

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
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**АНГЛИЙСКИЙ ЯЗЫК  
(ДЛЯ ПОДГОТОВКИ К ЭКЗАМЕНУ)**

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Настоящее пособие представляет собой сборник тем и грамматический материал по английскому языку для подготовки к экзамену студентов психологического факультета. Пособие содержит две части: первая часть, включающая тексты, вокабуляр и задания к ним, и вторая часть, состоящая из основ грамматики, упражнений и тестов, способствующих выработке навыков чтения и понимания специального текста, усвоению терминологической лексики в области психологии и грамматической структуры текста.

Пособие может быть использовано студентами психологического профиля, а также преподавателями.

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## ПРЕДИСЛОВИЕ

Основная цель высшей школы сегодня – подготовка конкурентных специалистов, владеющих иностранными языками на уровне профессиональной коммуникации.

Данное учебное пособие по английскому языку предназначено для студентов первого курса, обучающихся на психологическом факультете. Учебное пособие направлено на формирование общих и специальных компетенций, необходимых для подготовки к экзамену.

Целью пособия является выработка навыков чтения и понимания специального текста, усвоение терминологической лексики в области психологии и грамматической структуры текста. Пособие состоит из двух частей: в первом разделе даны темы для подготовки к устной части экзамена, а также лексический минимум и упражнения на закрепление, во втором разделе представлен соответствующий грамматический материал с заданиями, а также тесты профессиональной направленности. Пособие имеет практико-ориентированный характер.

Учебное пособие может использоваться как на аудиторных занятиях, так и самостоятельно.

## **PART I**

### **Topic 1**

#### **SAMARA STATE UNIVERSITY**

Samara State University is a higher educational institution providing a full five-years professional course of study with corresponding degrees and qualifications awarded afterwards. State diplomas of higher education and qualification certificates are awarded to our graduates. Samara University is a large academic and research centre in Middle Povolzhje Area. Tuition in many departments is free of charge and the students get grants.

The University is located in the very heart of Samara. Samara State University traces its origin from August 1918, when there were five faculties within it: Social, History, Physics and Mathematics, Med and Agronomic. Prominent Russian psychologist Prof. A.P. Nechaev became the first Rector of the University. In 1927 the University had to cease its activities until it reopened in 1969.

At present there are the following faculties at the University: Mechanics and Mathematics, Physics, Chemistry, Biology, Russian Philology and Germanic Languages, History, Psychology, Law and Sociology. Besides there is a Research Group, and a Computer Centre, and large Botanical Gardens cover the area of 40 hectares. There is also a specialized gymnasium at the University. The University has full time department, part-time department and correspondence department. In some subjects the University provides post-graduate courses.

The University is well provided with facilities to support study and research. It is staffed with highly qualified teachers with a long list of research works to their credit. At present the University staff includes 30 doctors and full professors, 230 candidates of science and senior lecturers, 70 research workers. Among them there are 5 people awarded the Honourable Degree for Achievements in Science and Technology, 1 academic of the Academy of National Sciences of the Russian Federation.

There is a library with two reading rooms and a depository containing over 660,000 volumes together with a large range of periodicals, monographs and works of reference. The University also has adequate computer facilities of various capacities. Basic computer training is done in 7 computer rooms. Students can also access a range of electronic information systems (electronic mail, telnet facilities and Internet access).

All the departments of the University comprise about 8 thousand students. They do not only study, but also take an active part in scientific conferences which are held at the University every year. A lot of students carry out research work in various laboratories which are equipped with up-to-date devices and apparatus. The students have their own learned society.

The University has a wide variety of amateur groups and societies: the University choir, students' theatre, shaping, aerobics groups etc., where the students have every opportunity to develop the abilities, gifts and talents.

The University has the following recreation facilities: students' cafe GAUDEAMUS, cat FAVOURITE, and a recreation camp on the bank of the Volga. A cafeteria service for breakfast and lunch is available through most of the year. The dining hall offers a choice of three hot dishes and various salads and other items at lunch and dinner.

The students can go in for sports they like: volleyball, football, boxing, swimming, wrestling and others. Indeed, sport in some form or another has become an essential part of the students' life.

The University has nearby hostels and offers accommodation in the form of bed-sitting rooms to all single students from outside Samara for the duration of their study. For married students, the availability of accommodation is less predictable.

The University offers unlimited possibilities for academic achievement with its emphasis on the personal as well as cultural growth of its students. Graduates of the University emerge with a highly marketable qualification. They may enter a fascinating variety of careers and work professionally in rewarding and interesting jobs.

### Vocabulary

postgraduate course	– аспирантура
comprise = include	– включать, состоять
hold (held, held)	– проводить
carry out research work	– проводить исследовательскую работу
facilities	– благоприятные условия; оборудование
essential	– существенный, неотъемлемый
opportunity	– возможность
a wide variety of	– широкий выбор
is free of charge	– бесплатный
achievement	– достижение
solid background	– твердая база, основание
currently	– в настоящее время
to be enrolled	– числиться в списках студентов
full-time students	– студенты дневного отделения
part-time students	– студенты вечернего отделения

to conduct	– проводить
noisy	– шумный
course of study	– курс обучения
to chat	– беседовать, болтать
computer center	– вычислительный центр
facilities	– службы, помещения
research work	– исследовательская работа
tasty	– вкусный
affordable	– доступный (to afford – позволять)

### **Add to your active vocabulary**

a) classroom	– класс, аудитория
Lecture hall	– лекционный зал
laboratory	– лаборатория
gym (gymnasium)	– спортзал
b) semester (term)	– семестр
school year	– учебный год
course of studies	– курс обучения
university	– университет
institute	– институт
faculty, college, department	– факультет (напр. College of
department, chair of ...	physics – факультет физики
head of the department, chief of the	– кафедра
department	– зав. кафедрой
substitute	заместитель
c) teaching instructor (TI)	– преподаватель
professor	– профессор
dean	– декан
Rector	– ректор
teaching staff, faculty members	– преподавательский состав
d) full-time student	– студент(ка) дневного отделения
part-time student	– студент(ка)-«вечерник»
student of distant education	– студент(ка)-«заочник»

student of preparatory courses	– слушатель подкурсов,
undergraduate student	– студент 1-4(5) курсов
graduate student	– студент 5-6 курсов
master student	– магистрант
Ph.D. Student	– аспирант, докторант

### Vocabulary notes

cafeteria	– студенческая столовая
campus	– студенческий городок
collect credits	– собирать пункты (зачеты), необходимые для выпуска
cover some of the expenses	– чтобы покрыть часть расходов
dormitory (dorm)	– общежитие
downtown	– центр города
fall semester	– «осенний» семестр
freshman	– первокурсник
graduation	– выпуск, получение диплома
integration	– интеграция, акклиматизация
jogging	– пробежка
junior	– третьекурсник
mandatory	– обязательный
neighboring	– соседствующий, соседний
properly	– должным образом
senior	– четверокурсник (выпускник)
sophomore	– второкурсник
suburbs	– пригород
to calm down	– успокаивать(-ся)
to go out	– гулять, отдыхать
to jog	– бегать трусцой, делать пробежку
to rush	– спешить, торопиться
to work full-time	– работать полный рабочий день
to work part-time	– работать неполный рабочий день
wealthy	– богатый, состоятельный

**1. Describe the following. Be as specific (конкретный) as possible:**

- a) your secondary school (college);
- b) the faculty of your university;
- c) your favorite teacher at school.

**2. Do you know?**

- 1) When was your university or University established?
- 2) Who was its first rector?
- 3) Were there any famous a) scientists, engineers b) politicians c) artists among the graduates?
- 4) How many people are currently enrolled?
- 5) What is the most popular faculty in your University?

**3. Do you agree or disagree with the following statements:**

- a) Larger schools are better than smaller ones.
- b) It is impossible to enter the university if you haven't attended preparatory courses.
- c) The best professors are the oldest ones.
- d) It is more fun to live in a dormitory or student hostel than to rent an apartment.
- e) Professors always know more than students and teaching instructors.

**Topic 2**

**MY FUTURE PROFESSION**

Let me introduce myself. My full name is Elena Ivanovna Petrova. I am a student of Psychology at the Samara State University. I liked Biology, Chemistry and Literature at school. I always wanted to be a psychologist, like my mother. I entered the Department of Psychology because I wanted to help people with their soul problems. I always wanted to work with people. I want to understand people better and of course it will help me to understand myself better too. Little by little I understood that I need profound knowledge in the chosen field that is why I entered the Samara State University.

