

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ,  
МОЛОДЁЖИ И СПОРТА УКРАИНЫ  
Государственное учреждение «ЮЖНОУКРАИНСКИЙ  
НАЦИОНАЛЬНЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ  
им. К. Д. Ушинского»

Л. А. Михайлова, Ю. В. Ирхина, Е. В. Прохорова

**ENGLISH**  
**FOR PSYCHOLOGISTS**  
(тексты для чтения)

Одесса

**УДК: 378.013 + 420 + 150**  
**ББК: 74.58+ 81.432.1 + 88**  
**М69**

Утверждено Научным советом ГУ ЮНПУ им. К. Д. Ушинского  
(протокол № 3 от 28 октября 2010г. )

**Рецензенты :** **Т. М. Яблонская**– кандидат педагогических наук,  
доцент кафедры иностранных языков гуманитарных  
факультетов;  
**И. А. Татарина** - кандидат педагогических наук,  
доцент кафедры иностранных языков гуманитарных  
факультетов.

**English for psychologists** (тексты для чтения) : [уч. пос.] /  
М69 Л. А. Михайлова, Ю. В. Ирхина, Е. В. Прохорова. –  
Одесса : издатель Букаев Вадим Викторович. – 96 с.

Пособие построено на основе принципа коммуникативной направленности, который обеспечивает активное овладение фонетическим, лексическим и грамматическим материалом. Цель пособия лежит в формировании у студентов умения понимать сущность английского языка благодаря произведениям английских и американских писателей. Тексты имеют грамматический материал для усвоения лексики, контроль за пониманием содержания прочитанного, развитие навыков чтения и устного общения.

Предназначено для бакалавров, специалистов и магистров института психологии педагогических университетов, а также для широкого круга читателей.

**УДК: 378.013 + 420 + 150**  
**ББК: 74.58+ 81.432.1 + 88**

© Михайлова Л. А., Ю. В. Ирхина, Прохорова Е. В.

## ПРЕДИСЛОВИЕ

Учебное пособие может быть использовано для аудиторной работы со студентами, изучающими общую и педагогическую психологию, социологию и педагогику. Тексты в пособии направлены на развитие навыков всех видов чтения, на расширение запаса профессиональной лексики, а также на формирование речевых и коммуникативных навыков студентов. Тематика охватывает ряд психологических проблем, знакомит с фактами из жизни знаменитых психологов. Тексты различны по уровню сложности, могут быть использованы для чтения, перевода, обсуждения и аннотирования на разных курсах и со студентами разного уровня подготовки. Многие тексты подобраны из научно-популярных журналов, тематика их может вызвать полемику в аудитории, обсуждение проблем по психологии, что поможет подготовить студентов к выступлениям на научных студенческих конференциях и презентациях по специальности. Гибкая структура пособия позволяет начинать работу с любого текста, в зависимости от интереса и потребностей студентов в информации. Учебное пособие может быть рекомендовано всем специалистам, интересующимся психофизическими основами поведения человека, бакалаврам, специалистам, магистрам.

## CONTENT

Preface.....	
Text 1 —Psychological sciencell .....	
Text 2 How to Think Like a Psychologist.....	
Text 3 - <i>Parapsychology</i> (Period of Study: 1882 and 1975)ll	
Text 4 -Like Father, Like Son? Perhaps Not ll.....	
Text 5 —Genius and Talentll.....	
Text 6 —Hidden Talents ll.....	
Text 7 —Fears and Phobiasll.....	
Text 8 — Human Memoryll.....	
Text 9 — Attentionll.....	
Text 10 —How Attention works for Audiencesll.....	
Text 11 -Types of Parenting Styles ll.....	
Text 12 —Effects of parenting stylesll.....	
Text 13 - <i>Too Late for Words</i> The Case of Genie ( Period of Study: 1981)ll. ....	
Text 14 —Nonverbal Communicationll.....	
Text 15 —FirstImpressionsll.....	
Text 16 -Why sleep is the best medicine?ll by David Flak....	
Text 17 -The Ukrainians (Tips for Tourists Visiting Ukraine)ll	
Text 18 -The Russians (Tips for Tourists Visiting Russia) ....	
Text 19 —An American and European ll.....	
Text 20 —Psychological Manll.....	
Text 21 - <i>The Case of Rat Man</i> (Period of Study: Early 1900s)ll	
Text 22 -Jung, Carl Gustav (1875-1961)ll.....	
Appendix .....	
Sources .....	

# Text 1

devote	branch	perception
predict	deny	judgment
influence	industrial	mental

1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.

devote	[dɪ'vəʊt]	посвящать
predict	[prɪ'dɪkt]	предсказывать, прогнозировать
influence	['ɪnflʊəns]	влиять, воздействовать
branch	[brɑ:ntʃ]	отрасль
deny	[dɪ'naɪ]	отрицать
industrial	[ɪn'dʌstrɪəl]	промышленный
perception	[pə'sepʃn]	восприятие, понимание
judgment	['dʒʌdʒmənt]	суждение
mental	['mentl]	психический, умственный

2. Read the word combinations and sentences and answer the questions.

**devote-** to be fully devoted to smth., devoted heart and soul, to devote attention, devoted feminist, devoted disciple, to devote one's life to smth.. This book I devote to my parents.

**predict-** predicted cost, as predicted, predicted behavior, predicted response (ответ), predicted change, The psychology tests can predict what person's response would be.

**influence-** to influence smb., bad influence, good influence. They have enough influence to get the bill passed. TV has a bad influence on people.

**branch-** branch office (филиал), branch of science. The bookshop has decided to branch out into selling music and records. I'm glad to see that Jim has branched out into more varied sports these days.

**deny** - to deny a request( отказать в просьбе), to deny one's signature (подпись), to deny one's words. She denies ever having met the patient.

**industrial-** industrial area, industrial plant, Industrial and organizational psychology. Industrial music is a style of experimental music that draws on provocative themes. Industrial psychology deals with the study of workplace behavior.

**perception-** Perception is one of the oldest fields in psychology. There are many ways to influence visual perception.

**judgment** – The picture by Victor Vasnetsov names — The Last Judgment. A judge is a person who presides over a court.

**mental** – mental health, mental illness. Mentality of Ukrainians was formed by historical events.

### **3. Look through the text and give the main idea.**

#### **Psychology as a science**

Psychology, scientific study of behavior and experience—that is, the study of how human beings and animals sense, think, learn, and know. Modern psychology is devoted to collecting facts about behavior and experience and systematically organizing such facts into psychological theories. These theories aid in understanding and explaining people's behavior and sometimes in predicting and influencing their future behavior. Psychology, historically, has been divided into many branches of study such as physiological psychology, psychoanalysis, Gestalt psychology school, social psychology, industrial psychology, etc. Physiological psychologists, for instance, study the functioning of the brain and the nervous system, and experimental psychologists use tests and make research to discover how people learn and remember. Social psychologists, for example, are interested in the ways in which people influence one another and the way they act in groups. Industrial psychologists study the behavior of people at work and the effects of the work environment. School psychologists help students make educational and career decisions. Clinical psychologists assist those who have problems in daily life or who are mentally ill. Gestalt psychology, school of psychology that deals mainly with the processes of perception. Cognition Psychology includes attention, perception, memory, reasoning, judgment, imagining, thinking, and speech. The science of psychology developed from many diverse sources, but its origins as a science

may be traced to ancient Greece. Modern psychology still retains many aspects of the fields from which it grew. Some psychologists, for example, are primarily interested in physiological research, others are medically oriented, and a few try to develop a more careful philosophical understanding of psychology as a whole. Although some practitioners still insist that psychology should be concerned only with behavior—and may even deny the meaningfulness of an inner, mental life— more and more psychologists would now agree that mental life or experience is a valid psychological concern.

#### 4. Read the following word combinations and sentences.

**Cover the left side and translate the right one into English.**

- |   |  |
|---|--|
| 1. psychology is devoted to people's behavior | 1. психология это наука о поведении человека                 |
| 2. to predict future behavior                 | 2. прогнозировать поведение                                  |
| 3. to influence behavior                      | 3. влиять на поведение                                       |
| 4. Gestalt psychology school                  | 4. Гештальтская школа психологии                             |
| 5. to deal with smth.                         | 5. иметь дело с чем-то                                       |
| 6. medically oriented scientists              | 6. учёные решающие проблему с помощью медицинских препаратов |

#### 5. Read and translate the text. Answer the following questions:

1. What are the main branches of psychology science?
2. What is modern psychology devoted to?
3. What influenced the psychology development?
4. What is psychotherapy?
5. What does Cognition psychology include?

#### 6. Translate the sentences into English and write them down.

1. Умение влиять на человека во время беседы , очень важно в современном мире.
2. Промышленная психология, это отрасль психологии, занимающаяся научным изучением поведения людей на рабочих местах.

3. Поведёние — способность изменять свои действия под влиянием внутренних и внешних факторов.
4. Некоторые люди утверждают, что могут предсказывать будущее.
5. Отрицание — форма психологической защиты.

**7. Dwell with your classmates. Which psychological methods do you find the most effective? Advise the most effective tests, you have passed by yourself.**

**8. Write an essay. Psychology science in our life.**

## Text 2

assume	psychologist	human
disturbance	society	conclusion
behaviour	influence	scientific

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

assume	[ə'sju:m]	предполагать
disturbance	[dɪ'stɜ:bəns]	беспокойство
behaviour	[bɪ'heɪvjə]	поведение
psychologist	[saɪ'kɒlədʒɪst]	психолог
society	[sə'saɪətɪ]	общество
influence	['ɪnflʊəns]	влияние
human	['hju:mən]	человеческое существо
conclusion	[kən'klu:ʒn]	умозаключение, вывод
scientific	[saɪə'nɪfɪk]	научный

**2. Read the word combinations and sentences and answer the questions.**

**assume** - let us assume that..., to assume responsibility, to assume control, to assume office, an assumed name, assuming (that). His

illness assumed a very grave character. The entire length of our route is assumed to be about thirty-two miles.

**disturbance-** to cause a disturbance, to create a disturbance, to put down a disturbance, disturbance of sound perception, disturbance of the function, speech disturbance, vision disturbance.

**behavior-** to be on one's best behaviour, to behave oneself, behave yourself!, knowledgeable behavior, stable behavior.

**psychologist** – consumer psychology, psychology is a study, that deals with human mind. She has a consultation with the psychologist at 3.00 pm today. Psychologist Dorothy Tennov says the average limerent love (страстная влюбленность ) affair lasts about two years.

**society-** benefit-society, building society, debating-society, human society, to found a society, to set up a society. The couple quickly became a fixture of society pages.

**influence-** a person of influence, to exercise one's influence, under the influence of smth., to have influence with, cultural influence. They have enough influence to get the bill passed. Environment is an influence on character. I have little influence with him.

**human** - the human race, human interest, human life, human nature, human rights. Political organizations tend to uphold human rights.

**conclusion-** to come to a conclusion, in conclusion, to arrive at a conclusion, foregone conclusion (предвзятое мнение), to try conclusions with smb. Psychologist reached a conclusion that patient's illness assumed a very grave character no matter his quiet behavior.

**scientific-** scientific research, scientific and technical conference, scientific hypothesis, scientific theory, scientific and technological community. The growth of scientific knowledge helps with understanding of human nature.

### 3. Look through the text and give the main idea.

## How to Think Like a Psychologist

Many people begin their study of psychology without a clear understanding of the subject. They may have images of a laboratory where scientists run rats through labyrinth, or they may assume that it deals only with abnormal emotional disturbances. These, however, are only small parts of the study of psychology. Psychology provides tools to help us in getting some idea about our own behavior, as well as our

relationships with others. As you begin your study of psychology, you will find that it is different from any of your other classes. This is because psychology is connected to both the social sciences, such as history or economics, and the natural sciences, such as biology and chemistry. As a social science, psychology studies the influences of society on individual behavior and group relationships. As a natural science, psychology looks for biological explanations for human behavior. You will learn more about the social and biological aspects of human behavior. Your course material will help you to understand your life and the lives of those around you. In your study of psychology, you will learn to think like a scientist. Scientists constantly question their own assumptions and look for alternative clearness and conclusions. Scientists, including psychologists, use the scientific method as a problem-solving tool. It teaches them to think critically by encouraging open-mindedness, intellectual curiosity, and evaluation of reasons. Using the scientific method will help you think critically and be objective when applying principles to everyday routine, people, and problems. The scientific method consists of five steps that help the scientist integrate theory and research, as well as compare empirical—or factual—data with common sense ideas. You need to identify the problem; Brainstorm possible solutions; Evaluate the proposed solutions; Choose and advice the best solution; Review the success of the solution in some period of time.

#### **4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

- |   |   |
|---|---|
| 1. clear understanding of the psychological subject       | 1. ясное понимание психологии, как предмета                 |
| 2. psychology is connected to social and natural sciences | 2. психология связана с социальными и естественными науками |
| 3. the influences of society on individual behaviour      | 3. влияние общества на поведение индивида                   |
| 4. to identify the problem                                | 4. выявлять проблему  |
| 5. advice the best solution                               | 5. советовать наилучшее решение                             |
| 6. review the success                                     | 6. проверять успешность                                     |
| 7. abnormal emotional disturbances                        | 7. сильные психическое нарушение                            |

**5. Read and translate the text. Answer the following questions:**

1. Is psychology connected to any other sciences? Name them.
2. Which method is the most effective to solve problems?
3. What are five steps of the scientific method?
4. How does psychology help people?
5. What is the main idea of the text?

**6. Translate the sentences into English and write them down.**

1. Психология изучает психические отклонения.
2. Пять этапов научного метода помогают быть объективным в поиске решения проблемы.
2. Люди начинают изучать психологию не понимая чётко предмета.
3. Психология связана как с социальными науками, так и с другими.
4. Вы узнаете больше о социальных и биологических аспектах поведения человека.
5. Психология даёт нам инструменты, которые помогают нам понять наше поведение.

**7. How is a new information different from what you have already known? Discuss it with your classmates.**

**8. Write an essay. Why do you want to become a psychologist? Name ten reasons in your essay. How does the subject relate to your life?**

## Text 3

sense	communication	confirmed
vision	ability	appear
proving	attempts	access

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

communication [kəmju:nɪ'keɪʃn] общение

sense [sens] чувство

vision ['vɪʒn] зрение

proving	[pru:v]	доказательство
ability	[ə'bɪlətɪ]	способность
attempt	[ə'tempt]	попытка
confirm	[kən'fɜ:m]	подтверждение
appear	[ə'pɪə]	появляться
access	['ʒkses]	доступ

## 2. Read the word combinations and sentences and answer the questions.

**communication** - communication service , vocal communication , to be in communication with smb., communication style, interactive communication, global communication, nonverbal communication. The best way to develop communication skills is practice.

**sense** - sense of smell, intuitive sense, a sense of duty, the five senses, to have keen (quick) senses, a sense of humour, it makes no sense. He felt a sense of insecurity. They don't have the sense to admit defeat.

**vision-** to lose one's vision, beyond our vision, to have another vision, vision of the future, twenty-twenty vision(нормальное (стопроцентное) зрение). impaired vision, acute(keen) vision. Our visions met. I had only a momentary vision of the sea.

**proving-** proving corrections, not proven crime, proven fact, to give proof. This proves his fault. Which was to be proved (что и требовалось доказать)You will have to prove to the police that you were at home that night.

**ability-** ability to hear, ability in doing smth., ability to do smth., to do smth. to the best of one's ability, to show ability, abilities for music, ability to adapt. Each man will be paid according to his ability. We made an attempt to get in touch with them.

**attempt-** rude attempt, successful attempt, to make an attempt, to attempt a difficult task, to attempt an excuse, to attempt swimming across the river. Don't attempt impossibilities. He attempted the life of the former Prime Minister. We made an attempt to get in touch with them.

**appear-** appear daily , appear in print , to appear far away, She appeared to him in a dream. Homo sapiens appeared about 400 000 years

ago. Speech appears in the child's first or second year. She appeared on television with the President. It appears (to me) that they will not come.

**access** - direct access, free access, to have access to smth., access control, access time, remote access, to get access, to deny access. This report can be accessed via the Internet at www...

**confirm-** to confirm smb. in his decision, to confirm decision, to confirm smb. in office, (утвердить кого-л. в должности). Please, confirm your message. Twenty boys and girls were confirmed in the Christian Church. The President confirmed that a conference would take place.

### **3. Look through the text and give the main idea.**

#### *Parapsychology*

#### **(Period of Study: 1882 and 1975)**

Scientists sometimes study the behavior or events that seem to have fantastic origins. In psychology, this area of study is known as parapsychology. Parapsychology is not a basic branch of psychology, but its ideas hold interest of many people. Parapsychologists think that humans have senses other than the known seven—vision, hearing, taste, smell, touch, balance, and body senses. Skeptics point that there is no real proving of parapsychology. And it has to go through testing.

