas lead to other ideas, according to these "Laws of Association." Both Plato and Aristotle grossly oversimplified human learning and thought.

Unfortunately, Plato had more influence than Aristotle on Christianity. Thus, the Christian religion set "man" apart from natural law, i. e. since man (not women) was made in God's image and had "free-will," man could not supposedly be studied scientifically. This anti-empiricism, i. e. opposition to learning by observation, lasted for 1500 years! About 1600 philosophers started to speculate about the nature of man again. Some thought there were innate ideas (from Plato), e. g. Descartes and Kant; others believed ideas come from experience, e.g. Hobbes, Locke, and Mill, very much like Aristotle...and current thinking (Hergenhahn, 1982). For about 300 years, we philosophized about learning. Empirical, careful research on learning only started about 100 years ago, a blink of the eye in the history of life. In general, humans have avoided learning about themselves.

The Old Testament in the Bible described Adam and Eve as being made by God's own hands (God was pictured as an ordinary man). All the other animals were assumed (even by great philosophers) to be very different from humans; they had no mind, no rational thought, no language, no feelings, and no soul; animals were mechanical machines. But in 1859, Darwin in *Origin of Species* challenged the separation of animals from humans with his idea of evolution and aroused interest in adaptation to the environment by his idea of survival of the fittest. Evolution was another way, instead of God's hand, to create humans and all other creatures. A species may come into being and adapt by capitalizing on mutant changes and/or by learning how to cope better. People suddenly became interested in psychology, especially in learning to adapt. Learning was also

considered another sign of a mind, so psychologists asked, what are the smartest animals? Was learning a mechanical process or a thinking-symbolic-creative, self-controlled process? Is there a continuum from lower animals to humans--do they think like us, as evolution theory suggested, or are they inferior and different organisms?

The 1880's and 1890's brought some remarkable breakthroughs in understanding learning. Hermann Ebbinghaus (1850-1909), a German psychologist, described the laws of learning and forgetting by experimentally studying his own memorization of thousands of nonsense syllables. Ivan Pavlov (1849-1936) was a brilliant, systematic, Russian physiologist who won the 1904 Nobel Prize for his studies of the digestive and nervous systems. For the next 30 years, he carefully explored a kind of learning he called "conditioned reflex" (classical conditioning), which he believed was the basis of all acquired habits and thoughts. At about the same time, a young American studying under William James, Edward Lee Thorndike (1874-1949), established the "Law of Effect," which states that voluntary (controllable, unlike Pavlov's reflexes) behavior followed by a satisfying experience tends to be repeated (learned). Later, B. F. Skinner (1904-1990) saw operant conditioning as a way of controlling almost all behavior. These scientists sought to study experimentally a very simple form of animal learning, which would help explain complex human behavior. It was a good idea, but it didn't work as well as they had hoped. There were many other psychologists, following Darwin, interested in learning but these four are giants. Three basic kinds of learning: Classical conditioning, operant conditioning, and social or observational learning

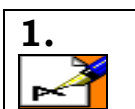
Let's start with the more simple forms of learning, even though it's never so simple in real life. It is helpful to think of behavior as occurring in a certain context or following certain events (environmental or internal stimuli) and resulting in certain consequences (rewards or punishment; success or failure). Thus, several writers have spoken of the ABC's of behavior as described in the following table

Type of Conditioning	Antecedents	Behavior	Consequences
classical-Pavlov	1. pair tone & food	salivation	---
classical-Watson	2. pair rat & noise	loud fear of rat	---
operant-Thorndike	3. (in a cage)	pull strings	escape & get food
operant-Skinner	4. (in Skinner Box)	press bar	food

operant (job)	5. (at work)	work	pay
self-reinforcement	6. (self-help project)	study more	watch 1/2 hr. TV
avoidance-Mowrer	7. see a rat	run away	temporary relief of fear (but fear grows)
avoidance learning	8. child cries	give in to child	crying stops but cries sooner and louder next time
social learning	9. observing model receiving instructions	imitating or or information	model success using

Learning new associations between the antecedents and subsequent behavior is classical conditioning (1 & 2 above). Knowing and/or using the relationships between the behavior and its consequences usually involve operant conditioning (3, 4, 5 & 6 above). Many behaviors are strengthened by negative reinforcement, i.e. avoiding some unpleasant experience (7 & 8 above). We often learn new ways of behaving by watching others (9 above). Some more examples will clarify each type of learning.

ГРАМАТИЧНІ ВПРАВИ УТВОРЕННЯ PARTICIPLE I ТА PARTICIPLE II

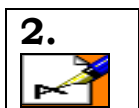


1.

Перекладіть на українську мову, звертаючи увагу на дієприкметники

1. Everybody looked at the dancing girl.
2. The little plump woman standing at the window is my grandmother.
3. The man playing the piano is Kate`s uncle.
4. Entering the room she turned on the light.
5. Coming to the theatre, she saw that the performance had already begun.
6. Looking out of the window, he saw his mother watering the flowers.
7. Hearing the sounds of music, she stopped talking.
8. She went into the room, leaving the door open.
9. Working at his desk, he listened to a new CD.
10. Running into the road, the young man stopped a taxi.
11. Looking through the newspaper, she noticed a photograph of her boss.
12. Using chemicals the fireman soon put out the fire in the forest.

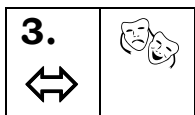
13. Being very ill, she could not go to school.
14. The first rays of the rising sun lit up the top of the hill.
15. The tree struck by the lightning was all black and leafless.



2.

Перекладіть на українську мову, звертаючи увагу на дієприкметники

1. Being busy, he postponed his trip.
2. The door bolted on the inside could not be opened.
3. Having been shown the wrong direction, the travelers soon lost their way.
4. The room facing the garden is much more comfortable than this one.
5. Having descended the mountain they heard a man calling for help.
6. Flushed and excited, the boy came running to his mother.
7. He stood watching the people who were coming down the street shouting and waving their hands.
8. The boy lay sleeping when the doctor came.
9. The broken arm was examined by the doctor.
10. While being examined, the boy could not help crying.
11. Having prescribed the medicine, the doctor went away.
12. The medicine prescribed by the doctor was bitter.
13. The dress bought at the department store was very beautiful.
14. While using a needle you should be careful not to prick your finger.
15. While crossing the street one should first look to the left and then to the right.



3.

Переробіть речення, використовуючи дієприкметники теперішнього та минулого часу

Наприклад: If a person has become tired from a long trip... (traveler, trip)

He is a tired traveler.

It is a tiring travel.

1. Mr. Allen bores us with his manner of speaking... (Mr. Allen, conversation, his listeners)
2. When a team is in the process of losing a game... (team, game)
3. The sad news has broken your heart... (heart, news)
4. If a dog has been injured by the blow... (dog, blow)
5. All the students respect professor Smith... (professor Smith, students)
6. If a compliment pleases a person... (news, person)
7. They were annoyed by his comments... (comments, they)
8. If a person has been discouraged by the news... (news, person)
9. The boy's questions puzzled his parents... (questions, parents)

ТЕМА 35:

ПСИХОФІЗІОЛОГІЯ

Заняття 4

МОЗОК ТА ЙОГО ФУНКЦІЇ



Прочитайте та перекладіть текст українською мовою.

THE FUNCTIONS OF THE BRAIN

The human brain is a complex organ that allows us to think, move, feel, see, hear, taste, and smell. It controls our body, receives information, analyzes information, and stores information (our memories).

The brain produces electrical signals, which, together with chemical reactions, let the parts of the body communicate. Nerves send these signals throughout the body.

SIZE OF THE HUMAN BRAIN

The average human brain weighs about 3 pounds (1300-1400 g).

At birth, the human brain weighs less than a pound (0.78-0.88 pounds or 350-400 g). As a child grows, the number of cell remains relatively stable, but the cells grow in size and the number of connections increases. The human brain reaches its full size at about 6 years of age.

COMPOSITION OF THE BRAIN

The brain consists of gray matter (40%) and white matter (60%) contained within the skull. Brain cells include neurons and glial cells. The brain has three main parts: the cerebrum, the cerebellum, and the brain stem (medulla).

NOURISHMENT OF THE BRAIN

Although the brain is only 2% of the body's weight, it uses 20% of the oxygen supply and gets 20% of the blood flow. Blood vessels (arteries, capillaries, and veins) supply the brain with oxygen and nourishment, and take away wastes. If brain cells do not get oxygen for 3 to 5 minutes, they begin to die.

Cerebrospinal fluid (CSF) surrounds the brain.

THE NERVOUS SYSTEM

The brain and spinal cord make up the central nervous system (CNS). The brain is connected to the spinal cord, which runs from the neck to the hip area. The spinal cord carries nerve messages between the brain and the body.

The nerves that connect the CNS to the rest of the body are called the peripheral nervous system.

The autonomic nervous system controls our life support systems that we don't consciously control, like breathing, digesting food, blood circulation, etc.

PROTECTION

The cells of the nervous system are quite fragile and need extensive protection from being crushed, being infected by disease organisms, and other harm. The brain and spinal cord are covered by a tough, translucent membrane, called the dura matter. Cerebrospinal fluid (CSF) is a clear, watery liquid that surrounds

the brain and spinal cord, and is also found throughout the ventricle (brain cavities and tunnels). CSF cushions the brain and spinal cord from jolts.

The cranium (the top of the skull) surrounds and protects the brain. The spinal cord is surrounded by vertebrae (hollow spinal bones). Also, some muscles serve to pad and support the spine.

More subtly, the blood-brain barrier protects the brain from chemical intrusion from the rest of the body. Blood flowing into the brain is filtered so that many harmful chemicals cannot enter the brain.

ANIMAL BRAIN COMPARISONS

ANIMAL	BRAIN WEIGHT (G)	BODY WEIGHT	% OF BODY WEIGHT	NUMBER OF NEURONS
SPERM WHALE	7800 g	15 tons=30,000 pounds= 13500 kg	0.06 %	
ELEPHANT	6000			
BOTTLE-NOSED DOLPHIN	1500 g	500 kg	0.3 %	
HUMAN ADULT	1300-1400	150 pounds= 68 kg=68000 g	2 %	100 Billion
HORSE	532			
CHIMPANZEE	420			
HUMAN BABY	350 - 400			
DOG (BEAGLE)	72	9 to 18 kg	0.5 %	
CAT	30			
SQUIRREL	22			
ALLIGATOR	8.4	250 kg	0.003 %	
OWL	2.2			
RAT	2	400 gm	0.5 %	
TURTLE	0.3			
VIPER	0.1			
GREEN LIZARD	0.08			

ГРАМАТИЧНІ ВПРАВИ

ПОРІВНЯННЯ ВЖИВАННЯ PARTICIPLE I ТА PARTICIPLE II



1.

Замініть виділені частини речень дієприкметниковими зворотами

1. When he had left the house and and was crossing the street, he suddenly stopped as he remembered that he had forgotten to phone his friend.

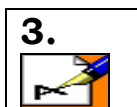
2. He looked at me and hesitated: **he didn't know what to say.**
3. **As he had long lived in those parts and knew the place well,** he easily found the way to the market place.
4. He has no English language problems, **because he has been studying English for a long time.**
5. **After I had written this exercise,** I began to doubt whether it was correct.
6. Take care **when you cross the street.**
7. Students should always be attentive **while they are listening to the lecturer.**
8. There are many students **who study music.**
9. Don't you feel tired **after you have walked so much?**
10. **When he arrived at the railway station,** he bought a ticket, walked to the platform and boarded the train.
11. **As he was promised help,** he felt quieter.
12. **After he was shown in,** he was told to take off his coat and wait for a while.
13. Robinson **started the building of the house at once** and finished it before the season of rains set in.
14. He **poured out a cup of coffee,** sat down in an armchair and looked at the woman who was sitting opposite him.



2.

Перекладіть на англійську мову, звертаючи увагу на дієприкметники

1. Хлопчик, який біг мимо будинку, раптом зупинився.
2. Будучи дуже зайнятим, він не відразу почув мене.
3. Почувши кроки, він підняв голову.
4. Випивши чашку чаю, вона відчула себе набагато краще.
5. Граючись у саду, діти не помітили, що стало темно.
6. Том підійшов до дівчинки, яка сміялася.
7. Дівчинка, що плакала була голодна.
8. Принісши свої іграшки в кімнату, дитина почала гратися.
9. Прочитавши багато книг Діккенса, він добре ознайомився з цим письменником.



3.

Поставте дієслова в дужках в дієприкметник теперішнього часу або дієприкметник минулого часу

1. It was a windy day, and the air on Little Dorrit's face soon brightened it. (to stir)
2. He took a strip of paper from his vest and gave it to the reporter. (to fold)
3. There was one bright star in the sky. (to shine)
4. He reminded you of a sheep aimlessly hither and thither. (to frighten, to run)
5. At one end was a group of beautiful women exquisitely , diamonds on their heads and bosoms... (to gown, to wear)

6. Maxim stopped, and picked up a petal and gave it to me.
(to fall)
7. They came to the quiet little station by a single bulb,
almost in a mass of oleander and vines and palmettos. (to
light, to hide)
8. She remained silent but her silence was like a question in
the dark between them. (to hang)
9. With eyes he leaned back on the bench. (to close)
10. We walked down the hall and down the wide thickly stairs. (to
carpet)
11. There were candles on the table. (to light)
12. There was a long line of trucks and carts on the road
..... up the bridge. (to abandon, to lead)
13. A tall, thin man with a sharp pointed face sat at a table
for dinner. (to lay)
14. The voice had something in it. (to appeal)
15. There was a balcony along the second floor by the
columns. (to hold up)

ТЕМА 35:

ПСИХОФІЗІОЛОГІЯ

Заняття 5

ПСИХІЧНІ РОЗЛАДИ



Прочитайте та перекладіть текст українською мовою.

Mental illness

Mental Illness (or **Emotional disability**, **Cognitive dysfunction**) is a broad generic label for a category of illnesses that may include affective or emotional instability, behavioral dysregulation, and/or cognitive dysfunction or impairment. Specific illnesses known as mental illnesses include major depression, generalized anxiety disorder, Bipolar Disorder, schizophrenia, and attention deficit hyperactivity disorder, to name a few. Mental illness can be of biological (e.g., anatomical, chemical, or genetic) or psychological (e.g., trauma or conflict) origin. It can impact one's ability to work or go to school and contribute to problems in relationships. Other generic names for mental illness include "mental disorder", "psychiatric disorder", "psychological disorder", "abnormal psychology", "emotional problem", or "behavior problem". The term insanity is used technically as a legal term.

Causes

Mental illness may be caused by a number of factors, or the confluence of several factors. Different schools of thought, including the biological, the psychological, and the social, offer different explanations, although current theories usually hold that all three contribute in varying amounts to any individual's illness.

The most popular explanations for mental illness, currently, are biological explanations; that is, a person with a mental illness may have a difference in brain structure or function or in neurochemistry, through either genetic or environmental vulnerabilities (such as in utero alcohol exposure). For example, many people diagnosed with schizophrenia have been shown to have enlarged ventricles and reduced grey matter in the brain. Additionally, some argue that neurotransmitter imbalance may cause mental illnesses (see chemical balance (mental health)). Finally, many genetic studies or twin studies have shown strong evidence that mental illnesses such as bipolar disorder (manic depression) and schizophrenia can be inherited.

While biological explanations are the most popular explanations for mental illness, psychological explanations are also offered. Psychological theorists suggest that individual conflict, crisis, stress, or trauma may lead to the development of mental illness, especially in vulnerable individuals. For example, a child who witnesses the homicide of a parent may develop depression, anxiety, or post-traumatic stress disorder.

Finally, social theorists suggest that mental illness may be caused by significant events in, or the conditions of, one's environment. For example, there may be

higher incidences of mental illness in areas that are involved in civil or military actions or that have recently suffered a major natural or man-made disaster (such as 9/11). Areas that also suffer from endemic poverty, transience, and few resources and supports are also suggested to have higher rates of mental illness than more affluent or stable areas.

There are likely multiple causes of mental illness. There has been a focus on the neurotransmitters dopamine, norepinephrine, and serotonin. Each disorder is likely to have its own etiology, or causation. Treatment options include psychiatric medication, psychotherapy, lifestyle adjustments, other supportive measures or a combination of these. Sufferers typically seek treatment only when psychiatric symptoms make it very difficult to function, but early treatment - when symptoms are mild or moderate - will generally lead to a better long-term outcome. As with many physical diseases, the diagnostic process is complex and requires the careful skills of a gifted medical detective. Diagnosis remains a subjective - albeit increasingly evidence-based and scientific - art that includes careful and detailed assessment of patient histories and current and past symptoms.

Psychiatric disorders vary from one individual to another and may be mild, severe, or anything in between. Even in one person, symptoms can vary over time from their most severe to complete remission and back. These illnesses often are episodic, and "flare-ups" may be triggered by stress and other factors. If one becomes ill again after a symptom-free period it is not due to a lack of willpower or self-control, but rather the natural waxing and waning of the illness. Appropriate treatment of the disease can help stabilize the course of the illness and reduce or eliminate the waxing and waning of symptoms.

Regarding the major psychiatric disorders (e.g. bipolar disorder, schizophrenia, major depression, obsessive-compulsive disorder) the nature versus nurture debate has generally been settled. The answer is "both". The major psychiatric disorders all show strong evidence of heritability. Using genograms, genetic studies and observing identical twins, one or both of whom had mental illness and who were reared apart (to control for environment), psychiatric researchers have shown high rates of heritability (significantly higher than for the population at large) for most mental illnesses, with bipolar disorder showing the highest inheritance and therefore strongest biological component.

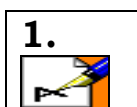
A small minority of individuals question whether mental illness is "real." This view is promoted by scientologists and the anti-psychiatry movement.

Prevalence

According to the 2003 report of the U.S. President's New Freedom Commission on Mental Health, major mental illness, including clinical depression, bipolar disorder, schizophrenia, and obsessive-compulsive disorder, when compared with all other diseases (such as cancer and heart disease), is the most common cause of disability in the United States. Additionally, according to National Alliance for the Mentally Ill (NAMI), an American advocacy organisation which accepts funding from the pharmaceutical industry, 23% of North American adults will suffer from a clinically diagnosable mental illness in a

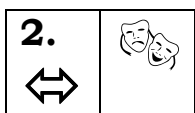
given year, but less than half of them will suffer symptoms severe enough to disrupt their daily functioning. Approximately 9% to 13% of children under the age of 18 experience serious emotional disturbance with substantial functional impairment; 5% to 9% have serious emotional disturbance with extreme functional impairment due to a mental illness. It is suggested that many of these young people will recover from their illnesses before reaching adulthood, and go on to lead normal lives uncomplicated by illness.

ГРАМАТИЧНІ ВПРАВИ ПОРІВНЯННЯ ВЖИВАННЯ PARTICIPLE I ТА PERFECT PARTICIPLE



1. Перекладіть речення українською мовою, використовуючи Perfect Participle I

1. Having slept two hours he felt rested.
2. Having prescribed the medicine the doctor went away.



2. Перекладіть речення українською мовою, використовуючи Perfect and Non-Perfect Participle

1. Being well-prepared he answered readily.
2. Being badly wounded, he recovered slowly.
3. Having been shown the wrong direction he lost the way.



3. Напишіть речення, які починаються з – ing, not – ing або having

1. I thought they must be hungry. So I offered them something to eat.
Thinking
2. She is a foreigner. So she needs a visa to stay in this country.
.....
3. I didn't know his address. So I couldn't contact him.
.....
4. The man wasn't able to understand English. So he didn't know what I said.
.....



4. Напишіть речення, які починаються з – ing, not – ing або having

1. He has travelled a lot. So he knows a lot about other countries.
.....
2. We had spent nearly all our money. So we couldn't afford to stay in a hotel.
.....
3. We bought our tickets. Then we went into the theatre.
.....
4. They had dinner. Then they continued on their journey.

.....
5. Sue did all her shopping. Then she went for a cup of coffee.
.....



5. Перекладіть на англійську мову, вживаючи потрібну форму дієприкметника

1. Хлопчик, який біг мимо будинку, раптом зупинився. 2. Будучи дуже зайнятим, він не відразу почув мене. 3. Почувши кроки, він підняв голову. 4. Випивши чашку чаю, вона відчула себе краще. 5. Граючись у саду, діти не помітили, що стало темно. 6. Підійшовши до дверей, він відчинив їх. 7. Том підійшов до дівчинки, яка сміялася. 8. Він поклав на стіл зім'ятий лист. 9. Дівчинка, що плакала, була голодна. 10. Бабуся дивилася на дітей, що граються у дворі. 11. Вона любить дивитися на дітей, що граються. 12. Зробивши уроки, діти пішли гуляти. 13. Лежачи на дивані, він читав книжку.

ТЕМА 35:

ПСИХОФІЗІОЛОГІЯ

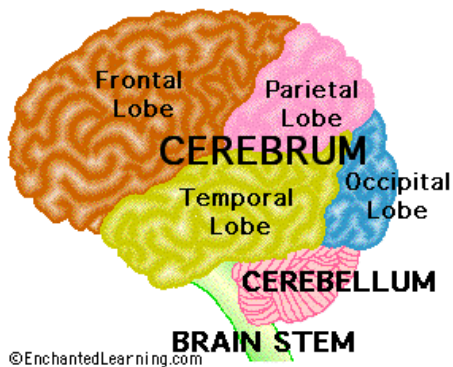
Заняття 6

СТРУКТУРА МОЗКУ ЛЮДИНИ



Прочитайте та перекладіть текст українською мовою.

STRUCTURE AND FUNCTION OF THE HUMAN BRAIN



The brain has three main parts, the cerebrum, the cerebellum, and the brain stem. The brain is divided into regions that control specific functions.

THE CEREBRUM:

Frontal Lobe

Behavior, Abstract thought processes, Problem solving, Attention, Creative thought, Some emotion, Intellect, Reflection, Judgment, Initiative, Inhibition, Coordination of movements, Generalized and mass movements, Some eye movements, Sense of smell, Muscle movements, Skilled movements, Some motor skills, Physical reaction, Libido (sexual urges)

Occipital Lobe

Vision, Reading

Parietal Lobe

Sense of touch (tactile sensation), Appreciation of form through touch (stereognosis), Response to internal stimuli (proprioception), Sensory combination and comprehension, Some language and reading functions, Some visual functions

Temporal Lobe

Auditory memories, Some hearing, Visual memories, Some vision pathways, Other memory, Music, Fear, Some language, Some speech, Some behavior and emotions, Sense of identity

Right Hemisphere (the representational hemisphere)

The right hemisphere controls the left side of the body, Temporal and spatial relationships, Analyzing nonverbal information, Communicating emotion

Left Hemisphere (the categorical hemisphere)

The left hemisphere controls the right side of the body, Produce and understand language

Corpus Callosum

Communication between the left and right side of the brain

The Cerebellum

- Balance
- Posture
- Cardiac, respiratory, and vasomotor centers

The Brain Stem

- Motor and sensory pathway to body and face
- Vital centers: cardiac, respiratory, vasomotor

Hypothalamus

- Moods and motivation
- Sexual maturation
- Temperature regulation
- Hormonal body processes

Optic Chiasm

- Vision and the optic nerve

Pituitary Gland

- Hormonal body processes
- Physical maturation
- Growth (height and form)
- Sexual maturation
- Sexual functioning

Spinal Cord

- Conduit and source of sensation and movement

Pineal Body

- Unknown

Ventricles and Cerebral Aqueduct

- Contains the cerebrospinal fluid that bathes the brain and spinal cord

BRAIN CELLS

The brain and spinal cord are made up of many cells, including neurons and glial cells. Neurons are cells that send and receive electro-chemical signals to and from the brain and nervous system. There are about 100 billion neurons in the brain. There are many more glial cells; they provide support functions for the neurons, and are far more numerous than neurons.

There are many type of neurons. They vary in size from 4 microns (.004 mm) to 100 microns (.1 mm) in diameter. Their length varies from a fraction of an inch to several feet.

Neurons are nerve cells that transmit nerve signals to and from the brain at up to 200 mph. The neuron consists of a cell body (or soma) with branching dendrites (signal receivers) and a projection called an axon, which conduct the nerve signal. At the other end of the axon, the axon terminals transmit the electro-chemical signal across a synapse (the gap between the axon terminal and the receiving cell). The word "neuron" was coined by the German scientist Heinrich Wilhelm Gottfried von Waldeyer-Hartz in 1891 (he also coined the term "chromosome").

The axon, a long extension of a nerve cell, and take information away from the cell body. Bundles of axons are known as nerves or, within the CNS (central nervous system), as nerve tracts or pathways. Dendrites bring information to the cell body.

Myelin coats and insulates the axon (except for periodic breaks called nodes of Ranvier), increasing transmission speed along the axon. Myelin is manufactured by Schwann's cells, and consists of 70-80% lipids (fat) and 20-30% protein.

The cell body (soma) contains the neuron's nucleus (with DNA and typical nuclear organelles). Dendrites branch from the cell body and receive messages.

A typical neuron has about 1,000 to 10,000 synapses (that is, it communicates with 1,000-10,000 other neurons, muscle cells, glands, etc.).

DIFFERENT TYPES OF NEURONS

There are different types of neurons. They all carry electro-chemical nerve signals, but differ in structure (the number of processes, or axons, emanating from the cell body) and are found in different parts of the body.

- Sensory neurons or Bipolar neurons carry messages from the body's sense receptors (eyes, ears, etc.) to the CNS. These neurons have two processes. Sensory neurons account for 0.9% of all neurons. (Examples are retinal cells, olfactory epithelium cells.)
- Motoneurons or Multipolar neurons carry signals from the CNS muscles and glands. These neurons have many processes originating from the cell body. Motoneurons account for 9% of all neurons. (Examples are spinal motor neurons, pyramidal neurons, Purkinje cells.)
- Interneurons or Pseudopolar (Spelling) cells form all the neural wiring within the CNS. These have two axons (instead of an axon and a dendrite). One axon communicates with the spinal cord; one with either the skin or muscle. These neurons have two processes. (Examples are dorsal root ganglia cells.)

LIFE SPAN OF NEURONS

Unlike most other cells, neurons cannot regrow after damage (except neurons from the hippocampus). Fortunately, there are about 100 billion neurons in the brain.

THE SPINAL CORD

GLIAL CELLS

Glial cells make up 90 percent of the brain's cells. Glial cells are nerve cells that don't carry nerve impulses. The various glial (meaning "glue") cells perform many important functions, including: digestion of parts of dead neurons, manufacturing myelin for neurons, providing physical and nutritional support for neurons, and more. Types of glial cells include Schwann's Cells, Satellite Cells, Microglia, Oligodendroglia, and Astroglia.

Neuroglia (meaning "nerve glue") are the another type of brain cell. These cells guide neurons during fetal development.

The spinal cord is a bundle of nerves that connects the brain to other parts of the body. It is protected by a series of doughnut-shaped bones called vertebrae, which surround the spinal cord.

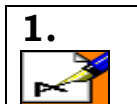
The human spinal cord is about 43-45 cm long and approximately as wide as a human finger. There are 13,500,000 neurons that transmit electro-chemical signals in the spinal cord. The cord weighs approximately 35 grams. The vertebral column (bones) that supports it is about 70 cm long and has 31 segments and 31 pairs of spinal nerves.

Spinal Cord Vertebrae

- 7 cervical (neck) segments
- 12 thoracic segments
- 5 lumbar segments
- 5 sacral segments
- 4 fused coccygeal segment

ГРАМАТИЧНІ ВПРАВИ

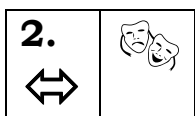
ОСОБЛИВОСТІ ПЕРЕКЛАДУ ДІЄПРИКМЕТНИКА



1. Перекладіть на українську мову, звертаючи увагу на дієприкметники

1. Everybody looked at the dancing girl.
2. The little plump woman standing at the window is my grandmother.
3. The man playing the piano is Kate`s uncle.
4. Entering the room she turned on the light.
5. Coming to the theatre, she saw that the performance had already begun.
6. Looking out of the window, he saw his mother watering the flowers.
7. Hearing the sounds of music, she stopped talking.
8. She went into the room, leaving the door open.
9. Working at his desk, he listened to a new CD.
10. Running into the road, the young man stopped a taxi.
11. Looking through the newspaper, she noticed a photograph of her boss.
12. Using chemicals the fireman soon put out the fire in the forest.
13. Being very ill, she could not go to school.
14. The first rays of the rising sun lit up the top of the hill.
15. The tree struck by the lightning was all black and leafless.
16. Being busy, he postponed his trip.
17. The door bolted on the inside could not be opened.
18. Having been shown the wrong direction, the travelers soon lost their way.
19. The room facing the garden is much more comfortable than this one.
20. Having descended the mountain they heard a man calling for help.
21. Flushed and excited, the boy came running to his mother.
22. He stood watching the people who were coming down the street shouting and waving their hands.
23. The boy lay sleeping when the doctor came.
24. The broken arm was examined by the doctor.
25. While being examined, the boy could not help crying.
26. Having prescribed the medicine, the doctor went away.

