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Пособие содержит устные темы и лексические упражнения, адаптированные тексты по психологии и ряд текстов, предназначенных для самостоятельного чтения, в качестве оценочного материала представлены тестовые задания с вариантами ответов. В пособие включено ряд приложений: грамматический справочник, англо-русский словарь-минимум психологических терминов.

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ПРЕДИСЛОВИЕ

Настоящее учебное пособие предназначается для студентов-психологов. Пособие ставит своей задачей научить студентов читать и понимать англоязычную литературу по специальности, привить им навыки учебного реферирования и устного общения на профессиональные темы.

Структура пособия предусматривает 18 тем, объединенных по тематическому принципу и по общности включенного в них грамматического материала. Они строятся по единой общей схеме, хотя и отличаются разнообразием конкретного наполнения.

Каждая тема включает несколько текстов разных типов и жанров в зависимости от целевой установки и серию упражнений к ним, направленным на контроль степени сформированности умений и навыков по теме.

Пособие завершают полезные приложения – англо-русский словарь психологических терминов, грамматический справочник и тестовые задания по грамматике и лексике.

ТЕМА 1

ЧТО ТАКОЕ ПСИХОЛОГИЯ?



1. Прочтите и переведите текст.

SCOPE OF PSYCHOLOGY

Psychology as a science studies mental activity and human behaviour. Psychologists study basic functions such as learning, memory, language, thinking, emotions, and motives. They investigate development throughout the life span from birth to death. They are involved in mental and physical health care. They treat people who are emotionally distressed.

Psychology occupies a strategic position between natural and social sciences on the one hand, and between sciences and humanities, on the other.

Each of the subjects listed in the four groups has its own relationship with psychology. For example, knowledge of physics and chemistry is necessary to provide a scientific basis for experimental psychology. Psychology is also closely linked to sociology. But whereas sociologists direct their attention to groups, group processes, and social forces, social psychologists focus on group and social influences on individuals. Psychology and biology are also closely connected. Physiological psychologists investigate the role of the brain and the nervous system in such functions as memory, language, sleep, attention, movement, perception, hunger, anger and joy. On the other hand, psychologists took much from the theory of knowledge, logic and philosophy of science. Besides, psychology separated from philosophy.

The word «psychology» is derived from the Greek word meaning «study of the mind or soul». So in the definition of psychology there are three basic words: «science», «behaviour», «mental processes».

«Science» means rational investigation of processes and phenomena. By «behaviour» psychologists mean everything that people and animals do: actions, emotions, ways of communication, developmental processes. «Mental processes» characterize the work of the mind and the nervous system.

2. Ответьте на вопросы.

1. What basic functions do psychologists study?
2. What position does psychology occupy among the sciences and humanities?
3. What basic words are there in the definition of psychology? What do they mean?
4. Why is there a great number of different specialists in the field of psychology?

3. Докажите что...

1. Each of the subjects listed in four groups has its own relationship with psychology (use Diagram I).

Use the words: a scientific basis, to be closely linked to, to focus on, to be closely connected, to investigate.

2. Psychologists tend to specialize in what might be called subfields.

Use the words: to master, an expert, much information, small area, particular therapy knowledge, single disorder.

4. Объясните.

1. The origin of the word «psychology».

2. The subject-matter of psychology.

3. The place of psychology in the system of sciences.

4. The primary activities of a community psychologist, an engineering psychologist and a personality psychologist.

5. Составьте разделительные вопросы.

1. Psychology studies mental activity and human behaviour.

2. Psychology occupies a strategic position between natural and social sciences.

3. Psychology separated from philosophy.

4. Developmental psychologist studies changes in behaviour with age.

5. Experimental psychologist conducts research.

6. Прочтите текст и выразите общую идею на русском языке.

THE HISTORICAL BACKGROUND OF PSYCHOLOGY

Psychology has both a traditional and scientific history, as any other science. Traditionally, psychology dates back to the earliest speculations about the relationships of man with his environment. Beginning from 600 B.C. the Greek intellectuals observed and discussed these relationships. Empedocles said that the cosmos consisted of four elements: earth, air, fire, and water. Hippocrates translated these elements into four bodily humors and characterized the temperament of individuals on the basis of these humors.

Plato recognized two classes of phenomena: things and ideas. Ideas, he said, come from two sources: some are innate and come with a soul, others are product of observations through the sense organs. The giant of the thinkers was Aristotle. He was interested in anatomy and physiology of the body, he explained learning on the basis of association of ideas, he said knowledge should be achieved on the basis of observations.

After the birth of Christ, St. Augustine characterized the method of introspection and developed a field of knowledge, later called as faculty psychology. According to St. Thomas Aquinas, scientific truth must be based on observation and experimentation.

During the 15th and 16th centuries the scientific knowledge developed greatly. Among the most important scientific investigations were those of Newton in psychology of vision and Harvey in physiology.

The mind-body problem was a very important for the 17th and 18th centuries philosophers and entered recent psychology. Here appeared such theories as: 1) occasionalism, according to which God is between a mind and a body; 2) double aspect theory, in which a mind and a body are different aspects of the same substance; 3) psychophysical parallelism, according to which a mind and a body are parallel in their actions.

The associanists, or empiricists, developed the doctrine of associations: simple ideas form complex sensations and ideas (Thomas Hobbes and John Locke were the founders of this theory).

Opposed to the association theory was the doctrine of mental faculties.

Nowadays psychology is a separate discipline, a real combination of true knowledge of human nature.

7. Составьте 10 вопросов к тексту и задайте их студентам группы.

8. Обсудите в группе.

1. The contribution to the development of psychology made by the ancient thinkers.
2. The development of psychology in the Middle Ages.

9. Прочтите и переведите текст.

LEARNING AND ENVIRONMENT

On August 15th, 1977, the world lost one of its greatest psychologists Alexander R. Luria. Honored and respected in many countries of the world, Luria's 300 scientific works have been translated into English and have influenced thinking in the fields of psychology, neurology and neuropsychology, education and speech pathology.

Luria's first translated work, «Nature of Human Conflicts» (1932), supported the idea that human behaviour could not be reduced to a sum of neurological reflexes. He urged the study of the specific systems of behaviour produced in the process of the individual's social and historical development.

Luria's psychology concentrates on the development of mental capacities through learning. The correct organization of a child's learning leads to mental development. One does not wait for a child to be «ready» to learn to read, for example, but teaches the child the pre-reading skills at the level at which he or she is functioning. In turn, the child's knowledge influences the structure of his intellectual processes. Learning is a social-historic process.

Luria and his team investigated such mental processes as perception, ability to generalize, logical reasoning, imagination and self-awareness. Luria's team discovered that new structures of cognitive activity appeared. Human consciousness was developing to a higher level as the society was transformed.

Luria was a true scientist and a true humanist who contributed to a social progress and to the development of human capacity.

10. Ролевая игра.

1. You are going to enter the Psychology Faculty but your parents object. You are trying to persuade them that psychology is one of the basic fields of knowledge.
2. Ask your friends if they know the differences in the specialties of a psychologist, psychiatrist and psychoanalyst. If they don't, enlighten them.
3. You are interviewing a famous psychologist. What possible questions could you ask about the development of psychology as a separate discipline.
4. You have just made a report on Luria's research and are ready to answer your friends' questions.

11. Дайте русские эквиваленты.

Mental activity; human behaviour; throughout the life span; emotionally distressed; to provide a scientific basis; to be closely linked to; to be derived from; to conduct research; school setting; training devices.

12. Дайте английские эквиваленты следующим словам.

Научение; память; мышление; естественные науки; гуманитарные науки; с одной стороны;

с другой стороны; внимание; восприятие; определение; общение; лечить; оценивать; окружающая среда.

13. Переведите и заполните следующие слова и их производные:

psychology – psychological – psychologist;
science – scientific – scientist;
relate – relation – relationship;
human – humanity – humanities – human beings;
perceive – perception – perceptual;
observe – observer – observation;
connect – connection – connected – closely connected

14. Организуйте следующие слова в пары синонимов:

basic to connect
to investigate social intercourse throughout to evaluate
to provide to increase
to link teenager
people main
communication during to assess to give
setting to study
to enhance human beings
youngster environment

15. Организуйте следующие слова в пары антонимов:

birth	inside
on the one hand	death
anger to	regress
separate	to decrease
primary	on the other hand
achievement within	to unite
to enhance to	final
improve joy	
to worsen	

ТЕМА 2 ПАМЯТЬ



1. Прочтите текст и переведите.

MEMORY

Many psychologists believe that there are three main kinds of memory: sensory, short-term and long-term. What makes up each of them?

Information that strikes our sense organs is stored on the basis of the so-called sensory memory (SM). Materials held by sensory memory resemble afterimages. Typically, they disappear in less than a second unless they are transferred immediately to a second memory system, short-term memory (STM). How do you transfer sensory data to the short-term store? All you have to do is to attend to the material for a moment. If you listen as your friend talks, you will pass into your short-term memory.

The STM is pictured as the centre of consciousness. The STM holds everything we are aware of – thoughts, information, experiences, - at any point in time. The “store” part of STM houses a limited amount of data for some time (usually for about fifteen minutes). We can keep information in SM system longer by repeating it. In addition, the short-term memory “works” as a central executive. It inserts materials into, and removes it from, a third, more or less permanent system, the long-term memory (LTM).

To move the information into the long-term store, you probably have to process it. During this deep processing people pay close attention, think about meanings or operate with related objects in long-term memory. While deep processing is one way to remember something, the other one is to repeat the information.

The short- and long-term systems continually pass information back and forth. The material in the LTM may be activated and transferred to the ST store. It is the ST system that retrieves both long- and short-term memories. Imagine that someone asks you, “Do people have the largest brain of any animal?” Some time after your friend's lecture, the necessary information will be given quickly, it is in the ST store.

If the question about the human brain comes up a year later, you will have to address to your long-term store.

2. Ответьте на вопросы.

1. What are the kinds of memory?
2. Where is the information stored?
3. What does the short-term memory hold?
4. How can we keep information in SM system longer?
5. Which system is less permanent: STM or LTM?
6. What is it necessary to do to move the information into the long-term store?

3. Помогите восстановить недостающую информацию.

1. There are three kinds of memory
2. Information is stored on the basis of
3. Short-term memory is pictured as
4. It holds everything we are aware of
5. We keep information longer by
6. During processing people pay
7. The STM and LTM systems pass information

4. Найдите в тексте факты, подтверждающие что....

1. It is quite possible to keep information in SM system longer.
2. The STM works as a central executive.

5. Объясните.

1. The meaning of sensory memory.
2. The mechanism of short-term memory.
3. The mechanism of long-term memory.

6. Поделите текст на части и найдите главную мысль в каждой части.

7. Прочтите и переведите текст.

ATTENTION

Some students try to learn while listening to the radio, talking to friends, and thinking about a coming to-an-end-week. They believe that studying requires only a little attention. But when people divide their attention between several different tasks, performance usually suffers.

In one study that supports this idea, the psychologists compared what students could do under several conditions. Subjects in one group listened to a tape of an unfamiliar passage from a psychology text. At the same time, they pushed a button whenever a signal light brightened.

Another group of students confronted a more challenging situation. In addition to monitoring the light and attending to the unfamiliar material, they had to ignore a familiar passage presented simultaneously in the other ear by the same voice.

Subjects in the "easy" condition reacted more quickly to the signal light and comprehended the passage much more better than the students in the "difficult" condition. While attention can be divided (especially if one task is familiar and easy), concentration helps the processing of complex information. Even something as automatic as reading is not a simple task. You have to identify written words on a page. You must also combine words into phrases and sentences and comprehend the meaning. At the same time, you must think about the meaning of the material and associate new facts with old information and experiences.

In short, attention is very important in everyday life. The ability to attend and its opposite, distraction, have been widely studied by the psychologists. The number of outstanding people in psychology studying the phenomenon of attention is rather impressive, including such names as E.B. Tichener, W. James, R.S. Woodworth and G. Piaget.

8. Ответьте на вопросы.

1. When does performance suffer?
2. What helps the information processing?
3. What is the opposite of attention?

9. Обсудите следующие темы в диалогах.

1. The experiment described in the text.
2. The methods to promote attention.

10. Прочтите текст и расскажите.

1. Which is the best way to remember things.
2. What our memory is compared with in the text.

LEARNING BY HEART

Some people have good memories, and can learn easily long poems by heart. But they often forget them as quickly as they learn them. There are other people who can only remember things when they repeat them many times, and then they don't forget them.

Charles Dickens, the famous English author, said he could walk down any long street in London and then tell you the name of every shop he had passed. Many of the great men of the world have had wonderful memories.

A good memory is a good help in learning a language. Everybody learns his own language by remembering what he hears when he is a small child, and some children – like boys and girls who live abroad with their parents – seem to learn two languages almost as easily as one. In school it is not so easy to learn a second language because the pupils have so little time for it, and they are busy with other subjects as well.

The best way for most of us to remember things is to join them in our mind with something which we know already, or which we easily remember because we have a picture of it in our mind. That is why it is better to learn words in sentences, not by themselves; or to see, or do, or feel what a word means when we first use it.

The human mind is rather like a camera, but it takes photographs not only of what we see but of what we feel, hear, smell and taste. And there is much work to be done before we can make a picture remain forever in the mind.

Memory is the diary that we all carry about with us.

11. Найдите русские эквиваленты соответствующим словам и выражениям.

sensory memory; short-term memory; long-term memory; to cite facts; remembering; to be aware of; to transfer data; to hold in memory; to store (keep) information; to learn by heart.

12. Найдите английские эквиваленты соответствующим словам и выражениям.

собрать факты; органы чувств; человеческий мозг; напоминать; кодировать звуки; сознание; постоянная система; пристальное внимание; обработка информации.

13. Совместите части выражений и запомните их:

to collect	information
to remember	numbers
to select	facts
to process	data
to store	thoughts
to transfer	ideas
to resemble	material
to encode	afterimages
to attend	words
to keep in memory	sounds
to divide	pictures
to support	attention

14. Составьте собственные предложения, используя следующие слова и выражения.

To be aware of; to disappear; in addition; to give information; to address to; to attend to.

15. Дайте русское значение следующим пословицам.

1. Creditors have better memories than debtors.
2. Liars have need of good memories.
3. That which was bitter to endure may be sweet to remember.

16. Составьте диалоги, используя следующие ситуации.

1. It's a great problem for you sometimes to hold in your memory even the slightest things or data. And you envy your friend who can remember quite a number of them. You ask him how he manages to do it.

Ask your partner:

- 1) what he memorizes more quickly: names or data;
- 2) if he practices his memory in any way;
- 3) if it is possible for him to remember things by repeating them;
- 4) if he has got a special diary to put down some important facts;
- 5) how he remembers telephone numbers;
- 6) in what way he makes notes of the lectures.

2. Your friend knows English very well. You would like to know it as well as he does. You ask him about his way of learning a language.

Ask your partner:

- 1) when he started learning English;
- 2) how he learned new words;
- 3) what is the best way to remember things;
- 4) if it is better to learn words or phrases;
- 5) if different odours help memorize something;
- 6) if attention plays any role in the process of memorizing.

3. Your friend has written an essay on the problem of memory. You have been greatly interested in the phenomenon of memorizing things for a long time. You would like to understand this complicated mechanism.

Ask your friend:

- 1) what kinds of memory exist;
- 2) if short-term memory keeps information long;
- 3) what we should do to move information into the long-term store;
- 4) what system is less permanent: STM or LTM;
- 5) if deep processing of information is the only way to remember something;
- 6) what the human mind reminds of.

4. You are an absent-minded person by your nature. You constantly forget your mother's request to buy something. And your mother says you are always in the clouds. You come to a psychoanalyst for advice.

Ask him:

- 1) if your situation is hopeless;
- 2) if your bad memory is associated with mental disorders;
- 3) what it is necessary to do to correct the situation;
- 4) if you must make some special notes lest you should forget what they mean;
- 5) if there are many people with the same syndrome of absent-mindedness;
- 6) what training exercises he can suggest.

17. Прочтите статью и ответьте на вопросы.

1. What is “relative pitch” called?
2. What experiment was made by the US researchers?
3. What was the really interesting finding?
4. What have psychiatrists found out?

MUSIC AND MEMORY

Some people are able to listen to isolated musical notes and identify them correctly. This rare musical gift is known as “perfect pitch” or “absolute pitch”. It is not something that can be learned. Either you have the ability or you haven't. But most people, given the necessary musical training, can acquire what is known as “relative pitch”. This is the ability to compare two notes accurately, to name a note by reference to one which has already been played and named.

The interesting thing about the difference between these two abilities is that they make use of different brain functions. According to existing evidence, relative pitch is a feature of a highly-trained memory. But people with perfect pitch don't seem to be using memory at all. Instead they seem to have some set of internal “standards” that allows them to name a note without comparing it to anything previously heard.

Researchers at the University of Illinois in the USA used this difference to try and identify the parts of the brain used in updating short-term memory. They compared the brain waves of two groups of musicians as they tried to identify a series of computer-generated musical notes. One group had perfect pitch, the other used relative pitch.

Each person's brain waves were measured by electrodes placed near the front of the head. The really interesting finding was that what are known as “P300” waves were produced in abundance by the group of musicians without perfect pitch, but scarcely at all by those with perfect pitch. The “P300” wave, then, seems to be an indicator of how much use the brain is making of short-term memory. Scientists had suspected this, but if the only difference between the mental activities of the two groups was whether they were using short-term memory or not, the research appears to confirm it.

Psychiatrists now know more about which parts of the brain are associated with short-term memory, but the musical gift of perfect pitch is as much of a mystery as ever.

(by John Wilson, from “BBC English”)

18. Передайте краткое содержание статьи на английском языке.

19. Переведите текст письменно.

MEMORY'S MIND GAMES

(by Sharon Begley)

When it comes to memory problems, forgetting is only the tip of the iceberg, the failings of memory run much deeper than an ability to recall your neighbor's name or the location of your keys. Much recent memory research has focused on why we forget.

Some of the sins: Blocking. Somewhere between remembering and forgetting lies blocking. You know that the word for an oration at a funeral begins with a vowel, but it just won't spring into consciousness. Proper names are blocked more often than any other words, memory researchers find, and more in old people than young.

Misattribution. In misattribution, people unconsciously transfer a memory from one mental category to another – from imagination to reality, from this time and place to that one, from hearsay to personal experience. The brain has made what psychologists call a “binding error”, incorrectly linking the content of a memory with its context. The fault may lie in the hippocampus, a seahorse-shaped structure deep in the brain's temporal lobe, whose job includes binding together all facets of a memory. When the hippocampus is damaged, patients are more prone to binding errors.

Suggestibility. In this memory error, people confuse personal recollection with outside sources of information. Suggestibility is therefore a form of misattribution, but an especially pernicious one. Leading questions or even encouraging feedback may result in ‘memories’ of events that never happened.

Persistence. Memories that refuse to fade tend to involve regret, trauma and other potent negative emotions. All emotions strengthen a memory, but negative ones seem to write on the brain an indelible link. That's especially true if the memory reinforces your self-image: If you think of yourself as a screw-up, you'll have a hard time erasing the memory of the time you spilled wine on your boss.

Bias. It is a cliché that couples in love recall their courtship as a time of bliss, while unhappy pairs recall ... “ I never really loved him (or her).” But the cliché is true. We rewrite our memories of the past to fit our present views and needs. That may be an outgrowth of forgetting: we can't recall how we felt in the past, so we assume it must be how we feel today. But often bias arises when more powerful mental systems bully poor little memory. The left brain, driven to keep thoughts of yesterday and today from conflicting, reconciles past and present.

(“ NEWSWEEK” 2002)

ТЕМА 3

ОПИСАНИЕ ЛЮДЕЙ. ХАРАКТЕР И ЛИЧНОСТЬ



1. Прочтите и переведите текст.

PERSONALITY

The word "personality" comes from the Latin term *persona*, which means "actor's face mask". In a sense, one's personality is the "mask" worn as a person moves from situation to situation during a lifetime. Over the years many different definitions of personality have been proposed by psychologists.

"Personality is the distinctive patterns of behaviour, including thoughts and emotions, that characterize each individual's adaptation to the situations of his or her life."

At a general level, the concept of personality has a number of characteristics. First, To be called a personality, a person's behaviour should show some degree of consistency - that is, the behaviours must show a consistency that distinguishes them from a person's random responses to different stimuli. Personality characteristics are relatively stable across time rather than short-term in nature.

Second, the behaviours should distinguish the person from others.

A third characteristic of personality is that it interacts with the situation.

A fourth aspect of the study of personality is that it cannot be expected to accurately predict an individual's behaviour on one specific occasion from a single measure of personality. Personality characteristics are not rigidly connected to specific types of behaviour.

The study indicates that behaviour must be measured on multiple occasions to assess personality-behaviour relationships.

2. Согласитесь или опровергните следующие высказывания.

1. Behaviour shows consistency.
2. Behaviours distinguish one person from another.
2. Behaviours interact with the situation.

3. Ответьте на вопросы.

1. What is the origin of the word «personality»?
2. What is the definition of personality?
3. Can everyone be called a personality?
4. What characteristics permit a person to be called a personality?

4. В беседе со своим другом узнайте.

1. What scale has been developed to measure the disposition to conform to others.

2. Whether it is possible or impossible to predict accurately an individual's behavior.
3. What main characteristics of personality are presented in the text.

5. Прочитайте текст и скажите, поддерживаете ли вы или опровергаете теорию Фрейда.

THE STRUCTURE OF THE PERSONALITY

According to Freud, the personality results from the clash of three forces - the id, ego, and superego. Present at birth, the id represents the physiological drives that propel a person to action. These drives are completely unconscious and form a chaotic cauldron of seething excitations. The id requires instant gratification of its instincts. As such, it operates on the pleasure principle. That is, the id functions to move a person to obtain positive feelings and emotions.

The ego begins to develop as the child grows. The function of the ego is to curb the appetites of the id and help the person to function effectively in the world. As Freud stated, the ego stands for «reason and good sense while the id stands for untamed passions». Freud viewed the ego as operating on the reality principle. The reality principle helps the person to be practical and to avoid the extremes of behaviour to which the id and superego can push an individual.

The superego can be understood as the conscience or «voice within» of a person that echoes the morals and values of parents and society. Only a small portion of it is available to the conscious mind. It is formed during middle childhood through the process of identification, according to Freud. The superego actively opposes and clashes with the id, and one role of the ego is to resolve these conflicts. The focus on the conflict between the id and superego is what classifies the psychoanalytic view of personality as a conflict theory.

6. Передайте краткое содержание текста “The Structure of the Personality”.

7. Подберите русские эквиваленты соответствующие английским.

To show some degree of consistency; to share a personality characteristic; to conform to social pressures; to measure a disposition; to be under time pressure; to be apt to; to assess relationships; to have an impact on; to curb appetites; to avoid the extremes of behaviour.

Use the above word-combinations in the sentences of your own.

8. Подберите английские эквиваленты, соответствующие русским.

Личность; модель поведения; индивидуальная адаптация; ответ на стимулы; личностные характеристики; взаимодействие; ситуационная переменная; социальное давление; совесть; мораль и ценности; разрешать конфликты; психоаналитический взгляд.

9. Составьте как можно больше словосочетаний со словом «personality».

10. Подберите синонимы из текста.

To offer; adjustment; to differentiate; to affect; to foretell; option; setting; self-assurance; to estimate; to be conscious of; people; to receive.

11. Подберите предлоги к глаголам.

To adapt... the situation; to depend ... observation; to interact ... a personality; to conform ... social pressures; to be connected ... specific types of behaviour; to be ... time pressure; to contribute ... low correlations; to have an impact ... development; to be aware ... the driving forces.

12. Употребите словосочетания, приведенные выше в следующих предложениях.

1. When conducting psychotherapy, psychologists understand that their clients' statements ... specific types of behaviour.
2. In the unfamiliar setting it is rather difficult to ... the situation.
3. Social environment and family patterns of behaviour have ... development of a child.
4. When you ... time pressure and the deadline is approaching you feel anxiety.
5. The theoretical conclusions ... very much ... observation.
6. How to ... a personality is a science to be learnt.
7. You should take into consideration the driving forces and ... of them all the time.
8. Taboos are necessary in our lives to ... social pressures.

13. Дайте ответы на следующие ситуации.

1. What present would you choose for your friend's birthday when you are under time pressure?
2. How would you act if on coming home you found out the defect on the purchased item?
3. What do you feel when being at the shop you are offered an assistance in choosing anything by the shop girl?

14. Прочитайте и переведите текст.

PSYCHOANALYTIC THEORY

Sigmund Freud's psychoanalytic theory of personality has had a major impact on our understanding of our human makeup. Freud argued that the human personality results from a dynamic struggle between inner physiological drives (such as hunger, sex, and aggression) and social pressures to follow laws, rules, and moral codes. Furthermore, Freud proposed that individuals are aware of only a small portion of the forces that drive their behaviour. From his perspective, humans have a conscious, preconscious, and unconscious mind. This idea — that much of what propels humans to action is a part of the unconscious mind and not available for scrutiny — revolutionized the perception of the human personality.

Psychoanalytic thought had a major impact on marketing in the 1950s. Advertising firms hired psychoanalysts to help develop promotional themes and packaging to appeal to the unconscious minds of consumers. Psychoanalytic theory emphasized the use of dreams, of fantasy, and of symbols to identify the unconscious motives behind a person's actions. Marketers hoped that they could turn the tables and use symbols and flights of fantasy to propel people to buy products.

As noted, Freud's theory stresses the importance of fantasy to the human psyche. Advertisers frequently attempt to move consumers to fantasize about using the product or the consequences of using the product. A number of symbols exist in psychoanalytic theory that could be used by marketers.

The psychoanalytic approach to personality has had the greatest impact on consumer behaviour through the research methods developed by Sigmund Freud and his followers. They developed projective techniques to assist psychologists in identifying the unconscious motives that spur people to action. Examples of the projective techniques include word association tasks, sentence completion tasks, and thematic apperception tests (TATs). (TATs are ambiguous drawings about which people are asked to write stories.) Freud's major therapeutic tool was to have people lie on a couch and relax both physically and psychologically. The therapist helped them to bring down their defenses to understand more of their unconscious motivations. Later, psychologists began to bring people together for group therapy. These two approaches have been translated by marketers into the use of depth interviews and focus groups. Depth interviews are long, probing, «one-on-one» interviews undertaken to identify hidden reasons for purchasing products and services. Focus groups employ long sessions in which five to ten consumers are encouraged to talk freely about their feelings and thoughts concerning a product or service.

