

Міністерство освіти і науки України
Житомирський державний університет імені Івана Франка

ENGLISH FOR PSYCHOLOGY STUDENTS

Методичні рекомендації з англійської мови
для студентів соціально-психологічного факультету
ОКР «Магістр»

Житомир
Вид-во ЖДУ ім. Івана Франка
2015

УДК 811.111(07)
ББК 81.432.1я73
С 32

*Рекомендовано до друку Вченою радою
Житомирського державного університету імені Івана Франка
(протокол № 5 від 26 грудня 2014 р.)*

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С 32 English for Psychology Students (Англійська мова для студентів-психологів) Укладач - Сердійчук Л.П.

Методичні рекомендації з англійської мови для студентів соціально-психологічного факультету ОКР «Магістр». – Житомир, Вид-во ЖДУ ім. Івана Франка, 2015. – 84 с.

Методичні рекомендації містять матеріал, необхідний для проведення практичних занять та організації самостійної роботи з англійської мови студентів-магістрантів соціально-психологічного факультету. Тексти, вправи, тести та рекомендації методичного характеру подані для виконання чотирьох основних змістових модулів. Матеріал розрахований на поглиблення фахових спеціальних та загальних комунікативних навичок студентів у процесі професійно спрямованого вивчення англійської мови.

Розраховані на студентів денної та заочної форми навчання

**УДК 811.111(07)
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AUTUMN SEMESTER

MODULE ONE

HIGHER EDUCATION

Introduction. THE BOLOGNA PROCESS

1. Before reading the text, transcribe and translate the following words with the help of a dictionary:
overarching aim _____ committed _____
learning outcomes _____ envisaged _____
currently _____ quality assurance _____
to facilitate _____ compatible _____
relevance _____ equitable _____
impact _____ to adopt _____
2. Read the text below. Find the definition of 'The Bologna Process'.
3. Put each of the following questions into its correct place in the text (A, B, C, D).
 1. Why is it called Bologna Process?
 2. Who participates in the Process?
 3. What are the reforms all about?
 4. Will the reform have any impact?
4. Read the text again, find answers to the questions from Ex. 3 and be ready to comment on them.

The Bologna Process

The Bologna Process is a European reform process aimed at creating the European Higher Education Area.

The overarching aim of the Bologna Process is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to European students and staff as well as to students and staff from other parts of the world.

The envisaged European Higher Education Area will:

- facilitate mobility of students, graduates and higher education staff;
- prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development;
- offer broad access to high-quality higher education, based on democratic principles and academic freedom.

A _____

The Bologna Process is named after the Bologna Declaration, which was signed in the Italian city of Bologna on 19 June 1999 by ministers in charge of higher education from 29 European countries.

B _____

Today, the Process unites 47 countries – all party to the European Cultural Convention and committed to the goals of the European Higher Education Area. An important characteristic of the Bologna Process – and key to its success- is that it also involves European Commission, Council of Europe and UNESCO-CEPES, as well as representatives of higher educational institutions, students, staff, employers and quality assurance agencies.

C _____

They include:

- Easily readable and comparable degrees organized in a three-cycle structure (e.g. bachelor, master, doctorate); Countries are currently setting up national qualification frameworks that are compatible with the overarching framework of qualifications for the European Higher Education Area and define learning outcomes for each of the three cycles.
- Quality assurance in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- Fair recognition of foreign degrees and other higher educational qualifications in accordance with the Council of Europe/UNESCO Recognition Convention.

Work is also undertaken in areas of broader societal relevance, such as the links between higher education, research and innovation; equitable participation and lifelong learning.

D _____

The ongoing reforms will have a strong impact in how European higher education relates to higher education in other parts of the world, which is why ministers have adopted a Strategy for the European Higher Education Area in a Global Setting.

5. Complete the sentences below with one of the words from the box:

March, Europe, higher, countries, met, reform, education

The Bologna Process is the commitment by 47 _____, all party to the European Cultural Convention, to reform their higher _____ systems in convergence at the European level. It is the most important and wide ranging _____ of _____ education in _____ since the 1968. In _____ 2010, the Ministers and consultative organizations _____ in Budapest and Vienna, and officially launched the European Higher Education Area.

6. Prepare a short summary on the information you've obtained from the text.

Unit 1. HIGHER EDUCATION IN UKRAINE

Before Reading:

1. Answer the questions:

- 1) What higher educational establishments of Ukraine do you know?
- 2) What degrees do they give to their successful graduates?
- 3) How many universities are there in Ukraine?

4) What higher educational establishments are there in Zhytomyr?

2. Study the following useful vocabulary. Transcribe the following words and word-combinations, pay attention to their pronunciation:

similar to	_____	подібний до
to set up	_____	засновувати, встановлювати
veterinary	_____	ветеринарний
to own	_____	мати у власності
term	_____	семестр
to inherit	_____	успадковувати
certificate	_____	свідоцтво, сертифікат, атестат
determination	_____	визначення, встановлення
hence	_____ звідси (у логічному, а не в просторовому значенні)	
educational-proficiency level	_____	освітньо-професійний рівень
sufficient	_____	достатній
to discharge functions	_____	виконувати функції
to stipulate	_____	зумовлювати, ставити умову
normative	_____	нормативний
to obtain	_____	отримувати
to cope with	_____	упоратися з чимось, виконати успішно
to attain	_____	досягати, здобувати
to summarize	_____	узагальнювати, підводити підсумок

Work with the Text:

3. Read the following text and find out what HEI and LLL mean.

4. Read the text again. Make a list of useful professional terms.

Higher Education in Ukraine

Higher education in Ukraine has a long and rich history. Its students, graduates and academics have long been known and appreciated worldwide. The pioneering research of scholars working in the country's higher education institutions and academies, such as Dmytro Mendelejev, Mykola Zhukovsky, and Yeugen Paton, are part of the universal history of scientific progress.

Brief historical survey

The first higher education institutions (HEIs) emerged in Ukraine during the late 16th and early 17th centuries. The first Ukrainian higher education institution was the Ostrozka School, or Ostrozkiy Greek-Slavic-Latin Collegium, similar to Western European higher education institutions of the time. Established in 1576 in the town of Ostrog, the Collegium was the first higher education institution in the Eastern Slavic territories. The oldest university was the Kyiv Mohyla Academy, first established in 1632 and in 1694 officially recognized by the government of Imperial Russia as a higher education institution. Among the oldest is also the Lviv University,

founded in 1661. More higher education institutions were set up in the 19th century, beginning with universities in Kharkiv (1805), Kyiv (1834), Odessa (1865), and Chernivtsi (1875) and a number of professional higher education institutions, e.g.: Nizhyn Historical and Philological Institute (originally established as the Gymnasium of Higher Sciences in 1805), a Veterinary Institute (1873) and a Technological Institute (1885) in Kharkiv, a Polytechnic Institute in Kyiv (1898) and a Higher Mining School (1899) in Katerynoslav. Rapid growth followed in the Soviet period. By 1988 a number of higher education institutions increased to 146 with over 850,000 students. Most HEIs established after 1990 are those owned by private organizations.

Terms

The academic year in higher educational establishments in Ukraine starts on the 1st of September. It is divided into two terms, the first term is from September to the end of January and the second begins in February and ends in June. Each term lasts 17-18 weeks, followed by a 3 week examination period.

Higher education qualifications

Higher education qualifications combine both academic and professional qualifications. This is a very important feature of Ukrainian higher education inherited from its Soviet past. The State Diploma serves as both an educational certificate and a professional licence. Employment is determined by a match between the state determination of the knowledge and skills required for different occupation levels and the state determination of levels of educational qualification. Hence is the correspondence between classification of educational qualification and that of the occupational structure, leading to the introduction of the term 'educational-proficiency' level.

Nowadays there is the three-level structure of higher education: incomplete, basic, and complete educational levels with corresponding educational-proficiency levels of Junior Specialist, Bachelor, Specialist and Master.

Junior Specialist

Junior Specialist is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained incomplete higher education, special skills and knowledge sufficient for discharging productive functions at a certain level of professional activity, stipulated for initial positions in a certain type of economic activity. The normative period of training makes 2.5–3 years.

Persons with basic secondary education may study in the educational and professional programs of junior specialist's training, obtaining at the same time complete secondary education.

Bachelor

Bachelor is an educational-proficiency level of higher education of a person who on the basis of complete secondary education has attained basic higher education, fundamental and special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 4 years.

Training specialists of the educational-proficiency level of Bachelor may be carried out according to the shortened programme of studies on the basis of the educational-proficiency level of Junior Specialist.

Specialist

Specialist is an educational-proficiency level of higher education of a person who on the basis of the educational-proficiency level of Bachelor has attained complete higher education, special skills and knowledge, sufficient to cope with tasks and duties (work) at a certain level of professional activity (in economy, science, engineering, culture, arts, etc.). The normative period of training makes 1 year.

Master

Master is an educational-proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge, sufficient to cope with professional tasks and duties (work) of innovative character at a certain level of professional activity (in engineering, business administration, pedagogics, arts, etc.).

Training specialists of the educational-proficiency level of Master may also be carried out on the basis of the educational-proficiency level of Specialist. The period of training makes typically 1–1.5 year.

During his/her studies at the Master's or Specialist's level, students are required to write his/her final work on a selected subject and make its presentation, to be able to collect, analyse and summarize, synthesize and to communicate study and practical material; often knowledge of a foreign language is required.

Training specialists of the educational-proficiency level of Specialist or Master in such fields as medicine, dentistry, veterinary medicine, teaching is carried out on the basis of complete secondary education within the period of 5–6 years (as is common in Western Europe for state registered professions).

Postgraduate education

In Ukraine Postgraduate education is regarded as specialist education and professional training commencing after the Specialist, Master phase. The *Law of Higher Education (Article 10)* and the *Law on Education (Article 47)* regard Post-Graduate education as specialised education and professional training on the basis of the previously obtained educational-proficiency level and experience of the practical work. It is defined as retraining, specialisation within a profession; expansion of the professional profile; probation within a profession, i.e. post-qualifying education or continuous professional development. The system of Postgraduate training serves as a ground for lifelong learning.

Lifelong learning

There is a long tradition and pride in this kind of educational provision for 'continuing education' and for 'social inclusion', that continues today. Lifelong learning (LLL) is conceptualized on the one hand as the progression through academic qualifications: Bachelor, Specialist, Master, Candidate of Science, Doctor of Science. On the other hand it also covers a wide range of educational courses designed for: 'second chance' students; for those who wish to change occupations; for on-the-job training for citizens in employment; for updating professionals; for second diplomas where only the specialist part of the curriculum needs to be

followed; and to provide secondary school certificate for those who left school without qualification.

Doctoral degrees

A doctoral level Ukraine has a two-degree system. The first qualification is the ***Candidate of Sciences*** (scientific degree of *Kandidat Nauk*) which normally requires at least three years of study after the award of the Specialist or the Master diploma and is achieved by submitting and defending a thesis (dissertation), as well as following post-graduate studies (*aspirantura*) in the specialist field. The second qualification is the ***Doctor of Sciences*** (scientific degree of *Doktor Nauk*), the highest degree in Ukraine which is achieved by dissertation that must make an original contribution to a given field of learning, and after a period of further studies (*doktorantura*) following the award of Kandidat Nauk degree.

Doctoral study programmes (post-graduate course, aspirantura – for Kandidat Nauk degree and doctoral course, doktorantura – for Doktor Nauk degree) can be opened in higher education institutions of the third and fourth levels of accreditation or in research institutes and their branches.

The two doctoral degrees can be earned in two ways: as a result of studies in aspirantura and doktorantura or independently. The public defense of the dissertation is held in the form of a public presentation and scientific debates.

The majority of Ukrainian universities have a special preparation courses for foreigners. During the year the students learn Russian or Ukrainian Language and the main subjects of the profession. The knowledge of English is required on the International Affair or International Economic Faculties. After the preparation course the student can enter any university in Ukraine.

According to the opinion poll 2009 we present **Top-5** of Ukrainian Universities for IT and economical specialties:

First position

- National Taras Shevchenko University of Kiev
- National Technical University "Kiev Polytechnic Institute"

Second position

- National University of "Kiev Mohyla Academy"
- Kharkiv National University of Radio Electronics

Third position

- Kiev National Economical University of "Vadym Getman"

Fourth position

- Lviv Polytechnic National University

Fifth position

- National Technical University "Kharkiv Polytechnic Institute")

Medical and Pedagogical Universities are not included into this rating.

5. Consult *Brief historical survey* in the text to arrange higher educational institutions in the order of their emerging:

Kyiv Polytechnic Institute

Ostrozkiy Greek-Slavic-Latin Collegium

Odessa University
Higher Mining School
Kharkiv University
Nizhyn Historical and Philological Institute
Lviv University
Kharkiv Technological Institute
Kyiv University
Kyiv Mohyla Academy
Chernivtsi University
Kharkiv Veterinary Institute

6. a) match educational levels with the corresponding educational-proficiency levels:

incomplete	Bachelor
basic	Master
complete	Junior Specialist
	Specialist

b) fill in the names of educational-proficiency levels to complete the sentences below. Check your answers in the text.

1) _____ students are required to write a final work on a major subject.

2) _____ is an educational-proficiency level of higher education of a person who has attained basic higher education.

3) The normative period of _____ training makes 2.5–3 years.

4) Training specialists of the educational-proficiency level of _____ may be carried out according to the shortened programme of studies.

5) The normative period of _____ training makes 1 year.

6) Persons may study in the educational and professional programs of _____ training, obtaining at the same time complete secondary education.

7) Training of _____ may also be carried out on the basis of the educational-proficiency level of Bachelor or Specialist.

8) The normative period of _____ training makes 4 years.

7. Say whether the following statements are true or false:

1) Post-Graduate education is specialized education and professional training on the basis of the previously obtained educational-proficiency level and experience of the practical work.

2) The system of lifelong training serves as a ground for postgraduate learning.

3) In Ukraine Postgraduate education is regarded as specialist education and professional training commencing after the Junior Specialist phase.

4) The Doctor of Sciences is the highest degree in Ukraine.

5) The Candidate of Sciences requires at least five years of study.

6) The two doctoral degrees can be earned as a result of studies in aspirantura and doktorantura.

7) Often knowledge of a foreign language is required for post-graduate studies.

8) 'Second chance' students are those who wish to take the course for the second time.

9) The public defense of the dissertation is obligatory.

10) Doctoral study programmes can be opened in higher education institutions of the third and fourth levels of accreditation.

8. Answer the following questions:

1) What figures show that higher education in Ukraine has a long and developed history?

2) What was the historically first higher educational institution ever founded in Ukraine?

3) What is the function of the State Diploma?

4) What is the period of training of a junior specialist?

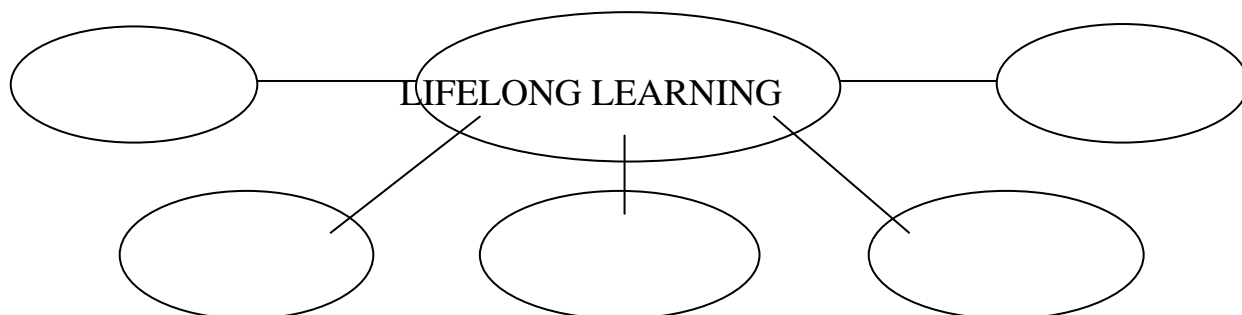
5) What are the specific features of Master training in Ukraine?

6) What is lifelong learning?

After Reading:

9. Make up 10-15 sentences of your own using the terms of your list from Ex 4.

10. Fill in the scheme of lifelong learning and be ready to comment on it.



11. Skim the text "Higher education in Ukraine" again and make notes under the following headings:

Historical Survey => Higher Education Degrees => Postgraduate Education Degrees.
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Then, using your notes, describe the system of higher education in Ukraine and its development.

12. Find some information about the history of the Kyiv Mohyla Academy and its founders. Prepare a short report on the information obtained (10-15 sentences).

13. Prepare a Power Point presentation of one of famous Ukrainian Universities.

Unit 2. ZHYTOMYR IVAN FRANKO STATE UNIVERSITY

Before Reading:

1. Answer the following questions:

- 1) When was the Zhytomyr Ivan Franko State University founded?
- 2) What was it called then?
- 3) Where was the University situated?
- 4) What interesting facts about the history of our university do you know?

2. Transcribe and translate the following words and practice their reading:

all-male gymnasium	_____	undergo training	_____
teacher training institute	_____	namely	_____
decade	_____	contest	_____
staff	_____	consolidated rating	_____
holders of scholarship	_____	joint effort	_____

3. Study the following vocabulary items. Pay attention to their pronunciation:

graduate, politician, psychologist, mathematician, physicist, biologist, geologist, linguist, historian, writer, manager, research, dissertation, competition, championship.

Work with the text:

4. Read the text about the Zhytomyr Ivan Franko State University. Make notes of the facts that you did not know before.

Zhytomyr Ivan Franko State University

Zhytomyr Ivan Franko State University is the oldest and the most powerful educational institution of Zhytomyr region. Its history dates back to the famous all-male Zhytomyr gymnasium, founded in 1833, which became the basis for Volyn teacher training institute in 1919. The institute has had different names throughout its history. In 1999 Zhytomyr teacher training institute was reorganized into Zhytomyr Ivan Franko Pedagogical University to become Zhytomyr Ivan Franko State University in 2004. Its more than 80-thousand army of graduates works in all corners of Ukraine as well as abroad. Among them there are famous scholars – mathematicians, physicists, biologists, geologists, linguists, historians, writers, managers of education, diplomats, politicians and state figures. Due to their activities, research and teaching achievements our university is highly valued not only in Ukraine but also far beyond its borders.

The university has seen the most dynamic development during the last decade. Today University is a complex multi-structural system that includes a number of educational, scientific and industrial complexes, inter-university research centres and institutes. For the students' need there are 5 dormitories (2000 places), cafes and canteens (390 places), library with 420 000 volumes, local computer network, observatory, publishing centre, agriculture biostation and modern sports complex. 89 laboratories and 13 computer classrooms operate at the university.

