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ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ, ИСТОРИИ И
ВОСТОКОВЕДЕНИЯ

Кафедра английского языка в социогуманитарной сфере

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Настоящее учебное пособие предназначено для профессионально-ориентированного обучения английскому языку студентов I и II курсов, обучающихся по направлению «Психология» и рассчитано на 216 часов. Учебное пособие рассчитано как для аудиторной, так и внеаудиторной учебной деятельности. Пособие состоит из десяти уроков, краткого грамматического справочника, словаря и текстов для самостоятельного чтения. Цель учебного пособия заключается в том, чтобы подвести студентов к чтению оригинальной литературы, соответствующей направлению подготовки и ведению беседы на темы, предусмотренные программой.

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Пояснительная записка

Настоящее учебное пособие является дополнительной частью учебного комплекса по английскому языку для студентов психологического профиля подготовки. Оно построено в соответствии с требованиями действующей программы по английскому языку для социально-гуманитарных направлений высших учебных заведений и обеспечивает базу для достижения конечной цели обучения.

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Пособие состоит из десяти уроков, краткого грамматического справочника, словаря и текстов для самостоятельного чтения.

Основная часть включает 10 уроков (Unit). Каждый урок представляет собой совокупность трёх текстов и системы упражнений. Ведущее место в уроке занимают тексты, имеющие разную учебную целевую установку. Основной текст (А) содержит новый материал для чтения и понимания с помощью стадии предтекстовой подготовки. Текст В и диалогизированный текст С содержат отработанный ранее лексический и грамматический материал, однако, в новых комбинациях.

Тексты аутентичны, насыщены научной лексикой по психологии и довольно сложными грамматическими конструкциями, поскольку взяты с зарубежных официальных сайтов по психологии. Профессиональная заинтересованность студентов в получении знаний по психологии на английском языке и возможность высказаться по проблемам будущей профессии на языке входят в методический замысел уроков.

Все упражнения урока делятся на предтекстовые, задания по тексту и послетекстовые, что предполагает различные фазы речевой деятельности учащихся – от прогнозирующей до контролирующей. Все уроки завершаются тестами, что дает возможность контролировать усвоение учебного материала.

В пособии представлены основные справочные материалы по учебной дисциплине:

- 1) Краткий грамматический справочник для самостоятельной работы. Он содержит обобщённый материал, объясняющий оригинальные грамматические конструкции, свойственные стилю научной прозы, и облегчает их понимание.
- 2) Словарь новых слов и терминов по общей лексике и психологии.

Content

Concept notes

Unit 1. What is Psychology? Its goals.

Unit 2. What is a Psychologist?

Unit 3. Behaviourism.

Unit 4. Cognitive Psychology.

Unit 5. Social Psychology.

Unit 6. Body language.

Unit 7. Sustainable happiness: why it's all about the day-to-day.

Unit 8. What is personality?

Unit 9. Personality disorders.

Unit 10. What is memory?

Essential Vocabulary

Grammar Reference

Texts for Supplementary Reading

“Psychology is an expression in words of that what cannot be expressed in them”

John Galsworthy

Pre-reading tasks

1. *Practice the pronunciation of the following words from the text and say their Russian equivalents:*

Psychology [saɪ'kɒlədʒɪ], behaviour [bɪ'heɪvjə], thought [θɔ:t], motivation [ˌməʊtɪ'veɪʃən], personality [ˌpɜ:sə'nælɪtɪ], sensation [sən'seɪʃən], feeling [ˈfi:lɪŋ], diagnosis [ˌdaɪəg'nəʊsɪs], emotion [ɪ'məʊʃən], health [helθ], treatment [ˈtri:tmənt], analysis [ə'nælɪsɪs], biopsychology [ˌbaɪəʊsaɪ'kɒlədʒɪ], cognitive ['kɒgnətɪv], cross-cultural [ˌkrɒs'kʌltʃərə(ə)l].

2. *Read these words correctly:*

performance [pə'fɔ:məns], enhancement [ɪn'hɑ:nsmənt], ergonomics [ˌɜ:gə'nɒmɪks], encompass [ɪn'kʌmpəs], sleuth [slu:θ], portrayal [pɔ:'treɪəl], diversity [daɪ'vɜ:sɪtɪ], issue ['ɪʃju:], misconception [ˌmɪskən'sepʃən], investigate [ɪn'vestɪ'geɪt], productivity [ˌprɒdʌk'tɪvɪtɪ], perspective [pə'spektɪv], introspection [ˌɪntrə'spekʃən], abnormal [æb'nɔ:məl], developmental [dɪ'veləp'mentl], forensic [fə'rensɪk].

3. *Find out the initial forms of the following words:*

simplest, affecting, understanding, stereotypical, portrayal, diversity, healthier, applied, misconception, evolved, thinker, emergence, subjective, behavioural, cognitive, developmental, experimental, personality.

4. *Identify the parts of speech of the following words:*

treatment, encompasses, confusion, bearded, seated, stately, initially, tremendous, workplace, investigate, applied, devoted, self-help, thinker, literally, separate, describing, accurately.

5. *Try to prove that the words in black type are nouns:*

it is the **study** of the mind and behaviour; let's take a closer **look** at this common question; psychologists are **super-sleuths** that can use their **understanding** of the human mind; Wundt's work was focused on describing **the structures**; each branch has its own focus on psychological problems or **concerns**; a common **goal** of studying and explaining human **thought** and behaviour; the **following** are some of the major branches of Psychology.

6. *Give the four forms of the following verbs:*

to seek, to think, to study, to see, to explain, to capture, to represent, to solve, to predict, to contribute, to investigate, to devote, to apply, to evolve, to identify, to share, to come.

7. *Translate the following grammatical constructions into Russian:*

to understand, application of Psychology includes, there is a lot of confusion, it encompasses, there is a little bit of truth, Psychology is devoted to, Psychology can be applied to, it evolved out, the word is derived from, the emergence of Psychology came about, Wilhelm Wundt established, work was focused on, there are number of branches, each branch looks at, did you know.

8. *Say the meaning of the words and word combinations in black type from the context:*

1. Psychologists are **super-sleuths** that can use their understanding of the human mind. 2. He is an older gentleman who spends his days listening to clients **ramble on** about their difficult childhood. 3. Analysis of sensations and feelings through the use of **introspection** is a highly subjective process. 4. All areas **share a common goal** of studying and explaining human thought and behaviour.

9. *Analyze the English structures in bold, paying attention to their translation into Russian.*

1) Research in Psychology **seeks to understand and explain** thought, emotion and behaviour.

1) Исследование в области психологии **стремится понять и объяснить** мысли, эмоции и поведение.

2) **It's difficult to capture** everything that Psychology encompasses in just a brief definition, but topics such as development, personality, thoughts, feelings, emotions, motivations, and social behaviours represent just a portion of what Psychology seeks to understand and explain.

2) **Трудно вкратце охватить** все, что включает в себя психология, а такие темы, как развитие, личность, мышление, чувства, эмоции, мотивация и социальное поведение представляют собой лишь часть того, что психология стремится понять и объяснить.

3) **There is a lot of confusion** out there about Psychology.

3) **Существует много непонятного** в психологии.

4) Due to some popular television

4) **Благодаря телевидению и кино,**

programs and movies, **psychologists are supposed to be** super-sleuths that can use their understanding of the human mind to solve crimes and predict a criminal's next move.

5) **There is a tremendous diversity in Psychology careers, and it is perhaps this enormous range of career paths** that contributes to some of the misconceptions about Psychology and what psychologists do.

6) Psychology is both an applied and academic field and **it is considered to study** the human mind and behaviour.

7) As most people already realize, **a large part of Psychology is devoted to the diagnosis and treatment of mental health issues**, but that is just the tip of the iceberg **when it comes to applications for Psychology.**

8) **Psychology is known to have evolved out** of both Philosophy and Biology.

9) Discussions of these two subjects **date as far back as the early Greek thinkers including Aristotle and Socrates. The word Psychology is derived from the Greek word *psyche*, literally meaning 'life' or 'breath.**

считается, что психологи — это люди со сверх способностями, которые используют знание о человеческом разуме для раскрытия преступлений и предсказания следующего шага преступника.

5) Существует **огромное разнообразие профессий, связанных с психологией, и, вероятно, именно оно** приводит к неправильным представлениям о психологии и деятельности психолога.

6) Психология является как прикладной, так и академической наукой, **и считается, что она изучает** человеческий разум и поведение.

7) Большинство уже знает, что львиная доля психологии посвящена диагностике и лечению проблем психического здоровья, но это лишь верхушка айсберга, **когда речь заходит о прикладной психологии.**

8) Известно, **что психология сформировалась** из двух наук: философии и биологии.

9) Высказывания об этих двух науках **берут начало со времен древнегреческих мыслителей Аристотеля и Сократа. Слово психология происходит от греческого слова *психика*, буквально означающего «жизнь» или «дыхание».**

10)Wundt believed when individuals **were trained** properly, they **would be able to accurately identify the mental processes that accompanied** feelings, sensations and thoughts. 10)Вундт считал, при правильном **обучении** человек **сможет точно определять психические процессы,** сопровождающие чувства, ощущения и мысли.

While-reading tasks

10. *Now read text A and decide whether these statements are true (T) or false (F):*

1. Psychology seeks to understand and explain thought, emotion and behaviour.
2. Topics of Psychology represent a whole of what Psychology seeks to understand and explain.
3. There is a lot of confusion out there about Psychology.
4. There is a small diversity in Psychology careers.
5. Psychologists can only help solve crimes and help people deal with mental health issues.
6. Psychology is an applied field.
7. Psychology can be applied to a variety of issues that influence health and daily life.
8. Each branch of Psychology looks at questions and problems from similar perspective.

11. *Find in the text sentences logically connected with the following:*

1. There is a lot of confusion out there about Psychology.
2. Psychology is both an applied and academic field that studies the human mind and behaviour.
3. Psychology is a broad and diverse field.

Text A

What is Psychology?

The simplest definition of Psychology is that it is the study of the mind and behaviour. Research in Psychology seeks to understand and explain thought, emotion and behaviour. Applications of Psychology include mental health treatment, performance enhancement, self-help, ergonomics, and many other areas affecting health and daily life. It is difficult to capture everything that Psychology encompasses in just a brief definition, but topics such as development, personality, thoughts, feelings, emotions, motivations,

and social behaviours represent just a portion of what Psychology seeks to understand and explain.

Let's take a closer look at this common question. There's a lot of confusion out there about Psychology. Due to some popular television programs and movies, psychologists are supposed to be super-sleuths that can use their understanding of the human mind to solve crimes and predict a criminal's next move. Other popular depictions present the psychologist as a gray and bearded older gentleman, seated in a stately office lined with books, who spends his days listening to clients ramble on about their difficult childhoods.

So what's the truth about Psychology? There is a tremendous diversity in Psychology careers, and it is perhaps this enormous range of career paths that contributes to some of the misconceptions about Psychology and what psychologists do. Sure, there are psychologists who help solve crimes and there are plenty of professionals who help people deal with mental health issues. But did you know that there are also psychologists who help create healthier workplaces or that design and implement public health programs? Or that there are other psychologists who investigate topics such as airplane safety, computer design, and military life?

Psychology is both an applied and academic field and it is considered to study the human mind and behaviour. Research in Psychology seeks to understand and explain how we think, act and feel. As most people already realize, a large part of Psychology is devoted to the diagnosis and treatment of mental health issues, but that's just the tip of the iceberg when it comes to applications for Psychology. In addition to mental health, Psychology can be applied to a variety of issues that impact health and daily life including performance enhancement, self-help, ergonomics, motivation, productivity, and much more.

Psychology is known to have evolved out of both Philosophy and Biology. Discussions of these two subjects date as far back as the early Greek thinkers including Aristotle and Socrates. The word Psychology is derived from the Greek word *psyche*, literally meaning 'life' or 'breath.' Derived meanings of the word include 'soul' or 'self.'

The emergence of Psychology as a separate and independent field of study truly came about when Wilhelm Wundt established the first experimental Psychology lab in Leipzig, Germany in 1879.

Wundt's work was focused on describing the structures that compose the mind. This perspective relied heavily on the analysis of sensations and feelings through the use of introspection, a highly subjective process. Wundt believed when individuals were trained properly, they would be able to accurately identify the mental processes that accompanied feelings, sensations and thoughts.

Psychology is a broad and diverse field. There are a number of unique and distinctive branches of Psychology. Each branch looks at questions and problems from a different perspective. While each branch has its own focus on psychological problems or concerns, all areas share a common goal of studying and explaining human thought and behaviour. The following are some of the major branches of Psychology within the field today: 1) abnormal Psychology; 2) behavioural Psychology; 3) biopsychology; 4) cognitive Psychology; 5) comparative Psychology; 6) cross-cultural Psychology; 7) developmental Psychology; 8) educational Psychology; 9) experimental Psychology; 10) forensic Psychology; 11) health Psychology; 12) personality Psychology; 13) social Psychology.

(Abridged from

<http://psychology.about.com/od/psychology101/f/psychfaq.htm>)

Post-reading tasks

12. *Answer the questions.*

1. What is the simplest definition of Psychology?
2. What do applications of Psychology include?
3. Which topics represent a portion of what Psychology seeks to understand and explain?
4. Who are psychologists according to some popular television programs and movies?
5. How do other popular depictions present the psychologist?
6. What contributes to some of the misconceptions about Psychology and what psychologists do?
7. What does Psychology study?
8. What is a large part of Psychology devoted to?
9. What did Psychology evolve out of?
10. Where is the word Psychology derived from and what does it mean?
11. When did the emergence of Psychology as a separate and independent field of study come about?
12. What did the perspective of Wilhelm Wundt's work rely on?

13. What are the some major branches of Psychology?

14. What common goal do all of the branches have?

13. Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences:

applications of Psychology, mental health treatment, performance enhancement, self-help, ergonomics, super-sleuth, ramble on, to investigate topics, stereotypical portrayal, misconception, to implement public health programs, applied and academic field, tip of the iceberg, to date far back, to come about, perspective relied heavily on the analysis, introspection.

14. Say which of the ideas of the text attracted your attention most of all (1. About Psychology; 2. About psychologists; 3. The emergence of Psychology; 4. Different branches of Psychology)

15. Study the main sentence of each passage of text A and make a short summary of the text using them.

16. Retell the text in short. Use any of the following phrases:

1. The subject of the text is 2. The author of the text says that 3. He points out that 4. Next the author emphasizes the idea that 5. The author goes on saying that 6. The text ends with

17. Now read text B. Try to guess the meaning of unfamiliar words from the context.

18. Look through text B again. Divide it into logical parts, study the key sentences in each part and use them to express the main points of the text.

Text B

What are the four major goals of Psychology?

Psychology is the scientific study of the mind and behaviour. While you might understand what Psychology is, many people are not quite so certain about what Psychology does. What purpose does Psychology serve? What are its goals?

The four key goals of Psychology are:

One of the first goals of Psychology is simply to describe behaviour. Through describing the behaviour of humans and other animals, we are better able to understand it and gain a better perspective on what is considered normal and abnormal.

As you might imagine, psychologists are also interested in explaining behaviour in addition to merely describing it. Why do people do the things they do? What factors contribute to development, personality, social behaviour, and mental health problems? Throughout Psychology's

history, many different theories have emerged to help explain various aspects of human behaviour. A few examples of such theories include classical, conditioning and attachment theories. Some theories focus on just a small aspect of human behaviour (known as mini-theories), while others serve as all-encompassing theories designed to explain all of human Psychology (known as grand theories).

Not surprisingly, another major goal of Psychology is to make predictions about how we think and act. Once we understand more about what happens and why it happens, we can use that information to make predictions about when, why, and how it might happen again in the future.

Successfully predicting behaviour is also one of the best ways to know if we truly understand the underlying causes of our actions. Prediction can also allow psychologists to make guesses about human behaviour without necessarily understanding the mechanisms underlying the phenomena. Researchers notice that scores on a specific aptitude test can be used to predict high school dropout rates, that the received information can then be used to estimate how many students in a particular group might drop out of school each year.

Finally, and perhaps most importantly, Psychology is expected to change, influence, or control behaviour in order to make positive and lasting changes in people's lives. In our previous example, researchers might take what they know about the link between scores on an aptitude test and dropout rates and use the information to develop programs designed to help students stay in school. From treating mental illness to enhancing human well-being, changing human behaviour is a huge focus of Psychology.

(Abridged from <http://psychology.about.com/od/psychology101/f/four-goals-of-psychology.htm>)

19. Find the English equivalents in the text.

1. Через описание поведения человека и животных мы можем лучше понять их и получить лучшее представление о том, что считается нормальным и ненормальным.

2. Исследователи отмечают, что показатели по специально разработанному тесту на выявление способностей могут быть использованы для прогнозирования коэффициента отсева старшеклассников, и такая информация может быть в дальнейшем использована для предварительной оценки количества учащихся, ежегодно бросающих школу.

3. Для разработки программ, позволяющих ученикам продолжить обучение, исследователи используют, полученные в ходе тестирования данные и коэффициент отсева.

4. Ожидается, что психология меняет, влияет и контролирует поведение для того, чтобы привнести позитивные долгосрочные изменения в человеческую жизнь.

20. *Change Passive sentences into Active ones:*

1. A large part of Psychology is devoted to the diagnosis and treatment of mental health issues.

2. Psychology can be applied to a variety of issues that impact health and daily life.

3. The word Psychology is derived from the Greek word *psyche*.

4. Wundt's work was focused on describing the structures that compose the mind.

5. Scores on a specific aptitude test can be used to predict high school dropout rates.

21. *Put questions to the following sentences (the words in bold are answers).*

1. Psychology is the **scientific study of the mind and behaviour**.

2. Throughout Psychology's history, many different theories have emerged **to help explain various aspects of human behaviour**. (Why?)

3. Some theories focus on just a small aspect of human behavior. (Alternative question)

4. Another major goal of Psychology is to make predictions about how we think and act. (Disjunctive question)

5. Psychology is expected to change, influence, or control behavior. (General question)

6. **Research** in Psychology seeks to understand and explain thought, emotion and behaviour.

7. There is a tremendous diversity in Psychology careers. (General question)

8. Psychology is a **broad** and **diverse** field.

9. Prediction can also allow **psychologists** to make guesses about human behaviour.

10. Researchers might take what they know about the link between scores on an aptitude test and dropout rates. (Disjunctive question)

22. *Correct mistakes in the following sentences.*

1. Many people are not quite so certain about what Psychology do.
2. Psychologists are also interesting in explaining behaviour.
3. Psychology considered to study the human mind and behaviour.
4. There is a number of unique and distinctive branches of Psychology.
5. Psychology can applied to a variety of issues.

23. *Summarize the general ideas of all the two texts in English.*

24. *a) Study the following conversational Model, showing your interest and surprise :*

1) **A:** Psychology **is** the study of the mind and behaviour.

H: Oh! **Is it?**

2) **A:** Psychology **is not** only a talk therapy.

H: Oh! **Isn't it?**

b) Read Dialogue 1 and fill in the gaps with missing constructions as in the Model.

c) Find out your partner's point of view on the role of Psychology in our life, using the sample Dialogue 1.

DIALOGUE 1

Helen: Hello, Albert! How are you? Where have you been?
Елена: Привет, Альберт! Как дела? Где ты был?

Albert: Hi, Helen! I have just listened to an interesting lecture on Psychology at the university.
Альберт: Привет, Елена. Я только что послушал интересную лекцию о психологии в университете.

Helen: ...? OK. I wish I had listened too. Well, can you tell me something about this branch of science? What is Psychology?
Елена: Неужели? Ладно. Жаль, что я тоже не послушала. Так ты можешь рассказать мне что-либо об этом явлении науки? Что такое психология?

Albert: With pleasure! Psychology is the study of the mind and behaviour. It tries to explain such topics as development, personality, feelings, emotions, motivations and social behaviours.
Альберт: С удовольствием! Психология – это изучение психики и поведения. Она пытается объяснить такие темы, как развитие, личность, мысли, чувства, эмоции, мотивации и социальное поведение.

Helen: ...? Now tell me, please, who is a psychologist? Is it a person who spends his days
Елена: Действительно? Интересно. Теперь скажи мне, пожалуйста, кто такой психолог?

listening to his clients ramble on about their difficult childhood?

Albert: Oh, no! Psychology is not just a talk therapy.

Helen: ... !

Albert: No, it's just a stereotypical portrayal of psychologists that can lead to misconceptions about them. Psychologists help people deal with mental health issues, create healthier workplaces and implement public health programs.

Helen: ...? When was Psychology found, I wonder?

Albert: It appeared as a separate and independent field of study when Wilhelm Wundt established the first experimental Psychology lab in Leipzig, Germany in 1879.

Helen: ...? And what are the main goals of Psychology?

Albert: As far as I know, there are four key goals of Psychology. They are to describe, explain, predict, and change behaviour.

Helen: Thank you very much for your information, Albert. It was very useful for me. I've learned many things about Psychology and I find it quite interesting.

Это человек, который проводит день, выслушивая странные рассказы клиентов о своем трудном детстве?

Альберт: О, нет, психология — это не просто словесная терапия.

Елена: Разве нет!

Альберт: Нет, это просто стереотипное изображение психологов, которое может привести к недопониманию о них. Психологи помогают людям справиться с проблемами психического здоровья, оздоровить рабочее пространство и осуществлять программы в области здравоохранения.

Елена: Правда? Интересно, а когда возникла психология?

Альберт: Она появилась в качестве отдельной и независимой области изучения, когда Вильгельм Вундт основал первую экспериментальную лабораторию психологии в Лейпциге (Германия) в 1879 году.

Елена: Неужели? А каковы основные цели психологии?

Альберт: Насколько я понимаю, существуют четыре основные цели психологии: описать, объяснить, предсказать и изменить поведение.

Елена: Спасибо тебе большое за информацию, Альберт. Она была очень полезной. Я узнала много о психологии и считаю ее довольно интересной наукой. Может быть я

Probably, I will connect my future profession with Psychology.

Albert: You are welcome!

связу свою будущую профессию с психологией.

Альберт: Всегда пожалуйста!

Grammar Reference

The Simple Tenses (§1) There + be constructions (§3)

Active and Passive Voice (§6)

Complex Subject Constructions (§8)

TEST TO UNIT 1

1. *Fill in the gaps choosing the necessary grammatical form:*

- 1) There ... a lot of confusion out there about Psychology.
a) are; b) is; c) was
 - 2) Psychology ... the human mind and behaviour.
a) studies; b) studied; c) will study
 - 3) A large part of Psychology ... to the diagnosis and treatment.
a) devotes; b) is devoted; c) devoted
 - 4) Psychology can ... to a variety of issues.
a) apply; b) have applied; c) be applied
 - 5) Psychology ... of both philosophy and biology.
a) evolved out; b) will evolve out; c) is evolved out
 - 6) The word Psychology ... from the Greek word *psyche*.
a) derived; b) will be derived; c) is derived
 - 7) Wilhelm Wundt ... the first experimental Psychology lab in 1879.
a) has established; b) will establish; c) established
 - 8) Wundt's work ... on describing the structures that compose the mind.
a) was focused; b) focused; c) has focused
 - 9) There ... a number of unique and distinctive branches of Psychology.
a) were; b) are; c) will be
 - 10) What purpose ... Psychology serve?
a) does; b) has; c) is
 - 11) Psychologists ... in explaining behaviour.
a) interest; b) are interested; c) have interested
 - 12) Throughout Psychology's history many different theories ...
a) emerged; b) emerge; c) have emerged
 - 13) Psychology ... to change, influence or control behaviour.
a) strives; b) strive; c) strove
2. *Choose the right translation of the following words:*
- 1) enhancement : a) улучшение; b) ухудшение; c) увеличение
 - 2) self-help: a) помощь; b) самопомощь; c) помощь извне
 - 3) encompass: a) захватывать; b) охватывать; c) привлечь
 - 4) sleuth: a) адвокат; b) беглец; c) сыщик

5) *gamble*: a) говорить бессвязно; b) придумывать; c) болтать
6) *misconception*: a) беспорядок; b) ерунда; c) неправильное представление

7) *implement*: a) делать; b) осуществлять; c) создавать

8) *evolve*: a) развиваться; b) возникать; c) подниматься

9) *introspection*: a) анализ; b) самоанализ; c) проверка

3. *Choose the right translation of the following grammatical constructions:*

1) *There is a tremendous diversity in Psychology careers.*

a) Существует огромное разнообразие в карьерах в области психологии.

b) Карьеры в области психологии очень разнообразны.

c) Там есть огромное разнообразие в карьерах в области психологии.

2) *A large part of Psychology is devoted to diagnosis.*

a) Диагностика посвящена большей части психологии.

b) Большая часть психологии посвящена диагностике.

c) Большая часть психологии была посвящена диагностике.

3) *Psychology can be applied to a variety of issues.*

a) Психология применяется к различным проблемам.

b) В психологии применяются различные проблемы.

c) Психология может применяться к различным проблемам.

4) *The word Psychology is derived from the Greek word "psyche".*

a) Слово психология произошла от греческого слова "психика".

b) Слово психология происходит от греческого слова "психика".

c) Слово психология будет происходить от греческого слова "психика".

5) *Wundt's work was focused on describing the structures.*

a) Работа Вундта сосредоточена на описании структуры.

b) Работа Вундта была сосредоточена на описании структуры.

c) Работа Вундта связана с описанием структуры.

6) *There are a number of unique and distinctive branches of Psychology.*

a) Психология имеет ряд уникальных и самобытных направлений.

b) Там есть ряд уникальных и самобытных направлений в психологии.

c) Существует ряд уникальных и самобытных направлений в психологии.

7) *Psychology is believed to be the scientific study of the mind and behaviour.*

a) Считается, что психология это научное исследование разума и поведения.

b) Психологию считают научным исследованием разума и поведения.

c) Оказывается, психология это научное исследование разума и поведения.

8) *Some theories are supposed to focus on just a small aspect of human behavior.*

a) Люди полагают, что некоторые теории сконцентрированы лишь на маленьком аспекте человеческого поведения.

b) Предполагается, что некоторые теории сконцентрированы лишь на маленьком аспекте человеческого поведения.

c) Некоторые теории, как полагают люди, сконцентрированы лишь на маленьком аспекте человеческого поведения.

9) *Changing human behaviour is known to be a main goal of Psychology.*

a) Все знают, что изменение человеческого поведения это главная цель психологии.

b) Изменение человеческого поведения известно тем, что является главной целью психологии.

c) Известно, что главной целью психологии является изменение поведения.

4. *Define the line where all the words are nouns:*

a) definition, research, behaviour, application, treatment, health, affecting;

b) topic, development, personality, feelings, emotions, portion, closer;

c) confusion, psychologist, sleuth, mind, gentleman, client, childhood.

5. *Define the subject of the main sentence:*

1) It is difficult to capture everything that Psychology encompasses in just a brief definition.

a) it; b) everything; c) Psychology

2) Other popular depictions present the Psychology as a gray and bearded older gentleman who spends his days listening to clients.

a) who; b) depictions; c) psychologist

3) Psychology can be applied to a variety of issues that impact health and daily life.

a) that; b) Psychology; c) variety of issues.

4) Wundt believed that properly trained individuals would be able to accurately identify the mental processes.

a) Wundt; b) individuals; c) that

“For each patient, the therapist must create their own language of therapy”

Irvin D. Yalom

Pre-reading tasks

1. *Practice the pronunciation of the following words from the text and say their Russian equivalents:*

psychologist [saɪ'kɒlədʒɪst], therapy ['θerəpi], organization [ˌɔ:gənəɪ'zeɪʃən], knowledge ['nɒlɪdʒ], scientist ['saɪəntɪst], conduct [ˌkɒndʌkt], applied [ə'plaɪd], utilize ['ju:tɪ'laɪz], cognition [kɒg'nɪʃən], neuroscience ['nju:ərəʊ'saɪəns], disorder [dɪs'ɔ:də], distress [dɪ'stres], counseling ['kaʊnsəlɪŋ], supervise ['su:pə'veɪz], psychiatrist [saɪ'kaɪətrɪst].

2. *Find out the initial forms of the following words:*

including, organizational, different, psychological, treating, engineering, participant, development, government, requirements, considerably, supervised.

3. *Identify the parts of speech of the following words:*

psychologist, applied, specialty, personality, clinical, training, typically, variety, doctorate, dramatically, psychiatric, educational.

4. *Give the four forms of the following verbs:*

to use, to fall, to utilize, to conduct, to work, to focus, to suffer, to depend, to perform, to differ.

5. *Translate the following grammatical structures into Russian:*

who studies, to be connected with, this profession encompasses, the American Psychological Association recognizes, depending upon specialty area, a psychologist differs from, the answer lies, the term can apply, the research may focus on, work settings can vary.

6. *Find the adjectives in these word combinations and translate them into Russian:*

aviation psychologists, engineering psychologists, human factors, research psychologist, government entities, specialty areas, psychological distress, school psychologists, supervised clinical experience, health clinics, psychiatric institutions, work settings.

7. *Compare the following pairs of words, translate them and highlight the suffixes: organization – organizational, Psychology – psychological, typical – typically, education – educational, experiment – experimental, psychiatry – psychiatric, academy – academic, doctor – doctoral.*

8. *Analyze the English structures in bold, paying attention to their translation into Russian.*

1) **While people often think the word psychologist to be connected with talk therapy**, this profession actually encompasses a wide range of specialty areas including such things as animal research and organizational behaviour etc.

1) Люди зачастую отождествляют слово психолог с терапевтическими беседами, однако, в действительности, эта профессия включает в себя широкий спектр специфических областей, таких как: исследование животных, поведенческих особенностей в группе и др.

2) Their research **may focus on** a wide range of specialty areas within Psychology, including cognition, neuroscience, personality, development, and social behaviour.

2) Их исследование **может быть направлено на** широкий спектр специфических областей психологии: когнитивная деятельность, неврология, психология личности, развития и социального поведения.

3) Clinical psychologists **need a doctorate degree in clinical Psychology along with one to three years of supervised clinical experience.**

3) Клинический психолог **должен иметь докторскую степень в области клинической психологии, а также от одного до трех лет опыта работы в клинике под научным руководством.**

While-reading tasks

9. *Now read text A and decide whether these statements are true (T) or false (F):*

1. Profession of psychologist encompasses a wide range of specialty areas.
2. The American Psychological Association recognizes 50 distinctions of psychologist.
3. Human factors psychologists are the example of mental health psychologists.
4. The research of research psychologists focus on a wide range of specialty areas within Psychology.
5. Psychologists work only in medical settings.
6. Both psychologists and psychiatrists have a degree in medicine.

Text A

What is a psychologist?

A psychologist is someone who studies the mind and behaviour. While people often think the word psychologist to be connected with talk therapy, this profession actually encompasses a wide range of specialty areas including such things as animal research and organizational behaviour.

The term **psychologist** can apply to people who:

1. Use psychological knowledge and research to solve problems, such as treating mental illnesses
2. Work as social scientists to conduct psychological research and teach at colleges or universities

The American Psychological Association (APA) recognizes 56 distinctions of psychologist.

While there are many different types of psychologists, they typically fall into one of three different areas:

1. Applied psychologists utilize psychological principles and research to solve real-world problems. Examples include aviation psychologists, engineering psychologists, industrial-organizational psychologists, and human factors psychologists.

2. Research psychologists conduct studies and experiments with human or animal participants. Research psychologists often work for universities, private businesses, or government entities. Their research may focus on a wide range of specialty areas within Psychology, including cognition, neuroscience, personality, development, and social behaviour.

3. Mental health psychologists work with people suffering from mental disorders or psychological distress. They often work in hospitals, mental health clinics, schools, government offices, or private practices. Examples of mental health psychologists include clinical psychologists, counseling psychologists, and school psychologists.

Training and educational requirements vary considerably depending upon specialty area. Industrial-organizational psychologists need at least a master's degree in experimental or industrial-organizational Psychology. Clinical psychologists need a doctorate degree in clinical Psychology along with one to three years of supervised clinical experience.

Because psychologists perform such a wide variety of tasks, work settings can vary dramatically. Some psychologists work in medical settings, such as hospitals, health clinics, mental health facilities, or

psychiatric institutions. Other psychologists work in academic or research settings, often teaching students and conducting psychological research.

It is important to understand exactly how a psychologist differs from a psychiatrist. The simplest answer lies in the educational background required for each profession. A psychiatrist has a degree in medicine and a psychologist has a doctoral-level degree in Psychology.

(Abridged from

[http://\[psychology.about.com/od/careersinpsychology/a/psychologist.htm](http://[psychology.about.com/od/careersinpsychology/a/psychologist.htm))

Post-reading tasks

10. *Answer the following questions:*

1. Who is psychologist?
2. What kind of people can the term psychologist apply to?
3. How many types of psychologists are there and what are their functions?
4. What are the examples of applied psychologists?
5. Where do research psychologists work and what do they research?
6. Where do mental health psychologists work and what are their examples?
7. What are the educational requirements of industrial-organizational and clinical psychologists?
8. Where do psychologists work?
9. How does psychologist differ from a psychiatrist?

11. *Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences:*

talk therapy, specialty area, mental illness, applied psychologist, to utilize, industrial-organizational psychologist, research psychologist, to focus on, cognition, neuroscience, social behaviour, mental health psychologist, mental disorder, psychological distress, counseling psychologist, to supervise.

12. *Study the main sentence of each passage of text A and make a short summary of the text using them.*

13. *Retell the text a) in short; b) in details. Use any of the phrases from Ex. 7, Unit 1.*

14. *Read text B. Try to guess the meaning of unfamiliar words from the context.*

15. *Look through text B again. Divide it into logical parts, find the key sentences in each part and use them to express the main points of the text.*

Text B

What is the best part about being a psychologist?

There are many advantages to being a psychologist. In addition to working in a field that you love, you will have the opportunity to explore new challenges, help people grow as individuals and learn new things about yourself.

Helping other people can be very rewarding. One of the major attractions of becoming a psychologist is the opportunity to help others. If you enjoy working with people, a career in Psychology is a great choice. While people consider the job to be stressful at times, many psychologists describe their jobs as very gratifying and fulfilling.

Many psychologists have flexible work schedules. If you operate your own therapy practice, you can basically set your own hours. One big advantage of becoming a psychologist is that you can have a rewarding career and still have plenty of time to spend with your friends and family. Psychologists who work in hospitals or mental health offices may not have work schedules that are as flexible as their self-employed counterparts, but there are still plenty of opportunities to set hours that work with your life and family demands.

Psychologists have the potential to earn very high salaries. While people believe money alone never to be a good reason to choose a certain career, psychologists are generally well compensated for their time and effort. On average, psychologists earn anywhere from \$50,000 to \$100,000 annually. Some individuals opt to work part-time, still earning a respectable income while leaving time to care for children and fulfill other personal obligations.

Psychologists can own and operate their own businesses. If you enjoy working for yourself and have an entrepreneurial spirit, becoming a psychologist can be an excellent career choice. According the U.S. Department of Labor, nearly 35-percent of all psychologists are self-employed. Establishing your own private therapy practice gives you the opportunity to have full control over your career.

Psychologists get to meet and help a wide variety of people. If you enjoy working with people and helping them achieve their full potential, then becoming a psychologist can be extremely rewarding. While you will often face challenges, seeing your clients achieve real progress and work towards their goals can give you a feeling of accomplishment. Whether you

are working exclusively with children, adults, married couples or families, you will have the opportunity to meet and help people from all walks of life.

(Abridged from

<http://psychology.about.com/od/careersinPsychology/tp/psychologist-advantages.htm>)

16. Find the English equivalents in the text.

1. Порой люди считают свою работу напряженной, в то время как большинство психологов описывают свою работу как очень приятную и приносящую удовлетворение.

2. Психологи, которые работают в больницах или центрах психического здоровья, не могут позволить себе такой же гибкий график работы, как их предприимчивые коллеги, однако и у них существует достаточно возможностей для организации рабочего времени с учетом личных и семейных запросов.

3. В то время как многие считают, что не только деньги являются веской причиной выбора определенной карьеры, психологам, как правило, удается неплохо компенсировать потраченное время и усилия.

4. Независимо от того, работаете ли вы исключительно с детьми, взрослыми, одной семейной парой или семьями, у вас будет возможность познакомиться и помочь людям всех слоев общества.

5. Несмотря на то, что вы будете часто сталкиваться с испытаниями и трудностями, осознание того, что ваши клиенты достигают реального прогресса и двигаются к своим целям, даст вам ощущение выполненного долга.

6. Открытие частной терапевтической практики дает возможность всецело контролировать карьерный рост.

7. Некоторые из них предпочитают работать неполный рабочий день, оставляя время для ухода за детьми и выполнения других личных обязательств, и по-прежнему сохраняют достойный заработок.

17. Make plural forms of the following words.

Research, scientist, college, university, area, type, principle, study, entity, distress, office, degree, facility, advantage, opportunity, challenge, schedule, practice, family, salary, goal.

18. Put questions to the following sentences (the words in bold are answers).

1. There are many advantages to being a psychologist. (General question)

2. You will have the opportunity **to explore new challenges**.
3. One of the major attractions of becoming a psychologist is the opportunity to help others. (Disjunctive question)
4. Many psychologists have **flexible** work schedules.
5. Psychologists earn anywhere from \$50,000 to \$100,000 annually. (Alternative question)
6. **Psychologists** can own and operate their own businesses.
7. Establishing your own private therapy practice gives you the opportunity to have full control over your career. (General question)
8. Psychologists get to meet and help a **wide variety of people**.
9. Profession of psychologist encompasses a wide range of specialty areas. (Disjunctive question)
10. **Research psychologists** conduct studies and experiments with human or animal participants.

19. *Correct mistakes in the following sentences:*

1. People often think the word psychologist is connected with talk therapy.
2. Psychologists who work in hospitals or mental health offices cannot have work schedules that are as flexible as their self-employed counterparts.
3. A psychologist is someone who study the mind and behaviour.
4. Example of mental health psychologists include clinical psychologists, counseling psychologists, and school psychologists.
5. Training and educational requirements varies considerably depending upon specialty area.

20. *Summarize the general ideas of all the two texts in English.*

21. *Read Dialogue 2. a) fill in the gaps with the right question tag as in the Model;*

Albert: Ok. As far as I remember, to be a psychologist is a very hard work, **isn't it?**

Helen: Yes, it is.

b) Find out your partner's point of view on the profession of psychologist, using the conversational formulas below:

Well ...

Sounds great!

Nevertheless.../ Anyway ...

As far as I remember ...

What's more .../ Moreover...

Wonderful!

That's great!
Wish you good luck!
Really!

DIALOGUE 2

Albert: Hello, Helen! How are you? You look very excited. What's happened?

Альберт: Привет, Елена! Как ты? Выглядишь очень взволнованной. Что случилось?

Helen: Oh, hi, Albert! I have just attended a course for would-be psychologists.

Елена: О, привет, Альберт. Я только что посетила курс для будущих психологов.

Albert: Have you? Are you going to become a psychologist?

Альберт: Неужели? Ты собираешься стать психологом?

Helen: _____, yes. Why?

Елена: Да, а что?

Albert: _____ But, _____, to be a psychologist is a very hard work, ...?