My dream has always been to become a psychologist. I am sure that it is the most interesting and useful profession. I have chosen this profession as my future occupation a long time ago. For me, choosing a career is not only a matter of future



prestige and wealth. In my opinion, a job should be interesting and socially important. I am very well aware of the fact that the profession of a psychologist is very important now. It gives plenty of opportunities to help our country in making stable society. I know it is a difficult job, and I have to study myself twice as hard as other students to be a highly qualified specialist.

I hope I'll manage to study only with good and excellent marks to be a skilled psychologist. I think that psychology is a fast developing science and I will always have an interesting job. Besides I am a very practical person. So I think about the employment opportunities in my field. Most people still don't realize the importance of psychology and hire them just because of a fashion. But it is always the chance for a psychologist to start your own business and have your own practice.

In conclusion I would like to say that University gives a very good background knowledge of the subject.

### Vocabulary

introduce	– представлять
psychology	– психология
psychologist	– психолог
to understand	– понимать
socially important	– социально значимый
opportunities	– возможности
a highly qualified specialist	– высококвалифицированный специалист
a fast developing science	– быстроразвивающаяся наука
to devote	– посвящать
to do a research	– проводить исследование
to apply	– подавать заявление
to sound	– звучать
to realize	– отдавать отчет, понимать
to hire	– нанимать
fashion	– мода
general	– общий
weak	– слабый

## **Add to your active vocabulary**

prestigious job	– престижная работа
well-paid job	– высокооплачиваемая работа
employee	– наемный рабочий
employer	– наймодатель
state-employed	– государственный служащий
skilled worker	– квалифицированный рабочий
unskilled worker	– неквалифицированный рабочий
experienced worker	– опытный работник
to be hired for a job	– быть нанятым на выполнение работы
to look for a new job	– искать новую работу
to apply for a new job	– претендовать на какую-либо должность
to be unemployed	– быть безработным

### **Topic 3**

#### **WHAT IS PSYCHOLOGY?**

The word psychology comes from two Greek words: “Psyche” meaning “mind” or “soul” and “Logos” meaning “study of”. Therefore, psychology means “study of the mind”. There are many modern definitions of the term. One of them belongs to Atkinson, who defined psychology as “the scientific study of behaviour and mental processes”. However, psychologists always disagreed not only about the definition of psychology, but also about what they should study and how they should do it.

The year 1879 is considered to be the start of psychology as a separate discipline. It was the date when Wilhelm Wundt created the first psychology laboratory in Leipzig, Germany. Americans disagree and think that William James was the “founding father of psychology” because in 1875 he started teaching a course on the relationship between physiology and psychology at Harvard University. In 1890 he wrote a book “Principles of psychology” which was a very important step in the history of psychology.

Structuralism was the first approach in psychology. It was described by Wundt who thought that the object of psychological investigation should be the conscious mind. According to Wundt, the mind should be studied by introspection (looking at one’s own mental experience) in order to break down into its components such as images, sensations and feelings.

Functionalism was developed by William James who thought that the workings of the mind are functional. The mind works to survive and adapt. So we should investigate what behaviour and thoughts are for.

At the turn of the 19th century two powerful approaches appeared. One of them is psychoanalysis developed by Sigmund Freud in Austria. Freud wrote that the proper object of psychological investigation should be the unconscious mind and that our behaviour is determined by processes that we are not aware of.

Behaviorism, introduced by John Watson, was the most important of all approaches that investigated “minds” and proposed that psychology should investigate only observable behaviour if it wanted to be an objective science. This approach dominated experimental psychology until 1950’s when a strong interest in the ‘mind’ developed in the form of the cognitive and humanistic approaches. Representatives of these approaches argued that behaviourism ignored all the most important and interesting things that go on in our heads.

Cognitive psychology investigates the mind by using computer information processing ideas to arrive at models of how our brain works and then apply scientific methods to confirm these models. The cognitive approach was successful and is a very dominant one in psychology today.

The Humanistic approach has had less of an impact on psychology because it adapted less scientific view of the human mind. Humanistic psychologists argued that psychology should focus on each individual’s conscious experience and aims in life. The biological approach has advanced evolutionary, physiological and genetic explanation for human behaviour throughout the history of psychology.

## Vocabulary

study	– зд.) учение
definition	– определение
term	– термин
to belong to	– принадлежать
separate	– отдельный
founding father	– отец-основатель
experience	– опыт
sensation	– ощущение
to survive	– выживать
to adapt	– приспособливаться, адаптироваться
psychoanalysis	– психоанализ

unconscious	– бессознательный
to determine	– определять
to be aware of	– осознавать
observable	подлежащий наблюдению, наблюдаемый
objective science	– объективная наука
to ignore	– игнорировать
information processing	– обработка информации
to confirm	– подтверждать
dominant	– доминирующий
aims	– цели
evolutionary	– эволюционный
genetic	генетический

### Questions to the text

1. Where does the word psychology come from?
2. How did Atkinson define psychology?
3. What year is considered to be the start of psychology?
4. Who created the first psychology laboratory?
5. Who is considered to be the “founding father” of psychology in the USA?
6. What was the first approach in psychology?
7. What is the object of investigation from the structuralist point of view?
8. Who developed the functional approach in psychology?
9. What are the functions of brain from the functional point of view?
10. What approaches appeared at the turn of the 19th century?
11. What is the proper object of investigation in psychoanalysis?
12. What should psychology investigate from the behaviorist point of view?
13. What did cognitive and humanistic psychologists criticize, in behaviorism?
14. What does cognitive psychology aim to investigate?
15. What did the humanistic psychologists argue for?
16. What did the biological approach contribute to the study of human behaviour?

## Topic 4

### WHAT IS THE DIFFERENCE BETWEEN A PSYCHOLOGIST AND A PSYCHIATRIST?

The work of psychologists and psychiatrists has much in common. Both psychologists and psychiatrists can provide psychotherapy and counseling services. Both psychologists and psychiatrists are trained to diagnose neuropsychological disorders and dysfunction plus psychotic, neurotic and personality disorders and dysfunctions. Both professionals are granted the right to make such diagnoses by law while other doctors cannot. Both psychologists and psychiatrists help people maintain and enhance their physical, intellectual, emotional, social and interpersonal functioning.

However, there are some important differences in training and special skills. Psychiatrists, as medical doctors, can prescribe medications for psychological distress. Psychologists do not prescribe medications, instead focusing their treatment on psychotherapy. In addition, psychologists are the only mental health professionals who are fully trained and qualified to use psychological tests.

The education of psychologists provides knowledge of psychological and emotional problems, personality, and human development, integrated with specialized training in how to apply this knowledge to helping people with emotional distress and other problems in living. The psychologist's training in research allows them to evaluate the best ways to help people and to make decisions on what helps and what doesn't help different people with various situations.

Psychologists also specialize in psychological testing. Psychological tests are used in situations where there are questions about what a person's particular problem is. For example, a psychologist may use psychological tests to determine whether a child has a learning disorder. Psychologists also use psychological tests in legal cases or any time there is uncertainty about what is troubling an individual. Psychological tests can include assessments of personality styles, tests of emotional well-being, intellectual (or "IQ") tests, tests of academic achievement and tests for possible brain damage. The use of psychological tests requires years of training that involves not only learning how to give the tests, but also how to integrate all the information from a variety of tests, background information, interviews, and knowledge of theories, research, psychological problems, personalities, and human development. Psychologists are the only mental health professionals who are fully trained and qualified to use psychological tests.

It is important to be aware that there can be broad differences in training and philosophy among psychologists, psychiatrists, social workers, and other therapists which can often lead to widely differing treatment approaches and understandings of psychological or emotional problems.

### Vocabulary

to provide	– предоставлять
counseling services	– консультационные услуги
to diagnose	– ставить диагноз
disorder	– нарушение
dysfunction	– дисфункция
personality disorder	– расстройство личности
to be granted the right	– быть наделенным правом
to maintain	– поддерживать
to enhance	– расширять, улучшать
to prescribe	– прописывать (лекарства и т.д.)
treatment	– лечение
qualified	– квалифицированы
to apply knowledge	– применять знания
to evaluate	– оценивать
assessment	– оценка
academic achievements	– академическая успеваемость
well-being	– состояние
brain damage	– повреждение мозга

### Questions to the text

1. What services can psychologists and psychiatrists provide to people?
2. What professionals are granted the right to diagnose neuropsychological disorders and dysfunctions?
3. What professionals are granted the right to prescribe medications?
4. What do psychologists focus their treatment on?
5. What does the education of psychologists include?
6. What does psychologist's training allows them to do?
7. What professionals specialize in psychological training?
8. When do psychologists use psychological tests?
9. What do psychological tests assess?