Structurally the university comprises 3 institutes (Educational and Research Institute of Foreign Philology, Educational and Research Institute of Pedagogy,

Educational and Research Institute of Philology and Journalism) and 5 faculties (Faculty of History, Faculty of Natural Science, Faculty of Social Psychology, Faculty of Mathematics and Physics, Faculty of Physical Education and Sport). About 8 thousand students are currently receiving their education at ZSU. The university has IV level of accreditation and trains students for all the education and qualification levels – bachelor, specialist and master. Post graduate and doctorate courses are available with more than 200 post-graduate and doctorate students currently conducting their research. There are 2 Dissertation Advisory Committees for the PhD level dissertations and a Doctorate degree Advisory Committee.

17 scientific schools, 20 scientific research centers, 30 research scientific and research methodological laboratories function at ZSU. 41 departments employ 589 staff members, including 65 Doctors of Science and 297 PhDs. The average age of the staff is 38. The university staff includes 12 Honored Educators of Ukraine, 2 Honored Scientists of Ukraine, 4 Honored Workers of Physical Education and Sports of Ukraine, 2 Honored Journalists of Ukraine, 5 Honored Artists of Ukraine, 3 People's Artist of Ukraine, 1 Honored Coach of Ukraine, dozens of laureates of the reward of the President of Ukraine, holders of the Cabinet of Ministers scholarship, winners of the NAS of Ukraine scholarships, grants of the President of Ukraine and other specialized academies.

Every year about a hundred students and staff members undergo training in prestigious universities abroad, while foreign professors give lectures and conduct master classes for undergraduate, master and postgraduate students of ZSU. The programs dealing with increasing the quality of education, life and professional competence as well as the demand for university graduates among employers have been successfully realized and have proven efficient, namely - “Language Strategies”, “Inclusive Education”, “Professional Training Quality Monitoring”, “Life-long Education”, “Creative Education”.

The university publishes 6 academic journals and 9 student research journals, holds dozens of international and national conferences annually. ZSU students become winners of international and national contests and competitions, win championships of Ukraine, European and World championships.

As a result, according to the consolidated rating of higher educational establishments of Ukraine in 2014 (“Ukraine’s Top-200”, “Scopus”, “Webometrics”) ZSU has been 72-nd among 292 higher education institutions of Ukraine. It has become one of the “Top-10” universities of Central Ukraine.

Zhytomyr Ivan Franko State University is steadily moving ahead, making history with the joint effort of university professors, students and staff. Teaching staff is optimistic about the future because there is every reason for confidence that the coming years and decades will be the time of new creative victories and achievements.

5. Find English equivalents for the following expressions in the text above. Use them in questions to your group-mates:

заслужений тренер _____

заслужений журналіст _____

мовні стратегії _____
 науковий журнал _____
 члени колективу _____
 видавничий центр _____
 високо цінується далеко за кодолами _____
 проводити майстер-класи _____

6. Choose the correct word from the box below to make word combinations. Use them in the sentences of your own:

research , Advisory, computer, reward, People's, accreditation,
 Inclusive, scholarship

_____ Committee	_____ holders
_____ Artist	_____ laureates
_____ Education	_____ level
_____ laboratories	_____ network

7. What events or facts do the following numerals refer to?
 2014; 1999; 1833; 2004; 2000; 72; 297; 589; 420000; 41.

8. Answer the questions:

1) Can you define the place of our university among other higher educational institutions in Ukraine?

2) What department of our university is the biggest?

3) What rewards and titles is the university staff granted?

4) What programmes are realized in our university?

5) What is the average age of university teaching staff?

9. Complete the idea. Give your point of view on the following in 2 or 3 sentences. There is a model at the beginning.

Model: *Zhytomyr Ivan Franko State University history dates back to... the famous all-male Zhytomyr gymnasium. It was founded in 1833. Later it became Volyn teacher training institute.*

In 1999 Zhytomyr teacher training institute was reorganized _____

Today University is a complex multi-structural system that includes _____

Now the university comprises 3 institutes and 5 faculties _____

The university trains students for all the education and qualification levels _____

The university staff includes _____

A number of programmes is successfully realized _____

University students become winners _____

10. Discuss the following questions with your partner. Use the phrases to express your agreement or disagreement:

My personal opinion...

It would be helpful to know...

I must express some disagreement with...

- 1) What department of the university have you chosen? Why?
- 2) What department (specialty) in our university is the most promising as to job-hunting? Why?
- 3) What do you think about university dormitories?

11. On the basis of the text write an essay about the department you are studying at.

Unit 3. HIGHER EDUCATION IN THE UNITED KINGDOM

Before Reading:

1. Answer the questions:

- 1) In what institutions can people get higher education in Great Britain?
- 2) What British universities do you know?
- 3) What is the level of education given in British universities?
- 4) How many universities are there in the UK?

2. Transcribe the following words and word-combinations, pay attention to their pronunciation. Make up sentences of your own with them.

college of education _____ педагогічний коледж

to apply _____ тут: подавати заяву про вступ

to be located _____ міститися, бути розташованим

A - level results _____ бали екзаменів, які складають після закінчення спеціального коледжу для підготовки до вступу в університет

grant _____ стипендія

local education authority _____ місцевий орган освіти

public ceremony _____ відкрита публічна церемонія

redbrick university _____ університет з червоної цегли

'concrete and glass' university _____ університет з бетону та скла

further education college _____ коледж подальшої освіти (середній спеціальний навчальний заклад)
to be intended _____ тут: бути призначеним
to keep in touch _____ підтримувати зв'язок
overseas student _____ студент з іншої країни

Work with the text:

- Find the sentences with the words from Ex 2 in the text below. Give their written translation.
- Read the text again and copy out the types of higher educational institutions in the UK.

Higher Education in the UK

After finishing secondary school or college you can apply to a university, polytechnic, college of education or you can continue to study in a college of further education.

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

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol and Birmingham.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. Some courses, such as languages and medicine, may be one or two years longer. The degrees are awarded at public degree ceremonies. Later he/she may continue to take Master's Degree and then a Doctor's Degree.

The 2 intellectual eyes of Britain – Oxford & Cambridge Universities – date from the 12 & 13 centuries. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only education elite go to Oxford and Cambridge.

The Scottish universities of St. Andrews, Glasgow, Aberdeen & Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies

some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the government set up 30 Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses (for working students). Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some Particular subjects.

Some of them who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There's an interesting form of studies which is called the Open University. It's intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

5. Which of the following statements are true? Give your reasons.

- 1) In the UK you can get higher education only in universities.
- 2) Some British universities are world famous.
- 3) The course of studies in all British universities lasts for three years.
- 4) Redbrick universities are older than 'concrete and glass' ones.
- 5) You will need a special training after university studies to get the Degree of Bachelor of Science or Arts.
- 6) All British universities are old and similar to each other.
- 7) Only education elite go to Oxford and Cambridge.
- 8) There are no entrance exams in British universities.
- 9) Further education colleges are higher education institutions.
- 10) Many overseas students study in the UK.

6. Complete the following sentences with the information from the text:

- 1) In British universities overseas students are trained in _____.
- 2) People who study in their own free time and who 'attend' lectures by watching TV and listening to the radio take courses in the so-called _____.
- 3) The academic year in Britain's universities is divided into ____ terms, which usually run from _____.
- 4) The Polytechnics offer _____ degrees. Some of them offer _____ courses.
- 5) Older British universities are so-called _____.
- 6) 'New' universities are often called _____.
- 7) Oxford and Cambridge Universities – date from the _____.

8) After three years of study a university graduate gets a Degree of _____.

9) Later Bachelors may continue their studies to take _____ Degree and then a _____ Degree.

10) English universities greatly differ in _____.

7. Fill in the blanks with the words from the box:

*programs, international, years, from, students, much, to apply,
higher,
one, education.*

The UK has a vast variety of ... education opportunities to offer students with over 100 universities offering various degree programs for students from the UK and around the world. In the UK about 1/3 of all students go on to some form of higher ... and this number is well over 50% for students from Scotland. This makes competition for places very fierce and so it is advised ... early for courses.

In the UK most undergraduate degree programs take three ... to finish; however, the 'sandwich course' is increasing in popularity, which is four years and involves ... year in the work place (normally in your third year). In Scotland the courses are four years in length for undergraduate programs.

For graduate or masters ... they are generally shorter in length and undertaken after graduation of your undergraduate program. Some professional degrees like medicine, veterinary, law etc. have longer programs that can be as ... as five years.

From 2007, universities in the UK are allowed to charge students ... the UK up to £3,070 per year (depending on the school and location). For students from the EU, you will also only have to pay the same fees as students from the UK, but international ... from the rest of the world will have to pay the full school fees which will vary depending on the school. These fees for ... students can range anywhere from £4,000 per year up to £18,000 per year or more.

8. Read the text (Ex 6) again for more information about the studies in the UK.

9. Choose the correct variant:

1) New students must ... for classes before the term begins.

a) enroll b) enter c) join

2) I'm going to ... all I can about the subject because I need this information.

a) discover b) find out c) know

3) Sean asked his teacher's ... about going to university.

a) information b) advise c) experience

4) What are you going to do when you ... school?

a) complete b) end c) leave

5) Viola took her ... at Cambridge University.

a) degree b) grade c) qualification

6) In some countries, students are selected ... to their current level of academic attainment.

- a) due b) according c) relating
- 7) Vivian is studying to become a member of the medical
a) employment b) position c) profession
- 8) Our group ... of twelve students.
a) composes b) consists c) contains
- 9) It was very difficult for the examiner to ... what recommendations he should make.
a) decide b) realize c) solve
- 10) Please inform the college secretary if you ... your address.
a) change b) move c) vary
- 11) The classes were closed because of ... of interest.
a) absence b) emptiness c) lack
- 12) This school has the highest ... standards in our town.
a) academic b) intelligence c) learning
- 13) We need ... information before we can decide which courses to choose.
a) farther b) further c) nearer
- 14) Someone from the Ministry of Education is coming to ... our classes.
a) control b) inspect c) look on
- 15) Please ... clearly which courses you want to take.
a) ask b) indicate c) instruct

After Reading:

10. Work in pairs. Compose 5-7 questions for your group-mates about university studies in the UK. Be ready to answer your friends' questions.

11. Put each of the following words or phrases into its correct place in the text below:

amount	calendar	class hours	college
course	credits	curriculum	electives
graduation	major	number	opportunity
outlines	prospectus	specified	subjects
requirements	technical	three	week
selecting			

Selecting Courses

The courses given by a ... or university are called curriculum. The ... of the institution ... the complete It gives the ... for entry to each course, as well as the credits given for the

Each course is designed as giving a ... number of credits. These are usually equal to the number of ... devoted each week to the course. For example, a course that meets three times a ... usually gives ... credits towards graduation. Schools using

the semester ... required about 120 credits for Between 30 and 40 of the required ... must be in the student's ... subject.

Schools vary considerably in the ... of freedom given to students in ... their course. Almost all schools have certain ... of required Students can also usually choose non-required courses called Liberal-arts colleges usually give students more ... to choose than do ... schools.

12. Skim the text below and make the list of colleges of the two most famous British universities mentioned. Choose one of the universities and use the Internet to find more information on Project work “British Universities”.

Oxford is one of the oldest universities in Europe, the second largest in Britain, after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 AD and it was popular with the early English kings. The university's earlier charter is dated to 1213.

There are now 24 colleges for men, five for women and another five both for men and women. Among the oldest colleges are University College (founded in 1249), All Souls (1438), Christ Church (1525).

Cambridge University started during the 13th century and was grown until today. Now there are more than 30 colleges. They line the right bank of the Cam. There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse (1284) and the most recent is Robinson College (1977), the most famous is King's College.

The University was only for men until 1871, when the first women's college was opened. That was the first time in Britain woman could get good education officially. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Many great men studied at Cambridge, among them Desiderius Erasmus (1469-1536), the great Dutch scholar, Roger Bacon (1214-1292), the philosopher, Milton, the poet, Oliver Cromwell (1599-1658), the soldier, Newton, the scientist, and Kapitza, the famous physicist.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxbridge, the most popular ones are rowing and punting.

The number of British universities are referred to as “red brick” universities. These universities were founded in the late 19th or early 20th century in the industrial cities of Manchester, Liverpool, Leeds, Birmingham, Sheffield and Bristol and were constructed of red brick, as contrasted with the stone constructions of the buildings of Oxford and Cambridge.

The “youngest” group of British universities are sometimes called “Whitebrick” universities. The first was Keele in Staffordshire, founded in 1949 as a university college awarding its own degrees and given a charter as a university in 1962. Others were established in the 1960s. they are: East Anglia, Essex, Kent, Lancaster, Sussex, Warwick, York and some others.

Unit 4. THE SYSTEM OF HIGHER EDUCATION IN THE USA

Before Reading:

1. Answer the questions:

- 1) What have you heard about the system of higher education in the United States?
- 2) What higher educational establishments of the USA do you know?
- 3) Which degrees do they give to their successful graduates?
- 4) How many universities do you think there are in the USA?

Work with the Text:

2. Read the following text and translate it with the help of a dictionary. Give your own title to it.

The system of higher education in the United States is complex. It comprises four categories of institutions: (1) the university, which may contain (a) several colleges for undergraduate students seeking a bachelor's four-year degree and (b) one or more graduate schools for those continuing in specialized studies beyond the bachelor's degree to obtain a master's or a doctoral degree; (2) the four-year undergraduate institution- the college - most of which are not part of a university; (3) the technical training institution, at which high school graduates may take courses ranging from six months to four years in duration, and learn a wide variety of technical skills, from hair styling through business accounting to computer programming; (4) and the two-year, or community college, from which students may enter many professions or may go to four-year colleges or universities.

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. There is no clear or inevitable distinction in terms of quality of education offered between the institutions, which are publicly or privately funded.

Many universities and colleges, both public and private, have gained reputations for offering particularly challenging courses, and for providing their students with a higher quality of education. The great majority are generally regarded as quite satisfactory.

The factors determining whether an institution is one of the best, or one of lower prestige, are: quality of teaching faculty, quality of research facilities, amount of funding available for libraries, special programs, etc., and the competence and number of applicants for admission, i.e. how selective the institution can be in choosing its students.

Types of universities.

All the universities may be divided into two main types depending on sources of their financial support. The first type is "public" or state university. Nearly every state has at least one university supported by public funds. The state university may be a rather big affair with the number of students reaching up to 100,000. A good example of the state university is the State University of New York. There are also public community colleges, also called junior colleges which offer a two-year program in a variety of disciplines, and state teacher colleges which specialize in training school

teachers. The private institutions are always smaller. They are governed by their own fully independent board of trustees. Many of private universities have strict entrance requirements. Some of the most famous universities in America belong to this type - among them the renowned Harvard University in Cambridge near Boston.

As to the most important differences between public and private universities, three of them can be named.

The first is the standard of tuition, the standards of students' accommodations. They are traditionally considered higher in private institutions since they can afford to pay higher salaries to professors and to employ the best of them. That is why the diplomas of such universities are sometimes valued higher than those of the state universities.

The second difference is that a private institution can be oriented at students of a definite religious nomination, ethnic origin, for example there may be Catholic universities, Jewish universities. In public universities the division of students according to their religious beliefs, ethnic origins and political views is utterly impossible, it is strictly prohibited by law.

The third difference is the cost of education. Higher education in the United States is never free of charge. Many of the students get scholarships, but to receive one a student has to go through a fierce competition to prove his or her right to it. A scholarship is only payment for tuition, and as to board, lodging, clothing and other necessities, the students must pay extra. In private universities a cost of attending it for four years of undergraduate studies varies from \$15,000 to \$20,000 (in some institutions it may be the cost of attending it during one year.). Public universities are much cheaper. Their education during one year may cost about \$3,000, while for out-of-state it is higher - \$5,000 - \$6,000.

3. Read the text again and find sentences to prove if the following statements are true or false.

- 1) Higher education in the United States is free of charge.
- 2) Only the best and highly-paid professors work in private institutions.
- 3) Private universities are always smaller.
- 4) The students must pay extra for board, lodging, clothing and other necessities.
- 5) All students get scholarships.
- 6) In public universities students are divided according to their religious beliefs, ethnic origins and political views.
- 7) All the universities may be divided into two main types depending on sources of financial support.
- 8) The quality of education in public and private universities differs greatly.
- 9) The system of the USA higher education comprises four categories of institutions.
- 10) All American universities provide their students with very high quality of education.

4. Insert the correct prepositions:

- 1) The cost ____ education in American universities varies greatly.

- 2) Higher education in the United States is never free __ charge.
- 3) To get a scholarship students have to go _____ a fierce competition.
- 4) A scholarship is only payment ____ tuition.
- 5) All American universities may be divided __ two main types.
- 6) Universities can be public or private, it depends __ the source of their funding.
- 7) Every state has at least one university supported __ public funds.
- 8) In a state university may the number of students often reaches __ __ 100,000.

5. Complete the sentences below using the words from the box:

challenging, bachelor's, board, technical, public, master's, admission, trustees, private, selective, doctoral, Cambridge

- 1) Many universities and colleges have gained reputations for offering particularly _____ courses.
- 2) _____ universities are much cheaper than _____ ones.
- 3) In the _____ training institution high school graduates may learn a wide variety of technical skills.
- 4) Number of applicants for _____ depends on the prestige of the university.
- 5) Many students continue in specialized studies beyond the _____ degree to obtain a _____ or a _____ degree.
- 6) The best universities are _____ in choosing their students.
- 7) The private institutions are governed by their own fully independent _____ of _____.
- 8) One of the most famous universities in America is Harvard University in _____.

After Reading:

6. Choose the correct variant:

- 1) Are you going to attend Prof. Wise's ... on Medieval History next week?
a) conference b) discussion c) lecture
- 2) The lecture was so ... that almost everyone fell asleep.
a) bored b) dull c) exhausted
- 3) Prof. Rush was speaking so quickly I couldn't ... what he said.
a) accept b) catch c) listen
- 4) Use your imagination and try to ... the scene in your mind.
a) draw b) model c) picture
- 5) Miss Not-Very-Bright said she could not ... all the information given in the lecture.
a) absorb b) accumulate c) listen
- 6) I can agree with you to a certain ..., Professor, but not entirely.
a) extent b) level c) way
- 7) The lecture was very ... and I slept for most of it.
a) annoying b) boring c) sleepy
- 8) You ought to pay ... to what the lecturer is saying; it's quite interesting.

- a) attention b) comment c) praise
- 9) I absolutely... with everything that has been said.
- a) accept b) approve c) agree
- 10) The lecture will begin at 10.00
- a) in time b) on time c) sharp
- 11) Prof. Orator spoke clearly and ... so we could understand every word he said.
- a) distinct b) distinctly c) legibly
- 12) That's precisely what I mean. You've hit the ... on the head.
- a) idea b) nail c) pin
- 13) The students were interested in what the teacher was saying and listened....
- a) attentively b) guardedly c) prudently
- 14) A few jokes always ... up a lecture.
- a) inspire b) liven c) loosen
- 15) The example you have just referred to has no ... on the matter under discussion.
- a) connection b) dependence c) bearing.

7. Write down the most important differences between public and private universities of the USA.

Public universities

Private universities

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. Work with a partner. Use your notes (Ex 7). Be ready to compare public and private universities in the USA.