Альберт: Здорово! Только, насколько я знаю, быть психологом это очень трудная работа, не так ли?

Helen: Yes, it is. _____, I want to be a psychologist very much. I want to work in hospital or health clinic and help people suffering from mental disorders or psychological distress.

Елена: Да, так. Но я очень хочу быть психологом. Я хочу работать в больнице или в клинике и помогать людям, страдающим от психических расстройств или стресса.

Albert: I see, it's a noble profession. _____, psychologists earn quite a nice sum of money,?

Альберт: Понятно, это очень благородная профессия. Более того, психологи зарабатывают приличные деньги.

Helen: Yes, they do. And they have flexible work schedules which enable them to spend more free time with their families.

Елена: Да. И у них гибкий график работы, что позволяет им проводить больше времени вместе с их семьями.

Albert: _____!

Альберт: Замечательно!

Helen: Yes. After all, they help a wide variety of people.

Елена: Да. Наконец, они помогают большому количеству людей.

Albert: _____! But anyway it's a very tiresome job, you know. You will expend a lot of energy in

Альберт: Отлично! Но, как бы там не было, знаешь, это трудная работа. Ты оставляешь много

trying to help other people.

Helen: Don't worry, Albert. I hope I will be able to cope with it.

Albert: _____ in your job!

Helen: Thank you very much!

энергии пытаюсь помочь другим людям.

Елена: Не волнуйся, Альберт. Я надеюсь, что справлюсь.

Альберт: Желаю тебе удачи в работе!

Елена: Спасибо тебе большое!

Grammar Reference

Present Simple (third person singular – (e)s) (§1)

Singular and Plural nouns – (e)s (§12),

Modal Verbs: *can, may* (§5),

Complex Object Constructions (§9)

TEST TO UNIT 2

1. *Add the ending –(e)s to the following words:*

to recognize, to study, to think, to encompass, to work, to watch, to include, to lie, to vary, to supervise, college, university, entity, office, illness, scientist, research, example, business, clinic, practice, facility.

2. *Define the line where suffix – (e)s is pronounced as [ɪz]:*

- a) scientists, schools, psychologists, fields, explores, individuals, things;
- b) illnesses, businesses, researches, colleges, challenges, practices, offices;
- c) gives, clients, goals, adults, couples, obligations, demands.

3. *Fill in the gaps with a suitable modal verb:*

1) One big advantage of becoming a psychologist is that you ... have a rewarding career and still have plenty of time to spend with your friends and family.

a) can; b) may

2) Psychologists who work in hospitals or mental health offices ... not have work schedules that are as flexible as their self-employed counterparts.

a) can; b) may

3) If you enjoy working for yourself and have an entrepreneurial spirit, becoming a psychologist ... be an excellent career choice.

a) can; b) may

4) The research of psychologists ... focus on a wide range of specialty areas within Psychology.

a) can; b) may

4. *Fill in the gaps with the right form of the verb to make Complex Object:*

1) I think a career in Psychology ... a great choice (to be).

a) is; b) to be; c) be

2) I heard psychologists ... anywhere from \$50,000 to \$100,000 annually (to earn).

a) to earn; b) earn; c) earning

3) She noticed nearly 35-percent of all psychologists ... self-employed (to be).

a) are; b) to be; c) be

4) We know some psychologists ... in medical settings (to work).

a) work; b) working; c) to work

5. *Define the line where all the words are adjectives:*

a) major, stressful, gratifying, flexible, certain, respectable, basically;

b) personal, excellent, private, full, real, wide, exclusively;

c) mental, social, different, psychological, clinical, simplest, educational.

6. *Define the predicate of the main sentence:*

1) While the job can be stressful at times, many psychologists describe their jobs as very gratifying and fulfilling.

a) can be; b) describe

2) While you will often face challenges, seeing your clients achieve real progress and work towards their goals can give you a feeling of accomplishment.

a) face; b) achieve; c) can give

3) If you enjoy working for yourself and have an entrepreneurial spirit, becoming a psychologist can be an excellent career choice.

a) enjoy; b) have; c) can be

4) Because psychologists perform such a wide variety of tasks, work settings can vary dramatically.

a) can vary; b) perform

5) While people believe money alone never to be a good reason to choose a certain career, psychologists are generally well compensated for their time and effort.

a) to be a good reason; b) are well compensated

UNIT 3

“Authoritarian behaviour is the payment for weakness, uncertainty and dissatisfaction”

Max Lüscher

Pre-reading tasks

1. Practice the pronunciation of the following words from the text and say their Russian equivalents:

behaviourism [bi'hɛɪvjə,rɪzəm], nourish ['nʌrɪʃ], theory ['θɪəri], conditioning [kən'dɪʃənɪŋ], stimulus ['stɪmjʊləs], observable [əb'zɜ:vəbl], internal [ɪn'tɜ:nəl], dimension [daɪ'menʃən], exert [ɪg'zɜ:t], rigid ['rɪdʒɪd], biological [ˌbaɪə'lɒdʒɪkəl], emphasize ['emfə'saɪz], genetics [dʒɪ'netɪks], determine [dɪ'tɜ:mɪn], influential [ˌɪnflʊ'ɛnʃəl], discourage [dɪs'kʌrɪdʒ].

2. Find out the initial forms of the following words:

behaviourist, founded, publication, powerful, twentieth, theorizing, driven, prediction, conditioning, acquired, observable, consideration, subjective, potentially, genetic, reinforcement, thinker.

3. Identify the parts of the speech of the following words:

established, behaviours, founded, publications, observable, twentieth, capabilities, conditioning, dominant, early, socially, known, occurs, internal, only, one-dimensional, major, rigid, discourages, unwanted ones.

4. Give the four forms of the following verbs:

to grow, to drive, to create, to base, to acquire, to shape, to suggest, to take, to argue, to account, to quantify.

5. Try to prove that the words in black types are nouns:

free **will**, internal **influences**, other types of **learning**, the **use** of reinforcement, the **power** that the **brain** and **genetics** play in **determining** and **influencing** human **actions**, in favor of **studying**, the research **practices** and theorizing of American **behaviourists** were driven by the intellectual **imperative**, our **responses**.

6. Translate the following sentences into Russian,

a) paying attention to verb –to be-:

1) It is also clear that the research practices *were driven* by the intellectual imperative. 2) Behaviourism is a theory of learning. 3) Internal states are too subjective. 4) All it takes is the right conditioning. 5) Behaviourism was too rigid and limited. 6) It was dominant during the middle of the 20th century.

b) *paying attention to tenses:*

1) Many thinkers believed that it fell short by neglecting some important influences on behaviour. 2) Freud believed that behaviourisms failed by not accounting for the unconscious mind's thoughts, feelings, and desires that exert an influence on people's actions. 3) Other thinkers like Carl Rogers and the other humanistic psychologists believed that behaviourism was too rigid and limited.

7. *Translate the following verbal forms into Russian correctly*

behaviours can be measured, theories could be used, behaviour can be studied, behaviours should be studied, any person could be trained, people and animals are able to adapt their behaviour.

8. *Analyze the English structures in bold, paying attention to their translation into Russian.*

1) **It is also** clear that the research practices and theorizing of American behaviourists until the mid-1950s were driven by the intellectual imperative **to create theories that could be used to make socially useful predictions.**

2) Conditioning **does occur** through interaction with the environment.

3) As Watson's quote suggests, **strict behaviourists do believe that any person could potentially be trained to perform any task,** regardless of things like genetic background, personality traits, and internal thoughts.

4) **Many critics argue that behaviourism is a one-dimensional approach to understanding human behaviour** and that behavioural theories do not

1) **Очевидно также,** что научно-исследовательские изыскания американских бихевиористов до середины 1950-х годов были вызваны научной потребностью **создать теории, которые можно было бы использовать для полезных обществу прогнозов.**

2) Формирование условных рефлексов **несомненно происходит** через взаимодействие с окружающей средой.

3) Как цитирует Уотсон, «принципиальные» **бихевиористы действительно считают, что потенциально каждого можно научить выполнять любую задачу,** независимо от наследственности, личностных качеств и мировоззрения.

4) Многие критики утверждают, **что бихевиоризм является одномерным подходом к пониманию человеческого поведения,** и что поведенческие

account for free will and internal influences such as moods, thoughts, and feelings.

5) **Freud did believe that behaviourism failed by not accounting** for the unconscious mind's thoughts, feelings, and desires that exert an influence on people's actions.

6) While behaviourism is not as dominant today as it was during the middle of the 20th-century, it **does still remain** an influential force in Psychology.

теории не учитывают свободную волю, а также такие внутренние факторы, влияющие на поведение, как настроение, мысли и чувства.

5) **Фрейд действительно считал, что бихевиоризм не имеет успеха из-за того, что не учитывает** подсознание, чувства и желания, которые оказывают влияние на поступки людей.

6) Несмотря на то, что бихевиоризм сегодня не является столь доминирующим, как в середине 20-го века, он **безусловно имеет огромное значение** в психологии до сих пор.

While-reading tasks

Now read text A and decide whether these statements are true (T) or false (F):

1. Behaviourism was established in 1913.
2. Behaviourism is also known as behavioural Psychology.
3. Behaviour can be studied in a systematic and observable manner with consideration of internal mental states.
4. Not any person could potentially be trained to perform any task.
5. Behaviourism does not account for other types of learning.
6. People and animals are not able to adapt their behaviour when new information is introduced.
7. Behaviorism is as dominant today as it was during the middle of the 20th century.
8. Behaviourism remains an influential force in Psychology.

Text A

Behaviourism

The term behaviourism refers to the school of Psychology founded by John B. Watson based on the belief that behaviours can be measured, trained, and changed. Behaviourism was established with the publication of Watson's classic paper "Psychology as the Behaviourist Views It" (1913).

From about 1920 through the mid-1950s, behaviours grew to become the dominant force within Psychology. Why did behaviourism become such a powerful force in Psychology for so much of the early twentieth-century?

"Behaviourism was the soil nourishing early American social science," explained author John A. Mills in his 1998 book *Control: A History of Behavioural Psychology*. "It is also clear that the research practices and theorizing of American behaviourists until the mid-1950s were driven by the intellectual imperative to create theories that could be used to make socially useful predictions," he also suggested.

Behaviourism, also known as behavioural Psychology, is a theory of learning based upon the idea that all behaviours are acquired through conditioning. Conditioning does occur through interaction with the environment. Behaviourists believe that our responses to environmental stimuli shape our behaviours.

According to this school of thought, behaviour can be studied in a systematic and observable manner with no consideration of internal mental states. It suggests that only observable behaviours should be studied, since internal states such as cognitions, emotions, and moods are too subjective.

As Watson's above quote suggests, strict behaviourists do believe that any person could potentially be trained to perform any task, regardless of things like genetic background, personality traits, and internal thoughts (within the limits of their physical capabilities); all it takes is the right conditioning.

Many critics argue that behaviourism is a one-dimensional approach to understanding human behaviour and that behavioural theories do not account for free will and internal influences such as moods, thoughts, and feelings. Behaviourism does not account for other types of learning, especially learning that occurs without the use of reinforcement and punishment. People and animals are able to adapt their behaviour when new information is introduced, even if a previous behaviour pattern has been established through reinforcement.

Behaviourism is based upon observable behaviours, so it is easier to quantify and collect data and information when conducting research.

One of the major benefits of behaviourism is that it allowed researchers to investigate observable behaviour in a scientific and systematic manner. However, many thinkers believed that it fell short by neglecting some important influences on behaviour. Freud, for example, did believe that

behaviourism failed by not accounting for the unconscious mind's thoughts, feelings, and desires that exert an influence on people's actions. Other thinkers like Carl Rogers and the other humanistic psychologists believed that behaviourism was too rigid and limited, failing to take into consideration things like free will.

More recently, biological Psychology has emphasized the power that the brain and genetics play in determining and influencing human actions. The cognitive school of Psychology focuses on mental processes such as thinking, decision-making, language, and problem-solving. In both cases, behaviourism neglects these processes and influences in favor of studying just observable behaviours.

While behaviourism is not as dominant today as it was during the middle of the 20th-century, it does still remain an influential force in Psychology. Outside of Psychology animal trainers, parents, teachers, and many others make use of basic behavioural principles to help teach new behaviours and discourage unwanted ones.

(Abridged from

<http://psychology.about.com/od/behavioralpsychology/f/behaviorism.htm>)

Post-reading tasks

9. *Answer the following questions.*

1. What does the term “behaviourism” refer to?
2. When was it established?
3. Why did behaviourism become a powerful force in Psychology in the early 20th century?
4. What is behaviourism?
5. What do behaviourists believe?
6. What does Watson suggest?
7. What do many critics argue about?
8. What is behaviourism based upon?
9. What is one of the major benefits of behaviourism?
10. What did Freud think about behaviourism?
11. What did other thinkers say about behaviourism?
12. What does the cognitive school of Psychology focus on?
13. Why does behaviourism still remain an influential force in Psychology?

10. *Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences:*

dominant force, soil, to nourish, to theorize, to be driven by, conditioning, stimulus, observable manner, internal mental state, cognition, one-dimensional approach, to account for, reinforcement, thinker, to neglect, unconscious mind, to exert, rigid, to take into consideration, genetics.

11. *Find the main sentence of each passage of text A and make a short summary of the text using the main sentences you have found.*

12. *Retell text A: a) in short; b) in detail.*

13. *Read text B. Try to guess the meaning of unfamiliar words from the context.*

14. *Look through text B again, express the main points of the text.*

Text B

10 ways to be less reactive in difficult situations

All of us do encounter experiences in life when we may be temporally overwhelmed by a negative emotion, be it anger, pressure, nervousness, despair, or confusion. In these situations, how we choose to “master the moment” can make the difference between proactive versus reactive, confident versus insecurity, and success versus failure.

Here are some tips that introduce a positive interruption to a negative mental or emotional state. These mindful interjections, however brief or long, provide a psychological opening from which you can recalibrate and choose more empowering action. Not all of these tips may apply to your particular situation. Simply use what works and discard the rest.

1. If you feel angry and upset with someone, before you say or do something you might later regret, take a deep breath and count slowly to ten. In most circumstances, by the time you reach ten, you would have figured out a better way of communicating the issue, so that you can reduce, instead of escalate the problem. If you're still upset after counting to ten, take a time out if possible, and revisit the issue after you calm down.

2. When you feel adversely about someone's behavior towards you, avoid jumping to a negative conclusion right away. Instead, come up with multiple ways of viewing the situation before reacting. When we avoid personalizing other people's behaviors, we can view their expressions more objectively, and reduce the possibility of misunderstanding.

3. If you're dealing with a difficult individual, try to put yourself in the challenging person's shoes, even for just a moment, and complete the sentence: “It must not be easy...” For example:

“My child is being so resistant. It must not be easy to deal with his school and social pressures...” “My supervisor is really demanding. It must not be easy to have such high expectations placed on her performance by upper-management...” To be sure, empathetic statements do not excuse unacceptable behavior. The point is to remind yourself that people do what they do because of their own issues. As long as we’re being reasonable and considerate, difficult behaviors from others say a lot more about them than they do about us.

4. When someone’s pressuring you to make a decision you’re not sure about, simply buy time and say: “I’ll think about it.” This phrase can instantly lift the psychological pressure, and put you in greater control of the situation. Whether it’s an acquaintance asking for a favor, a romantic interest pursuing a date, or intense sales pressure, take the time you need to evaluate the pros and cons of the situation, and consider whether you want to negotiate a different arrangement, or if you’re better off by saying “no.”

5. If you feel nervous and anxious, put cold water on your face, which triggers the mammalian diving reflex and immediately slows the heart rate between ten to twenty-five percent. It’s also helpful to get fresh air and take deep breaths from the diaphragm.

6. When you feel under stress, have a hot cup of decaffeinated green tea. Research shows that green tea contains the amino acid theanine, which helps reduce stress. Holding the warm beverage cup in your hand can elevate your mood as well. Avoid caffeinated beverages which can stimulate your nervousness.

7. If you feel fearful or discouraged, try intense aerobic exercises. Energize yourself. The way we use our body does affect greatly how we feel. As the saying goes - motion dictates emotion. As you experience the vitality of your body, your confidence will also grow.

8. When you find yourself obsessing in a way you know it’s not good for you, whether it’s oversensitivity, unnecessary anxiety, or unhealthy rumination, use a technique developed by psychologist Eric Maisel and say to yourself: “I’m not tripping over this!” Distract yourself with constructive activities to avoid being stuck. Ask for feedback from trusted peers and credible advisors to maintain objectivity.

9. If you feel overwhelmed, confused, or uninspired, go into nature and surround yourself in colors of green and blue, which have a

calming effect. Find a panoramic view and look out into the distance. Walk. Take deep breaths. Immerse yourself in nature's splendor. Come back with a fresh perspective and new inspiration.

10. When you go through setbacks and failures, ask: "What is the lesson here?" "How can I learn from this experience?" "What is most important now?" and "If I think outside the box, what are some better answers?" The higher the quality of questions we ask, the better the quality of answers we will receive. Ask constructive questions based on learning and priorities, and we can gain the proper perspective to help us tackle the situation at hand.

(Abridged from <https://www.psychologytoday.com/blog/communication-success/201504/10-tips-change-reactive-proactive-in-situations>)

15. Analyze the English structures in bold, paying attention to their translation into Russian.

- | | |
|---|---|
| 1) All of us do encounter experiences in life when we may be temporally overwhelmed by a negative emotion, be it anger, pressure, nervousness, despair, confusion. | 1) Несомненно каждый из нас переживал в жизни ситуации, когда такие негативные эмоции как гнев, эмоциональное напряжение, нервозность, отчаяние или смятение внезапно охватывали вас. |
| 2) In most circumstances, by the time you reach ten, you would have figured out a better way of communicating the issue , so that you can reduce, instead of escalate the problem. | 2) В большинстве случаев, к тому времени, когда вы досчитаете до десяти, вероятно найдется лучший способ решения проблемы , который позволит ее устранить, а не обострять. |
| 3) When you feel adversely about someone's behavior towards you, avoid jumping to a negative conclusion right away , instead, come up with multiple ways of viewing the situation before reacting. | 3) Если вы чувствуете, что кто-то настроен к вам негативно, избегайте поспешных выводов , вместо спонтанных действий взгляните на ситуацию с разных точек зрения. |
| 4) If you're dealing with a difficult individual, try to put yourself in the challenging person's shoes , even for just a moment. | 4) Если вы имеете дело со сложной личностью, попробуйте хотя бы на мгновение поставить себя на его место. |

5) **As long as we're being reasonable and considerate,** difficult behaviors from others say a lot more about them.

6) The way we use our body **does affect** greatly how we feel.

7) **When you find yourself obsessing in a way you know it's not good for you,** whether it's oversensitivity, unnecessary anxiety, or unhealthy rumination, use a technique developed by psychologist Eric Maisel and say to yourself: "I'm not tripping over this!"

8) **The higher** the quality of questions we ask, **the better** the quality of answers we will receive.

5) **Пока мы стараемся вести себя разумно и осмотрительно,** манеры поведения людей расскажут о них гораздо больше.

6) Степень физической нагрузки на организм **безусловно влияет** на самочувствие.

7) Когда вы находитесь под влиянием таких разрушающих состояний как повышенная чувствительность, излишнее беспокойство, или руминация, используйте методику, разработанную психологом Эриком Майзелем и скажите себе: "Я об это не споткнусь!"

8) **Чем продуманней** задаваемые вопросы, **тем качественней** получаемые ответы.

16. *Summarize the general ideas of the two texts in English.*

17. *Read Dialogue 3.*

a) fill in the gaps with the right choice as in the Model;

Albert: Does it study behaviours of people **or** animals (**or anything else**)?

Helen: All living creatures, I believe.

b) find out your partner's point of view on people behaviours. Fill in the gaps using the appropriate conversational formulas.

True but ...

In my opinion ...

Don't you agree that ...

I'd like to point out that ...

Would you agree that ...

I fully agree.

First of all you ...

By the way,

I believe...

I will be obliged if ...

As far as I know ...

You don't say so!

DIALOGUE 3

Helen: Hello, Albert! Glad to see you. How are you? **Елена:** Привет, Альберт! Рада тебя видеть. Как дела?

Albert: Hi, Helen! I'm fine, thanks. Glad to see you too. Have you revised the material for seminar about behaviourism? **Альберт:** Привет, Елена! Я в порядке, спасибо. Я тоже рад тебя видеть. Ты уже подготовила материал к семинару по бихевиоризму?

Helen: I've been reading a book about behaviourism by Carl Rogers. And I've found a lot of useful information there. **Елена:** Я читаю книгу Карла Роджерса о бихевиоризме. И я нашла много полезной информации там.

Albert: Have you? I haven't read it yet. Unfortunately, I couldn't attend the lecture last Monday, _____ if you tell me about behaviourism in brief. Is it a ... science or a ... one? (*classical, new, modern, ancient, traditional*) **Альберт:** Правда? А я пока еще не читал её. К сожалению, я не смог посетить лекцию в прошлый понедельник, буду признателен, если ты вкратце расскажешь о бихевиоризме? Эта древняя наука или современная?

Helen: Mmm, _____ It's quite modern. It came into being with John Watson's publication in 1913. **Елена:** Ммм, _____ Думаю, что современная. Возникла в 1913 году после публикации Дж. Уотсона.

Albert: Does it study behaviours of ... or ... ? (people, animals, children, adults, groups) **Альберт:** Изучает ли она модели поведения людей или животных?

Helen: All living creatures, _____ It's a theory of learning based upon the idea that all behaviours are acquired through conditioning. **Елена:** Полагаю, всех живых существ. Это теория обучения, основанная на идее, что все модели поведения приобретаются через условные рефлексy.

Albert: I wonder if there are any pros and cons? **Альберт:** Интересно, какие есть «за» и «против»?

Helen: _____ that many **Елена:** Хочу обратить внимание,

critics argue that behaviourism is a one-dimensional approach to understanding human behaviour and that behavioural theories do not account for free will and internal influences such as moods, thoughts, and feelings.

Albert: And what's Rogers' point of view on it?

Helen: _____ Carl Rogers believed that behaviourism was too rigid and limited, failing to take into consideration things like free will.

Albert: _____ his definition doesn't give a full understanding of behaviourism, that it is just a supposition?

Helen: _____ with you. But behaviourism still remains an influential force in Psychology and it allows researchers to investigate observable behaviour in a scientific and systematic manner.

Albert: _____ today there is so much psychological literature on people behaviours, As for me I am really interested in methods of being less reactive in difficult situations. Even if you have some negative emotion, you can change it into positive one.

что многие критики считают бихевиоризм одномерным подходом к пониманию человеческого поведения, и что эти теории не учитывают свободного выбора и таких внутренних факторов как настроение, мысли и чувства.

Альберт: А какова точка зрения Роджерса на этот счет?

Елена: Насколько я знаю, Карл Роджерс считал, что бихевиоризм является слишком жестким и ограниченным и не принимает во внимание свободу воли.

Альберт: Согласна ли ты, что его определение не даёт полного понимания о бихевиоризме, что это просто предположение?

Елена: Абсолютно согласна, однако бихевиоризм по-прежнему остается влиятельной силой в психологии, позволяя ученым исследовать характерное поведение научными и систематическими методами.

Альберт: Между прочим, сегодня существует много психологической литературы о моделировании поведения человека, а мне особенно интересны методы управления поведением в стрессовых ситуациях. Даже если ты испытываешь негативные эмоции, ты можешь преобразовать их в позитивные.

Helen: _____ It's like this, if you feel angry and upset with someone, _____ you should take a deep breath and count slowly to ten. Put cold water on your face if you feel nervous and anxious.

Albert: Yes, There are a lot of good tips, and I will tell you with great pleasure about them, if you are not busy. It's high time to have a bite. Would you like ... or ... (coffee, tea, juice, mineral water, milkshake)?

Helen: I'd love to, _____ a hot cup of decaffeinated green tea helps when you feel under stress.

Елена: Здорово!!! Например, если ты злишься или расстроен, для начала сделай глубокий вдох и медленно досчитай до десяти. Если ты нервничаешь и тебе тревожно, можешь ополоснуть лицо холодной водой.

Альберт: Да, много добрых способов, и я с удовольствием расскажу о них, если у тебя есть время. Самое время перекусить. Ты будешь чай или кофе?

Елена: С удовольствием, кстати, горячая чашка зеленого чая без кофеина помогает снять стресс.

Grammar

Verb *to be* (§2),

Consequence of Tenses (§13)

Emphatic Constructions (do/did) (§14).

TEST TO UNIT 3

1. *Fill in the gaps choosing the necessary grammatical form:*

1) Behaviourism ... established in 1913.

a) was; b) is; c) has been

2) Internal states ... too subjective.

a) were; b) are; c) will be

3) People and animals ... able to adapt their behavior when new information ... introduced.

a) are, is; b) were, was; c) is, are

4) Behaviourism ... not as dominant today as it ... during the middle of the 20th century.

a) was, is; b) is, had been; c) is, was

5) It ... also helpful to get fresh air and take deep breaths from the diaphragm.

a) is; b) was; c) will be

6) John A. Mills explained in his book that behaviourism ... the soil nourishing early American social science.

a) is; b) was; c) had been

7) Behaviourists believe that our responses to environmental stimuli ... our behaviours.

a) shaped; b) had shaped; c) shape

8) Many critics argue that behaviourism ... a one-dimensional approach to understanding human behavior.

a) is; b) was; c) had been

9) She said that she ... about it in future.

a) will think; b) would think; c) thought

10) He asked how he ... learn from that experience.

a) can; b) could; c) had been able to

2. *Choose the right translation of the following grammatical constructions:*

1) Behaviourism did become a powerful force in Psychology.

a) Бихевиоризм несомненно стал могущественной силой в психологии.

b) Бихевиоризм несомненно становится могущественной силой в психологии.

c) Конечно, бихевиоризм стал могущественной силой в психологии.

2) Behaviourism did allow researchers to investigate observable behaviour in a scientific and systematic manner.

a) Бихевиоризм безусловно позволяет исследователям изучать наблюдаемое поведение в научной и систематической манере.

b) Бихевиоризм безусловно позволял исследователям изучать наблюдаемое поведение в научной и систематической манере.

c) Бихевиоризм позволял исследователям изучать наблюдаемое поведение в научной и систематической манере.

3) The cognitive school of Psychology does focus on mental processes.

a) Познавательная школа психологии действительно сосредоточена на психических процессах.

b) Познавательная школа психологии действительно была сосредоточена на психических процессах.

c) Вероятно, познавательная школа психологии сосредоточена на психических процессах.

3. *Define the line where one adverb can also be an adjective:*

1) early, clear, socially, potentially;

2) objectively, simply, instantly, slowly;

3) immediately, temporally, adversely, greatly.

4. *Define the predicate of the main sentence:*

1) All of us do encounter experiences in life when we may be temporally overwhelmed by a negative emotion, be it anger, pressure, nervousness, despair, or confusion.

a) encounter; b) may be overwhelmed; c) be

2) In these situations, how we choose to “master the moment” can make the difference between proactive versus reactive, confident versus insecurity, and success versus failure.

a) master; b) choose; c) can make the difference

3) It is also clear that the research practices and theorizing of American behaviourists until the mid-1950s were driven by the intellectual imperative to create theories that could be used to make socially useful predictions.

a) were driven; b) could be used; c) clear

5. *Define how many sentences(main and subordinate) do the following sentences comprise:*

1) These mindful interjections, however brief or long, provide a psychological opening from which you can recalibrate and choose more empowering action.

a) one; b) two; c) three

2) Whether it's an acquaintance asking for a favor, a romantic interest pursuing a date, or intense sales pressure, take the time you need to evaluate the pros and cons of the situation, and consider whether you want to negotiate a different arrangement, or if you're better off by saying "no."

a) two; b) three; c) four

3) Research shows that green tea contains the amino acid theanine, which helps reduce stress.

a) two; b) three; c) four

4) As Watson's above quote suggests, strict behaviourists do believe that any person could potentially be trained to perform any task, regardless of things like genetic background, personality traits, and internal thoughts (within the limits of their physical capabilities); all it takes is the right conditioning.

a) two; b) three; c) four

"Man perceives reality with the help of internal radar"

Max Luscher

Pre-reading tasks

1. Practice the pronunciation of the following words from the text and say their Russian equivalents:

cognitive ['kɒgnɪtv], subfield ['sʌbfɪ:ld], acquisition [ˌækwi'zɪʃən], perceive [pə'si:v], discipline ['dɪsɪplɪn], accuracy ['ækjʊərəsɪ], curriculum [kə'ɪkju:ləm], generate ['dʒenə'reɪt], sensory ['sensəri], transform [træns'fɔ:m], elaborate [ɪ'læbə'reɪt], hallucination [hə'lu:si'neɪʃən], phenomenon [fi'nɒmɪnən], psychoanalysis [ˌsaɪkəʊə'nælɪsɪs], perception [pə'sepʃən], linguistics [lɪŋ'gwɪstɪks].

2. Find out the initial forms of the following words:

relatively, quickly, forgetting, acquisition, practical, accuracy, learning, considerable, processing, stimulation, sensory, artificial, heavily, perception.

3. Make the following adjectives negative by adding prefixes **un-**, **in-** (**im-**, **ir-**, **il-**):

a) receptive, fortunate, popular, practical, observable, scientific, important, happy, distracted;

b) apparent, considerable, frequent, different, artificial, active, definite, experienced, effective;

c) relevant, possible, regular, legal, responsible, logical.

4. Identify the parts of the speech of the following words:

cognitive, application, exactly, educational, decision-making, began, problem-solving, generated, possibly, psychological, observable, scientific, touches, frequently, intelligence, educator.

5. Give the four forms of the following verbs:

to grow, to perceive, to remember, to relate, to acquire, to process, to store, to structure, to shift, to generate, to reduce, to elaborate, to involve, to rely, to benefit.

6. Fill in the gaps with the right form of the following words:

noun	verb	adjective
...	forget	...

acquisition	...	...
...	...	practical
...	perceive	...
...	...	cognitive
absence	...	...
...	improve	....
...	...	dominant
educator	...	...
...	...	observable

7. Translate the following grammatical structures into Russian:

it has quickly grown to become, the tide began to shift against behavioural Psychology to focus on topics, human being might possibly do, Psychology uses scientific methods to study mental processes, who should study, who may benefit, designers can benefit, to enhance learning, who may benefit from studying cognitive Psychology, to focus on topics such as problem-solving.

8. Try to prove that the words in black types are nouns:

topics such as **learning** styles, **forgetting** are just a few of the practical applications; Psychology studies mental **processes**; the core **focus** of cognitive Psychology is; to enhance **learning**; the first **use** of the term; who may benefit from **studying**; designers can all benefit from **understanding**.

9. Analyze the English structures in bold, paying attention to their translation into Russian.

1) Cognitive Psychology is a relatively young branch of Psychology, yet **it has quickly grown to become one of the most popular subfields.** 1) Когнитивная психология относительно молодая область психологии, но быстро стала одной из самых популярных подобластей.

2) Topics such as learning styles, attention, memory, **forgetting**, and language acquisition are just a few of the practical applications for this 2) Такие темы как особенности восприятия, внимание, память, свойства **забывания** и овладение языком – это лишь несколько

science.

примеров практического
применения когнитивной
психологии.

3) Between 1950 and 1970, the tide **began to shift** against behavioural Psychology **to focus on** topics such as attention, memory and **problem-solving**.

3) Между 1950-м и 1970-м годами интерес к поведенческой психологии **пошел на спад**, и внимание **переключилось на** такие процессы, как внимание, память и **способность решать задачи**.

4) **Often referred to as the cognitive revolution**, this period generated considerable research on topics, including processing models, cognitive research methods and the first use of the term “cognitive Psychology.”

4) Зачастую именуясь периодом **когнитивной революции**, в это время были проведены значительные исследования по таким темам, как действующие модели, методы когнитивного исследования и первое использование термина «когнитивная психология».

5) **Given such a sweeping definition**, it is **not inapparent** that cognition is involved in everything a human being **might possibly do**; that every psychological phenomenon is a cognitive phenomenon.

5) **Предложив такое широкое определение**, весьма очевидно, что познание участвует во всем, что **может сделать человек**; что каждый психологический феномен является когнитивным.

6) Because cognitive Psychology touches on many other disciplines, this branch of Psychology **is not infrequently** studied by people in a number of different fields.

6) Поскольку когнитивная психология затрагивает множество дисциплин, эта отрасль **зачастую имеет чрезвычайно** широкий диапазон изучения.

While-reading tasks

10. Read text A and decide whether these statements are true (T) or false (F):

1. Cognitive Psychology is a young branch of Psychology.
2. It is the part of the larger field of cognitive science.
3. Behaviourism always was the dominant school of thought in Psychology.

4. The term "cognitive Psychology" was first used in 1967 by American psychologist Ulric Neisser in his book *Cognitive Psychology*.
5. Not every psychological phenomenon is a cognitive phenomenon.
6. Cognitive Psychology is concerned only with cognition.
7. Cognitive Psychology is studied by people in a number of different fields.

Text A

Cognitive Psychology

Cognitive Psychology is a relatively young branch of Psychology, yet it has quickly grown to become one of the most popular subfields. Topics such as learning styles, attention, memory, forgetting, and language acquisition are just a few of the practical applications for this science. But what exactly is cognitive Psychology? What do cognitive psychologists do?

Cognitive Psychology is the branch of Psychology that studies mental processes including how people think, perceive, remember, and learn. As part of the larger field of cognitive science, this branch of Psychology is related to other disciplines including neuroscience, philosophy, and linguistics.

The core focus of cognitive Psychology is on how people acquire, process and store information. There are numerous practical applications for cognitive research, such as improving memory, increasing decision-making accuracy, and structuring educational curricula to enhance learning.

Until the 1950s, behaviourism was the dominant school of thought in Psychology. Between 1950 and 1970, the tide began to shift against behavioural Psychology to focus on topics such as attention, memory and problem-solving. Often referred to as the cognitive revolution, this period generated considerable research on topics, including processing models, cognitive research methods and the first use of the term "cognitive Psychology."

The term "cognitive Psychology" was first used in 1967 by American psychologist Ulric Neisser in his book *Cognitive Psychology*. According to Neisser, cognition involves "all processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used. It is concerned with these processes even when they operate in the absence of relevant stimulation, as in images and hallucinations... Given such a sweeping definition, it is not inapparent that cognition is involved in

everything a human being might possibly do; that every psychological phenomenon is a cognitive phenomenon."

Unlike behaviourism, which focuses only on observable behaviours, cognitive Psychology is concerned with internal mental states. Unlike psychoanalysis, which relies heavily on subjective perceptions, cognitive Psychology uses scientific research methods to study mental processes.

Because cognitive Psychology touches on many other disciplines, this branch of Psychology is not infrequently studied by people in a number of different fields. The following are just a few of those who may benefit from studying cognitive Psychology:

1. Students interested in behavioural neuroscience, linguistics, industrial-organizational Psychology, artificial intelligence, and other related areas.
2. Teachers, educators, and curriculum designers can benefit by learning more about how people process, learn, and remember information.
3. Engineers, scientists, artists, architects, and designers can all benefit from understanding internal mental states and processes.

(Abridged from

<http://psychology.about.com/od/cognitivepsychology/f/cogpsych.htm>)

Post-reading tasks

11. Answer the following questions.

1. What is cognitive Psychology?
2. Which topics does it cover?
3. What does cognitive Psychology study?
4. What kind of disciplines is it related to?
5. What is the core focus of cognitive Psychology?
6. What practical applications are there for cognitive research?
7. What happened in the period between 1950 and 1970?
8. When was the term "cognitive Psychology" first used?
9. What does cognition involve according to Ulric Neisser?
10. How does cognitive Psychology differ from behaviourism and psychoanalysis?
11. What kind of people may benefit from studying cognitive Psychology?

12. a) Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences;

b) Choose no less than five lexical units and use them in your own situations.

Cognitive revolution, subfield, language acquisition, practical application, mental process, to perceive, core focus, curriculum, to shift, sensory input, to elaborate, hallucination, psychoanalysis, behavioural neuroscience, artificial intelligence.

13. Find the main sentence of each passage of text A and make a short summary of the text using the main sentences you have found.

14. Retell text A: a) in short; b) in detail.

15. Look through text B and find the key words in each part, use them to express the main points of the text.

Text B

Five ways to improve your attention

It happens to the best of us. You are sitting in class or in a meeting and you suddenly find yourself daydreaming, losing focus, and not paying attention. In one study of over 2,000 adults, people reported that their minds were not really on the task at hand almost 50 percent of the time. Perhaps even more importantly, people report feeling less happy when they are distracted.

So what can you do to improve your attention, increase your focus, and prevent your mind from wandering? Researchers have discovered a few different things that might help:

1. Stop multitasking

Trying to do many different things at once makes it more difficult to concentrate on any one thing. While it might seem like multitasking can help you accomplish more, research has shown that juggling multiple tasks actually reduces both productivity and accuracy. If you want to make the most out of your attentional resources, try focusing on just one task at a time.

2. Practice mindfulness

Mindfulness involves purposely paying attention to things in a particular way, and new research suggests that practicing mindfulness might actually help improve your ability to concentrate. According to research presented at an annual conference held by the British Psychological Society (BPS), children who took a short training course in mindfulness were better able to concentrate and ignore distractions.

3. Meditate

Researchers have found that those experienced in meditation are better at focusing their attention on a single item and ignoring irrelevant items. What about people new to meditation? Can practicing this skill help you better focus your attentional spotlight? The research indicates that the answer is yes. Participants in one study who learned to meditate and practiced for approximately 30 minutes per day were quicker to notice new stimuli, indicating that they had improved their attention.

So why exactly does meditation help? One suggestion is that it decreases the attentional blink that we all experience. Attentional blink is a brief period of time after we focus on one item, about half a second, where we are unreceptive to secondary stimuli. Essentially, focusing on one thing makes us briefly blind to other things. One study found that participants who received meditation training demonstrated a marked reduction in attentional blink.

4. Turn off the technology

From smartphones to video games to online video, it seems like we spend a huge chunk of our day absorbed by various forms of technology. Unfortunately, research has demonstrated that the constant distraction presented by such technology can actually make it more difficult for young children to focus on activities such as reading for an extended period of time. If you want to focus your attention and fully devote yourself to a task, turn off the technology - at least for long enough to let you finish the job.

5. Practice makes perfect

Meditation can help you learn to improve your focus, but it takes practice to learn how to bring your attention back to the task at hand. Researcher Wendy Hasenkamp suggests that becoming aware of when your mind has wandered, actively disengaging from the distraction, and bringing your focus back to the task at hand can help make people more mindful of how they utilize their attention. The more you notice that your mind has wandered, and thus the more you actively bring yourself back to a state of attention, the better you will become at maintaining your focus on a single task.

Final thoughts

If you've ever felt like you have a "short attention span" or if you often catch your mind wandering when you should be focusing on a task, you might be able to benefit from some of these "attention boosting" activities. Eliminating distractions, putting an end to multitasking, meditating, and

actively practicing these skills are just a few of the things that researchers believe can have a beneficial influence on attention. Think of attention as a muscle – the more you work with it, the stronger it will be.

