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**"English in the Professional Work of Teachers, Psychologists, and
Social Workers"**

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Рекомендовано до друку: вченою радою факультету іноземних мов Чернівецького національного університету імені Юрія Федьковича (протокол № 7 від 23 квітня 2025 року), методичною радою факультету іноземних мов Чернівецького національного університету імені Юрія Федьковича (протокол № 7 від 23 квітня 2025 року)

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This textbook is recommended for first- and second-year students majoring in Primary Education, Practical Psychology, and Social Work. It aligns with the goals of professional foreign language communication and focuses on developing students' language competence for their future careers. The textbook is up-to-date, combining communicative and competence-based approaches. It supports independent and distance learning, enhances professional vocabulary, and develops skills in speaking, writing, argumentation, and discussion. The use of authentic materials fosters motivation, real-life language adaptation, and intercultural competence. It is also a valuable resource for educators aiming to enrich the teaching process with innovative methods. The content is appropriate for B2 level according to the CEFR.

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Preface

In today's globalized and multicultural world, the ability to communicate effectively in English has become a vital skill for professionals in education, psychology, and social work. Whether working in international environments, participating in cross-cultural projects, or accessing global research and best practices, strong English proficiency is essential. *English in the Professional Work of Teachers, Psychologists, and Social Workers* has been developed to support students in these fields by bridging the gap between professional terminology and practical communication skills in English.

This textbook is specifically designed for future teachers, psychologists, and social workers who aim to enhance their English in a professional context. Each unit focuses on relevant topics within these disciplines—such as child development, educational methods, psychological assessment, counseling practices, and social services—while introducing and reinforcing the specialized vocabulary and communication strategies used in real-world professional settings.

The book is organized into thematic modules that integrate language learning with subject-specific content. Early units introduce the fundamentals of professional interaction and terminology, while later chapters explore more advanced topics and case-based scenarios. Clear explanations, practical language tasks, and authentic materials provide students with opportunities to apply their knowledge in simulated professional situations.

Language used throughout the textbook is accessible to non-native English speakers and tailored to support comprehension and usage of key terms. Real-life examples and case studies are included to develop critical thinking, cultural awareness, and professional communication skills.

By the end of the course, students will have gained the tools to engage confidently in discussions, write professional texts, and participate in practical tasks relevant to their future careers. They will be better prepared to navigate international work environments and collaborate across cultures within their fields.

This book aims to be a valuable resource throughout your studies and as you transition into your professional life in education, psychology, or social work.

UNIT 3

EDUCATION IN THE UNITED STATES

There is some difference between the system of public education in Great Britain and in the United States of America.

American education is more practical and less "academic" or abstract than British.

Most American children attend the state supported public schools. However one must mention that the United States education is a function of each individual state. Each state provides money and controls education. There are 19.160 school districts in the United States and the character and quality of a school system depends on where it is, who pays for it and how much. When a child enters a school in the United States he begins a process of education which may last for many years.

A child has to begin his formal education at about the age of 5 if he attends kindergarten. The following year he enters the first grade of primary or grammar school and each year afterwards he advances one grade. He finishes the sixth grade and thus graduates from grammar school at about the age of 12. Primary school children in the US have to learn the same things as do children of the same age in other countries. They learn to read and write, to count and paint, to sing. They learn geography and history too. Some schools teach modern languages such as French, Spanish or German.

In most schools systems junior high school follows primary one. This school, which serves as a connection between primary and high school, consists of three grades and serves children of 12 to 14 years of age. The subjects studied in junior school are more detailed. Children get more advanced knowledge and begin to concentrate on their special interests. They may choose to study foreign languages, advanced mathematics or science such as physics and chemistry. The high school prepares young people either to work immediately after graduation or for more advanced study in a college or university.

An American college is an institution of higher learning which lasts over a four-year period and which grants a Bachelor's degree at the conclusion of studies. At colleges students develop research work.

The students may gain a Master's degree with a year or two of further study. After another year or two of study and research they may gain a still higher degree of study and research as Doctor of Philosophy. Students of higher education are freshmen, sophomores, juniors and seniors.

Most American colleges train students who go into business and industry.