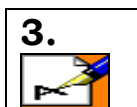
27. The medicine prescribed by the doctor was bitter.
 28. The dress bought at the department store was very beautiful.
 29. While using a needle you should be careful not to prick your finger.
 30. While crossing the street one should first look to the left and then to the right.



Переробіть речення, використовуючи дієприкметники теперішнього та минулого часу

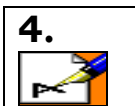
Наприклад: If a person has become tired from a long trip... (traveler, trip)
 He is a tired traveler.
 It is a tiring travel.

1. Mr. Allen bores us with his manner of speaking... (Mr. Allen, conversation, his listeners)
2. When a team is in the process of losing a game... (team, game)
3. The sad news has broken your heart... (heart, news)
4. If a dog has been injured by the blow... (dog, blow)
5. All the students respect professor Smith... (professor Smith, students)
6. If a compliment pleases a person... (news, person)
7. They were annoyed by his comments... (comments, they)
8. If a person has been discouraged by the news... (news, person)
9. The boy's questions puzzled his parents... (questions, parents)



Замініть виділені частини речень дієприкметниковими зворотами

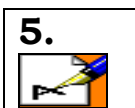
1. **When he had left the house and and was crossing the street**, he suddenly stopped as he remembered that he had forgotten to phone his friend.
2. He looked at me and hesitated: **he didn't know what to say**.
3. **As he had long lived in those parts and knew the place well**, he easily found the way to the market place.
4. He has no English language problems, **because he has been studying English for a long time**.
5. **After I had written this exercise**, I began to doubt whether it was correct.
6. Take care **when you cross the street**.
7. Students should always be attentive **while they are listening to the lecturer**.
8. There are many students **who study music**.
9. Don't you feel tired **after you have walked so much?**
10. **When he arrived at the railway station**, he bought a ticket, walked to the platform and boarded the train.
11. **As he was promised help**, he felt quieter.
12. **After he was shown in**, he was told to take off his coat and wait for a while.
13. Robinson **started the building of the house at once** and finished it before the season of rains set in.
14. He **poured out a cup of coffee**, sat down in an armchair and looked at the woman who was sitting opposite him.



4.

Перекладіть на англійську мову, звертаючи увагу на дієприкметники

1. Хлопчик, який біг мимо будинку, раптом зупинився.
2. Будучи дуже зайнятим, він не відразу почув мене.
3. Почувши кроки, він підняв голову.
4. Випивши чашку чаю, вона відчула себе набагато краще.
5. Граючись у саду, діти не помітили, що стало темно.
6. Том підійшов до дівчинки, яка сміялася.
7. Дівчинка, що плакала була голодна.
8. Принісши свої іграшки в кімнату, дитина почала гратися.
9. Прочитавши багато книг Діккенса, він добре ознайомився з цим письменником.



5.

Поставте дієслова в дужках в дієприкметник теперішнього часу або дієприкметник минулого часу

1. It was a windy day, and the air on Little Dorrit's face soon brightened it. (to stir)
2. He took a strip of paper from his vest and gave it to the reporter. (to fold)
3. There was one bright star in the sky. (to shine)
4. He reminded you of a sheep aimlessly hither and thither. (to frighten, to run)
5. At one end was a group of beautiful women exquisitely , diamonds on their heads and bosoms... (to gown, to wear)
6. Maxim stopped, and picked up a petal and gave it to me. (to fall)
7. They came to the quiet little station by a single bulb, almost in a mass of oleander and vines and palmettos. (to light, to hide)
8. She remained silent but her silence was like a question in the dark between them. (to hang)
9. With eyes he leaned back on the bench. (to close)
10. We walked down the hall and down the wide thickly stairs. (to carpet)
11. There were candles on the table. (to light)
12. There was a long line of trucks and carts on the road up the bridge. (to abandon, to lead)
13. A tall, thin man with a sharp pointed face sat at a table for dinner. (to lay)
14. The voice had something in it. (to appeal)
15. There was a balcony along the second floor by the columns. (to hold up)

ТЕМА 36:

МИСЛЕННЯ

Заняття 1

МИСЛЕННЯ ТА ВІДЧУТТЯ



Прочитайте та перекладіть текст українською мовою.

THINKING OR FEELING (T/F)

Everybody has thoughts (T) and feelings (F) but some pay more attention to their thoughts than to their feelings while others pay more attention to their feelings than to their thoughts. Those who attend mainly to their thoughts are said to govern themselves with their head, their concepts and percepts being their guides to action. In contrast, those who pay more attention to their feelings are said to follow their heart, which means that much of what they do is based on emotion or desire. If we use a distinction made by the great pragmatist William James, some people are more "tough-minded" and others more "tender-minded." But if we note the words Myers used in her type portraits, we see that her distinction is between those who can be called "tough-minded" and those who can be called "friendly."

There is some criticism exchanged between these types. The Tough-minded are often accused of being "inhuman," "heartless," "stony-hearted," "remote," of having "ice in their veins," and of living "without the milk of human kindness." In the same way, the Friendly are chided for being "too soft-hearted," "too emotional," "bleeding-hearts," "muddleheaded," "fuzzy-thinkers," and for "wearing their heart on their sleeve."

Such accusations can be vehement and damaging, particularly in marriages and other family relationships, when two people of different orientation are in conflict over an important decision. An ENFP wife, for example, might want her INTP husband to open up emotionally and "let his feelings show," while he might wish she "would be logical for once." Or an ESTJ father might want his ISFP son to straighten up and "use his head" for a change, while the son might wish his father could "lighten up" and be more understanding of what he really is and can do.

Another polarizing (and inaccurate) stereotype is that the Friendly types have more and deeper emotions than the Tough-minded types - one side is seen as sensitive and warm-hearted, and the other seen as insensitive and cold-hearted. Here again, however, the truth is that both react emotionally with similar frequency and intensity, the difference being a matter of display. The Friendly tend to make their emotions and wishes quite visible and audible, so others see them as capable of deep feelings. To be sure, when they show their feelings, others cannot help being affected, their own emotions even aroused by the display. The Tough-minded, in contrast, are embarrassed by an exhibition of intense feeling, and will hide their feelings rather than be seen as losing self-

control. Because of this, they are often described as "cold" and "indifferent," when in fact they are feeling something quite strongly - only working hard to contain themselves.

When they can get past the stereotypes, these two orientations usually find they can complement each other quite well, whether in business or in marriage, with the Tough-minded partner providing a source of clarity and toughness, and the Friendly partner providing a source of compassion and personal consideration.

The Thinking-Feeling Functions

In past articles of this *Appreciating Differences* column, we have been looking at the Myers-Briggs Type Indicator[®] (MBTI[®]) and the four dimensions of behaviour it measures. The first letter of a psychological type (e.g. ENFJ) is the Extraversion-Introversion (E-I) dimension which measures where you get your energy -- from the outer world or your inner world. The second letter measures how we perceive the world either through the Sensing or Intuition (S-N) mental functions -- seeing the details or the possibilities. In this article we are examining how we make decisions using our Thinking or Feeling (T-F) mental functions -- being tough-minded or tenderhearted. The Thinking person looks at data and decides if it is true or false. The Feeling person looks at data and decides if it is good or bad, or beautiful or ugly.

When we use our Thinking function, we are making a decision based on objective data. Suppose you were going to buy a new couch. When you are using your Thinking mental function, you would have a set of criteria to work from: cost, ease of delivery, ability to dispose of the old couch, durability of the fabric, matching the decor, etc. Then you would systematically watch for flyers in the mail, look through catalogues, visit furniture stores, etc., until you found the one that most closely matched your criteria. You would likely have to make some compromises as there isn't likely to be the ideal couch that would fit all of your criteria.

Using the Feeling function, you would approach the problem in quite a different way. This time your feelings and values about couches would be important. Your decision would be based on more subjective criteria. You might want a couch like the one you grew up with at home because you liked to curl up on it as a child. You may fear it getting dirty, so you may choose one that can be covered in plastic. There would be more emphasis on how it feels to sit on it. If you have lots of friends visiting, you would be concerned about how they will like it and whether it makes them feel welcome and comfortable.

When we make a decision, we probably use some of both our Thinking and Feeling functions, but one is our preference. Now to compound the situation, let's look at a couple choosing a couch. Let's suppose the man has a preference for Thinking and the woman a preference for Feeling. The man is making charts and check-off forms to find the right couch. The woman is talking about how she feels about the couch and that she will know the right one when she sees it. It's a real "men are from Mars and women are from Venus" scenario. They each wonder where the other is coming from. Understanding their differences, they could use the man's objective skills and the woman's subjective skills to make a

choice that will suit both of them. (Sometimes it is the man who has a preference for Feeling, while the woman has a preference for Thinking. In this case it is: Men are from Venus and women are from Mars.)

This is the one dimension where there is a distinct gender bias. There are slightly more men who have a preference for Thinking. However, when we look at women, seventy-five (75) percent have a preference for Feeling. So there is some basis for our gender stereotypes. But while the bias is true over all, it is not necessarily true for the individual. It still means that almost half of the men have a preference for Feeling, and a quarter of the women have a preference for Thinking. This can be a problem during childhood and even in later life. The Feeling boy finds that his Feeling values are not the accepted norm for boys. His behaviour can be ridiculed. One way for him to react is to be aggressive to cover up his more gentle feelings.

The opposite occurs with the Thinking girl. She does not seem to match the prevailing ideal of femininity. She too has to adapt her behaviour to fit in or become an outsider.

As parents you may notice how one child wants to know the "why" of everything. "Because I said so" doesn't cut it with the Thinking child. For the Feeling child, he wants to know you care. Discipline that is based on logical consequences works much better with the Thinking child. The child accepts the cause and effect concept of discipline. "You break it. You fix it." The Feeling child is much more sensitive to parental criticism. He needs to know you still love him even if his behaviour is not acceptable. Helping him understand the value of the object he broke has for you will have a greater impact on him than it would for the Thinking child. As a parent, you still need to invoke a penalty on the Feeling child, but he will likely need a lot of TLC with it as well.

In school the Thinking student respects the teacher if she is logical and fair. The Feeling student wants to know that the teacher cares about him and he has to care about the subject. The Thinking student who rejects the teacher may either become indifferent to the subject, learn it in spite of the teacher, or misbehave to annoy the teacher. The Feeling student who dislikes the teacher and/or the subject will focus a lot of energy on hate. He has difficulty separating his feeling from the task at hand, which is to pass the course. Both Thinkers and Feelers can be quite good at rationalizing their behaviour and feel quite justified. It is called "cutting off your nose to spite your face."

In the world of work, the Thinking function gets the edge. So many decisions are made with a view to the bottom line. Does it make a profit for the stockholder? So what if we have to fire a few hundred workers. It will improve the profit margin. Over eighty (80) percent of executives have a preference for Thinking. The Feeling man can move up the corporate ladder, but it is not too common. Now we can see some of the hurdles that women face in the working world. Only a quarter of them have a preference for Thinking, and if a Thinking woman does get moved up into management, she is perceived as cold and heartless. There is no reason why those with a preference for Feeling, men or women, cannot do an excellent job at leading. They just do it differently. Society needs

to give them a chance.

Since the overwhelming majority of managers are Thinkers, they need to be aware of how Feeling employees react. Comment like "don't take this personally, but ..." can't be taken any other way but personally by a Feeler. Feelers find criticism very difficult to cope with, even when they justly deserve it. One way for managers to handle a situation where the Feeling employee has messed up is to ask how the employee might improve on the task the next time. Follow-up is crucial, showing appreciation where warranted.

The task of leadership is to know the special gifts each employee brings to the job and to give the appreciation that the employee needs. The Thinking employee feels appreciated when the boss recognizes the quality of the work done. A "well done" can be a very effective motivator for the Thinking employee. The Feeling employee needs something more. He needs to know that the boss cares about him as a person and that his contribution is important to the team. The Feeling worker is the one likely to get up a collection when someone on staff is getting married, etc. The Feelers contribute greatly to the overall morale of a group. The hardline Thinking boss says, "You get paid to do a job. If you don't like it, there's the door." She isn't really aware of how powerful disgruntled feelings can be. A little TLC goes a long way, even with adults.

Much of the unrest in industry, government, and schools is caused by people feeling they don't matter. Bottom-line downsizing has had a devastating effect on worker morale. Why be loyal to your employer, when he isn't loyal to you. Being aware of our differences and doing something about it could make our society a much better place to be in.

The cutbacks in our social programs are a dysfunctional example of the Thinking preference. Our leaders need the balance of Feeling in their decisions. Having more women in the government may help, but we need to be sure that they are accessing their Feeling function and not just more of the Thinking function in a female form.

Feelers can be dysfunctional as well. They can be so concerned about others that they do not let others make choices for themselves. An example would be a group who decides that the community needs a youth drop-in centre. They raise the money, find accommodations, spare no expense, but the kids don't show up. No one involved the teens. The Feelers just "knew" what was best for them. Feelers can be very patronizing.

To see the Thinking-Feeling functions in their pure forms, just watch an episode of Star Trek. The super-rational Spock is an example of the Thinking function with minimal Feeling. He is almost robot-like in his reactions to people. His counterpart is Dr. McCoy who uses his Feeling function for many of his life and death medical decisions. Even with his scientific medical training he still follows his heart. Captain Kirk looks to these two men to give him counsel before he makes up his mind. We would all do well to have a Spock and Dr. McCoy to consult with, or at least make our decisions after using both our Thinking and Feeling functions.

Thinking/Feelings and Grades

The thinking (T) and feeling (F) preference index reflects the means that individuals use to reach conclusions, make decisions, form opinions, and arrive at judgments. Persons who prefer thinking decide impersonally on the basis of logical consequences. Individuals who prefer feeling rely on judgments that are based on personal and social values.

Persons who rely on thinking make decisions objectively -- making decisions on the basis of cause and effect. Individuals that prefer thinking make decisions by analyzing and weighing the evidence. They seek an objective standard of truth and are frequently good at analyzing what went wrong or why something does not work.

Persons who prefer to decide through feelings make decisions based on values or on what is important to them and to others. They do not require logical decisions, so long as the decisions are consistent with their values. While feeling persons tend to be sympathetic, appreciative, and tactful when dealing with people, their decisions are not based on emotions, but rather on values.

One hundred and twenty students (77.9%) preferred thinking and thirty-four students (22.1%) preferred feeling. A larger percentage of males (82.2%) than females (71.9%) preferred thinking over feeling. Even though the difference was not statistically significant ($p=.1271$), it is meaningful that although only one-third of all women are thinkers, nearly two-thirds of the women in law schools are thinkers. A larger percentage of students of color (94.1%) than whites (75.9%) preferred thinking over feeling, although the difference was not statistically significant ($p=.088$).

Students preferring thinking had a higher mean FSGPA (2.585) than those preferring feeling (2.440). While this association was highly correlated, it was not statistically significant ($p=.1174$). However, the students' TF continuous scores decreased as their first semester grades increased. That is, the more the student preferred thinking, the better the student performed ($p=.003$).

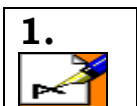
The thinking-feeling dimension provides insights into what motivates a person to learn. Thinking law students are most motivated to learn when they are provided with a logical rationale. Legal education seeks to help students to systematically understand the principles underlying the legal system. Thinking law students prefer topics that help them to understand systems or cause-and-effect relationships. Their thought is syllogistic and analytic. Consequently, if given a logical reason for doing boring, uninteresting tasks (i.e., outlining), they are less likely to complain about these tasks. One might predict that thinking students would perform better in law school since law school teaches to their level. However, thinking law students are likely to undervalue factors, such as the importance of human relationships in legal problems, the human side of legal issues, the role of values in legal decision-making, and the art of communication. Thinking law students need activities, like exposure to real clients, early in their legal education. That experience will help them develop their less preferred feeling. It is through these experiences that thinking law students can learn to appreciate the problems of people. Substantive law school courses need to develop mechanisms to constantly keep the thinking law

students in touch with the role of values. Otherwise, it will be too easy for the thinking law student to objectify and dehumanize the entire process.

In contrast, feeling law students are likely to find little motivation in the structure of legal education. Feeling law students need to know that what they are about to learn can be "put to work for people they are concerned about or in the service of personally held convictions and values." Feeling law students think "to clarify their values and to establish networks of values." Consequently, "even when their expressions seem syllogistic, they usually evolve from some personally held belief or value." Feeling law students need to be encouraged to keep that perspective. Without personal encouragement, feeling law students may find it difficult to be motivated, since they may find many law school activities boring and unrewarding. Feeling law students are more likely to understand legal material if it is presented from the human angle. Consequently, law faculty need to remember to interject into the discussion of cases the human aspect of the issue. This consists of something more than the cold discussion of facts, but rather of discussion of the underlying values motivating the parties. Feeling law students can master legal education and do well if they are in "pursuit of a goal that has important personal value." Furthermore, because feeling law students are particularly motivated by approval, law faculty need to show appreciation for the work of feeling law students.

Feeling law students need to work on developing their preferred process of judgment as a reliable guide for legal decision making. They can do so by working on "values clarification, developing concern for others, weighing long against short range good, and on determining what is more important and what is less important." Furthermore, feeling law students need activities that teach them to take into account the probable consequences of legal actions, especially where their own high value for the action makes it hard for them to see the probable negative outcomes.

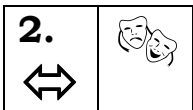
ГРАМАТИЧНІ ВПРАВИ ПОНЯТТЯ ІНФІНІТИВА



Замініть частини речень інфінітивними зворотами

Наприклад: The boy had many toys which he could play with. The boy had many toys to play with.

1. Here is something which will warm you up. 2. Here is a new brush which you will clean your teeth with. 3. Here are some more facts which will prove that your theory is correct. 4. Here is some-thing which you can rub on your hands. It will sof-ten them. 5. Here are some screws with which you can fasten the shelves to the wall. 6. Here are some tablets which will relieve your headache.



Замініть підрядні речення інфінітивними зворотами

Наприклад: He is so old that he cannot skate. He is too old to skate.

1. She has got so fat that she cannot wear this dress now. 2. The accident was so terrible that I don't want to talk about it. 3. They were so empty-headed that they could not learn a single thing. 4. The window was so dirty that they could not see through it. 5. She was so foolish that she could not understand my explanation. 6. I have very little wool: it won't make a sweater.



Замініть частини речень інфінітивними зворотами

7. Here are some articles which must be translated for tomorrow.
8. Who has a pen or a pencil to spare? I need something I could write with.
9. I have brought you a book which you can read now, but be sure and return it by Saturday.
10. Soon we found that there was another complicated problem that we were to consider.
11. The girl was quite young when both her parents died and she remained alone with two younger brothers whom she had to take care of.
12. I have no books which I can read.



Замініть частини речень інфінітивними зворотами

8. Is there anybody who will help you with your spelling?
9. Don't forget that she has a baby which she must take care of.
10. Have you got nothing that you want to say on this subject?
11. There was nothing that he could do except go home.
12. I have only a few minutes in which I can explain these words to you.
13. I have an examination which I must take soon, so I can't go to the theatre with you.
14. King Lear decided to have a hundred knights who would serve him after he had divided up his kingdom.



Замініть підрядні речення інфінітивними зворотами

9. The problem is so difficult that it is impossible to solve it.
10. The box is so heavy that nobody can carry it.
11. The baby is so little that it cannot walk.
12. He is so weak that he cannot lift this weight.
13. She is so busy that she cannot talk with you.
14. She was so inattentive that she did not notice the mistake.
15. The rule was so difficult that they did not understand it.
16. He was so stupid that he did not see the joke.

ТЕМА 36:

МИСЛЕННЯ

Заняття 2

ПРОБЛЕМИ МИСЛЕННЯ



Прочитайте та перекладіть текст українською мовою.

THOUGHT

Thought or thinking is a mental process which allows beings to model the world, and so to deal with it effectively according to their goals, plans, ends and desires. Concepts akin to thought are cognition, sentience, consciousness, idea, and imagination.

Thinking involves manipulation of information, as when we form concepts, engage in problem solving, reason and make decisions. Thinking is a higher cognitive function and the analysis of thinking processes is part of cognitive psychology.

In the Myers-Briggs Type Indicator, *thinking* means you tend to put a higher priority on impersonal factors than personal factors.

Aids/pitfalls to thinking

1. Use of models, symbols, diagrams and pictures
2. Use of abstraction to simplify the effort of thinking
3. Use of metasyntactic variables to simplify the effort of naming
4. Use of iteration and recursion to converge on a concept
5. Limitation of attention to aid concentration and focus on a concept. Use of peace and quiet to aid concentration.
6. Goal setting and goal revision. Simply letting the concept percolate in the subconscious, and waiting for the concept to re-surface.
7. Talking with like-minded people. Resorting to communication with others, if this is allowed.
8. Working backward from the goal.
9. Fashion of thinking
10. Ability to think for one's self

Abstraction

An abstraction is an idea, concept, or word which defines the phenomena which make up the concrete events or things which the abstraction refers to, the referents.

Referents

Abstractions are sometimes used that have ambiguous referents, for example, "happiness" used as an abstraction, can refer to as many things as there are people and events or states of being which make them happy.

A further example, suppose one attempts to define the term architecture and what it refers to: architecture is more than simply designing safe functional buildings; it involves also an element of creation which aims at elegant solutions

to problems of construction and use of space. At its best, it evokes an emotional response in the builders, owners, viewers and users of the building

Thought process

In philosophical terminology abstraction is the thought process wherein ideas are distanced from objects.



Cat on Mat (*picture 1*)

Abstraction uses a strategy of simplification of detail, wherein formerly concrete details are left ambiguous, vague, or undefined; thus speaking of things in the abstract demands that the listener have an intuitive or common experience with the speaker, if the speaker expects to be understood (as in *picture 1*, to the right). For example, many different things have the property of redness: lots of things are red.



Conceptual graph for A Cat sitting on the Mat (*graph 1*)

And we find the relation sitting-on everywhere: many things sit on other things. The property of *redness* and the relation *sitting-on* are therefore abstract (as represented by the notation of *graph 1*, to the right). Specifically, the conceptual diagram *graph 1* identifies only 3 boxes, 2 ellipses, and 4 arrows (and their 9 labels), whereas the *picture 1* shows much more pictorial detail, with the scores of implied relationships as implicit in the picture rather than with the 9 explicit details in the graph.

Conceptual schemes for abstraction

Problems begin to arise, however, when we try to define specific rules by which we can determine which things are abstract, and which concrete. This might be illustrated by the difference between *graph 1* and *picture 1* above, in which the description *sitting-on* (*graph 1*) might be considered more abstract than the graphic instance of an image (*picture 1*).

Instantiation

Something is often considered abstract if it does not exist at any particular place and time; instead instances, or members, of it might exist in many different places and/or times (we say that what is abstract can be *multiply instantiated*, in the sense of *picture 1*, *picture 2*, etc., shown above).

If however we just say that what is abstract is what can be instantiated, and that abstraction is simply the movement in the opposite direction to instantiation, we haven't explained everything. That would make 'cat' and 'telephone' abstract ideas; but note that even small children can recognise an instance of a cat or a telephone, despite their varying appearances in particular cases. You could say that these concepts are *abstractions* but are not found to be as *abstract* as in the sense of the objects listed in *graph 1*, shown above.

We might look at other graphs, in a progression from *cat* to *mammal* to *animal*, and see that *animal* is more abstract than *mammal*; but on the other hand *mammal* is a harder idea to express, certainly in relation to *marsupial*.

Physicality

Things are often said to be concrete, that is, not abstract, when they have physical existence or when they occupy space.

In general, a concept is considered concrete if it is not abstract: it must be both particular and an individual, and hence occupy both space and time. To say that a physical object is concrete is to say, approximately, that it is a particular individual that is located at a particular place and time. [All these features relate to the known world on a level of both "consciousness and in regarding our sight" -that which we share on the physical plane- yet there is substantial arrangements also on the quantum level that also has effect (and affect) on our physical 'appearable' level, to which physicality is expanded both from us and beyond us, so to speak.]

Realness

Abstract things are sometimes defined as those things that do not exist in reality or exist only as sensory experience, like red. The problem begins to arise here when we try to decide which things are, in fact, real. Is God real, or abstract? Even if real, could God also be abstract? Is the number 3 real? Is goodness real, or only its effects, or is it just an abstract idea created by humans? [-All things must be assumed to be 'real' in respects to consciousness....]

One approach to these questions is to consider the use of *predicates*, as a general term for whether things are variously real, abstract, concrete, good, etc. In this sense, the questions are then propositions about predicates, which remain to be evaluated by the investigator. In the *graph 1* above, the predicates might be denoted by graphical relationships between objects, as in the arrows joining boxes and ellipses. The different levels of abstraction might be denoted by a progression of arrows joining boxes or ellipses in multiple rows, where the arrows point from one row to another, in a series of other graphs, say graph 2, etc.

Precise semantic meaning

Graph 1 details some explicit relationships between the objects of the diagram. For example the arrow between the *agent* and *CAT:Elsie* depicts an example of an *is-a* relationship, as does the arrow between the *location* and the *MAT*. The arrows between the *SITTING* gerund and the nouns *agent* and *location* express the diagram's basic relationship; "*agent is SITTING on location*"; *Elsie* is an instance of *CAT*.

Abstraction used in philosophy

Abstraction in philosophy is the (oft-alleged) process, in concept-formation, of recognizing some common feature among a number of individuals, and on that basis forming the concept of that feature. The notion of abstraction is important to understanding some philosophical controversies surrounding empiricism and the problem of universals.

Ontological status

If we say that properties of abstract concepts / relations are, or have being, clearly we mean they have a different sort of being from that which physical objects, like rocks and trees, have, in much the sense that *picture 1* differs from *graph 1*. That accounts for the usefulness of the word abstract. We apply it to properties and relations to mark the fact that if they exist, they do not exist in space or time, but that instances of them can exist in many different places.

On the other hand the apple and an individual human being are said to be concrete, and particulars, and individuals.

Confusingly, philosophers sometimes refer to tropes, or property-instances (e.g., the particular redness of this particular apple), as abstract particulars.

Reification

Reification, also called hypostatization, might be considered a logical fallacy whenever an abstract concept, such as "society" or "technology" might be treated as if it were a concrete thing which can be photographed in a picture rather than sketched in a graph. It is important to note that reification necessarily occurs linguistically in the English language and many other languages wherein abstract objects are referred to using the same sorts of nouns that signify concrete objects. This can further confuse us about which things are abstract and which are concrete, as our loose use of language would tend to influence us toward examples of reification:

- *England expects that every man will do his duty* -- Horatio Nelson

Compression

An abstraction can be seen as a process of mapping multiple different pieces of constituent data to a single piece of abstract data based on similarities in the constituent data, for example many different physical cats map to the abstraction "CAT". This conceptual scheme emphasizes the inherent equality of both constituent and abstract data, thus avoiding problems arising from the distinction between "abstract" and "concrete". In this sense the process of abstraction entails the identification of similarities between objects and the process of associating these objects with an abstraction (which is itself an object).

- For example, *picture 1* above illustrates the concrete relationship "Cat sits on Mat".

Chains of abstractions can therefore be constructed moving from neural impulses arising from sensory perception to basic abstractions such as color or shape to experiential abstractions such as a specific cat to semantic abstractions such as the "idea" of a CAT to classes of objects such as "mammals" and even categories such as "object" as opposed to "action".

- For example, *graph 1* above expresses the abstraction "agent sits on location".

This conceptual scheme entails no specific hierarchical taxonomy (such as the one mentioned involving cats and mammals), only a progressive compression of detail.

The neurology of abstraction

Some research into the human brain suggests that the left and right hemispheres differ in their handling of abstraction. One side handles collections of examples (eg: examples of a tree) whereas the other handles the concept itself.

Abstraction in Art

Most typically *abstraction* is used in the arts as a synonym of Abstract art in general. It can, however, refer to any object or image which has been distilled from the real world, or indeed another work.

Artist Robert Stark wrote, "Ten years after abandoning formal landscape painting to explore the more direct act of freely applying paint to a surface without a representational motive, I have developed a new vocabulary; light and dark, warm and cool, making marks, brush-strokes like heart-rhythms. Every day is a test of each painting's ability to stand on its own. Each painting is subject to being changed, to being reworked or scraped and repainted as long as it remains in the studio. Where I often used to spend weeks on a painting, attempting to 'make a picture,' now my concerns are more about the energy of light, the mass of space, the emotions of shadows.