Student A speaks in favour of public universities.

Student B considers that private universities are better.

9. Make up a plan of the text. Write down key sentences for each item of the plan. Using your notes tell about the system of higher education in the United States.

MODULE TWO

SCIENCE

Unit 1. THE DEVELOPMENT OF SCIENCE

Before Reading:

1. Study the following useful vocabulary. Transcribe the words and word-combinations, pay attention to their pronunciation:

pursuit	_____	прагнення
pure science	_____	чиста наука
applied science	_____	прикладна наука
to fashion	_____	(тут) надавати вигляду, форми
craft	_____	ремесло
innovation	_____	нововведення
deluge	_____	потік
sober	_____	тверезий
reassessment	_____	переоцінка, перегляд
chemical warfare	_____	хімічна війна
warn	_____	застерігати, попереджати
technology assessment	_____	оцінка технічних рішень
court system	_____	судова система, система карних судів
insurance industry	_____	індустрія страхування

Work with the Text:

2. Read the following text and translate it with the help of a dictionary. Give the title to the text.

Science (Latin *scientia*, from scire, “to know”) is a term used in its broadest meaning to denote systematized in any field, but applied usually to the organization of objectively verifiable sense experience. The pursuit of knowledge in this context is known as pure science, to distinguish it from applied science, which is the search for practical uses of scientific knowledge, and from technology, through which applications are realized.

Technology is a general term for the processes by which human beings fashion tools and machines to increase their control and understanding of the material environment.

Such 19th- and 20th- century inventions as the telephone, the phonograph, the wireless radio, the motion picture, the automobile, and the airplane served only to add to the nearly universal respect that society in general felt for technology. With the development of assembly-line mass production of automobiles and household appliances, and the building of ever taller skyscrapers, acceptance of innovations became not only a fact of everyday life but also a way of life in itself. Society was being rapidly transformed by increased mobility, rapid communication, and a deluge of available information from mass media.

After World War II, came the development of the weapon that has since become a general threat to life on earth: the atomic bomb.

Another technological outgrowth – the development of computers and transistors and the accompanying trend toward miniaturization – is having equally profound effects on society as well.

During the 1950s some observers began to warn that many other products of technology also had harmful or destructive aspect. Automobile exhausts, were polluting the atmosphere, pesticides such as DDT were threatening the food chain, and mineral wastes from a wide variety of industrial sources were polluting large reservoirs of groundwater. Indeed, the physical environment has become so jammed with technological processed that one of the major challenges of modern society is the search for places to dump the wastes that have been produced.

Technology has always been a major means for creating new physical and human environments. It is possible to ask today whether technology will also destroy the global civilization that human beings have created.

3. Make up the list of inventions you have come across in the text. Tick those which are unfamiliar to you.

4. Answer the questions.

- 1) What is science?
- 2) What is pure science/ applied science?
- 3) What are the most important inventions and discoveries? (e. g., the lever, the wheel, America, the computer, the airplane, the origin of the species, penicillin, car, electricity).
- 4) Why can technology be conceived as a creative/ a destructive process?
- 5) What are the alternatives to the contemporary technological dilemma?

5. Say whether the following sentences are true or false:

- 1) Technology has always been a major means for creating new environments.
- 2) Many products of technology have harmful or destructive aspect.
- 3) Any weapon is a threat to life on earth.
- 4) Pure science is the search for practical uses of scientific knowledge.
- 5) The pursuit of knowledge in any field is called applied science.
- 6) The telephone, the phonograph, the wireless radio were invented in the 18th century.
- 7) Another technological outgrowth was the development of assembly-line.
- 8) The physical environment is very jammed with technological processed.
- 9) Automobile exhausts are threatening the food chain.
- 10) Technology will destroy the global civilization.

6. Fill in the necessary prepositions:

- 1) Science is a term used to denote knowledge systematized _____ any field.
- 2) One of the major challenges of modern society is the search _____ places to dump the wastes.

- 3) Society was being rapidly transformed ____ increased mobility.
- 4) Development of the nuclear weapon has become a general threat ____ life ____ earth.
- 5) The development of computers is having great effect ____ society.

7. Put each of the following words or phrases into its correct place in the text below:

standard, progress, instability, foreign, hand (2), scientists, Ukrainian, economy

The Development of Science and Technology in Ukraine and the International Economic and Research Cooperation

On the one _____, the rapid development of science and intro production are known to be a powerful motive force of social and economic _____ and a material basis for steadily raising of the living standards of people.

On the other _____, all research inventions require substantial financial aid from the state.

At present our country undergoes hard times in all spheres of national economy. Social-economic _____ in the country influences greatly ever lower rates of growth of industrial and agricultural production and the living _____ of people as a whole. In such a difficult period of the history of our state, in the conditions of transforming to market relations in economy and reconstruction of many production and public structures in the society, the work of our scientists and researchers is directed to overcome all these difficulties and obstacles and to develop, advance and further investigate science.

Ukraine is developing business-like contacts with many _____ countries in the sphere of economy and engineering. The relaxation of international tension and the improvement of political climate have greatly facilitated the development of the _____ trade, economic and scientific ties with West-European countries, the USA and Japan.

The need for international cooperation is promoted by the growing scope of research and experimental are becoming more complex. Such global problems as those associated with oceanology, atmospheric processes, protection of the environment, space exploration can be tackled successfully only through the joint efforts of scientists from many countries. Cooperation is also necessary in the field of public health. Our _____ attach great importance to international cooperation in all spheres of national _____, science and technology.

8. Read the text above again and write out global problems scientists deal with.

9. Find English equivalents to the following words and word combinations in the text above.

з іншого боку _____ ділові відносини _____
 швидкий розвиток _____ впровадження у виробництво _____
 послаблення міжнародної напруженості _____ техніка _____

рушійна сила _____ сприяти, полегшувати _____
 постійне зростання _____ торгівельні зв'язки _____
 життєвий рівень _____ стимулюватись _____
 значна фінансова підтримка _____ зростаючий масштаб _____
 переживати важкі часи _____ обладнання _____
 сильно впливати _____ охорона навколишнього середовища _____
 темпи зростання _____ дослідження космосу _____
 в цілому _____ бути успішно вирішеним _____
 перехід до ринкових відносин _____ спільне зусилля _____
 суспільні структури _____ приділяти велику увагу _____
 бути спрямованим на _____ міжнародне співробітництво _____

10. a) Find sentences in the text proving that:

- At present our country undergoes hard times in all spheres of life.
- Ukraine is developing many contacts with foreign countries.
- Scientists from many countries join efforts to cope with global problems.
- Cooperation is necessary in the field of public health.

b) Work in pairs and share your ideas.

After Reading:

11. Choose the correct variant:

- 1) It's your ... that we're late for school again.
a) care b) fault c) mistake
- 2) When Mr. Brett was at school, he won the first ... for his inventions.
a) price b) prize c) reward
- 3) They had lunch together in the office
a) bar b) canteen c) café
- 4) We all make mistakes; no-one is
a) fallible b) infallible c) unmistakable
- 5) I think you should ... that matter with your adviser.
a) complain b) demand c) discuss
- 8) You are late again – please try to be ... in future.
a) accurate b) punctual c) efficient
- 9) Those trainees never ... any notice of what their instructor says.
a) give b) make c) take
- 10) Patrick ... the whole morning looking for his essay, but still couldn't find it.
a) brought b) had c) spent

12. Work in pairs. Make up a list of the problems modern science face. Ask questions about your partner's list. Compare your ideas. Be ready to agree or disagree with him/her.

13. Discuss good and bad points of rapid technological development. Do you think our planet is in danger? What problems does our planet face?

Unit 2. Academic Writing. SUMMARY.

Summary writing is an important skill in academic work.

Summarizing is putting the main ideas into your own words, including only the main points.

To write a good summary is important to thoroughly understand the material you are working with. Here are some preliminary steps in writing a summary.

1. Skim the text, noting in your minds the subheadings. If there are no subheadings, try to divide the text into sections.
2. Read the text highlighting important information and taking notes.
3. In your own words, point out the main ideas of each section.
4. Write down the key support points for the main topic, but do not include minor detail.
5. Reread your summary, making changes as appropriate.

When writing a summary there are three main requirements:

1. The summary should cover the original as a whole.
2. The material should be presented in neutral fashion.
3. The summary should be condensed version of the material, presented in your own words.

Do **not** include anything that does not appear in the original, do not give your own comments or evaluation. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

1. Read the following texts and compare their summaries. Do the summaries follow the requirements above?

Sample one

Man has made tremendous technological advancements. From humble beginnings last century with the Industrial Revolution we have come to the stage where we have invented and built so many gadgets that our very existence is threatened by them, like the atomic bomb.

We cannot deny that technology has improved the quality of our lives immeasurable. A journey to anywhere on the globe now takes merely a few hours by airplane, whereas it may have taken many years to do so on foot. We communicate with one another with increased ease and efficiency. All it takes is the pressing on a few buttons and we are able to talk to anyone almost anywhere in the world. A flick of the television switch give us news, sports and entertainment in glorious color. Modern methods of cooking do not leave dirty messes behind. For the even more lazy ones, fast-foods are always available, some twenty four hours a day.

Modern computers have infiltrated into all aspects of business, governments and even at home. City traffic is controlled by computers. Airline booking and air-traffic are also computer-controlled. So it is too with many other things where computers are virtually indispensable. Computer breakdown means also the breakdown of whatever system it controls. The computer has become almost all-powerful. Such is our dependence on it.

In war, our technological expertise has given us super-efficient weapons. Instead of swords and spears, we now have machine-guns, heat-seeking missiles, cruise missiles, jet-fighters and other tools of murder and mayhem. Our ability to kill and destroy is frightening. We have become so powerful that the possibility of killing ourselves completely is very real indeed.

On one hand technology has made life easier to us. On the other, technology has created weapons of mass destruction that can annihilate the whole human population. We have the means to keep making living better or eliminate it completely. The choice is up to us.

Summary:

Man has made tremendous technological advancements. Technology has improved the quality of our lives. A journey by airplane takes merely a few hours where it may have taken many years on foot. We communicate with each other with increased ease and efficiency. Modern computers have infiltrated into all aspects of our lives. They are virtually indispensable. In war, our technological expertise has given us super-efficient weapons. Our ability to kill and destroy is frightening. The possibility of killing ourselves completely is very real. Technology has made life easier for us and also created weapons of mass destruction. The choice is up to us to keep making living better or eliminate it completely. (112 words)

Sample two

One of the greatest men ever to have lived in the world was Dr Alexander Flemming. He was a dedicated English doctor who was very keen to do his best to cure his patients. However, there were no bacteria-fighting drugs at that time and many of his patients died of blood-poisoning. Therefore, Dr Flemming tried to discover a bacteria-fighting drug through experiments in his laboratory.

He cultivated harmful germs on dishes of jelly. Surprisingly, he discovered that the harmful germs were killed by the mould in the jelly. The organisms in the mould produced chemical substances which killed the harmful germs. This was a fantastic discovery in 1928 - a mould that could kill harmful germs! As a result, Dr Flemming wanted to find the chemical substance made by the mould.

Finally, he found the substance which was three times more effective than carbolic acid, the disinfectant for killing germs then. The new drug became known as penicillin, after the name of the mould. Dr Flemming's next challenge was to produce a large amount of this antibody for use on his patients.

He continued with his experiments. With the outbreak of the Second World War, his drug was very much in demand. Subsequently, his wonder drug was produced in great amounts. The persons responsible were Professor Sir Howard Florey who introduced its use for healing patients, and Dr E. Chain who studied it in detail.

With the discovery of penicillin by Dr Flemming, fewer people died from bacteria infection. His drug had alleviated the sufferings of mankind and indeed saved the lives of millions. Hailed as one of the world's greatest contributors to medical science, he had made it possible not only to treat diseases but to prevent them too. His drug can be applied to animals as well. Therefore, if you had been treated for diseases such as pneumonia, influenza and gum infection by antibiotics, you have Dr Flemming to thank for.

In recognition of his brilliant discovery, Dr Flemming was knighted, a reward richly befitting his contribution to mankind.

Summary:

Before the discovery of penicillin, many patients died of blood-poisoning. In 1928 Dr Flemming discovered that harmful germs were being destroyed by a chemical substance produced by a mould growing in dishes of jelly. Dr Flemming decided to isolate this chemical substance. He finally discovered this substance which was thrice as effective as carbolic acid, a disinfectant used then. This new drug was called penicillin. With the outbreak of the Second World War, the demand for penicillin rose and it was produced in large quantities. With the discovery of penicillin, many lives were saved and many diseases prevented. For his discovery, Dr Flemming was knighted. (99 words)

2. Write a summary on how one can adapt to university or college life.

Your summary must :

- * not be more than 60 words, including the 10 words given below
- * be in continuous writing (not note form)
- * be written in one paragraph

Use your own words as far as possible without changing its original meaning.

Begin your summary as follows:

You will easily fit into a university or a college

Count yourself lucky if you get an opportunity to study abroad. However, there are those who are afraid to leave the comfort of home for fear they cannot fit into the new environment.

It is not difficult to adapt to a new place if you know what to do and what to look out for. When you are overseas, you will encounter many new things and experiences. You might even need to adopt certain practices which may be totally different from yours. It would be easier for you if you keep an open mind. However, while keeping an open mind is important, you must know what's right for you, what your values are and stick to them. You also need to be disciplined, as you are now left very much on your own and are responsible for your own self.

Whenever possible, as long as it does not interfere with your studies, have fun and take part in the activities that your university offers. Nonetheless, make sure you are able to manage your social life and your studies. Prioritize on what's most important and make sure you are able to balance everything.

Summary sample:

You will easily fit into a university or a college by keeping an open mind as you will be encountering new experiences. However, you must stick to your values. You also need to be disciplined as you are responsible for yourself. To have fun, get involved in campus activities. Nevertheless, set your priorities right as you need to balance everything. (60 words)

3. Make a summary of the passage below, in which you describe how cycling should be promoted and the importance of promoting it. Your summary should not be longer than 50 words. Begin your summary as follows:

Cycling should be promoted ...

Points to include:

- * cycling to fight rising fuel cost
- * less traffic congestion
- * a healthy activity
- * special lanes and parking space
- * less pollution
- * conserve environment

The authorities have been urged to take proactive measures to promote cycling in the city in view of the drastic increase in fuel prices. Special lanes could be provided for bicycles, including parking space for them. This is also a good way to promote cycling. In some big cities like Tokyo, cycling has become part of their culture.

If more people take to cycling, there will be less traffic congestion in cities. In fact, there will be fewer motorized vehicles on the road and this means less noise and air pollution. More school children will be cycling to school rather than depend on school buses, private cars or motorcycles. Moreover, cycling is a healthy activity besides conserving the environment indirectly.

Summary sample:

Cycling should be promoted in cities to fight the rising fuel cost. Special lanes and parking areas should be provided. With more people cycling, there will be less motorized traffic and less pollution. This will help promote a healthy activity and indirectly conserve the environment.(45 words)

4. Summarize the following article in not more than 100 words.

Progress normally means improvement, that is, a movement towards something better than what is. It is undoubted that progress does make living easier for mankind. It is also undoubted that we have to pay a price for progress. Thus progress has its benefits as well as its undesirable companion, harm.

Progress for us has to be paid with a terrible price. The price of this is the loss of the hills and forests, and together with it the natural habitat of the flora and fauna that cannot say anything in protest. So a benefit for human beings results in harm to the natural environment. Which is more important, human benefit or natural preservation? I really cannot answer that.

This trend of progress whereby it is beneficial to man and harmful to the environment is evident everywhere. The likelihood is that this trend will continue and probably get more intense. Look anywhere in the world where man has chosen to make progress and the evidence of environment destruction is plain to see.

For instance, the construction of super highways is definitely necessary for the old system of roads simply cannot cope with the number of vehicles using them. These highways are of great benefit and convenience to human beings. To the environment,

however, the highways are like great dividing lines that cut the land into many sections. No animal, and for that matter, human being, is allowed to cross from one side of the road to the other. In other words, physical contact between both sides of the road is restricted. An animal cannot go from one side to the other without the risk of being run over. Carcasses of such creatures can be seen daily on these highways. These dumb creatures do not know any traffic rule. So they get killed needlessly.

So the factories and other human constructions continue to eat into the natural environment. If the day comes when we have exhausted our natural resources, then the Earth would not be able sustain us anymore. Our progress, which made things better for us, would have eventually destroyed us.

Summary sample:

Progress is a movement towards something better than what is. It has its benefits as well as harm. For us progress has to be paid for with a terrible price. The price is the loss of the hills and forest, the natural habitat of the flora and fauna. A benefit for human beings results in harm to the natural environment. For instance, super highways are of great benefit to human beings. However, these highways divide up the land. A dumb animal can get killed trying to cross from one side to the other. If we exhaust our natural resources, then the Earth would no longer be able to sustain us. Our progress would have eventually destroyed us. (117 words).

Unit 3. UKRAINIAN SCIENCE

Before Reading:

1. Answer the questions:
 - 1) What famous Ukrainian scientists do you know?
 - 2) What achievements of Ukrainian science can we mention?
 - 3) What do you know about the level of development of our science?
 - 4) What branch of our science do you think is the most developed?
2. Transcribe and translate the following words and pay attention to their pronunciation:

to enrich _____	to overestimate _____
guidance _____	seemingly _____
welding _____	to hamper _____
urgent _____	superconductivity _____
elaboration _____	output _____
outer space _____	solid particles _____

3. Pay attention to the pronunciation of the following words:
Technique, automatic, Cybernetics, machines, arc, utilization, cosmic, atmosphere.

Work with the Text:

4. Read the text and answer the questions that follow:

Ukrainian Science

When the talk turns to Ukrainian Science, one immediately thinks of A. Bogomolets, Y. Patov, V. Filatov, A. Palladin, V. Vernadsky and many other outstanding scientists whose discoveries have enriched the world science. With its

number of highly qualified scientists plus the number of its higher education establishments and research institutes, Ukraine has great potential to do a fruitful research work in all branches of science.

The achievements of the Ukrainian science are great. It is difficult to overestimate the theoretical and practical importance of the work done by the Institute of Cybernetics of the Ukrainian Academy of Sciences. The theory of digital automatic devices elaborated under the guidance of Academician V. Glushkov makes it possible to approach the seemingly fantastic problems of having machines design and reproduce cybernetic machines.

A valuable contribution to scientific development has been made by our research into the strength of metals. A special establishment, the Institute of the Problems Strength of Materials was set up in our country to do researches in this field. The scientists' recommendations are widely used in designing new machinery.

Thanks to the efforts of C. Lebedev a laboratory of computing machines was created at the Institute of Electrical Engineering which contributed much to the development of computer technique in Ukraine.