VOCABULARY NOTES

the system of public education	система загальної освіти
to mention	тут: зазначати
to provide money	виділяти гроші
to depend on	залежати від
to enter a school	вступати до школи
formal education	тут: звичайна освіта
kindergarten	Дитсадок
afterwards	пізніше, потім
to advance	тут: проходити
to graduate from	закінчувати
junior high school	школа для молодших класів
to serve as a connection	слугувати зв'язком
to get more advanced knowledge	здобувати більш
to last	Тривати
to grant a Bachelor's degree	давати ступінь бакалавра
the conclusion of studies	завершення навчання
to develop research work	займатися науковою
to gain a Master's degree	здобувати вчений ступінь
to train students	займатися підготовкою

1. Answer the following questions based on the text.

1. How is education in the United States different from education in Great Britain?
2. How is the American education system organized at the state level?
3. What is the significance of the school districts in the United States?
4. What subjects do children learn in primary school in the United States?

5. What is the purpose of junior high school in the U.S. education system?
6. Describe the role of high school in preparing students for the future.
7. What does an American college degree consist of, and what are the stages of higher education in the U.S.?
8. What are some career paths American colleges primarily train students for?

2. Match the following words to their correct definitions.

- **Words:**
 - Public school
 - Kindergarten
 - Junior high school
 - Bachelor's degree
 - Master's degree
 - Doctor of Philosophy (Ph.D.)
 - Freshmen, sophomores, juniors, seniors
- **Definitions:**
 - a) A degree awarded after completing an undergraduate program at a college or university, typically after four years.
 - b) A degree awarded after completing additional years of study and research following a bachelor's degree.
 - c) The first year of formal education in the U.S., usually for children aged 5.
 - d) The first stage of education in the U.S. after primary school, typically for children aged 12-14.
 - e) The final level of study at a college or university, often leading to advanced research in a specific field.
 - f) The group names for students based on their year of study in an American college (e.g., freshman, sophomore, etc.).
 - g) Schools funded by the state and available to all students, with no tuition fees.

3. Decide if the following statements are true or false. If they are false, explain why.

1. In the U.S., the federal government controls and funds the education system in all states.
2. Primary school children in the U.S. are required to learn subjects like history, geography, and foreign languages.
3. Junior high school in the U.S. serves children aged 5 to 12.
4. High school in the U.S. prepares students for university or college and focuses more on practical job skills.
5. A Bachelor's degree in the U.S. takes two years to complete.
6. Students in American colleges are categorized as freshmen, sophomores, juniors, and seniors based on their year of study.

4. Fill in the blanks with the correct words from the text.

1. American education is more _____ and less abstract than British education.
2. The U.S. education system is managed by individual _____, not by the federal government.
3. Students in the United States generally begin formal education at about the age of _____.
4. After finishing primary school, children move on to _____ school, where they continue their education until about age 14.
5. The high school in the U.S. prepares students either for work or for _____ education.
6. A college in the U.S. generally lasts for _____ years and awards a Bachelor's degree upon completion.
7. After gaining a Bachelor's degree, students can continue their studies to earn a _____ or a Doctor of Philosophy (Ph.D.).

5. Complete the following sentences with the correct form of the verb in parentheses.

1. Children in the United States (start) their formal education at around the age of 5.
2. Junior high school (serve) as a bridge between primary and high school.
3. Most students (graduate) from high school at the age of 18.
4. American colleges (offer) Bachelor's degrees after four years of study.
5. In high school, students (begin) to focus on subjects of personal interest.
6. By the time students finish their education, they (gain) the knowledge needed for their future career or higher education.

6. Write a short summary (5-7 sentences) of the American education system, mentioning the different levels of education and the role of colleges and universities.

7. Write an essay discussing the differences between the U.S. education system and the British education system. Which system do you think is more effective, and why? Consider factors like structure, focus on practical vs. academic education, and the role of exams and degrees.

8. Match each stage of education with its description.

- **Stages of Education:**

1. Kindergarten
2. Primary (Grammar) School
3. Junior High School
4. High School
5. College (Bachelor's Degree)

- **Descriptions:**

- A. The first formal stage of education for children around the age of 5, where they begin learning basic subjects.
- B. The stage where students receive more detailed and advanced knowledge, concentrating on subjects like foreign languages and advanced science.
- C. A four-year program of higher learning, where students earn a Bachelor's degree upon completion.
- D. The stage that prepares students either for a job immediately after graduation or for further studies at college or university.
- E. The stage that serves as a bridge between primary school and high school, where students are introduced to more complex subjects.

9. Identify and explain the key themes in the U.S. education system described in the text. Write a short paragraph about each theme.

Themes to Identify:

1. The structure of the U.S. education system.
2. The emphasis on practical education versus academic education.
3. The role of state control over education and its impact on quality.
4. The path from primary school to higher education in the U.S.