15. Ответьте на вопросы.

1. What struggle takes place inside the human personality?
2. In what way has their mind been characterized?
3. What for did advertising firms hire psychologists?
4. What does psychoanalytic theory make use of in this respect?
5. What techniques were developed for this purpose?
6. What are these projective techniques?
7. What therapeutic tool did Freud use?
8. What approaches are applied in group therapy?

16. Дополните следующие предложения.

1. The human personality results from ...
2. Psychoanalytic theory has a major impact on ...
3. Psychoanalytic theory emphasized the use of ...
4. The projective techniques include ...
5. The major therapeutic tool was to ...
6. Marketers use interviews of two kinds ...

17. Объясните, что обозначают следующие выражения.

- 1) human makeup;
- 2) physiological drives;
- 3) social pressures;
- 4) moral codes;
- 5) projective techniques;
- 6) thematic apperception tests;
- 7) depth interviews;
- 8) focus groups.

18. Подберите русские эквиваленты соответствующие английским.

Physiological drives; social pressures; conscious mind; pleasure principle; reason and good sense; untamed passions; extremes of behaviour; conscience; morals and values; unconscious motives; human psyche; advertisers; marketers; approach; research methods; projective techniques; ambiguous drawings; therapeutic tool; depth interviews.

19. Подберите английские эквиваленты, соответствующие русским.

Оказывать воздействие; соблюдать законы; получать положительные эмоции; обуздывать аппетит; избегать крайности; разрешать конфликт; нанимать психоаналитиков; разработать методику; проводить интервью; выявлять причины; поощрять.

20. Найдите в тексте антонимы следующим словам.

To be unconscious of; to suppress; displeasure; to get rid of; to approach; to dismiss; to sell; insignificance; to experience tension; surface reasons; to discourage.

21. Переведите слова и выражения в скобках на английский язык.

Psychoanalytic theory had an impact on: (понимание имиджа; рекламу; маркетинг; поведение потребителя; подсознательные мотивы).

22. Ролевая игра.

You are a sociologist. You would like to understand what has a major impact on the customer's choice. What possible questions you could ask. The first one is made up for you: What do you rely on — a price or a quality?

23. Прочитайте и переведите текст.

TRAIT THEORY

The trait theory approach to personality attempts to classify people according to their dominant characteristics or traits. A trait is any characteristic in which one person differs from another in a relatively permanent and consistent way. Trait theories attempt to describe people in terms of their predispositions on a series of adjectives. As such, a person's personality would be described in terms of a particular combination of traits. One of the problems of trait theories is the huge number of traits that can be used to describe people.

Here is a list of traits that could be used to describe a person:

Personality Traits Identified by Cattell

1. Reserved versus outgoing
2. Dull versus bright
3. Unstable versus stable
4. Docile versus aggressive
5. Serious versus happy-go-lucky
6. Expedient versus conscientious
7. Shy versus uninhibited
8. Tough-minded versus tender-minded
9. Trusting versus suspicious
10. Practical versus imaginative
11. Unpretentious versus polished
12. Self-assured versus self-reproaching
13. Conservative versus experimenting
14. Group-dependent versus self-sufficient
15. Undisciplined versus controlled
16. Relaxed versus tense

The early studies had selected trait inventories used by psychologists for purposes that had nothing to do with buying behaviour. In addition, researchers using a trait approach needed to recognize the importance of situational factors and assess the validity and reliability of their measures.

The trait approach to personality can be highly valuable for market researchers, if used properly.

24. Ответьте на вопросы.

1. What does the trait theory approach suggest?
2. How is a trait defined?
3. What do trait theories attempt to describe?

25. Дополните следующие предложения.

1. The trait theory classifies people
2. A trait is defined as
3. One of the problems of trait theories is ...

26. Подберите русские эквиваленты, соответствующие английским.

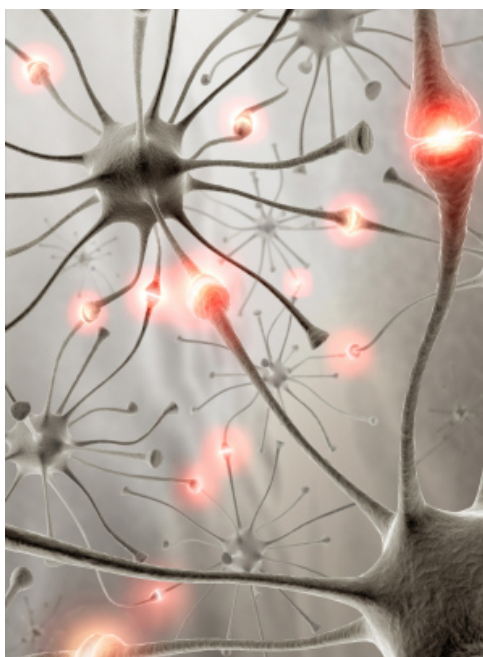
Predisposition; inventory; coupon proneness; value consciousness; reliability; to redeem; amount of concern; need-satisfying properties; in relation to; if used properly.

27. Подберите английские эквиваленты, соответствующие русским.

Сдержанный; послушный; застенчивый; доверчивый; подозрительный; самоуверенный; напряжённый; по отношению к; не иметь ничего общего; оценивать; напротив; частично.

ТЕМА 4

ОРГАНИЗАЦИЯ НЕРВНОЙ СИСТЕМЫ



1. Прочтите и переведите текст.

AUTONOMIC NERVOUS SYSTEM

By Joel F. Lubar

The autonomic nervous system is involved in the regulation of the visceral organs and their secretions and in the control of smooth muscles. It consists of two main divisions: the sympathetic and the parasympathetic. Within each of these divisions there are both afferent (sensory) and efferent (motor) components. The sympathetic branch of the autonomic system arises from the thoracic and lumbar portions of the spinal cord. The parasympathetic division originates in the sacral division *of the cord* and in the brainstem. Thus, the term “para-sympathetic nervous system.

The Sympathetic System. Specifically arising from cell bodies located in the lateral horn of the gray matter of the spinal cord in the thoracic and lumbar regions, the sympathetic system is primarily an efferent or output system. Axons leave the cell bodies and exit through the ventral root of the spinal cord along with somatic fibers destined for striated muscles. The main difference between autonomic and somatic outflow is that in the case of the autonomic outflow there is a ganglion and ganglionic synapse. Thus, fibers exiting in the autonomic nervous system leave the ventral root a short distance from the cord via the white ramus and there enter a ganglionic chain known as the sympathetic paravertebral ganglionic chain. Once these fibers enter the chain they may ascend or descend in the chain and then exit at a difference synapse in the chain.

In some cases a sympathetic fiber, after synapsing in the ganglionic chain, can re-enter the main spinal nerve by means of the gray ramus.

The portion of the sympathetic outflow lying between the spinal cord and the ganglionic synapse is termed the preganglionic fiber. The portion beginning at the synapse and traveling toward the target organ is called the postganglionic fiber. All preganglionic fibers utilize acetylcholine as a neurotransmitter and hence are called cholinergic fibers. Almost all postganglionic fibers that enter visceral organs utilize noradrenalin as the neurotransmitter at their terminals and are called adrenergic fibers. Postganglionic sympathetic fibers that innervate blood vessels and the sweat glands, however, are cholinergic.

The Parasympathetic Nervous System. In the parasympathetic nervous system, fibers from the sacral portion of the spinal cord exit through the ventral roots but do not pass through a specific chain of ganglia. Instead they head directly toward the target organ in the sacral spinal nerves and synapse in parasympathetic ganglia located in its vicinity. Para-sympathetic fibers exit from the brainstem within cranial nerves.

Generally the two divisions of the autonomic nervous system, sympathetic and parasympathetic, act in opposition to one another. The sympathetic division is primarily active during periods of stress or emergency. The parasympathetic system predominates during quiet, restful periods. The latter is involved in homeostatic mechanisms – that is, the normal regulation of organ systems.

Both the sympathetic and parasympathetic divisions of the autonomic nervous system are represented in the hypothalamus. The anterior portion of the hypothalamus is primarily parasympathetic, whereas the posterior portion of the hypothalamus is primarily sympathetic. Stimulation of the posterior portions of the hypothalamus often results in increased metabolism, papillary dilation, rage, and other sympathetic activities. Stimulation of the anterior portion of the hypothalamus may induce sleep, increase digestion, and lower metabolic rate.

2. Ознакомьтесь со следующими словами:

to be involved in, with – быть задействованным, вовлеченным в чем-либо

visceral organs – внутренние органы

secretion – выделение

smooth muscles – гладкие мышцы

sympathetic – симпатический

parasympathetic – парасимпатический

afferent – центростремительный

efferent – центробежный

thoracic portions – грудной отдел

thorax – грудная клетка

lumbar – поясничный

spinal cord – спинной мозг

to originate – брать начало, происходить, возникать

hypothalamus – гипоталамус

anterior – передний

posterior – задний

sacral division of the cord – крестцовый отдел спинного мозга

brainstem – ствол мозга

next to or surrounding – соседние или окружающие

lateral – боковой

gray matter – серое вещество

striated muscles – полосатые мышцы

ramous – ветвь, ответвление

ganglionic – ганглиозный

fiber – ткань

neurotransmitter – медиатор, трансмиттер

hence – отсюда

innervate – иннервировать

sweat glands – потовые железы

restful periods – периоды спокойствия

rage – ярость

papillary dilation – расширение зрачков

digestion – пищеварение

3. Ответьте на вопросы.

1. What are two main divisions?
2. What components do they have?
3. What does the term “para-sympathetic” mean?
4. What is the main difference between autonomic and somatic outflow?
5. How do the sympathetic and parasympathetic systems act?

4. Прочтите и переведите текст.

BRAIN

The brain is the organ of the central nervous system responsible for the processing and coding of sensory and motor information, for the control of regulatory processes in the body, and for the mediation of complex processes, such as motivation, emotion, learning, and memory.

For anatomical convenience, the brain may be subdivided into three major divisions: the hindbrain, midbrain, and forebrain. The hindbrain contains the cerebellum, the pons, and the medulla oblongata. The midbrain stands as a separate portion of the brain responsible for the integration of eye movements and vestibular functions. The forebrain consists of the telencephalon, which is further subdivided into the neocortex, the basal ganglia, and the limbic system. The forebrain also contains the diencephalon, which is further subdivided into the thalamus and hypothalamus.

Various hindbrain structures are quite similar in all vertebrates. Considerable changes occur in the relative size and development of forebrain structures as one ascends the phylogenetic scale. In higher animals, such as carnivores and primates, there is tremendous development of the neocortex relative to other brain systems.

One of the most important aspects of brain development is that as one ascends the phylogenetic scale one finds that less of the cortex is concerned with purely sensory and motor functions and more is concerned with complex integrative functions that seem to be the basis for complex learning. In the rat, most of the cortex is relegated to sensory and motor aspects of behavior whereas in the human, most of the cortex is relegated to associative and integrative functions, with only a small percentage involved directly in sensory and motor processes.

ТЕМА 5

СЕМЬЯ. ФУНКЦИИ СЕМЬИ



1. Прочтите и переведите текст.

THE FUNCTIONS OF THE FAMILY

The family performs several important social functions. Taken together, they suggest why the family is sometimes described as the backbone of society.

The family is the first and most important agent in socialization process. The personalities of each new generation are shaped within the family, so that, ideally, children grow to be well-integrated and contributing members of the larger societies. In industrial societies, of course, peer groups, schools, churches, and the mass media are also important in the socialization of children. But this remains the primary function of the family. The family also contributes to the continuing socialization of people throughout their life cycle. Adults learn and change within marriage, and as anyone with children knows, parents are influenced by their children just as their children learn from them.

From a biological point of view, of course, the family is not necessary to have children. Within families, however, children are born not only as biological beings, but also as members of society. Many important social class – are ascribed at birth through the family. This explains society's long-standing concern that children be born of socially sanctioned marriages. Legitimate birth, especially when parents are of similar position, allows for the most orderly transmission of social standing from parents to children and clarifies inheritance rights.

In ideal terms, the family protects and supports its members physically, emotionally, and often financially from birth until death. The family is usually a person's most important primary group, and the family members generally have intense and enduring relationships with one another. This concern for one another's welfare engenders an important sense of self-worth and security in each individual, as suggested by the fact that individuals living in families tend to be healthier than those who live alone.

However, the intense character of family ties also means that families have the ability to undermine the individual's self-confidence, health, and well-being. This fact has become clear as researchers have studied patterns of family violence and, especially, child abuse.

It is a well-known fact that marriage and family life are often perceived differently by various family members. Females and males are usually socialized quite differently in most cultures, so they have different expectations and perceptions of family life. Similarly, parents and children typically have different perceptions of family life. Similarly, parents and children typically have different perceptions of the family because of their different positions in it. For example, children

usually perceive their parents only as their mother and father, with little understanding of them as sexual partners. In addition, the experiences and perceptions of all family members change over time. Two people's expectations when they exchange their wedding vows usually change considerably when they confront the daily realities of married life. A change in the role of one spouse such as a wife entering law school is likely to alter the roles of other family members. Thus, one should point to the inadequacy of describing marriage and the family in terms of any rigid characteristics.

So family interaction is a process of negotiation in which people exchange socially valued resources and advantages. In other words, people enter into relationships prepared to offer something of themselves while expecting something in return.

2. Ответьте на следующие вопросы.

1. In what way is the family very often defined? Give your own definition of the family.
2. What social organizations contribute to the socialization of children?
3. What is the primary function of the family?
4. Why is it so necessary for a child to be born within the family?
5. How does the family support its members?
6. What kind of relationships exist among the family members?
7. Why do parents and children differently perceive the family?
8. What problems arise in this respect?
9. How would you characterize family interaction?

3. Найдите в тексте определения для данных слов.

- 1) a family;
- 2) family interaction.

4. Дополните следующие предложения.

1. The family contributes to
2. The family performs several functions such as
3. The primary function of the family is
4. The family protects
5. The family supports its members
6. The family plays a leading role in

5. Объясните следующие утверждения; приведите доводы.

1. Parents are influenced by their children just as their children learn from them.
2. Children should be born of socially sanctioned marriages.

6. Прочтите и переведите текст.

FAMILY. PARENTS AND CHILDREN

The number of single children in Russia astonishes many British visitors, especially the older ones. Being spoiled is a very British concept. Not every mother is suspicious of too much indulgence but it is certainly often mentioned as a worry.

Once the children are at school, most debates are essentially about rules and freedom. Both are necessary, but parents and children are in constant conflict about how much freedom, how much rules.

British parents take money seriously. Children from the age of 5 or 6 are normally given weekly pocket money a few pence at first, increasing as they get older. Pocket money is often related to responsibilities about the house.

7. Составьте предложения из данных слов.

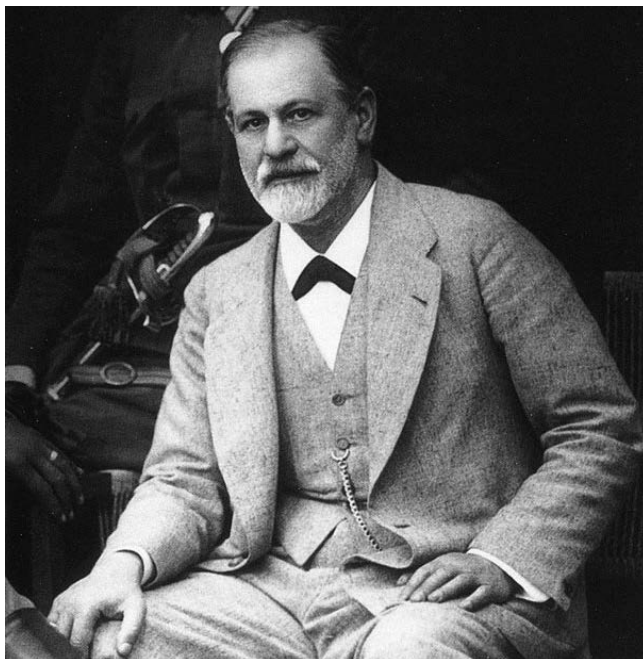
1. Family therapists	are worried	television shapes the social attitudes
2. Family therapists	stress	ultraviolet boosts children's telligence
3. Parents	showed	to protect their children from linquency
4. Adults	are seeking to understand	lest their children grow up into violent adults
5. Social scientists	report	stressful transition points between stages
6. Researchers	point out	that latchkey children are at the increased risk of being victims of violence
7. Psychologists	are concerned With	light and colour affect health and behavior
8. Experimenters	are aware	relationships between parents and children
9. The survey	are sure	that TV violence causes aggression in children
10. Most parents	are not able	young people's lives are more autonomous

8. Переведите предложения на английский язык.

1. Развод и увеличение числа семей с одним родителем приводит к драматическим последствиям для детей.
2. Правильное воспитание снижает возможность агрессии у детей.
3. Взрослые могут критиковать поведение ребёнка, но не его личность.
4. Психологи приходят к выводу о причинной связи между насилием на телевидении и агрессией.
5. Влияние цвета на поведение детей может давать неожиданные результаты.
6. Подростки более склонны к преступлениям, если их друзья имели дело с полицией.
7. Семьи больше не могут защищать своих детей от вовлечённости в преступные акты.

ТЕМА 6

ИЗВЕСТНЫЙ УЧЕНЫЙ. ЗИГМУНД ФРЕЙД



1. Познакомьтесь со словами и выражениями, необходимыми для беседы по теме.

Обратите внимание на произношение.

To be ambitious – быть честолюбивым, амбициозным.

An ambitious mind wants success.

His ambitious thoughts were to get a scholarship.

To encourage smb. to do smth. – поощрять, вдохновлять, стимулировать, вселять мужество.

He encouraged her to go abroad

My mother encouraged me to enter the University.

To make a career in smth. – сделать карьеру в какой-либо области.

He made a career in psychology.

Their dream was to make a career in dramatic art.

To enable smb. to do smth. – давать возможность / право что-либо сделать.

His talent enabled him to make a career in cinema.

It's enabled her to enter the fourth year.

To influence smb. – оказывать влияние, влиять, воздействовать.

Who influenced her to do that ?

I remember that it influenced me deeply and changed my way of life.

To introduce smb. to smth. (smb.) – знакомит кого-то с чем-то (кем-то).

Let's introduce students to the elements of computer science.

She introduced me to her parents.

2. Запомните слова и выражения:

psychoanalysis

психоанализ

absorbing

захватывающий, увлекательный

to neglect

забросить, пренебрегать, запускать

hypnotic suggestion

гипнотическое внушение (метод гипноза)

hysteria

истерия

to occupy	занимать (-ся)
to devote	посвящать
intirely	всецело, совершенно, полностью
to spread	распространяться
conscious	сознательный (бессознательный)
conscience	совесть
interpretation	толкование
cerebral palsy	церебральный паралич
lack	недостаток
creative	творческий, изобретательный, одаренный богатым воображением
debate	спор, дискуссия
contribution	вклад
to shape	приводить в порядок, формировать

3. Прочтите текст и переведите.

WORLD-FAMOUS SCIENTIST

Sigmund Freud – Austrian physician, neurologist and founder of psychoanalysis. He was born on May 6, 1856 and educated at the University of Vienna. Sigmund Freud was highly ambitious from early age because his parents encouraged him to think highly of himself. They wanted their son to make a career in law, but he decided to become a medical student.

In his third year at the university Freud began research work on the central nervous system. Neurological research was so absorbing that Freud neglected the prescribed courses and as a result remained in medical school three years longer than it was required. Only in 1881 he received his medical degree. Four years later he was awarded a government grant enabling him to spend 19 weeks in Paris as a student of the French neurologist Jean Charcot. Charcot, who was the director at the mental hospital, was then treating nervous disorders by the use of hypnotic suggestion. Freud`s studies, which centered largely on hysteria, influenced him greatly and changed his interests for psychopathology. He established a private practice in Vienna specializing in nervous diseases. His final work in neurology was written in 1897 but since that time Freud was occupied largely with psychological rather than physiological explanations for mental disorders. His next writings were devoted entirely to that field, which he had named psychoanalysis. Now it was time for Freud magic to spread all over the world. He introduced humanity to the concept of the unconscious mind. Freud proposed that the unconscious was divided into three parts: Id, Ego and Superego. The Id represented our most primitive need, the Superego represented our conscience and the Ego stands between both to balance our primitive needs and our moral behavior. When he first used the term psychoanalysis, he was forty years old.

At the beginning of the twentieth century Freud published his most important work “The Interpretation of Dreams”. Here Freud analyzed many of his own dreams recorded in the 3-year period of his self-analysis.

A lesser known interest of Freud was neurology. He was an early researcher on the topic of cerebral palsy, then known as “cerebral paralysis”. He published several medical papers on the topic. He also showed that the disease existed far before other researchers in his day began to notice and study it. He also suggested that not lack of oxygen during the birth process is a cause. Instead, he suggested that complications in birth were only a symptom of the problem.

In 1923 Sigmund Freud was diagnosed with jaw cancer. Then follow sixteen years of painful treatment and surgical operations. One of the greatest creative minds of modern times died in London, being in his early eighties.

Freud`s ideas are often discussed and analyzed as works of psychology, literature, philosophy

and general culture. There are still numerous debate around them as scientifically and medically correct. Nevertheless most Freudian`s and anti-Freudian`s agree that his greatest contribution was his attempt to shape the minds of people, to open it to the great number of possibilities that exist.

4. Объясните на английском языке значение приведенных ниже слов.

Neurologist, magic, Ego, moral behavior, dream, self-analysis, nervous disorder, mental hospital.

5. Подбери синонимы к следующим словам.

Physician, research, to receive, entirely, idea, debate, correct, to exist, to treat, disease.

6. Подберите антонимы к следующим словам и выражениям.

Practice, final, unconscious, painful, modern times, early, agree, to open, nervous.

7. Найдите в тексте эквиваленты следующих словосочетаний.

Исследовательская работа; центральная нервная система; в результате; получить степень; присуждать грант; частная практика; психологическое объяснение; во всем мире; делить на части; рак челюсти; болезненное лечение; хирургическая операция; нехватка кислорода; многочисленные споры.

8. Заполните пропуски словами из текста.

1. He was awarded a ... grant.
2. Charcot was the director at the ... hospital.
3. Freud`s studies centered largely on
4. It was time for Freud magic to ... all over the world.
5. He was one of the greatest ... minds of modern times.
6. Freud proposed that the ... was divided into three parts.

9. Определите, верны ли следующие предложения? Исправьте неверные предложения.

1. He decided to enter the University of Vienna and become a medical student.
2. Freud neglected the prescribing courses and remained in medical school three years longer that it was required.
3. He established a private practice in Vienna to specialize in nervous diseases.
4. His next writings devoted entirely to psychoanalysis.
5. The Ego stands to balance our primitive needs and our moral behavior.
6. Here are dreams recording in the 3-year period of his self-analysis.

10. Переведите предложения с английского языка на русский.

1. Being very ambitious he could not neglect his study.
2. Is it kind to encourage the patient to keep on trying this useless therapy?
3. Children will find other cartoons equally absorbing.
4. Once this psychological book influenced me deeply and now I want to reread it.
5. This private practice was established in 1989 by an Italian professor.
6. She was apparently a very nervous woman and that influenced her career.
7. The number of nervous disorders was lately rising in the region.
8. Having created a new method of cerebral paralysis the doctor started using it in practice.
9. After working as a hypnotherapist for some years, he decided to specialize in psychoanalysis.
10. I like the possibility to make a great contribution to science.

11. Переведите предложения с русского языка на английский.

1. Фрейд был основателем психоанализа – науки о физиологическом объяснении нервных заболеваний.
2. Анализируя работы известных неврологов, нельзя не вспомнить о Фрейде.
3. Мне нравится изучать концепции лечения нервных расстройств с помощью гипнотического внушения.
4. Тем не менее, это была честолюбивая попытка оспорить его решение.
5. Осознав, что работа не позволяет заработать много денег, он решил ее бросить.
6. Он был полностью поглощен желанием сделать карьеру в психопатии.
7. На ее совести были многочисленные попытки списать на экзаменах.

12. Прочтите и переведите текст. Последние два абзаца переведите письменно.

DR. SIGMUND FREUD'S MUSEUM IN LONDON

Sigmund Freud was a doctor who lived in Vienna, the capital of Austria, from 1859 until 1938. While he was still at university Freud decided to specialize in neurology, the study and treatment of the brain and the nervous system. In 1885, just before he got married, he obtained a grant to go to Paris to see the famous neurologist Jean Martin Charcot.

Charcot worked with men and women who suffered from hysteria. At first sight they appeared to be blind, or are paralysed in a part of their body, or cannot stop coughing, or have some other physical symptom. But Charcot used hypnosis to show that the real problem was a mental one — under hypnosis he could get them to walk or see. Freud realised from this demonstration the power that the mind could have over the body, and he came back from Paris determined to make a name for himself in this new field of study.

Gradually more and more patients came to see Freud, and with each patient he tried to learn something new about his work. He also tried to analyse himself. He realized that some of the ideas that affect people are unconscious — we do not know about them even though they are in our own minds. Freud said that this means that people may do things without knowing the real reason why they are doing it.

He also showed that the unconscious is full of memories and ideas from early childhood, but they are «repressed» and made unconscious because they are things we don't want to think about, or they are forbidden.

Freud believed in an idea which is still often heard today, that «the child is father to the adult», and because of his views many adults today think about children in a different way to before.

Freud also showed that sometimes the repressed ideas from childhood could show themselves in dreams or nightmares, and one of his most famous books was called *The Interpretation Of Dreams*. The first dream Freud interpreted was when he was on holiday at a place called «Bellevue».

Freud says that dreams are about all the things we wish for. But rather than just wishing for something, the dream shows us a picture as if the wish has come true. So instead of thinking «I wish I had an ice-cream», a dream shows you actually eating the ice-cream!