In 1882, scientists established the first organization to study parapsychology, the Society of Psychical Research, in London. The American version of this society was formed in Boston three years later. These organizations focused on mediumship, or communication with those who have died. As time passed, other phenomena began to be studied, such as telepathy (the ability of people to communicate without using ordinary senses), clairvoyance (the ability to experience an event without physically being there), and psychokines is (controlling objects with the mind). Perhaps the most famous attempts to demonstrate psychokines were made by Uri Geller. Geller confirmed he could bend and break metal objects by using his mind. On non scientifically controlled occasions, Geller did appear to bend or break objects without touching them. In 1974, psychologists filmed several meetings with Geller. In one instance, Geller unbalanced a precision scale, and in another, he bend a steel band. Many people believed Geller really did all this with psychokinetic power; however, skeptics ruined this myth. The events surrounding Geller were highly mysterious; for him, they were highly useful. He began making appearances in various locations,

bending spoons or similar objects. He eventually received an invitation to appear on national television, but when it was time to come, Geller didn't come. It was found out that he had access before all of his performances to the objects he was going to bend. On television, however, his personal set of objects had been switched with a new set, and Geller had to say that something was blocking his magic abilities. Scientists accept the results of well designed tests, whether their hypotheses are supported or not. Geller rejected skepticism and explained that this unsatisfying result illustrates the difference between science and belief. The effects produced by parapsychological phenomena have much simpler explanations—sleight of hand to bend spoons, hidden magnets to deflect compasses, and the like. Perhaps the study of parapsychology will ruin this one day. However, for now, healthy skepticism wins.

mediumship ['me:diʊmʃɪp] сообщество медиумов

clairvoyance [kleə'vɔɪəns] предвидение

steel band [sti:l bænd] железный пояс

psychokines [saɪkəʊkaɪ'ni:sɪs] психокинез

sleight of hand [sleɪtəv'hænd] ловкость рук

deflect compasses [dɪ'flekt 'kɒmpəs] отклоняться

precision scale [prɪ'sɪʒn skeɪl] точные весы

#### 4. Read the following word combinations and sentences.

##### Cover the left side and translate the right one into English.

- |   |   |
|---|---|
| 1. treating people with care                            | 1. относится к людям с заботой                                |
| 2. upbringing style                                     | 2. модель воспитания  |
| 3. to be interested in                                  | 3. интересоваться чем-либо                                    |
| 4. male and female                                      | 4. мужчина и женщина  |
| 5. selfish person                                       | 5. эгоист   |
| 6. female are superior to male in children's upbringing | 6. женщины лучше справляются с воспитанием детей, чем мужчины |
| 7. to keep in touch with friends                        | 7. общаться с друзьями  |
| 8. let's have a look                                    | 8. давай посмотрим  |

**5. Read and translate the text. Answer the following questions:**

1. What is parapsychology?
2. What abilities did Geller claim to have?
3. Have he ever made any parapsychological experiments on public?
4. Did people believe him?
5. Why didn't he appear on TV?

**6. Translate the sentences into English and write them down.**

1. Парапсихология интересует многих людей.
2. Геллера окружали мистические события.
3. Силой ума Геллер мог сгибать и ломать железные предметы.
4. Психокинез, телепатия и предвидения- части парапсихологии.
5. Парапсихологи считают, что у человека есть больше, чем известные семь чувств.

**7. Do you believe that some people have parapsychological abilities? Why or why not? Discuss with your classmates.**

**8. Write an essay. Parapsychology in our life.**

**Text 4**

sympathetic	aggressive	superior
comforting	balanced	upbringing
selfish	tolerant	research

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

sympathetic [sɪmpə'tetɪk] сочувствующий  
comforting ['kʌmfətɪŋ] утешительный

selfish	['selfɪʃ]	эгоистичный
aggressive	[ə'ɡresɪv]	агрессивный
balanced	['bʌlənst]	уравновешенный
tolerant	['tɒlərənt]	терпимый
superior	[su'pɪərɪə]	превосходящий
upbringing	['ʌpbriŋɪŋ]	воспитание
research	[rɪ'sɜ:ʃ]	исследование

## 2. Read the word combinations and sentences and answer the questions.

**sympathetic**-sympathetic strike, sympathetic audience, sympathetic vibration. It was not a sympathetic house and pictures were ugly.

**comforting**- comfort station, creature comforts, find comfort in smth., (it's) cold comfort(слабое утешение), to comfort a criminal, comfort temperature.

**selfish**- a selfish old blighter(старикашка), selfish motives .It's time this selfish habit died out. Don't bargain on getting any support from her, she's very selfish.

**aggressive**- aggressive treatment, aggressive growth, aggressive music. Aggressive skating ain't exactly the safest sport around but it sure is one of the most exciting and impressive.

**balanced**- self-balanced person, a well-balanced diet, balance wheel (маятник),balance bridge. Some people are born with characteristics of both male and female brains- this is called the type B or balanced brain.

**tolerant**- to be tolerant of criticism, be too tolerant, tolerable / acceptable prices, to develop a tolerant attitude. Understanding different types of brain can help make all people more tolerant to each other.

**superior** - superior officer, to be superior to smb. in smth., superior quality, superior smile (надменная ). The new model is superior to the old one in many ways.

**upbringing**- family upbringing, person with a Soviet upbringing, Spartan upbringing, wrong upbringing, bad upbringing, She had a decent upbringing.

**research**- to be engaged in research, research work, operational research, detailed research. Scientists have spent years researching into the effects of certain chemicals on the human brain.

### **3. Look through the text and give the main idea.**

## **Like Father, Like Son? Perhaps Not . . .**

Go into a busy newsagent's and have a look at what kind of things people are reading. The chances are that women are reading about fashion, beauty, romance or relationships and men are reading about cars, photography, equipment or sport. This ought not to be a surprise. After all, these choices are also seen in typical male and female hobbies –men generally enjoy things such as looking after their cars, buying new parts for their stereos, bird-watching or playing computer games while women seem to prefer keeping in touch with friends and entertaining.

For a long time, experts through these differences between male and female interests depended on how parents brought up their children and indeed society in general. However, when we look at young babies, we see that boys and girls have interests which we can call typical 'male' or 'female' from a very early age. A baby girl, as young as 12 months old, is sympathetic when she sees She also looks sad and makes comforting sounds. Baby girls also make more eye contact and look longer at other people. Boys of the same age look longer at mechanical objects-toys that spin, light up or move. Later, when they become teen agers, boys usually enjoy putting things together and building towns or bridges or vehicles. Boys are often more selfish and aggressive when they play with other children while girls are better at joining in with others. Just like adults. So where do these difference between male and female behavior come from? Although it is true that culture and upbringing play an important role, many scientists now believe that the answers also lies in the amount of male and female hormones in the mother's body before a child's birth. Research has shown that this balance of hormones leads to three different types of brain: type E, type S and type B. People who are born with a type S or male brain are generally interested in systems: constructing and organizing things and working out how things work. They tend to be good at working out where they are, from maps, making things from plans or collecting things. Others have type E or female brain which means they are good at understanding other people's emotions and treating people with care because they are sensitive themselves. Others are born with characteristics of both these male and female brains- this is called the type B or balanced brain.

Perhaps the most crucial thing that the researchers found out was that the type of brain you have does not have to depend on your sex. Not all men have the male brain. But on average, more males than females have a type E brain. So, does this mean that one sort of brain is superior? No, not at all. Some people find some things easier to do than others but both sexes have their strengths and their weaknesses. Researchers hope that understanding how people are born with different type of brain can help make all of us more tolerant of difference.

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

- |  |   |
|--|---|
| 1. treating people with care                               | 1. относится к людям с заботой                                      |
| 2. upbringing style  | 2. модель воспитания  |
| 3. to be interested in                                     | 3. интересоваться чем-либо  |
| 4. male and female   | 4. мужчина и женщина  |
| 5. selfish person  | 5. эгоист   |
| 6. female are superior to male<br>in children's upbringing | 6. женщины лучше справляются<br>с воспитанием детей, чем<br>мужчины |
| 7. to keep in touch with friends                           | 7. общаться с друзьями  |
| 8. Let's have a look                                       | 8. давай посмотрим  |

**5. Read and translate the text. Answer the following questions:**

1. Do the boys of baby age behave different to girls? In what ways?
2. In which ways do men and women differ in their hobbies and interests?
3. How many types of brain are there?
4. Does the type of brain you have depend on your gender?
5. Is there a type of brain which is better than the others?

**6. Translate the sentences into English and write them down.**

1. Учёные считают, что врождённые качества мозга также важны, как и воспитание.

2. Женщины много читают о моде и красоте.
3. Исследования психологов показали, что поведение и интересы маленьких детей похожи на интересы взрослых.
4. Женщины лучше понимают чувства и переживания других людей.
5. Агрессивное и эгоистичное поведение во время игры характерно для мальчиков.

**7. How balanced is your brain? Use the personality test, which can help you to find out your brain type. Discuss results with your classmates.**

**8. Write an essay. Think about the connection between upbringing and inborn qualities. Is our brain chemistry at birth as important as our upbringing?**

## Text 5

genius	intelligence	eminence
performance	quotient	intellectual
psychosis	attainment	aptitude

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

genius	['dʒi:nɪəs]	гений
performance	[pə'fɔ:məns]	действие
psychosis	[saɪ'kəʊsɪs]	психоз
intelligence	[ɪn'telɪdʒəns]	интеллект
quotient	['kwɒʃnt]	коэффициент
attainment	[ə'teɪnmənt]	знание, достижение
eminence	['emɪnəns]	знаменитый человек
intellectual	[ɪntə'lektʃʊəl]	мыслящий, разумный
aptitude	['ʒptɪtju:d]	способность, пригодность

## 2. Read the word combinations and sentences and answer the questions.

**genius** -rare genius, man of genius, to demonstrate genius, musical genius, mathematical genius, the genius(специфика) of our tongue. Mr. Gladstone has an extraordinary genius for finance. He has a genius(особый талант) for getting into trouble. He had a genius for getting along with pupils.

**performance**- to give a performance, superb performance, listless performance (вялое исполнение), performance for performance (одновременное исполнение). Have you ever performed a musical play on this stage? How well your daughter performs the piano!

**psychosis** - affective psychosis (аффективный психоз), circular psychosis( маниакально-депрессивный психоз), drug psychosis (лекарственный), paranoid psychosis (параноидный), schizo-affective psychosis (шизоаффективный психоз), senile psychosis (старческое слабоумие).

**intelligence** - high intelligence, to demonstrate intelligence, to show intelligence, low intelligence, intelligence service( служба разведки), Central Intelligence Agency (ЦРУ), Our teacher is known as a person of high intelligence.

**quotient**- intelligence quotient (IQ). What is your IQ level? Mensa is the largest and oldest high-IQ society in the world. For many years Sharon Stone maintained that she had an IQ of 148 and was a member of the high-IQ society, but in April 2002, she admitted she was not, and had never been.

**attainment** - scientific attainments, educational attainment, attainment of majority(совершеннолетия), goal attainment, outstanding achievement. Scholarship is given to the best students for their educational attainments.

**eminence**- His Eminence graced the banquet by his presence.( Его Преосвященство удостоил банкет своим присутствием.)

**intellectual** - intellectual facilities (умственные способности), intellectual property. Genius have high intellectual ability.

**aptitude**- aptitude for irony, to show (an) aptitude for smth., great aptitude, natural aptitude. By the use of aptitude tests,

psychological questionnaires, even blood-sampling and cranial measurements(измерений черепной коробки), he hoped to discover a method of gauging (алгоритм вычисления) student-potential.

### **3. Look through the text and give the main idea.**

#### **Genius and Talent**

Genius is a person of extraordinary intellectual power. The word genius is used in two closely related senses. In the first sense, as popularized by U.S. psychologist Lewis M. Terman, genius refers to higher intellectual ability as measured by performance on a standardized intelligence test. Terman set the intelligence quotient for —potential genius| at 140 or over, a level reached by about 1 in 250 of the general population. Genius here means simply high intellectual ability and refers to potentiality rather than to attainment. In this sense, the term may be used to characterize —gifted| children who have not yet had an opportunity to gain eminence by achievement. In the second sense (British scientist Sir Francis Galton), —genius| is used to designate creative ability of an exceptionally high order as demonstrated by actual achievement, always provided that such achievement is not merely of transitory value or the result of accident of birth, as in the case of hereditary rulers.

Genius is distinguished from talent both quantitatively and qualitatively. Talent refers to a native aptitude for some special kind of work and implies a relatively quick and easy acquisition of a particular skill. Genius involves originality, creativeness, and the ability to think and work in areas not previously explored and thus to give the world something of value it would not otherwise possess. Although geniuses have usually left their unique mark in a particular field, studies of the early development of these people appear to show that their general intelligence is also exceptionally high. There have been a variety of attempts to explain the nature and source of genius. One theory holds that genius belongs to a separate psychobiological species, differing as much from ordinary man in his mental and emotional processes as man differs from the ape. Another theory looks upon genius as closely related to neurosis and psychosis.

**4. Read the following word combinations and sentences.  
Cover the left side and translate the right one into English.**

- |  |   |
|--|---|
| 1. closely related to something          | 1. тесно связанный с чем-либо           |
| 2. to be distinguished from smth.        | 2. отличаться от чего-то                |
| 3. intellectual ability                  | 3. умственные способности               |
| 4. intelligence quotient                 | 4. коэффициент ума                      |
| 5. to gain eminence by something         | 5. достигать высот благодаря чему-то    |
| 6. to have native aptitude for something | 6. прирождённая склонность к чему-либо. |
| 7. a variety of attempts                 | 7. множество попыток                    |
| 8. not explored areas                    | 8. не исследованные ранее отрасли       |

**5. Read and translate the text. Answer the following questions:**

1. How is person of extraordinary intellectual power called?
2. What is the word genius in the second sense?
3. What does talent refer to and imply?
4. What does genius involve and give the world?
5. How does one theory explain the nature and source of genius?
6. How does another theory explain the nature and source of genius?

**6. Translate the sentences into English and write them down.**

1. Быть гением, значит иметь высокие интеллектуальные способности.
2. Талант это особое природное умение или навык.
3. Гениальность близко связана с психозом.
4. Манья преследования (persecution complex) это психическое заболевание, когда человек уверен в том, что окружающие хотят навредить ему.

5. Комплекс неполноценности ( inferiority ) это навязчивая мысль, о собственности ущемленности по сравнению с окружающими.

7. Dwell upon topic “Genius and Talent” with your classmates.

What talent do you have? Do you consider yourself or someone you know genius?

8. Write an essay about the life of any famous genius person.

## Text 6

stupid	dyslexia	spell
hate	brain	disability
successful	embarrass	discover

1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.

stupid	['stju:pɪd]	глупый, скучный
hate	[heɪt]	ненавидеть
successful	[sək'sesf(ə)l]	успешный
dyslexia	[dis'leksɪə]	дислексия
brain	[breɪn]	мозг
embarrass	[ɪm'bʌrəs]	чувствовать себя неловко
spell	[spel]	писать, произносить по буквам
disability	[dɪsə'bɪlɪtɪ]	неспособность
discover	[dɪ'skʌvə]	открывать

2. Read the word combinations and sentences and answer the questions.

**stupid**- to become stupid. What a stupid waste of time! It was stupid of him to lie. I was stupid to agree. If my letter is very stupid,

forgive me. We were at a stupid seaport town. It's not that he is stupid, but he is lazy.

**hate-** to hate deeply, to hate intensely. He hates to work. I hate to ask him. I hate being interrupted. I hate writing letters. I do hate the way Bill boasts about his new car. I hate to break my promise.

**successful-** successful experiment, successful beginning, successful tests, to be successful in smth., highly successful. He is successful in everything. Disability (инвалидность) needs not be a barrier to a successful career.

**dyslexia-** Dyslexia is a learning disability. No two people with dyslexia are exactly alike. Difficulties with spelling, sounding out unknown words and slow reading are classic symptoms of dyslexia.

**brain-** disease of the brain, on one's brains, to have (got) smb., to have (got) smth. on the brain, to pick smb.'s brains (советовать). Excuse me, can I pick your brain for a moment? The power of thinking(мыслительная способность) depends upon the brain.

**embarrass-** It embarrassed him to be caught cheating. It was embarrassing to fail the exam. Agatha was embarrassed for spelling disability.

**spell-** He gave his name and then spelt it. You can spell it either way (И тот, и другой способ). Sorry, I spelled it wrong. He spells the way he speaks. What word do these letters spell (образуют)? The audience was completely under his spell(чары). Do you know any magic spells?

**disability-** learning disability, physical disability (нетрудоспособность), mental disability, credit disability. Disability to spell is known as dyslexia.

**discover-** to discover a solution to the problem, She had once discovered him playing cards with his teacher. The island was discovered by Captain Cook in 1775. I discovered I was out of water.

### **3. Look through the text and give the main idea.**

#### **Hidden Talents**

They often didn't learn to read and write until they were older. Their parents often thought they were stupid and their friends laughed at them.

Some of them hated their schooldays and decided to drop out of school as soon as possible. In short, they had unhappy schooldays.

Some of the world's greatest composers, writers and inventors had an unpleasant time at school like this. Later, when they became successful, nobody was more surprised than their old classmates. Were these people stupid? No, of course not! Some people believe that they had something in common – dyslexia.

Dyslexia is a learning disability which means that people have problems with reading and remembering written words. It is often difficult for them to memorise things. Studies show that people with dyslexia use a different part of their brain to read and remember. Experts think that the cause of dyslexia is genetic: probably somebody else in the family also had dyslexia. Statistically, about 15 percent of people are dyslexic, but not everybody who has dyslexia knows about it. Some people with dyslexia discover they have special, hidden talents, but only when they are older. A good example is Agatha Christie, one of the most successful writers in history- two billion books published in 44 languages! At school she had problems with writing and often got bad marks for essays. Her parents were disappointed and wanted Agatha to leave school early. She only started writing because her older sister said she couldn't do it! And even when she was already a famous crime writer, she sometimes felt embarrassed because she still couldn't spell.