Grammar exercises

I. Make up the questions

1. I am looking at him. 2. Mr. Bell is a doctor. 3. They are talking about the international situation. 4. They are brilliant musicians. 5. That is my sister's flat. 6. Some English books are lying on the table. 7. The dining-room is the largest room in our house. 8. Sociology is the most difficult subject that I study. 9. The director's office is on the third floor. 10. The children are playing in the school-yard.

II. Add question-tags to the following statements. Then answer the questions

1. There are a lot of people at the conference. 2. There is a bus at the bus stop. 3. There are difficult exercises in this book. 4. I am very hungry. 5. There aren't any empty seats in the room. 6. She has a very important information for you. 7. There are pleasant curtains in the room. 8. They haven't any educational institutions there. 9. You are very lucky to meet him. 10. They haven't got any bananas.

III. Insert some, any or no

1. Are there ... letters for me? No, there aren't ... letters for you. There are ... letters in the letter-box. 2. I

have got ... interesting books to read. 3. Will you have a cup of coffee? There is ... hot water in the kettle. 4. If you have ... idea about it, please tell it to me. 5. Have you got ... English CD at home? 6. Give me ... money, if you have 7. There isn't ... butter on the table. 8. There are ... students in the hall. 9. There is ... furniture in this room. 10. There are ... mistakes in your test-paper.

IV. Insert somebody, someone, anybody, anything, everything, nothing, anyone, everybody, nobody. Give 2 variants if possible

1. I see ... at the window. 2. Is there ... new? 3. There is ... in the next room who wants to speak to you. 4. ... knows about it. 5. Will you give me ... to eat, I am hungry. 6. If ... calls while I am out, ask him to wait. 7. If there is ... else you want, please let me know. 8. I haven't any more money about me, so I cannot buy ... else. 9. When can I find ... here who can give me some information on this question? 10. Let me know if ... happens. 11. I know ... about your town. 12. Is there ... in your group who lives in L'viv?

V. Translate into English the words given in brackets

1. They understand (нічого). 2. Don't go (нікуди) tonight. 3. (Хікто) is standing there. 4. (Хікто з наших студентів) speaks English during the break. 5. Don't ask him (ні про що). 6. (Хікто з них) knows (нічого) about this book. 7. (Хтось) is knocking at the door. 8. I want to tell you (щось). 9. She reminds me of (когось). 10. (Хтось з нас) know her address. 11. (Будь-хто з вас) can do it. 12. (Хікто з вас) knows this rule. We must learn it. 13. If there is (дещо) interesting in this magazine, let me know. 14. She knows (все) already.

VI. a) Insert much, many, little, few, a lot of, a plenty of, a great deal of

1. I haven't ... time today. I am very busy. 2. She has ... Ukrainian but ... English books. 3. Please don't make so ... noise. 4. I have ... mistakes in my dictation. 5. Are there ... rooms in your flat? 6. Are there ... new houses in your street? 7. There are ... institutions of higher learning in America. 8. There isn't ... paper in the drawer.

b) Insert a few, a little

1. I have got ... pictures in the room, but not many. 2. There is ... bread in the cupboard. Take it. 3. There are only ... cigarettes in the box. 4. ... books are lying on the table, but there are no magazines there. 5. I have ... money in my purse. 6. Give me ... water, please. I am very thirsty. 7. ... American schools teach modern languages such as French, Spanish or German. 8. There is ... difference between the system of public education in Great Britain and in the United States of America.

VII. Translate into English

50 кілограмів, 300 автомобілів, 61 грам, 2 мільйони тон, 6 ваших книг, 5 грудня, 17 серпня, 24 липня, 3/5 тони, 1/4 кілометра, 2,18 фунта, 5 процентів, 23 проценти, 2,5 проценти, третій поверх, двухсотий студент, дев'ятий урок, 281-ий долар, 12 вересня 1998 року, 43-ій екземпляр

VIII. Write in words the following numerals

4 hryvna, 500 Euro, \$ 75, \$ 1005, \$ 50, \$ 117536, 245 hryvna, 200 Euro

IX. Insert one of the interrogative pronouns who, whom, whose, what, which

1. ... will help me? 2. ... of you will translate this article? 3. ... of these girls is the youngest? 4. ... is your telephone number? 5. ... book is this, Peter's or Helen's? 6. ... are you drinking? 7. ... English books have you read this term? 8. ... do you know about him? 9. ... of these cakes may I take? 10. ... is the coldest season of the year?