(Abridged from <http://psychology.about.com/od/cognitivepsychology/tp/5-Ways-to-Improve-Your-Attention.htm>)

16. Find the English equivalents in the text.

1. Вы сидите в классе или на встрече и неожиданно осознаете, что вы замечтались, не можете сосредоточиться, и не обращаете ни на что внимание.

2. Возможно даже более важно то, что по данным опроса люди недовольны, когда их отвлекают.

3. Так что вы можете сделать, чтобы улучшить внимание, умение концентрироваться и не заблуждаться?

4. Попытка сделать многое сразу затрудняет концентрацию на чем-то одном.

5. «Развитие внимательности» подразумевает намеренное обращение внимания на предметы особым образом, а по данным новых исследований практика развития внимательности может действительно помочь улучшить способность концентрироваться.

6. Исследователи обнаружили, что те, кто практикуют медитацию, лучше концентрируют внимание на чем-то одном и игнорируют несущественное.

7. Участники одного исследования, которые учились медитировать и практиковались приблизительно по 30 минут в день, быстрее реагировали на новые раздражители, указывая на улучшение их внимания.

8. Медитация может помочь научиться концентрироваться, но необходима практика, чтобы научиться тому, как вскоре переключиться обратно на поставленную задачу.

17. Summarize the general ideas of the two texts in English.

18. Read Dialogue 4. a) fill in the gaps choosing **what** or **which** question word;

Helen: What is the book about?

Albert: It is about the branch of Psychology.

Helen: Which one: Cognitive or Social

Albert: Cognitive Psychology.

b) Find out your partner's point of view on the Cognitive Psychology, using the conversational formulas below:

It's fine.

Frankly speaking, ...

In short.

May I ask you one more question?

That explains it.

As for...

It is new to me.

Same to you!

And so on.

I've got to go.

As I said before,...

Don't mention it.

Could you tell me ...?

What do you mean by saying ...?

DIALOGUE 4

Albert: Hello, Helen! How are you? Finally, I have read the book I borrowed from the library a month ago!

Helen: Hi, Albert! Have you? ... is it about, I wonder?

Albert: It's about one of the branches of Psychology.

Helen: ... one: Behavioral or Cognitive?

Albert: This time Cognitive Psychology that studies mental processes.

Helen: Hmm, sounds interesting. _____, I've read something about it. And it would be nice to learn more about this branch of Psychology.

Albert: Ok. I will tell you about

Альберт: Привет, Елена! Как ты? Наконец-то я прочитал ту книгу, которую взял в библиотеке месяц назад!

Елена: Привет, Альберт! Правда? Интересно о чем она?

Альберт: Она об отрасли психологии.

Елена: О которой: поведенческой или когнитивной?

Альберт: На этот раз о когнитивной, изучающей психические процессы.

Елена: Хмм, интересно. Честно говоря, я что-то читала об этом. И было бы здорово узнать больше о данной отрасли психологии.

Альберт: Хорошо. Я расскажу тебе

it _____. _____,
Cognitive Psychology studies mental processes including how people think, perceive, remember and learn. Despite it is a relatively young branch of Psychology, it has become one of the most popular subfields.

Helen: _____ ... psychologist first used the term “Cognitive Psychology”?

Albert: This term was first used by American psychologist Ulric Neisser in 1967 in his book *Cognitive Psychology*.

Helen: _____?

Albert: Yes, you welcome.

Helen: ... is the usefulness of Cognitive Psychology for people?

Albert: It has some practical applications, such as improving memory, increasing decision-making accuracy, and structuring educational curricula and so on.

Helen: _____. _____ the audience of cognitive Psychology, who may benefit from studying Cognitive Psychology?

Albert: People in a number of different fields may benefit from it. For example, students interested in behavioural neuroscience,

о ней вкратце. Как я уже сказал, она изучает психические процессы, включая мышление, восприятие, память и особенности обучения. Несмотря на то, что это относительно молодая отрасль психологии, она стала одной из самых популярных подотраслей.

Елена: Подскажи, пожалуйста, какой ученый впервые использовал термин «когнитивная психология»?

Альберт: Данный термин был впервые использован американским психологом Ульрихом Нейссером в 1967 году в книге *Когнитивная психология*.

Елена: Могу я задать тебе еще один вопрос?

Альберт: Да, пожалуйста.

Елена: Чем полезно знание когнитивной психологии для людей?

Альберт: Она широко применяется для улучшения памяти и внимания, в обучении стратегиям правильности принятия решения, при разработке образовательных программ и т.д.

Елена: Это все объясняет. А как насчет интересующихся когнитивной психологии, кому она полезна?

Альберт: Людям из различных областей. Например, студентам, заинтересованным в поведенческой неврологии, лингвистике, производственно-организационной

linguistics, industrial-organizational Psychology, or artificial intelligence. As well as teachers, educators, curriculum designers, engineers, scientists, artists, architects, and designers and many others.

Helen: _____. Then it's you who knows a lot about attention. I've got a problem with focus, sometimes I can't stop my mind from wandering. Are there any ways to improve my attention?

Albert: Sure, there are several tips for this. For example, you should stop multitasking, practice mindfulness, meditate, turn off the technology and remember that practice makes perfect.

Helen: Hmmm, _____. _____ practice mindfulness?

Albert: Well, for example, when you wake up in the morning take a few moments before rising to lay still and breathe deeply; contemplate your surroundings; create a mental list of things in your life for which you are grateful – even better, write them down; become aware of your breath. Also become aware of your thoughts and without any judgement, allow them to float, like a cloud out of your mind,

психологии или искусственном интеллекте. А также преподаватели, воспитатели, дизайнеры учебного плана, инженеры, ученые, художники, архитекторы, дизайнеры и многие другие.

Елена: Прекрасно. Тогда ты уж точно много знаешь о внимании. Мне сложно сконцентрироваться, иногда «летаю в облаках».

Существуют ли способы улучшения внимания?

Альберт: Конечно, есть несколько советов. Например, тебе следует перестать делать несколько дел одновременно, делать упражнения на развитие внимательности, медитировать, исключить всякие гаджеты и помни, что дело мастера боится.

Елена: Хммм, Что-то новенькое! А что такое развитие внимательности? Что ты имеешь ввиду?

Альберт: Например, перед тем как встать утром, полежи несколько минут спокойно и глубоко дыши; созерцай свое окружение; подумай о том, за что ты благодаришь жизнь, а лучше изложи мысли на бумаге; не забывай о дыхании. Ни о чем не думай, позволь мыслям уплыть как облакам, сделай вдох – выдох и вставай.

coming back to your inhale and exhale.

Helen: Very informative! ... of the tips do you think is the best?

Albert: I think that all of them are good. Choose the one ... suits you best.

Helen: Thank you very much for your attention!

Albert: _____. But _____ . Wish you good luck in your study! Bye!

Helen: _____ ! Bye!

Елена: Очень познавательно! Как ты считаешь, какой из этих советов самый лучший?

Альберт: Я считаю, что все они хорошие. Выбери тот, который тебе больше подойдет.

Елена: Спасибо тебе большое за информацию!

Альберт: Не стоит благодарности. Но мне нужно сейчас идти. Желаю тебе удачи в твоей учебе! Пока!

Елена: И тебе того же! Пока!

Grammar

The infinitive (§7)

The Gerund (§10)

Emphatic Constructions (not + un-, in-, im-, ir-, il- + adjective/adverb) (§14)

TEST TO UNIT 4

1. *Fill in the gaps choosing the necessary grammatical form:*

1) What can you do ... your attention and prevent your mind from ... ?

a) to improve, wandering; b) improving, wandering; c) to improve, to wander;

2) ... to do many different things at once makes it more difficult ... on any one thing.

a) to try, to concentrate; b) trying, to concentrate; c) trying, concentrating;

3) If you want ... the most out of your attentional resources, try ... on just one task at a time.

a) making, focusing; b) to make, to focus; c) to make, focusing;

4) Researchers have found that those experienced in meditation are better at ... their attention on a single item and ... irrelevant items.

a) focusing, ignoring; b) to focus, to ignore; c) focusing, to ignore;

5) If you want ... your attention and fully devote yourself to a task, turn off the technology - at least for long enough ... you finish the job.

a) to focus, letting; b) focusing, to let; c) to focus, to let;

6) Researcher Wendy Hasenkamp suggests that ... your focus back to the task at hand can ... make people more mindful of how they utilize their attention.

a) bringing, to help; b) bringing, help; c) bringing, helping;

7) Actively ... the skills are just a few of the things that researchers believe can ... a beneficial influence on attention.

a) to practice, have; b) practicing, to have; c) practicing, have.

2. *Choose the right translation of the following sentences:*

1) It is not inapparent that cognition is involved in everything a human being might possibly do.

a) Весьма очевидно, что познание участвует во всем, что может сделать человек.

b) Неясно, участвует ли познание во всем, что может сделать человек.

c) Очевидно, что познание участвует во всем, что может сделать человек.

2) Cognitive Psychology is not infrequently studied by people in a number of different fields.

a) Когнитивная психология редко имеет чрезвычайно широкий диапазон изучения.

b) Когнитивная психология зачастую имеет чрезвычайно широкий диапазон изучения.

c) Когнитивная психология не имеет чрезвычайно широкий диапазон изучения.

3. *Define the line where all the words are adverbs:*

a) relatively, quickly, exactly, approximately, possibly, heavily;

b) frequently, suddenly, really, importantly, actually, unfortunately;

c) purposely, essentially, briefly, fully, actively, strongly.

4. *Define the sentence where the Infinitive is expressed by the adverbial of purpose:*

a) If you want to make the most out of your attentional resources, try focusing on just one task at a time.

b) Unfortunately, research has demonstrated that the constant distraction presented by such technology can actually make it more difficult for young children to focus on activities such as reading for an extended period of time.

c) Unlike psychoanalysis, which relies heavily on subjective perceptions, cognitive Psychology uses scientific research methods to study mental processes.

5. *Define the sentence where the Gerund is translated as Infinitive:*

a) Researchers have found that those experienced in meditation are better at focusing their attention on a single item and ignoring irrelevant items.

b) If you want to make the most out of your attentional resources, try focusing on just one task at a time.

c) One study found that participants who received meditation training demonstrated a marked reduction in attentional blink.

6. *Choose the right translation of the highlighted words:*

1) **The more** you notice that your mind has wandered, and thus **the more** you actively bring yourself back to a state of attention, the better you will become at maintaining your focus on a single task.

a) много; b) больше; c) чем больше;

2) Research has shown that juggling multiple tasks actually reduces **both** productivity **and** accuracy.

a) оба; b) как ..., так и; c) и тот, и другой;

3) According to research presented at an annual conference held by the British Psychological Society (BPS), children who took a short training course in mindfulness **were better able to** concentrate and ignore distractions.

a) были лучше способны; b) были лучшими; c) могли

4) Researchers have found that **those** experienced in meditation are better at focusing their attention on a single item and ignoring irrelevant items.

a) исследователи; b) те, кто; c) которые

“Those who cannot change their minds cannot change anything”.

Bernard Shaw

Pre-reading tasks

1. Practice the pronunciation of the following words from the text and say their Russian equivalents:

attitude ['ætɪt(j)u:d], prejudice ['predʒədɪs], social ['səʊʃ(ə)l], discipline ['dɪsəplɪn], scientific [ˌsaɪəntɪfɪk], method ['meθəd], nonverbal [ˌnɒn'vɜ:b(ə)l], conformity [kən'fɔ:mətɪ], facilitation [fə,sɪlɪ'teɪʃ(ə)n], influence ['ɪnfluənt(s)], obedience [ə'bi:dɪənt(s)], inspiring [ɪn'spaɪərɪŋ], self-esteem [ˌselfɪ'sti:m], shun [ʃʌn], subtle ['sʌtl], jealousy ['dʒeləsi], envy ['envɪ].

2. Read these words correctly:

wisdom ['wɪzdəm], observation [ˌɒbzə'veɪʃ(ə)n], subjective [səb'dʒektɪv], phenomena [fɪ'nɒmɪnə], assumption [ə'sʌmpʃ(ə)n], fascinating ['fæsɪneɪtɪŋ], tremendous [trɪ'mendəs], variable ['veəriəbl], distinguish [dɪ'stɪŋgwɪʃ], similarity [ˌsɪmɪ'lærətɪ], perspective [pə'spektɪv] admirable ['ædm(ə)rəbl], truism ['tru:ɪz(ə)m], accomplishment [ə'kɒmplɪʃmənt], elicit [ɪ'lɪsɪt], self-deprecating [ˌselfdeprəkeɪtɪŋ].

3. Find out the initial forms of the following words:

exactly, reading, feeling, imagined, including, perception, interaction, psychological, unattractive conformity, anecdotal, empirical, subjective, inspiring, perspective, admirable, accomplishment, unexpected.

4. Identify the parts of speech of the following words:

exactly, leader, nonverbal, fascinating, scientific, situational, empirical, researcher, a presence, to behave, to continue, jealousy, perspective, accomplishment, to distinguish, self-deprecating, advertiser.

5. Complete the table with the appropriate forms of the words given:

No	verb	noun	adjective
1	develop	...	...
2	explain	...	...
3	...	interaction	...

4	...	understanding	...
5	...	...	behavioural
6	...	conformity	...
7	...	leader	leading

6. Give the four forms of the following verbs:

to overcome, to learn, to develop, to understand, to introduce, to lead, to behave, to devise, to refer, to inspire, to imply, to increase, to draw.

7. Translate into Russian:

continue reading to learn more; a range of social topics; including group behaviour; social perception; it is not just about looking at social influences; to be interested in applying social psychological concepts; according to a psychologist; Social Psychology is confused with folk wisdom; behaviour of individuals are influenced by the actual presence; unlike folk wisdom; explanations for this perplexing behavior; to have low self-esteem; to shun compliments; attractive people always get the most cake; to draw attention to a person's attractiveness; to steal friend away from me; to feel in awe of you ; to put ourselves down; to protect themselves from envy and jealousy; to use self-deprecating humor.

8. Guess the meaning of the words and word combinations in black type from the context:

1. It is **Gordon Allport**, a well-known psychologist, who defines **Social Psychology as a discipline** that uses scientific methods... 2. Social perception and social interaction are also **vital to understanding** social behaviour. 3. Social Psychology has continued to grow **throughout the twentieth century**, **inspiring** research that has contributed to our understanding of social experience and behaviour. 4. While Personality Psychology **focuses on** individual traits, characteristics and thoughts, Social Psychology is focused on situations. 5. Researchers **devise** and **carry out** experiments that help **point out** relationships between different variables. 6. When someone says something nice about us, we immediately **put ourselves down**. 7. There are some old explanations for this perplexing behavior: **these are women who have low self-esteem**, hate themselves, and society has taught us **to shun compliments**. 8. But the real reason is **as powerful as it is subtle**. 9. How attractive people are treated **depends on** whether they are perceived as competitors. 10. Attractive candidates **who**

were the same sex as the rater were perceived by the raters as threatening. 11. Compliments draw attention to a person's attractiveness, accomplishments and other jealousy-attracting features.

9. Analyze the English structures in bold, paying attention to their translation into Russian.

1) What is it **that shapes** our **attitudes**?

2) **It is important to note** that Social Psychology is not just about **looking at** social influences.

3) Social Psychology **has continued to grow** throughout the twentieth century, inspiring research that has contributed to our understanding of social experience and behaviour.

4) **It is Gordon Allport**, a well-known psychologist, **who defines** Social Psychology as a discipline that uses scientific methods «to understand and explain how the thought, feeling and behaviour of individuals are influenced by the actual, imagined or implied presence of other human beings»

5) While Plato referred to the idea of the «crowd mind» and concepts such as **social loafing** and **social facilitation** were introduced in the late-1800s, it **wasn't until** after World War II that research on social Psychology began **in earnest**.

1) Что же **формирует** наше **мироощущение**?

2) Важно **отметить**, что социальная психология занимается не только **изучением** общественного влияния.

3) Социальная психология продолжает **развитие** на протяжении XX века, стимулируя исследования, которые способствуют нашему пониманию социального опыта и поведения.

4) **Благодаря** известному психологу **Гордону Олпорт**, появилось **определение** социальной психологии как дисциплины, которая использует научные методы, «для понимания и объяснения того, как мысли, чувства и поведение зависят от реального, воображаемого или скрытого существования других людей».

5) Хотя сама идея «сознания толпы» известна со времен Платона, а такие понятия, как **социальная лень** и **социальное содействие** были введены ещё в конце 1800-х годов, исследования по социальной психологии **в полном объеме** начались только после окончания

Второй мировой войны.

6) **Unlike** folk wisdom, which relies on **anecdotal observations and subjective interpretation**, social Psychology **employs** scientific methods and the empirical study of social phenomena.

6) **В отличие** от народной мудрости, которая опирается на **непроверенные данные и субъективное толкование**, социальная психология **использует** научные методы и эмпирические исследования социальных явлений.

7) **These are** social psychologists **who are interested in the impact that** the social environment and group interactions **have** on attitudes and **behaviours**.

7) **Именно** социальные психологи **изучают последствия, которые** социальная среда и взаимоотношения в группе **оказывают** на мироощущение и особенности поведения.

8) While there are many similarities **between the two**, sociology tends to look at **social behaviour and influences at a very broad-based level**.

8) Хотя и существуют общие черты **между ними**, социология рассматривает поведение и **взаимодействие в обществе в очень широком смысле**.

While-reading tasks

10. *Read text A and decide whether these statements are true (T) or false (F):*

1. Social Psychology focuses attention to a wide range of individual topics.
2. Investigations on Social Psychology began comprehensively after 1945.
3. Researchers just hypothesize about how people behave.
4. Social psychologists study the social surrounding influence and group interactions have on view of life.
5. Sociologists deal with how people behaviours impact the institutions and cultures.
6. Psychologists centre on deliberate criteria that affect social behaviour.
7. Psychology and Sociology study different range of problems.

11. *Find in the text sentences logically connected with the following:*

1. The first fundamental researches on Social Psychology began in the middle of XX century.

2. Social Psychology continues to develop constantly because our social setting is so captivating topic for researchers, government and for every person individually.
3. There are many misunderstandings on explanation the core of Social Psychology.

Text A

Social Psychology

What is it that shapes our attitudes? Why are some people such great leaders? How does prejudice develop and how can we overcome it? These are just a few of the big questions of interest in the field of social Psychology. What exactly is Social Psychology and what do social psychologists do? Continue reading to learn more about this important branch of Psychology.

It is Gordon Allport, a well-known psychologist, who defines Social Psychology as a discipline that uses scientific methods «to understand and explain how the thought, feeling and behaviour of individuals are influenced by the actual, imagined or implied presence of other human beings» (1985).

Social Psychology looks at a wide range of social topics, including group behaviour, social perception, leadership, nonverbal behaviour, conformity, aggression, and prejudice. It is important to note that Social Psychology is not just about looking at social influences. Social perception and social interaction are also vital to understanding social behaviour.

Brief history of social Psychology

While Plato referred to the idea of the «crowd mind» and concepts such as social loafing and social facilitation were introduced in the late-1800s, it wasn't until after World War II that research on social Psychology began in earnest. The horrors of the Holocaust led researchers to study the effects of social influence, conformity and obedience.

The U.S. government also became interested in applying social psychological concepts to influencing citizens. Social Psychology has continued to grow throughout the twentieth century, inspiring research that has contributed to our understanding of social experience and behaviour. Our social world makes up such a tremendous part of our lives, so it is no wonder that this topic is so fascinating.

How is social Psychology different from other disciplines?

It is important to understand how Social Psychology differs from other disciplines. Social Psychology is often confused with folk wisdom, Personality Psychology, and Sociology. What makes Social Psychology different? Unlike folk wisdom, which relies on anecdotal observations and subjective interpretation, Social Psychology employs scientific methods and the empirical study of social phenomena. Researchers do not just make guesses or assumptions about how people behave; they devise and carry out experiments that help point out relationships between different variables.

While Personality Psychology focuses on individual traits, characteristics and thoughts, Social Psychology is focused on situations. These are social psychologists who are interested in the impact that the social environment and group interactions have on attitudes and behaviours.

Finally, it is important to distinguish between Social Psychology and Sociology. While there are many similarities between the two, sociology tends to look at social behaviour and influences at a very broad-based level. Sociologists are interested in the institutions and cultures that influence how people behave. Psychologists instead focus on situational variables that affect social behaviour. While Psychology and Sociology both study similar topics, they are looking at these topics from different perspectives.

(Abridged from

<http://psychology.about.com/od/socialpsychology/f/socialpsych.htm>)

Post-reading tasks

12. Answer the questions.

1. What does Social Psychology study, according to Gordon Allport's definition?
2. Which topics does Social Psychology consider?
3. When did Social Psychology begin to expand on a full scale?
4. What differentiates Social Psychology from folk wisdom?
5. Could you distinguish topics of Social Psychology and Personality Psychology?
6. What is the difference between sociologists practice and psychologists practice?

13. Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences:

to look at a wide range of social topics; social perception and social interaction; to understand social behavior; to study effects of social influence, conformity and obedience; to contribute to our understanding of

social experience and behavior; to employ scientific methods and the empirical study of social phenomena; to devise and carry out experiments; to focus on individual traits, characteristics and thoughts; to study how the social environment and group interactions impact on attitudes and behaviours; to look at social behaviour and influences at a very broad-based level; to be interested in the institutions and cultures that influence how people behave.

14. *Say which of the ideas of the text attracted your attention most of all and why (1. about topics of Social Psychology; 2. about confusion of Social Psychology core).*

15. *Find the main sentence of each passage (i.e. the sentences containing the central idea of the passage).*

16. *Retell the text a) in short: b) in details. Use any of the phrases from Ex. 7, Unit 1.*

17. *Read text B. Try to guess the meaning of unfamiliar words from the context.*

18. *Look through text B again. Divide it into logical parts, find the key words in each part and use them to express the main points of the text.*

Text B

Why Women Put Themselves Down?

The answer isn't low self-esteem.

When someone says something nice about us, we immediately put ourselves down. Why do we do this?

There are some old explanations for this perplexing behavior: these are women who have low self-esteem, hate themselves, and society has taught us to shun compliments. But the real reason is as powerful as it is subtle.

put themselves down to protect themselves from envy and jealousy. While advertisers make you believe that being the target of both jealousy and envy is an admirable goal, most women know the dangers of jealousy.

Consider the truism that «attractive people always get the most cake», they are treated better and are more successful than unattractive people. Like most truisms, this one is only partly true. How attractive people are treated depends on whether they are perceived as competitors. In one set of studies, unattractive and attractive job applicants were evaluated by male and female raters. Both males and females penalized attractive candidates who were the same sex as the rater while preferring attractive candidates of

the opposite sex. Attractive candidates who were the same sex as the rater were perceived by the raters as threatening.

Compliments draw attention to a person's attractiveness, accomplishments and other jealousy-attracting features. That's why, compliments can be dangerous things. The one giving the compliment may be doing so out of envy (Look! She's better than us!), or may elicit jealousy in others (You're trying to steal my friend away from me).

One extremely effective way of defusing such jealousy is to use self-deprecating humor. Self-deprecating humor has been found to increase perceived attractiveness of high-status men and women, but can backfire for those perceived as low status, making them seem less attractive. When someone pays you a compliment, they have awarded you high status in your group.

Karen Anderson, a leadership expert who writes for Forbes magazine, points out that self-deprecating humor can pull others closer, even in unexpected kinds of work, such as spying for the CIA. Why? Because self-deprecating humor is disarming and makes others feel more included. She notes that this is especially helpful when others may have reason to feel in awe of you or feel ignored by you.

(Abridged from <https://www.psychologytoday.com/blog/good-thinking/201504/why-women-put-themselves-down>)

19. a) Write comparatives and superlatives of the following adjectives and adverbs.

b) Make up at least five sentences using the construction *as... as*.

important, successful, far, unattractive, extremely, good, exactly, tremendous, immediately, powerful, subtle, high, especially, bad.

20. Put questions to the following sentences. (the words in bold are answers).

1. It is **Gordon Allport**, a well-known psychologist, who defines Social Psychology as a discipline that uses scientific methods. (Alternative question)
2. Social Psychology has continued to grow **throughout the twentieth century**.
3. Social Psychology employs **scientific methods and the empirical study of social phenomena**.
4. Social Psychology is focused on **situations**.

5. Women put themselves down **to protect themselves from envy and jealousy**. (Why?)
6. Compliments draw attention to **a person's attractiveness**. (Disjunctive question)
7. One extremely **effective way** of defusing such jealousy is to use self-deprecating humor. (How many?)
8. **Self-deprecating** humor can pull others closer.
9. **Advertisers** make you believe that being the target of both jealousy and envy is an admirable goal.
10. Psychology and Sociology both study similar topics. (General question)

21. *Find mistakes in the following sentences.*

1. What social psychologists do?
2. Continue reading to learn more about this important branch Psychology.
3. Social Psychology look at a wide range of social topics.
4. Social perception and social interaction is also vital to understanding social behaviour.
5. Our social world make up such a tremendous part of our lives.
6. When someone say something nice about us, we immediately put ourselves down.
7. Attractive candidates was perceived by the raters as threatening.
8. Compliments can to be dangerous things.
9. Consider the truism that «pretty people are more successful than attractive people».
10. Women put themselves up to protect themselves from envy and jealousy.

22. *Find the English equivalents in the text.*

1. Существует классическое объяснение такого смущения: это именно те женщины, у которых низкий уровень самооценки, они испытывают отвращение к себе, а общество в свою очередь учит их сторониться комплиментов.
2. Рассмотрим общеизвестное утверждение, что «лучший кусок пирога всегда получают именно привлекательные люди», к ним лучше относятся и они успешнее внешне непривлекательных людей.
3. Как мужчины, так и женщины, выступая в роли экспертов, выбраковывают привлекательных претендентов своего пола, при этом

предпочитая привлекательных представителей противоположного пола.

4. Карен Андерсон, специалист по работе с персоналом, которая сотрудничает с журналом Forbes, отмечает, что самоирония помогает привлекать в жизнь всё новое, в том числе и неспецифическую работу, например, в ЦРУ.

5. Делая комплимент, человек невольно повышает ваш статус в группе.

23. *Summarize the general ideas of all the two texts in English.*

24. a) *Study the following Models:*

1) **Helen:** It's absolutely impossible!

Albert: **Why** do you answer this way? (Почему?)

2) **Albert:** Are you busy today?

Helen: No, **why?** (А что?)

Albert: Can you explain some points from the lecture to me?

b) *Read Dialogue 5 and fill in the gaps with the right **why** question word.*

c) *Find out your partner's point of view on the role of social interaction in our life, using the appropriate conversational formulas (Russian bolded equivalents are aimed to help you):*

Nice of you to say so!

As I see it, ...

There may be something in what you say but...

I'd like to point out that...

To get back to...

Well, I see what you mean.

First of all...,

The next thing you should do is...

I like ..., very much indeed,

Quite agree here.

DIALOGUE 5

Albert: Hello, Helen! How is everything? You look fantastic!

Альберт: Привет, Елена! Как дела? Выглядишь потрясающе!

Helen: Hi, Albert. _____, but I think you flatter me.

Елена: Привет, Альберт. **Приятно слышать**, но я думаю, ты льстишь мне.

Albert: ... do women react to complements in such a way? ...

Альберт: Почему женщины так воспринимают комплименты?

not just say: «Thank you»?

Helen: ... I won't explain it to you. All women like to take compliments but most of them react to them like I do.

Albert: What about your self-esteem?

Helen: Frankly speaking, I don't know. ?

Albert: _____, it is because of low self-esteem. I've heard that women put themselves down to avoid envy and jealousy.

Helen: _____. Giving compliments, we draw social attention to our attractiveness, dignity. But, compliments can be also dangerous. The one giving the compliment may be doing so out of envy (Look! She's better than us!), or may elicit jealousy in others (You're trying to steal my friend away from me).

Albert: _____ all of us depend on social environment.

Helen: _____, There is a modern scientific area, Social psychology.

Albert: It focuses on the impact that the social environment and

Почему бы просто не ответить «Спасибо»?

Елена: Почему? Я не смогу объяснить. Все женщины любят получать комплименты, но большинство реагирует на них, как и я.

Альберт: А как насчет твоей самооценкой?

Helen: Честно говоря, не знаю. А почему тебя это интересует?

Альберт: Я думаю, что все дело в заниженной самооценке. Я слышал, что женщины принижают свои достоинства, чтобы избежать зависти и ревности.

Елена: Ты знаешь, я тоже так думаю. Делая комплименты, мы обращаем внимание на внешнюю привлекательность, достоинства. Однако, комплименты могут быть и опасными. Нередко человек делает комплимент другому человеку из зависти (Посмотрите! Она лучше нас!), или для того, чтобы вызвать ревность у других (Ты пытаешься украсть моего друга!?).

Альберт: Хочу обратить твое внимание, что все мы зависим от социальной среды.

Елена: Согласна, существует даже современное научное направление – социальная психология.

Альберт: Она изучает последствия, которые социальная

group interactions have on our attitudes and behaviours. And _____ the conversation about the compliments, I think any reaction is a result of social environment influence.

Helen: _____ But what should I do? How can I learn to take compliments in right way?

Albert: _____, you shouldn't reject compliments and excuse. _____ just to take a compliment and enjoy that people like you.

Helen: Thank you, Albert. _____ your ideas _____. I will try to take compliments with pleasure.

среда и групповые взаимодействия оказывают на наши особенности поведения и мироощущение. **И возвращаясь к разговору о комплиментах, я считаю, что любая реакция — это результат влияния социальной среды.**

Елена: Я понимаю, что ты имеешь в виду. Но как мне научиться отвечать на комплименты?

Альберт: Прежде всего, не отвергай комплименты и не оправдывайся. А следующее, что тебе следует сделать – просто принять комплимент и порадоваться, что ты нравишься людям.

Елена: Спасибо, Альберт. Мне действительно нравится твое разъяснение. Я попытаюсь научиться принимать комплименты с удовольствием.

Grammar

Conjunctions both ... and, as...as (§15)

Emphatic construction: It is (was) ...who/that... (§14)

Some phrasal verbs: depend on,, etc.

TEST TO UNIT 5

1. Fill in the gaps choosing the necessary grammatical form:

1) What ... it that shapes our attitudes?

a) are; b) am; c) is

2) There are some old explanations for this perplexing behavior: these ... women who have low self-esteem, hate themselves, and society has taught us to shun compliments.

a) is; b) are; c) am

3) Self-deprecating humor ... to increase perceived attractiveness of high-status men and women, but can backfire for those perceived as low status, making them seem less attractive.

a) found; b) has found; c) has been found

4) But the real reason is ... powerful as it is subtle.

a) as; b) whether; c) and

5) Social Psychology has continued to grow throughout the twentieth century, inspiring research that has contributed to our understanding of social experience and behaviour.

a) have continued; b) continued; c) has continued

6) While there are many similarities between the two, sociology tends to look at social behaviour and influences at a very broad-based level.

a) there are; b) this are; c) there is

7) Both males ... females penalized attractive candidates who were the same sex as the rater while preferring attractive candidates of the opposite sex.

a) to; b) and; c) as

2. Complete the sentences using a suitable preposition:

1) Social Psychology looks ... a wide range of social topics, including group behaviour, social perception, leadership, nonverbal behaviour, conformity, aggression, and prejudice.

a) to; b) at; c) on

2) Social Psychology is focused ... situations.

a) for; b) with; c) on

3) Women put themselves ... to protect themselves from envy and jealousy.

a) on; b) from; c) down

4) How attractive people are treated depends ... whether they are perceived as competitors.

a) for; b) in; c) on

5) Social Psychology is often confused ... folk wisdom Personality Psychology and Sociology.

a) for; b) with; c) in

6) The U.S. government also became interested ... applying social psychological concepts to influencing citizens.

a) at; b) to; c) in

7) Our social world makes ... such a tremendous part of our lives, so it is no wonder that this topic is so fascinating.

a) up; b) with; c) on

3. *Choose the right translation of the following words:*

1) to prejudice: a) иметь предвзятое мнение; b) наносить ущерб; c) ставить под сомнение

2) a branch of Psychology: a) отрасль; b) раздел; c) ответвление

3) social facilitation: a) социальное облегчение; b) социальный фактор; c) социальное содействие

4) anecdotal observations a) непроверенные данные; b) анекдотичные данные; c) невероятные данные

5) a rater: a) проверяющий; b) оценщик; c) эксперт

6) a self-esteem: a) самомнение; b) самооценка; c) самоутверждение

7) to backfire for somebody: a) иметь негативные последствия; b) обернуться против; c) иметь обратный эффект

8) helpful: a) полезный; b) уступчивый; c) любезный

9) self-deprecating humor: a) высмеивание самого себя; b) самоирония; c) самокритика

4. *Choose the right translation of the following sentences:*

1) There are some old explanations for this perplexing behavior: **these are women who have low self-esteem**, hate themselves, and society has taught us to shun compliments.

a) Существует классическое объяснение такого смущения: женщины, у которых низкое самомнение, испытывают отвращение к себе, а общество в свою очередь учит их сторониться комплиментов.

b) Существует классическое объяснение такого смущения: это именно те женщины, у которых низкий уровень самооценки, они испытывают

отвращение к себе, а общество в свою очередь учит их сторониться комплиментов.

с) Существует классическое объяснение такого смущения: это те женщины, у которых нет чувства собственного достоинства, испытывают отвращение к себе, а общество в свою очередь учит их сторониться комплиментов.

2) **The U.S. government also became interested in applying social psychological concepts to influencing citizens.**

а) Американское правительство проявляет интерес в применении идей социальной психологии, чтобы оказывать воздействие на население.

б) Американское правительство заинтересовано в применении идей социальной психологии для воздействия на население.

с) Американское правительство стало интересоваться применением принципов социальной психологии для воздействия на население.

3) **Both males and females penalized attractive candidates who were the same sex as the rater** while preferring attractive candidates of the opposite sex.

а) Мужчины и женщины, выступая в роли экспертов, бракуют интересных претендентов своего пола, при этом предпочитая привлекательных представителей противоположного пола.

б) Как мужчины, так и женщины, выступая в роли экспертов, выбраковывают привлекательных претендентов своего пола, при этом предпочитая привлекательных представителей противоположного пола.

с) И мужчины, и женщины, выступая в роли экспертов, отбраковывают красивых претендентов своего пола, при этом предпочитая привлекательных представителей противоположного пола.

4) **While advertisers make you believe that being the target of both jealousy and envy is an admirable goal**, most women know the dangers of jealousy.

а) Тогда как рекламщики заставляют вас верить, что быть объектом как ревности, так и зависти это достойная цель, большинство женщин осознают опасность ревности.

б) Тогда как рекламщики заставляют вас верить, что быть одновременно объектом ревности и зависти достойно восхищения, большинство женщин осознают опасность ревности.

c) Тогда как рекламщики заставляют вас верить, что быть мишенью для ревности и зависти это достойная цель, большинство женщин осознают опасность ревности.

5. *Find an odd-one-out in every line:*

a) danger, jealousy, envy, dangerous, conformity, goal;

b) admirable, social, attractive, target, successful, tremendous, fascinating;

c) confuse, backfire, increase, prejudice, envy, award, focus.

6. *Define the subject of the main sentence:*

1) When someone pays you a compliment, they have awarded you high status in your group.

a) you; b) someone; c) they

2) While advertisers make you believe that being the target of both jealousy and envy is an admirable goal, most women know the dangers of jealousy.

a) advertisers; b) women; c) you

3) While Psychology and Sociology both study similar topics, they are looking at these topics from different perspectives.

a) Psychology; b) Sociology; c) they

4) In one set of studies, unattractive and attractive job applicants were evaluated by male and female raters.

a) job; b) raters; c) applicants.

5) Finally, it is important to distinguish between Social Psychology and Sociology.

a) distinguish; b) Social Psychology and Sociology; c) it

6) While there are many similarities between the two, Sociology tends to look at social behaviour and influences at a very broad-based level.

a) similarities; b) social behavior; c) Sociology

7) Social Psychology looks at a wide range of social topics, including group behaviour, social perception, leadership, nonverbal behaviour, conformity, aggression, and prejudice.

a) Social Psychology; b) range; c) group behavior

“The one who tells lie in the word language, impersonating in body language, which he does not pay attention”.

Oswald Spengler

Pre-reading tasks

1. *Practice the pronunciation of the following words from the text and say their Russian equivalents:*

ancestor [ˈænsəstə]; dangerous [ˈdeɪndʒ(ə)rəs]; gesture [ˈdʒɛstʃə]; grunting [grʌntɪŋ]; hypothermia [ˌhaɪpə(ʊ)ˈθɜːmiə]; perilous [ˈpɛr(ə)ləs]; encounter [ɪnˈkaʊntə]; evolve [ɪˈvɒlv]; threat [θret]; putrid [ˈpjuːtrɪd]; intention [ɪnˈtɛnʃ(ə)n]; urgent [ˈɜːdʒənt]; clench [klɛntʃ]; quizzical [ˈkwɪzɪk(ə)l]; aggression [əˈgrɛʃ(ə)n]; anger [ˈæŋgə]; procrastination; [prəˌkræstɪˈneɪʃ(ə)n]; stumbling [ˈbʌmblɪŋ]; exasperating [ɪgˌzæsp(ə)reɪtɪŋ]; infuriating [ɪnfjʊəriɪtɪŋ]; seductive [sɪˈdʌktɪv]; innocent [ˈɪnəs(ə)nt]; veneer [vəˈniə]; irritating [ˈɪrɪteɪtɪŋ]; punishing [ˈpʌnɪʃɪŋ]; unintentional [ˌʌnɪnˈten(t)ʃ(ə)n(ə)l]; unavoidable [ˌʌnəˈvɔɪdəbl]; channeling [ˈtʃæn(ə)lɪŋ]; surrender [səˈrendə]; empowerment [ɪmˈpauəmənt]; evasive [ɪˈveɪsɪv]; portend [pɔːˈtend].

2. *Read these words correctly:*

frightened [ˈfraɪt(ə)nd]; discomfort [dɪsˈkʌmfət]; essential [ɪˈsɛn(t)ʃ(ə)l]; icon [ˈaɪkɒn]; heritage [ˈhɛrɪtɪdʒ]; facial [ˈfeɪʃəl]; muscle [ˈmʌsl]; blind [blaɪnd]; binary [ˈbaɪnəri]; empathetically [ˌɪmpəˈθetɪk(ə)li]; appraisal [əˈpreɪz(ə)l]; miserable [ˈmɪz(ə)rəbl]; co-worker [ˌkəʊˈwɜːkə]; inefficiency [ˌɪnɪˈfɪʃ(ə)n(t)sɪ]; spouse [spauz]; weight [weɪt]; busy [ˈbɪzi]; exterior [ɪkˈstɪəriə]; absent-minded [ˌæbs(ə)ntˈmaɪndɪd]; lazy [ˈleɪzi]; manipulative [mənɪˈpjulətɪv]; option [ˈɒpʃ(ə)n].

3. *Find out the initial forms of the following words:*

navigating, effectively, physiological, dangerous, communication, expression, clenching, thinking, fearing, facial, unintentional, unavoidable, manipulative, busy, option, inefficiency, appraisal, empowerment, understanding, nonverbal discomfort, display, assure

4. *Identify the parts of speech of the following words:*

physiological, comfortable, immediately, presence, the needs, to demonstrate, effective, flushed face, to flow, to encounter, empowerment, procrastination, absent-minded, unintentional, to surrender, anger, manipulative, busy, empathetically, unavoidable, innocent.