There are many more examples of people like Agatha Christie: Hans Christian Andersen, Albert Einstein, Leonardo da Vinci, Pablo Picasso and Thomas Edison; important and creative people who had problems with reading and writing when they were young. Of course, that doesn't mean that everybody with dyslexia is a genius, but it shows that sometimes people can be a lot more intelligent than they seem.

#### **4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

- |                                |                          |
|--------------------------------|--------------------------|
| 1. learning disability         | 1. неспособность учиться |
| 2. hidden talents              | 2. скрытые таланты       |
| 3. to drop out                 | 3. бросить               |
| 4. to have something in common | 4. иметь что-то общее    |
| 5. difficult to memorise       | 5. сложно запомнить      |
| 6. to become successful        | 6. становиться известным |

7. surprised classmates

| 7. удивлённые одноклассники

**5. Read and translate the text. Answer the following questions:**

1. What is dyslexia?
2. What causes the dyslexia?
3. Were there any famous people with dyslexia?
4. Are all people with dyslexia genius?
5. Is it difficult for children with dyslexia to learn at school?
6. What is the percentage of dyslexic people in the world?

**6. Translate the sentences into English and write them down.**

1. Индийская слоговая азбука (Devanvgaro syllabary) может помочь детям, страдающим от дислексии.
3. Читая на деванагари, человек задействует оба полушария мозга(hemisphere), а на английском - только левое.
4. Актер Том Круз, как и его мать, и три его сестры, писал некоторые буквы в зеркальном отражении.
5. В школе Том не мог научиться быстро различать буквы, что делало мучительным процесс чтения и особенно письма.
6. Крузу пришлось поменять более десяти школ, но это не решило его проблем.

**7. Dwell upon dyslexia with your classmates. Is spelling ability important for a person? Do you pay attention on written/oral mistakes?**

**8. Write an essay. Give ten ideas that can help dyslexic people to overcome dyslexia.**

## Text 7

fear	nightmare	face
phobia	childhood	experience
overcome	danger	reason

1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.

fear	[fɪə]	страх
phobia	['fəʊbɪə]	фобия
overcome	[əʊvə'kʌm]	преодолевать, превозмогать
nightmare	['naɪtmə]	кошмар
childhood	['tʃaɪldhʊd]	детство
danger	['deɪndʒə]	опасность
face	[feɪs]	сталкиваться
experience	[ɪk'spɪərɪəns]	испытывать, переживать
reason	['ri:zn]	причина

2. Read the word combinations and sentences and answer the questions.

**fear-** to fear for, I fear to think what may happen. I fear for the safety of those mountain climbers in this sudden bad weather. All mothers fear for their children when they first leave home. It fears me.

**phobia-** computer phobia, phobic reaction, man with a phobia of women, list of phobias. What are the signs and symptoms of phobias? How can people cope with phobias? A phobia is a fear of a situation or an activity.

**overcome-** overcome one's fear, to overcome smb., to overcome obstacles, to overcome temptation to overcome difficulties, overcome one's laziness, He was overcome by sleepiness. We shall overcome. She managed to overcome her shyness.

**nightmare-** to have a nightmare, terrible nightmare, to have a nightmare, it's a real nightmare! there's an awful lot of people there!( там народу - кошмар!). He woke up from the nightmare in a cold sweat.

**childhood-** to be in second childhood, childhood disease, childhood friend, the childhood of the human race, institute of maternity

and childhood protection(институт охраны материнства и детства), since (from) childhood, Nostalgia for one's childhood does not necessarily mean that the childhood was a happy one.

**danger-** out of danger, danger-signal, on the danger list, (список особо тяжёлых больных), to create danger, there's no danger of that, to face danger, There was a danger that fire would break out.

**face-** to face the facts, to face reality, face to face, to laugh in smb.'s face, The man now facing me is my teacher. Let's face it! Faced with the possibility of losing their jobs, the workers decided to go back to work. Walker had arrived in London. His face was in every print shop. Get out of my face! It's written all over his face.

**experience-** to know smth. from experience, an unpleasant experience, to experience the bitterness of smth., experienced scientist, lack of experience, previous experience. She has 10 years experience in the job. We had never experienced this kind of holiday before and had no idea what to expect.

**reason-** to give reasons for smth., by reason of, to bring to reason, to hear (to listen to) reason. The pupils understood the teacher's reasoning(объяснение). The reason why she did it was a mystery. I'll do anything for you within reason(в пределах разумного).

### **3. Look through the text and give the main idea.**

#### **Fears and Phobias**

Fear is an important protective instinct. When there is a sign of danger certain chemicals are released into the blood. These produce physical effects that can help us to overcome danger. For example, blood is diverted to the muscles to make them stronger, sweating increases to cool the muscles and faster breathing provides more oxygen. This is why we can go —white with fear and feel sweaty and cold at the same time. All these symptoms are natural and healthy when we are faced with danger. For many people they can even be exciting and pleasurable so long as they can be controlled. That is why we enjoy fun-fair rides or horror films. But some people experience fears for reasons that are not clear. This is very common in childhood. For example, Tom from Ealing writes, —I am nine years old and I have an awful fear of fire. I keep having nightmares about it. Alan from Gloucestershire is scared of being alone in a dark room. —When I go to bed I close my curtains and open my door wide and have all the lights on outside my room. Many

of these childhood fears, such as fear of the dark or of storms, disappear as the child gets older. For some, though, the fear turns into a phobia. Phobias are unreasonable fears which can be so strong that they send your mind into panic and paralyse your body. The most common phobias are a fear of heights, closed spaces, spiders or flying. But there are endless uncommon phobias too, like the fear of going to the hairdresser's. Most phobias can be treated often by discussing them and learning to be more rational about what you fear. There are many people who have phobias but lead normal lives by facing what they fear and learning to overcome it. The important thing is to do something about controlling the fear before it begins to control you.

**4. Read the following word combinations and sentences.  
Cover the left side and translate the right one into English.**

1. to face the danger	1.столкнуться с опасностью
2. protective instinct	2.инстинкт самосохранения
3. to overcome a childhood fear	3.преодолеть детский страх
4. a fear of darkness	4.страх темноты
5. to treat phobia by discussing in	5.лечить фобию методом её обсуждения
6. awful nightmares	6.ужасные кошмары
7. natural symptoms	7. естественные симптомы
8. treatment of phobias and fears	8. лечение фобий и страхов

**5. Read and translate the text. Answer the following questions:**

1. What are three physical effects of fear?
2. What are two examples of childhood fears mentioned in a text?
3. What are the examples of uncommon phobias?
4. What is phobia?
5. How can phobias be treated?
6. What makes us go \_white with a fear'?

**6. Translate the sentences into English and write them down.**

1. Мальчик был сильно испуган и побелел от страха.

2. Самые распространенные фобии это боязнь высоты,
3. темноты, пауков и дантистов.
4. Обсуждение страхов, помогает контролировать их и преодолевать.
5. Фобия – это страх ситуации или действия.
6. Не переживай, мы преодолеем твои страхи.
7. Большая часть страхов появляется в детстве.

**7. Dwell upon this topic with your classmates. What kind of things make you afraid?**

**8. Write an essay. What fears are most common among teenagers? Determine the most common ones.**

## Text 8

store	recall	challenge
concept	capacity	novelty
retain	temporary	fade

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

store	[stɔ:]	õðáíèðü
concept	['kɒnsept]	понятие, общее представление
retain	[rɪ'teɪn]	сохранять
recall	[rɪ'kɔ:l]	вспоминать
capacity	[kə'pæsəti]	вместимость
temporary	['tempərɪ]	временный
challenge	['tʃælɪndʒ]	развивать
novelty	['nɒvəlti]	новизна
fade	[feɪd]	ухудшаться, блекнуть

**2. Read the word combinations and sentences and answer the questions.**

**store** -to have in store, He possessed a vast store of knowledge. I have a surprise in store for you. There are many goods in a local department store. She works at (in) a store.

**concept** - general concept, key concept, basic concept, in concept (в принципе). Memory is a concept that refers to the process of remembering.

**retain** - retain one's rights, retain control of smb, retain control of smth. The sea retains the sun's warmth longer than the land.

**recall** - I know him well, but I can't recall his name to mind. I recall him as a very shy (застенчивый) child. Short-term memory acts as a scratch-pad.

**capacity**- storage capacity, capacity for making friends, capacity for work, temporary, available capacity, memory capacity.

**challenge**- challenge to fight a duel. The job doesn't really challenge her. to face the challenge (проблема); accept a challenge(вызов);

**novelty** - a novelty wears off (утрачивается), absolute novelty. Seeing people queuing(выстраиваться в очередь) for food was a novelty.

**fade**- to fade from the memory. The flower ripens(распускается), fades and falls. The colours of the photograph have faded from being kept in bright light. When the police arrived, the crowd faded away (исчезать).

### 3. Look through the text and give the main idea.

## Human Memory

Most people talk about memory as if it were a thing they have, like bad eyes or a good head of hair. But your memory doesn't exist in the way a part of your body exists - it's not a "thing" you can touch. It's a concept that refers to the process of remembering. Scientists do not yet understand many things about human memory and many of the ideas and theories about it are still quite controversial.

In psychology, memory is an organism's ability to store, retain, and recall information and experiences. Traditional studies of memory began in the fields of philosophy, including techniques of improving memory.

Most scientists agree that it is very useful to describe human memory as a set of -stores|| which are "places" to put information, plus a set of

processes that act on the stores. A very simple model might contain 3 different stores: The Sensory Information Store (SIS) The Short-Term Store (STS) , The Long-Term Store (LTS) and 3 processes Encoding (putting information into a store), Maintenance (keeping it "alive") Retrieval (finding encoded information).

The sensory memories act as buffers for stimuli received through the senses. For instance, information in the SIS might indicate a bright red object somewhere ahead. Attending to this information might reveal that there it is a stop-sign. Once information is processed in this way, it can be encoded into the short-term store (STS).Short-term memory. Usually, the STS is described as having a limited storage capacity (seven, plus or minus two items) that "decay" and become inaccessible after a relatively brief interval (estimates range from 12 to 30 seconds). Short-term memory acts as a scratch-pad for temporary recall of the information under process. For instance, in order to understand this sentence you need to hold in your mind the beginning of the sentence until you read the rest.

Long-term memory can store a very large number of information and can hold that information for very long periods of time. Information from the working memory is transferred to it after a few seconds.

There are two types of long-term memory: episodic memory and semantic memory. Episodic memory represents our memory of events and experiences in a serial form. It is from this memory that we can reconstruct the actual events that took place at a given point in our lives. Semantic memory, on the other end, is a structured record of facts, concepts and skills that we have acquired. The information in semantic memory is derived from that in our own episodic memory, such that we can learn new facts or concepts from our experiences.

Forgetting occurs because memory fades with time. To stimulate memory use your memory to the utmost. Challenge a novelty. Learn new skills. If you work in an office, learn to dance. If you are a dancer, learn to deal with a computer; if you work with sales, learn to play chess; if you are a programmer, learn to paint. This could stimulate your brain's neural circuits to grow.

scratch-pad- блокнот

skills that we have acquired – приобретённые навыки

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

- |   |   |
|---|---|
| 1. to store an information                              | 1. копить информацию  |
| 2. to challenge a novelty                               | 2. браться за решение новых задач   |
| 3. human memory fades with time                         | 3. память с возрастом ухудшается  |
| 4. long-term memory                                     | 4. долгосрочная память  |
| 5. the process of remembering                           | 5. процес запоминания   |
| 6. the ability to store, retain, and recall information | 6. способность сохранять , накапливать и воспроизводить информацию в памяти |
| 7. techniques of improving memory                       | 7. методика по улучшению памяти   |

**5. Read and translate the text. Answer the following questions:**

1. Which types of memory do we have?
2. How does the process of human memory work?
3. How are memories formed?
4. Why do we lose memories?
5. What are the techniques of improving memory?

**6. Translate the sentences into English and write them down.**

1. Память сохраняет, накапливает и воспроизводит информацию.
2. Лучше всего запоминаются незавершённые действия, задачи, недосказанные фразы.
3. Метод Цицерона по улучшению памяти основан на использовании пространственного воображения.
4. Метод Айвазовского основан на тренировке зрительной памяти.
5. В древнегреческой мифологии имеется миф о царстве смерти, в котором есть река Лета. Тех, кто потерял память можно считать умершими.
6. Существует много методик по улучшению памяти.

7. Dwell upon this topic with your classmates. Which type of memory do you have? ( make the quiz on page ... with your teacher and use the link given below to check your results at home. <http://quizilla.teennick.com/quizzes/9606072/which-type-of-memory-do-you-have>)

8. Write an essay. Are there any tips to improve memory?

## Text 9

attention	divided	alternating
appear	allocation	pathology
referred	sustained	correlate

1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.

attention	[ə'tenʃən]	внимание
appear	[ə'pɪə]	появляться, возникать
referred	[rɪ'fɜ:d]	соответствовать
divided	[dɪ'vaɪdɪd]	разделённый
allocation	[ælə'keɪʃn]	расположение, назначение
sustained	[səs'teɪnd]	постоянный
alternating	['ɔ:ltəneɪtɪŋ]	переменный, чередующийся
pathology	[pə'θɒlədʒɪ]	патология
correlate	['kɒrəleɪt]	находиться в связи, соотношении

2. Read the word combinations and sentences and answer the questions.

**attention-** to pay attention to one's appearance(внешность), a new matter has come to our attention. Individual attention is given to each child.

**appear-** to appear far away, suddenly a face appeared at the window.

Homo sapience appeared about 400 000 years ago. It appears(кажется), he is right.

**referred-** refer to information. No one referred to (упомянул) yesterday's quarrel. Refer to the dictionary when you do not know how to spell a word.

**divided-** divided country, divided road, divide into two parts, to divide money equally(поровну).We reached the spot at which out ways divided.

**allocation-** random allocation, memory allocation. Let's allocate a room to be used for storage.

**sustained-**to sustain a case, to sustain a loss, sustain losses. Food sustains life. He sustained (перенёс) a stress.

**alternating-** alternating motion, method of alternating, directions. Sunny weather alternated with rain. Her spirits alternated between hope and despair(отчаяние).

**pathology-** medical pathology, mental pathology(психопатология), clinical pathology, cellular(клеточная) pathology, speech pathology,

**correlate-** correlate with, correlate to. His story does not correlate with the facts.

### 3. Look through the text and give the main idea.

#### Attention

Views on attention have passed through continuous evolution since the early work of the 1950s. The most widely known definition of attention goes back to the late 1800s. The psychologist and philosopher William James (1842–1910) defined it as "the taking possession of the mind, in clear and vivid form, of one out of what seem several possible objects or trains of thought". Since that time, the questions asked about attention, consciousness and control have changed. Rather than asking –What is attention?!, people now consider –Why does attentional behaviour appear the way it is?! Attention is the cognitive process of selectively concentrating on one aspect of the environment while ignoring other things. Attention has also been referred to as the allocation of processing resources. Examples include listening carefully to what someone is saying while ignoring other conversations in a room (the cocktail party effect) or listening to a cell phone conversation while driving a car. Attention is one of the most intensely studied topics in psychology and cognitive neuroscience. Attention can be organized in a model that includes such components as **focused attention, sustained**

**attention, selective attention, alternating attention, divided attention.**

This model has been shown to be very useful in evaluating attention in very different pathologies, correlates strongly with daily difficulties and is especially helpful in designing stimulation programs such as APT (attention process training), a rehabilitation program for neurologic patients.

–... the taking possession of the mind, in clear and vivid form...||-  
овладение в ясном и чётком виде, одним из нескольких возможных объектов мысли, осуществляемое посредством умственной деятельности.

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

1. to evaluate attention	1. определять уровень внимания
2. helpful programs	2. полезные программы
3. to pass through continuous evolution	3. проходить долгий период эволюции
4. sustained attention	4. устойчивое внимание
5. alternating attention	5. переменное внимание
6. mental pathology	6. психопатология

**5. Read and translate the text. Answer the following questions:**

1. What is attention?
2. What are the main types of attention?
3. Whose definition about attention is the most famous?
4. Are there any programs to stimulate attention?
5. What is —the cocktail party effect||?

**6. Translate the sentences into English and write them down.**

1. Когда необходимо сделать выбор, а вы его не делаете, — это тоже выбор.
2. Величайшая польза, которую можно извлечь из жизни, — потратить жизнь на дело, которое переживет нас.

3. В любом проекте важнейшим фактором является вера в успех. Без веры успех невозможен. (William James)
4. Как развить внимание? Ты знаешь эффективные упражнения?
5. Я знаю много упражнений, вот одно из них : « Смотришь минуту и запоминаешь расположения трёх предметов на столе, закрываешь глаза , помощник перемешивает вещи, после стараешься восстановить как было. Каждый день количество предметов увеличивается» .