X. Translate into English

1. Хто залишив словник на столі? 2. Кого з них ви запитували про це? 3. Кого ви чекаєте тут? 4. На якому поверсі ви живете? 5. Хто ці молодята? 6. Що ми будемо сьогодні писати: диктант чи граматичні вправи? 7. Хто зі студентів нашої групи написав диктант без помилок? 8. Чому ви надаєте перевагу: чаю чи каві? 9. Про що ви розмовляли, коли я вас зустрів? 10. Чий це підручник?

XI Insert Prepositions for, to, of in, at, by, with, on, into, from

1. I shall stay in Odessa ... about six months. 2. They walked ... one and ... the island... the other ... three hours. 3. The house was destroyed ... the fire. 4. On my way home I walk ... your office every day. 5. I expect to get an answer ... him ... two days. 6. This train stops ... all stations. 7. I'll be back ... a few minutes. 8. He jumped ... the river and swam about. 9. The child was washed ... his mother ... soap and warm water. 10. Do you go ... the Institute ... Thursdays? 11. Yesterday, he went ... the Caucasus ... a month ... his car. 12. I have received a letter ... my friend. 13. The magazine was illustrated ... very good pictures. 14. Our train stopped ... five minutes ... a small station. 15. ... the 1st ... August he arrived ... Kyiv and was met ... the station ... his wife and his daughters.

XII. Translate into English

1. Повторюйте одразу за мною. 2. Принесіть, будь-ласка, свої конспекти. 3. Давайте зробимо цю роботу зараз. 4. Нехай вони переглянуть свої папери після нашої зустрічі. 5. Заберіть звідси цей підручник. 6. Не запізнуйтеся на пари, будь-ласка. 7. Не заходьте за мною.

SUPPLEMENTARY READING

Text: Differences in the Organization of Education in Britain and America

Differences in the organization of education in Britain and America lead to different terms. One crucial word, school, is used in overlapping but different ways. A place of education for young children is a school in both varieties. But a public school in Britain is in fact a "private" school; it is a fee-paying school not controlled by the local education authority. The free local authority school in America is a public school. The American grade school has a BE near-equivalent of elementary school, but whereas an American can say: "Standrod is a pretty good school", the word school in BE is never used to refer to a university or other college of higher education. An American high school student graduates; a British secondary school pupil (never student) leaves school. To graduate is possible only from a university, polytechnic or college of education in British usage; graduating entails taking a degree. British universities have 3 terms; American universities have 2 semesters (or in some recent cases, 4 quarters). A British university student takes 3 years, in the typical case, to get his degree; these are known as the first, second and final years. The American university student typically takes 4 years, known as freshman, sophomore, junior and senior years. While he is studying, the American majors in a particular subject, but also takes electives; the British student usually takes a main and a subsidiary subjects. The British term honours degree signifies that the student specializes in one main subject, perhaps with one subsidiary. The American student earns credits for successfully completing a number of self-contained courses of study, the credits eventually reaching the total needed for him to receive a degree. There is no counterpart to the credit system in British high education at present.

The British student who has already taken a first degree (usually a BA or BSc except in Scottish universities) is a post-graduate; the American equivalent is a graduate. In American universities those who teach are known as the faculty; in Britain they are the staff, possibly dignified as the academic staff.

BE has no equivalent to AE co-ed a girl student, nor is there any BE equivalent of the American sorority or fraternity, i.e. nation-wide university clubs or associations with restricted membership.

Word-List

BE ~ British Education	
AE = American Education	
grade school	початкова школа
to refer to	відноситись до
to leave the school	закінчувати школу
to take a degree	одержувати вчений ступінь
a term	семестр
freshman	першокурсник
sophomore	другокурсник
junior	студент 3-го курсу
senior	випускний курс
in a particular subject	по певному предмету
to major in a subject	вивчати осн. предмети
elective (Am.)	факультатив
a post graduate	аспірант
subsidiary subject	факультатив
the faculty	викладацький склад
co-ed	однокурсниця
the academic staff	науково-викладацький склад
sorority	сестринство
fraternity	братерство

I. Comprehension questions

1. What is a public school in America?
2. Are the schools controlled by the local education authority?
3. What is a postgraduate and a graduate?

4. How many years does a student take to get his degree in Britain and in America?
5. How do we call those who teach in Britain and in America?

II. Experience

Experience is a fine teacher, it is true. But here is what makes me burn. Experience is always teaching me things I'd rather not learn. — EthelWegert.