## Topic 5

### KEY CONCEPTS IN PSYCHOLOGICAL TESTING

A psychological test is a standardized measure of a sample of a person's behavior. Psychological tests are used to measure the individual differences that exist among people in abilities, aptitudes, interests, and aspects of personality. However, a particular behavior sample may not be representative of your characteristic behavior. A stomachache, a fight with a friend, a problem with your car — all might affect your responses to a particular test on a particular day.

Because of the limitations of the sampling process, test scores should always be interpreted cautiously.

Most tests can be placed in one of two broad categories: mental ability tests and personality tests.

This broad class of tests includes three principal subcategories: intelligence tests, aptitude tests, and achievement tests.

Intelligence tests measure general mental ability. They're intended to assess intellectual potential rather than previous learning or accumulated knowledge. Aptitude tests are also designed to measure potential more than knowledge, but they measure particular types of mental ability, such as numerical ability, clerical speed and accuracy, mechanical reasoning, and spatial reasoning. Achievement tests have a specific focus, but they're supposed to measure a person's mastery and knowledge of various subjects (such as reading, English, or history).

If you had to describe yourself in a few words, what words would you use?

Are you introverted? Independent? Ambitious? Conventional? Assertive? Words such as these refer to personality traits. Personality tests measure various aspects of personality, including motives, interests, values, and attitudes.

### Vocabulary

testing	– тестирование
behavior sample	– образец поведения
ability	– способность
aptitude	– склонность
personality	– личность
sampling	– выборка
test score	– тестовая оценка
mental ability	– умственные способности
intelligence test	– тест интеллекта
achievement test	– тест достижений

reasoning	– мышление
mastery	– мастерство
IQ — intellectual quotient	– коэффициент интеллекта
Wechsler scales	– векселеровские шкалы
layperson	– непрофессионал
vocation	– призвание
occupation	– профессия
attainment	– достижение
employment	– прием на работу
selection	– отбор

**I. Read the text and translate it into Russian.**

**II. Answer the following questions.**

- 1) What is the aim of psychological tests?
- 2) Are the results of psychological tests always representative of a person's behavior?
- 3) What are the main types of psychological tests?
- 4) What do intelligence tests assess?
- 5) What types of mental ability are measured by aptitude tests?
- 6) What do achievement tests focus on?
- 7) What are personality tests aimed at?

**III. Give your opinion on the subject.**

What do you think about intelligence tests?

Do they truly assess mental ability?

**IV. Translate these sentences into English using words from the text.**

- 1) Психологические тесты используются для оценки индивидуальных различий в поведении людей.
- 2) Результаты психологических тестов следует интерпретировать с осторожностью.
- 3) Большинство тестов можно разделить на две категории: тесты умственных способностей и личностные тесты.
- 4) Тесты интеллекта оценивают общие умственные способности, а не накопленные знания.
- 5) Тесты пригодности определяют конкретные типы умственных способностей.



- 6) Тесты достижений измеряют мастерство и знание различных предметов.
- 7) Личностные тесты дают оценку свойствам личности, и том числе интересам, мотивации, установкам, моральным ценностям.

V. *Derive nouns from these adjectives by means of suffixes –ity, –ence, –cy, –al*

personal, accurate, intelligent, different, independent, mental

VI. *Find in the text synonyms to the words given below.*

answer, conduct, to contain, to estimate, fitness, to influence, specimen

## BASIC QUESTIONS ABOUT INTELLIGENCE TESTING

### What Kinds of Questions Are on Intelligence Tests?

The nature of the questions found on IQ tests varies somewhat from test to test. These variations depend on whether the test is intended for children or adults (or both) and whether the test is designed for individuals or groups. The Wechsler scales, with their numerous subtests, provide a representative example of the kinds of items that appear on most IQ tests. The items in the Wechsler subtests require respondents to furnish information, recognize vocabulary, and demonstrate basic memory.

#### Layperson’s conceptions of intelligence

Robert Sternberg and his colleagues asked subjects to list examples of behaviors characteristic of intelligence. The examples tended to sort into three groups that represent the three types of intelligence recognized by the average person: verbal intelligence, practical intelligence, and social intelligence.

<b>Verbal intelligence</b>	<b>Practical intelligence</b>	<b>Social intelligence</b>
Speaks clearly and articulately	Sees all aspects of a problem	Accepts others for what they are
Is verbally fluent	Sizes up situations well	Has social conscience
Is knowledgeable about a particular field	Makes good decisions	Thinks before speaking and doing
Reads with high comprehension	Poses problems in an optimal way	Is sensitive to other people’s needs and desires

For the most part, IQ tests assess only the first of these three types. Hence, IQ tests are not valid indicators of intelligence in a truly general sense.

### **Do Intelligence Tests Predict Vocational Success?**

Researchers have tackled this question by examining correlations between IQ scores and specific indicators of vocational success, such as the prestige of individuals' occupations or ratings of their job performance. It's clear that IQ is related to occupational attainment. People who score high on IQ tests are more likely than those who score low to end up in high-status jobs. Of course, there are plenty of exceptions to the general trend. Besides, there is considerable debate about whether IQ scores are effective predictors of performance within a particular occupation.

Essentially, court rulings and laws now require that tests used in employment selection measure specific abilities that are clearly related to job performance. Companies are increasingly turning to personality tests to select employees who are conscientious, calm under pressure, persistent, reliable, and so forth. Psychologists are also trying to develop tests of practical intelligence to aid employers in their hiring decisions. Thus, psychological tests that measure abilities relevant to specific jobs continue to be valuable tools in selecting employees.

- I. **Read the text and translate it.**
- II. **Say if these sentences are false or true.**
  - 1) Wechsler scales measure IQ of different types of people.
  - 2) Wechsler scales assess social conscience of people.
  - 3) IQ tests accurately measure intelligence.
  - 4) IQ scores can predict vocational success.
  - 5) IQ is not related to occupational attainment.
  - 6) Mental ability tests are not used in employment selection.
  - 7) Companies use all types of psychological tests in selecting employees.
- III. **Topic for discussion:**

**IQ TESTS**  
In what fields should they be used?
- IV. **Choose the right ending of the sentence.**
  - 1) Wechsler scales require respondents
    - a) to make a decision
    - b) to furnish information
    - c) to be calm under pressure

- 2) IQ tests generally assess
  - a) verbal intelligence
  - b) practical intelligence
  - c) social intelligence
- 3) Companies use psychological tests
  - a) for assessing job performance
  - b) for reducing their staff
  - c) for selecting employees

V. *Derive adjectives from these nouns using suffixes –al and –able.*

behavior, exception, nature, occupation, practice, value, verb, vocation

VI. *Choose the noun which can follow the given verb.*

- |               |                 |               |              |
|---------------|-----------------|---------------|--------------|
| 1) to provide | a) an example   | 2) to develop | a) subjects  |
|               | b) a trend      |               | b) test      |
|               | c) a debate     |               | c) scores    |
| 3) to measure | a) conception   | 4) to hire    | a) decision  |
|               | b) situation    |               | b) employees |
|               | c) intelligence |               | c) abilitie  |

### TEST

I. **Put in the sentences the missing words from the box.**

1. A psychological test is a standardized measure of a person's ... .
2. Psychological tests are used to measure the individual ... that exist among people.
3. Test ... should always be interpreted cautiously.
4. Intelligence tests are intended to ... intellectual potential.
5. Personality tests measure various ... of personality.
6. Three types of ... are recognized by the average person.
7. Researchers examined correlations between IQ scores and specific indicators of vocational ... .
8. Tests of practical intelligence can aid employers in their hiring ... .
9. The items in the Wechsler subtest require ... to demonstrate basic memory.

a) intelligence; b) aptitude; c) differences; d) respondents; e) success; f) scores; g) decisions; h) aspects; i) behavior; j) assess

**II. Match the terms with the definitions.**

- |                   |   |
|-------------------|---|
| 1) attitude       | a) what induces a person to act                                   |
| 2) intellectual   | b) typical of a class or classes                                  |
| 3) interest       | c) small part of something illustrating the qualities of the mass |
| 4) motive         | d) belonging equally to more than one                             |
| 5) representative | e) distinguished feature in character                             |
| 6) sample         | f) thing in which one is concerned                                |
| 7) trait          | g) possessing a good understanding                                |
|                   | h) settled mode of thinking                                       |