I want the painting to meet the viewer somewhere in the middle, where the viewer brings his own experiences to bear in understanding and feeling what he is seeing. I want my paintings to achieve the complexity and density of poetry or of a symphony, to build suggestive layers, implicit felt meaning, not merely to be entertaining bit of color to seduce the eye. I want my paintings to be accessible to children as well as adults, and to be so simply and directly painted that it shows the act of painting for the joy and excitement of it."

Critical thinking

Critical thinking is a mental process of analyzing or evaluating information, particularly statements or propositions that are offered as true. It is a process of reflecting upon the meaning of statements, examining the offered evidence and reasoning, and forming judgments about the facts.

Such information may be gathered from observation, experience, reasoning, or communication. Critical thinking has its basis in intellectual values that go beyond subject matter divisions and include: clarity, accuracy, precision, evidence, thoroughness and fairness.

Overview

Within the framework of skepticism, critical thinking is the process of acquiring information and evaluating it to reach a well-justified conclusion or answer. Part of critical thinking comprises informal logic. Increasingly, based on research in cognitive psychology, educators believe that schools should focus more on teaching their students critical thinking skills than on memorizing facts by rote-learning.

The process of critical thinking responds to many subjects and situations, finding connections between them. It is, therefore, a system of related modes of thought that run across fields like science, mathematics, engineering, history, anthropology, economics, moral reasoning and philosophy.

Critical thinking may be seen as involving two aspects: *a set of cognitive skills*, and *the ability and intellectual commitment, to use those skills to guide behavior*. It does not include simply the acquisition and retention of information, or the possession of a skill-set which is not used regularly, nor is it mere exercise of those skills without acceptance of the results.

Methods of critical thinking

Steps

Although no hard and fixed sequence of steps is required in critical thinking, the following is a useful sequence to follow:

1. Itemize opinions from all relevant sides of an issue and collect arguments supporting each.
2. Break the arguments into their constituent statements and draw out various additional implications from these statements.
3. Examine these statements and implications for internal contradictions.
4. Locate opposing claims between the various arguments and assign relative weights to opposing claims.
 - Increase the weighting when the claims have strong support especially distinct chains of reasoning or different sources, decrease the weighting when the claims have contradictions.
 - Adjust weighting depending on relevance of information to central issue.
 - Require sufficient support to justify any incredible claims; otherwise, ignore these claims when forming a judgment.
5. Assess the weight of the various claims.
 - Note that the opinion with the strongest supporting claims is more likely to be correct.
 - Mind maps are an effective tool for organizing and evaluating this information; in the final stages, numeric weights can be assigned to various branches of the mind map.

Of course, critical thinking doesn't assure that one will reach the correct conclusions. First, one may not have all the relevant information; indeed, important information may not be discovered (see progress) or the information may not even be knowable (see New Mysterianism). Second, one's biases may prevent effective gathering and evaluation of the available information.

Overcoming bias

To reduce one's bias, various measures can be taken during the process of critical thinking: Instead of asking "How does this contradict my beliefs?," ask: "What does this mean?"

In the earlier stages of gathering and evaluating information, one should first of all suspend judgement as one does when reading a novel or watching a movie. Ways of doing this include adopting a *perceptive* rather than *judgmental* orientation; that is, avoiding moving from perception to judgment as one applies critical thinking to an issue, or using *white hat* or *blue hat* thinking and delaying *black hat* thinking for later stages (see Edward De Bono's *Six Thinking Hats*).

Secondly, one should be aware of one's own fallibility by: a) accepting that everyone has subconscious biases and so questioning any reflexive judgments;

b) adopting an egoless and, indeed, humble stance; c) recalling previous beliefs that one strongly held but, now, rejects; then, d) realizing one still has numerous blind spots.

How does one ever eliminate biases without knowing what the ideal is? The answer may be found by referencing critical thinking against a "concept of man" (see Erich Fromm). Thus we see that critical thinking and the formation of secure ethical codes are integral, but limited without the backing of a concept of humanity.

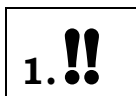
Finally, one might use the socratic method to evaluate an argument, asking open questions, such as the following:

- What do you mean by _____?
- How did you come to that conclusion?
- Why do you believe that you are right?
- What is the source of your information?
- What happens if you are wrong?
- Can you give me two sources who disagree with you and explain why?
- Why is this significant?
- How do I know you are telling me the truth?
- What is an alternate explanation for this phenomenon?

Reaching a conclusion

A useful perspective in critical thinking is Occam's Razor. Also called the "principle of parsimony," Occam's razor states that one should not make more assumptions than necessary. In other words, keep it simple. Given the nature of the process, critical thinking is never final. One arrives at a tentative conclusion, given the evidence and based on an evaluation. However, the conclusion must always be subject to further evaluation if there is new information.

ГРАМАТИЧНІ ВПРАВИ ІНФІНІТИВ БЕЗ ЧАСТКИ TO



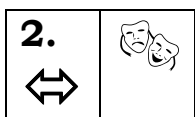
Запам'ятайте випадки, у яких інфінітив вживається без частки "to"

після модальних дієслів, крім have to, be to, ought to;

після дієслів to let, to make;

у складному додатку після дієслів, що виражають сприймання за допомогою органів чуття (to see, to hear, to feel, etc.);

після виразів: I would rather..., You had better.



Вставте частку to перед інфінітивом де потрібно

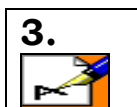
14. I'd like ... dance.

15. She made me ... repeat my words several times.

16. I saw him ... enter the room.

17. She did not let her mother ... go away.

18. Do you like ... listen to good music?
19. Would you like ... listen to good music?
20. That funny scene made me laugh.
21. I like ... play the guitar.
22. My brother can speak French.
23. We had ... put on our over-coats because it was cold.
24. They wanted ... cross the river.
25. It is high time for you ... go to bed.
26. May I use your telephone?



3.

Вставте частку to перед інфінітивом де потрібно

15. They heard the girl ... cry out with joy.
16. I would rather ... stay at home today.
17. He did not want ... play in the yard any more.
18. Would you like ... go to England?
19. You look tired. You had better ... go home.
20. I wanted ... speak to Nick, but could not ... find his telephone number.
21. It is time ... get up.
22. Let me ... help you with your homework.
23. I was planning ... do a lot of things yesterday.
24. I'd like ... speak to you.
25. I think I shall be able ... solve this problem.
26. What makes you ... think you are right?
27. I shall do all I can ... help you.
28. I like ... dance.

ТЕМА 36:

МИСЛЕННЯ

Заняття 3

ВСТАНОВЛЕННЯ ДІАГНОЗУ ТА ПРОЦЕС ЛІКУВАННЯ



Прочитайте та перекладіть текст українською мовою.

DIAGNOSIS OF A MENTAL ILLNESS

The diagnosis of a mental illness is usually done by a licensed mental health professional or medical doctor. The diagnosis of a mental illness usually involves a number of sources and instruments, including a personal history, a physical exam, an evaluation of behavior, a symptom inventory, a condition-specific instrument (such as the Beck Depression Inventory), and other information as suggested by the history (including neuroimaging and blood tests) in order to arrive at a diagnosis. In the U.S., criteria for the diagnosis of a specific mental illness are given in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders.

At the start of the 20th century there were only a dozen recognized mental illnesses. By 1952 there were 192 and the Diagnostic and Statistical Manual of Mental Disorder, Fourth Edition (DSM-IV) today lists 374. Depending on perspective, this could be seen as the result of one or more of:

- More effective diagnosis and better characterization of mental illness, due to over a century of research in a new field of science and academia.
- A highly increased incidence of mental illness, due to some causative agent such as substances in the environment, or, as some have argued, the ever-increasing stress of everyday life.
- An over-medicalisation of human thought processes, and an increasing tendency on the part of mental health experts to label individual "quirks and foibles" as illness.
- Increasing politicization of the DSM, perhaps due in part to the Peter principle, which may allow decision-makers with more discriminating, compartmentalizing thought processes to dominate the higher ranks of the medical establishment.

Controversy

Psychiatry remains somewhat controversial to some people. For example, over thirty years ago homosexuality was considered a mental disorder in American psychiatry (see DSM-II); at the same time, the American psychiatry establishment was also leading the way in refusing to pathologise homosexuality any more and has since argued against such practices as trying to turn gay people straight through therapy. It can be argued that what psychiatry used to consider disorder or illness was likely the result of cultural norms or bias and this perception varies over time and place, but this is true of all illnesses.

Contemporary psychiatry, however, is guided by evidence-based medicine. Thus, it has becoming much more scientific and much less speculative than it once was. However, some diagnoses remain controversial. For instance, whilst a person with transsexualism who is not suffering as a result would probably not be considered to be mentally ill, a person who is suffering from a belief that they are trapped in the wrong body may be considered to have gender dysphoria. Another controversial diagnosis in this sense would be Schizoid personality disorder. Nevertheless, dysfunction or subjective distress are required before such a label can be given.

As mentioned above, neurochemical studies have revealed abnormalities in neurotransmitter functioning among individuals with certain psychiatric diagnoses. Also, structural or neuroanatomical differences among brains of people with schizophrenia have been detected via neuroimaging. Mental illness tends to run in families, and there have also been strongly suggestive, but not conclusive, links between certain genes and particular mental disorders.

Some behaviors which are considered normal-variant, such as homosexuality and giftedness, are likely to have a neurobiological and genetic basis as well.

Traumatic life experiences that exceed an individual's coping ability and may result in lasting changes in brain chemistry. Patterns of learned behavior can also alter brain chemistry, for better or for worse. Cognitive behavior therapy focuses on changing patterns of thinking through learning, which relieve anxiety disorders, depressive disorders and to some extent bipolar disorders (accompanied by medication).

Drug therapies for severe mental illnesses such as schizophrenia, bipolar disorder and clinical depression, consistent with biochemical models, are remarkably effective. They require a close collaboration between patient and prescriber, so that people with these illnesses understand the difference between being over-medicated and optimally-treated. Psychiatrists who "cripple" their patient's brain response system are actually over-medicating their patients; and patients who allow themselves to be over-medicated aren't discussing the problem with their psychiatrist. Others argue that the effectiveness of drugs does not imply that their use is safe or desirable. However, discussion with one's doctor of a certain drugs safety/side effects profile and intended effect on one's symptoms and disorder is one adaptive alternative to not using medications altogether.

Psychiatrists make the analogy that many physical conditions, such as diabetes, must also be controlled with use of medications throughout the individuals lifetime. Moreover, in mental illness, studies show that patients' symptoms return once drug treatment is stopped.

It is important to note that the existence of mental illness and the legitimacy of the psychiatric profession have not been universally accepted by some individuals and groups, although this view is changing rapidly. Some professionals, notably Thomas Szasz, Professor Emeritus of Psychiatry at Syracuse, are profoundly opposed to the practice of applying the label "mental illness." Szasz arguably took this view too far. In 1986 Dr. Szasz was found

guilty of medical malpractice when he told one of his patients with bipolar disorder to go off of his mood stabilizers because Szasz believed the man didn't have a mental illness. The man subsequently hanged himself in his garage; Szasz lost his license to practice medicine. The anti-psychiatry movement often refers to what it considers to be the "myth of mental illness" and argues against a biological origin for mental disorders, pointing out that the differences in levels of neurotransmitter, or even in size of brain structures, cannot be taken as indications of illness. Alternatively, some argue that all human experience has a biological origin and so no pattern of behavior can be classified as an illness per se. This is an interesting philosophical viewpoint, but for many individuals suffering the realities of major depression, bipolar disorder, schizophrenia and other illnesses, it remains only philosophy.

Other arguments against psychiatry include the view that electroconvulsive therapy damages the person. It remains controversial even if it can be life-saving in many circumstances. Long-term institutionalization, for mental illness rarely occurs now, but hospitalization for acute psychiatric illness still does. Hospitalization is usually very short (some would argue too short to effectively stabilize the patient) due to the realities imposed by managed care.

Some people currently diagnosed with autism are against the notion of a neuropsychiatric disorder. For example, some autistic individuals have organized and formed the autistic rights movement. They claim that autism is a form of neurodiversity.

We are all neurodiverse. That is why we have different personalities, strengths and talents. Some argue that untreated mental disorders can get in the way of our expressing our signature strengths. On the other hand, neurodiversity advocates argue that there may be more positive potential in recognizing neurodiverse subjects outside the framework of pathology. In other words, it might prove more helpful to acknowledge a broader spectrum of human variation (e.g., "autism" or "schizophrenia" as a different type of "normal" human variation), rather than approaching these variations as "mental illnesses" in need of "cures." This romantic view is important, but does not address the suffering, despair and dysfunction associated with some of the illnesses.

Categorization

In the United States, mental illnesses have been categorized into groups according to their common symptoms in the Diagnostic and Statistical Manual of Mental Disorders, compiled by the American Psychiatric Association. One important caveat is that all the DSMs have shortcomings. Very often consumer groups or clinical researchers have different criteria for their diagnosis of a disorder. The DSM V due out in 2011 will hopefully address these differences. There are thirteen different categories, some containing a myriad of illnesses and others only a few. Selecting any of the Wikipedia categories in the table will allow you access to all the articles and subcategories in that category.

DSM Group	Examples
Disorders usually first diagnosed in	Mental retardation, autism, ADHD

infancy, childhood or adolescence. *Disorders such as autism and epilepsy have also been referred to as developmental disorders and developmental disabilities.	
Delirium, dementia, and amnesia and other cognitive disorders	Alzheimer's disease
Mental disorders due to a general medical condition	AIDS-related psychosis
Substance-related disorders	Alcohol abuse
Schizophrenia and other psychotic disorders	Delusional disorder
Mood disorders	Clinical depression, Bipolar disorder
Anxiety disorders	General anxiety disorder
Somatoform disorders	Somatization disorder
Factitious disorders	Munchausen syndrome
Dissociative disorders	Dissociative identity disorder
Sexual and gender identity disorders	Dyspareunia, Gender identity disorder
Eating disorders	Anorexia nervosa
Sleep disorders	Insomnia
Impulse-control disorders not elsewhere classified	Kleptomania
Adjustment disorders	Adjustment disorder
Personality disorders	Narcissistic personality disorder
Other conditions that may be a focus of clinical attention	Tardive dyskinesia, Child abuse

Many organizations do not view mental retardation as a mental illness. The Mental Health Association of Southeastern Pennsylvania states: 'Mental illness and mental retardation are not the same thing. Some people are born with mental retardation, a condition characterized by below-average intelligence throughout one's life. Mental illness, however, can affect anyone at any time. In fact, certain mental illnesses are more common among people with high intelligence and creativity.' However, people with developmental disabilities, such as mental retardation, are more likely to experience mental illness than those in the general community.

Symptoms

In addition to the categorized illnesses, there are many well-defined symptoms of mental illness, such as paranoia, that are not regarded as illnesses in

themselves, but only as indicators of one of the illnesses belonging to one of the classes listed above.

Crime is not a symptom of mental illness; however, movies often portray murderers as being mentally ill. This makes a villain more emotional, interesting, and dramatic.

Treatment

Medicine has been unable to cure mental illness. Many conditions, like schizophrenia, bipolar disorder, and depression, can be treated with medication, however. The function of the psychiatrist is in administering, monitoring, and managing the prescription of these medications and their effects on the patient.

Loosely speaking, there is a cure for some mental conditions in the same sense that there is a cure for cancer. That is, if a person has a mental illness, it can be treated until the symptoms disappear. The chances of the symptoms recurring will be affected by the number of episodes the patient has had in the past, the effectiveness of the treatment, as well as external factors. If the patient's symptoms never recur, he is said to be 'cured'. If they recur, it is the same concept as a cancer patient coming out of remission, i.e. the patient never was cured in the first place.

Since mental illness is a physical illness manifesting through, and exacerbated by behavior, most people with mental illness also benefit from psychotherapy, either from a psychiatrist or some other qualified clinician, like a social worker or psychologist. The most basic treatment involves identifying maladaptive, self-destructive, or inappropriate behaviors and finding ways, with the patient, of coping with, eliminating, or altering those behaviors to promote overall mental health.

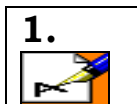
Often individuals with serious mental illness will engage in several different treatment modalities, all with specific goals. For example, a patient with chronic schizophrenia may be involved in treatment with a psychiatrist for medication, and he or she may also be engaged in psychotherapy to help manage their life-long condition, as well being engaged in case management (sometimes referred to as "service coordination") or a day treatment, vocational, or psychosocial rehabilitation program to help move them towards a more productive and independent role in the community.

Patient Advocacy

Patient advocacy organizations have been helpful in changing the stereotype of psychiatric illness. These stereotypes are typically made by individuals or groups who know little or nothing about psychiatric illness and mistakenly believe that these illnesses reflect a lack of willpower by the individual. It is important to emphasize that these illnesses are not a sign of personal weakness. In fact, the truth is that most psychiatric patients have endured more pain than those that do not have these illnesses will ever experience. A case could be made that these individuals are in fact quite strong, even when compromised by symptoms. Moreover, most individuals would like to be productive and high-functioning. Thus, patient advocacy organizations try to reverse the stereotype problem by educating the public, fighting stigma, supporting local, state and

national legislation that is helpful to individuals with psychiatric disorders, encouraging those with illnesses to seek treatment and to instill hope in those afflicted so that they can continue on the path toward recovery, wellness and a fulfilling and meaningful life.

ГРАМАТИЧНІ ВПРАВИ **АКТИВНА ТА ПАСИВНА ФОРМИ ІНФІНІТИВА**



1. Порівняйте вживання Active infinitive і Passive Infinitive

4. to write – to be written
5. I am glad to help you – радий допомогти (радий, що я допомагаю)
6. I am glad to be helped – радий, що мені допомагають



2. Перекладіть на англійську мову, звертаючи увагу на Active Infinitive і Passive Infinitive

5. To improve your phonetics you should record yourself and analyse your speech.
6. This is the book to be read during the summer holidays.
7. To be instructed by such a good specialist was a great advantage.
8. He is very forgetful, but he doesn't like to be reminded of his duties.



3. Перекладіть на англійську мову, звертаючи увагу на Active Infinitive і Passive Infinitive

1. To play chess was his greatest pleasure.
2. The child did not like to be washed.
3. Isn't it natural that we like to be praised and don't like to be scolded?
4. Which is more pleasant: to give or to be given presents?
5. Nature has many secrets to be discovered yet.
6. To improve your phonetics you should record yourself and analyse your speech.
7. This is the book to be read during the summer holidays.
8. To be instructed by such a good specialist was a great advantage.
9. He is very forgetful, but he doesn't like to be reminded of his duties.

ТЕМА 36:

МИСЛЕННЯ

Заняття 4

НЕАДЕКВАТНЕ МИСЛЕННЯ



Прочитайте та перекладіть текст українською мовою.

LATERAL THINKING

Lateral thinking is a term coined by Edward de Bono. He defines it as a technique of problem solving by approaching problems indirectly at diverse angles instead of concentrating on one approach at length. For example:

It took two hours for two men to dig a hole five feet deep. How deep would it have been if ten men had dug the hole for two hours?

The answer appears to be 25 feet deep, but we can generate some Lateral thinking ideas about what affects the size of the hole:

- A hole may need to be a certain size or shape so digging might stop early at a required depth.
- The deeper a hole is the more effort is required to dig it since waste soil needs to be lifted higher to the ground level. There is a limit to how deep a hole can be dug by man power without use of ladders or hoists for soil removal, and 25 feet is beyond this limit.
- Deeper soil layers may be harder to dig out, or we may hit bedrock or the water table.
- Each man digging needs space to use a shovel.
- It is possible that the more people you have working on a project, the more each person will assume he can slack off and there's more people to talk to.
- More men could work in shifts to dig faster for longer.
- We have more men but do we have more shovels.
- Were the two hours dug by ten men may be different weather conditions to the two hours dug by two men.
- Would we rather have 5 holes each 5 feet deep?
- Rain could flood the hole to prevent digging.
- The two men may be an engineering crew with digging machinery.
- What if one man in each group is a manager who will not actually dig?
- Temperature conditions may freeze the men before they finish.

The most useful ideas listed above are outside the simple mathematics implied by the question. Lateral is about thinking that is not immediately obvious and about ideas that may not be obtainable by using only traditional step-by-step logic.

Techniques that apply Lateral thinking to problems are characterised by the shifting of thinking patterns away from entrenched or predictable thinking to new or unexpected ideas. A new idea that is the result of Lateral thinking is not

always a helpful one, but when a good idea is discovered in this way it is usually obvious in hindsight, which is a feature Lateral Thinking shares with a joke.

A notation used in Lateral thinking, is **Po**. This stands for Provocative operation and is used to propose an idea which may not necessarily be a solution or a 'good' idea in itself, but moves thinking forward to a new place where new ideas may be produced.

Example problems

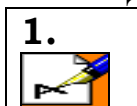
- *The problem is that Muhammad won't come to the mountain.*
 - Po: The mountain must come to Muhammad (the classic answer).
 - Po: Use a video conference (an IT idea).
 - Po: Use an intermediary.
 - Po: Ask him what he wants to come to the mountain (a deal)
 - Po: See if he'll accept a free time share slot in a holiday home (that just happens to be on the mountain).
 - Po: Wait until he changes his mind.
 - Po: Cut your losses and tackle a different problem.

These are all Provocative operations and characterise a stage of Lateral Thinking where the ideas generated need further work in order to become solutions.

- *How long would it take to dig half a hole?*
 - You can't dig half a hole.
- *If one egg takes three minutes to boil, how long do two eggs need to cook?*
 - About three minutes (the energy needed to get the eggs to cook is small in comparison to the energy needed to get the surrounding water to boil)
- *If a knot in a 5-foot rope takes five minutes to undo, how long would a knot in a 10-foot rope take to undo?*
 - Also five minutes (the length of rope usually has nothing to do with the complexity of the knot, and at most more rope might need to be pulled through the knot, but this will not double the overall time).

ГРАМАТИЧНІ ВПРАВИ

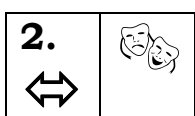
ДІЄСЛОВА, ПІСЛЯ ЯКИХ ВЖИВАЄТЬСЯ ІНФІНІТИВ



Доповніть речення інфінітивом або герундієм

1. Why do you avoid _____?
2. I don't like the idea _____.
3. He likes _____.
4. Have you finished _____?
5. Would you mind _____?
6. They have no intention _____.
7. They had much difficulty _____.
8. I am sorry _____.
9. She enjoys _____.
10. We can't afford _____.

11. The doctor insisted _____.
12. He went to the cinema instead of _____.
13. At last they succeeded _____.
14. He was tactful enough _____.
15. It won't do you any harm _____.
16. They have begun _____.
17. Thank you _____.
18. Just fancy _____.
19. There is no possibility _____.
20. She was prevented _____.
21. I am delighted _____.
22. Don't pretend _____.



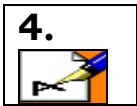
**Поставте дієслово в дужках в інфінітив або герундій
Заповніть пропуски прийменниками**

1. He was so young, so gay, he laughed so merrily at other people's jokes that no one could help (like) him.
2. Yalta is a nice town (live) ____.
3. He was on the point ____ (quarrel) with.
4. I want you (help) me (pack) this suitcase.
5. I should love (go) to the party with you; I hate (go) out alone.
6. Don't forget (put) the book in the right place.
7. I forgot (put) the book on the top shelf and spent half an hour or so ____ (look) for it.
8. She told me how (make) clothes (last) longer.
9. Mother says she often has occasion (complain) ____ (he, come) late.
10. ____ (do) the exercise you should carefully study the examples.



**Поставте дієслово в дужках в інфінітив або герундій.
Заповніть пропуски прийменниками**

1. You must encourage him (start) (take) more exercise.
2. Bob was greatly ashamed ____ (beat) in class by a smaller boy.
3. I looked around me, but there was no chair (sit) ____.
4. We heard ____ (he, come) back today.
5. She could not bear the thought ____ (he, die) alone.
6. Are you going (keep) me (wait) all day?
7. He pushed the door with his toe ____ (put) his suitcases down.
8. I should have gone (fetch) the doctor instead ____ (remain) where I was.
9. Oh, Robert, dearest, it's not a thing (joke) about. I've so loved (be) with you. I'll miss you more than any one.
10. His first impulse was (turn) back, but he suppressed it and walked in boldly.
11. "I'm sorry, Margaret," he said, "I'm too old (start) (play) hide and seek with school girls."



4. Поставте дієслова в дужках в інфінітив або герундій

1. We read this book in class last year. Do you remember (read) it?
2. He was very forgetful. He never remembered (lock) the garage door when he put the car away.
3. Don't ask me to pay the bill again. I clearly remember (pay) it a month ago.
4. Did you remember (book) seats for the theatre tomorrow? — Yes, I have the tickets here.
5. Do you remember (post) the letter? — Yes, I remember quite clearly; I posted it in the letter-box near my gate.
6. Did you remember (lock) the door? — No, I didn't. I'll go back and do it now.
7. She remembers part of her childhood quite clearly. She remembers (go) to school for the first time and (be) frightened and (put) her finger in her mouth.



5. Поставте дієслова в дужках в інфінітив або герундій

1. Did you remember (give) him the key of the safe? — No, I didn't. I'll go and do it now.
2. He forgot (bring) his exercise-book; he left it at home.
3. Where is my dictionary? Have you forgotten (borrow) it a fortnight ago?
4. She often told her little boy, "You must never forget (say) please and thank you."
5. Why are you late again? Have you forgotten (promise) me that you would never be late again?
6. Do stop (talk); I am trying to finish a letter.
7. I didn't know how to get to your house so I stopped (ask) the way.
8. We stopped once (buy) petrol and then we stopped again (ask) someone the way.

ТЕМА 36:

МИСЛЕННЯ

Заняття 5

ТВОРЧИСТЬ



Прочитайте та перекладіть текст українською мовою.

CREATIVITY

Creativity is a human mental phenomenon based around the deployment of mental skills and/or conceptual tools, which, in turn, originate and develop innovation, inspiration, or insight.

The scope of creativity

For many people, the word *creativity* conjours up associations with artistic endeavours and with the writing of literature. Some have also linked creativity with moments of sudden scientific insight since at least the time of Archimedes in Ancient Greece.

Pop psychology sometimes associates it with right or forehead brain activity or even specifically with lateral thinking.

Within the different modes of artistic expression, one can postulate a continuum extending from "interpretation" to "innovation". Established artistic movements and genres pull practitioners to the "interpretation" end of the scale, whereas original thinkers strive towards the "innovation" pole. Note that we conventionally expect some "creative" people (dancers, actors, orchestra-players ...) to perform (interpret) while allowing others (writers, painters, composers ...) more freedom to express the new and the different.

Since the time of Graham Wallas and his work *Art of Thought*, published in 1926, some have considered creativity a legacy of the evolutionary process, which allowed humans to quickly adapt to rapidly changing environments.

Today, creativity forms in some eyes the core activity of a growing section of the global economy — the so-called "creative industries" — capitalistically generating (generally non-tangible) wealth through the creation and exploitation of intellectual property or through the provision of creative services.

The word "creativity" can convey an implication of constructing novelty without relying on any existing constituent components (*ex nihilo* - compare creationism). Contrast alternative theories, for example:

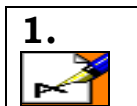
- artistic inspiration, which posits the transmission of visions from divine sources such as the Muses. Compare with invention.
- artistic evolution, which stresses obeying established ("classical") rules and imitating or appropriating to produce subtly different but unshockingly understandable work. Compare with crafts.

Dimensions of creativity

Creativity can be assessed on several dimensions:

- **Intellectual leadership.** Creative thinkers are able to create new and promising theories or exciting trends which inspire others to follow up; in essence starting a movement, school of thought or trend.
- **Sensitivity to problems.** Being able to identify problems that challenge others and open up a new field of thought is a mark of creative thinking.
- **Originality.** Creative thinkers are able to find ideas or solutions that no one else has been able to come up with. Patents are given out only to original ideas.
- **Ingenuity.** Ingenious solutions are able to solve problems in a neat and surprising way or which also reflect a new perspective at looking at the problem.
- **Unusualness.** Creative thinkers are able to see the remote associations between ideas. When word association tests are given, people in highly creative literary fields like poets give a higher proportion of unique responses.
- **Usefulness.** Solutions or ideas that are also practical are also considered more creative as the creator is able to meet the constraints of the problem while at the same time producing unusual and original solutions.
- **Appropriateness.** Non sequitur ideas can be highly original and unusual, but are not as creative as ideas which are also appropriate to the situation. Tolkien's Lord of the Rings Trilogy is within the genre of fantasy writing, but has also shown itself to be both convincing and imaginative.