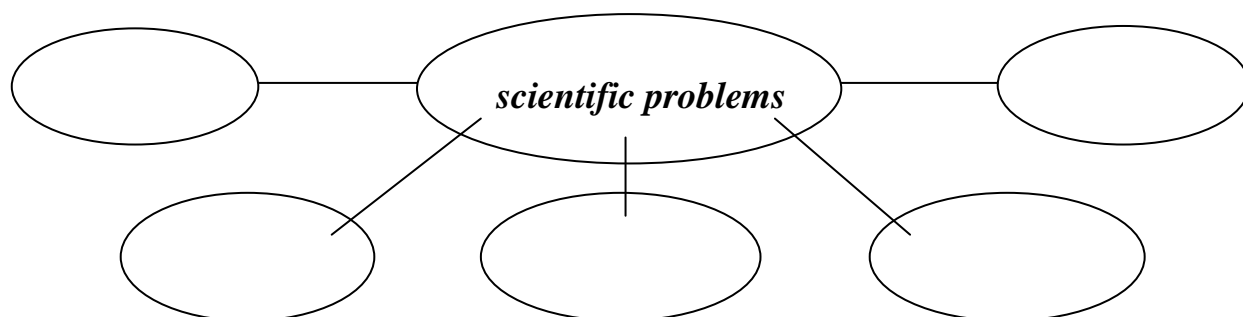
Y. Paton developed a new method of welding – electric arc welding and his followers were the first to develop methods of electric welding under water and in the outer space. Now his son, B. Paton, heads the Ukrainian Academy of Sciences.

At present Ukrainian science undergoes hard times. Instability in our economy and society, lack of necessary amount of money hampers the scientific and technological progress. Nevertheless, our scientists continue their research work and are concentrating on the most urgent problems: the satisfaction of the economy's needs in power supply, the solution of the problem of the controlled nuclear reaction, superconductivity, the complex utilization of mineral resources, improvement of economic management and the control of technological process, use of cybernetic systems in electronic computing machines, an elaboration of new materials with necessary properties, and the solution of biological problems with a view of increasing agricultural output and improving health protection, creation of the new improved machines and mechanisms, the development of our independent cosmic science. A big job is planned to be done to protect water and air from pollution. It is planned to undertake research and work out methods to remove solid particles and toxic substances from the atmosphere.

- 1) Whose discoveries have enriched the world science?
 - 2) Is the theory of digital automatic devices so important? Why?
 - 3) Where was a laboratory of computing machines created? What did it contribute to?
 - 4) What method of welding was developed by Y. Paton? Why is it so important?
 - 5) What hampers Ukrainian scientific and technological progress nowadays?
 - 6) What problems are our scientists working at? What is planned to be done?
5. Complete the sentences below with the appropriate name:
- 1) Developed methods of electric arc welding _____
 - 2) Developed the theory of digital automatic devices _____

3) Created a laboratory of computing machines _____

6. Fill in scheme of 6 most urgent problems Ukrainian science is facing. Share your ideas with other students.



7. Make up the plan of the text above. Be ready to give some information for each point of the plan.

8. Turn your notes upside down and recall the features of Ukrainian science item by item.

9. What do you know about the Ukrainian Academy of Sciences? Read the text and underline the facts you did not know before:

The Ukrainian Academy of Sciences

The Ukrainian Academy of Sciences was founded on 14 November, 1918. The academy held its very first general assembly in the Yaroslaviv Val, which stands to this day.

Ukraine's so-called "heart of science" appeared under rather extenuating circumstances during the period of the Civil War and the struggle for state independence, though the foundation of the academy had been laid long before.

The first step in this process was the opening of a scientific society under the aegis of the Southwestern Division of the Russian Geographic Society in 1873. The society's members included the most prominent Ukrainian scholars, who were responsible for undertaking intensive scientific research activities to study past and present Ukraine in the fields of history, languages, ethnography, literature and the arts.

In 1907, on the initiative of the professor of history Mykhailo Hryshevsky, the Ukrainian Scientific Society was founded in Kyiv, only to become the cradle of the academy a decade later.

The idea of founding an academy of sciences was realized during the period of governance by Hetman Pavlo Skoropadsky.

On 13 November, 1918, the government passed a resolution for the allocation of funds to support the academy in the amount of 869,216 karbovantsi - the currency of the time. The next day, on 14 November, 1918, Hetman Skoropadsky signed the Law on Founding the Ukrainian Academy of Sciences. Logically, this day is considered the birthday of the academy.

The very same day the head of state signed a decree on the appointment of full-fledged members of UAS. The first members of the academy by department:

History and Philosophy

Dmytro Bagaly, Anatangel Krymsky, Mykola Petrov, Stepan Smal-Stotsky

Physics and Mathematics

Volodymyr Vernadsky, Stepan Tymoshenko, Mykola Kashchenko, Pavlo Tutkovsky

Social Sciences

Mykhailo Tuhan-Baranovsky, Fedir Taranovsky, Volodymyr Kosynsky, Orest Letytsky

V. Vernadsky was elected president of the academy by a unanimous vote, while A.Krymsky would serve as the academy's scholastic secretary. On 30 November, P. Skoropadsky approved these appointments.

As a result, the rather the building at 54 Volodymyrska became the academy's permanent residence where the Presidium of the Ukrainian Academy of Sciences of Ukraine works to this day. The facade of the building has been decorated with memorial plaques as a personal tribute to each of the academy's presidents. Memorial plaques also adorn the building at 36 Yaroslaviv Val in commemoration of the 85th anniversary of the first meeting of the Ukrainian Academy of Sciences, held in this building.

10. Read the text again and find information to prove if the following statements are true or false.

- 1) The Ukrainian Academy of Sciences appeared in 1907.
- 2) Hetman Pavlo Skoropadsky approved the plan of the creation of the Ukrainian Academy of Sciences.
- 3) At first the UAS consisted of five departments.
- 4) The first meeting of the academy was held in the building at 36 Yaroslaviv Val.
- 5) The election of the Academy's leadership was held by voting.
- 6) V. Vernadsky was the first president of the academy.
- 7) The "headquarters" of Ukrainian science are in 54 Volodymyrska.

11. Work in pairs and discuss the ideas:

- 1) What is the role of the Ukrainian Academy of Sciences today?
- 2) Who is the President of the Ukrainian Academy of Sciences today? What do you know about his contribution to the Ukrainian Science?
- 3) Who can become a member of the Ukrainian Academy of Sciences today?
- 4) In what way should the UAS help young talented scientists?
- 5) In what way should the UAS help young talented pupils/students?

12. Share your ideas with your group-mates'. Inform your class what you have found out.

13. New inventions are appearing every day to make our lives easier, longer, warmer, speedier and so on. But only a few inventors design a new machine or

product that becomes so well known that the invention, named after its creator, becomes a household word. Here are ten famous inventors and the inventions that are named after them. Read the text and choose the best title:

- A. Inventors and their inventions;
- B. We remember their names;
- C. It is interesting to know.

1) **Ladislao BIRO**, a Hungarian artist. In about 1943 he invented the ball – point pen or biro.

2) **John BOWLER**, a London hatter who designed the hard round hat known as the bowler in about 1850. It has become the symbol of British male respectability. And you can still see businessmen wearing bowlers in the City, the centre of London`s commerce.

3) **Louis BRAILLE** (1809 – 52), born at Couvray, France. He was blind since childhood. In 1824 he developed his own alphabet patterns known as braille, by which the blind could read by touch, based on a French army officer`s invention for reading messages in the dark.

4) **Samuel COLT** (1814 – 62), American gunsmith. He designed pistol, patented in 1836, with revolving barrel that could fire six bullets one after the other. The colt was the first of its kind. Many “six - shooters” came later.

5) **Rudolf DIESEL** (1858 – 1913), a German engineer who invented the diesel engine in 1897 and so began a transport revolution in cars, lorries and trains.

6) **Hans Wilhelm GEIGER**, a German nuclear physicist who died in 1945. He designed a counter for detecting radioactivity. This was the beginning of modern geigers or geiger counters.

7) **Charles MACINTOSH** (1766 – 1843), a Manchester textile chemist who , in 1823, developed a rubber solution for coating fabrics which led to the production of waterproof raincoats or mackintoshes.

8) **Samuel Finley Breeze MORSE** (1791 – 1872), an American portrait painter who invented the telegraphic dot-dash alphabet known as morse code.

9) **Louis PASTEUR** (1822 – 95), a Frenchman who was both a chemist and a biologist. Pasteurization is a method of sterilizing milk by heating it.

10) **Charles ROLLS**, a car salesman who, with the engineer Henry Royce, created the world-famous Rolls- Royce car. Rolls died in 1910.

14. Read the text again and write out key words and word combinations. Speak about the inventions using your notes only. Be ready to present famous inventors using additional information

15. What`s in a Name?

All these people gave their names to common things you use today. Can you identify them?

Lynch	Morgue	Lager	Walkman	Parquet
Cabaret	Comma	Ketchup	Pocket	Sandwich

- 1) Henry _____ (1589 – 1645); his invention keeps your hand warm in winter and is useful place to keep your keys.
- 2) Domenico _____ (1264 – 1326); Italian monk who invented the punctuation mark we use to separate words in a sentence.
- 3) Captain William _____ (1742 – 1820); who gave his name to the swift way of disposing of criminals.
- 4) Martha _____ (c. 1680); whose excellent tomato sauce became very popular. Hamburgers wouldn't be the same without it!
- 5) Antoine de _____ (1749 – 93); cafes were much more interesting when he introduced singing and dancing.
- 6) Jean-Phillipe _____ (1638 – 80); a French carpenter who invented a way of laying wood on a floor in intricate patterns.
- 7) The Earl of _____ (1718 – 92); a compulsive gambler who discovered that eating meat between two slices of bread meant that he didn't have to leave his card game.
- 8) Gottfried and Sigmund _____ (1400 – 70); German brewers who made a lot of money with their pale beer.
- 9) Jules _____ (1799 – 1874); he rented his house to the Paris police to store corpses waiting to be identified.
- 10) Otis _____ (1923 – 87); thanks to him we can listen to music while walking around.

16. Work in groups of three.

- a) Using the information of Ex 13 and 15 above discuss which five inventions named after their creators were the most important for mankind.
- b) Ask your fellow students about their opinion.
- c) Report to your class what you have found out.

Unit 4. PSYCHOLOGY AS A SCIENCE

Before Reading:

1. Work in pairs. Answer the following questions:

- 1) What do you know about the development of Psychology as a science?
- 2) When did psychological knowledge appear?
- 3) Who were the founders of Psychology?

Work with the Text:

2. Skim the following text and match the titles A, B, C, D, E, F, G to the correct paragraph 1, 2, 3, 4, 5. There are two extra titles.

- A. the origin
- B. psychological science develops
- C. the earliest learning
- D. modern psychology
- E. medieval psychology

- F. materialists and idealists
- G. evident contradiction

Development of Psychology as a Science

1). The word "psyche" has a double meaning: it means a reflection of an objective world and a subjective innate world of an individual. Psychological knowledge appeared when people recognized for the first time that each of them is different from other living beings. Development of psychological idea came through parallel forming of basic concepts of understanding as a whole.

2). Earlier philosophical learning also concerned with psychological aspects which were discussed either in terms of idealism or in terms of materialism. Ancient materialist minded philosophers such as Democrit, Epicur and so on understood man's soul as a variety of matter, as a body formed from the smallest and the most moving atoms. But the theory of idealistic philosopher Platon perceived man's spirit as something divine and different from body.

3). However psychological knowledge developed not only in the field of philosophy. Natural science disciplines saved up much information about human body: his anatomy, physiology and biochemistry. At the same time, any contradictions became more evident in the area of philosophy and natural science, psychological knowledge about a person. Such situation required its solution. The solution of this problem was possible only by determination of psychology as a particular science possessing its methods and facilities.

4). The most important contribution to this matter was made by W. Wundt who opened the first formal psychological laboratory in 1879 in Germany, in Leipzig University. At the end of the 19th century active position of psychological idea resulted in development of various scientific approaches, such as structuralism, fundamentalism, behaviorism and freudism. The 20th century is marked by a break of psychology with idealist and metaphysical philosophy.

5). As a whole world psychology developed rapidly in different perspectives. Modern scientific psychology rests on scientific philosophical notions, the conception of the mind as reflection of the objective world by the brain, as a property of highly organized matter. Psychology focuses on the role of the mind in man's practical activity and development. The most present interest became both researching person and social adaptation in psychological science.

3. Read the text again and make a list of useful professional terms.

4. Are the statements true, false or not given?

- 1) Nowadays modern psychology develops rapidly.
- 2) Psychology is the science studying mental processes and behaviour.
- 3) Structuralism, fundamentalism, behaviorism developed as the result of different philosophers' work.
- 4) First psychological aspects were discussed in terms of idealism or materialism.
- 5) The word "psyche" appeared in the 19th century.
- 6) A break of psychology with idealist and metaphysical philosophy took place in the 20th century.

- 7) Psychology is a particular science having its methods and facilities.
- 8) Freud concentrated on neurophysiology.
- 9) Anatomy, physiology and biochemistry study much information about human body.
- 10) Democrit, Epicur and Platon were materialist minded philosophers.

5. Put 5-7 questions to your group-mates about the development of psychological knowledge.

6. Work in pairs. Interview your partner using notes of Ex 5. Answer your friends' questions. Then change partners and repeat the task with other students in the class.

7. Skim the text *Modern Psychology* below, find the names of the subfields of Psychology, write them out and translate with the help of a dictionary.

_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____
_____	-	_____

8. Read the text and underline key words and word combinations. Share your ideas with your group-mates'.

Modern Psychology

Modern psychology is a wide sphere of knowledge including a number of particular disciplines and scientific approaches. Animal psychology studies specific psyche of animal. Child psychology learns developing of consciousness, activity of growing child, psychic processes, condition of development, etc. Social psychology examines social psychological activity of an individual, his interrelations with other people, groups, psychological combinations (influence of mass media and so on). Pedagogical psychology studies person's development in the process of learning and fostering. There are several branches of psychology, analyzing psychological problems of human activity. Labour psychology investigates psychological features of human labour activity and his labour skills.

Engineering psychology investigates interrelations between a person and modern techniques, design creation and exploitation of automatic systems.

Psychology has set itself to develop the scientific principles of investigation into its major problems. At present it can boast of its own subject-matter, its specific tasks and specific methods of research. Its material is based on psychological research centers, laboratories and educational institutions training personnel for research activities as well as of a number of journals and specialized publishing houses. International psychological congresses are held on a regular basis, psychologists form

scientific associations and societies. The role of psychology as a leading science about man is universally recognized.

9. Match the names of the subfields with their subject-matter

Engineering psychology		specific psyche of beasts
Child psychology		relations of a person with the others
Labour psychology	studies	child's development in educational process
Pedagogical psychology		features of human working activities and skills
Animal psychology		growing and development
Social psychology		interrelations between a person and techniques

10. Work in pairs. Answer the following questions:

- 1) What features characterize psychology as a separate science?
- 2) What are the psychological studies based on?
- 3) Why can we call psychology a leading science about man?
- 4) What is modern psychology?
- 5) What does a social/animal/ pedagogical/engineering/labour/child psychology study?
- 6) What branches analyze psychological problems of human activity?

After Reading:

11. Work in groups. Describe the scientific principles of investigation in Psychology to each other. Discuss your answers with another group.

12. Make notes using the questions of Ex 10. Prepare a short report on the information you've obtained from the text. Speak about the modern Psychology as a science using your notes only.

13. Study the biographies of famous psychologists (see Appendix) and use the Internet to find some information about one of British or Ukrainian psychologists. Present it to the group.

Summary writing

14. Write a summary on how teenagers can face frustrations, annoyance or anger they experienced as they grow to adulthood and give advice how to deal with them.

Your summary must:

- be in continuous writing (not in note form)
- not be longer than 100 words, including the 10 words given below

Begin your summary as follow:

Teenagers experience frustrating moments with family and friends who may ...

I'm sure that we as teenagers have experienced times when people we know well drive us up the wall and met people from time to time whom, for some reason or other, we just do not like. Can you remember times when your brother or sister seemed especially bossy, your teacher was cross with you for no reason at all, or a parent was being unnecessarily critical of something you had done? Well, we meet these sorts of situations all the time. Life sometimes seems as if it is just a series of problems and arguments. For most of us, parents are probably the most frequent reason for such feelings. But, every young person has difficulties with teachers, arguments or rows with their friends.

Teenagers feel they have a lot to be angry or frustrated about life. It is hard when you want so much to be grown-ups, to be able to make decisions, yet have to ask your parents' permission. It is difficult having to wait for things, being continually held back by adult caution when you are sure you are ready and able to handle new experiences. It is frustrating to be treated like a child when you know you are becoming an adult. It is hard to have obstacles and restrictions placed in your way when you know you are capable and responsible and it is hard to have adults vary so much in what they expect of you and in what they will allow you to do.

One way of dealing with this situation is to get angry. This is justifiable anger and a small amount of anger can be a good thing. Anger can bring problems out into the open and it can help to get things done. Anger about unfairness, selfishness, greed or unfair treatment can help to bring about changes and to put things right. Another way to keep us going is to feel good about ourselves. The thing that is most likely to make us feel good is a happy relationship with another person. This is the sort of relationship we have within a family. Being praised, loved, valued as a person makes us feel good. We all have our doubts and uncertainties and it is support and words of encouragement from parents or other adults such as teachers that keep us going. Talk to your parents and other adults. Make them understand your needs and your frustrations will dwindle to nothing.

Answer sample:

Teenagers experience frustrating moments with family and friends who may appear too controlling and demanding. In general, parents seem to be the main cause. Teenagers who feel mature enough to face life experiences are frustrated when parents question their maturity by asking teenagers to exercise caution. This is restrictive and unsupportive. teenagers are confused when adults show inconsistency in their expectations Showing anger to deal with frustrations is justifiable because problems are clarified and solved. Good feelings about oneself through compliments and encouragement help defuse frustrations. A heart to heart talk will help clear the air and create happy relationships. (100 words)

15. Summarize in not more than 160 words the argument that peer influence is more important than parental influence in a child's development.

Main points:

- a. No conclusive proof of parents' influence on child's personality.
- b. New theory: peer influence is stronger than parents'.

- c. Children use other children as models. They are unhappy when not accepted by peers.
- d. Survey: children blame more peers than parents for unhappiness.
- e. Examples of parental influence not as strong: immigrants' children's accents, children of deaf mute parents, adopted children's behaviour.
- f. Children generally strong enough to survive in tough society.

Most psychologists have said that children's behaviour is largely influenced by genes and parent's upbringing. Freud the psychologist placed parents at the centre of the child's universe.

Genes are responsible for 50% of our behaviour. This conclusion was the result of years of study by behavioural scientists. People are nervous, friendly, unsociable and so on because of their genes. Therefore the other half of a person's character must be due to the home environment shaped by the parents. 'That was how I was raised!' is a common response.

Yet researchers have not been able to find conclusive evidence of this parental influence. Nervous parents do not always have nervous children, and confident parents do not necessarily have confident children. In other words, it is not always true that children turn out according to the way they are raised.