Note: What makes me burn - що мене злить

III. Quotations

1. Experience is the name everyone gives to his mistakes - (Oscar Wilde)
2. Culture is to know the best that has been said and thought in the world - (Matthew Arnold)
3. This strange but true; for truth is always strange - stranger than fiction - (George Gordon Byron)

FROM THE HISTORY OF PSYCHOLOGY

Read the article quickly and give a short summary of it:

Wilhelm Max Wundt (1832-1920), German psychologist, the founder of scientific psychology as an independent discipline. Born in Neckarau, he was educated at the universities of Tübingen and Heidelberg and the Institute of Physiology in Berlin. After teaching physiology at the University of Heidelberg (1858-1874), he taught philosophy at the University of Zurich (1874-1875) and was Professor of Philosophy, at the University of Leipzig from 1875 to 1917.

Wundt offered the first academic course in psychology in 1862 and established the first laboratory for experimental psychology in 1879. He founded the first psychological journal, *Philosophische Studien* (Studies in Philosophy), in 1881.

Wundt promoted what is known as *structuralist psychology*, focusing on observations of the conscious mind rather than inference. Wundt also carried out extensive experimental research on perception, feeling, and apperception (a phase of perception where there is full recognition of what has been perceived). His more than 500 published works include *Principles of Physiological Psychology* (2 volumes, 1873-1874) and the monumental work *Elements of Folk Psychology* (10 volumes, 1900—1920). He also wrote *Logik* (1880), *Ethik* (1886), and *System der Philosophie* (1889).

UNIT 4

EDUCATION IN UKRAINE

Ukraine guarantees the right to high-quality, accessible, and lifelong education for all citizens, including preschool, secondary, vocational, higher, and adult education. Education is provided through various forms and levels without restrictions.

Preschool Education

Children aged 3-6 typically attend kindergartens, with education becoming mandatory at age 5. Preschool education is focused on developing key competencies such as personal growth, cognitive skills, speech, social interaction, and creative development. Parents play an active role in the process, and resources like NUMO support them in fostering important skills at home and in educational settings.

General Secondary Education

School education is compulsory and lasts 12 years, following the New Ukrainian School reform:

Primary education (grades 1-4)

Basic secondary education (grades 5-9)

Specialized secondary education (grades 10-12)

State-approved curricula outline the competencies to be developed at each stage. Assessment uses a 12-point scale starting from grade 5. Students have the option to choose from a variety of subjects in addition to mandatory ones. Education can be institutional (full-time, evening, remote) or individual (homeschooling, external education), with special education services available for children with learning

needs, including inclusive education and psychological support.

Professional Education

Vocational education and training (VET) is available to students after completing basic or full secondary education (grades 9 or 11). Students can obtain qualifications in specific professions over 1-4 years, depending on their previous education. Dual education is an option, where theoretical lessons are complemented by practical training in the workplace. Students can pursue retraining or advanced qualifications in various trades.

Professional Pre-Higher Education

Professional pre-higher education is aimed at providing qualifications for more complex tasks and limited management roles. This education is available after grade 9, at the completion of secondary school, or for adults, leading to a professional associate's degree.

Higher Education

Ukraine offers free higher education to citizens on a competitive basis, with budget place quotas for vulnerable groups. Since joining the Bologna Process in 2005, the country follows international standards in higher education. Admission to bachelor's and master's programs is based on external independent testing, including creative or physical assessments where necessary.

Due to the ongoing war, the admission process has been simplified for security reasons. While the competition for budget places remains, independent testing will be modified, and tests will be available both in Ukraine and the EU. Universities in conflict zones have been relocated to safer areas, with plans for restoration and support for displaced institutions.

Ukraine's education system continues to evolve to ensure access to learning for all students, even in challenging circumstances.

<https://emergency.mon.gov.ua/educationalsystem/>

VOCABULARY NOTES

to guarantee	забезпечувати
to ensure	забезпечувати
compulsory	обов'язковий
extra-mural	заочний
scholarship	стипендія
to complete	завершити
subject	предмет
practical labour activities	уроки праці
vacations	літні канікули
lyceum	ліцей
gymnasium	гімназія
applicant	абітурієнт
competitive examination	конкурсні іспити
to be in charge of	бути відповідальним
undergraduate	студенти останнього курсу
Dean	декан
expansion	поширення
post-graduate	аспірант
to obtain a degree	отримати ступінь
to face the problem	зустрічатися з проблемами
to solve the problem	вирішувати проблему

1. Answer the following questions based on the text:

1. What is the main right guaranteed to all citizens in Ukraine regarding education?
2. At what age is preschool education mandatory in Ukraine?
3. How many years does school education last after the New Ukrainian School reform in 2018?
4. What is the difference between general secondary education and professional pre-higher education?
5. What kind of support can students with special educational needs receive in Ukraine?
6. How has the education system in Ukraine adapted during the COVID-19 pandemic?
7. What changes were made to the admission procedure to higher education due to the ongoing war?