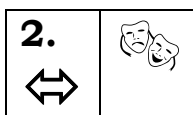
ГРАМАТИЧНІ ВПРАВИ СЛОВСПОЛУЧЕННЯ З ІНФІНІТИВОМ



1.

Запам'ятайте словосполучення з інфінітивом

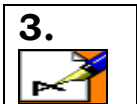
1. to cut a long story short – коротше кажучи
2. to tell (you) the truth – кажучи правду
3. to say nothing of – не кажучи вже про
4. to put it mildly – м'яко кажучи
5. to say the least of it – щонайменше
6. to begin with – почати з того, що; почнемо з того, що



2.

Перекладіть на англійську мову, вживаючи словосполучення з інфінітивом

1. Вона почала з того, що відкрила всі вікна.
2. З моїм сусідом важко мати справу.
3. Правду кажучи, я дуже стомився.
4. Його поведінка лишає бажати кращого.
5. М'яко кажучи, ви мене здивували.
6. На цих дітей приємно дивитися.
7. Коротше кажучи, вони одружилися.
8. Найвідоміша книга Джерома - "Троє в одному човні".
9. Вам важко догодити.
10. Щонайменше, ми були здивовані.



3.

Перекладіть на англійську мову, вживаючи словосполучення з інфінітивом

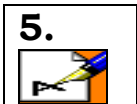
1. М'яко кажучи, вона була нечемна.
2. Ваша робота лишає бажати кращого.
3. Правду кажучи, я не люблю бокс.
4. Вашій сестрі важко догодити.
5. Почнемо з того, що я зайнятий.
6. На нього було приємно дивитися.
7. Коротше кажучи, він не склав іспит.
8. Ми всі були раді, не кажучи вже про маму: вона сказала, що це найщасливіший день у її житті.
9. Твій твір лишає бажати кращого.
10. Це дуже дивно, щонайменше.



4.

Запам'ятайте такі речення

1. The book leaves much to be desired. – Книга залишає бажати кращого.
2. He is difficult to deal with. – З ним важко мати справу.
3. He is hard to please. – Йому важко догодити.
4. She is pleasant to look at. – На неї приємно дивитися.



5.

Зверніть увагу на відсутність сполучника "щоб" перед інфінітивом у ролі обставини мети

1. To get this book, you must go to the library. Щоб одержати цю книгу, ви повинні піти в бібліотеку.
2. I have nothing to read. Мені нема чого читати.
3. She has nobody to speak with. Їй ні з ким поговорити.
4. What is to be done? Що робити?
5. Who is to blame? Хто винний?
6. I am not to blame. Я не винний.
7. To see is to believe. Бачити означає вірити.
8. He was the first (last) to come. Він прийшов першим (останнім).
9. It is out of the question to go there. Не може бути й мови про те, щоб іти туди.

ТЕМА 36:

МИСЛЕННЯ

Заняття 6

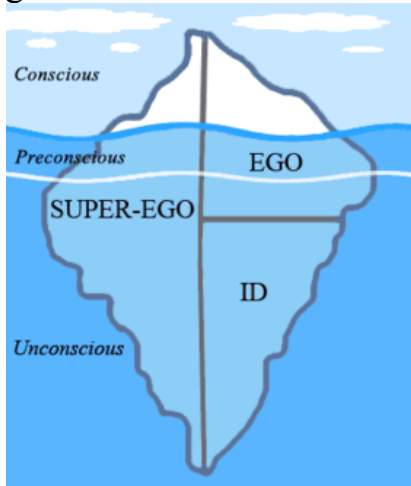
ЕГО ТА МИСЛЕННЯ



Прочитайте та перекладіть текст українською мовою.

EGO, SUPER-EGO, AND ID

The **ego**, **super-ego**, and **id** are the divisions of the psyche according to psychoanalyst Sigmund Freud's "structural theory". The *id* contains "primitive desires" (hunger, rage, and sex), the *super-ego* contains internalized norms, morality and taboos, and the *ego* mediates between the two and may include or give rise to the sense of self.



"Tip of the Iceberg" — Structural and Topographical Models of Mind

History

Most people who identify with the contemporary school of *ego psychology* place the theory's beginnings with Freud's 1923 book *The Ego and the Id*, in which he firmly established his structural theory. However, the first traces of the theory appear in his essay *Beyond the Pleasure Principle* (1920), in which it was introduced due to his dissatisfaction with his topographic scheme (conscious, unconscious, preconscious). The Ego, the Id and the Ideal of the Ego was then used in *Group Psychology and Ego Analysis* (1921); Freud would later replace the "Ideal of the Ego" by the Super-Ego.

Freud's structural theory

Ego

In Freud's theory, the ego mediates between the id, the super-ego and the external world. Its task is thus to find a balance between primitive drives, morals and reality. Although in his early writings Freud equated the ego with the sense of self, he later began to portray it more as a set of psychic functions such as reality-testing, defence, synthesis of information, intellectual functioning, and memory.

The word *ego* is taken directly from Latin where it is the nominative of the first person singular personal pronoun and is translated as "I myself" to express emphasis.

Super-ego

The super-ego is a symbolic internalization of the father figure and cultural regulations. The super-ego tends to stand in opposition to the desires of the id because of their conflicting objectives, and is aggressive towards the ego. The super-ego acts as the conscience, maintaining our sense of morality and the prohibition of taboos. Its formation takes place during the dissolution of the Oedipus complex and is formed by an identification with and internalization of the father figure after the little boy cannot successfully hold the mother as a love-object out of fear of castration. "The super-ego retains the character of the father, while the more powerful the Oedipus complex was and the more rapidly it succumbed to repression (under the influence of authority, religious teaching, schooling and reading), the stricter will be the domination of the super-ego over the ego later on — in the form of conscience or perhaps of an unconscious sense of guilt" (*The Ego and the Id*, 1923). The concept of super-ego has been subject to criticism for its sexism. Women, who are considered to be already castrated, do not identify with the father, and therefore form a weak super-ego, apparently leaving them susceptible to immorality and sexual identity complications. In Freud's work *Civilization and Its Discontents* (1930) he also discusses the concept of a "cultural super-ego".

A new distinction: EGO...a conceptual, historical construct that serves as a locus for Self (Identity)...To identify one's Self with this conceptual construct unknowingly, is to be lost to one's Self and surrender into an ego dominated personality. One has effectively become the EGO...This is what it is, to be Human.

The id ("das Es", cf. Latin *id*, English *it*, German *es*) is the psychical system "which behaves as though it were the Unconscious", or the "dynamically unconscious repressed", in effect, the reservoir of need-gratification impulses such as the primitive instinctual drives of sexuality and aggression. Freud believed that the id is inborn, operating on the dynamics of the *primary process* mode of thinking. The drives of the id are said to work according to the *pleasure principle*, requiring immediate gratification or release without concern for external exigencies. Though hunger itself may be seen as a pure id desire, the crying of the hungry infant is already an instinctive attempt to relate, that is, to communicate that need to the *object* of the drive in question, namely, one who can help to satisfy that need. Thus drives are linked to *object relations*, as Freud observed in his 1895 essay "Project for a Scientific Psychology".

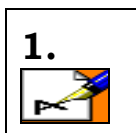
Freud may have borrowed the term *das Es* from his advocate and personal acquaintance Georg Groddeck. Groddeck, a pioneer of psychosomatic medicine and self-proclaimed "wild analyst", published *Das Buch vom Es* (roughly, "The Book of It") several weeks before Freud published *The Ego and the Id* (1923). German readers would have been aware of Nietzsche's previous use of "it" to describe that which is impersonal and subject to natural law within us.

Collaboration and coordination

The id, the ego, and the super-ego collaborate to serve the needs of the body and to control the conduct of the person. For example, an infant will cry when hungry, because the long evolutionary history of the species that a convenient figure of speech dubs the "id" has provided this means for attracting, indeed, compelling the attention of one who fills a suitably coevolved caregiver role. However, an adult will not normally cry when hungry, because the more experienced ego has learned that the same recourse is no longer available, and also because the enculturated super-ego embodies the information that crying is not a socially acceptable reaction to being hungry. It may be pertinent in this connection that an infant in German is referred to under a grammatically neuter gender, in other words, as an "it".

ГРАМАТИЧНІ ВПРАВИ

ВЖИВАННЯ INDEFINITE INFINITIVE I PERFECT INFINITIVE



1.

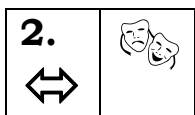
Порівняйте вживання Indefinite Infinitive і Perfect Infinitive та перекладіть речення на українську мову, звертаючи увагу на Perfect Infinitive

to write – to have written

I am glad to see you – радий бачити вас (радий, що бачу)

I am glad to have seen you – радий, що побачив

1. The child was happy to have been brought home. 2. Jane remembered to have been told a lot about Mr. Rochester. 3. The children were delighted to have been brought to the circus. 4. I am sorry to have spoiled your mood. 5. Maggie was very sorry to have forgotten to feed the rabbits. 6. I am awfully glad to have met you. 7. Sorry to have placed you in this disagreeable situation. 8. I am very happy to have had the pleasure of making your acquaintance. 9. I am sorry to have kept you waiting. 10. Clyde was awfully glad to have renewed his acquaintance with Sondra. 11. Sorry not to have noticed you. 12. I am sorry to have added some more trouble by what I have told you. 13. When Clyde looked at the girl closely, he remembered to have seen her in Sondra's company. 14. I remembered to have been moved by the scene I witnessed.



2.

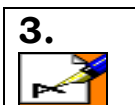


Замініть частини речення інфінітивними вворотами

Наприклад: He is sorry that he has said it. He is sorry to have said it.

1. It is certain that it will rain if you don't take your umbrella. 2. Don't promise that you will do it, if you are not sure that you can. 3. He was happy that he was praised by everybody. 4. He was very proud that he had helped his elder brother. 5. She was sorry that she had missed the beginning of the concert. 6. I am glad that I see all my friends here. 7. I was afraid of going past that place alone. 8. My sister will be thrilled when she is wearing a dress as lovely as that. 9. We

must wait till we hear the examination results. 10. She is happy that she has found such a nice place to live in. 11. I should be delighted if I could join you. 12. He hopes that he will know everything by tomorrow.



3.

Розкрийте дужки, вживаючи потрібну форму інфінітива

1. He seems (to read) a lot. 2. He seems (to read) now. 3. He seems (to read) since morning. 4. He seems (to read) all the books in the library. 5. We expect (to be) back in two days. 6. He expected (to help) by the teacher. 7. The children seem (to play) since morning. 8. I am glad (to do) all the homework yesterday. 9. She seems (to work) at this problem ever since she came here. 10. I am sorry (to break) your pen. 11. I want (to take) you to the concert. 12. I want (to take) to the concert by my father. 13. She hoped (to help) her friends. 14. She hoped (to help) by her friends. 15. I hope (to see) you soon.



4.

Розкрийте дужки, вживаючи потрібну форму інфінітива

1. They seemed (to quarrel): I could hear angry voices from behind the door. 2. They are supposed (to work) at the problem for the last two months. 3. The only sound (to hear) was the snoring of grandfather in the bedroom. 4. Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall. 5. They seemed (to wait) for ages. 6. I hate (to bother) you, but the students are still waiting (to give) books for their work. 7. He seized every opportunity (to appear) in public: he was so anxious (to talk) about. 8. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother. 9. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget). 10. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings. 11. He seems (to know) French very well: he is said (to spend) his youth in Paris. 12. The enemy army was reported (to overthrow) the defence lines and (to advance) towards the suburbs of the city. 13. The woman pretended (to read) and (not to hear) the bell. 14. You seem (to look) for trouble. 15. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.



5.

Перекладіть на англійську мову, вживаючи потрібну форму інфінітива

1. Я радий, що розповів вам цю історію. 2. Я радий, що мені розповіли цю історію. 3. Я хочу познайомити вас з цією артисткою. 4. Я хочу, щоб мене познайомили з цією артисткою. 5. Я радий, що зустрів її на станції. 6. Я радий, що мене зустріли на станції. 7. Ми дуже щасливі, що запросили його на вечір. 8. Ми дуже щасливі, що нас запросили на вечір. 9. Він буде щасливий відвідати цю відому картинну галерею. 10. Він був щасливий, що відвідав цю відому картинну галерею. 11. Діти люблять, коли їм

розповідають казки. 12. Я не збирався зупинятися на цій станції. 13. Я не очікував, що мене зупинять. 14. Я шкодую, що заподіяв вам стільки турбот. 15. Він не переносить, коли йому брешуть. 16. Я згадав, що вже зустрічав це слово в якійсь книжці. 17. Мені дуже шкода, що я пропустив цю цікаву лекцію. 18. Бона щаслива, що чула концерт відомого італійського диригента. 19. Бона рада, що була присутня на лекції. 20. Він дуже задоволений, що закінчив свою книгу. 21. Наші спортсмени пишаються тим, що виграли кубок. 22. Я тільки хочу, щоб мені дозволили допомогти вам. 23. Я був вдячний, що мені дали кімнату з великим вікном. 24. Він був щасливий, що повернувся додому. 25. Він був щасливий, що знову вдома. 26. Я шкодую, що перервав вас. 27. Я шкодую, що не застала вас вдома. 28. Рочестер був радий познайомитися з Джейн. 29. Рочестер був радий, що познайомився з Джейн.

ТЕМА 37:

СОН ТА СНОВИДІННЯ

Заняття 1

ДОСЛІДЖЕННЯ СНУ



Прочитайте та перекладіть текст українською мовою.

SLEEP

Sleep is the regular state of natural unconsciousness observed in all mammals and birds. Sleep is heavily influenced by the Circadian rhythm, a cyclical pattern which occurs daily. The mammalian body clock is based on a 24.5-25.5 hour cycle, and is mediated by the suprachiasmatic nucleus as well as external influences.

Measuring sleep

Before advances in the fields of neurology, neuroscience, electronics and genetics were made, scientists studied the behavioral characteristics of sleep, such as its pattern, depth and varying frequency. In more recent times, the electrical impulses generated by the brain are recorded using a device called an electroencephalograph (EEG), and individual genes relating to sleep-related brain function, such as the circadian rhythm, are isolated. Molecular biology, medical science and epidemiology all play an important role in modern studies of sleep.

Sleep is often defined using specific criteria relating to EEG data. All mammals and birds fulfill the criteria for sleep based on EEG recordings. In animals where EEG data is not readily available, or their small size precludes recording EEG, behavioral and gene specific data are utilized for sleep studies.

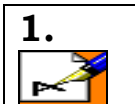
Theories of sleep

Restorative theories of sleep describe sleep as a dynamic time of healing and growth for organisms. For example, during stages 3 and 4 sleep (Slow Wave Sleep), there is an increase in growth hormone as well as various changes in immune function. REM sleep is said to help with the consolidation of spacial and procedural memory, while SWS is thought to help with the consolidation of declarative memories.

REM sleep (or Active Sleep) seems to be particularly important to the developing organism. Studies investigating the effects of Active Sleep deprivation have shown that deprivation early in life can result in behavioral problems, permanent sleep disruption, decreased brain mass (Mirmiran et al. 1983), and result in an abnormal amount of neuronal cell death (Morrissey, Duntley & Anch, 2004). This hypothesis is called the Ontogenetic Hypothesis of REM sleep and suggests that the activity occurring during neonatal REM sleep is necessary for proper central nervous system development (Marks et al. 1995).

Given sleep's heterogeneous nature, it is difficult to describe a "function" of sleep. Based on current knowledge, it is likely that sleep has many functions.

ГРАМАТИЧНІ ВПРАВИ ПОНЯТТЯ ПРО СКЛАДНИЙ ПІДМЕТ (COMPLEX SUBJECT)

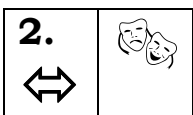


1.

Закінчить речення, вживаючи складний додаток

Наприклад: “Bring me a book,” said my brother to me. My brother **wanted me to bring** him a book.

1. The teacher said to the pupils: “Learn the rule.”
2. “Be careful or else you can split the milk,” said my mother to me.
3. “My daughter will go to a ballet school,” said the women.
4. The man said: “My son will study mathematics.”
5. “Oh, father, buy me this toy, please,” said the little boy.



2.

Перефразуйте речення, вживаючи складний додаток з дієприкметником

Наприклад: He was reading in the garden. She saw him. – She saw **him reading** in the garden.

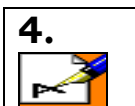
1. We noticed a man. The man was cleaning his shoes.
2. He saw two girls. The girls were dancing on the stage.
3. She watched the children. They were running and playing in the garden.
4. The cat was rubbing itself on my leg. I felt it.
5. The pupils were writing a test paper. The teacher watched them.
6. A caterpillar was crawling on my arm. I felt it.
7. I watched the sun. It was rising.



3.

Перефразуйте речення, вживаючи складний додаток з дієприкметником

1. I heard him. He was singing an English song.
2. I can see the train. It is coming.
3. I watched the rain. It was beating down the flowers in the garden.
4. I saw a group of girls, they were eating ice-cream.
5. We noticed a group of people. They were digging potatoes in the field.
6. Didn't you see her? She was smiling at you.
7. They were talking about computers. We heard them.
8. The ship was leaving the port. He stood and looked at it.



4.

Закінчить речення, вживаючи складний додаток

1. “Fix the shelf in the kitchen,” said my father to me.
2. “It will be very good if you study English,” said my mother to me.

3. "Bring me some water from the river, children" said our grandmother.
4. "Collect some insects in summer," said our biology teacher to us.
5. "Don't eat the ice-cream before dinner," said our mother to us.



5.

Перепишіть речення, вживаючи складний додаток замість підрядних додаткових речень

Наприклад: I expect **that she will send** me a letter. – I expect **her to send** me a letter.

I know **that he is** a great scientist. – I know **him to be** a great scientist.

1. I know that my friend is a just man.
2. I expect that he will understand your problem and help you to solve it.
3. I expected that he would behave quite differently.
4. I didn't expect that my brother would forget to send her flowers.
5. He knows that my mother is a very kind woman.
6. She expected that her brother would bring her the book.
7. I know that your uncle is an excellent mathematician.
8. People expected that the 21st century would bring peace on the earth.

ТЕМА 37:

СОН ТА СНОВИДІННЯ

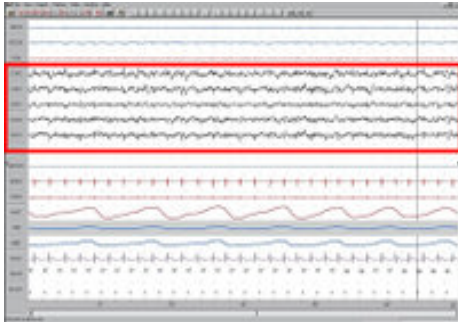
Заняття 2

ЩО ТАКЕ СОН?

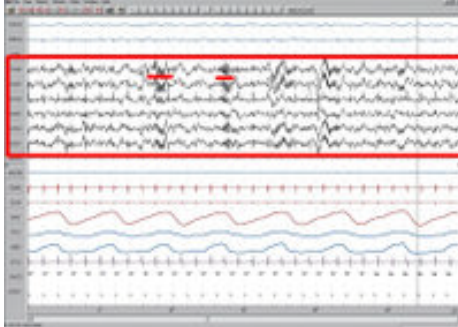


Прочитайте та перекладіть текст українською мовою.

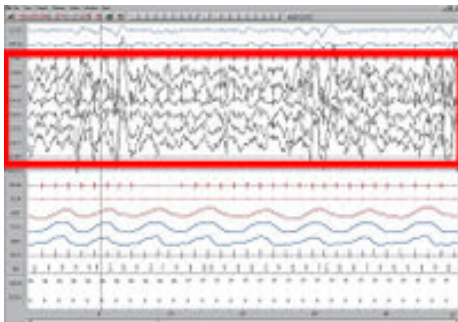
STAGES OF SLEEP



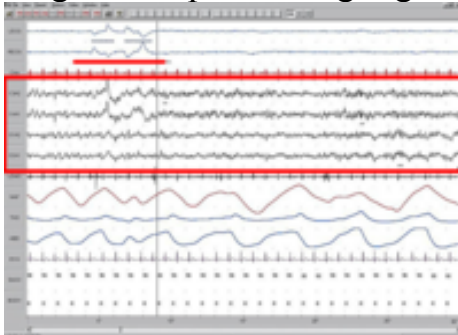
Stage 1 Sleep. EEG highlighted by red box.



Stage 2 Sleep. EEG highlighted by red box. Sleep spindles highlighted by red line.



Stage 4 Sleep. EEG highlighted by red box.



REM Sleep. EEG highlighted by red box. Eye movements highlighted by red

line.

Studies of human sleep have established five well defined stages, according to electroencephalographic (EEG) recordings and polysomnography:

1. Stage 1 with 50% reduction in alpha waves compared to awake resting with eyes closed. The stage is sometimes referred to as *somnolence*, or "drowsy sleep". It appears at sleep onset and can be associated with so-called hypnagogic hallucinations
2. Stage 2 with "sleep spindles" (12-16Hz) and "K-complexes"
3. Stage 3 with delta waves, also called *delta rhythms* (1-2Hz) 20%-50% of the time
4. Stage 4 SWS with delta waves over 50% of the time
5. Stage 5: Rapid eye movement (REM) sleep, associated with dreaming

Characteristics of human sleep are that:

- Sleep is entered through NREM sleep.
- NREM and REM sleep alternate with roughly 90 minute periodicity.
- Slow Wave Sleep (stages 3 and 4) predominates in the first third of the period of sleeping, timing linked to initiation of sleep.
- REM sleep predominates in the last third of sleep, timing linked to circadian rhythm of body temperature.

Physiology

The cycle of sleep and wakefulness is regulated by the brain stem, external stimuli, and by various hormones produced by the hypothalamus. Certain neurohormones and neurotransmitters are highly correlated with sleep and wake states. For example, melatonin levels are highest during the night, and this hormone appears to promote sleep. Adenosine, a nucleoside involved in generating energy for biochemical processes, gradually accumulates in the human brain during wakefulness but decreases during sleep. Researchers believe that its accumulation during the day encourages sleep. The stimulant properties of caffeine are attributed to its negating the effects of adenosine.

The suprachiasmatic nucleus (SCN) of the hypothalamus plays an important role in the regulation of circadian rhythms. The SCN is Influenced by external light and also generates its own rhythm in isolation. In the presence of light it sends messages to the pineal gland that instruct it to cease secreting melatonin.

Thus, three processes underlie sleep regulation:

- A homeostatic process determined by prior sleep and wakefulness, determining "sleep need"
- A circadian process determining periods of high and low sleep propensity, and high and low REM sleep propensity.
- An ultradian process.

Cyclical alternating pattern can also be a characteristic of sleep.

ГРАМАТИЧНІ ВПРАВИ ВИРАЗИ, ЯКІ МІСТЯТЬ COMPLEX SUBJECT

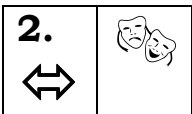
1.

Перефразуйте речення, вживаючи складний додаток з інфінітивом



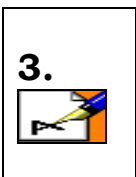
Наприклад: He dropped his bag. I saw it. – I saw **him drop** his bag.

1. The boy noticed a bird. It flew on to the bush near the window.
2. Jane saw her neighbour. He opened the door of his flat and went in.
3. I heard him. He shut the door of his room.
4. We saw that the children climbed to the tops of the trees.
5. He slipped and fell. I saw it.
6. I heard that she suddenly cried out loudly.
7. She bent and picked up something from the floor. The policeman saw it.
8. She dropped a cup of tea on the floor, her husband saw it.



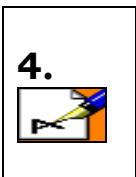
2. Перефразуйте речення, вживаючи складний додаток з інфінітивом

1. The doctor touched the boy`s leg. The boy felt it.
2. The wounded hunter felt that the bear touched him, but he didn`t move.
3. Shall we hear it if the telephone rings?
4. The ship sailed away from the shore. They saw it.
5. Pete bought some flowers. His friends saw it.
6. I noticed that Henry went up and spoke to the stranger.
7. I saw that he opened the door and left the room.



3. Перекладіть на українську мову, звертаючи увагу на відтінки значень складного додатка залежно від того, чим виражена його друга частина: дієприкметником чи інфінітивом

1. He felt her arm slipping through his.
2. She felt her hands tremble.
3. Now and then he could hear a car passing.
4. He felt his heart beat with the joy.
5. She could hear her father walking up and down the picture gallery.
6. We saw him cross the street looking to the left and to the right.
7. I felt the wind blowing through a crack in the wall.
8. We stood on the deck and watched the sun going down.
9. I heard him playing the piano in the house.



4. Перекладіть на українську мову, звертаючи увагу на відтінки значень складного додатка залежно від того, чим виражена його друга частина : дієприкметником чи інфінітивом

1. Nobody noticed him come in and sit down.
2. She felt tears roll down her cheeks.
3. I felt Nick put down his hand on my shoulder.
4. I was so weak that I felt my knees shaking.
5. We saw them jump with the parachutes.

6. He heard a car approaching from the opposite direction.
7. I heard him tell the teacher about it.
8. At the stop she saw another girl waiting for the bus.
9. We saw some people washing clothes in the stream.
10. He went to the window and, looking through it, suddenly saw her walking down the path.
11. The people living in the north do not see the sun come out for months.

ТЕМА 37:

СОН ТА СНОВИДІННЯ

Заняття 3

ЗАГАДКА СНУ



Прочитайте та перекладіть текст українською мовою.

ANIMAL SLEEP



Sleepy lions

Animals vary widely in their amounts of sleep, from 2 hours a day for giraffes to 20 hours for bats. Generally, required sleeping time decreases as body size increases. Cats are one of the few animals that do not have most of their sleep consolidated into one session, preferring instead to spread their sleep fairly evenly throughout the day.

Seals and dolphins "sleep" with alternate hemispheres of their brains asleep and the other awake. Seals need to do this so they can breathe above water while sleeping. Migratory birds also seem to sleep this way.

Even fish and fruit flies appear to have a sleep-like state. This "sleep-like" state is referred to as a "Basic Rest and Activity Cycle", or BRAC. Since the modern definition of sleep is defined using EEG criteria, and fishes' and fruit flies' small brains preclude the recording of EEG, it may not technically be described as sleep. However, if fruit flies are repeatedly disturbed so that they can not rest, they have what is referred to as a "rest rebound". This is a behavior that is strikingly similar to that exhibited by mammals and birds in a similar condition. As a result of improved research equipment in the near future, the definition of sleep may soon be revised.

Many animals hibernate in a deep sleep-like state during winter to conserve body heat and energy. A similar state is called estivation, which is hibernating to escape the heat of summer.

Cattle and sheep are unique in that they can sleep while standing, though REM sleep will not occur in such a position. For REM sleep to take place, the animals must lie down. For that reason, sleeping while standing is only partial sleep. However, birds may have periods of REM sleep while perched.

In cerebrate animals, one hypothesized function of sleep is thought to be consolidation and optimization of memories (including "unlearning"). This is evidenced by studies showing that mental functions are impaired by sleep deprivation and that sleep deprivation can be lethal. We may begin to

understand why sleep deprivation is lethal, however, if we accept a theory of sleep as a necessary time of anabolic activity among all animal organisms, and the basic need for anabolic activity as a prerequisite for life itself.

NREM sleep is an anabolic state, because it is marked by physiological processes of growth and rejuvenation of the organism's immune, nervous, muscular and skeletal systems in developing organisms. Sleep restores neurons and increases production of brain proteins and certain hormones. Wakefulness is a cyclical, temporary hyperactive catabolic state during which the organism acquires nourishment and procreates. Answering the question "Why do we awaken?" allows a different perspective to understand how sleep and its stages contributes to a healthy organism.

Adequate rest and a properly functioning immune system are closely related. Sleep deprivation compromises the immune system by altering the blood levels of specialized immune cells and important proteins called cytokines, resulting in a greater than normal chance of infections.

Sleep proceeds in cycles of NREM and REM phases. In humans, the cycle of REM and NREM is approximately 90 minutes. Each stage may have a distinct physiological function.

Drugs such as alcohol and sleeping pills can suppress certain stages of sleep. This can result in a sleep that is a loss of consciousness but doesn't fulfill its physiological functions.

Sleep deprivation

Failure to sleep is characterized by progressively severe psychological and physical distress. Randy Gardner attempted to resist sleep in an uncontrolled "experiment" in 1965. As his ordeal progressed he fell into a silent stupor, bringing into doubt whether he was actually awake in any practical sense. There are occasional stories of people who are able to function with a small amount of sleep, but these cases do not appear to hold up under controlled conditions.