But sometimes you are not allowed to have an ice-cream. Freud said that the wish is often forbidden, so it becomes unconscious and repressed. So part of you wants to make the wish come true and part of you wants to stop the wish. Because of this the wish is disguised, which means that the dream has to be interpreted before it makes sense. That's why Freud called his book *The Interpretation of Dreams*.

One of the most important things Freud discovered was what he called «The Oedipus complex*». The Oedipus story was a Greek myth about a man who killed his father, the king, and married his mother. In the story Oedipus also had to solve the «riddle of the Sphinx*», by answering the three questions the Sphinx asked him.

Freud thought that all little boys of 4 or 5 years old were like Oedipus in the story. When they say «I wish I could have mummy all to myself and that daddy was gone away* they are wanting to be just like Oedipus. But this wish cannot be granted — no one can have their mummy all to themselves — so the child has to learn to grow up and accept his disappointment. It was when his own father died that Freud began the study of dreams which led him to discover the Oedipus complex.

Gradually Freud developed the theory of Psychoanalysis, and the method of helping people he called free association. With free association Freud simply asked his patients to lie on the couch and say anything that came into their heads. He tried to interpret what they said by relating it to the repressed ideas and wishes in the unconscious. In this way he hoped that things which were unconscious would gradually become conscious, so that the patient would have more control over them and they would not be able to affect him or her so much.

Vocabulary:

study – исследование
treatment – лечение
brain – мозг
to obtain – получать
to suffer – страдать
hysteria – истерия
to cough [kof] – кашлять
hypnosis [hip'nouzis] – гипноз
determined – решив
gradually – постепенно
unconscious – бессознательный
forbidden – запрещенный
nightmares – ночные кошмары
to come true – сбываться
to disguise [dis'gaiz] – скрывать
to make sense – иметь смысл
riddle - загадка, тайна
disappointment – разочарование
couch – кушетка
by relating – **зд.** соотнося
to affect – влиять.

13. Ответьте на следующие вопросы.

1. What is the most famous appliance used in modern times named after Charcot?
2. What does it mean that “the child is father to the adult”? Do you think it is true?
3. Why do you think people like solving riddles?
4. Do you think everyone has an Oedipus complex, or do you think it was something Freud made up?
5. What other situations do you know when the mind affects the body?

14. Подготовьте монологическое высказывание на тему «Зигмунд Фрейд».

ТЕМА 7 ПСИХОАНАЛИЗ



1. Прочтите и переведите текст.

Text I

Recently the field of psychoanalysis has got a big boost in Russia. But Russia hasn't enough trained psychoanalysts, those who were trained under another psychoanalyst and who were recognized as professionals by the International Society of Psychoanalysts. There are only a few of them.

But you cannot import psychoanalysis like any consumer goods. It is tied to ideology, psychology, and the society's cultural patterns. It's no accident that psychoanalysis has yet to emerge in Islamic countries.

Psychoanalysis is unique in its versatility. Practically everyone who works with it finds some way of modifying it. Why did Freud's favourite disciples separate from him? Because they began to expand his discipline in all directions. Carl Jung took on the collective unconscious; Alfred Adler concentrated on the striving for power; Erich Fromm and Erik Erikson moved to sociology. Psychoanalysis stimulates the mind. It spurs diversity.

When a person learns new things about himself, he becomes freer, stronger. Psychoanalysis can bring benefit to anybody and to the people around him.

Psychoanalysis may be sometimes called a "therapy". In those cases where a person senses that something isn't quite right, but can't dig through to the heart of the matter on his own. Consider this. A patient is suffering from high blood pressure, is taking strong medicines, they work for a week or so, but then the pressure is there again. We tried psychoanalytical therapy, and it turns out this person has been gifted verbally from childhood. He becomes intoxicated on his own words. He has perfect diction, a total command of rhetoric. He is talking all the time and can almost never stop to listen. It's practically impossible for him to empathize with other people. Studies have shown that continuous talking causes the body to release certain hormones which raise blood pressure. Such disbalancing of hormonal equilibrium can lead to diabetes, stomach ulcers, or in his case, high blood pressure. I had a devil of a time teaching him to listen to other people. But after treatment, as he himself said, "at least I'm back down to Earth."

Sometimes people come to me asking how they can break into politics. In talking with them I can say whether they are suited for that. That reminds me of the time I asked one of our statesmen why he entered politics. He said, "Well how else? The country is in such a sorry state – it needs help." And he wasn't being hypocritical. But in the course of psychoanalysis it turned out that he had pimples in childhood. He was endlessly teased in class. At a subconscious level, he wanted to show his peers that he was stronger and better than they, that he was an outstanding person. He

carried this complex for many years until finally he won election to the State Duma. Learning the true motives for one's actions makes a person wiser.

2. Ответьте на следующие вопросы.

1. Does Russia have enough trained psychoanalysts?
2. What fields of knowledge is psychoanalysis tied to?
3. Where did psychoanalysis originate?
4. What scientists were greatly interested in psychoanalysis?
5. Why is psychoanalysis so important?
6. Why is it called a therapy?
7. What cases of psychoanalytical therapy are described in the article?
8. Would you like to be a psychoanalyst? Why? Why not?

3. Дайте своё определение психоанализу.

4. Выразите свое мнение о психоанализе.

5. Запомните слова и выражения.

To have a boost; a psychoanalyst; training requirements; to emerge; to expand a discipline; to stimulate the mind; to bring benefit; to be suited for; in the course of psychoanalysis; at a subconscious level; to feel disillusionment.

Think of all possible situations where you can use these words

6. Прочитайте и переведите статью.

INVETERATE SUFFERERS

The political and economic crisis in Russia has reopened emotional wounds that had apparently begun to heal. This crisis affects human psychology. It is difficult to find a person in present-day Russia without psychological problems. Usually doctors consider a person sick if he quickly loses his capacity for productive activity, if he tries to shut himself off from the outside world, and if his unsociability grows rapidly. The same applies to social health: In a sick society, production potential shrinks and contradictions between society and the individual deepen.

The doctors should appraise "social" disorders correctly. For example, information received by society produces a certain psycho-therapeutic effect. In recent years, news reports have turned into an endless string of catastrophes. In either case, it is an extreme which produces a bad effect on the mind. When people are constantly being told about great success stories that do not exist in reality, and so forth. On the other hand, when they only see horrors in the papers and on television, they develop a feeling of despair and hopelessness. Of course, people should know the truth but neither should forget about man's psychological limits: Perennial anxiety does little to strengthen public health.

In previous times, the adaptive style of behavior was encouraged. The "colorless" conformist was held in esteem. Now an altogether different makeup is called for: activity, independence, and vigor. The abrupt change in values adversely affected many people, a large number of patients suffering from fear and insecurity: Will I find a job? Will I hold down my present job? Why did everything fall apart so quickly? What will happen to my family?

Quite often "new Russians" visit psychoanalysts. Their main complaints are: stress, fatigue, insomnia, and fears which they try to drown in alcohol and sex. They are especially worried by the illusory nature of their success. A new Russian understands that his sudden wealth did not result from his perseverance or talent. So this child of fortune tries to justify his rise, painstakingly imitating super-activity, saying that he works 20 hours a day. Such a person often leaves his family,

shuns his old friends, and abandons his favourite pursuits in favor of those who are accepted among the elite. New Russians sometimes try to change their appearance, using cosmetic surgery, to lose weight, resorting to various dubious means, and to seek relief from all sorts of fortune tellers and psychics. All this requires tremendous efforts from a person. As a result, instead of attaining peace of mind, he becomes mentally exhausted.

At the onset of perestroika, people accumulated a great many problems related to pathological mental conditions. To deal with them, they rushed to doctors; however, at the time we did not manage to set up a normal market of psychoanalytical services. And so our niche was taken up by all sorts of sorcerers and healers. We know for a fact that there is as much money in alternative psychoanalysis as in the entire official medical service. Some 30 percent of these “specialists” have certain abilities; approximately the same proportion are ill-intentioned con artists, while the rest are mentally sick themselves. What is to be done? First of all, no bans should be imposed. There are some talented people who are able to produce a favorable impact on mental deviations, and try to give them an opportunity to display their abilities. Persecution and the resultant secrecy have only brought harm, and still do.

Demand breeds supply. Paganism – with its corresponding mystical mentality – is deeply ingrained in our eastern Slav consciousness. Hence the fact that in the kind father-tsar while we are prone to attribute our own haphazard ways to intrigues by our enemies and dark forces. We have always been guided by our heart. Our people combine the habit of abiding failure with the inability to handle success. Meanwhile, useful practical skills do not appear all by themselves – they need to be formed. There is a special training course designed to form an adequate attitude to material values.

(by Professor V. Makarov, head of the Russian Post-Graduate Medical Academy)

7. Подберите русские эквиваленты соответствующие следующим словам.

Inveterate sufferers; unsociability; contradictions; psycho-therapeutic effect; an endless string of catastrophes; a split personality; a feeling of despair and hopelessness; to suffer from fear and insecurity; to abandon one's favourite pursuits; to resort to dubious means; to seek relief; to attain peace of mind; mentally exhausted; pathological mental conditions; all sorts of sorcerers and healers; eternal faith; to be guided by one's heart.

8. Выберите необходимые словосочетания, которые характеризуют причины обращения людей к психоанализу и другим видам лечения.

9. Поделите статью на логические части и озаглавьте их.

10. Передайте содержание статьи по вашему плану.

11. Вы считаете различных целителей талантливыми людьми? Приведите свои аргументы.

12. С кем бы Вы проконсультировались в случае проблем со здоровьем.

13. Прочтите текст и определите его идеи.

«ALTERNATIVE HEALERS» ON THE RISE

Thousands of magicians, sorcerers, ESP specialists and healers want to make you happy and healthy. Experts from the Health Ministry have noticed a new type of social problem in Russia – people who are rejecting reality. Why are people relying on “alternative healers”, and what can traditional medicine offer?

People with serious problems are afraid that traditional doctors will put them away in a psychiatric hospital. This fear is understandable and is explained by the dark periods in the history of psychiatry.

Besides, the job of a psychotherapist or a psychoanalyst requires that the patient get involved in his treatment. Psychotherapists can transform a person's subconscious, but their aim is to teach the individual how to formulate his or her goals and tasks, and achieve them. A patient who does not want to make his effort seeks help from an ESP specialist, who claims to be able to solve the person's problems for him. The results can be deplorable. A person's psyche can become so damaged that he'll need a psychiatrist, and not a psychotherapist, to turn him around. Or even worse, you might not even be able to bring the person back.

You must understand one thing – only experts have the right to work with people's minds. You wouldn't think about giving your car or television for repair to just anyone. But for some reason we do this ourselves. And we even pay money for it.

People who wind up in difficult situations usually recall someone who they feel is responsible for the unlucky streak. ESP practitioners, fortune tellers and magicians respond to the expectation of a person's wayward subconscious and find the guilty party. It's all very simple. Why traumatize yourself by admitting your own mistakes?

It is possible to rid a person of his problems in one or two sessions if the person has overreacted to a given situation, or is under stress. But it's impossible to correct the psyche of a person with perpetual problems in two sessions. Prolonged treatment is necessary.

But in choosing ways of solving your spiritual problems, you should ask yourself a few questions: “What do I want? Why do I need this? Who am I turning to? Can this person offer me real help?” Find out what consequences can be. After all, you could wind up going in the wrong direction, without even noticing it.

Notes:

Deplorable – прискорбно

To rid – избавиться

14. Прочтите статью и ответьте на вопросы.

1. What problems do young people come with?
2. Why do people apply for a psychologist?
3. Why can't American psychotherapists work with the Russians?
4. Do Carnegie's principles always work?

Famous Psychologist:

Today, Everyone's an Orphan

(by Vladimir Levi)

I have treated about 250,000 patients in my lifetime. This means that, at least in part, I have come to understand the problems of many people. And I have come to realize that as diverse as they might be, they have made very simple mistakes in life and are troubled by the same problems – ten fingers would be more than enough to count them all.

Regardless of what has changed over the past few years, my younger patients are following their grandparent's footsteps. They are not copying them deliberately, but it's as if they're unconsciously reproducing the same musical theme. Even young people of 14-16 years come to me with problems that are not determined by time, place, or today's conditions, but by human nature: life and death, health and sickness, age crises, human relationships – love, jealousy, rivalry, violence, deceit. Human inequality is also an eternal theme. The essence or relations between children and parents has not changed for thousands of years.

Many see the psychologist as someone who can predict the future, explain the meaning of life, or even create such a meaning. The causes of psychosis, neurosis, depression, fear, dependence, and addiction remain basically the same. Today people have a lot more leeway; they

don't find themselves in the crosshairs of a repressive government. However, the overall sum of people's fears is still the same. Feelings of vulnerability have grown, as has the fear of being left without the means to survive. A person has more freedom now, supposedly. But it's just lack of restraint. Before, even it was an illusion, a person knew where to seek out justice. Now everyone is a lone orphan and can only count on himself. The result is mass disillusionment. Not only the danger of spiritual devastation has become evident, but the psychological and physical destruction of the youth – drugs. Every day mums and dads call me: “Something is going on with my daughter – with my son.” Soon it becomes clear: drugs.

Some people can be helped. It's like with smoking: about 20 percent quit on their own before becoming addicted. The rest can quit the poison only if they have the desire and get qualified help. Alas, this is rarely possible. The spiritual vacuum results in greater numbers of the psychologically disturbed. Back in the seventies the great geneticist Vladimir Efroimson sounded the alarm: “The gene of oligophrenia is attacking.” And today not only one gene, but a whole number of harmful genetic factors are working towards the debilitation of the population.

In America I worked with our immigrants and some Americans. An amazing revelation: American psychotherapists can't work with our people, but we can work with theirs. Our psychologists and doctors, having studied their language and culture, can switch over to their system, but they can't switch over to ours. It is no coincidence that the demand has fallen for the enormous number of translated publications on applied psychology.

Speaking about Dale Carnegie, I should say that he grasped some commonplace psychological factors. But when a person is in a conflict, Carnegie's principles don't work. The main problems are the same here as they are there. But the approaches to them, as well as the social and psychological patterns, are different.

I am for the kind of psychology that can provide for healthy morals – as electricity gave the world light. But so far we are living with bonfires and candles.

15. Выразите согласие или несогласие со следующими утверждениями.

1. People have always been troubled by the same problems.
2. Psychological consciousness is difficult to change.
3. Human problems are determined by time and social conditions.
4. The essence of relations between children and parents has greatly changed.
5. A good psychologist can predict the future and explain the meaning of life.
6. Feelings of vulnerability have grown along with fear.
7. A person has more spiritual freedom now.
8. Drugs lead to psychological and physical destruction.
9. A personal wish is quite enough to get rid of drug addiction.
10. American psychotherapists can't work with the Russian clients.

16. Объясните следующие высказывания.

1. Young people are following their grandparents' footsteps.
2. Today people have a lot more leeway.
3. Now everyone is a lone orphan.
4. Drug abuse is a complete devastation.
5. Carnegie's principles don't work when a person is in a conflict.

17. Передайте кратко содержание статьи.

18. Обсудите следующие проблемы.

1. Youth psychological problems.
2. A psychologist's work.
3. Conditions providing healthy morals.

19. Прочитайте и переведите текст.

FEAR OF LIVING (by Anna Kovalenko)

Escapism, the desire to avoid contact with other people, down to subjecting oneself to complete isolation, is not rare. Doctors have known about it for a long time, but it was only in the past few years that it was identified as a disease called sociophobia, and serious studies of this phenomenon were carried out.

When lecturing, the great scientist Kliment Timiryazev always made a point of having lecture synopses with him, even though he never looked at them. Under no circumstances would he start a lecture without the notes. On one occasion, he left them at home and when he realized it, he kept the audience waiting until the driver he had sent for the papers delivered them.

What was this, mere eccentricity, or a disease? Today, doctors find such behavioural patterns worth studying, since quite often they turn out to be symptoms of a disease.

Great Britain's Prof. Stewart A. Montgomery said at a recent international conference in Moscow, where he represented the World Psychiatric Association, that sociophobia had been overlooked by doctors, including Russian ones, for too long.

Social fear is not easy to detect, mainly because it is not a fear of something tangible like loneliness, or losing one's job. Its symptoms resemble mere shyness. Prof. Montgomery believes that people tend to develop the first symptoms of sociophobia early on in life, when they are still in school, and this impairs their academic performance. These children always choose a desk in the back row, not because they want to play pranks, but because they want to attract as little attention as possible.

The progression of this pathological condition is also difficult to detect in shy older adolescents who don't drink or take drugs. And the longer it is left untreated, the worse the condition gets. As children, they tend to develop complexes, and when older, sociophobics will usually choose a profession that doesn't involve public contact, and will voluntarily deprive themselves of careers. They feel uncomfortable and awkward around people. Anatoly Smulevich, head of the department of borderline conditions at the Centre for Mental Health, uses a graphic descriptions to characterize the disease – “tears that are invisible to the world.”

These quiet introverts rarely go to see doctors, and rarely do doctors pay much attention to them either. Meanwhile, the condition continues to worsen. Fearing criticism, negative comments, derogatory words and mean looks from other people, sociophobics begin to panic. They begin by fussing with their clothes and their hair, and looking around all the time. This gives way to a constant fear of disaster, for instance when talking to one's boss, reading a lecture and even when meeting with friends. This is typical behaviour for sociophobics. A teacher at a Moscow institute always felt terrified before an audience. This neurosis would cause him to jump on a train after the lecture and travel to any other city (for some reason it was usually Vologda), just to unwind. The following day he would return to Moscow in a relatively normal state.

Prof. Montgomery maintains that five to six percent of the population suffers from sociophobia. This constant fear of social contact is often accompanied by many other symptoms like heart palpitations, tense muscles, dryness of the mouth, headaches and other unpleasant feelings. The symptoms are deeply rooted and the essence of a social introvert. Such people have trouble asserting their opinions and standing up for their rights, which is why they are often looked upon as undesirable workers. Their pathological shyness prevents them from evaluating their abilities positively, and causes them to be constantly self-absorbed in their own thoughts and to agonize over the most trivial matters.

Considering that 95 percent of such diseases tend to develop before the age of 20, treatment should be started as early as possible. Prof. Montgomery believes that if therapy is not started on time, five to seven years later sociophobics begin resorting to alcohol and drugs to cope with their

problems. This gives rise to a special stratum of people who have a unique relationship with society. They are lonely and are usually poorly educated, they experience money problems and bounce from job to job. At times they contemplate suicide.

But even if the condition is left untreated for a long time, therapy often helps a person restore contact with society. And although remedial treatment for sociophobia may be expensive, treating alcoholics costs the state even more, as does financing the unemployed. Igor Sergeev, head of the department of Psychiatry at the Russian State Medical University, believes that diagnosis and treatment of such diseases should be provided free of charge at special polyclinics.

Although scientists have already developed medication for this disease, it's still too early to talk about any results. In Great Britain, for instance, only 25 percent of all sociophobics are receiving help, and in Canada, only 15 percent are undergoing treatment.

Russia's Health Minister Tatyana Dmitriyeva calls sociophobia one of the most widespread psychological disorders. According to various data, in Russia, up to 16 percent of citizens suffer from this disease, and two thirds of these people also suffer from other psychological disorders.

A special office has been opened at the Moscow City Psycho-Neurological Centre where sociophobics can now go for help.

20. Ответьте на вопросы.

1. Why is the article headlined as fear of living?
2. What is meant by escapism?
3. Is it a disease or a phenomenon?
4. What are the major symptoms of sociophobia?
5. Is social fear easily detected?
6. What kind of profession do sociophobics prefer to choose?
7. How do they feel around people?
8. Are sociophobics introverted or extroverted?
9. Do they easily begin to panic? Under what circumstances?
10. How does their pathological shyness interfere with social contacts?
11. How is it possible to treat this condition?
12. Where can sociophobics apply for help?

21. Дополните предложения.

1. The desire to avoid contact with other people is called
2. Sociophobia symptoms resemble
3. A.Smulevich characterized this disease as
4. Sociophobics as children tend to develop
5. Their fear impairs academic
6. Constant fear of social contact is accompanied by such physiological symptoms as
7. Very often sociophobics resort to ... to cope with the problems.
8. They are lonely and experience
9. Therapy often helps a person restore
10. Diagnosis and treatment of such diseases should be provided free

22. Приведите статистические данные из статьи.

23. Приведите примеры социофобии.

24. Приведите ситуации, в которых люди испытывают или застенчивость или страх.

25. Охарактеризуйте эскапизм как.

- a) a psychological disorder;
- b) a social phenomenon.

26. Расскажите о ситуациях когда вы испытывали панику, страх, неуверенность, застенчивость.

27. Подберите русские эквиваленты следующим выражениям.

To modify psychoanalysis; the unconscious; at a subconscious level; orphan; personal impressions; human inequality; addiction; vulnerability; means to survive; spiritual freedom; lack of restraint; devastation; physical destruction; revelation; healthy morals.

28. Подберите английские эквиваленты следующим выражениям.

Страх жить; избегать контактов; одиночество; застенчивость; состояние; сущность интроверта; типичное поведение; паниковать; отстаивать свои права; оценивать свои способности; прибегать к алкоголю или наркотикам; размышлять о самоубийстве; проходить лечение; широко распространённое психологическое расстройство.

29. Используйте приведённые выше словосочетания при описании.

- a) psychoanalysis;
- b) sociophobics behaviour;
- c) consequences of sociophobia.

ТЕМА 8 ГИПНОЗ



1. Прочтите текст и объясните, почему он назван так.

HYPNOSIS «USEFUL IN MEDICINE, DANGEROUS IN COURT»

The use of hypnosis is spreading. The technique has been accepted by the American Medical Association, the American Psychiatric Association and the **American** Psychological Association. In addition to many encouraging clinical reports, there is now a growing body of research which helps to clarify the nature of hypnosis and supports its use in a variety of areas.

We know that hypnosis has many useful applications in medicine, such as in the treatment of pain. It can lower an individual's level of arousal, and it helps in the treatment of stress. It is effective in the treatment of some forms of asthma and in certain skin disorders. It can even help modify the response of the body's immune system. Hypnosis is also used in psychiatry in a variety of ways: in the context of psychodynamic therapy, to uncover feelings and memories; in the context of behavioral approaches, to facilitate imagery.

The medical uses of hypnosis are not controversial: what is controversial is the use of hypnosis in questioning suspects and witnesses to solve crimes.

If hypnosis is used to create pseudo memories, it can be extremely dangerous in the courtroom. If you use hypnosis to convince a jury that an innocent man is guilty, it can lead to a terrible miscarriage of justice.

Many of the effects of hypnosis wear off rapidly. Typical posthypnotic suggestions do not tend to persist over long periods, but hypnosis can permanently distort memory if the hypnotized subject comes to believe that he has remembered something that had not actually occurred.

Like any therapeutic techniques, hypnosis has certain risks. Used in competent hands for appropriate reasons, hypnosis is very effective.

Hypnosis is a state or condition where the subject focuses his mind on the suggestions of the hypnotist so that he is able to experience distortions of memory or perception. For the time being, the subject suspends disbelief and lowers his critical judgment. A good way to think of it is that your mind becomes so focused that you really get into fantasy. You become so absorbed in what you are thinking that you begin to experience it as reality.

Dramatic results have been achieved in the relief of asthma and some other allergies. This is because hypnosis can at times modify the body's immune system and block some of the allergic reaction. Hypnosis can be quite effective in arresting intractable hiccups and treating some forms of

severe insomnia. One of the more interesting uses is in the treatment of certain kinds of warts and some skin disorders.

Hypnosis is very effective in the control of pain. Children with leukemia, for example, must undergo a painful procedure to obtain bone-marrow specimens to assess their condition. With hypnosis you can relieve the anxiety associated with the anticipation of pain and help these children to tolerate this procedure relatively comfortably.

Hypnosis is not very effective in treating disorders of self-control. It won't make you do something that you can do voluntarily if you put your mind to it – but that you really don't want to do for a variety of conscious and subconscious reasons.

In getting people to stop smoking, the success rate with hypnosis has not been dramatic. It's more a help in controlling the discomfort associated with quitting rather than in quitting itself. For people trying to lose weight, hypnosis is only moderately and occasionally effective. For control of drugs and alcohol, hypnosis is virtually useless. In most cases of alcohol and drug abuse, there are complex psychological reasons that prevent the mind from responding to hypnotic suggestions for self-control. Finally, hypnosis has very little use in the major psychoses. It is rarely, if ever, the treatment of choice for severe depressions, mania or schizophrenia.

2. Переведите на русский язык вторую часть текста, которая начинается так: «Гипноз это состояние....»

3. Подберите русские эквиваленты английским выражениям.

Technique; a growing body of research; a variety of areas; to uncover feelings and memories; psychodynamic therapy; suspect; anticipation of pain; to tolerate a painful procedure; to respond to hypnotic suggestions.

4. Подберите английские эквиваленты русским выражениям.

Полезное применение; уровень возбуждения; поведенческий подход; невиновный; виновный; внушение; сознательные и подсознательные причины; сильная депрессия; шизофрения; спорный.

5. Переведите на русский язык.

Hypnosis; hypnotic session; hypnotic suggestion; posthypnotic suggestion; hypnotized subject; hypnotist.

6. Составьте предложения.

- | | |
|-------------------------------------------|-------------------------------------------------------|
| 1. Hypnosis is useful in ... | a) controlling discomfort |
| 2. Hypnosis is effective in ... | b) reducing anxiety |
| 3. Hypnosis is controversial in | ...c) producing suggestions |
| 4. The use of hypnosis is doubtful in ... | d) modifying the response of the body's immune system |
| | e) treating insomnia |
| | f) overcoming addictions |
| | g) the treatment of pain and skin disorders |
| | h) competent hands for appropriate reasons |
| | i) questioning suspects and witnesses |
| | j) creating pseudomemories |
| | k) facilitating imagery |
| | l) solving crimes |
| | m) treating psychoses |
| | n) relieving allergic reactions |
| | o) convincing a jury to take a decision |
| | p) tolerating a painful procedure |

- q) lowering one's critical judgment
- r) treating self-control
- s) losing weight

7. Составьте список позитивного и негативного влияния гипноза.