8. Describe the role of parents in preschool education in Ukraine.

2. Match the definitions with the correct vocabulary term from the text.

Vocabulary Term	Definition
1. Vocational Education	A type of education that prepares students for a specific trade or career.
2. Dual Education	A system of education where students learn both at school and in the workplace.
3. Pre-Higher Education	An educational level that provides qualifications for complex tasks or management roles.
4. State Final Examination	An official exam taken at the end of a specific education level, like secondary school.
5. Specialized Education	The study of specialized fields such as art, sports, or military education.
6. Inclusive Education	Education that includes students with different needs and backgrounds in the same classroom.

3. Complete the sentences using the correct word from the box.

Words to use: *Dual, Specialized, Accessible, Competencies, Extramural*

1. In Ukraine, students can choose from a variety of subjects to develop different _____ at each educational level.
2. The system of _____ education allows students to gain practical work experience while studying theory at school.
3. In Ukraine, educational institutions are required to make learning _____ for all students, regardless of background.
4. Some students prefer to study _____, attending classes part-time while balancing work or other commitments.
5. Certain fields like art or sports require _____ education to provide in-depth, specialized knowledge.

4. Read the statements below and decide if they are true or false.

1. Preschool education in Ukraine is optional for children under 5 years old.
2. The New Ukrainian School reform has made school education last 10 years.
3. Students can choose between several types of education, including institutional and individual forms.
4. The Bologna Process ensures that higher education standards in Ukraine are recognized across Europe.
5. The war in Ukraine has not affected the admission process for higher education institutions.

5. Write a short essay (150-200 words) on the following topic:

- *How has the Ukrainian education system adapted to meet the needs of students during challenging circumstances like war or the COVID-19 pandemic?*

6. Using the following words, form sentences related to the Ukrainian education system:

- *Education, compulsory, Ukraine*
- *Students, secondary education, school*
- *Vocational, professional, training*

- *Independent assessment, external, testing*

7. Read the passage below and choose the correct option:

What is the main idea of the text?

- The challenges faced by the Ukrainian education system during the war.
- The structure and key features of the Ukrainian education system.
- The role of parents in Ukrainian education.
- The process of admission to higher education in Ukraine.

8. True/False Statements about Special Education in Ukraine

Decide if the following statements are true or false:

- Children with special educational needs receive only basic education in Ukraine.
- Inclusive education in Ukraine means that children with disabilities are integrated into regular classrooms.
- Psychological support is only available for students in higher education institutions.
- In Ukraine, all students with special needs attend separate institutions.

9. Write a short summary (5-7 sentences) of the education system in Ukraine. Mention compulsory education, the structure of schooling, and the transition to higher education.

Grammar exercises

I. Use one of these reflexive pronouns:

singular: myself, yourself, himself, herself, itself

plural: ourselves, yourselves, themselves

1. I don't want you to pay for me. I pay for 2. The old lady sat in a corner talking to 3. Don't get angry. Control ... (to one person). 4. The party is great. We enjoy ... very much. 5. He tries to study ... without nobody but he can't. 6. Don't worry about them. They can solve these problems 7. This task is not difficult. You have to do it

II. In these sentences you have to write: *selves or each other*

Examples: Tom and Arm stood in front of the mirror and looked at themselves.

1. Some people are very selfish. They only think of 2. They have an argument. They do not speak to 3. Peter and I don't see ... very often these days. 4. These young people are very happy together. They love... very much. 5. The children enjoy ... being in the mountains. 6. At Christmas friends often give ... presents. 7. We always meet ... at a party.

III. Insert the correct prepositions *at, on or in*

1. The course begins ... the 7th of September and ends ... the 10th of March. 2. Usually their kids go to bed ... midnight. 3. I can phone you ... Wednesday morning. 4. Mr. John is busy ... the moment. 5. There are usually a lot of parties ... New Year's Eve. 6. He doesn't see his parents very often these days usually only ... Christmas. 7. It's difficult to listen when everyone speaks... the same time.

IV. Make sentences with *by*

Example: I have to be at home not later than 5 o'clock.

I have to be at home by 5 o'clock.

1. Please make sure that you are here not later than 2 o'clock. 2. Let me know not later than Saturday whether you can come to the party. 3. I have to be at the airport not later than 12.30. 4. Sorry, but I must go. The guests have to come not later than 5 o'clock. 5. I know that you want to pass the examination, you have to enter not later than 3 April. 6. They are sure that we can be in London not later than lunch time. 7. Our relatives have to receive the letter not later than Friday.