A recent study by the Department of Psychiatry and Psychology at the University of Pittsburgh School of Medicine shows that poor sleep and sleep deprivation in older adults can lead to earlier death, but another survey of more than a million people in the 1980s found that those who slept more than seven and a half hours tended to die a little earlier. However, long sleepers tend to have a higher than average rate of sleep disorders, possibly artificially increasing their reported sleep time -- this would be an example of a statistical selection effect.

Despite the risks, sleeping less is attractive because of additional time and many people feel they have to sleep less to cope with their lifestyle (e.g. because of extremely long work hours).

Polyphasic sleep is a method for minimizing the time spent asleep while maximizing the effects. This is done by sleeping in short naps throughout the day, minimizing the time spent awake between each period of sleep and thus decreasing the workload of the brain while sleeping.

Experiments with rats have been designed to measure the effects of severe sleep deprivation. In one, a pair of rats were placed on a platform, separated by a

movable wall. Both were instrumented with electroencephalograms. Whenever the "subject" rat began to show signs of sleep the partition was moved, forcing both rats to move. The "control" rat, however, could sleep in between movements. After several weeks of this the "subject" rat became unable to regulate body temperature; even if allowed to sleep at this point, the "subject" rat died shortly afterward from septic shock.

Some recent studies concluded the cause of death to be more closely related to REM deprivation, but also found the rats died in about a week less time. It is believed this is because, unlike non-REM sleep that repairs parts of the brain damaged by metabolism and free radicals, REM sleep repairs the repair center. Despite the fact that rats die in this type of experiment, humans do not. It is unclear the degree to which the results of sleep deprivation in rats can be generalized to humans.

Sleep disorders

A majority of sleep disorders which originate within the body (insomnia, Delayed Sleep Phase Syndrome, or Advanced Sleep Phase Syndrome) result from errors in synchronization of sleep with the body clock. Only a fraction of sleep problems are organic and cannot be resolved with chronotherapy. One of the simplest solutions towards getting good sleep is free-running sleep. Free-running sleep entails ignoring alarm clocks and schedules in order to sleep when, and only when, tired. Free-running sleep can resolve the majority of synchronization-dependent sleep disorders, but usually cannot be employed due to the resulting loss of synchronization of sleep with the outside world (including the day-night cycle).

Sleep disorders are often observed in patients with a number of psychiatric problems (e.g. bipolar disorder, depression, schizophrenia, etc.).

One form of sleep disorder, narcolepsy, is tied to the hypothalamus' failure to produce the orexin hormone pair sufficiently for normal human life and may have a genetic basis. Subjects not only fall asleep several times during the day, they also experience abnormal sleep patterns at night. A new medication is Xyrem, the proprietary name of gamma-hydroxybutyrate (GHB). In the United States of America, it has recently been approved by the Food and Drug Administration.

ГРАМАТИЧНІ ВПРАВИ

ДІЄСЛОВО TO WANT + COMPLEX SUBJECT

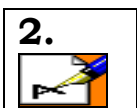


1.

Перекладіть на українську мову, звертаючи увагу на складний додаток. Після яких дієслів він вживається?

1. He wanted his letters sent at once.
2. I don't want my papers looked through.
3. She didn't want her child taken to hospital.
4. She gave him some papers and said that the client wanted them signed.
5. The teacher wants our homework to be prepared well.

6. Would you like your luggage carried upstairs?
7. She has had no photographs of herself taken since her childhood.
8. Have this carpet spread on the floor.



2.

Перекладіть на українську мову, звертаючи увагу на складний додаток. Після яких дієслів він вживається?

1. I want a bedroom prepared for my guest.
2. If you want things done well, do them yourselves.
3. I should very much like it to be made clear to me.
4. The traveller entered the inn and ordered supper to be prepared.
5. She had the children looked after in the evening when she went out.
6. I must have those shoes mended.
7. I must have my hair cut tomorrow.



3.

Перекладіть на українську мову, звертаючи увагу на складний додаток. Після яких дієслів він вживається?

1. Ellen had her needle threaded for her as her eyesight was getting worse and worse.
2. They had some dinner brought.
3. The planters had the trees in the jungle cut down.
4. I shall have my son taught music.
5. I shall have your taxi kept at the door.

ТЕМА 37:

СОН ТА СНОВИДІННЯ

Заняття 4

СНОВИДІННЯ



Прочитайте та перекладіть текст українською мовою.

DREAM

Dreaming is the subjective experience of remembered and imaginary images, sounds/voices, words, thoughts or sensations during sleep, usually involuntarily. The scientific discipline of dream research is oneirology. Dreaming has been associated with rapid eye movement (REM) sleep, a lighter form of sleep that occurs during the latter portion of the sleep cycle, characterized by rapid horizontal eye movements, stimulation of the pons, increased respiratory and heart rate, and temporary paralysis of the body. However, this association has been questioned since it may be that dream recall after REM sleep is common and because dreams are more easily recalled after waking from light REM sleep. It also occurs in other phases of sleep, though dream recall is more difficult. Hypnagogia, which occurs spontaneously during the approach to sleep, is thought to be related to dreaming. Dreams are also associated with male erection about as frequently as with REM sleep.

Dreams are full of imagery. This imagery ranges from the banal to the surreal; in fact, dreams often provoke artistic and other forms of inspiration. Forms of dreams include the frightening or upsetting nightmare, and erotic dreams with sexual images and nocturnal emission.

Most scientists believe that dreams occur in all humans with about equal frequency per amount of sleep. Therefore, if individuals feel that they did not dream or that they only had one dream in any given night, it is because their memory of the dream has faded. This "memory erasure" aspect of the dream state is mostly found when a person naturally awakes via a smooth transition from REM sleep through delta sleep to the awake state.

This is not generally common knowledge in popular literature/media. Many have already read that REM sleep immediately precedes awakening. But if an individual proceeds through the delta state after REM sleep, forgetting the dream that accompanied REM sleep is more likely.

If a person is awoken directly from REM sleep (e.g. by an alarm clock), they are much more likely to remember the dream from that REM cycle, although it is most likely that not all dreams will be remembered because they occur in REM cycles, which are interrupted by periods of delta sleep which in turn have a tendency to cause the memory of previous dreams to fade.

For a long time true dreaming had only been positively confirmed in humans, but recently there have been research reports supporting a view that dreaming occurs in other animals as well. Animals certainly undergo REM sleep, but their

subjective experience is difficult to determine. The animal with the longest average periods of REM sleep is the armadillo. It would appear that mammals and birds are the only, or at least most frequent, dreamers in nature, which is perhaps related to their sleep patterns. Many animals such as frogs probably do not sleep at all (except when in hibernaculum, which is a different kind of state). Some researchers have managed to deter the function of brain mechanism that locks body and limb movements during dreams. With this method it has been discovered that a cat seems to dream mostly about chasing prey and playing with it. On a more basic level, many dog owners have also noted that their pets sometimes move their legs as if running or even make weak barking noises while asleep.

Neurology of dreams

There are many competing theories as to the neurological cause of the dreaming experience. The state of Rapid Eye Movement (REM) sleep is commonly associated with dreams, though it is not known whether dreams actually occur more frequently during this light sleep stage or are simply recalled more easily. REM sleep is known to be produced by a brain region known as the pons.

The activation-synthesis theory developed by Hobson and McCarley states that the brain tries to interpret random impulses from the pons as sensory input. Memory, attention and the other features lacking in a dream state depend on the lack of norepinephrine and serotonin, producing a psychotic state, as well as a lack of orientation to time, place and person.

Research by Mark Solms seems to suggest that dreams are generated in the forebrain, and that REM sleep and dreaming are two different brain systems.

Tarnow suggests that dreams are ever present excitations of the long term memory system (even during waking life - McCarley also observes that when asked to recall the last thought, people often report thoughts that are somewhat hallucinatory). The strangeness of dreams is then due to long term memories being stored in dream format (reminiscent of the Penfield & Rasmussen's findings that electrical excitations of cortex give rise to experiences similar to dreams). During waking life an executive function interprets long term memory consistent with reality checking.

The debate between these and other theories is ongoing.

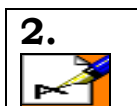
ГРАМАТИЧНІ ВПРАВИ СКЛАДНОПІДРЯДНЕ РЕЧЕННЯ



Перекладіть речення українською мовою.

1. He writes that he is coming to Moscow.
2. I think they will answer your letter tomorrow.
3. I think they are here.
4. I know that they are at home now.
5. When I was in Kyiv, I met my old friend.

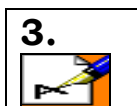
6. We know that they are doing well.
7. When I was a student I lived in a big city far from my parents.
8. I knew him when we went to college together.
9. Speak to him if you must.
10. Please stay here until I return.
11. As soon as he saw us, he came towards us.
12. Please give me this book to read after you have finished it.
13. Please wait for him here till he comes back.
14. You should see the doctor before you go back to work.
15. While I'm writing this, you can read a newspaper.
16. Can I have this book to read if it's interesting?
17. I couldn't go to the institute yesterday because I was ill.
18. As my lessons begin at half past eight, I have to get up at seven in the morning.
19. My friend works hard at his English, as he wants to speak the language well.
20. If you are ill, you should certainly stay in bed.



2.

Перекладіть речення англійською мовою.

1. Що їй було потрібно – це морське повітря.
2. Яка з сторін виграє, нас не турбує.
3. Йому здавалося, що все буде добре.
4. Ось чому я прийшов до вас.
5. Його першою думкою було те, що вона хвора.
6. Ось звідки приходять гроші.
7. У нього було таке відчуття, ніби він тільки повертається з одноденної екскурсії в Манчестер.
8. Ось що я хотів запитати вас.
9. Я знав, що ви зрозумієте мене.
10. Я запитав, чи вона бачить замок.
11. Вони сказали, що знають усе.
12. Я знаю, де я залишив його.
13. Він думав про те, що він робитиме.
14. Ми не знали, що трапилось.
15. Я думав, що ви його друг.

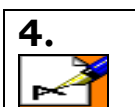


3.

Перекладіть речення українською мовою, звертаючи увагу на підрядні речення.

1. It depends on what you mean.
2. I thought you were asleep.
3. Seeing that the baby was sleepy, mother put it to bed.
4. I thought you had left Kyiv.
5. The woman who lives here has gone shopping.
6. I thought he would never come here again.

7. The boy whose bicycle I took is my friend.
8. The house in which we live is in the centre of the town.
9. The village where he was born has changed very much.
10. He looked at the watch that lay on the table.
11. The boy opened the book he held in his hand.
12. He opened the letter she had brought.
13. A polygon which has three sides is called triangle.
14. Our institute which was founded 150 years ago is one of the oldest educational establishments in Ukraine.
15. He is not the man I'm looking for.
16. It was raining all day long, which we did not like at all.



4. Перекладіть речення англійською мовою.

1. Я куплю той роман, коли він вийде.
2. Після того як її не стало видно, він повернувся і увійшов у будинок.
3. Я був там, перш ніж прийти сюди.
4. Ти будеш спати тут, поки ми тут перебуватимемо.
5. Коли він спускався по сходах, в очах його були сльози.
6. Тоді зачекай, поки я дістану дві-три речі.
7. Кожного разу, коли я проходжу повз її двері, я чую, що вона плаче.
8. Комусь слід було поговорити з ним, як тільки його привезли сюди.
9. Вона стояла там, де я залишив її.
10. Я вірю вам, бо знаю вас.
11. Через те що зараз сира погода, ми залишимося дома.
12. Оскільки ви стомилися, вам треба відпочити.
13. Я робитиму так, як мені подобається.
14. Чим більше я бачу світ, тим більше він мені не подобається.
15. Напиши йому зараз же, щоб він знав про наші плани.

ТЕМА 37:

СОН ТА СНОВИДІННЯ

Заняття 5

СЕКРЕТИ СНОВИДІННЯ



Прочитайте та перекладіть текст українською мовою.

SUPERNATURAL INTERPRETATION OF DREAMS

Oneiromancy is the art of divination by interpreting dreams. In the Bible people such as Joseph and Daniel are given the ability to interpret dreams by Yahweh. Others such as Jacob and Saint Joseph the husband of Mary are given divinely inspired dreams. Many Christians to this day experience dreams they believe are sent by God, often this can be a factor in conversion from another religion. Some people even believe the material and physical world are an illusion, and dreams are reality.

Psychodynamic interpretation of dreams

In his book, "The Interpretation of Dreams", Sigmund Freud argued that dream content was unconscious "wish fulfilment." These desires came from the "id," the childlike portion of the unconscious, and as such often contained material that would be unacceptable to the ego. For this reason, dreams were often disguised, and only by understanding the symbolism of the dream can you discover the true meaning. Freud used dream interpretation often to treat his patients, and called dreams "The royal road to the unconscious". Critics would point out that this hypothesis cannot explain nightmares, though many case studies, such as the Rat Man, show this method to be successful.

Archetypes

The idea of Archetypes was first coined by Carl Jung, who believed in a "collective unconscious", an unconscious layer that was common to all humanity. Archetypes are recurring themes and images that we all have. In his own words, they are "mythological motifs". One example is the old man, who represents wisdom. One is the shadow, that represents all that we fear and dislike about ourselves. Others include:

- The "hero",
- The "trickster",
- The "great mother",
- The "anima",
- The "animus",
- The "omnipotent",
- The "Divine couple",
- The "child"

These are universal themes, ideas that we all relate to, and thus they crop up commonly in dreams. They can also be found in religion and mythology. For example, the Norse god Loki is an example of "the trickster". Often the Earth is

seen as "Mother Earth" or "Mother Nature". Archetypes even penetrate contemporary film and stories. Wise old men feature prominently in the martial arts genre of films, and Bugs Bunny could easily be another example of the trickster. These Archetypes appear mostly in our "grand" dreams, which are dreams that are longer or more epic than usual. These dreams will stay in the memory for longer periods of time.

More theories

There are hundreds of theories that attempt to explain dreaming. Aside from Freud's psychodynamic explanation and the activation-synthesis theory (both described above), another theory is Francis Crick and G. Mitchinson's "Reverse learning theory", adumbrated on in their piece 'The function of dream sleep'. The basic hypothesis of this view is that the brain sorts through the day's information and uses dreams to rid the mind of unwanted information. 'Parasitic' memories result from the vast and various amounts of information we consume that our memory is the recipient of. Delusions, and other disturbances are expelled through dreaming. As a consequence, Crick & Mitchinson stated that 'we dream to forget', and reverse learning disbursts information through dreaming, and revitalises the dreamer by making certain memories more significant, since there is no more existing erroneous or anomalous information to check through. This theory predicts that lack of REM sleep would lead to hallucinations, and interestingly, case studies such as that of Peter Tripp seem to concur with this view. This also explains why we find it hard to recall our dreams. However, it also predicts that dream recall will lead to dysfunction, and there is much empirical evidence to suggest that this is not so.

Cartwright's "Problem Solving Theory" simply states that we are sorting out information that is useful for our immediate survival. As such, our dreams should be able to give us useful insights into how to solve problems. In this theory, a recurring dream is an example of an unsolved problem. Some people will actively ask for a dream regarding a particular problem before they fall asleep.

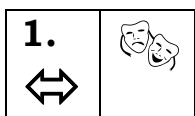
Lucid dreaming

Researchers often define lucid dreaming as simply "being aware in a dream that one is dreaming". Many others define a lucid dream as a dream in which the dreamer has full awareness that the situation he is in is a construct of his mind, and thus can analyse the situation logically and react accordingly. Such full awareness adds numerous extra abilities to the dreamer. The dreamer usually has control of the direction of the dream and can thus explore the dream world. This control is particularly helpful during nightmares, when the dream self can turn round and face the attacker to confront or destroy it. When lucid, the dreamer usually has direct control of the dream environment, and hence can do things impossible in real life, such as making new objects appear, polymorphing, or flying. Lucid dreams can occur spontaneously, especially during youth, but for lucid dreams to occur more frequently, dedication and practice is almost always necessary.

Lucid dreams can be categorized into Dream-Initiated Lucid Dreams (DILDs) and Wake-Initiated Lucid Dreams (WILDs). DILDs start as non-lucid dreams, but at some point in the dream the dreamer realizes they are dreaming. In a WILD, conscious logic and reasoning is preserved while the dreamer transitions from waking to dreaming, and the dreamer is lucid from the beginning of the dream. These uses of "WILD" and "DILD" have mostly fallen into disuse (or rather they mostly never came into use), though "WILD" is often used to refer to any technique in general that happens to induce a wake-initiated lucid dream, by moving directly from conscious wakefulness to conscious dreaming.

Lucid dreamers are those who practice lucid dreaming frequently for personal or spiritual gain. They usually induce lucid dreams through the use of one of many induction techniques. A common technique, known as MILD (Mnemonic Induction of Lucid Dreams) and developed by Stephen LaBerge, consists of remembering to recognize that they are dreaming the next time they have a dream.

ГРАМАТИЧНІ ВПРАВИ ЗМІНИ У НЕПРЯМІЙ МОВІ



Переробіть речення з прямої мови в непряму

NOTE that a newspaper reporter is talking to one of the boys at David's school. His name is Philip. Philip didn't go to the opening of the new school, and he doesn't want to study at the new school.

Reporter: Why didn't you go to the opening of the new school, Philip?

Philip: Because I don't think it will be a good school.

Reporter: Way not?

Philip: Because it will be too big. The teachers won't know all the children. It will be like a factory.

Reporter: What school did you go to before the new school was built?

Philip: I went to the Grammar School.

Reporter: What form were you in?

Philip: I was in the sixth form. My brother went to the Grammar School too. He was in the third form. He's very clever, but I don't think he will work hard enough in the new school. The other children in his form will not be as clever as he is; he won't have to work hard to do well.

Reporter: Will you go to the new school?

Philip: No, I won't. I'm going to leave school as soon as I can. I shall study at home.

Reporter: Will your brother go to the new school?

Philip: Yes. He will have to go.

Reporter: What do your parents think?

Philip: They think I'm right



2.

Переробіть речення з прямої мови в непряму

1. "Yesterday Tom and I went to look at a house that he was thinking of buying. It was rather a nice house and had a lovely garden but Tom decided against it because it was opposite a cemetery," said Celia.
2. "I don't know what to do with all my plums. I suppose I'll have to make jam. The trouble is that no one in my family eats jam," she said.
3. "We like working on Sundays because we get double pay," explained the builders.
4. He said, "I am quite a good cook and I do all my own washing and mending too."



3.

Переробіть речення з прямої мови в непряму

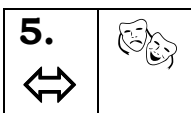
1. "You can keep that one if you like, Joan," she said. "I've got plenty of others."
2. "I'm going fishing with mother this afternoon," said the small boy, "and we are going into the garden now to dig for worms."
3. "You've got my umbrella," said I crossly. "Yours is in your bedroom."
4. "I know exactly what they said," the private detective explained to his client, "because I put a tape-recorder under the table."
5. "I'll sit up till she comes in, but I hope she won't be late," said Mrs. Pitt.
6. "If you give me some wire, I'll hang that picture for you," said my cousin.
7. "I have a Turkish bath occasionally, but it doesn't seem to make any difference to my weight," she said.



4.

Перебудуйте наказові речення, змінюючи пряму мову на непряму

1. The teacher said to me: "Hand this note to your "its, please "
2. Oleg said to his sister; "Put the letter into an envelope and give it to Kate."
3. "Please help me with this work, Henry," said Robert.
4. "Please bring me some fish soup," he said to the waitress.
5. "Don't worry over such a small Ling," she said to me.
6. "Please don't mention it to anybody," Mary said to her friend.
7. "Promise to come and see me," said Jane to Alice.
8. He said to us: "Come here tomorrow."



5.

Перебудуйте наказові речення, змінюючи пряму мову на непряму

1. I said to Mike: "Send me a telegram as soon as you arrive."
2. Father said to me: "Don't stay there long."
3. Peter said to them: "Don't leave the room until I come back."
4. "Take my luggage to Room 145," he said to the porter.
5. He said to me: "Ring me up tomorrow."
6. "Bring me a cup of black coffee," she said to the waiter.
7. "Don't be late for dinner," said mother to us.
8. Jane said to

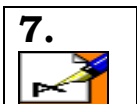
us: "Please tell me all you know about it." 9. She said to Nick: "Please don't say anything about it to your sister."



6.

Перебудуйте наказові речення, змінюючи пряму мову на непряму

1. "Explain to me how to solve this problem," said my friend to me. 2. The doctor said to Nick: "Open your mouth and show me your tongue." 3. "Don't be afraid of my dog," said the man to Kate. 4. "Take this book and read it," said the librarian to the boy. 5. The doctor said to Pete: "Don't go for a walk today."



7.

Перебудуйте наказові речення, змінюючи пряму мову на непряму

1. "Don't eat too much ice cream," said Nick's mother to him. 2. "Go home," said the teacher to us. 3. "Buy some meat in the shop," said my mother to me. 4. "Sit down at the table and do your homework," said my mother to me. 5. "Don't forget to clean your teeth," said granny to Helen. 6. "Don't sit up late," said the doctor to Mary.

ТЕМА 37:

СОН ТА СНОВИДІННЯ

Заняття 6

ПРОБЛЕМИ СНУ



Прочитайте та перекладіть текст українською мовою.

HALLUCINATION

A hallucination is a sensory perception experienced in the absence of an external stimulus, as distinct from an illusion, which is a misperception of an external stimulus. Hallucinations may occur in any sensory modality - visual, auditory, olfactory, gustatory, tactile, or mixed.

The word 'hallucinatory' has its roots in the Latin *hallucinere* or *allucinere*, meaning 'to wander in mind'. The first usage of the word 'hallucination' in the English language is recorded as by the English physician Sir Thomas Browne in 1642. However, it was first used in its current sense by psychiatrist Jean-Etienne Esquirol in 1837.

Florid hallucinations are usually associated with drug use (particularly hallucinogenic drugs), sleep deprivation, psychosis or neurological illness.

However, studies have shown that hallucinatory experiences are common across the population as a whole. Previous studies, one as early as 1894^[1], have reported that approximately 10% of the population experience hallucinations. A recent survey of over 13,000 people^[2] reported a much higher figure with almost 39% of people reported hallucinatory experiences, 27% of which reported daytime hallucinations, mostly outside the context of illness or drug use. From this survey, olfactory (smell) and gustatory (taste) hallucinations seem the most common in the general population.

Auditory hallucinations (particularly of one or more talking voices) are particularly associated with psychotic disorders such as schizophrenia, and hold special significance in diagnosing these conditions. This does not mean that the experience of 'hearing voices' is necessarily a sign of mental illness and many people may have these or similar hallucinations without ever becoming impaired or distressed in any way.

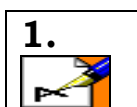
Various theories have been put forward to explain the occurrence of hallucinations. When psychodynamic (Freudian) theories were popular in psychiatry, hallucinations were seen as a projection of unconscious wishes and desires. As biological theories have become orthodox, hallucinations are more often thought of (by psychiatrists at least) as being caused by functional deficits in the brain. With reference to mental illness, the function (or dysfunction) of the neurotransmitter dopamine is thought to be particularly important^[3].

Psychological research has argued that hallucinations may result from biases in what are known as metacognitive abilities^[4]. These are abilities that allow us to monitor or draw inferences from our own internal psychological states (such as

intentions, memories, beliefs and thoughts). The ability to discriminate between self-generated and external sources of information is considered to be an important metacognitive skill and one which may break down to cause hallucinatory experiences.

A rarely expressed but persistent alternate explanation of hallucinations, espoused by non-materialists, is that people prone to hallucinations can sometimes perceive non-physical phenomena such as angels, visions or the voices of departed spirits or demons. For this reason, a hallucination may also be classified as an anomalous phenomenon, when no suitable scientific explanation is verified.

ГРАМАТИЧНІ ВПРАВИ ПИТАННЯ У НЕПРЯМІЙ МОВІ



1.

Переробіть речення з прямої мови в непряму

1. "Why are you looking through the keyhole?" I said. 2. "Who put salt in my coffee?" he asked. 3. "Which of you knows how to make Irish stew?" said the chief cook. 4. Why did you travel first class?" I asked him. 5. "How can I possibly run in these high-heeled shoes?" she enquired. 6. "What is your new house like?" I asked them. 7. He said, "Where am I supposed to go now?" 8. "Whose car did you borrow last night?" I said to him. 9. "What was she wearing when you saw her last?" the policeman asked me. 10. "Who owns this revolver?" said the detective. 11. "Where were you last night, Mr. Jones?" he said. 12. "What else did you see?" I asked the boy.



2.

Переробіть речення з прямої мови в непряму

1. "Have you done this sort of work before?" said his new employer. 2. "Can you read the last line on the chart?" the oculist asked her. 3. "Did they understand what you said to them?" he inquired. 4. "Are you being attended to, sir?" said the shop assistant. 5. "Will you go on strike when the others do?" the shop steward asked him. 6. "Do you see what I see, Mary?" said the young man. 7. "Who left the banana skin on the front doorstep?" said my mother. 8. "Have you gone completely mad?" I asked, "Do you want to blow us all up?"

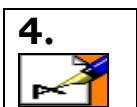


3.

Переробіть речення з прямої мови в непряму

21. "Why is his house so full of large leather couches?" she asked. "Was his father a psychiatrist?" 22. "Are you leaving today or tomorrow morning?" said his secretary. 23. "How far is it?" I said, "and how long will it take me to get there?" 24. "Could I speak to Mrs. Pitt?" said the caller. "I'm afraid she's out," said the girl. "Could I take a message?" 25. "Are you sorry for what you did?" the mother asked the little boy. 26. "Are you going to see him off at the station?"

I asked her. 27. "Would you mind if I looked inside your bag, Madam?" said the policeman. 28. "If someone fell at your feet foaming at the mouth would you know what to do?" said the instructor in First Aid.



Переробіть речення з прямої мови в непряму

Special questions

"What are you doing?"

"Where do you live?"

"Where does he work?"

"What is Nick doing?"

"What have you prepared for today?"

"When did you come home yesterday?"

"When will your mother come home?"

General questions

"Are you watching TV?"

"Do you play chess?"

"Does she go to school?"

"Are you listening to me?"

"Have you done your homework?"

"Did you skate last winter?"

ТЕМА 38:

ОСОБИСТІТЬ

Заняття 1

ШКОЛА АЛЬФРЕДА АДЛЕРА



Прочитайте та перекладіть текст українською мовою.

Alfred Adler



Dr. Alfred Adler

Alfred Adler (February 7, 1870 – May 28, 1937) was an Austrian medical doctor and psychologist, founder of the school of individual psychology.

Education and studies

Born in Rudolfsheim, Vienna, Austria, and raised in Vienna, he was the third child of a Jewish family consisting of a grain merchant and his wife. He trained as a doctor at the University of Vienna Medical School and qualified in 1895. He soon became interested in psychology as it related to physical disorders, and met Sigmund Freud in 1899, with whom he formed the Vienna Psychoanalytic Society with Adler as a president.

Early career

Adler was influenced by the mental construct ideas of Hans Vaihinger and developed a theory of organic inferiority and compensation Society of Individual Psychology in 1912.

Adler's approach to human personality

He wrote a book defining his key ideas in 1912: *Über den nervösen Charakter (The Neurotic Character)*. He argued that human personality could be explained teleologically, separate strands dominated by the guiding purpose of the individual's unconscious self ideal to convert feelings of inferiority to superiority (or rather completeness). The desires of the self ideal were countered by social and ethical demands. If the corrective factors were disregarded and the individual over-compensated, then an inferiority complex would occur, fostering the danger of the individual becoming egocentric, power-hungry and aggressive or worse. Adler believed that personality can be distinguished into the getting,

avoiding, ruling and socially useful types. Although he differed from Freud in many ways, he did agree with Freud that early childhood experience is important to development, and believed that birth order may influence personality development. This belief may have been influenced by his feelings of inferiority compared to his older brother.

On homosexuality

Along with prostitution and criminality, he classified homosexuality among the "failures of life." In 1917 he began his writings on homosexuality with a 52 page brochure and sporadically published more thoughts throughout the rest of his life. The Dutch psychiatrist Gerard J. M. van den Aardweg underlines how Alfred Adler came to his conclusions, for in 1917, Adler believed that he had established a connection between homosexuality and an inferiority complex towards one's own gender.