8. Ответьте на вопросы.

1. What associations have accepted the technique of hypnosis?
2. What useful applications has hypnosis in medicine?
3. How is it used in psychiatry?
4. What use of hypnosis is controversial?
5. Why can hypnosis be dangerous?
6. Do typical posthypnotic suggestions persist over long or short periods?
7. Can hypnosis distort memory in any way?
8. Is hypnosis a risky procedure?
9. There is a definition of hypnosis in the article. What is it? Do you agree with it?
10. What happens to the hypnotized subject?
11. Where is hypnosis very effective?
12. Is it possible to relieve pain under hypnosis?
13. Can hypnosis help overcome smoking and drug addictions?
14. Can hypnosis help overcome alcohol abuse?

9. Выразите согласие и не согласие со следующими высказываниями.

1. Hypnosis has many useful applications.
2. But it is not effective in relieving pain.
3. Hypnosis can cause actual physical and mental harm.
4. With hypnosis we may stimulate human creative abilities.
5. Animals can be easily hypnotized.
6. Hypnosis used in psychiatry has dramatic effects.
7. Hypnosis is a phenomenon of wonders.

10. Просмотрите статью и добавьте факты из своего личного опыта.

11. Прочитайте статью и найдите ответы на следующие вопросы.

1. What does hypnosis mean?
2. What did experiments staged by V.Raikov show?
3. Do the aroused abilities disappear after hypnosis?
4. How does hypnosis help in curing people?
5. What diseases can hypnosis heal?

HEALING UNDER HYPNOSIS

Hypnosis means sleep in Greek. Maybe that's why the prevailing opinion is that it is a passive state in which a person's will is paralyzed. In real life, however, hypnosis is a special state of the human's psychic activities and of the nervous system. Experiments staged by Vladimir Raikov, a well-known psychotherapist, showed that abilities which the subjects hadn't even suspected they have before may be aroused in them in a hypnotic state.

For example, under hypnosis, a first-year student at a conservatoire performed piano pieces with the skill of a first-class master. Others subjected to the test started playing chess about two categories of skill higher. The important thing is that the aroused abilities do not disappear after

hypnosis. If the people were doing drawings under hypnosis, then after 15 to 20 sessions their drawings could well be displayed at professional exhibitions.

Hypnosis helps in curing people of illness. It is suggested to the patient that he is healthy. The patient trains for about a month to learn how to arouse this feeling of health in himself. The feeling of health becomes a habit, which, in its turn, mobilizes the organism to combat the disease.

Hypnosis can heal hypertension, angina pectoris, cardiac diseases, ulcers at early stages, and many neuroses.

Notes:

Angina pectoris – стенокардия (грудная жаба)

Ulcer – язва

12. Составьте разделительные вопросы.

1. Hypnosis means sleep in Greek.
2. It is a special state of human psychic activities.
3. It helps in curing people of illness.
4. The feeling of health becomes a habit.
5. Hypnosis can heal many neuroses.

13. Обсудите следующие темы.

1. Vladimir Raikov.
2. Experiments under hypnosis.
3. Useful effects of hypnosis.

14. Выразите ваше мнение о статье.

15. Ролевая игра.

Imagine you are a hypnotist. Your subject is easily hypnotized. He has come to you as he is afraid of the operation to be made next week. Ask him some questions about pleasant past experiences and try to relieve his fear.

ТЕМА 9 НЕВЕРБАЛЬНОЕ ОБЩЕНИЕ



1. Прочтите и переведите текст.

NONVERBAL COMMUNICATION

Nonverbal communication is communication using the body or cultural symbols other than spoken words.

Nonverbal communication is largely based on the use of the body to convey information to others, as suggested by the common phrase **body language**. Facial expressions are crucial to nonverbal communication. Smiling, for example, is a symbol of pleasure, although we distinguish between the casual, lighthearted smile, a smile of embarrassment, and the full, unrestrained smile we often associate with the «cat who ate the canary». Other facial expressions are used to convey an almost limitless range of human emotions, including anger, confusion, disgust, pain, indifference, sadness, and seriousness of purpose.

Eye contact is another widely used means of nonverbal communication. In general, eye contact is an invitation to further social interaction. An individual across the room «catches our eye», for instance, and a conversation begins. Avoiding the eyes of another, in contrast, discourages communication. Our hands speak for us too. Hand gestures commonly used within our culture can convey, among other things, an insult, a request for a ride, an invitation to have someone join us, or a demand that others stop in their tracks. Gestures of this kind are commonly used to supplement spoken words. Pointing in a menacing way at someone, for example, gives greater emphasis to a word of warning, as a shrug of the shoulders adds an air of indifference to the phrase «I don't know», and rapidly waving the arms lends urgency to the single word «Hurry!»

Like all symbols, nonverbal communication is largely culture-specific. A smile indicates pleasure the world over, but many gestures that are significant within North American culture mean nothing – or something very different - to members of other cultures. Indeed, a gesture indicating praise in North America may convey a powerful insult to those who «read» the performance according to a different set of rules.

The examples of nonverbal communication presented so far are elements of a deliberate performance. Nonverbal communication is often difficult to control, however. Sometimes, in fact, verbal communication (information we give) is contradicted by nonverbal cues (information we give off). Listening to her teenage son's explanation for returning home at a late hour, for instance, a mother begins to doubt his words because he is unable to hold eye contact. In this manner, nonverbal communication may provide clues to verbal deception.

2. Ответьте на следующие вопросы.

1. How would you define nonverbal communication?
2. What is the other term for nonverbal communication?
3. What does smiling signify?
4. What emotions do facial expressions convey?
5. What are the means of conveying nonverbal communication?
6. Why do we say that nonverbal communication is culture-specific?
7. Is it easy or difficult to control nonverbal communication?
8. Give examples of nonverbal communication.

3. Составьте разделительные вопросы следующих предложений.

1. Nonverbal communication is based on the use of the body to convey information.
2. Facial expressions are crucial to nonverbal communication.
3. Eye contact is a widely used means of body language.
4. Hand gestures are also eloquent in communicating with people.
5. Hand gestures supplement spoken words.
6. Body language is largely culture-specific.
7. Nonverbal communication is often difficult to control.

4. Докажите следующие утверждения фактами из текста.

1. Facial expressions are crucial to nonverbal communication.
2. Nonverbal communication is greatly based on the culture we live in.

5. Прочтите и переведите текст.

**WHAT BODY LANGUAGE
CAN TELL YOU THAT WORDS CANNOT**

The most successful lawyers, teachers, and salespeople, among others, have one thing in common: A capacity to understand nonverbal signals and use them advantageously. It is important for people to understand body language - that is, communication by means of movements and gestures.

For example, the most successful lawyers are those who look at a jury and a judge and pick up little cues that tip off what people are thinking. An observant lawyer may notice that the judge is compressing his lips into a thin line as the lawyer is speaking. That is a common sign people use when they disagree. Such signals are used constantly, even though people generally don't realize they are communicating through their movements, posture and mannerisms.

Nonverbal language is likely to reveal a person's true feelings, which may be contrary to what is usually being spoken. There are some common indicators of approval and disapproval. For example, when people show rapport with each other, they face each other squarely, they lean slightly toward each other, and there is more eye contact. If they disagree, they unconsciously turn their bodies away from each other. Such forms are unmistakable signs of body language.

There are some universal nonverbal signals. One is an automatic raising of the eyebrows that a person does when he or she meets someone else. It is a natural and universal form of greeting. Another obvious cue is known as the «hand behind head», which signals uncertainty or stress. About 125 nonverbal signals of the type have been catalogued as recognizable.

Mannerisms we get are almost entirely inborn. Nonverbal behaviour occurs naturally, without being taught, and even shows up in newborn infants and in lower animals. It is firmly grounded in evolutionary development. It's something that Mother Nature provides to help us get along with each other.

Nonverbal communication is also what we call culturefree; it applies worldwide. People can go

anywhere and understand these signals, even if they don't know the spoken language.

Notes:

to tip off – намекать;

a Judge – судья.

6. Ответьте на следующие вопросы.

1. What does body communication mean?
2. What is a common sign people use when they disagree?
3. What does nonverbal language reveal?
4. What gesture signals uncertainty or stress?
5. How many nonverbal signals exist?
6. Are mannerisms inborn or learned?
7. What is the other name for nonverbal communication?

7. Определите главную идею текста.

8. Прочтите и переведите текст.

THE FUNCTIONS OF NONVERBAL COMMUNICATION IN MARRIAGE

In the marital situation, as in most others, it is impossible to «not communicate» - communication can continue to occur, either nonverbally, or through the situation, long after the last word has been spoken. Many people acknowledging the importance of nonverbal communication limit its scope to body language – facial expression and gestures in particular - and thus fail to realize that communication is going on whenever we are in the presence of somebody else.

Effective marital communication demands that the communicator gets across to the spouse the message that he or she intends. When they talk to each other how they say what they say will be more important than what they say - the posture, the facial expression, the tone of voice, the volume, and any sighs, grunts, etc., which may accompany the words all may have a powerful effect on how those words are interpreted and the response which will follow them.

When a husband comes home from work and sits silently with hunched shoulders, a wife may interpret this behaviour as indicating that he is angry with because she has somehow displeased him - how, she doesn't know. On the other hand, if he is upset about something that happened at work, how can she know that unless he tells her. While some would say that he has failed to communicate, a message has been communicated to his wife. But the **intent** of the communication and the **impact** that it has on the spouse are quite different. Misunderstanding has occurred, and the potential for argument is great. Communication continues to occur in situations like this whether the interactants realize it or not.

Nonverbal communication, then, could be defined as that part of a message, which is not words, but which may accompany words or occur separately from words and includes facial expressions, gestures, posture, spacing, tone of voice, pitch, volume, speed of talking, etc.

Argyle discusses some functions of nonverbal communication. Conveying interpersonal attitudes, particularly towards other interactants, and the topic under discussion is an important function of nonverbal communication. It is important also to realize that nonverbal communication is ambiguous, and thus is capable of being misinterpreted. For example, a frown on the face of a spouse may mean that he is annoyed, or may indicate that he has a headache. To assume that he is annoyed, without checking out, may only lead to more misunderstanding and unnecessary argument. There is considerable evidence that where the verbal and the nonverbal components conflict, much more weight is given to the nonverbal part, despite its ambiguity.

The expression of emotion is also mentioned by Argyle as a function of nonverbal

communication. How a person feels at a particular time is likely to be conveyed nonverbally - whether he/she is feeling happy or sad, depressed or confused, excited or disgusted. Such emotions may be expressed voluntarily and deliberately, as when a person feels sad and doesn't care who knows it, or may be «leaked» as when a person is secretly pleased about a situation and would prefer that no one realized that, but his pleasure still shows.

9. Ответьте на следующие вопросы.

1. Is it possible not to communicate in the marital situation?
2. What does effective marital communication demand?
3. What are the important components of communication?
4. How can nonverbal communication be defined?
5. What are the functions of nonverbal communication?
6. Why do we say that nonverbal communication is ambiguous? Give examples.

10. Опровергните следующие утверждения.

1. It is possible not to communicate in the marital situation.
2. Nonverbal communication does not promote misunderstanding.
3. There is no ambiguity in nonverbal communication at all.

11. Разделите текст на логические части и составьте конспект текста.

12. Переведите следующий текст письменно.

The truth, however, is that with our human body language we are all creatures of habit. Unless we are drunk, drugged or temporarily insane, we stick to a remarkably fixed set of personal body actions that are as typical of each of us as our fingerprints. Whether we are smiling, shaking a fist, wiping our nose or putting on our shoes, we nearly always perform the movements in the same way every time. It takes an immense amount of effort for a great actor to adopt a body language that is entirely alien to his own. Most of us never try. And we would be hopeless at it if we did. For each of us, our body language is like a signature.

So what exactly are the elements of this visual language of the body? The most extraordinary thing we do, as animals, is so familiar that we take it completely for granted: walking. Unlike any other mammal, we walk about all day long on our hind legs. Some other species may hop along on their hind legs and a few, like bears and gibbons, occasionally rear up and waddle clumsily forward but we are the only true mammalian bipedal walkers.

Amazingly, specialists are still arguing over why we took this strange, vertical step during the course of our evolution. One idea comes from watching our closest living relatives, the chimpanzees. If they find themselves faced with the unusual task of having to carry too much food, they are forced to adopt a clumsy, vertical posture. When our ancient human ancestors first turned to hunting as a way of life, they must have faced the tricky problem of how to carry home the bacon. On all fours this would have been almost impossible and, to start with, the kill was probably consumed on the spot. But if the meat was to be brought back to the safety of the home base, where it could be shared with the rest of the group, then carrying must have become a regular human chore.

In a similar way, female food-gathering could have been improved by the simple invention of a container – a primitive bag or basket of some sort – which would have permitted the collecting and carrying home of large numbers of vegetable foods, such as berries, nuts, fruits and roots.

A second idea sees the act of carrying as a later development. Our ancestors, it is argued, originally took to standing upright as a way of seeing over long grasses and peering into the distance. This would have given them a considerable advantage when searching for prey or keeping a look-out for predators. Or it could have been used merely to satisfy their curiosity.

ТЕМА 11 ЭМОЦИИ



1. Прочтите и переведите текст.

AROUSAL and EMOTION

Most of the time we are fairly clear about the emotions we are experiencing; we know whether we are angry or frightened or merely excited (возбуждены). But our physiological responses under all three conditions are remarkably similar. Fear makes our heart beat faster, but so does anger or the sight of a loved one. Our face may flush or pale when we are angry (depending on the individual), and the same is true when we are frightened. While there are fairly accurate measures that tell us when a person is emotionally aroused, research so far has failed to find physiological patterns that are unique to different emotional states.

But ...; Although ...; That's why ...; Indeed

... bodily sensations may not be related to specific emotions, they do determine the intensity with which we experience emotions. The importance of bodily sensations is demonstrated by a study of the emotional life of individuals with spinal cord injuries. When the spinal cord is severed (повреждать), sensations below the point of injury are not communicated to the brain. The patients can make the appropriate emotional response when the situation calls for it, but they don't really feel emotional.

... some theorists concluded that people tend to evaluate (оценивать) their feelings by comparing themselves to others around them. When a feeling is aroused, they may label their emotional as happiness, amusement (удовольствие), or anger, depending on the circumstances (обстоятельства).

... being aware that something is going on internally when we are angry, excited, or afraid, we are not very good at discriminating the changes in our heart rate or blood pressure or the activity in our stomach (желудок). When we are asked to describe our emotions, we usually begin with the arousing circumstances – that is, what angered, pleased or frightened (испугать) us. Then we describe some of our bodily reactions and our difficulties in dealing with the situation. But we don't define the emotion solely (только) in terms of their own internal feelings.

... emotions are difficult to study because of the complexity and interrelatedness of the physiological responses involved and because the kinds of emotions that can be aroused in the laboratory do not compare in intensity with those experienced in real life. A clever experimenter may be able to arouse a moderate (умеренный) degree of anger in a subject, but ethical and practical constraints (зд. ограничения) restrict the amount of fear that can be induced (вызывать) in an experiment.

2. Прочтите текст и догадайтесь о значении пропущенного слова. Выберите слово: fear, surprise or empathy (and their derivatives).

Although ... is an influential directive in all interactions and vital (важный) to communication, its full implications (значение) remain unknown. Lack of specificity regarding a definition of ... has been a major obstacle to meaningful study. Psychological measures of ... have been designed to assess (оценивать) 3 types of an individual's ability to ... with another individual, the ability of 2 individuals to ... with another individual, each other, and mass ... or the individual's ability to ... with a group.

Different measures of ... have been found to be unrelated to one another or lacking in internal consistency (последовательность). The properties of a ... stimulus also pose a problem for the investigator – certain individuals are easier to ... with than others, and the outgoing behavior of the person being ... with is influential in determining whether effective ... will occur.

3. Найдите правильные утверждения.

- 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.

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 centered 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 experience 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 fulfill 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 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 realizing 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, if the parental troubles may be relieved.

Notes:

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

... these qualities will emerge provided that – provided cj.

– 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

Выучите слова.

background n. – фон

contain v. – содержать/ся/

capacity n. – способность

beyond prep. – за, за пределами

deliver v. – посылать

equip v. – оборудовать

eager v. – страстно стремящийся к чему-либо, нетерпеливый

fidelity n. – верность, преданность

fulfill v. – выполнять

intervene v. – вмешиваться

inevitable adj. – неизбежный

indispensable adj. – неотъемлемый

impact n. – влияние

insecurity n. – ненадежность

mood n. – настроение

need n. – необходимость, потребность

negligible adj. – незначительный, ничтожный

occur v. – появиться, возникать

provided adj. – при условии

preoccupation n. – озабоченность

recognize v. – признавать

responsible adj. – ответственный

resentment n. – возмущение, чувство обиды

regain v. – восстанавливать

remove v. – устранять, удалять

relieve v. – облегчать

remarkable adj. – замечательный

subjected to – подверженный чему-либо, склонный к чему-либо

trouble n. – беда

tension n. – напряжение

4. Переведите словосочетания.

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.

5. Найдите английские эквиваленты.

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.

6. Соедините слова с их значением.

1. Lasting a long time	background
2. Certain to happen or appear	capacity
3. Power of the mind	enduring
4. Past experiences	inevitable
5. Having all one's attention taken up	reliable
6. Make pain or trouble less	indispensable
7. Able to be trusted	preoccupied
8. Without which something cannot be done	relieve
9. Get back again	equip
10. State of feeling at a particular time	mood
11. Supply what is needed for some action	regain

7. Найдите антонимы:

- a) unfaithfulness, go away, cheerfulness, essential, disappear, keep, retain, relaxation;
- b) resentment, negligible, fidelity, remain, break, emerge, remove, tension.

Соотнесите слова по их значению:

- a) worry, wonderful, ability, essential, guide, help, perform, happen, accept.
- b) indispensable, lead, trouble, remarkable, capacity, fulfil, relieve, recognize, occur.

ТЕМА 11

СТРЕСС



1. Прочтите и переведите текст.

WAYS TO CONTROL STRESS AND MAKE IT WORK FOR YOU

People often think of stress as something external that intrudes into life. Actually, stress is an interaction between a life situation requiring readjustment and the person's ability to cope. It is the way people react to events rather than the events themselves, that causes stress. Everyone is familiar with those life-readjustment scales you see in magazines that rank events by degree of stress. The worst is death of a spouse, followed by divorce, sickness, taking out a mortgage and so on. The relation between stressful events and reaction to such events is complex. Epictetus said centuries ago that we are not disturbed by things, but by our opinions about things.

Some people experience a large objective amount of life stress and handle it well, while others don't. A person can look at a difficult situation as a half-empty glass or a half-full glass. Or in the Chinese word, crisis is composed of two characters - one means danger and the other opportunity. That's a good way to look at potentially stressful situations.

Suzanne Kobasa, a researcher at the University of Chicago, talks about three characteristics of a stress-hardy personality - challenge, commitment and control. Stress-hardy people view a potentially difficult event as something challenging rather than something to be feared. Fear may be at the basis of all kinds of stress. When the mind perceives fear, a coordinated system of events takes place that has been termed the fight-or-flight response.

Quite often, however, people perceive danger where there is none. They are not reacting to the reality of a situation as much as to associations they carry around internally based on past experience. They worry about what the future will bring, how long will I live, how will I pay the bills. Such fears produce a chronic fight-or-flight response. Constant arousal of the nervous system can also contribute to heart disease and other diseases.

But there are some active ways to relieve stress that stress-prone people can take into consideration. One way is through meditation and relaxation training, evoking what Dr. Herbert Benson has called «the relaxation response». Physiologically, it's the polar extreme of the fight-or-flight response.

Roughly 70 per cent of the physical problems that bring people to their doctor have to do with stress and lifestyle. By evoking the relaxation response people can participate in their own well-being, and in some cases reduce medical problems such as high blood pressure, headache and other conditions that are caused by or worsened by stress. It also gives people a sense of control and has been found to be very useful in reducing anxiety.

2. Ответьте на следующие вопросы.

1. How is stress defined?
2. What are its causes?
3. Is the relation between stressful events and reaction to such events simple or complex?
4. What is a good way to look at a difficult situation?
5. What characteristics does Kobasa give in accordance with a stress-hardy personality?
6. What is at the basis of all kinds of stress?
7. What do people worry about?
8. What can such fears produce?
9. What are the ways of overcoming stress?

3. Прочтите и переведите текст.

FIRMS URGED TO RECOGNIZE STRESS FACTOR

Stress-related illness is a management rather than a medical problem, doctors claimed at a conference in London. The conference of «Stress and the City» was told that 60 per cent of absence through work was caused by stress-related illness. On the average 100 million working days a year are lost because people cannot face going to work. Stress levels may become even more higher as employees will have to adapt to extensive changes and the new problems of high technology virtually overnight.

It has been mentioned at the conference that nearly two thirds of the firms regard stress as the main health issue affecting their employees. The poll, conducted among senior managers also disclosed that the middle managers from 30 to 50 are believed to be more vulnerable to stress than senior managers. But although firms are increasingly worried about the effects of stress, few are doing anything constructive about it, very few employed occupational physicians specializing in emotional factors.

Stress manifested itself in drinking problems or heart disease and faces three fundamental occupational dilemmas. Firstly, when an employee is overloaded or underloaded at work, where there is too much or too little responsibility. Secondly, when someone's role is ambiguous or unclear. Thirdly, people are under stress when they have to compete with others in the same organization for the resources necessary to achieve their objectives. All these problems create the gap between a person's abilities, training, aptitude, on the one hand, and the demand made on him, on the other. People need help when they move from one job to another. Change often makes people feel worried, distressed or uncomfortable.

Notes:

employee – служащий;

overnight – быстро;

to be vulnerable to – быть уязвимым;

poll – опрос общественного мнения.

4. Прочтите и переведите текст.

STRESS CONTROL

People wonder whether it is possible to influence stress situations and to control them. Before answering this question it is necessary to decide which sort of stress requires control. Hans Selye, a Canadian scientist who invented the term «stress», offered a differentiation between «distress» and «eustress». The first is harmful for human health. The second is a good companion in any productive activity and presents no danger. It is closely linked with efforts to overcome difficulties, to solve routine and professional problems. Distress begins as a result of refusing to try and solve difficult situations in life. Distress must be controlled.

Outside factors or information which cause stress are divided into physical and psychic. The

first, with the exception of gravitational and climatic fluctuations or injuries, rarely lead to distress. Distress is mainly caused by conflicts between the requirements and wishes of a person and the possibility of meeting or fulfilling them. Normally they are associated with outward obstacles or the resistance and counteractions of other people. Moreover, they are more frequently associated with the fact that the requirements of a person run counter to the requirements of other people, and the person in question fails to find a compromising solution within his or her internal conflict. This happens, for example, when we can attain a goal only on the condition that it leads, it would seem to us, to a loss of self-respect or respect of our environment.

In most cases distress originates due to a lack of communication culture and inadequate perception. If not, then due to the inability to understand the desires and wishes of other people and coordinate them with our own. There is no doubt that the best preventive treatment of psychic and emotional stress is correct upbringing and higher standards of communication culture. This is a difficult task which takes a long time. It does not exclude more concrete efforts aimed at increasing individual resistance to stress by those who are already in need of it.

Until recently, various means of reducing emotional tension were used in the «struggle against stress». These means include medical preparations (tranquilizers) and numerous forms of relaxation, from self-suggestion to selfregulation techniques used by Yoga. Correct regime and diet are also important.

The reduction of emotional tension which has caused distress does not lead to adaptation. It only can, at the most, help develop a more sensible view of the situation that has given rise to the stress. However, if there is no other cure, there will be no real stress control and the adaptation is temporary. As a rule, as soon as a patient stops taking medicine and gives up self-suggestion, the unpleasant sensations return. It is clear why: in the early stages of the «struggle against stress», the patient tried to solve his problems rationally by himself, «with a cool head», but lost this ability precisely because he was unable to cope with the situation. Calm achieved with the help of tranquilizers and relaxation just brings him back to the stage he has already passed.

Radically solving the problems demands more than a cool head. It calls for changing the strategy of solving the problem, of reevaluating all the values, of developing a fundamentally new approach to the concrete situation, life in general, and oneself as an individual. None of the above-mentioned methods can help achieve such a state. Only such an ability can guarantee a resistance to stress in the future.

In order to understand what such an approach implies we have to go back to the conditions that created «insoluble» conflicts.

The refusal to find a solution and the condition of distress arise when and where a person fails to see a way out of an impasse, fails to find a means of solving conflicts within himself or contradictions with external conditions. However, objectively situations are rarely really insoluble. In the majority of cases they are qualified like this from a subjective point of view. Even when events in one's life seem fatal, the person in question still has a chance to reconsider his attitude to these events, and minimize their significance. Such a reassessment of the situation, helped by different methods of psychotherapy, amounts to the ability to see new aspects of the situation, and to understand what a relatively modest place the conflict occupies in the infinitely rich world of human emotions and relations. In this understanding a great role is played by warmhearted human relations and human concern, and one of the chief tasks of psychotherapists is to form such relations with their patients and between the patients and people surrounding them - at home and at work, and at the beginning among patients themselves. In Russia, and in other countries, group psychotherapy occupies an increasing place. In its process patients are brought together by reciprocal sympathies and common worries.

To develop a broad, unbiassed and flexible attitude to problems, contacts with art and literature are indispensable. The greatest works of literature reflect the world and life in all their aspects. People who have read about them are already protected in a way from a narrow and unproductive

approach to events. This is why art as a «cure» is regarded as one of the most promising methods of preventing and removing stress.

An active position in life, active perception of art, developing taste, personal participation in everything that contributes to broadening horizons and increasing physical and intellectual abilities - all this is a prerequisite for stress resistance and for effective individual efforts in shifting distress to eustress, unless the first has assumed an absolute character. In the latter case medical aid is necessary. The task of medicine is to achieve control over stress and to turn it from a force of destruction into a creative force.

5. Найдите в тексте ответы на следующие вопросы.