**7. How attentive are you? Look on page .... and pass the test to check. Dwell with your classmates about your results.**

**8. Write an essay. Make a list of ten exercises to improve attention level.**

## Text 10

audience	highlight	benefit
increase	linking	retain
relevance	implication	concern

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

audience	['ɔːdɪəns]	аудитория
increase	['ɪŋkriːs]	повышать
relevance	['reləvəns]	значимость, важность
highlight	['haɪlaɪt]	выделять, подчёркивать
linking	['lɪŋkɪŋ]	связь
implication	[ɪmˈplɪˈkeɪʃn]	вовлечение, привлечение
benefit	['benɪfɪt]	выгода
retain	['riːteɪn]	сохранять, держать
concern	['kɒn'sɜːn]	беспокойство

## 2. Read the word combinations and sentences and answer the questions.

**audience** - appreciative audience, passive audience, enthusiastic audience, educated audience. These teachers easily found attentive audience.

**increase** – substantial(значительное) increase, slight(слабый) increase, increase in pay, to increase in number, to increase in size, to increase in volume. The physician increased the dosage from one to four pills.

**relevance**- the principle of relevance, to have relevance to smth., relevance analysis. Dr. Desmond Clarke is at pains to emphasize the relevance of the curriculum of the school. Getting and keeping an audience's attention is very important for a presenter.

**highlight** - text highlighting, to be in the highlight (быть в центре внимания). When I get my hair highlighted(милирование), I look like a giant roll of aluminum foil (рулон фольги).

**linking** - weak link, strong link, connecting link, to constitute (установить) a link. The prisoners were linked to each other by irons around their legs.

**implication**- implication of events (значение событий), general implication. People often will not see the relevance of what is being said without the implications being teased out for them.

**benefit**- educational benefit, personal benefit, for the benefit, for smb.'s benefit, for your special benefit, I think the boy would benefit by further study. Did you benefit from your holiday?

**retain** - retain in confidence (в секрете) , retain charge(держат заряд), retain control of smb., retain control of smth., This vessel retains water perfectly.

**concern**- to have a concern in smth., to whom it may concern , The novel concerns(описывает) three soldiers. The problem concerns us all. As concerns their demands. Don't concern yourself with matters that are not your business.

## 3. Look through the text and give the main idea.

### How Attention Works For Audiences

Getting and keeping an audience's attention is probably the most important thing that a presenter must be able to do. There are other things that are important, but if the audience members are daydreaming

or not listening, they just aren't going to hear you. In addition, bored audiences are noisier, and are more distracting to the presenter since they tend to talk amongst themselves, get up and leave. Once you know the basic principles, you can modify your presenting behavior to increase interest and attention.

The principle of Relevance: People will pay very close attention to something they perceive as having relevance to their own lives and concerns.

The principle of Highlighting and Linking: People often will not see the relevance of what is being said without the implications being teased out for them, and highlighted. In other words, you may be presenting something that the audience should be seeing as relevant, or important, but they don't see it as such. You need to highlight by linking the fact or piece of information to the benefit it relates to. You need to explain the importance of what you are saying.

The principle of Change: People have difficulty attending to anything that does not change or is relatively constant or repetitive. eg. We learn to tune out unchanging sound such as air conditioning, although we will notice when it goes off. That's why a monotone voice is so boring, or why it is more difficult to pay attention to a presenter at a podium than to one who is moving around (generally).

The principle of Controlled Change: The key element in generating human attention is introducing controlled change in the environment. It is the presenter's role to change things up. use AV, move, change voice tone, speed, etc. This increases enthusiasm. Destructors: People may pay attention to things that are irrelevant or trivial, since many people have trouble identifying key points or issues. People will be distracted by little things that are out of the ordinary (try leaving your zipper undone or jiggling your keys). They also will miss key points unless you help them. Suggestions for presenters:

Within the first five minutes of any presentation, the presenter must create the idea that what would be said to the audience. It is important that the presenter understand the concerns of the audience with respect to the topic and address them early. Always establish relevance from the point of view of the audience!

Even in the shortest presentation, the presenter "sends" a lot of information. The audience will only retain a portion of that information, so it is important that they retain the major points, not tangential details. Presenters can help the audience focus on the key points through verbal

emphasis (tone, loudness, silence), use of overheads and diagrams for key points, etc.

It is difficult for an audience to pay attention for long periods of time with little change in the speaker's behavior. The worst tactic is to stand still, and talk in a monotonous way, or showing slide after slide, or overhead after overhead. An expert presenter, using change elements, can keep attention for very long periods of time by using him/her self as a changing vocal point for attention.

destructor – разрушитель

not tangential details- не относящиеся к теме детали

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

- |   |  |
|---|--|
| 1. to highlight by linking the piece of information | 1. выделять, связывая часть информации |
| 2. to show the implications                         | 2. указать на что-то                   |
| 3. to look concerned                                | 3. выглядеть обеспокоенным             |
| 4. to act relatively                                | 4. поступать соответственно            |
| 5. constant or repetitive                           | 5. монотонный или однообразный         |
| 6. to get benefit of smth.                          | 6. получать выгоду от чего-либо        |
| 7. implication of events                            | 7. значение событий                    |
| 8. increase in pay                                  | 8. повышение заработной платы          |
| 9. audience's attention                             | 9. внимание публики                    |

**5. Read and translate the text. Answer the following questions:**

1. Why is it so important to keep audiences's attention?
2. What are the main principles of successful presentation?
3. What is the principle of Controlled Change about?
4. How does the principle of Relevance work?
5. Which destructors influence audience's attention?
6. Which suggestions give an author?

**6. Translate the sentences into English and write them down.**

1. Использование несколько простых принципов, поможет эффективнее влиять на аудиторию.

2. Диаграммы, слайды и видео помогут сделать презентацию более эффективной.
3. Заданием упражнения было подчеркнуть глаголы в предложении.
4. Майкл приехал в город только для личной выгоды.
5. В первые пять минут выступления писатель рассказал о ключевых моментах своей жизни.

**7. Think about the lectures you find boring. Dwell with your classmates about the reasons it happens. What would you change to get more audiences's attention on this class?**

**8. Write an essay. Are there any tips to improve attention and ability to concentrate? Write a list of them and discuss with your classmates.**

## Text 11

independence resolve observe	demand participate negotiation	disapprove responsibility insist
------------------------------------	--------------------------------------	--

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

independence	[ɪndɪ'pendəns]	самостоятельность
resolve	[rɪ'zɒlv]	принимать решение, решать
observe	[əb'zɜ:v]	вести научные наблюдения
demand	[dɪ'mɑ:nd]	требование
participate	[pɑ:'tɪsɪpeɪt]	участвовать
negotiation	[nɪgəʊʃɪ'eɪʃn]	обсуждение условий
disapprove	[dɪsə'pru:v]	не одобрять
responsibility	[rɪspɒnsə'bɪlətɪ]	ответственность
insist	[ɪn'sɪst]	настаивать

## 2. Read the word combinations and sentences and answer the questions.

**independence** - to live a life of independence, to lose one's independence, to achieve independence from, to declare one's independence from, Independence Day, political independence.

**resolve**- to make good resolves, he resolved (up) on making an early start, events resolved them to leave, firm resolve. The question resolves itself into this. The committee resolved to authorize this step. I am resolved on leaving this country.

**observe**- to observe the time(быть пунктуальным), allow me to observe, it will be observed, to observe attentively, to observe a fast(пост) She observed that almost all the chairs were occupied. Did he observe on your unusual appearance?

**demand** - payable on demand, to demand higher pay , a demand for labour, this problem demands attention, to demand too much of smb., I have many demands on my purse. (у меня много трат) I have many demands on my time. I demand my money back. 'Is it true?' he demanded angrily.

**participate**- participating country, participate in smth., to participate voluntarily in a crime. I like the whole school to participate in the sports. I participate in their sufferings.

**negotiation**- to conduct negotiations, negotiations are under way, negotiations for smth., to enter into negotiations, to break off negotiations, negotiations for the sale, In democratic or authoritative families children participate in negotiation but the parents retain the right to veto plans.

**disapprove**- to disapprove completely, strong disapproval, to express (one's) disapproval. She pursed up her lips in disapproval. Jim's father disapproved of his marriage to Mary.

**responsibility**- a position of responsibility, to take the responsibility, great responsibility, to share (the) responsibility. Responsibility lies with me. Everyone has the responsibility to pay taxes. He has no sense of responsibility.

**insist**- insist on smth., to insist stubbornly. Throughout the trial, the prisoner insisted on his lack of guilt. I'm afraid I have to insist on the return of my book at once.

### 3. Look through the text and give the main idea.

#### TYPES OF PARENTING STYLES

The way in which children seek independence and the way in which they resolve conflicts about becoming adults depend in large part on the parent-child relationship. Diana Baumrind (1971, 1973) observed and interviewed children and their parents. Follow-up observations when the children were 8 or 9 led to results about the impact of three parenting styles on children. In **authoritarian families** parents are the bosses. They do not think that they have to explain their actions or demands. In fact, such parents may believe the child has no right to question parental decisions. In **democratic** or **authoritative families** children participate in decisions affecting their lives. There is a great deal of discussion and negotiation in such families. Parents listen to their children's reasons for wanting to go somewhere or do something and make an effort to explain their rules and demands. The children make many decisions for themselves, but the parents still have the right to veto plans of which they disapprove. In **permissive** or **laissez-faire families** children have the final say. The parents may try to guide the children but give in when the children insist on having their own way. Or the parents may simply give up their responsibilities—setting no rules about behavior, making no demands, voicing no expectations, virtually ignoring the young people in their house. Psychologists (Maccoby & Martin, 1983) later identified a fourth parenting style: uninvolved parents. These parents were typically egocentric in raising their child and seemed quite distant.

### 4. Read the following word combinations and sentences.

Cover the left side and translate the right one into English.

- |                                       |   |
|---------------------------------------|---|
| 1. to resolve conflicts with parents  | 1. решать конфликтные ситуации с родителями |
| 2. the impact on children             | 2. влияние на детей                         |
| 3. to explain actions and demands     | 3. объяснять свои действия и требования     |
| 4. to participate in making decisions | 4. участвовать в принятии решений           |
| 5. to set the rules                   | 5. устанавливать правила                    |
| 6. attempt to guide                   | 6. наставлять                               |
| 7. to give-up responsibilities        | 7. снимать с себя ответственность           |

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>8. to insist on having your own way</li> <li>9. to achieve independence from smb.</li> <li>10. to follow-up the observations</li> </ul> | <ul style="list-style-type: none"> <li>8. настаивать на своём решении</li> <li>9. добиваться независимости от кого-либо</li> <li>10. исходя из научных исследований</li> </ul> |
|--|--|

**5. Read and translate the text. Answer the following questions:**

1. What are the main known parenting styles?
2. Which parenting style seems to lead to more confident relations?
3. What is authoritarian style like?
4. What is democratic style like?
5. How do children behave in families with permissive style?

**6. Translate the sentences into English and write them down.**

1. У некоторых детей совсем нет чувства ответственности.
2. В семьях авторитарного типа, родители участвуют в принятии всех важных решений.
3. В семьях типа демократично-повелительного, дети имеют право на обсуждение правил и требований.
4. Эгоистичные родители не сильно близки со своими детьми.
5. Стиль воспитания детей, имеет сильное влияние на их будущее.
6. Психологи считают, что независимость и возможность
7. влиять на свою жизнь, крайне важны для формирования личности ребёнка.
8. Родители не всегда понимают важность воспитания детей в раннем возрасте.

**7. Determine how well your beliefs agree with those of your parents. How important do you think your early social raising was for what you believe?**

**8. Write an essay about the parenting style in your family. Discuss it with your classmates.**

## Text 12

youth confident advice	judgment respect awkward	conclude gradually attitude
------------------------------	--------------------------------	-----------------------------------

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

youth	[ju:θ]	молодёжь
confident	['kɒnfɪdənt]	уверенный
advice	[əd'vaɪs]	совет
judgment	['dʒʌdʒmənt]	осуждение
respect	[rɪ'spekt]	уважение, уважать
awkward	['ɔ:kwəd]	неловкий, неумелый
conclude	[kən'klu:d]	делать вывод
gradually	['grʒʌdʒʊəli]	постепенно
attitude	['ætɪtju:d]	отношение

**2. Read the word combinations and sentences and answer the questions.**

**youth** - young people, youth unemployment, criminal youth, youth culture, youth organizations, a youth festival, in one's youth. The team is now a good mixture of experience and youth.

**confident**- self-confident, confident of, enjoy confidence, to express confidence, degree of confidence, level of confidence, measure of confidence. Youth who has grown up in democratic or authoritative families is more confident.

**advice**- to give advice, to follow the doctor's advice, to give smb. advice to do smth. My advice is that you see a doctor. He asked (me) for my advice on the choice of a new car. There's lots of advice in the book on baby care.

**judgment**- a judge of art, to judge by appearances, analytical judgment, logical judgment, in smb.'s judgement, private judgement. to show poor judgement. He's a man of excellent judgement.

**respect-** with respect, to have respect to, without respect to, my best respects to him, to respect the law, self-respect, respect for human rights. With all due respect, I disagree. She did it out of respect for her parents. He took off his hat out of respect for the dead man.

**awkward-** an awkward situation, an awkward gait (походка), awkward age(переходный возраст). He is awkward with children. Monday is awkward for me. It is awkward to discuss such matters in public.

**conclude-**concluding speech, to conclude an agreement, conclude a contract, to conclude examination, to conclude peace. Let's write a conclusion. He concluded his speech with the following remark.

**gradually-** gradually turning (into), to taper(снижать) gradually a dose, gradually moving car, gradually progressive weight bearing, gradual transition, Psychologist's help give gradual improvement in mental and emotional condition.

**attitude-** friendly attitude towards smb., casual attitude, positive attitude, negative attitude. He has always assumed an attitude of defiance towards all authority. "Mental attitude toward winning and losing is key," explained successful football coach Don Shula.

### 3. Look through the text and give the main idea.

#### Effects of Parenting Styles

Numerous studies suggest that youth who has grown up in democratic or authoritative families is more confident of their own values and goals than other young people. This seems to come because of two reasons— the *establishment of limits* on the child and *responding* to the child with warmth and support (Bukatko & Daehler, 1992). The children of democratic families are more likely to want to make their own decisions with or without advice. There are several reasons for this: First, the child is able to *assume responsibility gradually*. He or she is not afraid to exercise judgment (as in authoritarian families) or given too much responsibility too soon (as in permissive families). Second, the child is more likely to *identify with parents* who love and respect him or her than with parents who treat him or her as awkward or who seem

uninterested. Finally, through their behavior toward the child, democratic parents *present a model of responsible, cooperative independence* for the growing person to imitate. Although the style parents adopt in dealing with their children influences youth development, it would be wrong to conclude that parents are the only ones responsible for the way their children turn out. Children themselves may adapt to the style their parents use, with effect for their own personal development. Parents may adopt a *laissez-faire* attitude simply because they find that style the easiest way to cope with a teenager who insists on having his or her own way. Youth experiencing quick physical and emotional changes may force their parents to make some regulations in their parenting style.

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

- |                                      |  |
|--------------------------------------|--|
| 1. to suggest some help              | 1. предлагать помощь   |
| 2. to respond with warmth            | 2. дружелюбный ответ   |
| 3. to grow up in a democratic family | 3. расти в семье с демократическим стилем воспитания           |
| 4. to make decisions                 | 4. принимать решения   |
| 5. to treat a child as an awkward    | 5. не воспринимать ребёнка всерьёз (относиться, как к неумёхе) |
| 6. uninterested parents              | 6. родители не интересующиеся своими детьми                    |
| 7. to assume responsibility          | 7. брать на себя ответственность                               |
| 8. to cope with youth                | 8. находить общий язык с молодёжью                             |

**5. Read and translate the text. Answer the following questions:**

1. Why does it come that children grown up in democratic or authoritative families are more confident?
2. Does the parents' style influence a child?
3. What is the easiest way to cope with a teenager?
4. Which effect does permissive family has on a child?
5. Which effect does authoritarian family has on a child?

**6. Translate the sentences into English and write them down.**

1. Авторитарный стиль воспитания, заставляет ребёнка чувствовать себя неспособным на самостоятельные

решения.

1. Дети легко адаптируются к новым правилам.
2. Уважение и высокие ценности были основой советского воспитания.
3. Родители с безразличным отношением не имеют должного влияния на своих детей.
4. Я не вижу причины оставаться дома в такой прекрасный день.
5. Мне не нужны твои советы, я сделаю по-своему.

**7. Dwell upon the proposed questions with your classmates. Should young children be treated as “little adults”? Based on what you have learned about development, do you think that is reasonable? Why or why not?**

**8. Write an essay. Do you think that the way parents treat their children influences how those children will turn out?**

## Text 13

discovery	communicate	determine
forcefully	case	various
damage	development	maturity

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

discovery	[dɪ'skʌvərɪ]	открытие, обнаружение
forceful	['fɔ:sfəl]	убедительный
damage	['dʒmɪdʒ]	вред
communicate	[kə'mju:nɪkeɪt]	общаться, сообщать
case	[keɪs]	случай
development	[dɪ'veləpmənt]	развитие
determine	[dɪ'tɜ:mɪn]	устанавливать
various	['veərɪəs]	различный
maturity	[mə'tʃʊərətɪ]	зрелость

## 2. Read the word combinations and sentences and answer the questions.

**discovery-** discovery of documents, protection of discoveries, new discovery. To discover a solution to the problem. With the discovery of oil in the region, the situation changed. The island was discovered by Captain Cook in 1775. I have discovered the benefits of low fat eating.