5. Complete the table with the appropriate forms of the words given:

№	verb	noun	adjective
1	demonstrate	...	...
2	...	...	effective
3	achieve	...	...
4	...	communication	...
5	...	expression	...
6	assist	...	...
7	...	...	intending

6. Give the four forms of the following verbs:

to navigate, to feel, to flush, to see, to stand, to achieve, to keep, to harm, to freeze, to clench, to accept, to feel, to acclimate, to surrender, to know

7. Translate into Russian:

through the use of nonverbal communications; to evolve a system; nonverbal communications; part of our biological heritage; to react to threats; to alert of any perceived danger; to need emotional icons; to die out as a species; to taste something putrid; to freeze in place; how others feel about us; is expressed with a smile; how to make you mad; it is different from occasionally being absent-minded; to appear eager to please; to keep reminding them; their remarks can be hurtful; to hide anger beneath a compliant exterior; their anger is so masked; their remarks can be hurtful, pros and cons.

8. Give the meaning of the words and word combinations in black type from the context:

1. They did so **by communicating effectively** their needs, emotions, fears, and desires with each other. 2. We evolved a system **to immediately communicate to others** how we feel and what we sense. 3. It is not **just about survival or threats**, although that is the primary reason we react to certain things so visibly. 4. Our brain also **telegraphs** our intentions. 5. Often when people sense that something is wrong in a relationship, what they are sensing **are changes in body language displays**. 6. They appear eager to please, but know exactly **how to make you mad**. 7. A co-worker **keeps promising to help with** a project but never comes through. 8. So when you doubt yourself, take a breath and **try to let the doubt go**. 9. Then

move forward **to improve communication**. 10. If she is evasive or makes excuses, **request clarification about how to solve the problem**.

9. *Analyze the English structures in bold, paying attention to their translation into Russian.*

1)They did so **by communicating effectively** their needs, emotions, fears, and desires with each other.

2)Fortunately for us we evolved a system **to immediately communicate** to others how we feel and what we sense.

3)Instead we **evolved to react to** threats or anything that might harm us and **not to think**.

4)**Just as** our brain forces us **to freeze in place** when we see an aggressive dog, it also communicates to others instantly, through our bodies, whether or not we are comfortable or uncomfortable, content or miserable, safe or unsafe.

5)This binary system of communicating **how we feel** has **stood the test of time** and survived **to help** us through its elegant simplicity.

6)Obviously this can be very effective **in determining** how others feel about us and **in evaluating** how a relationship is evolving.

7)Having that extra insight gives us a more honest appraisal of others and it will in the end assist us in **communicating** more effectively

1)Так они существовали, **напрямую сообщая** другим о своих потребностях, эмоциях, опасениях и желаниях.

2)К счастью, человек выработал систему **невербальной передачи** того, что он ощущает и осознает.

3)В итоге, он **научился мгновенно реагировать на** угрозы и на всё, что может причинить вред вместо **размышлений**.

4)Мозг заставляет человека **застыть на месте** при виде агрессивной собаки, и **точно так же** он передает **сигналы через органы о** спокойствии или тревожности, удовлетворении или разочаровании, об опасности или безопасности человека.

5)Это двойная система передачи чувств выдержала испытание временем и продолжает **помогать** нам своей гениальной простотой.

6)Очевидно, что такие знания могут помочь правильно **определять чувства других и оценивать** развитие их отношений.

7)Наличие такой экстра способности позволяет нам точнее оценивать других, и в итоге способствует более эффективному **общению и глубокому пониманию друг друга**.

and empathetically for a **deeper understanding**.

While-reading tasks

10. *Read text A and decide whether these statements are true (T) or false (F):*

1. Our early ancestors ambled on this planet by communicating their needs, emotions, fears, and desires with each other through the use of spoken communications.
2. Fortunately for us we devised a system to non-urgent communicate to others how we feel and what we sense.
3. This system that evolved over time, which prevents us instantly of any perceived danger, also instantly communicates to others around us.
4. Instead of thinking about danger, even for a few seconds we are able to react to threats or anything that might harm us.
5. Our brain hides our intentions.
6. Because of «limbic system» of the brain we can't react to the world immediately and our bodies can't show how we feel.
7. Thanks to nonverbal communications and body language we can appreciate others and it will in the end promote us in communicating more effectively and empathetically for a deeper understanding.

11. *Find in the text sentences logically connected with the following:*

1. Nonverbal communications is a part of our biological heritage.
2. Our brain is able to signalize our objectives.
3. Body language is essential for effective human communicating.

Text A

Body language

For millions of years, our early ancestors ambled on this planet, navigating a very dangerous world. They did so by communicating effectively their needs, emotions, fears, and desires with each other. Impressively, they achieved this through the use of nonverbal communications such as physiological changes (flushed face), gestures (pointing hand), noises (grunting is not a word) and facial or body reactions (quizzical or frightened look). This has been part of our biological heritage for so long that we still primarily communicate nonverbally, not verbally, and why we need emotional icons in our written communication.

Fortunately for us we evolved a system to immediately communicate to others how we feel and what we sense. If not for this, a room might be dangerously hot - not just warm and a swim in a lake might turn into hypothermia. If we had to think, even for a few seconds, at every perilous encounter (imagine a coiled rattle snake by your leg) we would have died out as a species. Instead we evolved to react to threats or anything that might harm us and not to think.

This system that evolved over time, which alerts us instantly of any perceived danger, also instantly communicates to others around us. Just as our brain forces us to freeze in place when we see an aggressive dog, it also communicates to others instantly, through our bodies, whether or not we are comfortable or uncomfortable, content or miserable, safe or unsafe. The benefit is two-fold, we react to the world around us and others benefit from our early reactions even as we do from theirs. For example, when you tasted something putrid and everyone around you knew what you felt from your expression; they didn't need to taste it also.

And it is not just about survival or threats, although that is the primary reason we react to certain things so visibly (loud sounds make us freeze or cower in place). Our brain also telegraphs our intentions. This is why when you are talking to someone you like and suddenly you notice that one of their feet points toward their car or an elevator, you know that the person probably needs to go. Because they are running late, the body through the legs communicates that something urgent is pressing (causing psychological discomfort) even though the person continues the conversation. That is why we say when it comes to communication, body language is more truthful than the spoken word.

So what is psychologically behind all of this? Simply this: our needs, feelings, thoughts, emotions, and intentions are processed elegantly by what is known as the «limbic system» of the brain. It doesn't have to think, it just reacts to the world in real time and our bodies show how we feel. Someone gives us bad news and our lips compress; the bus leaves without us and we are clenching our jaws and rubbing our necks. We are asked to work another weekend and the orbits of our eyes narrow as our chin lowers. These are discomfort displays that our limbic brain has perfected over millions of years, whether we are in China or Chile.

Conversely, when we see someone we really like, our eyebrows will arch defying gravity, our facial muscles will relax, and our arms become

more pliable (even extended) so we can welcome this person. In the presence of someone we love, we will mirror their behaviour, tilt our heads, and blood will flow to our lips making them full, even as our pupils dilate. Once again, our limbic brain communicates through our bodies precisely the true sentiments that we feel and orchestrates accurate corresponding nonverbal displays.

In a way, our bodies don't really have to do these behaviours and yet we evolved to demonstrate them for a reason: we are social animals that need to communicate both verbally and nonverbally. How do we know body language is essential for us? Children who are born blind, having never seen these behaviours will also perform them. A blind child will cover his eyes when he hears something he doesn't like in the same way my neighbor does whenever I ask him to help me move heavy objects. Fortunately these behaviours are hard-wired.

Whether in business, at home, or in relationships, we can always be assured that true sentiments will be reflected in our body language through displays of comfort and discomfort. This binary system of communicating how we feel has stood the test of time and survived to help us through its elegant simplicity.

Obviously this can be very effective in determining how others feel about us and in evaluating how a relationship is evolving. Often when people sense that something is wrong in a relationship, what they are sensing are changes in body language displays. Couples who no longer touch or walk close together are easy to spot but sometimes the more subtle behaviours are even more accurate. An example of this is when couples touch each other with their fingertips rather than their full hand (distancing behaviour) indicative of psychological discomfort. This behaviour alone may portend serious problems in the relationship that on the surface may not be so obvious.

And so while there are many aspects of nonverbal communications and body language, focusing on comfort and discomfort can go a long way in helping us to see more clearly what others are truly feeling, thinking, fearing or desiring. Having that extra insight gives us a more honest appraisal of others and it will in the end assist us in communicating more effectively and empathetically for a deeper understanding. (*Abridged from <https://www.psychologytoday.com/blog/spycatcher/201108/body-language-basics>*)

Post-reading tasks

12. *Answer the questions.*

1. Which special aspects of nonverbal communications help us to converse effectively?
2. What are we able to do if there are some threats or anything that may harm us?
3. How does our brain deliver our purposes?
4. Why do we believe that the body language is more truthful than the spoken word?
5. What's the main point of the brain «limbic system» functioning?
6. How can we illustrate that the body language is hard-wired for us from our birth?
7. In which spheres of social life can we use the knowledge about body language performance?

13. *Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences:*

to achieve this through the use of nonverbal communications, to be a part of our biological heritage, to evolve a system to immediately communicate to others, to react to certain things visibly, to telegraph our intentions, to be more truthful than the spoken word, to react to the world in real time, to clench jaws and rub a neck, to mirror their behavior, to know body language is essential for us, to be easy to spot, to be hard-wired.

14. *Say which of the ideas of the text attracted your attention most of all (1. About an origin of the body language ; 2. About an illustration of using the body language)*

15. *Find the main sentence of each passage (i.e. the sentences containing the central idea of the passage).*

16. *Retell the text a) in short; b) in details. Use any of the phrases from Ex. 7, Unit 1.*

17. *Read text B. Try to guess the meaning of unfamiliar words from the context.*

18. *Look through text B again. Divide it into logical parts, find the key words in each part and use them to express the main points of the text.*

Text B

Understanding the Deception of Passive Aggressive People

Passive aggression is a form of anger, except the anger is expressed with a smile instead of the typical expressions. Passive aggressive people

are experts at sugar coating hostility. They often use procrastination, bumbling inefficiency, and the exasperating excuse of «I forgot» to avoid commitments or let you down. They appear eager to please, but know exactly how to make you mad. They can be infuriating because of their seductive or innocent veneers.

Here are some examples:

Your spouse brings home yet another gallon of ice cream after you've specifically asked him or her not to do this because you are trying to lose weight.

A friend keeps arriving an hour late for a dinner date leaving you waiting over and over again.

A co-worker keeps promising to help with a project but never comes through.

Passive aggressive behavior ranges from simply irritating to manipulative and punishing. This is different from occasionally being absent-minded, lazy, or busy. Passive aggression is repetitive and has a covert angry edge to it. Passive aggressive people promise anything, and then do exactly as they please. They hide anger beneath a compliant exterior. They don't give straight answers and have vague responses such as «I'll get back to you». Then they don't follow through so you must keep reminding them. Sometimes their remarks can be hurtful, especially so because they come at you sideways - you don't know what hit you.

Why do people become passive aggressive?

They're typically raised in families where it's not safe to express anger. Their parents never taught them to communicate in a healthy manner. They adapt by channeling these feelings into other less obvious behaviors; this gives them a sense of power and control. They're masters at shirking responsibility by hurting you in ways that appear unintentional or unavoidable. Passive aggressive people operate by stuffing anger, being accommodating, and then indirectly sticking it to you. When confronted, they'll drive you crazy with a variety of «the dog ate my homework» excuses, blaming others, or yessing you to death without changing. Since many are unaware of their anger, they feel misunderstood or that you're holding them to unfair standards.

Here are tips on how to communicate with passive aggressive people.

1. Trust Your Gut Reactions

With these types you may question yourself since their anger is so masked. It's important to recognize the pattern. Their mixed messages will test your patience. So when you doubt yourself, take a breath and try to let the doubt go. Tell yourself, «I deserve to be treated more lovingly. I will trust my gut reaction when I feel jabbed». This affirmation helps you release doubt so you'd don't convince yourself you're imagining things. Then move forward to improve communication. You must surrender the idea that these people will change without you speaking up. They aren't motivated to change unless someone calls them on their behavior. When it's not appropriate to be direct, such as with a boss who might retaliate or fire you, keep letting the zingers go by accepting your powerlessness to change him.

2. Address the behavior

Focus on one issue at a time so people don't feel attacked or overwhelmed. Let's say a friend is always late. In a calm, firm tone say to her, «I would greatly appreciate it if you can be on time when we go out to dinner. I feel uncomfortable waiting in a restaurant alone». Then notice her reaction. She might say, «You're right. I'm always running behind. I'll try to be more organized». Then see if the lateness improves. If she is evasive or makes excuses, request clarification about how to solve the problem. If you can't get a straight answer, confront that too. Being specific pins down passive aggressive people. If nothing changes, keep setting limits or stop making dinner plans. With a close friend who continues to be late, it's always an option to accept and acclimate to his or her shortcoming when the pros of the relationship outweigh the cons.

(Abridged from <https://www.psychologytoday.com/blog/the-ecstasy-surrender/201504/understanding-the-deception-passive-aggressive-people>)

19. *Put questions to the following sentences. (the words in bold are answers).*

1. We evolved **a system** to immediately communicate to others how we feel and what we sense.

2. They achieved this through the use of nonverbal communications. (How?)

3. Our brain also telegraphs **our intentions**.

4. We are social animals that need to communicate **both verbally and nonverbally**. (How?)

5. **A friend** keeps arriving an hour late for a dinner date leaving you waiting over and over again. (Disjunctive question)

6. They hide anger **beneath a compliant exterior**. (General question)
 7. You must surrender **the idea** that these people will change without you speaking up.
 8. Such behaviour gives them a sense of power and control. (Whom? Alternative question)
 9. **They**'re masters at shirking responsibility.
 10. They're typically raised in families where it's not safe to express anger. (Where?)
20. *Find mistakes in the following sentences.*
1. They achieved this across the use of nonverbal communications.
 2. Instead, we evolved react to threats or anything that might harm us and not to think.
 3. Our brain forces us to freeze in place then we see an aggressive dog.
 4. Our brain also telegraph our intentions.
 5. This behaviour alone may to portend serious problems in the relationship.
 6. A friend keeps arrive an hour late for a dinner date leaving you waiting over and over again.
 7. They can infuriating because of their seductive or innocent veneers.
 8. Passive aggressive people promises anything, and then do exactly as they please.
 9. You must to surrender the idea that these people will change without you speaking up.
 10. This binary system of communicating how we fill has stood the test of time and survived to help us.
21. *Find the English equivalents in the text.*
1. Скрытые агрессоры – мастера по «припудриванию сахаром» своей враждебной сути.
 2. Скрытая агрессивность варьируется от обычного раздражения до манипулирования и грубого обращения.
 3. Они способны скрывать свою раздражительность под покладистой натурой.
 4. Обычно они воспитываются в семьях, где неприято показывать свое раздражение - их не учат выстраивать отношения в правильном русле.
 5. Они виртуозно уклоняются от ответственности, бессознательно и неизбежно причиняя вам боль.

6. Напротив, они могут свести вас с ума различными оправданиями типа: «собака съела мою домашнюю работу», обвиняя других, при этом не меняя выражения лица.

7. Вы должны смириться с мыслью, что в общении с такими людьми вы не сможете высказывать свою точку зрения.

8. В случаях, когда нельзя быть прямолинейным, например, с боссом, который может принять определенные меры или даже уволить вас, сохраняйте чувство юмора и смиритесь с тем, что вы бессильны изменить начальника.

22. *Summarize the general ideas of all the two texts in English.*

23. a) *Study the following Model:*

1). **Albert:** *I am eager to know something new!*

Helen: *I am sure you will like it!*

2). **Albert:** *What are you going to do?*

Helen: *I would like to drink some tea.*

3). **Albert:** *How does he look like?*

Helen: *He looks like a statesman.*

b) *Read Dialogue 6 and fill in the gaps with missing constructions as in the Model. Explain your choice of like.*

c) *Find out your partner's point of view on the importance of body language in our life, fill in the gaps using the appropriate conversational formulas below (Russian bolded equivalents are aimed to help you):*

I will not deny that.

If you like...

The first thing you have to know is...

Yes, I fully agree.

For instance, ...

To be eager to...

DIALOGUE 6

Albert: Hello, Helen! Is everything OK?

Helen: Hi, Albert. Why?

Albert: You look upset...

Helen: _____, I have a problem. But how have you felt that?

Альберт: Привет, Елена! У тебя все в порядке?

Елена: Привет, Альберт. А почему ты спрашиваешь?

Альберт: Выглядишь расстроенной...

Елена: Не стану отрицать, есть проблема. А как ты догадался?

Albert: You know, recently I've taken to body language. I can share with you. _____, I am sure you will ... it!

Helen: Oh, _____ know something new!

Albert: _____ meaning of the body language. Under nonverbal communications we mean the following: physiological changes (flushed face), gestures (pointing hand), noises (grunting is not a word) and facial or body reactions (quizzical or frightened look).

Helen: Daily we face communication ... that.

Albert: _____. I'm sure that working knowledge of body language is very useful in daily life. An ability to understand the body language helps people to have meaningful communication.

Helen: Could you explain this in details?

Albert: _____, when you are talking to someone you like and suddenly you notice that one of their feet points toward their car or an elevator, you know that the person probably needs to go.

Helen: We can suppose that body language is more truthful than the

Альберт: Ты знаешь, в последнее время я увлекся невербаликой. **Если хочешь**, могу поделиться новой информацией. Я уверен, что тебе понравится!

Елена: **Не терпится узнать** что-нибудь новое!

Альберт: **Для начала, тебе нужно знать**, что такое невербалика. К невербальному общению относятся следующие проявления:

психологические изменения (покраснение лица), жесты (указательные знаки), шумы (ворчание не является словом), выражение лица или реакции организма (недоуменный или напуганный взгляд).

Елена: Мы ежедневно сталкиваемся с такого рода общением.

Альберт: **Полностью с тобой согласен.** Я уверен, что общее представление о невербалике нелишне в повседневной жизни. Умение понимать язык тела способствует плодотворному общению.

Елена: Можешь объяснить подробнее?

Альберт: **Например**, Когда ты с кем-нибудь разговариваешь и вдруг замечаешь, что ноги твоего собеседника направлены к его машине или к лифту, ты можешь догадаться, что человек торопиться.

Елена: Можно предположить, что язык тела правдивее слов. Как ты

spoken word. How could you guess that I have problem looked at me?

Albert: Someone gives us bad news and our lips compress. Whether in business, at home, or in relationships, we can always be assured that true sentiments will be reflected in our body language. What's the problem?

Helen: One of my groupmate took my copybook last week promised: «I'll get back to you in three days». Today I needed that notes to prepare to seminar but he didn't give it back to me. He didn't excuse just told me: «I forgot».

Albert: Oh, it's a typical example of passive aggressive people. It's very interesting psychological phenomena. Passive aggressive behavior ranges from simply irritating to manipulative and punishing. This is different from occasionally being absent-minded, lazy, or busy. Passive aggressive people promise anything, and then do exactly as they please.

Helen: Are there ways to recognize such people?

Albert: They look ... ordinary people but their behavior is unusual. They don't give straight answers and have vague responses. Then they don't follow through доводить до конца so you must keep reminding

догадался, что у меня проблемы лишь взглянув на меня?

Альберт: Когда кто-то сообщает нам плохие новости, наши губы сжимаются. Помни, что и на работе, и дома, и в отношениях наши истинные чувства выражаются через тело. Так что за проблема?

Елена: На прошлой неделе один из моих одноклассников взял мою тетрадь, пообещав: «Я верну ее через три дня». Сегодня мне нужны были те записи для подготовки к семинару, но он их не вернул. Он даже не извинился, просто сказал «Я забыл».

Альберт: О, это типичный пример интересного психологического феномена - скрытой агрессивности. Скрытая агрессивность варьируется от обычного раздражения до манипулирования и грубого обращения. Это понятие отличается от рассеянности, лени, занятости. Скрытые агрессоры могут пообещать, что угодно, но действуют только так, как удобно им.

Елена: А как можно распознать людей такого типа?

Альберт: Они выглядят как обычные люди, но их выдает необычное поведение. Они уклончиво отвечают на вопросы. Они никогда ничего не доводят до конца, и тебе всегда нужно будет

them. Sometimes their remarks can be hurtful, especially so because they come at you sideways.

Helen: How can I secure myself against communication with such people?

Albert: First of all, try not to interact with passive aggressive people (now you know their characteristics), but if you have to do it, you should keep letting the zingers and accept your powerlessness to change them.

Helen: Thank you for your helpful recommendations, I would ... to use them while communicating.

обо всем им напоминать. Зачастую их высказывания оскорбительны особенно потому, что они нападают на людей исподтишка.

Елена: Как оградить себя от общения с такими людьми?

Альберт: Во-первых, старайся не общаться со скрытыми агрессорами (теперь ты знаешь их отличительные черты), но, если тебе все же приходится общаться с ними, сохраняй чувство юмора и смирись с тем, что ты не в силах изменить таких людей.

Елена: Спасибо тебе за полезные рекомендации, с удовольствием применю их в общении.

Grammar

Past simple (§1)

The Gerund (§10)

The Infinitive (§7)

TEST TO UNIT 6

1. Fill in the gaps choosing the necessary grammatical form:

1) Fortunately for us we ... a system to immediately communicate to others how we feel and what we sense.

a) evolve; b) evolved; c) to evolve

2) For example, when you ... something putrid and everyone around you ... what you ... from your expression; they ... need to taste it also.

a) taste ... knew ... felt ... don't ... ; b) tasted ... knew ... feel ... didn't ...; c) tasted ... knew ... felt ... didn't ...

3) Then they don't follow through so you must ... reminding them.

a) to keep; b) keep; c) have keep

4) In a way, our bodies don't really have to do these behaviours and yet we evolved to demonstrate them for a reason: we are social animals that communicate both verbally and nonverbally.

a) need to communicate; b) need communicating; c) need communication

5) that extra insight gives us a more honest appraisal of others and it will in the end assist us in communicating more effectively and empathetically for a deeper understanding.

a) To have; b) Having; c) Have

6) They appear eager to please, but know exactly how you mad.

a) making; b) to make; c) make

7) We ... to work another weekend and the orbits of our eyes narrow as our chin lowers.

a) asked; b) have asked; c) are asked

8) A friend keepsan hour late for a dinner date leaving you waiting over and over again.

a) to arrive; b) arrival; c) arriving

9) Their parents never them to communicate in a healthy manner.

a) teach; b) taught; c) teaching

10) It's important the pattern.

a) to recognize; b) recognizing; c) to recognition

11) If nothing changes, keep setting limits or stop dinner plans.

a) make; b) to make; c) making

12) Passive aggression is a form of anger, except the anger expressed with a smile instead of the typical expressions.

a) is; b) - ; c) are

13) ... specific pins down passive aggressive people.

a) be; b) to be; c) being

2. *Choose the right translation of the following words:*

1) to evolve: a) вырабатывать; b) развивать; c) выделить

2) urgent: a) срочный; b) необходимый; c) настойчивый

3) to clench: a) сжимать; b) стискивать; c) принимать твёрдое решение

4) to telegraph a) сигнализировать; b) телеграф; c) выдавать

5) a veneer: a) внешний лоск; b) наружный слой; c) видимость

6) unintentional: a) неумышленный; b) непредусмотренный; c) бессознательный

7) an exterior: a) наружность; b) внешность; c) экстерьер

8) an inefficiency: a) бесполезность; b) несостоятельность; c) неэффективность

9) to surrender: a) смириться; b) отказываться; c) поддаваться

3. *Choose the right translation of the following sentences:*

1) They did **so by communicating effectively** their needs, emotions, fears, and desires with each other.

a) Они осуществляли это, напрямую сообщая другим людям о своих потребностях, эмоциях, опасениях и желаниях.

b) Они осуществляли это, эффективно сообщая другим людям о своих потребностях, эмоциях, опасениях и желаниях.

c) Они осуществляли это, официально сообщая другим людям о своих потребностях, эмоциях, опасениях и желаниях.

2) Passive aggressive behavior **ranges from** simply irritating to manipulative and punishing.

a) Скрытая агрессия различается от обычного раздражения, манипулирования, грубого обращения.

b) Скрытая агрессивность варьируется от обычного раздражения до манипулирования и грубого обращения.

c) Пассивная агрессивность заключается в пределах обычного раздражения до манипулирования и грубого обращения.

3) **Having that extra insight gives us a more honest appraisal of others** and it will in the end assist us in communicating more effectively and empathetically for a deeper understanding.

a) Имея интуицию, мы точнее оцениваем других, а это в итоге способствует более эффективному общению и более глубокому пониманию друг друга.

b) Наличие дополнительной информации позволяет нам точнее оценивать других, и в итоге способствует более эффективному общению и более глубокому пониманию друг друга.

c) Обладание даром предвидения позволяет нам точнее оценивать других, и в итоге способствует более эффективному общению и более глубокому пониманию друг друга.

4) **They're typically raised in families where it's not safe to express anger**-they're never taught to communicate it in a healthy manner.

a) Обычно их воспитывают в семьях, где опасно показывать свое раздражение - их не учат выстраивать отношения в правильном русле.

b) Обычно они воспитываются в семьях, где не принято показывать свое раздражение - их не учат выстраивать отношения в правильном русле.

c) Обычно они растут в семьях, где нельзя показывать свое раздражение - их не учат выстраивать отношения в правильном русле.

4. *Find an odd-one-out in every line:*

a) aggression, anger, bumbling, exasperating, procrastination

b) needs, emotions, fears, desires, threats

c) evolve, evasive, seductive, manipulative, effective

5. *Define the predicate of the main sentence:*

1) They don't give straight answers and have vague responses.

a) don't; b) answers; c) give

2) Instead we evolved to react to threats or anything that might harm us and not to think.

a) evolved; b) threats; c) to react

3) A co-worker keeps promising to help with a project but never comes through.

a) promising; b) to help; c) keeps

4) Our brain forces us to freeze in place when we see an aggressive dog

a) to freeze; b) see; c) forces

“The grand essentials of happiness are: something to do, something to love, and something to hope for”.

Chalmers

Pre-reading tasks

1. *Practice the pronunciation of the following words from the text and say their Russian equivalents:*

pursuit [pə'sju:t]; elusive [ɪ'l(j)u:sɪv]; attribute ['ætrɪbjʊ:t]; extent [ɪk'stɛnt]; immovable [ɪ'mu:vəbl]; circumstance ['sɜ:kəmstæn(t)s]; dwarf [dwɔ:f]; contribution [ˌkɒntrɪ'bjʊ:ʃ(ə)n]; tickle ['tɪkl]; exposure [ɪk'spəʊʒə]; implication [ˌɪmplɪ'keɪʃ(ə)n]; acknowledge [ək'nɒlɪdʒd]; detriment ['detrɪmənt]; quotidian [kwəu'tɪdiən]; treatment ['tri:tmənt]; reap [ri:p]; upbeat ['ʌpbɪ:t]; sensory ['sen(t)s(ə)rɪ]; neuron ['njuərən]; spinal cord ['spain(ə)l] [kɔ:d]; trial ['traɪəl]; boost [bu:st]; transiently ['trænzɪəntli]; require [rɪ'kwaɪə]; upbeat ['ʌpbɪ:t]; strive [straɪv] penetrate ['penɪtreɪt]

2. *Read these words correctly:*

paradox ['pærədɒks]; search [sɜ:tʃ]; demographics [ˌdemə'græfɪks]; religious [rɪ'lɪdʒəs]; associate [ə'səʊsɪeɪt]; gene [dʒi:n]; genetic [dʒɪ'netɪk]; minimize ['mɪnɪmaɪz]; timing ['taɪmɪŋ]; qualification [ˌkwɒlɪfɪ'keɪʃ(ə)n]; antidepressant [ˌæntɪdɪ'pres(ə)nt]; depression [dɪ'pres(ə)n]; colleague ['kɒli:g]; placebo [plə'si:bəʊ]; psychiatric [ˌsaɪkɪ'ætrɪk]; hedonic [hi:'dɒnɪk] infrared [ˌɪnfrə'red] strategy ['strætədʒɪ]

3. *Find out the initial forms of the following words:*

contribution, **transiently**, **qualification**, **depression**, **implication**, **genetic**, **timing**, **hedonic**, **antidepressant**, **minimize**, **sensory**, **religious**, **immovable**, **pleasantness**, **infrared**

4. *Identify the parts of speech of the following words:*

depression, religious, to minimize, psychiatric, contribution, immovable, sensory, genetic, to associate, transiently, strategy, colleague, placebo, intentional, to suggest

5. *Complete the table with the appropriate forms of the words given:*

No	verb	noun	adjective
1	contribute	...	...
2	...	depression	...

3	minimize	...	...
4	...	...	associative
5	...	qualification	...
6	...	conformity	...
7	...	...	sensory

6. Give the four forms of the following verbs:

to minimize, to contribute, to associate, to qualify, to search, to conform, to depress, to interact, to stimulate, to suggest

7. Translate into Russian:

orbitofrontal cortex; spinal cord; one of the great paradoxes; to have all kinds of components; a certain extent with the environment; to adapt to new experiences; to tickle pleasure centres; to fit our needs and our personalities; to be ignored in favour of the here and now; to just do whatever makes me happy right now; to increase electrical signals in sensory neurons; to be effective strategies for giving your mood a little boost; penetrate deeply into the body; it wouldn't be perfect for someone else.

8. Give the meaning of the words and word combinations in black type from the context:

1. It's **one of the great paradoxes of life** that we all want to be happy, yet so few of us seem to know exactly where happiness comes from. 2. Psychologists have good and bad news about our **search for happiness**. 3. This includes things like **how much money we have**, our education level, whether we live in rich or poor countries, **how old we are, whether we are married or not** and **whether we are religious**. 4. For example, higher levels of education **are associated with more happiness**, as is higher age and even being married. 5. Granted, **it is easier to get married than it is to become younger**, but they are both still relatively long-term circumstantial factors. 6. Answering this question is all **about understanding how quickly humans adapt to new and exciting experiences**. 7. Unfortunately when presented with that very same stimulus again and again **we soon become used to it**. 8. We believe that warming of the skin **increases electrical signals in sensory neurons**. 9. Activity in the medial orbitofrontal cortex is low in depression, but it's increased by warm stimulation in a way **this is correlated with perceived pleasantness**. 10. Exposure to heating **can be prolonged without elevating a person's core**

body temperature, which could be dangerous. 11. These methods of warming up in everyday life are likely **to be effective strategies for giving your mood a little boost**, at least transiently.

9. *Analyze the English structures in bold, paying attention to their translation into Russian.*

1) Psychologists Sheldon and Lyubomirsky **have estimated** it at only 10%.

2) So if we can't change our genes and we can't, broadly **speaking**, change our life circumstances, what can we change?

3) They see the activities we take part in as moving our happiness levels within the set range **determined** by our genetics and our life circumstances.

4) This is what psychologists **have called** «hedonic adaptation».

5) A better job, **leading** to more money can mean we have more freedom to do those day-to-day things which we like.

6) What the Psychology research suggests is that it's those quotidian pleasures that have the power to make us happy and keep us happy, **provided** they hold enough variety.

7) Here's what he **has told** about the connection between feeling physically warm and feeling more upbeat.

1) Психологи Шелдон и Любомирский **насчитали** лишь 10%

2) Так если мы, **говоря в общих чертах**, не можем изменить наши гены и наши жизненные обстоятельства, так на что же мы можем повлиять?

3) Они рассматривают нашу деятельность, как путь к счастью, **определяемый рамками** нашей генетики и жизненными обстоятельствами.

4) Это то, что психологи **назвали** «гедоническая адаптация».

5) Подходящая работа, **позволяющая** зарабатывать достаточно денег, предоставляет и большую свободу, так как мы занимаемся тем, что приносит нам удовольствие.

6) Согласно результатам психологического исследования, это именно те каждодневные радости, которые делают нас счастливыми и позволяют оставаться таковыми, **при условии**, что они разнообразны.

7) Это то, что он **назвал** связью между физическим ощущением тепла и ощущением счастья.

8) Ключевые физиологические

- 8) The key physiological mechanisms **underlying** this effect aren't certain yet. механизмы, лежащие в основе этого эффекта, точно не определены.
- 9) This **has led** Lyubomirsky, Sheldon and Schkade to suggest that the activities we choose should have three characteristics. 9) Это **заставило** Любомирского, Шелдона и Шакаде предположить, что выбранные нами занятия должны иметь три характерных признака.
- 10) My colleagues and I **are currently collaborating** with Dr. Charles Raison at the University of Arizona. 10) Я со своими **коллегами в настоящее время сотрудничаю** с доктором Университета Аризоны Чарльзом Рейзон.
- 11) Researchers **are testing** whole-body heating chambers as a possible treatment for major depression. 11) Исследователи **в настоящее время тестируют** камеры нагрева для всего организма, как возможного способа лечения подавленного настроения.

While-reading tasks

10. Now read text A and decide whether these statements are true (T) or false (F):

1. All people want to be happy, and only some of us seem to know exactly where happiness comes from.
2. The bad news is that we have practically control over 50% of our happiness levels.
3. Happiness, like many of our other attributes is partially formed by our desires.
4. For example, higher levels of education are associated with failure, as is higher age and even being married.
5. Circumstantial factors are completely helped by the genetic contribution to happiness.
6. New impressions stimulate our pleasure centres and we feel good.
7. Life circumstances and daily activities don't impact each other.

11. Find in the text sentences logically connected with the following:

1. Happiness like a phenomenon has several components.
2. There are some factors connected with happiness.
3. Our chosen activities should have three characteristics.

Text A

Sustainable happiness: why it's all about the day-to-day

It's one of the great paradoxes of life that we all want to be happy, yet so few of us seem to know exactly where happiness comes from. Happiness itself can be defined in many different ways, it may have all kinds of components, it may be a life's work, or even no work at all, but we are, most of us, in pursuit of this elusive goal.

Psychologists have good and bad news about our search for happiness. The bad news is that we have essentially no control over 50% of our happiness levels. Happiness, like many of our other attributes is partially set by our genes. While these do interact to a certain extent with the environment, on a day-to-day basis this 50% can be considered immovable.

What about the other 50%? This is the start of the good news.

Happy circumstances

First there are the overall circumstances of our lives, our «demographics». This includes things like how much money we have, our education level, whether we live in rich or poor countries, how old we are, whether we are married or not and whether we are religious.

All of these factors have some relationship to happiness. For example, higher levels of education are associated with more happiness, as is higher age and even being married.

These are all factors which, generally speaking, are difficult to change. Granted, it is easier to get married than it is to become younger, but they are both still relatively long-term circumstantial factors.

While circumstantial factors do matter, the surprise is how small a contribution they make to our happiness. Psychologists Sheldon and Lyubomirsky have estimated it at only 10%. This is completely dwarfed by the genetic contribution to happiness.

So if we can't change our genes and we can't, broadly speaking, change our life circumstances, what can we change?

Intentional activity

The only thing that is left is what we actually do every day. What Sheldon and Lyubomirsky refer to as «intentional activity». They see the activities we take part in as moving our happiness levels within the set range determined by our genetics and our life circumstances.

But which activities to choose, and how should we carry out these activities? Answering this question is all about understanding how quickly humans adapt to new and exciting experiences.

The first time we try something stimulating that we find enjoyable, it is likely to increase our happiness levels considerably. Whether it's that first parachute jump, the first kiss with our partner or just a new and exciting book we're reading. New experiences tickle our pleasure centres and we feel good.

Unfortunately when presented with that very same stimulus again and again we soon become used to it. This is what psychologists have called «hedonic adaptation». The amount of pleasure we can get from the same experience tails off with repeated exposure. The first chocolate tastes better than the last.

This has led Lyubomirsky, Sheldon and Schkade to suggest that the activities we choose should have three characteristics:

1. They should fit our needs and our personalities. E.g. If you don't crave excitement parachuting is unlikely to fit with your needs. That doesn't mean it wouldn't be perfect for someone else.

2. Their content should vary. Do you always run around the same circuit? Or fly your kite on the same hill? Or walk the same route through the forest? Varying the routine is likely to minimize the effects of hedonic adaptation.

3. Their timing should vary. This also helps to avoid hedonic adaptation.

The here and now

There's another interesting implication from the finding about what contributes to our happiness. Some might say that this balance of 10% life circumstances to 40% everyday activities means that to be happy, long-term plans and goals should be ignored in favour of the here and now. After all, why bother to strive for a better job if it won't increase your happiness? Surely it's better to just do whatever makes me happy right now?

Long-term plans do, of course, contribute to our day-to-day happiness, but indirectly. A better job, leading to more money can mean we have more freedom to do those day-to-day things which we like. Life circumstances and day-to-day activities clearly interact. To talk of one without the other doesn't make sense in the real world.

These qualifications acknowledged people often do place much more importance on their life circumstances to the detriment of everyday pleasurable activities. What the Psychology research suggests is that it's

those quotidian pleasures that have the power to make us happy and keep us happy, provided they hold enough variety.

(Abridged from <http://www.spring.org.uk/2007/11/sustainable-happiness-why-its-all-about.php>)

Post-reading tasks

12. Answer the questions.

1. Could we give an exclusive definition of happiness?
2. What is happiness set by?
3. How many overall circumstances of our lives could you point out?
4. Do circumstantial factors contribute a lot to our happiness?
5. What is an “intentional activit”?
6. How could you explain a term «hedonic adaptation»?
7. What makes us happy according to the one of Psychology researches?

13. Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences:

to know exactly where happiness comes from; can be defined in many different ways; to do something in pursuit of an elusive goal; to be partially set by our genes; to do interact to a certain extent with the environment; to have some relationship to happiness; to be difficult to change; to adapt to new and exciting experiences; to increase our happiness levels considerably; to tickle our pleasure centres; to become used to something; to tail off with repeated exposure; to fit our needs and our personalities; to vary the routine; to avoid hedonic adaptation; to be ignored in favour of the here and now; to strive for a better job; to do contribute to our day-to-day happiness; it doesn't make sense in the real world; to have the power to make us happy and keep us happy

14. Say which of the ideas of the text attracted your attention most of all (1. About components of happiness; 2. About psychologists' investigations on happiness)

15. Find the main sentence of each passage (i.e. the sentences containing the central idea of the passage).

16. Retell the text a) in short; b) in details. Use any of the phrases from Ex. 7, Unit 1.

17. Read text B. Try to guess the meaning of unfamiliar words from the context.

18. Look through text B again. Divide it into logical parts, find the key words in each part and use them to express the main points of the text.

Text B

Why Warm Weather and Hot Tubs Make Us Happy

Lying on a sunbaked beach or soaking in a hot tub can lift your mood – but how? There’s good evidence that physical warmth has an antidepressant effect. In fact, researchers are testing whole-body heating chambers as a possible treatment for major depression. You may be able to reap some of the same benefits by simply stepping outside on a warm day. One of the leading experts in this fledgling field is Christopher Lowry, PhD, Associate Professor of Integrative Physiology and a member of the Center for Neuroscience at the University of Colorado Boulder. Here’s what he has told about the connection between feeling physically warm and feeling more upbeat.