V. Choose *to, into or by*. If no preposition is necessary, leave the sentence as it is

1. I am so tired. I want to go ... to bed just now. 2. She dreams not to go ... car but ... bike instead. 3. The easiest way to get around London is ... Underground. 4. I must go ... the bank today to change some money. 5. She has no key in her pocket but her brother can climb ... the house through a window. 6. You can't get ... home until 3 a.m. 7. The children don't feel like walking, so we have to take ... a taxi.

VI. Correct the mistakes, using the proper relative pronouns

1. Martin, whose mother is Spanish, speaks both Spanish and English fluently. 2. My sister, whose you meet every day, wants to visit you next week. 3. The man whom lives next door is very friendly. 4. Show me her address, what you have on a piece of paper. 5. John is my closest friend, which I know very well. 6. This is his neighbour, who father is the manager of a company. 7. The house at the end of the street, which is empty now, is so old but very nice.

VII. Translate these relative pronouns into English

1. Jane Baker is the woman (чия) book is a bestseller. 2. The magazine in English (який) is one the bench is mine. 3. He is a man (яким) I always admire. 4. The lady (яка) calls you usually is here. 5. Roy Smith is the journalist (чий) name is very famous. 6. The sunglasses (які) I have are not really bad. 7. There are many students in our college (які) smoke.

VIII. Omit the relative pronouns where possible

1. I don't know the professor who lectures on foreign languages. 2. We usually dine at the canteen which is round the corner. 3. The clock which they want to buy is of the latest model. 4. The flowers which I cut are so fresh always. 5. The book which we try to find is in the next shop. 6. The woman who always makes your hairdo is a real master. 7. The watch which you have is wrong.

IX. Make yes or no, questions for the following statements

1. They drive to the University everyday. 2. Their parents do shopping every week. 3. There is much water in the jug. 4. Many students are absent from the classes. 5. You usually have much food in your refrigerator. 6. I am sure that this bus always stop here. 7. He comes here every day only because of you.

X. Give the right translation of the following sentences. Mind the prepositions

1. Право на освіту гарантується конституцією. 2. Діти розпочинають навчання у віці 7 років. 3. Потім вони можуть продовжити навчання у різних учбових закладах нашої країни та за кордоном. 4. Учні отримують знання з різних предметів. 5. Два рази на рік учні та студенти мають канікули. 6. Система вищої освіти в Україні переживає період становлення. 7. В Чернівецькому державному університеті є 13 факультетів і більш ніж 50 кафедр. 8. Державний іспит студенти складають наприкінці п'ятого курсу. 9. У школі діти вчать писати, читати, розмовляти. 10. Після дев'ятого класу школярі продовжують навчання 2 роки у школі або коледжі. 11. Наприкінці навчального року школярі старших класів складають декілька іспитів. 12. До початку семестру ми будемо вдома. 13. Я думаю, вони зараз у школі або вдома. 14. Щомісяця студенти отримують стипендію за навчання. 15. Перепрошую, декан є? - Ні, його немає. Він буде через пару годин.

XI Translate into Ukrainian

1. One must do one's duty. 2. One sees other people's faults sooner than one's own. 3. When one does not know grammar, one often makes mistakes. In such circumstances one sometimes doesn't know what one should do. 4. One might have expected a polite answer from him. 6. One must always observe the traffic regulations. 7. His room is good, but the one you live in is much better. 8. I liked this story very much, but I disliked the one you told us yesterday.

XII Insert reciprocal pronouns (the) other, another, (the) others

1. I've lost my watch and some ... things. 2. The village is on ... side of the river. 3. You are wet through. Change ... clothes. 4. I have to put on ... coat before going to the party. 5. Have you any ... books on this subject? 6. Do give me ... pen; any ... will do. 7. Take this chair away and bring me 8. Give me ... gloves. 9. Is there ... train to Kyiv soon? - Yes, there is one that leaves at midnight and there are two ... that leave early in the morning. 10. There were five books on the table. He took two books and left ... on the table.

XIII. Translate into English. Mind pronouns

1. Я читала цю книжку минулого року. Дайте мені іншу, будь-ласка. 2. Покажіть мені декілька інших журналів. 3. Театр знаходиться на іншій стороні вулиці. 4. Зачекайте хвилинку, будь-ласка. Я візьму іншу сумку. 5. Тільки два студенти нашої групи зробили помилки у диктанті. Інші написали диктант без помилок. 6. Дайте мені інші приклади. 7. Чому так мало студентів у групі? Де інші? 8. Його будинок на другому березі річки. 9. Він живе в іншому місті. 10. У мене два брата. Один з них живе за кордоном, а другий у Львові. 11. Візьміть один з цих словників, а я візьму інший. 12. Деякі з нас поїхали поїздом, а інші автобусом.