1. Who has invented the term «stress»?
2. What two kinds of stress does he distinguish?
3. Where does their differentiation lie?
4. What stress may be controlled?
5. In what way are outside factors of stress divided?
6. What factors lead to distress?
7. When does stress originate in most cases?
8. What is the best preventive treatment of psychic and emotional stress?
9. What means of reducing emotional tension were used?
10. Does the reduction of emotional tension lead to adaptation?
11. What does radically solving the problems call for?
12. What is one of the chief tasks of psychotherapists?
13. What recommendations to resist to stress are given?

6. Закончите следующие предложения.

1. There are two types of stresses
2. Distress begins as
3. Factors causing stress are divided into
4. Distress is mainly caused by
5. In most cases it originates due to
6. Struggle against stress includes
7. The most promising method of preventing stress is
8. Prerequisite for stress resistance is

7. Переведите текст письменно.

FOREHEAD. Frowning stresses face muscles and often causes wrinkles.

Cure: Train yourself to stop. Relax by raising brows and holding the tension for five seconds. Relax. Frown hard, then hold for five seconds. Smooth out brow. Rest eyelids together. Focus on all tension leaving your forehead.

JAM. Jam tension can make you grind your teeth when you're asleep.

Cure: Gently open your mouth wide. Exhale while slowly closing it. Lightly massage the points where your jaw hinges on to the head. Repeat 10 times. Place fist beneath chin. Open mouth against light pressure. Repeat 12 times.

LUNGS. Anxiety makes you breathe unevenly, leading to stress and panic attacks.

Cure: Start by gently pressing your stomach to expel air. Breathe slowly and deeply, pulling air into lungs using the whole of your diaphragm. Place one hand on your stomach and feel it move as you breathe.

HANDS. Palms can get sweaty and cold.

Cure: Sit quietly and concentrate on one of your hands becoming warmer (the right hand if you are right-handed). Imagine holding it in front of a fire as it gets hotter. This will relax you by bringing warm blood from deep inside your body back to the skin's surface.

BLADDER. Dehydration is a frequent cause of mental and physical stress, especially in air-conditioned offices.

Cure: Try to keep your urine as pale as possible by drinking eight glasses of water a day (unless you have medical advice to the contrary). Avoid diuretics like tea, coffee and alcohol which will increase dehydration and make you go to the loo more often.

MIND. Worrying will stop you from concentrating.

Cure: Sit or lie down. Close your eyes. Take five deep slow breaths. Feel the tension flowing from your body. Imagine yourself on a desert island. Smell the flowers. See the tranquil blue ocean. If any worries come to mind, write them on the sand and watch the tide washing them away.

EYES. Close work, especially on computer screens, stresses eyes and their muscles.

Cure: Try to take regular breaks and refocus your eyes on distant views. Rub hands briskly together. Place lightly over your eyes and forehead and feel the heat from your palms ease away all tension.

NECK+SHOULDERS. Hunched posture when seated can lead to aching muscles and tension headaches.

Cure: Always try to keep shoulders relaxed. Use cues such as a ringing phone or a red traffic light to focus on any tension here. Roll your shoulders with an exaggerated rowing action, three times clockwise, then three times anticlockwise. Finally, shrug hard three times in a row.

WRISTS. Caused by computer work or repetitive actions.

Cure: Stretch each hand in turn, wrist uppermost, hand open. Bend back towards forearm. Rotate clockwise as far as possible, but don't twist your arm. Make a sudden fist, then relax all muscles in your hand. Rotate hand back to starting point. Repeat three times and do the same with left hand.

STOMACH. Stress can churn up your tummy and make you lose your appetite or binge on comfort food.

Cure: Eat something when you feel stressed, but swap chocolate bars and sugary buns for fruit, nuts or cheese. This will help trigger the body's natural relaxation response.

FEET. This is a focus of stress and tension for people whose job involves standing or walking around.

Cure: Take off your shoes. Sit down and place your right ankle over your left knee. Holding your foot in one hand, rub the sole applying firm pressure. Repeat with the left foot.

8. Составьте предложения со следующими словосочетаниями.

To control stress; stress-hardy personality; to produce stress; to relieve stress; stress level; to feel worried; Stress-prone personality; degree of stress; to release stress; to feel distressed; to handle stress; to reduce stress.

9. Чтобы вы почувствовали, если бы

- a) you failed your driving test;
- b) you passed your exam after two re-examinations;
- c) you lost your purse;
- d) you won the first prize;
- e) you quarrelled with your parents;
- f) you heard bad news.

10. Переведите следующие предложения на английский язык.

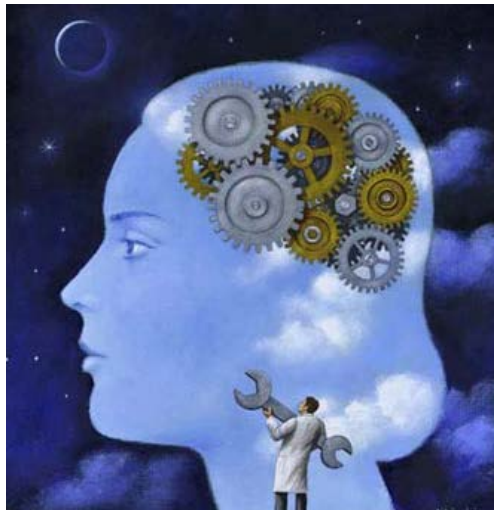
1. Он испытывал постоянный страх в присутствии этого человека.
2. Психолога интересует, какое влияние окружающая среда оказывает на внутренний мир человека, его мысли и чувства.
3. Настроение – длительное эмоциональное состояние, которое придает определенную эмоциональную окраску другим переживаниям, а также мыслям и действиям человека.

4. Безработица продуцирует психологический и эмоциональный стресс, состоящий из 4-х стадий: паники, вины (я ничего не стою), депрессии и злости на босса и весь мир.

5. Чтобы справиться со стрессом, следует осознать, что есть ситуации более уязвимые, чем безработица, такие, как развод и смерть.

11. Составьте свои собственные рекомендации, чтобы контролировать стресс.

ТЕМА 12 ПСИХОТЕРАПИЯ



1. Прочтите и переведите текст.

WHAT IS POSITIVE PSYCHOTHERAPY?

The situation of the ill – and not only of the mentally ill – is in many ways like that of a person who for a long time has been standing on only one leg. After some time the muscles become cramped and the burdened leg begins to hurt. He is hardly able to retain his balance. Not only the leg hurts: the whole musculature, unaccustomed to this posture, begins to cramp up. The pain becomes unbearable, and the person cries for help.

In this situation, various helpers approach him.

While he remains standing on the one leg, one helper begins to massage the burdened and cramped leg. Another takes hold of the neck and gives it a Swedish massage, following all the rules of that art. A third helper sees that the person seems about to lose his balance, and offers him his arm as a support. From among the onlookers comes the suggestion that the person should perhaps take hold of both hands, so that standing may no longer be so hard for him. A wise old man remarks that he should think about how well off he is, compared with people who have no legs at all. One swears to him that he should imagine himself to be a feather, and that the more intensely he concentrates on that, the more his pain will abate. An enlightened old man adds this well-meaning advice: “Time will tell”. Finally, an observer goes up to the sufferer and asks him, “Why are you standing on one leg? Straighten out the other one and stand on it. You do have a second leg, you know.”

2. Найдите в тексте английские эквиваленты для данных слов.

Психически больной; причинять боль; сохранять равновесие; невыносимая боль; больше не; по сравнению с; клясться; сосредоточиться.

3. Прочтите абзац и объясните цель позитивной психотерапии.

Precisely This is Positive Psychotherapy

The situation in psychotherapy today requires the development of methods which are both economical and effective. The point here is not just to add to the already vast multitude of theories, methods, concepts, and procedures; rather, it is a question of a fundamental broadening. While many of the existing psychotherapeutic procedures take as their starting point the disturbances and illnesses, prophylactic preventive medicine and psychotherapy require another approach, which

starts with a person's developmental possibilities and capacities instead of the disturbances. If these capacities are inhibited, neglected, or one-sidedly structured in their development, there arise, either hidden or openly, predispositions to conflict.

4. Переведите следующие слова.

To require; multitude; procedure; approach; capacity; disturbance; to inhibit; predisposition.

5. Ответьте на вопросы.

1. Why is psychotherapy so necessary today?
2. What methods does psychotherapy require?
3. What is a starting point of psychotherapeutic procedures?
4. What is another approach of certain necessity today?

6. Прочтите и переведите текст.

THE «NO DIAGNOSIS» PRINCIPLE

Traditional psychotherapy derives its view of man from psychopathology. Thus, the object of its investigation is illnesses. The goal of a treatment is to remove these illnesses, just as in surgery a sick organ is excised. To that extent, psychotherapy follows a venerable tradition. The psychotherapist is primarily occupied with depressions, attention-getting behavior, and psychosomatic diseases such as asthma, headaches, cardiac pain, stomach trouble, and abdominal pains.

At first, this is justified! Very rarely does a patient seek out a therapist just because he would like to have his good health confirmed; rather, he does so because functions and organs are disturbed and he would like to have these disturbances eliminated. From this practical starting point, medicine developed the no diagnosis principle, according to which everything which is not sick is healthy, and vice versa.

In following this principle, psychotherapy employs a cognitive model which was already present in Oriental and Greek philosophy. I am referring to the negative principle. It consists in defining a concept by saying what it is not; one describes negative attributes, denies their presence, and assumes the positive. This method of proceeding has a story behind it. It is said that Socrates asked a famous poet to speak about beauty. To the astonishment of his listeners, however, the poet spoke not about beauty but rather about its opposite, ugliness. When Socrates inquired why he praised beauty in that way, without speaking of it, the poet replied: "I have described what is ugly. That which is not ugly is beautiful."

In the Ten Commandments of the Old Testament this principle is also found: thou shalt not steal, thou shalt not cover thy neighbor's wife, thou shalt not kill, etc. Even everyday descriptions and demands hold to the negative procedure. It is seldom said what and how one should act. More frequently, one hears what one should not do.

The scientific method of psychoanalysis was initially based on the same principle. S. Freud formulated it in this way: "Only when one studies the pathological does one learn to understand the normal."

In saying this, Freud is part of a long tradition. For example, the philosopher Lichtenberg had stated: "One first acquires the feeling of health through sickness." Not until we have had contact with that which should not be or that which does not seem very desirable to us do we come to recognize the desired object and learn to treasure it. This attitude tacitly implies that one must first suffer injury before one becomes wise: suffer a heart attack before one takes care of one's health, go through a divorce before one clearly perceives the value of marriage, or suffer disturbances of experience and behavior before one pays attention to oneself and one's own wants and needs.

In this way, the human personality is grasped via the roundabout way of knowledge of disturbances. One seeks to define the conflict-free person through expressions such as relative

capacity for resistance to regression, relative freedom from repression, and reduced tendency to ambivalence. In consequence, not the patient but the illness is treated. The conception of illness covers the patient like a cloud; the therapist perceives only the illness. The patient himself soon learns: My only claim on the therapist is through my illness. As a result the disturbance stands out even more starkly before his eyes.

The pathological diagnosis arrived at is like blinders which are supposed to hinder the perception of anything more than the disturbed domain. In this way, the therapeutic possibilities are diminished.

7. Ответьте на вопросы к тексту.

1. What is the object of the investigation in psychotherapy?
2. What is the psychotherapist occupied with?
3. What does “the no diagnosis principle” mean?
4. What model does psychotherapy employ?
5. What is the scientific method of psychoanalysis based on?
6. How can one define the conflict-free person?

8. Объясните.

1. The role of the psychotherapist.
2. The meaning of “the no diagnosis principle”.
3. The notion of the conflict-free person.

9. Составьте следующие ситуации.

1. You lost your job. You experience depression and anxiety. At last you make up your mind to consult a psychotherapist. What's influenced your decision-making?
2. You have recently become divorced. You feel lonely and neglected. You take a decision to apply for a psychoanalyst. Why?
3. Your close friend suffers from mental disturbance. You recommend him to consult a psychotherapist. Try to persuade him to do it as fast as possible.
4. Psychotherapy has some historical grounds. What are they?

10. Прочтите текст и ответьте на вопросы.

1. What can you tell about a universal character of Positive Psychotherapy?
2. What are the two basic questions in Positive Psychotherapy?
3. Why is Positive Psychology more a practice than a theory?

AIMS OF POSITIVE PSYCHOTHERAPY

Positive Psychotherapy is a new form of psychotherapy which pursues several fundamental aims.

Positive Psychotherapy has a universal character. It doesn't just look into individual, accidental aspects of how conflicts arise, but rather seeks, as far as possible, to understand the patient in a comprehensive way. In so doing, the most important thing is to counteract theoretical prejudice through which the therapist merely reencounters in the patient that which he, through his theory, has invested in him. In pursuit of this aim Positive Psychotherapy employs a multitude of procedures, techniques, and methodological aids in accordance with the manifold forms of appearance of disturbance and the uniqueness of each patient. The concepts of Positive Psychotherapy especially the actual capacities as descriptive categories of human behavior and experience, are neither class nor culture specific. They present a basis for communication, with the help of which language barriers can be overcome. Positive Psychotherapy is therefore not just psychotherapy for the middle class; rather it is also appropriate to the problems and difficulties of patients from the lower class, who for the most part have long been excluded from psychotherapy. It provides the therapist with the possibility of making himself understood to the laborer, while the patient, for his part, can have

the feeling that the therapist understands his problems. Thus, Positive Psychotherapy has been able to make a contribution to the furthering of equality of opportunity, at least in psychotherapy.

In that Positive Psychotherapy deals with elementary human capacities, it is in a position to speak to people of all languages and social strata, and to cope effectively with transcultural problems. This approach presupposes an answer to the two basic questions:

How are people different?

What do all people have in common?

Therapeutically, Positive Psychotherapy offers an efficacious five-stage short therapy which stresses activation of *the patient's indwelling therapeutic capacities*. In other words, *the patient is not only the sufferer of his illness, but also is employed as a therapist himself*.

The concept of Positive Psychotherapy suggests that psychiatry and the care of mentally ill patients (which is very bad shape) should be restructured so that psychiatric hospitals, which in part function only as custodial institutions, would be transformed into counseling places, therapy centers, and day clinics, in which the patient's relatives would be prepared for their therapeutic functions and the patients themselves for cooperation with them.

Positive Psychotherapy, which rests upon differentiation analysis, does not seek to provide everything with a positive prognosis, but rather presupposes a differentiation of the critical behavior: it allows relatively conflict-free or positive behavioral components to be separated from the symptom itself, this providing the patient and his milieu with a basis for dealing better with his problems.

Positive Psychotherapy does not see itself as just one theory among many. The essential difficulty of many patients is less a question of inadequate motivation to seek out a psychotherapy than of uncertainty about which psychotherapist is competent to deal with which kind of disturbance. This question can only be answered on the basis of a more comprehensive system which can bring together the multitude of existing psychotherapeutic orientations and assign them weights in accordance with their strong points. We present such a system in Positive Psychotherapy, which is not only a psychotherapeutic method but also a metatheory.

In its origin and nature, Positive Psychotherapy is more practice than theory. I am mainly trying to understand the patient in his subjective and objective need, without losing sight of his uniqueness. Positive Psychotherapy meets this intention, in that it does not swear by one individual technique but rather calls upon a multitude of different psychotherapeutic techniques (e.g., individual treatment, group therapy, family therapy, relaxation methods, learning-theoretical approaches, psychoanalytical procedures). It is not the patient who must adapt to a methodology he happens to be presented with, but vice versa: the methodology is selected in accordance with the changing psychotherapeutic needs of the patient. This flexibility permits the handling of all psychological and, in a broader sense, psychosomatic illnesses and disturbances.

11. Просмотрите текст и найдите предложения с данными словосочетаниями.

To pursue an aim; to employ techniques; to overcome a barrier; to make a contribution to; to cope with problems; to rest upon analysis; to handle disturbances.

12. Составьте план к тексту «Aims of Positive Psychotherapy».

13. Дайте характеристику основным целям психотерапии.

14. Объясните значения данных словосочетаний.

1. Individual treatment.
2. Group therapy.
3. Family therapy.
4. Relaxation methods.
5. Psychoanalytical procedures.

15. Ролевая игра.

1. You are a family therapist. A young couple comes to you with their marital problems. Listen to them and give suitable advice to cope with the situation.

16. Прочтите и переведите текст.

ACTUAL CAPACITIES

Contents-wise, the psychologically real norms may be divided into two basic categories, which we call *secondary* and *primary capacities*.

The secondary capacities are an expression of the capacity to know, and rest upon the transmission of knowledge. In them mirrored the achievement norms of the individual's social group. They include *punctuality, cleanliness, orderliness, obedience, courtesy, honesty, faithfulness, justice, diligence/achievement, thrift, reliability, precision, and conscientiousness*.

In everyday descriptions and evaluations, and in partners' judgments of one another, the secondary capacities play a decisive role. He who finds another person to be nice and likeable bases his attitude on these capacities: "He is decent and orderly, one can rely upon him." Or, on the other hand, one makes a deprecating judgment: "I don't like him, because he's slovenly, unpunctual, unjust, discourteous, and miserly, and shows too little effort."

The pronounced affective response in cases of disturbance of the secondary capacities can only be understood in the light of emotional ties. These are expressed in the primary capacities.

The *primary capacities* concern the capacity to love. They have to do with the predominantly emotional domain, and develop, just as the secondary capacities, mainly in interpersonal relationships, in which the relation to reference persons, especially the mother and father, plays an important role. The primary capacities encompass categories like *love* (emotionality), *modeling, patience, time, contact, sexuality, trust, confidence, hope, faith, doubt, certitude, and unity*.

We call them primary capacities not because they are more important than the secondary ones. Rather, the expression "primary" is meant to remind us that these capacities concern the emotional domain, which is close to the self. They constitute the foundation upon which the secondary capacities rest:

Secondary Capacities
Primary Capacities

In terms of contents, the primary capacities are oriented toward experiences which one has had with regard to the secondary capacities.

The Inventory of Secondary and Primary Capacities (Actual Capacities)

Secondary Capacities

Punctuality
Cleanliness
Orderliness
Obedience
Courtesy
Honesty/candor
Faithfulness
Justice
Diligence/achievement
Thrift
Reliability

Primary Capacities

Love (emotionality)
Modeling
Patience
Time
Contact
Sexuality
Trust
Confidence
Hope
Faith/religion
Doubt

Precision
Conscientiousness

Certitude
Unity

Some of the expressions are, in conventional language rarely included among the “capacities” in the narrow sense: *modeling*, *doubt*, *certitude*, and *unity*. They are part psychological processes within which specific capacities are manifested, and they and they appear in part as results of these processes. As such typical manifestation they can be included in the group of capacities. These capacities are not “pure, isolated factors”; rather, they are inwardly closely interrelated.

The actual capacities are socialization norms which are developed and learned in the course of one's lifetime. In the process they acquire their individual significance, which, like a corona of meaning, surrounds the conventional understanding of the actual capacities. Although, for example, everybody knows what “orderliness” is, in the last analysis everyone's understanding of this expression differs in relation to varied nuances and in different situations: pedantic or romantic orderliness. On the other hand, structural commonalities are found again and again, especially with regard to the psychological significance. “Courtesy,” for example, can be understood as inhibition of aggression and suppression of one's own wishes to the benefit of the wishes of others. In this way it becomes the social instrument with which the affect and recognition of others are to be assured and “friendly looks” are to be gotten. “Honesty,” on the other hand, functions in this sense as accomplishment of one's own wishes, toward which one adopts an “honest” stance.

The psychological significance of the actual capacities is modified throughout a person's life history, each acquiring a specific meaning. While for one reference person diligence/achievement is especially significant, another holds orderliness, punctuality, courtesy, honesty, thrift, etc. to be especially important. The actual capacities are, however, not just psychological dimensions which are restricted to the individual. Rather, they affect both the psychosomatic and the social domains. From a social-psychological point of view, they are the rules of the game of a society, as well as the rules of the game of interpersonal relations.

The approach presented led to the idea of questioning patients concerning their disposition to conflict with regard to the actual capacities. For example, in cases of depression we ask not only about the depressive symptomatology or about key conflicts defined as such priori, but rather about the corresponding conflict – laden behavioral domains. For example, we focus first not on the anxiety, but rather on a series of conditions which have the effect of releasing anxiety. Let us assume that a patient always develops anxieties when she has to wait for her husband in the evening. In such a case, the anxiety is centered in the psychosocial norm “punctuality”. Is not then clear that precisely this domain should be dealt with?

Conclusion: The actual capacities represent the content relations of psychodynamic reactions and of psychotherapeutic modeling. In this sense, differentiation analysis is not restricted to general findings, such as an authoritarian parental home, strong parental ties, tyranny, deification, and a tough, tender, or double-bind type of rearing. It speaks not only of self-worth conflicts feelings of inferiority, phobias, depressions, or a largely undefined superego. Rather, it analyses the concrete contents (actual capacities) of inner psychological and interpersonal processes.

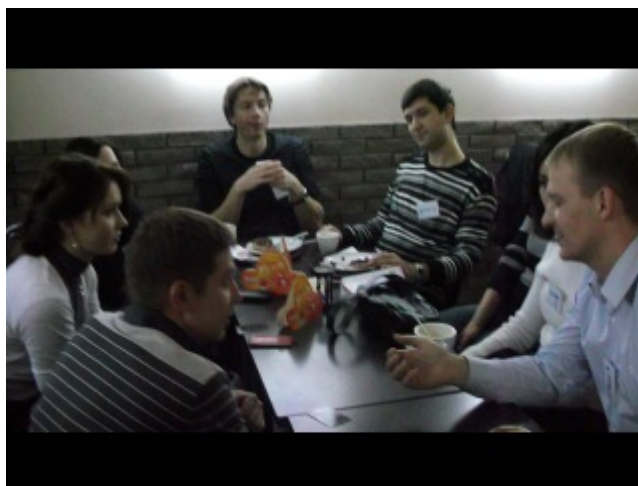
17. Ответьте на следующие вопросы.

1. What basic categories may the psychologically real norms be divided into?
2. What capacities play a decisive role, primary or secondary?
3. What are the basic differences between the primary and secondary capacities?
4. How is the psychological significance of the actual capacities modified?

18. Дополните предложения по смыслу.

1. By the secondary capacities we understand ...
2. The primary capacities have to do with ...

ТЕМЫ ДЛЯ РАЗГОВОРНОЙ ПРАКТИКИ



ТЕМА 13 НАШ УНИВЕРСИТЕТ

1. Ознакомьтесь с речевыми сегментами, необходимыми для беседы по теме. Обратите внимание на произношение; определите время сказуемого в каждом предложении

To have the opportunity to do smth- иметь возможность что-то делать.

- Do you have the opportunity to become a good doctor?

- Yes, I do (No, I don't).

- He has the opportunity to get a higher education.

- We had the opportunity to take books, text-books and literature on special subjects at the library.

To enter smth., entrance – поступить, вступительный

- What university did you enter?

- I entered the Medical University.

- I will enter the Medical University next year.

- My brother had to take entrance examinations to enter the University.

Pediatric (pharmaceutical, treating, medico-biological...) faculty

- What faculties does the Medical University have?

- There are 5 faculties in our University.

To work for exams (credit-tests, the coming session) – готовиться к экзаменам (*зачетам, предстоящей сессии*).

To work at (on) a text-book – работать над учебником.

- He worked hard on English in order to pass the exam successfully.

- I read many special books in Anatomy to work for the exam.

To graduate from smth., graduation from smth.–оканчивать что-либо, окончание чего-либо.

- Many students graduate from the Medical University and become doctors of different specialities.

- After graduation from the pediatric faculty the students will treat children.

2. Ознакомьтесь со словами и выражениями к тексту:

specialist – специалист

to cure – лечить

science – наука

research – исследование

professor – профессор

surgeon – хирург
therapist – терапевт
to pay attention to smth. – уделять внимание чему-либо
ear-throat and nose diseases – лор-заболевания
to train – обучать, готовить
head nurse – старшая медицинская сестра
doctors' advanced courses – курсы усовершенствования врачей
clinic of eye diseases – клиника глазных заболеваний
surgery – хирургия
cardiology – кардиология
psychiatry – психиатрия
genetics – генетика
pharmacology – фармакология
maternity and child protection – охрана здоровья матери и ребенка
cardiovascular system – сердечно-сосудистая система

3. Подберите однокоренные слова.

Модель: *biology – biological-biologist*

Therapy, surgery, pharmacy, science, to educate, to graduate, medicine, to enter, to train, to protect.

4. Найдите в цепи данных слов пары, имеющие сходное значение.

To educate, well-known, for example, to discover, doctor, to have the opportunity, to train, to cure, faculty, to investigate, department, to treat, for instance, famous, to have the possibility, physician.

5. Прочтите текст и переведите.

OUR UNIVERSITY

The Siberian State Medical University was founded in 1888 as the medical faculty of the Tomsk Imperial University and at present it is the leading medical educational establishment in Siberia and the Far East.

The university has 5 faculties – treating, pediatric, pharmaceutical, medico-biological, the faculty of behavior medicine and management.

The students who graduate from the treating faculty will cure different diseases of adults. Some of them will become surgeons, the others – therapists and so on.

The students of the pediatric faculty study children diseases: they will treat children.

The pharmaceutical faculty prepares specialists of pharmacy. They will work at analytical laboratories, pharmaceutical plants and at chemist's shops.

The medico-biological faculty prepares specialists who will investigate inner physical and chemical processes in a human being; they will study reasons of diseases and help physicians to do away with them.

The graduates of the faculty of behavior medicine and management will help people to cope with their mental disorders and social disadaptation and work in the field of Health service management.

There are clinics for 1055 beds such as clinic of eye diseases, ear, nose and throat diseases, of surgery, therapy and so on.



In 1980-s large research institutes of oncology, cardiology, psychiatry, medical genetics, pharmacology were separated from the Tomsk Medical Institute. At present these research institutes represent the Tomsk Scientific Center of the Siberian department of the Russian Academy of Medical Science and cooperate with the University as the united educational scientific practical complex “Medicine”.

