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АНГЛИЙСКИЙ ЯЗЫК

Учебно-методический комплекс
для студентов специальности 1-03 04 04-01
«Практическая психология. Английский язык»

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Построен по модульно-блочному принципу: весь курс разбит на модули, которые в свою очередь делятся на учебные блоки, материал которых объединен тематически. В каждом модуле предлагаются лексические упражнения, задания для развития речевых умений, тематический словарь, тексты для дополнительного чтения. Может быть использован как во время самостоятельной подготовки студентов, так и во время аудиторных занятий.

Предназначен для студентов специальности «Практическая психология. Английский язык», а также для всех, изучающих английский язык.

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ПРЕДИСЛОВИЕ

Одной из ведущих тенденций в реформировании отечественного университетского образования является видение современного выпускника творческой личностью, способного самостоятельно осваивать интенсивно меняющееся социально-духовное поле культуры. Данная тенденция предполагает поиск такой модели профессиональной подготовки, в которой образовательный процесс обеспечивал бы сопряженность содержания обучения с организованной (контролируемой) самостоятельной работой студентов, развитие их индивидуальных способностей с учетом интересов профессионального самоопределения, самореализации. При таком подходе знания студентов не являются конечной целью, а служат лишь средством их дальнейшего развития.

Особое значение для формирования у студентов потребности в самостоятельном овладении знаниями, умениями и навыками самообразования имеет учебно-методический комплекс (УМК).

Учебно-методический комплекс в современных условиях вариативности, дифференцированности и стандартизации образования становится важным средством методического обеспечения учебного процесса в единстве целей, содержания, дидактических процессов и организационных форм. УМК является эффективным пособием для изучения студентами иностранного языка и проведения их самостоятельной работы, что обеспечивается модульным построением учебных курсов.

Данный УМК, являясь одной из форм новых инновационных технологий, должен помочь студентам языковых специальностей вузов в обучении иностранным языкам.

ВВЕДЕНИЕ

Данный курс поможет овладеть навыками понимания прочитанного на английском языке и уметь высказываться и поддержать беседу по любой теме, изученной в рамках курса. Для овладения этими навыками вы должны усвоить около 500 лексических единиц терминологии по специальности.

Данный УМК построен на принципе блочно-модульного подхода, что предполагает тематическое членение материала, текущий контроль за качеством его овладения, акцентирование внимания на вопросах, вызывающих у студентов особые сложности, максимальную поддержку и помощь в процессе освоения информации.

Основной единицей учебно-методического комплекса выступает учебный модуль (УМ). Данный УМК состоит из нескольких учебных модулей, соответствующих основным разделам учебной программы. Логика выделения учебных модулей соответствует логике преподавания учебного курса. При этом учитываются временные затраты студента на проработку и усвоение раздела.

Различные учебные модули (и сам УМК) могут компоноваться в новые УМК, в том числе поли- и междисциплинарные, или входить составными частями в другие УМК.

В структуру УМК, помимо учебного плана, тестов и заданий для контроля, списка рекомендованной литературы, включены четыре модуля, которые организованы по тематическому принципу. Тематика и характер учебных материалов, представленных в УМК, обеспечивают формирование у студентов профессионального словаря, а также навыков чтения и говорения в рамках профессиональной тематики. Каждый модуль состоит из 3 элементов, которые в свою очередь представляют самостоятельный комплекс. Каждый элемент имеет свою тематическую направленность и состоит из следующих блоков:

- I. Vocabulary Work.
- II. Reading Comprehension.
- III. Comprehension and Word Study.
- IV. Speaking Practice.
- V. Writing Section.

Одной из целей проверки умений и навыков учащихся по чтению, наряду с проверкой понимания смыслового содержания, является проверка умения учащихся достичь такого понимания, когда студент сталкивается

с необходимостью извлечения смысловой информации из письменного текста на английском языке и участвует в приближенных к реальным речевых ситуациях. Хочется надеяться, что данный УМК может оказать значительную помощь в достижении этой цели, так как каждый модуль содержит тексты с заданиями на смысловое восприятие прочитанного текста. Кроме того, задания направлены на проверку не только понимания, но и умения правильно перевести английский текст. Лексические упражнения помогут студентам, так же как и другим пользователям, уточнить свои представления о семантико-синтаксической соотнесенности структур русского и английского языков.

Тексты для чтения, включенные в данный УМК, представляют собой богатый материал из английских и американских оригинальных источников по разным темам. Особенностью данного пособия является подход к чтению не только как источнику информации, но и как способу совершенствования монологической речи в процессе чтения.

После текста приводятся вопросы, которые не требуют его пересказа, а вызывают собственное рассуждение. Благодаря этому к концу темы обучающиеся обсудят значительный ряд проблем, приобретая при этом устойчивые навыки общения на английском языке.

Лексические единицы выделяются как в тексте, так и в словарном списке и закрепляются в упражнениях. Эти слова и словосочетания предназначены для «активного словаря» обучающихся, то есть для того чтобы ими пользоваться в устной речи. Упражнения имеют целью научить правильно употреблять отобранный словарь, приводимый в списке, и развить навыки устной и письменной речи. Ряд упражнений направлен на дальнейшую тренировку в употреблении отобранных языковых явлений (парафраз, перевод, составление собственных примеров и др.).

Учебно-методический комплекс завершают полезные, как для учебного процесса, так и для практической самостоятельной работы, приложения:

Appendix. Texts for Supplementary Reading;
Definition list.

МОДУЛЬ 1 ABOUT PSYCHOLOGY

Objectives. After studying this part of theory, you should be able to:

- describe the range of covered topics;
- list the aims of psychology;
- explain what psychology is and describe basic methods of research;
- explain the most important areas of study in psychology;
- summarize the specialized fields within psychology.

УЭ – 1 OVERVIEW OF PSYCHOLOGY

I. Vocabulary Work

1. To check or build up your vocabulary on the subject, look at the words listed on this page and memorize them.

to accumulate [ə'kju:mjələit] <i>v</i>	– накапливать, скапливать
accurate ['ækjərət] <i>adj</i>	– точный, правильный, тщательный
age [eɪdʒ] <i>n</i>	– возраст; век, период, эпоха
ambiguity [, æmbɪ'gju:ətɪ] <i>n</i>	– двусмысленность, неопределённость
behavior [bɪ'heɪvjə] <i>n</i>	– поведение, манеры
beyond [bi'jɒnd] <i>prep.</i>	– вне; сверх; выше
clear-cut [, klɪə'kʌt] <i>adj</i>	– ясно очерченный; чёткий, ясный
data ['deɪtə] <i>n</i>	– данные, факты, сведения
deceptive [di'septɪv] <i>adj</i>	– обманчивый, вводящий в заблуждение
to encompass [ɪn'kʌmpəs] <i>v</i>	– окружать, заключать (в себе)
to fulfil [ful'fɪl] <i>v</i>	– выполнять, исполнять, осуществлять
goal [gəʊl] <i>n</i>	– цель, задача
grasp [gra:sp] <i>n</i>	– власть, контроль; способность быстрого восприятия, понимания
insight ['ɪnsaɪt] <i>n</i>	– проницательность; интуиция; понимание
observation [, ɒbzə'veɪʃn] <i>n</i>	– наблюдение; наблюдательность
perception [pə'sepʃn] <i>n</i>	– восприятие, ощущение
rapid ['ræpɪd] <i>adj</i>	– быстрый, скорый
to reach a conclusion	– прийти к заключению
reasoning process	– процесс рассуждения
to seek (sought, sought) [sɪ:k] <i>v</i>	– искать, разыскивать, разузнавать; стремиться

2. In each line choose the word which is similar to the meaning of the first word.

- | | | | |
|--------------|----------------|----------------|-----------------------|
| 1. rapidly | a) quickly | b) hardly | c) slowly |
| 2. insight | a) insanity | b) penetration | c) data |
| 3. goal | a) aim | b) thought | c) soul |
| 4. clear-cut | a) imprecise | b) vague | c) definite |
| 5. beyond | a) below | b) behind | c) outside the limits |
| 6. ambiguity | a) distinction | b) vagueness | c) certainty |
| 7. accurate | a) meticulous | b) careless | c) inexact |

Make up sentences with the words which come first in each line.

3. Decide whether the following pairs of words are synonyms or antonyms.

1. to gain – to acquire
2. to reflect upon – to argue
3. to perform – to act
4. to enhance – to diminish
5. to research – to investigate
6. mind – intelligence
7. to refine – to improve
8. to acquire – to loose
9. emphasis – focus
10. to be concerned with – to be linked to

4. Match the words with their definitions below. (There is one too many).

- | | | |
|------------------|----------------|--------|
| 1. to encompass | 4. grasp | 7. age |
| 2. to fulfill | 5. observation | |
| 3. to accumulate | 6. data | |
- a) to gather or become gathered together in an increasing quantity; amass, collect;
 - b) the period of time that a person, animal, or plant has lived or is expected to live;
 - c) understanding, comprehension;
 - d) to try to find by searching;
 - e) to enclose within a circle; surround;
 - f) to finish or reach the end of;
 - g) detailed examination of phenomena prior to analysis, diagnosis, or interpretation;
 - h) a series of observations, measurements, or facts; information.

Can you guess the definition of which word from your vocabulary list is left out.

5. *Fill in the missing forms.*

noun	verb	Adjective
		behavioral
personality		
cognition		
		performing
society		
	investigate	
research		
learning		
	develop	
thought		

6. *In this exercise you must choose the word or phrase which best completes each sentence. Indicate a, b or c against the number of each item 1 – 7 for the word or phrase you choose.*

1. Human _____ shape most of the experiences in our lives, whether that is at home, at the University, at work or during our leisure time.
 - a) creature
 - b) people
 - c) beings

2. We are all applying psychology all the time: when we have a _____ with someone else, when we decide that a particular way of dressing is “right” for us, or when we make a _____ which we know will affect other people around us.
 - a) conversation; decision
 - b) speech; deal
 - c) speech; decision

3. We use a sort of psychology in our everyday life as amateurs, learning from _____ and from other people, and without really being aware of what it is all about.
 - a) behavior
 - b) experience
 - c) theory

4. Our everyday knowledge is _____ and often self-centred.
 - a) intuitive
 - b) educational
 - c) book learning

5. We use psychological knowledge as a survival _____ which helps us to cope with the world.
- a) method
b) technique
c) instrument
6. Psychology affects many _____ of our lives.
- a) aspects
b) points
c) ages
7. It is important to know something about _____ facts and _____ methods, even for those who do intend to specialize in the field.
- a) scientific; psychological
b) common; experimental
c) basic; research
- 7. Choose one of the options a, b or c to reveal the meaning of the underlined words.**
1. People have always tried to explain and predict thoughts and behaviors of others.
- a) hypotheses
b) actions
c) ideas
2. During the course of studies you will acquire all important knowledge of psychology.
- a) debate
b) assess
c) gain
3. People often reflect upon the ideas and hypotheses of famous psychologists.
- a) appreciate
b) accumulate
c) argue
4. You will refine and extend your abilities in understanding yourself and others.
- a) improve
b) acquire
c) apply
5. You have been investigating human behavior all your life.
- a) explaining
b) improving
c) exploring

6. You will apply the key concepts in psychology to yourself and gain skills in interpersonal understanding.
 - a) explore
 - b) get experience
 - c) debate
7. General psychology tries to apply the knowledge of psychological principles to enhance understanding of yourself and others.
 - a) to improve
 - b) to investigate
 - c) to reflect upon
8. Social psychology is most closely associated with the social sciences.
 - a) linked to
 - b) divided into
 - c) explained by
9. For the past 30 years social psychology has made its emphasis on the individual's cognitive processes.
 - a) effort
 - b) focus
 - c) analysis

II. Reading Comprehension

1. *Read the text with a dictionary.*

OVERVIEW OF PSYCHOLOGY

Having a good grasp of what psychology is all about is essential for anybody wanting to explore the topic in greater depth. This may sound like a really obvious thing to state, but psychology is one those terms that is often banded around without any real consideration as to its actual meaning. To help understand the ambiguity surrounding psychology, let's start by taking a look at the definition of psychology.

The word psychology comes from two Greek words: "Psyche" meaning "mind" or "soul" and "Logos" meaning "study of". Therefore, psychology means "study of the mind". There are many modern definitions of the term. One of them belongs to Atkinson, who defined psychology as "the scientific study of behavior and mental processes".

This definition, although clear-cut and accurate, is also deceptively simple. In order to encompass the breadth of the field "behavior and mental processes" must be understood to mean many things: it includes not just what

people do but also their thoughts, their feelings, their perceptions, their reasoning processes, their memories and the biological activities that keep their bodies functioning. When psychologists speak of “studying” behavior and mental processes, their interests are equally broad. To psychologists, it is not enough simply to describe behavior.

Overall, psychologists seek to do four things – describe, explain, predict, and control behavior. The first task for any scientists or psychologist is to gather information about the behavior being studied and to present what is known.

Psychologists present their ideas in the form of hypotheses, which can be grouped together into theories. Theories allow psychologists to fulfill the first two goals of psychology – to describe and explain observed behavior.

The third goal of psychology is to be able to predict, as a result of accumulated knowledge, what people will think, feel, or do in certain situations. By studying descriptive accounts, linking certain behaviors together, psychologists can predict certain events. Finally, psychologists seek to beyond description, explanation, and prediction to influence or control behavior in helpful ways.

Psychologists seek to achieve these goals through scientific methods. They do not consider it sufficiently to rely on intuition, insight, and logic to study behavior. This means that psychologists reach their conclusions by identifying a specific problem or question, formulating a hypothesis, collecting data through observation and experiment and analyzing the data.

While psychologists may differ on which kinds of human behavior are important, they do agree that the study of behavior must be systematic. The use of systematic method of asking and answering questions about why people think, act, and feel as they do reduces the chances of coming to false conclusions about behavior.

Psychology is one of the most rapidly developing social sciences, touching almost every aspect of our live. Society which has become more complex is turning more and more to psychology to solve some of the most serious human problems of our day and age.

2. Answer the following comprehension questions.

1. Where does the word “psychology” come from?
2. How did Atkinson define psychology?
3. What is the principal focus of psychology?
4. Do we use psychology as amateurs or as professionals in our everyday life?

5. Is our everyday knowledge intuitive and often very self centred? Why?
6. Is it important for every man to know psychology? Why?
7. Why do we need scientific methods in psychology?
8. What are the main goals of psychologists?

When you have answered the questions, find a partner in your group and swap the information.

3. Can you state the main idea of each paragraph in a nutshell?

III. Comprehension and Word Study

1. Below are some more definitions of psychology. Choose the one which you tend to favour and explain your choice.

- Psychology is the scientific study of people, the mind and behavior. It is both a thriving academic discipline and a vital professional practice. (The British Psychological Society)
- The scientific study of the behavior of individuals and their mental processes. (American Psychological Association)
- Psychology is an academic and applied discipline involving the scientific study of mental processes and behavior. (Wikipedia)

What is the constant theme across these definitions?

2. Say whether the following statements are true or false. In your arguments use: I quite agree with ... ; I don't think so; I can't agree with ... ; on the contrary; quite so; exactly; it seems right to say ...

1. Psychologists seek to find the answers to all questions people are anxious about.
2. The main goal of psychologists is to describe different phenomena.
3. We use psychology in our everyday life.
4. We often use psychology without really being aware of what it is all about.
5. For the doctor, as an example, there is no need to have profound knowledge in psychology.
6. The study the psychologists carry on must be systematic.
7. Psychology can be defined as the study of mental, physical and biological changes in a body.
8. Our everyday knowledge is intuitive.

3. ***There are special language means which help the reader understand how the information in a text is organized. They are referred to as text organizers, or linking words. Text organizers are found both within a paragraph and between paragraphs. This term covers a wide range of words and phrases which can be grouped as follows.***

- a) text organizers *adding a point*: also, as well, in addition, not only but, etc.;
- b) text organizers *expressing contrast*: however, although, while, despite the fact that, nevertheless, nonetheless, still, but, yet, etc.;
- c) text organizers *showing logical relations*: as a result, accordingly, thus, so, eventually, etc.

1. Find examples of linking words in the text and say what group they belong to.
2. Complete the sentences by matching a line from column A with a line from column B.

A

1. In addition to the ways psychology has been studied in the past, ...
2. Physiological psychologists (also called biopsychologists) believe ...
3. Many physiological psychologists not only do research on the functioning of the nervous system, but also ...
4. Although the approaches taken by different psychologists are very diverse ...
5. Although all of us carry around our own theories of human behavior – such a “People are basically good”, and “People’s behavior is usually motivated by “self-interest – ...
6. In sum, theories and hypotheses...

B

- a) ... study how brain cells communicate with each other, and explore the relationship between hormones and behavior.
- b) ... psychologists develop more formal and focused ones.
- c) ... some psychologists today also focus on the physiological bases of behavior.
- d) ... the common link among them is that each represents a specialty area within the general area of study called psychology.
- e) ... that most or all psychological events are the result of a underlying biological or chemical processes.
- f) ... help psychologists ask the right questions.

4. Here are the answers to the questions which you are to compose.

- Psychology is the science that studies human behavior and mental processes.
- Even though psychology is one of the newer sciences, the study of human behavior began with the ancient Greek philosophers.
- Asking a precise question about a limited aspect of behavior is basic to psychological research.
- Yes, forming a hypothesis to explain the behavior is also a basic method of research.
- We can define “hypothesis” as an “educated guess” – the researcher has some evidence for suspecting a specific answer.
- Exactly, in a hypothesis researchers state what they expect to find in such a way that their theory can be tested.
- And in the next step, the psychologist will then test the hypothesis in a way that will enable him or her to collect data. A survey might be conducted.
- Of course, it is not the only way. Questionnaires might also be sent out as well.
- It is analyzing the data that the psychologist will finally do.
- I would not agree with you. The hypothesis might turn out to be wrong – that is, the researcher may find that there are no differences between the two groups.

5. Study the meanings of the following words from their definitions.

Motivation:

- desire to do; interest or drive;
- incentive or inducement;
- the process that arouses, sustains and regulates human and animal behavior;

to gain:

- to acquire, obtain;
- to win in competition;
- to increase, improve or advance;

to refine:

- to make or become free from impurities; purify;
- to separate into pure constituents;
- to enlarge or improve (upon) by making subtle or fine distinctions;

fashion:

- arousing great interest;
- enchanting or alluring;

to discover:

- to be the first to find or find out about;
- to learn about or encounter for the first time; realize;
- to find after study or research;

path:

- a road or way, esp. a narrow trodden track;
- a surfaced walk, as through a garden;
- the course or direction in which something moves;

productive:

- producing or having the power to produce; fertile;
- yielding favourable or effective results;

to debate:

- to discuss, esp. in a formal assembly;
- to deliberate upon smth detective;
- used in or serving for detection;
- serving to detect;

concept:

- an idea, esp. an abstract idea;
- a general idea or notion that corresponds to some class of entities and that consist of the characteristic or essential features of the class.

Make use of these words by putting them in the text below. (Mind the suitable forms)

INTRODUCTION TO GENERAL PSYCHOLOGY

Psychology is the science that studies *human behavior and mental processes*. In many ways you have been investigating human behavior all your life and have many understandings (*or perhaps misunderstandings!*) of why you and others act as they do. Sigmund Freud, the father of psychology, stated that what he really did was “*mental 1 work*”.

Through studying the exciting and intellectually stimulating ideas of many great psychologists, you will 2 and extend your abilities in understanding yourself and others. You will travel “*inside*” as a “*psychonaut*”

to 3 and reflect on your own behaviors. Then you will apply the key 4 in psychology to yourself and others and gain skills in interpersonal understanding. You will reflect upon the ideas of the great psychologists, 5 their ideas, and develop your own personal “*truths*” integrating your new knowledge and understanding of human behavior.

Perhaps the most rewarding aspect of exploring the 6 field of the “*mind*” and “*human behavior*” is the self-knowledge and personal understanding you will 7 that will help you to lead a more 8 and self-fulfilling life. To “*know yourself*”, to better understand your 9, emotions, thoughts and behaviors, may well be the most important knowledge you acquire on life’s path.

6. Choose the best alternative to complete each sentence below.

1. Human beings are extremely complex, so individual psychologists have to
 - a) work individually with every person
 - b) specialize
 - c) study the history of mankind

2. Psychologists are interested in learning about
 - a) the human mind
 - b) the human body
 - c) the human character

3. We are all applying psychology
 - a) from time to time
 - b) all the time
 - c) very seldom

4. Although we use psychology in our everyday life, we do it as
 - a) amateurs
 - b) professionals
 - c) psychology students

5. Scientific investigation has to happen
 - a) very systematically and in a scientific manner
 - b) not very systematically
 - c) very systematically and in an amateur way

6. Psychologists work under
 - a) strict police control
 - b) strict ethical constraints
 - c) strict international supervision

7. It is possible to do a lot of damage
- by applying psychology in the wrong way
 - by working under strict ethical constraints
 - by working with “difficult” children
8. Studying psychology involves learning about
- psychological research and about how psychology can be applied
 - psychological research methods
 - ways of studying political situations in different countries
9. Psychologists never work with
- animals
 - children
 - plants

7. Fill each space in the sentences below with the correct form of the word printed above in bold.

E.g. **decide**

- We must come to a _____ very soon.
 - We beat them _____. We won 7:0.
 - He can never make up his mind. He’s very _____ .
- Answers: a) decision b) decisively c) indecisive

1. receive

- She works as a _____ at a hotel in Scotland.
- Ask for a _____ when you buy something, in case you need to return it.
- I made several suggestions to improve the situation, but the patients were not very _____ to my ideas.

2. explain

- An _____ leaflet is given to all purchasers of the machine.
- His disappearance is very strange, in fact quite _____ .
- I think you owe me an _____ for your behavior.

3. compare

- This is _____ better than that. In fact, there is really no _____ .
- Scientists have made _____ tests on the new drugs.

4. advise

- a) Until the situation has settled down, it is _____ to continue these tests.
- b) The government set up an _____ body on the use of drugs in sport.
- c) I doubt the _____ of drinking alcohol while undergoing that medical treatment.

5. imitate

- a) The bag is made of _____ leather.
- b) Small children are very _____ in their behavior. They copy what they see.
- c) His acting style is _____. No one can copy him.

6. sense

- a) He felt a strange, painful _____ in his back.
- b) Even the most _____ person ought to appreciate the beauty of this music.
- c) What an idiotic, _____ thing to do!

7. different

- a) I'm afraid I have to _____. I don't agree with you at all.
- b) Politeness is one thing. Real kindness is another. You must learn to _____ between the two.
- c) We get along pretty well, although, of course, we have our _____ from time to time.

8. form

- a) It is especially important for children to have love and affection in their _____ years.
- b) The slight _____ in his left hand was corrected by surgery.
- c) The police are considering the _____ of a new anti-drugs unit.

9. enthusiasm

- a) They threw themselves _____ into the new psychological project.
- b) He's a real psychology _____. He loves this science.
- c) They didn't really _____ over my idea. In fact there was some opposition.

10. believe

- a) It was an incredible story, quite _____ .
- b) She is a person of very strong religious _____ .
- c) His explanation was obviously false and the psychoanalyst made no attempt to hide his _____ .

11. psychology

- a) His backaches are all _____ .
- b) I will do my best to become a good _____ .
- c) To _____ means to make interpretations of behavior and mental processes.

8. Give English interpretation of the following Russian sentences.

1. Психология – это наука, изучающая человеческое поведение и мыслительные процессы.
2. Изучая идеи великих психологов, мы учимся лучше понимать себя и других.
3. Мы применяем ключевые концепции психологии к самим себе и к другим.
4. Наиболее важным аспектом изучения области человеческого поведения является “самопознание”.
5. Мы приобретаем знание основных концепций главных разделов общей психологии.
6. Мы все – психологи-любители. Мы наблюдаем, как ведут себя люди. Но этого недостаточно, чтобы помочь им. Психологическое образование даёт знания, помогает стать профессионалами.

IV. Speaking Practice

1. a) Complete the sentences below, expressing your own ideas.

b) Give details to expand any of the ideas to the volume of an independent monologue utterance.

1. The main goals of a professional psychologist are _____ .
2. Psychologists try to find the answers to the questions they deal with through _____ .

2. Think of the continuation of the following dialogue and enact it.

Robert Feldman (Professor of Psychology)

James (interviewer)

James: Good morning Mr. Feldman. It is an honour for us to welcome you in our studio. It is not a secret today that people get more and more interested in psychology. Will you tell us, what is it like to be a professional psychologist?

Mr. R.: Well, first, thanks for inviting me here and, I hope, I will try to make some things clear for our audience. You know, if you tell your friends you are interested in psychology, common reactions might be “well, can you tell what I’m thinking then?” or “Psychology? That’s all just logics, isn’t it?” Because we know our behavior we all have theories about it.

James: Frankly speaking, I’d also favour this idea. Human beings shape most of the experiences in our lives, whether that is at home, at work or on vocation. And in some ways everyone is a kind of psychologist. We are all applying psychology all the time and there is no necessary for us all to have some special education.

Mr. R.: You are right, but the problem, though, is that this type of psychology is unconscious. We are imitating without being fully aware of what we are doing, and can often think that we are doing one thing when, really, are doing something quite different. Although we use a sort of psychology in our everyday life, we do it as amateurs, learning from experience and from other people, and without really being aware of what it is all about. And there are reasons for it: it’s a survival technique which helps us to cope with the world. However, it does also mean that we can often be mistaken, or simply wrong.

James: Well, does it then mean, that professional psychologists are always right in their decisions? How do you arrive at decisions?

Mr. R.: Well, the study of psychology is rather different. Psychologists are interested in learning about the human mind but they know how easy it is to be misled into being certain about things which are not really true. So psychology involves a lot of very careful investigation and a lot of checking and looking at things in different ways, to make certain we are sure of what we are saying. That investigation has to happen very systematically and in a scientific manner.

James: Well, you've mentioned systematic approach while investigating. Does it mean, that if you have a problem, you will have to visit a psychiatrist not once. We know problem-solving with the help of psychiatrists is very popular in the USA and in Europe, and becomes more and more popular in our country. By the way, does it make any difference if you say "psychologist" and "psychiatrist"?

Mr. R. This is exactly the question I would to clear up when you had mentioned "a visit to a psychiatrist". It's important to differentiate between these two terms. The term psychiatry is derived from the Greek root, psyche = mind, and iartos = treatment. Psychiatry or psychological medicine can be defined as that branch of medicine concerned with the study, diagnosis, treatment and prevention of diseases of the mind. Psychiatric disorders may manifest at the emotional behavioral level. Psychiatry differs from psychology which is the study of normal behavior and mental functions of man and animals.

James: Mr. Feldman, thank you a lot. You're explained us what is what ...

3. *You are a psychologist to be. Check your intuition through making guesses about human behavior. For instance, how many of the following statements do you think are correct? (You may work together with your partner or in groups. When you go through the statements below, discuss them with another group).*

1. The primary reason babies love their mothers is that their mothers provide food and satisfy other basic biological needs.
2. People who are geniuses generally have poor social adjustment.
3. The best way to make sure that a desired behavior will continue after training is completed is to reward that behavior every single time it occurs during training, rather than reward it only periodically.
4. Children's IQ scores have very little to do with how well they do at school.
5. Once people reach old age, their leisure activities change radically.
6. Most people would refuse to give painful electric shocks to others.
7. One of the least important factors affecting how much we like another person is that person's physical attractiveness.

4. *Discuss with your partner the text “Overview of Psychology”.*
5. *Make a close-to- the- text retelling of its contents.*

V. Writing Section

Translate the text using a dictionary. While reading try to write down a short summary of what is stated in this text.

A BRIEF HISTORY OF PSYCHOLOGY

Even though psychology is one of the newer sciences, the study of human behavior began with the ancient Greek philosophers. In the fifth and sixth centuries B.C., they began to study human behavior and decided that people’s lives were dominated not so much by the gods as by their own minds: people were rational.

These early philosophers attempted to interpret the world they observed around them in terms of human perceptions – objects were hot or cold, wet or dry, hard or soft, and these qualities influenced people’s experience of them. Although the Greek philosophers did not rely on systematic study, they did set the stage for the development of the science of psychology through their reliance on observation as a means of knowing about people.

Much later, seventeenth-century philosophers introduced the idea of *dualism*, the concept that the world is divided into two elements (in this case, mind and matter). The mind accounted for our thoughts and feelings. Matter referred to our physical being, our bodies. Mind and matter were believed to be completely independent of each other. Furthermore, since the mind was believed to be part of God’s domain, it was not subject to the same kind of investigation as the more material aspects of life. The mind was studied by theologians, while matter was studied by other scholars in universities.

The French philosopher Rene Descartes helped mold current psychological study when he wrote that there was a link between mind and body. He reasoned that the mind controlled the body’s movements, sensations, and perceptions. His approach to understanding human behavior was based on the assumption that the mind and body influence each other to create a person’s experiences. Exactly how this interaction takes place is still being studied today.

Toward the end of the seventeenth century, the British philosopher John Locke contributed yet another important concept to the foundation for modern psychology. Locke believed in the concept of *empiricism*, that all knowledge is obtained through observation and experience. He said that infants come into this world with blank minds, with no experiences. The term he used to describe the mind of the human infant was *tabula rasa* (Latin for blank tablet). Whatever experiences a person has in life are written into this blank tablet. Knowledge, then, is the result of a buildup of experiences. Locke's ideas have influenced education as well as psychology.

Psychology as a Discipline

The establishment of psychology as a separate, formal field of study began in 1879 in Leipzig, Germany, when Wilhelm Wundt started his Laboratory of Psychology. Wundt is often called the founder of psychology as a science. Although he was trained in physiology – the study of how the body works – his real interest was in the study of the human mind. In his laboratory, he modeled his research on the mind. Wundt developed a method of self-observation called **introspection** to collect information about the mind. In carefully controlled situations, trained subjects reported their thoughts, and Wundt tried to map out the basic structure of thought processes. Wundt's experiments were very important historically, not so much because he advanced our understanding of the mind, but because his work attracted many students who carried on the tradition of psychological research.

JOKES

Read and translate the following jokes. What do these jokes imply?

1. Psychology is actually biology. Biology is actually chemistry. Chemistry is actually physics. And physics is actually math.
2. Two psychologists meet at their twentieth college reunion (встреча выпускников). One of them looks like he just graduated, while the other psychologist looks old, worried and stressed. The older looking psychologist asks the other, "What's your secret? Listening to other people's problems every day, all day long, for years has made an old man of me". The younger looking psychologist replies: "Who listens?"

УЭ – 2
MAJOR MODELS OF PSYCHOLOGY

I. Vocabulary Work

1. To check or build up your vocabulary on this subject, look at the words and word combinations listed on this page.

at random ['rændəm]	– наугад; наобум, наудачу
cognitive ['kɒgnətɪv] <i>adj</i>	– познавательный
determinant [dɪ'tɜːmɪnənt] <i>n</i>	– решающий, определяющий фактор
emphasis ['emfəsɪs] <i>n</i>	– особое внимание (чему-л.)
to evolve [ɪ'vɒlv] <i>v</i>	– развиваться, эволюционировать; развивать (теорию и т.п.)
firm [fɜːm] <i>adj</i>	– крепкий, твёрдый; устойчивый; решительный
free will [ˌfri:'wɪl] <i>n</i>	– свобода воли
fulfillment [ful'fɪlmənt] <i>n</i>	– выполнение, исполнение, осуществление
inheritance [ɪn'herɪtəns] <i>n</i>	– наследство, наследие
inner ['ɪnə] <i>adj</i>	– внутренний, тайный, сокровенный
maturity [mə'tʃʊərətɪ] <i>n</i>	– зрелость; достижение полного развития
means [mi:nz] (<i>pl.</i>) <i>n</i>	– средство, способ
mental disorder ['mentldɪs'ɔːdə] <i>n</i>	– психическое расстройство
to modify ['mɒdɪfaɪ] <i>v</i>	– смягчать, умерять; видоизменять
nerve cell ['nɜːvsel]	– нервная клетка
observation [ˌɒbzə'veɪʃn] <i>n</i>	– наблюдение, наблюдательность
penchant ['pɑːŋʃɑːŋ] <i>n</i>	– склонность (for) (к чему-л.; кому-л.)
perspective [pə'spektɪv] <i>n</i>	– перспектива; вид
prejudice ['preʤudɪs] <i>n</i>	– предубеждение; предрассудок
rejection [rɪ'dʒekʃn] <i>n</i>	– отказ; отклонение
roundly ['raʊn(d)li] <i>adv</i>	– напрямик, резко, откровенно
psychodynamic [ˌsaɪkəʊdaɪ'næmɪk] <i>adj</i>	– психодинамический, связанный с мотивацией или побуждениями
slip of the tongue	– оговорка
to strive [straɪv] <i>v</i>	– стараться, прилагать усилия; бороться

- to treat [tri:t] *v* – обращаться, обходиться, относиться;
обрабатывать, подвергать действию
- unconscious [ʌn'kɒnʃəs] *adj* – не сознающий (of) (чего-л.);
бессознательный

2. With the help of the definitions or synonyms fill in the table below. Each of the three words in each line begins with the same letter, which you are to write down in the column on the right so that to find the hidden word.

1.		6.		11.		
2.		7.		12.		
3.		8.		13.		
4.		9.		14.		
5.		10.		15.		

1. of or involving the mind or an intellectual process
2. to see; perceive; notice; to watch carefully; pay attention to smth
3. a factor, circumstance, etc., that influences
4. special importance or significance
5. a connecting part or episode
6. the medium, method, or instrument used to obtain a result or achieve an end
7. the tendency to expect the best and see the best in all things
8. mental activity, usually in the form of an imagined series of events, occurring during certain phases of sleep
9. to develop or cause to develop gradually; to undergo evolution
10. a small quantity; not much
11. full development
12. any living animal or plant, including any bacterium or virus
13. a judgment, conclusion, or resolution reached or given; verdict
14. any strong feeling, as of joy, sorrow, or fear
15. to show the way to; to initiate the action of smth; to tend (to) or result (in)

3. Translate the following word combinations.

individual – individual nerve – individual nerve cells

psychological – psychological research – psychological research methods

free – free will – free will attitude

3. He was by no manner of means a cruel man.
a) никоим образом c) означает
b) средства
4. Modern means of communication allow us to receive information in seconds.
a) бедный c) означают
b) средства
5. Cognition means the mental act or process by which knowledge is acquired, including perception, intuition, and reasoning.
a) средства c) означает
b) средство
6. She treats school as a joke.
a) лечит c) ухаживает
b) воспринимает
7. There was necessity to treat that patient in hospital.
a) обратиться c) лечить
b) относиться
8. He treated the children to a trip to the zoo.
a) пригласил c) имел дело с
b) угостил
9. Psychologists strive to find the answers to questions, connected with behavior and mental processes.
a) борются c) старание
b) стараются
10. The representatives of every psychological model strive with their opponents to gain a greater esteem within the psychological world.
a) борются c) прилагают усилия
b) стараются

II. Reading Comprehension

1. *First skim the text. You'll probably come across a number of words you don't know. Do not stop to look up these words, but try to understand the main points of the text.*

MAJOR MODELS OF PSYCHOLOGY

Today, several major models have evolved from the roots of structuralism, functionalism, and gestalt psychology, each of them emphasizing different aspects of behavior. These include the biological, psychodynamic, cognitive, behavioral, and humanistic models.

BLOOD, SWEAT, AND FEARS: Biological Approaches

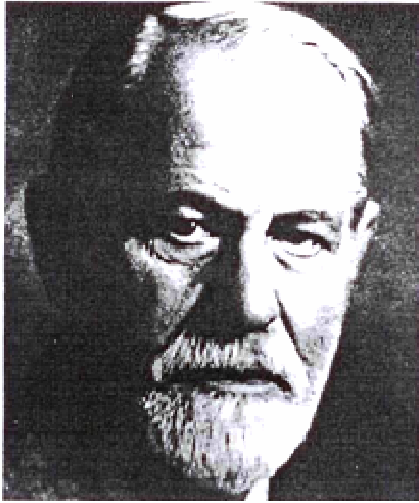
When we get down to the basics, behavior is carried out by living creatures made of skin and guts. According to the **biological model**, the behavior of both people and animals should be considered from the perspective of their biological functioning: how the individual nerve cells are joined together, how the inheritance of certain characteristics from parents and other ancestors influences behavior, how the functioning of the body affects hopes and fears, what behaviors are due to instincts, and so forth. Even more complex kinds of behaviors – emotional responses such as fear, for example – are viewed as having critical biological components by psychologists using the biological model.

UNDERSTANDING THE INNER PERSON: Psychodynamic Approaches

To many people who have never taken a psychology course, psychology begins and ends with the **psychodynamic model**. Proponents of the psychodynamic perspective believe that behavior is brought about by inner forces over which the individual has little control. Dreams and slips of the tongue are viewed as indications of what a person is truly feeling.

The psychodynamic view is intimately linked with one individual: Sigmund Freud. Freud was a Viennese physician in the early 1900s whose ideas about unconscious determinants of behavior had a revolutionary effect on twentieth-century thinking, not just in psychology but in related fields as well. Although many of the basic principles of psychodynamic thinking have been roundly criticized, the model that has grown out of Freud's work has provided a

means not only for treating mental disorders but for understanding everyday phenomena such as prejudice and aggression.



Sigmund Freud, a Viennese physician, developed the psychodynamic model in which people's behavior was considered to be determined by unconscious processes. (Bettmann Archive)

UNDERSTANDING: Cognitive Approaches

The route to understanding behavior leads some psychologists straight into the mind. Evolving in part from structuralism, which was concerned with identifying the various parts of the mind, the **cognitive model** focuses on how people know, understand, and think about the world. The emphasis, though, has shifted away from learning about the structure of the mind itself to learning how people understand and represent the outside world within themselves.

Psychologists relying on this model ask questions ranging from whether a person can watch television and study a book at the same time (the answer is “probably not”) to how people figure out the causes of human behavior.

UNDERSTANDING THE OUTER PERSON: Behavioral Approaches

While the biological, psychodynamic, and cognitive approaches look inside the organism to determine the causes of its behavior, the behavioral model takes a very different approach. The **behavioral model** grew out of a rejection of psychology's early emphasis on the inner workings of the mind, suggesting instead that observable behavior should be the focus of the field.

John B. Watson, the first major American psychologist who championed a behavioral approach, was firm in his view that a full understanding of behavior could be obtained by studying and modifying the environment in which people operated. In fact, he believed rather optimistically that by properly controlling a person's environment, any desired sort of behavior could be obtained, as his

own words make clear: “Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant-chief, and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors” (Watson, 1925).



Rejecting psychology’s initial emphasis on the inner workings of the mind, John B. Watson proposed a behavioral approach which focused on observable behaviors. (Culver Pictures)

THE SPECIAL QUALITIES OF *HOMO SAPIENS*: Humanistic Approaches

Although it emerged in the 1950s and 1960s, the **humanistic model** is still considered the newest of the major approaches. Rejecting the views that behavior is largely determined by automatic, biological forces or unconscious processes, it suggests instead that people are in control of their lives. Humanistic psychologists maintain that people are naturally inclined to develop toward higher levels of maturity and fulfillment and that, if given the opportunity, they will strive to reach their full potential. The emphasis, then, is on **free will**, the human ability to make decisions about one’s life.

Now read and translate the text. Use a dictionary if necessary. Read the text very carefully. Try to grasp both the central idea and the details.

2. Answer the following comprehension questions.

1. How many models of psychology do you know?
2. What does the behaviorist approach study?
3. What do the representatives of the cognitive model study?
4. What is the subject of the biological approach?

5. What does the humanistic approach focus on?
6. Which approach(es) is (are) the most interesting to you?

When you have answered the questions, find a partner in your group and swap the information.

III. Comprehension and Word Study

1. Decide whether these sentences are true or false. Choose the false statements and tell your partners why they are incorrect.

1. Psychologists have to specialize because psychology is a huge subject.
2. There are only two main models in psychology.
3. The models are concerned only with different areas of interest of scientists.
4. Various psychological models give us different ways of looking at things.
5. Different approaches don't contribute to our awareness of human behavior.
6. All major models have evolved from the roots of structuralism.

2. a) Match the following English words on the left with their Russian equivalents on the right.

A	B
1. purpose	a) знание, осведомлённость
2. contribute	b) уникальный
3. awareness	c) снабжать
4. research	d) вносить вклад
5. unique	e) рассматривать
6. regard	f) цель
7. genetic make-up	g) внутренний
8. internal	h) исследовательский
9. provide	i) генетический код

b) Make use of the words from the first column by filling in the gaps.

1. All models _____ to our _____ of human behavior.
2. The biological model is about how our _____ psychological process and our _____ influence our behavior.
3. Humanistic psychologists _____ every individual as _____ and are interested in helping people to uncover and use their own special potential.
4. Each model has its own _____, questions, and limits; together they _____ a fuller understanding of mind and behavior.
5. Each area of psychology has its own _____ methods.

3. Fill in the blanks. Try not to look in the text, but work from memory.

1. Psychology is the study of _____ and _____ .
2. The desire to reach potential and attain self-fulfillment is associated with the _____ model.
3. The nature of thought processes and understanding of the world around us is associated with the _____ model.
4. Subconscious processes are considered prime motivators of behavior according to the _____ approach to psychology.
5. Understanding the outer person by studying what is observable is the focus of the _____ approach to psychology.
6. The functioning of the body and the role of instincts are studied within a _____ approach to psychology.
7. _____ psychology is considered the newest of the major approaches.
8. The first psychology laboratory was set up by _____ in _____ , _____ , in 1879.

4. Choose one of the variants (a, b, c, d) to complete the sentences according to the text.

1. John B. Watson was the first American psychologist to follow the _____ model.
 - a) behavioral
 - b) humanistic
 - c) cognitive
 - d) psychodynamic
2. A psychodynamic psychologist would be most interested in _____ .
 - a) the learning process
 - b) our perceptions of the world around us
 - c) Dreams
 - d) the functioning of the brain
3. The influence of inherited characteristics on behavior would be studied with the _____ model.
 - a) cognitive
 - b) psychodynamic
 - c) behavioral
 - d) biological
4. The humanistic model places an emphasis on
 - a) observable behavior
 - b) inner forces
 - c) free will
 - d) understanding concepts

5. Sigmund Freud believed that behavior is motivated by
 - a) subconscious inner forces
 - b) a desire to achieve personal fulfillment
 - c) the natural tendency to organize data through perception
 - d) inherited characteristics

6. He established the first psychology laboratory in Leipzig, Germany, in 1879.

a) James	c) Freud
b) Watson	d) Wundt

7. He developed the basic principles of psychodynamic thinking

a) Atkinson	c) Freud
b) Watson	d) Wundt

8. He developed the behavioral model in America.

a) Atkinson	c) James
b) Watson	d) Wundt

5. Give Russian interpretation of the following English sentences.

1. Atkinson defined psychology as the study of behavior and mental processes.
2. Many scientists disagree about the definition of psychology.
3. Structuralism was the first approach in psychology.
4. Functionalists investigated functions of thoughts and behavior.
5. Psychoanalysis was developed by Sigmund Freud in Austria. Psychoanalysis aimed to study the unconscious mind.
6. Behaviorists investigated observable behavior.
7. Cognitive psychologists are interested in information processing.
8. Humanistic psychologists focus on the conscious experience and aims in life.
9. The biological approach gives evolutionary and genetic explanation for human behavior.
10. In 1879 Wilhelm Wundt created the first psychology laboratory.
11. In 1875 William James started teaching a course on the relationship between physiology and psychology.

6. Read and translate the following jokes. Then find the words in the texts which are defined after them.

Psychoanalysis for Men vs. Women

- Why is psychoanalysis a lot quicker for men than for women?
- Because when it's time to go back to childhood, a man is already there.

Freudian Slip

One man is telling his friend: "I had the worst Freudian Slip the other day."

"What is a Freudian Slip?" the friend asks.

"You know, it's when you mean to say one thing, but you say something else that reveals what you are really thinking about. Like the other day I was at the airport and this really beautiful lady was helping me. Instead of asking her for two tickets to Finland, I asked her for two tickets to Loveland."

"Oh, now I know what you are talking about", the friend says, "It's like the other day when I was having breakfast with my wife. I wanted her to pass me the orange juice, and instead I said, "YOU RUINED MY LIFE!"

1. a method of studying the mind and treating mental and emotional disorders based on investigating the role of the unconscious mind
2. to disclose (a secret); to expose to view or show
3. a mistake; an oversight; smth said by unconscious mistake
4. the condition of being a child
5. to transfer or exchange

7. There is one more joke in this exercise. But this time you are to pick up the missing words out of the given below.

Psychoanalysis vs. Behaviorism

Joe has been seeing a psychoanalyst for four years for 1 of the 2 that he had monsters under his bed. It had been years since he had got a good night's sleep. Furthermore, his progress was very poor, and he knew it. So, one day he stops seeing the psychoanalyst and decides to try something different.

A few weeks later, Joe's 3 psychoanalyst meets his old client in the supermarket, and is surprised to find him looking 4, energetic, and cheerful.

"Doc!" Joe says, "It's amazing! I'm cured!"

"That's great news!" the psychoanalyst says. "You seem to be doing much better. How?"

"I went to see another doctor," Joe says 5, "and he cured me in just ONE session!"

"One?!" the psychoanalyst asks 6.

"Yeah," continues Joe, "my new doctor is a behaviorist."

7. Because every behavior can at some level be broken down into its biological components, the biological model has _____ appeal.

- a) narrow
- b) broad
- c) minor

9. ***To check your comprehension of the taken material, go through the following tasks.***

1. Jeanne's therapist asks her to recount a violent dream she recently experienced in order to gain insight into the unconscious forces affecting her behavior. Jeanne's therapist is working from a _____ model.

2. "It is behavior that can be observed which should be studied, not the suspected inner workings of the mind". This statement was most likely made by someone following the perspective of a

- a) Cognitive model
- b) Biological model
- c) Humanistic model
- d) Behavioral model

3. "My therapist is wonderful! She always points out my positive traits. She dwells on my uniqueness and strength as an individual. I feel much more confident about myself – as if I'm really growing and reaching my potential". The therapist referred to above probably practices from a _____ model.

4. Recent studies of schizophrenia have identified peculiar arrangements of nerve cells, possibly inherited, as a suspected cause of that mental illness. Research such as this is typical of a _____ model.

IV. Speaking Practice

1. ***Read and translate the following quotations by Sigmund Freud. Choose one quotation and extend it to the volume of an independent monologue utterance.***

- Being entirely honest with oneself is a good exercise.
- A man should not strive to eliminate his complexes, but to get into accord with them they are legitimately what directs his conduct in the world.
- It is always possible to bind together a considerable number of people in love, so long as there are other people left over to receive the manifestations of their aggression.

2. *Look at the table below. Each of the models (biological, psychodynamic, cognitive, behavioral, and humanistic) varies in a number of critical dimensions. One model may have a basically positive and optimistic view of human nature, focusing on the potential for good in people's behavior, while another may be oriented more toward the negative aspects of human behavior, such as selfishness and aggression. The models may also differ in the degree of emphasis they place on mental processes, with some essentially ignoring thought processes and focusing on observable behavior and others placing primary emphasis on thinking. Finally, some theories consider environmental causes of behavior as predominant, while others base their expectations for behavior more on the nature of the individual.*

Study the table and give its qualitative analysis. Use the following phrases: the same as, together with, accompanied by, as well as, neither ... nor ...; both; only; none of them.

Comparison of the Major Models of Psychology

Model	Conceptual Focus	View of Human Nature	Importance of Mental Processes	Emphasis: Environment or Person
Biological	Biological functions as basis of behavior	Neutral	Moderate	Person
Psychodynamic	Unconscious determinants of behavior	Negative	Maximum (for unconscious)	Person
Cognitive	Nature of thought processes and understanding of world	Neutral	Maximum	Both
Behavioral	Observable behavior	Neutral	Minimum	Environment
Humanistic	Human desire to reach potential	Positive	Maximum	Person

3. *Make a close-to-the-text retelling of the text “Major models of psychology”.*

V. Writing Section

Give written translation of the following text. Use a dictionary if necessary.

PSYCHOLOGY AS THE STUDY OF INDIVIDUAL DIFFERENCES

Sir Francis Galton, a nineteenth-century English mathematician and scientist, wanted to understand how heredity (inherited traits) influences a person’s abilities, character, and behavior. Galton (1869) traced the ancestry of various eminent people and found that greatness runs in families. (This was appropriate, since Galton himself was considered a genius and his family included at least one towering intellectual figure, a cousin named Charles Darwin.) He therefore concluded that genius or eminence is a hereditary trait. This conclusion was like the blind men’s ideas about the elephant. Galton did not consider the possibility that the tendency of genius to run in eminent families might be a result of the exceptional environments and socioeconomic advantages that also tend to run in such families.

The data Galton used were based on his study of biographies. However, not content to limit his inquiry to indirect accounts, he went on to invent procedures for directly testing the abilities and characteristics of a wide range of people. These tests were the primitive ancestors of the modern personality tests and intelligence tests that virtually everyone who reads this book has taken at some time. Galton also devised statistical techniques that are still in use today.

Although Galton began his work shortly before psychology emerged as an independent discipline, his theories and techniques quickly became central aspects of the new science. In 1883 he published a book, *Inquiries into Human Faculty and Its Development*, that is regarded as having defined the beginnings of individual psychology. Galton’s writings raised the issue of whether behavior is determined by heredity or environment – a subject that has become the focus of controversy, especially in recent years. Galton’s influence can also be seen in the current widespread use of psychological tests.

УЭ – 3
MY FUTURE PROFESSION

PART 1

WHAT TYPE OF PSYCHOLOGIST WOULD YOU LIKE TO BE?