How do warm temperatures affect someone’s mood?

Exposure to warm temperature stimuli that aren’t painfully or unpleasantly hot can elevate a person’s mood. This has been observed in clinical settings. And it also happens in the spring, when the onset of warm weather after a cold winter helps account for the mood lift seen in «spring fever».

The key physiological mechanisms underlying this effect aren’t certain yet. However, we believe that warming of the skin increases electrical signals in sensory neurons. These neurons relay signals to the spinal cord, and neurons in the spinal cord then pass along the signals to the brain.

The result is activation of brain areas that process pleasant stimulation, such as the medial orbitofrontal cortex. Activity in the medial orbitofrontal cortex is low in depression, but it’s increased by warm stimulation in a way this is correlated with perceived pleasantness. Simply put, warming the skin makes people feel good emotionally.

Could this be useful in the treatment of depression?

I believe that there are potential benefits to the use of infrared whole-body heating in a clinical setting. This involves heating a person’s body to a warm temperature in a heating chamber. The only part of the body that remains outside the chamber is the person’s head.

Infrared heat waves are ideal for this purpose, because this type of heat radiation doesn’t penetrate deeply into the body. Instead, it heats primarily the skin. Consequently, exposure to heating can be prolonged

without elevating a person's core body temperature, which could be dangerous.

My colleagues and I are currently collaborating with Dr. Charles Raison at the University of Arizona, Tucson, on a double-blind, placebo-controlled clinical trial of whole-body heating in patients with major depressive disorder. Who knows? Maybe someday psychiatry clinics in the United States will offer whole-body heating as a treatment option for major depression or other psychiatric disorders. That's already the case in some clinics in Switzerland.

What about the more ordinary ways that people get warm — for example, by soaking in a hot bath, stepping outside on a warm day or snuggling under a blanket on a chilly night? Do they help?

These methods of warming up in everyday life are likely to be effective strategies for giving your mood a little boost, at least transiently. However, they are unlikely to induce the type of long-term changes in the brain that would be required to bring lasting relief to patients with major depression.

Yet even a little mood lift may help keep a bad moment from turning into a rotten day. And that's something we can all appreciate.

(Abridged from <https://www.psychologytoday.com/blog/minding-the-body/201504/why-warm-weather-and-hot-tubs-make-us-happy>)

18. Put questions to the following sentences. (the words in bold are answers).

1. It's one of the great paradoxes of life that we all want **to be happy**.
2. Happiness, like many of our other attributes is partially set by our **genes**.
3. Psychologists Sheldon and Lyubomirsky have estimated it at only **10%**. (How many?)
4. The first time we try something stimulating that we find enjoyable.
5. New experiences tickle **our pleasure centres** and we feel good.
6. Activities should **fit** our needs and our personalities.
7. Researchers are testing whole-body heating chambers as **a possible treatment for major depression**.
8. We believe that warming of the skin **increases** electrical signals in sensory neurons.
9. This involves **heating a person's body** to a warm temperature in a heating chamber.
10. **Warming** the skin makes people feel good emotionally.

19. Find mistakes in the following sentences.

1. Psychologists has good and bad news about our search for happiness.
2. First there is the overall circumstances of our lives.
3. These are all factors which, generally speaking, are difficult changing.
4. We can't to change our genes and we can't change our life circumstances.
5. The first chocolate tastes better as the last.
6. That don't mean it wouldn't be perfect for someone else.
7. There are good evidence that physical warmth has an antidepressant effect.
8. The only part of the body that remain outside the chamber is the person's head.
9. Infrared heat waves is ideal for this purpose.
10. This have been observed in clinical settings.

20. Find the English equivalents in the text.

1. Отдых на солнечном пляже или в теплой джакузи может улучшить ваше настроение – но как это происходит?
2. Вы можете воспользоваться этим положительным воздействием, просто выйдя из дома в теплый день.
3. Тепловое воздействие, которое не причиняет боли и не раздражает, может поднимать настроение.
4. Это происходит весной, когда после холодной зимы устанавливается теплая погода, и можно объяснить приподнятое настроение по причине «весеннего обострения».
5. Мы считаем, что из-за нагревания кожи возрастают электрические сигналы в сенсорных нейронах.
6. Такие методы прогревания в повседневной жизни, возможно, будут эффективны для улучшения вашего настроения, по крайней мере, на какое-то время.

21. Summarize the general ideas of all the two texts in English.

22. a) **Study the following Model:**

Helen: So, we can change everything.

Albert: No, we can't.

Helen: Do I have to wait for you?

Albert: No, you don't.

Albert: Do you agree with me?

Helen: Yes, I do.

b) Read Dialogue 5 and fill in the gaps with missing constructions as in the Model.

c) Find out your partner's point of view on the happiness in general, fill in the gaps using the appropriate conversational formulas (Russian bolded equivalents are aimed to help you):

According to ..., ...

What about ...?

... in this case...

... it's possible to change...

Unfortunately, in course of time ...

As far as I am concerned, ...

By the way, ...

Perhaps, ...

In accordance with psychologists, ...

DIALOGUE 7

Albert: Hello, Helen! What's new? **Альберт:** Здравствуй, Елена! Как

Helen: Hi, Albert! Thank you, it **поживаешь?**

seems OK but I feel miserable. **Елена:** Привет, Альберт. Спасибо, все, вроде бы нормально, но я

почему-то чувствую себя несчастной. Может быть это осенняя хандра.

Albert: I don't think that it's **Альберт:** Не думаю, что причиной because of the season. Recently, I является время года. Недавно я have run into a research of наткнулся на исследование psychologists who study a психологов, занимающихся phenomenon of happiness. изучением феномена счастья.

Helen: What's the main point of **Елена:** И в чем суть исследования?

this study? **Альберт:** Согласно этой работе, 50

Albert: _____, over 50% of % того насколько мы чувствуем себя our happiness levels are set by our счастливыми зависит от наших gene which we can't change. генов, которые мы не можем изменить.

Helen: _____ the rest 50%? **Елена:** А что насчет оставшихся 50%?

Albert: These are life **Альберт:** Это жизненные circumstances. This includes обстоятельства. К ним относятся:

things like how much money we have, our education level, whether we live in rich or poor countries, how old we are, whether we are married or not and whether we are religious.

Helen: ... , we can change all of that.

Albert: These are all factors which are difficult to changey.

Helen: ... , _____ , we have to make up mind to all life circumstances.

Albert: ... , something; it is what we actually do every day. What Sheldon and Lyubomirsky refer to as «intentional activity». They see the activities we take part in as moving our happiness levels within the set range determined by our genetics and our life circumstances.

Helen: And which activities should we choose?

Albert: We should change something enjoyable and unusual to you.

Helen: For somebody it can be parachute jump. New experiences let people feel happier.

Albert: _____we used to new experience. This is what psychologists have called «hedonic adaptation». The amount of pleasure we can get from the experience tails off with repeated

количество денег, уровень образования, место проживания - живем ли мы в развитой или развивающейся стране, возраст, семейное положение, религиозная принадлежность.

Елена: Так мы можем изменить это.

Альберт: Нет, не можем. На все эти показатели сложно повлиять.

Елена: Значит, в этом случае, нам придется смириться со всеми жизненными обстоятельствами.

Альберт: Нет, мы можем кое-что изменить - наши каждодневные занятия. Психологи Шелдон и Любомирский упоминают понятие «намеренная деятельность». Они рассматривают нашу деятельность, как путь к счастью, определяемый рамками нашей генетики и жизненными обстоятельствами.

Елена: А какие занятия следует выбирать?

Альберт: Нужно выбирать что-то необычное и доставляющее тебе радость.

Елена: Для кого-то это может быть прыжок с парашютом. Новые эксперименты позволяют почувствовать себя счастливее.

Альберт: К сожалению, со временем мы привыкаем к новому опыту. Это то, что психологи назвали «гедонической адаптацией». Та степень удовольствий, которую мы испытываем от новых занятий,

exposure.

Helen: ... allowing to avoid such adaptation?

Albert: Our activities should fit our needs and our personalities. Activity content and timing of activities should be varied.

Helen: _____, one of my hobbies – is fitness. My trainings are varying, there is no strict timetable but, **nevertheless**, I feel depressed.

Albert: _____, may be you were right when you suppose that it's an autumn blue. _____, you feel lack of warm. _____, exposure to warm temperature stimuli that aren't painfully or unpleasantly hot can elevate a person's mood. And it also happens in the spring, when the onset of warm weather after a cold winter helps account for the mood lift seen in «spring fever».

Helen: ... to wait for spring.

Albert: ... Helen, you can just attend a solarium or a sauna.

исчезает из-за повторения.

Елена: Существуют ли рекомендации, позволяющие не допускать такого привыкания?

Альберт: Да. Наши занятия должны соответствовать нашим потребностям и нашим особенностям характера. Содержание и расписание занятий следует варьировать.

Елена: Что касается меня, одно из моих увлечений – фитнес. Мои тренировки разнообразные, нет строго расписания занятий и, тем не менее, я чувствую себя подавленной.

Альберт: Кстати, может быть, ты была права, когда предполагала, что у тебя осенняя хандра. **Возможно**, тебе просто не хватает тепла. **По мнению психологов**, тепловое воздействие, которое не причиняет боли и не раздражает, может поднимать настроение. Это происходит весной, когда после холодной зимы устанавливается теплая погода, и можно объяснить приподнятое настроение по причине «весеннего обострения».

Елена: Мне придется ждать весны?

Альберт: Нет. Елена, ты может просто походить в солярий или в сауну.

Grammar

Present perfect (§1)

Present continuous (§1)

Participle 1 (§11)

Participle 2 (§11)

TEST TO UNIT 7

1. Fill in the gaps choosing the necessary grammatical form:

1) Few of us seem ... exactly where happiness comes from.

a) know; b) knowing; c) to know

2) Higher levels of education ... associated with more happiness.

a) is; b) are; c) to

3) These are all factors which, broadly speaking, are difficult to change.

a) speaking; b) speak; c) to speak

4) They see the activities within the set range ... by our genetics and our life circumstances.

a) determining; b) determined; c) to determine

5) We can't ... our genes and we can't change our life circumstances.

a) to change; b) change; c) changing

6) Here's what he has told about the connection between feeling physically warm and feeling more optimistic.

a) told; b) have told; c) has told

7) My colleagues and I are currently ... with Dr. Charles Raison.

a) collaborate; b) to collaborate; c) collaborating

8) Warming of the skin ... electrical signals in sensory neurons.

a) increases; b) increase; c) increasing

9) They should fit our needs and our personalities.

a) to fit; b) fit; c) fitting

10) Warming the skin makes people feel good emotionally.

a) Warming; b) To warm; c) Warm

2. Choose the right translation of the following words:

1) circumstances: a) обстоятельства; b) подробность; c) случай

2) to tickle: a) раздражать; b) развлекать; c) угождать

3) attribute a) характерная черта; b) реквизиты; c) неотъемлемый признак

4) implication a) смысл; b) применение; c) условие

5) a contribution a) вклад; b) налог; c) пожертвование

б) exposure to: а) знакомство с ; б) возможное привлечение к ; с) воздействие

7) to collaborate: а) сотрудничать; б) взаимодействовать; с) действовать совместно с

8) to dwarf: а) затмевать; б) мешать росту; с) останавливать развитие

9) extent: а) объём; б) степень; с) масштаб

10) to elevate: а) улучшать а) возбуждать а) поднимать настроение

11) to penetrate: а) проникать внутрь б) вторгаться с) пронизать

3. Choose the right translation of the following sentences:

1) Psychologists Sheldon and Lyubomirsky **have estimated it** at only 10%.

а) Психологи Шелдон и Любомирский оценили лишь 10%

б) Психологи Шелдон и Любомирский установили лишь 10%

с) Психологи Шелдон и Любомирский насчитали лишь 10%

2) You **may be able to reap some of the same benefits** by simply stepping outside on a warm day.

а) Вы можете воспользоваться этой пользой, просто выйдя из дома в теплый день.

б) Вы можете воспользоваться этим положительным воздействием, просто выйдя из дома в теплый день.

с) Вы можете использовать это преимущество, просто выйдя из дома в теплый день.

3) **We believe that warming of the skin** increases electrical signals in sensory neurons.

а) Мы верим, что из-за нагревания кожи возрастают электрические сигналы в сенсорных нейронах.

б) Мы думаем, что из-за нагревания кожи возрастают электрические сигналы в сенсорных нейронах.

с) Мы считаем, что из-за нагревания кожи возрастают электрические сигналы в сенсорных нейронах.

4) **A better job, leading to more money** can mean we have more freedom to do those day-to-day things which we like.

а) Подходящая работа, позволяющая зарабатывать достаточно денег, предоставляет и большую свободу, так как мы занимаемся тем, что приносит нам удовольствие.

б) Хорошая работа, помогающая зарабатывать достаточно денег, предоставляет и большую свободу, так как мы занимаемся тем, что приносит нам удовольствие.

с) Лучшая работа, предоставляющая возможность заработать больше денег, дает и большую свободу, так как мы занимаемся тем, что приносит нам удовольствие.

4. *Find an odd-one-out in every line:*

a) orbitofrontal cortex, spinal cord, sensory neuron, skin, benefit

b) quotidian, effective, day-to-day, daily, emotions

c) qualification, treatment, contribution, minimize

5. *Define the object of the sentence:*

1) All of these factors have some relationship to happiness.

a) factors; b) relationship; c) happiness

2) Long-term plans do contribute to our day-to-day happiness, but indirectly.

a) happiness; b) contribute; c) plans

3) These neurons relay signals to the spinal cord, and neurons in the spinal cord then pass along the signals to the brain.

a) signals; b) neurons; c) spinal cord

4) What Sheldon and Lyubomirsky refer to as «intentional activity».

a) «intentional activity»; b) refer; c) What

“Being entirely honest with oneself is a good exercise”.

Sigmund Freud

Pre-reading tasks

1. *Practice the pronunciation of the following words from the text and say their Russian equivalents:*

assess [ə'ses], describe [dɪ'skraɪb], musing [ˈmjuːzɪŋ], trait [treɪt], definition [ˌdefɪ'nɪʃ(ə)n], refer [rɪ'fɜː], disguise [dɪs'gaɪz], consistent [kən'sɪst(ə)nt] hidden [ˈhɪd(ə)n], acceptable [ək'septəbl], consistency [kən'sɪst(ə)n(t)sɪ], influence [ˈɪnfluəns], impact [ˈɪmpækt], internal [ɪn'tɜːn(ə)l], emphasize [ˈemfəsaɪz], presume [prɪ'zjuːm], self-mastery [ˌself'mɑːst(ə)rɪ], will-power [ˈwɪlpauə], integrity [ɪn'tegrəti], conscientious [ˌkɒn(t)ʃɪ'en(t)ʃəs], explosive [ɪk'spləʊsɪv], endurance [ɪn'djuərən(t)s], violation [ˌvaɪə'leɪʃ(ə)n], cue [kjuː], curiously [ˈkjuəriəsli], punishment [ˈpʌnɪʃmənt], appeal [ə'piːl], embrace [ɪm'breɪs], dire [ˈdaɪə], exaggerated [ɪg'zædʒəreɪtɪd], unexpected [ˌʌnɪk'spektɪd], dim [dɪm], lethal ['liːθ(ə)l], appointment [ə'pɔɪntmənt], consider [kən'sɪdə], consequence ['kɒn(t)sɪkwəns], agile ['ædʒaɪl], size-up [ˈsaɪzʌp], pros and cons [ˌprəʊzən'kɒnz], trade-off ['treɪdɔf], doom [duːm], destruction [dɪ'strʌkʃ(ə)n], implication [ˌɪmplɪ'keɪʃ(ə)n], relevant ['reləvənt], cluster ['klʌstə], spunky ['spʌŋki], live-wire [ˌlaɪv'waɪə], disguise [dɪs'gaɪz], thrive [θraɪv].

2. *Read these words correctly:*

personality [ˌpɜːs(ə)'næləti], identity [aɪ'dentəti], mandate ['mændət], individuality [ˌɪndɪvɪdʒu'æləti], physiological [ˌfɪzɪə'lɒdʒɪk(ə)l], interaction [ˌɪntər'ækʃ(ə)n], perspective [pə'spektɪv], psychosexual [ˌsaɪkəu'seksjuəl,-{saɪkəu}'sekʃ(ə)l], interchangeably [ˌɪntə'ʃeɪndʒəblɪ], spontaneous [spɒn'teɪniəs], inaccurate [ɪn'ækjərət], enthusiasm [ɪn'θjuːzɪæz(ə)m], spectrum ['spektrəm], dysfunctional [dɪs'fʌŋkʃ(ə)n(ə)l], attribute ['ætrɪbjʊːt], impatient [ɪm'peɪʃ(ə)nt], unconscious [ʌn'kɒn(t)ʃəs].

3. *Find out the initial forms of the following words:*

definition, **made**, **impatient**, **consistent**, **unexpected**, **acceptable**, **interchangeably**, **unconscious**, **punishment**, **dysfunctional**, **inaccurate**, **interaction**, **individuality**, **acceptable**, **musings**, **led**.

4. *Identify the parts of speech of the following words:*

to assess, musing, to consider, to impact, violation, to refer, impatient, psychosexual, unexpected, to presume, internal, acceptable, explosive, attribute, to emphasize, spontaneous, consequence.

5. *Complete the table with the appropriate forms of the words given:*

№	verb	noun	adjective
1	consider	...	...
2	assess	...	...
3	...	influence	...
4	...	violation	...
5	...	...	consistent
6	...	implication	...
7	...	...	acceptable

6. *Give the four forms of the following verbs:*

to emphasize, to lead, to consider, to hide, to suggest, to say, to influence, to make up, to put, to sleep, to realize, to mean.

7. *Translate into Russian:*

daily musings on how and why people behave as they do; to tend to focus more on individuals; can apply to everyone; personality is made up of the characteristic patterns of thoughts, feelings and behaviours; among their colleagues in other subfields of Psychology; it is also influenced by biological processes and needs; are a limited number of «personality types» which are related to biological influences; the influence of the unconscious on personality; personality is a result of interaction between the individual and the environment; helpful to compare the concept to others with related meanings; these terms are sometimes used more or less interchangeably with «personality»; to tend to have more traffic accidents and violations; to be sensitive to reward cues but curiously insensitive to punishment cues; to put their thoughts into words; to be mentally agile; to size-up a situation wisely, to be worth doing smth.

8. *Guess the meaning of the words and word combinations in black type from the context:*

1. The word personality **itself stems from** the Latin word «persona», which **referred to** a theatrical mask work by performers in order to either project different roles or disguise their identities. 2. Personality **refers to individuals' characteristic patterns of thought, emotion, and behaviour**, together with the psychological mechanisms behind those patterns. 3. Personality does not just **influence how we move and respond in our environment**. 4. Temperament usually **refers to those aspects of psychological individuality**. 5. Character **usually refers to those personal attributes that are relevant to** moral conduct, self-mastery, will-power, and integrity. 6. And they **tend to have** more traffic accidents and violations. 7. Impulsivity **can be exaggerated by caffeine** and tends to be more noticeable in the evening than the morning. 8. They need someone **to temper their enthusiasm, to consider consequences, to plan ahead and to keep persisting** in the face of failure or setback. 9. They **make appointments without checking** they can honour them. 10. Impulsives **need control mechanisms to moderate** their fast tempo and love of reward.

9. *Analyze the English structures in bold, paying attention to their translation into Russian.*

- | | |
|---|---|
| <p>1) Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do.</p> | <p>1) Осознаем мы или нет, но наши ежедневные размышления о том, как и почему люди поступают определенным образом, похожи на деятельность психолога, изучающего проблемы личности.</p> |
| <p>2) If our informal assessments of personality tend to focus more on individuals, personality psychologists instead use conceptions of personality that can apply to everyone.</p> | <p>2) Если мнение обывателя о личности фокусируется больше на индивиде, то мнение персонолога, напротив, опирается на концепции о личности, которые применимы ко всем.</p> |
| <p>3) If we know many different theories of personality, the first step will be to understand exactly what is meant by the term «personality».</p> | <p>3) Приступая к изучению разнообразных теорий личности, в первую очередь необходимо дать четкое определение термина «личность».</p> |
| <p>4) This definition means that</p> | <p>4) Такое определение означает, что</p> |

among their colleagues in other subfields of Psychology, when psychologists study personality, **they will have a unique mandate:** to explain whole persons.

5) As described in the definitions above, **you will expect** that traits and patterns of thought and emotion make up an important part.

6) **If a personality is a psychological construct**, research suggests that it is also influenced by biological processes and needs.

7) Humanist theories emphasize the **importance of free will** and individual experience in the development of personality.

8) **If you say** «yes» to 7 or more you **will probably be called** impulsive.

9) More interestingly impulsives are highly sensitive to **reward cues** but curiously insensitive to **punishment cues**.

среди коллег, работающих в других отраслях психологии, персонологи **обладают особой компетенцией:** раскрыть особенности всех личностей.

5) Из объяснений, данных в определениях выше, мы **понимаем**, что образ мыслей и эмоции играют важную роль.

6) **Поскольку личность является психологической составляющей структуры человека**, то считается, что она также находится под влиянием биологических процессов и потребностей.

7) Гуманистические теории подчеркивают **важность свободы выбора** и личного опыта в развитии личности.

8) **Если вы отвечаете** «да» на 7 или более вопросов, то вас **можно назвать** импульсивным.

9) Примечательно, что импульсивные люди очень восприимчивы к **знакам поощрения и крайне равнодушны** к наказанию.

10. Now read Text A and decide whether these sentences are true (T) or false (F):

1. Whether we realize it or not, these daily musings on how and why people behave as they do are absolutely different to what personality psychologists do.

2. If our informal assessments of personality tend to focus more on individuals, personality psychologists instead use conceptions of personality that can refer to everyone.

3. A brief definition will be that personality is made up of the characteristic patterns of thoughts, feelings and behaviours that make a person ordinary.

4. People act identically in a variety of situations.

5. Personality does not just influence how we move and respond in our environment; it also makes us to act in certain ways.

6. Trait theories viewed personality as the result of external characteristics that are genetically based.

7. Behavioural theories suggest that personality is a result of interaction between the individuals.

11. Find in the text sentences logically connected with the following:

1. Personality is completed of the characteristic patterns of thoughts, feelings and behaviours that make a person unique.

2. Personality is can be seen in our thoughts, feelings, close relationships and other social interactions.

3. Temperament and character have distinct meanings.

Text A

What is personality?

Almost every day we describe and assess the personalities of the people around us. Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do. If our informal assessments of personality tend to focus more on individuals, personality psychologists instead use conceptions of personality that can apply to everyone. Personality research has led to the development of a number of theories that help explain how and why certain personality traits develop.

If we know many different theories of personality, the first step will be to understand exactly what is meant by the term «personality». The word personality itself stems from the Latin word «persona», which referred to a theatrical mask work by performers in order to either project different roles or disguise their identities. **A brief definition will be that personality is made up of the characteristic patterns of thoughts, feelings and behaviours that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life.**

Some other definitions of personality:

«Personality refers to individuals' characteristic patterns of thought, emotion, and behaviour, together with the psychological mechanisms -

hidden or not - behind those patterns. This definition means that among their colleagues in other subfields of Psychology, when psychologists study personality, they have a unique mandate: to explain whole persons». (Funder, D. C., 1997)

«Although no single definition is acceptable to all personality theorists, we can say that personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior». (Feist and Feist, 2009)

So what exactly makes up a personality? As described in the definitions above, you will expect that traits and patterns of thought and emotion make up an important part. Some of the other fundamental characteristics of personality include:

Consistency. There is generally a recognizable order and regularity to behaviours. Essentially, people act in the same ways or similar ways in a variety of situations.

Psychological and physiological components. If a personality is a psychological construct, research suggests that it is also influenced by biological processes and needs. It impacts behaviours and actions. Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways.

Multiple expressions. Personality is displayed in more than just behaviour. It can also be seen in our thoughts, feelings, close relationships and other social interactions.

There are a number of different theories about how personality develops. Different schools of thought in Psychology influence many of these theories. Some of these major perspectives on personality include:

Type theories are the early perspectives on personality. These theories suggested that there are a limited number of «personality types» which are related to biological influences.

Trait theories viewed personality as the result of internal characteristics that are genetically based.

Psychodynamic theories of personality are heavily influenced by the work of Sigmund Freud, and emphasize the influence of the unconscious on personality. Psychodynamic theories include Sigmund Freud's psychosexual stage theory and Erik Erikson's stages of psychosocial development.

Behavioural theories suggest that personality is a result of interaction between the individual and the environment. Behavioural theorists study observable and measurable behaviours, rejecting theories that take internal thoughts and feelings into account. Behavioural theorists include B. F. Skinner and John B. Watson.

Humanist theories emphasize the importance of free will and individual experience in the development of personality. Humanist theorists including Carl Rogers and Abraham Maslow said: «Having closed in on a sense of what personality is it may be helpful to compare the concept to others with related meanings. Two concepts that quickly come to mind are «temperament» and «character». In everyday language these terms are sometimes used more or less interchangeably with «personality», and historically they have often been used in contexts where, in more recent times, «personality» would be employed. Within Psychology, however, they have somewhat distinct meanings. Temperament usually refers to those aspects of psychological individuality that are present at birth or at least very early on in child development, are related to emotional expression, and are presumed to have a biological basis. Character, on the other hand, usually refers to those personal attributes that are relevant to moral conduct, self-mastery, will-power, and integrity».

(Abridged from

<http://psychology.about.com/od/overviewofpersonality/a/persondef.htm>)

Post-reading tasks

12. Answer the questions:

1. What word does the word personality stem from?
2. What makes a person unique?
3. Could you explain the meaning of the consistency of the personality?
4. What is a personality influenced by?
5. Where can we see a display of personality?
6. Who were representatives of Psychodynamic theories of personality?
7. What was the main proposition of Behavioural theories?

13. Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences:

to describe and assess the personalities of the people around us; to tend to focus more on individuals; to help explain how and why certain personality traits develop; to arise from within the individual; to remain fairly consistent throughout life; to explain whole persons; to act in the same ways

or similar ways in a variety of situations; to be influenced by biological processes and needs; to cause us to act in certain ways; to be related to biological influences; to emphasize the influence of the unconscious on personality; to be a result of interaction between the individual and the environment; to emphasize the importance of free will and individual experience.

14. *Say which of the ideas of the text attracted your attention most of all and why (1. Definitions and components of personality; 2. About Theories of personality).*

15. *Find the main sentence of each passage (i.e. the sentences containing the central idea of the passage).*

16. *Retell the text a) in short: b) in details. Use any of the phrases from Ex. 7, Unit 1.*

17. *Read text B. Try to guess the meaning of unfamiliar words from the context.*

18. *Look through text B again. Divide it into logical parts, find the key words in each part and use them to express the main points of the text.*

Text B

Impulsivity: Good or Bad?

Searching for the energetic, spontaneous, restless, impatient, quick decision-maker who gets things done? Do you want a spunky live-wire who gets on with it? Just do it!

But what about the impulsive, thrill-seeking, complexity-avoiding, easily-distracted, unreflective person who can't and won't plan for the future? Surely they are worth avoiding? Trouble is, these traits go together. They form a cluster called «impulsivity».

Consider the 10 simple statements below:

I often do things without thinking

I am not very serious minded

I usually make up my mind very quickly

I generally seek new and exciting experiences and sensations

I am pretty happy-go-lucky

I can put my thoughts into words pretty quickly

I admit I often lose interest in things I have started

I really get impatient waiting

I don't like and am not good at business planning

I am not the person to «sleep on it» before making a decision.

If you say «yes» to 7 or more you will probably be called impulsive. This means your work is often fast but possibly inaccurate. You may have been called «slap dash». This may or may not matter....depending on the task you do. Indeed you may be thought of as an ideal worker!

Impulsive people are often stable, and sociable, but not very conscientious. The literature suggests that they prefer «explosive» to «endurance» sports. And they tend to have more traffic accidents and violations.

More interestingly impulsives are highly sensitive to reward cues but curiously insensitive to punishment cues. This, in effect means, they are better managed by promises of quick, sexy, exciting rewards than by the threat of dire punishment. Impulsivity can be exaggerated by caffeine and tends to be more noticeable in the evening than the morning.

The impulsive manager or worker may have superficial appeal. They don't mess about, do take risks and do embrace change. They go for quick rewards and seem to have limitless energy. They may thrive in certain worlds like PR and advertising where the pace and task demands fit their preferences.

There are benefits of what is called functional impulsivity. The functional (that is good) impulsive can quickly take advantage of unexpected opportunities. They can rapidly put their thoughts into words. They can think on their feet. They are mentally agile. The bright functional impulsive is an asset; the dim one much less so.

But equally they can be lethal. They need someone to temper their enthusiasm, to consider consequences, to plan ahead and to keep persisting in the face of failure or setback. Impulsives need control mechanisms to moderate their fast tempo and love of reward. These mechanisms may lie in other aspects of their personality. Thus the brighter the impulsive the better – the more they see consequences and can size-up a situation wisely. And the more anxiety-prone (up to a point of course) the better because this tempers the risky, recklessness that is so often associated with impulsives. The dysfunctional impulsive can be an accident waiting to happen. These people say whatever comes into their heads without thinking first. They make appointments without checking they can honour them. If they buy things, they don't consider whether they can afford them. They jump in, just do it before considering difficulties, implications, pros and cons. They don't like careful reasoning.

So it's a trade-off. A bright impulsive person in fast moving products can be an advantage. But impulsivity like all human characteristics is normally distributed in a bell-curve. Most of us have moderate impulsivity. So it's not a case of all or nothing. To be on the high side of the impulsivity spectrum brings its advantages and disadvantages. The adventurous, active, enthusiastic impulsive will bring dynamism to any group. But the disorderly, anti-analytic, planless impulsive will lead any well thought-through plan to doom and destruction.

(Abridged from <https://www.psychologytoday.com/blog/sideways-view/201505/impulsivity-good-or-bad>)

19. Put questions to the following sentences. (the words in bold are answers).

1. Personality refers to **individuals' characteristic patterns of thought, emotion, and behaviour**, together with the psychological mechanisms behind those patterns.
2. If a personality is a psychological construct, research suggests that it is also influenced by **biological processes and needs** (What?).
3. Trait theories viewed personality as **the result of internal characteristics** that are genetically based.
4. Psychodynamic theories of personality are heavily influenced by **the work of Sigmund Freud**, and emphasize the influence of the unconscious on personality (Whose work?).
5. **Behavioural theories** suggest that personality is a result of interaction between the individual and the environment.
6. Impulsivity can be exaggerated by **caffeine and tends to be more noticeable in the evening than the morning** (What?).
7. The functional impulsive can quickly **take advantage of unexpected opportunities**.
8. They need **someone** to temper their enthusiasm, to consider consequences, to plan ahead and to keep persisting in the face of failure or setback (Whom?).
9. They can rapidly **put their thoughts into words** (What?).
10. These mechanisms may lie **in other aspects of their personality** (Where?).

20. Find mistakes in the following sentences.

1. A brief definition will be than personality is made up of the characteristic patterns of thoughts, feelings and behaviours.

2. In addition to this, personality arise from within the individual and remains fairly consistent throughout life.
3. You will except that traits and patterns of thought and emotion make up an important part.
4. There is a number of different theories about how personality develops.
5. Personality is displayed in more then just behaviour.
6. Humanist theories emphasize the importance of free will and individual expereince in the development of personality.
7. I can to put my thoughts into words pretty quickly.
8. I pretty happy-go-lucky.
9. But equally they can lethal.
10. Indeed you may be thought of as a ideal worker!
21. *Find the English equivalent in the text.*

1. Вам нужен «энерджайзер», который со всем управится?
2. Они могут преуспеть в определенных сферах, например, PR и рекламе, где темп и задачи соответствуют их предпочтениям.
3. Им нужен кто-то для того, чтобы усмирять их энтузиазм, оценить последствия, заранее планировать и помогать не отступать от своей цели в случае неудачи.
4. Темперамент, как правило, относится к тем аспектам психологической индивидуальности, которые проявляются с момента рождения или на самом начальном этапе развития, связаны с выражением эмоций и, предположительно, имеют биологическую основу.
5. Когда они что-то покупают, они не задумываются о том, могут ли они себе это позволить.
6. Но неорганизованный, неосмотрительный, импульсивный человек без плана действий может привести любую хорошо продуманную программу к краху.

22. *Summarize the general ideas of all the two texts in English.*

23. a) *Study the following Models:*

Model 1:

Albert: Shall we drink some coffee?

Helen: Why not? (Simple Future form)

Model 2:

Helen: I'm doing my homework.

Albert: I will help you. (instant decision)

b) Read Dialogue 8 and fill in the gaps with the right **will** or **shall**.

c) Discuss with your partner what you know about personality in general and what you know about impulsives, using the appropriate conversational formulas (Russian bolded equivalents are aimed to help you):

Certainly, ...

With the greatest of pleasure!

First of all you...

I've always liked...

As I see it....

The next thing you must know...

Just a minute!

DIALOGUE 8

Albert: Hello, Helen! How are you?
Альберт: Привет, Елена! Как дела?

Helen: Hi, Albert. What are you doing actually?
Елена: Привет, Альберт. Чем занимаешься?

Albert: I'm surfing the Net searching the material for the conference on Psychology. I'll be grateful if you help me. Do you know what the personality is?
Альберт: Ищу в Интернете материал для конференции по психологии. Поможешь мне? Что такое «Личность», знаешь?

Helen: Personality? Sure! Next week we ... have a test on this theme.
Елена: Личность? Конечно! На следующей неделе мы будем писать контрольную работу по этой теме.

Albert: ... essential things that I must know about it?
Альберт: Расскажешь мне основное, что я должен знать?

Helen: _____, you must find out the origin of the word «personality». This word itself stems from the Latin word «persona», which referred to a theatrical mask work by performers in order to project different roles or disguise their identities.
Елена: Для начала, ты должен узнать о происхождении понятия «личность». Термин личность происходит от латинского слова «персона» и имеет отношение к театральной маске, использовавшейся актерами для различных ролей или маскировки.

Albert: ... more about it?

Helen: _____, personality is made up of the characteristic patterns of thoughts, feelings and behaviours that make a person unique.

Albert: Do you mean to say, we are pretty different due to them?

Helen: Yes, but _____! Don't hurry up! There are three components of personality. The first is *consistency* as a component means that people act in the same ways or similar ways in a variety of situations. The second is *psychological and physiological components* mean that if a personality is a psychological construct, it is also influenced by biological processes and needs.

Albert: And the third is considered to be *multiple expressions*, isn't it?

Helen: Yes, Personality is displayed in more than just behaviour. It can also be seen in our thoughts, feelings, close relationships and other social interactions.

Albert: Thank you Helen, _____ the way you can explain everything accessible. I've caught on everything and I ... use the information in my report!

Helen: During the lecture we also spoke about the impulsives. I think

Альберт: Расскажи побольше о личности?

Елена: Начну с того, что личность состоит из характерных «шаблонов» мыслей, чувств и поведения, которые делают человека уникальным.

Альберт: Ты хочешь сказать мы отличаемся благодаря таким особенностям?

Елена: Да, но **минуточку!** Не торопись! Личность состоит из нескольких компонентов. *Постоянство* как один из них, означает то, что люди действуют одинаково в различных ситуациях. *Психологические и физиологические* компоненты означают, что личность, как психологическая структура, находится под влиянием биологических процессов и потребностей.

Альберт: А третьим считается *многостороннее проявление*?

Елена: Да-да, личность реализуется не только в поведении. Она проявляется в мыслях, чувствах, во взаимоотношениях с близкими и социумом.

Альберт: Спасибо, Елена, **мне всегда нравилось то**, как ты можешь все доступно объяснить. Я все понял и использую эту информацию для доклада!

Елена: На лекции мы также говорили об импульсивных людях.

you are a representative of such people. Their work is often fast but possibly inaccurate. They need someone to temper their enthusiasm, to consider consequences, to plan ahead and to keep persisting in the face of failure or setback.

Albert: Helen, ... me with my report? I want to do it accurately.

Helen: _____, indeed the impulsives may be thought of as ideal workers! But sometimes they also need help!

Albert: ... go to a café to discuss my report?

Helen: _____!

Я думаю, ты один из них. Они способны выполнять работу быстро, но не всегда точно. Им нужен кто-то для того, чтобы усмирять их энтузиазм, взвешивать последствия, заранее планировать и помогать не отступать от своей цели в случае неудачи.

Альберт: Елена, не сможешь мне с докладом? Я хочу сделать его правильно.

Елена: Конечно, на самом деле импульсивные люди считаются идеальными работниками! Но иногда им тоже требуется помощь!

Альберт: Тогда приглашаю в кафе обсудить мой доклад!

Елена: С огромным удовольствием!

Grammar

Future tenses (§1)

Conditionals (zero,1) (§16)

TEST TO UNIT 8

1. Fill in the gaps choosing the necessary grammatical form:

1) If we know many different theories of personality, the first step ... to understand exactly what is meant by the term «personality».

a) will; b) will be; c) shall

2). These theories suggested that there are a limited number of «personality types» which ... related to biological influences.

a) is; b) are; c) -

3) Having closed in on a sense of what personality is it may be helpful ... compare the concept to others with related meanings.

a) comparing; b) to; c) -

4) There are a number of different theories about how personality

a) developing; b) develop; c) develops

5) Indeed you may be thought of as ... ideal worker!

a) the; b) a; c) an

6) They may ... in certain worlds like PR and advertising where the pace and task demands fit their preferences.

a) thrive; b) to thrive; c) thriving

7) If you ... «yes» to 7 or more you will probably be called impulsive.

a) to say; b) will say; c) say

2. Choose the right translation of the following words:

1) consistency: a) логичность; b) последовательность; c) связность

2) acceptable: a) приемлемый; b) подходящий; c) допустимый

3) psychological construct: a) психологическая конструкция; b) психологическая концепция; c) психологическая составляющая

4) insensitive a) нечувствительный; b) равнодушный; c) невосприимчивый

5) individual experience: a) индивидуальный опыт; b) личный опыт; c) единственный опыт

6) inaccurate work: a) неточная работа; b) неверная работа; c) неправильная работа

7) assessment: a) оценка; b) оценивание; c) мнение

8) to consider consequences: a) рассматривать последствия; b) продумывать последствия; c) взвешивать последствия

9) presume: a) предполагать; b) отважиться; c) притворяться

3. Choose the right translation of the following sentences:

1) **Character, on the other hand, usually refers to** those personal attributes that are relevant to moral conduct, self-mastery, will-power, and integrity.

a) Что касается характера, то он имеет отношение к таким личным качествам, как нравственное поведение, самообладание, воля и целостность.

b) Характеру, с другой стороны, приписываются такие личные качества, как нравственное поведение, самообладание, воля и целостность.

c) Однако, характер относится к таким личным качествам, как нравственное поведение, самообладание, воля и целостность.