There is a new theory that gives a different view of how a child's personality is shaped. It is shaped more by the child's peers than his parents. Growing children try to distance themselves from the adults in their home environment. They are more interested in keeping up with other children than copying their parents. They want to be like others in their age group. They are influenced by their peers where food, clothes, language and other aspects are concerned. A child who refuses to eat his spinach would often do so if he sees another child accepting the spinach. Mothers who try to set an example by eating spinach heartily often fail to persuade their children to eat the hated vegetable.

Sometimes growing children are not accepted by their peers. They become miserable when this happens. A survey showed that 9% of the adolescents questioned blamed their parents for their unhappiness. More than 33% blamed their peers. If this observation is true, then parental influence is less important than what it was thought to be.

Children learn a lot about growing up from their peers. What children pick up from other children is as important if not more important than what they pick up at home. What is the evidence for this?

There are several examples of children being different from expectations. Surveys of children of immigrants show that the majority of them do not speak with their parents' accents. Other surveys show that children of deaf mute parents learn how to speak as well as children whose parents speak to them from the day they were born. Adopted children develop few traits similar to their adoptive parents and in different directions from their natural born siblings in spite of being raised in the same way.

Other observations stress on how children behave differently when they are at home from when they are in school. Negative behaviour at home does not mean negative behaviour at school. Children who refuse to do the smallest chores at home

could bring home school reports praising them for being helpful in school. The ones who are timid at home are quite capable of being in control or even aggressive among friends.

Children are not as delicate as many believe them to be. They are not easily damaged, by their parents' mistakes. Furthermore, children can be cruel to one another. The world out there is tough for children. But they find ways to adapt themselves to it.

Answer sample:

Researchers do not have absolute proof that parents' upbringing shapes a child's personality. A new theory states that a growing child is influenced more strongly by his peers than by his parents. Children develop away from their parents towards their peers. They want to be like other children. If they are rejected by their peers, they become miserable. One survey shows that more children blame their peers than their parents for their unhappiness. Therefore parental influence is not as crucial as previously believed. Examples are given of immigrants' children who do not speak with their parents' accents and children of deaf mute parents who speak like other children. Adopted and natural born children with a common upbringing have been observed to develop differently and many children behave differently at home from when they are in school. Children can be strong. They can survive parents' wrongs, peer challenges and adapt to the world outside. (153 words)

16. a) Read the passage below and answer the question that follows.

b) Based on the passage given, write a summary on the qualities that a child would like his father to possess. Include

- * the qualities expected of him

- * the do's and don'ts as a father

c) Credit will be given for the use of your own words but care must be taken not to change the original meaning. Your summary must be in continuous form and not longer than 130 words, including the 10 words given below.

Begin your summary as follows:

"A child does not like his father to appear like ..."

Because fathers of today must be away from home more than the fathers of the past, when much of their work was carried on in or near the home, a father's relationship with his children is more limited. However, it is the quality rather than the quantity of the time spent with the children that count. As is true of mothers, children have definite ideals of what a father should be. Fathers, unfortunately, fall short of these ideals more than mothers.

As with mothers, studies have been made of what children want their fathers to be like and what qualities they would like their fathers to possess. How do you, as a father, rate yourself on the following qualities?

Youthful appearance. A child does not want his father to look like a teenager, but he doesn't want him mistaken for his grandfather either. To help make your child proud of your appearance, and on behalf of your own good health, keep yourself as

physically trim as possible. Add good grooming and a cheery smile and your child will point to his father with pride.

Achievement. Not all achievement is measured by material success or social prestige. To a child his father is a success, no matter what work he does, as long as he has the respect of people around him, and the child can trust in his integrity and honesty. Even small children observe more than we think they do and are quick to compare what you say with what you do. It is important for a child to have faith in his father's values, for he often models his own behavior on them.

Understanding. A child often turns to his father for special understanding since he is not involved in the small mishaps of the day as the mother is. A father can create a close bond with his child if he responds to this appeal wisely, and his special man's viewpoint can help both his sons and his daughters.

Tolerance. A child hopes his father will be tolerant of his short comings, for this will bolster the child's faith in his own ability to overcome them. A wise father will make an effort to be patient and to guide his child gently along the road to maturity. He will find his reward in his child's love, loyalty and trust.

Willingness to do things with child. Because the mother is usually ready and willing to do things with and for the child, it is natural for the child to expect the same of his father. In the case of boys especially the desire to have their father as a playmate and companion is strong particularly when they reach school age and find that their friends' fathers are their chums and playmates. How do you rate here in the eyes of your child?

Fairness. Because, traditionally, the father is the family disciplinarian, the child has a good opportunity to judge how fair or unfair he is. When you punish or scold your child, do you find out first what prompted the act you believe deserves punishment, or do you judge the behavior according to adult standards. Are you fair in your punishment when you let out your pent-up anger for something that went wrong in business by being more severe than your child's behavior justifies?

Reasonable expectations. Far too many fathers expect their children to do things way beyond the child's capacities. When they are successful men, or when they are failures and have never achieved what they wanted from the time they were children, they are likely to set their goals too high for their children and then be bitterly disappointed when their children do not reach these goals. How can a child love and respect a father who is disappointed in him?

Answer sample:

A child does not want his father to appear like a teenager nor a grandfather. He likes his father to be physically trim, cheerful and neat. The father should have values of honesty, respect and integrity. Respond to the child's appeal wisely to strengthen the bond. Be tolerant of the child's shortcomings. Be patient to guide him as he grows in order to win his love, loyalty and trust. Be willing to do things with him. Boys especially desire to have their father as a playmate and companion. Be fair in his judgment. When he punishes or scolds his child, he should not base it on adult standards or because of his pen-up anger from his bad business. Lastly, he should have reasonable expectations of his child. (127 words)

MODULE THREE

JOB HUNTING

While working at this module, pay special attention to the book:

Дорда С.В. English for Business Communication (Англійська мова для ділового спілкування): навчальний посібник / С.В. Дорда, Р. В. Миленкова, Л. І. Ключко. – Суми: Університетська книга, 2011. – 152 с. (**Book One**)

Unit 1. CAREERS WITH A MASTER'S DEGREE IN PSYCHOLOGY

Before Reading:

1. Answer the questions:

- 1) Why have you chosen Psychology as a career?
- 2) How do psychologists help people?
- 3) What personal qualities must psychologists possess?
- 4) Have you found a job yet?

Work with the Text:

2. Transcribe and translate the following words and word combinations, pay attention to their pronunciation:

Forensics _____	juries _____
learning difficulties _____	scheduling _____
to enhance _____	ergonomical _____
harassment _____	caregiver _____
injury _____	

3. Read the text, find the names of professions and translate them with the help of a dictionary:

Careers with a Master's Degree in Psychology

Forensic Psychology

Forensics is an area of increasing interest for psychologists, especially because of all the television shows that have been focusing on this area. As a forensic psychologist, you will be involved with criminal investigation and the legal systems. Forensic psychologists must be able to combine their psychological findings and understanding of the legal system and express information in a manner that juries and legal representatives will understand. Every year, more colleges and universities are adding degree programs in forensic psychology, which will prepare you for this career. In addition, each state has different educational and licensing requirements for forensic psychologists.

School Psychologists and Counselors

If you are interested in education and psychology, you may want to consider gearing your college experience to become a school psychologist. These professionals are often responsible for testing children and determining the cause of learning difficulties. Other psychologists team with teachers to create programs for students with academic, emotional or behavioral problems at home and/or school. The psychologists may also provide counseling in an individual or group setting. A similar career area is a school counselor. These individuals often help students

determine their academic direction and future career opportunities. In upper grades, they provide guidance on courses and scheduling. They meet with students when there is a specific issue about a class, recommend ways to improve academic performance and provide support when someone is facing a personal problem.

Social Workers

Psychologists in the social work field help children and their families to ensure they receive the community services and support needed for their well being. Psychologists help adults improve their parenting skills, assist single parents with their specialized needs, provide advice to seniors and elderly individuals and their caregivers about health care and other services and assist employees who are having job-related issues that are causing poor work performance. You may work in a nonprofit or public agency or spend time in the schools or with the criminal justice system.

Industrial Psychologists

Industrial psychologists use their psychological education and experience to enhance workers' interest in their jobs and increase the quality of work-life and overall productivity. They may also be members of work teams with management, sales or marketing on specific industrial projects, such as revising a work area to be more functional and ergonomically comfortable for the employees. In many cases, they work with the human resources department to interview and train new employees as well as provide counseling as needed. They may be called on to provide insights into issues concerned with employee benefits, performance appraisals, equal opportunity, harassment issues and leadership training.

Music Therapists

Research has found that music can be an effective psychological tool to help emotionally challenged children, such as those with autism. It can also benefit individuals who have suffered severe physical injury. These therapists use music to respond to the emotional, cognitive and social needs of clients of all ages. Music therapists design interventions to enhance wellness and quality of life, handle stress and anxiety, reduce pain, improve communication and increase memory and expression of feelings. They work as a team member with other professionals in settings such as hospitals, community mental health organizations, schools, elder-care facilities and rehabilitation centers or in their own practice.

4. Read the text again and match the name of the profession with its description:
- | | |
|--------------------------|--|
| forensic psychologist | helps students determine future career opportunities |
| music therapists | tests children and determines the cause of learning difficulties |
| school psychologist | works with the human resources and trains new employees |
| industrial psychologists | ensures families receive the community services and support |
| social worker | responds to the emotional, cognitive and social needs of clients |
| school counselor | is involved with criminal investigation and the legal systems |

5. Complete the sentences with the words from the text:

- 1) All the television shows that have been focusing on _____.
- 2) _____ can be an effective tool to help emotionally challenged children.

- 3) The quality of work-life and overall productivity can be increased with the help of _____.
- 4) Social workers help children and their families to receive _____ and _____.
- 5) It is necessary to _____ psychological findings and understanding of the legal system.
- 6) _____ assist employees who are having job-related issues that are causing poor work performance.
- 7) Psychologists may also work in a _____ or _____ agency.
- 8) Stress and anxiety can be handled, pain reduced, communication improved, memory increased and feelings expressed with the help of _____.
- 9) _____ help students with their future career opportunities or help to improve academic performance.
- 10) In the human resources department new employees are _____ and _____.

6. Insert the correct preposition (if necessary):

- 1) Nowadays many television shows are focusing ____ the area of criminal investigation.
- 2) It is not always easy to determine the cause ____ learning difficulties.
- 3) A lot of colleges and universities offer degree programs ____ forensic psychology.
- 4) Psychologists provide counseling to make a work area to be more functional and ergonomically comfortable ____ the employees.
- 5) Counselors provide support to those facing _____ personal problems.
- 6) Music therapists design interventions _____ enhance wellness and quality of life
- 7) Special social service assists single parents _____ their specialized needs.
- 8) Social workers provide advice to seniors and elderly individuals _____ health care and other services.
- 9) They use music as an effective psychological tool to help children _____ autism.
- 10) Psychologists are asked to provide insights ____ issues concerned with employee benefits, performance appraisals, and leadership training.

7. Study the text above and copy out special professional terms for each career.
Forensic Psychologist

School Psychologist

School Counselor

Social Worker

Industrial Psychologist

Music Therapist

8. Work in pairs. Make up some sentences for each career using words and word combinations from Ex 7. Then turn over your notes. Speak about this or that career using your notes only.

9. Interview other members of your class to find out their ideas of Ex.7-8. Discuss your ideas. Present them to the class.

10. What career in Psychology is the most appealing to you? Give you reasons.

11. Use the Internet to find some additional information on the career you've chosen.

Unit 2. JOB HUNTING

Before Reading:

1. Before reading the text answer the following questions:

- 1) Have you ever applied for a job?
- 2) Is it easy to get the job which best suits you?
- 3) Are there many people seeking employment abroad? Why?
- 4) What do you think is the best way to present one's skills, experiences and qualifications to get a job?

2. Transcribe and translate the following words into Ukrainian. Pay attention to their pronunciation:

application form	_____	Curriculum Vitae (CV)	_____
resume	_____	recruitment	_____
experience	_____	competition	_____
headhunting	_____	responsibility	_____
department	_____	probationary period	_____
financial package	_____		

Work with the Text:

Text: **Job-Hunting Tips** (Book One pp.33 -35).

3. Answer questions 1 – 8 after the text. (Book One pp.35 -36).

After Reading:

4. Do Exercises 1 – 12 (Book One pp.36 - 40).

Unit 3. JOB INTERVIEW

Before Reading:

1. Work in pairs and answer the following questions:
 - 1) Have you ever had an interview?
 - 2) What was it for?
 - 3) How did you feel?
 - 4) What was the result?

Work with the Text:

2. Put the mixed up text in order.
3. Listen the recording and check your answers.

Job Interview

_____ Finally, be prepared to ask your own questions about the job, know the type of work and benefits you want from the position. Write down these questions before you go to the interview. An employer will be interested if you ask intelligent questions about the work you may be doing. Before you leave, there should be a clear understanding about all aspects of the job.

_____ Getting the job you have applied for can sometimes depends on the successful job interview.

When you go for a job interview, make sure you arrive on time. An employer will form a poor first impression if you show up late. If you realise you may be delayed, call ahead and explain the problem.

_____ -What is this person really like?

-Does this person have the skills to do the job I have available?

- Will this person fit the team I have now?

-How quickly can this person learn?

-Will this person be willing to work hard and put the interests of the organization first?

_____ During the interview the employer will try to find out what kind of person you are, what experience you have, and how you can fit into the job situation.

After you have got an appointment, review the information that you wrote on your application form and resume. Be prepared to explain your skills and abilities specifically. Bring a resume to the interview. The resume is a printed sheet that tells about your education and work experience. It serves as a written record for the employer.

_____ At the close of the interview, express your thanks and be sure that the interviewer knows how to contact you if he or she wants to hire you.

_____ During the interview be honest and modest about yourself. Do not make claims that are not true. You should mention but not brag about past accomplishments.

Pay attention as the interview talks, answer all the questions clearly and intelligently. Try not to seem bored, even if you realize that the job doesn't interest you.

_____ Here are some of the questions that employers try to answer when they are interviewing future employees:

_____ Go to the interview alone; don't take your friends or children with you. Plan to arrive about ten minutes before the appointment time. Wear the proper clothes. Do not appear in outfits that are too fancy. Likewise avoid a ragged and wrinkled look. You should have a neat, clean appearance to make a good impression.

After Reading:

4. Read the text again and copy out the most necessary advice.
5. a) What advice do you consider to be the most important? Rank the pieces of advice you've chosen in order of importance. Think of some other advice not mentioned.
b) Work in groups of 3-4. Share your ideas with other students and discuss your points of view.

Text two.

6. Job interview is a chance of a lifetime – you sell yourself. Read the instructions and underline the one you liked most.
7. Work in pairs. Choose ten dos and don'ts you liked most and rank them in order of importance.

DOs and DON'Ts for Job Seekers

- DO learn ahead of time about the company and its product. Do your homework.
- DO apply for a job in person.
- DO let as many people as possible know you are "job hunting."
- DO stress your qualification for the job opening.
- DO recount experience you have had which would fit you the job.
- DO talk and think as far as possible about the future rather than the past.
- DO indicate, where possible, your stability attendance record and good safety experience.
- DO assume an air of confidence.
- DO approach the employer with respectful dignity.
- DO try to be optimistic in your attitude.
- DO maintain your poise and self-control.
- DO try to overcome nervousness and shortness of breath.
- DO hold yourself erect.
- DO answer question honestly and with straightforwardness.
- DO have a good resume.
- DO know the importance of getting along with people.

DO recognize your limitations.
 DO make plenty of applications.
 DO indicate your flexibility and readiness to learn.
 DO be well-groomed and appropriately dressed.
 DON'T keep stressing your need for job.
 DON'T discuss past experience which has no application to the job situation.
 DON'T apologize for your age.
 DON'T be untidy in appearance.
 DON'T display "cocksuredness".
 DON'T cringe or beg for consideration.
 DON'T speak with muffled voice or indistinctly.
 DON'T be one of those who can do anything.
 DON'T hedge in answering question.
 DON'T express your ideas on compensation, hours, etc. early in the interview.
 DON'T hesitate to fill out applications, give references, take physical examination or tests on request.
 DON'T hang around, prolonging the interview, when it should be over.
 DON'T go to an interview without a record of your former work connection.
 DON'T arrive late and breathless for an interview.
 DON'T be a "know it all" or a person who can't take instructions.
 DON'T isolate yourself from contacts that might help you find a job.
 DON'T feel that the world owes you for a living.
 DON'T make claims if you cannot "deliver" on the job.
 DON'T display a feeling of inferiority.

8. a) In groups, discuss the instructions. Compare your top 10 instructions with your group mates'.
- b) Report to the class what you have found out.

9. Do Exercise 23 (Book One p.46)

Text three. Killer Questions

Before Reading:

10. What kind of difficult questions have you been asked at an interview? Rank the following questions in order of difficulty (1= most difficult)
 - a) What are your strength and weaknesses?
 - b) How would your friends/colleagues describe you?
 - c) What can you offer our organization?
 - d) Why do you want the job?
 - e) Would you ever lie to get what you want?

Work with the Text:

11. Read a leaflet from a recruitment agency giving advice about interviews. Choose most suitable headings for paragraphs A – E. there are three extra headings.

1. contact details
2. shock tactics
3. attitude
4. appearance
5. survey results
6. hypothetical questions
7. one person's experience
8. advice

A _____

When it comes to interview questions, it pays to expect the unexpected. This is a true story of one candidate's experience. This is how his interviewers greeted him: "We've been interviewing candidates all morning and we've getting bored. Do something to impress us." Then the interviewers got out their newspapers and started reading them.

The candidates said, "Well, I've been waiting in this office for more than two hours because you've been running late. Actually I'm not impressed by your organization and not sure I want to work for you. Goodbye."

The interviewee walked out, was offered the job.

B _____

How would you act in a situation like this?

That interview was rather extreme, but a lot of employers have turned to using 'killer question' or 'shock tactics', such as these:

'Tell me something about yourself that you have never told anyone.'

'Which three famous people would you invite to a dinner party and why?'

'We have employed people from your university, and they haven't been good. Can you tell us why you think you'd do better?'

Killer questions often come early in the interview and are aimed at throwing the candidate off guard. By surprising the candidate with an original or difficult question, interviewers can get an honest reaction and an unplanned response. They also want to see candidates think through responses calmly.

C _____

Interviewers also ask candidates other kinds of difficult questions to see how they react under pressure. For example, they may ask a hypothetical question related to work, such as:

"Imagine you are an employee in customer services. What would you do if an important customer was very rude to you?"

However, some experts think that hypothetical questions are not useful because they only generate hypothetical answers. They prefer candidates to talk about their past experience.

D _____

So, what should you do in these circumstances? Imagine: an interviewer has asked you a 'killer question' and you just don't know how to answer it – your mind is blank. Remember, the interviewer isn't interested in your response as much as the way you respond. So, stay calm, take a few deep breaths and buy some time, e.g.