**forceful-** forceful argument, forceful temptation, forceful knocking, forceful personality, to force to do a crime. It was forceful speech. The speaker accompanied his angry words with forceful movements of the hands. The loss of money forced her to sell her house.

**damage-** damage from the fire, to suffer damage, to pay the damages, bodily (ntktyjt) damage. Was there much damage to the car? Many buildings were badly damaged during the war. His reputation was badly damaged.

**communicate-** You have a duty as a scientist to communicate your discovery to the world. She likes to communicate with friends by e-mail. It is always difficult to communicate with someone who speaks a foreign language. The rooms communicate. (смежные комнаты)

**case-** clear case, rare case, just in case, in that case, hopeless case, in case of death, to solve a case. The court will not hear this case. In 1970 an unusual case was discovered in California.

**development-** physical development, economic development, stage of development, intellectual development, to be under development, Creation belongs to eternity and development to time. After 7 months passed, Genie began to develop spoken language.

**determine-** to determine the cause of death, to determine the cause of the accident. We determined to leave early in the morning.

**various** – He was known under various names. The conversation was so various, easy, and delightful. There are various reasons for believing so. Genie was given various tests that were designed to measure her social maturity.

**maturity-** social maturity, average maturity, date of maturity, the maturity of the body.

## 3. Look through the text and give the main idea.

### *Too Late for Words*

#### **The Case of Genie ( Period of Study: 1981)**

In 1970 an unusual discovery was made in California. A 13-year-old girl known as —Genie had spent all 13 years of her life locked in a

room isolated from the world. Her parents had kept her harnessed to a potty-chair, which allowed only small movements of her hands and feet. At night Genie was put in a type of straitjacket and forcefully placed in a wire cage. Her parents refused to communicate with her in any way and demanded Genie's brothers and sisters avoid any form of communication with her as well. Genie was discovered by workers of social services and the police. When she was discovered, she had no bowel or bladder control, could not chew solid food, had severely damaged posture from years of sitting, and she could not speak or understand language. Nursing Genie back to physical health became the top priority. Then psychologists were to be called upon to evaluate her mental and emotional conditions, as well as to begin teaching her how to communicate.

The unfortunate case of Genie provided psychologists with some clues in defining whether language can be learned at any point in time or if there is a specific stage of development in which humans need to learn language and communication skills. The function of language has been traced to the left hemisphere of the brain. However, it is undetermined if a time period exists in early childhood that allows language to be learned easily. Placed in a hospital, Genie was described as being —a pitiful, malformed, incontinent, unsocialized, and severely malnourished creature (Pines, 1981). Genie was given various tests that were designed to measure social maturity and school-level placement. She scored at a level equal to that of a normal 1-year-old child. As time passed, Genie learned to recognize her written name. After 7 months passed, she began to develop spoken use of the phrases —stopit and —nomore, one word spoken manner similar to what children use. One-word use progressed to two-word use; however, Genie's development was slower than that of children with similar language skills.

Genie made limited progress in language development. After 7 years had passed, she had learned as much language skill as a normal child learns in 2 to 3 years. When she was 24 years old, she had the language skills of a 5-year-old. Even though Genie learned much about language, she could not fully understand grammar or the use of pronouns

and was unable to control the pitch of her voice. Perhaps Genie's time for learning language had passed; thus her brain could only understand language in a elementary form. However, the physical, emotional, and mental abuse that Genie had during her first 13 years of life played key roles in her development as a whole.

—a pitiful, malformed, incontinent, unsocialized, and severely malnourished

[mʒl'nArɪft] creature- «прискорбное, плохо сформированное, неконтролирующее себя, необщительное и плохо питающееся существо»

pitch of her voice- высота тона голоса

#### 4. Read the following word combinations and sentences.

Cover the left side and translate the right one into English.

1. to make a discovery	1. делать открытие
2. to force smb. to do smth.	2. заставить кого-то сделать что-то
3. to communicate with friends	3. общаться с друзьями
4. mental and emotional condition	4. психическое и эмоциональное состояние
5. stage of development	5. уровень развития
6. to study various subjects	6. изучать различные предметы
7. to make progress in studies	7. улучшать результаты обучения

#### 5. Read and translate the text. Answer the following questions:

1. How old was Genie when she was found?
2. Was she able to communicate?
3. Why, when found, was Genie unable to speak and understand language?
4. What was the stage of her development?
5. How did Genie's case help scientists?
6. How much progress in language development did Genie make?

## 6. Translate the sentences into English and write them down.

1. Ранние годы жизни играют ключевую роль в развитии человека.
2. Необычный случай девочки помог учёным узнать больше о работе левого полушария мозга.
3. Если ты не будешь сидеть ровно, ты испортишь свою осанку.
4. В раннем возрасте ребёнок может выучить больше, чем взрослый человек.
5. Щенок был напуган, оказавшись в железной клетке.
6. Я недавно повредила зуб и не могу жевать твёрдую пищу.

## 7. What conclusions can you draw from this case about the time period to learn language? Prove your ideas and discuss in class.

## 8. Write an essay. How did you become who you are? Which events have influenced your life the most?

## Text 14

communication	aware	posture
maintenance	erect	gesture
involve	consider	reserved

### 1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.

communication	[kəmju:nɪ'keɪʃn]	общение
maintenance	['meɪntənəns]	поддержка, содержание
involve	[ɪn'vɒlv]	вовлекать
aware	[ə'weə]	знающий, осведомлённый
erect	[ɪ'rekt]	вертикальный, прямой

consider	[kən'sɪdə]	учитывать, считать, полагать
posture	['pɒstʃə]	поза, осанка
gesture	['dʒestʃə]	жест
reserved	[rɪ'zɜ:vɪd]	сдержанный

## 2. Read the word combinations and sentences and answer the questions

**communication-** communication service, real-time communication, private communication, telephone communication. Communication involves at least two people.

**maintenance** – Doctors speak much about the importance of natural food to the maintenance of health. How much maintenance does he pay to his ex-wife and children?

**involve-** to involve smb. in a project. The old castle was involved in mist. The involved problems of adolescence (юности) cannot be treated in a one-day. Dennis is still very much involved with that singer from the Green Dragon.

**aware-** very much aware, to be aware of smth., to be unaware of smth. They were aware of the difficulties. He is aware of danger. They were unaware that the road had been closed. Most people are unaware of their nonverbal messages.

**erect-** to stand erect, erect position, to erect a monument, erect oneself, stand erect. Her legs were long and fine, her hips slender (стройные), her posture erect.

**consider-** We considered him as a possible candidate. He considered her every wish. Touching is considered a privilege of higher status.

**posture** - bad posture, good posture, relaxed posture, sitting posture, She has a very good posture. He sat in a posture of absolute respect. People communicate nonverbally, through use of posture and gestures.

**gesture-** imperious gesture, to make an angry gesture, habitual (привычный) gesture, friendly gesture, kind gesture(дело), facial gesture (мимика).

**reserved-** He had a reserved character. All rights reserved. She was always very reserved, not showing any emotion.

### 3. Look through the text and give the main idea.

#### NONVERBAL COMMUNICATION

Central to the development and maintenance of a relationship is the willingness to communicate aspects of yourself to others. Communication involves at least two people: a person who sends a message and a person who receives it. The message sent consists of an idea and some emotional component. Messages are sent verbally and nonverbally. —I like to watch you dance is a **verbal message**, while a warm smile is an example of **nonverbal communication**. Although most people are aware of what they are saying verbally, they are often unaware of their nonverbal messages. They are more aware of the nonverbal messages when they are on the receiving end of them. You have probably heard someone say, —It doesn't matter, speaking in a low voice and looking away; the unspoken message is —My feelings are hurt. You do not need to be told in so many words that a friend is cheered or depressed, angry or pleased, nervous or reserved. You sense these things. People communicate nonverbally, not only through facial expressions but also through their use of space and body language (posture and gestures). The way you carry your body also communicates information about you. This is your *body language*. If you stand tall and erect, you make the impression of self-assurance. If you sit and talk with your arms folded and legs crossed—a closed body position—you communicate that you are protecting yourself. When you unfold your arms and stretch out, your open body position may be saying that you are open to people. Although the use of body language is often unconscious, many of the postures we adopt and gestures we make are governed by *social rules*. These rules are very subtle. Touching, for example, has rules—not just where, but who. Your teacher or boss is much more likely to touch you than you are to touch him or her. Touching is considered a privilege of higher status.

on the receiving end- на заключительном этапе.

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 1. erect posture                    | 1. ровная осанка                  |
| 2. to consider smth.                | 2. учитывать что-то               |
| 3. to be aware of smth.,            | 3. знать что-то                   |
| 4. to involve students in a project | 4. привлекать студентов к проекту |
| 5. telephone communication          | 5. общение по телефону            |
| 6. nonverbal communication          | 6. невербальное общение           |
| 7. verbal message                   | 7. словесное послание             |
| 8. maintenance of a relationship    | 8. умение поддерживать отношения  |
| 9. body language                    | 9. язык тела, телодвижения        |

**5. Read and translate the text. Answer the following questions:**

1. What is nonverbal communication?
2. Do we use any particular part of the body for nonverbal communication?
3. Are nonverbal messages conscious?
4. How does psychology help people?
5. Are there any social rules while using body language?

**6. Translate the sentences into English and write them down.**

1. Знание значения жестов и мимики на Западе обязательно для менеджеров, начиная со среднего звена.
2. Правильное чтение жестов человека может дать больше информации чем слова.
3. Женщины более чувствительны ко всем жестам языка телодвижений, чем мужчины.
4. Многие жесты используются людьми подсознательно.
5. Один и то же жест может быть безобидным в одной стране и вульгарным в другой.

**7. Dwell upon body language gestures. Which gestures (poses) were not mentioned in the topic? Tell your classmates about their meaning.**

**8. Write an essay. Make a list of gestures you frequently use. What do these gestures (poses) mean?**

## Text 15

impression	interact	determined
appearance	judgment	ruthless
assume	gender	concerned

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

impression	[Im'preʃn]	впечатление
appearance	[ə'pɪərəns]	внешность
assume	[ə'sju:m]	предполагать
interact	[Intər'ʒkt]	взаимодействовать
judgment	['dʒʌdʒmənt]	суждение
gender	['dʒendə]	пол
determined	[dɪ'tɜ:mɪnd]	непреклонный, полный решимости
ruthless	['ru:θləs]	жестокий
concerned	[kən'sɜ:nd]	озабоченный вид

**2. Read the word combinations and sentences and answer the questions.**

**impression-** general impression, vivid impression, impression of smth. I'm under the impression that... I have an impression that I have somewhere met with it before. First impression of someone is usually based on person's physical appearance.

**appearance** - neat appearance, The crowd went wild at their first appearance on stage. to save appearances (делать вид, что ничего не произошло) What is this Me? A voice, a Motion, an Appearance. (T. Carlyle) ( Так что же такое Я? Голос, движение, бесплотный призрак)

**assume**-to assume responsibility, to assume an obligation, let us assume that The entire(общая) length of our route is assumed to be about thirty-two miles.

If you meet a well-dressed woman you might assume that she is a corporate executive.

**interact**- These two chemicals interact with each other at a certain temperature. Even if I'm supposed to be working by myself, there are other people who I can interact with.

**judgment** - logical judgment, categorical judgment, to judge by appearances, You can't judge a man's character by his looks. The age of a good wine can be judged from its colour, smell, and taste. We cannot judge whether she is guilty.

**gender**- feminine gender, masculine gender, neuter gender, gender discrimination. The correspondence(отождествление) of anatomical gender and sociocultural roles is rejected by some people.

**determined**- determined price, determined character, to determine the cause of death , She is determined to finish University with high grade. (with pride)

**ruthless** -ruthless behaviour, ruthless dictator. She is ruthless in pursuing (преследовании) her goals. Hitler was a ruthless tyrant who always got his own way because no one was brave enough to stand up(противостоять) to him.

**concerned**- concerned person, concern for children , Her mother looked concerned. I'm a bit concerned about your health. Concern for the good of everyone is one of her best features.

### 3. Look through the text and give the main idea.

#### FIRST IMPRESSIONS

Imagine that it is the first time you are meeting someone. How do you treat that person? Why do you behave this way? Your first impression of someone is usually based on that person's physical appearance. You instantly make certain judgments based on how he or she looks. For example, if you meet a well-dressed woman in an office building, you might assume that she is a well-paid corporate executive. Should you meet a waiter in a local restaurant, you might assume that he does not make as much money as the corporate executive. You might interact with these people differently, just as you might interact differently with people of different genders, races, or socioeconomic classes. These initial judgments may influence us more than later information does. For example, one researcher invited a guest lecturer to a psychology class. Beforehand, all the students were given a brief description of the visitor. The descriptions were identical in all characteristics except one. Half the students were told that the speaker was a rather cold person, as well as being industrious, critical, practical, and determined; the others were told

he was a very warm person, along with the other four attributes. After the lecture, the researcher asked all the students to evaluate the lecturer. Reading their impressions, you would hardly know that the two groups of students were describing the same person. The students who had been told he was cold saw a humorless, ruthless, self-centered person. The other students saw a relaxed, friendly, concerned person. The students used *cold* or *warm* to influence the meaning they picked to the other four words, so *cold* and *warm* — the first words heard — showed a **primacy effect** on the other, previously neutral, words. The students interpreted the common words *practical* and *determined* in terms of the different words *warm* and *cold*, giving them greater, or primary, impact. Thus, to be warm and determined was perceived as dedicated; to be cold and determined was perceived as rigid. It also affected their behavior. Students in the —warm group were warm themselves, initiating more conversations with the speaker than did the students in the other group. What was your first impression of your teacher? Did that first impression ever change? These impressions sometimes become a self-fulfilling prophecy; that is, the way you act toward someone changes depending on your impression of him or her, and this in turn affects how that person interacts with you. For instance, suppose you showed up on the first day of class in a terrible mood. During the class period, you did not really pay attention to the lecture and even made a few jokes in class. Your teacher

immediately labeled you as the class troublemaker and, therefore, did not treat you as an attentive and good student. You may have responded to that treatment by not studying nor caring about your grade in class. In reality, you may be a great student; you just had a bad day on the first day of class and now cannot seem to please your teacher. On many situations we take first impressions into account. For example, when you first start dating someone, you try to look nice. When going for a job interview, you dress well.

the corporate executive - управляющий

impact- влияние

a primacy effect- эффект превосходства

a self-fulfilling prophecy-накликанная беда

to please- угождать

rigid-строгий, непоколебимый

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

1. to take first impressions into account	1. учитывать первое впечатление
2. ruthless behavior	2. грубое поведение
3. people of different genders	3. разнополые люди
4. to invite a guest lecturer	4. приглашать лектора
5. to give a brief description	5. давать краткое описание
6. to evaluate a person	6. оценивать человека
7. to look concerned	7. выглядеть обеспокоенным
8. to pay attention	8. обращать внимание

**5. Read and translate the text. Answer the following questions:**

1. What is first impression based on?
2. Do people take first impressions into account?
3. What kind of experiment was done in class?
4. Was teacher's evaluation similar in both groups?
5. How to make a good first impression?

**6. Translate the sentences into English and write them down.**

1. Всякое суждение выразимо предложением, но не всякое предложение может выражать суждение.
2. У моего отца твёрдый характер. Ему сложно угодить.
3. Его болезнь приняла очень серьёзный (grave) характер.
4. Первое, что мы видим и оцениваем в человеке, когда впервые его встретили - это внешность. Поэтому внешность очень важна для начала знакомства.
5. Почему ты так ко мне относишься? Ты никогда не считаешься с моим мнением.

**7. Dwell with your classmates. What was your first impression of your teacher? Did that first impression ever change? Give a brief description.**

**8. Write an essay. What influences your first impression about the person?**

**What are your initial judgments based on?**

## Text 16

medicine	mystery	arrange
scientist	remember	dream
brain	creative	

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

medicine	['medsən]	лекарство, терапия
scientist	['saɪəntɪst]	учёный
mystery	['mɪstəri]	тайна
remember	[rɪ'membə]	помнить
creative	[krɪ'eɪtɪv]	творческий
arrange	[ə'reɪndʒ]	договариваться
dream	[dri:m]	сновидение
brain	[breɪn]	мозг

**2. Read the word combinations and sentences and answer the questions.**

**medicine** - to practise medicine, a medicine for (headache, cold), medicine bag, medicine chest (аптечка), to prescribe (a) medicine, over-the-counter medicine, strong medicine, to study medicine.

**brain-** disease of the brain, to have (got) smb., smth. on the brain, brain fever, brain-sick, The power of thinking depends upon the brain. Excuse me, can I pick your brain for a moment? ( Простите, вы не могли бы помочь мне кое в чём разобраться?) I've come to pick your brains.

**scientist-** social scientist(социолог), chief scientist, senior staff scientist(старший научный сотрудник), scientific research, scientific hypothesis,

**mystery-** to make a mystery of, unsolved mystery, It was a mystery to me. The mystery deepens. Her disappearance poses a real mystery.

**remember-** I didn't realise the town had grown so much; I remember it as being just a small place. I will remember to visit her She

continued to serve the old man faithfully, hoping to be remembered in his will.

**creative**-creative personality, creative thinking, creative solution, creative work. As to my mind, you are very creative person.