2) **The word personality itself stems from** the Latin word «persona», which referred to a theatrical mask worn by performers in order to either project different roles or disguise their identities.

a) Термин личность происходит от латинского слова «персона» и имеет отношение к театральной маске, использовавшейся актерами для различных ролей или маскировки.

b) Это слово коренится от латинского слова «персона» и имеет отношение к театральной маске, использовавшейся актерами при исполнении различных ролей или при необходимости маскировки.

c) Это слово возникло от латинского слова «персона» и имеет отношение к театральной маске, использовавшейся актерами при исполнении различных ролей или при необходимости маскировки.

3) **If a personality is a psychological construct,** research suggests that it is also influenced by biological processes and needs.

a) Так как личность является психологической составляющей, исследования показывают, что она также находится под влиянием биологических процессов и потребностей.

b) Если личность является психологической составляющей, исследования показывают, что она также находится под влиянием биологических процессов и потребностей.

с) Так как личность является психологической концепцией, исследования показывают, что она также находится под влиянием биологических процессов и потребностей.

4) This, in effect means, they are better managed by promises of quick, sexy, exciting rewards **than by the threat of dire punishment.**

а) Это, в действительности означает, что ими лучше управлять через обещание существенного, привлекательного, внушительного вознаграждения, чем пугать страшным наказанием.

б) Это, в действительности означает, что ими лучше управлять через обещание существенного, привлекательного, внушительного вознаграждения, чем угрожать жутким наказанием.

с) Это, в действительности означает, что ими лучше управлять через обещание существенного, привлекательного, захватывающего вознаграждения, а не угрожать наказанием.

4. *Find an odd-one-out in every line:*

а) emphasize, consider, appeal, consistency, presume, thrive;

б) appointment, consistent, punishment, consequence, individuality, definition, integrity;

с) personality, individuality, psychosexual, personnel, unconscious, interaction, temperament.

5. *Arrange the words below to make the correct sentence:*

1) every day and us assess the personalities Almost of the people we around describe.

2) is made up the characteristic of thoughts, feelings and behaviours that make patterns a person of unique Personality.

3) need their enthusiasm, consequences, to temper They to plan ahead and to keep persisting someone in the face of failure or setback to consider.

4) are of different theories about a number how There personality develops.

5) theories personality viewed of internal characteristics Trait that are genetically based as the result.

6) make without they can checking honour appointments them They.

7) they things, they consider buy whether they can If afford them don't.

“There is no excellent soul without a drop of madness”.

Aristotle

Pre-reading tasks

1. *Practice the pronunciation of the following words from the text and say their Russian equivalents:*

disorder [dɪ'sɔ:də]; enable [ɪ'neɪbl]; predict [prɪ'dɪkt]; widespread ['waɪdspred]; inflexible [ɪn'fleksəbl]; interfere with [ɪntə'fɪə]; merit ['merɪt]; reliance [rɪ'laɪən(t)s]; expectation [ɪ'ekspek'teɪʃ(ə)n]; significant [sɪg'nɪfɪkənt]; requirement [rɪ'kwəɪəmənt]; determine [dɪ'tɜ:mɪn]; exertion [ɪg'zɜ:ʃ(ə)n]; disease [dɪ'zi:z]; sedentary ['sed(ə)nt(ə)rɪ]; obsessive-compulsive [əb'sesɪv'kəm'pʌlsɪv]; regiment ['redʒɪmənt]; orderliness ['ɔ:d(ə)lɪnəs]; align [ə'lɑɪn]; annoyed [ə'nɔɪd]; constrict [kən'strɪkt]; self-reflection [selfrɪ'fleksʃ(ə)n]; reproach [rɪ'prəʊʃ]; curiosity [kjuəri'ɔsəti]; consideration [kən'sɪd(ə)reɪʃ(ə)n]; collaborative [kə'læb(ə)rətɪv]; affectionate [ə'fekʃ(ə)nət]; nightmare ['naɪtmɛə]; terrify ['terəfaɪ]; disturbing [dɪ'stɜ:bɪŋ]; victim [ˈvɪktɪm]; fear [fɪə]; anxiety [æŋ(g)'zaɪəti]; sleepwalk ['sli:p,wɔ:k]; pregnancy ['pregnən(t)sɪ]; concern [kən'sɜ:n]; cease [si:s]; decoding [ˌdi:'kəʊdɪŋ]; sufferer ['sʌf(ə)rə]; frightening ['fraɪt(ə)nɪŋ]; occur [ə'kɜ:]; debilitating [dɪ'bɪlɪteɪtɪŋ]; recur [rɪ'kɜ:]; previous ['pri:vɪəs]; pursue [pə'sju:], withdrawal [wɪð'drɔ:(ə)].

2. *Read these words correctly:*

alternative [ɔ:l'tɜ:nətɪv]; opposed [ə'pəʊzd]; distress [dɪ'stres]; dysfunction [dɪs'fʌŋkʃ(ə)n]; analogously [ə'næləgəsli]; asymptomatic [ˌeɪsɪmptə'mætɪk]; analogy [ə'nælədʒɪ]; charade [ʃə'rɑ:d]; genuine ['dʒenjuɪn]; authentic [ɔ:'θentɪk]; imitate ['ɪmɪteɪt]; phenomenon [fɪ'nɒmɪnən]; therapist ['θerəpɪst]; reverse [rɪ'vɜ:s]; disturb [dɪ'stɜ:b]; diagnose ['daɪəgnəʊz]; allow [ə'lau]; masochist [ˈmæsəkɪst].

3. *Find out the initial forms of the following words:*

disorder, **inflexible**, **expectation**, **sufferer**, **distress**, **dysfunction**, **asymptomatic**, **orderliness**, **significant**, **requirement**, **therapist**, **unclear**.

4. *Identify the parts of speech of the following words:*

inflexible, sufferer, opposed, analogously, authentic, to determine, to diagnose, to disturb, previous, widespread, to interfere, frightening, to reverse, pregnancy, victim.

5. *Complete the table with the appropriate forms of the words given:*

№	verb	noun	adjective
1	reverse	...	...
2	...	consideration	...
3	...	expectation	...
4	determine	...	...
5	...	...	disturbing
6	allow	...	...
7	...	...	frightening

6. Give the four forms of the following verbs:

to lead, to allow, to make, to think, to determine, to come, to expect, to predict, to wake up, to understand.

7. Translate into Russian:

inflexible personality pattern; to enable us to predict how a particular person will respond to a given situation; typical way of responding to a particular kind of situation; to interfere with the ability to make sense of situations; to merit the term; making sense of an environment is just another way of responding to it; making sense of situations has become so widespread and inflexible; to cause significant personal distress or dysfunction; can be asymptomatic; to get a regimented job where orderliness is valued; to constrict the range of roles we are allowed to play with them; to learn to imitate self-reflection; to be difficult for a layperson; to have nightmares completely unrelated to anything that happens during their day; to regard nightmares as merely interesting or even fascinating; to involve a loud noise.

8. Guess the meaning of the words and word combinations in black type from the context:

1. Personality, in turn, is whatever **enables us to predict** how a particular person will respond to a given situation. 2. We use the term, personality disorder, when a particular way of **making sense of situations has become so widespread and inflexible** that it interferes with the ability to makes sense of situations as they are. 3. A person with a personality disorder may live a **life in which her preferred way of making sense of**

reality fits most situations. 4. They just don't have **the flexibility that we want from other people**; they **constrict the range of roles** we are allowed to play with them. 5. Trying to understand much of what has been written about **the human phenomenon known as a nightmare** is difficult for a layperson. 6. Almost everyone, from time to time, beginning in early childhood and usually—but not always—**diminishing with age**. 7. This involves **learning to analyze and interpret dreams** to make them less frightening. 8. But if nightmares are **unusually distressing or emotionally debilitating**, a therapist may be the answer. 9. It's not uncommon to wake up from this nightmare **out of breath**. 10. While not technically a nightmare, a phenomenon called Exploding Head Syndrome, or EHS, **can disturb your sleep as well**.

9. *Analyze the English structures in bold, paying attention to their translation into Russian.*

1) **Once you understood** how someone was making sense of a situation, you **would have a pretty good idea** of their response alternatives.

1) **Получив однажды представление** о чьей-либо ответной реакции на ситуацию, мы бы с легкостью могли представить и возможные альтернативы поведения.

2) **If we thought** that the person's behaviour was dysfunctional or distressing we **would change** the environment in some reasonably expectable way.

2) **Если мы бы оценили** поведение человека как неадекватное или тревожное, **мы бы изменили** обстановку способом, соответствующим ситуации.

3) **If you had played** charades or had tried finger painting with such a person, you **would not have known** whether her lifestyle was a matter of preference or a matter of staying functional.

3) **Если бы вы с таким человеком разгадывали** шарады или осваивали навыки рисования пальцами, вы **бы не смогли понять**, делает ли он это с желанием или просто демонстрирует способность к выполнению определенных функций.

4) On the other hand, they **would not really have asked** themselves **if they had handled a**

4) С другой стороны, **вопрос о том можно ли было лучше справиться со сложившейся**

situation better (masochists and depressives had asked themselves these things, but with reproach rather than curiosity).

5) It's a long way down, and you were screaming and clawing the air in terror, but you **woke up before you had hit the ground.**

6) You were running down the hall, frantically looking for your classroom because you **knew** there was going to be an exam that day and you **hadn't studied** for it.

7) But **if nightmares were** unusually distressing or emotionally debilitating, a therapist **would give** the answer.

ситуацией у них и не возник бы (мазохисты и люди, страдающие депрессивными расстройствами, анализируют такие ситуации, упрекая себя в произошедшем, а не из-за любознательности).

5) Падение было долгим, вы кричали и в ужасе цеплялись за воздух, но **проснулись раньше, чем ударились о землю.**

6) Вы бежали по коридору, отчаянно искали ваш класс, **зная**, что в этот день проводится экзамен, а **вы были к нему не готовы.**

7) **Но если кошмары были** чрезвычайно тревожны или эмоционально перегружены, то на ваши вопросы сможет ответить только психотерапевт.

10. *Now read Text A and decide whether these sentences are true (T) or false (F):*

1. A personality disorder is a chronic and unchanged personality pattern.
2. It refers to the ways people resemble to each other, as opposed to the ways situations resemble to each other.
3. Analogously, a person with a personality disorder can be masked.
4. For a person with a personality disorder is impossible to live a life in which her preferred way of making sense of reality fits most situations.
5. People who don't have personality disorders don't limit the range of roles we are allowed to play with them.
6. People with personality disorders always are involved in genuine self-reflection or authentic metacommunication.
7. Smart people with personality disorders learn to simulate self-reflection.

11. *Find in the text sentences logically connected with the following:*

1. A personality pattern is a normal way to react to a particular kind of situation.
2. A person with a personality disorder can adapt to most situations.

3. People with personality disorders rarely or never are interested in real self-reflection or metacommunication.

Text A

Personality disorders

A personality disorder is a longstanding and inflexible personality pattern. Personality, in turn, is whatever enables us to predict how a particular person will respond to a given situation. It refers to the ways people differ from each other, as opposed to the ways situations differ from each other. A personality pattern is a typical way of responding to a particular kind of situation, but it can as easily be considered a typical way of construing situations. Making sense of an environment is, in behavioural terms, just another way of responding to it, but it's a particularly important way of responding to it. Once you understood how someone was making sense of a situation, you would have a pretty good idea of their response alternatives. We use the term, personality disorder, when a particular way of making sense of situations has become so widespread and inflexible that it interferes with the ability to makes sense of situations as they are.

The amount of interference necessary to merit the term, personality disorder, is a matter of judgment. The DSM requires that this reliance on expectations as opposed to how things are has to be extensive enough so as to cause significant personal distress or dysfunction, but it's unclear why this is a requirement. Even a medical model will diagnose, say, heart disease, if the heart does just fine at rest but diagnostic tests determine that exertion would kill the person.

Analogously, a person with a personality disorder can be asymptomatic. If we thought that the person's behaviour was dysfunctional or distressing we would change the environment in some reasonably expectable way.

Extending the analogy, a person with heart disease that makes exertion painful will live a sedentary life, and it can be hard to tell that this is not merely a preference. A person with a personality disorder may live a life in which her preferred way of making sense of reality fits most situations; for example, someone with obsessive-compulsive personality disorder gets a regimented job where orderliness is valued (bookkeeping, say, or software engineering) and mates with a slob whose very presence defines the obsessive-compulsive as the clean one. If you had played charades or had tried finger painting with such a person, you would not

have known whether her lifestyle was a matter of preference or a matter of staying functional. Psychologists often mistake a lack of symptoms for health.

There are two important features of personality disorders. One, people who don't have personality disorders, and people who have personality disorders that don't align with the one in question, are constantly annoyed with people with personality disorders. They just don't have the flexibility that we want from other people; they constrict the range of roles we are allowed to play with them. Two, people with personality disorders rarely or never engage in genuine self-reflection or authentic metacommunication. Smart people with personality disorders learn to imitate self-reflection. On the other hand, they would not really have asked themselves if they had handled a situation better (masochists and depressives have asked themselves these things, but with reproach rather than curiosity). When discussing a conflict, they are rarely genuinely collaborative. When they agree to a time out to discuss the problem, they are still trying to get their way rather than trying to come to a meeting of minds. Again, we are all like this sometimes, especially when angry or afraid, but people with personality disorders fundamentally lack the skill of observing themselves with anything approaching affectionate objectivity, presumably because they lack experience in being so observed by others.

(Abridged from <https://www.psychologytoday.com/blog/feeling-our-way/201502/personality-disorders-explained-what-they-are>)

Post-reading tasks

11. Answer the questions.

1. What does personality enable us to do?
2. What is a personality pattern?
3. What should we do if we thought that the person's behaviour was dysfunctional or distressing?
4. How does a person with a personality disorder can adapt to most situations?
5. What do smart people with personality disorders have to do in order to live better?
6. What skill do people with personality disorders fundamentally lack and why?
7. How do people with personality disorders behave themselves discussing a conflict or problems?

12. Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences:

a personality disorder; to respond to a given situation; to consider a typical way of construing situations; to be asymptomatic; to cause significant personal distress or dysfunction; an exertion would kill the person; to change environment in some reasonably expectable way; to live a sedentary life; to fit most situations; to get a regimented job; to mistake a lack of symptoms; to be constantly annoyed with something; to constrict the range of roles; to engage in genuine self-reflection; to learn to imitate self-reflection; to handle a situation better; to ask something but with reproach rather than curiosity; to be rarely genuinely collaborative; to lack the skill of observing themselves.

13. Say which of the ideas of the text attracted your attention most of all and why (1. How a person with a personality disorder may fit most situations; 2. About features of personality disorders).

15. Find the main sentence of each passage (i.e. the sentences containing the central idea of the passage).

16. Retell the text a) in short: b) in details. Use any of the phrases from Ex. 7, Unit 1.

17. Read text B. Try to guess the meaning of unfamiliar words from the context.

18. Look through text B again. Divide it into logical parts, find the key words in each part and use them to express the main points of the text.

Text B

Are Your Worst Nightmares Also Everyone Else's?

Some bad dreams keep coming back, again and again. are the grim subjects of centuries-old paintings, in which a black horse (or "night mare") hovers near a sleeping figure.

They have been the terrifying theme of movies, past and present—from «I wake up screaming» (1941), to the «Nightmare on Elm Street series».

Trying to understand much of what has been written about the human phenomenon known as a nightmare is difficult for a layperson.

What is a nightmare? A very disturbing dream, often causing the victim to wake in fear and anxiety, to cry out and thrash around in bed, or even to sleepwalk.

Who has? Almost everyone, from time to time, beginning in early childhood and usually—but not always—diminishing with age.

What causes nightmares? In adults, a number of things, including certain drugs (or withdrawal from them) and stress in a one's waking life, such as problems in a marriage or relationship, changing jobs, moving, pregnancy, or concerns about finances. Oddly enough, some people have nightmares completely unrelated to anything that happens during their day. Those individuals are thought to be more creative and sensitive—instead of fearing these dreams, some are able to regard nightmares as merely interesting or even fascinating.

What can be done about nightmares? Depending on what's causing them, most will cease once the cause is removed. Until that happens, anxiety during daylight hours can creep into our dreams, and cause us to wake in a cold sweat. (Being frightened is usually what wakes us up, ending the nightmare.)

A process called «decoding» can help a nightmare sufferer. This involves learning to analyze and interpret dreams to make them less frightening. One technique is to write down or draw pictures of what occurred in the dream. But if nightmares were unusually distressing or emotionally debilitating, a therapist would give the answer.

Common Nightmares

The Student's Nightmare. Almost everyone has had this one, and it can recur even years after schooling. You were running down the hall, frantically looking for your classroom because you knew there was going to be an exam that day and you hadn't studied for it. But you couldn't remember the last time you were there, or what the class was about.

The Actor's Nightmare. Similar to the student's nightmare, except that you are acting in a play, but you can't remember which one, or any of your lines. (There is even a very funny one-act called «The Actor's Nightmare» in which the male lead enters dressed for a Shakespeare play only to find that the rest of the cast is doing a Neil Simon show, so he rushes off to change, then comes back on stage to find everyone in Elizabethan costume, and so it goes. If you are having this nightmare, you will likely wake up before the audience starts throwing things.)

The «Help! I'm Falling!» Nightmare. You are in a very high place or, like Jimmy Stewart in *Vertigo*, chasing a fleeing figure across a rooftop when you slip and fall over the edge. It's a long way down, and you were

screaming and clawing the air in terror, but you woke up before you had hit the ground.

The «I Can't Get Away!» Nightmare. Something like the reverse of the previous dream, but now it's you who are being pursued, running as fast as you can but losing ground to your pursuer, minute by minute. It's not uncommon to wake up from this nightmare out of breath.

While not technically a nightmare, a phenomenon called Exploding Head Syndrome, or EHS, can disturb your sleep as well. It typically involves a loud noise, like a gun shot, a door slamming, or a telephone ringing, which you think is real, but is only in your head.

(Abridged from

<https://www.psychologytoday.com/blog/not-born-yesterday/201504/are-your-worst-nightmares-also-everyone-elses>)

19. Put questions to the following sentences. (the words in bold are answers).

1. **Personality**, in turn, is whatever enables us to predict how a particular person will respond to a given situation.
2. A person with a personality disorder may live **a life in which her preferred way of making sense of reality** fits most situations (What kind of life?).
3. There are **two** important features of personality disorders (How many?).
4. **Smart people with personality disorders** learn to imitate self-reflection (Who?).
5. Some people have nightmares **completely unrelated to anything that happens during their day** (What kind of nightmares?).
6. **Being frightened** is usually what wakes us up, ending the nightmare (What?).
7. A process called «**decoding**» can help a nightmare sufferer (What?).
8. One technique is **to write down or draw pictures** of what occurred in the dream.
9. Almost everyone has had this one, and it can recur even **years after schooling**.
10. It typically involves a **loud noise**, like a gun shot, a door slamming, or a telephone ringing, which you think is real, but is only in your head.

20. Find mistakes in the following sentences.

1. Personality enables us predict how a particular person will respond to a given situation.

2. A person with a personality disorder may to live a life in which her preferred way of making sense of reality fits most situations.
3. One, people which don't have personality disorders, and people who have personality disorders.
4. When discussing a conflict, they are rarely genuinely collaborative.
5. We all like this sometimes, especially when angry or afraid.
6. What cause nightmares?
7. A process called «decoding» can to help a nightmare sufferer.
8. One technique is write down or draw pictures of what occurred in the dream.
9. You were running down the hall, frantically looking after your classroom.
10. Phenomena called Exploding Head Syndrome can disturb your sleep as well.

21. *Find the English equivalents in the text.*

1. Мы используем термин «расстройство личности», когда возникает характерный всеобъемлющий и неизменный способ оценки ситуации, который мешает воспринимать ситуацию такой какая она есть на самом деле.

2. Человек с расстройством личности может проживать жизнь, в которой его способ восприятия реальности приемлем для большинства ситуаций; например, больной, страдающий навязчивым неврозом может получить работу, связанную со строгой дисциплиной, где ценится аккуратность и организованность.

3. Люди с расстройствами личности редко или никогда не занимаются подлинным самоанализом и не вовлечены в настоящее межличностное общение.

4. Люди, которых мы считаем творческими и чуткими, вместо того чтобы бояться ночных кошмаров, относятся к ним как к чему-то интересному и даже увлекательному.

5. Процесс, называемый «декодирование», может помочь людям, страдающим от ночных кошмаров. Люди учатся анализировать и толковать сны таким образом, чтобы они казались менее пугающими.

22. *Summarize the general ideas of all the two texts in English.*

23.a) *Study the following Models:*

Helen: *I can't explain that.*

Albert: **Neither can I.**

Helen: *I wait for him.*

Albert: **So do I.**

Albert: *I read that article last week.*

Helen: **So did I.**

Helen: *I am a bit nervous.*

Albert: **So am I.**

Albert: *I haven't finished writing it yet.*

Helen: **Neither have I.**

b) *Read Dialogue 9 and fill in the gaps*

c) *Discuss with your partner what you know about personality disorders in general and what you know about nightmares, using the appropriate conversational formulas (Russian bolded equivalents are aimed to help you):*

I'd like to point out that...

First of all you...

I suppose...

In my opinion...

I didn't quite follow what you mean, I'm afraid.

As I see it...

DIALOGUE 9

Albert: Hello, Helen! How are you? What is the news?

Альберт: Привет, Елена! Как дела? Что нового?

Helen: Hi, Albert. Everything is all right but I'm tired a little.

Елена: Привет, Альберт. Все в порядке, но я немного устала.

Albert: Our group had a practice class at mental health clinic today. One of the doctors gave a lecture about personality disorders.

Альберт: И я. Наша группа была на практическом занятии в психиатрической клинике. Доктор читал нам лекцию о нарушениях личности.

Helen: Oh, it's must be very interesting, I'm sure you have got much useful information. Could you share something new?

Елена: Должно быть интересно, я уверена, ты получил массу новой информации. Можешь поделиться чем-нибудь новым?

Albert: Surely, with great pleasant. _____, you should know what are a personality disorder and a personality pattern.

Альберт: Определенно, с огромным удовольствием. Для начала, тебе следует понять, что же такое расстройство личности и

A personality disorder is a longstanding and inflexible personality pattern. A personality pattern is a typical way of responding to a particular kind of situation.

Helen: _____.

Albert: The term personality disorder is used when a particular way of making sense of situations has become so widespread and inflexible that it interferes with the ability to make sense of situations as they are.

Helen: _____ it's closed to the concept of behaviour. How could we identify people with personality disorders?

Albert: _____ a person with a personality disorder can be asymptomatic. If we thought that the person's behaviour was dysfunctional or distressing we would change their environment in some reasonably expectable way.

Helen: I can suppose that it is possible for such people to live more or less usual lifestyle?

Albert: A person with a personality disorder may live a life

структура личности. Расстройство личности долговременно существующая и неизменная структура личности. Структура личности это характерный способ реагирования на определенную ситуацию.

Helen: Боюсь, я не поняла, что ты имел ввиду.

Альберт: Термин расстройство личности используется, когда появляется характерный всеобъемлющий и неизменный способ понимания ситуаций и мешает воспринимать ситуацию такой какая она есть.

Елена: Если я правильно понимаю, это близко к концепту поведения. Как можно распознать человека с расстройством личности?

Альберт: Хотел бы особенно отметить, что расстройство личности человека может никак себя не проявлять, быть бессимптомным. Если мы понимаем, что поведение человека неадекватно или тревожно, мы должны изменить обстановку соответствующим сложившейся ситуации способом.

Елена: Предположу, что люди с таким расстройством могут вести более или менее обычный образ жизни.

Альберт: Я соглашусь с тобой. Человек с расстройством

in which her preferred way of making sense of reality fits most situations; for example, someone with obsessive-compulsive personality disorder gets a regimented job where orderliness is valued.

Helen: _____ such people can work at bookkeeping or software engineering.

Albert: It's interesting that people with personality disorders rarely or never engage in genuine self-reflection. When discussing a conflict, they are rarely genuinely collaborative. When they agree to a time out to discuss the problem, they are still trying to get their way rather than trying to come to a meeting of minds.

Helen: Albert, I would like to know your opinion about a problem of nightmares. If a person suffers from nightmares, does he have a personality disorder? I think such dreams are a bad signs.

Albert: ... but _____ that it's not a personality disorder. Nightmares cause a number of things such as problems in a marriage or relationship, changing

личности может проживать жизнь, в которой его способ восприятия реальности приемлем для большинства ситуаций; например, больной, страдающий навязчивым неврозом может получить работу, связанную со строгой дисциплиной, где ценится аккуратность и организованность.

Елена: Думаю, такие люди могут работать в таких сферах, как бухгалтерия или программирование.

Альберт: Примечательно, что люди с расстройствами личности редко или никогда не занимаются подлинным самоанализом. Участвуя в разрешении конфликта, они редко по-настоящему готовы действовать коллективно. И даже когда они понимают, что время на обсуждение проблемы на исходе, все равно пытаются настаивать на своем вместо того, чтобы прийти к единому мнению.

Елена: Альберт, мне любопытно узнать твое мнение о ночных кошмарах. Не являются ли ночные кошмары признаком расстройства личности? Я думаю, такие сны являются плохими знаками.

Альберт: Я тоже, но, по-моему, это не является расстройством личности. К появлению ночных кошмаров приводят многие обстоятельства: проблемы в семье

jobs, moving, pregnancy, or concerns about finances.

Helen: Do you happen to know any ways to cope with nightmares?

Albert: You can write down or draw pictures of what occurred in the dream. But if nightmares were unusually distressing or emotionally debilitating, a therapist would give the answer. You know, nightmares can cause to obsessive-compulsive personality disorder.

Helen: Sometimes I suffer from nightmares.

Albert:

Helen: Next time I will use your recommendations and write down the dream. Thank you for information.

Albert: You are always welcome!

или в отношениях, смена работы, переезд, беременность, денежные проблемы и т.д.

Елена: Знаешь ли ты как справиться с ночными кошмарами?

Альберт: Можно записывать или рисовать то, что является в кошмаре. Но если кошмары были чрезвычайно тревожны или эмоционально перегружены, то на вопросы сможет ответить только психотерапевт. Знаешь, ночные кошмары могут стать причиной неврозов.

Елена: Иногда мне снятся кошмары.

Альберт: Мне тоже.

Елена: В следующий раз воспользуюсь твоими советами и запишу то, что приснилось. Спасибо за информацию.

Альберт: Всегда пожалуйста!

Grammar

Past perfect (§1)

Conditionals (2, 3) (§16)

TEST TO UNIT 9

1. Fill in the gaps choosing the necessary grammatical form:

1) If we thought that the person's behaviour was dysfunctional or distressing we ... change their environment in some reasonably expectable way.

a) will; b) would; c) shall

2) A person with a personality disorder may ... a life in which her preferred way of making sense of reality fits most situations

a) to live; b) live; c) living

3) It's a long way down, and you were screaming and clawing the air in terror, but you woke up before you ... the ground.

a) have hit; b) had hit; c) hit

4) But you couldn't ... the last time you were there, or what the class was about.

a) remembering; b) to remember; c) remember

5) But if nightmares ... unusually distressing or emotionally debilitating, a therapist would give the answer.

a) were; b) are; c) -

6) If you are having this nightmare, you ... likely wake up before the audience starts throwing things.)

a) shall; b) would; c) will

7) It's you who are being pursued, running as fast ... you can but losing ground to your pursuer, minute by minute.

a) -; b) is; c) as

2. Choose the right translation of the following words:

1) disorder: a) повреждение; b) расстройство; c) путаница

2) inflexible: a) неизменный; b) негибкий; c) суровый

3) to make sense: a) осмыслить; b) разобраться; c) понимать

4) insensitive a) субклинический; b) равнодушный; c) невосприимчивый

5) asymptomatic: a) субклинический; b) бессимптомный; c) асимптомный

6) self-reflection: a) самоанализ; b) самокритика; c) самопроверка

7) dysfunction: a) нарушение нормальной деятельности; b) проблема; c) функциональное нарушение

8) to interfere with smth. a) препятствовать b) вмешиваться в; c) затрагивать

9) to disturb a) волновать b) расстраивать; c) нарушать

10) to occur a) появляться b) прийти на ум; c) встречаться

3. *Choose the right translation of the following sentences:*

1) **They just don't have the flexibility that we want from other people; they constrict the range of roles we are allowed to play with them.**

a) Они просто не умеют приспосабливаться, а мы требуем это от окружающих людей; они сокращают диапазон ролей, которые нам позволено исполнять вместе с ними.

b) У них просто нет умения приспосабливаться, что мы требуем от окружающих людей; они сокращают диапазон ролей, которые нам позволено исполнять вместе с ними.

c) Они просто не умеют приспосабливаться, а мы требуем это от окружающих людей; они сокращают диапазон ролей, которые нам позволено исполнять вместе с ними.

2) **Trying to understand much of what has been written about the human phenomenon known as a nightmare is difficult for a layperson.**

a) Попытка понять большую часть из того, что было написано о человеческом явлении, известном, как ночные кошмары, представляется сложным для обычного человека.

b) Попытка понять большую часть из того, что было написано о человеческом явлении, известном, как ночные кошмары, представляется сложным для непрофессионала.

c) Пытаясь понять большую часть из того, что было написано о человеческом явлении, известном, как ночные кошмары, очень сложно для обычного человека.

3) **While not technically a nightmare, a phenomenon called Exploding Head Syndrome, or EHS, can disturb your sleep as well.**

a) Говоря не строго, ночной кошмар, будучи названным синдромом «взрывающейся головы», также может тревожить ваш сон.

b) В общем говоря, ночной кошмар, будучи названным синдромом «взрывающейся головы», также может нарушить ваш сон.

c) В общих чертах, ночной кошмар, будучи названным синдромом «взрывающейся головы», также может волновать ваш сон.

4. *Find an odd-one-out in every line:*

- a) determine, predict, victim, disturb, imitate, terrify;
- b) distress, dysfunction, asymptomatic, authentic, sleepwalk
- c) significant, requirement, affectionate, frightening, debilitating

5. *Arrange the words below to make the correct sentence:*

- 1) disorder personality is a longstanding A personality and inflexible pattern.
- 2) technique is or draw One pictures of what occurred to write down in the dream.
- 3) personality rarely or never People engage disorders in genuine with self-reflection.
- 4) with people personality learn Smart to imitate self-reflection disorders.
- 5) a layperson phenomenon as a The human nightmare is difficult known for.
- 6) is dream the victim A nightmare to wake in fear causing a very disturbing and anxiety.
- 7) everyone nightmares beginning Almost childhood and diminishing in early with age has.

“The secret of a good memory is attention, and attention to a subject depends upon our interest in it. We rarely forget that which has made a deep impression on our minds”.

Tryon Edwards

Pre-reading tasks

1. Practice the pronunciation of the following words from the text and say their Russian equivalents:

memory [ˈmɛməri], interact [ˌɪntərˈækt], acquire [əˈkwaɪə], retain [riˈteɪn], encoding [ɪnˈkəʊdɪŋ], storage [ˈstɔːrɪdʒ], retrieval [riˈtri:vəl], awareness [əˈweənɪs], outline [ˈaʊtˌlaɪn], sensory [ˈsensəri], short-term [ˈʃɔːttɜːm], long-term [ˈlɒŋˈtɜːm], currently [ˈkʌrəntli], preconscious [priːˈkɒŋʃəs], unconscious [ʌnˈkɒŋʃəs], clustering [ˈklʌstərɪŋ], semantic [sɪˈmæntɪk], trigger [ˈtrɪɡə], socializing [ˈsəʊʃəˌlaɪzɪŋ], peer [pɪə].

2. Find out the initial forms of the following words:

information, ability, recall, remembering, recollecting, organized, encoding, storage, retrieval, usable, successfully, lies, awareness, sensory, earliest, clustering.

3. Identify the parts of the speech of the following words:

wondered, memories, needed, a study, thousands, major, exactly, following, brief, works, later, usable, successfully, stored, outside, actually, retrieval, initially, proposed, short-term, sensory, half-second, visual, auditory, currently, fairly.

4. Give the four forms of the following verbs:

to read, to spend, to forget, to create, to store, to recall, to interact, to organize, to acquire, to retain, to retrieve, to encode, to bring, to propose, to explain, to keep, to access, to become, to occur.

5. Fill in the gaps with the right form of the following words:

noun	Verb	adjective
ability	...	...
...	create	...
storage	...	...

...	...	usable
...	encode	...
awareness	...	...
...	...	sensory
...	continue	...
organization	...	...
...	access	...

6. *Prove that the words in black types are nouns:*

the **study** of human memory, a brief **look**, usable **form**, through the **process**, for later **use**, to explain the **function** of memory, certain **triggers**.

7. *State the types and tense of following questions:*

- 1) Have you ever wondered how you manage to remember information for a test?
- 2) What exactly is memory?
- 3) How are memories formed?
- 4) How is information organized in memory?
- 5) How did you group the words when you listed them?

8. *Analyze the English structures in bold, paying attention to their translation into Russian.*

- | | |
|--|--|
| <p>1) Have you ever wondered how you manage to remember information for a test?</p> <p>2) Consider for a moment how many times a day you rely on your memory to help you function, from remembering how to use your computer to recollecting your password to log-in to your online bank account.</p> <p>3) How are memories formed?</p> <p>4) In Freudian Psychology, this</p> | <p>1) Интересовало ли Вас когда-нибудь то, как вы запоминаете информацию для теста?</p> <p>2) Только задумайтесь сколько разных функций за день человек выполняет благодаря своей памяти: от простого включения компьютера до запоминания пароля электронного банковского счета.</p> <p>3) Как формируются воспоминания?</p> <p>4) В психологии Фрейда</p> |
|--|--|

memory **would be referred to** as **краткосрочная** **память**
the conscious mind. **трактовалась бы** как сознание.

5) How is information **organized** 5) Как информация
in memory? **систематизируется** в памяти?

6) How did you group the words 6) Как вы группировали слова **при**
when you listed them? **перечислении?**

7) **Clustering being used to** 7) Процессы запоминания и
categorize related information, it извлечения информации
it becomes easier to remember and упрощаются, **если она**
recall. **сгруппирована** **особым**
способом.

9. *Now read text A and decide whether these sentences are true (T) or false (F):*

1. The ability to create new memories allows us to learn and interact with the world around us.
2. There are two major processes involved in memory.
3. *Encoding* is the process through which the information is changed into a usable form.
4. Much of the stored memory lies inside our awareness most of the time.
5. During sensory memory sensory information from the environment is stored for a very long period of time.
6. We attend to only certain aspects of sensory memory.
7. Short-term memory is also known as active memory.
8. In Freudian Psychology, long-term memory would be called conscious.
9. The specific way information is organized in long-term memory is well understood.
10. A memory of a specific place might activate memories about related things that have occurred in that location.

Text A

What is memory?

Have you ever wondered how you manage to remember information for a test? The ability to create new memories, store them for periods of time, and recall them when they are needed allows us to learn and interact with the world around us. Consider for a moment how many times a day you rely on your memory to help you function, from remembering how to use your computer to recollecting your password to log-in to your online bank account.

The study of human memory has been a subject of science and philosophy for thousands of years and has become one of the major topics of interest within cognitive Psychology. But what exactly is memory? How are memories formed? The following overview offers a brief look at what memory is, how it works, and how it is organized.

Memory refers to the processes that are used to acquire, store, retain, and later retrieve information. There are three major processes involved in memory: encoding, storage, and retrieval.

In order to form new memories, information must be changed into a usable form, which occurs through the process known as *encoding*. Once information has been successfully encoded, it must be *stored* in memory for later use. Much of this stored memory lies outside of our awareness most of the time, except when we actually need to use it. The *retrieval* process allows us to bring stored memories into conscious awareness.

While several different models of memory have been proposed, the stage model of memory is often used to explain the basic structure and function of memory. Initially proposed in 1968 by Atkinson and Shiffrin, this theory outlines three separate stages of memory: sensory memory, short-term memory, and long-term memory.

Sensory memory is the earliest stage of memory. During this stage, sensory information from the environment is stored for a very brief period of time, generally for no longer than a half-second for visual information and 3 or 4 seconds for auditory information. We attend to only certain aspects of this sensory memory, allowing some of this information to pass into the next stage short-term memory.

Short-term memory, also known as active memory, is the information we are currently aware of or thinking about. In Freudian Psychology, this memory would be referred to as the conscious mind. Paying attention to sensory memories generates the information in short-term memory. Most of the information stored in active memory will be kept for approximately 20 to 30 seconds. While many of our short-term memories are quickly forgotten, attending to this information allows it to continue on the next stage - long-term memory.

Long-term memory refers to the continuing storage of information. In Freudian Psychology, long-term memory would be called the preconscious and unconscious. This information is largely outside of our

awareness, but can be called into working memory to be used when needed. Some of this information is fairly easy to recall, while other memories are much more difficult to access.

The ability to access and retrieve information from long-term memory allows us to actually use these memories to make decisions, interact with others, and solve problems. But how is information organized in memory? The specific way information is organized in long-term memory is not well understood, but researchers do know that these memories are arranged in groups.

Clustering being used to categorize information, it becomes easier to remember and recall.

For example, consider the following group of words: desk, apple, bookshelf, red, plum, table, green, pineapple, purple, chair, peach, yellow. Spend a few seconds reading them, then look away and try to recall and list these words. How did you group the words when you listed them? Most people will list using three different categories: color, furniture and fruit.

One way of thinking about memory organization is known as the semantic network model. This model suggests that certain triggers activate associated memories. A memory of a specific place might activate memories about related things that have occurred in that location. For example, thinking about a particular campus building might trigger memories of attending classes, studying, and socializing with peers.

(Abridged from

<http://psychology.about.com/od/cognitivepsychology/a/memory.htm>)

Post-reading tasks

10. Answer the following questions.

1. For how many years has the study of human memory been a subject of science and philosophy?
2. What does memory refer to?
3. How many major processes are there involved in memory?
4. What is *encoding*?
5. What process follows after encoding?
6. What is the *retrieval* process?
7. What stages of memory does the stage model of memory outline?
8. What is sensory memory?
9. What is short-term memory?
10. What is long-term memory?

11. How do you understand clustering?

12. What is the semantic network model?

11. a) Give Russian equivalents of the following words and word combinations and illustrate them in your own sentences;

b) Choose no less than five lexical units and use them in your own situations.

encoding, storage, retrieval, conscious awareness, the stage model of memory, sensory memory, short-term memory, long-term memory, visual information, auditory information, active memory, to pass into the next stage, to generate, to be called into, working memory, to recall, to be arranged in groups, clustering, categorized information, semantic network model, trigger, associated memories.

12. Find the main sentence of each passage of text A and make a short summary of the text using the main sentences you have found.

13. Retell text A: a) in short; b) in detail.

14. Read text B and answer the questions, defining their type (general or special):

1) What are some of the major reasons why we forget information?

2) Have you ever felt like a piece of information has just vanished from memory?

3) Why are we often unable to retrieve information from memory?

15. Look through text B again. Express the main points of each part of the text using the highlighted words and phrases.

TEXT B

Explanations for forgetting

Reasons why we forget

What are some of the major reasons why we forget information? One of today's best known memory researchers, Elizabeth Loftus, has identified four major reasons why people forget: retrieval failure, interference, failure to store, and motivated forgetting.

