Concentration

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Read and translate the text:

- The **capacity** to concentrate depends, like the capacity **to remember**, on interest. We remember best what interests us most deeply, because something that interests us makes a clearer and more **vivid impression** upon us at the time we meet with it. We assimilate it more easily, and retain the impression longer. Without interest concentration is **impossible**, for interest not only increases the span of **attention** (i.e. the length of time an individual can concentrate on a given task), but also helps the **assimilation** and **retention** of what he is trying to learn.

Read and translate the text:

- Interests may be spontaneous or they may be acquired. Most young people enter colleges and universities with a keen interest in one or two subjects, but there will almost **inevitably** be some parts of a study course in which particular students will have difficulty in developing an interest. When we have no interest in a subject we have got to develop an interest, to give ourselves a motive for mastering it. Our interest must be in the subject, not merely in something outside it. To study a subject only for the **purpose** of passing an examination will not **produce** any interest in it.

Read and translate the text:

- Your interest in a scientific field can be supported by reading the history of this science or the biographies of great scientists and inventors. Your own thinking will be stimulated by a study of their concentration on the problem they were trying to solve, the wrong ideas they followed, the **observations** or **discoveries** they made by chance, the long period of resting from concentration on the problem that often preceded their moment of "illumination", when they perceived **significant** relationship that led to the **solution of their problem.**

Read and translate the text:

- It is important for the student to remember that the **perception** of relationships between certain facts or phenomena is the **distinguishing mark** of the great creative thinker. Benjamin Franklin was the first man **to perceive the relationship** between a flash of lighting and an electric spark; Harvey's perception that the valves of the vein resemble those of a pump led him to the discovery of the circulation of blood. Joseph Priestley's observation of the rusted iron started a series of experiments by Priestley and Lavoisier which led to the discovery of oxygen.

Exercise 1. Choose the correct phrase to complete the sentences (a, b, or c)

- 1. People remember best the things that

a) are difficult to understand.

b) interest them most deeply.

c) strike them as strange.

- 2. Interest increases

a) the span of attention.

b) the students' activity.

c) the vivid impression of some fact or phenomenon.

Choose the correct phrase to complete the sentences (a, b, or c)

- 3. A person's interest in a scientific field can be stimulated by

a) studying different scientific terms in this field.

b) conducting scientific experiments.

c) reading the biographies of great scientists and inventors.

- 4. A great creative thinker has a capacity to perceive

a) the differences between certain facts and phenomena.

b) the distinctive features of certain facts and phenomena.

c) the relationships between certain facts and phenomena.

Exercise 2

- **Learn the words in bold in the text!!!**