`Actually, that's interesting. I haven't thought about it, maybe I'd...' It's a good idea to practice asking and answering some of these questions with friends.

E _____

JOBS4U have prepared three other leaflets full of hints and tips about interviews. We can be reached in the following ways:

Telephone 01865 71813

Email info@jobs4u.com

12. Read the leaflet again. Which of the following ideas are mentioned?

- 1) Your answers to killer questions are extremely important.
- 2) An interviewee left the interview before it was meant to finish
- 3) The way candidates look and dress was one area which bosses thought could have improved
- 4) Difficult questions often come at the end of an interview
- 5) Some experts prefer candidates to talk about things they have done rather than answer hypothetical questions
- 6) You should not hesitate when answering killer questions

13. Find words in the leaflet for someone who:

- 1) is applying for a job
- 2) asks questions at an interview
- 3) has other people working for him/her
- 4) is attending an interview
- 5) is paid to work for an organization or another person
- 6) has special knowledge of a subject

14. In groups, discuss the following:

- 1) Do you think it is fair to ask killer questions?
- 2) Do you think hypothetical questions are useful?
- 3) How do you react under pressure?

15. Brainstorm the ideas of some killer questions in the groups of four. Then work with a partner from another group and ask each other the questions. Did your partner give proper answers?

After Reading:

16. Do Exercise 24 (Book One p.46).

17. Listening comprehension.

- a) Listen and complete the extracts from the interviewer's part at a job interview.
 - 1) Now, looking at your CV. I _____ like to know what you learned in your last job
 - 2) I'm also interested _____ knowing your reasons for leaving the job
 - 3) Now, a question we like to ask all our _____. What are your strong points?
 - 4) I _____ wondering what you feel you can bring to this job.

- 5) OK. Thank you. A _____ now about your computer skills. What software are you familiar with?
- 6) Let me _____ that up with another question. How do you feel about working abroad?
- 7) Right, thank you. Moving on, _____ you tell me what you think the growth areas in the industry are?
- 8) OK. Just one _____ question. Where do you think you'll be in five years' time?

b) Listen again and complete the extracts from the candidate's part at the interview.

- 1) I'm _____ you asked me that because I developed some important skills while I was there.
- 2) That's a very _____ question. Basically it was no longer challenging enough.
- 3) Well, without going into too much _____, I have very good people skills
- 4) Let me just _____ about that for a moment. Well, my sales and marketing experience should be very useful to you.
- 5) I thought you might _____ me something about that. Well what I can say is, I have good knowledge of Excel and Word, and can prepare excellent Powerpoint presentations.
- 6) I haven't really _____ about that, to be honest, but I think it'd be really interesting.
- 7) Well, I'm not an _____ but I think the boom in centres will continue in the next few years.
- 8) I'm _____ I don't know the answer to that, but I hope to be working for your company in a senior position.

18. Work with a partner. You are going to take part in a job interview.

a)

Student A (interviewer): Read the instructions and prepare for the interview:

- think about what key qualities you are looking for in the candidate.
- write out six to nine questions to ask at the interview. Add one killer question.

Student B (candidate): Read the instructions and prepare for the interview:

- think about what sort of person they are looking for.
- think how you would describe yourself in 30 words.
- think of 6 to 10 questions you think they will ask at your interview. Think about your answers.
- think of a killer question. Think how you would answer it.

b) Now have the interview with your partner.

19. Do Exercise 25 (Book One p. 47).

Unit 4. Academic writing. DOCUMENTS SUPPORTING JOB HUNTING

Before Reading:

1. The preliminary application for a job generally consists of two documents: a CV (also known as a resume) and a covering letter. Before reading the text answer the following questions:

- 1) What is the purpose of a CV?
- 2) Is there any standard format for a CV?
- 3) Should you use the same CV for all job applications?
- 4) What headings do you normally find in a CV?
- 5) Should you always tell the truth when writing your CV?

Work with the Text:

2. Read the text about the structure of a basic type of a CV.
Text **CV or Resume** (Book One pp.55 -56).
3. Answer the questions 1 – 10 after the text. (Book One p. 56)

After Reading:

4. Do Exercises 1 – 4 (Book One pp.56 -60).
5. a) Study the list of words which will help you to sound positive and confident:
- the following active verbs will help you to describe your skills, abilities and accomplishments:
accomplish, achieve, analyze, adapt, balance, collaborate, coordinate, communicate, compile, conduct, contribute, complete, create, delegate, direct, establish, expand, handle stress, improve, implement, invent, increase, initiate, instruct, lead, organize, participate, perform, present, propose, reorganize, research, set up, supervise, support, train, travel, work well with.
- nouns and adjectives will help to describe yourself positively:
broad scope, communication skills, collaboration, negotiator, supervisor, teamwork; able to, administrative, analytical, bilingual, capable, collaborative, consistent, competent, complete, creative, dedicated, diversified, effective, experienced, efficient, extensive, exceptional, flexible, global, imaginative, intensive, innovative, integrated, motivated, reliable, responsible.
b) Use the words above to write 10-15 sentences about your skills, abilities and achievements.

6. Write your own short CV (5 – 6 headings) using the example:

Resume

John H. Mill

38 Park Avenue, Ap. 50

New York, N. Y. 11298

Tel. (312) 493-8332

OBJECTIVE

A position as a bookkeeper.

SUMMARY 12 years of experience in every routine work in this field. Perfect knowledge of computers and statistics.

QUALIFICATIONS Make up all kinds of financial reports, balances and production planning.

EXPERIENCE **FRISCO DOCKS, Inc. San Francisco, California.**
1990-1995 Deputy Chief of Planning, Commerce Dpt.
 In charge of account books, statements, new ideas in planning.

1980-1990 **SAKHA Co, Ltd. New York.**
 Accountant. Prepared accounts and balance sheets of every kind.

EDUCATION **LONDON SCHOOL OF ECONOMICS**
 London, Great Britain, Bachelor (Ec.)

PERSONAL Arrived in the United States January, 1980.
 British subject. Married, one child.

REFERENCES Available upon request.

HIGHLIGHTS OF QUALIFICATIONS

- Business oriented; able to understand and execute broad corporate policy.
- Strength in analyzing and improving engineering and administrative methods.
- Effective in facilitating communication between management and project team.
- Proven ability to manage both large and small groups and maintain productivity.
- Successful in negotiating favorable design and construction contracts.

7. Sometimes you will need to use more than 5 – 7 headings applying for a particular. Study other possible headings Ex. 3 (Book One pp.58 -60)

Text two. Covering Letter

Work with the Text:

8. Read the text about the structure of a Covering Letter.

Text **Covering Letter** (Book One pp.60 - 61).

After Reading:

9. Do Exercises 6 – 8 (Book One pp.61 – 63)

10. Write a letter of your own using the example:

Sample Inquiry/Covering Letter Format

Date

Dr., Mr., Ms.

Title

Company, Institution

Address

Dear Sir/Madam:

- *State your reason for writing.*

- You will either inquire whether any positions are available or you will say which positions you are applying for. If you are applying for a specific position identify the source of the information (a person, a newspaper, including date, etc.)
- Describe your educational background and professional experience. Focus on those things from your resume that best relate to the position you are applying for.
- Say you are enclosing your resume and/or other supporting material. State your willingness to provide more information and to be interviewed.
- Thank them for their consideration. Say you look forward to hearing from them.

Sincerely yours, (signature)

Your name

Address

Enclosure

Sample of Covering Letter

Marc Diamond
4701 Pine Street, #K-13
Philadelphia, PA 19143
Tel. 1-(215)-748-3037
2 April, 1992

Dear Mr. Marinichenko:

I am a first-year student in the M.B.A. program at the Wharton Business School in Philadelphia.

I understand that you are heading the independent Ukrainian airline. I have heard from my friend Mr. Bill Eastmann, a student at Duke University's Fuqua School of Business, that you might wish to have an American M.B.A. student work with your airline of such an internship during the summer of 1992.

My professional experience has given me an in-depth knowledge of the air transportation industry. I have, in particular, worked for American Airlines, the Federal Aviation Administration, and Kurth & Company, Inc., an aviation consulting firm where I was Manager of Airline Analysis. My responsibilities included the study of schedules, fares, equipment selection, and financial results. Notably, I prepared numerous feasibility studies for both jet and turboprop routes, including passenger and pure cargo service, for proposed transatlantic and transpacific services.

I wish to place this experience at the disposal of your airline. I believe strongly that my knowledge of the deregulated air transportation industry in the United States could be quite beneficial to your carrier.

I have enclosed a copy of my resume. If my background and qualifications are of interest to you, please telephone me at (215) 748-3037. I would be interested in meeting with you in mid-April in New-York to discuss further the possibility of such a summer position, and your requirements.

Sincerely,

.....

Word combinations to write a covering letter:

- *With reference to your advertisement in "Kiev Post" of Tuesday, January 10, I would like to apply for position of ... in your company.*
- *I recently heard from ... that there is vacancy in your sales department.*
- *I am used to working on my own.*
- *I appreciate the opportunity to work on my own initiative and take on a certain amount of responsibility.*
- *During training for my present job I took courses in marketing.*
- *Since my present position offers little prospect for advancement, I would prefer to be employed in an expanding organization such as yours.*
- *I am at present earning ... per month.*
- *Thank you for offering me the post/position of ...*
- *I have pleasure in accepting this position.*
- *I am looking forward to commencing work on September 1.*

Refusal to take a suggested position:

- *I regret to inform you that I am unable to accept the position, since I have received another, more attractive one.*
- *I feel that my experience in this field would not be used to its full capacity in above position. Therefore I have to decline.*

Summing up.

Read useful job-hunting recommendations (Book One pp.65 – 66)

SPRING SEMESTER

MODULE FOUR MY RESEARCH INTERESTS. AT THE SCIENTIFIC CONFERENCE

While working at this module, pay special attention to the book:

Прискорений курс англійської мови: Підручник / Л.Ю.Куліш, Є.О.Друянова, В.Л.Мотова та ін. – 3-тє вид., стер. – К.: Вища шк., 1996. – 303 с. (**Book Two**)

Unit 1. MY RESEARCH INTERESTS

1. Study the scheme of compiling the topic “My Research Interests”.

My name is

I am a master student of Zhytomyr State Ivan Franko University.

As I want to improve my professional qualification, I study at the Social Psychology Department , the Academic Chair of

The direction of my research is ...

I became interested in it when I was an undergraduate.

I work under the tutorship of Assistant Professor (Professor)

My topic can be phrased as “..... “.

I believe my topic is of great importance for the studying of

I hope to complete the work at my diploma paper

I plan to continue the work at my topic as a postgraduate student of

I'd like to add that I have taken part in the work of ... research conference which was held in

I have published one (two, three) article(s) based on my scientific research.

2. Use the scheme to write about your own research.
3. Work in groups. Tell each other about your scientific interests.
4. Write 10-15 questions to ask your partner about his/her research interests.
5. Work in pairs. Use your notes to interview your partner about his/her research interests. Be ready to share the information you've got with the rest of the group.

Unit 2. Academic writing. ANNOTATIONS

An **annotation** or an **abstract** is a brief summary or description in your own words of an article, a book, or other publication. The purpose of an annotation is to give a reader sufficient information for him / her to decide whether or not to read the whole material. It is not evaluative and must not include your personal opinion. It should be brief and clear, every sentence should convey maximum amount of information in a

minimum number of words. There must be a clear organization and the content must be devoid of irrelevant ideas. The annotation should include:

1. A clear statement of the scope and purpose of a work.
2. A summary of the contents.
3. A statement of the conclusions or results.

Annotations describe the content of a book or article and indicate distinctive features.

Writing annotations one should **not**:

- repeat the words of the title,
- give the same information in different phrasing,
- offer information that the intelligent person could readily infer from the text.

Step-by-step guide to annotating:

- Familiarize yourself with the contents of the book or article.
- Read as much of the book or article as is necessary to understand its content.
- Outline or make notes of the information you think you should include.
- Write a paragraph that reflects the spirit of the book or article without emphasis on any of the point.

1. Study the list of verbs for referring to texts ideas in annotations. Translate them into Ukrainian. Use them in sentences of your own:

account for _____	describe _____	indicate _____
analyze _____	depict _____	investigate _____
argue _____	determine _____	judge _____
assess _____	distinguish _____	justify _____
assert _____	evaluate _____	narrate _____
assume _____	emphasize _____	persuade _____
claim _____	examine _____	propose _____
clarify _____	exemplify _____	question _____
compare _____	exhibit _____	recognize _____
conclude _____	explain _____	reflect _____
criticize _____	frame _____	refer to _____
defend _____	identify _____	report _____
define _____	illustrate _____	review _____
demonstrate _____	imply _____	suggest _____

2. Study and memorize the expressions necessary for writing annotations.

The beginning:

The article analyzes the issue of...

The article analyses some psychological characteristics of...

This article discusses the features of...

The article deals with the problem of... It examines...

The article discusses the problem of...

The article depicts some project tasks and shows...

This article presents an analysis of psychological and educational literature on the issue of...

The article is devoted to the problem of...

The article describes ... and justifies...

The article presents...; determines the...; gives their characteristics, illustrates the ...

The main part:

The evidence indicates that...

The author identifies three reasons for...

The article assesses the effect of...

The article questions the view that...

The concept of the "... " is defined.

The problems of ... are considered.

It has been discovered that...

Different aspects of ... are shown in the article such as...

The actuality of the...is discovered.

We consider the views of scientists on the issues involved.

The principles, conditions and ...are grounded.

The special attention is paid to...

The role of ...is characterized.

The ending:

...is determined.

...is analyzed.

... is characterized.

... is discovered.

... are shown.

... are distinguished.

... are listed.

... are grounded.

3. Using the words and expressions above (Ex 1, 2) make up 15 sentences of your own.

4. Study samples of annotations, copy out and memorize the necessary expressions:

Pavlyk N. P. Consideration of the Psychological Features of Social Orphans as a Precondition for Social Teacher Pedagogical Skills.

This article presents an analysis of psychological and educational literature on the issue of identity formation of deprived children and adolescents; generalized are the social-psychological characteristics of children development in closed orphan institutions, the priority directions of social teacher work with orphans are set.

Miroshnichenko O. A. The Development of Stress Opposition as the Way of Psychologist's Professional Skills Formation during the Postgraduate Education.
The article analyses some psychological characteristics of the students receiving the second degree in "Psychology". Monitoring and diagnostics using the special methods revealed high level of anxiety and sensitivity to the stress factors in the

future psychologists. The ways of opposition to the stress in the formation of psychologist's professional qualities during the postgraduate education are determined.

Ovcharov S. M. The Pedagogical and Psychological Principle of the Student's Creative Abilities Development.

The article analyzes the pedagogical and psychological principles of the students' creative skills development. The main stimulation ways of students' creative activities on the lessons and the pedagogical conditions of their creative potential formation are distinguished. The most highly widespread form of the modern untraditional lessons and the main demands to them are listed. The special attention is paid to the game lessons, their types and the peculiarities of such lessons.

Kolos K. R. The Main Psychological and Pedagogical Prerequisites of Teacher's Professional Competences Development in Distance Learning.

Teacher's professional development has been studied and analyzed in the article. The main psychological and pedagogical prerequisites of teacher's professional competences development in distance teaming have been determined on every stage of teacher's professional development. The tutor's role in providing rational introduction of distance learning in the system of postgraduate pedagogical education is highlighted.

6. Write annotations to 2 English and 2 Ukrainian articles by analogy.
7. Annotate your own article(s) (if you have written any).

Unit 3. AT THE SCIENTIFIC CONFERENCE

Work with the Text:

1. Read the text "At the International Conference in London" (Book Two, p.p.281-285) and study the vocabulary to it.

After Reading:

2. Compose your own sentences with the vocabulary suggested. Speak about any students' conference you have been to.
3. Do ex.1-3, p.p.287-288 (Book Two).
4. Do ex.4-5, p.p.288-289 (Book Two).
5. Do ex.1-2, p.p.290-291 (Book Two).
6. Do ex.3-8, p. 291-293 (Book Two).

7. Study samples of conversations on research topics (Book Two, p.p. 293-295).
8. Do ex2-3, p.p. 295-297 (Book Two).
9. Role-play on one of the points suggested in ex.4, p.297 (Book Two) in groups of 3-4 students.
10. Read the supplementary text on p.p. 297-299 (Book Two) and answer the questions after it.
11. Write an essay about your participation in a scientific conference.

Unit 4. Academic writing. DIPLOMA THESIS PRESENTATION

1. Study the introduction of a diploma thesis presentation. Use it presenting your own research.

Dear Head of the Examination Board! Dear members of the Examination board! Ladies and gentlemen!

Before I start speaking on my research I'd like to express my thanks to the teaching staff of the Department for supplying me with knowledge which made it possible to perform the research suggested. My special thanks to my scientific supervisor ... for much attention to me and my research.

2. Study the schemes of Summary. Complete the sentences with the facts from your own diploma thesis.

Sample 1

*This research is **aimed** at...*

*The **topicality** of the given research can be proven by the following factors: ...*

*The **object** of the research suggested is ...*

*The **subject** of the research is ...*

In Chapter 1 of the paper, the general theoretical basis of the system of ... was studied, which brought the following results:

Chapter 2 of the research was devoted to practical study of ... This study resulted in ...

Sample 2

*The **topic** of the masters paper is ...*

*The **actuality** of the diploma paper is research work in the area of ...*

*The **topicality of research** is caused by the necessity of ...*

*The **object** of the research is*

*The **subject** of the research is ...*

*The **purpose** of the research is*

*The **hypothesis** of research is ...*

*The **purpose** of the diploma paper presupposes the fulfillment of the following tasks:*

- 1. to make theoretical model of...;*
- 2. to analyze scientific literature on the problem studied;*
- 3. to conduct research of ...;*
- 4. to make some regularities in*

*The **methodological basis** of the paper is ...*

*The **peculiarity** of this research lies in a complex character of it. Such methods were used in the process of the research:*

- *biographical method;*
- *content analyses;*
- *program STATISTICA 6.0*

***Reliability and probability** of the resources is provided by ...*

*The **practical significance**: the data obtained as a result of diploma paper can be used by/in*

*The results are **presented in one (two, three) scientific publication(s)**.*

4. Study the samples of Summary (see Appendix).

5. Write your own Summary of Diploma Thesis

A P P E N D I X

TEXT ONE

British Universities

All British universities are private institutions. Students have to pay fees and living costs, but every student may obtain a personal grant from local authorities. If the parents do not earn much money, their children will receive a full grant which will cover all the expenses. Public grants flow to universities through recurrent grants and in the form of tuition fees; universities derive income also from foreign students and from various private sector sources.

Most students in Great Britain receive grants which depend on parental income.

Students studying for first degrees are known as “undergraduates”. New undergraduates in some universities are called “fresher”. They have lectures, there are regular seminars.