1. Retrieval failure

Have you ever felt like a piece of information has just vanished from memory? Or maybe you know that it's there, you just can't seem to find it. The inability to retrieve a memory is one of the most common causes of forgetting.

So why are we often unable to retrieve information from memory? One possible explanation retrieval failure is known as **decay**

theory. According to this theory, a memory trace is created every time a new theory is formed. Decay theory suggests that over time, these memory traces begin to fade and disappear. If information is not retrieved and rehearsed, it will eventually be lost.

One problem with this theory, however, is that research has demonstrated that even memories which have not been rehearsed or remembered are remarkably stable in long-term memory.

2. Interference

Another theory known as **interference theory** suggests that some memories compete and interfere with other memories. Information being very similar to other information that was previously stored in memory, interference is more likely to occur.

There are two basic types of interference:

Proactive interference is when an old memory makes it more difficult or impossible to remember a new memory.

Retroactive interference occurs when new information interferes with your ability to remember previously learned information.

3. Failure to store

Sometimes, losing information has less to do with forgetting and more to do with the fact that it never made it into long-term memory in the first place. Encoding failures sometimes prevent information from entering long-term memory.

4. Motivated forgetting

Sometimes, we may actively work to forget memories, especially those of traumatic or disturbing events or experiences. The two basic forms of motivated forgetting are: suppression, a conscious form of forgetting, and repression, an unconscious form of forgetting.

However, the concept of repressed memories is not universally accepted by all psychologists. One of the problems with repressed memories is that it is difficult, if not impossible, to scientifically study whether or not a memory has been repressed. Also note that mental activities such as rehearsal and remembering are important ways of strengthening a memory, and memories of painful or traumatic life events are far less likely to be remembered, discussed, or rehearsed.

(Abridged from

<http://psychology.about.com/od/cognitivepsychology/tp/explanations-for-forgetting.htm>)

16. *Find the English equivalents in the text.*

- 1) Согласно теории распада, каждый раз, когда формируется новая теория, в памяти остается след.
- 2) Если информация не восстанавливается и не повторяется, она в конечном счете теряется.
- 3) Наиболее вероятно, что произойдет наложение ранее сохраненной информации на другую схожую с ней.
- 4) Иногда несохранение информации меньше всего связано с забывчивостью, а, в первую очередь, с тем фактом, что она не переходит в долговременную память.
- 5) Иногда активная деятельность помогает стереть воспоминания о травматических или тревожных событиях.
- 6) Повторение и запоминание являются важными способами укрепления памяти, и поэтому вряд ли стоит вспоминать, обсуждать и заново проигрывать тяжелые и травмирующие жизненные события.

17. *Put questions to the following sentences (the words in bold are answers).*

- 1) **The inability to retrieve a memory** is one of the most common causes of forgetting.
- 2) A memory trace is created **every time a new theory is formed**.
- 3) Encoding failures sometimes prevent information from entering long-term memory. (General question)
- 4) We may actively work to forget memories. (Alternative question)
- 5) The concept of repressed memories is not universally accepted by all psychologists. (Disjunctive question)
- 6) Mental activities **such as rehearsal and remembering** are important ways of strengthening a memory.
- 7) The study of human memory has been a subject of science and philosophy for thousands of years. (General question)
- 8) The *retrieval* process allows us to bring stored memories into conscious awareness. (Disjunctive question)
- 9) Most of the information stored in active memory will be kept **for approximately 20 to 30 seconds**.
- 10) In Freudian Psychology, long-term memory would be called **the preconscious and unconscious**.

18. *Correct mistakes in the following sentences.*

- 1) What are some of the major reasons why do we forget information?

2) Decay theory suggests that over time, this memory traces begin to fade and disappear.

3) Some memories compete and interfere other memories.

4) How information is organized in memory?

5) Long-term memory refer to the continuing storage of information.

19. *Look through text B again. Express the main points of each part of the text using the highlighted words and phrases.*

20. *Summarize the general ideas of two texts in English.*

21. *Read Dialogue 10. a) fill in the gaps with auxiliary/modal verb for General questions or with question word +auxiliary/modal verb for Special ones;*

Helen: Could you explain me the Decay theory?

Albert: Yes, with pleasure. According to this theory, a memory trace is created every time a new theory is formed.

Helen: And **what is** the Interference theory like?

Albert: It suggests that some memories compete and interfere with other memories.

b) Find out your partner's point of view on human's memory, using the conversational formulas below:

It's a good idea.

Most likely.

By the way.

That's right.

Probably.

Time after time.

In other words.

As soon as possible.

Believe it or not, but...

Did I get you right?

If I'm not mistaken.

DIALOGUE 10

- Helen:** Hi, Albert. How are you? **Елена:** Привет, Альберт. Как дела?
- Albert:** I'm fine, thanks. And you? **Альберт:** Хорошо, спасибо. У тебя?
- Helen:** I'm fine too. You know I've got a problem. **Елена:** У меня тоже. Знаешь, у меня есть одна проблема.
- Albert:** What's the matter? **Альберт:** Какая проблема?
- Helen:** _____, but _____ I notice I cannot concentrate well and keep much information. **Елена:** Верить или нет, но я частенько замечаю, что стала рассеянной и забывчивой.
- Albert:** _____? ... you want to say that you suffer from forgetfulness? **Альберт:** Я тебя правильно понял? Ты хочешь сказать, что быстро забываешь?
- Helen:** Not everything, but much. **Елена:** Не все, но многое.
- Albert:** Well, it's a problem. You should do something to improve your memory _____. **Альберт:** Да, это проблема. Надо поскорее что-то предпринять, чтобы улучшить память.
- Helen:** I know that I should, but I don't know how I can do it. _____, you read a lot and know much about human's memory. ... you tell me how it works? **Елена:** Я знаю, что надо, но не знаю, как. Если я не ошибаюсь, ты много читаешь и много знаешь о человеческой памяти. Не мог бы ты рассказать, как устроена наша память?
- Albert:** Yes, with pleasure. Memory refers to the processes that are used to acquire, store, retain, and later retrieve information. In order to form new memories, information must be changed into a usable form, which occurs through the process known as encoding. Once information has been successfully encoded, it must be stored in memory for later use. **Альберт:** Да, конечно. Память относится к процессам, которые используются для приобретения, хранения, сохранения, и получения информации. Чтобы сформировались новые воспоминания, информация должна быть изменена в удобную форму через процесс кодирования. Как только информация успешно закодирована, она сохраняется в памяти для дальнейшего использования.

Helen: It's really knowledgeable. But ... you explain me ... the reasons why we forget information?

Albert: There are four major reasons why people forget: a retrieval failure, a failure to store, interference and motivated forgetting.

Helen: Hmmm... _____, that one of them is obviously mine.

Albert: _____.

Helen: And I'm sure there must be some ways to improve memory.

Albert: _____. But there are some problems with it. Because it is difficult to scientifically study whether or not a memory has been repressed. _____, repressed memories can't be remembered or recalled. But there are mental activities such as rehearsal and remembering that can strengthen a memory, for example, retelling and reciting, so you can use them.

Helen: _____! I should try them right now. _____, tomorrow we will have an English lesson. I should learn by heart G. Byron's poem.

Albert: A good beginning makes a good ending.

Елена: Очень познавательно. Но объясни мне, пожалуйста, причины почему же информация забывается.

Альберт: Существуют четыре главные причины почему люди забывают: провал в памяти, недолгосрочное хранение информации, наложение одной информации на другую и смотивированное забывание.

Елена: Хммм... Наиболее вероятно, что одна из них точно моя.

Альберт: Вероятно.

Елена: И я уверена, что должны быть способы улучшения памяти.

Альберт: Точно! Но не все так просто. Потому что трудно научно изучить было ли воспоминание вытеснено из подсознания или нет. Другими словами, вытесненные воспоминания невозможно запомнить или вспомнить. Но существуют такие практики, как повторение и запоминание, которые могут укрепить память. Например, пересказ и заучивание наизусть. И ты можешь их использовать.

Елена: Это хорошая мысль! Пожалуй, начну прямо сегодня. Кстати, завтра у нас урок по английскому языку. Мне нужно выучить поэму Дж. Байрона.

Альберт: Хорошее намерение – уже пол дела.

Grammar

General and special questions (§4)

Absolute Participial construction (§11)

TEST TO UNIT 10

1. *Put the words in the right order to make appropriate general and special questions:*

- 1) the study of human memory / how many years / has been / a subject of science and philosophy?
- 2) memories / how / formed / are?
- 3) is / what / memory?
- 4) are / how many / major processes / there / in / involved memory?
- 5) why / the stage model of memory / is / used / often?
- 6) paying attention to sensory memories / generate / does / in / the information / short-term memory?
- 7) fairly easy / some of this information / is / to recall?
- 8) how / information / organized / in / is / memory?
- 9) this model / suggest / does / what?
- 10) some of the major reasons / why / what / are / information / we / forget?
- 11) unable / information / to retrieve / are / why / often / we / from memory?
- 12) encoding failures / prevent / sometimes / do / information / long-term memory / entering / from?
- 13) work / actively / we / may / memories / to forget?
- 14) accepted / the concept of repressed memories / is / all psychologists / by?

2. *Choose the right translation of the following sentences:*

- 1) Clustering being used to organize related information into groups, categorized information becomes easier to remember and recall.
 - a) Кластеринг используется для организации информации в группы, упорядоченную по категориям, которую становится легче запомнить и вспомнить.
 - b) Процессы запоминания и извлечения информации упрощаются, если она сгруппирована особым способом.
- 2) Information being very similar to other information that was previously stored in memory, interference is more likely to occur.

a) Наиболее вероятно, что произойдет наложение ранее сохраненной информации на другую схожую с ней.

b) Информация очень похожая на другую информацию ранее была сохранена в памяти, и по этой причине произойдет наложение.

3. *Define the line where all the words are adverbs:*

a) usable, later, actually, conscious, basic, separate;

b) sensory, short-term, long-term, earliest, brief, visual;

c) auditory, certain, active, continuing, unconscious, specific.

4. *Choose the right questions to the given answers:*

1) There are **two** basic types of interference.

a) Are there two basic types of interference?

b) How many basic types of interference are there?

c) What is there?

2) **A memory trace** is created every time a new theory is formed.

a) A memory trace is created every time a new theory is formed, isn't it?

b) When is a memory trace created?

c) What is created every time a new theory is formed?

3) Yes, they do.

a) Do these memory traces begin to fade and disappear?

b) Do these or those memory traces begin to fade and disappear?

c) What begins to fade and disappear?

4) **In order to form new memories**, information must be changed into a usable form.

a) Must information be changed into a usable form?

b) What must be changed into a usable form?

c) Why must information be changed into a usable form?

5) Yes, it does.

a) Does the retrieval process allow us to bring stored memories into conscious awareness?

b) What allows us to bring stored memories into conscious awareness?

c) Does the retrieval process allow us to bring stored memories into conscious or unconscious awareness?

6) Sensory memory is the **earliest** stage of memory.

a) What is sensory memory?

b) What stage of memory is sensory memory?

c) What is the earliest stage of memory?

7) **Long-term** memory refers to the continuing storage of information.

- a) What kind of memory refers to the continuing storage of information?
- b) What refers to the continuing storage of information?
- c) What does long-term memory refers to?

5. *Define the subject of the subordinate clause:*

- 1) In order to form new memories, information must be changed into a usable form, which occurs through the process known as encoding.
 - a) information; b) which; c) memories
- 2) Much of this stored memory lies outside of our awareness most of the time, except when we actually need to use it.
 - a) awareness; b) memory; c) we
- 3) Clustering being used to organize related information into groups, categorized information becomes easier to remember and recall.
 - a) clustering; b) related information; c) categorized information
- 4) This model suggests that certain triggers activate associated memories.
 - a) this model; b) triggers; c) memories
- 5) Information being very similar to other information that was previously stored in memory, interference is more likely to occur.
 - a) information; b) memory; c) interference
- 6) Retroactive interference occurs when new information interferes with your ability to remember previously learned information.
 - a) interference; b) information; c) ability

Essential Vocabulary

- abnormal [æb'nɔ:m(ə)l] - ненормальный, неправильный, аномальный, отклоняющийся от нормы, необычный
- acceptable [æk'septəbl] - приемлемый, допустимый, удовлетворительный
- accomplishment [ə'kɒmplɪʃmənt] - выполнение, исполнение, завершение, достижение, успех, достоинства, таланты
- accuracy ['ækjərəsɪ] - правильность, соответствие, точность
- acknowledge [æk'nɒlɪdʒd] - признавать, допускать, признавать, выражать признательность
- acquire [ə'kwaɪə] - обзаводиться, приобретать, покупать
- acquisition [ˌækwi'zɪʃ(ə)n] - приобретение (чего-л.; процесс)
- affectionate [ə'fekʃ(ə)nət] - нежный, ласковый, любящий
- agile ['ædʒaɪl] - проворный, быстрый, живой, подвижной, расторопный, шустрый, сообразительный
- align [ə'laɪn] - выстраивать в линию, ставить в ряд, выравнивать, поддерживать
- alternative [ɔ:l'tɜ:nətɪv] - альтернатива, выбор
- analogously [ə'næləgəsli] - аналогично
- ancestor ['ænsəstə] - предок, прародитель
- annoyed [ə'nɔɪd] – недовольный, раздосадованный, раздражённый
- anxiety [æŋ(g)'zaɪəti] - беспокойство, тревога, боязнь, страх
- appeal [ə'pi:l] - призыв, обращение, воззвание (к кому-л.), просьба, привлекательность, притягательность
- applied [ə'plaɪd] - практический, прикладной
- appraisal [ə'preɪz(ə)l] - оценка, определение ценности, определение стоимости
- assess [ə'ses] - оценивать, давать оценку
- assumption [ə'sʌmpʃ(ə)n] - принятие на себя (обязанностей), притворство, высокомерие, надменность, заносчивость
- assure [ə'ʃʊə] - уверять, заверять кого-л., убеждать
- asymptomatic [ˌeɪsɪmptə'mætɪk] - бессимптомный
- attitude ['ætɪt(j)u:d] - позиция, отношение
- attribute ['ætrɪbjʊ:t] - отличительная черта, характерное свойство, неотъемлемый признак, объяснять, приписывать (кому-л /, чему-л.), относить к (чему-л.)
- authentic [ɔ:'θentɪk] - аутентичный, истинный, настоящий, подлинный, неподдельный

awareness [ə'wɛənis] - информированность, осведомлённость
behaviour [bi'heivjə] - образ действий, поступки, манеры, поведение
binary [ˈbaɪnəri] - двойной, сдвоенный, бинарный, двоичный, парный
boost [buːst] - поддержка, рекламирование
bumble [ˈblʌmblɪŋ] – путаться, ошибаться, плохо справляться (с чем-л.), портить
cease [siːs] - переставать (делать что-л.), прекращать
circumstance [ˈsɜːkəmstæns] – обстоятельство, случай, условие
clench [klentʃ] - закреплять, укреплять, фиксировать сделать вывод, подвести итог, решить
cluster [ˈklʌstə] - скопление, концентрация, группа, собираться группами
cognitive [ˈkɒgnətɪv] - относящийся к процессу познания, когнитивный, познавательный
collaborative [kə'læb(ə)rətɪv] - общий, объединённый, совместный
concern [kən'sɜːn] – проблема, вопрос, требующий решения; забота, дело
conditioning [kən'dɪʃ(ə)nɪŋ] - забота о физическом состоянии (организма), поддержание (хорошего) здоровья, хорошая физическая форма, выработка условного рефлекса, влияние социальной среды (на человека)
conduct [ˈkɒndʌkt] - руководство, управление, вести, руководить, проводить сопровождать, сопутствовать,
conformity [kən'fɔːməti] - согласованность, соответствие, похожесть, схожесть, послушание, подчинение (определённым нормам, правилам, догмам)
conscientious [ˌkɒn(t)ʃɪ'en(t)ʃəs] - добросовестный, сознательный, честный (об отношении к чему-л.)
consequence [ˈkɒn(t)sɪkwɛns] - следствие, результат (чего-л.)
consideration [kən,sɪd(ə)'reɪʃ(ə)n] – размышление, обсуждение, рассмотрение, разбор
consistency [kən'sɪst(ə)n(t)sɪ] - логичность, последовательность, связность стойкость, устойчивость, прочность, постоянство
consistent [kən'sɪst(ə)nt] - совместимый, согласующийся
constrict [kən'strɪkt] - сжимать, сокращать, стягивать
contribution [ˌkɒntrɪ'bjuːʃ(ə)n] - пожертвование, взнос вклад, ценные достижения

counseling ['kaʊnsəlɪŋ] - психологическое консультирование, психологическая консультация

cue [kju:] - реплика, знак, сигнал

curiosity [ˌkjʊəri'ɒsəti] - любознательность, любопытство, странность

currently ['kʌrəntli] - теперь, в настоящее время

curriculum [kə'ɪkʃjələm] - курс обучения, учебный план

debilitate [di'bɪlɪteɪt] - ослаблять, подрывать (здоровье)

decode [ˌdi:'kəʊd] - расшифровывать, декодировать, дешифровать, раскодировать

destruction [di'strʌkʃ(ə)n] - разрушение, уничтожение

determine [di'tɜ:mɪn] - определять, устанавливать, решать, разрешать, определять, решать, выносить решение

detriment ['detrɪmənt] - ущерб, вред, убыток

diagnosis [ˌdaɪəg'nəʊsɪs] - диагноз

dim [dɪm] - неясный, неотчётливый, смутный, плохо соображающий, недалёкий (о человеке)

dimension [daɪ'men(t)ʃ(ə)n] - измерение, размеры, величина, объём, протяжение, размах, степень, мера, важность, серьёзность (о ситуации, положении дел)

dire ['daɪə] - страшный, ужасный, жуткий, внушающий ужас, предвещающий несчастье

discourage [dɪs'kʌrɪdʒ] - лишать мужества, силы духа, уверенности в себе; обескураживать, приводить в уныние, удручать, не одобрять, мешать осуществлению, препятствовать, отговаривать

disease [di'zi:z] - болезнь, вызывать болезнь

disguise [dɪs'gaɪz] - изменять внешность, облик, переодевать, маскировать, искажать, представлять в ложном свете, утаивать, скрывать

disorder [dɪ'sɔ:də] - нарушение, расстройство (какой-л. функции организма)

distinguish [dɪ'stɪŋgwɪʃ] - различить, разглядеть, рассмотреть, проводить различие, находить отличия, различать

distress [dɪ'stres] - физическая боль, недомогание, несчастье, душевное страдание

disturb [dɪ'stɜ:b] - волновать, тревожить, беспокоить

diversity [daɪ'vɜ:sɪti] - разнообразие, многообразие, разнородность

doom [du:m] - рок, судьба, фатум обречь, предопределять

dwarf [dwɔ:f] - останавливать рост, препятствовать развитию, уменьшить, заставить казаться маленьким

dysfunction [dis'fʌŋkʃ(ə)n] - дисфункция, нарушение функции, расстройство функции

elaborate [ɪ'læb(ə)rɪt] - тщательно, детально разработанный; продуманный, законченный, скрупулёзный, доскональный, искусно сделанный, тонкой работы, замысловатый, старательный, аккуратный, усердный

elevate ['elɪveɪt] - поднимать, повышать, возбуждать, поднимать настроение, облагораживать, совершенствовать, улучшать

elicit [ɪ'lɪsɪt] - извлекать, вытягивать, допытываться, вызывать, добиться объяснения от кого-л., выявить факт, делать вывод, устанавливать

elusive [ɪ'l(j)u:sɪv] - неуловимый, ускользающий, уклончивый, слабый (о памяти), смутный (о воспоминании), изворотливый, трудный для запоминания (о слове, понятии), трудный для понимания (о слове, понятии), трудноуловимый, расплывчатый

embrace [ɪm'breɪs] - обнимать, воспользоваться, принимать, избирать, выбирать

empathetic [ˌempə'tetɪk] - эмпатический, умеющий поставить себя на место другого, сопереживающий, чуткий

empowerment [ɪm'paʊəmənt] - доверенность, полномочие

enable [ɪ'neɪbl] - давать возможность, право (что-л. сделать)

encode [ɪn'kəʊd] - кодировать, шифровать

encompass [ɪn'kʌmpəs] - выполнять, осуществлять охватывать, заключать

encounter [ɪn'kaʊntə] - случайная встреча, столкновение, стычка, первое знакомство

endurance [ɪn'dʒʊərə(ə)n(t)s] - выносливость, способность переносить (боль, страдание и т. п.) прочность, стойкость, сопротивляемость изнашиванию, длительность, продолжительность

enhancement [ɪn'hɑ:nsmənt] - увеличение, повышение, улучшение,

envy ['envɪ] - зависть

essential [ɪ'sen(t)ʃ(ə)l] - внутренне присущий, неотъемлемый, затрагивающий сущность, важнейший, необходимый, основной

evasive [ɪ'veɪsɪv] - уклончивый хитрый, склонный к уловкам, уклоняющийся, избегающий; неуловимый, ускользающий; мимолётный; быстро исчезающий
 evolve [ɪ'vɒlv] - развёртывать, раскручивать; развивать, выводить выявлять, обнаруживать; прослеживать, устанавливать развиваться
 exaggerate [[ɪg'zædʒəreɪt] - преувеличивать, усложнять
 exasperate [ɪg,zæsp(ə)reɪtɪŋ] - сердить, возмущать, раздражать, изводить, бесить, приводить в ярость
 exert [ɪg'zɜ:t] - приводить в действие, прилагать усилия, напрягать все силы (для осуществления чего-л.), оказывать давление, влиять
 exertion [ɪg'zɜ:ʃ(ə)n] - напряжение, усилие приведение в действие, проявление (силы воли, терпения)
 expectation [ˌɛkspek'teɪʃ(ə)n] - ожидаемый результат, предположение, надежда, предвкушение
 explosive [ɪk'spləʊsɪv] - несдержанный, горячий, взрывной (о характере человека)
 exposure [ɪk'spəʊzə] - появление, демонстрация, подвергание (какому-л. воздействию)
 extent [ɪk'stɛnt] - пространство, протяжение, расстояние, протяженность, объём мера, степень, рамки, пределы размер, величина
 exterior [ɪk'stɪəriə] - наружный, поверхностный, внешность, внешний вид
 facial [ˈfeɪʃəl] - лицевой, расположенный на лице
 facilitation [fə,sɪlɪ'teɪʃ(ə)n] - облегчение, помощь, устранение трудностей, способствование, содействие, продвижение, оказание услуг
 fear [fiə] - боязнь, страх, испуг, смятение, ужас
 fledgling ['fledʒlɪŋ] - недавно созданный, молодой, неопытный, начинающий
 forensic [fə'ren(t)sɪk] - судебный
 frighten ['fraɪt(ə)n] - пугать
 genuine ['dʒenjuɪn] - истинный, подлинный, неподдельный, реальный
 gesture ['dʒɛstʃə] - жест, телодвижение, поступок, действие
 grunt [grʌnt] - ворчать, бормотать
 hard-wired ['hɑ:dwaɪəd] - инстинктивный, бессознательный, врождённый
 hedonic [hi:'dɒnɪk] - жаждущий наслаждений

hypothermia [ˌhaɪpə(ʊ)'θɜːmiə] - переохлаждение (организма)

icon ['aɪkɒn] - символ, знаковый образ (чего-л.)

identity [aɪ'dentəti] - идентичность, тождество, одинаковость, тождественность, индивидуальность, своеобразие, отличительная черта, особенность

imitate ['ɪmɪteɪt] - подражать, копировать (что-л.)

immovable [ɪ'muːvəbl̩] - находящийся без движения, неподвижный бесстрастный, невозмутимый, спокойный

impatient [ɪm'peɪʃ(ə)nt] - нетерпеливый, раздражающийся

implication [ˌɪmplɪ'keɪʃ(ə)n] - вовлечение, привлечение, включение, следствие, вывод, последствия, результаты, включение, подтекст, смысл, причастность, соучастие

inaccurate [ɪn'ækjərət] - неточный, неправильный, ошибочный

individuality [ˌɪndɪˌvɪdʒu'æləti] - индивидуальность, личность

inflexible [ɪn'fleksəbl̩] - негибкий, негнущийся, жёсткий, негибаемый, твёрдый

influence ['ɪnfluəns] - влияние, действие, воздействие

influential [ˌɪnflu'enʃ(ə)l̩] - влиятельный, важный, обладающий властью, влиянием

infuriate [ɪnfjʊ'reɪɪtɪŋ] - приводить в ярость, бешенство, неистовство, разъярять, бесить, выводить из себя

innocent ['ɪnəs(ə)nt] - простой, простодушный, наивный, бесхитростный

integrity [ɪn'tegrəti] - прямота, честность, чистота, целостность, нетронутость, неприкосновенность

interact [ˌɪntər'ækt] - взаимодействовать, влиять друг на друга

interaction [ˌɪntər'æksɪ(ə)n] - взаимодействие, воздействие друг на друга

interchangeably [ˌɪntə'tʃeɪndʒəblɪ] - взаимозаменяемо, заменяя друг друга, попеременно, поочередно, сменяя друг друга по очереди, попеременно, поочередно

internal [ɪn'tɜːn(ə)l̩] - внутренний, душевный, сокровенный

introspection [ˌɪntrə(ʊ)'speksɪ(ə)n] - самоанализ, самонаблюдение, рефлексия

irritate ['ɪrɪteɪt] - возмущать, раздражать, сердить, досаждать, докучать, надоедать

jab [dʒæb] - наносить удар, вонзать, втыкать, толкать

jealousy ['dʒeləsi] - ревность, ревнивость, подозрительность, острая бдительность

lethal ['li:θ(ə)] - смертельный, летальный, смертоносный, неизбежный, неотвратимый, фатальный

live-wire [ˌlaɪvˈwaɪə] - «огонь», живой, энергичный человек, живчик

long-term [ˈlɒŋˈtɜ:m] - долгосрочный, длительный, долговременный

mandate ['mændeɪt] - полномочие, наказ, поручение

medial orbitofrontal cortex ['mi:diəl] [orbitofrontal] ['kɔ:tɛks] - срединная зона ассоциативной коры головного мозга человека

merit ['merɪt] - заслуга достоинство, добродетель, поведение, заслуживающее одобрения, награды

misconception [ˌmɪskənˈsepʃ(ə)n] - неправильное представление, недоразумение

miserable ['mɪz(ə)rəbl] - жалкий, несчастный

muse [mju:z] - погружаться в размышления, задумываться

neuron ['njuərən] - нейрон, нервная клетка

neuroscience [ˌnju(ə)rə(u)ˈsaɪəns] - неврология

nightmare ['naɪtmɛə] - кошмар, страшный сон, ужас

nourish ['nʌrɪʃ] - кормить, питать вскармливать, растить, оказывать поддержку, снабжать, поддерживать

obedience [əˈbi:diəns(t)s] - повиновение, подчинение, покорность, послушание, смирение

obsessive-compulsive [əbˌsesɪvˌkəmˈpʌlsɪv] - больной, страдающий навязчивым неврозом

occur [əˈkɜ:] - происходить, случаться, совершаться, встречаться, попадаться

oppose [əˈpəʊz] - быть против, возражать, оказывать сопротивление, сопротивляться, противиться

option ['ɒpʃ(ə)n] - выбор, альтернатива, (возможный) вариант

orderliness ['ɔ:d(ə)lɪnəs] - аккуратность, методичность, порядок подчинение законам, хорошее поведение

outline [ˈaʊtˌlaɪn] - очертание, контур, набросок, эскиз, конспект, план, схема, краткое содержание

peer [pɪə] - ровня, равный (по положению, способностям), ровесник, сверстник, делать равным, считать, равным

penetrate ['penɪtreɪt] - входить, проникать внутрь, проходить сквозь, пронизывать, охватывать

perceive [pəˈsi:v] - воспринимать, понимать, осознавать; постигать

perilous ['per(ə)ləs] - опасный, рискованный

personality [ˌpɜːs(ə)'næləti] - индивидуальность, личность
 perspective [pə'spektɪv] - перспектива, ракурс, проекция, перспективный
 physiological [ˌfɪziə'lɒdʒɪk(ə)l] - физиологический
 placebo [plə'siːbəʊ] - безвредное лекарство, прописываемое для успокоения больного
 portend [pɔː'tend] - служить предзнаменованием, знамением, предвещать
 portrayal [pɔː'treɪəl] - рисование, изображение,
 preconscious [priː'kɒnʃəs] - предсознательный
 predict [prɪ'dɪkt] - предсказывать, пророчить, прогнозировать
 pregnancy ['pregnənt(s)] - беременность
 prejudice ['predʒədɪs] - предубеждение, предвзятое мнение
 presume [prɪ'zjuːm] - предполагать, полагать, допускать, отважиться, осмелиться, притворяться
 procrastination [prəˌkræstɪ'neɪʃ(ə)n] - откладывание, отсрочка, промедление
 pros and cons [ˌprəʊzən'kɒnz] - доводы «за» и «против»
 psychosexual [ˌsaɪkəʊ'seksjuəl,-{ˌsaɪkəʊ}'sekʃ(ə)l] - психосексуальный, относящийся к психическим и эмоциональным компонентам полового инстинкта
 punish ['pʌnɪʃ] – наказывать, карать, налагать взыскание, грубо обращаться, причинять повреждения
 punishment ['pʌnɪʃmənt] – наказание, грубое обращение (с кем-л. / чем-л.)
 pursue [pə'sjuː] - преследовать (цель), следовать намеченному курсу, добиваться
 pursuit [pə'sjuːt] - преследование, погоня, поиски, стремление, занятие, искание, увлечение (чем-либо или кем-либо), времяпрепровождение, активность; деятельность, не связанное с работой; осуществление
 putrid ['pjʊːtrɪd] - испорченный, извращённый, морально разложившийся, предосудительный, вызывающий неодобрение, отвратительный
 quizzical ['kwɪzɪk(ə)l] - забавный, комичный, смешной, чудаковатый
 quotidian [kwəʊ'tɪdiən] - ежедневный, каждодневный, банальный, избитый, неоригинальный
 reap [riːp] - получать результат

recur [ri'kʊz:] - повторяться, происходить вновь
 regiment ['redʒimənt] - правление, власть, господство
 relevant ['reləvənt] - релевантный, значимый, существенный, важный, уместный, относящийся к делу
 reliance [ri'laɪən(t)s] - доверие, уверенность, степень использования (чего-л.), зависимость (от использования чего-л.)
 reproach [ri'prəʊtʃ] - попрекать, укорять, упрекать, упрёк, укор
 requirement [ri'kwaɪəmənt] - требование, необходимое условие, надобность, необходимость, нужда, потребность
 retain [ri'teɪn] - держать, удерживать, аккумулировать, вмещать
 retrieval [ri'tri:vəl]) - возврат, возвращение, восстановление, способность восстанавливаться, поиск, извлечение
 reverse [ri'vɜ:s] - перевёртывать, переворачивать, опрокидывать, ставить с ног на голову
 rigid ['rɪdʒɪd] - жёсткий, негнувшийся, негибкий, негибкий, несгибаемый, твёрдый, неподатливый, непоколебимый, непреклонный, стойкий
 sedentary ['sed(ə)nt(ə)rɪ] - сидячий, неподвижный, малоподвижный
 seductive [si'dʌktɪv] - притягательный, соблазнительный, обольстительный, чарующий
 self-deprecating [ˌself'deɪpreɪkətɪŋ] - умаляющий собственное достоинство
 self-esteem [ˌselfɪ'sti:m] - самоуважение, чувство собственного достоинства
 self-mastery [ˌself'mɑ:st(ə)rɪ] - умение владеть собой, самообладание
 self-reflection [selfrɪ'flekʃ(ə)n] - самопроверка, самоанализ
 semantic [si'mæntɪk] - семантический, смысловой, содержательный
 sensory ['sen(t)s(ə)rɪ] - сенсорный, чувствительный
 shirk [ʃɜ:k] - красться, подкрадываться, увиливать, уклоняться, избегать
 short-term [ˈʃɔ:ttz:m] - краткосрочный
 shun [ʃʌn] - беречься, избегать, остерегаться
 significant [sɪg'nɪfɪkənt] - значительный, важный, существенный, знаменательный
 similarity [ˌsɪmɪ'lærəti] - подобие, похожесть, сходство, схожесть
 size-up [ˈsaɪzɪp] – оценка, сопоставление, составлять мнение (о ком-л. / чём-л.)
 sleepwalk ['sli:p,wɔ:k] - ходить во сне (о лунатике)
 sleuth [slu:θ] - сыщик, детектив

socialize ['səʊʃ(ə)laɪz] - общаться, встречаться, бывать в обществе
общаться, быть коммуникабельным
species ['spi:ʃi:z] - вид, разновидность, вид
spectrum ['spektrəm] - спектр, диапазон
spinal cord ['spaɪn(ə)l] [kɔ:d] - спинной мозг
spontaneous [sprɒn'teɪniəs] - непосредственный, непринуждённый,
стихийный, неподготовленный, спонтанный
spunky ['sprŋki] - мужественный, храбрый, смелый, отважный,
вспыльчивый, горячий, раздражительный
stimuli ['stimjulaɪ] *pl* от stimulus ['stimjələs] - стимул, побуждение,
толчок, стимулирующее воздействие
storage ['stɔ:ɹɪdʒ] - сохранение, хранение, накопление,
аккумуляция
strive [straɪv] - стараться, пытаться, стремиться, прилагать усилия
subtle ['sʌtl] - нежный, утончённый, изысканный, неуловимый, тонкий,
едва различимый
sufferer ['sʌf(ə)rə] - пострадавший, потерпевший
supervise ['su:pəvaɪz] - контролировать, следить
surrender [sə'rendə] - сдаваться, капитулировать отказываться (от чего-
л.), уступать (что-л.), предаваться (чувству, настроению), поддаваться
(соблазну, искушению)
sustainable [sə'steɪnəbl] - устойчивый, жизнеспособный
terrify ['terəfaɪ] - ужасать, внушать или вселять ужас, страх, запугивать
thrive [θraɪv] - благоденствовать, преуспевать, процветать
tickle ['tɪkl] - щекотание, щекотка, забавлять, доставлять удовольствие,
веселить
trade-off ['treɪdɔf] - мена, обмен, компромисс
trait [treɪt] - характерная черта, особенность
transiently ['trænzɪəntli] - кратковременно, скоротечно, мимолётно
treatment ['tri:tmənt] - обращение, лечение, уход
trial ['traɪəl] - испытание, проба, причина недовольства или
раздражения
trigger ['trɪgə] - защёлка, собачка
truism ['tru:ɪz(ə)m] - банальное утверждение
unavoidable [ˌʌnə'vɔɪdəbl] - неизбежный, неминуемый, неотвратимый
unconscious [ˌʌn'kɒn(t)ʃəs] - не осознающий, бессознательный,
неосознанный, бессознательное

unintentional [ˌʌnɪn'ten(t)ʃ(ə)n(ə)l] - непреднамеренный, ненамеренный, неумышленный, нечаянный
upbeat [ˈʌpbi:t] - радостный, оптимистичный, улучшение, подъём
urgent [ˈɜ:dʒənt] - срочный, неотложный, безотлагательный
veneer [və'niə] - внешний лоск, налёт; показуха, видимость
victim [ˈvɪktɪm] - жертва
violation [ˌvaɪə'leɪʃ(ə)n] – нарушение, применение силы
widespread [ˈwaɪdspred] - широко распространённый превалирующий, широко распространённый
will-power ['wɪlpaʊə] - сила воли
wisdom ['wɪzdəm] - мудрость, здравый смысл, разумность, благоразумие
withdrawal [wɪð'drɔ:(ə)l] – отдёргивание, отзыв, отозвание
zinger [ˈzɪŋə] - живчик, бодрячок, весёлый, энергичный; остроумный ответ; замечание, попавшее в цель

Grammar Reference

§1. VERB TENSES

Present Indefinite

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I (you) read, cook. He (she, it) reads, cooks.	Do I (you) read, cook? Does he (she, it) read, cook?	I (you) do not read, cook. He (she, it) does not read, cook.
Мн.	We (you, they) read, cook.	Do we (you, they) read, cook?	We (you, they) do not read, cook.

The Present Indefinite (Simple) Tense употребляется со словами *always, usually, often, generally, sometimes, seldom, as a rule, every day (week, month, summer, year)* для обозначения:

- регулярного действия (They usually *write* letters);
- вечных истин, пословиц и поговорок (In winter it *snows*);
- фактов действительности, которые остаются неизменными долгое время (I *study* at the institute);
- запрограммированного будущего действия (The match *starts* at 8 o'clock).

Past Indefinite

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.и мн.	I (you, he, she, it, we, they) read, cooked.	Did I (you, he, she, it, we, they) read, cook?	I (you, he, she, it, we, they) did not read, cook.

The Past Indefinite (Simple) Tense употребляется со словами *yesterday, last year (week, Monday), ago* для обозначения действий, происходивших в прошлом (He *watched* an interesting film yesterday).

Future Indefinite

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I shall read, cook. You (he, she, it) will read, cook.	Shall I read, cook? Will you (he, she, it) read, cook?	I shall not read, cook. You (he, she, it) will not read, cook.
Мн.	We shall read, cook. You (they) will read,	Shall we read, cook? Will you (they) read,	We shall not read, cook.

	cook.	cook?	You (they) will not read, cook.
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The Future Indefinite (Simple) Tense употребляется со словами *tomorrow, tonight, in a week, next week, in future* для обозначения обычного действия в будущем (*She will visit her parents next week*).

Present Perfect

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I (you) have read, cooked. He (she, it) has read, cooked.	Have I (you) read, cooked? Has he (she, it) read, cooked?	I (you) have not read, cooked. He (she, it) has not read, cooked.
Мн.	We (you, they) have read, cooked.	Have we (you, they) read, cooked?	We (you, they) have not read, cooked.

The Present Perfect Tense употребляется со словами *already, ever, just, recently, never, yet, lately, since* для обозначения:

- только что закончившегося действия (*He has just arrived*);
- действия, начавшегося в прошлом и продолжающегося до настоящего времени (*They have lived there since 1990*);
- действия, уже совершившегося, однако период времени еще не истек (*I have met him today*).

Past Perfect

Число	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.и мн.	I (you, he, she, it, we, they) had read, cooked.	Had I (you, he, she, it, we, they) read, cooked?	I (you, he, she, it, we, they) had not read, cooked.

The Past Perfect Tense употребляется со словами *by 7 o'clock yesterday, when she came* и т.д. для обозначения:

- прошедшего действия, которое закончилось к какому-то моменту в прошлом (*He had read the article by 7 o'clock yesterday*);
- прошедшего действия, которое произошло раньше какого-то другого прошедшего действия (*He had read the article when she came*).

Present Continuous

	Утвердительная форма	Вопросительная форма	Отрицательная форма
Ед.	I am reading. You are reading.	Am I reading? Are you reading?	I am not reading. You are not

	He (she, it) is reading.	Is he (she, it) reading?	reading. He (she, it) is not reading.
Мн.	We (you, they) are reading.	Are we (you, they) reading?	We (you, they) are not reading.

The Present Continuous Tense употребляется со словами *now, at present, at the moment* для обозначения:

- действия в момент речи (*They are writing a composition now*);
- действия, которое длится некоторое время (*I am working at the university at present*);
- действия, запланированного на ближайшее будущее (*He is coming tonight*).