I. Vocabulary Work

1. To check or build up your vocabulary on this subject, look at the words and word combinations listed on this page.

accuracy ['ækjərəsɪ] <i>n</i>	– точность, правильность; тщательность
acute [ə'kjʊ:t] <i>adj</i>	– острый; пронизательный
adjustment [ə'dʒʌs(t)mənt] <i>n</i>	– урегулирование, согласование, приспособление
ailment ['eɪlmənt] <i>n</i>	– нездоровье
to assess [ə'sæs] <i>v</i>	– оценивать
concern [kən'sɜ:n] <i>n</i>	– забота, беспокойство; дело
to confront [kən'frʌnt] <i>v</i>	– стоять лицом к лицу; стоять против; противостоять
consistency [kən'sɪstənsɪ] <i>n</i>	– последовательность, логичность; постоянство; согласованность
counseling psychology	– консультативная психология
crisis ['kraɪsɪs] <i>n</i>	– кризис; перелом (в ходе болезни); (<i>pl.</i> crises)
to dedicate ['dedɪkeɪt] <i>v</i>	– посвящать, предназначать
disturbance [dɪ'stɜ:bəns] <i>n</i>	– нарушение (тишины, покоя); <i>pl.</i> волнения, беспорядки
diverse [daɪ'vɜ:s] <i>adj</i>	– иной, отличный (от чего-л.); разнообразный
entity ['entəti] <i>n</i>	– нечто реально существующее; существо; вещь, объект; сущность
grief [grɪ:f] <i>n</i>	– горе, печаль, огорчение, беда
impact ['ɪmpækt] <i>n</i>	– удар, толчок; влияние, воздействие
issue ['ɪʃu:] <i>n</i>	– выпуск, издание; спорный вопрос, предмет спора; проблема
pattern ['pætɪn] <i>n</i>	– система, структура; образец, пример; модель, шаблон
to perceive [pə'si:v] <i>v</i>	– воспринимать, понимать, осознавать
to be prone to [prəʊn] <i>adj</i>	– быть склонным к (чему-л.)
to resolve [rɪ'zɒlv] <i>v</i>	– решать; побуждать

sensation [sen'seiʃn] <i>n</i>	– ощущение, чувство
setting ['setɪŋ] <i>n</i>	окружающая обстановка
vision ['vɪʒn] <i>n</i>	– зрение; видение; дальновидность

2. Choose synonyms from the second and third columns to the words from the first one.

1. pattern	1. correctness	1. assign
2. sensation	2. different	2. comprehend
3. grief	3. to devote	3. perception
4. diverse	4. influence	4. sample
5. accuracy	5. model	5. keen
6. impact	6. to estimate	6. effect
7. to perceive	7. sharp	7. various
8. acute	8. grasp	8. distress
9. to assess	9. sorrow	9. to evaluate
10. to dedicate	10. feeling	10. precision

3. Choose which of the four options (a, b, c, or d) given in the test fits each gap. There is necessary one best answer.

- Psychologists _____ in different areas within the field of psychology.

a) dedicate	c) specialize
b) resolve	d) are prone to
- People often confuse the terms “psychologist” and “psychiatrist”. These are _____ professions.

a) different	c) various
b) diverse	d) acute
- Writers and psychologists are _____ with people’s feelings and emotions.

a) disturbed	c) resolved
b) dedicated	d) concerned
- Psychologists have identified two general ways in which humans _____ their environment.

a) feel	c) understand
b) perceive	d) resolve

5. The American Psychological Association has _____ a guideline that only those who hold a Ph. D. or Psy. D. degree should call themselves psychologists.

a) issued	c) resolved
b) released	d) dedicated

6. After a psychiatry student completes medical school, he or she continues training in psychiatric medicine and learns to treat people with _____ behavior.

a) influenced	c) perceived
b) tested	d) disturbed

7. Clinical and counseling psychologists generally rely on psychological _____ and the use of psychotherapy to relieve psychological _____.

a) assessment; distress	c) disturbance; stressed
b) intuition; vision	d) consistency; accuracy

4. Find the odd word. Mind both semantic meaning and grammar.

- | | | | |
|--------------|-------------------|----------------|------------|
| 1. a) acute | 2. a) disturbance | 3. a) assessed | 4. a) see |
| b) diverse | b) crisis | b) dedicated | b) know |
| c) entity | c) grief | c) sent | c) observe |
| d) sensitive | d) happiness | d) resolved | d) look |
-
- | | | |
|----------------------|------------------|------------------|
| 5. a) understatement | 6. a) sensations | 7. a) ailment |
| b) undergo | b) issues | b) health |
| c) underestimate | c) patterns | c) indisposition |
| d) understand | d) crises | d) illness |

5. Complete the definitions choosing the right variant.

1. When something is a cause of excitement, it is _____.

a) an idea	c) an argument
b) a sensation	

2. Another word for "setting" is _____.

a) surroundings	c) adjustment
b) vision	

3. When something is widely known, admired by a lot of people, it is _____ .
a) popular c) lucky
b) acute

4. When we mean something having real or distinct existence, we speak about _____ .
a) quantity c) entity
b) quality

5. Something of extreme importance is characterized by the word _____ .
a) acute c) grief
b) diverse

6. Your affairs and your business are your _____ .
a) accuracy c) adjustment
b) concern

7. I have an inclination to read a lot about psychology. In other words I _____ to learning psychology.
a) am inclining c) am keen
b) am prone

II. Reading Comprehension

1. *Read the following text without a dictionary. It is often possible to guess the meaning of words you don't know by looking at the context.*

WHAT TYPE OF PSYCHOLOGIST WOULD YOU LIKE TO BE?

Although people may tell you they know a lot about human behavior, they are not psychologists because of it. Psychologists are people who have been trained to observe and analyze behavior patterns, to develop theories on behavior, and to apply what they know to influence behavior. Just as there are many different branches of medicine, there are many different fields of psychology.

THE BIOLOGICAL FOUNDATIONS OF PSYCHOLOGY: Biopsychologists

In the most fundamental sense, people are biological entities, and some psychologists emphasize how the physiological functions and structures of our body work together with our mind to influence our behavior. **Biopsychology** is the branch of psychology that specializes in the biological bases of behavior. Biopsychologists study a broad range of topics with a focus on the operation of the brain and nervous system. For example, they may investigate the ways in which specific sites in the brain are related to a disorder or they may attempt to determine how bodily sensations are related to emotion.

SENSING, PERCEIVING, LEARNING, AND THINKING: Experimental Psychologists

If you have ever wondered how acute your vision is, how you experience pain, or how you can most effectively study, you have raised a question that is most appropriately answered by an experimental psychologist. **Experimental psychology** is the branch of psychology that studies the processes of sensing, perceiving, learning, and thinking about the world.

Several subspecialties have grown out of experimental psychology and have become central parts of the field in their own right. For example, **cognitive psychology** is the branch of psychology that specializes in the study of higher mental processes, including thinking, language, memory, problem solving, knowing, reasoning, judging, and decision making. Covering a wide range of human behavior, cognitive psychologists have, for instance, identified more efficient ways of remembering and better strategies for solving problems involving logic.

UNDERSTANDING CHANGE AND INDIVIDUAL DIFFERENCES: Developmental and Personality Psychologists

A baby producing its first smile ... taking its first step ... saying its first word. These events, which can be characterized as universal milestones in development, are also singularly special and unique for each person. Developmental psychologists trace the changes in behavior and in people's underlying capabilities throughout their lives.

Developmental psychology is the branch of psychology that studies how people grow and change throughout the course of their lives. Another branch, **personality psychology**, attempts to explain both consistency and change in a person's behavior over time, as well as the individual traits that differentiate the behavior of one person from another when each confronts the same situation.

PHYSICAL AND MENTAL HEALTH: Health, Clinical, and Counseling Psychologists

If you have difficulty getting along with others, continual unhappiness in your life, or a fear that prevents you from carrying out your normal activities, you might consult one of the psychologists who devote their energies to the study of physical or mental health: health psychologists, clinical psychologists, and counseling psychologists.

Health psychology explores the relationship between psychological factors and physical ailments or disease. For instance, health psychologists are interested in how long-term stress (a psychological factor) can affect physical health. They are also concerned with identifying ways of promoting behavior related to good health (such as increased exercise) or discouraging unhealthy behavior such as smoking.

For clinical psychologists, the focus of activity is on the treatment and prevention of psychological disturbance. **Clinical psychology** is the branch of psychology that deals with the study, diagnosis, and treatment of abnormal behavior. Clinical psychologists are trained to diagnose and treat problems ranging from the everyday crises of life – such as grief due to the death of a loved one – to more extreme conditions, such as loss of touch with reality. Some clinical psychologists also conduct research, investigating issues that range from identifying the early signs of psychological disturbance to studying the relationship between how family members communicate with one another and psychological disorder.

Counseling psychology is the branch of psychology that focuses on educational, social, and career adjustment problems. Almost every college has a counseling center staffed with counseling psychologists, where students can get advice on the kinds of jobs they might be most suited for, on methods of studying effectively, and on strategies for resolving everyday difficulties, from problems with roommates to concerns about a specific professor's grading practices.

Two close relatives of counseling psychology are educational psychology and school psychology. **Educational psychology** considers how the educational process affects students; it is, for instance, concerned with ways of understanding intelligence, developing better teaching techniques, and understanding teacher-student interaction. **School psychology**, in contrast, is the speciality devoted to assessing children in elementary and secondary schools who have academic or emotional problems and to developing solutions to such problems.

UNDERSTANDING THE SOCIAL WORLD:

Social, Industrial-Organizational, and Environmental Psychologists

None of us lives in isolation; rather, we are all part of a complex network of interrelationships. These networks with other people and with society as a whole are the focus of study for many different kinds of psychologists.

Social psychology is the study of how people's thoughts, feelings, and actions are affected by others. Social psychologists focus on such diverse topics as understanding human aggression, learning why people form relationship with one another, and determining how we are influenced by advertisements.

Industrial-organizational psychology is concerned with the psychology of the workplace. Such questions as "How do you increase productivity and worker accuracy?" "How can you select the right person for a job?" and "Can an employee's job satisfaction be increased?" are asked by industrial and organizational psychologists.

If you were interested in designing an inner-city apartment building that wouldn't be prone to vandalism, you might turn to an environmental psychologist. **Environmental psychology** considers the relationship between people and the physical environment. Environmental psychologists (along with psychologists studying the impact of modern technological advances) have made important progress in understanding how our physical environment affects, for example, the way we behave toward others, our emotions, and how much stress we experience in a particular setting.

Psychology is dedicated to answering some of the most interesting questions of everyday life. In trying to answer these questions, psychology ties together everything that has been discovered about human behavior and feelings in order to look at the total human being.

2. Answer the following comprehension questions. Try to remember as many facts as possible.

1. What do bio psychologists study?
2. What do educational psychologists give great respect to?
3. What do counseling psychologists concentrate on?
4. What are the goals of industrial / organizational psychologists?
5. Where do many organizational psychologists work?
6. What do clinical psychologists do? With what professionals do clinical psychologists work as part of a team?
7. Define environmental psychology and try to explain why it developed?

8. We are prone to social influence even when no other people are present, are not we?
9. What is the objective of personality psychology?
10. What are health psychologists concerned with?

When you have answered the questions, find a partner in your group and swap the information.

III. Comprehension and Word Study

1. Match each type of psychologist with the correct area of study.

- | | |
|---------------------------|--------------------------------|
| _____ 1. industrial | a) workplace |
| _____ 2. personality | b) abnormal behavior |
| _____ 3. cognitive | c) career adjustment |
| _____ 4. social | d) learning disabilities |
| _____ 5. health | e) individual traits |
| _____ 6. forensic | f) brain and behavior |
| _____ 7. school | g) perceiving and learning |
| _____ 8. educational | h) legal issues |
| _____ 9. clinical | i) higher mental processes |
| _____ 10. counseling | j) developing teaching methods |
| _____ 11. biopsychologist | k) growth throughout life |
| _____ 12. developmental | l) stress and disease |
| _____ 13. experimental | m) attitude shifts |

2. Fill in the blanks with the suitable word from the list on your right.

- | | |
|--|---------------------------|
| 1. Psychology is the study of _____ and _____ . | a) workplace |
| 2. Biopsychologists focus on the operation of the _____ and the _____ . | b) academic |
| 3. Sensing, perceiving, learning, and thinking are studied by _____ psychologists. | c) experimental |
| 4. _____ psychology explores the relationship between psychological factors and physical ailments. | d) health |
| 5. _____ psychology is the branch of psychology that focuses on educational, social, and career adjustment problems. | e) forensic
(судебный) |
| 6. Industrial organizational psychology is concerned with the psychology of the _____ . | f) brain; nervous system |

- | | |
|---|---|
| <p>7. A _____ psychologist would play a role in determining whether a person is competent to testify at a trial.</p> <p>8. The majority of psychologists are found in _____ settings.</p> | <p>g) behavior; mental processes</p> <p>h) Counseling</p> |
|---|---|

3. Below there are 7 sentences which you are to complete with the most suitable options.

1. An architect interested in designing an inner-city apartment building that would not be prone to vandalism might consult with a(n) _____.

a) clinical psychologist	c) forensic psychologist
b) school psychologist	d) environmental psychologist

2. Questions such as how we are influenced by advertising and why we form relationships with each other are studied by _____ psychologists.

a) counseling	c) clinical
b) social	d) health

3. A forensic psychologist would be particularly interested in _____.

a) the nature of stress	c) human relationships
b) the study of perception	d) legal issues

4. The effectiveness of government programs such as Head Start and Medicaid would be the focus of psychologists interested in _____.

a) experimentation	c) forensics
b) evaluation	d) cognition

5. The ways in which people respond to advertisements is an area of study for _____.

a) consumer psychologists	c) clinical psychologists
b) industrial psychologists	d) social psychologists

6. Of the following, an environmental psychologist would be most likely to study _____.

a) the impact of smoking on health
b) experimental ethics
c) the effects of crowding on behavior
d) program effectiveness

7. Most psychologists work in _____.

a) hospitals	c) industry
b) public schools	d) universities

4. *Review.*

a) Find the best alternative:

Most of present-day psychology has its foundation in _____ .

- a) Intuition
- b) observation and experimentation
- c) trial and error
- d) Metaphysics

b) Match each branch of psychology with the issues or questions posed below.

- a) _____ Biopsychology
- b) _____ Experimental psychology
- c) _____ Cognitive psychology
- d) _____ Developmental psychology
- e) _____ Personality psychology
- f) _____ Health psychology
- g) _____ Clinical psychology
- h) _____ Counseling psychology
- i) _____ Educational psychology
- j) _____ School psychology
- k) _____ Social psychology
- l) _____ Industrial psychology
- m) _____ Consumer psychology

1. Joan, a college freshman, is panicking. She needs to learn better organizational skills and study habits to cope with the demands of college.
2. At what age do children generally begin to acquire an emotional attachment to their fathers?
3. It is thought that pornographic films that depict violence against women may prompt aggressive behavior in some men.
4. What chemicals are released in the human body as a result of a stressful event? What are their effects on behavior?
5. John is fairly unique in his manner of responding to crisis situations, with an even temperament and a positive outlook.
6. The general public is more apt to buy products that are promoted by attractive and successful actors.
7. Eight-year-old Jack's teachers are concerned that he has recently begun to withdraw socially and to show little interest in school work.

8. Janet's job is demanding and stressful. She wonders if this lifestyle is leaving her more prone to certain illnesses such as cancer and heart disease.
9. A psychologist is intrigued by the fact that some people are much more sensitive to painful stimuli than others.
10. A strong fear of crowds leads a young woman to seek treatment for her problem.
11. What mental strategies are involved in solving complex word problems?
12. What teaching approaches most effectively motivate elementary school students to successfully accomplish academic tasks?
13. Jessica is asked to develop a management strategy that will encourage safer work practices in an assembly plant.

c) Complete the sentence in your own words:

A large proportion of psychologists are employed in academic institutions because that type of environment makes it easier for them to carry out the roles of _____, _____, and _____.

5. Fill in the gaps with the suitable derivatives.

1. Forensic psychologists _____ psychology to legal issues. (application)
2. Forensic psychology is a _____ new but growing area of psychology. (to relate)
3. A forensic psychologist might _____ testimony as an expert witness in a trial. (provision)
4. A forensic psychologist might also be employed to counsel inmates at a correctional facility, or have a job working with police authorities _____ them in solving criminal cases. (assistance)
5. School psychology is a field that applies principles of clinical psychology, and educational psychology to the diagnosis and _____ of children's and adolescents behavioral and learning problems. (to treat)
6. Personality psychology studies personality _____ on theories of individual differences. (basis)
7. Abnormal psychology is the study of abnormal behavior in order to describe, predict, explain, and change abnormal patterns of _____. (function).

8. The term individual psychology can be used to _____ to what is more commonly known as differential psychology or the psychology of individual differences. (reference)
6. *a) Read the text and fill in the gaps with the appropriate words and phrases given below.*

SOCIAL PSYCHOLOGY

Social psychology is that branch of psychology most closely associated with the social sciences, especially 1. Within the discipline of psychology, social psychology is defined as being concerned with how psychological processes within the individual (e.g., cognition, personality, 2, development, etc.) are affected by exposure to social stimuli (i.e., events, 3, or objects representing one or more people). The most distinctive feature of social psychology in North America for the past 30 years has been its emphasis on the individual's cognitive processes – mental functioning such as attention, perception, memory, thought, and 4. For that reason, of all the disciplines within psychology, social psychology is perhaps most closely linked to cognitive psychology, the study of mental functioning (memory, thought and language are 5 topics within the general area of cognitive psychology). Beyond that, social psychology also has ties to the areas of personality, abnormal behavior, development, and motivation.

Social psychology is characterized by its 6 in a diverse array of questions and topics. For example, in trying to understand different types of social behavior – such as helping another person in need or conforming to another's wishes or 7 – is the nature of the situation of greater importance than the individual's personality characteristics? How do we come to “know” ourselves and others? What is a good way to change someone's opinion on a given subject? When does our sense of 8 lead us to respond unfairly to someone else? What role do cognitive (i.e., mental) processes play in social 9? Contemporary social psychology provides answers to these and other questions.

b) Scan the text again and find synonymous sentences to the given ones.

1. Social psychology studies individual's behavior in the social environment.
2. Social psychology is associated with cognitive psychology.
3. Contemporary social psychology provides answers to different questions.

IV. Speaking Practice

1. *Look at table below and analyze it using the following phrases.*

only one of them ... , except ... , besides ... , not only ... but, all of them, in comparison with, the least popular, twice as ... as, three times as ... as, not so ... as, far more ... / the most popular.

**Major Models of Psychology as Used by Different Kinds of Psychologists.
(Models That Are Used Most Frequently by a Particular Type of Psychologist Are Shaded)**

Type of Psychologist	Model				
	Biological	Psychodynamic	Cognitive	Behavioral	Humanistic
Biopsychologist					
Experimental					
Cognitive					
Developmental					
Personality					
Health					
Clinical					
Counseling					
Educational					
School					
Social					
Industrial-organization					
Environmental					

2. *Jobs Quiz.*

Is your job the right job for you? Find out by doing this quiz. Work in pairs. Tick the statements your partner agrees with.

1. I'd love to do a parachute jump.
2. I don't like telling other people what to do.
3. I prefer spending time on my own rather than in a crowd.
4. I find it easy to set myself objectives.

5. I have difficulty making decisions.
6. I find it difficult getting to know new people.
7. I'd love to travel abroad.
8. Friends sometimes complain that I order them around.
9. I like to have the advice and support of people more experienced than myself.
10. I don't like volunteering opinions in case they are unpopular.
11. I like to try to find new solutions to old problems.
12. I would prefer to be team captain than team member.
13. I get embarrassed easily.
14. I don't mind where I go with my friends as long as they are happy.
15. I like the latest fashions.
16. I like to be fully responsible for anything that I do.

Now add up your ticks and check your scores. Three or four ticks in any category indicate personality characteristics you should take account of when choosing a job.

A	1	7	11	15
B	2	5	9	14
C	3	6	10	13
D	4	8	12	16

Personality types

A Characteristics	B Characteristics	C Characteristics	D Characteristics
<i>The entrepreneur</i>	<i>The team worker</i>	<i>The backroom worker</i>	<i>The leader</i>
Your are the adventurous type. You enjoy new challenges and taking risks. You could find success in stock market dealing rooms or anywhere you can put your flashes of genius to good use.	You work well with others but dislike having responsibility for other people, preferring to implement other people's plans rather than your own. You would probably do well in the armed forces or the Civil Service.	You are a little shy, and find it difficult to mix with new people. You would do well in any behind-the-scenes job where you don't have to come face to face with strangers every day, such as a researcher or librarian.	You are confident in your abilities and you prefer to be in charge rather than to take orders. You enjoy having lots of people around you and would do well in a managerial post or any job which involves selling.

3. *Below there is a quiz devised by a firm of occupational consultants to match people to jobs scientifically.*

They have divided the modern professional world into four areas of work.

- *People*
- *Procedures and Systems*
- *Communications and the Arts*
- *Science and Engineering*

Think of your future speciality. Which are of work do you think it belongs to?

NOW FIND OUT WHAT'S IN YOU FOR THE JOB

Instructions for the quiz

Simply indicate whether you think the statements are True or False. There are no right or wrong answers, just answers which are true for you and those which are not. Circle only one alternative for each statement.

People

Circle *true* or *false* to the following:

	True	False
I always think of other people's opinions before making decisions	A	C
I like working with statistics	C	A
I always help a colleague who has family problems	A	C
I frequently forget where I leave things	B	C
I cannot often persuade others to see my point of view	C	B
Personal insults don't worry me	C	A
In a new group of people I often feel anxious	C	B
I enjoy telling other people about my achievements	C	A
I am bored by mundane tasks	B	C
I always like to win when I take part in an activity	C	A
I am easily persuaded by the majority opinion	C	B
If I can choose, I do things my way first	C	A
Success in my job is very important to me	B	C
I like tasks which require a lot of physical and mental energy	B	C
I often question myself about how I really feel	A	C
If someone upsets me, I tell them that they have	C	B

Scoring

Total A answers

Total B answers

Total A and B answers

Procedures and Systems

Circle <i>true</i> or <i>false</i> to the following:	True	False
I like to keep things in order	A	C
I am quick at making conclusions about most things	C	A
Traditional solutions are the best	A	C
Other people's problems don't interest me	B	C
I rarely question or doubt what other people say	C	B
I don't always finish tasks on time	C	A
I feel comfortable in nearly all social situations	C	B
I like to predict results before beginning to do anything	A	C
I like working under pressure	B	C
I enjoy being challenged by new tasks	C	A
People are usually convinced by my arguments	C	B
Checking detail is not one of my strong points	C	A
Clear and distinct thought is important to me	B	C
I find it hard to express myself in groups	B	C
I always try to finish what I start	A	C
The beauty of nature often astounds me	C	B

Scoring

Total A answers

Total B answers

Total A and B answers

Communications and the Arts

Circle <i>true</i> or <i>false</i> to the following:	True	False
I would like to present TV programmes	A	C
I sometimes find it difficult to say what I mean	C	A
I think I could write good short stories	A	C
I could do drawings for new designs	B	C
My knowledge of the arts is rather limited	C	B
I prefer doing practical things to reading or creative writing	C	A
I rarely notice the design of clothes	C	B
I enjoy talking to others about their opinions	A	C
I am full creative ideas	B	C
I find most fiction rather uninteresting	C	A
I am not very inventive	C	B
I am a very down-to-earth person	C	A
I would like to exhibit my photographs or paintings for others to see	B	C
I could design something which was visually attractive	B	C
Translating foreign languages would appeal to me	A	C
Unconventional people make me feel uncomfortable	C	B

Scoring

Total A answers

Total B answers

Total A and B answers

Science and Engineering

Circle *true* or *false* to the following:

	True	False
I am good at finding the weaknesses in arguments	A	C
I nearly always make spontaneous decisions	C	A
Thinking up new ideas is easy for me	A	C
I'm not good at persuading others	B	C
I enjoy organizing things in advance	C	B
Thinking in the abstract helps to solve problems	C	A
Mending things is not one of my strong points	C	B
Talking about possibilities that might never happen is enjoyable	A	C
Other people's comments about me don't hurt me	B	C
I try to solve problems by intuition and personal feelings	C	A
I don't always finish what I begin	C	B
I don't try to hide my emotions	C	A
I find it easy to find solutions to practical problems	B	C
Traditional methods are usually the best ones	B	C
My independence is very important to me	A	C
I enjoy reading classical literature	C	B

Scoring

Total A answers

Total B answers

Total A and B answers

Interpretation

Ignore all C responses. They simply indicate a lack of interest in a particular area, and should not be included in your scoring.

You should now have four scores, each between 0 and 16. A score of 0 – 4 shows very little interest in a particular area. 5 – 12 is about average. A score of 13 and over shows a strong interest, and the highest of your four scores indicates which area of work is most likely to suit the requirements of your individual personality.

People		Procedures and Systems	
A	B	A	B
Caring	Influence	Words	Data
Medical	Control	Administrative	Financial
Welfare	Commercial	Clerical	Data Processing
Education	Managerial	Legal	
		Information	

Communications and the Arts			
A	B		
Media	Visual	Arts	&
	Design		
Literary	Art		
Languages	Design		

Science and Engineering	
A	B
Research	Practical
Physical	Physical
Biological	Biological
Mechanical	Mechanical
Electrical	Electrical
Construction	Construction
Process	Process

People

Within the world of People, if you have more A than B answers, you are more interested in caring for people than in influencing them. You should therefore be looking for a career in the medical, welfare or education fields: for example, doctor, dentist, psychiatrist, health visitor, radiographer, social worker, speech-therapist, teacher or lecturer. But if you have scored more B than A answers, you are more likely to feel at home in a job involving control, commerce or management: for example, the armed forces, police officer, security guard, sales representative, marketing manages, property developer, advertising executive or market researcher.

Procedures and Systems

If your original score places you in the world of Procedures and Systems, more A than B answers points to a career in administrative, legal or clerical work: for example, Civil Servant, office manager, personnel manager, company secretary, solicitor, professional secretary, librarian, archivist, book researcher or records officer. If you have more B than A answers, the chances are you interest in Procedures and Systems will be better catered for in finance and data processing. Suitable careers include: accountancy, banking, valuing, economics, computer programming and systems analysis.

Communications and the Arts

In the world of Communications and the Arts, a higher A than B score should point you towards the media, literature or languages. Occupations include: journalist, radio or television researcher, advertising copy writer, translator or public relations officer. A higher B than A score, on the other hand, indicates that you are more suited to design and the visual arts. Careers include: graphic designer, cartographer, architect, interior designer, window dresser, theatrical designer, fashion designer or photographer.

Science and Engineering

The main division in this area is between research and practice. More A's suggest research, more B's suggest practice. Since most careers in this world have opportunities for both research and applied work, it is not possible to make specific suggestions to individuals on the basis of their A and B responses. Careers include: biologist, physicist, chemist, mechanical and civil engineer.

What do you think?

1. What professions did the quiz suggest would be best for you? Do you agree?

2. The quiz sometimes asks a similar question more than once.

Example

I cannot often persuade others to see my point of view.

People are usually convinced by my arguments.

I'm not good at persuading others.

Find other examples where the same or similar questions are asked more than once.

3. Many of the statements are asking you one of these questions:

Can you express yourself and your feelings?

Are you confident in your dealing with other people?

Are you ambitious?

Are you an original thinker?

Do you enjoy being a leader or being led?

Do you think these qualities are necessary in all jobs?

4. In the quiz, all C answers must be ignored. Therefore, according to the people who wrote the quiz, scientists and engineers ...

- don't make spontaneous decisions
- don't enjoy organizing things
- don't think in the abstract
- follow traditional methods
- don't enjoy reading classical literature

Do you agree?

5. Look at the answers for the other areas of work. Do you agree that A and B answers mean *This quality is important for this area of work* and C answers mean *This quality isn't important*?

4. Read the Expert Career Development Guide and fill in the gaps with the words below.

We approach a career as a vehicle used to progressively achieve more. A career moves and 1 with your growth as a human; it is always in motion.

You change jobs and your career moves, you do a course and your career 2 , you handle a challenging situation in such a way that everybody wins – your career building 3 mature.

A career builder needs support from others. When we took our first step as baby and fell down; mom and dad helped us up and we made another 4 our parents nurtured us and motivated us to keep on trying until we got it right. When we spoke our first word and it was not pronounced right; mom and dad said the word out loud and we kept on learning from them till we got it right. Mom and dad did their 5 , now it's your turn! But you do not have to build your life and career without support. The best way to learn is by repeat and to repeat we need other people to 6 our new found knowledge and skills with.

Every career builder intuitively knows.

We got born with an innate curiosity and 7 to observe and imitate. Our parents nurtured us when we were babies and we observed and imitated them. They were the experts back then and in many ways still are!

We learned incrementally through many attempts and many failures, but never failing in vain, always failing forward; always one step closer to 8 and maybe a bruise or two, but we were the wiser for it. Our parents were there, always nurturing and when we got it right, they were overjoyed!

This process of 9 learning applies the same way to careers and business. We observe and learn from those that are already successful and apply that knowledge in our unique way. Building a successful career or business takes time and nurturing.

You are in a specific career. You have developed and honed your skills for the industry you have chosen. Sometimes we realize we need more 10 and skills in specific areas. We set goals for ourselves, for example go on a course, sign up for a first or second degree or read a book. These are all good ways to grow ones knowledge and skills, but often all that is required is to find an expert career coach in your field. This individual may even become a mentor to you.

Getting ready to do a 11 can be a harrowing experience, or it could be a great career building experience! Maybe you do not even have to be looking for a new job. One should ask the question, “Could I not achieve my career goals where I am now?” Have a plan. Think through the 12 and know where you want to be in five years, three years, the next six months.

skills, practice, ability, progresses, options, intuitive, knowledge, attempt, develops, search, job, success

5. *Comment on what you have just read in exercise 1.*

Would you agree with what is stated there?

Can you add anything?

What makes a good psychologist?

6. *A great job, isn't it? Study the adjectives below and decide whether they are positive or negative.*

	Positive	Negative
boring		
challenging		
demanding		
dull		
enjoyable		
fast-paced		
hazardous		
menial		
repetitive		
rewarding		
routine		
satisfying		
stimulating		
tiring		
worthwhile		

7. *How would you generally feel, happy 😊 or unhappy ☹️, if you were in the following situations? Use the words in bold to help you decide.*

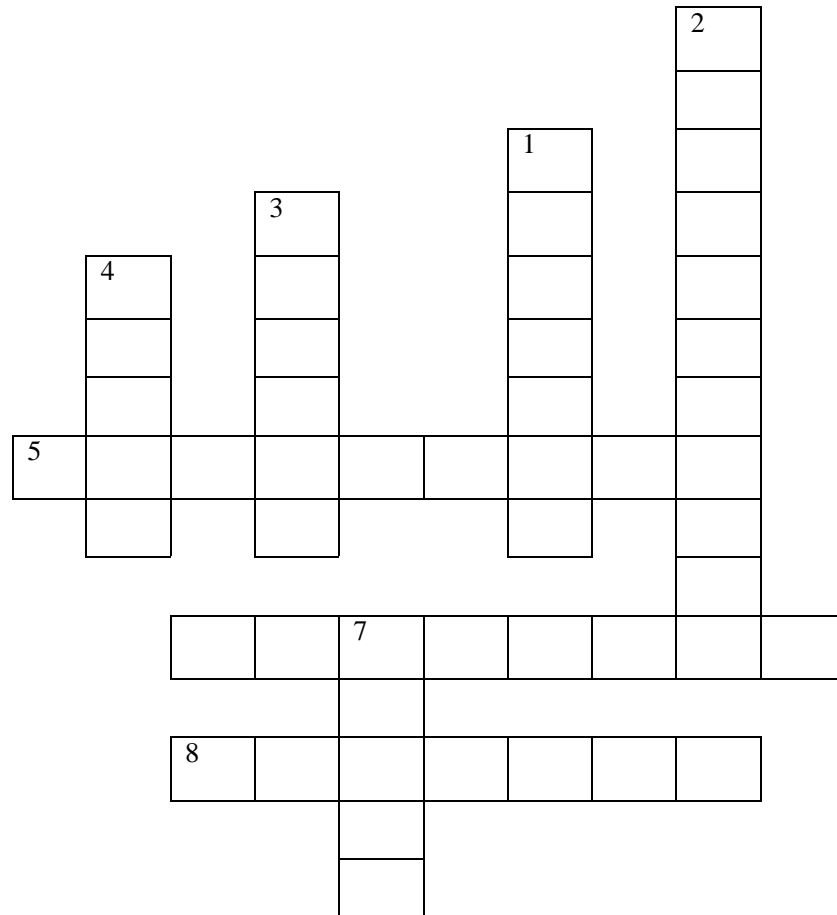
- The company you work for is well-known for its **job security**. 😊 ☹️
- You were suddenly **made redundant**. 😊 ☹️
- You received a **promotion**. 😊 ☹️
- You were given an **increment**. 😊 ☹️
- You worked **unsociable hours**. 😊 ☹️
- You had a **steady job**. 😊 ☹️
- You had **adverse working conditions**. 😊 ☹️
- You suddenly found yourself **unemployed**. 😊 ☹️

9. You take time off work because of *repetitive strain injury*. 😊 😞
10. The office where you work has sick *building syndrome*. 😊 😞
11. You receive regular *perks* as part of your job. 😊 😞
12. Somebody called you a *workaholic*. 😊 😞
13. Your company doesn't give you many *incentives*. 😊 😞
14. Your boss announces that there is going to be some *downsizing* of the workforce. 😊 😞
15. Your work didn't offer much *job satisfaction*. 😊 😞
16. Your company has a generous *incentive scheme*. 😊 😞
17. You receive a *commission* for the work you have done. 😊 😞
18. You receive support from a *union*. 😊 😞
19. You were under *stress*. 😊 😞
20. You were forced to *resign*. 😊 😞
21. You received a *cut* in your *salary*. 😊 😞
22. Your company gave you *sickness benefit*. 😊 😞
23. You found your job very *demanding*. 😊 😞

8. **Get to work – get a job! Roger is thinking about the type of work he wants. Complete his thoughts with either “job” or “work”.**

- a) I definitely don't want a **part-time** _____ .
- b) I want to _____ **full-time**.
- c) I might think about **project** _____ .
- d) Maybe I could do some **voluntary** _____ for a while.
- e) I've always had a **nine-to-five** _____ .
- f) In my **line of** _____ , I don't expect to have much free time.
- g) I should look at _____ **-sharing** opportunities.
- h) I want more _____ **satisfaction**.
- i) I'm going to use the internet for my _____ **search**.

9. Complete the crossword. (The numbers in brackets correspond the number of letters the words consist of).



Across:

- 5. I phoned to check on my application, but they said they'd already ... someone. (9)
- 6. This job is so important, I think we need to ... someone. (8)
- 8. The selection process has lasted three months, but we are going to ... someone next week. (7)

Down:

- 1. and 2. hope she ... , because if she ... the job, we'll have to start looking again. (7, 5, 4)
- 3. That last applicant was very strong, but I understand he's had two other ... already. (6)
- 4. They've finally ... a new receptionist. (5)
- 7. Computer programmers wanted. Only those with experience should (5)

10. A new job.

Your career history.

A CV ('curriculum vitae' or 'resume') is essential if you're applying for a new job or for promotion within your own company, or even to register as a delegate at a conference. Some information might be given in your CV, some in your letter of application – and perhaps some on a Supplementary Information sheet (giving information relevant to the particular job you're applying for). There are no fixed international rules about this: different countries have different practices.

A letter of application, also known as a **cover letter**, is a document sent with your resume to provide additional information on your skills and experience. A letter of application typically provides detailed information on why you are qualified for the job you are applying for. Effective application letters explain the reasons for your interest in the specific organization and identify your most relevant skills or experiences.

Your application letter should let the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

When writing an application letter you should include:

- First Paragraph: Why you are writing – mention the job you are applying for and where you found the listing.
- Middle Paragraph(s): What you have to offer the employer – mention why your skills and experience are a good fit for the job.
- Last Paragraph: Say thank you to the hiring manager for considering you and note how you will follow up.

Work in pairs. Decide where you in your country and in your line of business, would normally give this information:

1. Your name, address and telephone number.
2. The title and reference number of the job.
3. Your date of birth.
4. Your marital status.
5. The name and address of present (or last) employer.
6. Your hobbies and leisure interests.
7. The sports you play.
8. Details of all the jobs you have had.
9. The languages you speak, read or write.

10. Details of the examinations you passed at school.
11. Details of the professional diplomas or degrees you have gained.
12. Details of training courses you have attended.
13. Details of your achievements and responsibilities in your working career.
14. Your suitability for job advertised.
15. Your reasons for applying for this job.
16. When you are available for interview.
17. Details of your present (or last) job.
18. Your current (or last) salary.
19. The salary you would expect to receive.
20. The names and addresses of two or three referees.

in your CV or resume? on a Supplementary Information sheet?
 in your Letter of application?

What *other* information would you provide and where would this be given?
 Which of the information would you *not* give at all?

11. Study the following CV.

Sample School Psychologist CV

Now-a-days almost all kinds of educational institutions need a school psychologist for their students during their schooldays for preventing their mental disorders in this dynamic age. Candidate's private practice is one of the valid points in this occasion. Beside the professional practice, educational background of the candidate is also necessary in this manner.

Name:	Richard Anderson
Address:	44 London Road, Winchester S016 7HJ
Telephone:	0962 8890 (home) 0703 77877 (work)
Date of Birth:	30 August 1967
Marital status:	Single

Career Background

1994 – Present date New York Public School, New York, MA

School Psychologist/ Career Assistance Counselor

- Offer individual and grouping counseling as it needed to the children of 5years to 15 years of age group. In addition to that also provide necessary counseling to the parents and adult individuals also.
- Work as a consultant to the teachers, administrators and added personnel.
- Extend a study of behavioral stratagems for providing some suitable way outs to control the students in the classroom.
- Perform various methods of educational as well as psychological testing with designing the individualized strategy for each student on the basis of short time and long time goals.
- Offer an expert acknowledgment as well as due support for the students with their parents.
- Set up and assemble various methods of evaluation, test results and the acknowledgements with their necessitate presentations.
- Conduct meetings among the supporting stuffs and other department personnel for organizing the prefect learning environment.
- Arrange an extend study for determining the educational necessities and special needs among the children and implement individualized procedures with comprehensive learning about the needs as well as the progress.
- Provide necessary concentration and develop an extensive study for taking care continually or incurably ill children.
- Work as a team member of the Study material developers group and pass through with a comprehensive study on this special issue.

1992 – Present date engage in Private Practice, New York, MA Counselor and Psychologist

- Develop psychometric-test materials for examining unusual personality and mind status.
- Design and build up various simple creative activities which have cognitive improvement value as well as serving clients to work on self-retrospection, recognition, self-assessment, self-esteem development, etc.

Educational Background

- 1992 New York University, New York, CAES in Clinical Psychology
- 1985 New York University, New York, MED in Educational Psychology

- 1981 Upland College, Boston, Certificate course on Special needs
- 1976 New York University, New York, BA in Psychology

OTHER INFORMATION

I speak and write French and Spanish quite well (intermediate level). I am now taking an evening course in German conversation.

OTHER ACTIVITIES AND INTERESTS

I play club basketball regularly and I sing and play guitar with a local country and western band.

REFERENCES

Mr S.J. Grant, Personnel Manager, Millbank Foods, 34 – 42 South Dock Drive, Southampton SO8 9QT.

Miss P.L. MacPherson, Head teacher, Churchill Comprehensive School, Independence Way, Basingstoke BA8 9UJ.

Study the following letter of application

•

Roger Federer,
1234, West 67 Street,
Carlisle, MA 01741,
(123)-456 7890.

November 16, 2008

Miss. Alicia Keys,
Hiring Manager,
ABC Health Center
12345, Park Avenue South,
New York, USA 12345.

Dear Miss. Keys:

I'm responding to your advertisement in the local Employment News for a **Psychologist**. I consider that my credentials and interests match your requirement and want to apply for the same position

I have cooperation communication skills and can perform repetitive tasks. I also have integrity and confidentiality as I work in examining human mental processes and affect behavior; being involved in research exploring the intellectual, physiological, emotional, or social facets of human conduct; hypothesizing and then gathering information; either by experiments performed in a lab or by dispensing tests, and then drawing conclusions; observing test subjects, studying physiological effects of mental stimulation, or administering questionnaires and surveys as part of their research ; and providing health services at hospitals, schools, clinic, or private practices (see my resume for the detail). Inevitably, a well-trained and professional Psychologist is highly needed to the growth and integrity of any Health Center. I believe I am the one who has the skill set and the experience you're looking for.

Please call me at 222-222-2222 anytime of the day to arrange an appointment that best fits your schedule if you'd like to meet in person. I hope we can meet soon and that you'll find me the perfect candidate for the Psychologist.

Sincerely Yours

Roger Federer

Enclosures:

1. Resume
2. Letter of appreciation
3. Letter of recommendation

12. Archie Wong's CV has got mixed up in the word processor. Help him to put the items in the right order by matching the information (a – j) with the correct headings (1 – 10).

- | | | |
|------------------|---------|--------------------------------------|
| 1. Name | ___f___ | a) English, French, Cantonese |
| 2. Date of birth | _____ | b) British |
| 3. Nationality | _____ | c) Military history, climbing, chess |

- | | | |
|-----------------------|-------|---|
| 4. Education | _____ | d) Loopers and Kylebrand,
Chartered Accountants, 1988 – 91
Gabstock and Thring,
Chartered Accountants, 1991 – 94 |
| 5. Qualifications | _____ | e) Assistant General Manager,
Power Enterprises UK |
| 6. Experience | _____ | f) Archibald Fitzpatrick Wong |
| 7. Current position | _____ | g) 8 September 1967 |
| 8. Responsibilities | _____ | h) MA in Politics and Economics 1988
Member, British Institute of Chartered
Accountants 1991
MBA 1995 |
| 9. Languages spoken | _____ | i) General management of the company
Achieved 25% growth per year over the
last four years |
| 10. Leisure interests | _____ | j) Bootham School, York, 1980 – 84
Keble College, Oxford, 1985 – 88
INSEAD, Fontainebleau,
France, 1994 – 95 |

13. Read the following 4 advertisements. Choose one of them and compose your resume as the answer.

PSYCHOLOGISTS AT WORK

JOIN OUR PR TEAM – TOP SALARY!

We need someone to join our team who can manage to do ten things at once, while remaining cool and calm in a crisis!

We are a leading PR Company and we can offer you a fulfilling and challenging role working with our Director of Travel.

You will need to be hard-working, flexible, well-organised and energetic. You'll be attending presentations, arranging meetings, travel and lunches, and liaising with executives of major international companies.

This is a superb opportunity for the right kind of person and we'll pay you a top salary with bonuses.

Call or write today and tell us about yourself!

Jim Brown, Anglo-European PR, 99B Baker Street, London, W1J 9PQ
tel. 01 670 8071

Wanted: Industrial / Organizational Psychologist. Ph.D. required. Psychologist will work with other psychologists who are responsible for generating accurate job descriptions, developing and administering training programs, designing performance evaluation systems, and developing and implementing a program for the early identification of managerial talent within the company.

Wanted: Counseling Psychologist. Ph.D. required, including interrelationship and experience relevant to understanding both college student development and higher education environments. Responsibilities include counseling / therapy with individuals and groups, and consultation with campus units. Innovation in devising new counseling methods and developing new programs is encouraged.

Wanted: Psychology Instructor, Community College. Master's degree required. Instructor will teach one to three sections of introductory psychology and two to four classes from interest area including family relations, child and adult development, educational psychology, personality, social psychology, and experimental psychology. Additional duties will include advising entering and first-year students.

14. *You are preparing for an interview, but you don't imagine what questions you should answer. Read the information provided by Mr. McDermot who usually interviews job applicants in the famous trade company.*

Mr. McDermot: An interview is an important event in the life of every job applicant. It can be the last test on the way to a new position. That's why it's very important to be well prepared for an interview.

Come in time to the appointed place for an interview. Don't forget to talk all the necessary documents for your better presentation (references, characteristics, diplomas).

Don't be nervous and tense with the interviewer, be polite and listen attentively to all the questions you are asked. If you are confident in what you talking about it will make a good impression on the interviewer. Try to give full and clear answers to the questions. Be ready to discuss the details of your future work. Try to persuade the interviewer that you are the best candidate for the chosen position and an asset for the company. Don't talk about personal questions if they are not connected with the future work.

Don't hesitate to describe fully your responsibilities and regular duties at the previous job if you are asked. Show that you are thinking ahead in your career development. Be ready to explain the reasons of your desire to change the work. Tell about your educational history and obtained degree. Don't forget to mention your computer skills, language fluency if it's required by the company.

At the end of the interview thank the interviewer for his / her attention. Don't demand the immediate answer about his / her decision, appoint the certain date for it.

15. Job interview.

Choose the most suitable of the three given words to fill in the blanks. Use only one word in each space.

1. Tell us something about your _____ in the engineering industry?

a) foreground	c) knowledge
b) background	d) history

2. I see from your _____ from that you have had three different jobs in the last 5 years.

a) apply	c) applied
b) applying	d) application

3. What sort of _____ of time would you stay with us if we offered you the job?

a) span	c) period
b) duration	d) long

4. Describe how you would describe _____ in five years' time.

a) you	c) yours
b) your	d) yourself

5. Give us some idea of what you believe are your _____ and weaknesses.

a) strength	c) force
b) strengths	d) forces

6. As this is a managerial post, we must ask you how you deal with bad _____ keeping or unpunctuality in an employee.

a) house	c) time
b) space	d) record

7. Imagine one of your bosses loses her temper and shouts at you in front of others, how would you _____ with this?
 a) take c) handle
 b) do d) deal
8. What would you say to a member of your staff who always _____ his work in late?
 a) delivers c) produces
 b) hands d) completes
9. Finally now that we've asked you several questions, do you want to _____ any to us?
 a) place c) offer
 b) put d) consider

16.* In this exercise you must choose the word or phrase which best completes each sentence. Indicate the letter a, b, c, or d against the number of each item (1 – 10) for the word or phrase you choose.

1. One of the most important qualities which the panel is looking for in a candidate is the _____ to work with others.
 a) ease c) power
 b) case d) ability
2. Once the applications have been looked at the usual procedure for the panel is to follow _____ the references of those candidates who have been short listed.
 a) across c) up
 b) in d) along
3. They were so impressed with the way she reacted to their questions that they didn't _____ to offer her the job.
 a) delay c) waiver
 b) hesitate d) dither
4. As this was of a very special nature an _____ was invited to join the interview panel.
 a) expert c) exhibitor
 b) exponent d) expedient

* - the exercise for supplementary study.

5. After the interview one of the candidates _____ phoned the office to see whether he had been successful.
 - a) always
 - b) ever
 - c) constantly
 - d) competently

6. She was in such a state of extreme nervousness when she was _____ for the interview that she burst into tears.
 - a) called on
 - b) called in
 - c) called over
 - d) called off

7. From the point of view of relevant _____ she was the ideal candidate at least on paper.
 - a) reference
 - b) history
 - c) family
 - d) background

8. It is absolutely essential in an interview to give the impression at least that you are full of _____.
 - a) concern
 - b) continuity
 - c) confidence
 - d) confirmation

9. One of the most popular questions asked of interviewees is to explain their strengths and _____.
 - a) weaknesses
 - b) varieties
 - c) virtues
 - d) variables

10. Each candidate was asked to _____ a short account of how they saw the future of the company.
 - a) display
 - b) present
 - c) show
 - d) demonstrate

17. Translate the following sentences into Russian.

1. My friend has got an interview for tomorrow that's why he is so nervous.
2. Did you present a list of references to the interviewer?
3. He was confident and they didn't hesitate to take him for this position.
4. The interviewer was impressed by my experience in this field.
5. Did you understand all the questions during the interview?
6. What date was appointed for your interview?
7. The interviewer told me that Mr. Green was an asset for any company.

18. *What would you say if you took part in this dialogue? Dramatize it.*

A: Well, Mrs. Bradley, I see you've already had quite a lot of experience in the psychology practice. Could you dwell on your regular duties at your recent job?

B: Yes, I can tell you that

A: You mentioned earlier that you liked the people you had worked with. What features do you appreciate in your colleagues?

B: I think that

A: It seems to me you had a pleasant place to work. I'm surprised you are going to leave.

B: You are quite right, but

A: You mentioned that you had attended special language courses. How do you think it will help you in the future work?

B: I suppose that

19. *Psychology is generally thought of as a benevolent science and is expected to produce happier people, accident-free and more productive workers, and greater understanding of interpersonal relationship. However, well-meaning people throughout history have also applied what they considered to be sound "psychological" techniques that they actually tormented or totally destroyed their intended beneficiaries.*

Can you see any possibilities today where psychological knowledge could be used against the best interests of an individual or society?

20. *Much of psychology is, in effect, an attempt to articulate the nature of human behavior. Make a list of characteristics or behavioral tendencies that you think apply to all people. Compare your list with those of other students in the class. Do you think there are any characteristics or "laws", comparable to established laws in physics, that are universally true for all of us?*

21. *Make a list of various professions or occupations. List the ways a psychologist might contribute to better functioning within the occupation or profession. What kind of psychologist do you think would be most helpful in performing each job?*

V. Writing Section

1. *Give Russian interpretation of the following text in written form. Use a dictionary if necessary.*

PUSHING THE LIMITS: PSYCHOLOGY IN OUTER SPACE

As the rocket headed into space after takeoff, the astronauts unstrapped themselves from their seats to begin the mission tasks. Their first order of business: meeting with the crew psychologist, whose job it was to ensure the psychological adjustment of the crew and to keep its performance at a high level.

Although there has yet to be a psychologist on a space mission, the scenario described above may well become a reality in the future. This prediction is based on the arguments of a growing number of experts, who suggest that psychological problems among astronauts are likely to increase as space exploration becomes more common and voyages last longer.

There are several reasons to expect that psychology will play a critical role in space exploration. Among them:

- As space flight becomes an everyday occurrence, rocket travel will have little more significance than flying in an airplane. Parades and White House visits for astronauts will be a thing of the past. As these kinds of rewards for space flight diminish, the costs – in terms of danger, isolation, and crowding – will take on greater significance to space voyagers. It is likely, then, that psychological problems will become more common.
- Because crews on early space flights were relatively homogeneous in background and experience, there was a comparatively low chance of friction among crew members. But as the crews grow in diversity, the possibility of conflict will increase. In fact, it may become necessary to carry out even more rigorous psychological screening of crew members than the National Aeronautics and Space Administration (NASA) currently does.
- As the length of space missions increases, good social relations may become more and more difficult to maintain, and stress levels may rise and never abate. Astronauts on long flights report that they are “never off duty”, in a state of “constant alertness”. Whether astronauts can ever completely adapt to the perception that they are always “on call” – and can ever fully relax – may have an important effect on the amount of stress they experience.

- Isolated groups are subject to poor decision making, a phenomenon called “groupthink”. Consequently, the decisions made by astronauts in flight must be carefully monitored to ensure their soundness.
- The lack of leisure activities on longer missions will likely become a stumbling block of greater importance. Work carried out by psychologists in other settings – such as undersea laboratories – suggests that crews can work most effectively only when their leisure and recreational needs are met. Privacy needs and the possibility of sexual tensions in mixed-sex crews must also be taken into account.

The realization that psychological issues will play an important role in space flight suggests, then, that psychologists may come to play an increasingly important part in the space exploration program. Indeed, psychology texts of the future might include “space psychology” among the branches of the field.

2. Study the following vocabulary to the text below.

Vocabulary notes

as scientists	– будучи учёными
athlete ['æθlɪ:t] <i>n</i>	– спортсмен
bystander ['baɪ, stændə] <i>n</i>	– свидетель, очевидец
to care for	– заботиться (о ком-то, о чём-то)
career paths [kə'riəpɑ:θ]	– карьерные возможности
creative [kri'eɪtɪv] <i>adj</i>	– творческий, креативный
disaster [dɪ'zɑ:stə] <i>n</i>	– катастрофа, несчастный случай
experience [ɪk'spɪ(ə)rɪəns] <i>n</i>	– опыт
experimental design	– дизайн эксперимента
flexibility of their schedules	– гибкость расписания дня
jury ['dʒu(ə)rɪ] <i>n</i>	– суд присяжных
innovators ['ɪnəveɪtə] <i>n</i>	– изобретатели, инноваторы
to interpret data	– интерпретировать данные
performer [pə'fɔ:mə] <i>n</i>	– исполнитель (певец, актёр, и т.д.)
plane crash [pleɪnkɹæʃ]	– авиакатастрофа
to recover from the shock of	– восстанавливаться после шока
to reduce [rɪ'dju:s] <i>v</i>	– уменьшать
skill [skɪl] <i>n</i>	– навык
victim ['vɪktɪm] <i>n</i>	– жертва

CAREERS IN PSYCHOLOGY

There are many careers in psychology. Psychology includes both research, through which we learn fundamental things about human and animal behavior, and practice, through which that knowledge is applied in helping people to solve problems. Psychology is an extremely varied field. Psychologists conduct research, serve as consultants, diagnose and treat people, and teach future psychologists and other types of students. They test intelligence and personality.

As scientists, psychologists use scientific methods: research methods vary with the topic which they study, but by and large, the chief techniques used are observation, assessment, and experimentation. Psychologists sometimes gather information and evaluate behavior through controlled laboratory experiments, hypnosis, feedback, psychoanalysis, or psychotherapy, or by administering personality, performance, aptitude, or intelligence tests. Other methods include interviews, questionnaires, clinical studies, surveys, and observation – looking for cause-and-effect relationships between events and for broad patterns of behavior. Psychologists also need to be creative in the way they apply scientific findings.

Psychologists are frequently innovators, inventing new approaches to people and societies. They develop theories and test them in their research. As they collect new information, these findings can be used by practitioners in their work with clients and patients.

As practitioners psychologists work in laboratories, hospitals, courtrooms, schools and universities, prisons, and corporate offices. They work with business executives, performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and cooperate with educators on school reforms. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the shock of the event.

Involved in all aspects of our world, psychologists must keep up with what is happening around us. When you're a psychologist, your education never ends.

Most psychologists say they love their work. They say that they have a variety of daily tasks and the flexibility of their schedules.

The study of psychology is a good preparation for many other professions. Many employers are interested in the skills of collecting, analyzing, and interpreting data, and their experience with statistics and experimental design.

Psychology is an extraordinarily diverse field with hundreds of career paths. Some specialties, like treating the mentally ill, are familiar to most of us. Others, like helping with the design of advanced computer systems or studying how we remember things, are less well known.