Adler becomes a well known figure in psychiatry

His efforts were halted by World War I, during which he served as a doctor with the Austrian Army. Post-war his influence increased greatly into the 1930s, he established a number of child guidance clinics from 1921 and was a frequent lecturer in Europe and the United States, becoming a visiting professor at Columbia University in 1927. Therapeutically his methods avoided the concentration on adult psyche by attempting to pre-empt the problems in the child by encouraging and promoting social interest and also by avoiding pampering and neglect. In adults the therapy relied on the exclusion of blame or a superior attitude by the practitioner, the reduction of resistance by raising awareness of individual behaviour and the refusal to become adversarial. Common therapeutic tools included the use of humour, historical instances, and paradoxical injunctions. Adler's popularity was related to the comparative optimism and comprehensibility of his ideas compared to those of Freud or Jung. He famously commented, "The test of one's behavior pattern: relationship to society, relationship to one's work, relationship to sex."

Emigration and early death

In 1932, after most of his Austrian clinics were closed due to his Jewish heritage, Adler left Austria for a professorship at the Long Island College of Medicine. His death from a heart attack in Aberdeen, Scotland during a lecture tour in 1937, was a blow to the influence of his ideas although a number of them were taken up by neo-Freudians.

Nonetheless, there exist presently several schools dedicated to carrying on the work of Alfred Adler such as The Adler School of Professional Psychology which was founded as The Alfred Adler Institute of Chicago by Adler's protégé, Rudolf Dreikurs, and the Alfred Adler Institutes of San Francisco and Northwestern Washington, dedicated to Adler's original teachings and style of psychotherapy. There are also various organizations promoting Dr. Adler's orientation towards mental and social wellbeing. These include ICASSI and the North American Society for Adlerian Psychology (NASAP).

Publications

His key publications were *The Practice and Theory of Individual Psychology* (1927), *Understanding Human Nature* (1927) and "What Life Could Mean to You". The Alfred Adler Institute of Northwestern Washington has recently published the first ten of the twelve-volume set of *The Collected Clinical Works of Alfred Adler*, covering his writings from 1898-1937. An entirely new translation of Adler's magnum opus, *The Neurotic Character*, is featured in Volume 1.

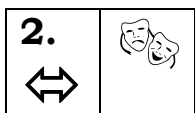
ГРАМАТИЧНІ ВПРАВИ ПОНЯТТЯ ПРО ГЕРУНДІЙ



1.

Доповніть речення, використовуючи герундій

1. We couldn't even dream of _____
2. Everybody wished he stopped _____
3. He is sure to boast of _____
4. You can't act without _____
5. Are English people fond of _____
6. I hardly remember _____
7. We don't often have the chance of _____
8. My children are not used to _____
9. Is there any use in _____
10. He didn't care for _____
11. We all look forward to _____
12. Everybody disliked the idea of _____
13. He has given up _____
14. What kept you from _____?
15. Is it worth while _____?
16. The boy kept on _____
17. What prevented her from _____
18. The audience enjoyed _____
19. What do you mean by _____?



2.

Відкрийте дужки, використовуючи правильну форму герундія

1. (to speak) without (to think) is (to shoot) without aim.
2. Do you know what is peculiar about the English rule of (to drive)?
3. I'm glad to say that the lady didn't keep us (to wait).
4. I remember (to take) to Paris when I was a very small child.
5. I strongly suspect Gerald of (to know) all about it beforehand, though he swears he didn't.
6. Excuse me for not (to write) more at the moment.
7. She never lost the power of (to form) quick decisions.
8. He had an air of (to be) master of his fate, which was his chief attraction.

9. She denied (to see) me at the concert though I'm sure I saw her in the stalls.
10. I want to thank her for (to look) after the children while I was out.



3.

Відкрийте дужки, використовуючи правильну форму герундія

1. He passed to the front door and out without (to see) us.
2. I enjoy (to read) poetry.
3. I don't mind (to stay) here for a little while.
4. Are you going to keep me (to wait) all day?
5. They reproached us for (not to come) to the party; they were waiting for us the whole evening.
6. He suspected her of (to give) the police information about him while the workers were on strike.
7. I sat on the doorstep thinking over my chances of (to escape) from home.
8. There is very little hope of the work (to do) in time.
9. The coat showed evident signs of (to wear) on the preceding night.
10. (to avoid) the use of the perfect gerund is quite common if there is no fear of (to misunderstand).



4.

Відкрийте дужки, використовуючи правильну форму герундія

1. After the accident, the injured man recovered consciousness in hospital. He remembered (cross) the road, but he didn't remember (knock down).
2. I am still thirsty in spite of (drink) four cups of tea.
3. This carpet always looks dirty, in spite of (sweep) every day.
4. He didn't return the book he had borrowed after (promise) to do so.
5. He got into the house by (climb) through a window, without (see) by anyone.
6. I think he was foolish to buy a car before (learn) how to drive it.
7. Peter is a much better chess-player than I am, and he was very surprised when I beat him yesterday for the first time. He isn't used to (beat).
8. He went to bed at 9 p.m. in spite of (sleep) all the afternoon.
9. He complained of (give) a very small room at the back of the hotel.
10. The little girl isn't afraid of dogs in spite of (bite) twice.



5.

Відкрийте дужки, використовуючи правильну форму герундія

1. The little girl didn't go near the dog; she was afraid of (bite).
2. The baby went to sleep a few minutes after (feed).
3. The little girl never gets tired of (ask) her mother questions, but her mother often gets tired of (ask) so many questions.
4. They lived in a small town for ten years and then moved without (make) friends with any of their neighbours.
5. The little boy was punished for (tell) lie by (send) to bed without his supper.

6. Mary was chosen a year ago to act in the school play. She was very pleased at (choose).
7. Jack doesn't like boxing. I don't know if he is afraid of (hurt) his opponent or of (hurt) himself.
8. He was taken to hospital unconscious after the accident. He died in hospital without (recover) consciousness.
9. I always treat people politely and I insist on (treat) politely.
10. Little boy was very hungry at eleven o'clock in spite of (eat) a big breakfast two hours earlier.
11. She didn't get out of bed until ten o'clock in spite of (wake up) at seven.

ТЕМА 38:

ОСОБИСТІТЬ

Заняття 2

ОСОБИСТІТЬ



Прочитайте та перекладіть текст українською мовою.

PERSONALITY

In psychology, **personality** is a description of consistent emotional, thought, and behavior patterns in a person. The several theoretical perspectives on personality involve different ideas about the relationship between personality and other psychological constructs as well as different ideas about the way personality develops.

Personality theories

Most theories can be grouped into one of the following classes.

Trait theories

According to the *Diagnostic and Statistical Manual* of the American Psychiatric Association, personality traits are "prominent aspects of personality that are exhibited in a wide range of important social and personal contexts." In other words, persons have certain characteristics which partly determine their behaviour. According to the theory, a friendly person is likely to act friendly in any situation because of the traits in his personality.

Gordon Allport delineated different kinds of traits, which he also called dispositions. *Central traits* are basic to an individual's personality, while *secondary traits* are more peripheral. *Common traits* are those recognized within a culture and thus may vary from culture to culture. *Cardinal traits* are those by which an individual may be strongly recognized.

Raymond Cattell's research propagated a two-tiered personality structure with sixteen "primary factors" (16PF) and five "secondary factors." Building on the work of Cattell and others, Lewis Goldberg proposed a five-dimension personality model, nicknamed the "Big Five":

- Neuroticism
- Extraversion
- Agreeableness
- Conscientiousness
- Openness to experience

John L. Holland proposed a "RIASEC" model of personality widely used in vocational counseling. The RIASEC is a circumplex model where the six types are represented as a hexagon where adjacent types are more closely related than those more distant.

- Realistic - physical, hands-on, tool-oriented, masculine
- Investigative - scientific, technical, methodical
- Artistic - writing, painting, singing, etc.

- Social - nurturing, supporting, helping, healing
- Enterprising - organizing, activating, motivating
- Conventional - clerical, detail-oriented

Building on the writings of Carl Jung, Isabel Meyers and her mother, Katherine Briggs delineated personality types by constructing the Myers-Briggs Type Indicator. Their personality typology has some aspects of a trait theory: it explains people's behaviour in terms of opposite fixed characteristics.

- Introversion / Extraversion
- Sensing / Intuition
- Thinking / Feeling
- Judging / Perceiving

Psychodynamic theories

Psychodynamic (also called psychoanalytic) theories explain human behaviour in terms of interaction between the various components of personality. Sigmund Freud was the founder of this school. He broke the human personality down to three significant components: the ego, superego, and id. According to Freud, personality is shaped by the interactions of these three components.

Behaviorist theories

Behaviorists explain personality in terms of reactions to external stimuli. This school of thought was initiated by B. F. Skinner. According to these theories, people's behaviour is formed by processes such as operant conditioning.

Cognitive and social-cognitive theories

In cognitivism, behaviour is explained as guided by cognitions (e.g. expectations) about the world, and especially those about other people. Albert Bandura, a social learning theorist suggested that the forces of memory and feelings worked in conjunction with environmental influences.

Humanistic theories

In humanistic psychology, it is emphasized that people have free will and that they play an active role in determining how they behave. Accordingly, humanistic psychology focuses on subjective experiences of persons instead of factors that determine behaviour. Abraham Maslow and Carl Rogers were proponents of this view.

A typology of personality models

Modern personality models may generally be broken into three types: factorial models, typologies, and circumplexes.

Factorial models posit that there are dimensions along which human personality differs. The main purpose of a personality model is thus to define the dimensions of personality. Factor analysis is a primary tool of theorists composing factorial models. Such models arise directly from a classical individual differences approach to the study of human personality. Goldberg's Big Five model may be the best-known example of this type of theory.

Typologies or *type models* arise naturally from some theories that posit *types* of people. For example, astrological signs represented a well-known, pre-scientific typological model. Typological models posit a relatively small number of modal

types and possibly some interaction between the types. The Jungian typology implemented in the MBTI may best represent the typology approach.

Circumplex models may resemble factorial or type models but further specify a relationship between the different types or factors. Typically, some types or factors are more related than others and can be presented on a polygon. Holland's RIASEC may be the best-known example of this type of theory. Correlations of personality scores should resemble a simplex form where opposing types have low correlation and close types have a high correlation.

Personality tests

Types of personality tests include the Rorschach test, the Minnesota Multiphasic Personality Inventory, Myers-Briggs Type Indicator, and the Thematic Apperception Test. Critics have pointed to the Forer effect to suggest that some of these appear to be more accurate and discriminating than they really are.

Alter ego

For other uses, see Alter ego (disambiguation).

An **alter ego** (from Latin, "other I") is another self, a second personality or persona within a person. The term is commonly used in literature analysis and comparison to describe characters who are psychologically identical.

In some cases, it is difficult to identify which ego is the base and which is the alter. Many superheroes use an alter ego to protect their normal lives, Bruce Wayne's alter ego being Batman. However, Superman is different as his alter ego is actually Clark Kent. Still others, such as Darth Vader, go through a drastic change at a point in their life and all but cease to be their former self.

The term and concept are also frequently used in popular fiction, such as in comic books, for the secret identity of a superhero, vigilante, or crimefighter:

- Superman's alter ego is Clark Kent,
- Batman is the alter ego of Bruce Wayne,
- Captain Marvel is the alter ego of Billy Batson,
- Spider-Man is the alter ego of Peter Parker,
- Thor is the alter ego of Dr. Don Blake,
- The Hulk is the alter ego of Bruce Banner,
- Dr. Jekyll's is Mr. Hyde in *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- Darth Sidious's is Emperor Palpatine
- Darth Vader's is Anakin Skywalker
- Lord Voldemort's is Tom Riddle
- Bubs's is The Thnikkaman
- Billy Blaze's is Commander Keen
- Wario-Man's is Wario
- David Bowie's is Ziggy Stardust
- Bono's are The Fly, Mr. MacPhisto, Mirrorball Man and Alton Dalton
- Cornholio's is Beavis

Dissociative identity disorder

In psychiatry, **Dissociative Identity Disorder (DID)** is the current name of the condition formerly listed in the Diagnostic and Statistical Manual of Mental

Disorders as **Multiple Personality Disorder (MPD)** and **Multiple Personality Syndrome**. The International Statistical Classification of Diseases and Related Health Problems continues to list it as Multiple Personality Disorder. Multiple Personality Disorder should not be confused with schizophrenia.

According to standard American textbooks in clinical psychology, Dissociative Identity Disorder is a psychological condition characterized by the use of dissociation as a primary defense mechanism. A chronic reliance on dissociation as a means of defending against stressors in the environment causes the individual to experience their psyche/identity as disconnected or split into distinct parts.

This diagnosis is controversial. The main points of disagreement are:

1. Whether MPD/DID is a real disorder, or just a fad.
2. If it is real, is the appearance of multiple personalities real or delusional?
3. Whether it can be cured.
4. Whether it should be cured.
5. Who should primarily define the experience -- therapists, or multiples.
6. Whether it is invariably a disorder or simply a way of being.

In rough terms, believers in DID or MPD argue that children who are stressed or abused (especially sexually abused), split into several independent personalities or ego states as a defense mechanism. How people with DID/MPD perceive their actions varies, but often only one personality (or "alter") can control the body at any given time. Sometimes alters are co-conscious and share all memories. Sometimes each alter remembers only the times when he/she/it controlled the body, and has amnesia for all other periods. People diagnosed with DID may exhibit erratic alterations of personality and may "lose time".

Skeptics claim that people who act as if they have MPD/DID have learned to exhibit the symptoms in return for social reinforcement, either from therapists, from others with DID, from society at large or from any combination thereof.

Believers in DID retort that people with the syndrome really *do* have multiple selves or experience themselves so, really *cannot* control their behaviors, and should be treated with the same respect and consideration afforded those with other mental disorders.

In addition, some people would argue that it is normal to experience oneself as multiple and that "multiplicity" is not necessarily a disorder, so that it is possible to be multiple without having MPD or DID.

Controversy

The debate over DID and MPD arose in the context of the furor over repressed and later recovered memories of childhood sexual abuse, the child sex abuse panic of the 1980s, and associated stories of Satanic Ritual Abuse. In the U.S. (and to a much lesser extent in other English-speaking countries, like the U.K. and Australia), it was widely believed that sex and Satanic abuse were rampant and that they often caused MPD. More people began to suspect that their psychological problems were caused by childhood abuse and that they had MPD.

However, as the stories told by clients grew ever more bizarre, as the number of people claiming MPD spiked, as public prosecutions of daycare workers began to seem to some like Salem witch trials, the public at large grew less accepting and more hostile to stories of recovered memories, ritual abuse, and MPD.

However, there are still many mental health workers who would argue that while there was much exaggeration and bad therapy during the 1980s and early 1990s, and a few supposed MPD clients who were merely suggestible, DID is a real disorder, with real victims. It was a disorder before the child abuse hysteria, and it is still a disorder now that much of the child abuse panic has died down. This view is common enough that DID still figures in American diagnostic manuals, and MPD in those of England and Europe.

At stake is how we are to treat those experiencing multiple selves. If DID is *real*, then DID clients have suffered some form of childhood trauma which is adversely affecting their present lives and which requires treatment. If it is *factitious*, then the supposed victims are displaying something like histrionic personality disorder: the adoption of a less-than-ideal strategy for controlling others.

Given that the stakes are so high and opinions so fundamentally opposed, it is extremely difficult to present information about multiplicity, MPD and DID in a way that all sides will accept. Perhaps the best solution is to give each side a chance to state its case. These sides might be said to be:

- "Believers", who argue that we must trust and believe those who claim to have DID/MPD and to have recovered memories of childhood trauma.
- The critics, who have challenged the believers. Many critics argue that DID is a fad rather than a real disorder.
- Mental health professionals, scientists, and others who believe that DID is a valid diagnosis, while distancing themselves from the perceived excesses of the believers.
- People who believe that it is possible to be multiple *and* psychologically healthy. Arguments that assume all multiplicity is an illness, whether MPD or DID, do an injustice to healthy multiples. Note that the existence of psychologically healthy multiples does not preclude the existence of MPD/DID as a disorder.

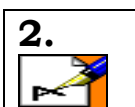
ГРАМАТИЧНІ ВПРАВИ УТВОРЕННЯ ГЕРУНДІЯ



Відкрийте дужки, використовуючи герундій

1. My watch keeps (stop). — That's because you keep (forget) to wind it.
2. Would you mind (lend) me ten pence? I want to make a phone call.
3. I suggest (telephone) the hospitals before asking the police to look for him.
4. Why do you keep (look) back?

5. He kept (ring) up and (ask) for an explanation and she didn't know what to do about him.
6. Try to avoid (be) late. He hates to be kept (wait).
7. The taxi-driver tried to stop in time, but he couldn't avoid (hit) the old woman.
8. He offered to buy my old car, if I didn't mind (wait) a month for the money.
9. Imagine (have) to get up at 5 a.m. every day!
10. At first I enjoyed (listen) to him, but after a while I got tired of hearing the same story again and again.
11. I keep (try) to make mayonnaise but I never succeed.
12. He suggested (call) a meeting and (let) them decide the matter themselves.



2.

Відкрийте дужки, використовуючи герундій

1. Imagine (keep) a snake as a pet!
2. We suggested (sleep) in hotels but the children were anxious to camp out.
3. Please, go on (write); I don't mind waiting.
4. The baby started crying when he woke up, and went on (cry) all the morning.
5. The teacher was angry and said, "If you keep on (interrupt) me, I'll send you out of the class."
6. He didn't want to lose any more money, so he gave up (play) cards.
7. It's no use (wait).
8. Try to forget it; it isn't worth (worry) about.
9. It's no use (have) a bicycle if you don't know how to ride it
10. It's no use (try) to interrupt him. You'll have to wait till he stops talking.
11. There are people who can't help (laugh) when they see someone slip on a banana skin.
12. He refuses to take advice from anyone, so it's no use (speak) to him.
13. I intended to go to the cinema yesterday, but my friend told me the film wasn't worth (see).

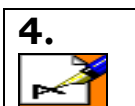


3.

Відкрийте дужки, використовуючи герундій

1. What about (buy) double quantities of everything today? That will save shopping again later in the week.
2. I promised to come early, but I couldn't help (be) late.
3. When I came he was busy (write) a letter to his friend.
4. Let's go for a swim.—What about (go) for a drive instead?
5. Mr. Shaw is very busy (write) his memoirs. He is far too busy to receive callers, so you'd better just go away.
6. I didn't feel like (work) so I suggested spending the day in the country.
7. It's no use (ask) children to keep quiet. They can't help (make) a noise.
8. Let's go fishing today. There's a nice wind. What about (come) with us, Ann?
9. Why didn't you warn him? It's no use (warn) him.

10. Where is Ann? — She is busy (do) her homework.
11. Do you feel like (go) to a film or shall we stay at home?
12. There is no point in (remain) in a dangerous place if you can't do anything to help the people who have to stay there.
13. At first enjoyed listening to him but after a while I got tired of (hear) the same story again and again.



4.

Відкрийте дужки, використовуючи герундій

1. He didn't leave the house because he was afraid of (meet) someone who would recognize him.
2. You'll soon get used to (sleep) by the phone.
3. He expects me to answer by return but I have no intention of (reply) at all.
4. I am tired of (do) the same thing all the time.
5. I'm not used to (drive) on the left.
6. There was no way of (get) out of the building except by climbing down a rope.
7. Would you like me to turn down the radio a bit? — No, it's all right. I'm used to (work) with the radio on.
8. I want to catch the 7 a.m. train tomorrow. — But you are not good at (get) up early, are you?
9. My father thinks I am not capable of (earn) my own living, but I mean to show him that he is wrong.
10. I called at his house on the chance of (see) him.
11. She caught a bad cold, because she isn't used to (sleep) with her windows open.
12. I wanted to pay the bus fares, but my friend insisted on (pay).



5.

Дайте відповіді на запитання, використовуючи герундій

1. What are you fond of doing?
 2. Are you fond of reading?
 3. What do you like better: football or basket-ball?
 4. Do you remember going to school for the first time? What can you say about that day?
 5. What films have you seen lately? Which of them is worth seeing?
 6. How many English books have you read this year? Which of them are worth reading?
 7. What do you dream of becoming?
 8. What do we use for cutting bread?
 9. What do we use for writing?
 10. Is it possible to learn English without working hard?
 11. Do you enjoy traveling by air? Why?
- Where do you intend spending your holidays?

ТЕМА 38:

ОСОБИСТІТЬ

Заняття 3

ГУМАНІСТИЧНА ПСИХОЛОГІЯ



Прочитайте та перекладіть текст українською мовою.

HUMANISTIC PSYCHOLOGY

Humanistic psychology is a school of psychology that emerged in the 1950s in reaction to both behaviorism and psychoanalysis. It is explicitly concerned with the human dimension of psychology and the human context for the development of psychological theory. These matters are often summarized by the five postulates of Humanistic Psychology given by James Bugental (1964), mainly that:

- (1) Human beings cannot be reduced to components.
- (2) Human beings have in them a uniquely human context.
- (3) Human consciousness includes an awareness of oneself in the context of other people.
- (4) Human beings have choices and responsibilities.
- (5) Human beings are intentional, they seek meaning, value and creativity.

The development of the field

The humanistic approach has its roots in existentialist thought (see Kierkegaard, Nietzsche, Heidegger, and Sartre). It is also sometimes understood within the concept of the three different forces of psychology; behaviorism, psychoanalysis and humanism. The "First Force" grew out of Ivan Pavlov's work with the conditioned reflex, and laid the foundations for academic psychology in the United States associated with the names of John B. Watson and B.F. Skinner. This school was later called the science of behavior. Abraham Maslow later gave behaviorism the name "the first force". The "second force" came out of Freud's research of psychoanalysis, and the psychologies of Alfred Adler, Erik Erikson, Carl Jung, Erich Fromm, Karen Horney, Otto Rank, Melanie Klein, Harry Stack Sullivan, and others. These theorists focused on the depth of the human psyche, which they stressed, must be combined with those of the conscious mind in order to produce a healthy human personality.

In the late 1950's, psychologists concerned with advancing a more holistic vision of psychology convened two meetings in Detroit, Michigan. These psychologists, including Abraham Maslow, Carl Rogers, and Clark Moustakas, were interested in founding a professional association dedicated to a psychology that focused on uniquely human issues, such as the self, self-actualization, health, hope, love, creativity, nature, being, becoming, individuality, and meaning- in short, the understanding of what it means to be human.

These preliminary meetings eventually led to other developments, which culminated in the description of humanistic psychology as a recognizable "third

force" in psychology (along with behaviorism and psychoanalysis). Significant developments included the launch of the *Journal of Humanistic Psychology* in 1961 and the formation of the Association for Humanistic Psychology (AHP) in 1963. Subsequently, graduate programs in humanistic psychology at institutions of higher learning grew in number and enrollment. In 1971, humanistic psychology as a field was recognized by the American Psychological Association (APA) and granted its own division (Division 32) within the APA. Division 32 publishes its own academic journal called *The Humanistic Psychologist* (Aanstoos, Serlin & Greening, 2000).

The major theorists considered to have prepared the ground for Humanistic Psychology are Abraham Maslow, Carl Rogers and Rollo May. Other noteworthy inspirers and leaders of the movement include Roberto Assagioli, Gordon Allport, Medard Boss, R. D. Laing, Fritz Perls, Anthony Sutich, Erich Fromm, Kurt Goldstein, Clark Moustakas, Lewis Mumford and James Bugental (Aanstoos, Serlin & Greening, 2000).

Epistemology

Humanistic psychology usually prefers qualitative research methods over other epistemological approaches (Clay, 2002). This is part of the field's "human science" approach to psychology; an emphasis on the actual lived experience of persons (Aanstoos, Serlin & Greening, 2000). Scientifically, the humanistic field views the usage of quantitative methods in the study of the human mind and behaviour as misguided. This is in direct contrast to cognitivism (which aims to apply the scientific method to the study of psychology), an approach of which humanistic psychology has been strongly critical. Instead, the discipline stresses a phenomenological view of human experience, seeking to understand human beings and their behavior by conducting qualitative research.

Counseling and therapy

Humanistic psychology includes several approaches to counseling and therapy. Among the earliest approaches we find the developmental theory of Abraham Maslow, emphasizing a hierarchy of needs and motivations; the existential psychology of Rollo May acknowledging human choice and the tragic aspects of human existence; and the person-centered or client-centered therapy of Carl Rogers, which is centered around the clients' capacity for self-direction and understanding of his/her own development (Clay, 2002).

Other approaches to humanistic counselling and therapy include Gestalt therapy, humanistic psychotherapy, depth therapy, holistic health, encounter groups, sensitivity training, marital and family therapies, body work, and the existential psychotherapy of Medard Boss (Aanstoos, Serlin & Greening (2000).

Self-help is also included in humanistic psychology. Ernst & Goodison (1981) describe using some of the main humanistic approaches in self-help groups and co-counselling, which is a purely self-help approach, is regarded as coming within humanistic psychology (see John Rowan's *Guide to Humanistic Psychology*).

As mentioned by Clay (2002) Humanistic psychology tends to look beyond the medical model of psychology in order to open up a nonpathologizing view of

the person. This usually implies that the therapist downplays the pathological aspects of a person's life in favour of the healthy aspects. A key ingredient in this approach is the meeting between therapist and client and the possibilities for dialogue. The aim of much humanistic therapy is to help the client approach a stronger and more healthy sense of self, also called self-actualization (Aanstoos, Serlin & Greening, 2000; Clay, 2002). All this is part of Humanistic psychology's motivation to be a science of human experience, focusing on the actual lived experience of persons (Aanstoos, Serlin & Greening (2000).

Criticism and debate

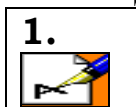
Criticism of the field has come from Isaac Prilleltensky (1992) who argues that humanistic psychology - inadvertently - is affirming the social and political status quo, and therefore has remained fairly silent about social change.

Further, in their review of different approaches to positive psychology, Seligman & Csikszentmihalyi (2000) note that the early incarnations of humanistic psychology lacked a cumulative empirical base, and that some directions encouraged self-centeredness. However, according to mainstream humanistic thinkers, humanistic psychology must not be understood to promote such ideas as the narcissism, egotism, or selfishness (Bohart & Greening, 2001). The association of humanistic discourse with narcissistic and overly optimistic worldviews is a misreading of humanistic theory.

In their response to Seligman & Csikszentmihalyi (2000), Bohart & Greening (2001) note that along with pieces on self-actualization and individual fulfillment, humanistic psychologists have also published papers on a wide range of social issues and topics, such as the promotion of international peace and understanding, the holocaust, the reduction of violence, and the promotion of social welfare and justice for all.

ГРАМАТИЧНІ ВПРАВИ

ДІЄСЛОВА, ПІСЛЯ ЯКИХ ВЖИВАЄТЬСЯ ГЕРУНДІЙ

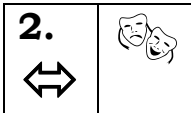


1.

Складіть речення та перекладіть їх українською. Зверніть увагу на особливості перекладу герундія

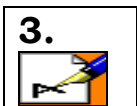
- | | |
|-------------------------|--|
| 1. I'd like you to stop | talking.
interrupting me.
asking me questions.
speaking Russian in class.
smoking here.
being angry with me. |
| 2. Have you begun | reading the book that I gave you?
learning to skate?
looking through the text?
making notes of the lectures?
discussing the question without them? |
| 3. I don't mind | you(r) smoking here. |

them (their) using my notes.
his (him) coming to see us tomorrow evening.
going out for a walk now.
telling you another story.
her helping me.



2. Складіть речення та перекладіть їх українською.
Зверніть увагу на особливості перекладу герундія

1. Do you mind if we go on playing chess here?
discussing the matter now?
telling funny stories?
packing tomorrow morning?
watching TV?
2. He hasn't finished translating the article yet.
speaking on the telephone yet.
reading the newspaper yet.
cooking dinner.
3. They continue interrupting him.
changing their plans.
talking.
making mistakes.
doing home-task in English.



3. Перекладіть речення на англійську. Зверніть увагу на використання герундія

1. Будь ласка, припиніть розмовляти. Я не чую, що він каже.
2. Хоча й було дуже пізно, він продовжував працювати над доповіддю, з якою збирався виступити наступного ранку.
3. Вони почали працювати рівно о дев'ятій.
4. Я вважаю, що ми можемо продовжити обговорення цієї проблеми.
5. Він продовжував читати книгу, поки не знайшов потрібне місце.
6. Ви не будете проти, якщо я приведу з собою мого друга?
7. Я впізнав цього чоловіка, як тільки вона закінчила його описувати.
8. Я не заперечуватиму, якщо ви допоможете йому у роботі.
9. Вибачте, що я запізнився.
10. Він почав писати вірші ще у дитинстві.

4.



4. Перефразуйте речення так, щоб герундій став підметом

Наприклад: It is important to learn English. – Learning English is important.