**III. Choose Russian equivalents for the English words.**

- |                   |                   |
|-------------------|-------------------|
| 1) ability        | a) установка      |
| 2) attitude       | b) честолюбивый   |
| 3) behavior       | c) оценка         |
| 4) representative | d) способность    |
| 5) score          | e) личность       |
| 6) personality    | f) свойство       |
| 7) intelligence   | g) добросовестный |
| 8) reasoning      | h) поведение      |
| 9) trait          | i) мышление       |
|                   | j) характерный    |
|                   | k) интеллект      |

**IV. Choose English equivalents for the Russian words.**

- |                   |                  |
|-------------------|------------------|
| 1) шкала          | a) conscientious |
| 2) непрофессионал | b) vocation      |
| 3) словесный      | c) to collect    |
| 4) беглый         | d) to select     |
| 5) сознательный   | e) attainment    |
| 6) оценивать      | f) verbal        |
| 7) профессия      | g) scale         |

8) достижение	h) to assess
9) выполнение	i) layperson
10) отбирать	j) performance
11) добросовестный	k) fluent
	l) conscience

## Topic 6

### FAMILY PROBLEMS

Family problems are unique, but problems that make people look for psychological help are common. Some family problems are temporary and easily managed, while others are more chronic and difficult. Some of them can cause illness and injury, changing jobs, changing schools, moving and financial difficulties.

Most common are parent-child problems. Sometimes there are constant battles between children, and the parents resolve the conflicts. Divorce, is a typical source of problems for all members of the family. Sometimes the couple relationship is the problem, with poor communication and constant conflicts. Problems can develop in a couple relationships because of a medical or psychological problem in one person, or in one of their children.

Each family develops its own ways of resolving the problems some of which work better than others. Poor communication occurs when family members avoid talking to each other and do not know how to listen to what others are trying to say. Inability to resolve conflicts occurs because family members avoid discussing problems or even avoid admitting that problems exist. Some families just have not learned the skills of negotiating. Children are likely to pattern their behavior after their parents' behavior and may learn to refuse to talk about feelings and problems.

There is no perfect family. Each family has its own strengths and weaknesses. If your family has serious problems in relationships, it is probably time for outside help. Psychological help from a professional may be necessary in these circumstances, depending on the nature of the problems and the willingness of family members to participate in therapy.

### Vocabulary

unique	– уникальный, особенный
to look for	– искать
temporary	– временный
chronic	– хронический, постоянный

to cause	– причинять
injury	– травма, ранение
battles	– (зд.) стычки ссоры
to resolve	– разрешить
source	– источник
couple	– (зд.) супружеская пара
relationship	– взаимоотношения
constant	– постоянный
to develop	– развиваться
poor communication	– слабая коммуникация
to avoid	– избегать
inability	– неспособность
to admit	– принимать
to exist	– существовать
skills of negotiating	– навыки
to pattern	– копировать
to refuse	– отказываться
strengths and weaknesses	– сильные и слабые стороны
outside help	– посторонняя помощь
circumstances	– обстоятельства
willingness	– желание

### **Answer the questions:**

1. Are family problems common in psychological practice?
2. What could be the result of problems in a family?
3. What is the most common problem?
4. What are the reasons of problems in couple relationship?
5. Why do some families cannot resolve their problems themselves?
6. When is it necessary to look for the outside help?

### **Translate into Russian:**

1. Each family is unique but all families have common problems.
2. Some family problems are easily managed, but some are difficult and chronic.
3. Injuries, financial difficulties and changing schools could be the result of family problems.

4. Constant battles between brothers and sisters are the most common problems.
5. Medical problems in one person can cause the problem for the relationship.
6. Problems in a family can develop because of poor communication.
7. Poor communication takes place when family members avoid talking to each other.
8. Skills of negotiating are very important for conflict resolution.
9. Each of us has strengths and weaknesses. We do not like to talk about our weaknesses.
10. Results of therapy depend on the family's willingness to participate.

**Translate from Russian into English:**

1. Люди с проблемами в семье часто ищут помощь у профессиональных психологов.
2. Некоторые психологические проблемы могут быть причиной травм и заболеваний.
3. Перемена места работы и переезд могут быть результатами конфликтов в семье.
4. Иногда слабая коммуникация в семье является причиной проблем в семье.
5. Медицинские или психологические проблемы у одного из супругов могут быть причиной проблем у всей семьи.
6. Некоторые семьи не имеют навыков ведения переговоров.
7. Многие семьи избегают разговоров о проблемах в семье.
8. У каждой семьи есть сильные и слабые стороны.
9. Профессиональная помощь со стороны должна быть своевременно.

**Topic 7**

**TECHNOLOGY AND CHILDHOOD**

Today, parents are increasingly worried about the safety of their children, and because of this, they are not letting their children out to play. As a result, children are no longer playing outside but shutting themselves away in their rooms and losing themselves in individualistic activities such as television viewing and computer games.

Yet, if they had the chance, they would rather get out of the house and go to the cinema, see friends or play sport. In fact, when asked what their idea of a good day was, only 1 in 7 said that they would turn on the television.

British teenagers have always retreated to their bedrooms, leaving the younger children to play in communal spaces such as the sitting room, garden or kitchen. However, children from the age of 9 are now turning to their bedrooms as a place to socialize.

Bedroom culture is a phenomenon of the past 20 years with families getting smaller and homes getting more spacious. Increasing prosperity has also contributed to the rise of the bedroom culture.

Of British children aged 6 to 17, 72% have a room they do not have to share with a sibling, 68% have their own music installation, 34% have an electronic games controller hooked up to the television, 21 % have a video and 12% have a PC Only 1 % on the other hand, have an Internet connect on in their bedroom.

On average children devote 5 hours a day to screen media. Even so, only 1 child in 100 can be classed as a real screen addict, a child who spends a worrying 7 hours or more watching TV or playing computer games.

Although children generally have a few favourite programmes, they mostly use television to kill time when they are bored and have nothing special to do. Moreover, the distinction between individualistic media use and social activities such as chatting with friends is less extreme than is commonly assumed. Children gossip about television soap characters, make contact with other children on the Internet, and visit friends to admire their new computer games.

As the use of PCs proliferates, reading skills are expected to suffer Nevertheless, 57% of children say they still enjoy reading, and 1 in 5 teenagers can be classed as a book-lover.

As a result of the bedroom culture, it is becoming rarer for children over the age of 10 to watch television with their parents. Once in their rooms, children tend to stay up watching television for as long as they wish. Consequently it is getting harder to control children's viewing.

One father told researchers that he drew the line at 9 pm. His son, on the other hand, said, 'They tell us to go up at about 9.30 or 10 or something, and then we just watch until they come up and tell us to switch it off at 11 or 11 30.

**1. Say whether you agree or disagree with the following statements.**

- a) Children should read more books.
- b) These days it's unsafe for children to play outside on their own.
- c) Given the chance, children would rather watch TV than do things outside.
- d) It's important for children to have a computer and/or a television in their bedroom.



**2. Read the text. What do the numbers in the box refer to?**

1 in 7	9	72%	1%	5	1 in 100	57%	1 in 5
--------	---	-----	----	---	----------	-----	--------

**3. Complete the sentences using the words in the box.**

losing	kill	devote	classed	draw	shut
--------	------	--------	---------	------	------

- α) Children should \_\_\_\_\_ less time to television and more time to doing sport.
- β) One of life's greatest pleasures is \_\_\_\_\_ yourself in a really good book.
- χ) Most teenagers nowadays can be \_\_\_\_\_ as computer-literate.
- δ) It's okay for children to have mobile phones, but parents should \_\_\_\_\_ the line at letting them take them to school.
- ε) Children who \_\_\_\_\_ themselves away in their bedrooms to play computer games miss out on developing important social skills.
- φ) A lot of children \_\_\_\_\_ time playing game-boys while they're waiting for school to start. It would be much better if they interacted with other children.

**4. Sentences a–g summarise the text. Add another sentence to each summary point. Use the sentences 1–7.**

- a) Parents are worried about children's safety on the streets.
- b) Children are spending more time in their rooms watching television and playing computer games.
- c) Families are getting smaller and homes are getting bigger.
- d) The majority of children have a television, a stereo or a PC in their rooms.
- e) On average, children spend five hours a day using screen media.
- f) As more children use PCs, experts expect reading skills to suffer.
- g) Children watch television in their rooms after bedtime.
- 
- 1) Even so, only a low percentage of children can be classed as screen addicts.
- 2) As a result, they aren't allowing their children to play outside.
- 3) On the other hand, few children have Internet access in their rooms.
- 4) Yet they would prefer to stay out.