After three or four years the students will take their finals. Those who pass examinations successfully are given the Bachelor’s degree: Bachelor of Arts for History or Bachelor of Science. The first postgraduate degree is Master of Arts, Master of Science. Doctor of Philosophy is the highest degree. It is given for some original research work which is an important contribution to knowledge.

There are over 90 universities in GB. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), in the 19th century universities, such as London and Manchester universities, and the new universities. Each has its own government and administration. The autonomy of high-educational institutions is strikingly pronounced in Great Britain. Its universities enjoy almost

compete autonomy from national and local government in their administration and the determination of their curricula, despite the fact that the schools receive nearly all of their funding from the estate.

Some years ago there were also polytechnics. After graduating from polytechnic a student got a degree, but it was not a university degree. 31 formers polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Art or Science.

Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food. This grant depends on the income of their parents.

Most students live away from home, in flats or halls of residence.

Students don't usually have a job during term time because the lessons called lectures, seminars, classes or tutorials (small groups), are full time. However, many students now have to work in the evenings.

University life is considered «an experience». The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

Britain has a centralized admissions bureau to which candidates for admissions are able to give their choice of universities in an order of preference. This selective Oxbridge universities consist of a number of colleges. Each college is different, but in many ways they are alike, each has its name, its coat of arms, each is governed by a Master and offers teaching in a wide range of subjects. The largest ones have more than 400 members, the smallest ones less than 30. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows, the Master and teaching purposes.

TEXT TWO

Why Americans Go to College?

The United States leads all industrial nations in the proportion of its young men and women who receive higher education. Why is this? What motivates a middle-income family with two children to take loans for up to \$ 120,000 so that their son and daughter can attend private universities for four years?

Why would both parents in a low-income family take jobs to support their three children at a state university -each at an annual cost of \$4,000? Why should a woman in her forties quit her job and use her savings to enroll for a college education she did not receive when she was younger?

Americans place high value on higher education. This is an attitude that goes back to the country's oldest political traditions. People in the United States have always believed that education is necessary for maintaining a democratic government. They believe that it prepares an individual for informed, intelligent political participation, including voting.

During the 1970s and 1980s, there was a trend away from the traditional liberal arts. Instead, students were choosing major fields that would prepare them for specific jobs. In 1987, 56 percent of the four-year bachelor's degrees were conferred in business and management, computer and information science, education,

engineering, health professions, and public affairs. Only 13 percent of the degrees were conferred in the traditional arts and sciences.

The 19th century hit the United States like a series of strong, gusting winds. If these winds had a common direction, it was westward: millions of Europeans sailed west across the Atlantic to live in the new nation. And millions of these newcomers joined the descendants of earlier immigrants in a westward trek across the North American continent. As pioneers they planted homes, farms, towns and colleges as they moved toward the Pacific Ocean. Most of these new colleges were poor. But they accepted almost everyone who had the time and interest to apply. And with this development, a crack appeared in the European model.

In 1869 Harvard's new president, Charles Eliot, reorganized his college - the nation's oldest

- into a university. He raised Harvard's entrance requirements, added new courses (including electives), and toughened Harvard's standards for awarding degrees.

These new research-oriented institutions introduced graduate school programs (a level of education European nations had had for some time). By the beginning of the 20th century, almost all the other characteristics of American higher education were in place: A number of graduate and undergraduate schools began to specialize (focus on just one field of study). "Normal" Schools¹, for example, were founded to prepare those who wanted to be teachers. Most colleges and universities were coeducational (open to men and woman). In the years following the end of slavery, black Americans too, began to attend colleges and universities. (But it would take many more years to erase school segregation - the practice of educating blacks and whites in separate schools.)

Despite all these changes, however, higher education in the United States was still regarded as something for the elite: the most talented, the wealthy, or at least those who could afford not to work full-time while they attended college or a university.

1.3. Benefits of Studying in the United States

The United States is the premiere destination for international students from all over the world. Many students coming to the U.S. for their university studies have certain expectations. The America that students see portrayed in films, television, music videos, song lyrics, and in newspaper headlines is hardly the America experienced by citizens in their daily lives. The "real" America is certainly diverse and exciting, but it is more routine and normal than they've been led to expect.

The main advantages of higher education in the USA are as follows:

World class learning institutions. The United States has more institutions of higher learning than any other country in the world. More importantly than that, however, is the quality of these academic bodies. Most American colleges and universities offer top-notch education programs with highly qualified teaching staff.

The research at many of these universities is cutting-edge and often published in journals worldwide. Many of the professors at these schools are leading authorities in their field. The list of world-class learning institutions in the USA is endless and include, but are not limited to: Stanford, Harvard, Yale, Cornell, California Institute of Technology, UC Berkeley, University of Pennsylvania, MIT, John Hopkins,

Northwestern University, etc.

Endless study choices. One of the best things about studying in the USA is the vast number of academic options offered to students. Since the USA is such a large country with vast resources, almost every field of study is available in the country. One can study everything from Russian history to nuclear physics.

Worldwide recognition. A degree or certificate from a college or university is useless if it is not recognized by employers, other institutions or field authorities. Therefore, it is of the utmost importance to ensure that the degree from the school you choose is recognized in the place you plan to use it in. Fortunately, colleges and universities in America are given professional accreditation by different governing bodies. There are thousands of US schools that offer credentials recognized in almost every corner of the world.

Supporting industries, training and research. Because of the vast wealth of resources in America, the opportunities for practical training related to your field of study are vast. Most college and universities have established affiliations with employers and researchers in different fields of study, thereby creating an avenue for students to obtain hands-on and invaluable experience. Many universities even require that students obtain practical training in order to graduate. In many cases, these opportunities are not available anywhere else in the world.

TEXT THREE

Admission to the Universities

Admission to universities in the United States is done on a standardized basis. Normally, two criteria are used when applicants' eligibility is considered. The first criterion is the applicant's GPA which stands for Grade Point Average. It is based on a four-point system with the highest GPA being 4.0. It represents a cumulative number which is the average of all GPAs that a student earned throughout his/her high-school years.

Another criterion for admission is the score that the student receives for a standardized national entrance exam. There are several types of national exams. Depending upon the preference of a particular university, an applicant can either take a SAT test or an ACT test. Both tests are composed of three parts: language proficiency, mathematics, and logic. Each part is evaluated separately and then a total score (composed of three subtotals) is computed.

Additionally, certain colleges require the so called Achievement Tests (ATs) to be taken in conjunction with either SAT or ACT. ATs are basically subject tests which assess one's expertise in a particular field (English, Psychology, etc.) Besides the above requirements, foreign applicants have to take a TOEFL test of English proficiency and receive a score in the range from 500 to 600 (depending upon admission requirements) with the maximum possible score of 677.

Another way to get admitted to the university of your dreams is to be an outstanding athlete. US colleges are well-known for their drive to recruit as many promising athletes for their teams as can be possible in the competitive atmosphere of collegiate sports. In exchange, not only do athletes get admitted, they also receive tuition waivers (exemption from paying for tuition).

Students coming to college from military service don't have to worry about any academic expenses. Unless they flunk the courses they are taking, all their university bills will be covered by the military. Additionally, the army and the navy pay their veterans a monthly stipend. This type of reimbursement for military service suits a lot of young people who have the urge to study but do not have the means to do so. At the same time the army does not face any recruitment problems and is steadily supplied with men and women who are also paid a handsome salary in addition to all the perks.

Although it is more difficult for international students to be granted admission, they have a greater chance of obtaining a tuition waiver than their American counterparts, for they are financed from special funds whose resources are contingent upon the size, and of the international organization at the university, and its subordinate community of foreign students.

The admission is based on a written application, *submission* of a *transcript* showing all grades from all courses attended in the previous educational institution and sometimes an oral interview. The student entering a college or a university must also take a test. Colleges and universities in the United States use tests to help evaluate applicants' readiness for admission or to place them in appropriate courses. The tests that are most frequently used by colleges are the ACT and SAT. The tests are offered at designated testing centers located at high schools and colleges.

The ACT (American College Testing Program) consists of four academic tests, taken under timed conditions, and a Student Profile Section and Interest *Inventory*, completed when students register for the ACT. The academic tests cover four areas - English, mathematics, reading, and science *reasoning*. The ACT consists of 215 multiple-choice questions.

The Student Profile Section requests information about each student's admission and *enrollment plans*, academic and out-of-class high school achievements and aspirations, and high school course work. The student is also asked to supply biographical data and self-reported high school grades in the four subject-matter areas covered by the academic tests.

The SAT (Scholastic *Aptitude* Test) is a three-hour test made up of seven sections, primarily multiple-choice, that measures verbal and mathematical abilities. The three verbal sections test vocabulary, verbal reasoning, and critical reading skills. Emphasis is placed on reading passages, which are 400-850 words in length. The three mathematicians produce their own responses, in addition to questions that students can choose from four or five answer choices. Some schools require excellent grades on the SAT and high grades for the student's previous coursework, while the others may have less stringent requirements.

The TOEFL (Test of English as a Foreign Language) is used by various organizations, such as colleges and universities, to determine English proficiency. The test is mainly offered in a computer-based format (TOEFL CBT). It tests students in the area of listening, structure, reading comprehension, and writing. Score requirements are set by individual institutions. Peterson's TOEFL CBT Success can help you prepare for the exam.

The test can also be taken for a small fee at www.peterson.com.

The first two years of undergraduate study (the freshman and sophomore years) are usually a general course of study. By the third (junior) year, students begin to specialize. A specialized professional program such as engineering may take a year longer to complete than a regular liberal arts program such as history or chemistry.

To graduate from the university requires a student to complete requirements of the university, to achieve the minimum *allowable* grade in the required courses, and to spend minimum time required at the university. There are five grades: A (Excellent), B (Good), C (Satisfactory)', D (Unsatisfactory), F (Failing).

Admission of Overseas Student.

In the US the overseas students who reached the age of 18 can apply directly to colleges and universities. But in most cases they prefer applying through the International Education Service (IES), an agency dedicated to assisting students from all parts of the world who wish to study in the United States or Canada. The IES will find the appropriate institution for any student based on the student's academic, financial and geographic needs. All IES services are free of charge to all students. At the same time IES promotes those U.S. and Canadian institutions worldwide that are interested in attracting students from abroad. Over 500 education institutions are IES Members.

You may either obtain immediate information online (www.ies-ed.com) or you can email us (ies-ed@primenet.com) for information on any of these member schools, and you will receive immediate assistance. Students must have a minimum of 10,000 \$US per year to cover all their expenses, because IES doesn't assist students who need financial aid.

Every year IES offers a \$1,000 scholarship to two students (\$500 to each student) outside of the United States. The winner of this scholarship must meet the following conditions:

- Submit a pre-application through the IES site (ies-ed.com/usa).
- Must be seriously interested in enrolling in one of the IES members schools in the United States or Canada.
- Must submit an essay on the subject: "Why I want to study in the United States" written in English. The essay must be part of the pre-application form. The essay and the pre-application form must be submitted by the deadline October 31 or May 31.

Be sure that except ACT and SAT you'll be asked for the results of TOEFL, required of students whose native language is not English. Each school has its own scoring level for admission.

To receive detailed information, you should complete the Request for Application Information form. EES will process your request for any specific institution you have chosen, or will match your qualifications with an institution suitable for you.

TEXT FOUR

Famous Psychologists

Gustav Fechner was born on April 1, 1801. His father, a village pastor, died early in Gustav's childhood, so he, his mother and brother went to live with their uncle. In 1817 at the age of 16 he went off to study medicine at the University of

Leipzig. He received his doctor degree in 1822 at the age of 21. His interests were physics and math, so he made his living tutoring and translating. After writing a good paper on electricity in 1831, he was invited to become a professor of physics at Leipzig. He became friends with a lot of people, among them was Wilhelm Wundt, his interests directed to psychology.

Using the pseudonym Dr. Mises, he wrote many articles about medicine and philosophy. He moved his interests to spiritual perspective. He believed that all of nature was alive and capable of awareness of one degree or another. Even the planet earth itself, he thought, had a soul. He called this the day-view, and opposed it to the night-view of materialism.

He felt that our lives come in three stages — the fetal life, the ordinary life and the life after death. When we die our soul join with other souls as a part of the supreme soul. That led him to study psychophysics, which he defined as the study of the systematic relationships between physical events and mental events. In 1860 he published his famous book the Elements of Psychophysics.

Sigmund Freud (1856-1939) was born May 6, 1856, in a small town Freiberg. His father was a wool merchant with a keen mind and a good sense of humor. His mother was a lively woman, her husband's second wife and 20 years younger. She was 21 years old when she gave birth to her first son, Sigmund. Sigmund had two older half-brothers and six younger siblings. When he was four or five the family moved to Vienna, where he lived most of his life.

A brilliant child, always at the head of his class, he went to medical school, where he became involved in research under the direction of a physiology professor Ernst Brucke. Brucke believed in reductionism: «No other forces than the common physical-chemical ones are active within the organism.»

Freud concentrated on neurophysiology, but only a limited number of positions at the university were available. Brucke helped him to get a grant to study, first with the great psychiatrist Charcot in Paris, then with Bernheim. Both these gentlemen were investigating the use of hypnosis with hysterics.

After spending a short time as a neurologist and director of a children's ward in Berlin, he came back to Vienna, married his patient fiancée Martha Bernays, and set up a practice in neuropsychiatry, with the help of Joseph Breuer.

Freud's books and lectures brought him both fame and ostracism from the traditional medical community. He collected around him a number of very bright students who became the core of the psychoanalytic movement. Unfortunately, Freud rejected people who did not totally agree with him. Some separated from him on friendly terms; others did not, and continued to found competing schools of thought.

Freud emigrated to England just before World War II when Vienna became an increasing dangerous place for Jews, especially ones as famous as Freud. Not long afterward, he died of the cancer of the mouth and jaw that he had suffered from for the last 20 years of his life.

Binet, Alfred (1857-1911), French psychologist known for his achievement in developing a standard intelligence test.

Binet was born on July 11, 1857, in Nice. He was educated at the Sorbonne, where he studied law. However, he decided to continue his studies in medicine and

psychology. In 1889, at the Sorbonne, he helped to found the first psychological research laboratory in France. As director of the laboratory, Binet tried to develop experimental techniques to measure intelligence and reasoning ability. In 1895, he founded the first French psychological journal, *L'Année Psychologique* (The Psychological Year), and used it to publish the results of his research studies.

Binet's most important work was in intelligence testing. With his colleague, psychologist Theodore Simon, he developed a test to measure the mental ability of children. The Binet-Simon Scale first appeared in 1905. It was made up of problems designed to measure general intelligence, and items were graded according to age level. The child's score, based on the number of correct answers, showed the child's mental age.

Binet died in Paris on October 18, 1911. His work on intelligence measurement remained important among psychologists in other countries. The Stanford-Binet Scale, an adaptation of Binet's original test, was widely used for many years in the United States, where great importance was paid to intelligence testing.

Biological changes might have more impact due to their social stimulus value, through what we call "mediated effects". These effects relate primarily to the visible physical changes of puberty and to their social and psychological stimulus value. Early maturation in girls might have different effects depending on parental and individual attitudes about pubertal change and on such other factors as the girl's gender identity and the kinds of athletic and other activities she prefers."

TEXT FIVE

Dr. Sigmund Freud's Museum in London

The text below is taken from the Freud's museum in London, It is a guide for school students (pupils). Does it tell the most important things about Sigmund Freud? Is it suitable for adults?

Sigmund Freud was a doctor who lived in Vienna, the capital of Austria, from 1859 until 1938. While he was still at university Freud decided to specialize in neurology, the study and treatment of the brain and the nervous system. In 1885, just before he got married, he obtained a grant to go to Paris to see the famous neurologist Jean Martin Charcot.

Charcot worked with men and women who suffered from hysteria. At first sight they appeared to be blind, or are paralysed in a part of their body, or cannot stop coughing, or have some other physical symptom. But Charcot used hypnosis to show that the real problem was a mental one — under hypnosis he could get them to walk or see. Freud realised from this demonstration the power that the mind could have over the body, and he came back from Paris determined to make a name for himself in this new field of study.

Gradually more and more patients came to see Freud, and with each patient he tried to learn something new about his work. He also tried to analyse himself. He realized that some of the ideas that affect people are unconscious — we do not know about them even though they are in our own minds. Freud said that this means that people may do things without knowing the real reason why they are doing it.

He also showed that the unconscious is full of memories and ideas from early childhood, but they are «repressed» and made unconscious because they are things we don't want to think about, or they are forbidden. Freud believed in an idea which is still often heard today, that «the child is father to the adult», and because of his views many adults today think about children in a different way to before.

Freud also showed that sometimes the repressed ideas from childhood could show themselves in dreams or nightmares, and one of his most famous books was called *The Interpretation of Dreams*. The first dream Freud interpreted was when he was on holiday at a place called «Bellvue».

Freud says that dreams are about all the things we wish for. But rather than just wishing for something, the dream shows us a picture as if the wish has come true. So instead of thinking «I wish I had an ice-cream», a dream shows you actually eating the ice-cream!

But sometimes you are not allowed to have an ice-cream. Freud said that the wish is often forbidden, so it becomes unconscious and repressed. So part of you wants to make the wish come true and part of you wants to stop the wish. Because of this the wish is disguised, which means that the dream has to be interpreted before it makes sense. That's why Freud called his book *The Interpretation of Dreams*.

Gradually Freud developed the theory of Psychoanalysis and the method of helping people he called free association. With free association Freud simply asked his patients to lie on the couch and say anything that came into their heads. He tried to interpret what they said by relating it to the repressed ideas and wishes in the unconscious. In this way he hoped that things which were unconscious would gradually become conscious, so that the patient would have more control over them and they would not be able to affect him or her so much.

TEXTS FOR WRITING SUMMARIES AND ANNOTATIONS

The Reasons for Child Abuse

The childhood years are supposed to be the best times of one's life; playing and having fun. Yet there are many children who are deprived of this childhood. They are tortured and verbally and physically abused.

There is no reason or excuse for child abuse. Abusers claim they do it because of the stress of work. Child-abusing housewives say they feel harassed by a crying child and are unable to curb their own fury, especially if no support is received from anyone. This is not surprising since support is extended to a victim of child abuse more readily than to the perpetrator. Occasionally, parents may vent their frustrations on their child if they fight and quarrel with each other. In cases like there, it is the children who are the victims.

In this modern age where both parents are usually holding jobs, children are left with babysitters and nurseries. Abuse by these carers may occur when there are too many children to be minded. The disappearance of the extended family system is partly to be blamed for these incidents.

Crowded homes and financial problems can also lead to child abuse. When there are too many mouths to feed, parents feel the pressure and vent their anger on a child.

Substance abuse is another factor which increases the incidents of child abuse. Under the influence of alcohol or drugs, a parent may not know what he or she may be doing. Or, rather, knows what he or she is doing but is not bothered at all. A drug addict may experience mood swings and is easily provoked by a crying baby. Thus we see and read horrifying reports of a child being savagely tortured and dumped elsewhere, like garbage.