**arrange**- to arrange with smb. about smth., to come to an arrangement, to make arrangements (with smb.) We arranged to meet at six. We arranged for him to give a concert. I arranged that they should be seated next to each other. It is arranged that she will look after the children.

**dream**- to see a dream, to dream away one's life, the American Dream. I shouldn't dream of doing such a thing. He is such a dreamer ! The idea came to him in a dream. Chocolate cake, it appeared, (казалось) was the dream of his life. He was dreaming of a better future. I never dreamt that I'd get the job.

### **3. Look through the text and give the main idea.**

#### **Why sleep is the best medicine?**

**by David Flak**

It's late at night and you have an important exam in the morning. You're sitting with your notes and books and you're beginning to feel tired. Should you listen to your mother's advice and go to bed? Or should you stay up all night and try to learn? Well, scientists say that our mothers are probably right – it's better to go to bed early before a big exam. Last year in Germany, scientists looked into the effects of sleep on university students. They found out that students who had at least four hours of sleep did better in exams. It also turned out that the students who had a lot of sleep had better scores in IQ tests. So why is sleep good for our brains? First of all, scientists believe that after a hard day of thinking our memories are very messy. Sleep helps to tidy up our thoughts and memories and to put everything in the right place again. Because of this it's easier to remember facts clearly which of course is important in exams. When we sleep, our brains also continue thinking about our problems of the previous day. We can sometimes come up with the answers after sleeping. There are many examples of this in history. In the nineteenth century the chemical structures of benzene was still a big mystery to scientists. The German chemist Friedrich von Kekule fell asleep. He had a strange dream- snakes were coming towards

him with their tails in their mouths! When he woke up, von Kekule knew that he had the answer to his problem- the atoms were arranged in a circle like his funny snakes! But sleep does not only improve our memories and help us to find the answer to problems. Scientists believe that we are more creative after sleep too. Keith Richards, the guitarist of Rolling Stones, came up with the melody for Satisfaction, their biggest hit, as he was taking a nap in a London hotel room. The Irish writer Bram Stoker also got the idea for his masterpiece Dracula, the classic horror story, while he was sleeping. He ate crabs late at night before going to bed, had some strange nightmares and kept on waking up! So, take my advice – do you want to remember more in your exam tomorrow? The answer is simple – go to bed early!

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

1. to take an advice	1. прислушаться к совету
2. to find the answer to problems	2. находить решение проблемы
3. to continue thinking about the problem	3. продолжать размышлять о проблеме
4. listen to mother's advice	4. прислушиваться к совету мамы
5. to find out	5. выяснять
6. strange nightmares	6. странные кошмары
7. to show better scores	7. улучшать результаты
8. to study about the effect of sleep on human body	8. изучать эффект сна на человеческий организм

**5. Read and translate the text. Answer the following questions:**

1. Why sleep is the best medicine?
2. Is it true that answers to difficult questions appear in a dream?
3. Are there any examples to prove the mystery of sleep?
4. Which advice does an author give about sleep?
5. What do scientists say about the effect of sleep?

**6. Translate the sentences into English and write them down.**

1. Детям нужно больше времени для сна чем взрослым.
2. За 8 часов сна мы теряем 35 калорий, такое же количество калорий наше тело теряет за 10 минут ходьбы.

3. Тёплое молоко помогает уснуть.
4. Если ты не можешь заснуть, встань и займись каким-то делом.
5. Больше всего во сне нуждается наш мозг.
6. Двадцать процентов студентов недостаточно спят.

**7. Dwell with your classmates. How well do your class-mates sleep? Does she sleep in the afternoon? Does she remember her dreams? Talk about a dream you remember.**

**8. Write an essay. Give tips for non-sleepers how to fall asleep.**

## Text 17

appropriate	determine	expect
exception	custom	confused
majority	inside	socializing

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

appropriate [ə'prəʊprɪət] подobaющий

exception [ɪk'sepʃn] исключение

majority [mə'dʒɔrətɪ] большинство

determine [dɪ'tɜ:mɪn] определять

custom ['kʌstəm] обычай

inside [ɪn'saɪd] внутри

expect [ɪk'spekt] ожидать

confused [kən'fju:zd] смущённый

socializing ['səʊʃəlaɪz] общаться

**2. Read the word combinations and sentences and answer the appropriate - to be appropriate. This book is not appropriate for children. Accommodation is comfortable and appropriate to nature of**

horse trekking. Every country has its own —appropriately thinks to do in public.

**exception** - to make an exception for smth., to make an exception for smb., without exception, an exception from, exception to the rule. Can you make an exception for me? Everybody without exception got bad marks.

**majority**- in the majority of cases, to have a majority, absolute majority, small majority, majority opinion. Is a majority or minority of students? The majority of Ukrainians used to live in the villages.

**determine**- determine to do smth.(принимать решение сделать что-то), determine on smth. determine on smb. (останавливать свой выбор), to determine the date of the exam, to determine the cause of death, to determine the cause of the accident, We determined on the latter route(маршрут), it appearing to be the shortest.

**custom**- a local custom. Custom is second nature. He left the house at nine exactly, as is his custom. Most of our custom(клиентура) comes from tourists nowadays. In my country, it's the custom (for women) to get married in white. custom free (беспощинный).

**inside** -the inside of the house, the inside of the hand. Look inside. My insides are out of order.(разг. У меня что-то не в порядке с желудком.) Inside, she's really very shy. The children usually play inside on rainy days.

**expect** - Don't expect sudden improvements from this class. The whole family expects great things of him. We'll expect you for dinner on Thursday.

**confused** -I was confused to learn of his latest decision. I always confuse him with his brother. We in reality confuse wealth with money. The teacher confused the student with too many questions. I think that you are confusing things.

**socializing**- socialized medicine( государственная ). A corner with a espresso machine in a hall has become a place for socializing. I am very sociable person and I really enjoy to socialize with people.

### 3. Look through the text and give the main idea.

#### The Ukrainians

#### (Tips for Tourists Visiting Ukraine)

Modern Ukrainian culture has a lot in common with Russian and Belarusian cultures. It is quite understandable. All three nations have their historical roots and origination from Kievan Rus. Many times

history separated them and brought them together again. Today each nation has its own state, its own home. But all of them have the same historical and cultural roots. All of them are Slavs. Every country has its own "appropriate" and "not appropriate" things to do in public. Ukraine is not an exception.

Ukrainians are traditionally family oriented people. Pretty often parents (or grandparents) live together with their children and help them to raise the kids. This tradition was a necessity when just a couple generations ago the majority of Ukrainians lived in the villages.

Ukrainian customs and traditions determine the style of public behavior. Ukrainians are brought up to avoid attracting attention to themselves. They usually speak quietly in public. To sit or lay on the floor is inappropriate in public places. It is very typical for Ukrainians to avoid "standing out". Generally, Ukrainian culture is non-individualistic. We often say: "One is not a soldier in the battlefield". Parents usually teach their kids: "Be like everybody else. Don't stick out!" Most of the time Ukrainians keep their emotions inside. But if they feel necessity to express their indignation in public, they do not hesitate to say what they think. In general, Ukrainian people are much more spontaneous and straightforward than Westerners. Don't expect them often to say: "How are you? Nice to meet you". The way of doing things in Ukraine is to go straight to the point. Ukrainians seem a bit cold and reserved at first glance. Especially in the big cities. Foreigners are usually confused not seeing smiling faces around. But it is just at first sight. Ukrainians are very friendly and well known for their hospitality. It is common for people to invite you to their home, where they will put on the table their best food and drink, trying to impress guests with a great variety of prepared dishes. Ukrainian parties are not about food only. It is a long process with plenty of eating, drinking, and socializing.

One of foreign travel advisers gives such information —According to Ukraine traditions of hospitality it is quite acceptable to ask very personal questions about your life, earnings, and relationships. Even if you are not used to such types of questions, try not getting angry and do not shy away. People are sincere and just do not know that in your country it might not be considered very polite.¶

Drinking in Ukraine is a cultural phenomenon. It doesn't mean that everybody can be considered as being an alcoholic, but drinking in company is encouraged. Heavy drinking is customary in business settings in Ukraine. Many business deals are closed while drinking

together. Though this feature of Ukrainian business often causes some difficulties for foreigners. Especially if they are non-drinkers. Here is a typical joke about it. "Yesterday I was drinking with my Ukrainian business partners. I thought I was going to die ... Today they came to visit me, and said we should "opokhmelitsya". I wish I would've died yesterday..."

( <http://www.ukraine-travel-advisor.com/> )

**4. Read the following word combinations and sentences. Cover the left side and translate the right one into English.**

- |  |                                       |
|--|---------------------------------------|
| 1. Ukrainian traditions of hospitality | 1. Украинские традиции гостеприимства |
| 2. historical roots                    | 2. исторические корни                 |
| 3. the majority of Ukrainians          | 3. большинство украинцев              |
| 4. to avoid attracting attention       | 4. стараться не привлекать внимание   |
| 5. to ask personal questions           | 5. задавать личные вопросы            |
| 6. to cause some difficulties          | 6. причинять неприятности             |

**5. Read and translate the text. Answer the following questions:**

1. Why does Ukrainian culture have a lot in common with Russian and Belarusian cultures?
2. What do Ukrainians avoid doing in public?
3. What are the examples of uncommon phobias?
4. Is hospitality common in Ukraine?
5. Which Ukrainian traditions are not appropriate for foreigners?

**6. Translate the sentences into English and write them down.**

1. Официальные встречи требуют подобающей одежды.
2. Скрытные люди избегают общение с людьми.
3. Каждая страна имеет свои обычаи культурные особенности.
4. Он иностранец, что заметно(as is evident from) по акценту.
5. Гостеприимство одна из характерных особенностей украинского народа.
6. Для украинских семей типично, чтобы дети жили вместе с родителями, бабушками и дедушками в одном доме.

7. Dwell with your classmates. Can you recognize a foreigner at fist side? What gives out (выдавать) foreigners?

8. Write an essay about traditional Ukrainian food.

## Text 18

generation	slippers	entertainment
invite	dangerous	disrespect
gift	politeness	attention

1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.

generation	[dʒenə'reɪʃn]	поколение
invite	[ɪn'vaɪt]	приглашать
gift	[ɡɪft]	подарок
slipper	['slɪpə]	тапочек
dangerous	['deɪndʒərəs]	опасный
politeness	[pə'laɪtnəs]	вежливость
entertainment	[entə'teɪnmənt]	развлечение
disrespect	[dɪsrɪ'spekt]	неуважение
attention	[ə'tenʃən]	внимание

2. Read the word combinations and sentences and answer the questions.

**generation**-the next generation, new generation, older generation, younger generation, generation gap, computers of the forth generation. A family party, consisting of three generations;

**invite** - to invite attention, invitation card, to send out invitations, to decline an invitation. Admission by invitation only. I invite your attention to this side of the question. — Я хочу привлечь твоё внимание к этой стороне дела. Don't keep your aunt standing on the doorstep, invite her in! The questions from the audience are invited.

**gift-** generous gift, wedding gift, to present a gift to, intellectually gifted. He has the gift of saying the right thing at the right time . The family made a gift of his paintings to the museum.

**slippers-**house slippers, slipper socks. The thin slippers universally used by the people are very soon consumed. In the seventeenth century men's and women's shoes and slippers seem without exception to be straights(одинаковыми для правой и левой ноги).

**dangerous-** dangerous illness, dangerous criminal, dangerous financial position, dangerous plan, socially dangerous, dangerous drug. It is dangerous to joke like that.

**politeness-** model of politeness . He always practises politeness. Punctuality is the politeness of kings. It is not polite to talk like that. Politeness is the ritual of society, as prayers are of the church. He hated the meal but choked it down(заставил) out of politeness.

**entertainment** -to everyone's entertainment, to provide entertainment, music hall entertainment, Nights' Entertainments("Тысяча и одна ночь"), entertainment of smb., entertainment expense .The price includes a buffet, all drinks, and live entertainment.

**disrespect-** to show disrespect for smb., to show disrespect for smth., treat smb with disrespect. It was disrespectful of them to say that.

**attention-** medical attention , to give attention, for the attention of smb., to escape one's attention. Attention! (Смирно! ). I am all attention. The manager gave me her personal attention.

### 3. Look through the text and give the main idea.

#### *The Russians* (*Tips for Tourists Visiting Russia*)

The Russian family is dependent upon all its members. Most families live in small apartments, often with 2 or 3 generations sharing little space. Most families are small, often with only one child because most women must also work outside of the house in addition to bearing sole responsibility for household and childrearing chores. If you are invited to a Russian's house: Arrive on time or no more than 15 minutes later than invited. A small edible gift (wine, pastries, fruit) should

always be given to hosts when people are invited over for dinner. Remove your outdoor shoes. You may be given slippers to wear. Dress in clothes you might wear to the office. Dressing well shows respect for your hosts. Expect to be treated with honour and respect. If you're invited for a meal, expect that the hosts will feed you until you feel completely full and not capable of moving. If you think that's dangerous for your health, or you're on a diet, we advise you to emulate satiety, otherwise you will end up badly. Offer to help the hostess with the preparation or clearing up after a meal is served. This may be turned down out of politeness. Asking 'are you sure?' allows the hostess to accept your offer. If you visit Russia for the first time, be prepared to go to Russian banya. It cleans you through from dust and sweat, strengthen your health, lighten your mood, improve your metabolism. But more than that it's a place to talk, drink, sing and grow closer to your close ones. Whether as entertainment, social arena, health treatment or simple necessity of personal hygiene, the Russian banya is a living tradition from deep Slavic history.

The typical greeting is a firm, almost bone-crushing handshake while maintaining direct eye contact and giving the appropriate greeting for the time of day. When men shake hands with women, the handshake is less firm.

When female friends meet, they kiss on the cheek three times, starting with the left and then alternating. When close male friends meet, they may pat each other on the back and hug. Americans in particular should speak a little lower than they would in their home country; Russians often remark that their American friends seem to be shouting when they speak. Pay attention that people should never show the soles of their shoes to Russians; this is considered grave disrespect. Tourists should always sit so the soles of their shoes face the floor.

Those who come to Russia for business shall pay attention that typical Russian schedules are constantly changing and everything takes longer than expected, so be prepared to be kept waiting. Meetings can be cancelled on short notice.

Don't be surprised that some Russians are naturally indifferent. They do not care too much about dirt on the streets, saving money, breaking the rules, risking without particular reason or drinking too much. It is cool to do nothing and just lie on the sofa thinking about how great Russians are.

satiety [sə'taɪəti] -пресыщенность, сытость

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

- |                               |                                      |
|-------------------------------|--------------------------------------|
| 1. generation gap             | 1. расхождение поколений во взглядах |
| 2. to pay attention           | 2. обращать внимание                 |
| 3. to show disrespect to smb. | 3. проявлять неуважение              |
| 4. dangerous entertainment    | 4. опасное развлечение               |
| 5. Where are my slippers?     | 5. где мои тапочки?                  |
| 6. to call out of politeness  | 6. позвонить из вежливости           |
| 7. What a beautiful gift!     | 7. Какой красивый подарок!           |

**5. Read and translate the text. Answer the following questions:**

1. Are Russian families big or small?
2. What is necessary to know if you are invited to a Russian's house ?
3. How do Russians greet each other?
4. What is considered rude or impolite in Russia?
5. What is important to know for businesspersons?
6. Why do Russians go to banya?
7. What is typical Russian life philosophy?

**6. Translate the sentences into English and write them down.**

1. Баня это место где не только моются, а также общаются и отдыхают.
2. Американцы всегда очень громко разговаривают.
3. В русских домах принято угощать гостей всем самым лучшим.
4. Это так любезно с твоей стороны, что ты предложила мне свою помощь.
5. Обсуждение страхов, помогает контролировать их и преодолевать.
6. У меня в квартире мало места, но она мне очень нравится.

**7. Dwell upon Russian traditions of treating guests. Do you often invite guests? How do you treat them?**

**8. Write an essay . What makes people feel indifferent? Is it good or bad?**

## Text 19

origin	gay	repute
characteristics	dull	yell
amorous	efficient	haughty

1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.

origin	['ɒrɪdʒɪn]	источник, начало
characteristics	[kæɾɪktə'rɪstɪk]	характеристика
amorous	['æmə(ə)rəs]	влюбчивый
gay	[geɪ]	радостный
dull	[dʌl]	тупой
efficient	[ɪ'fɪʃ(ə)nt]	эффективный
repute	[rɪ'pjʊt]	репутация, известность
yell	[jel]	вопить, кричать
haughty	['hɔ'tɪ]	высокомерный

2. Read the word combinations and sentences and answer the questions.

**origin**- country of goods' origin, of the same origin, of British origin, probable origin, likely origin, social origin, certificate of goods' origin(изготовитель), factory of origin.

**characteristic**- characteristic feature, identifying characteristic, unique characteristic, cultural characteristic, important characteristic, personal characteristic, personality characteristics,

**amorous** -amorous twosomes(парочка), amorous disposition, amorous relationship, amorous intrigues , a person of an amorous disposition. She gave him an amorous look. He was amorous of Poetry and Music. Sir Edward Archer is an amorous knight.

**gay**- Their costumes were gay with ribbons(эффектные костюмы). This bar is frequented by gays. Should the British Army accept gays? The room was decorated with gay paper chains. Such a gay(веселый), pretty, heart-whole laugh!