- 5) Consequently, it is getting more difficult for parents to control their children's television viewing.
- 6) Increasing prosperity has also contributed to the rise of bedroom culture.
- 7) Nevertheless, many children say that they still enjoy reading.

**2. In the extra sentences (1–7) in 1, the word or phrase which links these sentences to the main sentences (a–g) is highlighted in bold. Classify each linker in the following table.**

adding more information	connecting contrasting ideas	showing cause and effect
<i>also</i>	<i>even so</i>	<i>as a result</i>

**3. Find more linkers in text and add them to the categories.**

## PART II. GRAMMAR

### ВИДО-ВРЕМЕННЫЕ ФОРМЫ ГЛАГОЛА

Таблица временных форм глагола

Время	Простое Indefinite (Simple)	Длительное Continuous	Завершенное Perfect
Настоящее <u>Present</u>	<i>I write</i> Я пишу (вообще, обычно)	<i>I am writing</i> Я пишу (сейчас)	<i>I have written</i> Я (уже) написал
Прошедшее <u>Past</u>	<i>I wrote</i> Я (на)писал (вче-ра)	<i>I was writing</i> Я писал (в тот момент)	<i>I had written</i> Я написал (уже к тому моменту)
Будущее <u>Future</u>	<i>I shall/will write</i> Я напишу, буду писать (завтра)	<i>I shall/will be writing</i> Я буду писать (в тот момент)	<i>I shall/will have written</i> Я напишу (уже к тому моменту)

#### Simple forms

Глаголы в формах Indefinite (Simple) описывают обычные, повторяющиеся действия как факт – безотносительно к их длительности или к результату действия.

Например:

*I go to school every day.* Я хожу в школу каждый день.

В этом высказывании интересует не время, потраченное на дорогу, не процесс движения, не результат походов, а сам факт: я хожу в школу, а не на работу.

То же самое относится к прошедшему и будущему времени.

Например:

*I went to school when I was a boy.* Я ходил в школу, когда был мальчиком.

*I shall go to school when I grow up.* Я буду ходить в школу, когда вырасту.

Отрицательная и вопросительная формы в Indefinite образуются при помощи вспомогательных глаголов do, does, did с частицей not, краткая форма: don't, doesn't, didn't. Порядок слов — прямой. Вопросительные

предложения образуются, как правило, простой перестановкой подлежащего и вспомогательного глагола. Вопросительные местоимения при этом стоят всегда впереди.

Например:

*He is a student. – Is he a student?*

*We do not write much. – Do we write much?*

*You have a computer. – Have you a computer? – What do you have?*

*She does not live in Moscow. – Does she live in Moscow?*

*He didn't like the film. – Did he like the film? – What film he didn't like?*

Особую группу составляют разъединительные вопросы, которые переводятся как утверждения-плюс не так ли?». Они применимы к любому времени.

Например:

*You speak English, don't you?* Вы говорите по-английски, не так ли?

**НО:**

*Let us speak English, shall we?* Давайте говорить по-английски, хорошо?

### **Правильные и неправильные глаголы**

(Regular and Irregular Verbs)

По способу образования прошедшего времени все глаголы в английском языке можно разделить на две группы: правильные и неправильные. У правильных глаголов вторая и третья формы (Past Simple Tense и Past Participle – простое прошедшее время и причастие прошедшего времени) совпадают и образуются путем прибавления к основе глагола окончания **-ed (-d)**.

Например:

*to ask – asked*

*to change – changed*

*to receive – received*

*to work – worked.*

При этом существует ряд особенностей:

- α) если глагол оканчивается на **-y** с предшествующей согласной, то буква **y** меняется на **i** и добавляется окончание **-ed**.

Например:

*to supply — supplied*

*to apply — applied.*

Если глагол оканчивается на **-y** с предшествующей гласной, то буква **y** не меняется и добавляется окончание **-ed**.

Например:

*to stay — stayed to play — played.*

β) если глагол оканчивается на согласную с предшествующим кратким гласным звуком, то согласная на конце удваивается.

Например:

*to stop — stopped.*

После звонких согласных и гласных звуков окончание **-ed** или **-d** произносится как [d] *loved, said*, а после глухих согласных как [t] *looked*. После звуков [d] и [t] на конце слова окончание **-ed (-d)** произносится как [ɪd] *landed, started*.

Неправильные глаголы образуют вторую и третью формы различными способами, без четких правил. Это наиболее часто употребляемые глаголы. В конце книги приведен список часто встречающихся неправильных глаголов.

### **Continuous forms**

Глаголы в формах Continuous описывают действие как процесс, как длительность – в соотнесенности с определенным моментом в прошлом, настоящем или будущем.

Например:

*I am going to school (now).* Я иду в школу (сейчас, в настоящий момент).

*I was reading a book yesterday at 5 o'clock.* Я читал книгу вчера в 5 часов.

*I will be watching TV tomorrow at 7 o'clock.* Я буду смотреть телевизор завтра в семь часов.

Помимо этой функции глаголы в Present Continuous Tense выражают действие, отнесенное в ближайшее будущее.

Например:

*We are leaving for Moscow in July.* Мы уезжаем в Москву в июле.

### **Perfect forms**

Глаголы в формах **Perfect** выражают действие завершённое, приведшее к определенному результату (или к отсутствию результата). Можно сказать, что с помощью форм **Perfect** мы подводим итоги определенному периоду времени, определенных действий. Время подведения итогов – либо настоящий момент **Present Perfect**, либо момент в прошлом **Past Perfect**, либо – в будущем **Future Perfect**.

Например:

*I have written the letter. (Present Perfect)*

Я (только что) написал письмо (передо мной письмо как результат).

*I had written the letter when he came. (Past Perfect)*

Я написал письмо, когда он пришел (2 действия, одно завершилось раньше другого).

*I will have written the letter by 10 o'clock tomorrow. (Future Perfect)*

Я напишу письмо к 10 часам завтра (действие завершится к определенному моменту времени в будущем).

Exercise 1. **Вставьте to write в нужной форме и переведите предложения**

	<b>Simple</b>	<b>Continuous</b>	<b>Perfect</b>
Present	We ... dictations every week.	They ... a dictation now.	We ... already ... the dictation.
Past	Yesterday we ... a dictation.	Yesterday from 3 till 3.45 we ... a dictation.	I ... the dictation before you came to class.
Future	I think we ... a dictation.	Tomorrow from 3.45 ... a dictation.	We will ... a dictation by the end of the first period.

Exercise 2. **Поставьте глаголы в скобках в нужную форму**

**a) Present Simple – Present Continuous**

Jason (to play) basketball at the moment.

We (to write) grammar tests every week.

Every morning my mother (to get up) at seven o'clock.

The sun (to shine) brightly now.

Look! They (to dance).

First, I (to get up), then I (to turn) on the radio.

Listen! They (to play) a new song.

Do not speak loud. She (to sleep)

Usually, I (to go) to bed around 10 o'clock.

I (to like) coffee without sugar.

### **b) Past Simple — Present Perfect**

- I (to buy) this car a year ago.
- I just (to buy) these stockings!
- I (to play) football when I was a child.
- I (to start) studying English five years ago.
- I (to cook) the dinner. It is in the oven.
- Last year I (to go) to England.
- Finally, I (to finish) the essay. I can have some rest.
- When I was in Sochi, I (to swim) in the sea every day.

### **c) Past Simple — Past Perfect**

- I (to do) all my homework before I met my friends.
- When we arrived, the match (to start).
- I (to live) in Warsaw before I moved to Moscow.
- I (to decide) to talk to you before I made the decision.
- She (to feed) the cat before she started cooking for herself.
- When I came home, the program (to start) already.
- I fall asleep very fast because I (to become) very tired during the day.

### **d) Future forms (going to, to be doing, will, will be doing, will have done)**

- I hope I (visit) my sister in July.
- I (visit) my sister in July. I have bought the tickets.
- I (visit) my sister tomorrow after 6 p.m.
- I (visit) my sister tomorrow, but I am not sure when.
- On Monday at 7 p.m. I (meet) with my friends.
- I think I (meet) with my friend tomorrow.
- I (meet) my friends at 7 p.m. near the University entrance.
- If I am not mistaken I (meet) with my friends tomorrow.
- I (finish) this essay by tomorrow.