What all psychologists have in common is a shared interest in mind and behavior, both human and animal. In their work they draw on an ever-expanding body of scientific knowledge about how we think, act, and feel, and apply the information to their special areas of expertise. The field of psychology encompasses both research, through which we learn fundamental things about behavior, and practice, through which that knowledge is applied in helping to solve problems. In each of the subfields of psychology, there are individuals who work primarily as researchers, others who work primarily as practitioners, and many who do both.

2. a) Questions to the text.

1. What does the field of psychology include?
2. What is research in psychology concerned with?
3. What innovations do psychologists make?
4. What do psychologists do?
5. Where do psychologists work?
6. Who do they work with?
7. When does your education as a psychologist end?
8. Do most psychologists like their work?
9. What skills many employers are interested in?
10. What do all psychologists have in common?

b) Fill in the gaps with the words from the text.

1. The field of psychology includes both _____ and _____ .
2. As scientists, psychologists use different research methods, such as _____ , _____ and _____ .
3. As practitioners, psychologists work in laboratories, _____ , _____ , schools and universities, _____ and corporate _____ .
4. Psychologists work with business executives, _____ and _____ to reduce stress and _____ performance.
5. Immediately following the disaster, such as a plane crash or _____ , psychologists help _____ and _____ .
6. When you are a _____ , your _____ never ends.

7. Psychologists have a variety of _____ and the flexibility of their _____ .
8. Many employers are interested in the skills of _____ , _____ , and _____ data.
9. What all psychologists have in common is an interest in the _____ and _____ of both humans and _____ .

c) Which of the following sentences are true?

1. The field of psychology includes practice, research and clinical psychology.
2. As scientists, psychologists follow scientific methods, using careful observation, experimentation, psychoanalysis.
3. Psychologists are frequent innovators. They invent new approaches to people and societies.
4. Psychology is an extremely varied field.
5. Psychologists work with performers, sportsmen and businessmen.
6. Psychologists help victims and bystanders of disasters.

d) Translate the following sentences into Russian.

1. There are more careers in psychology than in mathematics and history.
2. As psychologists we should be intelligent, creative, understanding and innovative.
3. Approaches to the same problem can vary. All practitioners know that but patients do not expect that.
4. It is difficult to diagnose some psychological disorders. It is more difficult to treat them.
5. Clinical psychologists must have a nice and friendly personality.
6. Many business executives live in constant stress. They use alcohol to reduce stress. Professional psychologists can help to reduce stress.
7. Victims and bystanders of such disasters as plane crash live in stress long after the accident.
8. Psychologists often provide help for people with different mental disorders.

e) Translate the following sentences into English.

1. Практическая психология использует результаты исследований для решения различных задач.
2. Будучи учёными, психологи используют научные методы.
3. Наблюдение, эксперимент и анализ – это примеры научных методов.

4. Психологи – зачастую инноваторы. Они разрабатывают теории и тестируют их в своих исследованиях.
5. Психология очень разнообразна. Психологи занимаются исследованиями, работают консультантами, преподают психологию в школах и университетах.
6. Практикующие психологи работают в клиниках, лабораториях, больницах, судах, школах, тюрьмах и корпорациях.
7. Психологи работают со спортсменами и бизнесменами, помогая им снимать стресс и улучшать показатели.
8. Профессиональные психологи должны постоянно совершенствоваться, идти в ногу со временем.
9. Психологи напряжённо работают, чтобы найти ответы на различные исследовательские вопросы.
10. Образование психолога предоставляет возможность найти работу в различных сферах занятости. Всем известно, что профессия психолога, востребована в работе с психически больными людьми. Также знание психологии необходимо для разработки компьютерного обеспечения.

f) Discuss the following questions with the group or write a short essay on the topic you like most.

1. Are there more jobs in research or practice in your city?
2. What job, in your opinion, is more prestigious, in research or in practical psychology?
3. Why do you think psychologists have to be innovative and creative? Is it difficult?
4. Where is less stress at work: at school, at a corporate office or at hospital?
5. Who is the most difficult to work with – businessmen, athletes, lawyers or performers?
6. Do you agree that all psychologists love their work? Why do you think so?

g) Discussion.

Share your view with your group mates.

1. Psychology is an extremely varied and diverse field.
2. Psychologists can be scientists and practitioners. Which career do you prefer?
3. Why do you want to be a psychologist?

3. Read and translate the following text.

WHAT IS THE DIFFERENCE BETWEEN A PSYCHOLOGIST AND A PSYCHIATRIST?

The work of psychologists and psychiatrists has much in common. Both psychologists and psychiatrists can **provide** psychotherapy and **counseling services**. Both psychologists and psychiatrists are trained **to diagnose** neuropsychological **disorders** and **dysfunctions** plus psychotic, neurotic and **personality disorders** and dysfunctions. Both professionals are **granted the right** to make such diagnoses by law while other doctors cannot. Both psychologists and psychiatrists help people **maintain** and **enhance** their physical, intellectual, emotional, social and interpersonal functioning.

However, there are some important differences in training and special skills. Psychiatrists, as medical doctors, can **prescribe** medications for psychological distress. Psychologists do not prescribe medications, instead focusing their **treatment** on psychotherapy. In addition, psychologists are the only mental health professionals who are fully trained and **qualified** to use psychological tests.

The education of psychologists provides knowledge of psychological and emotional problems, personality, and human development, integrated with specialized training in how to **apply** this knowledge to helping people with emotional distress and other problems in living. The psychologist's training in research allows them **to evaluate** the best ways to help people and to make decisions on what helps and what doesn't help different people with various situations.

Psychologists also specialize in psychological testing. Psychological tests are used in situations where there are questions about what a person's particular problem is. For example, a psychologist may use psychological tests to determine whether a child has a learning disorder. Psychologists also use psychological tests in legal cases or any time there is uncertainty about what is troubling an individual. Psychological tests can include **assessments** of personality style, tests of emotional **well-being**, intellectual (or "IQ") tests, tests of academic **achievement** and tests for possible **brain damage**. The use of psychological tests **requires** years of training that involves not only learning how to give the tests, but also how to integrate all the information from a variety of tests, background information, interviews, and knowledge of theories, research, psychological problems, personalities, and human development. Psychologists are the only mental health professionals who are fully trained and qualified to use psychological tests.

It is important to be aware that there can be broad differences in training and philosophy among psychologists, psychiatrists, social Workers, and other therapists which can often lead to widely differing treatment approaches and understandings of psychological or emotional problems.

academic achievements [,æ kə' demɪ k ə'tʃ ɪ: v m ə n t]	– академическая успеваемость
to apply knowledge [ə' pl aɪ ' n ə l ɪ dʒ]	– применять знания
assessment [ə' s e s m ə n t] n	– оценка
brain damage [br eɪ n ' d æ m ɪ dʒ]	– повреждение мозга
counseling services	– консультационные услуги
to diagnose [' d aɪ ə g n ə u z] v	– ставить диагноз
disorder [dɪ s' ɔ: d ə] n	– нарушение
dysfunction [dɪ s' f ʌ n kʃ ə n] n	– дисфункция
to enhance [ɪ n' h a: n s] v	– расширять, улучшать
to evaluate [ɪ' v æ l j u eɪ t] v	– оценивать
to be granted the right	– быть наделённым правом
to maintain [meɪ n' t eɪ n] v	– поддерживать
personality disorder [, p ɜ: s ə' n æ l ɪ tɪ dɪ s' ɔ: d ə]	– расстройство личности
to prescribe [prɪ' s k r aɪ b] v	– прописывать
to provide [pr ə' v aɪ d] v	– представлять
qualified [' kw ɔ lɪ f aɪ d] adj	– квалифицированный
treatment [' trɪ: t m ə n t] n	– лечение
well-being [, w e l' b i: ɪ ŋ] n	– состояние

Questions to the text.

1. What services can psychologists and psychiatrists provide to people?
2. What professionals are granted the right to diagnose neuropsychological disorders and dysfunctions?
3. What professionals are granted the right to prescribe medications?
4. What do psychologists focus their treatment on?
5. What does the education of psychologists include?
6. What does psychologist's training allows them to do?
7. What professionals specialize in psychological training?
8. When do psychologists use psychological tests?
9. What do psychological tests assess?

Translate the sentences into Russian.

1. The work of psychologists and psychiatrists has much in common.
2. Psychologists and psychiatrists can provide psychotherapy and diagnose psychotic and neurotic disorders.
3. Both psychologists and psychiatrists help people maintain and enhance their physical, intellectual, emotional and social functioning.
4. Psychiatrists, as medical doctors, can prescribe medications for psychological dysfunctions.
5. The education of psychologists allows them to make decisions about what helps and what doesn't help different people with various situations.
6. Psychologists are allowed to use psychological tests. Psychological tests include assessments of personality styles, intellectual (or "IQ") tests, tests of academic achievement, tests for possible brain damage and tests for specific psychological disturbances.
7. There are important differences understandings of psychological or emotional problems among psychologists and psychiatrists.

Share your opinion and experience with the group.

Have you ever taken a psychological test? What was evaluated? Do you think the test was reliable? Do you think that psychologists can use tests to diagnose disorders?

Interesting facts.

Scientists say that between 50 and 70 percent of all visits to doctors are by people who have no physical illness but whose complaints are related to psychological factors. Depression is among the six most common conditions seen in family practice.

Forty-seven percent of Americans do not know when it would be appropriate to seek psychological services, and 68 percent do know how to go about seeking help when they do need it.

Seventy percent of Americans consider access to psychological services to be very important, but only 35 percent believe they have an access.

Just for fun reading.

a) Hidden Message

How to write a testimonial for a bad employee:

- For someone who frequently missed work:
“An employee like this is hard to find”.
- For a lazy employee:
“You’d be very lucky to get him / her to work for you”.
- For a very unproductive person:
“No person would be better than him / her for the job”.
- For a stupid employee:
“There is nothing you can teach a work like this”.

b) The Job

A woman was being interviewed for a job.

“You understand that before we can offer you a position, you must take a short test”.

“Of course”, she answered.

“Well, how much is two plus two?”

“Four”.

A second application entered the room. After a short interview, the recruiter asked: “Are you ready for the test?”

The applicant answered, “whatever the boss says it is”.

The second applicant got the job.

SUPPLEMENTARY READING

Skills of a Psychology Major

The distinctive skills of a psychology graduate

Securing a good job requires knowing what skills you have to offer.

By Nicky Hayes, PhD

Nicky Hayes, PhD, is an Honorary Research Fellow at the University of Huddersfield, United Kingdom, and a Fellow of the British Psychological Society. She specializes in the teaching and learning of psychology. Her current research is on student revision practices and social representations in organizations.

The following excerpt from the European Psychologist provides a list of the skills psychology students develop through their training – a list they can use to better market themselves.

Psychology students' general orientation towards psychology usually reflects the orientation of the staff in their department, and of psychology as practiced in their country.

But despite differences in the kind of information students receive, there is a great deal that psychology graduates have in common. The study of psychology, in itself, produces a particular type of awareness and some core knowledge that is shared by most, if not all, psychologists.

In the list that follows, I have attempted to identify some of that shared awareness, by naming 13 different types of skill or knowledge that a psychology student is likely to acquire by graduation.

One of the important factors that makes psychology special is not the psychological skills themselves, which are often relevant to other disciplines as well, nor the specific items of knowledge. It is the sheer number of skills and range of knowledge that makes psychology special.

Psychology is distinctive in that it equips its graduates with an extremely rich and diverse portfolio – providing a variety of forms of expertise, which are found in few other disciplines and which can equip psychology graduates to undertake many different types of work.

Literacy

Psychology graduates are highly literate and, moreover, have been trained to write in more than one literacy format. Through their coursework, they become accustomed to writing essays, which allow them to explore issues in detail; but they are also familiarized with the techniques of concise writing within a pre-set format (a skill much valued in commercial and business worlds) as they write up practical research reports.

Numeracy

Psychology graduates are also highly numerate. They are trained to interpret data summaries and to understand probability statements, and they become familiar with a wide range of statistical procedures and processes. When faced with numerical information, they are more likely to respond by seeking to discover what the numbers imply than by avoiding them altogether. By contrast, it is relatively uncommon for degree courses in other disciplines to produce graduates who are simultaneously literate and numerate, yet the psychology graduate is expected to be both.

Computer literacy

Psychology graduates are also generally computer literate. They are familiar with using computers, and can select and learn relevant packages for the tasks they are required to carry out. While relatively few psychology graduates

are familiar with computer programming, computer use is required in the modern world, and it is a rare psychology graduate who has not had some training in this area, at the very least in word-processing and statistical analysis.

Information-finding skills

It is sometimes more useful to know where information can be found than to have memorized that information directly, particularly in areas that are developing and changing over time. Undertaking a psychology degree involves a considerable amount of information-finding skill. Psychology students are trained to search through library book collections, journals, CD-ROM database and a range of other ways of obtaining information. Knowing how to look for information on a particular topic or general area isn't a skill needed for every job, but it is always one worth having.

Research skills

Psychology students are explicitly trained in research methods, and this training spans a range of different techniques. Typically, these include experimental and observational methods, survey and sampling techniques, and more recently, qualitative analysis. Together, these amount to considerable expertise in gathering systematic information about human experience or behavior-expertise that is useful in any number of different fields.

Measurement skills

Measurement skills go hand-in-hand with research skills, and psychology graduates are thoroughly trained in these as well. Through a typical research-methods course, a psychology student learns how to operationalize the measurement of complex process, the principles of psychometric measurement, questionnaire design and how to develop other measurement tools. These skills are familiar to psychology graduates, and are distinctly useful in many walks of life, but they are not easy skills to acquire without explicit training.

Environmental awareness

Knowing how someone's environment can influence their behavior helps us to understand people at work, at home, in education and at leisure. Psychology graduates are familiar with this type of knowledge in many guises, from traditional stimulus-response perspectives to the direct study of the environment, including such phenomena as nonverbal signaling, habit formation and social appropriateness. Many nonpsychologists do not particularly notice environmental factors, yet few psychology graduates are unaware of their importance.

Interpersonal awareness

Psychology students also learn about the mechanism of social communication and the potential sources of interpersonal conflict. This is not

the same as being socially skilled oneself, of course, although it can contribute to it. But such awareness can make a considerable difference to someone dealing with everyday interpersonal problems. Being aware, too, of the sources of conflict or misunderstanding can sometimes result in the ability to perceive ways through difficulties that would not be readily apparent without such knowledge.

Problem-solving skills

From their very first laboratory class, psychology graduates are systematically trained in problem-solving skills. The ability to tackle a range of different types of problems is probably the most distinctive characteristic of the psychology graduate. Psychology graduates learn how to apply different strategies and approaches to understanding problems, and how to identify the practical steps to implement a solution. They can operate on a macro-level, applying different perspectives or levels of analysis to the problem, or at a more basic level in terms of choosing appropriate methods and techniques. It is a valuable skill, and one that psychologists should be more aware of.

Critical evaluation

Psychology students are also explicitly trained in critical evaluation, an emphasis that appears to be particularly strong in Europe. This set of cognitive skills can be viewed as direct training in skepticism: Students are expected to appraise whether evidence for a phenomenon is really what it appears to be; to evaluate, critically, the quality of an argument; to identify the shortcomings and pitfalls of a particular line of action; and to anticipate problems or difficulties. These skills are often devalued by psychology graduates, who sometimes complain that everything that they have learned to be negative, yet that same skepticism can be extremely useful to them in their later working life.

Perspectives

On the surface, the ability to examine issues from multiple points of view or to explore phenomena using different schools of thought appears to be a relatively esoteric one. However, it is a skill that can be surprisingly useful in many different contexts. The ability to identify different ideologies or paradigms can clarify social issues and give us a better awareness of the implications of particular arguments or positions. Psychology graduates are directly trained in this skill, but they often do not realize how valuable it can be.

Higher-order analysis

Psychology graduates are skilled at spotting recurrent patterns in human activity, or noticing similarities between situations that seem on the surface to be

quite different. This type of higher-order analysis involves being able to extract general principles rather becoming bogged down with the details of the immediate situation. The psychology student's experience of sifting through vast quantities of experimental evidence and interpreting it in terms of schools of thought and other general principles provides useful training in this skill.

Pragmatism

It does not take much exposure to psychological methodology for psychology students to realize they are never going to achieve the perfect experiment, and that they will simply have to do the best they can with what is practical. Their experiences in this respect tend to give the psychology graduate a pragmatic approach to work and problem-solving: a valuable skill, and one that is not particularly common.

Conclusion

It will be apparent, I think, that this portfolio of skills is one that can be valuable for many types of work apart from the profession of psychology itself. But this is not the whole story. As John Radford argues, psychology provides its students with an extensive education, training them in thinking and reasoning skills, and encouraging the student to explore a broad range of ideas and assumptions. In the old-fashioned sense, studying psychology can be seen as a liberal education, as well as a modern training. It is far more than simply a skill-based training for professional work – it is an education in its own right.

Unfortunately, psychologists themselves often fail to recognize what skills they actually have, or find it very difficult to articulate what these are. As sports psychologists have long recognized, expertise is not a primarily conscious process: It involves deeply learned, automated routines, which come into play at the appropriate times without conscious decision-making on the part of the person concerned. Psychological knowledge has a tendency to become very deeply internalized and once this has happened, it is hard for an individual psychologist to recognize that knowledge, and to realize when they are applying it.

Undertaking a psychology degree can generate distinctive approaches to social and interpersonal issues, yet many psychology graduates leave their courses believing they are no more perceptive or knowledgeable than other people. They do not feel knowledgeable, partly because their knowledge is automatized rather than conscious, and partly because one of the things they have learned is not to accept 'knowledge' without question. On the other hand, a psychology graduate venturing into the outside world is often surprised at how

other people appear to overlook the obvious. The style of thinking that one acquires while studying for a psychology degree may feel intuitively obvious, but it actually involves a long and arduous process of discarding prior assumptions. And those automatized skills are a vital contribution to the psychologist's problem-solving abilities.

Becoming aware of what we have learned through a psychology degree is made even more difficult by the way that many of the cognitive skills that we acquire from the study of psychology are negative rather than positive, such as the skill of not immediately jumping to conclusions, and of reserving judgment about alternative possibilities. Psychology students quickly learn that a single event can be useful conceptualized in several alternative ways, and that there may be multiple psychological origins for a given problem. This is a valuable cognitive skill, but it is one that is relatively uncommon in lay cognition.

A psychology degree, then, is actually rather special. Psychology integrates areas of knowledge that span the arts and the sciences, and in the process it provides students with a liberal education, as well as a particularly wide range of practical and professional skills. The automatized skills that psychology provides are often difficult to articulate, but they are nonetheless significant.

It would be not a bad thing, in my view, if some serious psychological research were to be devoted to the identification and measurement of these distinctive but elusive skills.

PART 2 TEACHING AS A CAREER

1. Study the following words. Make sure you know their translation.

<i>creative</i>	<i>encourage</i>	<i>self-respect</i>
<i>informal</i>	<i>encouraging</i>	<i>self-esteem</i>
<i>instructive</i>	<i>encouragement</i>	<i>sensitive</i>
<i>discipline</i>	<i>fair-minded</i>	<i>sympathetic</i>
<i>disciplinary</i>	<i>motive</i>	<i>tolerance</i>
<i>a breach of discipline</i>	<i>motivate</i>	<i>tolerant</i>
<i>discourage</i>	<i>motivated</i>	<i>vulnerable</i>
<i>to disrupt a class</i>		

2. *Read the following text and give its Russian interpretation.*

TEACHING AS A CAREER

An Interview with Michael Beresford

– Well, Michael, is teaching as a career popular with young people?

– Well, it's hard to say. I think, teaching of some kinds is still popular as it ever was, and I think, teaching small children, teaching in nursery schools and in primary schools – that is still quite popular. More, of course, among women than amongst men, and the vast majority of teachers in nursery schools and primary schools are women. That is still a career which many take up with enthusiasm. And I mean that they are good at it, and that women are probably better teachers at this level because they're a kind of a substitute for the mother. When the child is learning to go away from the family, a woman figures more than others, like a mother figures for the child, and I think that's a natural development. When we come to secondary education, I think their position is rather different. I think, until very recent time, teaching in secondary schools of all sorts was still regarded as a good career, because it is a good career if it is a good school. But there is no doubt, that these days, the life of a secondary school teacher is harder than it was, say, 20 or 30 years ago, when I started my teaching career. Those who have been in teaching for a long time, tend to put up resistance, they know how to cope with problems better than the young ones, who often get disillusioned and give up teaching. So, we are short of good teachers. This is not true, of course, of the independent schools. There they can recruit people and pay them better salaries, and so they have few problems of recruitment. So, it's really the main problem in the state secondary schools and the comprehensive schools, I would say.

– And what is your idea of a good teacher then?

– It'll take a lot of time to describe. I think, a good teacher has not only to know his or her own subject, to be skilful with the subject he or she is teaching, but also to be a good person, to be a person with a pleasant nature, pleasant personality, sympathetic, particularly sympathetic to young people and their problems, to be kind and good, and understanding and also not to be full of sarcasm. In the old days, and too quite recently, like the time when I was being educated it was fashionable among teachers to put scorn on children even if they made a slight mistake. They were taught with great scorn and contempt, as if they were fools: children were made to look foolish and ignorant and shown in class in front of others. It made children feel uncomfortable. The opposite

approach is required with children who are most lacking confidence, I mean, to encourage them from the part of a teacher, which will improve the child's learning. The child will not, of course, learn from a teacher he or she doesn't like. And I think, that is because the children want to learn, they want to please the teacher when they like. So, the matter of personality, I think, is the most important problem of teaching. Even a teacher, who doesn't know the subject perfectly well, can be a good teacher, if a pupil wants to follow him, and this is the essence of it. I think that being a good and sympathetic person is first and foremost; training and skill and knowledge come second, in my opinion.

3. Give Russian equivalents for the following.

1. to take up a career
2. to put up resistance
3. to cope with problems
4. to get disillusioned
5. to put scorn on children
6. to disrupt class
7. to turn to smb's advantage
8. to demand beyond smb's abilities
9. to set high standards of achievement
10. newcomer
11. to be up-to-date in a subject
12. to maintain discipline
13. to encourage good disciplinary habits
14. to take smth into account
15. to squash a student's motivation to study
16. to fit the mold
17. at the expense of
18. a bag-full-of-tricks
19. to foster democracy
20. to promote self-study

4. Speculate on the following.

1. What problems are British schools faced with? Compare them with the problems facing Belarusian schools.
2. Michael Beresford says that a good teacher should have a pleasant personality, be sympathetic, kind and understanding. What other personal qualities should a good, teacher have?

3. Michael says that a teacher should not be full of sarcasm. Can you name a few other traits of character a teacher must not possess?
 4. You surely have come across two types of teachers, kind and mild persons, and very strict, even authoritarian ones. Whose lessons did you enjoy more? Where did you show better standards of achievement? When were there fewer breaches of discipline?
 5. What makes many young people take up teaching as a career? Does teaching appeal to you? Give your reasons.
 6. Why do many teachers quit their jobs? Make a list of advantages and disadvantages of the teaching career.
 7. Now in Belarus we have 'schools of a new type' (lyceums, colleges, private schools, etc.) Would you like to work in one of these schools?
- 5. Rank the ten qualities of a good teacher in order of importance and compare your results with those of your partner's. Give examples to back up your statements.**

A Good Teacher

Keeps in contact with the parents of his / her pupils and lets them participate in the life of the school (in a primary or secondary school).

Is able to maintain discipline and order.

Lets the students share his / her own life with all its ups and downs.

Works hard to remain up-to-date in his / her subject.

Openly admits when he / she has made a mistake or does not know something.

Is interested in his / her students, asks them about their homes and tries to help where possible.

Makes the students work hard and sets high standards.

Is friendly and helpful to his / her colleagues.

Uses a lot of different materials, equipment and teaching methods and attempts to make his / her lessons interesting.

Helps the students become independent and organize their own learning.

6. Problem solving.

All teachers would like to have well-behaved classes. After all, teaching a class with little or no disciplinary problems is a great joy. How well-behaved a class is depends to a large extent on how well a teacher can encourage good disciplinary habits.

Teacher N. has strong opinions about what is and what is not allowed in a classroom. The problem is that these opinions often take into account only one type of student and one type of learning. All other forms are not acceptable and need to be eliminated at the expense of squashing a student's motivation to study. Her method tends to unjustly reward students that fit the mold and punish those that do not. What frequently happens is that some students resist being forced to fit the mold and rebel in any way they can. They even band together to disrupt class just to upset the teacher or become impassive rebels that think they can do what they want.

Role-play the situation when Teacher N. describes what happens during her classes and asks her colleagues for advice because she doesn't know how to react to breaches of discipline.

Her more experienced colleagues give her advice how to maintain control without hampering the student's freedom.

You may enlarge on the following:

discipline works best when

- it is meted out immediately and fairly;
- no one is above the rules;
- it is consistent;
- the teacher keeps a cool head and deals with the problem with little or no emotion;
- the degree of punishment fits the crime;
- the teacher focuses the attention of the entire class on the problem student and brings into action the dynamic forces of peer pressure;
- the teacher never insults a student, never attacks character.

7. Role-play a conversation between two high school students.

One of them is quite happy in the school and none of the school rules really upsets him / her. he / she likes the way the school is run, he / she likes the teachers and the classmates. He / she doesn't have any particular ideas about changing school.

The other is not happy in the school. He / she is sure there are many things wrong with the school. He / she finds the atmosphere of the school too much

formal and stressful, the school curriculum – too overloaded. He / she has strong opinions about how the school should be run and what its atmosphere should be.

8. *Read the poem and speak on how a teacher should teach his / her students.*

TEACHER'S PRAYER

I want to teach my students how
to like this life on earth
To face its struggles and its strife
And improve their worth.
Not just the lesson in a book
Or how the rivers flow,
But how to choose the proper path
Wherever they may go.
To understand eternal truth,
And know the right from wrong,
And gather all the beauty of
A flower and a song.
For if I help the world to grow
in wisdom and in grace.
Then I shall feel that I have won
And I have filled my place.
And so I ask your guidance, God,
That I may do my part
For character and confidence
And happiness of heart.

(by James T. Metcalf)

9. *Someone said that good teaching is one-fourth preparation and three-fourths theatre. Develop the idea.*
10. *Do you agree with the words that the hardest part about being a good teacher is that you have to do it every day?*
11. *Your partner is the Headmaster of a prestigious school. You are a reporter from a local newspaper. You are going to write an article about this school, its achievements and find out what makes the school so popular and successful. Interview your partner.*

Use: an effective curriculum, extra-curricular (after-school) activities; well qualified staff; the atmosphere and the environment; to be well supplied with modern equipment; computer in every classroom; a well-stocked library; regular visits to places of educational interest: effective home – school links; foreign languages, dance, music, swimming tuition, etc.

12. Act out an interview between the Headmaster of a private school and a teacher applying for a job at this school.

Here are some expressions denoting opinions, beliefs, views.

I feel strongly that ...

I am in favour of ...

I strongly approve (of) ...

My own feeling is ...

I am under the impression that ...

To my mind ...

I am a passionate believer in ...

In my view ...

I can't make up my mind where I stand on this.

I suppose they might have a point there.

I presume most people would share this viewpoint.

I must admit ...

I'm afraid I'm tempted to agree.

It all seems a bit improbable to me.

If you ask me, nobody is totally open-minded.

I may see eye to eye with them on some of those issues.

13. Choose one of the following tasks.

1. Write about a teacher who influenced you most.
2. Write a description of your ideal teacher. Then make a list of all the things a teacher shouldn't be or do.
3. Jot down ideas for a letter to a friend explaining why you want or do not want to be a teacher.

14. Translate into English.

1. Учитель, обучая других, и сам учится всю жизнь.
2. Атмосфера, в которой дети обучаются и воспитываются, чрезвычайно важна.
3. Современная школа призвана создать такую среду для учащихся, в которой бы они чувствовали внимание, заботу и защищённость.

4. Моя учительница физики была очень раздражительной, часто теряла терпение. Она отбивала охоту учиться, поэтому физика не была любимым предметом многих учеников в нашем классе.
5. Как ты думаешь, что действует эффективнее – наказание или побуждение к старанию в учёбе?
6. Личность учителя играет большую роль в этой профессии.
7. Если у тебя нет призвания к профессии учителя, лучше не выбирай эту карьеру. Она предъявляет слишком высокие требования: огромное терпение, искренняя любовь к детям, высокий профессионализм и колоссальный энтузиазм.
8. Никто не нарушал дисциплины в нашем классе, потому что преподаватель сохранял полное хладнокровие.
9. Ученики всегда рассказывали учителю о своей жизни со всеми ее взлётами и падениями.
10. Хороший учитель должен уметь поддерживать дисциплину и порядок в классе, не ущемляя свободы учеников.

15. Write a short essay on one of the following quotations.

**Teachers open the door but
you must enter by yourself.**

Chinese proverb

**The mediocre teacher tells,
The good teacher explains,
The superior teacher demonstrates,
The great teacher inspires.**

William Ward

**Lucky is the teacher who can look across
the room and not see one bored face.**

Ebbert Hubbard

**What the teacher is, is more
important than what he teaches.**

Karl Menninger

МОДУЛЬ 2

PERSONALITY AND EMOTIONS

Objectives. After studying this material, you will be able to:

- describe the range of strategies which can be used in problem solving;
- outline basic things which play a role in determining a person's identity;
- reveal your own personality;
- work out the ways how to improve self-esteem which appeals to you most;
- summarize different theories which explain personality and its development.

УЭ – 1

PERSONALITY – NATURE OR NURTURE?

I. Vocabulary Study

1. To check or build up your vocabulary on the subject, look at the words listed on this page and memorize them.

to affect [ə'fekt] <i>v</i>	– совершать, выполнять, достигать
self-concept [ˌself'kɒnsɛpt] <i>n.</i>	– самооценка
failure ['feɪljə] <i>n.</i>	– неуспех, неудача, провал
inadequacy [ɪn'ædɪkwəsi] <i>n.</i>	– некомпетентность, неспособность, непригодность
evidence ['eɪvɪd(ə)ns] <i>n.</i>	– данные, факт, свидетельство
rigidly ['rɪdʒɪdli] <i>adv.</i>	– жёстко, строго, сурово;
to tolerate ['tɒləreɪt] <i>v</i>	– выносить, позволять, позволить
ambiguous [æm'bɪɡjuəs] <i>adj</i>	– неопределенный, двусмысленный, сомнительный
error ['erə] <i>n</i>	– ошибка, заблуждение
unique [ju'ni:k] <i>adj.</i>	– уникальный, своеобразный, бесподобный
creative [kri'eɪtɪv] <i>adj.</i>	– творческий, созидательный
facilitator [fə'sɪlɪteɪtə] <i>n.</i>	– стимулятор
inhibitor [ɪn'hɪbɪtə] <i>n.</i>	– тормоз
come to terms [ˌkʌmtə'tɜ:mz] <i>v.</i>	– прийти к соглашению, пойти на уступки
competency ['kɒmpɪtənsi] <i>n.</i>	– способность, умение, компетентность

to free ['fri:] v.	–	освобождать, избавлять
turmoil ['tɜ:(r)mɔɪl] n.	–	беспорядок, переполох
to manipulate [mənɪpʃjʊleɪt] v.	–	манипулировать, умело обращаться
retreating [rɪ'tri:tɪŋ] n.	–	отступление
self-confidence [,self'kɒnfɪd(ə)ns] n.	–	уверенность
goal [gəʊl] n.	–	цель
to require [rɪ'kwaɪə] v.	–	требовать
whining ['waɪnɪŋ] n.	–	хныканье

2. In each line choose the word which is similar to the meaning of the first word.

- | | | | |
|---------------|------------------|----------------|----------------|
| 1. inadequacy | a) insufficiency | b) adequacy | c) sufficiency |
| 2. tolerate | a) hate | b) abide | c) resist |
| 3. ambiguous | a) vague | b) explicit, | c) specific |
| 4. immediate | a) delayed | b) eventual | c) prompt |
| 5. apt | a) inappropriate | b) appropriate | c) inapt |
| 6. arise | a) appear | b) vanish | c) disappear |
| 7. accomplish | a) offer | b) worry | c) fulfill |

Make up sentences with the words which come first in each line.

3. Decide whether the following pairs of words are synonyms or antonyms.

- quality – attribute
- to affect – to influence
- negative – positive
- complex – simple
- effective – feckless
- comfortable – content
- original – commonplace
- inner – outer
- to suggest – to propose
- rapid – slow
- to involve – to exclude

4. *Match the words with their definitions below. (There is one too many here).*

- | | | |
|----------------|---------------|--------------|
| 1. creative | 4. manipulate | 7. ambiguous |
| 2. to tolerate | 5. whine | |
| 3. inadequacy | 6. retreat | |

- a) to skilfully handle, control, or use something;
- b) put up with something or somebody unpleasant;
- c) to utter a prolonged high plaintive cry, as in pain, complaint, or fear;
- d) having more than one possible meaning or interpretation;
- e) to draw back in the face of danger or obstruction;
- f) involving a lot of imagination and new ideas;
- g) a human being;
- h) lack of an adequate quantity or number.

Can you guess the definition of which word from your vocabulary list is left out.

5. *Fill in the missing forms.*

noun	verb	adjective
	relate	
effect		
		able
	tolerate	
facilitator		
	free	
bother		
		manipulated
	accomplish	
satisfaction		

II. Reading Comprehension

1. *Read the text and fill in the table below.*

THE SELF, THINKING AND THE STRATEGIES USED IN PROBLEM SOLVING

How one feels about themselves affects not only the content of their thinking but the way they think. A person who has a positive self-concept tends

to spend more time thinking about their good qualities and their success experiences, whereas a person with an essentially negative self-concept spends more time thinking of their failures in life and their inadequacies as a person.

There is also evidence that how one feels about himself is related to how effectively he thinks. People who do not like themselves tend to have difficulties in solving problems effectively whereas people who feel good about themselves tend to be much more effective in problem-solving.

People who feel inadequate tend to think more rigidly: they tend to think in terms of black and white or good and bad rather than in shades of gray. People who feel good about themselves also are able to tolerate complex or ambiguous situations. People who do not feel good about themselves cannot tolerate ambiguity; they have a need for an immediate answer to a problem. People who feel comfortable about themselves can bring new and unique ideas into their thoughts about a problem situation. They are much more creative and far more apt to come up with original ideas.

Thus, man's view of himself whether accurate or not, can serve either as facilitators or inhibitors of effective thinking. It seems, as suggested by Freud, that we must come to terms with our inner selves before we can hope to develop the thinking competencies necessary for living well in a complex social and physical world. Whenever our intellectual energies are freed from our inner turmoil, they can be turned to the problems of living life instead of being manipulated by life. And any time when a problem arises there are various strategies which can be used in problem solving. Which one to choose depends on you. Here they are.

RETREATING. Sometimes depending on the barrier, it is wise to retreat from the solving of a problem if after analysis it appears to be insoluble. Our success-oriented society may call it a failure, yet at times it may be wise to retreat in order to build up new skills and self-confidence and develop new attitudes.

ATTACKING. To attack is perhaps one of the most humanly impulsive things to do when we are confronted with a barrier or block to the attainment of a goal. However, it may not be the most desirable. It is a good strategy when we know we have what it takes to accomplish our goal.

GOING AROUND THE BARRIER. Sometimes it is wise to discover new pathways to achieving a desired goal.

SEEKING EXPERT OPINION. During your lifetime there is a good chance that you will be confronted with a problem whose solution requires some

expert help. This is becoming more necessary because of the rapid development of specialized knowledge.

CHANGING THE GOAL. After analysing a problem, we may see that the attainment of a particular goal is beyond our capabilities as a result of factors within ourselves or because of the nature of the barriers. We may then see that an alternate, but attainable, goal may give us the same satisfaction.

CHANGING ONESELF. After the analysis of the problem we may find that the barrier lies within ourselves, so that the solution may involve changing ourselves in some ways.

CRYING, WORRYING AND WHINING. It is the most frequently used. It results essentially from our previous learning as children when these methods paid off in "instant problem solving" by mama or papa. Although ineffective, this method helps us to temporarily let off steam so that we can seek better ways of solving our problems.

	People with a positive self-concept	People with a negative self-concept
Content of thinking		
Ways of thinking		
Ability to tolerate ambiguity		
Ability to bring new ideas		
General conclusion		

2. Answer the following comprehension questions.

1. How one feels about themselves affects only the content of their thinking, doesn't it?
2. Is self-concept related to how effectively a person thinks?
3. Who tends to have difficulties in solving problems effectively?
4. Do people who feel inadequate or competent tend to think more rigidly?
5. What can serve either as facilitators or inhibitors of effective thinking?
6. Are people who feel comfortable about themselves much more creative and far more apt to come up with original ideas?
7. In which situation is it wise to retreat from the solving of a problem?
8. Going around the barrier is the most frequently used strategy, isn't it?
9. Which strategy is becoming more necessary because of the rapid development of specialized knowledge?
10. Is attacking rewarding when we know we have what it takes to accomplish our goal?

11. Is changing oneself or changing the goal a good method which helps us to temporarily let off steam so that we can seek better ways of solving our problems?

3. Say what kind of a person prefers this or that strategy.

Here is a list of characteristics people may have: resolute (решительный), reserved (сдержанный), self-assured (самоуверенный), intelligent (умный), timid (застенчивый), shrewd (хитрый), independent (независимый), sensitive (чувствительный), calm (спокойный).

4. Decide what the choice of strategy depends on.

Here are *basic phrases* you should use when expressing an opinion in English:

I think + a sentence using the present tense

I believe + a sentence using the present tense

It seems to me that + a sentence using the present tense

In my opinion + a sentence using the present tense

In case you are not completely certain of your opinion, you can say:

This is just my opinion, but I think (or believe)...

I am not very familiar with this topic, but my first thought on this topic is...

Sometimes you want to show that you feel quite certain about your point of view. You can express your opinion with these *advanced phrases*:

I am convinced that...

I feel absolutely certain that ... is better thanI am quite certain about my opinion regarding

Some people may disagree with me, but I think...

My own preference is to favour ... , so I believe...

5. What strategy do you prefer and why?

III. Comprehension and Word Study

1. Skim the text to find the answer to the question:

What plays a role in determining a person's identity: nature or nurture?

2. Read each paragraph quickly, without using a dictionary. To figure out the main idea, circle the letters of all the correct answers to the questions

that follow. Then combine the answers to complete a sentence or two that express the main idea. Combine the sentences to write a brief summary of the text. Answers for paragraph A are given as examples.

PERSONALITY – NATURE OR NURTURE?

A. The nature / nurture question is not a new one. Its roots go back at least several hundred years. In the 1600s, the British philosopher John Locke wrote that a newborn infant was a “blank slate” on which his or her education and experience would be “written”. In other words, Locke believed that environment alone determined each person’s identity. In the 1700s, the French philosopher Jean Jacques Rousseau claimed that “natural” characteristics were more important. Today, we realize that both play a role. The question now is, to what degree? To answer this question, researchers are studying identical twins, especially those who grew up in different environments.

1. What is the one main topic of the paragraph?
 - a) John Locke
 - b) Jean Jacques Rousseau
 - c) Newborn infants
 - d) **The nature / nurture question**
 - e) Identical twins

2. What details about the topic does the paragraph provide?
 - a) People have just recently begun to discuss the nature / nurture question.
 - b) John Locke believed in “nurture”.
 - c) Jean Jacques Rousseau believed in “nature”.
 - d) **Today, we know that both nature and nurture determine a person’s identity.**
 - e) Researchers are studying identical twins to learn the degree to which nature and nurture determine personal characteristics.

3. The main idea of the paragraph is **that both nature and nurture play a role in determining a person’s identity.**

B. Jim Lewis and Jim Springer are identical twins who were separated five weeks after birth. They grew up in different families and didn’t know about each other’s existence. They were reunited at the age of thirty-nine. It is not

surprising that they were physically alike – the same dark hair, the same height and weight. They both had high blood pressure and very bad headaches. But they also moved in the same way and made the same gestures. They both hated baseball. They both drank the same brand of beer, drove the same make of car, and spent their vacations on the same small beach in Florida. They had both married women named Linda, gotten divorced, and then married women named Betty. Studies of these and other separated twins indicate that genetics (biology) plays a significant role in determining personal characteristics and behavior.

1. What is the one main topic of the paragraph?
 - a) Reunion
 - b) Twins
 - c) Similarities in twins who grew up in different environments
 - d) Genetics
 - e) Personal characteristics and behavior

2. What details about the topic does the paragraph provide?
 - a) Jim Lewis and Jim Springer were identical twins who grew up together.
 - b) Jim Lewis and Jim Springer were identical twins who grew up separately.
 - c) They have similar physical characteristics, interests, and choice of specific products.
 - d) They married the same woman.
 - e) Their example indicates the significance of genetics in determination of identity.

3. The main idea of the paragraph is that _____

C. Various research centers are studying identical twins in order to discover the “heritability” of behavioral characteristics – that is, the degree to which a trait is due to genes (“nature”) instead of environment. They have reached some startling conclusions. One study found, for example, that optimism and pessimism are both very much influenced by genes, but only optimism is affected by environment, too. According to another study, genes influence our coffee consumption, but not consumption of tea. Anxiety (nervousness and worry) seems to be 40 to 50 per cent heritable. Another study tells us that happiness does not depend much on money or love or professional

success; instead, it is 80 per cent heritable. Among the traits that appear to be largely heritable are shyness, attraction to danger (thrill seeking), choice of career, and religious belief.

1. What is the one main topic of the paragraph?
 - a) Research centers
 - b) Optimism and pessimism
 - c) Behavioral characteristics
 - d) Happiness
 - e) Heritability of behavioral characteristics

2. What details about the topic does the paragraph provide?
 - a) Researchers want to understand “heritability”.
 - b) Researchers are studying identical twins.
 - c) Most behavioral characteristics are the result of genes, not environment.
 - d) A person who has money, love, and success will probably be happy.
 - e) Examples of characteristics that are heritable to some degree are optimism, pessimism, happiness, thrill seeking, and choice of career.

3. The main idea of the paragraph is that _____

D. It is not easy to discover the genes that influence personality. The acid that carries genetic information in every human cell, DNA, contains just four chemicals: adenine, cytosine, guanine, and thymine. But a single gene is “spelled out” by perhaps a million combinations. As the Human Genome Project (which provided a “map” of human genes) was nearing completion in the spring of 2000, there were a number of newspaper headlines about specific discoveries: “Gene Linked to Anxiety”, “Gay Gene!” and “Thrill Seeking Due to Genetics”. The newspaper articles led people to believe that a single gene is responsible for a certain personality trait, in the same way a single gene can be responsible for a physical characteristic or disease. However, one gene alone cannot cause people to become anxious or homosexual or thrill seeking. Instead, many genes work together, and they do direct the combination of chemicals in the body. These chemicals, such as dopamine and serotonin (which affect a person's mood) have a significant influence on personality.

1. What is the one main topic of the paragraph?
 - a) The Human Genome Project
 - b) The effect of genes on personality
 - c) Chemicals
 - d) DNA
 - e) Thrill seeking

2. What details about the topic does the paragraph provide?
 - a) It's difficult to find which genes influence personality.
 - b) A single gene is responsible for each personality trait such as thrill seeking.
 - c) Many genes work together.
 - d) Genes direct the combination of chemicals in the body.
 - e) Chemicals have a significant influence on personality.

3. The main idea of the paragraph is that _____

E. If indeed, personality traits are, on average, about 50 per cent heritable, then environment still plays an important role. Unlike other animals, human beings have choice. If our genes “program” us to be anxious, we can choose a low-stress lifestyle or choose to meditate or do relaxation exercises. But because of the powerful influence of genes, most psychologists believe that there is a limit to what we can choose to do. Thomas Bouchard, a psychologist and the director of one twin study, says that parents should not push children in directions that go against their nature. “The job of a parent”, he says, “is to look for a kid’s natural talents and then provide the best possible environment for them”.

1. What is the one main topic of the paragraph?
 - a) The role of environment
 - b) Personality traits
 - c) Anxiety
 - d) Psychologists
 - e) What parents should do

2. What details about the topic does the paragraph provide?
 - a) Environment still plays an important role.
 - b) Human beings have choice.

- c) Human beings can choose to do anything they want.
- d) Psychologists say that parents should not push children against their nature.
- e) Parents should provide their child with the best environment for the child's natural talents.

3. The main idea of the paragraph is that _____

3. Say whether the following statements are true or false. In your arguments use: I quite agree with ... ; I don't think so; I can't agree with ... ; on the contrary; quite so; exactly

- 1. Psychologists seek to find the answers to all questions people are anxious about.
- 2. The main goal of psychologists is to describe different phenomena.
- 3. We use psychology in our everyday life.
- 4. We often use psychology without really being aware of what it is all about.
- 5. For the doctor, as an example, there is no need to have profound knowledge in psychology.
- 6. The study the psychologists carry on must be systematic.
- 7. Psychology can be defined as the study of mental, physical and biological changes in a body.
- 8. Our everyday knowledge is intuitive.

4. Below are some definitions of personality. Choose the one which you tend to favour and explain your choice.

- Personality is a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations (*Wikipedia*).
- Personality is the visible aspect of one's character (*Universalium*).
- Personality is the part of a person that makes them behave in a particular way in social situations, for example in a friendly or unfriendly way, or in a confident or shy way. You use the word character when you are talking about whether someone is good or bad, or honest or dishonest. (*Macmillan Dictionary*).

What is the constant theme across these definitions?

5. *Study the meanings of the following words from their definitions:*

to determine

to officially decide something;

to decide that you really want to do something;

to calculate something, or to discover it by examining evidence.

disobedient

deliberately doing the opposite of what someone in authority has told you to do, or deliberately not obeying rules;

refusing to do what someone in authority tells you to do.

income

money that someone gets from working or from investing money;

money derived from work or investments.

crime

an illegal activity or action;

something that is morally wrong or a mistake;

an unacceptable or very silly act or situation.

tendency

a strong chance that something will happen in a particular way;

an attitude, habit, or situation that is starting to develop in a particular way.

depression

a feeling of being extremely unhappy;

a mental illness in which a person is very unhappy and anxious (= worried and nervous) for long periods and cannot have a normal life during these periods.

miserable

extremely unhappy or uncomfortable;

unpleasant and causing unhappiness.

self-esteem

the feeling that you are as important as other people and that you deserve to be treated well;

belief and confidence in your own ability and value.

Make use of these words by putting them in the text below. (Mind the suitable forms). In what meaning has the word been used in the text?

PERSONALITY AT 10 IS THE KEY TO SUCCESS IN ADULT LIFE

Researchers have identified personality traits in 10-year-olds that can _____1 how successful they may be as adults. Contrary to these expectations, children who were often worried, played on their own, cried a lot had the ____2 to develop into successful adults. As an adult, a person was not expected to smoke or commit a _____3. The researchers explained that solitary children could make up their minds and not to be influenced by others.

The research showed that children who destroyed their toys, were _____4 and bullied the others could be dissatisfied with their adult life.

Children who stole, got into fights, told lies had a great chance of being out of work, smoking.

Children who had plenty of _____5 and had good friendships with other children had better chances of success as adults.

Emma Cahill, 28, who recently founded her own publishing company, said she had a good social life at the age of 10. "I have never felt foolish in front of my friends and my parents always wanted to listen to my ideas. I hated quarrels and avoided them."

Roy O'Neill, a 40-year-old, said that at 30 he was suffering from _____6 and his wife wanted to divorce him. He says: "When I was 10, I used to set fire to my toy soldiers. I was fighting and I was a liar. I look _____7 in all photos".

Boys who blamed the others for their problems were likely to enter adult life with poor qualifications and have low _____8. Good maths skills in girls and good reading skills in boys were connected with greater happiness in adult life. Friendship with other children meant less chance of depression later in life.

Other research showed that the way teenagers spend their time can influence their later lives, no matter what the social class of their parents is.

6. Give the Russian equivalents to the words.

To identify traits, to determine, expectation, to develop into successful adults, to destroy toys, dissatisfied, self-esteem, to avoid quarrels, to hate, low income.

7. Give the English equivalentst to the following words and word combinations.

Выявить, определить, вопреки ожиданиям, иметь тенденцию, совершить преступление, принять решение, ломать игрушки непослушные, основать компанию, самооценка, избегать ссоры, страдать от депрессии, развестись.

8. Finish the phrase.

to be dissatisfied with	self-
to suffer from	to avoid
to commit	to listen to
poor	to have low
to make up	good reading

9. Give derivatives of the following words.

Success, research, obedient, satisfy, friend, depress, to lie, to qualify, to live.

10. Fill in the gaps.

Today in Britain there is disagreement over how children (1) be taught to be polite. Should parents force their children to (2) “please” and “thank you”, for instance? Or are (3) alternative methods they could use? Most parents still (4) that teaching good manners to their children is important. However, it seems ironic that the methods often (5) pleading and threats.

On the (6)hand, there are some schools which have completely different attitude. Their philosophy is (7) on the idea that a small child will copy adults. In other (8), adults should (9) a good example and the children will follow. In addition, adults should (10) more tolerant. The good manners in Britain today date (11) to the last century when children were considered to be animals (12) needed to be trained before they could be accepted into adult society. Yet, in countries such (13)..... Brazil, children can be seen everywhere with adults and they are not ashamed (14) their behaviour. So, perhaps if children in Britain were allowed to (15) seen more in public, they (16) be much better behaved.

IV. Speaking Practice

1. Read and translate the following quotations on the personality. Choose one quotation and extend it to the volume of an independent monologue utterance.

- Man's main task in life is to give birth to himself, to become what he potentially is. The most important product of his effort is his own personality. *Erich Fromm*
- Show me an actress who isn't a personality and I'll show you a woman who isn't a star. *Katherine Hepburn.*

- While one should always study the method of a great artist, one should never imitate his manner. The manner of an artist is essentially individual, the method of an artist is absolutely universal. The first personality, which no one should copy. *Oscar Wilde*.
 - The meeting of two personalities is like the contact of two chemical substances. If there is any reaction, both are transformed. *Carl Jung*.
 - People with insufficient personalities are fond of cats. These people adore being ignored. *Henry Morgan*.
2. ***Make a close to the text retelling of the text “Personality at 10 is the key to success in adult life”.***
 3. ***These are two self-discovery tests to help you reveal your personality. Do any of them or both and share your results with a partner.***

Personality quiz. How easily are you tempted?

1. Your definition of temptation is:
 - a) the root of all evil;
 - b) your best friend’s boyfriend/ girlfriend;
 - c) Tom Cruise, Belgian chocolate, apple pie.
2. You go into your sister’s bedroom to borrow a cassette. Under a pile of magazines you see her diary. You:
 - a) don’t touch it. If she caught you she would kill you;
 - b) take a diary to your room and read it from start to finish. She has a poor memory, she’ll forget where she’s put it;
 - c) read a few pages, then get out of the room very fast.
3. You open the fridge and come face to face with a huge chocolate cake. You know it’s tonight’s dessert so you:
 - a) take it out of the fridge and cut yourself a nice big slice. What’s the difference when you’ll eat it?
 - b) make sure nobody’s looking and take a bit;
 - c) think about cutting yourself a slice, then change your mind.
4. You pay for your shampoo with a \$10 note. You can hardly believe your eyes when the assistant puts \$18 change. He thinks you gave him \$20. You:
 - a) give him back the extra money immediately. You wouldn’t like him to lose his job;
 - b) take the change and wander about the shop while you decide what to do, then go back and give the change;
 - c) take the change and get away fast.

5. You've got to write an essay tonight but an interesting film is on TV:
 - a) promise yourself you'll watch 10 minutes, then turn it off;
 - b) watch the whole film. You can not miss it;
 - c) write an essay.
6. Your mate's girlfriend/ boyfriend asks you out. Although he/ she is very nice, you know it's wrong, so you:
 - a) accept anyway. When will you get another chance like this?
 - b) give him/ her a cold look and promise to tell your mate;
 - c) think about the invitation for a few minutes and decide against it.

Scoring: 1. a) 0 b) 3 c) 6 2. a) 0 b) 6 c) 3 3. a) 0 b) 3 c) 6 4. a) 0 b) 3 c) 6 5. a) 3 b) 6 c) 0 6. a) 6 b) 0 c) 3	24 – 36: Mr/Ms Temptation. Do you ever say “no” to anything? Our advice: next time you are going to do something – think first. 12 – 21: Naughty but nice. Like most of us you're only human. That means there's plenty of room for improvement. 0 – 9: Made of iron. You really know what is right and what is wrong.
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Personality quiz. Are you prejudiced?