**dull-** dull mind, dull subject, dull blade, dull pain, dull light(тусклый), The sky was a dull grey now. When other people were merry, Mrs. Varden was dull.

**efficient-** efficient production , efficient cause , efficient action , efficient method . We find ladies have a far more efficient learning curve than men. She was

very efficient in reducing waste. He is directly responsible for the efficient running (эффективное управление) of the office.

**repute-** to be held in low repute, authors of repute, bad repute, place of ill repute, by repute. She is reputed as the most famous singer in Europe. She is reputed to be very generous.

**yell-** to give a yell, to yell with fear (от страха), yell at the top of one's voice. She yelled at the dog to get out. She yelled something to them. He yelled to us that the house was on fire. The coach stood on the sidelines yelling instructions to the players.

**haughty-** look haughty, haughty and domineering character, haughty manners(барские замашки), in a haughty manner (свысока).

### 3. Look through the text and give the main idea.

#### An American and European

Nationality is a large group of people with the same race, origin and language. Nationalism is the belief that your own country is better than any other country. —Cultural nationalism consists of encouraging expressions of national characteristics through nonpolitical activities such as art, literature, music, dance and other forms of culture. Almost every nation has a reputation (the opinion that people have about a particular person or thing because of what has happened in the past) of some kind. The French are supposed to be amorous, gay, fond of champagne; Germans dull, formal, efficient, fond of military uniforms and parades; the Americans boastful, energetic, gregarious and vulgar. The English are reputed to be cold, reserved, rather haughty people who do not yell in the street, make love in public or change their governments as often as they change their underclothes. They are steady, easy-going, and fond of sport. What's the difference between an American and European really? There's the rhythm of life of course. Quite a civilized

(being well organized and developed socially) American woman might say, -I always feel guilty if I read a book during the day, when I ought to be doing something. At night, in bed, it's different. In Europe there are people who have lived in the same house and been in the same job for twenty, thirty, forty years, and who would hate to pull up their roots and change to something new. That's not the American way of life. They love change, they call it -the spring of adventure, a spring that they think is more characteristic of American than of Europe. There was a very interesting remark in a book by an English writer giving what he thought was a reason for this American characteristic He wrote — We English and the French, the German, the Italians, the Russians, have all got one thing in common- we are descended from the men who stayed behind. In the States they are descended from the folk who moved away.

**4. Read the following word combinations and sentences.**

**Cover the left side and translate the right one into English.**

1. characteristic feature	1. характерная черта
2. gay paper ribbons	2. яркие бумажные ленты
3. to have an efficient production	3. иметь эффективное производство
4. to have a dull mind	4. иметь слабые умственные способности
5. an interesting remark	5. серьезные замечания
6. to yell smth.	6. прокричать что-то
7. a man of bad repute	7. человек с плохой репутацией
8. haughty and domineering character	8. высокомерный, надменный характер

**5. Read and translate the text. Answer the following questions:**

1. What does every nation have?
2. What are the French supposed to be?
3. What are the Germans supposed to be?
4. What are the Americans supposed to be?
5. Do people in Europe like to pull their roots?
6. What do the Americans call —the spring of adventure?

## 6. Translate the sentences into English and write them down.

1. Роза всегда была высокомерным и недружелюбным человеком.
2. Мой дедушка не любит перемен. Он живёт в своём доме больше сорока лет.
3. Когда я шла домой, меня напугал пронзительный крик.
4. Джеймс Браун считается "крестным отцом соула".
5. Ноющая боль сводила меня сума.
6. Свойства этих товаров, описаны в инструкции.
7. Яростный (extreme) национализм –одна из проблем современной Украины.
8. О Немцах можно сказать, что они педантичны и деловиты.

## 7. Dwell upon the topic “ Nationality” with your classmates. What is typical for Russian and Ukrainian people?

## 8. Write an essay about the problem of Nationalism.

### Text 20

neurologist	spell	consciousness
psyche	etiology	unwitting
refute	neurotic	legacy

## 1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.

neurologist	[njʊ'rɒlədʒɪst]	невролог
psyche	['saɪkɪ]	душа
refute	[rɪ'fju:t]	опровергать
spell	[spel]	чары
etiology	[i:tɪ'ɒlədʒɪ]	этиология
neurotic	[njʊ'rɒtɪk]	нервный
consciousness	['kɒnʃəsnəs]	сознание
unwitting	[ʌn'wɪtɪŋ]	невольный
legacy	['legəsi]	наследие

## 2. Read the word combinations and sentences and answer the questions.

**neurologist** - A neurologist is a special type of a doctor who diagnoses and treats disorders of the nervous system. Neurology is a medical specialty dealing with disorders of the nervous system.

**psyche**- put a strain on psyche, lie heavily upon psyche (давить на психику ). Some hidden corner within your psyche. Disturbing, enigmatic paintings that seem to embody the psyche of this brilliant but troubled artist.

**refute** - to refute completely, to refute arguments, to refute a theory, to refute a thesis. But for every study that shows acid rain is damaging frogs, another one refutes it. He refutes the notion that he's planning to retire soon.

**spell**-to be under a spell, to put a spell on smb., Even Frank had fallen under her spell. He gave his name and then spelt it. Sorry, I spelled it wrong. What word do these letters spell?

**etiology**- The word "etiology" is mainly used in medicine, where it is the science that deals with the causes or origin of disease. Today in medicine one hears (or reads) that "the etiology is unknown." Translation -- we don't know the cause.

**neurotic**- obsessional neurotic, neurotic depression, neurotic reaction, neurotic behaviour, neurotic disorder. New York is the mother lode(средоточение) of neurotic writers.

**consciousness**- to lose consciousness, to recover consciousness, stream of consciousness, consciousness of danger, to be unconscious, with conscious superiority, the secondary nature of consciousness (вторичность сознания).

**unwitting**-an unwitting mistake, an unwitting subject in an experiment. His rudeness was unwitting.

**legacy**-to hand down a legacy, legacy of the past. Leonardo DiCaprio will star in a film that will investigate the death of former US president John Fitzgerald Kennedy, based on the book "Legacy of Secrecy".

### 3. Look through the text and give the main idea.

#### Psychological Man

Sigmund Freud (1856-1939)- Austrian neurologist founder of Psychoanalysis. (Psychoanalysis-a way of treating someone who is mentally ill by talking to them about their past life, feelings etc, in order to find out the hidden cause of their problems.) His creation of psychoanalysis was at once a theory of the human psyche, a therapy for the relief of its ills, and a new interpretation of culture and society. (Psyche is someone's mind, or their basic nature, which controls their attitudes and behavior.) Freud developed a method of helping people he called free association. With free associations, Freud simply asked his patients to lie on the couch and say anything that came into their heads. Despite repeated criticism and attempted refutations of Freud's work, its spell remained powerful well after his death and in fields far removed from psychology. If they say, —psychological man replaced such earlier notions as political, religious or economic man as the 20<sup>th</sup> century's dominant self-image, it is no small measure due to the power of Freud's vision and the intellectual legacy he left behind. (Self- image – the idea you have of your own abilities, physical appearance and character.) Freud came to the conclusion, based on his clinical experience with female hysteric, that the struggle between a sexual feeling and the psychic defenses against it was the etiology of neurotic symptoms. (Etiology – the cause of a disease or the scientific study of the cause of a disease.) He was able to bring that conflict to consciousness and stated that the symptom might be best understood as unwitting compromise between the wish and the defense. Freud also showed that the unconscious is full of memories and ideas from early childhood, but they are —repressed and made unconscious because they are things we don't want to think about, or they are forbidden. Freud believed in an idea which is still often heard today, that —the child is father to the adult. One of the most important things Freud discovered was what he called –The Oedipus complex. (The Oedipus story was a Greek myth about a man who killed his father, the king and married his mother.)

### 4. Read the following word combinations and sentences.

Cover the left side and translate the right one into English.

- |                        |                               |
|------------------------|-------------------------------|
| 1. clinical experience | 1. клинический эксперимент    |
| 2. psychic defense     | 2. психологическая защита     |
| 3. mentally ill person | 3. психически больной человек |

- |                                     |   |
|-------------------------------------|---|
| 4. to treat someone                 | 4. лечить кого-то                       |
| 5. to find out                      | 5. выяснять                             |
| 6. unwitting compromise             | 6. невольный компромисс                 |
| 7. to control attitude and behavior | 7. контролировать отношение и поведение |

**5. Read and translate the text. Answer the following questions:**

1. Who was Sigmund Freud?
2. What was his theory based on?
3. What was the etiology of neurotic symptoms?
4. What did he state?
5. What does it mean that -the child is father to the adult|| ?
6. What is —Oedipus complex|| based on?
7. How does a method —free associations|| work?

**6. Translate the sentences into English and write them down.**

1. Работа Фрейда регулярно поддавалась критике.
2. — Эдипов комплекс— –самое большое открытие Фрейда.
3. Доктор, который лечит нервные расстройства называется невролог
4. Никто не мог устоять перед чарами Анны.
5. Пациенты часто опровергают наличие невротических расстройств.
6. Этиология- наука о причинах заболевания.

**7. Have you ever done anything without knowing the real reason until afterwards? What was it? Dwell upon this with your classmates.**

**8. Write an essay. “The child is a father to the adult”.**

**Text 21**

patient	conscious	issue
fear	hypothesis	indulge
obsession	disturbing	fulfill

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

patient	['peɪʃnt]	пациент
fear	[fiə]	страх
obsession	[əb'seʃn]	навязчивая идея
conscious	[-'kɒnʃəs]	сознательный
hypothesis	[haɪ'pɒθəsɪs]	гипотеза
disturbing	[dɪ'stə:bɪŋ]	тревожный
issue	['ɪʃu:]	предмет, вопрос
indulge	[ɪn'dʌldʒ]	баловать, позволять себе
fulfill	[fʊl'fɪl]	потакать, удовлетворять

## 2. Read the word combinations and sentences and answer the questions

**patient** - to cure a patient, to treat a patient, to discharge a patient from a hospital, seriously ill patient, to assign a drug to a patient. She was patient( терпелива) to her aunt's fulfilling. Many years of patient work.

**fear**- for fear (из страха), to fear for somebody. It fears me. I fear to think what may happen. All mothers fear for their children when they first leave home. I fear for the life of those seriously ill patients.

**obsessions**- obsession with flashy things (вещизм).They have an obsession. with making money(помешаны на деньгах ). His obsession with cleanliness annoys everyone. He's convinced he was unfairly treated and it's become an obsession.

**consciously** – to be conscious , conscious age , When he allowed himself to be flown back to Moscow he was consciously getting into trouble. She became conscious that everyone was looking at her. She became conscious after the anesthesia (анестезия) wore off.

**hypothesis**- working hypothesis, to propose a hypothesis, to make a hypothesis, to test a hypothesis with experiment, to test a statistical hypothesis. She proposed the hypothesis that the disease was spread by rat. (болезнь распространяется крысами.)

**disturbing**- to disturb smb.'s sleep, disturb smb's plans, disturbing situation, That is what disturbs me, Mr Dermott. Sorry to disturb you. Do not disturb. It is disturbing to find someone ill.

**issue** - to bring up an issue(поднимать вопрос), to bring an issue to a close(разрешать вопрос), to face an issue, to settle an issue.

America's national security is at issue. (предмет обсуждения). Books issued(изданные) in the United Kingdom. The school issued(выдала) the pupils with new textbooks.

**indulging** - indulge in a hobby. He did not agree with indulging children. Only rarely will she indulge in a glass of wine. He returned to Britain so that he could indulge his passion for football.

**fulfilling**- to fulfill a promise, fulfill the plan, fulfill smb's wishes. He fulfilled (реализовал) himself as a scientist. My worst apprehensions are fulfilled. (Сбылись мои худшие опасения.)

### 3. Look through the text and give the main idea.

#### *The Case of Rat Man* (Period of Study: Early 1900s)

Sigmund Freud used psychoanalysis with a patient he called *Rat Man*. A 29-year-old man came to Freud complaining of fears and obsessions, which had been occurring nearly six years. These symptoms had stopped the man from finishing his university studies and having success at work. Freud focused on *Rat Man*'s uncontrollable fantasy in which the man would see his father and girlfriend tied down and being tortured by hungry rats. Freud's earliest hypothesis was that *Rat Man* had a conflict over whether he should marry his girlfriend or not. Since *Rat Man* was unable to decide consciously, he decided this issue through his unconscious mind. These unconscious thoughts produced disturbing pictures in his mind, thus making him unable make everyday activities such as school and work. Freud also theorized that past love and hate issues between *Rat Man* and his father caused the father to be in *Rat Man*'s dreams and fantasies.

Freud began therapy with *Rat Man* by using a psychoanalytic technique called free association. Freud asked *Rat Man* to free associate with the word rats. *Rat Man* came up with the word rates, referring to installments or money. In an earlier session, *Rat Man* said that his girlfriend had little money and his father had always wanted him to marry a wealthy woman. Freud theorized the rat fantasies related to the father's opposition to *Rat Man*'s girlfriend. In another day during therapy, *Rat Man* described an event, which had taken place when he was around four years of age. As a little boy, he had once bitten the nurse who was taking care of his father. As *Rat Man*'s father had to punish him, he began to beat him immediately. *Rat Man* responded to the beatings with angry and harsh words directed toward his father. After

hearing those words, Rat Man's father never beat him again. Freud theorized that the act of Rat Man biting the nurse was a sexual action. Since his father beat him for indulging in his sexual needs (biting), Rat Man's fear of fulfilling his needs for a relationship based on a fear that he would be punished. A major breakthrough happened when Rat Man told another fantasy he had been having. In this fantasy, Rat Man was persuaded to marry Freud's daughter. These wishes came directly from Freud himself (according to Rat Man's fantasy). Freud interrupted and theorized that Rat Man was replacing the role of his father with Freud. Moments later Rat Man became emotionally enraged at his therapist, and this rage ended with an intense fear that Freud would beat him. This helped to make a chief discovery. Freud convinced Rat Man he was reliving the event with his father by placing the therapist in the father's role.

Before therapy, Rat Man had never consciously experienced anger toward his father. This anger came out in therapy sessions. To Freud, the rats biting into and destroying Rat Man's father and girlfriend symbolized important past events— Rat Man biting his first love, or the nurse, and in another essence biting his father with angry words. According to Freud, Rat Man's conscious understanding of the feelings of fear and anger toward his father would lead to a recovery. However, Rat Man was never able to enjoy the newly found insights. Shortly after his sessions with Freud, Rat Man was killed in World War I.

essence ['esns] сущность

insights ['InsaIt] интуиция, понимание

being tortured by hungry rats- раздираемые сотнями крыс

referring to installments or money- относящийся к капиталовложениям или деньгам.

major breakthrough- основной прогресс

enrage- бесить, приводить в ярость

reliving- снова пережить

recovery- выздоровление

**4. Read the following word combinations and sentences. Cover the left side and translate the right one into English.**

1. disturbing situation
2. unconscious fears
3. to make a hypothesis

- 1.напряжённая ситуация
- 2.неосознанные страхи
- 3.делать предположения

4. conscious age	4. сознательный возраст
5. obsession with something	5. быть помешанным на чём-то
6. to treat a patient	6. лечить пациента
7. to make a discovery	7. делать открытие
8. to use a psychoanalysis with a patient	8. использовать метод психоанализа
9. past events	9. пережитые события

**5. Read and translate the text. Answer the following questions:**

1. Why did Rat Man seek therapy?
2. What kind of obsessions and fears did he have?
3. What was Freud's strategy in treating Rat Man?
4. Which situation was the key one in Rat Man's childhood?
5. Was he able to understand his anger toward his father consciously?
6. Was a Rat Man able to enjoy life after recovery?

**6. Translate the sentences into English and write them down.**

1. Мой друг помешан на видео играх и компьютерах.
2. Метод -свободные ассоциации|| помогает проанализировать неосознанные страхи.
3. Вкусная еда - одна из моих немногих слабостей.
4. Навязчивый страх - это одна из разновидностей фобий.
5. В 1997 году фильм -Английский пациент|| получил 9 наград Оскар и стал лучшим фильмом года.
6. Учёные всего мира строят гипотезы о существовании жизни (possible life) на Луне.

**7. Dwell with your classmates. How did Rat Man demonstrate the unconscious transference? How did it help in a therapy?**

**8. Write an essay. Analyze the case of Rat Man.**

## Text 22

psychotic	deal	share
presidency	distinction	confront
society	inherit	mate

**1. Read the new words and word combinations with their translation and write down into vocabulary. Pay attention to their spelling.**

psychotic	[saɪ'kɒtɪk]	больной психозом
presidency	['prezɪdənsɪ]	президентство
society	[sə'saɪətɪ]	общество
deal	[di:l]	сделка
distinction	[dɪ'stɪŋkʃn]	отличие
inherit	[ɪn'herɪt]	унаследовать
share	[ʃeə]	разделять
confront	[kən'frʌnt]	сталкиваться, сапостовлять
mate	[meɪt]	товарищ, помощник

**2. Read the word combinations and sentences and answer the questions.**

**psychotic** -psychotic depression, psychotic epilepsy , on the point of a psychotic meltdown (на грани нервного срыва), A psychotic episode can be significantly affected by mood. Psychotic depression is characterized by not only depressive symptoms, but also by hallucinations and delusions.

**presidency** - candidate for the presidency. The history book covers the years of Eisenhower's presidency. The race(борьба) for the presidency was run between well qualified candidates. She has promised improvements during her presidency.