SUPPLEMENTARY READING

Text: Some problems of bringing up

Most parents imagine that bringing up children is something that comes naturally, without any need for

their having any special guidance or teaching for this purpose. But that's certainly not the case. Most parents need guidance - because there's the right way and the wrong way of bringing up children.

It is as specialized a job as learning accountancy, law, medicine, chemistry or physics. There is a lot to be learnt in the important task of bringing up children. And there is another point. If a child does not grow up as he ought to, his development may be stunted. In fact, instead of progressing, your child may even regress; and wrong handling may result in negative growth.

It will not make your children perfect. It takes much more than a book to bring up children. But it may help you to avoid some of the pitfalls which you will inevitably meet during their important formative years.

THE WRONG WAY

You cannot force your children to grow and develop. This takes time. You cannot rush these things.

THE RIGHT WAY

Treat your children like flowers. Let them grow naturally. But instead of water and manure, give your children plenty of love. And you can't give them too much patience. That's the way to make them grow. Most parents are so anxious about their children that they try to rush their development. But that only does harm.

The parent's role in the child's growing up must be one of helping the child's own efforts. They cannot force their child's development any more than they can force flowers to grow more quickly.

Growing up is always a difficult business. This goes for even the best of children - and at all stages of their development. And it is not only their physical growth; even more important is their mental development.

For goodness sake, don't try to fight your children - if you do, you are bound to lose because children have far more time and energy to resist you than you have to force them.. Even if you do succeed in forcing your will on them, your children will certainly retaliate by becoming resentful, spiritless and perhaps even delinquent. The only way is to win them over. This may help you with some of suggestions.

Listen to your child with understanding and sympathy. Deliberately avoid statements and comments which create argument and tension. Do not imagine that everything will go wrong. And certainly no general name-calling, such as stupid, silly or foolish.

THE WRONG WAY

It is an ordeal every morning. Margaret just refuses to wear what her mother considers necessary for her health. Her mother thinks Margaret will fall ill if she is not properly clothed. So there is always a quarrel, because Margaret feels too hot in her clothes.

THE RIGHT WAY

There is no need now to tell Margaret that it is cold or warm. She can see for herself - because Margaret and her mother have agreed that when the mercury in the thermometer falls below a certain point, she will wear warm clothes. Margaret now feels that she too is involved in the whole business and so she accepts this willingly. People hate to feel compelled to do anything - but involvement is a different matter altogether.

Word-List

to imagine	уявляти
bringing up children	виховання дітей
guidance	верівництво
the right way	вірно
the wrong way	невірно
to grow	рости
stunt	зупинка у рості
handling	поводження
pitfall	пастка
inevitably	неминуче
to rush	прискорювати
to treat	поводитись з
manure	добриво
to be anxious	бути зацікавленим
to do harm	заподіяти шкоду
mental development	розумовий розвиток
for goodness sake	заради Бога
succeed	мати успіх
to force will on smb.	нав'язувати свою волю
to win smb. over	одержати перемогу над
deliberately	зумисне
general name-calling	образливе звернення

ordeal	тяжке випробування
to fall ill	захворіти
to be properly clothed	бути відповідно одягненим
mercury	ртуть
to accept smth. willingly	охоче погодитись
to feel compelled	примушувати

TONGUE TWISTERS

Everyone enjoys the challenge of a good tongue twister. They say it slowly, then faster and taster and faster! The first to fumble the words is out. Try these. Practise them for yourself, then get your friends to try them.

Red lorry, yellow lorry, red lorry, yellow lorry, red lorry, yellow lorry (Lorry - truck)

Red leather, yellow leather, red leather, yellow leather, red leather, yellow leather

Thirty-three Lostwithiel thistle-sifters (Lostwithiel is an English town. The thistle is the national flower of Scotland)

The shuts up the shutters and sits in the shop

Peter Piper picked a peck of pickled pepper. Where's the peck of pickled pepper Peter Piper picked?

Bessie Botter bought a bit of butter. But the butter that she bought was bitter so she bought a bit of better butter

FROM THE HISTORY OF PSYCHOLOGY

Read the article quickly and give a short summary of it:

Binet, Alfred (1857-1911), French psychologist is 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'Annee 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, HI 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.