§2. TO BE

Present Indefinite

I	<i>am</i>	We	<i>are</i>
You	<i>are</i>	You	<i>are</i>
He (she, it)	<i>is</i>	They	<i>are</i>

Past Indefinite

I	<i>was</i>	We	<i>were</i>
You	<i>were</i>	You	<i>were</i>
He (she, it)	<i>was</i>	They	<i>were</i>

Future Indefinite

I	<i>will be</i>	We	<i>will be</i>
You	<i>will be</i>	You	<i>will be</i>
He (she, it)	<i>will be</i>	They	<i>will be</i>

§3. THERE IS / THERE ARE

Данный оборот служит для выражения наличия (отсутствия) какого-либо предмета в определенном месте или в определенное время. Формы прошедшего и будущего времени: *there was, there were, there will be*.

Выбор формы глагола **to be** зависит от числа существительного, следующего сразу за оборотом:

There is a book on the table. – На столе лежит книга.

There are books on the table. – На столе лежат книги.

Вопросительные предложения с данным оборотом строятся следующим образом:

Общий вопрос: *Is there anything in the bag?*

Специальный вопрос: *What is there in the bag?*

§4. QUESTIONS

General question (Общий вопрос)

Общий вопрос относится ко всему предложению в целом, и ответом на него будут слова **yes** или **no**:

Do you like ice cream? – Yes, I do.

Can you speak English? – Yes, I can.

Are you a schoolboy? – No, I am not.

Have you bought a textbook? – Yes, I have.

Порядок слов в общем вопросе.

- 1) Вспомогательный глагол (модальный, глагол-связка),
- 2) Подлежащее (существительное или местоимение),
- 3) Смысловый глагол (или дополнение).

Special question (Специальный вопрос)

Специальный вопрос относится к какому-нибудь члену предложения или их группе и требует конкретного ответа:

What is your name? – My name is Albert.

Where do you live? – I live in Rostov.

Порядок слов в специальном вопросе.

- 1) Вопросительное слово (what, where, who, when, how и т.д.),
- 2) Вспомогательный глагол (модальный, глагол-связка),
- 3) Подлежащее,
- 4) Смысловый глагол,
- 5) Дополнения,
- 6) Обстоятельства (места, времени, образа действия и т.д.).

В специальных вопросах, обращенных к **подлежащему** в формах Present и Past Indefinite, не употребляется вспомогательный глагол **do** (*did*) и сохраняется прямой порядок слов: *Who wants to go to the cinema? Who lives in this house?*

§5. MODAL VERBS

Модальный глагол *can*

can – мочь, быть в состоянии,

could – мог, прошедшее время

предполагает наличие физической, умственной и прочих возможностей, позволяющих сделать что-либо:

I can swim. – Я могу (умею) плавать.

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

В будущем времени у глагола *can* есть заменитель – конструкция **to be able to** (быть в состоянии что-либо сделать): *I shall be able to help you when I'm free.* – Я смогу помочь тебе, когда освобожусь.

Модальный глагол *may*

May – иметь возможность, получить разрешение (делать что-либо):

May I help you? – Можно вам помочь? – *Yes, you may.* – Да, можно.

Форма прошедшего времени **might** употребляется для выражения предположения:

He might know about it. – Он, вероятно, знал об этом.

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

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

Модальный глагол *must*

Must – категорически должен, обязан.

Must I sign this paper? – *Yes, you must.* (No, you needn't.)

Может также выражать личный моральный долг.

В прошедшем и будущем времени имеет эквивалент **to have to do smth.**

Например:

Did you have to go there so late? – *Yes, I did./No, I didn't.*

Will you have to stay longer? – *Yes, I will./No, I won't.*

§6. PASSIVE VOICE

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

Present Indefinite: The house **is built**. The work **is finished**.

Past Indefinite: The house **was built**. The work **was finished**.

Future Indefinite: The house **will be built**. The work **will be finished**.

Present Continuous: The house **is being built**. The work **is being finished**.

Past Continuous: The house **was being built**. The work **was being finished**.

Future Continuous: The house **will be being built**. The work **will be being finished**.

Present Perfect: The house **has been built**. The work **has been finished**.

Past Perfect: The house **had been built**. The work **had been finished**.

Future Perfect: The house **will have been built**. The work **will have been finished**.

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

I wrote a letter. – Я написал письмо.

The letter was written (by me)–Письмо было написано (мной).

Глаголы в страдательном залоге на русский язык переводятся:

1. Глаголом *быть* + краткая форма причастия страдательного залога:

The book was read yesterday. Книга была прочитана вчера.

2. Глаголом с частицей **–ся (-сь)**:

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

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

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

4. Глаголом в действительном залоге (при наличии исполнителя действия):

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

§7. THE INFINITIVE

Инфинитив (неопределенная форма глагола) представляет собой неличную глагольную форму, которая только называет действие, не указывая ни лица, ни числа. Инфинитив отвечает на вопросы **что делать? что сделать?: to read** читать, прочесть; **to write** писать, написать; **to buy** покупать, купить; **to sell** продавать, продать.

Инфинитив не имеет специального окончания; его формальным признаком инфинитива является частица **to**, которая не имеет самостоятельного значения и не принимает ударения, но показывает, что следующее за ней слово - инфинитив. Однако она часто опускается. Так, частица **to** не ставится перед инфинитивом, если он употреблен после модальных глаголов или глаголов чувственного восприятия в составе конструкции "сложное дополнение".

Употребление инфинитива

Инфинитив употребляется после следующих глаголов: *to agree, to manage, to ask, to offer, to plan, to decide, to promise, to refuse, to forget, to hope, to want*: *He agreed to come.* – Он согласился прийти. *He asked to bring him tea.* – Он попросил принести ему чай.

Инфинитив в предложении может быть:

1. Подлежащим:

To read is useful. – **Чтение/читать** – полезно.

2. Составной частью сказуемого:

We began to read this book. – Мы начали **читать** эту книгу.

3. Дополнением:

I like to read this book. – Я люблю **читать** эту книгу.

4. Определением:

This is the book to be read. – Это книга, которую **нужно прочитать**.

5. Обстоятельством:

To know English well you should study hard. – **Чтобы** знать английский язык хорошо, вы должны усердно учиться.

Образование форм инфинитива

1. **Indefinite Infinitive Active** — **to ask** — является единственной простой формой инфинитива. В этой форме глаголы даются в словарях (без частицы **to**). Все остальные формы инфинитива являются сложными.

2. **Continuous Infinitive Active** образуется при помощи вспомогательного глагола **to be** и формы **Present Participle** смыслового глагола: **to be asking**.

3. **Perfect Infinitive Active** образуется при помощи вспомогательного глагола **to have** и формы **Past Participle** смыслового глагола: **to have asked**.

4. **Perfect Continuous Infinitive Active** образуется при помощи **Perfect Infinitive** вспомогательного глагола **to be — to have been** — и формы **Present Participle** смыслового глагола: **to have been asking**.

5. **Indefinite Infinitive Passive** образуется при помощи вспомогательного глагола **to be** и формы **Past Participle** смыслового глагола: **to be asked**.

6. **Perfect Infinitive Passive** образуется при помощи **Perfect Infinitive** вспомогательного глагола **to be — to have been** — и формы **Past Participle** смыслового глагола: **to have been asked**.

7. Отрицательная частица **not** ставится перед инфинитивом: **not to ask, not to be asked** и т. д.

Перевод инфинитива на русский язык

Формы инфинитива переводятся на русский язык следующим образом:

1. Неопределенно-личной формой глагола, которая отвечает на вопрос «Что делать?»:

To read is useful. – **Читать** – полезно.

2. Существительным:

To read is useful. – **Чтение** – полезно.

3. Придаточным определительным с союзным словом «который»:

This is the book to be read. – Это – книга, **которую нужно прочитать.**

4. Придаточным цели с союзом «чтобы»:

To know English well you should study hard. – **Чтобы знать английский язык хорошо, вы должны усердно учиться.**

§8. COMPLEX SUBJECT

Субъектный инфинитивный оборот (сложное подлежащее) состоит из:

1. Существительного в общем падеже или местоимения в именительном падеже и

2. Глагола (обычно в страдательном залоге) + инфинитив.

Оборот переводится на русский язык придаточными предложениями.

He is known to be a good engineer. – Известно, что он хороший инженер.

The experiments were reported to be successful. – Сообщили, что эксперименты были успешны.

В субъектном инфинитивном обороте могут употребляться глаголы: *to see, to hear, to say, to expect, to think, to report, to suppose, to believe, to consider, to assume, to know*, которые могут стоять в любом времени в страдательном залоге.

Неопределенно-личным предложениям русского языка в английском языке чаще всего соответствуют пассивные обороты, как например:

It is reported that... Сообщается, что ...

It was supposed that... Предполагали, что ...

Субъектный инфинитивный оборот употребляется также в сочетании с некоторыми глаголами, которые могут стоять в действительном залоге, а именно с глаголами: *to prove, to appear, to seem, to turn out, to happen*.

This exercise turned out to be very difficult. – Оказалось, что упражнение очень трудное.

The weather appeared to have improved. – Казалось, что погода улучшилась.

§9. COMPLEX OBJECT

Сложное дополнение – это сочетание существительного или местоимения в объектном падеже (напр. *me, him, us, them*) с инфинитивом или причастием I. Существует в трех основных вариантах:

1. С инфинитивом без частицы *to* или с причастием I после глаголов восприятия: *see, hear, watch, notice, feel*:

I saw him drive the car. I saw them working in the lab.

I didn't hear you come into the room. I heard her playing the piano.

2. С инфинитивом с частицей *to* после глаголов: *to believe, to know, to want, to expect, to advise, to consider, to order, to allow, to find, would like:*

I believe her to be a very good teacher.

I know him to be a good student.

3. С инфинитивом без частицы *to* после глаголов: *to let, to make:*

Don't let them play in the street.

Don't make me laugh.

§10. THE GERUND

Герундий – это неличная форма глагола, которая выражает действие как процесс, и образуется прибавлением окончания **-ing** к основе глагола. Герундий является промежуточной формой между глаголом и существительным и поэтому обладает свойствами и глагола и существительного.

Свойства глагола у герундия

1. Герундий имеет следующие формы времени и залога:

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

Indefinite Gerund выражает процесс в наиболее общем виде и действие, одновременное с действием глагола в личной форме.

We prefer using new methods of work. – Мы предпочитаем использовать новые методы работы.

We prefer new methods of work being used. – Мы предпочитаем, чтобы использовались новые методы работы.

Perfect Gerund выражает действие, которое обычно предшествует действию, выраженному глаголом в личной форме.

I remember having given this instruction. – Я помню, что дал (давал) это указание.

I remember having been given this instruction. – Я помню, что мне давали это указание.

Чаще всего формы пассивного герундия на русский язык переводятся придаточными предложениями.

2. Герундий может иметь прямое дополнение:

We are interested in improving working conditions. – Мы заинтересованы в том, чтобы улучшить условия работы.

3. Герундий может определяться наречием:

*We have to insist on your **replying promptly**.* – Мы вынуждены настаивать, чтобы вы ответили немедленно.

Употребление герундия

1. После следующих глаголов без предлогов:

a) *to begin, to start, to finish, to stop, to continue, to keep* (продолжать) и др.

Please keep sending us letters at this address. – Пожалуйста, продолжайте посылать нам письма по этому адресу.

b) *to like, to enjoy, to prefer, to mind, to excuse, to remember, to forget, to suggest, to avoid, to need, to want, to require* и др.

The results need being checked. – Результаты необходимо проверить.

2. После глагола с предлогами:

to apologize for, to thank for, to look forward to, to contragulate on, to insist on, to depend on, to object to, to be interested in, to be responsible for и др.

We insisted on continuing the experiment. – Мы настаивали на продолжении эксперимента.

3. После существительного с предлогом: *way of, programme of, reason for, process of* и др.

The way of using is indicated in the instructions. – Способ использования указан в инструкциях.

Герундий употребляется:

1. В качестве подлежащего:

Reading is useful. – Чтение полезно.

2. Как часть сказуемого после глаголов *to finish, to start, to continue, to go on, to keep* и др.

He started reading the book. – Он начал читать книгу.

3. Как предложное дополнение:

I am fond of reading. – Я люблю читать.

4. Как прямое дополнение:

Do you mind my reading here? – Вы не против моего чтения здесь?

5. Как обстоятельство времени:

After reading he closed the book. – После чтения он закрыл книгу.

6. Как обстоятельство образа действия:

Instead of reading he went to the movies. – Вместо чтения он пошел в кино.

Перевод герундия на русский язык

Герундий может переводиться на русский язык:

1. **Существительным:**
*We are interested in **buying** these goods.* – Мы заинтересованы в покупке этих товаров.
2. **Инфинитивом:**
*Everybody went on **working**.* – Все продолжали работать.
3. **Деепричастием:**
*On **coming** to the laboratory he got down to work.* – Придя в лабораторию, он принялся за работу.
4. **Придаточным предложением:**
*We regretted **having done it**.* – Мы сожалели о том, что сделали это.

§11. PARTICIPLE

(Participle I) Причастие настоящего времени

Причастие I (причастие настоящего времени), образованное при помощи окончания *-ing*, имеет активную и пассивную (страдательную) формы:

	несовершенный вид	совершенный вид
Active активная	asking	having asked
Passive страдательная	being asked	having been asked

Причастие I употребляется в функции:

1. **Определения:**
*The man **sitting** at the table is our teacher.* – Человек, сидящий за столом – наш учитель.
*The houses **being built** in our town are not very high.* – Дома, строящиеся в нашем городе, невысоки.
2. **Обстоятельства:**
***Going home** I met an old friend.* – Идя домой, я встретил старого друга.
***Having finished work** I went home.* – Закончив работу, я пошел домой.

(Participle II) Причастие прошедшего времени

Причастие II (причастие прошедшего времени) всегда *пассивно*. Образуется оно прибавлением суффикса *-ed* к основе правильного глагола или путем чередования звуков в корне неправильного глагола.

Причастие II употребляется в функции:

1. Определения.

The book translated from English is very interesting. – Книга, переведенная с английского языка, интересная.

2. Обстоятельства (причины и времени):

Given the task he began to work. – Когда ему дали задание, он начал работать.

Если перед причастием прошедшего времени в функции обстоятельства стоят союзы *if, when*, то оно переводится на русский язык обстоятельством придаточным предложением.

If mailed, a bank transfer is known as a mail transfer. – Если банковский перевод отправляется почтой, он известен как почтовый перевод.

Absolute Participial Construction

Независимый причастный оборот

Независимый причастный оборот представляет собой сочетание существительного в общем падеже или местоимения в именительном падеже и причастия (причем существительное или местоимение не является подлежащим в предложении). В конструкции может использоваться как причастие I, так и причастие II:

The door of the room being open, we came in. - **Так как дверь комнаты была открыта, мы вошли.**

В предложении независимый причастный оборот выделяется запятой и выполняет функцию обстоятельства.

Если независимый причастный оборот стоит в начале предложения, он переводится на русский язык придаточным предложением времени, причины, условия с союзами **когда, так как, если**. Независимый причастный оборот в конце предложения обычно переводится самостоятельным предложением (иногда со словами **при этом, причем**).

Функции независимого причастного оборота

1. Обстоятельство времени: *This duty completed, he had a leave.* - Когда эта работа была закончена, он получил отпуск.

2. **Обстоятельство причины:** *It being pretty late, we went home.* – Так как было довольно поздно, мы пошли домой.
3. **Обстоятельство условия:** *Weather permitting, we'll start tomorrow.* – Если погода позволит, мы двинемся завтра.
4. **Сопутствующие обстоятельства:** *Any moving object is able to do the work, the quantity of kinetic energy depending on its mass and velocity.* – Любое движущееся тело способно совершать работу, при этом количество кинетической энергии зависит от массы и скорости.

§12. PLURAL NOUNS

Множественное число существительных, кроме тех, основа которых оканчивается на **-ch, -s, -ss, -sh, -x**, а также существительных, имеющих окончание **-o**, образуется путем прибавления к основе окончания **-s**:

A boy – boys

A book – books

A pen – pens

A girl – girls

Множественное число существительных, основа которых оканчивается на **-ch, -s, -ss, -sh, -x**, а также имеющих окончание **-o**, образуется путем прибавления окончания **-es**:

A bench – benches

A bus – buses

A glass – glasses

A box – boxes

A potato – potatoes

Существительные, оканчивающиеся на **-y** (после согласной) во множественном числе имеют окончание **-ies**:

A baby – babies

A lady – ladies

-s читается как [s] после глухих согласных: *books, cats*

-s читается как [z] после звонких согласных и гласных: *pens, boys*

-es читается как [iz] после s, ss, sh, ch, x, z: *boxes.*

§13. CONSEQUENCE OF TENSES

Согласование времен

В английском языке существует правило согласования времен в сложноподчиненных предложениях в основном с придаточными дополнительными.

Правило согласования времен не действует, если в главном предложении глагол стоит в настоящем или будущем времени.

He says that they were good friends for many years. – Он говорит, что они были хорошими друзьями в течение многих лет.

Правило согласования времен действует лишь в том случае, если в главном предложении глагол стоит в Past Indefinite или Past Continuous. В этом случае в придаточном предложении употребляется:

1. Для выражения одновременного действия Past Indefinite или Past Continuous:

He said that they were good friends. – Он **сказал**, что они хорошие друзья.

2. Для выражения действия, предшествующего действию главного предложения, - Past Perfect.

*He said that they **had been** good friends for many years.* – Он **сказал**, что они **были** хорошими друзьями в течение многих лет.

3. Для выражения будущего действия употребляется особое время, которое называется Future in the Past (будущее в прошедшем), которое образуется при помощи глаголов should, would и инфинитива смыслового глагола без to.

*He said that they **would** go to Moscow in summer.* – Он **сказал**, что они **поедут** в Москву летом.

§14. EMPHATIC CONSTRUCTIONS

Эмфатическая конструкция Do/does/did + verb

С помощью данной конструкции мы можем выделить сказуемое в предложении в Present или Past Simple или в повелительном наклонении. Для этого мы берем вспомогательный глагол do/does/did и ставим его перед основным смысловым, который используется в инфинитиве. На русский язык данная особенность переводится словами «действительно», «точно», «на самом деле», «непременно», «обязательно».

*She believes in ghosts. – She **does** believe in ghosts. – Она действительно верит в привидения.*

*Tom went to the restaurant. – Tom **did** go to the restaurant. – Том точно ушел в ресторан.*

*Visit us at the weekend! – **Do** visit us at the weekend! – Вы непременно должны прийти к нам на выходных!*

Эмфатическая конструкция

not + un-, in-, im-, ir-, il- + adjective/adverb

Эмфатическими также являются предложения с двойным отрицанием. При их передаче на русский язык используется прием антонимического перевода, то есть отрицательное высказывание на языке оригинала становится утвердительным на языке перевода. Отрицание *not*, употребляемое перед прилагательным или наречием с отрицательными приставками *un-, in- (il-, im-, ir-) dis-*, имеет усилительное значение, и все сочетание обычно соответствует русскому «вполне, весьма, довольно + прилагательное (наречие)». Например:

Not uncommon — довольно обычный,

not infrequently — довольно часто,

not impossible — весьма возможно.

*The case is **not improbable**.* - Этот случай **весьма вероятен**.

В некоторых случаях возможен также и перевод «не. . . не» («не кажется неизбежным»). Подобное же значение имеет сочетание «**not + without + существительное**»:

*It is **not without significance** that . . .* Также **весьма важно**, что. . .

Эмфатическая конструкция

"it is ... that, which, who, whom"

Сочетание "**it is ... that**" употребляется для выделения одного из членов предложения. Выделяемый член предложения ставится между двумя частями конструкции, которая по форме представляет собой сложноподчиненное предложение. Конструкция "**it is ... that**" на русский язык не переводится, она лишь указывает границы выделяемой части предложения. В русском языке таким предложениям соответствует простое предложение, в котором перед выделяемым членом добавляются усилительные слова "*именно*", "*как раз*", "*только*" (чаще при выделении обстоятельства времени), "*лишь*"; в предложениях с отрицанием "*вовсе не*", "*совсем*

не”:

*It is language **that** enables us to communicate with each other.*
Именно язык дает нам возможность общаться друг с другом.
(Выделение подлежащего).

*It was then **that** the London Bridge began to be rebuilt.*
Именно тогда начали перестраивать Лондонский мост. (Выделение обстоятельства времени).

*It is Greek **that** she wants to study.*
Она хочет изучать **именно** греческий (язык). (Выделение прямого дополнения).

*But it is not the Doctor **who** is the central figure of the play.*
Вовсе (совсем) не доктор является центральным действующим лицом в пьесе. (Конструкция с отрицательной формой глагола).

*It is when men begin to use tools for social production **that** they also begin to speak.*

Именно тогда, когда люди начинают применять орудия для общественного производства, они также начинают говорить. (Выделение придаточного обстоятельственного предложения).

§15. LINKING WORDS

Конструкции **both ... and, as ... as**

Сочинительные союзы *both ... and* соединяют однородные члены предложения, а также независимые предложения. При помощи сочинительных союзов независимые предложения соединяются в одно сложносочинённое предложение.

Например:

*It was **both** cold **and** windy.* – Было **и** холодно, **и** ветренно.

Одинаковое качество двух предметов (лиц, явлений) выражается прилагательными в конструкции с союзами *as ... as* в значении *такой же ... как, так же ... как*. Разное качество предметов выражается конструкцией *not so / as ... as* в значении *не так ... как, не такой ... как*.

Например:

*Your coat is **as** expensive **as** mine.* – Твоё пальто **такое же** дорогое, **как** моё.

*Italy is **not so** big **as** Russia.* – Италия **не такая** большая, **как** Россия.

§16. CONDITIONALS

Zero conditional

Нулевой тип условных предложений описывает условие и следствие, которые всегда правдивы при определенной ситуации. Особенностью таких предложений является то, что и в главном, и в придаточном предложении стоит настоящее время (Present Simple).

*If you **heat** water to 100°, it **boils**.* - Если **нагреть** воду до 100°, то она **закипит**.

*If I **am** late for work, my chief **is** angry.* – Если я **опоздаю** на работу, мой начальник **рассердится**.

First conditional

Придаточные предложения реального условия и времени

В придаточных предложениях реального условия и времени с союзами *if* (если), *when* (когда), *after* (после), *before* (перед тем, как), *as soon as* (как только), *unless* (если не), *until* (до тех пор, пока не) будущее время заменяется формой настоящего времени, но на русский язык переводится будущим, например:

*If you **help** me, I **shall do** this work on time.* – Если ты **поможешь** мне, я **сделаю** эту работу вовремя.

*As soon as I **am** free, I'll **come** to you.* – Как только я **освобожусь**, я **приду** к тебе.

Предложения нереального условия

(Сослагательное наклонение)

Сослагательное наклонение выражает возможность, нереальность, предположительность действия.

Second conditional

Действие относится к настоящему или будущему:

*If I **knew** his address I **would write** to him.* – Если бы я **знал** его адрес (сейчас), я **написал бы** ему (сейчас или в ближайшем будущем).

*If the weather **were** fine he **would go** to the country.* – Если бы погода (сейчас) **была** хорошей, он **бы поехал** за город.

Глагол в придаточном предложении – в форме *Past Indefinite*, в главном – в форме *Future in the Past*.

Third conditional

Действие относится к прошлому:

*If the weather **had been** fine yesterday he **would have gone** to the country.* – Если бы погода **была** вчера хорошей, он **бы поехал** за город.

В случае, если действие, описываемое сослагательным наклонением, относится к прошедшему времени, в главном предложении используется форма будущего совершенного с точки зрения прошедшего *Future Perfect-in-the Past*, а в придаточном – прошедшее совершенное *Past Perfect*.

If I had known his address I would have written to him. – Если бы я **знал** его адрес (в прошлом), я **написал бы** ему (в прошлом же).

SUPPLEMENTARY READING

Crazy Love

By Steven Pinker

Why do fools fall in love? Moreover, when we do fall, why do our faculties of reason - and decency and self-respect and even right and wrong - sometimes not come along? For that matter, why would anyone reciprocate the love of a partner who has come so romantically unhinged?

The thought of a loved one can turn our wits upside down, ratchet up our heart rate, impel us to slay dragons and write corny songs. We may become morose, obsessive, and even violent. Lovesickness has been blamed on the moon, on the devil, but whatever is behind it, it does not look like the behavior of a rational animal trying to survive and reproduce. But, might there be a method to this amorous madness?

During the decades that the concept of human nature was taboo in academia, many scholars claimed that romantic love was a recent social construction. It was an invention of the Hallmark-card poets or Hollywood scriptwriters or, in one theory, medieval troubadours extolling the adulterous love of a knight for a lady.

For anyone who has been under love's spell, these theories seem preposterous, and so they are. Nothing so primal could have been created out of thin air as a mere custom or product. To the contrary, romantic love is a human universal. In 1896 a Kwakiutl Indian in southern Alaska wrote the lament "Fire runs through my body -the pain of loving you," which could be the title of a bad power ballad today. Similar outpourings of passion can be found all over the world from those with broken hearts.

Romantic infatuation is different from both raw lust and the enduring commitment that keeps lovers together long after their besottedness has faded. We all know the symptoms: idealized thoughts of the loved one; swings of mood from ecstasy to despair, insomnia and anorexia; and the intense need for signs of reciprocation. Even the brain chemistry is different: lust is fueled (in both sexes) by testosterone, and companionate love by vasopressin and oxytocin. Romantic passion taps the same dopamine system that is engaged by other obsessive drives like drug addiction.

For all this, there may be a paradoxical logic to romantic love. Imagine a world without it, a world of rational shoppers looking for the best available mate. Unsentimental social scientists and veterans of the singles scene know that this world is not entirely unlike our own. People shop for the most desirable person who will accept them, and that is why most marriages pair a bride and a groom of roughly equal desirability. The 10s marry the 10s, the 9s marry the 9s and so on.

That is exactly what should happen in a marketplace where you want the best price you can get (the other person) for the goods you're offering (you).

But we also know this isn't the whole picture. Most daters find themselves at some point with a match who ought to be perfect but with whom for some reason the chemistry isn't there. Why do the principles of smart shopping give us only the rough statistics of mate choice, not the final pick?

The reason is that smart shopping isn't enough; both parties have to close the deal. Somewhere in this world lives the best-looking, richest, smartest person who would settle for you. But this ideal match is hard to find, and you may die single if you insist on waiting for such a mate to show up. So you choose to set up house with the best person you have found so far.

Your mate has gone through the same reasoning, which leaves you both vulnerable. The law of averages says that someday one of you will meet an even more desirable person; maybe a newly single Brad Pitt or Angelina Jolie will move in next door. If you are always going for the best you can get, at that point you will dump your partner pronto. But your partner would have invested time, child rearing and forgone opportunities in the relationship by that point. Anticipating this, your mate would have been foolish to enter the relationship in the first place, and the same is true for you. In this world of rational actors, neither of you could thus take the chance on the other. What could make you trust the other person enough to make that leap?

One answer is, Don't accept a partner who wanted you for rational reasons to begin with. Look for someone who is emotionally committed to you because you are you. If the emotion moving that person is not triggered by your objective mate value, that emotion will not be alienated by someone who comes along with greater mate value than yours. And there should be signals that the emotion is not faked, showing that the person's behavior is under the control of the involuntary parts of the brain - the ones in charge of heart rate, breathing, skin flushing and so on. Does this emotion sound familiar?

This explanation of infatuation was devised by the economist Robert Frank on the basis of the work of Nobel laureate Thomas Schelling. Social life is a series of promises, threats and bargains; in those games, it sometimes pays to sacrifice your self-interest and control. An eco-protester who handcuffs himself to a tree guarantees that his threat to impede the logger is credible. The prospective homebuyer who makes an unrecoverable deposit guarantees that her promise to buy the house is credible. And, suitors who are uncontrollably smitten are in effect guaranteeing that their pledge of love is credible.

And this gets us to the dark side of romance. Threats, no less than promises, must be backed up by signs of commitment. A desperate lover in danger of being abandoned may resort to threatening his wife or girlfriend (yes,

his; it is usually a man). The best way to prevent her from calling his bluff is in fact not to bluff-to be the kind of hothead who is crazy enough to do it. Of course, if he does make good on the threat, everyone loses (which is why the judicial system must make good on its threat to punish violent thugs).

This perverse logic of promises and threats lies behind the observation on romance offered by George Bernard Shaw: "When we want to read of the deeds that are done for love, whither do we turn? To the murder column."

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<https://web.archive.org/web/20150519111936/http://pinker.wjh.harvard.edu/articles/media/Crazy%20Love%20--%20Printout%20--%20TIME.htm>)

The Invisible Grip

"Maintaining eye contact feels awkward, even creepy. At first. Then it just feels powerful".

By Tom Chiarella

WHEN I WAS VERY SMALL, my dad could always tell when I was lying. When I was about six years old, he told me God whispered it to him. Even though the guy never went to church or seemed particularly religious, I had to respect that. He had an in with God. I wanted to hear it. I figured if I knew when it happened, the precise moment, I'd hear the voice of God, too. I decided to watch my dad's eyes for a sign--some twitch of recognition, some little break in his concentration, anything--that would tell me when he was hearing the voice of God. I told him easy lies, the ones I always told him: that my brother did it, or that my neighbor, a little asshole named Charlie Iker, made me do it--broke the vase, left the gate unlatched, cracked the storm window. At first I didn't even want to blink, for fear I'd miss the moment when God spoke. But the truth is, I got nothing. No sign. Bubkes. In fact, the more I looked at his eyes, the more I began to realize that my dad had no idea that I was lying. None. He looked straight back at me, waiting to hear the next thing I would tell him. In fact, he was hanging on my words. There was no voice of God. My father wasn't listening to anyone but me. He had no idea when I was lying, especially if I stared him down the whole time.

The trick, I soon realized, was simply to look him in the eye as I spoke. So it was that I became an atheist and a proficient liar in one fell swoop. Such were my salad days.

A PERSON'S GAZE has weight, resistance, muscularity. Clearly, there are people who use their eyes well. You know them: the sales rep, the fundraiser, the tyrannical supervisor. Their eyes force the question. These people may be as dumb as streetlamps, but they are an undeniable presence in the room. They know they must be dealt with. You know it, too.

It is a very particular skill set. The eye-contact specialist is like the one guy in the game of pickup basketball who knows only how to box out for a rebound. Relentless and a little annoying, he uses his skill, presses his opponents with the fundamentals. It may not work every trip down the court, but eventually things bounce his way. Over time, this habit--establishing and maintaining eye contact creates favorable situations and produces results. The eye-contact specialist gets talked to first, dealt with most promptly, and responded to most thoroughly. He's always first in line for a reason.

And for the one who's being looked at, eye contact sends a message, signaling acknowledgment, connection, and attention, signaling something, I suppose, like empathy. Being seen is, on some level, being felt. It's nice to be acknowledged.

Even so, why does eye contact, wielded freely, always feel like a weapon to me? Why do I want to smack people who stare at me deeply while I'm talking about mixed drinks or V-6 engines, about the names of banks or the price of a gallon of gasoline? Maybe the true signal is less subtle, less friendly than "I'm paying attention to you." Whether he admits it or not, that person is participating in one very large bet that you will blink first. That guy, the one who's looking at you--straight at you, right into you--is getting something that you are not. It's called the upper hand.

Well, that's my preferred hand. So I did my thing. For four weeks I tried to use eye contact to get what I wanted, with real abandon. It was no small trick. By nature, my eyes drift. I tend to look past people when I talk. I look out the window, examine the horizon. I'm sure this has cost me connection with some people who take it as a sign of being evasive or shifty. When I paid attention to it, I found that my tendency was to click in, lock eyes for a second or less, then look upward or outward into the distance. It's just not my rhythm to stare.

That was the first lesson: Eye contact is not the same as staring. People don't like the dumb indifference of a stare. My first attempts at maintaining eye contact were so self-conscious that I took to picking a point on the person's face--as close to the eyes as possible--and gazing at it as calmly as possible. That was a disaster. I wasn't looking at people so much as I was at a blemish they happened to know very well.

If I stared at a point, say, between someone's eyes or at a mole just above an eyebrow, people knew it right away. I did this at a Smoothie King at the airport, and the girl behind the counter stood it for about seven seconds before she asked me, "What are you looking at?" She ran her finger along her eyebrow. She scooped my immune booster in a tizzy.

So I tried to concentrate on eyelashes, but this made my own eyes jump as I talked. My head bobbed, too, and I was hit with a sense of motion sickness. Women constantly excused themselves after talking to me to check their faces in the mirror. I was forced to apologize, telling them that I was just spacing out, not paying attention--the direct opposite of what I was hoping to convey in the first place. It was as if I had become a mirror in which people saw their own tiny imperfections, magnified by my glance.

Both parties in a conversation are caught almost constantly in the true focus and precise direction of a glance. I had to go for the eyes. There is no faking it.

THERE HAVE ALWAYS BEEN people in my life who were good at using their eyes. My tenth-grade English teacher. My shift boss at a Mexican restaurant back in 1986. My friend the newspaper reporter. My accountant. My girlfriend. I don't know if I trusted each of these people because they looked straight at me or if they looked straight at me because I trusted them. Yet each could lock and hold my glance for minutes at a time, while I was feeling sick after fifteen seconds. What exactly did they see? How did they do it?

It was clear that the idea of eye contact is not simply to point your eyes in a given direction. You have to use your eyes. I had to have a move. I sucked it up and started to lock in on the pupils. It took some doing, but I found I could make myself relax and hold the glance if I simply stopped working to figure out what the other person was thinking. I had to force myself to stop reading every twitch, every sideways glance, every brush of the hair. I had to stop treating the world like a poker game, in which every movement might be a tell. When I walked in the door, when I stuck out my

hand, when I said "How are you?" I turned my gaze toward the pupil of the person's eye. It really was a process of searching it out, looking at the black of the eye only, holding my glance there, and waiting until the eye color registered in my periphery.

It worked, too. Women held my glance longer; men moved faster. This worked with waitresses. With clerks at hotel desks. It worked with bartenders. Even with cabdrivers, whom I looked at in their rearview mirrors. I began to gain better control over these transactions by searching out their eyes. It took only a few seconds, but I could plainly see what they were looking for. Here is what I saw: No matter how much attention they appeared to be giving me, no matter how slowly they spoke or how long they paused after greeting me, it was evident that these people were initially treating me like every other schmoe who walked in off the street--trying to figure me out and see how fast they could get me what I wanted before moving on.

The eye contact changed all that. I'd compare it to using a Sawzall for the first time, that moment you realize you could cut through pretty much any wall in the world if you had the right blade. With my eyes, I calmed them, slowed them down, and did so without knocking them over or humiliating them. I used my eyes to upset the speed and indifference of their routines and simply register my presence by asking them to do a double take. It worked every time. They didn't know me, but then, suddenly, it seemed they did. I thought of it as a kind of dominance, holding them in the kind of invisible grip you might have once seen employed by a villain in a DC comic. I got discounts I didn't deserve, a room facing the water. I was warned off the calamari and onto the crab cake. The desk clerk perked up when I arrived at the hotel and stood up straighter when I checked out.

I tried it with people who knew me well, too, people who see me all the time. The Indian guy at the local gas station. The woman I've worked with for seven years. A guy I play cards with on weekends. In each case, upon greeting them, I'd search out their pupils and hold my eyes on theirs for a minimum of three beats. Just as with people I didn't know, time seemed to slow down and routine moments became unpredictable. Not just because three beats is an eternity when you have nothing to say except "What's happening?" but because it meant they had to look at me at least once, and often two or three times, before they spoke.

While I may suck at eye contact naturally, there are people who are worse, much worse, in every ring of my life. The more I practiced, the more hapless they seemed. It's the law of dominance, I think, that the more dominant you become, the more you want to stay dominant. I found I liked backing people down. I began to look at them long enough that I began to sense when they were about to look away. The truth is, instead of them seeing me, it ended up that I could really see them. They were just like I was, a little afraid of eye contact, a little leery of connection. I meant well, so I pressed on. People gave me apologies I didn't ask for. They invited me to lunch.

Sometimes I pushed it too far. The gas-station guy, so used to staring out his windows at the world passing by, was alarmed by my glance after four beats. "Yes?" he said. "Yes?" And I held my gaze, because I had nothing to lose. He reached under the counter, and I thought for a moment that he was pulling out a gun. But he pulled out a pack of Marlboro Reds. "Here," he said. "Take one. You may have one, of course." I took one, too, just for good measure. It seemed a small sort of bullying. I could do far worse with my eyes. Anyone can. The tool can always become the weapon.

WITH ANY GESTURE of influence, the danger lies in not knowing what you are after. I fell into an easy routine after several weeks of making eye contact. One afternoon, while negotiating the price of an antique gold watch I was buying for my son's birthday, I was staring into the eyes of a jeweler, trying to figure out what color his eyes were, when he suddenly dropped the price by \$75, to \$200. I'd been threatening him somehow and hadn't known it. I didn't break away. I didn't look down. While I hadn't expected as much, now I had to see where I could go from there.

His eyes jumped back and forth, from the counter to the watch to me, then back again, in reverse. His eyes were green, I decided. Green.

"Two hundred," I said. "Flat price. No tax, right?"

He nodded and looked back at me then, long and hard. We were in agreement, though neither of us said a thing.

My eyes are brown.

How to Win A Staring Contest

EYEBALLING SOMEONE into total submission may not be the most effective communication strategy, but it sure can come in handy in a barroom staring contest. In the interest of preserving your manhood, we

asked Kelly Nichols, a dry-eye expert at Ohio State, and Jim Sheedy, dean of optometry at Oregon's Pacific University, for the best ways to hold off blinking. Typically people blink twelve to fifteen times per minute, but with these tips, Nichols says you may be able to go open-eyed for more than two minutes. Your opponent will never know what hit him.

MASSAGE YOUR EYELIDS. Just before the contest, rub the part that's right behind your lashes. You'll push out lubricating oil, which keeps your eyes from drying out.

PUT A WINDOW AT YOUR BACK. Bright light and glare will bother your opponent.

FIXATE ON SOMETHING. Pick an eyelash or mole near his eye and focus on it. This will distract your mind and minimize your eye movement, which can trigger a blink.

WEAR GLASSES. They'll block blink-inducing air currents.

CONSUME FISH OIL. If you have time to prepare, stock up on omega-3 fatty acids, which may increase the lubricant in your tears.

BUY YOUR OPPONENT A DRINK. His eyes will be drier after a few beers. So encourage his alcoholism.

THE RULES:

- If you want your contest sanctioned by the National Association of Staredown Professionals - and who wouldn't? - heed these regulations:
- Competitors must stand one foot apart, toe to toe.
- Movement of any part of the face other than the eyes is strictly forbidden.
- Smiling or laughing is cause for immediate disqualification. So is talking, sneezing, coughing, or burping.
- No sunglasses, safety goggles, surgical masks, headbands, or face paint allowed.
- Eyedrops, eye moisturizer, and saline solution are considered banned substances.

(Taken from http://www.esquire.com/lifestyle/a723/esq0806influence-81/?click=main_sr)

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