**society**- to unite a society. He maintains(утверждает) Islam must adapt to modern society. The couple quickly became a fixture of society pages( постоянным объектом светской хроники)

**deal-** to make a deal with smb., to deal with complaints, to refuse to deal with smb., to deal (out) the cards. Whose turn is it to deal? We have dealt with this company for many years. Go to your room and I'll deal with you later!

**distinction-** all without distinction, to make a distinction. What is the distinction between these two words? He won many distinctions.( Он получил много наград.)

**inherit-** to inherit a fortune(наследство) from an uncle, to inherit by will, to inherit a strong constitution(телосложение).

**share** - to share one's problems with smb. Bill and I shared an office for years. Shall we share the driving? I share your opinion. All your neighbours share in your sorrow at the loss of your son.

**confronting** - be confronted by difficulties . to be confronted with the dilemma. John Hampden had the courage to confront the whole power of the government.

**mate** - surgeon's mate (фельдшер), cook's mate , mate to a glove (парная перчатка). I told my mates(товарищам) some of these facts on returning.

### 3. Look through the text and give the main idea.

#### **Jung, Carl Gustav (1875-1961)**

He was born on July 26, 1875, in Kesswil, Switzerland, in the family of a Protestant clergyman. After graduating in medicine in 1902 from the university of Basel and Zurich, with a wide background in biology, zoology, palaeontology and archeology he began his work on word association, in which a patient's responses to stimulus words revealed what Jung called –complexes – a term that has since become universal. These studies brought him international fame and led him to a close collaboration with Freud. With the publication of Psychology of the Unconscious (1912), however, Jung declared his independence from Freud's narrowly sexual interpretation of the libido by showing the close parallels between ancient myths and psychotic fantasies and by explaining human motivation in terms of a larger creative energy. He gave up the presidency of the International Psychoanalytic Society and founded a movement called analytical psychology.

During his remaining 50 years Jung developed his theories, drawing on a wide knowledge of mythology and history; on his travels to

different cultures in New Mexico, India and Kenya; and especially, on the dreams and fantasies of his childhood. In 1921 he published a major work, *Psychological Types*, in which he dealt with the relationship between the conscious and unconscious and proposed the now well-known personality types – extrovert and introvert. He later made a distinction between the personal unconscious or the repressed feelings and thoughts developed during an individual's life, and the collective unconscious or those inherited feelings, thoughts and memories shared by all humanity. The collective unconscious, according to Jung is made up of what he called –archetypes. These correspond to such experiences as confronting death or choosing a mate and manifest themselves symbolically in religions, myths, fairy tales and fantasies.

Jung wrote many works on analytical methods and the relationships between psychotherapy and religious belief. He died on June 6, 1961.

clergyman-священник

a wide background-глубокие познания

collaboration -сотрудничество

declare-заявлять

ancient myths-древние мифы

#### 4. Read the following word combinations and sentences.

Cover the left side and translate the right one into English.

- |                                 |   |
|---------------------------------|---|
| 1. graduate in arts             | 1. окончить отделение гуманитарных наук |
| 2. psychotic depression         | 2. депрессия во время психоза           |
| 3. modern society               | 3. современное общество                 |
| 4. to make a deal with a doctor | 4. договариваться с доктором            |
| 5. to make a distinction        | 5. делать исключение                    |
| 6. to share a room with a mate  | 6. жить в комнате с другом              |
| 7. personality type             | 7. тип личности                         |

#### 5. Read and translate the text. Answer the following questions:

1. Which term was used by Jung and became universal?
2. Was Jung in collaboration with any other famous scientist?
3. Why did they split up?
4. What is the main Jung's publication?
5. What is —archetype by Jung?

6. When did he die?

**6. Translate the sentences into English and write them down.**

1. Украина провозгласила независимость 24 августа 1991 года.
2. В 1912 году Юнг опубликовал "Психологию бессознательного", в которой опроверг многие из идей Фрейда.
3. « Если мы не осознаём, что происходит у нас внутри, то извне нам кажется, что это судьба» - Карл Юнг.
4. «Туфли, которые подходят одному человеку, жмут другому; нет рецепта как жить, который подходит для всех случаев» - Карл Юнг.
5. Книга профессора Гарвардского университета Ричарда Нолла, о тайной жизни Карла Юнга, стала бестселлером.

**7. Dwell upon personality types with your classmates. Are you extrovert or introvert type?**

**8. Write an essay about Jung's life.**

## Appendix

### 1. Произношение гласных.

Звучание гласной зависит:

- 1) типа слога, в котором она стоит (открытый или закрытый)  
*Например:* pin – pine [pɪn] – [paɪn]
- 2) от того, является ли гласная ударной или неударной  
*Например:* present – present ['preznt] – [pri'zent]
- 3) от ее положения среди других букв  
*Например:* shot, short, shoot, shout.  
*В английском языке имеются “немые” (непроизносимые) гласные. Это буква -e в конце слов: make [meɪk] и буква -u в середине слова перед a, e, i: build [bɪld], guest [gest].*

**Таблица чтения гласных в открытом и закрытом слогах.**

Буквы	Звуки		Примеры
	Открытый слог	Закрытый слог	
a	[eɪ]		take, lake, Kate
		[ɪ]	cat, pat, bad, lad
e	[i]		Pete, mete, complete
		[e]	bend, bed, led, elm
i/y	[aɪ]		Mike, pine, line, side, like
		[ɪ]	did, ink, pin, bid, tin, lid
o	[oʊ]		mode, note, sole, bone, lone, stone

		[O]	dog, got, not, log, spot, lock
u	[jH]		humour, music, super, huge, tune
		[A]	but, much, nut, duck, cut, luck, sum, sun, summer

Сочетание букв	Звуки	Примеры
ai ay	[eI]	sailor, wait, main, plain, distain day, play, say, may, gay, spray
au aw	[L]	author, autumn, autograph, August saw, law, dawn, awful, claw, pawn
all	[LI]	all, wall, ball, call, tall, stall
ee	[J]	three, green, tree, see, meet, need
ea	[J] [e] [eI]	speak, teach, sea, east, peace, meat bread, weapon, weather, head, lead great, break, Jean
eu ew	[jH] [H]	neutral, Europe flew, crew, clew, grew, few, new, sew, stew
ie	[J]	field, piece, believe, niece
oa	[qu]	boat, coat, scap, soak, road, soal
oi oy	[OI]	voice, noise, coin, boil, oil, spoil boy, joy, toy, coy, cloy
oo	[H]	spoon, tooth, doom, pool, loom, mood

	[u]	good, foot, book, took, look, cook
ou	[au] [A]	loud, count, South, mouth, sound, found country, young, double, courage, couple
ow	[au] [qu]	now, down, cow, town, brown narrow, window, own, low, yellow
ei ey	[J] [eI]	ceiling, receiving, eight, deign, feign they, grey, key, monkey, galley

Гласные с последующими буквами *-r* и *-re* читаются следующим образом:

Буквы	Звуки		Примеры
	Гласная <b>+r</b>	Гласная <b>+re</b>	
a	[R]		are, ear, bar, start, cart, tar
		[eE]	care, stare, mare, snare, fare
o	[L]		for, tor, pork, door
		[O]	pore, more, before, tore
u	[W]		burn, hurt, curl, spurt, gurgle
		[juE]	pure, cure, lure, mural, mure
e	[W]		her, term, nerve, tern, serve
		[IE]	sphere, severe, interfere

i/y	[W]		girl, first, third, skirt, dirty
		[aIq]	fire, tyre, lyre, satire, tire

Запомните произношение таких буквосочетаний:  
force, form, more, store, term, germ, here, mere, cure, pure, first, bird,  
third, fire, wire, care, stere, spare, dare.

Сочетания	Звуки	Примеры
air	[eq]	air, pair, fair, chair, lair
ear	[Iq]	ear, hear, dear, near, clear
ear + согласная	[W]	earth, heard, learn, early
eer	[Iq]	cheer, sneer, deer, leer
oor	[uq] [L]	poor, moor door, floor
oar	[auq]	oar, board, roar, course
our	[auq] [L]	hour, flour, sour, our four, pour, court, course
ure	[juq]	cure, pure, lure

**a** plane, date, name, play, plate, say, page, scale  
< man, sand, hand, flat, map, black, bad, lamp  
**e** he, she, me, be, we, mete, eko, eve, dene  
< men, ten, bell, tell, twenty, let, test, best, led  
**i** time, pipe, nine, mine, like, nice, five, side  
< did, till, sit, still, miss, six, big, wish, which  
**o** no, note, nose, stone, home, open, those, phone  
< lot, not, got, long, clock, box, stop, dog, hot

y	<	my, type, style, good-bye, why, white, by, dynamo
		gym, hymn, myth, symphony, system, mystery, nymph
u	<	music, use, tune, mute, tube, Cuba, student
		cut, gun, bus, club, up, us, drum, cup, trumpet
ar	–	car, dark, garden, part, far, start, star, are
are	–	share, hare, pare, bare, fare, care, dare, rare
or	–	or, for, north, forth, short, nor, form, port
oer	–	tore, more, ore, core, bored, before, shore
er	–	germ, her, term, serve, verse, berth
ere	–	here, mere, sphere, severe
ir	–	fir, girl, first, third, dirt, shirt, stir, firm
ire	–	hire, fire, admire, wire, inspire, tired, mire
ur	–	curl, hurl, curtain, burn, burly, burden, turn
ure	–	pure, lure, cure, during, mural, sure, mure

## 2. Ударение в словах

В двусложных словах-существительных ударение, как правило, падает на первый слог: student, public, member, talent, pupil.

В двусложных же глаголах ударение часто падает на второй слог хотя в соответствующих существительных – на первый слог:

pre'sent (дарить) – 'present (подарок)

con'vert (превращать) – 'convert (новообращенный)

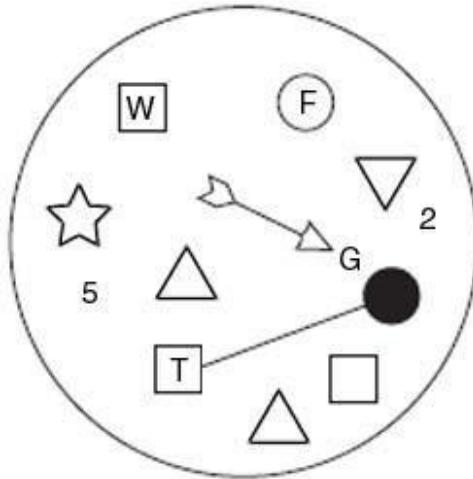
pro'ject (проектировать) – 'project (проект)

com'bine (объединять) – 'combine (комбайн)

В словах, состоящих из трех и более слогов, ударение обычно падает на третий слог от конца, причем ударная гласная произносится кратко: activity, majority, polytechnical, conventional, professional, documentary, beautiful.

## Attention Quiz

Study the figure below for 5 minutes, cover the drawing and answer questions below to find out about your abilities:



1. The arrow is pointing to which letter?  
 Circle    Star    Arrow    Square    Triangle
2. How many triangles appear in the drawing?  
 Circle    Star    Arrow    Square    Triangle
3. What letter is inside the circle?  
 Circle    Star    Arrow    Square    Triangle
4. To what shape is the black circle connected?  
 Circle    Star    Arrow    Square    Triangle
5. The letter W appears inside which shape?  
 Circle    Star    Arrow    Square    Triangle
6. What is the sum of two numbers appearing in the diagram?  
 Circle    Star    Arrow    Square    Triangle
7. What shape appears immediately above the number 5?  
 Circle    Star    Arrow    Square    Triangle

8. How many squares appear in the drawing?

**\* Look at the drawing to verify results. Less than 4 correct answers mean that you should train your memory to details.**

### **Quiz – memory type**

**Let's rewind the time for now. Do you remember what you had for dinner last night?**

1. That's pretty easy. Gim'me a pen and paper; I'll write down the whole menu list for you.
2. Uh... I can somewhat remember, but I spent quite a hard time recalling.
3. Yes why not? I even remember the place, and what was on-going while dinning too.
4. Nah, my head hurts when I try to remember it.

**Can you remember the last time you called someone?**

1. Ok, if you really want to know, I'll check my phone history cuz I really don't remember.
2. I remember perfectly clearly - the date, time and even the topics we were discussing.
3. No, not the time, but I remember who it was and what the call was about.
4. Maybe the time, but not the discussion.

**How about your childhood?**

1. Oh yes, I remember all the sweet furniture and plants back in the old house.
2. It plays like a video flashback if I want it to.
3. No.. I'm one of those who can't recall anything of their childhood.
4. I can remember the highlights and special events clearly.

**Birthdays - Which of these is most true?**

1. I can remember nobody's birthday except myself's.
2. I remember most people's birthdays - even those who aren't very familiar with me.

3. I remember the birthdays of the significant ones.
4. I remember all my favorite idols' birthdays best! I'll never forget one!

**When someone interrupts you while you're talking.....**

1. You later remember what you were saying by deriving from previous topics.
2. You start remembering what you were saying if he/she reminds you a little.
3. You don't mind; just continue talking later.
4. You simply hate it cuz you'll forget totally what you were saying.

**How long have you been surfing the net since you just on your computer?**

1. I can tell you the exact second and minute if you want me to.
2. Does it matter? Cuz I've totally no idea.
3. I can tell you a rough duration- but that's after I count with the clock
4. How long? I can only remember the sites I went since just now.

**You have a habit of...**

1. Reminding others the given instructions; you just dun understand how they can forget simple stuff like this.
2. Writing instructions down or you'll mix them up.
3. Asking someone to repeat what he'd just said 5 min ago. Repeatedly.
4. Adding on to instructions with other minor details which you think shouldn't be neglected.

**You order your food and you wait, cuz its 'Self Service'. While waiting, you usually....**

1. Look around the restaurant and try to remember every corner of it.
2. Check the price again and again. Drats, you keep mixing it up with the price of the other dish.
3. Observe the chef who's cooking. How much salt he added, how high he tossed the food, and all the minor things to kill time.

4. Constantly remind yourself to add pepper/salt/cheese (or whatever) later.

**Would you know if someone touches your desk while you're away?**

1. Yes, unless things're very obviously misplaced. Like the book originally on the shelf appearing on my desk.
2. Yes, I remember every single spot my things are placed.
3. I guess not. I can't possibly be taking a still picture of the desk in my head before I go out, right?
4. Definitely, like I can feel how oily a pen has become.. someone must have used it w/o my permission.

**You just read a good book. A few months later, you...**

1. can remember those favorite scenes you'd enjoyed while reading.
2. can't even recall a single thing about it.
3. still remember the story and recommend it actively to everyone around you.
4. write a detailed book review about it since you're in the mood.

**Do you have a hard time recognizing people?**

1. I tend to remember their face, but need some time before I can say out the name.
2. No, to me everyone's names are like printed on their own faces.
3. No, I can even remember the first impression he/she gave me when we met.
4. All the time. Their names and faces - I get equally confused.

**What usually still stays CLEARLY in your mind after a movie?**

1. The names of the actors and casts.
2. The introduction of the film.
3. The advertisements that took place before the movie.
4. My friend's super big reaction for a particular scene.

**The classical lines/scenes in the film.**

1. The feeling that lingered around you while watching.
2. My seat number. (And my friends')
3. Nothing. But I remember enjoying the movie.

## SOURCES

1. Новый большой англо-русский словарь: В 3 т. / Ю.Д. Апресян, Э.М. Медникова, А.В. Петрова и др.; Под общ. Рук. Ю.Д. Апресяна и Э.М. Медниковой. – 7-е изд., стереотип. – М.: Рус. Яз., 2002. – 832 с.
2. Каушанская, В.Л.; Ковнер, Р.Л.; Кожевникова, О.Н. и др. Грамматика английского языка (A Grammar of the English Language): Пособие для студентов педагогических институтов  
Издательство: Л.: Просвещение; Издание 4-е Переплет: твердый; 320 страниц; 1973 г.
3. Electronic Student Edition - [Understanding Psychology ].- Режим доступа : [www.psychology.glencoe.com](http://www.psychology.glencoe.com)
4. Rod Plotnik.; Haig Kouyoumdjian's : Intoduction to Psychology., Wadthworth Cengage Learning Canada- 2010 . 637 p
5. Practical Handbook of School Psychology: Effective Practices for the 21st Century by Gretchen Gimpel Peacock PhD, Ruth A. Ervin PhD, Edward J., Guilford Press NY 2010
6. Judith Greene: Memory, Thinking and Language - Topics in Cognitive Psychology, Garland Science 2010. 250 p

Научное издание

**Михайлова** Людмила Алексеевна

**Ирхина** Юлиана Валентиновна

**Прохорова** Елена Викторовна

**ENGLISH  
FOR PSYCHOLOGISTS**

(тексты для чтения)

Видруковано з оригінал-макету

Підп. до друку 29.03.2010. Формат 60x90/16. Папір офсетний.

Гарн. «Times» Друк цифровий. Ум. друк .арк. 5,6.

Наклад 300 пр.

видавець Букаєв Вадим Вікторович

вул. Пантелеймонівська 34, м. Одеса, 65012.

Свідоцтво суб'єкта видавничої справи ДК № 2783 від 02.03.2007 р.

Тел. 0949464393, 0487431393 email - [bukaev@gmail.com](mailto:bukaev@gmail.com)