The University deals with many important problems. For example, the scientists of the pharmaceutical faculty discover and study new pharmacological preparations, the professors of the treating faculty discover new methods of treatment. Much attention is paid to maternity and child protection, physiology and pathology of cardiovascular system and others.

The Tomsk Medical University has trained over 60000 doctors and pharmacists. Many famous Russian scientists who graduated from the University have created famous scientific schools well known not only in Russia.

6. Используйте слова и выражения, данные в пунктах 1 и 2.

1. Every person... to study at the Medical University and become a doctor.
2. Young people have to pass exams... the University.
3. There are several clinics such as...
4. The students who... the pediatric faculty will cure children diseases.
5. Much attention is paid to... and pathology of... and others.
6. The University has 5 faculties. They are... .

7. Выразите Ваше мнение о возможностях, предоставленных Вашим университетом.

1. I have never had the opportunity... .
2. People today have much more opportunity... .
3. But there is no much opportunity... .
4. I'd like to have the opportunity... .
5. Where I live there is a plenty of opportunity... .

8. Ответьте на вопросы Вашего одноклассника, используя “to have (much) opportunity to do smth.”.

Модель: - Do you speak English often?

- No, I don't have much opportunity to speak English.

1. Do you go to the library often?
2. Do you see many foreign films?
3. Do you pass the exams ahead of the time?
4. Do you use your English much?
5. Do you live in the hostel?

9. Определите в каждом ряду слов то слово, которое не сочетается с другими словами ряда.

- 1) treating, pharmaceutical, pediatric, medico-biological, therapist;
- 2) oncology, preparation, surgery, psychiatry, pharmacology, medical genetics;
- 3) therapist, cardiologist, science, pharmacist, surgeon;
- 4) ear-throat and nose diseases, pharmacy, children diseases, cardiovascular diseases;
- 5) to protect, to discover, to research, to investigate.

10. Задайте вопросы так, чтобы предложения, данные ниже, служили ответами.

- 1) When...?
- In 1888 it was the medical faculty of the Tomsk Imperial University.
- 2) What...?
- There are clinics of eye diseases, ear-throat and nose diseases, of surgery, therapy and so on.
- 3) ...?
- Yes, they were. In 1980-s large research Institutes were separated from the Tomsk Medical University.
- 4) ...?
- Yes, it does. It cooperates with large research Institutes.
- 5) How many...?
- The Tomsk Medical University has trained over 60.000 doctors and pharmacists.

11. Прочтите и переведите диалог с помощью данных выражений:

to be interested in – интересоваться
to work hard – усердно работать
to pass an exam – сдать экзамен
in the first year – на первом курсе
general subjects – общеобразовательные предметы
to come easy – даваться легко
weak point – слабое место
to work on – работать над чем-то
to gain deep knowledge – накапливать глубокие знания
to fail at – провалиться на (экзамене)
to work by fits and starts – работать спустя рукава
vocation – призвание

- Ann: Hello, Peter. Haven't seen you for ages. What are you doing now?
Peter: I'm studying at the medico-prophylactic faculty of the Siberian State Medical University.
Ann: Oh, how very interesting! You know, my sister is leaving school this year and her dream is to enter this University. Will you tell me something about your studies?
Peter: With pleasure. What are you interested in?
Ann: First of all I'd like to know what entrance exams did you have to take to enter the University?
Peter: They were biology, chemistry and literature. To tell the truth, the entrance exams were rather difficult, but I worked hard and passed them successfully.
Ann: What subjects are you studying in the first year?
Peter: We study general subjects: anatomy, biology histology, Latin and many others.
Ann: Which of them do you find more difficult?
Peter: Anatomy comes easy to me and chemistry is my weak point. I have to work on the Atlas of Human anatomy in the dissecting room.
Ann: What other faculties are there at the Medical University, besides the treating one?

- Peter: There are 5 faculties: pediatric, pharmaceutical, medico-biological, the department of human behavior and management , the doctors' advanced courses.
- Ann: Tell me, please, about the pharmaceutical faculty. What will the students of this faculty do after graduation?
- Peter: The pharmaceutical faculty prepares specialists of pharmacy. They will work at analytical laboratories, pharmaceutical plants and at chemist's shops.
- Ann: How long will your course run?
- Peter: Six years. Already in the third year we will undergo our medical practice in the clinics of the University.
- Ann: How many classes do you have daily? As far as I know, the students of the Medical University should study twenty-four-hours.
- Peter: As a rule we have one or two lectures, then a seminar or a practical class. After classes we usually go to the Library to take the necessary books and journals in order to prepare home-work.
- Ann: Is it hard to study at your faculty?
- Peter: If you attend all classes and work regularly you are sure to gain deep knowledge and get good marks. On the whole to study at the University is difficult but interesting.
- Ann: Do students sometimes fail at the exams?
- Peter: They do, if they work by fits and starts.
- Ann: Thanks for your useful information. I think my sister can enter and study at the Medical University, she is a real hard worker. She says, medicine is her vocation.

12. Побеседуйте с Вашим другом об университете, в котором Вы учитесь.

- 1) – Where do you study?
 -
 - Whom will you become after graduation from the University?
 - ... and I will have the possibility to work at
- 2) – How many faculties are there at the Medical University? And what are they?
 -
 - How long does the course of study at the treating faculty take?
 - ... and already in the third year the students undergo
 - What clinics are there at the University?
 - There are
- 3) – Tomsk is a scientific and educational center, isn't it?
 - ... It is one of
 - As I know, it provides ... and trains specialists for our medical science and practical doctors.
- 4) – Where do the students prepare their home-work?
 - ... and also there are many students in the dissecting room.
 - What do they do there?
 - Only hard work in ... will give them ... to gain

13. Ваш друг собирается поступить в медицинский университет, ответьте на его вопросы.

1. What higher educational establishment do you study at?
2. When was the Siberian State Medical University founded?
3. How many departments does the University have?
4. What clinics are there?
5. What research institutes cooperate with the University nowadays?
6. What problems does the University deal with?
7. What specialists does the medical faculty prepare?

8. What diseases do the students of the pediatric faculty study?
9. Where will the students of the pharmaceutical faculty work after graduation?
10. What do the graduates of the medico-biological faculty deal with?

14. Прочтите и запомните значения следующих слов и словосочетаний.

currently – в настоящее время

famous sights – знаменитые достопримечательности

entertainment – развлечение

wealth – богатство

local British Council office – местное представительство Британского Совета

to advise – советовать

to fit into – соответствовать

overseas students – зарубежные студенты

accommodation – проживание

Student's Union – студенческий союз

Environmental Sciences – науки, относящиеся к сфере «окружающая среда»

to involve – вовлекать, включать в себя

15. Произнесите правильно следующие слова.

Currently, famous, sights, entertainment, wealth, local, Council, accommodation.

16. Что Вы знаете об образовании за рубежом?

1. Have you ever dreamed of studying abroad?
2. Where do you want to study abroad?
3. What information have you got about British or American Universities?

17. Прочтите и переведите текст.

STUDY SCIENCE AND HEALTH IN LONDON

Students from over 90 countries are currently studying at the University of East London. More than quarter of a million students choose to study in London. Famous sights, entertainment, a wealth of museums, galleries and libraries – all of it can be enjoyed and explored in London. What qualifications do you need? Your local British Council office will advise you on how your own qualifications fit into the British system.

Overseas students are guaranteed University or private accommodation if you apply early enough. All students belong to the Student's Union, which has many societies, including several of interest to international students, for example, Chinese and African. You can study Biochemistry and Biotechnology in London. You can study Environmental Sciences, Health, Microbiology, Parasitology, Pharmacology, Physiotherapy, and Nursing.

The study of the environment involves a wide variety of scientific disciplines as well as areas such as politics, economics, sociology and law.

In particular Environmental studies examine the relationship between humanity and the environment. As for Health Studies, the degrees in this subject area are designed for those who have an interest in health topics.

Microbiology is one of the three subject areas within the Department of Life Sciences and provides a home base for students specializing in microbiological subjects.

Many international students study Physiology and Pharmacology, because Physiology is the study of the biological functions of the human body and Pharmacology is the study of drugs, their biological effects on physiological systems.

These sciences are very important for doctors. Future doctors can also study Physiotherapy. It is a health care profession which adopts physical means and practical approaches in the prevention and treatment of disease and disability.

For those who are going to be qualified nurses, there are many degrees in professional studies in nursing, they are specifically designed for qualified nurses to give them the academic development to widen their career opportunities.

18. Ответьте на вопросы.

1. How many students study in London?
2. What can be enjoyed in London?
3. Where can you get the information about studying in London?
4. What subjects can you study?
5. Are there any possibilities to be qualified nurses?

19. Найдите английские эквиваленты соответствующим словам и выражениям.

Знаменитые достопримечательности, богатство музеев, квалификация, соответствовать Британской системе, гарантировать, принадлежать, включающий, научные дисциплины, политика, обеспечивать, специализирующийся, квалифицированные медсестры.

20. Обсудите следующие вопросы в диалогах.

1. What science is the most interesting for you and why?
2. What Universities are famous in your country?
3. Where can you get the information about studying at the University?

ТЕМА 14

РАБОЧИЙ ДЕНЬ СТУДЕНТА-МЕДИКА

1. Обратите внимание на произношение следующих слов:

[i:] – people, dream, leave, meet, easy, between, evening, read, three.

[a:] – far, class, after, half, article.

[o:] – always, morning, long, all, important, ordinary, taught, already, abroad, report, short, quarter, qualified.

[ai] – life, time, wise, rise, exercise, science, scientific, society, library, either, try, light.

[^] – some, come, become, up, bus, subject, much, culture, other, study, Russian.

1. Ознакомьтесь со словами и словосочетаниями к тексту. Запомните их значения:

to come true – сбываться

the lost time – потерянное время

to waste time – терять время

on week-days – в будние дни

an early riser – “ранняя пташка”

in time – вовремя

to do one’s morning exercises – делать утреннюю зарядку

to make one’s bed – заправлять кровать

it takes me (him, her, etc.) much \ little time – мне требуется много\мало времени

to leave smth. for smth. – уходить откуда-то куда-либо

to go on foot – ходить пешком

to go by bus \ trolley-bus – ездить на автобусе \ троллейбусе

to be late – опаздывать

a break (short, long) – перерыв (короткий, большой)

as a rule – как правило

to attend lectures – посещать лекции

to deliver lectures – читать лекции

ordinary – обычный, ординарный

a foreign language – иностранный язык

to teach (taught) – обучать, преподавать

to be over – оканчиваться

either ... or ... - или ... или..., либо... либо...

right after classes – сразу после занятий

to join a Students’ Scientific Society – вступить в СНО

to care for – интересоваться чем-либо

to make reports – делать доклады

to carry out research work – выполнять исследовательскую работу

to go to bed – ложиться спать

2. Подберите пары слов, имеющие сходное значение.

Much, get up, studies, care for, classes, think, make one’s bed, clever, rise, must, men, many, be interested in, wise, guess, have to, do one’s bed, people.

Подберите пары слов, имеющие противоположное значение.

Be over, like, late, day off, heavy breakfast, undress, necessary, attend classes, early riser, much, leave home, short, near, difficult, bad, begin, light breakfast, far, easy, little, week-day, good, dress, unlike, heavy sleeper, miss classes, early, unnecessary, come home, long.

3. Посмотрите на «часы» и скажите.

а) Какое время они показывают?

7 : 00 a.m

7 : 30 a.m.

8 : 15 a.m.

12 : 50 p.m.

3 : 25 p.m.

б) Что вы обычно делаете в это время?

в) В какое время вы:

- просыпаетесь (wake up)
- завтракаете (have your breakfast)
- приходите домой из университета (come home)
- делаете домашнюю работу (do your homework)
- ложитесь спать (go to bed)

4. Поинтересуйтесь у своего друга, сколько обычно требуется времени, чтобы выполнить указанные ниже действия.

МОДЕЛЬ:

A: How long does it take you (him, her, them) to get dressed?

B: Generally it takes me (him, her, them) not more than 10 minutes to get dressed.

You – to make your bed (не более 5 минут)

They – to do their morning exercises (не менее 20 минут)

They – to have their breakfast (около 15 минут)

She – to get ready for her breakfast (не менее 1 часа)

He – to get to the university (полчаса)

He – to do his homework (не менее 2 часов).

5. Вспомните и

а) назовите 3 основные формы следующих неправильных глаголов

to be, to come, to begin, to have, to do, to get, to make, to leave, to know, to take, to teach, to read, to go, to become.

б) определите форму глагола (время и залог)

is doing, had read, left, have to get up, were going, met, has taken, went, are taught, will have been made, have had, were, began, will be making, is known, became.

6. Найдите соответствующий русский эквивалент следующих пословиц и поговорок.

- | | |
|--------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1. The lost time is never gained. | a) Утро вечера мудренее. |
| | b) Здоровье дороже богатства. |
| 2. Early to bed and early to rise makes a man healthy, wealthy and wise. | c) Всему свое время. |
| | d) Кто рано ложится и рано встает здоровье, богатство и ум наживет. |
| 3. Good health is better than wealth. | e) Потерянное время не вернешь. |
| | f) Никогда не откладывай на завтра то, что можно сделать сегодня. |

7. Прочитайте и переведите текст А.

MEDICAL STUDENT'S WORKING DAY

I am a student. My dream has come true. A new life begins. I guess it is not easy to study at the Medical University. Every day I have much work to do. I remember that the lost time is never gained so I don't waste time.

My week-days don't differ much one from another. My working day begins early. English people say: «Early to bed and early to rise makes a man healthy, wealthy and wise». I am not an early riser, but I have to get up at 7 a.m. It is well known that good health is better than wealth so I try to do my morning exercises. It doesn't take me much time. Then I wash, make my bed and have a light breakfast.

At a quarter past 8 a.m. I leave the hostel for the University. I go to the University on foot as it is not far from the hostel where I live. It takes me little time to get there. Many of our students live at home. They go to the University by bus or trolley bus. I always come to the University in time. I am never late.

Our classes usually begin at 8.45 a.m. Between classes we have short breaks and one long break for dinner.

As a rule we have practical classes, lectures and seminars in numerous theoretical and special subjects. Like most of our students I attend all the lectures as they are delivered by qualified professors and teachers, and are very interesting and important. We work much in class, at our laboratories and library to get deep knowledge.



As the students want to become not ordinary but good specialists they must study not only their text-books but read special medical literature in Russian and foreign languages. So English, German and French are taught at the University. To know some foreign language is necessary for every person because its knowledge also helps to learn more about culture, science, life and other events abroad.

There is a Students' Scientific Society at our University. The students may join it and work on the subjects they care for. They carry out research work and then make reports at the conferences.

My classes are over either at 3.10 or 5.20 p.m. Right after classes I go straight to the hostel. Sometimes I go to the library to take some books or articles necessary for my studies.

When I come home I have a short rest, then I do my homework. It takes me not less than 3 hours. In the evening I have supper, read books, listen to music or watch TV. If I have time I go to the cinema or theatre. On my week-days I usually go to bed at about 12 o'clock.

8. Назовите.

а) глаголы, с которыми в тексте сочетаются следующие существительные:

dream, time, bed, breakfast, hostel, lectures, specialists, knowledge, classes, books, home, homework, supper, music, TV, theatre, society, reports.

б) существительные, с которыми в тексте сочетаются данные прилагательные:

working, foreign, ordinary, numerous, scientific, lost, short, healthy, wealthy and wise, practical, light, interesting and important, special medical, qualified, long, research.

9. Помогите восстановить недостающую информацию.

1. Like most of our students ...
2. I guess it is not ...
3. At a quarter past 8 a.m. ...
4. They carry out research work ...
5. I remember that ...
6. Right after classes ...
7. As the students want ...
8. English people say ...
9. As a rule we ...
10. To know some foreign language ...
11. My week-days don't ...
12. I am not an early riser but ...
13. We work much in ...
14. It is well known that good ...
15. In the evening I ...

10. Прочитайте данные утверждения и выразите свое согласие или несогласие.

Начните свой обоснованный ответ со следующих фраз.

You are right.

Sorry, you are wrong.

I quite agree with you.

I don't agree with you.

I think so.

I don't think so.

You are mistaken.

МОДЕЛЬ: A: *You always waste your time.*

B: *Sorry, you are wrong. I remember that the lost time is never gained so I don't waste time.*

Every day you have much work to do.

Usually you get up at 9 a.m.

You always go to the University by tram.

It is necessary to know some foreign language.

It takes you not more than 10 minutes to do your homework.

Your dream has come true.

You are never late.

Right after classes you always go to the library.

You attend all lectures and practical classes.

You have no breaks between classes.

You try to do your morning exercises.

11. Скажите, что Вы и Ваш друг делаете то же самое, что и я.

МОДЕЛЬ: A: *I go to the University by bus.*

B: *So do I. I also go to the University by bus.*

So does my friend. He also goes to the University by bus.

To get up at 7 a.m.; to do morning exercises; to come to the University in time; to attend all classes; to study English at the University; to read special medical literature; to go to the library to take books; to watch TV sometimes; to go to the cinema on Sundays; to go to bed at 12 o'clock..

12. Скажите, что ни Вы, ни Ваш друг не делаете того, что делаю я.

МОДЕЛЬ: A: *On Sunday I don't get up at 7 a.m., I get up at 10 a.m.*

Neither does my friend. He doesn't get up at 7 a.m. either.

To go to the University on foot; to want to become an ordinary specialist; to read only textbooks; to study French; to go to the library every day; to waste time; to go to bed at 9 o'clock.

13. Узнайте, делает ли Ваш друг \одногруппник \сестра и т.д. то же самое, что и Вы.

МОДЕЛЬ: A: *I do my morning exercises every day. And what about you?*

Do you also do your morning exercises every day?

B: *Yes? I do. \ No, I don't \.*

A: *And your sister? Does she also do her morning exercises every day?*

B: *No, she doesn't. \ Yes, she does \.*

To make one's bed; to have breakfast; to go by bus; to read special medical literature; to have a long rest after classes; to make reports at the conferences; to come in time; to watch TV; to attend classes.

14. Расспросите своего друга.

МОДЕЛЬ: A: *I have my breakfast at our canteen. And what about you?*

Where do you have your breakfast?

B: *I have my breakfast at home by the way.*

A: *And what about your friend? Where does he have his breakfast?*

B: *As far as I know he has his breakfast at the hostel.*

Where – to live; to go right after classes; to do homework; to make reports.

When – to get up; to leave the hostel \ home for the University; to come home; to have dinner.

What – to attend; to read; to do after classes.

15. Попытайтесь узнать подробности о рабочем дне Вашего знакомого, который учится в другом вузе.

- | | |
|--------------------------------------------------------|--------------------------------------------------|
| - Когда ты обычно встаешь? | - Generally at 7 o'clock in the morning. |
| - Ты делаешь зарядку? | - Of course, I do. That is what I begin with. |
| | - I wash, make my bed and dress. |
| - Что ты делаешь после зарядки? | - Usually at about 8. |
| - В какое время ты завтракаешь? | - As a rule, I have my breakfast at our canteen. |
| - А где ты завтракаешь? | - Right after breakfast, at 8.15 a.m. |
| | - I usually take a trolley-bus. |
| - Когда ты уходишь на занятия? | - About half an hour. |
| - Как ты добираться до университета? | |
| - Сколько времени у тебя уходит, чтобы добраться туда? | - At 9 o'clock. |
| - Когда начинаются твои занятия? | |

16. Расскажите группе о своем рабочем дне, опираясь на следующие вопросы.

1. What are you?
2. When does your working day begin?
3. Are you an early riser or a heavy sleeper?
4. Do you do your morning exercises?
5. What do you usually do in the morning?
6. Are you always in a hurry in the morning?
7. When do you leave home for the University?
8. How do you get to the University?
9. How long does it take you to get there?
10. Are you late for classes?
11. When do your classes usually begin?
12. Do you miss lectures?
13. What subjects are you studying in the 1st year?
14. What foreign languages are you taught at the University?
15. Why is it necessary to know some foreign language?
16. When are your classes over?
17. Where do you go right after classes?
18. Why do medical students join Scientific Societies? What do they do there?
19. What do you do in the evening?
20. What time do you go to bed on week-days?

17. Опишите, как Ваш друг начинает день, используя следующие словосочетания.

To be an early riser; to get up early \ late; to wake up at ...; to take a shower; to dress; to make one's bed; to have breakfast; to be in a hurry; to have no free time; to waste time; to do morning exercises; a heavy sleeper.

18. Ваш друг хочет, чтобы Вы пришли к нему, но Вы очень заняты. Посмотрите свой ежедневник и объясните, почему Вы не сможете сделать этого.

Используйте: « to be going to do something».

- Your friend: Can you come on Monday evening?
You: Sorry, **I'd love to**, but I ...
Your friend: What about Tuesday evening then?
You: **I can't I'm afraid**. I ...
Your friend: What are you doing on Wednesday evening?
You: ...
Your friend: I see. Well, are you free on Thursday evening?
You: **I'm afraid not**. ...
Your friend: Well, have you got anything special to do on Friday evening?
You: Yes, I have, I ...
Your friend: Then, let's meet on Saturday. Agreed?
You: **I wish I could** but ...
Your friend: Oh! Then could you manage Sunday at 11 o'clock?
You: **That would be quite all right**.
Your friend: **That's settled**.
You: ...

21. Убедите Вашего друга последовать Вашему совету. Используйте «Should + Infinitive».

- to learn English hard
- to join some scientific society
- to attend all lectures and practical classes
- to get up early
- to do morning exercises
- to go on foot more often

22. Подберите соответствующие окончания поговорок и пословиц. Дайте их русское значение.

А	В
1. Early to bed and early to rise ...	is better than wealth.
2. As busy ...	is worth two in the evening.
3. Lost time ...	makes a man healthy, wealthy and wise.
4. An hour in the morning...	is never found again.
5. Good health ...	what you can do today.
6. Never put off till tomorrow ...	as a bee.

23. Прочтите диалоги и проинсценируйте их.

Диалог 1.

- Oleg: What time do you get up on week-days?
Dima: I generally get up at seven o'clock.
Oleg: Why so early?
Dima: Because I have a lot of things to do before I leave for the University.
Oleg: Do you do your morning exercises regularly?
Dima: Yes, that's what I begin with as a rule. Then comes the usual procedure of making my bed,
Oleg: washing and so on.
Dima: Do you take a bath every morning?
Oleg: No, I don't. As a matter of fact I hardly ever take a bath in the morning. I prefer taking a
Dima: shower. Then I clean my teeth, comb my hair and get dressed.
Oleg: Who makes your breakfast for you?
Dima: If my mother is not up yet, I make my breakfast myself. If my mother is up, she does. After
Dima: breakfast I usually help mother to clean up.
Oleg: Good for you. And when do you leave home?
Dima: Usually at half past eight, as it takes me about twenty minutes to get to the University.
Dima: Do you walk to the University or do you take a trolley-bus?
Oleg: I always take a trolley-bus in the morning. But after classes I sometimes go on foot.
Dima: You go home right after classes, don't you?
Oleg: Sometimes I do, and sometimes I don't. If I can prepare for the next day's classes at home,
Dima: I go straight home. If I haven't got necessary books and journals at home, I go to the library.

Диалог 2.

- Student: Professor, I can't go to class today.
Professor: Why can't you go?
Student: I don't feel well.
Professor: Where don't you feel well?
Student: In class.

Диалог 3.

“What’s for supper?”

Mother: It’s nine o’clock and you are not in bed yet. What will father say when he comes home?

Henry: He’ll say: “Supper! Supper! What’s for supper?”

24. Найдите 18 глаголов, связанных с темой. Они расположены в двух направлениях.

W	A	S	T	E	L	I	S	T	E	N
B	T	W	G	M	M	D	S	H	K	C
E	A	O	A	A	E	R	T	E	N	O
G	K	R	I	K	E	E	U	L	O	M
I	E	K	N	E	T	A	D	P	W	E
N	G	O	G	E	T	M	Y	S	A	Y
D	E	L	I	V	E	R	R	E	A	D

25. Прочтите и переведите текст.

A COUCH POTATO

Forty-three-year-old Brian Blakey from Birmingham is sitting on his sofa and telling me about his perfect day.

When I wake up I don’t get up immediately. I turn on the television and watch the children’s programs and old movies until about half-past ten. Then I get up, go downstairs and switch on the telly. For lunch, I have biscuits and a glass of milk, and I watch the news. In the afternoon, I often watch another old film – they’re showing some good ones at the moment. In the evenings, I often watch soap operas or sport and the news again.

I like the main news at six o’clock. At nine thirty, if there is a good play on BBC2, I switch over and watch it. Then at night I watch more films and I usually switch off the telly at about two o’clock. I never watch the TV all night.

I watch TV for sixteen or seventeen hours a day. I also do some exercise every day. I take Tina, the dog, for a walk every afternoon. I don’t go far, of course. I walk to the wall outside my house. I always take my portable telly and I sit on the wall while the dog walks round in a circle.

Of course, I couldn’t live this lifestyle without a good wife. She’s not here now because she’s working, but she always makes my meals. We haven’t got much money, you know, but we’re happy. Sit down, watch the telly – you’ve got the world at your feet. And in your hand. Great!

ТЕМА 15

ПОЛИКЛИНИКА

1. Ознакомьтесь со следующими словами к тексту.

unit – структура, единица, подразделение
out-patient – амбулаторный больной
condition – состояние
physician – врач
complaint – жалоба
sputum – мокрота
edema – отечность
vomiting – рвота
dizziness – головокружение
to apply – применять; обращаться к кому-либо (to)
to include – включать
to measure – измерять
to carry on – проводить
to determine – определять
to establish – устанавливать
to relieve – облегчать
since – с тех пор, как
adult – взрослый
strict – строгий
thorough – тщательный
visual – визуальный
evident – очевидный
powerful – мощный
according to – в соответствии с
by means of – посредством чего-либо
for instance – например
a district doctor – участковый врач
bed regime – постельный режим
consulting room – приемный кабинет
visual examination – визуальный осмотр
instrumental study – инструментальное обследование
to establish a diagnosis – поставить диагноз
round of visits – обход больных на дому

2. Найдите в цепи данных слов пары, имеющие сходное значение:

a consulting room, for example, to carry on, to use, to measure, a doctor, to determine, for instance, to apply, to take, a reception room, to perform, to establish, a physician.