1. Your school arranges an exchange with an English school. You meet the English boy who is going to stay with you for the first time. He is not attractive and his clothes are not fashionable. What do you think?
 - a) This person isn't cool enough to stay with me;
 - b) If she/he is a nice personality, I'll enjoy spending time with him/her;
 - c) Is this what English people look like?
2. You have a new chemistry teacher. He speaks with a very strong accent. How do you react?
 - a) Wait until you are outside the classroom then copy his accent;
 - b) Think: “How am I supposed to believe anything he says?”
 - c) You notice his accent but it makes no difference to you at all.
3. You get on a bus. There are only two seats left. One is next to an old lady and the other is next to someone who looks about 40. What do you do?
 - a) Sit next to the one who is nearest to you;
 - b) Sit next to the 40-year-old because the old lady may talk rubbish;
 - c) Sit next to the old lady. She reminds you of your grandmother.

4. You go with one of your parents to the garage because your car is broke. You discover the mechanic is a woman. What is your reaction?
 - a) We'd better go somewhere else. She might not be good enough;
 - b) That's unusual;
 - c) It's good to see that men and women are doing the same jobs.
5. Imagine that you are the boss of a company and you need to employ a receptionist. You are sent two CVs. One of them is from a wheelchair-user. Which person do you employ?
 - a) The person who is not the wheelchair-user;
 - b) It depends on their experience, ability and personality;
 - c) The wheelchair-user.
6. Your friend is going out with someone of a different race. What's your attitude?
 - a) Worried;
 - b) Pleased that your friend has a new boyfriend;
 - c) You don't care if he is not fat and doesn't have terrible clothes.
7. A new person joins your sport class. Everyone knows that his/her family don't have much money. During the game your watch is stolen. What is your first reaction?
 - a) You have a mental picture of what the thief is like;
 - b) You are angry that you weren't careful enough to hide it;
 - c) You think the poor boy/girl took it.

Scoring:	Answers:
1. a) 3 b) 2 c) 1	<p>7 – 10: No, you're not prejudiced. You're a very fair person who treats everybody with respect. You get to know people before you judge them, because prejudice is based on ignorance and fear.</p> <p>11 – 16: You are not prejudiced. However at times you notice differences between people and find them strange and amusing. You may have some stereotypes. But you don't discriminate people.</p> <p>17 – 21: Oh dear! You are prejudiced. You judge people before you know them. Try to give people more chance before you criticize them. The world is made of different types of people.</p>
2. a) 2 b) 3 c) 1	
3. a) 2 b) 3 c) 1	
4. a) 3 b) 2 c) 1	
5. a) 3 b) 2 c) 1	
6. a) 3 b) 1 c) 2	
7. a) 2 b) 1 c) 3	

4. *Speak about the results of the quiz(es). Do you agree with them? Have you learnt anything new about yourself?*

V. Writing Section

Translate the text using a dictionary. While reading try to write down a short summary of what is stated in this text. Work out the ways how to improve self-esteem which appeal to you most.

SELF-ESTEEM

We all have a mental picture of who we are, how we look, what we're good at, and what our weaknesses might be. We develop this picture over time, starting when we're very young kids. The term **self-image** is used to refer to a person's mental picture of himself or herself. A lot of our self-image is based on interactions we have with other people and our life experiences. This mental picture (our self-image) contributes to our **self-esteem**.

Self-esteem is all about how much we feel valued, loved, accepted, and thought well of by others – and how much we value, love, and accept ourselves. People with healthy self-esteem are able to feel good about themselves, appreciate their own worth, and take pride in their abilities, skills, and accomplishments. People with low self-esteem may feel as if no one will like them or accept them or that they can't do well in anything.

We all experience problems with self-esteem at certain times in our lives – especially during our teens when we're figuring out who we are and where we fit in the world. The good news is that, because everyone's self-image changes over time, self-esteem is not fixed for life. So if you feel that your self-esteem isn't all it could be, you can improve it.

Self-esteem problems. Before a person can overcome self-esteem problems and build healthy self-esteem, it helps to know what might cause those problems in the first place. Two things in particular – how others see or treat us and how we see ourselves – can have a big impact on our self-esteem.

Parents, teachers, and other authority figures influence the ideas we develop about ourselves – particularly when we are little kids. If parents spend more time criticizing than praising a child, it can be harder for a kid to develop good self-esteem. Because teens are still forming their own values and beliefs, it's easy to build self-image around what a parent, coach, or other person says.

Obviously, self-esteem can be damaged when someone whose acceptance is important (like a parent or teacher) constantly puts you down. But criticism doesn't have to come from other people. Some teens have an "inner critic," a voice inside that seems to find fault with everything they do. And people sometimes unintentionally model their inner voice after a critical parent or someone else whose opinion is important to them.

Over time, listening to a negative inner voice can harm a person's self-esteem just as much as if the criticism were coming from another person. Some people get so used to their inner critic being there that they don't even notice when they're putting themselves down.

Unrealistic expectations can also affect a person's self-esteem. People have an image of who they want to be (or who they think they should be). Everyone's image of the ideal person is different. For example, some people admire athletic skills and others admire academic abilities. People who see themselves as having the qualities they admire – such as the ability to make friends easily – usually have high self-esteem.

People who don't see themselves as having the qualities they admire may develop low self-esteem. Unfortunately, people who have low self-esteem often have the qualities they admire. They just can't see that they do because their self-image is trained that way.

Why is self-esteem important? How we feel about ourselves can influence how we live our lives. People who feel that they are likable and lovable (in other words people with good self-esteem) have better relationships. They are more likely to ask for help and support from friends and family when they need it. People who believe they can accomplish goals and solve problems are more likely to do well in school. Having good self-esteem allows you to accept yourself and live life to the fullest.

Steps to improving self-esteem:

If you want to improve your self-esteem, here are some steps to start empowering yourself:

- **Try to stop thinking negative thoughts about yourself.** If you're used to focusing on your shortcomings, start thinking about positive aspects of yourself that outweigh them. When you catch yourself being too critical, counter it by saying something positive about yourself. Each day, write down three things about yourself that make you happy.
- **Aim for accomplishments rather than perfection.** Some people become paralyzed by perfection. Instead of holding yourself back with

thoughts like, "I won't audition for the play until I lose 10 pounds," think about what you're good at and what you enjoy, and go for it.

- **View mistakes as learning opportunities.** Accept that you will make mistakes because everyone does. Mistakes are part of learning. Remind yourself that a person's talents are constantly developing, and everyone excels at different things – it's what makes people interesting.
- **Try new things.** Experiment with different activities that will help you get in touch with your talents. Then take pride in new skills you develop.
- **Recognize what you can change and what you can't.** If you realize that you're unhappy with something about yourself that you can change, then start today. If it's something you can't change (like your height), then start to work toward loving yourself the way you are.
- **Set goals.** Think about what you'd like to accomplish, then make a plan for how to do it. Stick with your plan and keep track of your progress.
- **Take pride in your opinions and ideas.** Don't be afraid to voice them.
- **Make a contribution.** Tutor a classmate who's having trouble, help clean up your neighborhood, participate in a walk-a-thon for a good cause, or volunteer your time in some other way. Feeling like you're making a difference and that your help is valued can do wonders to improve self-esteem.
- **Exercise!** You'll relieve stress, and be healthier and happier.
- **Have fun.** Ever found yourself thinking stuff like "I'd have more friends if I were thinner"? Enjoy spending time with the people you care about and doing the things you love. Relax and have a good time – and avoid putting your life on hold.

It's never too late to build healthy, positive self-esteem. In some cases where the emotional hurt is deep or long lasting, it can take the help of a mental health professional, like a counselor or therapist. These experts can act as a guide, helping people learn to love themselves and realize what's unique and special about them.

Self-esteem plays a role in almost everything you do. People with high self-esteem do better in school and find it easier to make friends. They tend to have better relationships with peers and adults, feel happier, find it easier to deal with mistakes, disappointments, and failures, and are more likely to stick with something until they succeed. It takes some work, but it's a skill you'll have for life.

УЭ – 2
THEORIES OF PERSONALITY

I. Vocabulary Work

1. To check or build up your vocabulary on this subject, look at the words and word combinations listed on this page.

personality [ˌpɜːsəˈnæləti] n.	– личность, индивидуальность, черты характера, характер
individuality [ˌɪndɪˌvɪdʒuˈæləti] n.	– индивидуальность, особенность, индивидуальная черта
pattern [ˈpætən] n.	– образец, пример, форма, модель
personal identity [ˈpɜːs(ə)nəl aɪˈdentɪti]	– идентичность личности, личные качества
trait [treɪt] n.	– характерная черта, особенность
self-actualization [ˌselfæktʃu(ə)laɪˈzeɪʃ(ə)n] n.	– полное проявление своих возможностей и способностей, самореализация
self-evaluation [ˈself ɪˈvæljuːeɪʃ(ə)n] n.	– самооценка, самоопределение
disposition [ˌdɪspəˈzɪʃ(ə)n] n.	– склонность, характер, нрав
motivation [ˌmɒtɪˈveɪʃ(ə)n] n.	– побуждение, движущая сила
hierarchy [ˈhaɪəˌrɑːki] n.	– иерархия, соподчинённость
genetic [dʒəˈnetɪk] adj.	– генетический, наследственный
superego [ˌsuːpəˈiːgəʊ] n.	– суперэго
Oedipus complex [ˈiːdɪpəs ˌkɒmpleks]	– Эдипов комплекс
defense mechanism [dɪˈfens ˈmekəˌnɪz(ə)m]	– защитный механизм
inferiority complex [ɪnˌfɪəriˈɒrəti ˈkɒmpleks]	– комплекс неполноценности
extroversion [ˌekstrəˈvɜːʃ(ə)n] n.	– экстраверсия, чрезмерная заинтересованность во внешнем успехе, отсутствие духовных интересов

introversion [ˌɪntrəˈvɜːʃ(ə)n] <i>n.</i>	– замкнутость, направленность личности внутрь себя
affiliation [əˌfɪliˈeɪʃ(ə)n] <i>n.</i>	– аффилиация, потребность в помощи, симпатии окружающих
anxiety [æŋˈzaiəti] <i>n.</i>	– беспокойство, тревога
dissatisfied [dɪsˈsætɪsfaɪd] <i>adj</i>	– неудовлетворённый, недовольный
awareness [əˈweənəs] <i>n.</i>	– сознание, осведомлённость, знание
sublimation [ˌsʌblɪˈmeɪʃ(ə)n] <i>n.</i>	– возвышение, очищение, сублимация

2. Choose synonyms from the second and third columns to the words from the first one.

1. motivation	1. matter	1. motive
2. fundamental	2. ancillary	2. essential
3. unconscious	3. oblivious	3. interesting
4. taboo	4. ban	4. tip
5. unacceptable	5. objectionable	5. acceptable
6. denial	6. admission	6. repudiation
7. behaviour	7. conduct	7. manner
8. to regulate	8. to observe	8. to control
9. to imitate	9. to emulate	9. to access
10. to fulfill	10. to accomplish	10. to frustrate

3. Complete the definitions choosing the right variant.

- A series of actions or events that together show how things normally happen or are done means _____ .
 - a pattern
 - an example
 - a taboo
- Another word for “theory” is _____ .
 - practice
 - sample
 - concept
- A means or a method of dealing with something is _____ .
 - luck
 - an approach
 - surprise

4. The sum of things, circumstances, and conditions that surround one and may have an effect on one; surroundings is _____ .
 a) an environment c) a place
 b) weather
5. In Freudian psychoanalysis, the part of the psyche that is associated with instinct and primal drives, and that is subject to moderation by the ego and superego is called _____ .
 a) id c) adult
 b) destiny
6. An unconscious process that submerges or opposes ideas or actions that would be painful or inappropriate is _____ .
 a) pattern of behaviour c) Electra complex
 b) defense mechanism
7. Another word for “punishment” is _____ .
 a) reward c) penalty
 b) compensation

4. *Decide whether the following pairs of words are synonyms or antonyms.*

1. abnormal – aberrant
2. theorist – practitioner
3. skill – incompetence
4. model – pattern
5. trait – feature
6. conscientiousness – scrupulous
7. destiny – fortune
8. esteem – abomination
9. individual – person
10. potential – aptitude

5. *Give the Russian equivalents to the words.*

Pattern of behaviour, human differences, to try to explain, unconscious motivation, life experience, learnt behaviour, basic ways, the way they behave, trait, fundamental blocks, to choose destiny, to determine personality, according to, to seek pleasure, to avoid pain, to replace, to feel anxiety, to fulfill the desire, observable behaviour, to analyze behaviour, new experience, reward and punishment, despite changes, to achieve, necessary skills, fearful model, the quality of a model, disposition, set of traits, sociable, even-tempered, fair, capacity for personal growth, to choose destiny, person-centered approach, to be based on two elements, real self, ideal self, to develop self-concept, according

to, to use to the full, hierarchy of motives, belongingness, to value, to fulfill potential, basic needs, complex needs.

6. *Translate into English the following words and word combinations.*

Разные теории, развитие личности, быть ответственным за, главный определяющий фактор, черты, выбирать свою судьбу, взрослые пациенты, детский опыт, согласно Фрейдю, врожденный, Эдипов комплекс, сильное желание, спрятанная часть, защитный механизм, выполнять желание, социальное табу, придумывать отговорки, платить налоги, осторожный, проецировать чувства, подозревать, первоначальный источник, социально неприемлемый, из-за недостатка контроля, сильная боль в желудке, язва, эмоциональные аспекты болезни, аспекты реальности, новый опыт, поощрение, наказание, эффективные пути, отличаться от, несмотря на перемены, имитировать поведение, качество модели, боязливый, необходимые навыки, согласно этой теории, дружелюбный, отношение, общие, появляться в разных ситуациях, измерение, надежный, справедливый, добродушный, утонченный, умный, сочувствующий, оптимистический ответ, способность к личностному росту, выбирать свою судьбу, самоконцепция, опыт, отличаться от, использовать в полной мере, жить в гармонии, точный, вносить вклад, ценить, основные потребности, каждый уровень, удовлетворить потребности, сложные потребности.

7. *Give derivatives of the following words.*

Accept, motivate, collect, grow, free, choose, please, real, anxious, protect, defend, pleasant, aggressive, stress, emotion, medicine, pain.

Observe, punish, collect, treat, effect, society, necessity, use, friend, cooperate, talk, agree, stable, rely, sympathy, artist, intelligence.

To respond, to grow, capable, able, to differ, to evaluate, to feel, accuracy, secure, contribute, base, important, physiology, health.

II. Reading Comprehension

1. *Read the text with a dictionary.*

THEORIES OF PERSONALITY

Personality is the pattern of behaviour, thinking and feeling that characterize the individual and the way he adapts to the world.

Personality psychologists are interested in describing and explaining human differences. There are different theories that have tried to explain

personality and its development. Some theories say that biological and genetic factors are responsible for our personality, the others say that life experiences are more important.

Approach	Theorist	Basic ideas of the theory
Psychodynamic	S. Freud	Unconscious motivation as the major determinant of personality; personality structures include id, ego and superego; 5 stages of personality development
Behavioural	B. Skinner	Personality is a collection of learnt behaviour formed by environment.
Social learning	A. Bandura W. Mischel J. Rotter	Personality, behaviour and environment influence one another. The role of cognitive behaviour is important.
Big Five Trait Theory	G.Allport H.Eysenck	People can be described by the basic ways they behave. The traits are the fundamental building blocks of personality.
Humanistic	C.Roger A.Maslow	Each person has the potential for personal growth, free will and freedom to choose one's destiny.

Psychodynamic approach

Sigmund Freud was a medical doctor from Vienna, Austria, who specialized in neurology. His psychodynamic approach to personality developed as a result of his work with adult patients who had psychiatric problems. His theory had 3 main points:

1. Childhood experiences determine adult personality.
2. Unconscious mental processes influence everyday behaviour.
3. Conflict influences human behaviour.

According to Freud, adult personality consists of **id, ego and superego**.

Id is unconscious, inborn and has no contact with reality. It operates according to pleasure principle – always seeks pleasure and avoids pain. Develops at birth.

Ego develops from id and operates according to reality principle. It is called the executive branch of personality because it makes rational decisions. Develops at the age of 6 months.

Superego operates according to morality principle. Can tell what is right and what is wrong because it is our conscious. Develops at about ages of 5-6 after the resolution of **Oedipus or Electra complex** (a strong desire of a young child to replace the parent of the same sex and have love of the opposite-sex parent).

Freud considered that our behaviour is the result of the conflicts between the id, ego and superego. Personality is like an iceberg – most of it is below the level of awareness just as most of an iceberg is hidden under the water. The hidden part is the unconscious (thoughts, memory, desires) but it influences our behaviour.

Because of the conflict between the id, ego and superego a person may feel anxiety. The ego uses **defense mechanisms** to distort reality and protect us from anxiety. A defense mechanism is a process that an individual uses to compensate for a desire that cannot be fulfilled because of social taboos. They are:

Rationalization	Creating false excuses to explain wrong behaviour. <i>Example:</i> You don't pay taxes and say "everybody does it".
Repression	Taking unpleasant thoughts, memories from consciousness. <i>Example:</i> You have no memory of unpleasant experiences.
Reaction formation	Behaving in the opposite of true feelings. <i>Example:</i> A mother who feels resentment to a child can be very cautious and protective.
Projection	Projecting one's own feelings, motives, faults to others. <i>Example:</i> A wife suspects her husband of having an affair because she unconsciously thought of having an affair.
Displacement	Moving unpleasant thoughts from their original source to a safer object. <i>Example:</i> You are angry with your boss, you don't shout at him, but you become angry with your family member when you come home.
Sublimation	A socially acceptable behaviour replaces a socially unacceptable one. <i>Example:</i> A person who feels aggression due to lack of control plays an aggressive game of basketball.
Intellectualization	Dealing with a stressful situation in an intellectual but unemotional manner. <i>Example:</i> A person who lost a family member due to illness will speak of the medical terminology but will not discuss the emotional aspects of the illness.

Denial	Not acknowledging some painful aspects of reality. <i>Example:</i> A person with severe stomach pains, possibly an ulcer, refuses to see a doctor because he thinks it's only indigestion.
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Behavioral approach

Behaviorism is a theory that studies only observable behaviour. Behaviorists are not interested in mental processes that can not be observed. This approach only analyses behaviour that can be seen – **stimuli and responses (S – R)**.

B. Skinner sees child development as a building process. Each new experience forms the child's personality. Everything a person does is based on past and present rewards and punishments and other aspects of operating conditioning. He didn't agree that a person is made up of traits. Skinner didn't use the term "personality" – it is the collection of learnt behaviours. In treatment of psychopathology, **reward and punishment** would be seen as the most effective ways of changing the abnormal behaviour of a person.

Social learning approach

Social learning theory differs from the behavioral view of Skinner by saying that we can regulate and control our own behaviour despite changes in our environment. **Albert Bandura, Julian Rotter** are social learning theorists. Bandura believes that learning is achieved by observing what others do, by imitating behaviour of other people. A person can imitate if he has the necessary skills to do it and motivation to do it. The quality of a model is very important. With an aggressive, fearful, antisocial model a person will not learn socially useful behaviour.

The Trait approach

According to this theory people can be described with the help of the basic ways they behave, such as friendly, moody. Basic ideas are:

1. Each person has stable disposition to show certain behaviours, attitudes, emotions.
2. These dispositions are general and appear in different situations.
3. Each person has a different set of traits.

The Big Five Trait model includes 5 basic dimensions of personality:

- extroversion (outgoing, talkative, sociable);
- agreeableness (cooperative, fair, sympathetic);
- conscientiousness (organized, efficient, reliable);

- emotional stability (even-tempered, good-natured, calm);
- openness to experience (intelligent, artistic, sophisticated).

Humanistic approach

It is an optimistic response to the pessimism of psychodynamic theory. This approach stresses that each person has the capacity for personal growth, positive growth, free will and freedom to choose one's destiny. It also stresses self-actualization (**realization of the human potential**). Representatives of this approach are **Carl Rogers and Abraham Maslow**.

Carl Rogers' **person-centered approach** stressed that people have the need for self-actualization. According to Rogers, the structure of the personality is based on two elements: the organism and the self. Self-concept is individual's perceptions of their abilities, behaviour, and personality. There is the **real self** (the self we form as a result of our experiences) and the **ideal self** (who we really want to be).

Problems begin when the real self is different from the ideal self. The development of the **self-concept** depends on self-evaluation and positive evaluation shown by others. We help others develop self-concept by giving them love and understanding. According to Rogers, fully functioning persons are those who live in harmony with their deepest feelings, impulses and intuitions.

A. Maslow studied individuals who were using their abilities to the full. He found that people who self-actualized, were comfortable in life, independent, accurate in perceiving reality, had a good sense of humour. He developed a **hierarchy of motives** in which each lower need must be satisfied before the next level. They are:

- **physiological** (air, food, water, stable body temperature);
- **safety and security** needs;
- **love and belongingness** (the need to obtain and give love, to be a contributing member of the society);
- **esteem and self-esteem** (the need to develop a sense of self-worth by knowing that the others value you);
- **self-actualization** (the need to fulfill your potential).

Each level is less biological and more social. Basic needs must be satisfied first. When a person satisfies one level, this satisfaction activates needs at the next level. For example, after the basic physiological needs are satisfied, safety and security become motivating.

This theory is important because it shows how complex the human needs are. It was Maslow who formally introduced to psychology the model of a healthy, optimally functioning individual.

2. Answer the following comprehension questions.

1. What is personality?
2. Who is interested in describing and explaining human differences?
3. What are the basic ideas of the psychodynamic approach?
4. Is id unconscious, inborn having no contact with reality?
5. Ego develops from id and operates according to reality principle, doesn't it?
6. Does ego or superego operate according to morality principle?
7. Who considered that our behaviour is the result of the conflicts between the id, ego and superego?
8. What does the ego use to distort reality and protect us from anxiety?
9. How many social taboos are mentioned in the text? What are they?
10. Behaviorism is a theory that studies only observable behaviour, isn't it?
11. How does social learning theory differ from the behavioral view of Skinner?
12. Which model includes 5 basic dimensions of personality?
13. Does humanistic or the trait approach stress that each person has the capacity for personal growth, positive growth, free will and freedom to choose one's destiny?
14. What is the name of the scientist who studied individuals who were using their abilities to the full?
15. What is a hierarchy of motives based on?

When you have answered the questions, find a partner in your group and swap the information.

3. Complete the following sentences.

- Personality is
- The theories that try to explain personality are
- Some theories say, the others say
- Freud's psychodynamic approach developed as a result of.....
- Id (ego, superego) operates according to
- People may feel anxiety because of conflict
- A defense mechanism is
- Defense mechanisms are
- The person-centered approach stressed
- The real self is
- The ideal self is
- Problems begin when

- A. Maslow developed
- According to this theory, lower need must
- When a person satisfies one level

III. Comprehension and Word Study

1. Below are some definitions of the words which you have come across in the text. What are they?

- a) the one that can be observed;
- b) qualities that make up a person's character;
- c) able to bring the result, having an effect;
- d) ability to do something well;
- e) make or become different;
- f) to reach the aim;
- g) compensation for something well done;
- h) cause suffering or discomfort for doing wrong;
- i) something that special, that characterizes person or thing;
- j) showing or expressing kindness;
- k) person's natural qualities of mind and character;
- l) measurement of any sort;
- m) person more interested in what goes on around him than in his own thoughts and feelings;
- n) agreement of feelings, interest, opinions; pleasant combination;
- o) give a person what he wants or needs;
- p) something felt to be necessary;
- q) organization which grades things (people) from the lowest to the highest;
- r) what happens to a person, the fate;
- s) exact;
- t) capacity or power to do something physical or mental.

2. Say whether the following statements are true or false. In your arguments use: I quite agree with ... ; I don't think so; I can't agree with ... ; on the contrary; quite so; exactly; it seems right say ...

1. Personality psychologists are interested in describing and explaining human differences.
2. Some theories say that biological and genetic factors are responsible for our personality, the others say that life experiences are more important.
3. Sigmund Freud was a lecturer from Berlin, Germany, who specialized in literature.

4. His psychodynamic approach to personality developed as a result of his work with adult patients who had psychiatric problems.
5. According to Freud, adult personality consists of id, ego and superego.
6. Id is conscious, learnt and has close contact with reality.
7. Ego develops from superego and operates according to reality principle.
8. Superego operates according to morality principle.
9. A. Bandura considered that our behaviour is the result of the conflicts between the id, ego and superego.
10. The hidden part of personality is the unconscious (thoughts, memory, desires) but it influences our behaviour.
11. Behaviorism is a theory that studies only observable behaviour.
12. Social learning approach suggests that reward and punishment would be seen as the most effective ways of changing the abnormal behaviour of a person.
13. The Big Five Trait model includes 6 subordinate dimensions of personality.
14. Main representatives of humanistic approach are Carl Rogers and Abraham Maslow.
15. H.Eysenck developed a hierarchy of motives in which each lower need must be satisfied before the next level.
16. It was Maslow who formally introduced to psychology the model of a healthy, optimally functioning individual.

3. *The text you are going to read introduces the essentials of Humanistic Approach in psychology. Which of the statements below are characteristic of this approach?*

- a) It does not explain man's behaviour. It is concerned with developing his resources.
- b) In order to understand man as a whole humanistic psychologists pay great attention to the study of separate functions and behaviours.
- c) Much of man's behaviour is dominated by unconscious motives.
- d) Attitudes (установки), values and goals determine the person's choice.
- e) Humanistic psychology emphasizes subjective experience rather than objective reality.

4. *Now read the text to see whether you were right.*

Humanistic psychology, exemplified by such outstanding writers as Carl Rogers, Abraham Maslow, Gordon Allport, Eric Fromm, and Rollo May, is concerned with the challenge of fully developing the person's resources. It holds that the person's need to develop his potentials, along with his capacity to do so,

is innate – that is, as much a part of his nature as physiological needs. Moreover, humanistic psychology focuses on the individual as a whole person. To the humanistic psychologist the attempt to understand a person by piecing him together from various parts of his behavior studied separately, does not yield the same results as when he is studied as a whole. In other words, where human behavior is concerned, the whole is distinctly different from the sum of its parts. According to Bugental (1964), now that it is becoming clear that the behaviourist's search for additional knowledge about specific functions will not lead to an understanding of man in the world, psychology is finally becoming the study of man – the whole man. Thus humanistic psychology accepts man's wholeness as a given.

The Freudian view of man as dominated by unconscious instincts is rejected by humanistic psychology. The humanistic psychologist does recognize the influence of early conditioning and of unconscious drives. But like the modern existentialist, he does not perceive man's destiny to be so fixed by his unconscious that he has little choice; thus for him unconscious motivation is consistent with an important degree of choice. Man has learned to anticipate the consequences of his most complex behaviour, that is, he has awareness, which is reflected in a focus upon his own being and in how he is related to other persons and to social groups. Inevitably this focus upon his own being influences the choices he makes. His choices are also influenced by his philosophy of life, attitudes, and values. It is these that make up the humanness that distinguishes man from other species. It is because of these qualities that he feels a sense of relatedness (relation, relate, relatedness) to others. Yet another side of man's humanness is the creative force that gives rise to his most complex and specifically human behavior. He is capable of ordering his life into paths of his own choice. The concept of man as involved in the process of becoming has been summarized by Rogers:

... man does not simply have the characteristics of a machine, he is not simply being in the grip of unconscious motives, he is a person in the process of creating himself, a person who embodies a dimension of subjective freedom. Focusing on man's experience of his self, humanistic psychology has an inner-oriented, phenomenological quality, that is, it places its emphasis on subjective experience rather than on objective reality. Great importance is therefore attached to awareness of self – of values, goals, suffering, joy, and striving (стремление). And in all this, humanistic psychology sees man as being inherently good.

Notes:

- does recognize – "do", "does", or "did" are used in affirmative sentences to emphasize the verb. In translation the word "действительно" may be used, upon his own being – на самом себе;
- give rise to smth. – порождать, давать начало;
- embodies a dimension – (зд.) является воплощением.

5. *Look through the text and single out the main points.*

6. *Read the text again and say:*

- what** the main thesis of humanistic psychology is;
- how** humanistic psychologists view man;
- whether** man is entirely dominated by unconscious drives;
- what** distinguishes man from other species;
- what** process man is involved in;
- if** humanistic psychologists place emphasis on subjective experience or objective reality.

7. *Words to be remembered:*

anticipate <i>v.</i>	– предвидеть
attitude <i>n.</i>	– отношение, установка
attach <i>v.</i>	– придавать, прикреплять
challenge <i>n., v.</i>	– попытка, задача; бросать вызов, вызывать интерес
consequence <i>n.</i>	– следствие, результат
consistent <i>adj.</i>	– совместимый, последовательный
drive <i>n.</i>	– стимул, побуждение
exemplify <i>v.</i>	– представлять, приводить пример
embody <i>v.</i>	– воплощать
hold (held, held) <i>v.</i>	– (зд.) утверждать
innate <i>adj.</i>	– врожденный
inherently <i>adv.</i>	– в своей основе
recognize <i>v.</i>	– признавать
reject <i>v.</i>	– отвергать
search <i>n.</i>	– поиск
sense <i>n.</i>	– чувство
yield <i>v.</i>	– давать, приносить, производить

8. Give Russian equivalents of the following:

the challenge of fully developing the person's resources; to accept man's wholeness as a given; early conditioning; to give rise to specifically human behaviour; man's experience of his self; awareness of one's self.

9. Find English equivalents in the text:

заниматься проблемой (ставить перед собой задачу); развивать возможности человека; теория утверждает; давать результаты; там, где дело касается поведения человека; становится очевидным; поиск дополнительных знаний; принимать цельность человека как данное; взгляд Фрейда на человека; подобно современным экзистенциалистам; предвидеть последствия (результаты); отличать человека от других видов; испытывать чувство; давать начало (порождать); по собственному выбору; придавать значение чему-либо.

10. Write out the words according to the following criteria:

- a) international words (at least 14), transcribe them.
- b) nouns characteristic of the humanistic approach to personality (at least 5).
- c) synonyms for man (at least 3).

11. Fit the meaning and the word:

- | | |
|--|--------------|
| 1) A state that ensures the stable and purposeful character of subsequent activity | anticipation |
| 2) A mental state showing the subject's unawared or scarcely awared needs | motivation |
| 3) The ability to foresee the results of actions, the appearance of objects | attitude |
| 4) A process of inducing the activeness of an organism and determining its orientation | drive |
| 5) Give form to ideas, feelings | attitude |
| 6) Cause to appear | give rise to |
| 7) A demand for an explanation; a call to battle, debate | embody |
| 8) State of always being the same (in principles, behaviour) | awareness |
| 9) State of being conscious to surrounding Events | challenge |
| 10) A way of looking at life | consistency |

12. Match the words with the opposite meaning;

- a) whole, specific, conscious, subjective, social, accept, attach.
- b) reject, individual, part, detach, objective, unaware, general.

13. Match the words with a similar meaning:

- a) drive, becoming, hold, consequence, finally, concern, exemplify, sense, persistent, fix, species.
- b) class, result, interest, attach, motive, feeling, illustrate, regard, at last, development, lasting.

14. Form verbs from these nouns by means of conversion and translate both:

Challenge, influence, search, function, experience, condition, value, need, attempt, focus, drive.

15. Form adjectives with the help of the suffix '-able' and translate them:

Accept, recognize, perceive, distinguish, challenge, achieve, alter, identify, vary.

16 Check the word which doesn't belong:

- | | | | |
|---------------|--------------|-----------------|------------|
| 1. anticipate | 2. attitude | 3. drive | 4. human |
| separate | value | motive | being |
| private | goal | sense | person |
| isolate | approach | need | individual |
| 5. be engaged | 6. reaction | 7. discriminate | |
| be consistent | response | distinguish | |
| be concerned | conditioning | disapprove | |
| be interested | stimulus | discuss | |

IV. Writing Section

Rewrite the passage within the frame given below.

One of the modes of life described by C. Jung and C. Rogers is presenting an outer mask to the world.

The person wears a mask because he tries to hide his truer inner self. But the person's attempt to conceal (скрыть) his inner feelings may give rise to anxiety. The person is afraid of being rejected. The other person may not only reject his positive feelings but also exploit him where he is submissive (покорный) or

even attack him where he is vulnerable (уязвимый). Usually the person fails to establish relations with other people if his self-concept is poor. He feels he might not "be a success".

But in fact it is the mask that makes understanding each other really a problem. The only way to establish friendly relations with the other person is to reveal (раскрыть) one's true self.

(According to... By... he tries... But the attempt of... Besides ... The person cannot succeed in ... But in fact ... prevents people from ... It is only through ...).

V. Speaking Practice

1. *Here are some ways which can be helpful if you wish to improve your personality as much as you want. Look through the list and give commentary on each item.*

2. *Share your opinion with a partner. Discuss all pros and cons.*

3. *Make your own list.*

The "personality" is the typical pattern of thinking, feeling, and behaviours that make a person unique. When we say that someone has a "good personality" we mean that they are likeable, interesting and pleasant to be with.

Everyone wants to be attractive to others. To that end, having a good personality is vital – probably even more so than good looks. In fact, approximately 85 percent of your success and happiness will be a result of how well you interact with others. Ultimately, it is your personality that determines whether people are attracted to, or shy away from you.

While we can only enhance our looks to a certain extent, we have the ability to improve the personality as much as we want. We can develop or integrate any trait we deem fitting and agreeable.

Here are some ways we can accomplish this:

1. **Be a better listener.** Jacqueline Kennedy Onassis was considered one of the most charming women in the world because she cultivated the skill of being an exceptional listener. She was known for the way she would look a person in the eyes, hang on their every word, and make them feel important. There is nothing more appealing than having someone listen to you intently making you feel like you're the only person in the world.

2. **Read more and expand your interests.** The more you read and cultivate new interests, the more interesting you are to others. When you meet new people it gives you the opportunity to share what you know and to exchange your views with them.

3. **Be a good conversationalist.** This relates to how much you read and know. Once you have much to contribute, learn how to talk about it with others. No one can read about or know everything, so it's refreshing to learn from others those things we don't have the time to about read ourselves. If you happen to be shy, join a group like Toastmasters that encourages you to talk about what you know.
4. **Have an opinion.** There is nothing more tiresome than trying to talk to someone who has no opinion on anything. A conversation has nowhere to go if you have nothing to expound on. If, however, you have an uncommon point of view or differing opinion, you are more interesting and stimulating to be with socially (unless you're a know-it-all, of course). A unique outlook expands everyone's perspective.
5. **Meet new people.** Make the effort to meet new people especially those unlike you. It not only exposes you to different cultures and alternative ways of doing things, it broadens your horizons.
6. **Be yourself.** The next most tiresome thing after having no opinions is trying to be something you're not. Molding yourself in order to fit in, or be accepted, usually backfires. Since each of us is unique, expressing that uniqueness is what makes us interesting. Attempting to be a carbon copy of someone else not only falls flat, but reveals a lack of authenticity.
7. **Have a positive outlook and attitude.** Who wants to be around people who are negative, complain a lot, or have nothing good to say? In fact, most of us run when we see them coming. Instead, be the kind of upbeat person who lights up a room with your energy when you enter it. Do it by looking for the best in people and things. Smile warmly, spread good cheer, and enliven others with your presence.
8. **Be fun and see the humorous side of life.** Everyone enjoys the company of someone who makes them laugh, or smile, so look for the humorous, quirky side in a situation – there always is one. Comic relief is a much welcome and needed diversion at times. When you can add fun and lightheartedness to an otherwise dull or gloomy setting, others will naturally be attracted to you, not to mention grateful.
9. **Be supportive of others.** Being supportive is probably the most endearing quality you can integrate into your personality. Just as you yourself welcome it, be the support for others when they need it. We all love a cheerleader in our corner; someone who is encouraging, believes in us and helps pick us up when we're down.

10. Have integrity and treat people with respect. Being honest and true to your word will bring you the admiration, respect and gratitude of others. Nothing improves a person's personality more than integrity and respect – respect for others, as well as respect for yourself.

We humans have the power and ability to shape our personalities however we wish. When we develop ourselves to be all that we can be, we contribute to our own, as well as the happiness of others.

УЭ – 3 EMOTIONS

I. Vocabulary Work

1. To check or build up your vocabulary on this subject, look at the words and word combinations listed on this page.

background [ˈbæk,grʌʊnd] <i>n.</i>	– фон
contain [kənˈteɪn] <i>v.</i>	– содержать
capacity [kəˈpæsəti] <i>n.</i>	– способность
beyond [biˈjɒnd] <i>prep.</i>	– за, за пределами
deliver [dɪˈlɪvə] <i>v.</i>	– посылать
equip [ɪˈkwɪp] <i>v.</i>	– оборудовать
eager [iːgə] <i>adj.</i>	– страстно стремящийся (к чему-л.), нетерпеливый
fidelity [fɪˈdeləti] <i>n.</i>	– верность, преданность
fulfil [fʊlˈfɪl] <i>v.</i>	– выполнять
intervene [ˌɪntəˈviːn] <i>v.</i>	– вмешиваться
inevitable [ɪnˈevɪtəb(ə)l] <i>adj.</i>	– неизбежный
indispensable [ˌɪndɪˈspensəb(ə)l] <i>adj.</i>	– неотъемлемый
impact [ˈɪmpækt] <i>n.</i>	– влияние
insecurity [ˌɪnsɪˈkjʊə] <i>n.</i>	– ненадежность
mood [muːd] <i>n.</i>	– настроение
need [niːd] <i>n.</i>	– необходимость, потребность
negligible [ˈneglɪdʒəb(ə)l] <i>adj.</i>	– незначительный, ничтожный

occur [ə'kɜ:] v.	–	появиться, возникать
provided [prə'vaɪdɪd] conj.	–	при условии
preoccupation [pri:,ɒkjʊ'preɪʃ(ə)n] n.	–	озабоченность
recognize ['rekəɡnaɪz] v.	–	признавать
responsible [rɪ'spɒnsəb(ə)l] adj.	–	ответственный
resentment [rɪ'zentmənt] n.	–	возмущение, чувство обиды
regain [rɪ'geɪn] v.	–	восстанавливать
remove [rɪ'mu:v] v.	–	устранять, удалять
relieve [rɪ'li:v] v.	–	облегчать
remarkable [rɪ'mɑ:kəb(ə)l] adj.	–	замечательный
subjected to [səb'dʒektɪd tə] adj.	–	подверженный (чему-л.), склонный (к чему-л.)
trouble ['trʌb(ə)l] n.	–	беда
tension ['tenʃ(ə)n] n.	–	напряжение

2. Choose synonyms from the second and third columns to the words from the first one.

1. to intervene	1. to butt in	1. to change
2. response	2. decision	2. answer
3. negligible	3. futile	3. acute
4. bombardment	4. bombing	4. cast
5. indispensable	5. essential	5. expendable
6. to emerge	6. to appear	6. to do
7. nonetheless	7. sometimes	7. nevertheless
8. severe	8. easy	8. austere
9. impact	9. effect	9. accession
10. equilibrium	10. balance	10. imbalance

3. Match the words with their definitions below. (There is one too many here).

1. Background; 2. capacity; 3. enduring; 4. inevitable; 5. reliable; 6. indispensable; 7. preoccupied; 8. relieve; 9. equip; 10. mood; 11. occur.

- a) Lasting a long time.
- b) Certain to happen or appear.
- c) Power of the mind.

- d) Past experiences.
- e) Having all one's attention taken up.
- f) Make pain or trouble less.
- g) Able to be trusted.
- h) Without which something cannot be done.
- i) Get back again.
- j) State of feeling at a particular time.
- k) Supply what is needed for some action.

4. Match the words with the opposite meaning.

- a) 1. unfaithfulness, 2. go away, 3. cheerfulness, 4. essential, 5. disappear, 6. retain, 7. relaxation.
- b) 1. resentment, 2. negligible, 3. fidelity, 4. remain, 5. emerge, 6. abandon, 7. tension.

5. Match the words with a similar meaning:

- a) 1. worry, 2. wonderful, 3. ability, 4. essential, 5. guide, 6. help, 7. perform, 8. happen, 9. accept.
- b) 1. indispensable, 2. lead, 3. trouble, 4. remarkable, 5. capacity, 6. fulfil, 7. relieve, 8. recognize, 9. occur.

6. Fill in the missing forms.

noun	verb	adjective
		removable
	neglect	
equipment		
		inevitable
	secure	
occurrence		
		manipulated
	accomplish	
recognition		
		resentful

II. Reading Comprehension

1. Before studying the text by Dr. Stafford-Clark decide whether the following statements are true or false.

- a) Emotional development of young children depends on their parents.
- b) The child's ability to control the motor or expressive side of his mind and body is quite unformed.

- c) The child's capacity for correlating and interpreting incoming messages to the brain at birth is completely developed.
- d) It is impossible for the child to regain an emotional equilibrium within normal limits,
- e) Children reflect the moods and preoccupation of their parents.

2. Now read the text to see whether you were right. Entitle it.

From birth until about the age of four, the whole of the child's emotional needs and their expression and satisfaction are centred on the mother. It is as though the child were still in many ways contained within the mother, in so far as her personality and her feelings intervene (of necessity) between the child and his experience of any form of outside reality, and may powerfully influence his response to such experience. At birth that part of his nervous system responsible for delivering incoming messages in the form of sensations to his brain is relatively completely developed, but his capacity for correlating and interpreting them is negligible, and his ability to control the motor or expressive side of his mind and body is quite unformed even if he knew what he wished to do with it. But the continual bombardment of sensory experience* to which he is subjected during his waking hours, and the constant and inevitable sorting and assimilation of these experiences for which his brain is equipped, leads him within a matter of months to recognize first that there is a part of life and experience which is permanently with him, and a part, constantly fluctuating, which is in some way beyond and outside him.

The division which the child may be imagined to be making at this stage is between what is 'me'-what is 'not me'. The most important single aspect of the part of experience which is 'not me' comes to be recognized as a constant element against an inconstant background; and this soon turns into a recognition of the mother as another person, instinctively accepted as the indispensable link between 'me' and everything else. This relationship is a fundamental one which has to occur if the child is to develop normally, although of course it can be made with any other individual who occupies the mother's place in the early life of the child. It is the mother's own special relationship to the child and her personal feelings about him which tend to make her the ideal person to fulfil this role.

From the age about four to about seven there is a change in his relationship occasioned (вызванное) by the child's growing capacity to form separate and enduring (прочный) relationships with other people, although the support and influence of the mother are of supreme importance in forming the child's attitude to these relationships as well as to all else that happens to him. His relationship

* The evidence of the five senses – sight, etc.

with his father will by this time have begun to be important one, and even relationships beyond the family circle, dependent both for their quality and quantity upon the family structure and enduring only as long as the central relationship with the mother supports and encourages them, begin to be made. The normal child is by nature eager, hopeful, and accepting; but to say this is only to say that these qualities will emerge provided that the parents are themselves reasonably happy, confident, and accepting in their attitude towards the child.

Nonetheless children are both remarkably plastic and remarkably resilient (жизнерадостный); they reflect with uncanny (необыкновенный) fidelity the moods and preoccupations and tensions of those nearest and dearest to them, often without realising or understanding anything about these moods and tensions at all. But no matter how severe may be the impact upon a child of unhappiness, resentment, or insecurity in his parents, it is nearly always possible for that child to regain an emotional equilibrium within normal limits if the parental troubles can be removed (снимать) or relieved.

Notes:

– Dr. Stafford Clark – a well-known American psychiatrist, writer and lecturer;

– ... these qualities will emerge provided that... – provided that – если; при условии, что;

– no matter how severe may be the impact – каким бы сильным ни было влияние;

– in so far as ... – в той мере, насколько.

3. Look through the text and single out the main problems raised.

4. Read the text again and see if you can say:

When – the child can make the division between what is 'me' and what is 'not me';

- the relationship with the father becomes an important one;
- the child's capacity to form separate and enduring relationships with other people begins to grow.

What factors influence the child's future behaviour.

5. Give Russian equivalents of the following:

child's emotional needs; experience of any form of outside reality; that part of his nervous system responsible for; incoming messages; motor and expressive side of the mind and body; sensory experience; within a matter of months; the constant and inevitable sorting and assimilation of child's experiences; an inconstant background; indispensable link between “me” and everything else.

6. Find English equivalents in the text:

оказывать влияние на реакцию ребенка; подвергаться влиянию; в часы бодрствования; проводить разделение; на этой стадии; выполнять роль; способность формировать длительные связи; взаимодействие с другими людьми вне семейного круга; зависимый качественно и количественно; зависеть от структуры семьи; по природе; качества возникнут при условии; тем не менее; как бы ни; восстановить эмоциональное равновесие; устранять родительские беды.

7. Form verbs from the following nouns and adjectives adding the suffix '-ize'.

- a) recognition, summary, emphasis, empathy, minimum, organization, analysis, optimum;
- b) equal, normal, visual, general, local.

8. Write out:

- a) the adjectives and nouns describing the character or emotional state of the child;
- b) the verbs that can be used to describe the occurrence and the development of emotional states.

9. Two of the words in each group below are similar in form or meaning. Check the word that doesn't belong.

1. remarkable	2. resentment	3. confident	4. capacity	5. family
trouble	encouragement	sure	happily	fidelity
memorable	anger	dependent	relatively	ability

III. Comprehension and Word Study

1. Pronounce and transcribe the following words:

phenomenon, behavior, physiological, vacuum, exist, argue, arousal, facial, muscles, pleasure, frown, obscure, sought, guilt, mixture, acquire, calm, although, nevertheless.

2. Learn the following word combinations paying attention to prepositions. Make up your own sentences with these word combinations:

to refer *to*, according *to*, *in* other words, to sort *out*, *for* instance, to look *at*, to be aroused *by*, to blow *off* steam, *in* the long run, to be triggered *by*.

3. ***Give derivatives of the following words:***

to feel, to define, to argue, to arouse, to interpret, happy, face, to seem, to limit, to excite, to mix, will, relative, to adapt, to identify.

4. ***Read the text with a dictionary and find in each passage one or two sentences expressing the main idea.***

EMOTION

What is emotion? A feeling? Then what is a feeling? These terms are difficult to define and even more difficult to understand completely. People have been attempting to understand this phenomenon for thousands of years.

The mainstream definition of emotion refers to a feeling state involving thoughts, physiological changes, and an outward expression or behavior. But what comes first? The thought? The physiological arousal? The behavior? Or does emotion exist in a vacuum, whether or not these other components are present? There are five theories which attempt to understand why we experience emotion.

James – Lange Theory

The James – Lange theory of emotion argues that an event causes physiological arousal first and then we interpret this arousal. Only after our interpretation of the arousal can we experience emotion. If the arousal is not noticed or is not given any thought, then we will not experience any emotion based on this event.

Cannon – Bard Theory

The Cannon – Bard theory argues that we experience physiological arousal and emotional at the same time, but gives no attention to the role of thoughts or outward behavior.

Schachter – Singer Theory

According to this theory, an event causes physiological arousal first. You must then identify a reason for this arousal and then you are able to experience and label the emotion.

Lazarus Theory

Lazarus Theory states that a thought must come before any emotion or physiological arousal. In other words, you must first think about your situation before you can experience an emotion.

Facial Feedback Theory

According to the facial feedback theory, any emotion is the experience of changes in our facial muscles. In other words, when we smile, we then experience pleasure, or happiness. When we frown, we then experience sadness. It is the changes in our facial muscles that cue our brains and provide the basis

of our emotions. Just as there are an unlimited number of muscle configurations in our face, so to are there a seemingly unlimited number of emotions.

Notes:

- James – Lange Theory – теория Джеймса – Ланге;
- Cannon – Bard Theory – теория Кэннона – Барда;
- Schachter – Singer Theory – теория Шехтера – Зингера;
- Lazarus Theory – теория Лазаруса;
- Facial Feedback Theory – теория мимических выражений.

5. Answer the following questions:

1. Is it easy to define an emotion?
2. What does the mainstream definition of emotion refer to?
3. What does the James – Lange Theory state?
4. What theory argues that we experience physiological and emotional arousal at the same time?
5. What is the essence of Lazarus theory?
6. What is the role of face expression according to the facial feedback theory?

6. Give the English equivalents to the words:

основное определение, внешнее проявление, физиологическое возбуждение, определять причину, дифференцировать эмоцию, испытывать огорчение, подсказывать уму, теория мимических выражений.

7. Find some sentences in the text which express more precisely the same idea.

1. Emotion involves both mental and physical aspects.
2. The James – Lange theory gives priority to physiological arousal.
3. The Cannon – Bard theory equals physiological and emotional aspects of emotion.
4. Lazarus defines the thought as primary.
5. Face muscles indicate the emotional state.

8. Here are the answers to the questions which you are to compose.

1. People have been attempting to identify emotion for thousands of years.
2. There are five theories which attempt to understand why we experience emotion.
3. The James – Lange theory of emotion argues that an event causes physiological arousal first and then we interpret this arousal.

4. When we smile we then experience pleasure or happiness.
5. The changes in our facial muscles provide the basis for our emotions.

9. Translate the following sentences into English using expressions from the text.

1. Эмоциям трудно дать точное определение. 2. Люди в течение многих тысячелетий пытались понять это явление. 3. Теория Джеймса – Ланге утверждает, что сначала событие вызывает физиологическое возбуждение, а затем мы интерпретируем это возбуждение. 4. Согласно теории мимических выражений эмоция выражается через изменения мышц лица. 5. Когда мы улыбаемся, мы испытываем удовольствие.

10. Give Russian interpretation of the following English sentences.

1. If we experience sadness we frown. 2. If I were you I should continue the experiment. 3. If the child hadn't been so frightened he would have enjoyed the film. 4. If he were a doctor he would help you. 5. Provided that we had got all necessary materials we should have begun the experiment yesterday. 6. Had he been here yesterday we could have examined him immediately. 7. If the psychologist had been more experienced he would have diagnosed the disorder easily. 8. If I meet him I shall tell him to consult the doctor. 9. If you give me some definite facts I shall accept your theory. 10. Provided that you met a snake you would experience fear.

11. Choose one of the variants (a, b, c) to complete the sentences.

1. According to the facial feedback theory when we frown we sadness.
a) define b) cue c) experience
2. It is very difficult to emotions because they are obscure and confused.
a) define b) deter c) attempt
3. Lazarus Theory that a thought must come before any emotion or physiological arousal.
a) involves b) argues c) deters
4. The obscurity of the emotions has not psychologists from attempting to sort them out.
a) deterred b) cued c) involved
5. The Cannon – Bard theory argues that we experience physiological arousal and emotional
a) almost never b) at the same time c) rarely

6. You first think about your situation before you can experience an emotion.

- a) can b) ought to c) must

7. It is the changes in our facial muscles that our brains and provide the basis of our emotions.

- a) define b) cue c) make

IV. Speaking Practice

1. *Speak about the existing theories of emotion according to the following plan.*

1. Name.
2. Author (if known).
3. Essence.

2. *Make up a conversation according to the following situation.*

A schoolchild doesn't want to go to school, and practices missing classes. Act out a dialogue between a school psychologist and his parent. Find out

- the child's age
- individual psychological characteristics
- interests
- educational motivation
- school responsibilities
- living conditions
- household duties
- friends, etc.

Give some recommendations to the child's parents how to arouse the interest in studies and school.

3. *Make a close to the text retelling of the text "Emotion".*

4. *Read the text below on anxiety and give one-minute summary of it.*

Although the definition of anxiety as a vague fear as in "free floating" anxiety covers many instances, several other conjectures (предложение) have found some support.

A second use of the term "anxiety" restricts it to a more specific kind of vague fear – the fear of insecurity. According to the concept on which this use is

based anxiety is social in its origin, beginning in infancy, when the child is dependent upon the adults who care for him. Deprivation, neglect, and loss of affection arouses feelings of insecurity that the infant comes to fear. This fear of insecurity is considered the basic anxiety, and it is always associated with other people. What is feared is isolation and lack of affectionate responses from others. This meaning of "anxiety" is distinguished from fear in that things can cause fear but only people can cause insecurity.