Psychologists believe that child abusers may have been victims of abuse themselves. Thus, in anger and hatred, they repeat the vicious cycle of abuse. Some have no love for the children they abuse. Some have been brought up to believe that children should be beaten in order to maintain control. These are troubled people who need help.

A home is supposed to be a haven where a child ought to feel safe and secure. Unfortunately, more often than not, the home is also where a child is abused. Whatever the reasons for the abuse, something must be done to stop the cruelty and help these parents who simply cannot cope with parenting. Parents-to-be should be counseled and inculcated with parenting skills. The Child Protection Act which was passed in Parliament in 1991 does not effectively prevent child abuse. Stricter enforcement is necessary. Thus, it requires a commitment from each individual to help families with victims and troubled parents, the perpetrators.

Ego-Driven People

Everyone has an ego. Some of us find it difficult to contain it, while others require time to control it.

An ego develops when we feel we have some superior quality in us. This quality can take many forms. It can be physical, such as height, strength, and beauty, or it can be mental, such as cunning and wisdom. It may also be financial wealth or influence through position, power or even popularity. We find it difficult to accept the fact that others may be better than us, especially in that particular quality where we feel we are better than others. Sometimes we go overboard by claiming that we are right even though it is obvious that we are wrong. It is simply our ego that prevents us from admitting our own mistakes.

People who are ego-driven are dominated by fear and the need to be right all the time. They are afraid to fail because they think their worth as human beings depends on how others see them. To them success is measured by the number of wins they achieve. Furthermore, there is very little humility in those who are ego-driven.

If we excessively entertain our ego, we shall feel that our opinions are always the best, our information is the most accurate, our attitude towards things are the most apt, our method or approach to solving problems is the only correct one, our suggestions must be accepted, and our decisions must be the most appropriate. In other words, we can never be wrong. We insist that we are still right despite all the arguments against us. We become angry and irrational. We would even say things that hurt others because we could not care less about their feelings.

This behavior leads to arrogance. Arrogance occurs when there are at least two people possessing the same quality, but one feels that he is superior to the other. Arrogance is different from conceit which occurs when someone feels that he has a

good quality in him and admires himself for having such a quality. He does not need to compare himself with another individual to feel conceited. From these definitions, egoism is closer to arrogance than conceit.

One of the most destructive traits of a leader today is arrogance -- behaving as if he has got it together all the time. This is why these leaders do not entertain the opinions of others. They do not recognize that there is great strength in diversity of talents, information, experience and suggestions. In most cases, they prefer to listen only to those things that are pleasing to them. This is a great weakness because their subordinates will learn in no time to just please them with pleasant information updates and sweep every bitter event under the carpet. These leaders will be made to believe that everything is under control, that everything is fine and moving along smoothly.

Worse still, these leaders will reward those who please them or present only positive feedback. Subordinates who sincerely report the truth will receive admonition. These sincere subordinates will never be rewarded and eventually they will leave.

Achieving Peak Performance

There are seven steps to achieve peak performance. The first step is to lead a well-rounded life. High achievers, according to experts, are obsessed people who take work home and then labor over it until bedtime. Furthermore, research has also shown that such people tend to peak early and then go into a decline or level off. They then become addicted to work itself, with less concern for results.

High performers, in contrast, are willing to work hard - but within strict limits. For them, work is not everything and they know how to relax. They are able to leave work at the office. They value close friendships and family life, and spend a healthy amount of time with their families.

The second step is to select a career you care about. Studies show that high performers choose work they truly prefer, and spend over two-thirds of their working hours doing it and only one-third on disliked tasks. They want internal satisfaction and not just external results such as pay rises and promotions. In the end, of course, they often have both. Since they enjoy what they do, they produce better work and the rewards are higher.

Rehearsing each challenge or task mentally is the third step to achieving peak performance. Before any difficult or important situation - a public presentation, a board meeting, a key tennis match, for example - most peak performers run their desired actions through in their minds over and over again. Nearly all of us day-dream about important coming events, but idle day-dreaming is not the same as a deliberate mental workout that sharpens the skills to be used in the activity.

In order to achieve peak performance, you also have to seek results, not perfection. Many ambitious and hardworking people are so obsessed with perfection that they produce very little work. It has been found that those with perfectionist tendencies earned considerably less a year than those who did not have such tendencies. In contrast, high performers are almost always free of the compulsion to

be perfect. They do not think of their mistakes as failures, but they learn from mistakes so that they can do better the next time.

The next step is to be willing to take risks. Most people are willing to settle for jobs which they think are secure, even if that also means mediocrity and boredom, rather than take chances. High performers, on the other hand, are able to take risks because they would carefully consider how they would adjust and how they would salvage the situation if, in reality they did fail. Constructing a 'worst-case' scenario allows them to make a rational choice.

The penultimate step to achieving peak performance is not to underestimate your own, potential. Most of us think we know our own limits, but much of what we 'know' is not knowledge at all. It could be a belief which is erroneous and self-limiting. These types of beliefs are the biggest barriers to achieving high-level performance. Too many of us set our individual limits far below what we can actually achieve. High performers, on the contrary, are able to ignore artificial barriers. They concentrate instead on their own feelings, on their functioning, on the momentum of their effort and are therefore free to achieve peak levels.

Finally, compete with yourself, not with others. High performers focus more on improving on their own previous efforts than on competing with others. Such are the skills of high performers. If you want to make the most of your talents and to live up to your fullest potential, learn to use these skills.

Taking Stress in Stride

For many years, stress was considered an imaginary complaint that lazy employees would use as an excuse for skipping work. Now, stress has finally made its way into medical books -- and into company accounts too. More and more firms are realizing the effect that stress-related illnesses are having on their bottom line.

The causes of stress are manifold. Just getting to work on time may be a major cause. At the workplace, stress can be caused by not having enough to do, not facing sufficient challenges or simply being in a job that does not suit the person. At the other end of the scale is overwork and job insecurity. There may also be ergonomic reasons for stress such as cramped working conditions, a faulty chair, a desk at the wrong height, a smoky office or defective air-conditioning.

Stress manifests itself in many ways. The most common symptoms are headaches, backaches, shortness of breath, skin disorders, heart palpitations, gastric problems and sleeping disorders. There is also poor concentration, poor memory and loss of self-confidence. Other major health problems such as depression, repetitive strain injury and heart problems may follow these symptoms.

All these symptoms give rise to inefficient work practices, increased medical leave and consequently loss of productivity. Companies are finally beginning to take notice and are starting to invest in their employees' health as a natural cost of doing business.

Companies are taking the necessary measures to overcome stress-related problems with the hope that there will be heightened efficiency at the workplace and lower absenteeism. But at the end of the day it is up to the individual.

The art of stress management is not something that can be picked up overnight. It is something that an individual has to perfect and improve on throughout his lifetime. The key is 'healthy body, healthy mind'.

Diet should be kept in check with smoking and drinking under control. Consider investing in a home gym, which can be set up at a reasonable cost consisting of basic equipment such as an exercise bench, a pair of dumb-bells and an exercise bike.

Massage is another tried and tested form of physical relaxation, guaranteed to reduce both mental and physical stress levels. The two most popular forms of massages are the Japanese and Swedish massages. A Japanese Shiatsu massage focuses on specific points of the body where energy is blocked, while the Swedish massage involves stroking with oils to stimulate blood circulation. A massage does not take long and it is not expensive. The different types of massages and aromatherapy techniques have different effects with some for relaxation and some for stimulation; all guaranteed to make you feel invigorated or enlivened after a hard day.

Another way of reducing stress is the century-old and hugely popular practice of yoga. A beginner taking up yoga may find the posture and breathing exercises beneficial. But yoga goes way beyond that as it deals with the inner organism (the mind, the respiratory and digestive organs) -- inner harmony first -- and when the inner organism is working properly, then physical fitness can be achieved.

In stress management, the most important thing is to recognize the symptoms of stress early and to act before they become something serious.

Parent-Child Relationship

Use information from both passages to describe the type of parent-child relationship that is most likely to produce the best results in about 100 words.

Passage A

Diana Baumrind (1991) believes parents interact with their children in one of three basic ways, that is, authoritarian, authoritative, or permissive.

Authoritarian parenting expects the child to follow the parent's directions and to respect work and effort. The authoritarian parent strictly limits and controls the child and does not allow any discussion. For example, when there is a difference in opinion as to how to do something, the authoritarian parent might say, "You do it my way or else. .." Children of authoritarian parents are often anxious about being compared to others, lack initiative and have poor communication skills.

Authoritative parenting encourages children to be independent but still limits and controls their behavior. A lot of verbal give-and-take is allowed and parents are supportive and warm towards the child. An authoritative parent might put his arm around the child in a comforting way and say, "You know you should not have done that; let's talk about how you can handle the situation better next time." Children whose parents are authoritative tend to be well-adjusted, self-reliant and socially responsible.

Permissive parenting places few demands or controls on the child. Such parents let their children do what they want, and the result is the children never learn to control their own behavior. They always expect to get their own way. When they

cannot get what they want, they may either lose their temper or throw tantrums. Such children also do not learn to respect others.

Passage B

Despite the current concern about the relevance of parental models, it still appears that parents are a vital force in helping the adolescent. The events of childhood and specifically, the history of parent-child relationships that adolescents bring with them from childhood affect the way the adolescents react to the new demands of the period. For example, the overprotected child may find the adolescent peer society unwilling to give in to him or her all the time. Perhaps the most important feature of adolescent-parent interaction is how this mutual relationship helps the adolescent to develop a sense of independence or autonomy.

An important aspect of adolescent development is achieving autonomy. Autonomy is the ability to make decisions independently and to go through life without being too dependent on other people. If adolescents are to 'make it' as adults, they cannot be rushing home for reassuring hugs whenever they get upset. Parents want their children to become autonomous, and adolescents want the freedom to become independent.

In the past, many psychologists assumed that for adolescents to achieve autonomy, they need to be separated from their parents -- cutting the cords so to say. Now researchers understand that it is best for their development if adolescents maintain a close relationship with their families, even as they are achieving autonomy and preparing to leave home. The goals are autonomy as well as attachment, or independence as well as interdependence.

In fact, adolescents are most likely to become autonomous and well-adjusted if their parents consistently enforce a reasonable set of rules. They involve their teenagers in decision-making, monitor their comings and goings, and continue to be warm and supportive. It appears that parents who are democratic and give frequent explanations for their rules help in developing independent behavior in their children. Children of autocratic parents normally lack confidence and are more dependent on others. Adolescents who are given the chance to participate in discussions of relevant family issues - including their own activities and behavior - and participate in decision-making, are more likely to think that their parents are fair and reasonable. This is in spite of the fact that parents still remain the ultimate authority. In other words the winning approach is an authoritative style of parenting. An authoritative parenting style gives adolescents opportunities to develop their independence while still having the benefit of their parents' guidance and advice. It is when parents are extremely strict or extremely permissive that teenagers are most likely to be psychologically affected and get into trouble.

The parent-child relationship is truly a partnership. Its quality depends on what both parents and their children do to strengthen their relationship.

Frustration and Violence

When Ulysses and his men were shipwrecked, they first lit a fire of driftwood and cooked a meal. After they had eaten, they remembered their drowned companions and wept. Homer's account rings true. Our physical needs take priority

over our emotional demands, but, once the former have been satisfied, the profounder requirements of our humanity reassert themselves. And what happens on the personal scale can also happen on the world scale. The industrialized nations have now managed, broadly speaking, to provide their citizens with food, shelter and clothing. As a result, those citizens are becoming more aware of other and subtler needs. But a society geared to the production of goods is precisely a society which is poorly adapted to satisfying psychological needs. The very processes by which we manufacture goods so effectively actually reduce psychological satisfactions. Hence the further we push technological advance, the worse the psychological environment becomes. We have scrambled out of physical poverty only to fall into psychological poverty. Indeed our condition is worse than poverty; we live in a psychological slum.

In short, in the technological growth of any social organism, there is a turnover point at which effort needs to be transferred from material to non-material needs. This point we have now reached, or passed. This is why we have to rethink our entire social technique. How can we satisfy our psychological needs, in a technologically advanced society? That is the central question.

When psychological needs are not met, people can be said to be frustrated. Their efforts to attain some kind of psychological satisfaction are in vain. (The word frustration comes from the Latin *frustra*, in vain.) Now, as the American psychologists Dollard and Miller showed a quarter of a century ago, frustration leads to aggression. When we cannot repair our car, we feel like giving it a kick. (There is more to be said about the origins of aggression, of course, and I shall say it later on: this is just a preliminary sketch.) In short, it is the existence of widespread frustration which is the prime cause of the mounting toll of violence which the world is now witnessing. So, if that frustration can be shown to be caused by industrial society and the conditions it imposes, then the violence must be regarded as a cost of production. Frustration and violence are the price of material affluence.

Samples of Diploma Thesis Resume

SAMPLE ONE

Summary

The topic of our master paper is "The interaction of sociometric status and development of creative abilities self-estimation in preschool age".

The actuality of the diploma paper is defined by the role of the great importance of interpersonal relations system of joint playing activity. The joint playing activity is the basis to form the social-psychological climate of preschooler's group. The sociometric status is an index of social position in the intercourse process. The interpersonal relations are the process and result of moulding self-image. The complicated component of self-consciousness - that is the self-appraisal - is the development of the individual experience. The self-appraisal is the central main link of self-control, it determines direction and level of personality activity.

The object of the research is the development of the creativity abilities self-appraisal in preschool age.

The subject of the research is relationship sociometric status and development of the creativity abilities self-appraisal in preschool age.

The research aim lies in exploring the features of the sociometric status and creative abilities self-estimation development in preschool age interaction.

The research objectives are:

1. To analyze theoretical and methodological literature on the interpersonal relationships and on the problem of creativity abilities self-appraisal development in preschool age;
2. To explore the features of the interaction of sociometric status and development of creative abilities self-estimation in preschool age;
3. To relate with social position and preschooler's self-esteem.

The peculiarity of our research lies in a complex character of it.

The following methods were used in the process of the research:

- the method to study the dynamics of abilities;
- sociometric technique.

The scientific novelty of research lies in the creation of a theoretical model of the creativity abilities self-appraisal development in preschool age, which reflects linkages of sociometric status and awareness of the possibilities of their own abilities and in research of social recognition of achievements promotes awareness of opportunities to develop their own skills and abilities.

The diploma paper **consists of** 94 pages of printed text. It contains the introduction, 3 chapters, the conclusion and the list of literature used.

Chapter 1 is devoted to the analysis of psychological and methodological literature on the topic studied.

The main purpose of **Chapter 2**, as well as of the whole work, is to study the methodical approaches empirical research organization of the sociometric status and creative abilities self-estimation development in preschool age interaction.

Chapter 3 includes the comparative analysis of the results received in the process of the sociometric position and in the process creative abilities self-estimation development in preschool age.

SAMPLE TWO

Summary

The topic of master paper is "Biographic analysis of professional development of the creatively gifted personality".

The **actuality** of the diploma paper is caused by the necessity to study the special features of development of gift, to learn their influence on professional development of a creatively gifted personality and to define the influence of different determinants on this development.

Many national scientists such as B.G. Anan'ev, O.I. Kulchycka, N.S. Leytes, V.O. Molyako and others have studied the problem of the gifts development. Some foreign scientists such as E. Ericson, A. Masslou, Z. Freid, Sh. Beuler and others made important contribution into the study of the creatively gifted personality.

The object of our research is the discrete metrics of the creatively gifted personality development.

The subject of our research is the professional development of the creatively gifted personality in the acting field.

The objective of the diploma paper is the study of psychological features of creatively gifted personality professional development in the context of biographic method in the acting field.

The hypothesis of the research is the discrete metrics of professional development of the creatively gifted personality based on the unique subject determined events.

The objective of the diploma paper presupposes the fulfillment of the following **tasks**:

1. to study of the scientific literature on the problem of development of gift and professional development of the creatively gifted personality.
2. to define the age dynamics of development of gift.
3. to work out the theoretical model of the investigated phenomena.
4. to research the features of the creatively gifted personality professional development in the acting field.
5. to analyze results obtained.

The **methodological basis of the paper** is the main principle of social, sensory-emotional and activity approaches in the psychology of creativity.

The peculiarity of this research lies in a complex character of it. Such **methods** were used in the process of the research:

- * Biographic method;
- Method of content-analysis;
- * Method of modeling valued consciousness (MMVC) of O.L. Musyka (1993-1997);
- Program STATISTICA 6.0.

Reliability and probability of the resources is provided by selected empirical methods that completely correspond to the purpose and objectives of the study and appropriate methods of mathematical statistics.

The scientific novelty and theoretical value of the research lies in:

- * determining the peculiarities features of creatively gifted personality professional development throughout his her way of life;
- * creating the author content analysis classifier of autobiography of creatively gifted personality in the field of acting;
- * building the model of values consciousness of creatively gifted personality in the field of acting.

Practical value of research is the obtained data about features of the giftedness and professional development of creative personality. They can be used in educational psychology, in pedagogical psychology, age psychology, social psychology to identify creatively gifted children and develop their abilities.

It will have significance for teachers in working with gifted children in comprehensive schools, school clubs and schools of creative direction.

The results will be useful to senior school teachers, namely in the career

guidance of pupils.

Approbation of the paper was carried out in the form of theses published in a collection of student scientific papers of Social Psychological Faculty.

The diploma paper consists of 140 pages of printed text. It contains the introduction, three chapters, the conclusion, the list of literature used and the appendixes.

The first chapter goes under the title “THEORETICAL ANALYSIS OF PROBLEM OF DEVELOPMENT OF CREATIVE GIFT”.

The second chapter is entitled “METHODS AND METHODOLOGY OF BIOGRAPHIC RESEARCH OF PROFESSIONAL DEVELOPMENT OF THE CREATIVELY GIFTED PERSONALITY”.

The third chapter goes under the title “FEATURES OF PROFESSIONAL DEVELOPMENT OF THE CREATIVELY GIFTED PERSONALITY”.

Структура екзаменаційного білета:

1. Render the text on the profile science topic.
2. Speak on one of the topics studied.
3. Have a discussion with the teacher on the topics studied.

Список тем, що виносяться на екзамен:

1. Describe a foreign student the system of higher education in Ukraine.
2. Brainstorm the problems Ukrainian universities face.
3. Prove that our University is steadily moving ahead.
4. Advise your pen-friend one or two British universities to study at.
5. Compare public and private universities in the USA.
6. Discuss good and bad points of rapid technological development.
7. Share your ideas of most urgent problems Ukrainian science is facing.
8. Describe the stages of psychological knowledge development.
9. What career in Psychology is the most appealing to you? Give you reasons.
10. Share your ideas of most important job-hunting recommendations.
11. Give the applicants some advice how not to fail a job interview.
12. Make notes to interview your partner about his/her research interests
13. Prove the topicality of the scientific problem you work at.
14. Share your experience of participation in a scientific conference.
15. Compare your Master and Bachelor studies.

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