3. Определите в каждом ряду слов то слово, которое не связано по смыслу с другими словами ряда.

- 1) palpation, percussion, auscultation, administration, visual examination;
- 2) edema, fever, headache, cough, hemorrhage, procedure;
- 2) fluorography, vomiting, cystoscopy, electrocardiogram, X-ray examination;
- 3) consulting room, operating room, equipment, X-ray room, physiotherapy room;
- 4) registering clerk, cardiologist, neurologist, surgeon, therapist.

4. Прочтите и переведите текст.

AT THE POLYCLINIC

In Russia the basic medical unit is the polyclinic. There are polyclinics for adult population and for children. About 3 thousand patients are admitted daily.

Doctors of different specialities work at the polyclinic, for instance, surgeons, therapists, neurologists, cardiologists, doctors of eye diseases, ear, throat and nose diseases and so on.

There are different consulting rooms, which have the best and modern equipment. In the X-ray room there is a powerful apparatus by means of which one can see pathological changes of inner organs. With the help of fluorography it is possible to provide a mass prophylactic examination of the population. In the room of physiotherapy the patients get treatment prescribed by the doctor.

Out-patients are seen at the polyclinic by district doctors. The working day of a district doctor begins at 9 a.m. It includes consultation at the polyclinic and a round of visits to the district. The district doctor visits those patients who are seriously ill and have to follow a strict bed regime.



When patients come to the polyclinic they have to apply to the registry first. The registering clerk asks your name, address, age and occupation and finds your patient's card. The results of the examination, the diagnosis of the disease, the administration of the doctor, the course of the disease and the patient's condition after the treatment are written down in the card.

Sometimes a patient has to wait for the turn to enter the doctor's consulting room.

The district doctor must examine any patient thoroughly. A number of different procedures are used to establish a diagnosis: history-taking, physical examination, laboratory studies, instrumental studies and others. Physical examination includes visual examination, palpation, percussion, and auscultation. During the medical examination a physician usually asks his patient what he complains of and according to the complaints carries on the examination. A physician listens to the patient's heart and lungs and measures his blood pressure, and if necessary asks the patient to take his temperature. Laboratory studies consist of urinalysis, blood, sputum and other analyses. There is a great number of instrumental studies, for example, taking electrocardiogram or cystoscopy. All these tests help a physician to make a correct diagnosis and administer a proper treatment.

The symptoms are very important for determining a disease, e.g., breathlessness, edema, cough, vomiting, fever, hemorrhage, headache and others. The symptoms which are determined by study are called objective ones. Such symptoms as headache or dizziness are subjective, since they are evident only to the patient.

In our country any physician does all necessary in order to cure a patient or, at least, to relieve his condition.

5. В компьютере произошел сбой, и он выдал отдельные слова вместо предложений.

Помогите их восстановить.

1. The, polyclinic, in, basic, Russia, medical, the, unit, is.
2. Day, doctor, at, working, district, the, 9 a.m., begins, of.
3. Visits, the, patients, are, district, ill, those, doctor, who, seriously.
4. Any, district, must, patient, doctor, examine, the, thoroughly.
5. A, number, is, great, studies, there, of, instrumental.
6. To, complaints, the, physician, on, the, carries, according, a, examination.
7. Evident, the, are, subjective, only, symptoms, patient, to.
8. By, treatment, patients, room, of, the, physiotherapy, the, get, doctor, the, prescribed, in.

6. Какие слова могут по смыслу быть употреблены в следующих предложениях.

1. There are polyclinics for ... and for children.
2. It includes consultation at the polyclinic and ... to the district.
3. The registering clerk asks ... and finds your patient's card.
4. Sometimes a patient has to wait ... to enter the doctor's consulting room.
5. There is a great number of instrumental studies, for example,
6. The symptoms which are determined by study are called
7. With the help of fluorography it is possible to provide a
8. In our country any physician does all necessary in order

7. Определите (на основании данного текста) верна ли следующая информация, если информация неверна, дайте правильные ответы, используя выражения согласия или несогласия.

Agreement:

I agree with you

This is right

Quite so.

Disagreement:

I disagree with you

This is wrong

Of course not

1. In Russia the basic medical unit is the hospital.
2. Out-patients are seen at the polyclinic by district doctors.
3. A physician carries on the examination according to the findings of the analyses.
4. To make a correct diagnosis the district doctor must examine any patient thoroughly.
5. Laboratory studies consist of endoscopy and cystoscopy.
6. Symptoms are very important for determining a disease.
7. By means of an X-ray apparatus one can see pathological changes of inner organs.
8. Such symptoms as headache or dizziness are objective.
9. The patient's card contains all possible information about the patient.
10. In the fluorography room patients get a course of physiotherapy prescribed by the doctor.
11. Only therapists work at the polyclinic.
12. The final aim of any physician is to cure a patient or to relieve his condition.

8. Проинсценируйте следующие микродиалоги, заменив подчеркнутые слова подходящими по смыслу словами, данными в скобках.

- What is your name? (age, address, occupation, place of employment)
- What do you complain of? (to suffer from)
- In what case is an electrocardiogram made? (sputum analysis, urinalysis, fluorography).

9. Какие вопросы были поставлены к следующим высказываниям.

1. – How many ...?
- About three thousand patients are admitted daily.
2. – Where ... ?
- In the room of physiotherapy the patients get the prescribed treatment.
3. – When ... ?
- The working day of the district doctor begins at 9 a.m.
4. – What patients ...?
- The district doctor visits those patients who are seriously ill.
5. – What ...?
- The patient's condition after the treatment is written down in the patient's card.
6. – Who ...?
- A physician usually asks his patients about the complaints.
7. – What ...?
- All these tests help a physician to make a correct diagnosis.

10. Расскажите об обязанностях участкового врача, используя модальный глагол “must” или его эквивалент “to have to” и следующие выражения:

- проводить обследование согласно жалобам
- обследовать пациентов тщательно
- ставить правильный диагноз
- назначить соответствующее лечение
- вылечить пациента
- облегчить состояние больного

11. В беседе со своим другом узнайте, как его обследовал участковый врач.

МОДЕЛЬ: - Did the physician take your temperature?

- Yes, he did. The physician took my temperature.

12. Врач ведет прием больного, а медсестра, записывая результаты обследования, уточняет информацию с помощью вопросов.

МОДЕЛЬ: 1) - The patient's temperature is ...

- What is the patient's temperature?

- The patient's temperature is 38,5 C.

2) - Palpation reveals ...

- What does palpation reveal?

- Palpation reveals abdominal pains.

Используйте следующие слова:

pulse, blood pressure, skin colour, auscultation, percussion, faint, high, pale, moist rales, bad inflammation, to complain of, vomiting.

13. Составьте рассказы согласно следующим ситуациям.

1. Опишите, как участковый врач проводит свой рабочий день.
2. Опишите работу поликлиники.
3. Один из ваших друзей поступает в университет и должен пройти медицинский осмотр. Вы его уже прошли. Расскажите, что ему нужно делать.

14. Прочтите диалог.

Charles catches cold.

- Mary: Hello, Charles! What's the matter with you? You don't look very well.
Charles: Oh, I feel quite ill. I have a cold in the head and a sore throat.
Mary: Then you'd better go to bed and take your temperature. I'll get you a hot-water bottle. And don't go near the children, or they'll catch it.
Charles: Don't you think you'd better call in a doctor?
Mary: For a cold in the head? He'll think we're mad.
Charles: You are not very sympathetic, are you?
Mary: All right. I'll ring up the doctor. Now go to bed. (Charles goes away looking very miserable. Mary goes to the telephone and dials the doctor's number).
Voice: This is the registering clerk.
Can I make an appointment with Dr. Brown?
Mary: He is out on his rounds just now. Can I take a message?
Voice: Yes, please. Would you ask him to come round to Mr. Charles Smith's as soon as he can?
Mary: Very good, m'm. What address, please?
Voice: The Laurels, Pingshead Road.
Mary: Right, m'm. I'll give him the message.
Voice: (Mary puts back the receiver and goes upstairs).

15. Прочтите диалог и текст, переведите.

READ AND LAUGH

- Son: Father, shall I be an ear specialist or a tooth specialist?
Father: Choose the teeth, my boy, everyone has thirty-two of them but only two ears.

A young man was sitting in the waiting-room of a doctor. There were other patients, sitting on the chairs around. Some had a cough, some had a cold and some had a headache. They all looked gloomy, except for the young man who was reading an exciting story in a magazine. Just then the doctor came out to say he was ready to examine the next patient. The young man rose and went into the doctor's consulting room. Before the young man could say a word the doctor said: "Strip to the waist, lie down on the couch, I'll listen to your heart". "But ...", the young man tried to speak. "Let me see your throat", ordered the doctor. The doctor examined the patient thoroughly and then said, "Well, young man, you are not ill at all". "I know, I am not", said the young man. "I've just come to get some prescription for my old uncle".

ТЕМА 16 АПТЕКА



1. Ознакомьтесь со следующими словами. Запомните их значения.

pharmacy	аптека
chemist's department	ручной отдел
sick	больной
medication	лекарственное средство
locate	располагаться
important	важный
poisonous	ядовитый
ointment	мазь
ice-bag	пузырь для льда
self-treatment	самолечение
counterfeit	поддельный, фальшивый
shelf (shelves)	полка (полки)
over-the-counter drug	лекарственное средство, отпускаемое без рецепта
effective	эффективный
adhesive plaster	лейкопластырь
dangerous	опасный
nasal	носовой
prescription	рецепт
headach	головная боль
signature	сигнатура
drug cabinet	шкафчик для лекарств
keep	хранить, держать
powder	порошок
sleeping – draught	снотворное
direction	указание, предписание
patent medicine	патентованное лекарство

2. Из списка слов выделите те слова, которые могут иметь непосредственное отношение к теме «Аптека».

1. Прочтите следующий текст, затем прослушайте учителя и заполните пропуски необходимыми по смыслу словами.

Having got a doctor's prescription you go to the nearest ... to buy ... you need. There are only a few ... in our city at present.

The drug store has ..., two departments ... drugs and proper working rooms. At the pharmacy all drugs ... in drug cabinets, on the open shelves and in the fridge. At the drug store you can get medicines ...: ampules of glucose and camphor for injections, ..., tablets and, cough mixtures, cardiac drugs, ..., nasal drops, vitamins, ..., bandages, ..., sleeping draughts.

4. Прочтите и переведите текст.

THE DRUG STORE

In case of health problems one should consult a medical practitioner but some people prefer going directly to the pharmacy thinking that they can cure themselves without a doctor's consultation.

Of course, a pharmacist can give such a person advice, though seeing a doctor is the best way out as there are hundreds of causes of headache and the person doesn't know what medicine is the best. Having received a doctor's prescription you go to the nearest pharmacy to buy all the drugs you need.

The modern drug store is not as it used to be before. Nowadays like European and American pharmacies, Russian ones carry not only a wide range of medications and other health care products, but also a great variety of products unrelated to health.

There are only a few classic type pharmacies in our city at present and one of them is located in an old-fashioned building in Lenin Avenue. This building with a well decorated interior has a hall for visitors, two departments for selling drugs and proper working rooms.

At the prescription department medicines are sold or made up according to prescriptions. Over-the-counter (OTC) drugs or non-prescription health care products and medicinal plants can be bought at the chemist's department. At the pharmacy all drugs are kept in the drug cabinets, on the open shelves and in the fridge.

Poisonous drugs are kept in the drug cabinet with the letter A. Strong effective drugs are kept in the drug cabinet having the letter B. The single dose and the total dosage are indicated on the label or the signature. The directions for the administration of a drug are very important for sick people as well as for those who take care of them.

At the drug store you can get patent medicines of all kinds: ampules of glucose and camphor for injections, different pills, tablets and powders, cough mixtures, cardiac drugs, pain killers, nasal drops, vitamins, cod liver oil, ointments, sleeping draughts, laxatives, sedatives, bandages, adhesive plasters, mustard plasters, bottles of iodine.

You can also buy hot-water bottles, medicine droppers, thermometers, ice-bags, sponges, tooth-brushes and tooth-pastes, soap and many other useful things.

A broad mass advertising company on TV and radio influences people sometimes in a negative way encouraging them to engage in self-treatment.

Unfortunately there is a great risk of buying some counterfeit drugs which are ineffective and sometimes even dangerous to health. It's better to buy the drugs one needs at a state pharmacy and even there nobody can be quite sure of being offered real medicines of high quality.

5. Ответьте на следующие вопросы по тексту.

1. What should one do in case of health problems?
2. What do some people prefer doing?
3. Why is seeing a doctor the best way out?
4. What do you go to the pharmacy for?
5. What do modern pharmacies carry?
6. What rooms does a classic type pharmacy consist of?

7. What is a prescription department?
8. What can be bought at the chemist's department?
9. Where are all drugs kept at the pharmacy?
10. Where are poisonous drugs kept?
11. Where are strong effective drugs kept?
12. What is indicated on the label?
13. What kinds of medicines can one buy at the drug store?
14. What are the things for medical care?
15. How does an advertising company influence people?
16. What is the risk of self-treatment?
17. What pharmacy is it better to buy drugs at?

6. С помощью словаря установите значения следующих слов и запомните их:

air-ring	basin
medicine dropper	enema
ice-bag	dropping bottle
mustard plasters	scissors
stretcher	syringe
thermometer	compress
soap	feeding-cup
sponge	adhesive plaster
cups	wheel chair
bed-pan	hot-water bottle

7. Поддержите разговор, отвечая на вопросы и используя слова в скобках.

Модель: - *Do you go to the doctor when you are ill? (usually).*

- *Yes, I do. I usually go to the doctor, because he writes out a prescription.*

- *Does your friend follow a doctor's prescriptions? (never).*

- *No, he doesn't. He never follows a doctor's prescriptions because he hates taking medicines.*

1. Do you usually consult the doctor before you go to the drug store? (never).
2. Does your mother take any pills, if she has a bad headache? (always).
3. Do you buy health care products at the pharmacy? (sometimes).
4. Do you take vitamins in spring? (generally).
5. Does a pharmacist keep all drugs in the fridge? (often).
6. Do they keep poisonous drugs on the open shelves? (never).
7. Do you ever buy OTC-drugs at the drug store? (seldom).
8. Does your mother usually buy tooth-brushes and tooth-pastes at the drug store? (sometimes).

8. Спросите своего друга или одноклассника, как у него идут дела, используя вопросительные слова: *what, when, why, how often, where.*

Модель: - *I usually take aspirin when I catch a cold. And **what about** you? What do you take?*

- *I generally take panadol.*

- *And **what about** your friend? **What does** he take?*

- *As far as I know he takes aspirin too.*

1. My mother buys medicinal plants at the chemist's department.
2. He tries to keep all drugs in a dark place.
3. My friend often goes to the drug store because he is subject to colds.
4. I take vitamins twice a day.
5. My mother takes sleeping-draughts when she can't sleep.
6. He applies mustard plasters when he has a bad cough.

7. I read the directions for the administration of the drug because it is very important.

8. My brother uses a thermometer to know his temperature.

9. Скажите, что пациент, болеющий гриппом, должен делать (*must do, is to do, should do, has to do*), используя следующие слова и словосочетания:

to go to the drug store, to take a cough mixture, to keep a thermometer in his (her) armpit, to apply mustard plasters, to stay in bed, to order the prescription, to see a doctor, to use nasal drops, to put a cold (hot) compress on, to have injections made.

10. Придумайте вопрос покупателя, который он задал бы аптекарю.

Patient: Good morning. Do you have anything for a ...

Pharmacist: How long have you had it?

Patient:

Pharmacist: Well, I recommend this antiseptic mouth-wash.
It will relieve the pain.

Patient:

Pharmacist: You have to gargle your throat with this solution
five or six times a day.

Patient:

Pharmacist: No thanks at all. But if it doesn't help, you
should consult your doctor.

11. Продолжите разговор в аптеке, используя глаголы в нужном времени.

Pharmacist: Hello. Can I help you?

Patient: Yes. I went (go) to a restaurant last night and ... (eat) seafood and
now I ... (have) an upset stomach.

Pharmacist: How long ... you ... (have) it?

Patient: Well, it ... (start) in the middle of the night.

Pharmacist: ... you ... (see) your doctor yet?

Patient: No, I haven't. You see, I ... (not live) here. I ... (visit) some friends
for a few days.

Pharmacist: Well, I ... (give) you this medicine, but you should go to a doctor if it ... (not
get) better.

12. Убедите покупателя не заниматься самолечением. Используйте выражения.

1) I am afraid, you are wrong.

2) I am not sure, you are right about

3) You are mistaken.

Модель: - *My stomach hurts me very much. Will you give me some sulfa drugs?*

- *I am afraid, you are wrong. You'd better take Maalox or consult your doctor.*

1) My mother suffers from a high blood pressure (some antibiotics)

2) I have a bad cough and fever (mustard plasters).

3) My grandma can't sleep (sleeping-draughts).

4) My friend has injured his leg (hot-water bottle).

5) My friend suffers from drinking much at the party (pain killer).

6) I have a terrible toothache (sedatives).

7) My sister has cut her finger (alcohol).

13. Как фармацевт посоветуйте покупателю способ применения следующих медицинских препаратов, указанных ниже.

Coldrex, Aspirin, Fastum-gel, Doctor-Mom, ampules of glucose, Bittner, Multitabs, Fervex, Cod liver oil.

Модель.

I think /don't think/ you should	Я думаю (не думаю), что вам следует ...
You'd better (do)	Вы бы лучше ...
I advise you (to do)	Я советую Вам ...
Thank you so/very/ much for your advice	Большое спасибо за совет ...
You are welcome	Пожалуйста
It's nothing	Ничего

Используйте:

- 1) to take a powder for
- 2) to take a tablet (a half tablet) three times a day.
- 3) to take the pill after (during, before) meal.
- 4) to take some milk after the pill.
- 5) to put the ointment on
- 6) to keep the suppositories in a cool place.
- 7) to shake the bottle with the mixture before use.
- 8) to keep the drops in a dark place.
- 9) to wash the medicine dropper before (after) use.
- 10) to drop five drops.
- 11) to take a tablespoonful on an empty stomach.
- 12) to read the doctor's instruction before giving the solution.
- 13) to keep the ampules in a dark place.
- 14) to gargle the throat three times a day.

14. Скажите по-английски.

1. Возьмите ампулы с витамином В.
2. Примите две столовых ложки этой микстуры.
3. Взболтайте микстуру перед употреблением.
4. Примите эти капли с молоком.
5. Дайте рецепт, пожалуйста.
6. Выпишите лекарство от головной боли.
7. Храните свечи и растворы в темном и прохладном месте.
8. Не принимайте эти порошки на голодный желудок.

15. Переведите предложения на английский язык.

1. Врач сказал мне принимать эти порошки после еды.
2. В рецептурном отделе лекарства готовятся согласно рецепту.
3. В аптеке есть два отдела, не так ли?
4. В каком отделе можно купить лекарства без рецепта?
5. Только в аптеке можно купить патентованные лекарства.
6. Фальшивые лекарства могут причинить серьезный вред здоровью.
7. Рекламные компании на ТВ и радио побуждают людей заниматься самолечением.
8. В аптеке продают не только лекарства, но и предметы, необходимые для медицинского ухода и личной гигиены.
9. Очень важно соблюдать дозировку, указанную на этикетке.
10. Существуют различные лекарственные формы: таблетки, порошки, мази, микстуры, капли, растворы в ампулах для инъекций, пилюли.

16. Вы на практике в аптеке, фармацевт заболел. Составьте список препаратов, стоящих на полках, и напишите свою собственную инструкцию по применению препарата.

17. Прослушайте диалоги и воспроизведите их.

Customer: Can I have some sleeping-draught, please?

Chemist: I can let you have it only if you hand in a prescription.

Customer: Here is one.

Chemist: I can have this made up for you in an hour's time.

Customer: All right. And what about these powders?

Chemist: Your powders will be ready in an hour too.

*

Doctor: You followed my prescriptions of course.

Patient: Indeed I did not, doctor, for I should have broken my neck.

Doctor: Broken your neck?

Patient: Yes, for I threw your prescription out of a third floor window.

*

A: What can I do for you?

B: I have a bad headache. Have you anything for headache?

A: Certainly. Here are tablets. They will give you an instant relief.

B: Thank you very much.

A: That's all right.

*

A: Have you anything for cough?

B: Here is a very effective cough mixture.

A: Will you tell me how I must take it?

B: Certainly. You must take a tablespoonful of this mixture before meal. You should keep it in a cool place and don't forget to shake it before using.

18. Составьте свои собственные диалоги.

19. Прочтите и переведите тексты.

BE CAREFUL WITH MEDICINE AT HOME

1. Keep the medicine in a locked box, on a separate shelf beyond the reach of children.
2. Read the label before you open the bottle or box. Read the instructions and dose carefully.
3. Shake the bottle with liquids or the last dose can be too strong.
4. Keep the medicine in a cold place.

THE PRESCRIPTION ON THE DOOR

A man fell ill and the doctor was sent for. The doctor came. He examined the patient and then he asked for a pen, ink and paper as he wanted to write a prescription. But there were no such things in the house, so the patient's wife went out to take them from somebody. She was absent for a long time and the doctor took a piece of coal, wrote the prescription on the door with it and went away. Nobody in the house could read or write Latin. So they took the door off its hinges, carried it to the chemist's shop and got the medicine.

ТЕМА 17 МОЯ ПРОФЕССИЯ – ПСИХОЛОГ

1. Ознакомьтесь со словами и выражениями, необходимыми для беседы по теме, и запомните их:

- | | |
|----------------------------------|--------------------------------|
| 1) profession | - профессия |
| 2) occupation | - род занятий, профессия |
| 3) to take into consideration | - принимать во внимание |
| 4) consider | - рассматривать |
| 5) kind of mind | - склад ума |
| 6) requirement | - требование, потребность |
| 7) to be eager to do smth. | - хотеть что-то делать |
| 8) human being | - человек |
| 9) emphasis | - акцент, важность, значимость |
| 10) patterns of thought | - модели мышления |
| 11) consciousness | - сознание |
| 12) behaviour | - поведение |
| 13) to exchange one's experience | - обмениваться опытом |
| 14) practitioner | - практик |
| 15) consultation service | - консультационный центр |
| 16) child-rearing | - воспитание детей |
| 17) mental illness | - душевное заболевание |
| 18) to cope with smth | - справляться с чем-либо |
| 19) social disadaptation | - социальная дезадаптация |
| 20) to convince | - убеждать |
| 21) to be self-actualizing | - быть самореализованным. |

2. Ответьте на следующие вопросы.

1. Why is it important to choose a profession correctly? Why is it vitally important?
2. What did you want to become when you were a little kid?
3. What/who can help you make the right choice?
4. Does the family tradition have any influence on your choice?
5. Why do parents usually play an important role helping children with the choice of profession?
6. Are your favourite subjects connected with your choice?
7. Do you have any practical skills?
8. Which personal qualities can help you in acquiring this profession?
9. What professions are considered to be risky?

3. Назовите профессии людей, изображенных на картинках. Какими чертами характера должен обладать специалист каждой представленной профессии.



kindness,
politeness,
tolerance,
honesty,
nobility (благородство),
talent,
punctuality,



tidiness,
 experienced,
 tactfulness,
 courageous,
 firmness of purpose,
 pride,
 physical growth and
 development,
 well-informed,
 hard-working,
 self-control,
 firmness,
 patient,
 healthy,
 ambitious,
 assiduity (усердие),
 reliable,
 competent,
 imaginative,
 strong,
 athletic,
 energetic,
 attentive,
 brave.



4. Какую работу выполняют специалисты представленных выше профессий? Как вы думаете, чем занимается психолог и где он работает.

Composer, cook, astronomer, sailor, hairdresser, police-officer, engineer, fireman, boxer, military man, miner, surgeon.

- serves in army and protects our Motherland.
- obtains coal, or ores in a mine.

- cooks food.
- studies the stars and planets.
- uses scientific knowledge to develop machines and different mechanisms.
- composes the music.
- extinguishes fires.
- cuts and styles one's hair.
- fights in a ring.
- navigates and delivers the goods overseas.
- stands guard over non-breaching of public order.
- performs different operations.

5. Какую из данных профессий вы никогда бы не выбрали и почему? Высказывая свое мнение, используйте следующие выражения:

In my opinion ...

I think ...

I suppose ...

I'm sure ...

Model: I'm sure I will never be a surgeon because I mind to see blood.

steeple jack (высотник, верхолаз), electrician, sailor, fireman, veterinarian, body guard, politician, banker, actor/actress.

To bluff, to become bankrupt, to be shipwrecked, to be seasick, to be electrocuted, to get burnt, to be bitten, to be shot, to go on tours, to be beaten by smb. within an inch of life.

6. Прочтите следующий текст, затем прослушайте учителя и заполните пропуски.

My plans for the future

This year I'm ... school. I have already ... what ... to choose. I would like to be a psychologist. I want to help ... to solve their I want to help them to ... their ..., to help them to be confident. I love working with people and children. I think it's a, because one should ... people, of them, support them. This profession is rather new and ... very interesting. Psychologists work with people from ... layers of

I realize that my ... can come true only if I work

7. Прочтите текст и выполните тест, выбрав ответы, соответствующие данному тексту.

What I would like to become? This question puzzled me greatly. Every job has its elements of difficulties and interest. I think that nearly all the professions are very important in life. But to choose the right occupation is very difficult, because we must take into consideration many factors. We must consider our personal taste and our kind of mind. At the same time we must satisfy the requirements of our society and people's needs in one profession or another.

I chose to study at the Siberian medical university. It is one of the biggest in Siberia. There are many faculties in our university and the new one is the faculty of clinical psychology and psychotherapy.

Many young people are eager to study at this faculty, because psychology is one of the most rapidly developing social sciences, touching almost every aspect of our lives. It has as its principal focus the individual human being, with special emphasis on the inner life, the personality, the patterns of thought, consciousness and behaviour of the person.