The word "anxiety" is used in a third way to mean concern over our own conduct, that is, feeling of guilt (вина). We are uneasy about forbidden impulses or past misdemeanors (проступки). We fear that if they come to light, our guilt will be uncovered. Children, for example, learn to show love and respect for their parents, yet they are often resentful (их обижает) of parental authority; fear of blurting (высказать, выболтать) out their hidden resentments (неприязнь) may be a source of anxiety. The adolescent may fear to reveal his intensified interest in sex. Concern about our feelings is undoubtedly one important form that anxiety takes.

5. *The following text discusses the problem of emotional suppression and release. Exchange opinions on the necessity of suppressing emotions (groupwork).*

Use the following phrases in your discussion:

I'd like to add that ..; from my point of view ..; I doubt that ..; while I accept that ... I can't agree that ...

EMOTIONAL SUPPRESSION AND RELEASE

If some features of emotional behavior are adaptive and other features disruptive, we need a hygiene of emotions so that people can enjoy emotional expression without suffering the damage caused by emotional excesses. The hygiene of emotions largely involves the question of emotional control. Does maturity consist primarily of suppressing emotional expression so that life can be conducted more rationally? Or is emotional expression a kind of safety valve essential to healthy living?

Civilization requires us to suppress much overt emotional expression. To be civilized is to be moderate in behavior, not to "lose one's head." We consider imperturbability (невозмутимость) a virtue. While we admire emotional sensitivity in the form of social warmth and tenderness, we think it should be exercised with restraint. We conventionally tend to admire temperance (сдержанность) over free indulgence (потворство своим желаниям).

Psychologists doubt the desirability of a general suppression of emotional expression. Some emotional control is no doubt essential for adults as well as for children, but two qualifications concerning the amount of control should be kept in mind. Emotional suppression is not always successful; instead of being eliminated, the emotion may express itself in distorted form or in illness. The beneficial results of appropriate emotional release can sometimes be demonstrated.

Many of the physiological aspects of emotional expression – say, muscular tension or blushing – are not under voluntary (волевой) control. Hence voluntary suppression may not completely suppress, much less always succeed in eliminating the emotional state. Sometimes, however, the suppression goes on so long and so successfully that one is no longer consciously aware of any need to suppress. Under such circumstances the emotion is said to be repressed.

But even repressed emotions are not lost; by appropriate means it is possible to find signs that they are still active.

It is not healthful to deny expression to emotional impulses that are genuine and natural. Although free play should not be given to each and every impulse, emotional control is possible without any need for emotional denial. When a person can experience emotionally charged impulses without anxiety and guilt and can achieve a proper balance between expression and control, he is then emotionally healthy. He finds it possible to accept his emotional impulses as natural and to handle their expression in socially acceptable ways.

It is easy to make generalizations about emotional expression and emotional control, but the generalizations are often difficult to apply. For one thing, their application may depend upon circumstances peculiar to a culture or subculture (for example, how would they apply to a Buddhist monk?). For another, in applying them to oneself, one encounters tendencies to self-deception that make self-regulation of emotion particularly difficult.

V. Writing Section

Give written translation of the following text. Use a dictionary if necessary.

EXPERIENCING EMOTION

Our feelings are obscure and confused. But their obscurity has not deterred psychologists from attempting to sort them out. Some psychologists have identified dimensions of emotional experience, such as pleasant versus

unpleasant and mild versus intense. (Terror is more frightening than fear, rage is angrier than angry, ecstasy is happier than happy.) Other psychologists have sought to identify the fundamental emotions – emotions that are biologically, facially, and experientially distinct. Carroll Izard believes that there are ten fundamental emotions (interest-excitement, joy, surprise, distress, anger, disgust, contempt, fear, shame, and guilt), most of which are present in infancy. Other emotions, he says, are combinations of these (love, for instance, being a mixture of joy and interest-excitement).

Among various human emotions, we looked closely at three: fear, anger, and happiness.

Fear. Fear is an adaptive emotion, even though it can be traumatic. Although we seem biologically predisposed to acquire some fears, the enormous variety of human fears is best explained by learning.

Anger. Anger is most often aroused by events that are not only frustrating or insulting but also interpreted as willful and unjustified. Although blowing off steam may be temporarily calming, it does not, in the long run, reduce anger. Expressing anger can actually arouse more anger.

Happiness. A good mood boosts people's perceptions of the world and their willingness to help others. The moods triggered by the day's good or bad events seldom last more than that day. Even seemingly significant good events, such as a substantial raise in income, seem not to increase happiness for long. The apparent relativity of happiness can be explained by the adaptation-level and relative-deprivation principles. Nevertheless, some people are usually happier than others, and researchers have identified factors that predict such happiness.

Notes to the text:

- to blow off steam – выпустить пар;
- in the long run – в конечном итоге;
- to boost – помогать, способствовать;
- adaptation level and relative-deprivation principles – принципы адаптации и относительной депривации.

МОДУЛЬ 3
THE HUMAN BRAIN, THINKING AND INTELLIGENCE

Objectives. After studying this material, you will be able to:

- speak about the functions of different parts of the brain;
- find out more about your brain power and the way that your mind works;
- describe three basic components of thinking;
- list the main strategies of problem solving;
- explain what intelligence is;
- get to know what makes one person more intelligent than the other.

УЭ – 1
THE HUMAN BRAIN AND ITS FUNCTIONS

I. Vocabulary Work

1. To check or build up your vocabulary on this subject, look at the words and word combinations listed on this page:

brain [breɪn] <i>n.</i>	– мозг, рассудок, ум
subcortex ['kɔːteks] <i>n.</i>	– подкорка мозга
neocortex [ˌniːəu'kɔːteks] <i>n.</i>	– новая кора, неокортекс
cerebrum ['serɪbrəm] <i>n.</i>	– мозг, головной мозг
to be responsible for [rɪ'spɒnsɪbl] <i>v.</i>	– отвечать за, быть причиной
hemisphere ['hemɪsfɪə] <i>n.</i>	– полушарие головного мозга
artistic [ˌɑːtɪstɪk] <i>adj.</i>	– художественный, артистический
corpus callosum [ˈkɔːpəs ˌkæləsəm] <i>n.</i>	– мозолистое тело
to shed (shed, shed) light	– проливать свет
maturity [mə'tjuəriɪtɪ] <i>n.</i>	– зрелость, полная сила
occipital lobe [ɒk'sɪpɪtl ˌləʊb]	– затылочная доля полушарий головного мозга
temporal lobe [ˈtempərəl ˌləʊb]	– височная доля полушарий головного мозга
cerebellum [ˌserɪ'beləm] <i>n.</i>	– мозжечок
insight [ˈɪnsaɪt] <i>n.</i>	– проницательность; интуиция; понимание

Self-awareness [ˌselfə'wɛənis] <i>n.</i>	– самосознание, самоанализ
intelligence [ɪn'telɪdʒəns] <i>n.</i>	– ум, рассудок, интеллект
hypothalamus [haɪpə'θæləməs]	– гипоталамус
temporal lobe of the brain	– височная доля полушарий головного мозга
oddly ['ɒdli] <i>adv.</i>	– странно
similarly ['sɪmələli] <i>adv.</i>	– аналогично, так же, подобным образом

2. In each line choose the word which is similar to the meaning of the first word:

- | | | | |
|--------------|----------------|------------------|-----------------|
| 1. unique | a) conceivable | b) extraordinary | c) slowly |
| 2. insight | a) insanity | b) penetration | c) data |
| 3. generally | a) usually | b) rarely | c) seldom |
| 4. recent | a) distant | b) old | c) latest |
| 5. suddenly | a) unforeseen | b) rapidly | c) unexpectedly |
| 6. dominance | a) ascendancy | b) subordination | c) devaluation |
| 7. capacity | a) inability | b) ability | c) incapability |

Make up sentences with the words which come first in each line.

3. Decide whether the following pairs of words are synonyms or antonyms:

- adult – immature
- to bother – to trouble, to worry
- difference – similarity
- complete – partial
- suggestion – offer, proposal
- false – erroneous
- intelligent – brainy
- to rotate – to turn
- nurture – education, development
- probably – improbably
- insomnia – sleeplessness

4. Match the words with their definitions below. (There is one too many here):

- | | | |
|----------------|------------|--------------|
| 1. interesting | 4. origin | 7. dissonant |
| 2. to control | 5. finding | |
| 3. to reflect | 6. mystery | |

- a) to show or be a sign of a particular situation or feeling;
- b) the information that someone has learnt as a result of their studies, work etc.;
- c) causing attention to or concern about; provoking interest;
- d) to try to find by searching;
- e) the point or moment of arising; source;
- f) an unknown, unexplainable, or secret matter;
- g) to exercise the power to regulate, dominate, or manipulate; command;
- h) not in harmony; discordant.

Can you guess the definition of which word from your vocabulary list is left out.

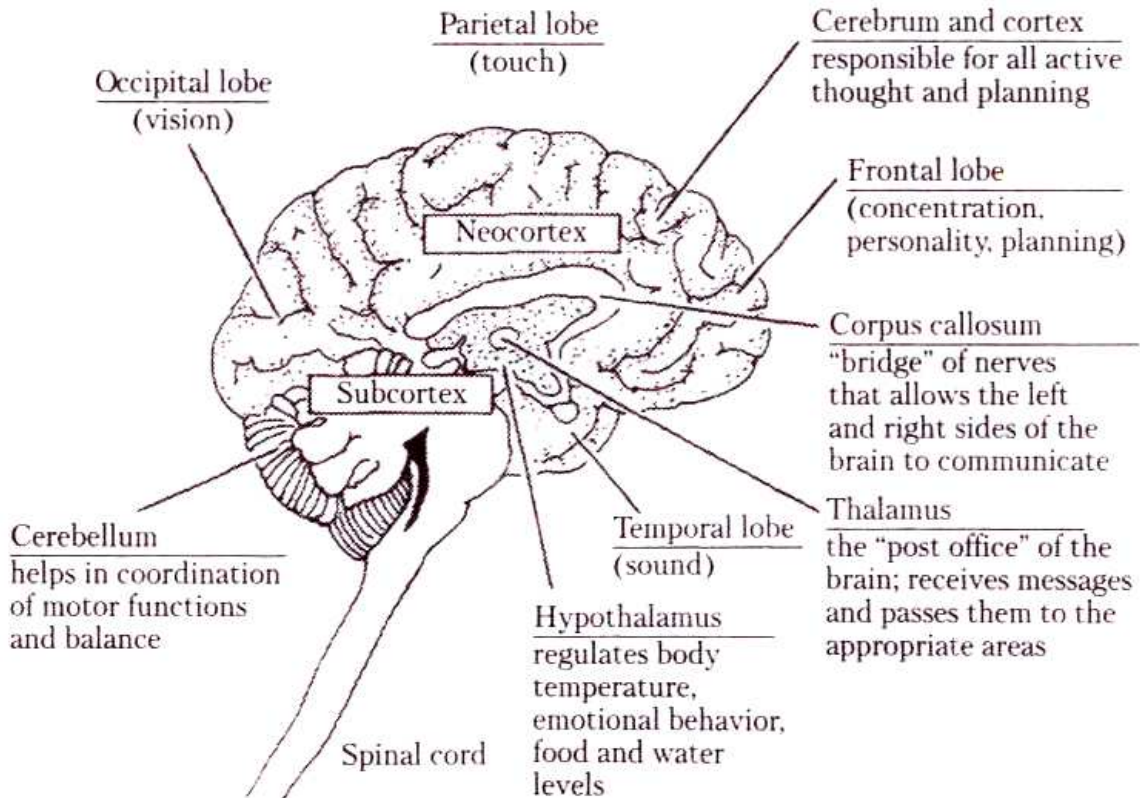
5. Fill in the missing form:.

noun	verb	adjective
maturity	create	breathful
division	communicate	
bother	dominate	
evidence	indicate	different

II. Reading comprehension

1. Look at the diagram and answer the questions.

1. Which areas of the brain might a person use to compose music? To throw a ball? To paint a picture?
2. If you feel cold and want to put on a sweater, which area of the brain is probably active?
3. It has been observed that little boys and little girls play, speak, and act differently from each other. Do you think these differences might be caused by differences in the brain?
4. What part of the brain is called “the post office” and why?
5. How do we call the part of the brain that is responsible for thought and planning?



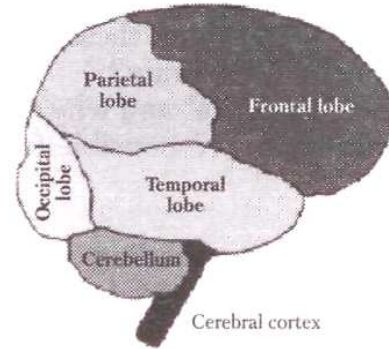
2. *Asking yourself questions before and during reading often helps you understand and remember the material. Look again at the diagram and at the subheads of the text below. Then check the questions on the following list that you think, from your surveying, the reading selection might answer.*

1. What is the function of different parts of the brain?
2. How are human brains different from animal brains?
3. Why do some people seem to be more creative than others?
4. What is the difference between the left and right side of the brain?
5. Are the happiest memories of most people's lives from their childhood?
6. Is it possible to have a memory of something that never happened?
7. How can we improve our memories?
8. Are teenagers' brains different from adults' brains?
9. How do men and women communicate with each other?
10. How does the brain influence a person's ability with music?
11. Can the brain cause people to get sick or become well?

As you read the following text, think about the answers to the questions that you have just checked. Read quickly, use a dictionary if necessary.

THE HUMAN BRAIN – NEW DISCOVERIES

A. Parts of the brain. Most of us learn basic facts about the human brain in our middle or high school biology classes. We study the subcortex, the “old brain”, which is found in the brains of most animals and is responsible for basic functions such as breathing, eating, drinking, and sleeping. We learn about the neocortex, the “new brain”, which is unique to humans and is where complex brain activity takes place. We find that the cerebrum, which is responsible for all active thought, is divided into two parts, or hemispheres. The left hemisphere, generally, manages the right side of the body; it is responsible for logical thinking. The right hemisphere manages the left side of the body; this hemisphere controls emotional, creative, and artistic functions. And we learn that the corpus callosum is the “bridge” that.



Connects the two hemispheres. Memorizing the names for parts of the brain might not seem thrilling to many students, but new discoveries in brain function are exciting. Recent research is shedding light on creativity, memory, maturity, gender, and the relationship between mind and body.

B. Left brain / Right brain: creativity. Psychologists agree that most of us have creative ability that is greater than what we use in daily life. In other words, we can be more creative than we realize! The problem is that we use mainly one hemisphere of our brain – the left. From childhood, in school, we’re taught reading, writing, and mathematics; we are exposed to very little music or art. Therefore, many of us might not “exercise” our right hemisphere much, except through dreams, symbols, and those wonderful insights in which we suddenly find the answer to a problem that has been bothering us – and do so without the need for logic. Can we be taught to use our right hemisphere more? Many experts believe so. Classes at some schools and books claim to help people to “silence” the left hemisphere and give the right one a chance to work.

C. Memory – true or false? In the 1980s in the United States, there were many cases of adults who suddenly remembered, with the help of a psychologist, things that had happened to them in childhood. These memories had been repressed – held back – for many years. Some of these newly discovered memories have sent people to prison. As people remember crimes (such as murder or rape) that they saw or experienced as children, the police have re-opened and investigated old criminal cases. In fact, over 700 cases have been filed that are based on these repressed memories.

D. However, studies in the 1990s suggested that many of these might be false memories. At a 1994 conference at Harvard Medical School, neuroscientists discussed how memory is believed to work. It is known that small pieces of memory (sound, sight, feeling, and so on) are kept in different parts of the brain; in the limbic system, in the middle of the brain, pulls these pieces together into one complete memory. But it's certain that people can “remember” things that have never happened. Even a small suggestion can leave a piece of memory in the brain. Most frightening is that there may be no structural difference in the brain between a false memory and a true one.

E. The teen brain. Parents of teenagers have always known that there is something, well, different about the teen years. Some parents claim that their teenage children belong to a different species. Until recently, neuroscience did not support this belief. The traditional belief was that by the age of 8 to 12 the brain was completely mature. According to the National Institute of Mental Health, maturation does not stop at age 10, but continues into the teen years and beyond. In fact, scientists found that the corpus callosum continues growing into your 20s. Because, it is believed, the corpus callosum is involved in self-awareness and intelligence, the new studies imply that teens may not be as fully self-aware or as intelligent as they will be later. Other researchers have found that teenagers are not able (as adults are) to read emotions on people's faces.

F. Differences in male and female brains. Watch a group of children as they play. You'll probably notice that the boys and girls play differently, speak differently, and are interested in different things. When they grow into men and women, the differences do not disappear. Many scientists are now studying the origins of these gender differences. Some are searching for an explanation in the human brain. Some of their findings are interesting. For example, they've found that more men than women are left-handed; this reflects the dominance of the brain's right hemisphere. By contrast, more women listen equally with both ears while men listen mainly with the right ear. Men are better at reading a map without having to rotate it. Women are better at reading the emotions of people in photographs.

G. One place to look for an explanation of gender differences is in the hypothalamus, just above the brain stem. This controls anger, thirst, hunger, and sexual desire. One recent study shows that there is a region in the hypothalamus that is larger in heterosexual men than it is in women and homosexual men. Another area of study is the corpus callosum, the thick group of nerves that allows the right and left hemispheres of the brain to communicate with each other. The corpus callosum is larger in women than in men. This might explain the mystery of “female intuition”, which is supposed to give women greater ability to “read” and understand emotional clues.

H. Wired for music? It might seem logical to believe that our appreciation of music is learned – that nurture, not nature, determines this. However, it is now clear that nature also plays a role; recent studies indicate that the human brain is “wired” for music. At the University of Toronto, Canada, psychologists have been studying infants age 6 – 9 months. Surprisingly, these babies smile when researchers play consonant (pleasant) music, but they appear to hate dissonant music. As adults, most people can remember only a few poems or pieces of prose but have the capacity to remember at least dozens of musical tunes and to recognize hundreds more. Even more interesting, perhaps, is the possibility that music might actually improve some forms of intelligence. A 1999 study proves that music can help children do better at math – not, oddly, other subjects, just math. It is probably not surprising that much of the brain activity that involves music takes place in the temporal lobes. It may be more surprising to learn that the corpus callosum might also be involved. Researchers at Medical Center in Boston have discovered that the front part of the corpus callosum is actually larger in musicians than in non-musicians.

I. The mystery of the mind-body relationship. There is more and more evidence every day to prove that our minds and bodies are closely connected. Negative emotions, such as loneliness, depression, and helplessness, are believed to cause a higher rate of sickness and death. Similarly, it’s possible that positive thinking can help people remain in good physical health or become well faster after an illness. Although some doctors are doubtful about this, most accept the success of new therapies (e.g., relaxation and meditation) that help people with problems such as ulcers, high blood pressure, insomnia (sleeplessness), and migraine headaches.

III. Comprehension and Word Study

1. *Look over this list of words and expressions from the reading that follows. Which words do you already know? For the ones that you don’t know, don’t use a dictionary, but try to understand them from the Reading.*

Nouns	Verbs	Adjectives
hemisphere	Expose	consonant
neuroscientist	Rotate	dissonant
Insight	Repress	mature
maturation	Wire	emotional
Intuition	Relax	unique
insomnia	Disappear	dominant

2. **Write T on the lines before the statements that are true, according to the Reading. Write F on the lines before the statements that are false. Write DK (Don't Know) on the lines before the statements that are impossible to know from the Reading.**

1. ___ Different parts of the brain control different activities or parts of the body.
2. ___ Most people probably don't use all their creative ability.
3. ___ Newly discovered memories from childhood are false memories.
4. ___ The human brain is mature by the age of twelve.
5. ___ There is no real difference between the brains of males and those of females.
6. ___ Music appears to be the result of education alone.
7. ___ Emotions may affect people's physical health.

3. **Choose the best alternative to complete each sentence below.**

1. In Paragraph B, "We are exposed to very little music or art" probably means ...
 - a) "We are not often in concert halls or museums"
 - b) "We are taught a little music and art"
 - c) "Music and art are uncovered"
 - d) "Music and art are not taught much"
2. In Paragraph B, insights are ...
 - a) dreams that we have while we're sleeping
 - b) moments when we suddenly understand something
 - c) logical moments
 - d) Vision
3. In Paragraph C, the two meanings of the word *cases* are ...
 - a) examples and situations
 - b) memories and crimes
 - c) examples and events that need police attention
 - d) situations and people who murder or rape
4. In Paragraph F, *rotate* probably means ...
 - a) "read"
 - b) "look at"
 - c) "understand"
 - d) "turn"

5. In Paragraph G, intuition is
 - a) Mystery
 - b) the ability to read
 - c) the power of understanding without logic
 - d) female emotion

6. The word *read* as it is used in Paragraph E and G, probably means

a) “understand the meaning of”	c) “show”
b) “understand written language”	d) “see”

7. In Paragraph H, *wired* probably means

a) “with electrical wires”	c) “tense with excitement”
b) “musical”	d) “programmed or equipped”

8. In Paragraph H, prose is probably

a) Poetry	c) language that is not poetic
b) Songs	d) music without words

4. Read the passage and complete it using the words from the box. Pay attention to abbreviations.

REFLEX, INVOLUNTARILY, COMPONENTS, UNCONSCIOUS,
CONSCIOUS, BRAIN, AREAS, RECEPTORS

Basic nervous system organization. The nervous system consists of central and peripheral _____. The central nervous system – CNS includes the _____ and spinal cord. The peripheral nervous system – PNS includes all the other nerves found in the body.

Functions of the CNS. The CNS in its _____ areas of the medulla and cerebellum in control of many _____ actions and _____ functions of the body including heartbeat, blood pressure, breathing, and the endocrine system.

In the conscious areas, i.e. the cerebrum, the CNS is where thought and reasoning occur, as well the perception of sensory input and actions needed to control the _____ muscles.

Pleasure and pain centers of the brain. It has been known for decades that there are _____ of the brain which appear to cause pleasure, and other areas which appear to cause pain.

This has been studied during surgery where the patient was awake as there are no pain _____ within the brain, and also in experiments on animals

where stimulation, to certain _____ was found to be desirable and stimulation to other areas was found to be undesirable.

Functions of the PNS. The PNS connects to the muscles and organs in the body, driving their actions by stimulating them either to do – an agonistic stimulus, or not do – an antagonistic stimulus.

Somatic and autonomic branches of the PNS. The somatic nervous system innervates the skeletal muscles as well as the sense organs including the skin. The skeletal muscles are also called voluntary muscles.

The autonomic nervous system (ANS) innervates the organs of the body, including the heart. *Autonomic* means “working on its own” and another term for the muscles innervated by autonomic nerves are involuntary muscles.

5. Match a word in the text to the following definitions:

- 1) science of the physical life of animals and plants;
- 2) study of the mind and its processes;
- 3) science of the structure of animal bodies;
- 4) science of the normal functions of living things.

The study of the brain is known as neuroscience, a field of biology that is aimed at understanding the functions of the brain at every level, from the molecular up to the psychological. There is also a branch of psychology that deals with the anatomy and physiology of the brain, known as biological psychology. This field of study focuses on each individual part of the brain and how it affects behavior. The brain innervates the head through cranial nerves, and it communicates with the spinal cord, which innervates the body through spinal nerves. Many functions are controlled by coordinated activity of the brain and spinal cord. Moreover, some behaviors such as simple reflexes and basic locomotion can be executed under spinal cord control alone.

6. Give English interpretation of the following Russian sentences.

1. Недавнее исследование проливает свет на творчество, память, зрелость, пол и связь между разумом и телом.
2. Другими словами, мы можем являться более творческими, чем мы это осознаём.
3. Однако последние исследования предоставляют доказательство того, что мозг подростка отличается от мозга как детей, так и взрослых.
4. Вы, вероятно, заметите, что мальчики и девочки играют по-разному, говорят иначе и интересуются разными вещами.
5. Это, вероятно, объясняет тайну “женской интуиции”, которая, как предполагают, даёт женщинам большую способность “читать” и понимать эмоциональные ключи.

6. Считается, что негативные эмоции, такие как одиночество, депрессия, и беспомощность, являются причиной большого количества болезней и смерти.

7. *Read the following short story attentively. Be prepared to do some exercises after the text.*

BEAUTY ATTRACTS, BUT IT'S BRAINS THAT COUNT

It turns out that the best way to produce an intelligent son is to marry an intelligent woman, because the genes which carry intelligence are passed down through women rather than men. Shakespeare, Mozart, Einstein and Newton all owed their genius to their mothers.

According to Professor Gillian Turner, brain power is passed through the X chromosome. Women have two X chromosomes and men have one. The mutation of the intelligence gene in the X chromosome will influence men more strongly than women, as women have a second X chromosome to balance the first. This explains why there are more cases both of mental retardation and genius in men than women, says Professor Turner. Some people understood it long ago. For example, Judaism is passed down through the mother, not the father.

And certainly, geniuses throughout the ages were influenced by their mothers.

Charles Dickens's grandmother was famous for her story-telling. Pablo Picasso's father was a rather mediocre painter. His mother Dona Maria Picasso was a different story: she had two painters among her ancestors.

Winston Churchill is another example. Recently published documents show that his adoration of his brilliant and sophisticated mother Jenny was the key to his later greatness.

Designer Yves Saint Laurent adored his mother: "I have shared with her great moments of real happiness".

Bill Gates inherited his brains from his mother who was a teacher.

Sigmund Freud analyzed his own passionate love for his mother Amalia. Recalling his childhood, he wrote: "A man who has been the indisputable favourite of his mother keeps for life the feeling of a conqueror, that confidence of success which often includes real success."

8. *Pronounce and transcribe the following words.*

Produce, genes, intelligence, Einstein, genius, owe, chromosome, balance, certainly, throughout, influence, ancestor, indisputable, passionate, conqueror.

9. Give the Russian equivalents to the words.

Intelligent, rather... than, to owe, mental retardation, to influence, mediocre painter, certainly, among the ancestors, to adore, sophisticated, the key to greatness, to share, happiness.

10. Give the English equivalents to the words and word combinations.

Оказывается, жениться на, быть обязанным кому-то, иметь вторую X-хромосому, сильно влиять, приводить в равновесие, гениальная, обожать, другой пример, унаследовать, страстная любовь, беспорный фаворит, завоеватель, уверенность в успехе.

11. Finish the phrase.

to produce	the mutation of
mental	a mediocre
to adore	to share
to inherit	passionate
to recall	to analyze

12. Give derivatives of the following words.

Produce, intelligent, retarded, different, paint, adore, happy, great, passion, child, conquer, confident, certain.

13. Find in the text the word that corresponds to the definition.

- a) neither very good, nor very bad, second-rate
- b) any one of those persons from whom one is descended
- c) to love deeply and respect highly
- d) not the same
- e) study and examine in order to learn about
- f) divide with others
- g) time of being a child
- h) belief in oneself or others or in what is said, reported
- i) very brief period of time

IV. Speaking Practice

- 1. a) Complete the sentences below, expressing your own ideas.
- b) Give details to expand any of the ideas to the volume of an independent monologue utterance.

1. Recent research is shedding light on _____ .
2. Psychologists agree that most of us have _____ .

2. Talking points.



a) *What have you learned from the texts above? Try to explain in your own words. Comment on the quotation: “The brain is in a class by itself. Compared with other organs in the body, it has complexity and beauty” (Herbert Lourie).*

b) *The following are some of Einstein’s famous quotes. In small groups, discuss their meanings. Some of the words are difficult. Before you use your dictionary, see if someone in your group can explain unfamiliar words to you.*

1. Imagination is more important than knowledge.
2. It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
3. Do not worry about your difficulties in mathematics. I can assure you that mine are still greater.
4. Great spirits have always encountered violent opposition from mediocre minds.
5. The whole of science is nothing more than a refinement of everyday thinking.

3. Answer each of the following questions about yourself. Then discuss your answers with your groupmates in small groups.

1. What types of things are you good at? Make a list.
2. What types of things do you find difficult or challenging? Make a list.
3. Do you have a good memory? Are you good at memorizing certain things? What types of things are you best at memorizing or remembering? Do you use any “tricks” to help you remember things? What are they?
4. Is your mind most active during the morning, during the afternoon, during the evening, or at night? Are you more creative when you are asleep or awake?
5. We all use both sides of our brains, but some of us favour one side over the other. The side we favour is called the dominant side. Knowing which side you prioritize can help you understand a lot about yourself.

4. *To find more about the way that your mind works, try this test. Read the questions and write “T” next to the statements which are true for you.*

Blue

1. I learn more from the radio or a CD than from TV.
2. I’m good at learning foreign languages.
3. I like doing crossword puzzles and playing word games.
4. I love writing long letters to friends.
5. I can sometimes hear words in my head before I speak or write.

Green

1. I’m good with maps and I don’t often get lost.
2. I dream in colour.
3. I’d rather watch music videos than listen to CDs.
4. I’m good at choosing clothes that coordinate.
5. I love painting, drawing or photography.

Red

1. I’m good at mental arithmetic.
2. I often beat my friends at card games.
3. I can quickly tell if someone isn’t telling the truth.
4. I’m skeptical about things like ghosts.
5. I like to find out how things work.

Purple

1. People often ask me for advice.
2. I feel comfortable in a crowd.
3. I dislike spending time on my own.
4. I’m good at solving other people’s problems.
5. I’ve got an address book full of friends’ telephone numbers.

To find out more about your brain power, look at the colour that has most “true” statements. Most people are good at more than one area. Discuss the achieved results with your partner.

Blue: Your mind is good with languages. You love telling stories, writing and reading. You learn best from tapes, books and debates.

Red: You have a logical mind. You love science and maths. You learn a lot from experimenting and investigating things.

Green: You’ve got a visual mind. You think in pictures as well as words. You’re good at art and design. You learn best using video, magazines or CDs.

Purple: You’ve got great social skills. You like organizing and advising people. You like when there are other people around to discuss things with.

V. Writing Section

Translate the text using a dictionary. While reading try to write down a short summary of what is stated in this text.

MIRRORS IN YOUR BRAIN?

When we see someone yawn, we yawn too. When we watch a spider crawl up someone's leg, we get creepy sensations on our leg. When we see someone in danger, we experience a wave of fear. When we see someone's arm get jabbed with a sharp needle, the muscles in our arms tense up and our breathing intensifies. When we watch our favorite Olympic athlete near the finish line to win first place, our heart races with excitement. How can simply observing others lead us to experience such intense responses so similar to those experienced by the people we are observing? The answer is found in our brain cells. A type of neuron, called a mirror neuron, helps explain how we effortlessly "read" other people's minds and empathize with them — feel what they do. Mirror neurons automatically put us in somebody else's shoes. Not convinced? Just consider brain scan research that finds romantic partners who observe loved ones in pain show similar activity in their emotional brain areas as that experienced by the loved ones. It turns out that when we empathize with someone's pain, on some level we actually feel pain!

One fascinating characteristic of mirror neurons is they are the only brain cells that are activated the same way whether we are "seeing" or "doing." These special neurons mirror what the other person is doing. For instance, when we see someone smiling, our mirror neurons for smiling get activated, which triggers neural activity leading to experiencing feelings associated with smiling, such as happiness. In other words, we get all the benefits of smiling without making even the slightest movement of our lips! Mirror neurons also help us understand someone's intentions. They get activated when we watch someone do something, which helps us predict what their goal is and what they may do next. For example, if you see a boy begin to reach for candy on the counter in front of him, you have a copy of what he is doing in your brain, which helps you to understand his goal (getting the candy).

Research on mirror neurons is still in its infancy, and much has yet to be learned. But, for now, those of us who are embarrassed by our freeflowing tears during dramatic scenes in television programs, movies, and, yes, sometimes even commercials should be relieved to know that the emotions we experience may be out of our control; that is, we may not be able to contain our tears after all.

УЭ – 2
THINKING

I. Vocabulary Work

1. To check or build up your vocabulary on this subject, look at the words and word combinations listed on this page.

mental image [,mentl 'Imɪdʒ]	– мысленное представление, образ
to solve [sɒlv] v.	– решать
concept ['kɒnsept] n.	– понятие, идея
cognitive ['kɒgnɪtɪv] adj.	– познавательный
neuron ['njʊərɒn] n.	– нейрон, нервная клетка
prefrontal cortex [,pri: 'frʌntəl 'kɔːteks]	– префронтальный; предлобный кора головного мозга
to allocate ['æləkeɪt] v.	– распределять; отводить (какую-л. часть); размещать
limbic system ['lɪmbɪk ,sɪstəm]	– лимбическая система
auditory ['ɔːdɪtri] adj.	– акустический, слуховой
olfactory [ɒl'fæktəri] adj.	– обонятельный
gustatory ['gʌstətəri] adj.	– вкусовой
imagery ['ɪmɪdʒəri] n.	– изображение
artificial ['ɑːtɪ'fɪʃəl] adj.	– искусственный
triangle ['traɪæŋɡl] n.	– треугольник
hierarchy ['haɪərɑːki] n.	– иерархия
beaver ['bɪvə] n.	– бобр
to slap [slæp] v.	– шлёпать, хлопать
relativity [,relə'tɪvɪti] n.	– относительность
perceive [pə'sɪv] v.	– понимать, осознавать; постигать
intriguing [ɪn'trɪɡɪŋ] adj.	– интригующий, вызывающий интерес – увлекательный
apparently [ə'pærəntli] adv.	– явно, очевидно, несомненно
to exaggerate [ɪg'zædʒəreɪt] v.	– преувеличивать

2. In each line choose the word which is similar to the meaning of the first word.

- | | | | |
|-----------------|--------------|------------------|---------------|
| 1. thinking | a) reasoning | b) judging | c) speaking |
| 2. active | a) busy | b) idle | c) lazy |
| 3. allocate | a) meet | b) designate | c) get |
| 4. concept | a) theory | b) notion | c) hypothesis |
| 5. intelligence | a) folly | b) manner | c) brainpower |
| 6. strategy | a) game | b) subordination | c) tactics |
| 7. enable | a) empower | b) prevent | c) prohibit |

Make up sentences with the words which come first in each line.

3. Decide whether the following pairs of words are synonyms or antonyms.

1. strict – lenient
2. frequently – often
3. inclusion – omission
4. previously – subsequent
5. precise – definite
6. comprehend – misunderstand
7. sway – oscillate
8. tactile – tangible
9. key – chief
10. feature – aspect

4. Match the words with their definitions below. (There is one too many here).

- | | | |
|---------------|--------------|----------------|
| 1. Thinking | 4. language | 7. restriction |
| 2. Conclusion | 5. active | |
| 3. Creativity | 6. therefore | |

- a) the process of considering or reasoning about something;;
- b) marked by energetic activity; busy:
- c) the organized system of written symbols and vocal sounds with which humans communicate thoughts, ideas, or emotions;
- d) an ending, result, or outcome;
- e) something that limits, confines, or restricts;
- f) the capability of inventing or producing original or imaginative work;
- g) to exercise the power to regulate, dominate, or manipulate; command;
- h) for that reason; as a result; consequently

Can you guess the definition of which word from your vocabulary list is left out.

5. *Fill in the missing forms.*

Noun	Verb	Adjective
Discussion	experience	representative
Learning	communicate	decisive
Laughter	associate	distributed
simplification		

II. Reading Comprehension

WHAT IS THINKING?

Every time you use information and mentally act on it by forming ideas, reasoning, solving problems, drawing conclusions, expressing thoughts, or comprehending the thoughts of others, you are thinking. We begin this text by exploring the building blocks of thoughts—*images* and *concepts*.

Cognitive Building Blocks: Foundation of Thought

Like learning and memory, our thought processes are distributed throughout our brains in networks of neurons. However, they're also localized. For example, during problem solving or decision making, our brains are active in the *prefrontal cortex*. This region associates complex ideas, makes plans, forms, initiates, and allocates attention and supports multitasking. The prefrontal cortex also links to other areas of the brain, such as the *limbic system*, to synthesize information from several senses. Now that we have a general location of thinking, we need to study its three basic components—*mental images*, *concepts*, and *language*.

Mental Images

Imagine yourself lying relaxed in the warm sand on an ocean beach. Do you see tall palms swaying in the wind? Can you smell the salty ocean water and hear the laughter of the children playing in the surf? What you've just created is a **mental image**, a mental representation of a previously stored sensory experience, which includes visual, auditory, olfactory, tactile, motor, and gustatory imagery. We all have a mental space where we visualize and manipulate our sensory images.

Concepts

In addition to mental images, our thinking involves **concepts**—mental representations of a group or category that share similar characteristics. Our mental concept of *car* represents a large group of objects with similar characteristics (vehicles with four wheels, seating space for at least one person, and a generally predictable shape). We also form concepts for abstract ideas, such as *honesty* or *intelligence*. These abstract ideas, however, are often our own individual constructions, which may or may not be shared by others. Therefore, it is generally harder to communicate about honesty than about a car. Concepts are an essential part of thinking and communication because they simplify and organize information.

We develop concepts using three key strategies:

(1) *Artificial concepts* are formed by logical, specific rules or characteristics. Consider the definition of *triangle*: “a geometric figure with three sides and three angles.” Using this definition, we group together and classify all three-sided geometric forms as triangles. If any of the defining features were missing, we would not include the object in the *concept* of triangle. Concepts like *triangle* are called *artificial* (or *formal*) because the rules for inclusion are sharply defined. As you have seen in this and other college texts, artificial concepts are often a core part of the sciences and other academic disciplines.

(2) *Natural concepts (prototypes)* are formed by experience in everyday life. When we are confronted with a new item, we compare it with a prototype (most typical example) of a concept. In everyday life, we seldom use artificial definitions. When we see birds, we do not think “warm-blooded animals that fly, have wings, and lay eggs”—an *artificial concept*. Instead, we use *natural concepts*, called **prototypes**, which are based on a personal “best example” or a typical representative of that concept.

(3) Concepts are generally organized into *hierarchies*. We most frequently use the middle, basic-level category of a hierarchy when first learning material. Some of our concepts also develop when we create *hierarchies*, and group specific concepts as subcategories within broader concepts. This mental arrangement makes mastering new material faster and easier.

Language

Any discussion of human thought processes must include a discussion of language. As mentioned earlier, language (along with mental images and concepts) is one of the three building blocks of thinking. Language enables us to mentally manipulate symbols, thereby expanding our thinking. Most

importantly, whether it's spoken, written, or signed, language allows us to communicate our thoughts, ideas, and feelings.

Characteristics of Language: Structure and Production

What is language? Do beavers slapping their tails, birds singing their songs, and ants laying their trails use language? Not according to a strict scientific definition. As we discussed earlier, scientists develop precise definitions and restrictions for certain *artificial concepts*. Psychologists, linguists, and other scientists define **language** as a form of communication using sounds and symbols combined according to specified rules.

1. Write *T* on the lines before the statements that are true, according to the Reading. Write *F* on the lines before the statements that are false. Write *DK (Don't Know)* on the lines before the statements that are impossible to know from the Reading.

1. ___ Our thought processes are distributed throughout our brains in networks of neurons.
2. ___ During problem solving or decision making, our brains are active in the cerebellum.
3. ___ The prefrontal cortex also links to other areas of the brain, such as the limbic system, to help in coordination of motor functions and balance.
4. ___ Artificial concepts are formed by experience in everyday life.
5. ___ Concepts are generally organized into hierarchies.
6. ___ Language is one of the four building blocks of thinking.
7. ___ Language allows us to communicate our thoughts, ideas, and feelings.

2. Answer the following questions:

1. How are our thought processes distributed throughout our brains?
2. What region associates complex ideas, makes plans, forms, initiates, and allocates attention and supports multitasking?
3. The prefrontal cortex also links to other areas of the brain, such as the *limbic system*, to distribute information from several senses?
4. What is a mental image?
5. Mental representations of a group or category that share similar characteristics are concepts, aren't they?
6. What does our mental concept of *car* represent?
7. How many key strategies do we use when develop concepts? What are they?

8. What is (along with mental images and concepts) one of the three building blocks of thinking?
9. Language allows us to communicate our thoughts, ideas, and feelings, doesn't it?
10. What is thinking?

3. Look through the text and find the sentences where the author describes:

- 1) the facts that are well-known;
- 2) examples of mental concepts;
- 3) contrast of mental images and concepts.
- 4) how we learn concepts;
- 5) how psychologists, linguists, and other scientists define language.

4. Choose the best alternative to complete each sentence below.

1. During problem solving or decision making, our brains are active ...
 - a) in the hypothalamus
 - b) in the occipital lobe
 - c) in the prefrontal cortex
2. In the text, prefrontal cortex ...
 - a) controls emotional, creative, and artistic functions.
 - b) associates complex ideas, makes plans, allocates attention and supports multitasking.
 - c) is responsible for basic functions such as breathing, eating, drinking, and sleeping.
3. Concepts are an essential part of thinking and communication because they ...
 - a) simplify and organize information.
 - b) share similar characteristics
 - c) might actually improve some forms of intelligence
4. In the text artificial concepts are often ...
 - a) typical representatives of those concepts.
 - b) groups or categories which share similar characteristics.
 - c) a core part of the sciences and other academic disciplines.
5. Concepts are generally organized into ...
 - a) clusters.
 - b) groups.
 - c) hierarchies.

III. Comprehension and Word Study

1. *Look over this list of words and expressions from the reading that follows. Which words do you already know? For the ones that you don't know, don't use a dictionary, but try to understand them from the Reading.*

Nouns	Verbs	Adjectives
Insistence	matter	current
Disillusionment	knock down	contradictory
Substitute	clarify	laborious
Technique	abolish	initial
Characteristic	emerge	relevant
Validity	accept	injured

2. *Before reading the text about thinking and feeling say which of the following statements you agree with:*

- Feeling is more important for people than thinking.
- Thinking is used to support our feelings.
- Feeling is a barrier to thinking.
- Thinking is a means to clarify (прояснить) emotions.

THINKING AND FEELING

There is a current belief among many that gut (instinctive) feeling is what really matters and that thinking is just messing (запутывание) around with words. This is based on the experience that so-called logical thinking can be used to prove any point of view. All this arises from our mistaken insistence that logical validity is enough. Since with different starting perceptions perfectly logical thinking can lead to contradictory conclusions, it is not surprising that there has been some disillusionment with thinking in favour (в пользу) of gut feeling.

Ultimately it must be feeling that matters most. Feeling is what makes a human being human. In the end it is to satisfy our emotions and values that we arrange our actions. It is this very importance of feeling that makes feeling so necessary.

A friend of mine was once driving along a country road when he saw a woman being knocked down by a car ahead of him. Perhaps it was a hit-and-run driver or perhaps the driver hadn't even noticed. My friend stopped his car to help the woman. Another driver came up and, seeing the parked car and the injured woman, jumped to a conclusion and, getting out of his car, he hit my friend and broke his jaw (челюсть). There was no doubt about the strength of the driver's feelings. Unfortunately his perception was faulty and had misdirected his feelings.

Feelings are a sort of actions. The purpose of thought is to prepare us for action, to prepare something for us to feel about. Thinking doesn't mean a laborious calculation (вычисление) as to how much feeling is required, but an attempt to direct attention and clarify perception. Thinking should never attempt to be a substitute for feeling. The job of thinking is to clarify and arrange perception. It is this clearer view that then excites our feeling. The feeling may still be wrong, misplaced or exaggerated, but that is a much lesser danger than trying to abolish (уничтожить) feeling.

In practice it is extremely difficult to think first and feel second. The overwhelming (подавляющая) tendency is to feel first and then use thinking to back up and support the feeling. The tendency is so overwhelming that even the most intelligent people express an instant feeling-based judgement and then use their thinking to back it up (подтвердить) in an essay or discussion.

The very first step in teaching thinking must be to provide a bypass (обходной путь) to this instant judgement by requiring the thinker to direct attention to all the relevant and interesting points in the situation. Thus in addition to his natural feelings he directs attention to the other aspects nine-year-old girl was very upset because her long hair had been cut - at her own request. In a sulk she locked herself in her room. In the morning, to her parents' surprise, she emerged smiling and in good humour (настроение). She explained that in a thinking lesson at school she had been taught deliberately to look at all the plus and minus points in a situation and she had applied the process to her haircut. As a result she could see that it would make swimming easier and would have many other advantages, so she was happy about it. In this girl's case the technique helped her to use her thinking to explore (исследовать) the situation instead of just backing up her initial reaction. Feelings may change as a result of an enlarged perception.

We trust our feelings because we cannot see how they can be wrong. Feelings are, indeed, always right – but within the universe created by our perception at the time. Unfortunately it is very difficult for us to accept that our perceptions may be wrong. And even more difficult for us to accept that our perceptions may be limited.

Notes:

- gut feeling is what really matters – инстинктивное чувство – вот что важно;
- very + noun (this very importance; the very first step) – usually used with the definite article – (тот) самый;
- as to how much – относительно того, сколько.

Words to be remembered:

arrange <i>v.</i>	– организовать
apply <i>v.</i>	– применять
advantage <i>n.</i>	– преимущество
accept <i>v.</i>	– принять, допускать
current <i>adj.</i>	– текущий, настоящий
contradictory <i>adj.</i>	– противоречивый
conclusion <i>n.</i>	– заключение
clarify <i>v.</i>	– прояснять
deliberately <i>adv.</i>	– намеренно
emerge <i>v.</i>	– появляться
excite <i>v.</i>	– возбуждать
exaggerate <i>v.</i>	– преувеличивать
extremely <i>adv.</i>	– крайне, очень
explore <i>v.</i>	– исследовать
faulty <i>adj.</i>	– ошибочный
insistence <i>n.</i>	– зд. настойчивое убеждение; настойчивость
initial <i>adj.</i>	– первоначальный, исходный
instant <i>adj.</i>	– моментальный, непосредственный
provide <i>v.</i>	– обеспечивать
prove <i>v.</i>	– доказать
satisfy <i>v.</i>	– удовлетворить
substitute <i>v. n.</i>	– заменить; заменитель
support <i>v. n.</i>	– поддержать, подкреплять; помощь, поддержка
technique <i>n.</i>	– метод, методика
universe <i>n.</i>	– мир, вселенная
validity <i>n.</i>	– обоснованность, весомость, действительность
value <i>v. n.</i>	– ценить; ценность

3. *Look through the text and single out the main points.*

4. *Read the text again and ...*

... **say** if logical validity is enough to prove any point of view;

... **describe** an example of how faulty perception misdirected feelings;

... **specify** the essence of feeling and the purpose of thinking;

... **see if you can tell** what the general tendency of using thinking is; what makes teaching thinking so difficult;

... **explain** the purpose of the two examples given.

5. Give Russian equivalents of the following:

a hit-and-run driver; to jump to a conclusion; a sort of action; so-called logical thinking; something for us to feel about; calculation as to how much feeling is required; a much lesser danger; an instant feeling-based judgement; the very first step; to provide a bypass to the judgement; in this girl's case; within the universe.

6. Find English equivalents in the text:

Доказать любую точку зрения; неудивительно, что; в пользу чего-либо; в конце концов; удовлетворить чувство; организовать действия; сделать поспешный вывод; нет сомнения; прояснить восприятие; заменитель чувства; вызывать чувство; преувеличенное чувство; на практике; фактически; сначала чувствовать, а потом думать; подавляющая тенденция; поддержать и подкрепить чувство; выражать суждение, основанное на чувствах; направлять внимание на что-либо; кроме своих естественных чувств; по собственной просьбе; к удивлению своих родителей; применить процесс к чему-либо; в результате чего-либо; иметь преимущество; вместо подтверждения своей первоначальной реакции.

7. What adjectives and verbs from the text can be used with the following nouns:

thinking; feeling; perception; experience; judgement.

8. Fit the meaning and the word:

- | | |
|--|----------------------|
| 1) Historical significance and personalized meaning for individuals of certain realities | <i>prove</i> |
| 2) Make clear or understandable | <i>arrange</i> |
| 3) Show that something is true | <i>substitute</i> |
| 4) Put in order | <i>universal</i> |
| 5) Person or thing taking the place of or acting for another | <i>current</i> |
| 6) Make something seem larger, better, or worse, etc. than it really is | <i>satisfy</i> |
| 7) Generally accepted; in common use at present | <i>contradiction</i> |
| 8) Belonging to; affecting all | <i>clarify</i> |
| 9) Absence of agreement | <i>value</i> |
| 10) Give a person what he wants or needs | <i>exaggerate</i> |

9. Match the words with the opposite meaning.

Advantage, constant, excite, relevant, faulty, contradictory, accept, create, valid, in theory, overwhelming.

Reject, faultless, invalid, in practice, irrelevant, disadvantage, consistent, current, inhibit, rare, destroy.

10. Match the words with a similar meaning.

Ultimately, technique, excite, conclusion, emerge, relevant, purpose, initial, support (v), instant, provide, explore.

Decision, first, connected with, back up, supply, in the end, momentary, appear, method, investigate, goal, arouse.

IV. Writing Section

Translate the text using a dictionary. While reading try to write down a short summary of what is stated in this text.

PROBLEM SOLVING: THREE STEPS TO THE GOAL

Several years ago in Los Angeles, a 12-foot-high tractor-trailer got stuck under a bridge that was 6 inches too low. After hours of towing, tugging, and pushing, the police and transportation workers were stumped. Then a young boy happened by and asked, “Why don’t you let some air out of the tires?” It was a simple, creative suggestion – and it worked. Our lives are filled with problems, some simple, some difficult. For example, figuring out a way to make coffee without a filter is much easier than rescuing 118 Russian Navy seamen trapped inside a submarine at the bottom of the Barents Sea. In all cases, however, problem solving requires moving from a *given state* (the problem) to a *goal state* (the solution), a process that usually involves three steps.

Step 1: Preparation

To help you appreciate the three steps for problem solving, let’s look at a common problem. Are you, or is someone you know, looking for a long-term love relationship? There are at least three separate components to successful preparation:

- Identifying given facts. To find lasting love, it is important to identify your most basic, nonnegotiable limits and desires. For example, do you want children? Are you willing to move to another city to find love or to be with someone you love? Does your partner have to share your religion?

- Separating relevant from irrelevant facts. What are your negotiable items? What do you consider irrelevant and easily compromised? Would you consider a relationship with someone who is 10 years older than you? What about someone 10 years younger? Do you want someone who is college educated, or is that negotiable?

- Defining the ultimate goal. This part of the preparation stage may seem easy, but think again. Are you interested in a long-term relationship with the ultimate goal of marriage and children? If so, dating someone who wants to travel his or her entire life and never have children is probably not a safe bet. Similarly, if your major enjoyments are camping and outdoor sports, you may not want to date a big-city museum lover.

Step 2: Production

During the *production step*, the problem solver generates possible solutions, called *hypotheses*. Two major approaches to generating hypotheses are *algorithms* and *heuristics*:

- An **algorithm** is a logical, step-by-step procedure (well suited for computers) that, if followed correctly, will always produce the solution. An algorithm for solving the math problem 2×4 is $2+2+2+2$. To make a cake, you apply an algorithm called a recipe. When driving to a new address, you carefully follow an algorithm called a map. For complex problems, algorithms may take a long time, and you're unlikely to use them in a search for lasting love. However, they can be very useful in balancing your checkbook or calculating your grade point average.

- A **heuristic** is a simple rule or shortcut that does not guarantee a solution, but it does narrow the alternatives. Renters interested in finding an apartment couldn't visit all the possible alternatives (an algorithm), so they could shortcut their search to available rentals within 5 minutes of their job (a heuristic). Similarly, investors in the stock market often follow the heuristic of "buy low and sell high," and business owners may fire workers to reduce costs because they're applying shortcuts (heuristics) that have worked in the past.

As you can see, heuristics don't guarantee an optimal solution, but they help narrow the possible alternatives. In your search for lasting love, psychological research has several helpful suggestions. For example, similarity is one of the best predictors of long-term relationships. Therefore, a useful "dating heuristic" might be to join clubs based on what you naturally love to do – dancing, tennis, politics, movies, and so on – which will expose you to partners with similar interests.