### **Exercise 3. Вставьте глагол *to go* в нужной форме**

- I ...to the swimming pool every Sunday.
- I ... to the swimming pool yesterday.
- I ... to that museum twice. Let's go somewhere else.
- We ... to that museum tomorrow. We bought the tickets for everybody.
- I think we... go tomorrow. Otherwise, it will be too late.
- He ... to the shop before he came here.
- Where... you...? May I go with you?

#### Exercise 4. **Переведите предложения на английский язык**

##### **А.**

- Моя мама никогда не слышала об этом певце.
- Ты когда-нибудь слышал, как он поет?
- Вчера я плавал в бассейне. Сегодня я чувствую себя очень хорошо.
- Вы читали новую книгу Уминского? Он написал ее за три месяца.
- Я не видел ее в университете уже месяц.
- Мой друг переехал на новую квартиру.
- В этом месяце я прочитал две новые книги.
- Мой отец переехал в Петербург. Вчера он мне звонил.
- Я не видел своего брата в последнее время.
- Вы читали сегодня в газете статью о новом фильме Тарантино?
- Вы видели новую статью о нашем университете? — да, но я еще не прочитал ее.

##### **В.**

Она готовила ужин, когда я зашел к ней.

Он играл на компьютере, когда я делал домашнее задание по английскому.

Когда я играл в компьютерные игры, зазвонил телефон.

Мы делали уроки, когда пошел дождь.

Когда мы разговаривали, новая учительница вошла в класс.

Когда зазвонил телефон, я работал в саду.

Я увидел своих одноклассников, когда шел по улице.

Начался дождь, когда мы наблюдали за игрой.

#### Exercise 5. **Переведите следующие предложения на английский язык**

- Она сказала, что выполнила эту работу.
- Мой брат сказал, что он уже видел этот фильм.
- Когда зазвонил телефон, я читал газету.
- Когда пришел мой друг, я еще спал.
- Мы ужинали, когда кто-то постучал в дверь.
- Все студенты выполнили задание правильно после того, как преподаватель объяснил им, как его делать.
- Когда мы вышли на улицу, ярко светило солнце.
- Моя мама начала мыть посуду, когда я пришел домой.
- Мы ездим в Сочи каждое лето и в Австрию каждую зиму.
- Когда мы приехали в аэропорт, наш самолет уже улетел.



- На побережье Черного моря погода всегда солнечная.
- Моя подруга заканчивает работу в библиотеке каждый день в шесть часов.

Exercise 6. **Переделайте следующие предложения в вопросительные и отрицательные и дайте краткие ответы**

Образец:

*He plays chess well. – Does he play chess well? – Yes, he does. / No, he doesn't.*

She needs some books.

Mary is going to become a psychologist.

Yesterday she had a lecture by a famous psychologist.

She was listening very well.

Before she went to the lecture, she had visited her grandmother.

They talked for a long time.

Mary will be a good specialist.

She is going to write her diploma on psychoanalysis.

She will have finished her diploma by the end of May.

### **Страдательный залог (Passive Voice)**

Формы страдательного залога английских глаголов образуются с помощью вспомогательного глагола to be в соответствующем времени, лице и числе и причастия II (Participle II) смыслового глагола:

Present Indefinite:	<i>The letter is written</i>
Past Indefinite:	<i>The letter was written</i>
Future Indefinite:	<i>The letter will be written</i>
Present Continuous:	<i>The letter is being written</i>
Past Continuous:	<i>The letter was being written</i>
Future Continuous:	<i>The letter will be being written</i>
Present Perfect:	<i>The letter has been written</i>
Past Perfect:	<i>The letter had been written</i>
Future Perfect:	<i>The letter will have been written</i>

Глагол-сказуемое в страдательном залоге показывает, что подлежащее предложение является объектом действия со стороны другого лица или предмета.

Сравните:

*I bought a book.* Я купил книгу.

*The book was bought (by me).* Книга была куплена (мной).

Глаголы в страдательном залоге на русский язык переводятся:

Глаголом быть + краткая форма причастия страдательного залога.

Например:

*The letter was sent yesterday.* Письмо было послано вчера.

Глаголом с частицей -ся (-сь):

*This problem was discussed last week.* Эта проблема обсуждалась на прошлой неделе.

Неопределенно-личным оборотом, т.е. глаголом в действительном залоге 3-го лица множественного числа, типа «говорят», «сказали».

Например:

*English is spoken in many countries.* На английском языке говорят во многих странах.

VII. Глаголом в действительном залоге (при наличии исполнителя действия).

Например:

*Pupils are taught at school by the teachers.* Учеников учат в школе учителя.

Exercise 1. **Переведите следующие предложения на русский язык**

- All information can be found in this brochure.
- Many interesting books are sold in this bookstore.
- The German language is being taught in few schools nowadays.
- I was not told about the new students in the group.
- Germany was divided into two parts after the war.
- All students were informed about the new department.
- This poem was written by me.
- The best essay was chosen by the committee.
- There are a few old songs being written now.
- His English can be easily understood.
- This programme has been seen by millions of people.
- All my money is kept in the bank.

## Exercise 2. **Вставьте глагол в нужной форме**

### **A (to send)**

- The letters ... yet.
- ... you ... the letters already?
- I ... them tomorrow.
- Please, make sure that the letters ... by tomorrow evening.
- The letters ... not ... yesterday because we forgot to buy stamps.
- Finally the letters ... .

### **B (to translate)**

The article ... when I came in the classroom.

The article ... not ... yet.

It ... not ... yesterday, so it needs to be translated today.

If we do not finish it today, we ... it tomorrow.

The article ... by the end of the week.

If I am not mistaken, the article ... some time ago.

I am afraid this article ... never ... .

## Exercise 3. **Переведите предложения на английский язык**

Книга Сорокина была написана летом.

Письмо будет отправлено завтра.

Меня часто спрашивают о моих планах.

Ваша проблема будет решена завтра.

Этот фильм показывали вчера с двух до трех.

Работа только что завершена нами.

Эти статьи уже будут опубликованы к концу года.

О новой книге будут много говорить.

В Москве сейчас строятся новые станции метро.

Паспорт был утерян вчера.

Как вам сообщили об этом?

Пятая глава уже переведена?

## Exercise 4. **Переведите следующие предложения на английский язык.**

- Эта телеграмма была получена мной слишком поздно.
- Все книги, которые вы здесь видите, написаны одним и тем же автором.
- Билеты будут куплены завтра.
- Работа будет закончена в срок.
- Эта картина была написана художником Хибовским.

- Меня известили о награде раньше, чем я получил об этом письмо.
- Я был извещен профессором о проблемах в моем отчете.
- Эта история давно забыта всеми.
- На вечере нам показали прекрасный фильм.
- Мне предложили очень интересную работу.
- За старой женщиной ухаживает ее младшая дочь.
- Вам зададут несколько вопросов на экзамене.
- В этой книге сейчас много говорят.
- Мою сестру нужно встретить завтра в 11 часов вечера на вокзале.

### Модальные глаголы и их заменители

Модальные глаголы показывают отношение говорящего к действию, выраженному инфинитивом. Например, сравните:

*You can speak English.* Вы можете (умеете) говорить по-английски.

*You must speak English. You may speak English.* Вы должны говорить по-английски.

*The train was to arrive at 8 in the evening.* Вы можете говорить по-английски. (Вас поймут).

Как видим, в одном и том же предложении изменение модального глагола меняет смысл всего предложения, т. е. меняется отношение к действию, выраженному инфинитивом.

Модальные глаголы не имеют форм во всех временах, для этого употребляются их эквиваленты (заменители).

Вопросительные и отрицательные предложения с модальными глаголами строятся без вспомогательных глаголов.

Например:

*Can you help me? – Yes, I can. – No, I can't.* Вы можете помочь мне? – Да. – Нет.

К основным модальным глаголам относятся:

1. **Can** – мочь, быть в состоянии (**could** – прошедшее время); предполагает наличие физической, умственной и прочих возможностей, позволяющих сделать что-либо.

Например:

*I can swim.* Я могу (я умею) плавать.

*I could translate this text.* Я мог (был в состоянии) перевести этот текст.

В будущем времени у глагола **can** есть заменитель – конструкция **to be able to** (быть в состоянии что-либо сделать).

Например:

*I shall be able to help you when I am free.* Я смогу помочь тебе, когда освобожусь.

2. **May** – иметь возможность, получить разрешение (делать что-либо) (прошедшее время – **might**).

Например:

*May I help you?* – Можно вам помочь?

*Yes, you may.* – Да, можно.

В будущем времени у модального глагола **may** есть заменитель – конструкция **to be allowed to** (получить разрешение сделать что-либо).