1. It is foolish to make a decision without knowing the facts.
2. It's difficult to plan your future.

3. It's important to have enough sleep.
4. It is not necessary to meet friends every day.
5. It's a good idea to spend a whole week on the seaside.
6. It's impossible for me to stay in Kyiv this summer.
7. It's pleasant to read a new novel of this author.
8. It's hard to do some work on holiday.
9. It's difficult to earn enough money nowadays.
10. It's a bad idea to buy a new car now.

ТЕМА 38:

ОСОБИСТІТЬ

Заняття 4

ЯК БУТИ ЗДОРОВИМ



Прочитайте та перекладіть текст українською мовою.

HEALTHY HABITS FOR LIFE

Healthy Habits for Life is a series of segments and storylines in children's television series *Sesame Street*. Launched in season 36, the segments are a "multi-year, content-driven initiative to help young children and their caregivers establish an early foundation of healthy habits that can last a lifetime".

Development

In the early part of the 2000s, childhood obesity became a critical issue in the public mind, and was reinforced as a cause for concern by data published by the US Centers for Disease Control.

Sesame Workshop, as a developer of many kids programs, took interest in promoting healthy lifestyles to its viewers. According to people from Sesame Workshop, "Health has always been a part of our Sesame Street curriculum, therefore we will always be committed to ensuring kids are given information and messages that will help them become healthy and happy in their development. For season 36, we have turned up the dial in health, but it will always be part of our curriculum."

The Healthy Habits for Life programming was launched In 2005, to encourage young viewers to lead more active and nutritious lifestyles.

The Workshop formed an Advisory Board consisting of experts such as Woodie Kessel, M.D., M.P.H., the Assistant Surgeon General of the United States. This board examines the research of other organizations, and also conducts pilot studies to determine which areas of research should be expanded, based on social, ethnic and socio-economic sections of the population.

Launch

Throughout season 36, every other episode of *Sesame Street* had a health related theme to its Street-scene, and various segments.

At the start of every show, before the sponsorship list and opening sequence ran, a "Healthy Moment" segment aired. Generally, these included celebrity guests like astronaut Buzz Aldrin, game show champion Ken Jennings, or singer Alicia Keys.

Veggie Monster scare

As part of the Healthy Habits programming, Sesame Workshop "broadening [Cookie Monster's] eating habits". In actuality, the company had begun broadening his intake as early as 1990 with the song "Healthy Food", by Christopher Cerf. The song was remade for 2006 with rapper Wyclef Jean as a

guest star. A 1999 *Sesame Street Beat Newsletter* for parents discussed his balanced lifestyle:

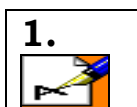
Lately, Cookie has also taught children the importance of eating a balanced diet. This doesn't mean that Cookie rounds out his diet with plates, trucks, ukuleles, and other objects the munching monster has been known to devour. This means that Cookie now eats a fair share of salads, meats, and vegetables to set a good example for viewers at home. And Cookie doesn't mind a bit. Sure he loves cookies, but he likes the act of eating in general. As long as his mouth is full, his heart is happy.

The international media picked up on the story, but instead a high percentage twisted it into sensationalism, with headlines like "'Sesame Street' tosses its cookies or claiming the character was 'sent on a diet'". Widespread internet rumor was launched that PBS forced Sesame Workshop to literally rename Cookie Monster as "Veggie Monster". An Internet petition/boycott received hundreds of signatures of support, from misinformed webziens.

Follow-up

Characters Elmo and Rosita filmed public service announcements with various US Governors in 2006. Participating were Governors Mike Huckabee (R-AR), Frank Murkowski (R-AK), Felix Perez Camacho (R-GU), Dirk Kempthorne (R-ID), Kathleen Sebelius (D-KS), Kathleen Blanco (D-LA), Jennifer Granholm (D-MI), Kenny Guinn (R-NV), John Hoeven (R-ND), Ancibal Acevendo-Vila (D-PR), Bob Taft (R-OH), Don Carcieri (R-RI) with his wife, Sue Carcieri, Jon Huntsman (R-UT), Jim Douglas (R-VT) and Joe Manchin III (D-WV).

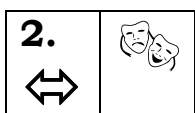
ГРАМАТИЧНІ ВПРАВИ **ДІСЛОВА З ПРИЙМЕННИКАМИ, ЯКІ ВИМАГАЮТЬ ПІСЛЯ** **СЕБЕ ГЕРУНДІЯ**



1.

Використайте необхідну форму герундія та де необхідно, прийменник

1. Newton, the famous scientist, was sometimes engaged (to work out) difficult problems.
2. "There's no question (to forgive) you," he said quickly.
3. Of course, I should insist (to pay) for my work.
4. I wonder if there's any use (to try) to improve him.
5. We began to speak only when we were out (to hear) of the old man.
6. I insist (to go) there at once.
7. We all suspected him (to learn) it before and (to try) to conceal it from us.
8. They were all busy (to unpack) the books and (to put) them on the shelves.
9. (to hear) the news she ran over to the telephone to inform Gerald at once.
10. But (to make) this request Mr. Dennant avoided (to look) in his face.



2.

Використайте необхідну форму герундія та де необхідно, прийменник

1. I spent the rest of the time in the hall of the Station Hotel (to write) letters.
2. You can help me (to give) a piece of good advice, you're old enough to know it better.
3. (to discuss) the plan ourselves we decided to consult Mike's eldest brother who in our eyes was an expert.
4. He hesitated a little (to open) the door. He had a feeling that there was somebody waiting for him inside.
5. (to hear) the sound of the door opened downstairs he tiptoed into the corridor and bent over the banisters.
6. (to see) three little children dancing in the street to their own music he came up nearer to see them better.
7. Excuse me (to come) late.



3. Використайте необхідну форму герундія та де необхідно, прийменник

1. I went out for a while (to give) the boy the prescribed capsules.
2. You can't act (to feel).
3. I dislike the idea (to spend) a holiday with hundreds of other people.
4. (to ask) about it he said he knew nothing.
5. The silence was broken by the sound of a door (to lock).
6. She walked a little (to leave) her office.
7. I remember (to go) to the British Museum one day.



4. Використайте необхідну форму герундія та де необхідно, прийменник

1. Now I can boast (to see) Rome and London, Paris and Athens.
2. How did you like the English rule (to drive) on the left side of the road instead of the right?
3. I hate (to be) ill and (to stay) in bed.
4. We all kissed Mother (to go) to bed.
5. I'm not used (to receive) Christmas presents.
6. At every school she went to she learned drawing, besides (to teach) by her father at home.
7. My wife and I look forward (to see) you and Rosa.
8. The children had to help (to sweep) and (to clean) the rooms and (to wash up) after meals.
9. The doctor left three different medicines with instructions (to give) them.
10. You can improve your pronunciation (to read) aloud.



5. Використовуючи таблиці, складіть якомога більше речень

I	insisted on	visiting that museum.
He/She	objected to	doing morning exercises.

We	agreed to	buying the tickets beforehand.
You	thought of	helping them.
They	succeeded in	learning the poem by heart.

I	suggested	playing hockey.
He/She	finished	smoking.
We	couldn't help	meeting them.
You	enjoyed	learning English.
They	gave up	laughing.

After	finishing school	I	decided to go there.
Before	coming home	he/she	had a short rest.
On	recovering	we	spent a week at home.
	getting there	they	began to work.
	leaving for Kyiv		booked a ticket.

I	insisted on	my	going there.
He/She	looked forward to	his/her	being sent there.
We	thought of	our	coming back.
You	objected to	your	being given this task.
They	dreamed of	their	being invited to the party.
			inviting to the party.

I	am	pleased with	my	behaving so.
He/She	is	sure of	his	having said it.
We	are	surprised at	our	having been praised.
You	was	proud of	your	playing so well.
They	were		their	being invited there.
			Jane's	having won the match.

ТЕМА 38:

ОСОБИСТІТЬ

Заняття 5

СУСПІЛЬСТВО ТА СОЦІАЛЬНІ ВИМОГИ



Прочитайте та перекладіть текст українською мовою.

SOCIETY



Human relationships within an ethnically diverse society.

A **society** is a self-reproducing grouping of individuals occupying a particular territory, which may have its own distinctive culture and institutions. As culture is generally considered unique to humans, the terms "society" and "human society" have the same meaning. "Society," may refer to a particular people, such as the Nuer, to a nation state, such as Austria, or to a broader cultural group, such as Western society.

Origin and usage

The English word *society* emerged in the 15th century and is derived from the French *société*. The French word, in turn, had its origin in the Latin *societas*, a "friendly association with others," from *socius* meaning "companion, associate, comrade or business partner." Thus the meaning of society is closely related to what is considered to be social. Implicit in the meaning of society is that its members share some mutual concern or interest, a common objective or common characteristics. As such, *society* is often used to mean the collective citizenry of a country as directed through national institutions concerned with civic welfare.

In political science, the term is often used to mean the totality of human relationships, generally in contrast to *the State*, i.e., the apparatus of rule or government within a territory:

"I mean by it [the State] that summation of privileges and dominating positions which are brought into being by extra-economic power... I mean by Society, the totality of concepts of all purely natural relations and institutions between man and man..."^[1]

The social sciences generally use the term *society* to mean a group of people that form a semi-closed social system, in which most interactions are with other

individuals belonging to the group. More abstractly, a *society* is defined as a network of relationships between social entities. A *society* is also sometimes defined as an interdependent community, but the sociologist Tonnies sought to draw a contrast between society and community. An important feature of society is *social structure*, aspects of which include roles and social ranking.

Why use the term "society"?

Society is an abstract term, i.e., you cannot see or touch it. Thus society does not exist in the same way that people do. Why be concerned about something that is not an observable reality? The answer, according to sociologist Richard Jenkins, is that “society” addresses a number of important existential issues facing people:

1. How humans think and exchange information – the sensory world makes up only a fraction of human experience. In order to understand the world, we have to conceive of human interaction in the abstract form (i.e., society).
2. Many phenomena cannot be reduced to individual behavior – to explain certain conditions, a view of something “greater than the sum of its parts” is needed.
3. Collectives often endure beyond the lifespan of individual members.
4. The human condition has always meant going beyond the evidence of our senses; every aspect of our lives is tied to the collective. ^[2]

Characteristics of society

The following three components are common to all definitions of society:

- Social networks
- Criteria for membership, and
- Characteristic patterns of organization

Each will of these will be explored further in the following sections.

Social Networks

Social networks are maps of the relationships between people. Structural features such as proximity, frequency of contact and type of relationship (e.g., relative, friend, colleague) define various social networks.

Organization of society

Human societies are often organized according to their primary means of subsistence. Social scientists identify hunter-gatherer societies, nomadic pastoral societies, horticulturalist or simple farming societies, and intensive agricultural societies, also called civilizations. Some consider industrial and post-industrial societies to be qualitatively different from traditional agricultural societies.

One common theme for societies in general is that they serve to aid individuals in a time of crisis. Traditionally, when an individual requires aid, for example at birth, death, sickness, or disaster, members of that society will rally others to render aid, in some form—symbolic, linguistic, physical, mental, emotional, financial, medical, religious, etc. Many societies will distribute largess, at the behest of some individual or some larger group of people. This type of *generosity* can be seen in all known cultures; typically, prestige accrues to the generous individual or group. Conversely, members of a society may also shun

or scapegoat members of the society who violate its norms. Mechanisms such as gift-giving and scapegoating, which may be seen in various types of human groupings, tend to be institutionalized within a society.

Some societies will bestow status on an individual or group of people, when that individual or group performs an admired or desired action. This type of recognition is bestowed by members of that society on the individual or group in the form of a name, title, manner of dress, or monetary reward. Males, in many societies, are particularly susceptible to this type of action and subsequent reward, even at the risk of their lives. Action by an individual or larger group in behalf of some cultural ideal is seen in all societies. The phenomena of community action, shunning, scapegoating, generosity, and shared risk/reward occur in subsistence-based societies and in more technology-based civilizations. Societies may also be organized according to their political structure. In order of increasing size and complexity, there are bands, tribes, chiefdoms, and state societies. These structures may have varying degrees of political power, depending on the cultural geographical, and historical environments that these societies have to contend with. Thus, a more isolated society with the same level of technology and culture as other societies is more likely to survive than one in closer proximity to others that may encroach on their resources (*see history for examples*). A society that is not able to offer an effective response to other societies it competes with will usually be subsumed into the culture of the competing society.

ГРАМАТИЧНІ ВПРАВИ ДІЄСЛОВА, ПІСЛЯ ЯКИХ ВЖИВАЄТЬСЯ ГЕРУНДІЙ ТА ІНФІНІТИВ

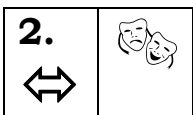


1.

Доповніть речення інфінітивом або герундієм

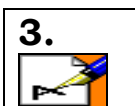
23. Why do you avoid _____?
24. I don't like the idea _____.
25. He likes _____.
26. Have you finished _____?
27. Would you mind _____?
28. They have no intention _____.
29. They had much difficulty _____.
30. I am sorry _____.
31. She enjoys _____.
32. We can't afford _____.
33. The doctor insisted _____.
34. He went to the cinema instead of _____.
35. At last they succeeded _____.
36. He was tactful enough _____.
37. It won't do you any harm _____.

38. They have begun _____.
39. Thank you _____.
40. Just fancy _____.
41. There is no possibility _____.
42. She was prevented _____.
43. I am delighted _____.
44. Don't pretend _____.



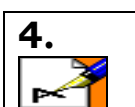
**2. Поставте дієслово в дужках в інфінітив або герундій
Заповніть пропуски прийменниками**

11. He was so young, so gay, he laughed so merrily at other people's jokes that no one could help (like) him.
12. Yalta is a nice town (live) _____.
13. He was on the point _____ (quarrel) with.
14. I want you (help) me (pack) this suitcase.
15. I should love (go) to the party with you; I hate (go) out alone.
16. Don't forget (put) the book in the right place.
17. I forgot (put) the book on the top shelf and spent half an hour or so _____ (look) for it.
18. She told me how (make) clothes (last) longer.
19. Mother says she often has occasion (complain) _____ (he, come) late.
20. _____ (do) the exercise you should carefully study the examples.



**3. Поставте дієслово в дужках в інфінітив або герундій.
Заповніть пропуски прийменниками**

12. You must encourage him (start) (take) more exercise.
13. Bob was greatly ashamed _____ (beat) in class by a smaller boy.
14. I looked around me, but there was no chair (sit) _____.
15. We heard _____ (he, come) back today.
16. She could not bear the thought _____ (he, die) alone.
17. Are you going (keep) me (wait) all day?
18. He pushed the door with his toe _____ (put) his suitcases down.
19. I should have gone (fetch) the doctor instead _____ (remain) where I was.
20. Oh, Robert, dearest, it's not a thing (joke) about. I've so loved (be) with you. I'll miss you more than any one.
21. His first impulse was (turn) back, but he suppressed it and walked in boldly.
22. "I'm sorry, Margaret," he said, "I'm too old (start) (play) hide and seek with school girls."



4. Поставте дієслова в дужках в інфінітив або герундій

8. We read this book in class last year. Do you remember (read) it?
9. He was very forgetful. He never remembered (lock) the garage door when he put the car away.

10. Don't ask me to pay the bill again. I clearly remember (pay) it a month ago.
11. Did you remember (book) seats for the theatre tomorrow? — Yes, I have the tickets here.
12. Do you remember (post) the letter? — Yes, I remember quite clearly; I posted it in the letter-box near my gate.
13. Did you remember (lock) the door? — No, I didn't. I'll go back and do it now.
14. She remembers part of her childhood quite clearly. She remembers (go) to school for the first time and (be) frightened and (put) her finger in her mouth.



5.

Поставте дієслова в дужках в інфінітив або герундій

9. Did you remember (give) him the key of the safe? — No, I didn't. I'll go and do it now.
10. He forgot (bring) his exercise-book; he left it at home.
11. Where is my dictionary? Have you forgotten (borrow) it a fortnight ago?
12. She often told her little boy, "You must never forget (say) please and thank you."
13. Why are you late again? Have you forgotten (promise) me that you would never be late again?
14. Do stop (talk); I am trying to finish a letter.
15. I didn't know how to get to your house so I stopped (ask) the way.
16. We stopped once (buy) petrol and then we stopped again (ask) someone the way.

ТЕМА 38:

ОСОБИСТІТЬ

Заняття 6

ЛЮДСЬКА СПОРІДНЕНІСТЬ



Прочитайте та перекладіть текст українською мовою.

SHARED BELIEF OR COMMON GOAL



Religious procession.

Peoples of many nations united by common political and cultural traditions, beliefs, or values, are sometimes also said to be a society (for example: Judeo-Christian, Eastern, Western, etc). When used in this context, the term is employed as a means of contrasting two or more "societies" whose members represent alternative conflicting and competing worldviews (*see* Secret Societies).

Some academic, learned and scholarly associations describe themselves as *societies* (for example, the American Society of Mathematics. More commonly, professional organizations often refer to themselves as societies (e.g., the American Society of Civil Engineers, American Chemical Society). In the United Kingdom learned societies are normally non-profit and have charitable status. In science they range in size to include national scientific societies (i.e., the Royal Society) to regional natural history societies. Academic societies may have interest in a wide range of subjects, including the arts, humanities and science.

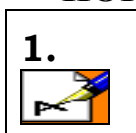
In the United States and France, the term "society" is used in commerce to denote a partnership between investors or to start a business. In the United Kingdom, partnerships are not called societies but cooperatives or mutuals are often known as societies (such as friendly societies and building societies). In Mexico the term society may also be utilized in commerce denoting a partnership between investors, or anonymous investors; for example: "Provedor Industrial Anahuac S.A." where S.A. stands for Anonymous Society (Sociedad Anonima); or in other type of partnership it would be declared as S.A. de C.V.

Ontology

As a related note, there is still an ongoing debate in sociological and anthropological circles as to whether there exists an entity we could call society. Some Marxist theorists, like Louis Althusser, Ernesto Laclau and Slavoj Zizek, have argued that society is nothing more than an effect of the ruling ideology of a certain class system, and shouldn't be used as a sociological notion. Marx's concept of society as the sum total of social relations among members of a community contrasts with interpretations from the perspective of methodological individualism where society is simply the sum total of individuals in a territory.

ГРАМАТИЧНІ ВПРАВИ

ПОРІВНЯННЯ ГЕРУНДІЯ ТА ВІДДІЄСЛІВНОГО ІМЕННИКА



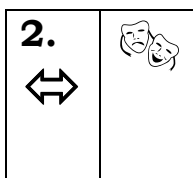
1.

Розташуйте в такому порядку:

а) речення, у яких ing-форма є герундієм

б) речення, у яких ing-форма є віддієслівним іменником

1. She blamed herself for having been a dull companion. 2. The singing of those beautiful folk songs impressed me greatly. 3. Your having written is really no excuse for your not coming on the day fixed. 4. Such doings can hardly be explained. 5. The motor was carefully examined before starting. 6. I am very pleased to meet you after hearing so much about you. 7. Your hair wants cutting. 8. I shall look forward to seeing you again. 9. It was no use talking about it any longer. 10. Sleeping is necessary. 11. We felt so disappointed at your having missed nearly half the programme. 12. The building of this house will cost much money. 13. Are you dressed for going out? 14. I hate the idea of doing it once more. 15. Then came a general lighting of pipes and cigars. 16. But you don't mind being asked to help us, do you? 17. The forest resounded with the hooting of owls and the howling of wolves.



2.

Розташуйте в такому порядку:

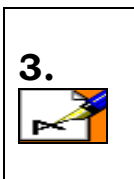
а) речення, у яких ing-форма є дієприкметником

б) речення, у яких ing-форма є герундієм

с) речення, у яких ing-форма є віддієслівним іменником

1. The driving wheel of the machine is broken. 2. Driving in a motorcar we passed many villages. 3. We have every chance of passing our examinations well. 4. Having been knocked down by a passing car, the poor man was at once taken to hospital. 5. You don't know what you miss, not having the desire to listen to good music. 6. These happenings are remarkable. 7. Travelling is a pleasant way of improving one's education. 8. Every trust arranges for the marketing of its products. 9. I was told of a great friendship existing between the two captains. 10. It is no use crying over spilt milk. 11. Asking him for help is

useless. 12. Happily we escaped being delayed on our way. 13. There are many discoveries being made all over the world. 14. Seeing this man, I recollected perfectly having met him many years before.



3.

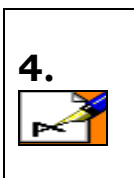
Розташуйте в такому порядку:

а) речення, у яких ing-форма є дієприкметником

б) речення, у яких ing-форма є герундієм

в) речення, у яких ing-форма є віддієслівним іменником

1. Sitting by her sleeping child, the worried mother at last began to realize by its peaceful breathing that all danger was over. 2. I stopped knocking at the door and, sitting down at the top of the stairs, began waiting for my father to come. 3. With a sudden tightening of the muscles he became aware of a figure walking noiselessly beside him. 4. She praised herself for having come. 5. Having stopped crying, the child quieted down to hard thinking. 6. The old clock kept ticking on the mantelpiece, as if counting the seconds left before the coming of daylight. 7. Remembering that time was like going back to his childhood and reliving those happy days. 8. Looking back upon that time, he realized how happy he had been then. 9. Tom lived there like a paying guest, attracting very little attention of the others.



4.

Розташуйте в такому порядку:

а) речення, у яких ing-форма є дієприкметником

б) речення, у яких ing-форма є герундієм

в) речення, у яких ing-форма є віддієслівним іменником

1. We sat by the riverside listening to the running of the water. 2. The cleaning of the room was done by the girls. 3. Working in the garden is very good for the health of people. 4. Going home from the theatre, they were discussing the play they had seen. 5. You should think before speaking. 6. After finding the new word in the dictionary, I wrote it down and went on reading. 7. He spent much time on the copying of his literature lectures. 8. What do you mean by saying that? 9. The students found the reading of English newspapers rather difficult at first. 10. Instead of going home after school, the girls went for a walk. 11. Chalk is used for writing on the blackboard.



5.

Доведіть використання дієприкметника, герундія або дієслівного іменника

1. To my mind the setting of the scene was beautiful.
2. As to his stooping, it was natural when dancing with a small person like myself, so much shorter than he.
3. I found him in exactly the position I had left him, staring still at the foot of the bed.
4. If possible, give up smoking, at least for a time.
5. There you can see the Fire of London with the flames coming out of the windows of the houses.

6. Having finished the work, he seemed more pleased with himself than usual.
7. Pausing in his story, Burton turned to me.
8. I admired the grounds and trees surrounding the house.
9. Father said that we were not to let the fact of his not having had a real holiday for three years stand in our way.
10. There are wooden cabins with beds, electric light, running water.
11. Most Englishmen are not fond of soup, remarking that it fills them without leaving sufficient room for the more important meat course.
12. The evening meal goes under various names: tea, "high tea", dinner or supper depending upon its size and also social standing of those eating it.
13. Colleges give a specialized training.
14. I want you to give my hair a good brushing.
15. The boys could not go without asking permission.

ТЕМА 39:

СПРИЙНЯТТЯ ТА ПОЧУТТЯ

Заняття 1

СПРИЙНЯТТЯ (І ЧАСТИНА)



Прочитайте та перекладіть текст українською мовою.

PERCEPTION

In psychology and the cognitive sciences, **perception** is the process of acquiring, interpreting, selecting, and organizing sensory information. Methods of studying perception range from essentially biological or physiological approaches, through psychological approaches to the often abstract 'thought-experiments' of mental philosophy.

History of the study of perception

Perception is one of the oldest fields within scientific psychology, and there are correspondingly many theories about its underlying processes. The oldest quantitative law in psychology is the Weber-Fechner law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects. It was the study of perception that gave rise to the Gestalt school of psychology, with its emphasis on holistic approaches.

Perception and reality

Many cognitive psychologists hold that, as we move about in the world, we create a model of how the world works. That is, we sense the objective world, but our sensations map to percepts, and these percepts are provisional, in the same sense that scientific hypotheses are provisional (cf. in the scientific method). As we acquire new information, our percepts shift. Abraham Pais' biography refers to the 'esemplastic' nature of imagination. In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others who are not picture thinkers, may not necessarily perceive the 'shape-shifting' as their world changes. The 'esemplastic' nature has been shown by experiment: an ambiguous image has multiple interpretations on the perceptual level.

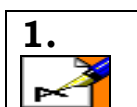
Just as one object can give rise to multiple percepts, so an object may fail to give rise to any percept at all: if the percept has no grounding in a person's experience, the person may literally not perceive it.

This confusing ambiguity of perception is exploited in human technologies such as camouflage, and also in biological mimicry, for example by Peacock butterflies, whose wings bear eye markings that birds respond to as though they were the eyes of a dangerous predator.

Cognitive theories of perception assume there is a poverty of stimulus. This (with reference to perception) is the claim that sensations are, by themselves, unable to provide a unique description of the world. Sensations require 'enriching', which is the role of the mental model. A different type of theory is

the perceptual ecology approach of James J. Gibson. Gibson rejected the assumption of a poverty of stimulus by rejecting the notion that perception is based in sensations. Instead, he investigated what information is actually presented to the perceptual systems. He (and the psychologists who work within this paradigm) detailed how the world could be specified to a mobile, exploring organism via the lawful projection of information about the world into energy arrays. Specification is a 1:1 mapping of some aspect of the world into a perceptual array; given such a mapping, no enrichment is required and perception is direct.

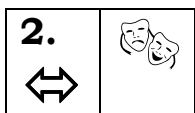
ГРАМАТИЧНІ ВПРАВИ ПОНЯТТЯ ПРО УМОВНІ РЕЧЕННЯ



1.

Розкрийте дужки, вживаючи дієслова у потрібній формі

1. If I had more time, I (to read) more books. 2. If their TV had been working, they (to watch) the President's speech last night. 3. If my T-shirt hadn't been 100 percent cotton, it (not to shrink) so much. 4. How can you become more popular in your class: if you (to get) the top mark in mathematics or English or if you (to be) good at sports? 5. If they (to go) by car, they would have saved time. 6. If I (to be) a bird, I would be able to fly. 7. If he (to bring) his book home, he would have done his homework last night. 8. If my mother (to win) a million pounds, she would spend it as fast as possible. 9. If you had been feeling well, you (to be) in class yesterday.



2.



Розкрийте дужки, вживаючи дієслова у потрібній формі

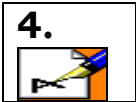
1. I am sorry that you do not read English novels; if you (to read) them, I (to lend) you some very interesting ones. 2. You say that you did not read yesterday's papers; if you (to read) them, you (to see) the announcement of Professor Winstor's coming to our town. 3. He is not ill: if he (to be) ill, he (not to play) tennis so much. 4. He was not ill last week: if he (to be) ill, he (not to take) part in the football match. 5. How slippery it is! If it (not to rain), it (not to be) so slippery. 6. I am glad I was able to attend the lecture yesterday. You (to be) displeased if I (not to come)? 7. Let's take a taxi to the railway station: we have very much luggage. If we (not to have) so much luggage, we (to walk). 8. Stop working and let's go inside: it is too dark. If the evening (not to be) so dark, we (to continue) the work. 9. I don't believe you: you only say that you want to know languages. If you (to be) really interested in languages, you (to study) them.



3.

Утворіть умовні речення

1. He is busy and does not come to see us. If ... 2. The girl did not study well last year and received bad marks. If ... 3. He broke his bicycle and so he did not go to the country. If ... 4. He speaks English badly: he has no practice. If ... 5. I had a bad headache yesterday, that's why I did not come to see you. If ... 6. The ship was sailing near the coast, that's why it struck a rock. If ... 7. He was not in town, therefore he was not present at our meeting. If ... 8. The pavement was so slippery that I fell and hurt my leg. If ...



4.

Утворіть умовні речення

1. The sea is rough, and we cannot sail to the island. If ... 2. They made a fire, and the frightened wolves ran away. If ... 3. It is late, and I have to go home. If ... 4. I was expecting my friend to come, that's why I could not go to the cinema with you. If ... 5. He always gets top marks in mathematics because it is his favourite subject and he works a lot at it. If ... 14. I did not translate the article yesterday because I had no dictionary. If ... 15. We lost our way because the night was pitch-dark. If ... 16. The box was so heavy that I could not carry it. That's why I took a taxi. If ...

ТЕМА 39:

СПРИЙНЯТТЯ ТА ПОЧУТТЯ

Заняття 2

СПРИЙНЯТТЯ (ІІ ЧАСТИНА-ВІЗУАЛЬНЕ СПРИЙНЯТТЯ)



Прочитайте та перекладіть текст українською мовою.

VISUAL PERCEPTION

Visual perception is one of the senses, consisting of the ability to detect light and interpret (**see**) it. The resulting perception is known as **eyesight**, **sight** or **naked eye vision**. Vision has a specific sensory system, the visual system.