Step 3: Evaluation

Once the hypotheses (possible solutions) are generated in Step 2, they must be evaluated to see if they meet the criteria defined in Step 1. If one or more of the hypotheses meet the criteria, the problem is solved – you know what you want in a partner and the best place to find him or her. If not, then you must return to the production stage and produce alternate solutions. Keep in mind, however, that “action must follow solution.” Once the boy solved the “stuck-truck” problem, someone had to follow through and actually let some air out of the tires. Similarly, once you identify your path to the goal, you must follow through and implement the necessary solution.

V. Speaking Practice

- 1. Critical thinking requires adaptive, flexible approaches to thinking and problem solving. The following exercise offers practice in critical thinking, new insights into common college-related problems, and a quick review of terms and concepts discussed in the Writing Section IV. Be sure to use the major problem-solving approaches - algorithms (step-by-step procedures that guarantee solutions) and heuristics (shortcuts to possible solutions based on previous knowledge and experience).*

SOLVING PROBLEMS IN COLLEGE LIFE

Problem 1. It is the end of the semester and you have a term paper due Friday. Thursday night you try to print your previously prepared paper, and you can't find the file on your computer. What will you do?

Problem 2. The financial aid office has denied your student loan until you verify your income and expenses from last year. You need to find all your pay stubs and receipts.

For each problem, answer the following:

1. What was your first step in approaching the problem?
 2. Which problem-solving approach did you select and why?
- 2. Read the text which suggests you two ways to improve your thinking process. Share your opinion concerning this information with your groupmates. Work out any other ways to improve your memory.*

TWO WAYS TO IMPROVE YOUR MEMORY

The human memory is an incredibly powerful tool, but few of us make the most of it. In these days of high performance even greater demands are made on our memory, so what can we do to make it work more efficiently? The ancient Greeks realized that, in order to remember anything, you have to associate it with something that is already fixed in your mind. They invented memory aids or “mnemonics”. Verbal mnemonics can be words or rhymes containing, for example, the first letters of the items of a list be remembered. These were popular in Victorian schools, where memorizing lists was a major part of education.

Although modern educationalists tend to look down on this method of learning, it is still sometimes necessary, as any psychology student will tell you. Visual mnemonics have recently been found to be especially powerful. So next time you have to remember how items are related, say for exam, create a “mind map”. You can draw a plan with items radiating from a central point and use different coloured pens to make the relationship between items clear. You learn as you draw and then the visual image is easy to recall.

УЭ – 3 INTELLIGENCE

I. Vocabulary Work

1. To check or build up your vocabulary on the subject, look at the words listed on this page and memorize them.

intelligence [In'telɪdʒ(ə)ns] <i>n.</i>	– ум, интеллект; умственные способности
controversy ['kɒntrəvɜːsi] <i>n.</i>	– спор, дискуссия, полемика, расхождение во мнениях
to engage in [In'geɪdʒ in] <i>n.</i>	– втягивать, заниматься, заняться
substantial ['səb'stænʃ(ə)l] <i>n.</i>	– существенный, важный, значительный; большой
domain [dəʊ'meɪn] <i>n.</i>	– область, сфера, поле деятельности, знаний
phenomenon [fə'nɒmɪnən] (phenomena <i>pl.</i>) <i>n.</i>	– явление, феномен

2. Another word for “influential” is _____.
 - a) effective
 - b) clever
 - c) rich
3. A chance to do something, or a situation in which it is easy for you to do something is _____.
 - a) luck
 - b) an opportunity
 - c) wealth
4. Someone whose job is to work outside on a farm is _____.
 - a) a farmhand
 - b) field engine
 - c) vehicle
5. Intended to improve or correct something is _____.
 - a) good
 - b) equipment
 - c) remedial
6. The attainment of something desired or intended is _____.
 - a) accuracy
 - b) success
 - c) adjustment
7. A feeling of fulfillment is _____.
 - a) displeasure
 - b) consternation
 - c) contentment

4. *Decide whether the following pairs of words are synonyms or antonyms.*

1. concern – indifference
2. smart – clever
3. innate – acquired
4. to adjust – to derange
5. average – mean
6. satisfaction – disappointment
7. mind – intelligence
8. assent – refusal
9. however – nevertheless
10. emphasis – focus

II. Reading Comprehension

1. *Read the text with a dictionary and find the details in the text.*

1. Do people generally agree about what intelligence is?
2. What is the first issue in understanding intelligence?
3. What is a norm? Does the context help you understand its meaning?
4. Do you think that the writer is in favor of IQ testing? Why or why not?
5. Does the writer believe that people with high IQs are more successful than IQs?
6. Does the writer believe that intelligence is more than just the abilities a person is born with?

WHAT IS INTELLIGENCE?

Intelligence is what you use when you don't know what to do.

Jean Piaget



The definition of intelligence has long been a matter of controversy. Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent: a given person's intellectual performance will vary on different occasions, in different domains, as

judged by different criteria Concepts of "intelligence" are attempts to clarify and organize this complex set of phenomena Although considerable clarity has been achieved in some areas, no such conceptualization has yet answered all the important questions and none commands universal assent. Indeed, when two dozen prominent theorists were recently asked to define intelligence, they gave two dozen somewhat different definitions.

Intelligence is a property of mind that encompasses many related abilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, and to learn. There are several ways to define intelligence. In some cases, intelligence may include traits such as: creativity, personality, character, knowledge, or wisdom. However, some psychologists prefer not to include these traits in the definition of intelligence.

Intelligence comes from the Latin verb *intellegere*, which means *to understand*. By this rationale, intelligence (as understanding) is arguably different from being smart (able to adapt to one's environment), or being clever (able to creatively adapt). By the Latin definition, intelligence arguably has to do with a deeper understanding of the relationships of all things around us; and with a capability for metaphysical manipulation of such objects once such understanding is mastered.

Swiss psychologist Jean Piaget would have described intelligence as the thinking ability that helps a person solve problems and adapt to his or her environment. But this definition does not include many other abilities and qualities that most of us would use to describe intelligence. Intelligence could also mean the ability to do abstract thinking, to carry out our plans, or to think logically; it also might mean everything that a person has learned in his or her lifetime.

Before 1960, some people believed that, for the most part, intelligence was innate or inborn. In other words, either you were born smart or you weren't and nothing could change that. More recently, scientists have begun to look at how a person's environment might influence the development of intelligence.

The other main issue in understanding intelligence is how to measure it. Two of the main abilities that have been measured in IQ (intelligence quotient) tests are verbal comprehension (understanding words) and the ability to think with and about numbers. IQ tests also measure other parts of intelligence such as general thinking ability, vocabulary, memory, and spatial ability. "Spatial ability" refers to the ability to figure out things in space. For example, someone who is good with maps and directions probably has a lot of spatial ability. However, other abilities often connected with intelligence, such as creativity, artistic and musical talent, social skills, and regular common sense, are often not included on standard IQ tests.

PSYCHOMETRIC APPROACH

Intelligence is everything, and at the same time, nothing at all.

Alfred Binet



Alfred Binet (1857 – 1911) was the leading psychologist in France at the turn of the century. He worked at the psychology laboratory at the Sorbonne, studied hypnosis, abnormal behaviors, optical illusions, and thinking processes, but by far his major concern was with individual differences. In particular, Binet was curious about how people differed in their ability to solve problems.

Despite the variety of concepts of intelligence, the most influential approach to understanding intelligence (i.e., with the most supporters and the most published research over the longest period of time) is based on psychometric testing. The IQ test was designed to measure success in school. Alfred Binet was asked to develop the first IQ test in order to identify “dull” children – the children who needed additional or remedial help in school. This is important because many people might not think that school success is the only kind of intelligence, yet this is all that IQ tests measure.

Binet designed the test with increasing levels of difficulty so that children of different ages could pass different parts of the test. He tested many, many children, and then decided on age norms for the questions he wrote. For example, a question that most six-year-olds could answer but most five-year-olds could not answer was thought to show the average mental performance of a six-year-old.

The product of Binet’s test was a number showing a child’s mental age (MA). Mental age is changed to an IQ score by dividing the MA by the child’s actual age and multiplying the result by 100. Therefore, a 6-year-old who scored at a mental age of 6 would have an IQ of 100 ($6/6 \times 100 = 100$). This system allows us to compare the IQs of children of different ages. A 6-year-old with an MA of 3 has an IQ of 50, and a 10-year-old with an MA of 5 also has an IQ of 50. An average IQ is considered to be 100, with a standard deviation of 15 points (thus, the range of average IQs is from 85 to 115). Binet’s original test

was later modified by a researcher from Stanford University in California. The result is the IQ test used today, called the Stanford-Binet.

Because they were developed to predict future school success, IQ tests compare fairly well with actual school performance. What else do they predict? If we think of them as measures of intelligence, we might expect them to predict other things, such as job performance, or life satisfaction. Each of these factors has been studied in relation to IQ scores.

Researchers have found that the average IQ of people who have more prestigious jobs (such as doctor or lawyer) is higher than the average IQ of people in jobs with less prestige (such as farmhand or factory worker). In addition, researchers found that although there are high-IQ people in lower-prestige jobs, there are no people with low IQs in high-prestige jobs.

In many cases, IQ is not a good predictor of job performance. In professions with intermediate status (such as electrician), IQ made a difference in job performance. However, at the upper and lower ends, a person's IQ score did not show any relationship to success on the job.

Another question is whether high-IQ people are happier, healthier, or more satisfied with their lives than people with lower IQs. Terman did a study of children with very high IQs (140 or higher). He found that they generally develop a little faster. In addition, they were seen as more competent and better adjusted than children with lower IQs.

However, there was a problem with his study. Terman did not choose his subjects carefully enough. His group of high-IQ students contained too many children of educated, wealthy and powerful parents. Therefore, these children had more educational opportunities, higher social standing, and more money than many of the lower-IQ children. All of these factors have been shown to correlate with high IQ. Therefore, the success of these children may have been more influenced by their social status than by their measured IQ.

1. Look back at the explanation of IQ scores. Then calculate the IQs for these people and circle if they are high, low or average.

1. age 12 – mental age 8 IQ = _____ high / low / average
2. age 14 – mental age 16 IQ = _____ high / low / average
3. age 10 – mental age 16 IQ = _____ high / low / average

VOCABULARY CHECK

2. *Briefly look over this list of words from the Reading above. Which words do you already know? For the ones that you don't know, don't use a dictionary. Try to understand them from the Reading.*

Mental age, standard, standard deviation, factors, prestige, nature / nurture issue.

1. Which of the new words in this Reading are you likely to find only in texts about psychology or education?
 2. Which ones might you find in more general types of texts?
 3. Can you think of any words that you have learned from this book after seeing them over and over?
3. *Can you state the main idea of each paragraph in a nutshell?*

III. Comprehension and Word Study

1. *Below are some more definitions of intelligence. Choose the one which you tend to favour and explain your choice.*
- Intelligence is the capacity to learn, reason, and understand
 - Knowledge or information, or the collecting of such knowledge or information.
 - The branch of government or the military that collects and analyzes information, often obtained secretly, about other governments or about people suspected of subversion.

What is the constant theme across these definitions?

2. *Study the meanings of the following words from their definitions.*

To detect

To perceive, discover, or uncover;

To discover the true or essential character of.

evidence

the basis for belief; that which constitutes proof of something; trace or indication.

melodic

Of, pertaining to, or characterized by melody; melodious.

pattern

a regular or formal design, esp. one used to decorate something;
any design that resembles this;
An ideal to be imitated; archetype;
the characteristic activities and qualities of a group, person, or thing.

although

In spite of the fact that;
even though; though.

occurrence

the process or fact of occurring;
an event that takes place; incident.

to relate

to establish connections or associations with;
to tell or give an account of; narrate.

role

the character played by an actor or actress;
the customary or expected behavior associated with a particular position in a society;
the function or particular part in something that a thing or person plays.

Make use of these words by putting them in the text below. (Mind the suitable forms). In what meaning has the word been used in the text?

Before the early 1960's, people interested in the differing 1 s of the left and right hemispheres of the brain depended almost entirely on evidence drawn from animal research, from studies of neurological patients with one-sided brain damage, or from patients who had had their corpus callosum, the conduit connecting the two hemispheres, surgically severed. But it was possible will 2 which brain hemisphere was most involved in speech and other functions in normal people by having them listen to two different words coming to the two ears at the same time. This became known as the "dichotic listening" procedure. When several word pairs are given in a row, people are unable to report them all, and most right-handers prefer to report, and report more accurately, words given to their right ear. This seems to be 3 ed to the fact that signals from the right ear, 4 sent to both hemispheres, are preferentially

sent to the left hemisphere which controls speech. People who have speech represented in the right hemisphere, a very unusual 5 even in left-handed people, more accurately report what their left ears hear.

In contrast to the right-ear advantage for speech, there is generally a left-ear advantage for another type of auditory signal: music. When right-handed people listen to the 6 7 s they report them better from the left ear.

3. Choose the most appropriate answer or continuation of the sentence:

1. Which of the following would be the most appropriate title for the passage?
 - a) An introduction to speech damage in neurological patients
 - b) An investigation into the role of the brain's hemispheres
 - c) An analysis of left and right-handed people
 - d) An examination of "dichotic listening"

2. Early research into the right and left hemispheres of the brain was done on
 - a) neurological mental patients
 - b) experimental animals
 - c) brain damages people
 - d) surgically injured patients

3. The "dichotic listening" procedure could best be described as hearing
 - a) two different words in the same ear twice
 - b) the same word twice in different ears
 - c) two different words in different ears
 - d) two different words twice in two ears

4. According to the passage, right-handed people normally
 - a) have better hearing in their right ears
 - b) have little difficulty in reporting words given to their right ears
 - c) are unable to report word pairs given to their word pairs
 - d) accurately report word pairs given in a row

5. Where do most left-handed people send speech signals?
 - a) From the right ear to both hemispheres.
 - b) To the left hemisphere from the right ear.
 - c) From the right ear to the right hemisphere.
 - d) To the left hemisphere from the left ear.

6. According to the passage, music is best appreciated when heard by
 - a) to the left ear of right-handers
 - b) people with a left-ear advantage
 - c) left-handers in their right ear
 - d) right-handed people who understand patterns

4. ***Briefly look over this list of words from the text that follows. Which words do you already know? For the ones that you don't know, use a dictionary. Complete each sentence with a word from the list.***

Hemispheres, specializes, information, verbal, rule,
memorize, logical, creative, dominant.

1. Artists are _____ people.
2. Our brains have two _____ .
3. The left side of an accountant's brain is probably _____ .
4. English spelling _____ are very complicated.
5. _____ people have good language skills.
6. Each side of the brain uses _____ in a different way.
7. The right side of the brain _____ in using knowledge it gets from the senses.
8. The lawyer gave a _____ argument. It made sense.
9. It is difficult to _____ all the English grammar rules.

5. ***Answer the following questions by writing the number of the paragraph on the lines provided.***

1. ___ Which paragraph describes the left brain?
2. ___ Which paragraph explains that the human brain is divided into two sides?
3. ___ Which paragraph discusses the kind of people who are usually left-brained or right-brained?
4. ___ Which paragraph describes the right brain?

6. *Read the following statements. If a statement is true, write T on the line provided. If it is false, write F.*

1. ___ The human brain has two sides.
2. ___ Everyone is more right-brained than left-brained.
3. ___ The right side of the brain is more creative.
4. ___ When you solve a math problem, you use your left brain.
5. ___ Both sides of the brain specialize in the same things.
6. ___ Artists use their right brain more than engineers do.
7. ___ When you paint a picture, you use your left brain.

7. *Read the following texts without a dictionary. It is often possible to guess the meaning of words you don't know by looking at the context. Be ready to do several exercises after it.*

WHAT MAKES ONE PERSON MORE INTELLIGENT THAN THE OTHER?

What makes one person a genius, like Albert Einstein, and another person a fool? Are people born intelligent or stupid, or is intelligence the result of where and how you live? These are very old questions and the answers to them are still not clear.

We know, however, that just being born with a good mind is not enough. In some ways, the mind is like a leg or an arm muscle. It needs exercise. Mental exercise is particularly important for young children. Many child psychologists think that parents should play with their children more often and give them problems to think about. The children are more likely to grow up bright and intelligent. If, on the other hand, children are left alone with nothing to do, they are likely to become dull and unintelligent.

Parents should also be careful what they say to young children. According to some psychologists, if parents are always telling a child that he or she is a fool or an idiot, then the child is more likely to keep doing silly and foolish things. So it is probably better for parents to say very positive things to their children, such as "That was a very clever thing you did" or "You are such a smart child."

HOW TO BRING UP A SUPERSTAR

Great talent has always been a mystery. Where does it come from? How does it grow? Recently, educational researcher at the University of Chicago

B. Bloom, completed a five-year study of 120 superstars – Olympic champions, tennis players, concert pianists, sculptors, world-class mathematicians and scientists. Psychologists found out that superstars aren't simply born – they are brought up that way. Their talents may differ, but their childhood experiences are similar.

Bloom says that the potential talent is more common than we think. The majority of children, if they are given the right conditions may learn anything. “Human potential,” he says, “is greater than we can measure in IQ or aptitude tests.” To find more about “the right conditions”, they chose individuals who were still young, mostly under 35, who had parents and teachers still living and able to tell their part of the story.

The influence of home on the superstar process is really big, but parents usually didn't have a special plan – they did what they thought was good for children. One mother says how she left her baby's pram by the tennis courts, while she and her husband played. “The ping of the tennis balls may be the first sound my daughter remembers hearing,” she laughs. Her daughter grew up to be a tennis star.

Another mother recalls family trips to art museums. The son of the art lovers grew up to be a famous sculptor.

Bloom discovered that although those children showed their gifts at an early age, they were not considered prodigies. What those children *did* have beyond the basic physical and mental abilities, were caring parents. The earliest signs of a talent were quickly noticed and encouraged. In such small ways something extraordinary may begin. Parents praise or ignore an activity, and children respond.

A swimmer recalls that, as a little boy, he often watched his father doing carpentry. If a piece wasn't done just right, his father would start all over again. The boy never forgot. Ten years later, in a room filled with silver trophy cups and Olympic medals, he told an interviewer, “My father taught me that if a thing is worth doing, it's worth doing well.”

The success didn't come overnight. All of the superstars went through the same three stages. Stage one is a time of playfulness, of “falling in love” with a chosen activity. Next stage is the stage of technique. Then comes the stage of “making it your own”, when a personal style is developed.

The parents tried to give their children experiences that seemed right at each stage. To encourage the first flash of talent, the children were given lessons by a teacher who was “good to children”, not necessarily the best pianist or tennis player, but someone warm, quick to give praise. At the second stage the

teacher was more demanding, he kept students working at a piece of music or a swimming stroke until it was right. The final teacher was master and model – an outstanding trainer of outstanding talents.

At every step of this process, the parents managed to find time, energy and money for the necessary lessons and equipment. Like most children, these young stars had to be reminded to practise. But a parent always sat with them. They cheered their children when they won and comforted them when they lost.

There is a talent hiding in almost every child, according to Bloom, and parents can develop it. And even if a child will not become a superstar, he will remain a lifelong lover of sport, music or intellectual activity. Is it worth time and energy?

8. Pronounce and transcribe the following words.

Einstein, genius, enough, particularly, smart, mystery, recently, champion, majority, art, museum, prodigy, encourage, praise, ignore, taught, technique.

9. Give the Russian equivalents to the words.

Intelligent, particularly, to complete, to find out, to bring up, right conditions, to measure, although, praise, to consider, to recall, to encourage talent, demanding teacher, to remind, to comfort.

10. Give the English equivalents to the words and word combinations.

Особенно важный, продолжать делать, возможно, тайна, выяснить, воспитывать, человеческий потенциал, большинство детей, считаться, наполнять трофеями, выбранная деятельность, поощрять талант, выдающийся тренер, необходимое оборудование, напоминать практиковаться, развивать талант, умственная деятельность, успокоить.

11. Finish the phrase.

to bring up	Olympic
similar	aptitude
art	to encourage
necessary	to find time and

12. Give derivatives of the following words.

Mystery, piano, differ, similar, condition, art, music, able, play, active, energy.

IV. Writing Section

1. Give Russian interpretation of the following text using a dictionary.

LEFT-HANDEDNESS

Are you a leftie? If you are, you are one of millions in the world who prefer to use their left hand. There would be millions more left-handed people if societies didn't force them to use their right hands. To understand left-handedness, it is necessary to look at the brain. The brain is divided into two hemispheres. In most right-handers, the left hemisphere is the center of language and logical thinking, where they do their math problems and memorize vocabulary. The right hemisphere controls how they understand broad, general ideas, and how they respond to the five senses – sight, hearing, smell taste, and touch.

The left hemisphere of the brain controls the right side of the body, and the right hemisphere controls the left side. Both sides of the body receive the same information from the brain because both hemispheres are connected.

However, in right-handed people, the left hemisphere is stronger. In left-handed people, it is the right hemisphere that is stronger. Different handedness causes differences in people. Although the left hemisphere controls language in most right-handers, 40 per cent of left-handers have the language center in the right hemisphere. The other 60 per cent use the left side of the brain or both sides for language.

Lefties not only prefer using the left hand. They prefer using the left foot for kicking a ball, because the whole body is “left-handed”.

There is an increasing amount of research on handedness. For example, one psychologist says that left-handers are more likely to have a good imagination. They also enjoy swimming underwater more than right-handers.

Left-handedness can cause problems for people. Some left-handed children see letters and words backwards. They read “d” for 6 and “was” for “saw”. Another problem is stuttering. Some left-handed children start to stutter when they are forced to write with their right hand. Queen Elizabeth II's father, King George VI, had to change from left- to right-handed writing when he was a child, and he stuttered all his life.

Anthropologists think that the earliest people were about 50% right-handed and 50% left-handed because ancient tools from before 8000 BC could be used with either hand. But by 3500 BC, the tools, which were better

designed, were for use with only one hand. More than half of them were for right-handed people.

The first writing system, invented by the Phoenicians (3000–2000 BC) in the Middle East, went from right to left. The Greeks began to write from left to right around the fifth century BC because they increasingly believed that “right” was good and “left” was bad. As time passed, there were more and more customs connecting “left” with “bad”. This belief is still common in many countries today, and left-handed people suffer from it.

As the centuries passed and education spread to more levels of society, more and more people became literate. As more children learned to write, more of them were forced to write with their right hands. In the United States, some teachers finally started permitting schoolchildren to write with their left hands in the 1930s.

In parts of Europe, left-handed children were still forced to write with their right hands in the 1950s. Today in many countries, all children must write with their right hand even though they prefer using their left hand.

Some famous people were left-handed. Julius Caesar, Napoleon, Michelangelo and da Vinci (famous Italian artists), and Albert Einstein were left-handed. Alexander the Great (356–323 BC) and Queen Victoria of England were also. So is Prince Charles.

Paul McCartney of the Beatles plays the guitar the opposite way from other guitarists because he is left-handed. Marilyn Monroe, the famous American movie star, was also left-handed.

Are you left-handed even though you write with your right hand? Take this test to find out. Draw a circle with one hand and then with the other. If you draw them clockwise (the direction the hands of a clock go in) you are probably left-handed. If you draw them counterclockwise (in the other direction), you are right-handed. The test does not always work, and some people may draw one circle in one direction and the other circle in the other direction. But don't worry if you are left-handed. You are in good company.

2. *False / True / Not enough information. Write F, T, or N on the lines provided.*

1. ___ Most right-handers do calculus with the left hemisphere of the brain.
2. ___ When people look at a beautiful sunset, most of them use the right hemisphere of the brain.

3. ___ The right hemisphere controls the right side of the body.
4. ___ Most people in the world use the left hemisphere for language.
5. ___ Left-handedness can cause children to see letters backward.
6. ___ It is easier to write from left to right.
7. ___ Left-handed people are more intelligent than right-handers.
8. ___ Some Eskimos are left-handed.

3. *Finding the reason. Write the reason for each statement.*

1. Many left-handers have to use their right hand.
2. For some people, the center of language is in the right hemisphere.
3. Both sides of the body receive the same information.
4. Lefties prefer kicking with the left foot.
5. King George VI stuttered.
6. Anthropologists think more than 50% of people were right-handed by 3500 BC.
7. Paul McCartney plays the guitar differently.

4. *Translate the following.*

HOW TO BRING UP A SUPERSTAR

Большой талант всегда был *тайной*. Откуда он берётся? Как он растёт? Один американский учёный и его команда провели исследование, включающее 120 суперзвезд. Среди них были Олимпийские чемпионы, пианисты, скульпторы и учёные, которые *достигли вершин в своей области*. Когда все интервью были проанализированы и *сравнены*, учёные заметили, что домашнее воспитание имеет *большое влияние*. Учёные *сделали вывод*: суперзвездами не рождаются, их воспитывают. Их таланты могут *разниться*, но детские воспоминания остаются *одинаковыми*. *Огромное большинство детей* могут развивать свои таланты в правильных условиях.

Учёные ожидали увидеть *чудо-детей*, чьи таланты были *очевидны* в раннем детстве. Вместо этого, они узнали, что дети стали демонстрировать свой талант после многих лет упорной работы. Но все дети без исключения, *помимо умственных и физических* талантов, имели *бдительных и любящих родителей*.

V. Speaking Practice



1. *Read the following descriptions of four different people. Decide who you think is left-brained and who is right-brained. Write L (left) next to the descriptions of left-brained people and R (right) next to the descriptions of right-brained people. Talk about these people.*

1. ___ Daniel's hobby is drawing cartoons. He loves surprises and hates following a strict schedule. He is very sensitive and likes to find new ways of doing things.
 2. ___ Dr. Curley is very careful about keeping his appointments. He is always on time and does things in an orderly way. Every day, as soon as he gets home from work, he takes his dog for a walk and goes jogging for a half hour.
 3. ___ Debbie is a lawyer at a big law firm in New York. Her language skills are very good. She is a very logical person. She gets up, eats, and goes to sleep at the same time every day.
 4. ___ Ian Baker is the mayor of a small city. He is always looking for creative ways to solve the city's problems. In his spare time, he enjoys going to concerts and playing the piano.
-
2. *A recent study suggests that people who are left-handed are more likely to succeed in business than are right-handed people. Researchers studied photographs of 1,000 prominent business executives and found that 21% of these executives wrote with their left hand. So the percentage of prominent business people who are left-handed (21%) is almost twice the percentage of people in the general population who are left-handed (11%). Thus, people who are left-handed would be well advised to pursue a career in business, whereas people who are right-handed would be advised to imitate the business practices exhibited by left-handers. What do you think about it? Provide your comments.*
 3. *Have you ever known someone whom you think is a genius? In what area? How would you describe this person? What qualities does he or she have that are special?*

4. *What is intelligence? How do we know the person is intelligent? Can we measure it?*
5. *Study the text on Gardner's eight intelligences and Carbo, Dunn and Dunn's learning styles. Be prepared to discuss the validity of both theories and how they relate to each other.*

GARDNER'S EIGHT INTELLIGENCES

Dr. Howard Gardner from Harvard University has identified the following intelligences:

1. Linguistic intelligence

People with this kind of intelligence understand and use language easily. They think logically and analytically. They enjoy reading and writing, memorizing information, talking and building their vocabularies (they are great spellers). They may also be excellent storytellers.

2. Logical-mathematical intelligence

People with lots of logical intelligence are interested in patterns, categories and relationships. They are interested in arithmetic problems, strategy games, experiments and how things work. They often find unusual ways to solve problems, but they may not be able to explain how they did it.

3. Bodily-kinesthetic intelligence

These people process knowledge through bodily sensations. They are often athletic; they may be dancers or good at crafts such as sewing or woodworking. They enjoy training their bodies to do their physical best. Having to sit for a long time is very uncomfortable for them.

4. Visual-spatial intelligence

People with this type of intelligence think in images and pictures. They have a very good sense of direction and enjoy maps. They may be fascinated with mazes or jigsaw puzzles, or spend free time drawing, building things or daydreaming. People with strengths in this area have the most potential to be successful in new technological fields such as computers.

5. Musical-rhythmic intelligence

Those with this kind of intelligence often sing or drum to themselves. They are usually quite aware of sounds that other people may miss. These people are often careful listeners.

6. Interpersonal intelligence

People who have a lot of interpersonal intelligence are often leaders. They are good at communicating and seem to understand others' feelings and motives.

7. Intrapersonal intelligence

These people may be shy. They understand themselves much better than others may understand them. They are highly motivated to be true to their goals and do not care very much about what other people think of them.

8. Naturalist intelligence

People with a strong naturalist intelligence have an outstanding knowledge of things in the natural world, such as plants and animals. They also have the ability to see how things fit into different natural categories. They like to fish, garden, cook and carefully observe things.

LEARNING STYLES

Drs. Marie Carbo, Rita Dunn and Kenneth Dunn have described the following three styles of learning: auditory, visual, tactile-kinesthetic.

1. Auditory learners are logical, analytical thinkers. They are comfortable with typical school tasks including analyzing sounds and numbers, following directions in order, and just “doing the right thing”. They are usually successful in school. Much of what they learn is from listening to information that is presented to them in class.

2. Visual learners learn best by seeing a visual representation of the material. They are global thinkers. They like to see “the big picture” rather than the details. They can learn to think logically, analytically and sequentially, but they must do this by working backwards from the whole to the parts.

3. Tactile-kinesthetic learners learn best when they can touch things or move while they are learning. Like visual learners, they are also global thinkers.



6. *How might knowing about Gardener’s theory affect how a person feels about himself or herself?*

7. *Is it important for teachers to know about the theories of multiple intelligences and learning styles? Why or why not?*

8. *Do schools try to help visual and tactile-kinesthetic learners enough? Should they try to help them more? How?*

МОДУЛЬ 4
LEARNING: PRINCIPLES AND APPLICATIONS

Objectives. After studying this module, you should be able to:

- describe the principles and techniques of classical conditioning
- outline the principles and techniques of operant conditioning
- identify factors that affect the process of learning
- discuss the application of the principles of learning to human behavior

УЭ – 1
CLASSICAL CONDITIONING

I. Vocabulary Work

1. To check or build up your vocabulary on the subject, look at the words listed on this page and memorize them.

accidental [ˌæksɪ'dentl] <i>adj</i>	– случайный, второстепенный
to acquire [ə'kwɑ(ɪ)ə] <i>v</i>	– приобретать, достигать
to attach [ə'tætʃ] <i>v</i>	– прикреплять, прикладывать
to bargain ['bɑ:ɡɪn] <i>v</i>	– торговаться
behavior [bi'heɪvjə] <i>n</i>	– поведение, манеры
to blush [blʌʃ] <i>n</i>	– румянец; краска стыда, смущения
classical conditioning ['klæsɪk(ə)lkən'dɪʃ(ə)nɪŋ]	– классический условный рефлекс; выработка условного рефлекса по методу Павлова
Digestion [daɪ'dʒestʃən] <i>n</i>	– пищеварение; усвоение (знаний и т.п.)
experience [ɪk'spɪəriəns] <i>n</i>	– (жизненный) опыт; квалификация, мастерство
flash [flæʃ] <i>n</i>	– вспышка, сверкание
infant ['ɪnfənt] <i>n</i>	– младенец, ребёнок
modeling ['mɒdlɪŋ] <i>n</i>	– исполнение по модели; моделирование; воспроизведение, имитация; лепка
operant conditioning ['ɒp(ə)rəntkən'dɪʃ(ə)nɪŋ]	– реабилитационная психотерапия; выработка оперантного условного рефлекса
to overcome [ˌəʊvə'kʌm] <i>v</i>	– побороть, победить
permanent ['pɜ:mənənt] <i>adj</i>	– постоянный, неизменный
to pout [paʊt] <i>v</i>	– надуть губы; быть недовольным
response [rɪ'spɒns] <i>n</i>	– ответ, ответное чувство

Salivation [ˌsæli'veɪʃn] <i>n</i>	– слюноотечение
to shiver [ˈʃɪvə] <i>n</i>	– дрожь, трепет
to startle [ˈstɑ:tɪl] <i>v</i>	– испугать, сильно удивить
stimulus [ˈstɪmjʊləs]	– стимул, побудитель
(stimuli [ˈstɪmjulaɪ] pl.) <i>n</i>	
tuning fork [ˈtju:nɪŋfɔ:k] <i>n</i>	– камертон
to weep [wi:p] <i>v</i>	– плакать, рыдать

2. Look through the vocabulary list (exercise 1) once again and decide which words are defined below.

- manners, treatment shown towards others
- become red (in the face) from shame and confusion
- sudden burst of flame or light
- tremble, esp. from cold or fear
- cry, let tears fall from the eyes
- to give a shock of surprise to; cause to move or jump
- to talk for the purpose of reaching an agreement (about buying or selling, doing a piece of work)

3. Match the words in column A with their synonyms in column B and C.

1. permanent	a) astonish	a) reaction
2. shiver	b) child	b) shake
3. response	c) unchanged	c) scare
4. infant	d) cry	d) sob
5. weep	e) happening by chance	e) join
6. startle	f) fasten	f) stable
7. attach	g) answer	g) baby
8. accidental	h) tremble	h) incidental

4. Choose the correct answer.

APPROCHES TO LEARNING

People appear (1)_____ in different ways. Some people expect (2)_____ mistakes in their studies and are capable of (3)_____ from their mistakes. They don't mind (4)_____ by their teacher and indeed often ask (5)_____ corrected.

Others, however, dislike (6)_____ mistakes. They try to avoid (7)_____ anything which they might do badly. They would rather

(8)_____ something in small steps and be sure they have got it right
 (9)_____ attempt to do a task based on a subject they don't feel they have finished (10)_____ yet.

Both ways of learning seem (11)_____ equally valid, but a combination of the two may be the best solution. In (12)_____ to learn effectively, students have to remember (13)_____ risks sometimes. But they also have to feel comfortable and secure with what they're doing so (14)_____ not to become demotivated. All students should at least think about (15)_____ the way that they approach learning.

1.	A learning	B to learn	C learn	D having learnt
2.	A making	B to make	C make	D having made
3.	A benefiting	B to benefit	C benefit	D to have benefited
4.	A correcting	B being corrected	C to correct	D to be corrected
5.	A being	B be	C to have been	D to be
6.	A making	B to make	C to be making	D make
7.	A doing	B to do	C having done	D to have done
8.	A to perfect	B perfecting	C perfect	D be perfected
9.	A to	B from	C that	D than
10.	A explore	B to explore	C exploring	D being explored
11.	A that	B to be	C as	D being
12.	A desire	B demand	C need	D order
13.	A to take	B taking	C to have taken	D having taken
14.	A that	B much	C as	D many
15.	A to question	B questioning	C question	D to be questioned

5. Complete the text by changing the form of the word in capitals.

BEING UNABLE TO READ

It seems (1)_____ (THINK) today not to provide children with a decent (2)_____ (EDUCATE). There is such an emphasis on (3)_____ (ACADEMY) achievement these days that it's easy to forget what a problem (4)_____ (LITERATE) used to be. Being unable to read can be (5)_____ (INTENSE) embarrassing and can make someone feel like a complete (6)_____ (FAIL). Someone who can't read is often (7)_____ (UNDERSTAND) afraid of certain situations. The problem can seem (8)_____ (SOLVE). However, given the right teacher, a lot of hard work and a (9)_____ (REASON) amount of time, anyone can learn. Being able to read can lead to an (10)_____ (IMPROVE) quality of life.

6. Study the following phrasal verb.

brush up (on) – practice and improve your skills or knowledge of smth

face up to – accept smth and try to deal with it

make out – see, hear or understand someone or smth with difficulty; suggest, imply

puzzle out – solve a confusing or complicated problem by thinking carefully about it

read up (on / about) – get information on a particular subject by reading a lot about it.

swat up (on) – study smth very hard, especially for an examination

Now, write one word in each gap so that each second sentence has a similar meaning to the first sentence.

1. It's time you realized that you've got responsibilities now.
It's time you faced _____ the fact that you've got responsibilities now.
2. I'm going to have to improve my spoken German before I got to Munich.
I'm going to have to brush _____ my spoken German before I go to Munich.
3. It's a general knowledge quiz so you can't do any revision for it.
There's nothing to swat _____ as it's a general knowledge quiz.
4. We were right at the back of the hall so I couldn't hear what the speaker was saying.
I was unable to _____ out what the speaker was saying because we were right at the back of the hall.
5. We finally thought of a way to get the band into the hotel without the press knowing.

6. I've found out a lot of information about the history of English language teaching recently.

7. Phrasal verbs with out, such as puzzle out, are often connected to the idea of finding information. Which of these phrasal verbs with out are also connected to this idea?

1. Did you **find out** what time the parents' meeting is?
2. I've been **checking out** whether it's better to go by ferry or plane.
3. Susie reckons it is not a good idea to get into the club for free. She is early sure it will not work out!
4. We all **piled out** into the playground.

5. I can't **figure out** how to change my password.
6. The band were completely **drowned out** by all the screaming fans.
7. I'm going to **sound Bob out** about his investing in the company.
8. Two essays really do **stand out** from the rest.
9. Jan's good at keeping secrets, so you'll have to **worm it out** of her!
10. None of us could **fathom out** why the experiment wasn't working.

II. Reading Comprehension

1. *Read the following text using a dictionary.*

Learning is basic to our understanding of human behavior. It is involved in nearly all aspects of life. As young infants, we learn to hold ourselves upright, to walk, and to use our hands. Later, we learn to run, to play baseball, and to use a can opener. We learn to read, to write, to memorize information to help us pass an exam. We learn how to get people to give us what we want by asking, bargaining, or being nice. We even learn to be afraid of the dentist or taking exams, and then we learn to overcome these fears. We also learn how to learn. **Learning** can be defined as a relatively permanent change in behavior that results from experience.

Not all of the behaviors that we learn are acquired in the same way. Furthermore, the same behavior can be learned in different ways. For example, we may learn to fear the dentist because we associate the dentist with the experience of pain. We may have acquired a fear of the dentist because every time we express our fears, our parents or friends give us special attention and comfort. We may never have gone to the dentist, but we may have learned to fear him or her by watching someone else's reaction to a dentist. These examples represent the three basic types of learning that have been studied by psychologists: *classical conditioning*, *operant conditioning*, and *modeling*.

CLASSICAL CONDITIONING

Like many great discoveries, Ivan Pavlov's discovery of the principle of classical conditioning was accidental. Around the turn of the century, this Russian scientist had been studying the process of digestion. Pavlov wanted to understand how a dog's stomach prepares to digest food when something is placed in the dog's mouth. Then he noticed that the mere sight or smell of food was enough to start a dog salivating. Pavlov became fascinated with these "psychic secretions" that occurred before food was actually presented, and decided to investigate how they worked.

Pavlov's Experiment

Pavlov (1927) began his experiments by ringing a tuning fork and then immediately placing some meat powder on the dog's tongue. He chose the tuning fork because it was a **neutral stimulus** – that is, one that had nothing to do with the response (salivation). After only a few times, the dog started salivating as soon as it heard the sound, even if food were not placed in its mouth (Figure 1). Pavlov went on to demonstrate that any neutral stimulus will cause an unrelated response if it is presented regularly just before the stimulus (here, food) that normally induces that response (salivation).

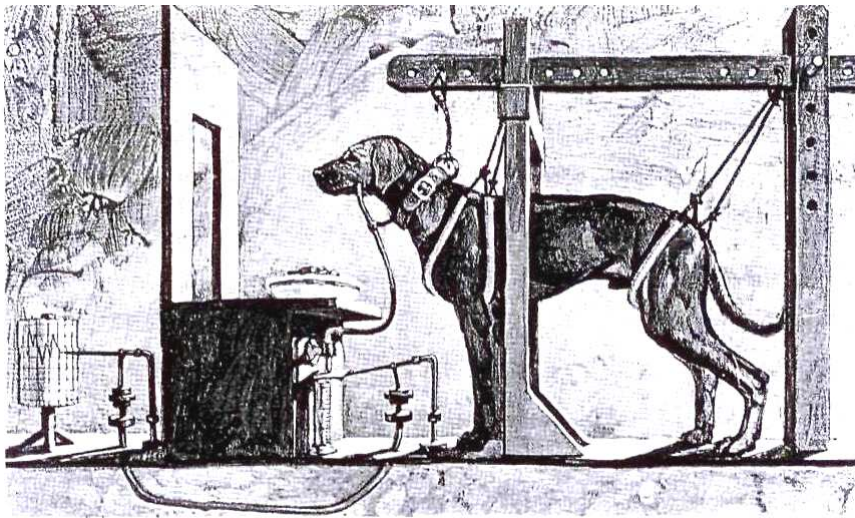


Figure 1. The apparatus Pavlov used to study conditioned salivation in dogs. The harness held the dog steady, while the tube leading from the dog's mouth deposited saliva on an arm connected to the recorder on the left. Drops of saliva moved the pen, making a permanent record of the salivation response to such stimuli as food and sights or sounds associated with food.

Pavlov distinguished among the different elements of his experiment as follows. He used the term “unconditioned” to refer to natural stimuli and to automatic, involuntary responses. Such responses include blushing, shivering, being startled, or salivating. In the experiment, food was the **unconditioned stimulus (UCS)**: a stimulus that leads to a certain response without previous training. (A dog doesn't have to be taught to salivate when it smells meat.) Food normally causes salivation. This is an **unconditioned response (UCR)**: a response that occurs naturally and automatically when the unconditioned stimulus is presented.

Under normal conditions, the sound of a tuning fork would not cause salivation. The dog had to be taught, or *conditioned*, to associate this sound with

food. An ordinarily neutral stimulus that, after training, leads to a response such as salivation is termed a **conditioned stimulus (CS)**. The salivation it causes is a **conditioned response (CR)**. A conditioned response is learned. A wide variety of stimuli may serve as conditioned stimuli for salivation: the sight of food or an experimenter entering the room, the sound of a tone, a flash of light. Controlling an animal's or a person's responses in this way so that an old response becomes attached to a new stimulus is called **classical conditioning**. A number of different reflex responses that ordinarily occur automatically can be conditioned to occur whenever the correct conditioned stimulus occurs. These include responses produced by the glands, such as salivation or weeping, and responses of our internal muscles, such as those of the stomach. In general, these responses are controlled by the autonomic nervous system and are very much involved in our emotions.

2. *Find and read to your partners a descriptive paragraph that makes good use of details. State the central idea and name the details added.*

3. *Answer the following comprehension questions.*

1. How can learning be described?
2. What are the three basic types of learning?
3. What is the essence of classical conditioning?
4. Who was the first to recognize the importance of learning processes representing classical conditioning?
5. What is the difference between a conditioned stimulus, a neutral stimulus, and an unconditioned one? Is it right to say: unconditioned responses and conditioned responses are similar (such as salivation), but the conditioned response is learned, whereas the unconditioned response occurs naturally.
6. The unconditioned response is an inborn response pattern, isn't it?

When you have answered the questions, find a partner in your group. Compare your answers and swap the information.

III. Comprehension and Word Study

1. *Fill in the blanks using the ideas from the text.*

1. _____ involves changes brought by experience, whereas _____ describes changes due to biological development.
2. Learning is a relatively _____ change in behavior brought about by experience.

3. In _____ conditioning, discovered by _____ , an organism learns to respond to a stimulus that does not ordinarily bring about the response.
4. A potential stimulus that has no effect on a particular response is called a(n) _____ stimulus.
5. A stimulus which naturally causes a response is known as a(n) _____ stimulus, and it causes a(n) _____ response.
6. A stimulus introduced a number of times just before the natural stimulus for a certain response will eventually produce the desired response on its own; at this point it is called a(n) _____ stimulus producing a(n) _____ response.
7. When smoke gets in your eyes, your eyes automatically blink. The blinking is an example of a(n) _____ response.
8. The sound of a bell, a neutral stimulus, is paired with blowing smoke into your eyes. After a few pairings, the sound of the bell alone makes your eyes blink. In this case, the blinking is a(n) _____ response.

Refer to the passage below to answer questions 9 through 11.

The last three times Theresa visited Dr. Noble for checkups, he administered a painful preventive immunization shot that left her in tears. When her mother takes her for another checkup, Theresa begins to sob as soon as she comes face to face with Dr. Noble, even before he has had a chance to say hello.

9. The painful shot that Theresa received during each visit was a(n) _____ , which elicit the _____ , her tears.
10. Dr. Noble is upset because his presence has become a _____ for Theresa's crying.
11. When elicited by Dr. Noble's presence alone, Theresa's crying is referred to as a(n) _____ .

2. *Multiple choice.*

1. The changes in behavior brought about by learning are _____.

a) hard to measure	c) relatively permanent
b) easily extinguished	d) generally maturational

2. Since we cannot actually see learning take place, it is referred to as a(n) _____ process.

a) conditioned	c) unconditioned
b) inferred	d) neutral

3. A neutral stimulus _____.
- has no effect
 - cannot be conditioned
 - cannot be extinguished
 - is the same as an unconditioned stimulus
4. A stimulus which automatically causes the response of interest is a(n) _____ stimulus.
- unconditioned
 - conditioned
 - neutral
 - spontaneous
5. Most of Pavlov's subjects were _____.
- cats
 - dogs
 - humans
 - rats
6. Unconditioned stimulus – unconditioned response pairings are _____.
- a consequence of learning and training
 - unlearned and untrained
 - not applicable to human behavior
 - easily extinguished
7. A neutral stimulus that follows an unconditioned stimulus _____.
- can become very powerful in eliciting the response of interest
 - will elicit a conditioned response
 - will elicit an unconditioned response
 - has little chance of becoming a conditioned stimulus
- 3. Match each term with the best description.**
- neutral stimulus
 - conditioned stimulus
 - unconditioned stimulus
 - conditioned response
 - unconditioned response
- can be extinguished
 - has no effect on the response of interest
 - occurs naturally
 - is not associated with previously learned
 - produced the response of interest

4. Fill in the blanks in the text below with the suitable derivatives.

GENERAL PRINCIPLES OF CLASSICAL CONDITIONING

Acquisition of a classically conditioned response generally occurs _____ (1.gradual). With each pairing of the artificial, conditioned stimulus with the natural, unconditioned stimulus, the learned response is _____ (2.strength). In Pavlov's experiment, the more frequently the tuning fork was paired with the food, the more often the tone elicited salivation (the conditioned response).

In the same set of experiments, Pavlov also explored the phenomena of generalization and discrimination.

Generalization occurs when an animal _____ (3.response) to a second stimulus similar to the _____ (4.origin) conditioned stimulus. When Pavlov conditioned a dog to salivate at the sight of a circle (the CS), he found that the dog would salivate when it saw an oval as well. The dog had generalized its response to _____ (5.inclusive) a similar stimulus. Pavlov was later able to do the opposite, to teach the dog to respond only to the circle by always pairing meat powder with the circle but never _____ (6.pair) it with the oval. He thus taught the dog a discrimination: the ability to respond _____ (7.differ) to different stimuli.

A classically conditioned response, like any other behavior, is subject to change. Pavlov discovered that if he stopped _____ (8.present) food after the sound of the tuning fork, the sound gradually lost its effect on the dog. After he _____ (9.repeat) struck the tuning fork without giving food, the dog no longer associated the sound with the _____ (10.arrive) of food – the sound of the tuning fork was no longer able to elicit the salivation response. Pavlov called this effect extinction because the conditioned response had gradually become weaker and died out.

5. Skim through the passage above once again. Having analyzed its contents, try to answer the following questions. Extend your answers to the volume of independent monologue utterances.

1. Systematic desensitization is based on the process of extinction. True or false?
2. Responses made during a spontaneous recovery are generally stronger than those made before extinction. True or false?

3. Imagine that you are reading a menu in a restaurant and your mouth begins to water. Is this an example of classical conditioning?
4. Responding to one relevant stimulus and not to others is known as
 - a) stimulus generalization
 - b) stimulus discrimination
 - c) an unconditioned response
 - d) inferred learning
5. A child who is afraid of white mice also comes to fear white cats and rabbits. This is the result of
 - a) spontaneous recovery
 - b) classical conditioning
 - c) stimulus generalization
 - d) extinction
6. ***Fill in the gaps the using words you came across in the passage above. (General principles of classical conditioning).***
 1. When a previously conditioned response becomes weaker and eventually disappears, _____ has occurred.
 2. Psychologists use a form of therapy called systematic desensitization to bring about the _____ of phobias.
 3. A previously extinguished response may return through spontaneous recovery, but it will be _____ than it originally was.
 4. Stimulus _____ occurs when a conditioned response follows a stimulus that is similar to the original conditioned stimulus.
 5. A subject's ability to tell the difference between an original conditioned stimulus and other stimuli is called _____ .

IV. Speaking Practice

1. ***Extend all the statements in this exercise to the volume of independent monologue utterances.***
 1. The study of learning is one of the major areas within psychology.
 2. Ivan Pavlov discovered the principle of classical conditioning.
 3. Pavlov explored the phenomena of generalization and discrimination.
2. ***Comment on the following: in a classical experiment, Rosalie Raynor, an assistant to John B. Watson, trained a child to be afraid of a white rat. In subsequent testing, the child, known in the research literature as Little Albert, showed fear reactions (conditioned reflexes) when he saw a different white rat, a Santa Claus mask (with white fur), or a rolled up white terrycloth dishtowel.***

3. *Read the following dialogue and try to enact it with your partner.*

LINGUISTIC TALENT

Betty: Why weren't you at the German class last night, Joan? Have you given up?

Joan: Well, no ... I came back late yesterday and found Simon asleep in the chair. He'd been writing reports all day long and he was too worn out to go out again, so we gave the lesson a miss.



Betty: You've missed quite a lot of lessons lately, haven't you? Are you losing your enthusiasm?

Joan: Yes, I'm afraid so. Neither Simon nor I have a gift for languages. People just laugh at us when we attempt to speak German. How did you and Eric pick it up so quickly and easily? You've hardly been in Germany a month.

Betty: It was neither quick nor easy, I assure you. We'd both studied the language before we came, and we only needed to brush it up a bit.

Joan: Anyway, all our friends here speak English fluently so we don't really need to learn German.

Betty: Well, Eric and I have been both learning and teaching languages for years and we enjoy it immensely.

Joan: Well, keep it up! I'm all for teaching foreigners English, if it saves me the trouble of learning foreign languages myself.

V. Writing Section

Give Russian interpretation of the following text using a dictionary.

CLASSICAL CONDITIONING AND HUMAN BEHAVIOR

Classical conditioning was discovered in learning experiments with animals, but, the principles of classical conditioning apply to human learning as well.

Taste Aversions. Suppose you go out on a date to a fancy restaurant. You may decide to try an expensive appetizer you've never had, such as snails. Then suppose that, after dinner, you go on to a concert and become violently ill. You will probably develop a taste aversion – you will never be able to look at another snail without becoming at least a little nauseated.

Your nausea reaction to snails is an example of classical conditioning. What makes this type of conditioning particularly interesting to learning theorists is that, when people or other animals become ill, they seem to decide, "It must have been something I ate," even if they have not eaten for several hours. In the above situation, it is unlikely that the concert hall in which you were sick will become the conditioned stimulus. Nor will other stimuli from the restaurant – the wallpaper pattern or the type of china used. What is more, psychologists can even predict which part of your meal will be the conditioned stimulus: you will probably blame a new food, one that you have not had before. Thus, if you get sick after a meal of salad, steak, and snails, you will probably learn to hate snails, even if they are really not a fault.

John Garcia and R. A. Koelling (1966) first demonstrated this phenomenon with rats. The animals were placed in a cage with a tube containing flavored water. Whenever a rat took a drink, lights would flash and clicks would sound. Then the rats were divided into two groups. Some rats were given an electric shock after they drank. All these rats showed traditional classical conditioning: the lights and the sounds became conditioned stimuli, and they tried to avoid them in order to avoid a shock. Other rats were not shocked, but were injected with a drug that made them sick after they drank and the lights and sounds occurred. These rats developed an aversion not to the lights or the sounds but only to the taste of the flavored water.

This special relationship between food and illness was used in a study that made coyotes hate the taste of lamb by giving them a drug to make them sick when they ate sheep. This is an important application because sheep farmers in the western United States would like to eliminate the coyotes that threaten their flocks, while naturalists are opposed to killing the coyotes. The experimenters realized that coyotes could be trained to eat other kinds of meat, and thus learn to coexist peacefully with sheep.