Например:

*He will be allowed to take the book.* Ему разрешат взять книгу.

3. **Must** – должен, обязан.

Например:

*You must write it down now.* Вы должны написать это сейчас.

Заменителями глагола **must** являются глаголы **to have to** и **to be to**, которые имеют некоторые дополнительные оттенки значения.

Глагол **to have to** означает долженствование, вызванное обстоятельствами, вынужденную необходимость, в то время как глагол **to be to** – долженствование, связанное с расписанием, планом или заранее сделанной договоренностью.

Например:

*She had to stay at home.* Она вынуждена была (ей пришлось) остаться дома.

*The train was to arrive at 8 in the evening* Поезд должен был прибыть в 8 вечера. (По расписанию).

После модальных глаголов и некоторых их эквивалентов инфинитив употребляется без частицы **to**.

Заменителями модального глагола **must** являются также модальные глаголы **ought to**, **should** (в значении совета, рекомендации, упрёка) и **shall** (испрашивается разрешение на совершение действия).

*You should enter the Institute.* Вам следует поступить в институт (рекомендация, совет).

В сочетании с перфектным инфинитивом глагол **should** выражает сожаление о невыполненном действии и переводится «следовало бы».

Например:

*You should have helped them.* Вам следовало бы помочь им. (Но вы не сделали этого).

*Shall I read?* Мне следует читать?

Модальный глагол **would** может иметь следующие значения:

1. Вежливая просьба.

*Would you help me? Could you help me?* Не поможете ли вы мне?

2. Повторяемость действия в прошлом.

*He would often help me.* Он, бывало, часто помогал мне.

3. Стойкое нежелание совершать какие-либо действия.

*He wouldn't listen to me.* Он никак не хотел слушать меня.

Модальный глагол **need** (нужно, надо) употребляется в основном в отрицательных предложениях.

*You needn't do it now.* Вам не нужно делать это сейчас.

#### Exercise 1. **Переведите предложения**

I cannot swim.

I can read and write very fast.

You must help your grandmother.

You do not have to help me.

I will not be able to come before six.

It is ok. You may come later.

You are to have a test on modal verbs on Friday.

Shall I sign here?

You look pale. You should consult a doctor.

I would like a cup of coffee, please.

I told her to consult a doctor but she would not listen.

She would often tell me that she felt sick.

#### Exercise 2. **Переведите на английский язык, используя модальные глаголы**

Мне нужно было съездить на неделю домой.

Вчера м-те пришлось ответить на шесть электронных писем.

Мне нужно купить цветы на встречу? – Да, пожалуйста.

Он должен хорошо подготовиться к экзаменам.

Он говорит, что ему нужно рано лечь спать. Он должен рано вставать завтра.

Я не могла пойти вчера на день рождения. Я должна была готовиться к экзамену.

Не могли бы вы мне помочь? Я не могу найти почту.

Я должна купить подарок на день рождения моей лучшей подруге.

Я давно договорилась с мамой, что я должна приехать на неделю домой.

Мой брат должен помочь отцу починить машину.

Я не видел этот фильм. Мне обязательно нужно его посмотреть.

Если ты сделал всю работу, ты можешь идти домой.

### **Согласование времен в главном и придаточном предложениях**

В английском сложноподчиненном предложении с придаточным дополнительным (вопрос «что?», «кто?», «чего?» и т.д.) соблюдаются правила согласования времен.

1. Если глагол-сказуемое главного предложения стоит в настоящем или будущем времени, то глагол-сказуемое дополнительного придаточного предложения может стоять в любой временной форме, требуемой смыслом.

Например:

*He says you are right.* Он говорит, что ты прав.

*He will tell why he was not at school yesterday.* Он скажет, почему он не был в школе вчера.

2. Если глагол-сказуемое главного предложения стоит в прошедшем времени (обычно – в Past Indefinite), то и глагол дополнительного придаточного предложения должен стоять в одном из прошедших времен.

При этом для обозначения действия, одновременного с действием, выраженным сказуемым главного предложения, употребляется Past Continuous (в русском языке – настоящее время) или Past Indefinite.

Например:

*He told me he was preparing for his exam.* Он сказал мне, что готовится к экзамену.

Для обозначения действия, предшествующего действию, выраженному сказуемым главного предложения, обычно употребляется Past Perfect. На русский язык глагол-сказуемое придаточного в данном случае переводится глаголом в прошедшем времени:

Например:

*I didn't know he had left for Moscow.* Я не знал, что он уехал в Москву.

При указании определенного времени (in 1980, yesterday) предшествующее время выражается при помощи Past Indefinite.

Например:

*I thought you were born in 1980.* Я думал, что вы родились в 1980 году.

Для выражения будущего времени с точки зрения прошедшего времени употребляется форма Future in the Past, где вспомогательный глагол *will* меняется на *would*, которая на русский язык переводится будущим временем.

Например:

*He told me that he would meet me at the Institute.* Он сказал мне, что встретит меня в институте.

**Exercise 1. Поставьте глаголы в нужную временную форму, соблюдая правило согласования времен. Переведите предложения.**

**A.**

- I know only the story he (to tell) me a couple of months ago.
- We think that they (cancel) the second lecture yesterday.
- Tomorrow we will know why they (cancel) the second lecture.
- They say that Our lecturer (get) sick. a week ago; she (call) the dean's office and (cancel) all lectures till next week.

**B.**

- I decided that next year I (to go) to see my old friend again. I not (to see) him since he (to go) to Moscow.
- My brother told me he (come) to visit me after the New Year.
- The visitors were told that the secretary just (to go out) and (to come back) in half an hour.
- The student asked the librarian when the books (be) available.
- The librarian answered that the books (be) returned next week.
- My sister said that she (find) some interesting materials for my presentation and she already (send) them to me.
- She said that I (write) to her more often earlier.
- My sister said that she (help) me to prepare the presentation.
- The teachers said that we (need) to study more.
- The secretary told me that the dean (leave) an hour ago.



## ADDITIONAL EXERCISES

**Task 1.** Complete the conversations. Put the verb in the correct form in the present or past.

1.

JIM: ..... you ..... (go) shopping when I saw you yesterday morning?

KATE: No, I .....(to be) on my way to the bank.

JIM: I .....(go) to the bank every Friday, before the weekend.

KATE: Me too usually. But this week I ..... (not / have) time, so I ..... (go) yesterday.

2.

JAN: .....you..... (see) that science programme on TV last night?

SAM: No, ..... never ..... (watch) TV.

JAN: It ..... wonderful. It ..... (show) a new way of repairing a heart.

SAM: Oh.

3.

JILL: Why ..... you ..... (look) at me?

TONY: Because you ..... (wear) a new dress and look very good in it.

JILL: Thank you. I ..... (buy) it yesterday.

4.

VAL: What ..... Jim ..... (do) this morning?

IAN: He's at the doctor's at the moment.

VAL: Oh dear. What ..... happen?

IAN: He..... (fall) and ..... (hurt) his leg yesterday when he ..... (run) for a bus.

5.

VIC: ..... Sally ..... (work) at half past seven last night?

PAM: No, she ..... (help) me with the dinner. She often ..... (help) in the kitchen.

VIC: When ..... she..... (go) out?

PAM: She didn't. She ..... (stay) at home all evening.

**Task 2.** Complete this conversation with a famous film actor. Put the verb in the correct form of the past or present.

INTERVIEWER: When ..... (you / start) acting?

ACTOR: When I ..... (be) 12, I .....(go) to a drama school, and one day I ..... (sit) in the classroom and Nigel Stewart, the famous film director, ..... (visit) the school. He ..... (see) me, and that ..... (be) the beginning.

INTERVIEWER: What ..... (be) your first film?

ACTOR: 'Holiday Home' with Terry Veale, who ..... (be) now my husband! We ..... (make) the film in Italy. He ..... (be) and I ..... (be) 13!

INTERVIEWER: I know that Terry Veale ..... (have) an accident in that film. How ..... (it / happen)?

ACTOR: Well, one day near the end of the filming we ..... (both / ride) horses and Terry's horse suddenly ..... (stop) and he .....(fall) off. He ..... (break) his arm. Today, Terry and I often ..... (talk) about our first meeting.

INTERVIEWER: .....(you / ride) nowadays?

ACTOR: No, I ..... (stop) when I ..... (move) to Los Angeles.