There is disagreement as to whether or not this constitutes one, two or even three distinct senses. Some people make a distinction between the "black and white" vision system and the color one, pointing out that they use completely different sets of photoreceptors (respectively rod cells and cone cells). Some argue that perception of depth also constitutes a distinct sense, but others persuasively argue that depth is just one of many pieces of information extracted from several visual cues (it is based on the stereoscopic effect of having two eyes, the relative size of objects, motion, etc). Many people are also able to perceive the polarization of light.

The visual system



Human eyes

The eye is a light-sensitive organ that is the first component of the visual system. Humans rely heavily on their vision - blindness has an enormous impact on their lives. The eye's retina turns light into neural impulses and even performs the first stages of processing on those signals, with the remaining stages of visual perception occurring in the optic nerve, the lateral geniculate nucleus, and the visual cortex of the brain.

Sources of information

To perform its task, visual perception takes into account not only patterns of illumination on the retina, but also our other senses and our past experiences. Consider the task of seeing a door. The retina receives an image of, say, a brown rectangle, with a little white thing sticking out, and somehow references past experience and the context it is working in (this shape is embedded in the wall of a house), and decides that what it is seeing is a door, and not, say, a big piece of paper, a stain, or a strangely shaped animal. In doing this, it has to account for the fact that this same door seen from a different angle would be a different shape, and in a different light would appear as a different colour. This example may seem strange to you, but that is because our visual systems work so easily


and well for us that we rarely appreciate how incredibly hard the problems are that it solves so effortlessly (with occasional mistakes, see below).

Theoretical perspectives in the study of visual perception

Unconscious inference

Hermann von Helmholtz is often credited with the founding of the scientific study of visual perception. Helmholtz held vision to be a form of unconscious inference: vision is a matter of deriving a probable interpretation for incomplete data.

Vision's general goal is to identify, reasonably accurately, the features of our environment: roughly, what objects are present and moving where. It receives a lot of information that is irrelevant to this task, that it needs to sort through and discard: illumination patterns, viewing position, etc. Those are confounding variables. Call $S = (F,C)$ the scene, with F the features we're interested in and C the confounding variables. S determines I , the pattern of illumination on the retina, which is all the information our visual system has on the current scene. The task is to find S given I . This problem is under-constrained: many different S correspond to the same I , and many I 's could correspond to the same S . There are many reasons for this, but one of them is that the retina is 2 dimensional, and so it loses a lot of information in perceiving a 3-dimensional world.

To see why, consider the figure of a circle such as this one:  O. It could correspond to an infinity of ellipses viewed at a certain slant. But we always interpret it as a circle viewed on the frontal plane – the explanation we infer from the data for this particular stimulus.

Inference requires prior assumptions about the world: two well-known assumptions that we make in processing visual information are that light comes from above, and that objects are viewed from above and not below. The study of visual illusions (cases when the inference process goes wrong) has yielded a lot of insight into what sort of assumptions the visual system makes.

The unconscious inference hypothesis has recently been revived in so-called Bayesian studies of visual perception. Proponents of this approach consider that the visual system performs some form of Bayesian inference to derive a percept from sensory data. Models based on this idea have been used to describe various visual subsystems, such as the perception of motion or the perception of depth. An introduction can be found in Mamassian, Landy & Maloney (2002). See here [1] for an non-mathematical tutorial.

Gestalt theory

Gestalt psychologists have raised many of the research questions that are studied by vision scientists today.

The Gestalt Laws of Organization have guided the study of how people perceive visual components as organized patterns or wholes, instead of many separate parts. Gestalt is a German word that translates to "configuration or pattern". According to this theory, there are six main factors that determine how we group things according to visual perception.

- Proximity – the objects closest together are more likely to form a group.

- Similarity – objects similar in size or shape are more likely to form a group.
- Closure – our brains add missing components to complete a larger pattern.
- Symmetry – symmetrical items are more likely to group together.
- Common fate – items moving in the same direction are more likely to group together.
- Continuity – once a pattern is formed, it is more likely to continue even if the elements are redistributed.

Ecological psychology

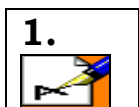
Psychologist James J. Gibson developed a theoretical perspective on vision that is radically different from that of Helmholtz. Gibson considers that enough visual perception is available in normal environments to allow for veridical perception (accurate perception of the world). Gibson replaces inference with information pickup. Although most researchers today feel closer to Helmholtz's unconscious inference theory, Gibson has done much in identifying what sort of information is available to the visual system.

Individual and group differences in visual perception

Most of the general processes of visual perception have been shown to be universal, as opposed to being dependant on culture, although there are specific instances where cultural variability appears to come into play.

It has also been shown that certain individual differences such as impairment of sight and spatial skills can also affect our visual perception. There are also other factors that influence how we perceive things such as personality, cognitive styles, gender, occupation, age, values, attitudes, motivation, religious beliefs, economic status, education, habits, etc.

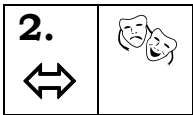
ГРАМАТИЧНІ ВПРАВИ УМОВНІ РЕЧЕННЯ ЗМІШАНОГО ТИПУ



1.

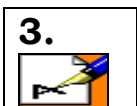
Утворіть умовні речення. Не забудьте про змішані випадки

1. I shall go to the dentist because I have a toothache. If ... 2. He is groaning with pain now because he did not go to the dentist to have his tooth filled. If ... 3. She does not go to the polyclinic because she does not need any treatment. If ... 4. He will not go to see the play as he was present at the dress rehearsal. If ... 5. He went to Moscow specially to hear this famous singer because he is fond of him. If ... 6. We did not go to the cafeteria room to have a glass of lemonade because we were not thirsty. If ... 7. She could not mend her dress herself because she had no needle. If ... 8. He is not a first-class sportsman now because he did not train enough last year. If ... 9. The pupils were active because they wanted to understand this difficult material. If ... 10. The pupils did not understand the homework because they were inattentive. If ... 11. The pupils worked hard and did well in their examinations. If ... 12. She won't try to enter the foreign languages department because she is not good at foreign languages. If ...



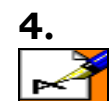
Перекладіть на англійську мову

1. Якби він не був такий короткозорий, він би впізнав мене вчора в театрі.
2. Вона здорова якби вона була хвора, її брат сказав би мені про це вчора.
3. Ви б багато знали, якби регулярно читали цей журнал.
4. Якби я довідалася про це раніше, то не сиділа б зараз вдома.
5. Якби мої батьки були багаті, вони б уже давно купили мені машину.
6. Вона дуже талановита. Було б добре, щоб батьки купили їй піаніно. Якщо вона почне грати зараз, вона буде видатним музикантом.
7. Якби я знав французьку мову, я б уже давно поговорив з нею.
8. Якби я знав німецьку мову, я б читав Гете в оригіналі.
9. Якби я жив близько, я б частіше заходив до вас.
10. Якби ви не перервали нас учора, ми б закінчили роботу вчасно.
11. Якби він не дотримувався порад лікаря, він би не одужав так швидко.
12. Якби він не був талановитим художником, його картину не прийняли б на виставку.
13. Якби ви тоді послухалися моєї поради, ви б не були зараз у такому скрутному становищі.
14. Якби я не був такий зайнятий у ці дні, я б допоміг тобі вчора.



Перекладіть на англійську мову

1. Він так змінився! Якби ви його зустріли, ви б його не впізнали.
2. Якби я був на вашому місці, я б порадився з батьками.
3. Якби зараз підійшов трамвай, ми б не спізналися.
4. Якби він знав, що це вас засмутить, він був би обережнішим.
5. Якби ви мені допомогли розв'язати цю задачу, я був би вам дуже вдячний.
6. Шкода, що нам раніше не спало на думку пошукати книгу в бібліотеці. Ми б зробили роботу вчасно і зараз були б уже вільні.
7. Шкода, що в нас було так мало уроків. Якби ми більше попрацювали, ми б краще знали мову.



Перекладіть на англійську мову

1. Якби він регулярно не відвідував спортивні тренування, він не досяг би такого успіху на змаганнях.
2. Якби ти попередив мене заздалегідь, я б уясе був у Москві.
3. Шкода, що вона вже пішла. Якби ти зателефонував раніше, вона була б зараз тут.
4. Якби він був розумнішим, він би не пішов учора в ліс.
5. Якби вона не надіслала вчора цього листа, мій брат був би зараз вдома.
6. Що б ми зараз робили, якби мама не спекла вчора пиріг?
7. Шкода, що ви не чули музику Рахманінова. Якби ви її чули, ви б знали, який це чудовий композитор.
8. Я впевнений, що всі були б раді, якби вечір відбувся.

ТЕМА 39:

СПРИЙНЯТТЯ ТА ПОЧУТТЯ

Заняття 3

ІЛЮЗІЇ



Прочитайте та перекладіть текст українською мовою.

ILLUSION

An **illusion** is a distortion of a sensory perception. Each of the human senses can be deceived by illusions, but visual illusions are the most well known. Some illusions are subjective; different people may experience an illusion differently, or not at all.

- Optical illusions, such the use of false perspective, exploit "assumptions" made by the human visual system. Such include motion illusion, grid illusions, etc.
- Mirages are optical distortions through the atmosphere that may be photographed. While the perceived reality (such as water in the desert) is illusory, the visual image (of a reflective surface) is real.
- Auditory illusions, such as the Shepard tone, exploit our hearing.
- Touch illusions exploit the human sense of touch.
- Stage magic is a popular form of entertainment based on illusion. Magicians use tricks to give their audiences the impression that seemingly impossible events have occurred. See magic (illusion).

In psychiatry the term *illusion* refers to a specific form of sensory distortion. Unlike an hallucination, which is a sensory experience in the absence of a stimulus, an illusion describes a misinterpretation of a true sensation so it is perceived in a distorted manner. For example, hearing voices regardless of the environment would be an hallucination, whereas hearing voices in the sound of running water (or other auditory source) would be an illusion.

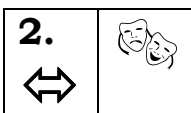
ГРАМАТИЧНІ ВПРАВИ КОНСТРУКЦІЯ ТИПУ IF I WERE...



1.

Утворіть умовні речення

1. You did not ring me up, so I did not know you were in trouble. If ...
2. You left the child alone in the room, so he hurt himself. If ...
3. They spent a year in the tropics, so they got very sun-tanned. If ...
4. It rained heavily, so we got drenched to the skin. If ...
5. Why didn't you watch the cat? It ate all the fish. If ...
6. A huge black cloud appeared from behind the forest, so we had to turn back and hurry home. If ...
7. We shall not go to see them because it is very late. If ...
8. Naturally she was angry, because you were in her way. If ...



2. Розкрийте дужки, вживаючи потрібну форму умовного способу після I wish

1. The unfortunate pupil wished he (not to forget) to learn the rule. 2. I wish I (to have) a season ticket to the Philharmonic next winter. 3. I wish I (to consult) the teacher when I first felt that mathematics was too difficult for me. 4. I love sunny weather. I wish it (to be) warm and fine all the year round. 5. I wish I (not to lend) Nick my watch: he has broken it. 6. I wish you (to send) word as soon as you arrive. 7. I wish I (not to have) to do my homework every day. 8. I wish you (to go) skiing with me yesterday: I had such a good time!



3. Розкрийте дужки, вживаючи потрібну форму умовного способу після I wish

1. I wish I (not to drink) so much coffee in the evening: I could not sleep half the night. 2. I wish you (to read) more in future. 3. I wish I never (to suggest) this idea. 4. I wish I (to be) at yesterday's party: it must have been very merry. 5. I wish we (to meet) again next summer. 6. Don't you wish you (to see) that performance before? 7. They wished they (not to see) this horrible scene again.



4. Розкрийте дужки, вживаючи потрібну форму умовного способу після I wish

1. I wish I (can) give up smoking. 2. She wishes she (to see) him at yesterday's party. 3. I wish I (to pass) my driving test last Monday. 4. I wish I (not to forget) my friend's birthday yesterday. 5. The boy is sad. He wishes he (not to break) the window. 6. My aunt wishes she (to stay) at home last weekend. 7. He wishes he (to know) something about cars. 8. I wish it (to be) sunny. 9. I wish it (to be) sunny during our picnic last Saturday. 10. She wishes she (to live) in the Crimea. 11. My friend wishes he (not to do) that last night. 12. I wish I (to bring) my camera last summer. 13. I wish I (can) tell the future. 14. Do you wish you (to be) in the Guinness Book of Records? 15. Some people wish they (can) appear on a TV game show and become famous. 16. She often wishes things (to be) different.



5. Перефразуйте речення, вживаючи I wish

Приклад: It's a pity you are ill. I wish you were not ill.

1. Unfortunately they won't return before Christmas. 2. The student was sorry he had not studied the material better and had shown such poor knowledge at the examination. 3. It's a pity that you did not send for us last night. 4. It's a pity you are not with us these days. 5. My friend regrets not having entered the university. 6. He was sorry not to have had enough time to finish his test paper. 7. It's a pity we shan't be able to reach home before teatime. 8. I am sorry I made you upset by telling you this news. 9. What a pity you don't know enough physics.

ТЕМА 39:

СПРИЙНЯТТЯ ТА ПОЧУТТЯ

Заняття 4

ПРИРОДА ЕМОЦІЙ ТА ПОЧУТТІВ



Прочитайте та перекладіть текст українською мовою.

SENSE

Senses are the physiological methods of perception. The senses and their operation, classification, and theory are overlapping topics studied by a variety of fields, but most notably neuroscience, cognitive psychology (or cognitive science), and philosophy of perception.

Definition of "sense"

There is no firm agreement amongst neurologists as to exactly how many senses there are, because of differing definitions of a *sense*. Although school children are still routinely taught that there are five senses (sight, hearing, touch, smell, taste; a classification first devised by Aristotle), it is generally agreed that there are at least nine different senses in humans, and a minimum of two more observed in other organisms.

A broadly acceptable definition of a sense would be "a system that consists of a sensory cell type (or group of cell types) that respond to a specific kind of physical energy, and that correspond to a defined region (or group of regions) within the brain where the signals are received and interpreted". Where disputes arise is with regard to the exact classification of the various cell types and their mapping to regions of the brain.

Types of Senses

List of Human senses

Using this definition several senses can be identified. This list begins with those five senses defined by Aristotle and probably most familiar to the reader.

Sight or vision describes the ability to detect electromagnetic energy within the visible range (light) by the eye and the brain to interpret the image as "sight". There is disagreement whether or not this constitutes one, two or even three distinct senses. Neuroanatomists generally regard it as two senses, given that different receptors are responsible for the perception of colour (the frequency of photons of light) and brightness (amplitude/intensity - number of photons of light). Some argue that the perception of depth also constitutes a sense, but it is generally regarded that this is really a cognitive (that is, post-sensory) function of brain to interpret sensory input to derive new information.

Hearing or audition is the sense of sound perception and results from tiny hair fibres in the inner ear detecting the motion of a membrane which vibrates in response to changes in the pressure exerted by atmospheric particles within (at best) a range of 9 to 20000 Hz, however this changes for each individual. Sound

can also be detected as vibrations conducted through the body by tactition. Lower and higher frequencies than can be heard are detected this way only.

Taste or gustation is one of the two main "chemical" senses. It is well-known that there are at least four types of taste "bud" (receptor) on the tongue and hence, as should now be expected, there are anatomists who argue that these in fact constitute four or more different senses, given that each receptor conveys information to a slightly different region of the brain.

The four well-known receptors detect sweet, salt, sour, and bitter, although the receptors for sweet and bitter have not been conclusively identified. A fifth receptor, for a sensation called "umami", was first theorised in 1908 and its existence confirmed in 2000. The umami receptor detects the amino acid glutamate, a flavor commonly found in meat, and in artificial flavourings such as monosodium glutamate.

Smell or olfaction is the other "chemical" sense. Unlike taste, there are hundreds of olfactory receptors, each binding to a particular molecular feature, according to current theory. The combination of features of the odor molecule makes up what we perceive as the molecule's smell. In the brain, olfaction is processed by the olfactory system. Olfactory receptor neurons in the nose differ from most other neurons in that they die and regenerate on a regular basis.

If the different taste-senses are not regarded as separate senses one may argue that Taste and Smell should likewise be grouped together as one sense.

Touch or tactition is the sense of pressure perception, generally in the skin. There are a variety of pressure receptors that respond to variations in pressure (firm, brushing, sustained, etc).

The group of senses not identified explicitly by Aristotle (but generally agreed upon) are:

Thermoception is the sense of heat and the absence of heat (cold), also by the skin and including internal skin passages. There is some disagreement about how many senses this actually represents--the thermoceptors in the skin are quite different from the homeostatic thermoceptors which provide feedback on internal body temperature.

Nociception is the perception of pain. It can be classified as from one to three senses, depending on the classification method. The three types of pain receptors are cutaneous (skin), somatic (joints and bones) and visceral (body organs). For a considerable time it was believed that pain was simply the overloading of pressure receptors, but research in the first half of the 20th century indicated that pain was a distinct phenomenon that intertwined with all other senses, including touch.

Equilibrioception is the perception of balance and is related to cavities containing fluid in the inner ear. There is some disagreement whether or not this also includes the sense of "direction" or orientation. However, as with depth perception earlier, it is generally regarded that "direction" is a post-sensory cognitive awareness.

Proprioception is the perception of body awareness and is a sense that people rely on enormously, yet are frequently not aware of. More easily demonstrated

than explained, proprioception is the "unconscious" awareness of where the various regions of the body are located at any one time. (This can be demonstrated by anyone closing their eyes and waving their hand around. Assuming proper proprioceptive function, at no time will the person lose awareness of where the hand actually is, even though it is not being detected by any of the other senses).

Based on this outline and depending on the chosen method of classification, somewhere between 9 and 21 human senses have been identified. Additionally, there are some other candidate physiological experiences which may or may not fall within the above classification (for example the sensory awareness of hunger and thirst).

Non-human senses

All animals have receptors to sense the world around them, including many of the senses listed above for humans. However, the mechanisms and capabilities vary widely. Dogs have a much keener sense of smell than humans, although the mechanism is similar. Pit vipers and some boas have organs that allow them to detect infrared light, such that these snakes are able to sense the body heat of their prey. This is, however, also just sight extended to include more frequencies. Insects have olfactory receptors on their antennae. Ctenophores have a balance receptor (a statocyst) that works very differently from the mammalian semi-circular canals. In addition, some animals have senses that humans do not, including the following:

Electroreception (or "electroreception"), the most significant of the non-human senses, is the ability to detect electric fields. Several species of fish, sharks and rays have evolved the capacity to sense changes in electric fields in their immediate vicinity. Some fish passively sense changing nearby electric fields, some generate their own weak, electric fields and sense the pattern of field potentials over their body surface, and some use these generating and sensing capacities for social communication. The mechanisms by which electroceptive fishes construct a spatial representation from very small differences in field potentials involve comparisons of spike latencies from different parts of the fish's body.

The only order of mammals which is known to demonstrate electroreception is the monotreme order. Among these mammals, the platypus (see [2]) has the most acute sense of electroreception.

Humans (and probably other mammals) can detect electric fields indirectly by detecting the effect they have on hairs. An electrically charged balloon, for instance, will exert a force on human arm hairs, which can be felt through tactition and identified as coming from a static charge (and not from wind or the like). This is however not Electroreception since there is no separate sense for it. The presence of an electrical field is merely concluded from a side-effect of another sense.

Magnetoception (or "magnetoreception") is the ability to detect fluctuations in magnetic fields and is most commonly observed in birds, though it has also been observed in insects such as bees. Although there is no dispute that this sense

exists in many avians (it is essential to the navigational abilities of migratory birds) it is not a well understood phenomenon (see [3]).

Magnetotactic bacteria build miniature magnets inside themselves and use them to determine their orientation relative to the Earth's magnetic field.

Echolocation is the ability to determine orientation to other objects through interpretation of reflected sound (like sonar). Bats and dolphins are noted for this ability, though some other mammals and birds do as well. It is most often used to navigate through poor lighting conditions or to identify and track prey. There is presently an uncertainty whether this is simply an extremely developed post-sensory interpretation of auditory perceptions, or actually constitutes a separate sense. Resolution of the issue will require brain scans of animals while they actually perform echolocation, a task which has proved difficult in practice. The lateral line is a pressure-sensing system of hairs found in fish and some aquatic amphibians. It is used primarily for navigation, hunting, and schooling.

Emotions

In psychology and common use, emotion is an aspect of a human being's mental state, normally based in or tied to the person's internal (physical) and external (social) sensory feeling. Love, hate, courage, fear, joy, sadness, pleasure and disgust can all be described in philosophical (encompassing theological and non-physiological psychological views) and physiological terms. Emotion is the realm where thought and physiology are inextricably entwined, and where the 'self' is inseparable from our individual perceptions of value and judgement toward ourselves and others. It is unclear whether animals experience emotion.

Emotion is sometimes regarded as the antithesis of reason; as is suggested by phrases such as *appeal to emotion* or *don't let your emotions take over*. It must be recognized that emotional reactions often produce internal states and cognitive streams undesirable to the individual feeling them, which s/he may wish to control but often cannot, or at least produce consequences or thoughts which s/he may later regret or disagree with but during the emotional state, could not control with his/her other principles. Thus one of the most distinctive and perhaps challenging facts about human beings is this potential for both opposition and entanglement between will, emotion, and reason.

Current research on the neural circuitry of emotion suggests that emotion makes up an essential part of human decision-making, including long-term planning, and that the famous distinction made by Descartes between reason and emotion is not as clear as it seems.

Some state that there is no empirical support for any generalization suggesting the antithesis between reason and emotion: indeed, anger or fear can often be thought of as a systematic response to observed facts. What should be noted, however, is that the human psyche possesses many possible reactions and perspectives in response to the internal and external world - often lying on a continuum— at one extreme lies pure intellectual logic (often called "cold"); at the other extreme is being purely emotionally unresponsive to logical argument ("the heat of passion"). In any case, it should be clear that the relation between logic and argument on the one hand and emotion on the other, is one which

merits careful study. It has been noted by many that passion, emotion, or feeling can add backing to an argument, even one based primarily on reason - particularly regarding religion or ideology, areas of human thought which frequently demand an all-or-nothing rejection or acceptance, that is, the adoption of a comprehensive worldview partly backed by empirical argument and partly by feeling and passion. Moreover, it has been suggested by several researchers that typically there is no "pure" decision or thought, that is, no thought based "purely" on intellectual logic or "purely" on emotion - most decisions and cognitions are founded on a mixture of both.

Relation to cultural and social factors

Emotions
Acceptance
Anger
Anticipation
Boredom
Disgust
Envy
Fear
Guilt
Hate
Joy
Jealousy
Love
Remorse
Sorrow
Surprise

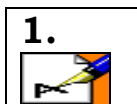
It is not clear whether emotion is a purely *human* phenomenon, since animals seem to exhibit conditions which resemble emotional responses such as anger, fear or sadness, and some animals also exhibit similar neural phenomena to humans in tandem with possible emotional response.

It has been hypothesized that the emotional responses typical of human beings have evolved and changed in many ways since the species first emerged. Nonetheless, as noted above, it may well be the case that human and non-human animal emotional responses lie on a continuum, rather than being two completely distinct categories of human and animal.

Much of what is said about emotions, as well as the history of what has been said about them, is conditioned by culture and even politics. That is to say specific emotional responses, as well as a group's interpretation of their significance, may be influenced by cultural norms of propriety. For instance, certain emotions such as love, hate, and the desire for vengeance are treated very differently in differing societies. This methodological relativity is entirely different from the question of whether emotions are universal or are culturally determined. Many researchers would agree that a vast proportion of human behavior, no matter how close to the lowest biological substrates - including

sexual behavior, food consumption, feelings in response to physiological changes and responses to environmental conditions - are conditioned based on social surroundings and non-human environmental factors. Thus it is not difficult to defend the position that emotion is, to a high degree, dependent on social phenomena, expectations, norms, and conditioned behavior of the group in which an individual lives. Clearly, then, the influence of politics, religion, and socio-cultural customs can be easily traced or hypothesized, or perhaps not. Among many pertinent examples: behaviors or activities considered highly cruel in some societies may in fact provoke responses of enjoyment in others; or, sexual acts considered highly desirable in some cultures would provoke shame or disgust in others.

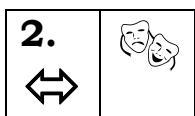
ГРАМАТИЧНІ ВПРАВИ ЗАКРІПЛЕННЯ УМОВНИХ РЕЧЕНЬ



1.

Розкрийте дужки, вживаючи дієслова у потрібній формі

1. If he were not such an outstanding actor, he (not to have) so many admirers. 2. If you (to give) me your address, I shall write you a letter. 3. If she (not to be) so absent-minded, she would be a much better student. 4. If my sister does not go to the south, we (to spend) the summer in St. Petersburg together. 5. If they (not to go) to Moscow last year, they would not have heard that famous musician. 6. If you (not to get) tickets for the Philharmonic, we shall stay at home. 7. If you were not so careless about your health, you (to consult) the doctor. 8. I should be delighted if I (to have) such a beautiful fur coat. 9. If it (to rain), we shall have to stay at home. 10. If he (to work) hard, he would have achieved great progress. 11. If it is not too cold, I (not to put) on my coat. 12. I (to write) the composition long ago if you had not disturbed me. 13. If he (not to read) so much, he would not be so clever. 14. If my friend (to be) at home, he will tell us what to do.



2.



Розкрийте дужки, вживаючи дієслова у потрібній формі

1. If you (not to buy) coffee, we shall drink tea, 2. If he is free tomorrow, he certainly (to come) to our party. 3. My brother would not have missed so many lessons if he (not to hurt) his leg. 4. If my friend (to work) in my office, we should meet every day. 5. If you spoke English every day, you (to improve) your language skills. 6. If you get a "five", your mother (to be) happy. 7. If she (to return) earlier she would have been able to see him before he left'. 8. If these shoes were not too big for me, I (to buy) them. 9. If you (to ring) me up, I shall tell you a secret. 10. If you (to be) a poet, you would write beautiful poetry. 11. If he did not read so much, he (not to know) English literature so well. 12. If he (to come) to our house yesterday, he would have met his friend. 13. If he (not to pass) his examination, he will not get a scholarship. 14. If she (not to help)

me, I should have been in a very difficult situation. 15. My father would have more free time if he (not to read) so many newspapers. 16. If only you had let me know, I (to go) there immediately. 17. If I were a famous singer, I (to get) a lot of flowers every day.



3.

Розкрийте дужки, вживаючи дієслова у потрібній формі

1. If my brother (to be) in trouble, I shall help him, of course. 2. If I don't manage to finish my report today, I (to stay) at home tomorrow. 3. If she were more careful about her diet, she (not to be) so stout. 4. You would not feel so bad if you (not to smoke) too much. 5. If he (to learn) the poem, he would not have got a bad mark. 6. If you gave me your dictionary for a couple of days, I (to translate) this text. 7. If I (to be) a musician, I should be very happy. 8. If Barbara (to get) up at half past eight, she would have been late for school. 9. If you had not put the cup on the edge of the table, it (not to get) broken. 10. I should be very glad if he (to come) to my place. 11. If he (to live) in St. Petersburg, he would go to the Hermitage every week. 12. If you (to go) to the theatre with us last week, you would have enjoyed the evening. 13. You won't understand the rule if you (not to listen) to the teacher. 14. If he weren't such a bookworm, he (not to spend) so much time sitting in the library. 15. I should not have bought the car if my friend (not to lend) me money. 16. If he did not live in St. Petersburg, we (not to meet) so often. 17. If he had warned me, I (to do) the work in time.



4.

Розкрийте дужки, вживаючи дієслова у потрібній формі

1. If I (to have) this rare book, I should gladly lend it to you. 2. The dish would have been much more tasty if she (to be) a better cook. 3. He never (to phone) you if I hadn't reminded him to do that. 4. Your brother (to become) much stronger if he took cold baths regularly. 5. If he (to be) more courageous, he would not be afraid. 6. If the fisherman had been less patient, he (not to catch) so much fish. 7. If you (to put) the ice cream into the refrigerator, it would not have melted. 8. If I (to know) the result now, I would phone her immediately.



5.

Розкрийте дужки, вживаючи дієслова у потрібній формі

1. If you had let me know yesterday, I (to bring) you my book. 2. If it (to snow), the children will play snowballs. 3. If I (not to know) English, I should not be able to enjoy Byron's poetry. 4. I (not to do) it if you did not ask me. 5. If men (to have) no weapons, would wars be possible? 6. You will never finish your work if you (to waste) your time like that. 7. If I (to have) his telephone number, I should easily settle this matter with him.

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