УЭ – 2
OPERANT CONDITIONING

I. Vocabulary Work

1. To check or build up your vocabulary on the subject, look at the words listed on this page and memorize them.

acquisition [,ækwɪ'zɪʃn] <i>n</i>	– приобретение
aggression [ə'greʃn] <i>n</i>	– нападение, агрессия
approval [ə'pru:vəl] <i>n</i>	– одобрение
aversive [ə'vɜ:sɪv] <i>adj</i>	– вызывающий отвращение
aversive conditioning	– условный рефлекс отвращения
to avoid [ə'vɔɪd] <i>v</i>	– избегать, уклоняться
consequence ['kɒnsɪkwəns] <i>n</i>	– следствия, последствия; вывод, заключение
disadvantage [,dɪsəd'vɑ:ntɪdʒ] <i>n</i>	– невыгодное положение; вред, помеха, недостаток
to eliminate [ɪ'lɪmɪneɪt] <i>v</i>	– устранять, исключать
to escape [ɪs'keɪp] <i>v</i>	– бежать, совершать побег; улетучиваться, давать утечку
frequency ['frɪ:kwənsɪ] <i>n</i>	– частотность, частота
to get a raise	– получить повышение
to get the hang of smth	– понять суть дела; осознать значимость
likelihood ['laɪklihud] <i>n</i>	– вероятность
to mind [maɪnd] <i>v</i>	– возражать, иметь что-л. против
noteworthy [nəʊt ,wɜ:əɪ] <i>adj</i>	– заслуживающий внимания; достопримечательный
obvious ['ɒbvɪəs] <i>adj</i>	– очевидный, явный, ясный
to occur [ə'kɜ:ə] <i>v</i>	– случаться, происходить; встречаться
operant ['ɒpərənt] <i>adj</i>	– специфический ответ, выбираемый экспериментатором при выработке условного рефлекса
operant conditioning	– выработка инструментального условного рефлекса; выработка оперантного условного рефлекса
pat [pæt] <i>n</i>	– похлопывание, хлопанье, шлёпанье

punishment [ˈpʌnɪʃmənt] <i>n</i>	– наказание
rage [reɪdʒ] <i>n</i>	– ярость, гнев; приступ сильного гнева
reflexive [rɪˈfleksɪv] <i>adj</i>	– отражающий; размышляющий; задумчивый (о виде)
reinforcement [ˌrɪːɪnˈfɔːsmənt] <i>n</i>	– укрепление, подкрепление; (псих.) поощрение
reward [rɪˈwɔːd] <i>n</i>	– награда, вознаграждение
side effect [ˈsaɪdɪˌfekt] <i>n</i>	– побочный эффект, побочное явление
voluntary [ˈvɒləntəri] <i>adj</i>	– добровольный; сознательный, умышленный

2. Complete the definitions choosing the right variant.

- The condition of being likely or probably is _____ .
 - aggression
 - likelihood
 - punishment
- The act of gaining possession is _____ .
 - acquisition
 - rage
 - reinforcement
- When something is easy to see or understand, it is _____ .
 - noteworthy
 - obvious
 - voluntary
- Another word for “agreement” is _____ .
 - consequence
 - disadvantage
 - approval
- “To get away or break free from” means _____ .
 - to escape
 - to get a raise
 - to pat
- Something given or received in return for a deed or service rendered is _____ .
 - frequency
 - side effect
 - reward

7. Another word for “attack” or “harmful action” is _____ .
a) likelihood c) frequency
b) aggression

8. A result or effect of some previous occurrence is _____ .
a) consequence c) reinforcement
b) acquisition

3. Fill in the gaps with a suitable word from your active vocabulary list. (Mind the word grammar forms).

1. You should take _____ of your actions. If anything goes wrong, you will get the blame for it.
2. In all _____ you will be appointed for doing a research.
3. To show his approval he _____ Tom on the back.
4. The psychiatrist asked him some leading questions for an _____ reason.
5. Simon flew in a _____ when he got to know about the prisoner’s escape.
6. Operant conditioning is a _____ Unit of psychological Knowledge.
7. _____ and _____ are the methods to assess a child’s behaviour.
8. The possible _____ of this treatment are unknown in psychiatry.

4. Refer to the words in brackets and put in the right nouns.

COMPUTER TANTRUMS



A clever computer built at Imperial College, London, often suffers from (*bore*)¹ boredom . The computer was built to find out about human (*communicate*)² _____. The computer acquired a simple vocabulary in the same way as babies do: through (*babble*)³ _____. It is common (*know*)⁴ _____ that when babies babble, it is a (*prepare*)⁵ _____ for speech. When babies make sounds like real words, they are encouraged to remember them. With (*encourage*)⁶ _____ from their parents, babies quickly build up their vocabulary.

In the same way, the clever computer learnt to use real words. For example, it learnt to identify a black cat. It was then shown a white cat to test how good it was at (*recognize*)⁷ _____. It refused to co-operate because the (*solve*)⁸ _____ to the problem was too easy. At first this (*refuse*)⁹ _____ puzzled scientists, but then they decided the computer was having a tantrum. It just sits there and goes on strike, a (*science*)¹¹ _____ said. These clever computers must also be taught good (*behave*)¹⁰ _____ .

5. Give nouns derived from verbs, adjectives and other nouns. Use these endings: -age, -hood, -action, -ion, -ful, -ence, -ency, -ness, -al, -(er)ly, -ment, -ety, -ism, -ity, -ing.

1. I decided this. It was my *decision*.
2. Try again. Have another _____ .
3. Be more *efficient*. Improve your _____ .
4. I *warned* you. I gave you enough _____ .
5. Can you *explain* it? Is there an _____ .
6. Don't argue. I don't want an _____ .
7. It *occurs* very often. It's an everyday _____ .
8. He is a *likely* actor. He is a young man of great _____ .
9. He *eliminated* any possibility of it. Think of his _____ from the team.
10. I don't *approve* of her behaviour. He gave his _____ to our plan.

6. Use the word given in capitals to form a word that fits in the space.

Students learning English as a second language are sometimes given a word by their teacher and asked to give an (1)_____ (EXPLAIN) as to what that word means; in other words, to provide a (2)_____ (DEFINE). The (3)_____ (ASSUME) is that if you know a word, you can define it. (4)_____ (LOGIC), that might make sense, but in reality it is not always (5)_____ (REASON) to assume that. There are words and phrases that even native speakers use in conversation without much (6)_____ (THINK) which can lead to (7)_____ (CONFUSE) when you ask a native speaker to define them. Take the (8)_____ (CONCEIVE) of 'zeitgeist', for example, which has entered English from German. It's (9)_____ (DOUBT) much easier to use than it is to define. With a word like 'zeitgeist', it may be more (10)_____ (SENSE) to test the student's understanding in ways other than asking them to define it.

7. *Read through the following text and choose from the list A-J the best phrase to fit each space. Some of the suggested answers do not fit at all. The exercise begins with an example (0).*

THE ROOTS OF DISCIPLINE

Humour is strong and flexible. Tragedy is brittle. If we change all our children's misdeeds into tragedy, (0) J . If all their mistakes are exposed and judged, as before the High Court, they will swiftly feel themselves to be victims of an unyielding system. Soon they feel that not only what they did was bad, (1)_____ .

But if a child can make mistakes in safety, (2)_____, or through laughter, his trust and feeling of parental acceptance is not destroyed. The lesson will, however, still be learned. Humour defuses a situation; (3)_____ .

Quite simply, the best way to convey discipline to our children is to discipline ourselves. We are the signposts to our children's future, (4)_____ .

It makes sense to take responsibility for our own actions, and respect and accept our own feelings (5)_____ . We are then less likely to hide behind a liberal or an authoritarian mask that is unable to reflect the full range of our feelings.

- A and they are always looking to us to see where to go
- B if we wish to develop as human beings
- C but that they are intrinsically bad, too
- D as we travel through life together
- E but also that their parents are totally out of control
- F learn through the warmth of a cuddle
- G seriousness augments it
- H which is, of course, its greatest strength
- I before we discipline the child
- J they soon learn the unhappiness of existence

8. *a) The sentences below appear on a chart that is often found in baby clinics and child centers, but the second halves of the sentences have been mixed up.*

Match the first half of a sentence in column A with an appropriate second half in column B. The first one has been done for you.



CHILDREN LEARN WHAT THEY LIVE

A	B
If a child lives with criticism,	she learns to be patient.
If a child lives with hostility,	he learns justice.
If a child lives with ridicule,	she learns to be shy.
If a child lives with shame,	he learns confidence.
If a child lives with tolerance,	she learns to have faith.
If a child lives with encouragement,	he learns to like himself
If a child lives with praise,	she learns to condemn.
If a child lives with fairness,	she learns to appreciate.
If a child lives with security,	he learns to fight.
If a child lives with approval,	he learns to feel guilt.
If a child lives with acceptance and friendship,	he or she learns to find love in the world.

* *b) It is said that children learn more in the first two years of life than at any other stage. What kinds of things have most children learnt by the age of two? What do they learn themselves, and what are they taught?*

9. *Work in groups. Complete the A-Z quiz below. (The words are connected with study and learning).*

- A** The _____ year is the time when there are school or university classes.
- B** _____ **time**, when students can ‘have a breather’. In the US it’s called **recess**. Many people’s favourite part of the school day!
- C** Is for a series of lessons in a particular subject. It could be a **crash** _____, a **refresher** _____ or a **foundation** _____.
- D** Is for degree, diploma, to drop out of university.
- E** Is for _____ school (as it’s known in the US) – in the UK it’s **primary** school. You go there from age 6 to age 11.
- F** Is for faculty, final exams, further education.
- G** Is for _____ day. It’s traditional in many countries to wear a cap and gown as you receive your degree.
- H** Is for high school, higher education, history.
- I** The Internet, infant school, instructor.
- J** Is for _____ school – in the UK this is a school for 7 – 11-year-olds; in the US it’s a high school for children aged 12 – 14.
- K** Is for kindergarten, kids, knowledge.
- L** Is for _____ : university students should attend them and take notes, but sometimes they **skip** them!
- M** Numbers which show how well you did in a test – full _____ is 100 per cent (unlike **grade**, which is a letter).
- N** Is for nursery school, numeracy, note-taking.
- O** Is for _____-learning – in other words, studying via the Internet.
- P** Is for _____ – a teacher at university: in the UK, higher-ranking than a **lecturer**.
- Q** Is for qualifications, questions, quizzes.
- R** Is for the three Rs – _____ and _____ ... the three basics of a good primary education ... but shouldn’t that be the one R, one W and one A?!
- S** Is for secondary school, school subjects, scholarship.
- T** Is for _____ education – education at a college, university, etc.
- U** Is for _____ – a student studying for a first degree, as opposed to a postgraduate, studying for a Master’s or PhD.
- V** Is for _____ courses, which help you to do a specific job.
- W** Is for work experience, workload, workaholic.
- X**
- Y** Is for Yale, one of the USA’s most prestigious universities.
- Z** Is for zoology, which you can take a degree in.

10. Mark the sentences below (✓) if they are true in your country, (×) if they are not true, and (?) if you're not sure.

- Children start learning the Three Rs from the age of about six.
- The academic year begins in September.
- Most undergraduates take five or six years to finish their degrees, and many drop out of university.
- University lectures and professors are badly paid.
- Children at elementary school are usually required to wear a uniform.
- More than two-thirds of students in tertiary education are women.
- Schoolchildren are allowed to smoke during breaks.
- Many postgraduates go abroad to study.
- Secondary school students can do vocational courses as well as courses in academic subjects.
- People celebrate graduation day by jumping into fountains.
- There are skills shortages in many areas, so older people are being encouraged to go back to college and do refresher courses.
- Lectures are often attended by more than 500 students.
- More and more people are doing online language courses.

Correct the sentences that are not true, then, in pairs, compare and discuss your answers.

Which of the things in this exercise would you like to see changed in your country?

Think of three other things about the education system in your country that you would like to change. Compare answers with other students.

II. Reading Comprehension

1. Read and translate the following text. Consult a dictionary if necessary.

THE REWARDS OF REINFORCEMENT: OPERANT CONDITIONING

Very good... What a clever idea... Well done... I agree... Thank you... Excellent...

This is the best paper you've ever written; you get on A... You are really getting the hang of it... I'm impressed... Let me give you a hug... You're getting a raise... Have a cookie... You look great... I love you...

Few of us would mind having any of the above comments directed at us. But what is particularly noteworthy about them is that each of these simple

statements can be used to bring about powerful changes in behavior and to teach the most complex tasks through a process known as operant conditioning. Operant conditioning forms the basis for much of the most important kinds of human, and animal, learning.

Operant conditioning is learning from the consequences of behavior. The term “operant” is used because the subject *operates* on or causes some change in the environment, producing a result that influences whether it will operate in the same way in the future. Depending on the effect of the operant behaviors, the learner will repeat or eliminate these behaviors – to get rewards or avoid punishment.

Operant conditioning differs from classical conditioning in two important ways. First, in order for operant conditioning to occur, the learner must behave in a way that produces some consequences. The control of the learning is in the hands of the learner. If the learner takes no action, no operant conditioning can occur.

A second difference between operant and classical conditioning concerns the kinds of behavior that are acquired. In classical conditioning, the most effective learning occurs with automatic, reflexive behavior. Operant conditioning is not limited to reflexive responses, but may involve the acquisition of a wide range of voluntary behaviors.

Reinforcement

B.F. Skinner (1974) is the psychologist most closely associated with operant conditioning. He and his colleagues believed that most behavior is influenced by one’s history of rewards and punishments. Suppose you want to teach a dog to shake hands. One way would be to give the animal a pat on the head or a biscuit every time it lifts its paw up to you. The biscuit or pat is called a positive reinforcer. In this example, the dog will get the message and shake hands again to get another reward. Reinforcement can be defined as a stimulus or event that affects the likelihood that a behavior will be repeated. The nature of the reinforcement depends on the effect it has on the learner. Examples of reinforcers that people respond to are social approval, money, and extra privileges.

A positive reinforcer is a stimulus added to the environment that brings about an increase in a preceding response. If food, water, money, or praise is provided following a response, it is more likely that the response will occur again in the future.

Aversive Control

People often use the word “reinforcement” to refer only to the pleasant consequences of behavior. Psychologists, however, use it to refer to anything that increases the frequency of a behavior. Unpleasant or aversive consequences (as opposed to pleasant ones) influence much of our everyday behavior. Aversive control refers to this type of conditioning, or learning. There are two ways in which unpleasant events, or aversive stimuli, can affect our behavior: as negative reinforcers or as punishers.

Negative reinforcement. In negative reinforcement, a painful or unpleasant stimulus is removed or is not applied at all if a certain kind of behavior occurs. The removal of unpleasant consequences increases the frequency of a behavior. For example, if the radio is too loud and hurts your ears, you are likely to find that turning it down relieves the situation; lowering the volume is negatively reinforcing and you are more apt to repeat the action in the future. Negative reinforcement, then, teaches the individual that taking an action removes a negative condition that exists in the environment.

Punishment. The most obvious form of aversion control is not negative reinforcement, but punishment. Negative reinforcement and punishment operate in opposite ways: in negative reinforcement, escape or avoidance behavior is *repeated*, and in punishment, behavior that is punished is *not repeated*.

Psychologists have found several disadvantages in using aversive stimuli to change behavior. For one thing, aversive stimuli can produce unwanted side effects such as rage, aggression, and fear. Then, instead of having to change only one problem behavior, there may be two or more.

A second problem with aversive stimuli is that people learn to avoid the person delivering the aversive consequences. In the cases of parents or teachers who punish often, children learn to stay away from them. One consequence of this is that parents and teachers have less opportunity to correct the children’s inappropriate behavior. Also, punishment is likely to suppress rather than eliminate behaviors.

Find a partner in your group and tell him / her about the main idea of the text. Find and read to your partner a descriptive paragraph that makes good use of details. State the central idea and name the details added. Swap the information.

2. Answer the following comprehension questions.

1. In what ways are classical and operant conditioning alike and in what ways are they different?
2. Who is the psychologist closely associated with operant conditioning? Which type of conditioning emphasizes that the stimulus elicits the response?
3. Say in your own words what operant conditioning is.
4. What are the kinds of reinforcement? Give your examples.
5. In which ways unpleasant events can affect our behaviour?
6. Which actions are called punishment?
7. Negative reinforcement and punishment operate in similar ways, do not they? Justify your answer.

III. Comprehension and Word Study

1. Fill in the blanks. Use the information from the text.

1. In _____ conditioning, people make responses because they have learned that positive consequences are dependent upon the response.
2. The term _____ emphasizes the point that organisms operate on the environment to produce some desired result.
3. Any stimulus that increases the probability that a preceding response will occur again is called a _____ .
4. When a stimulus brings about an increase in a preceding response, it is called a(n) _____ reinforcer.
5. When the removal of a stimulus, such as shock, leads to an increase in the probability that a preceding behavior will occur in the future, _____ is occurring.
6. _____ is the administration of an unpleasant stimulus following a response and is meant to suppress behavior.
7. Punishment may consist of the removal of a(n) _____ reinforcer.
8. Reinforcing desired behavior is a better technique for promoting learning than is _____ .
9. _____ focuses on responses that are learned as a result of the positive or negative consequences contingent upon the response.
10. The function of a reinforcer is always to _____ the frequency of a class of operant behaviors.

2. **Multiple choice.**

1. Learning in which positive or negative consequences are contingent upon a response is known as
 - a) classical conditioning.
 - b) Pavlov conditioning.
 - c) operant conditioning.

2. Which one of the following is true?
 - a) A negative reinforcer involves the introduction of an unpleasant stimulus.
 - b) Punishment and negative reinforcement are not the same.
 - c) A positive reinforcement must be biologically satisfying.

3. Of the following, the most dangerous route of behavioral change is
 - a) negative reinforcement.
 - b) punishment.
 - c) contingency training.

4. An example of negative reinforcement is
 - a) hitting a dog for tearing up a sofa.
 - b) promising to buy a child a toy for good behaviour and then not buying it.
 - c) letting an adolescent who has been grounded go to the movies because of improved behaviour.

5. Operant conditioning applies to
 - a) voluntary responses.
 - b) involuntary responses.
 - c) biological responses.

6. Sandy had a rough day, and his son's noisemaking was not helping him relax. Not wanting to resort to scolding, Sandy lowered his tone of voice and told his son in a serious manner that he was very tired and would like the boy to play quietly for an hour. This approach worked. For Sandy, the change in his son's behaviour was
 - a) positively reinforcing.
 - b) punishing.
 - c) negatively reinforcing.

7. Sandy was pleased. He had not been happy with himself a week earlier, when he yelled loudly at his son. On that occasion he had halted his son's excessive noise through
- removal of a reinforcer.
 - punishment.
 - negative reinforcement.

3. Match each term with the best description.

- | | |
|-------------------------|---|
| 1. reinforcer | a) is given to increase the occurrence of the preceding response |
| 2. positive reinforcer | b) is any stimulus whose removal is reinforcing |
| 3. negative reinforcer | c) is any stimulus that increases the probability of the reoccurrence of the preceding response |
| 4. punishment | d) is learning that occurs as a result of certain positive or negative consequences |
| 5. operant conditioning | e) is unpleasant or painful stimuli |
| 6. aversive stimuli | f) results in a decrease in the probability that a behaviour will occur again |

4. Now read the following passage and complete the gaps with one of the words given below. You may need to change the form of some of the words.

TRANSFER

Often a skill that you have already learned can (1)_____ you to learn a new skill. If you have learned to play the saxophone, it will be much easier for you to learn to play the clarinet. You can transfer skills you already have such as reading notes and (2)_____ them into responses of your lips, tongue, and fingers to the clarinet. When previously learned (3)_____ help you learn a new (4)_____, it is called positive transfer.

When a previously learned task hinders learning, negative transfer has (5)_____. An American may find driving in England to be more difficult than it is for an Englishman who is learning to drive. In England the steering wheel is on the (6)_____ side of the car, and people drive on the opposite side of the road. The learned skill of driving American style makes it difficult to perform the necessary new (7)_____ and motor tasks. An American's responses are often the exact opposite of what is needed.

(task, response, mental, opposite, occur, convert, help)

5. *Read the following passage and look carefully at each line, there are 5 unnecessary words. They are either grammatically incorrect or do not fit in with the sense of the text. Find these words.*

FEEDBACK

Finding out the results of an action or performance is called feedback. Without feedback, you might to repeat the same mistakes so many times that you develop a skill incorrectly – you would never learn what you was doing wrong. Even if you were performing correct, you would not be receiving reinforcement for continuing. If, for name, you always wore earplugs while you practiced the piano, you would never know just how bad your masterpiece sounded.

6. *Fill each of the numbered blanks in the following passage. Use only one word in each space.*

PRACTICE

Practice, the (1)_____ of a task, helps to bind responses together. It is the key element that makes for smooth and fluent movement from response to response.

Because practice (2)_____ time, psychologists have been interested in determining how to use that time most efficiently. They have found that (3)_____ type of skill a person is learning, it is usually better to space out practice rather than do it all at once.

It is possible to practice by imagining oneself performing a skill. Athletes imagine themselves making golf swings over and over again or mentally shooting free throws in basketball to improve their (4)_____. Psychologists call such (5)_____ mental practice. Although it is not as (6)_____ as the real thing, it is better than nothing at all.

- | | | | |
|----|----------------|----------------|---------------|
| 1. | a) occurrence | b) repetition | c) responding |
| 2. | a) takes | b) makes | c) does |
| 3. | a) whose | b) whenever | c) whatever |
| 4. | a) performance | b) mind | c) rage |
| 5. | a) efficiency | b) effect | c) effort |
| 6. | a) effective | b) ineffective | c) effortless |

7. Put the word “to learn” in the appropriate form in each of the sentences below.

It would be difficult to solve problems if people had (1)_____ the solution process each time a problem occurred. Fortunately, when you (2)_____ to solve one problem, some of the problem – solving experiences may transfer to other, similar problems. Once you (3)_____ certain strategies for solving problems and (4)_____ tasks, you will usually have an easier time on your next attempts. Many (5)_____ principles for dealing with life are valuable.

IV. Speaking Practice

1. Read the two passages below and decide if they are the examples of operant conditioning. Justify your answers.

1. Suppose a dog is wandering around the neighborhood, sniffing trees, checking garbage cans, looking for a squired to chase. A kind person sees the dog and tosses a bone out of the kitchen door to it. The next day, the dog is likely to stop at the same door on its rounds, if not go to it directly. The kind person produces another bone, and another the next day. The dog becomes a regular visitor.

2. Suppose a child is unhappy because his younger sister seems to be capturing their mother’s attention. He begins to pout and act aggressively toward his sister. Right away his mother stops attending to the younger sister to reprimand him. Even though the mother’s attention is negative, the boy seems to like it; a short time later, he is back again harassing his sister and earning another reprimand from his mother.

2. Decide if the following statements are true or false. Extend your answers to the volume of independent monologue utterances.

1. Fortunately, there is little danger that a child who is punished by a parent will learn that punishment is an acceptable behaviour.
2. Reinforcing desired behaviour to take the place of undesired behaviour is usually a more effective approach than using punishment.
3. Classical and operant conditioning procedures work consistently well with all species of animals, despite built in biological differences between them.

3. Read the following interesting facts about operant conditioning. Choose one and comment on it.

Did you know that ...

- Most of the teaching techniques used in US classrooms are derived from laboratory experiments with animals?
- If you use an effective educational technology, you can teach a pigeon to bowl in a couple of hours or so?
- Most of the animals you see perform on TV and in shows are trained using techniques developed by Skinner and his associates?

4. Look through the text “Operant Conditioning” once again and get ready with its close-to-the-text retelling.

V. Writing Section

It might seem that there are two types of learning: classical conditioning, associated with neutral and unconditioned stimuli; and operant responses, learned either by reward or punishment. However, the informal observations you have been making all your life concerning learning probably suggest to you that there is more to learning than this – that, in fact, we most often learn by imitating others. This is especially true to social responses – when we learn how to behave in a new situation by watching how others behave.

Translate the text, which describes one more kind of learning: Modeling. While translating, try to give the answers to the questions: Is modeling a kind of learning that results from imitation? What are the three types of modeling?

Sometimes the proper response is essential to life. Trial-and-error learning is not useful if the punishment for failure to perform the response is to be eaten by a predator. Thus, correct avoidance behavior often must be learned by imitating.

The general term for this kind of learning is modeling. It includes three different types of effects. In the simplest case the behavior of others simply increases the chances that we will do the same thing. We clap when others do, look up at a building if everyone else is looking there, and copy the styles and verbal expressions of our peers. No learning occurs in this case, in the sense of acquiring new responses. We simply perform old responses.

The second type of modeling is usually called observational learning, or simply, imitation. In this sort of learning an observer watches a model perform a behavior and is later able to reproduce it closely, though the observer was unable to do this before observing the model. An example is watching someone use an unfamiliar tool, either live or on film, and afterward being able to handle the tool yourself.

A third type of modeling involves disinhibition. When an observer watches someone else engage in a threatening activity without being punished, the observer may find it easier to engage in that behavior later. For example, someone with a snake phobia may watch another person handling snakes. Such observation may help to alleviate the phobia. This procedure is used in clinical work.

What happens when an observer learns by watching? Early theorists believed that we have some sort of “instinct” for imitation, and, indeed, it is probable that some animals do imitate automatically, especially when they are very young and have good models constantly around them: their parents. Operant-conditioning theorists such as Skinner have suggested that imitation itself is a kind of response, one that is often reinforced because it works so well. That is, the behavior of others come to function as a discriminative stimulus for a sort of matching behavior, which is then reinforced because it works on the environment or because other persons tend to reinforce such matching (as when a mother praises her child for correctly imitating her words).

УЭ – 3 LEARNING TO LEARN

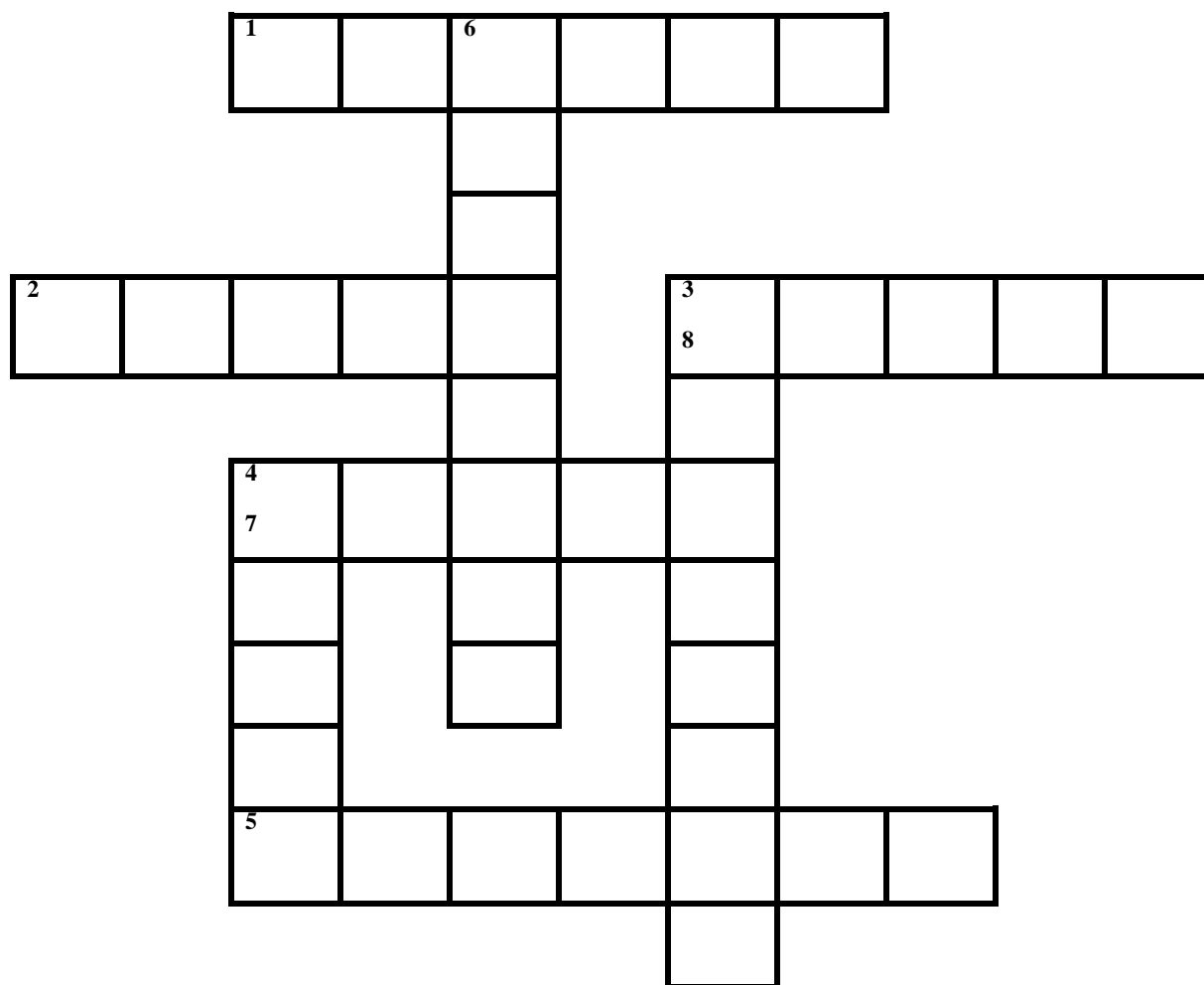
I. Vocabulary Study

1. To check or build up your vocabulary on the subject, look at the words listed on this page and memorize them.

to accomplish [ə'kʌmplɪ] <i>v</i>	– совершать, выполнять, достигать
assignment [ə'saɪnmənt] <i>n</i>	– задание; распределение
chore [tʃɔ:] <i>n</i> (pl.)	– случайная / подённая работа; домашняя работа
circular ['sɜ:kjulə] <i>adj</i>	– круглый, циркулярный
to daydream ['deɪdrɪ:m] <i>v</i>	– грезить наяву, фантазировать, мечтать
distraction [dɪ'strækʃn] <i>n</i>	– отвлечение внимания; развлечение; рассеянность, смущение, растерянность
dread [dred] <i>n</i>	– страх, боязнь, опасение
drowsy ['draʊsɪ] <i>adj</i>	– сонный, дремлющий; навевающий дремоту
error ['erə] <i>n</i>	– ошибка, заблуждение
to extract [ɪk'strækt] <i>v</i>	– извлекать, выжимать, вытаскивать
to fidget ['fɪdʒɪt] <i>v</i>	– беспокойно двигаться, ёрзать; быть в волнении

to force [fɔ:s] <i>v</i>	– заставлять; навязывать
lid [lɪd] <i>n</i>	– крышка; веко;
procedure [prəu'si:ʒə] <i>n</i>	– образ действия; методика проведения
raisin ['reɪzn] <i>n</i> (pl.)	– изюм; изюминка
sheer [ʃiə] <i>adj</i>	– сущий, явный, абсолютный, полнейший
to solve [sɒlv] <i>v</i>	– решать, разрешать (проблему и т.п.), находить выход
to stare (at) [steə] <i>v</i>	– смотреть пристально, глазеть
successive approximation [sək'sesɪvə, prɒksɪ'meɪʃn]	– последовательное приближение
trial ['traɪ(ɪ)əl] <i>n</i>	– проба, испытание; судебный процесс
triangular [traɪ'æŋɡjələ] <i>adj</i>	– треугольный

2. Do the crossword below with the help of definitions. (The defined words are from the wordlist above).



1. to move about restlessly
2. great fear; horror

3. a small routine task, esp. a domestic one
4. absolute, utter
5. to withdraw, pull out, or uproot with force
6. a pleasant dreamlike fantasy indulged in while awake
7. to find the explanation for or solution to (a mystery, problem, etc.)
8. of, involving, resembling, or shaped like a circle

3. Match the words in column A with their synonyms from columns B and C.

A	B	C
1. error	1. fear	1. slumberous
2. drowsy	2. make	2. examine
3. force	3. mistake	3. scare
4. distraction	4. absolute	4. clear
5. dread	5. sleepy	5. misdeed
6. assignment	6. embarrassment	6. succeed
7. stare	7. look	7. confusion
8. sheer	8. finish	8. exercise
9. accomplish	9. task	9. compel

4. Complete the following sentences with a word that is opposite in meaning to the one in bold type. (Use your word list from above).

1. Though he tried hard, he **failed to find the solution to** that problem.
2. It's **right** to believe that learning a new language cannot expand your world of possibilities.
3. During a lecture you should not **sit patiently** and listen attentively.
4. **Paying special attention to** what the teacher says is of minor importance to every language learner.
5. Knowing grammar structures is of **no** importance when you study a language.
6. While reading a text, try **to fill** as much information as possible.
7. One cannot learn productively when he is **active and clear thinking**.

5. Choose the word, the translation of which is given at the beginning of each line.

1. страх	a) error	b) dread	c) force
2. достигать	a) to fidget	b) to accompany	c) to accomplish
3. заблуждение	a) error	b) sheer	c) errand
4. крышка	a) light	b) lick	c) lid

- | | | | |
|------------------------|-------------|----------------|---------------|
| 5. пристально смотреть | a) to peep | b) to stare | c) to glare |
| 6. заставлять | a) to force | b) to fidget | c) to boss |
| 7. задание | a) avidness | b) assentation | c) assignment |
| 8. БЫТЬ В ВОЛНЕНИИ | a) to cadge | b) to fidget | c) to gage |

6. *Each of the words in bold is incorrect. Rewrite them correctly.*

- I've always admired our music teacher **from** being so patient.
- My new school is quite similar **with** my old one.
- Mr Wilkins congratulated me **for** passing the exam.
- I'd better go home and study **on** tomorrow's test.
- Ian is capable **for** doing very well this year if he works hard.
- This course is suitable **to** students who are considering a career in the media.
- If you don't get into university, you'll have to settle **with** art college.
- After six attempts, Bill finally succeeded **with** passing his driving test.

7. *Water has damaged part of this text from a diary. Read it and decide what you think each of the original words was. Write the words in the blank spaces.*

Dear Diary

Well, my first day at the new school is over. I was able _____ make **1**.....
 a few friends, although I hope _____ I meet more people tomorrow. **2**.....
 I met one girl I didn't like, who just boasted _____ her exam results **3**.....
 and succeeded _____ annoying everyone. The teacher asked me **4**.....
 what I'd been learning _____ at my other school and when I told **5**.....
 her she said she failed _____ see how I would be able to catch up **6**.....
 with the others. I'll show her! I'm just as capable _____ doing the **7**.....
 work as the others. I'm really going to study hard _____ the test. **8**.....

8. *Complete the sentences by changing the form of the word in capitals when it is necessary.*

- I wonder if you could tell me who was awarded the _____ (**SCHOLAR**)?
- Do you think that you pay enough _____ (**ATTEND**) in class?
- Could you tell me what the _____ (**SOLVE**) to number seven is?
- My dad said I'd better spend more time on my _____ (**STUDY**).
- I would like to know what qualifications _____ (**TEACH**) require in your country.

6. Joshua was suspended from school for a week for bad _____ (**BEHAVE**).
7. I did six hours of _____ (**REVISE**) for the test, and I still failed!
8. Please send photocopies of all your _____ (**CERTIFY**) to us at the address below.

9. *For each case, write one word which can be used in all three sentences. Choose from the words below. There is one too many.*

- | | |
|------------------|---------------|
| 1. consideration | 5. brains |
| 2. dread | 6. sense |
| 3. mental | 7. impression |
| 4. straight | 8. mind |

1. I was so tired that I couldn't even think _____ .
I'll come _____ to the point – you're fired!
It's time to set the record _____ about what really happened that night.
2. She's only eight, but she has the _____ age of an 18-year-old.
Many _____ illnesses can be cured these days.
I'm not very good at _____ arithmetic.
3. Philip does a very funny _____ of Tony.
You really made an _____ on Pete – he hasn't stopped talking about you!
Why was I under the _____ that the exam was on Thursday?
4. Carter was the _____ behind the whole criminal operation.
Could I just pick your _____ about good places to eat around here?
We sat there racking our _____ trying to think of a place to take Paul and Doug in the evening.
5. Someone with no _____ of smell can't taste food well either.
I can't make _____ of this film at all – what's going on?
Unplugging a toaster before you try to fix it is just common _____ , isn't it?

6. I thought Gordon's new invention wouldn't work at all, but in fact it worked like a _____ .
Winning a cruise on the Queen Mary was a _____ come true for me and Albert.
I've had the same recurring _____ for four nights in a row.
7. Motorists should always show _____ for pedestrians crossing the street at a zebra crossing.
I'll give some _____ to your proposals and get back to you.
We stupidly didn't take changes in interest rates into _____ when we got a mortgage for our house.

II. Reading Comprehension

1. *Read the text below. Use a dictionary if necessary.*

LEARNING TO LEARN

Organisms can learn to learn by discovering certain strategies. A strategy for solving problems or learning tasks can be applied to subsequent, similar situations. Harry Harlow (1949) showed that animals can learn to learn – they can learn to use strategies for solving similar problems and tasks. He gave a monkey the problem of finding a raisin under one of two wooden lids, one red and one green. The raisin was always hidden under the green lid. Because the experimenter kept changing the position of the lids, the monkey took a while to realize that color was important, not location.

When the monkey had learned to always pick the green lid, the experimenter changed the problem. Now the monkey had to choose between triangular and circular lids. The raisin was always placed under the circular lid, and the experimenter again changed the location of the lids on each trial. As before, it took several tries for the monkey to learn that the shape of the lid, not its location, indicated where the raisin would be. After doing a number of problems like these, the monkey began to learn that the difference between the two lids always contained the key to the problem. Eventually the monkey could solve any similar two-choice problem with, at most, one error.

The learning of strategies and principles is extremely important in human behavior. In school you practiced such skills as reading books, writing essays, and taking tests. In many cases the particular things you learned will prove to be less important and useful than what you have learned about learning generally.

Learning to extract information from a book, for example, will be helpful whether the book is about physics, grammar, or cooking. Just as Harlow's monkey acquired a general method for quickly solving particular problems, you are acquiring a general strategy for learning particular pieces of information.

Improving Your Study Habits

One psychologist designed a program to help students improve their study habits and tried it on a group of volunteers. The students were told to set a time when they would go to a small room in the library they had not used before, taking only the materials they wanted to study. They were then to work for as long as they remained interested – and *only* for as long as they were interested. As soon as they found themselves fidgeting, daydreaming, becoming drowsy or bored, they were to make the decision to stop studying. There was only one condition. They had to read one more page, or solve one much simpler problem, before they left. Even if this made them want to study longer, they were instructed to hold to their decision to leave the library, go for a cup of coffee, call a friend, or do whatever they wanted to do.

The next day they were asked to repeat the same procedure, adding a second page to the amount they read between the time they decided to leave and the time they actually left the library. The third day they added a third page, and so on. Students who followed this procedure found that in time they were able to study for longer periods than before, that they were studying more effectively, and that they didn't mind studying so much.

Why did this procedure work? Many students force themselves to study. One common technique is to go to the library to avoid distractions. The result may be hours spent staring at a book without really learning anything. Repeat failures to get anything accomplished and sheer discomfort turn studying into a dreadful chore. The library becomes a conditioned aversive stimulus – you hate it because you've spent so many uncomfortable hours there. The procedure was designed to change these feelings.

Requiring students to leave as soon as they felt distracted helped to reduce the negative, punishing emotions associated with studying. The students stopped when these feelings began. Studying in a new place removed the conditioned aversive stimulus. Thus, aversive responses were not conditioned to the subject matter or the room, as they are when students force themselves to work.

Second, the procedure made use of successive approximations. The students began by reading just one page after they became bored, and only gradually increased the assignment. This also reduced the aversive response to studying. The task no longer seemed so difficult.

Finally, when they left their work, the students received two kinds of positive reinforcement. They had the satisfaction of knowing they had followed the procedure and had completed an assignment (namely, one more page), and they were free to do something they enjoyed. Thus they rewarded or reinforced themselves for however much studying they did. You might try this procedure.

2. Answer the following comprehension questions.

1. What kind of experiment did Harry Harlow carry out?
2. What does this experiment show? What are the conclusions?
3. Are there any similarities between Harlow's monkey and people's strategies for problem solving?
4. What kind of learning program is described in the text?
5. According to the text, the library need not become a conditioned aversive stimulus if you learn how to build positive reinforcement into your studying routine, need it?
6. Do you find it reasonable to make use of successive approximations in your study? Why?

When you have answered the questions, find a partner in your group. Compare your answers and swap the information.

III. Comprehension and Word Study

1. Complete the following using the appropriate word from the box in each case.

mind	intelligence	mentality	brain	idea
impression	thought	logic	notion	memory

- a** A: Is that puzzle difficult?
 B: It is for me. My _____ is not used to working out problems of _____ any more.
 A: Well, it does say 'Puzzle for people of above average _____'!
- b** C: Mum, what's the difference between philosophy and psychology?
 D: Well, philosophy is the study of the history and present state of human _____, and psychology is the study of how the human _____ works. Why?
 C: I can't spell either of them.

- c** E: George has some rather strange _____ .
 F: Why do you say that? I've only met him twice, but he made rather a good _____ on me.
 E: Well, he firmly believes that the earth is flat, and refuses to accept the _____ that it is round. And he's not joking.
 F: Some people have a peculiar _____, don't they.
- d** G: Did you post the letters?
 H: Oh, no, I forgot. My _____ is getting terrible.

2. Complete the sentences by changing the form of the word in capitals.

1. There was quite a bit of _____ because the examiner handed out the wrong exam papers. (CONFUSE)
2. You're acting completely _____. Just come down and pull yourself together. (RATIONAL)
3. Einstein's _____ went unnoticed at school. (BRILLIANT)
4. Learning implies the acquisition of knowledge from experience, while thinking involves the conscious _____ and use of knowledge. (PROCESS)
5. For something like a hundred years now, researchers have been using _____ methods to explore how people learn and think. (SCIENCE)
 Much of this research comes from the branch of _____ science called cognitive psychology which "focuses on how people perceive, store and interpret information". (BEHAVIOR)
6. Cognitive researchers generally obtain their _____ by studying the behavior of animals and humans during controlled experiments. (FIND)
7. Learning and understanding could not occur without memory, the _____ to store knowledge for later retrieval. (CAPABLE)
8. Learning occurs best when new knowledge is _____. (MEAN)
9. Learning a new language is one of the most recent and popular _____ trends sweeping all over the planet. (EDUCATION)
10. Learning a new language can be quite difficult during the first few stages, but as time goes by, you will surely have a more _____ command of the new language and your native one as well. (SKILL)

3. Complete the text below by filling each gap with one of the following words: *speech, sentences, understanding, environment, abilities, language, speak, empirical, span, puzzled, limited.*

PSYCHOLINGUISTICS

There is little doubt that language influences the way we perceive the world and the way we respond to our environment. For the most part, the ___1___ or culture into which we are born decides for us which language we will use. That is, we acquire whatever language is dominant in the society into which we are thrust. But how does a child go about the confusing task of learning to ___2___?

Psycholinguistics brings together the theoretical tools of linguistics and the ___3___ tools of psychology to study the mental processes underlying the acquisition and use of language. Linguists are engaged in the formal description of an important segment of human knowledge: the structure of ___4___ sounds and meanings and the important and complex system of grammar, which helps to relate sounds and meanings. Psychologists are concerned with the ways by which children acquire such systems and with the ways in which such systems function when people are actually speaking and ___5___ sentences.

In brief, then, psycholinguists are interested in the underlying knowledge and ___6___ that people must have in order to use language as adults and to learn its use in childhood.

The question of how a child learns to speak has intrigued and ___7___ adults since antiquity. The cognitive abilities of a young child seem to be generally rather ___8___, yet he masters the exceedingly complex structure of his native language in the course of only three or four years.

At the very beginning, of course, the child's attempts to communicate are quite different from adult ___9___. They consist of gross responses like crying and gesturing. Then there is a babbling period, out of which parents try to recognize the "first word".

One cannot speak about grammar until the child starts putting two words together to make primitive ___10___, typically somewhere around eighteen months of age. The growth of such two-word utterances is slow at first, but it rapidly accelerates. For example, the cumulative number of one child's *different* two-word combinations recorded in successive months was 14, 24, 54, 89, 350, 1,400, and over 2,500. Clearly, we are dealing with very large numbers of new combinations, produced in a short time ___11___.

4. a) ***Read the following text without a dictionary and try to grasp the main idea of it. While reading find the answer to the question: Why can experts be better at problem solving?***

KNOWLEDGE AND THE CONSTRUCTION OF MEANING

1. In response to the rapid growth of scientific research in the early twentieth
2. century, the National Research Council (NRC) in the USA was established
3. in 1916 as an arm of the National Science Foundation to advise the federal
4. government on scientific and technical matters. As the end of the twentieth
5. century approached, the National Research Council issued a report that
6. summarized the state of scientific knowledge about learning and its
7. implications for education. The NRC's report, *How People Learn: Brain,*
8. *Mind, Experience, and School*, was published in 1999.

9. The central, recurring theme of *How people learn* is that the mind uses
10. knowledge (direct and observed experience) to “develop coherent
11. structures of information” that are meaningful to the learner and are stored
12. in memory where these structures form the basis of understanding, thinking
13. and problem solving. Meaning is derived from connecting new information
14. to what is already known. The report cited a number of research studies that
15. compared the thinking of experts to the thinking of novices, not because
16. teachers want to turn students into experts, but because experts solve
17. problems better than novices do. Researchers wanted to know what it is
18. about experts that makes them good at thinking and problem solving.

19. When experts are confronted with new information such as a problem to be
20. solved, they appear to organize the input into “chunks” of related
21. information that are held in short-term or working memory. “Since there
22. are limits on the amount of information that people can hold in short-term
23. memory, short-term memory is enhanced when people are able to chunk
24. information into familiar patterns”. If such information is transferred from
25. working memory to long-term memory, it is joined to existing knowledge
26. in a meaningful structure that becomes available to assist with thinking and
27. problem solving. Among experts, knowledge “is not simply a list of facts
28. and formulas that are relevant to their domain (area of study); instead, their
29. knowledge is organized around core concepts or ‘big ideas’ that guide their
30. thinking about their domains”.

31. What are the implications of this research for education? The NRC report
 32. made these observations:
33. “Research on expertise suggests the importance of providing students with
 34. learning experiences that specifically enhance their abilities to recognize
 35. meaningful patterns of information”.
36. “Many approaches to curriculum design make it difficult for students to
 37. organize knowledge meaningfully. Often there is only superficial coverage
 38. of facts before moving on to the next topic; there is little time to develop
 39. important, organizing ideas. History texts sometimes emphasize facts
 40. without providing support for understanding”.
41. “The fact that experts’ knowledge is organized around important ideas or
 42. concepts suggests that curricula should also be organized in ways that lead
 43. to conceptual understanding”.

expertise [ˌɛkspəˈtiːz] *n* – знания и опыт (в данной специальности); компетенция.

b) Now read the text once again so that to be able to understand the details. Use a dictionary if necessary.

c) Now look through the words and expressions in the box and find their synonyms in the text.

a) to sum up	e) to improve
b) to mention	f) working out the answer
c) an inexperienced person	g) to trace the source of or development of
d) to give prominence to	h) the quality required to do smth.

d) Which do you think is the meaning of the following words in the text.

1. response (line 1)
- a) a reply
 b) a reaction
 c) a pattern
2. issue (line 5)
- a) to come forth
 b) to emerge
 c) to publish

3. implication
(line 7)
 - a) suggestion
 - b) involvement
 - c) affection

4. theme
(line 9)
 - a) an idea
 - b) an image
 - c) an essay

5. to store
(line 11)
 - a) to place in a warehouse
 - b) to accumulate for future use
 - c) to supply

6. to confront
(line 19)
 - a) to present
 - b) to face
 - c) to bring together for comparison

7. chunk
(line 20)
 - a) a thick solid piece of smth.
 - b) a considerable amount
 - c) a number of items grouped together by the mind

8. core
(line 29)
 - a) electromagnetic
 - b) most essential
 - c) central

9. pattern
(line 35)
 - a) an arrangement
 - b) a plan
 - c) a model worthy of imitation

10. support
(line 40)
 - a) a thing that bears the weight
 - b) a person who furnishes aid
 - c) the means of maintenance smth.

e) Split the text into parts and think up appropriate title for each one.

What single word explains the central idea of each part?

Find the topic sentence in each part, then list the details which support it.

5. *The text below has some missing prepositions. Read the text and fill in the suitable prepositions where necessary.*

LEARN LANGUAGES EASILY

There are so many languages ___ 1 ___ the world. The world is becoming smaller due to globalization and ___ 2 ___ order to keep up ___ 3 ___ the times, it is a plus if you can speak more than just one language.

Learning languages will be very beneficial if you want to explore new cultures and expand your career possibilities. There are some easy ways for you to try so that you can learn languages easily.

Know the basics of your target language. The basic elements of your target language are essential ___ 4 ___ building a stable foundation ___ 5 ___ that language to be part of your system. An important first step is to pick ___ 6 ___ basic vocabulary and grammar skills. Vocabulary serve as your building blocks in the language since they help you become familiar ___ 7 ___ the terms while grammar allows you to become better aware of sentence structure and syntax. If you want to hone your ___ 8 ___ vocabulary and grammar skills easily, check out websites that offer free exercises and tutorials. In order for you to learn vocabulary easily, learn and write a new set of words ___ 9 ___ night ___ 10 ___ sticky notes and stick them on your mirror, bathroom or computer so that in the morning you can have a fresh review!

Sharpen your listening skills. Some experts say that listening should be the first to be developed among the four language skills yet that is not the case for everyone since each language learner is unique. In order to sharpen your listening skills, listen ___ 11 ___ audio materials ___ 12 ___ your target language such as language CDs, tapes, podcasts, audio books and online radios. You can also watch movies in your target language and become familiar with the sounds of your target language and associate them with the actions of the characters.

Develop your speaking skills. For some language learners, speaking comes ___ 13 ___ listening. Speaking is more difficult to develop since pronunciation plays a very important role in conveying a message. Finding a language partner for speaking practice may be difficult but if you have the patience to join language exchange forums and meet native language speakers with whom you can arrange speaking exercises through Skype or other messaging tools. You can also try watching movies in your target language and observe how the characters speak words so you can practice speaking them in front of a mirror!

Reading is another important language skill that you must hone and in order to develop your reading skills, better search for articles, books, newspapers, or stories in your target language. You can check out online websites, books, and movies for children in your target language if you are still 14 beginner level. You can also try printing 15 an article or story that you can read 16 . Highlight the parts you don't understand and find their definitions later 17 .

Work 18 your writing skills. Writing is necessary for you to become fluent 19 your target language. Communication will be better if you can write in your target language and one way to develop that is 20 online messaging. Visit online forums to meet language exchange partners with whom you can chat with and send instant messages 21 .

Once you put your heart 22 learning the basics and sharpening the four basic language skills, you will not have a hard time becoming fluent in your target language. If you really want to become fluent, never give 23 and always find ways to practice your skills!

What aspect of learning (writing, speaking, listening, reading) do you pay more attention to? What is the most difficult one for you?

- 7. The following text may come useful to you. People have different learning methods, instructive ways of mastering information. Knowing your learning style can help you find out which techniques will work best for you, so that you can pick up a language faster.*

LEARNING STYLES AND LEARNING NEW LANGUAGES

Types of Learning Styles

There are three different kinds of learning style: visual, auditory and kinesthetic. Visual learners understand better when they're presented with pictures or symbols. Kinesthetic learners must work with their hands in order to see a concept at work, whether it's taking apart a machine or writing a list. Auditory learners learn best when they hear something over and over again.

While we all use a combination of those methods, and it's actually best when we use all three together, but we usually lean towards one or have an easier time when it's incorporated in the teaching method. Auditory learners tend to have the easiest time in traditional classrooms because they thrive in lecture settings, while visual learners prefer seeing something on a blackboard or reviewing it in their handouts. Kinesthetic learners do well in lab work.

Identifying your learning style

First look at how instinctively learn something or what kind of techniques you use to learn. Also, look at the subjects you have difficulty with and why. For example, in your language class, what aspect took longer to master? If you find writing or grammar drills far easier than speaking the language, then you may be a visual learner. Especially if you gravitate towards charts and diagrams. Another sign of a good visual learner is adeptness at spelling: just seeing the words cues you that it looks right or wrong.