**Task 3.** Complete the sentences. Put the verbs in the present simple or present continuous, positive or negative.

1. A: Have chocolate. B: No, thank you. I ..... (like chocolate).
2. A: Let's have lunch in the garden. B: No, we can't. It's ..... (rain).
3. A: What ..... ? B: Pam? She's a doctor. (do).
4. Tony ..... at the moment. He's on holiday. (work)
5. A: Why .....? B: Because I'm happy . (smile)
6. Sandra and her husband are vegetarian. They ..... (eat meat).
7. A: What .....? B: A letter from my sister. (read)
8. What time ..... ? B: Me? About 7.00 a. m. usually. (get up)
9. A: Where's Dave? B: He's in the kitchen. He ..... (make coffee).

## TESTS

### Test 1

#### Choose the correct variant

Write your answers in the boxes.

1. ... he write this novel in 1920?

- a) does                      b) has                      c) did

2. Can... do it?

- a) anything                b) somebody              c) anybody

3. What lectures ... last Monday?

- a) he attends              b) did he attend            c) will he attend

4. He will go to the cinema if he ... free to-night.

- a) was                      b) will be  
c) is                         d) has been

5. What problems did you ... at the lecture yesterday?

- a) discussing              b) discussed  
c) discuss                 d) were discussed

6. Did she ... at this problem?

- a) worked                 b) works  
c) work                     d) working

7. Is he ... an examination now?

- a) taken                    b) taking  
c) takes                    d) take

8. She said that she ... the article next month.

- a) will write                b) wrote  
c) would write            d) had written

9. He knows English well. He ... translate this article.

- a) can                      b) has  
c) will have                d) is able

10. I... to finish this work yesterday.

- a) may                      b) had  
c) could                    d) able

11. You ... bring me this book as soon as possible, I need it.

- a) must                      b) have  
c) are                        d) may

12. If they ... him they would tell him about it.

- a) meet                      b) met                        c) had met

13. If they ... him they will tell him about it.

- a) had met                  b) meet                      c) met

14. If they ... him they would have told him about it.

- a) met                        b) meet                      c) had met

15. Он говорит, что учится в институте.

- a) studies                  b) studied                  c) has studied

16. Она сказала, что будет изучать этот предмет.

- a) will study                b) would study

17. Она сказала, что училась в этом институте.

- a) studies                  b) studied                  c) has studied

18. Она сказала, что учится в этом институте.

- a) studied                  b) had studied

19. I am a postgraduate, I am ... the first year.

- a) in                         b) on                         c) at

20. The academic year begins ... the 1st of September.

- a) in                         b) on                         c) at

## Test 2

### **Choose the correct variant**

Write your answers in the boxes.

1 ... they finished the translation?

- a) did                      b) were                      c) have

2. ... he attend all the lectures?

- a) has                      b) did                      c) will

3. There is ... on the bookshelf.

- a) nobody                      b) no                      c) nothing

4. Is there ...in the hall?

- a) somebody                      b) anybody                      c) any

5. I shall tell him every thing when he ... up.

- a) rings                      b) will ring  
c) rang                      d) ring

6. She ... with him last week.

- a) has spoken                      b) spoke  
c) speaks                      d) have spoken

7. He doesn't... at this faculty.

- a) studies                      b) study  
c) studied                      d) studying

8. He said that he ... the letter.

- a) had written                      b) has written  
c) is writing                      d) will write

9. Has he ... the institute?

- a) entered                      b) enter  
c) enters                      d) entering

10. I... not ring you up yesterday, something was wrong with my telephone.

- a) can                      b) should  
c) must                     d) could

11. If you ... this article you will get the necessary information.

- a) translated              b) translate              c) had translated

12. If you ... this article you would have got the necessary information.

- a) had translated        b) translated              c) translate

13. If you ... this article you would get the necessary information.

- a) translate              b) had translated        c) translated

14. Он сказал, что обсудит эту проблему.

- a) will discuss          b) would discuss

15. Он сказал, что они обычно обсуждают такие проблемы на собраниях.

- a) discuss                b) discussed              c) have discussed

16. Он сказал, что они уже обсудили эту проблему.

- a) have discussed      b) had discussed

17. Он говорит, что они обсудят эту проблему .

- a) discuss                b) will discuss            c) would discuss

18. We studied this subject... last year.

- a) -                        b) for  
c) on                      d) at

19. She will come ... 11 o'clock.

- a) on                      b) at                        c) in

20. We shall go to the theatre ... Monday.

- a) in                      b) on                        c) at

### Test 3

#### **Choose the correct variant**

Write your answers in the boxes.

1. ... you read these articles last year?  
a) do                      b) did                      c) have
  
2. ... your parents in the dining-room now?  
a) have                      b) are                      c) do
  
3. ... they finished the work?  
a) do                      b) will                      c) have
  
4. Is there ... interesting in this article?  
a) something              b) anything              c) any
  
5. Have you ... books on your speciality?  
a) anything              b) some                      c) any
  
6. How many exams ... this year?  
a) have you taken      b) you took  
c) you have taken      d) did you take
  
7. She ... this book already.  
a) read                      b) has read  
c) reads                      d) is reading
  
8. He ... a letter when I came in.  
a) wrote                      b) wring  
c) was writing              d) was written
  
9. He said that he ...this novel into Russian.  
a) translate              b) will translate  
c) would translate      d) is translating

10. I think she . . . this examination next year.

- a) would pass            b) will pass  
c) has passed            d) is passing

11. You . . . bring me this book as soon as possible.

- a) could                    b) must  
c) are                        d) may

12. If you ... this method the results would have been correct.

- a) used                    b) had used                    c) use

13. If you ... this method the results would be correct.

- a) use                        b) used                        c) had used

14. If you ... this method the results will be correct.

- a) had used                b) use                        c) used

15. Он сказал, что работает на этом заводе.

- a) works                    b) worked                    c) has worked

16. Он говорит, что работает на этом заводе.

- a) worked                b) works                    c) will work

17. Он сказал, что работал на этом заводе много лет назад.

- a) has worked            b) had worked            c) worked

18. Он сказал, что он будет работать на этом заводе.

- a) will work                b) would work

19. My brother is a student, he is ... the second year now.

- a) on                        b) in                        c) at

20. They are ... the lecture.

- a) at    b) on                        c) in





12. My brother ... home late as a rule.

- a) come                      b) comes                      c) is coming

### Test 5

#### **Choose the correct variant**

Write your answers in the boxes.

1. Куда ты идешь?

- a) Where are you going?  
b) Where do you go?  
c) Where were you going?

2. Книжный магазин находится в центре города.

- a) There are some bookshops in the centre of the town.  
b) The bookshop is in the centre of the town.  
c) There is a bookshop in the centre of the town.

3. Он написал письмо, когда я пришел.

- a) He had written a letter when I came.  
b) He was written a letter when I came.  
c) He was going to write a letter when I came.

4. Вы изучаете медицину?

- a) Do you study medicine?  
b) Have you studied medicine?  
c) Can you study medicine?

5. Why did you have to do this work?

- a) Почему вы сделали эту работу?  
b) Зачем вам надо было делать эту работу?  
c) Кто должен сделать эту работу?

6. He is often seen at the station.

- a) Он часто ходит на станцию.  
b) Его часто видят на станции.  
c) Он часто видит его на станции.

7. We know nothing of the opinion he has.

- a) Мы ничего не знаем о нем.
- b) У нас нет о нем никакого мнения.
- c) Мы ничего не знаем о том мнении, которое у него есть.

7. We thought he knew the address.

- a) Мы думали, он узнал адрес.
- b) Мы думали, он знает адрес.
- c) Мы думали, он узнает адрес.

### Test 6

#### **Choose the correct variant**

Write your answers in the boxes.

1. When I came ... the hall the children were dancing.

- a) to
- b) into
- c) in

2. He came back ... the tenth of January.

- a) in
- b) on
- c) at

3. Our children have the ... room in the flat.

- a) large
- b) larger
- c) largest

4. You ... stay at home. Your sister is unwell.

- a) can
- b) may
- c) must

5. I was in Moscow ....

- a) never
- b) last year
- c) just

6. He had left... we arrived.

- a) before
- b) after
- c) since

7. He ... taking his exams now.

- a) was
- b) is
- c) has

8. ... you seen our new teacher?

- a) have                      b) did                      c) were

9. The book ... published 2 year ago.

- a) is                      b) was                      c) has

10. Where ... your daughter study?

- a) does                      b) has                      c) is

11. My sister ... early as a rule.

- a) gets up                      b) get up                      c) is getting up

12. I... him in the library yesterday.

- a) saw                      b) had seen                      c) have seen

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