Auditory learners are those who have a knack for understanding something they hear. For example, there are the lucky few who can pick up a language just by hearing it, or can master lyrics after just hearing the song once or twice. They are those that learn a language just by listening to language tapes.

It is the kinesthetic learner that may have a hard time learning a language because their learning style is not really addressed in a traditional classroom. There are those who, out of habit, walk around while memorizing an assignment. Rewriting notes can help them understand a subject matter.

Tips to Help You Master a Foreign Language

There are several students who experience mental blocks or test anxieties, or even a general feeling of dread and apprehension, each time they think about learning a foreign language.

However learning a foreign language is easier than many people think. While some people may have a knack for it and may learn faster, everyone can learn it if they devote enough time.

Here are some tips on how to study efficiently and to handle anxiety or apprehension.

Don't cram. You should review your notes and practice every day. As experts say, language is cumulative: incremental review of 30 minutes a day for one week will be more effective than three hours of steady reading in one sitting. It's also good to review your notes just before your classes.

Study in short but frequent bursts. If you get easily bored by drills then take 15 to 30 minute study session, tackling a different activity each time: first grammar, then vocabulary, etc. It's best to spend your first study session just getting a handle on your previous lesson. About eighty percent of your study time should be practice, though, not reading.

Don't cut classes. This is the best time to air questions or to practice with classmates. Plus, if you miss one class, it'll be hard to catch up on the lesson, and you may get even more and more confused since you didn't master the basics.

Make friends. Language classes are not solitary learning sessions: you won't get anything just by holing up in the library the whole day. Find a few people you're comfortable with so you can review together and practice dialogues.

Practice for your exams by doing a dry run of what the test is about. For example, if it's a written exam, then try making your next diary entry in that language, focusing on spelling and accents. If it's a listening exam, then study by reviewing your language tapes. You can also ask your teacher for practice questions or go on the internet for samples.

Don't be afraid to ask for help. Approach your teacher immediately if you are confused. Don't worry, it's her/his job to help!

8. *What is your learning line?*

Read the following statements and indicate how much they apply to you:

1 = not much; 2 = a little; 3 = a lot

Remember there are no right or wrong answers.

1. I enjoy learning in class with my friends.
2. I like to learn on my own by studying and thinking.
3. I want the teacher to correct all my mistakes.
4. I enjoy working in groups in class.
5. I like to have a neat and orderly desk.
6. I think that a good teacher should be friendly.
7. I think that a good teacher is demanding.
8. A good teacher brings games to play in class.
9. I like to tell jokes.
10. I like to talk to the teacher outside class.
11. I generally decorate the inside of my notebook cover with drawings.
12. I like music and rhythm in order to learn better.
13. I feel better when I have my own books and materials.
14. I like to do things with my hands (like crafts or pottery).
15. I talk too much in class.
16. My classmates think I am funny and friendly.
17. My classmates think I am shy.
18. My teachers think I am a very good student.
19. My teachers think I never study.

20. My teachers think I move too much in class.
21. I like to read in my free time.
22. I like to talk to friends and tell jokes in my free time.
23. I like to practise sports in my free time.
24. While I am studying, I frequently stop and do other things.

Individuals who scored high in:

*2, 4, 6, 9, 12, 15, 16, 21		Mainly visual
*1, 3, 5, 7, 13, 17, 18, 22	are	Mainly Auditory
8, 10, 11, 14, 19, 20, 23, 24		Mainly tactile/kinesthetic

Auditory learners:

- Any kind of work with audiocassettes.
- Songs, poems, rhymes, jazz chants, etc.

Tactile learners:

- Manual arts, card games, board games
- Working with maps
- Magnet board/flannel board
- Framing posters for abstract symbols
- Working with cards, slips of paper, etc.

Kinesthetic learners:

- Classroom tasks (giving out handouts,
- Blackboard work
- Races, competitions, etc.
- Board games

IV. Speaking Practice

1. *Dwell on the following: What is learning?*
2. *What makes a good language learner?*
3. *What are your tips of mastering English?*

4. Read the following dialogue, find out what coordinate bilingualism is. Enact the dialogue.

Mr. Starget: Our mother tongue is the language we learn first from our families. We are native speakers of that language. People who know two languages are bilingual. Those people who know three or more are trilingual and multilingual.

Many people have more than one native language. They learn them without going to school. And then there are many people who learn a second language through study. Like me! I only heard English at home. In order to learn Spanish, I had to study, hard!

Now, our mother tongue, or first language, is very important. Some academics believe that it teaches us how to think. So, knowing your mother tongue is very important to getting an education. Knowing it well makes learning another language easier. People who are bilingual will learn a third language even more quickly.

Educators have different ideas about how we learn languages. There are two basic ideas. Some say babies' brains are specially ready for learning languages. They think that as we grow up, that changes. That's why it gets harder to learn languages. Others disagree with this idea. They say we learn languages the same way we learn other things. We don't know for sure just how it happens.

There are places where two language group may not talk to each other much. Something interesting, called coordinate bilingualism, happens to people here. They think about things in a special way. We know this happens in Quebec, Canada, to French-English bilinguals. Let me give you an example of what I mean. They might think of one kind of dog when they say "dog" in English. In French, the word for dog is "chien". When saying that word, they think of a different kind of dog. Yes, Tony, did you have a question?

Interviewer: Are there a lot of French-English bilinguals in Quebec?

Mr. Starget: Yes, there are quite a few.

Interviewer: Do these people ever feel like they have two different personalities?

Mr. Starget: Well, yes, in fact they do. You can see how this would happen. Here are two different groups who don't always get along. You need to understand both groups and have them understand you. So, you talk differently to each group. You end up learning two different ways of thinking.

V. Writing Section

1. a) *Translate the following text using a dictionary.*

GUIDE TO IMPROVE YOUR LANGUAGE SKILLS

Encountering obstacles when learning a new language are predictable. But that is not a reason to quit. You have to keep going and push yourself. Once you are able to assimilate the basic things, the rest becomes much easier to deal with. You should devote time and effort to learn a new language. You must maintain your learning practice and try to learn something new at least every single day, because the best way to learn something is when you are able to take it in regularly. The more often you are exposed to a new activity, the better you will learn. Here are some guides for you to improve on your secondary or foreign language skills.

Immerse – Traveling to the country that speaks the other language that you prefer will help you gain better understanding of their culture and practices. As you see vividly their values and traditions you will easily grasp the language that connects everything altogether.

Listen – Listening before speaking and listening while speaking. We must listen to the new language first and try to get around it. You can familiarize how the words are pronounced and how they are used. Then you can try listening as you speak and follow how you can actually speak the words yourself.

Time – Spending a fair share of time on the language you are learning will help you follow it better and in a complete manner. Stick to single individual sources. If you are following several books for instance, tendency will confuse you largely. We all know that different books have different contents.

Communicate – Make conversations and build relationships with the people around you. Involve yourself in communities where people speak and share the same ideas and opinions. Discussing your mind will help you gain valuable solutions to your learning process.

Practice – Life is a life-long learning process. Not all of us have equal level of learning potential and retention pace, therefore we must keep on practicing what we are trying to learn. It is always true, the more we practice the better we speak. Just like the more we have learned out of our experiences, the better we will be able to face and cope with new challenges.

Finally, if you are very eager to learn a new language with accuracy and proficiency, you must also learn how to enjoy it. It allows to gain inner pleasure and satisfaction from mastering a language.

b) Give Russian interpretation of the following English text.

HELPLESSNESS AND LAZINESS

Psychologists have shown that general learning strategies can affect a person's relationship to the environment. For example, if a person has numerous experiences in which his actions have no effect on his world, he may learn a general strategy of helplessness or laziness.

In the first stage of study (Hiroto, 1974), some college students were able to turn off an unpleasant loud noise, while others had no control over it. Later, all were placed in a situation in which they merely had to move a lever to stop a similar noise. Only the ones who had control over the noise in the first place learned to turn it off. The others did not even try.

It is not hard to see how these results can apply to everyday situations. In order to be able to try hard and to be full of energy, people must learn that their actions *do* make a difference. If rewards come without effort, a person never learns to work (learned laziness). If pain comes no matter how hard one tries, a person gives up (learned helplessness).

Martin Seligman believed that learned helplessness is one major cause of depression. He reasoned that, when people are unable to control events in their lives, they generally respond in one of the following ways. They may be less motivated to act and thus stop trying. They may have trouble learning to bring about new outcomes or may stop thinking. They may experience a lowered sense of self-esteem and think negatively about themselves. They may also feel depressed.

Seligman identified three important elements of helplessness: *stability*, *globality*, and *internality*. Stability refers to the person's belief that the state of helplessness results from a permanent characteristic. For example, a student who fails a math test can decide that the problem is either temporary ("I did poorly on this math test because I was sick") or *stable* ("I never have done well on math tests and never will"). Similarly, the person can decide that the problem is either specific ("I'm no good at math tests") or *global* ("I'm just dumb"). Both stability and globalization focus on the student – on *internal* reasons for failure. The student could have decided that the problem was external ("This was a bad math test") instead of internal. People who attributed an undesirable outcome to their own inadequacies will probably experience depression along with guilt and self-blame. Those who attribute their problems to their own inadequacies and see these personal shortcomings as enduring traits that apply to all situations are likely to suffer from severe depression.

The revision of Seligman's theory is important because it is a good example of several new trends in behaviorism. As learning theorists begin to study people rather than animals, they are finding that some of the old behavior models are too simple because they focus simply on what people *do*. What people *think* is also important.

TEXTS FOR SUPPLEMENTARY READING

TEXT 1
LATENT LEARNING

Latent learning is closely related to incidental learning. When the amount of learning (be it intentional or incidental) is measured, it is found to depend critically upon the subject's motivation to respond, particularly if the response is effortful or elaborate. Consider the performance of rats in a complex maze.

Some rats are placed in the start box of a maze and are removed *without receiving food* when they reach the end of the maze. Other rats receive food reward at the end of the maze. Each rat receives one trial per day. The behavior of the rats reinforced with food is more accurate, as is indicated in Figure 1. But are the rats that are making frequent errors (the nonreinforced groups) learning more than their performance reveals? The curve for these rats indicates only a slight reduction in errors over successive days. Have they acquired more *knowledge* about the maze

than these curves indicate? Because knowledge is *potential behavior*, we need only translate it into observable to demonstrate its existence. This translation is achieved by providing the rats with food on a particular trial (trial 3 for one group, trial 7 for another). As Figure 1 shows, on the next trial the number of errors is sharply reduced. Thus, the rats had indeed learned quite a bit about the maze. The learning that had occurred but that had not been translated into performance until the introduction of reward was *latent learning*.

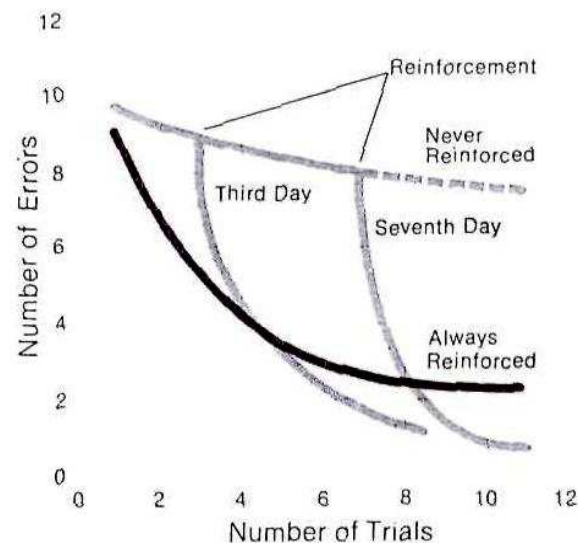


Figure 1. The patterns of performance that provide evidence for latent learning. (After Tolman and Honzik, 1930.)

TEXT 2
COGNITIVE MAPS

Our discussion of latent learning and knowledge leads us to Tolman's notion of *cognitive maps*. A cognitive map refers to an animal's cognitive expectations of the consequences of turning one way or another in a maze. It

also implies a certain grasp of relationships in the environment and a certain degree of spatial orientation. The latent-learning experiment discussed above supports the notion of a cognitive map. Tolman and his associates also showed that rats can solve many tricky spatial-orientation problems. The main conclusion of this experimental work was to correct the impression that the rat was merely performing specific motor responses in the presence of specific stimuli. Many examples could be given to indicate that the rat is learning more than a specific motor response. For example, Macfarlane trained rats to swim from one part of a chamber to another and then tested when the chamber was drained so that swimming was impossible. The rat that ran from its starting point to the point containing the food obviously had learned more than a specific chain of motor responses: it had learned something about the location of the food.

An example of a type of learning that is compatible with cognitive maps but incompatible with the notion that the animal learns nothing more than specific motor habits that have been rewarded is called *perceptual learning*. This learning occurs without overt responses; evidence for it comes from studies that have employed curare, a drug that so immobilizes the animal that it cannot perform overt responses. Experiments by Solomon and his associates have demonstrated that learning can take place in curarized animals.

TEXT 3

AGE, LEARNING AND LONG-TERM MEMORY

Older adults learn new material more slowly and sometimes do not learn it as well as young and middle-aged adults do, and they may not remember what they have learned so well (Howard *et al.*, 2004; Whitbourne, 2005). However, noticeable declines in learning and memory rarely occur until the late 60s, and the memory of 'young-old' adults (60-70 years) is more similar to that of 18-34-year-olds than to that of 71-82-year-olds (Cregger & Rogers, 1998). Moreover, not all older people experience noticeable learning and memory difficulties, and not all kinds of cognitive tasks cause older people difficulty.

Consider a sample of the weaknesses and, by implication, strengths of older adults. First, owing largely to the slowing of cognitive processing and reduction of WM capacity, older adults may need to go through new material more times than younger adults to learn it equally well – or need more time to respond when memory is tested. Thus, they show larger learning and memory deficits on *timed* as compared with untimed tasks (Sigelman & Rider, 2003).

Second, older adults fare especially poorly compared with younger ones when material to be learned and remembered is abstract or unfamiliar and cannot be tied to their knowledge. By contrast, older adults often equal or exceed the performance of younger adults when practical challenges are more familiar to them than to their younger counterparts (Artistico *et al.*, 2003; Barrett & Wright, 1981). As we have noted, such crystallized abilities as vocabulary and general knowledge continue to build well into old age (Schaie, 1996; Verhaeghen, 2003) and are slow to decline (Singer *et al.*, 2003). So, for many everyday learning, memory, or problem-solving challenges, older adults, by virtue of their greater knowledge base, have expertise that may compensate for their slower processing and less efficient WM and permit them to equal or exceed the performance of younger counterparts. By contrast, these same information-processing limitations place them at a strong disadvantage, relative to younger adults, on abstract, unfamiliar, or seemingly meaningless cognitive tasks.

Similarly, older adults are likely to be at a disadvantage when challenges require unpracticed skills that they rarely use as opposed to skills that are well-practiced and automatized (i.e. applied without conscious mental effort). Thus, it is much easier for older adults to remember whether a sentence makes sense in the context of what they have just read (an automatized skill for readers) than to judge whether a specific sentence has appeared in a story (requiring effort and skills seldom used outside of school; Reder *et al.*, 1986).

One interesting idea about ageing and memory is the Environmental Support Hypothesis (ESH): age differences in memory are most apparent when tasks provide little context or support and demand high levels of effortful processing (Craik, 1994; Naveh-Benjamin *et al.*, 2002). For example, older adults do much worse than younger adults on tests of free recall of previously presented material but no worse (or only slightly worse) on tests of recognition memory, which simply require the participant to say whether or not an item has been presented before. According to ESH, these findings support the notion that recognition tasks provide more contextual support and require less effortful processing than recall tasks (Whitbourne, 2005).

Older adults are also more likely to be disadvantaged on tests of explicit memory, which require effortful cognitive processing to encode, store, and retrieve information (e.g. lists of words) than implicit memory, or recall of information acquired unintentionally and retrieved automatically. Even an 85-year-old might demonstrate excellent implicit memory about how to drive a car or tie his or her shoe (implicit procedural memory), but he / she may have a very difficult time, compared with a young adult, consciously learning and

remembering the list of steps one must perform to successfully complete either operation (Mitchell & Bruss, 2003; Whitbourne, 2005).

Prospective memory (PM) is particularly relevant to older adults when it comes to health regimens. PM requires one to retrieve from LTM an intention to perform an action (e.g. taking prescribed medication at noon). Because PM requires effortful processing to form intentions and later retrieve and implement them, we might expect older adults to perform worse than younger ones on such challenges. This is precisely what one recent review of the literature found for all laboratory-based measures of PM. The caveat, however, was that older adults outperformed younger adults on simple, everyday PM challenges (Henry *et al.*, 2004). Older adults may be less challenged by meaningful real-world PM tasks if they develop strategies to compensate for the effort required to retrieve an intention by creating their own ‘environmental supports’ (e.g. a post-it note to go to the dentist at 2:.. p.m.).

Overall, these findings suggest that older adults seem to have more difficulty with task that are cognitively demanding – those that require speed, grappling with unfamiliar material, unexercised skills, and effortful strategizing to learn and remembered – rather than implicit and automatic processes. Nonetheless, older adults often can compensate for their processing deficiencies by relying heavily on their crystallized knowledge (expertise) and other ploys (e.g. external memory aids) to cope quite successfully with most everyday cognitive challenges.

TEXT 4 CLASSROOM LEARNING

Most students think about learning in the context of their education and classroom learning. Obviously, most of the principles of learning that we have considered up to now apply equally well to formal education as to the laboratory and everyday learning, but there are some special considerations and strategies as well. One of the most fundamental observations is that formal education is based on the assumption of positive transfer from previous learning. Effective instruction uses past knowledge and preparation as a foundation for new information and skills. Consequently, one way to apply learning principles to the classroom is to examine methods of maximizing positive transfer.

One approach is to use analogies between familiar situations or problems and new ones. Unfortunately, this turns out to be much more difficult than it might appear. Evidence from problem-solving research shows that individuals are very poor at noticing relationships among problems unless the analogies are

explicitly pointed out (Gick & Holyoak, 1980). This may be because they do not bother to think about possible analogies, especially if the problem appears to be solvable without it, or because the conceptual basis of the two domains are so different that the relationships are not easily perceived (Johnson-Laird, 1989).

Consider, for example, an experiment by Reed and Evans (1987) to teach chemistry students to estimate acid concentrations resulting from mixtures of two solutions with different initial concentrations. The students were taught general principles for estimating concentrations, but the estimates were not very good. However, when mixtures were compared to mixtures with different temperatures and the principles were explained in terms of temperatures, estimates improved significantly. Use of a familiar situation (temperatures) aided the comprehension of the principles of blending unfamiliar components (acid concentrations). Use of analogies in the classroom must be very explicit and well understood to be effective.

Another approach to improved classroom learning is to teach explicit strategies for efficient learning and memory. Mnemonics, or the “art of memory”, refers to various strategies and devices for improving retention. Mnemonic devices are most effective when they substitute for organization or understanding of the material to be remembered (see chapter 7). Because students often do not have a good understanding of a new topic until well into the study of the subject, mnemonic aids may facilitate the early memorization necessary until comprehension catches up with factual information.

For example, one of the impediments to learning a foreign language is building an adequate vocabulary with which to learn grammatical rules and motivate continued interest in the new language. Atkinson (1975) developed a “keyword” system using an “acoustic link” to facilitate the pronunciation of the word and an “imagery link” to aid the retention of the meaning of the word. Experimental evidence indicates more rapid acquisition and better retention of vocabulary lists than leaving the students to their own memorization methods.

The development of cognitive skills and expertise in academic subjects has sparked considerable interest in several domains (e.g., Anderson, 1981; Elstein, Shulman, & Sprafka, 1978; Larkin et al., 1980), but we have only begun the application of learning principles to classroom instruction.

TEXT 5

SERIAL LIST LEARNING

Many task variables can and have been studied within the context of serial list learning. Some of these include the number of items in the list, rate of presentation, and type of stimulus material. Acquisition of a serial list is usually

measured in terms of the number of trials necessary to learn the list to a criterion of one perfect recitation. Other measures might include the total number of errors before obtaining the criterion or the number of errors within a fixed number of trials.

Sample Instructions (Anticipation Method)

In this experiment, you are to learn a list of English words. Please listen to the instructions carefully and be sure you understand the task before we begin. If anything is unclear, ask questions before we start because we cannot stop once we begin.

The words will appear one at a time – here [point to appropriate location]. The list will begin and end with an asterisk. Your job is to learn the list so that you can say each word just before it appears. When you have learned the list, you will say the first word when the asterisk appears, say the second word when the first word is shown, and so forth. The words will be shown for only a short period of time, so alert and respond quickly.

The first time you see the list, you do not have to respond. Just study the words and try to remember as many as possible. On the second and all later presentations, when the first asterisk and words appear, try to say *out loud* the next word in the list. You do not have to say anything about the asterisk at the end of the list. The words will always be presented in the same order.

It is very important that you try your best to learn the list as rapidly as possible. Even if you are not sure, you may guess. It is OK to guess.

Do you have any questions?

[Answer questions by repeating or paraphrasing previous instructions].

Procedure

The list of items, words in this case, are presented one-by-one at a fixed rate, say, 2 seconds each. On early trials, subjects may give few responses; later, they may anticipate items too soon. A word list (the words are the 12 highest *m* dissyllables on Noble's list) and typical response pattern on the fifth or sixth trial might be:

<i>Stimuli</i>	<i>Response</i>	<i>Score</i>
*	heaven	+
heaven	wagon	+
wagon	garment	+
garment	army	-
office	army	+

<i>Stimuli</i>	<i>Response</i>	<i>Score</i>
army	(no response)	0
dinner	(no response)	0
village	(no response)	0
kitchen	jewel	–
money	jewel	+
jewel	insect	+
insect	jelly	+
jelly		
*		

Analysis

One simple scoring scheme is to assign a + to correct anticipations, a – to incorrect anticipations, and 0 to omissions.

TEXT 6 SLEEP BETTER THAN BURN MIDNIGHT OIL ON THE EVE OF EXAMS

*By Mark Henderson
Science Correspondent*

STUDENTS who stay up all night to cram for an exam are doing themselves more harm than good, according to research into the link between sleep and memory published yesterday.

Scientists at Harvard Medical School discovered that people who deprive themselves of sleep so that they can study until the last minute are unlikely to remember anything that would improve their performance, while suffering the crippling effects of fatigue.

The scientists found that the brain needs good-quality sleep immediately after practicing a task if it is to learn to improve at it. Those who substitute study for sleep, particularly those who miss deep or “slow-wave” sleep, will get little benefit from their extra effort.

Instead, they may perform worse than expected because tiredness is a major cause of poor decision-making.

The findings, published in *Nature Neuroscience*, add to a growing body of evidence that sleep is vital to the learning process.

In the study, a team led by Robert Stickgold, assistant professor of psychiatry at Harvard Medical School, asked 24 volunteers to practise a “visual discrimination task” that involved identifying the orientation of diagonal lines on a computer screen.

Half the volunteers were then kept awake all night, while the other half had a normal night's sleep. To eliminate the effects of fatigue on the sleep-deprived group, both groups then slept normally for two further nights. They were then tested again on the same exercise.

Among the group who slept normally, the volunteers showed a marked improvement. Those who had not slept showed none, despite the two nights of sleep to catch up.

The results, Professor Stickgold said, suggest that a good night's sleep immediately after learning is "absolutely required" to embed new skills in the memory. "We think that the first night's sleep starts the process of memory consolidation", he said. "It seems that memories normally wash out of the brain unless some process nails them down. My suspicion is that sleep is one of those things that nails them down".

1. Scan the article to find the answers to these questions as quickly as possible.

1. What was the subject of the scientists' research?
2. Where did the research take place?
3. Where can the results of the study be found?
4. How many people volunteered to help with the study?
5. What kind of task were they asked to do?

2. Exam reading passages often discuss causes and effects, and you may need to identify and match these in order to answer a question.

Causes		Effects	
1. Students stay up all night studying.	a)	They showed an improvement in the task.	
2. Scientists have carried out research.	b)	The effects of fatigue were eliminated.	
3. Some volunteers stayed awake all night.	c)	New skills are retained in the memory.	
4. The volunteers who had stayed awake slept normally for the next two nights.	d)	They showed no improvement in the task.	
5. Some volunteers slept normally.	e)	They do not improve their performance in the exam.	
6. Learning is followed by good night's sleep.	f)	More is known about the effects of sleep on learning.	

TEXT 7

USE IT OR LOSE IT: KEEPING THE BRAIN YOUNG

1. You hear the same complaint all the time as people get older: “My memory is terrible”. Is it all in the mind, or do real changes take place in the brain with age to justify such grumbling? The depressing answer is that the brain’s cells, the neurons, die and decline in efficiency with age.

2. Professor Arthur Shimamura, of the University of California at Berkeley, says there are three main ways in which mental function changes. The first is mental speed, for example how quickly you can react to fast-moving incidents on the road. Drivers in their late teens react quickly but tend to drive too fast, while the over sixties are more cautious but react more slowly. The near-inevitable slowing with age also partly explains why soccer players are seen as old in their thirties, while golf professionals are still in their prime at that age. This type of mental slowing results from a reduction in the efficiency with which the brain’s neurons work.

3. The fact that adults find it harder to learn musical instruments than children points to a second type of mental loss with age – a reduction in learning capacity. The parts of the brain known as the temporal lobes control new learning, and are particularly vulnerable to the effects of ageing.

This means that, as we get older, we take longer to learn a new language, are slower to master new routines and technologies at work, and we have to rely more on diaries and other mental aids.

4. “Working memory” is the third brain system which is vulnerable to the effects of ageing. Working memory is the brain’s “blackboard”, where we juggle from moment to moment the things we have to keep in mind when solving problems, planning tasks and generally organizing our day-to-day life. Absent-mindedness occurs at all ages because of imperfections in the working memory system – so, for instance, you may continually lose your glasses, or find yourself walking into a room of your house only to find that you cannot remember what you came for.

5. Such absent-mindedness tends to creep up on us as we age and occurs because our plans and intentions, which are chalked up on the mental blackboard, are easily wiped out by stray thoughts and other distractions. Stress and preoccupation can also cause such absent-mindedness, in addition to age-related changes in the brain. The frontal lobes of the brain – located behind the forehead and above the eyes – are where the working memory system is located. Like the temporal lobes, which handle new learning, the frontal lobes are more vulnerable to the ageing process than other parts of the brain.

6. The news, however, is not all bleak. Although neurons reduce in number with age, the remaining neurons send out new and longer connecting fibres (dendrites) to maintain connections and allow us to function reasonably well with only relatively small drops in ability.

7. This and other evidence suggests that the principle “use it or lose it” might apply to the ageing brain. Professor Shimamura studied a group of university professors who were still intellectually active, and compared their performance on neuropsychological tests with that of others of their age group, as well as with younger people. He found that on several tests of memory, the mentally active professors in their sixties and early seventies were superior to their contemporaries, and as good as the younger people.

8. Research on animals provides even stronger of the effects of stimulation on the brain structure. Professor Bryan Kolb, of the University of Lethbridge in Canada, has shown that animals kept in stimulating environments show sprouting and lengthening of the connecting nerve fibres in their brains, in comparison with animals kept in unstimulating environments.

9. The beneficial effects of continued mental activity are shown by the fact that older contestants in quiz shows are just as fast and accurate in responding to general knowledge questions as younger competitors, suggesting that at least part of their intellectual apparatus is spared the effects of ageing because of practice and skill.

10. Such findings lead to the intriguing possibility of “mental fitness training” to accompany jogging and workouts for the health conscious. Research in Stockholm by Professor Lars Backman and his colleagues has shown that older people can be trained to use their memory better, with the effects of this training lasting several years.

11. Just as people go bald or grey at different rates, so the same is true for their mental faculties. Why this should be the case for memory and other mental functions is not yet clear, but physical factors play a part. If Professor Shimamura is right, then the degree to which people use and stretch their mental faculties may also have a role to play.

Which THREE letters out of the following ones correspond to the information present in the text?

- A a detailed description of the structure of the brain
- B an account of the effects on ageing on the brain
- C a report about the results of several research projects
- D a description of several methods of testing mental ability
- E an explanation of how mental decline can be limited

TEXT 8

VISUAL LEARNING

Things that are easier to picture are easier to understand. Thus for anything that is said you bring up a picture of it in your head. Even if it is a sound or a smell, you always try to picture what is causing it. That is because the vision enhances the experience and makes it more enjoyable to think about and therefore it is also going to be easier to remember. It is like vision is tied in with everything, and that if something can't be visualized, it simply doesn't exist.

Empty space is the absence of vision. But when you think hard about just an empty space, you'd like to imagine something there because you know that you would enjoy looking at that space more that way, that it just isn't right for something to be empty like that. Even blind people visualize things because they can feel in three dimensions with their bodies and hands.

That is also why harder mathematical problems are harder to do, because they are harder to visualize. You have to memorize what 12 times 12 equals, but you can easily visualize what 1 times 2 is. Just one group of 2, that equals 2, you can picture that object in your head easily but when you picture adding up 2 groups of 12 the image gets too large.

Even if you think about a smell that is an invisible gas, you are going to picture something in your head like a gas outlet or a gas tank, or the air being filled with an invisible substance. Vision is in all of our thoughts and emotions, the other sense aren't. Only some things smell, only some objects make noise, but everything can be seen. Everything exists somewhere physically, that is, and if it exists somewhere physically, then even if it is invisible you are going to be trying to imagine the space in which it is in.

In that manner blind people can see. They have an image of the world similar to what we do (even if they have never seen) solely from feeling objects and imagining where everything is. If someone asked you what the properties of an invisible gas were, you'd be thinking about the empty space in which the gas was in. How is it that people can visualize empty space? If there wasn't empty space there, then there wouldn't be anything, just empty space. So when most people visualize empty space they probably think of something like an empty room, or the corner of an empty room and just not focus on the walls, trying to look into the empty space by having an unfocused look to their eye.

It also seems that the easier it is to picture something, the easier it is to understand and remember. That is because things that have a stronger visual presence cause more emotion to be invoked in a person, and it is has a larger presence in that persons mind, and therefore is easier to remember. So the easier the vision is to comprehend, the easier it is also going to be to remember.

Also, the more emotional the event, the easier it is to remember (and all events and such things in life are visual, as well). That is why dogs remember

the words they care the most about like walk, Frisbee, food, and their name. It isn't just easier to remember these larger things, but it is easier to understand them. The smaller and more complicated it gets, the harder it is to understand. So easier physics problems would be something like ball A hitting ball B, but harder ones would involve something like friction, which you can't see as well. For example what is easier to understand, what is the force of friction on the ball, or what is the force of my hand on the ball? Mathematically they would seem to take just as much physical work to write down the mathematical solution, but emotionally it takes more work to do the friction part of the problem (because it is harder to visualize). That means, however, that it is going to be harder for you to do the mathematical problem, or the friction part of the mathematical problem.

The easier something is to visualize, the less the strain on your mind processing that thing is going to have. Things that are easier to picture are easier to understand as well.

There are also degrees to which you visualize something. Say you are doing a math problem that involves distances. You can focus on those distances when you think about them to varying degrees. That is, when you think of the word distance you have unconscious thoughts about something like, "oh was that a very long trip?" Or you think more or less clearly about how straight the line of the distance is because you are thinking about trips now. Or thinking about the force of friction on an object, you have to try and visualize the tiny particles rubbing against each other. There are degrees of effort you can put into thinking about every visualization. Fields like engineering and physics require a lot of visual intelligence. People who can focus more and visualize things better would probably do better in those fields. Since vision relates to everything, better visual ability could help in countless situations to varying degrees.

Is emotional intelligence visual? How does the statement, "boys are aggressive so they would be more likely to buy a book about aggressiveness to encourage their own aggressiveness than if they weren't aggressive" relate to visual intelligence? You have to be able to imagine boys being aggressive and then you have to think about the response (which is visual) to boys when they are encouraged to be aggressive. Emotional intelligence is then just observing slight visual changes in affect. However to notice these slight changes in affect it is important to point out or lead one to notice better certain visual things by more intellectual observations, which are actually just visual observations themselves.

They are visual observations themselves because almost everything is a visual observation, the only things that aren't visual observations are observations related to the other senses, but those other senses might play a

lesser role than visual since visual is the sense people are most in tune with since it occurs all the time.

Emotional intelligence, however, might also relate to understanding physical senses because you need to understand how people physically feel in order to understand their emotional state, as the physical contributes to emotion. You feel your own body all the time and the senses from your skin and muscles changes all the time as well. Those feelings play an important part in how you feel, and serve as a baseline for emotions. That is you can close your eyes and stop thinking, but you are still going to feel something. That thing you are feeling then must be mostly physical since you aren't getting any other inputs (other than unconscious emotional ones, but you can do things like focusing on your heart beat or breathing to eliminate more of that focus and focus more on your body).

Emotional intelligence is sensory (or comes originally from sensory data), and your senses are directed by your thoughts and emotions (or you – and you are your intellect). So it becomes clear then that someone is their intellect, and their intellect then must comprise their emotions and their thoughts (since someone is only emotions and thoughts just behaving in a certain pattern).

TEXT 9

BACKGROUND OF PSYCHOLOGY OF LEARNING

The psychology of learning came into its own early in the 20th century. Although B.F. Skinner is considered the father of learning psychology, John B. Watson laid the groundwork for it. Watson conducted an experiment with an 11-month old subject named Albert, attempting to teach him to fear a white rat. Initially, Albert showed no fear of the rat. Watson pounded a hammer on a steel bar every time Albert came in contact with the rat. Eventually, Albert showed fear every time he saw the rat, even without the noise because he associated the rat with the noise. Watson concluded that the boy had formed a conditioned response to the white rat. This was the beginning of the behaviorist field of learning theory.

Radical School of Behaviorism

B.F. Skinner carried Watson's work a step further, proposing what became the radical school of behaviorism. He further developed Watson's theories that a response, or reaction, could be created by a stimulus and then associated with it. Skinner theorized that that all behaviors are learned and therefore human behavior is not a result of the free will of the individual. Skinner used the term operant conditioning to describe his theory.

Classical Conditioning

Ivan Pavlov helped develop the classical conditioning theory of human learning. When Pavlov fed his dogs, he added the sound of a bell. He then sounded the bell without the food and the dogs would salivate in response because they expected food. The food was the unconditioned response while the sound of the bell was the stimuli. After associating the bell with the food, the food then became the conditioned response. Pavlov theorized that humans learned in the same fashion.

Theory of Child Learning and Development

Jean Piaget focused his research on how children learned. He was part of the cognitive branch of learning theory and was not so concerned with conditioning, rewards and punishments. Piaget developed the four stages of child learning and development theory. The last of these stages occurs at age 12. He felt that a child was only able to learn at critical stages of his life. For example, the last stage is associated with learning to think abstractly. This only occurs after age 12. According to this theory, an 8-year-old child would be unable to do geometry since it requires abstract thinking.

Rewards and Punishments

A more recent researcher, Albert Bandura, takes a more holistic approach to learning and behavior. He states that learning takes place simply by observing someone else. He does not place as much merit in the theory of conditioned learning as do other researchers. However, for an individual to remember what she has seen she has to practice it or repeat it. Whether she remembers what she has learned or the behavior she has observed has to do with the response (rewards or punishments) that she receives. For instance, if a child learns to write his name at age 3, and his parents brag on him (a reward), he is apt to repeat the same action. However if his parents, don't reward him or even ridicule him (a punishment), saying he is too young to be writing his name, he might not write his name again until he is older.

TEXT 10

ABOUT PSYCHOLOGY IN LEARNING BEHAVIORS

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By Joshua Wallace, eHow Contributor

The psychology of [learning](#) behavior involves a process occurring through a particular act, a proactive involvement or behaving in a way to facilitate learning. Examples of the psychology of learning behavior are behaviorist learning, adaptive learning, collaborative learning, problem-based learning and social learning.

Behaviorist Learning

According to research done by American psychologist B.F. Skinner, learning in humans can be identified and directed in terms of outcomes experienced as pleasurable or unpleasurable. For example, people can learn or be directed to learn new behaviors when new information is viewed as desirable. In contrast, the same is true by teaching someone how to behave in accordance to an external agenda by implementing discouraging circumstances regarding behaviors best avoided. The father spanking his child, and in so doing, causing physical discomfort is a common strategy designed to discourage a child to refrain from certain behaviors.

Adaptive Learning

Adaptive learning is concerned with how leaning is achieved within a group setting. Adaptive learning as a strategy investigates what prior circumstances have contributed to a successful learning environment and then to increase those occurrences. At the same time, this means finding which strategies are unsuccessful and then removing them. The result is a gradual, continuous process of improving and adapting to the learning characteristics and behaviors particular to the group.

Collaborative Learning

Collaborative learning involves people within a group delegating tasks to each other and allocating time to accomplish those tasks. Furthermore, collaborative learning involves people within behaviors, prior knowledge and combined effort of a group to achieve a main objective, which results in learning while seeking to achieve this objective. For example, a team of medical scientist shares information and exchanges discoveries pertaining to a disease, and in so doing, discovers alternatives people within a disease.

Problem-based Learning

Problem-based learning is concerned with presenting a problem requiring a certain behavior bringing about a solution. For example, a sales training program may present a problem in which a customer's behavior (buyer's hesitation) isn't congruent with a company's agenda (buying customers). The program therefore investigates causes specific to a customer's behavior. The training may proceed to determine high costs and inaccessibility to test the

product to be causing a problem in facilitating a sale--and as a result of this insight, removes buyer's hesitation by providing options specific to a customer's needs and wants.

Social Learning

Social learning involves a person examining the consequences of someone else's behavior and determining if that behavior is desirable to imitate. Facial disfigurement photos illustrating unfortunate consequences after consuming inappropriate amounts of alcoholic beverages prior to driving is social learning implementation. Social learning theory recognizes the innate ability of many multicellular living organisms, especially humans, to learn and internalize new information and behaviors specific to what they're directly observing from their counterparts.

TEXT 11

PSYCHOLOGY OF TEACHING & LEARNING

Rebecca DeLuccia-Reinstein has been a freelance writer since 2004. She is a native New Yorker based in Pennsylvania. Her writing includes books, manuals, training guides and articles published as a ghostwriter and she has covered topics such as education, sales, art and psychology. She received a Bachelor of Arts in psychology from the State University of New York at Albany. **Psychology of teaching and learning attempts to explain the learning process.**

The psychology of teaching and learning model of education focuses on multiple considerations of the various characteristics of instruction. Teachers wanting students to learn seek to understand the psychology of proper instruction, and common researched models include a process that considers many factors. Key concepts include the context of the material as well as the behaviors and participation of both the teacher and students.

Context

The distinct atmosphere created by each new set of students, the school environment and the teacher contribute to the situational component of the psychology of teaching and learning. Each student possesses an individual set of characteristics that affect the ability to take in and process information. Similarly, the school's overall attitude and rules regarding tests and other types of assessments affect the method of teaching as well as learning. The teacher's background and experience influences the style and method of delivery of the information, which in turn affects the students.

Input

Expanding on the context of the classroom environment, the student and teacher input also affects the psychology of teaching and learning. While context includes all of the external factors that contribute to the psychology of teaching and learning, input focuses directly on the personalities of the teacher and students. Teachers pass along values and viewpoints as fact, and students formulate opinions on what to learn based on previous life experiences. Students who emerged from diverse families each have different points of view and beliefs, which factors into the psychology of teaching and learning.

Classroom Processes

The actual procedures and occurrences of the instruction and tasks that go on in the classroom have an impact on the psychology of teaching and learning. How long the class is plays a role, as does how the time is spent. A teacher that lectures for the majority or all of the classroom time influences learning a different way than a teacher that forms groups and encourages student participation. The style of the exams and methods of testing student aptitude in the subject matter has an effect on learning, as well.

Output

To understand the psychology of teaching and learning examine the output, or result of the experience. Different variants contribute to the overall outcome including test scores, student feedback and retention of knowledge. The psychology of teaching and learning also considers inconsistencies and errors during the instruction process when examining output. For example, if the reactions of the students altered the previously proven methods of the teacher's instruction, learning changes.

Considerations

Other things to take into consideration with the psychology of teaching and learning include flexibility and ability. A teacher that is flexible and responds to the diverse student population has different results than a teacher that sticks to a rigid instruction method. The ability of the students matters, as well. If the teacher uses methods above the students' capabilities, a significantly poorer level of learning occurs.

DEFINITION LIST

ability

The capacity for skillful performance, usually on an already learned task. See also *aptitude*.

abnormal psychology

The branch of psychology that studies the causes and treatment of behavioral disorders.

achievement

Accomplishment or attainment of a goal.

achievement motive

The motive to achieve for its own sake rather than for the benefits of the achievement.

achievement test

A test used to evaluate what a person knows or can do at a given time. See also *aptitude test*.

addiction

Psychological or physiological overdependence on drugs.

affect

Liking or disliking of a given stimulus.

anxiety

Fear or apprehension.

attention

The focusing of perception on a certain stimulus or stimuli while ignoring others.

attitude

A predisposition to respond positively or negatively to particular objects or issues.

avoidance conditioning

A form of operant conditioning in which the introduction of a noxious stimulus is avoided by the correct response.

behavior

Any activity of an organism.

behavior disorders

A general term referring to all forms of disordered activities.

behaviorism

The school of psychology that holds that the proper object of study in psychology is behavior alone, without reference to consciousness.

brain

The forward extension of the spinal cord encased in the skull. It is the center for sensory experience, learning, and thinking.

brightness

The psychological dimension of light dependent upon intensity.

class

A collection of people having something in common, such as members of the Democratic Party, college students, or farmers.

classical conditioning

An experimental method in which a conditioned stimulus and an unconditioned stimulus are paired.

clinical psychology

The branch of psychology concerned with the treatment of personality problems and mental disorders.

cognition

An idea or thought.

cognitive map

Tolman's term for an organism's grasp of spatial relationships in the environment.

concept formation

Initially, the mental process by which individual concretes are grouped into units on the basis of commensurable characteristics. In higher stages, already formed concepts take the place of concretes, and the process is repeated.

conditioning

See ***classical conditioning; operant conditioning***.

conflict

The simultaneous arousal of two or more incompatible motives.

conscious awareness

Cognizance of the immediate environment.

core elements (of the individual)

The central motivational properties of the individual.

creativity

The seeking and discovering of new relationships and new solutions to problems.

criterion

The indicator of performance in real life against which a psychological test is evaluated.

dependent variables

Variables that change in response to the independent variable. In psychology, the dependent variable is behavior.

depressive reaction

A psychoneurotic reaction resulting from severe loss. It is characterized by extreme unhappiness and depression.

deviation

A departure from normal.

discrimination training

Training an organism to respond differently to each of two similar but distinct stimuli.

educational psychology

The application of psychological methodology to the problems of education.

ego

According to Freud, that part of the personality that corresponds most closely to the perceived self. It functions by reconciling the conflicting forces of the id and superego.

egocentricity

Irrational and excessive preoccupation with the self.

emotion

Visceral changes (chiefly in the autonomic nervous system and the endocrine system) that result from the subject's value-response to a given stimulus. Emotions are the physiological forms in which men experience their estimate of the harmful or beneficial effects of stimuli.

empathy

The realization, understanding, and vicarious participation in another person's feelings and attitudes.

environmental planning

Social and economic planning with the goal of modifying social institutions in such a way that human suffering is minimized.

eros

In Freudian theory, the sexual instinct, comprising the instincts for self-preservation and reproduction. Its energy is called libido.

error of expectation

An error in psychophysical testing, involving ascending or descending series, in which the subject reports receiving a stimulus before he actually does because he has been warned it is coming.

escape conditioning

A form of operant conditioning in which a noxious stimulus is removed after the correct response. See also ***avoidance conditioning***.

exhibitionism

The compulsive tendency to achieve sexual gratification from the exposure of the sex organs or other parts of the body.

existential psychology

A psychological system that emphasizes being rather than essence and freedom rather than determinism.

experimental group

In experimentation, a group subjected to an independent variable whose effect is under investigation. See also ***control group***.

experimental method

A scientific method characterized by discovering information by means of controlled experiments.

experimental psychology

The study, using controlled, systematic, scientific methodology, of an organism's interaction with its environment.

extinction

The experimental procedure of no longer reinforcing responses previously reinforced. The responses decrease in frequency.

factor analysis

A statistical method used in test construction and in interpreting scores of such tests, designed to reveal patterns of correlation and to isolate the factors that contribute to a complex trait.

family group

A type of intensive-group experience in which several different families join in one group, with parents learning from their own and others' children and vice versa.

feedback system

A system that uses return information to regulate its own activity (as a thermostat).

feeling

A term often used to indicate an emotion of low intensity.

forgetting

A loss of retention of previously learned materials.

frustration

The state resulting from the blocking of an ongoing, goal-directed sequence of behavior.

generalized reinforcer

A stimulus that is paired with several different primary reinforcers.

genetics

The branch of biology concerned with the transmission of hereditary characteristics.

Gestalt psychology

The school of psychology that holds that proper subject matter for psychology is behavior and experience as wholes. In perception, the study of the tendency of objects to be perceived as wholes or perceptual units.

Gestalt therapy

A therapeutic approach based on the principles of gestalt psychology. It attempts to help patients form "meaningful configurations" by broadening their awareness of themselves and the world around them.

endocrine gland; exocrine gland; goal

The object or event toward which an organism strives.

gradient of generalization

The decrease in strength of response that corresponds to the decrease in similarity to the original stimulus of the stimulus presented. Usually plotted on a curve. See also *stimulus generalization*.

group

A collection of individuals who are in an interdependent relationship with one another. "Interdependent" can mean either interaction or the sharing of common norms of behavior and attitude coupled with certain expectations regarding behavior toward others in the group.

group structure

The differentiation of roles and role relations within a group.

group test

A test that can be administered to many persons at the same time.

group therapy

Treatment of several patients simultaneously.

grouping

The tendency to perceive objects in groups.

habituation

The process of becoming accustomed to a particular set of circumstances.

hedonic theory of motivation

The theory that all behavior is either directed toward approaching stimuli associated with pleasure or avoiding stimuli associated with unpleasant emotions. This theory holds that emotion is the key to understanding human motivation.

hierarchy

The arrangement of objects, persons, values, or elements in an order based upon criteria such as importance, dominance, or ability.

human nature

The innate characteristics of all mankind.

hypnosis

A dreamlike state in which a person is extremely susceptible to suggestion.

incidental learning

Casual learning that takes place without incentive or reinforcement.

individual difference

A difference in traits between an individual organism and other members of its species.

individual test

A psychological test designed to be given to only one person at a time.

industrial psychology

The application of psychological methodology to industrial problems. Also called organizational psychology.

instinct

Unlearned, biologically based behavior. In ethology, the term applies to complex, repetitive behavior specific to a species.

instrumental conditioning

See *operant conditioning*.

intelligence

The ability to conceptualize effectively and to grasp relationships.

intelligence quotient (IQ)

An index to the rate of mental growth of a child obtained by dividing chronological age into a mental-age score achieved on a test, then multiplying by 100.

intelligence test

A test designed to measure intelligence.

intensity

A quantitative measure of strength or degree of a sensory experience.

IQ

See *intelligence quotient*.

IQ scale

A scale of IQ scores of which 100 is the average. See also *intelligence quotient*.

IQ score

See *intelligence quotient*.

knowledge of results

A subject's knowledge of how well he has done in a learning situation. It generally aids performance.

language

An abstract system of word meanings and syntactic structures that facilitate communication.

latency period

According to Freud, the stage in psychosexual development that follows the phallic stage and during which the sexual drives become temporarily dormant.

latent learning

Learning that is not evident until a situation arises in which it can be used.

learning

A relatively permanent modification of behavior resulting from reinforced practice.

learning to learn

Harlow's term for the cumulative effect of previous learning on the ease of subsequent learning of the same type.

linguistics

The investigation of the origin, structure, and effects of language.

long-term memory (LMT)

The "permanent" information-storage system of the human mind, as opposed to short-term memory.

mental age

A summary evaluation of an individual's mental attainment based upon testing. One who scores as well as the average twelve-year-old does is said to have a mental age of twelve, regardless of his actual age.

model

An object or area similar in structure to the object or area being investigated. Information about the model will yield information about the object of study.

motivation

A general term referring to factors within an organism that arouse and maintain behavior directed toward satisfying needs and drives.

negative reinforcement

See *escape conditioning*.

norm

An average score on a test, obtained after many persons have taken it. It provides a standard by which to compare later scores.

obsession

A persistently recurring, disturbing thought.

operant conditioning

The form of conditioning in which the organism's response is instrumental in obtaining reinforcement.

organizational psychology

See *industrial psychology*.

part learning

Learning a task in small sections rather than as a whole unit.

personality

An individual's characteristic pattern of behavior and thought.

personality adjustment tests

Tests that measure interests, aptitudes, values, and other areas of personality.

perspective

A frame of reference from which a problem is viewed.

positivity effect

Deutsch and Solomon's term for the tendency to like people who say nice things about us.

problem solving

Thinking directed toward the goal of solving a problem.

psychoanalysis

A method of psychotherapy developed by Freud. It emphasizes the techniques of free association and transference and seeks to give the patient insight into his unconscious conflicts and motives.

psychoanalyst

A practitioner of the psychoanalytic method of therapy developed by Freud. See also *psychoanalysis*.

psycholinguistics

Study of the underlying knowledge and abilities necessary to learn and use language.

psychological dependence

A term generally referring to an excessively strong craving for a given substance but with no real physiological need.

psychologist

A specialist in the field of psychology, usually holding a master's degree or Ph.D. in psychology.

psychology

The science of behavior and mental phenomena.

psychotherapy

The treatment of mental and emotional disorders by the application of psychological methods.

punishers

Consequences of behavior that result in the suppression of the behavior that produces them. See also *reinforcers*.

punishment

The application of unpleasant stimulation in response to undesirable behavior.

pupil

The opening in the iris through which light waves are admitted into the eye.

reaction formation

A defense mechanism involving the replacement in consciousness of an anxiety-producing impulse or feeling by its opposite.

reaction time

The time from the presentation of a stimulus until the onset of a response.

recognition

The form of remembering in which the previously learned material is recognized as such.

rehearsal

Repeating or reviewing information to be learned. Rehearsal prolongs the retention of material in short-term memory and aids in transferring it to long-term memory.

reinforcers

Consequences of behavior that result in the repetition of the behavior that produces them. See also *punishers*.

respondent conditioning

See *classical conditioning*.

response

A bit of an organism's behavior, either operant or elicited by a stimulus.

secondary reinforcement

Reinforcement provided by a stimulus that has gained reward value by being paired with a primary reinforcing stimulus.

secondary reinforcing stimuli

Stimuli that accompany presentation of a primary reinforcer.

semantics

The scientific study of the meaning of words.

sensation

That which is experienced when a sense receptor is stimulated.

short-term memory (STM)

Memory with limited capacity and short duration. See also *long-term memory*.

sign stimuli

Particular features in the environment that elicit fixed action patterns.

Skinner's box

An experimental device designed by B. F. Skinner. It consists of a box with a mechanism at one end that, if operated, will automatically reinforce the subject's behavior.

small groups

Groups with such a small number of members that each one can make a critical difference to the group, such as a family.

social psychology

The study of the members of a society in relation to that society.

social structure

The network of relationships among individuals and groups in a society.

socialization

The process of learning the values and customs of the culture in which one exists.

spontaneous recovery

The reappearance, after a lapse of time following extinction, of a conditioned response.

stimulus

Any form of environmental energy capable of affecting the organism.

stimulus control

The control of behavior by stimuli that have previously set the occasion for the reinforcement of the behavior.

stimulus error

A problem in experimentation that occurs when an observer knows something about the actual stimulus, so that his knowledge may influence and distort the report of his experience.

stimulus generalization

The tendency of an organism to respond less and less to stimuli as they become less similar to the original conditioned stimulus.

t test

A statistical test used to calculate whether a difference in scores is significant or due to chance.

theory

A set of assumptions and deductions used to explain observed events.

thinking

The active process of conceptualization, involving integrating percepts, grasping relationships, and asking further questions.

token economy

A method of applying operant conditioning to clinical problems. It uses tokens as secondary reinforcers that can be exchanged for primary reinforcers.

unconditioned response

The response given naturally to an unconditioned stimulus.

unconditioned stimulus

A stimulus that, without training, elicits a response.

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