The students of this faculty study different subjects such as: anatomy, general psychology, Latin, philosophy and others. But much attention is given to foreign languages, because the graduates of this faculty must exchange their experience with the specialists of other European countries, and the best can work abroad.

The graduates of the clinical psychology and psycho-therapy faculty can work as practitioners in clinics and hospitals, in outpatient consultation services, as well as in all educational establishments, they can work as scientists in scientific-research institutes. They will concern a wide variety of problems: which child-rearing methods produce happy and effective adults, how mental illnesses can be prevented, how to solve social problems and help people to cope with their psychological problems and social disadaptation.

This speciality is very actual nowadays, because the society which has become more complex is turning more and more to psychology to answer some of the serious human problems of our day and age. The public is already convinced of the benefits of using psychological findings in solving such diverse problems as mental illness, as well as in helping person to become more self-actualizing.

1. While choosing the profession we must take into consideration many factors, such as:
 - a) after graduation the chosen profession would be still prestigious and well paid;
 - b) personal taste and kind of mind.
2. The faculty of clinical psychology and psycho-therapy is:
 - a) the most famous faculty in the Siberian medical university;
 - b) the new faculty in the Siberian medical university.
3. Psychology is:
 - a) the social science, touching almost every aspect of our lives.
 - b) a medical science.
4. The students must spend much time on foreign language, because:
 - a) they should communicate without hesitation;
 - b) they must exchange their experience with the specialists of other European countries;
5. The graduates of the clinical psychology and psycho-therapy faculty can work as:
 - a) practitioners in clinics and hospitals, in outpatient consultation services;
 - b) scientists in scientific-research institutes;
 - c) practitioners, as well as scientists.

8. Заполните пропуски в предложениях, используя словосочетания с инфинитивом в различных функциях.

- 1) ... is very difficult. (выбрать верную профессию)
- 2) I chose ... Tomsk medical university. (учиться в)
- 3) Many young people are eager ... (учиться на факультете психологии и психотерапии)
- 4) Psychologists help people ... and social disadaptation. (справляться с психологическими проблемами)
- 5) It is necessary ... for every specialist who works with people. (знать основы психологии).
- 6) It is important ... because the best graduates can work abroad (уделять много внимания иностранному языку)
- 6) Society which has become more complex is turning more and more to psychology ... of our day and age. (чтобы решить серьезные общественные проблемы)

9. Какие бы Вы задали вопросы, чтобы предложения, данные ниже, служили им ответами.

1. - What ...?
- Psychology is one of the most rapidly developing social sciences, touching almost every aspect of our lives.
2. - Why ...?
- The graduates of this faculty must exchange their experience with the specialists of other European countries, and the best can work abroad.

3. - What ...?

- The graduates can work as practitioners in clinics and hospitals, in outpatient consultation services, as well as in all educational establishments.

4. - With what ...?

- They will be concerned with a wide variety of problems: which child-rearing methods produce happy and effective adults, how mental illnesses can be prevented and so on.

5. -In what...?

- Psychologists are interested not so much in behaviour of people, but in the internal processes producing that behaviour.

6. - Why ...?

- Psychological findings are necessary to solve such diverse problems as mental illness, as well as in helping persons become more self-actualizing.

10. Выберите выражения, отражающие линию поведения, которой, по вашему мнению, необходимо придерживаться в вашей профессии.

To be patient, to have green fingers, to have the deep knowledge of psychology, to wear a uniform, to train physically, to run a business, to have a good ear, to be fond of children, not to get airsick, to work night shifts, to speak from memory, to know the laws, to have rich imagination, to study constantly, to be polite, to be able to imitate, to be careful and scrupulous, to be strict.

11. Ответьте на вопросы Вашего друга, используя слова и выражения из текста.

1. - What faculty do you study at?

-

- Do you want to work with people who have mental illnesses?

- No,

- But where else can you work after graduation from your faculty?

- I can work But I want to help teenagers to cope with their problems.

2. - My cousin wants to study at the Medical University, but she has not chosen the faculty yet. Can I ask you some questions about your faculty?

-Yes, I'm gladly

-What subjects do you study in the 1st year?

-.....

-Is it necessary to study a foreign language?

-.....

-Why did you choose the profession of psychologist? Is this profession very actual nowadays?

-.....

-Is it a very well-paid job?

-.....

-Thanks a lot for this information.

3. - What specialists does your faculty train?

-It trains

- Can you carry on researches when you graduate from the University?

-.....

-What problems will you concern if you are a practitioner in the field of psychology?

-.....

-Are you interested in psychological tests and analysis?

-.....

12. Обсудите преимущества и недостатки Вашей будущей профессии психолога.

- the possibility of running mad working at the mental hospitals;
- the necessity to wear a uniform;
- constant contact with new people;
- the opportunity to rummage in one's soul and memory;
- the work with children (at schools, kindergartens, boarding schools and etc);
- the work in clean worksites;
- the performing of psychological testing and analysis;
- a well-paid job;
- the possibility to help people to restore their mental health;
- the opportunity to work on one's own;
- upsetting because of feebleness to help.

13. Выполните тест и проверьте, правильный ли выбор профессии вы сделали.

WHAT WOULD YOU LIKE TO BE?

Answer the following questions. Put a cross under "Yes" or "No"

- | | |
|-----------------------------------|-------------------------------------------|
| 1. Do you like to travel? | 11. Do you like to work with your hands? |
| 2. Do you prefer to work indoors? | 12. Do you like working with numbers? |
| 3. Do you like talking to people? | 13. Do you like children? |
| 4. Do you prefer to work alone? | 14. Do you like looking after people? |
| 5. Are you energetic? | 15. Are you calm? |
| 6. Do you like organizing things? | 16. Are you musical? |
| 7. Are you patient? | 17. Do you like sport? |
| 8. Do you like animals? | 18. Do you like working at night? |
| 9. Are you noisy? | 19. Do you mind seeing blood? |
| 10. Are you artistic? | 20. Do you like talking on the telephone? |

Here are the marks for your answers. Check your answers and add up your score:

1. Yes - 10	No - 1	11. Yes - 5	No - 4
2. Yes - 5	No - 0	12. Yes - 5	No - 2
3. Yes - 10	No - 5	13. Yes - 2	No - 5
4. Yes - 5	No - 0	14. Yes - 2	No - 4
5. Yes - 10	No - 4	15. Yes - 2	No - 5
6. Yes - 10	No - 3	16. Yes - 5	No - 7
7. Yes - 2	No - 0	17. Yes - 10	No - 1
8. Yes - 2	No - 5	18. Yes - 2	No - 4
9. Yes - 10	No - 1	19. Yes - 2	No - 5
10. Yes - 5	No - 2	20. Yes - 10	No - 4

If your score is between 5 and 45:

You are a calm, strong, sensitive and reliable person. You enjoy working with people and helping them. You are also a practical person. One of these careers will suit you: teacher, doctor, nurse, psychologist, social worker, etc.

If your score is between 45 and 90:

You like to work quietly and concentrate. You are a gentle, quiet, talented person. You are methodical and quite tidy. You prefer to work on your own. One of these careers will suit you: researcher, laboratory technician, librarian, artist, hairdresser, architect, etc.

If your score is between 90 and 135:

You are a lively person and you like to be very busy. You like to be with people and you like organizing things for them. One of these careers will suit you: journalist, manager, air-hostess, bus conductor, guide, etc.

14. Прочтите текст.

WHY IS PSYCHOLOGY INTERESTING?

Psychology has some unique advantages over most other academic subjects. Most people are very interested in other people. They want to be able to understand them better, and to develop deeper and more fulfilling relationships with them. They also want to develop a fuller understanding of themselves, in the hope that this will allow them to become happier and to cope with their lives.

Another major reason why psychology is interesting is because it has numerous applications to everyday life. Perhaps the most important of such applications is clinical psychology. Back on the nineteenth century, Sigmund Freud argued that most people who were then regarded as “mad”, or severely disturbed were really suffering from mental disorders of one kind or another. He claimed that psychological forms of treatment (such as psychoanalysis) could allow such people to lead fuller and happier lives. Clinical psychology has developed enormously since then, and psychoanalysis is no longer considered one of the most effective forms of treatment. However, there is now conclusive proof that clinical psychology is of great value in treating mental disorders.

Psychology has been applied in numerous other areas, but we will mention two more at this point. Educational psychologists make use of knowledge about human nature, and about the processes involved in learning, to help children who are experiencing learning difficulties. Some occupational psychologists focus on stress at work. Stress-related illnesses cost British industry billions of pounds a year in lost production and human misery, and so work stress is clearly a major issue. Occupational psychologists are increasingly successful at devising programs of stress management which allow workers to function more effectively and with less stress.

15. Являются ли следующие утверждения правильными или неправильными? Исправьте неверные предложения.

1. Most people are interested in psychology as they want to cope with their lives and become happier.
2. Psychology has numerous applications to everyday life.
3. According to Sigmund Freud a “mad” person is a man who severely disturbed was really suffering from mental disorders.
4. Sigmund Freud thought that psychoanalysis was not effective in treating “mad” people.
5. Clinical psychology is of immense importance in treating mental disorders.
6. Psychology is applied in two areas: in education and occupation.
7. Educational psychologists help children who are experiencing learning difficulties.
8. Occupational psychologists try to take away stress at work.

16. Обсудите утверждения, данные ниже.

1. Most people are very interested in psychology as it is very actual nowadays.
2. The most important field of psychology is clinical psychology.
3. Application of psychology in different areas of life.

18. Предположим, Вы в этом году оканчиваете университет. В газете Вы прочитали объявление о вакантной должности психолога в частной школе. Вам необходимо отправить по электронной почте свое резюме.

Advertisement:

A well-known private school № 77 specialized in intense foreign language acquisition provides an employment to a lively and intelligent person to join our team. The work will involve working with children and helping them to cope with difficulties of learning, and some teenagers' problems. Experience in educational psychology would be an asset but not essential.

Send your resume to e-mail: privschool77@mf-p.ru

19. Вам представлено резюме. Обратите внимание на информацию, которая обычно содержится в резюме.

RESUME of YOUR NAME

- Your age** -
- Family status** - (married, single)
- Education** (*you can point out all educational establishments (school, university, refresher course, etc), but the resume should begin with the last education*) - date of entering and graduating from an educational establishment; name of educational establishment, its address; your qualification, degree; name of received document (certificate, diploma, awards and etc).
- Work experience** (*begin with the last place of work*)
- Skills** - date of work start and finishing; name of organization, position.
- Personality**
- Suitability** (*no more than 3-5 sentences*) - in using a computer (working with different computer programs); knowledge of foreign languages.
- Address:** - your personal features (e.g. responsible, polite, honest, punctual, reliable, attentive, intelligent and etc).
- Phone:** your thoughts and ideas why are you the best candidate for the applied job.
-
-

20. Составьте Ваше собственное резюме.

ТЕМА 18

МЕДИЦИНСКОЕ ОБРАЗОВАНИЕ В РОССИИ



1. Выучите следующие слова и словосочетания:

to apply to a medical university

подать заявление о поступлении в медицинский университет

applicant

абитуриент

competition

конкурс

competitive exams

конкурсные экзамены

to be admitted to the university

поступить в университет

compulsory

обязательный

voluntary

свободный

to instruct

обучать

out-patient department

поликлиника

in-patient department

больница

scholarship

стипендия

sub-internship

субординатура

intern

интерн

internship

интернатура

post-graduate

аспирант

post-graduate course

аспирантура

2. Поставьте следующие инфинитивы в перфектную форму

To study, to divide, to begin, to get, to have, to obtain, to act, to pass, to apply.

3. Прослушайте и запомните следующие словосочетания. Переведите предложения с этими словосочетаниями.

World Health Organization (WHO) Всемирная организация здравоохранения.

World Health Organization promotes the development of health education in all countries of the world.

The regional WHO office for Europe is situated in Copenhagen.

18. Определите, от каких глаголов образованы данные существительные, и переведите их.

Information, achievement, examination, selection, instruction, training, supervision, introduction.

5. Прочтите и переведите текст.

MEDICAL EDUCATION IN RUSSIA

All Russian citizens have the right to an education. The opportunity to study is open to everybody. Any citizen of our country who has a complete secondary education may apply to any university. All the applicants are required to take entrance competitive examinations in biology, chemistry and Russian language. Applicants who have finished school with a gold or silver medal have to take only one examination. And those who obtained the highest marks in the examinations are admitted.

Our academic year begins on September 1-st and each term the students have to pass a number of examinations. The study course lasts for six years and covers the basic preclinical and clinical subjects. In the preclinical years the curriculum is uniform for the students of medical, sanitation and hygiene, stomatological and pediatric, medico-biological faculties. During the first two years students study physics, organic, inorganic, analytical, physical, colloidal and biological chemistry. The students also study human anatomy, physiology, histology, microbiology, Latin, a foreign language and philosophy. The third year students study special clinical subjects - all branches of therapy, surgery, gynaecology, obstetrics, ophthalmology, infectious diseases and others. Senior students have a lot of practical work with patients in clinics, hospitals and out-patient departments. Students get knowledge in a definite number of medical procedures and learn to diagnose. At the end of the third year students have a six-week practical course. They perform the duties of nurses. After their fourth year the students have another practical course lasting eight weeks, during which they act as doctor's assistants at the therapeutical, surgical, obstetrical and gynecological departments. After the fifth year students take a six-week practical course in an out-patient department. Specialization begins in the sixth year, which is the final year of medical school. Everybody knows the sixth year to be termed sub-internship. During the sixth year students work in clinics, polyclinics, sanitary and epidemiological stations. They also attend lectures, seminars and clinical conferences. At the end of the sixth sub-internship year students pass the final state examinations and receive their diploma. Future clinical specialists spend a year as interns. Interns work under the direct supervision of experienced specialists in clinics and in major hospitals. Medical graduates can apply for the post-graduate course. During three years post-graduates prepare a thesis, defend it and obtain the degree of candidate of Medical Science.

6. Прочтите следующие слова за преподавателем и выучите их значения.

To apply, applicant, competition, competitive, compulsory, voluntary, scholarship, sub-internship, intern, internship, thesis.

7. Ответьте на вопросы.

1. How long does the study course last?
2. What subjects do all applicants take entrance competitive examinations in?
3. Who takes only one entrance examination?
4. How many terms is the academic year divided into?
5. How many months does each term include?
6. What can you say about curriculum in the preclinical years?
7. What subjects do the first year medical students study?
8. When do medical students begin to study special clinical subjects?
9. Tell about practical courses at medical universities.
10. When does specialization begin?
11. When do medical students receive their diploma?
12. Who can apply for the post-graduate course?

8. Закончите фразы, совместив части предложений из колонки А и колонки В.

А

В

- | | |
|----------------------------------------------------------------------|-------------------------------------------------|
| 1. All applicants are required | a) in the sixth year |
| 2. Those who have obtained the highest marks | b) in an out-patient department |
| 3. The study course lasts for six years and covers | c) are admitted to the university |
| 4. Students get knowledge in a definite number of medical procedures | d) sub-internship |
| 5. After the fifth year students take a six week practical course | e) a year as interns |
| 6. The final year of medical is termed | f) the basic pre-clinical and clinical subjects |
| 7. Specialization begins | g) to take entrance exams |
| 8. Those who want to be clinical specialists spend | h) and learn to diagnose |

9. Поинтересуйтесь, кем станет Ваш собеседник после окончания вуза.

MODEL: - I am studying all branches of therapy at the Medical University.

- Are you going to be (to become) a doctor?

1. I am a second- year student of the Stomatological Faculty.
2. Oleg Klimov is especially interested in surgery.
3. My elder sister studies different branches of chemistry.
4. My friend is getting on very well at the Sanitation and Hygiene Faculty.
5. My favourite subject is obstetrics and gynaecology.

10. Ваш друг учится на шестом курсе лечебного факультета. Попросите его рассказать Вам о его занятиях. Используйте следующие словосочетания в Вашей беседе.

Sub-internship, the final year of medical training, practical work at the hospital, surgery, to assist at operations, clinical conferences, to treat patients, to attend lectures, examinations.

11. Найдите в тексте инфинитивы и объясните их функции.

12. Переведите следующие предложения и обратите особое внимание на перевод сложного подлежащего и сложного дополнения.

1. I expect him to have taken entrance competitive examinations.
2. I want you to apply for the post- graduate course.
3. Our lectures permit us to get much knowledge for our future work.
4. We know the sixth sub-internship year students to pass the final state examinations.
5. They were sure to perform the duties of nurses.
6. Specialization is known to begin in the final year of medical university.
7. The study course is known to last for six years.
8. Post- graduates are supposed to prepare a thesis.
9. Specialization is known to begin in the sixth year.
10. The students of our group turn out to have an eight- week practical course.
11. This student is unlikely to have taken a six- week practical course in the out-patient department.
12. I know interns to work under the direct supervision of experienced specialists in clinics and major hospitals.
13. We believe him to be attending clinical conferences.
14. He is thought to have obtained an excellent mark.
15. I know her to have finished school with a gold medal.

13. Переведите следующие предложения на английский язык. Обратите особое внимание на перевод сложного подлежащего и сложного дополнения.

1. Известно, что студентам третьего курса преподают специальные клинические предметы.
2. Хорошие знания позволят поступить мне в аспирантуру.
3. Говорят, что старшекурсники проходят практику в клиниках амбулаторных отделений.
4. Мы знаем, что в конце каждого семестра студенты сдают экзамены.
5. Мои родители хотели, чтобы я поступила в медицинский университет.

14. Студенты вашей группы принимают участие во встрече американских и канадских студентов-медиков. Расскажите гостям о системе высшего образования в нашей стране, используя следующий план.

1. The rules of admission to a Medical University.
2. The instruction of medical students in Russia.
3. Preclinical subjects in Medical universities in our country.
4. Clinical subjects.
5. The practical course in the fourth and fifth years of studies.
6. The work of young doctors after graduation.

15. Прочитайте и переведите текст, используя словарь.

THE FINAL EXAMINATIONS IN THE UNITED KINGDOM

To a medical student the final examinations are something like death, an unpleasant inevitability to be faced sooner or later. The examinations of the United Hospitals Committee are held twice a year in a large building near Harley street. Three or four hundred students arrive from every hospital in London and from every medical school in the United Kingdom. Any country that accepts British qualification is represented. There are Indians, black gentlemen from West Africa standing in nervous groups, coffee-coloured Egyptians discussing in their own language fine points of medicine, hearty Australians, New Zealanders and South Africans showing no more anxiety than if they were waiting for a pub to open. The examination is split into three sections, each one of which must be passed on its own. First there are the written papers, then “viva voce” examinations, and finally the clinical, when the student is presented with a patient and required to turn in a competent diagnosis in half an hour.

Notes.

1. United Hospitals Committee – Объединенный медицинский комитет, принимающий экзамены и присваивающий звание врача.
2. “viva voce” examinations – устные экзамены.

16. Прочтите дополнительный текст, используя словарь.

MEDICAL EDUCATION IN THE USA

The future doctor must pass through eight to thirteen years of intensive study before starting to practice. First he must spend three or four years of premedical training at an university. There he learns the basic sciences. From those students who have made top grades in premedical studies are chosen candidates for medical school. During the first two years of the four-year medical school the medical curriculum is difficult. The students must master laboratory sciences and learn the structure of the human body. They study anatomy, both gross and microscopic. Thorough training is given in the subject of biological chemistry, which is the basis for clinical laboratory diagnosis and medical therapeutics. The functions of the body are learned from books and by laboratory experiments in

classes of physiology. As he is to deal intimately with people, the student must have knowledge of psychology, the science of human behaviour. In the pathology classes he will learn about diseases and diseased tissues and in bacteriology classes the causes of infectious diseases will be made clear to him. Studying pharmacology he will learn about drugs. Usually all this study is done before he treats a patient. In the third and fourth years the student receives instructions and practical experience in the actual care of the patient. Basic studies in the senior courses include anesthesiology, dermatology, endocrinology, internal medicine, neurology, obstetrics and gynaecology, radiology, surgery, psychiatry, ophthalmology, preventive medicine, pediatrics and urology. During this time a student has the opportunity to spend considerable time in a hospital and acquaint himself with the basic procedures and common disorders.

17. Прочтите диалог между российским студентом и школьником из Африки.

- Hi, let me introduce myself. I am Oleg. I am a medical student.
- Oh, you can not even imagine how lucky I am. I am eager to find-out all information connected with medical education in Russia. The thing is it is Russia where I am going to study for a doctor's degree.
- Hey, hold on, buddy. Can you introduce yourself at first?
- Oh, sorry. I have absolutely forgotten. So, my name is Paul. I am sixteen and I come from Africa. I should like to receive any possible information concerning the term of study for a doctor's degree in your country.
- OK, Paul. I shall try to do my best. In general, medical education takes six years. You have to succeed in taking final examinations to receive a diploma and a doctor's degree as the diploma gives you the right to work as a therapist. I have always dreamed of cardio-surgical work.
- It is up to you. You may work wherever you want, I mean in any branch of medicine. But to become a really good and qualified practitioner you are to work for a year as an intern under the guidance of an experienced staff. Only after that you can count on receiving a certificate of specialization.
- Thanks a lot. I hope my dream will come true no matter how difficult it is.
- Good luck, Paul. In case of any questions keep in touch.
- See you then, Oleg, thank you.
- You are welcome, Paul.

ТЕСТОВЫЕ ЗАДАНИЯ (ПО ЛЕКСИКЕ)

Выберите один правильный вариант.

Тема 1. Что такое психология?

1. PSYCHOLOGY AS A SCIENCE STUDIES

- 1) mental activity and human behavior
- 2) mental and physical health care
- 3) treatment

2. PHYSIOLOGICAL PSYCHOLOGISTS INVESTIGATE THE ROLE OF

- 1) emotions and educational problems
- 2) the brain and the nervous system in such functions as memory, language, sleep, attention
- 3) sciences and humanities

3. LURIA'S FIRST WORK SUPPORTED

- 1) human behavior could be reduced to a sum of neurological reflexes
- 2) human behavior could be reduced to specific systems of behavior
- 3) learning is a social-historic process

4. LURIA INVESTIGATED

- 1) accommodation and assimilation
- 2) social aspects of mental capacities
- 3) perception, imagination and self awareness

5. PSYCHOLOGY DATES BACK TO

- 1) the 15 and 16 centuries
- 2) the 17 century
- 3) the 18 century

6. THE WORD "PSYCHOLOGY" IS DERIVED FROM

- 1) the Latin word meaning "science"
- 2) the Greek word meaning "study of the mind or soul"
- 3) the English word meaning "human"

7. ANCIENT THINKERS WERE INTERESTED IN

- 1) in anatomy and physiology of the body
- 2) human relationships
- 3) different substances

8. IN THE MIDDLE AGES THERE APPEARED SUCH THEORIES AS

- 1) empirism, behaviorism
- 2) occasionalism, double aspect theory, psychophysical parallelism
- 3) traditionalism, productionalism

9. PSYCHOLOGY OCCUPIES A STRATEGIC POSITION BETWEEN

- 1) philosophy and physiology
- 2) biology and medicine
- 3) natural and social sciences on the one hand and between sciences and humanities, on the other

10. PSYCHOLOGISTS STUDY BASIC FUNCTIONS SUCH AS
- 1) brain functions, nervous system functions
 - 2) learning, memory, language, thinking, emotions and motives
 - 3) cardiac functions and immune system functions

Тема 2. Память

1. THERE ARE ... MAIN KINDS OF MEMORY
- 1) five
 - 2) two
 - 3) three
2. INFORMATION THAT STRIKES OUR SENSE ORGANS IS STORED ON THE BASIS OF THE
- 1) sensory
 - 2) short-term
 - 3) long-term
3. IF YOU LISTEN AS YOUR FRIEND TALKS, YOU WILL PASS INTO YOUR ... MEMORY
- 1) short-term
 - 2) long-term
 - 3) sensory
4. WE CAN KEEP INFORMATION IN SM SYSTEM LONGER BY ... IT
- 1) writing
 - 2) repeating
 - 3) listening
5. THE ... MEMORY HOLDS EVERYTHING WE ARE AWARE OF
- 1) short-term
 - 2) sensory
 - 3) long-term
6. THE "STORE" PART OF THE SHORT-TERM MEMORY HOUSES A LIMITED AMOUNT OF DATA FOR ABOUT
- 1) three hours
 - 2) fifteen minutes
 - 3) ten seconds
7. IT IS THE ST SYSTEM THAT RETRIEVES
- 1) only long-term memory
 - 2) only short-term memory
 - 3) both long- and short-term memory
8. SOME PEOPLE HAVE GOOD ..., AND CAN LEARN EASILY LONG POEMS BY HEART
- 1) health
 - 2) memory
 - 3) mood

9. ... IS A GOOD HELP IN LEARNING A LANGUAGE

- 1) Thinking
- 2) Treatment
- 3) Memory

10. IT IS BETTER TO LEARN WORDS

- 1) in sentences
- 2) by themselves
- 3) quickly

Тема 3. Описание людей. Характер и личность

1. THE WORD "PERSONALITY" COMES FROM THE LATIN TERM

- 1) persona
- 2) human
- 3) man

2. ACCORDING TO FREUD, THE PERSONALITY RESULTS FROM THE CLASH OF THREE FORCES

- 1) the strength, will and ability
- 2) the id, ego, and superego
- 3) the conduct, permission and punishment

3. THE EGO BEGINS TO DEVELOP AS THE CHILD

- 1) grows
- 2) studies
- 3) sleeps

4. THE SUPEREGO CAN BE UNDERSTOOD AS ... OF A PERSON

- 1) the activity
- 2) the identification
- 3) the conscience or "voice within"

5. THE FOCUS ON THE CONFLICT BETWEEN THE ID AND SUPEREGO IS WHAT CLASSIFIES THE PSYCHOANALYTIC VIEW OF PERSONALITY AS

- 1) a conflict theory
- 2) a behavior theory
- 3) a benefit theory

6. THE STUDY INDICATES THAT BEHAVIOR MUST BE MEASURED ON ... TO ASSESS THE PERSONALITY – BEHAVIOR RELATIONSHIPS

- 1) different habits
- 2) multiple occasions
- 3) different functions

7. PERSONALITY CHARACTERISTICS ARE NOT RIGIDLY CONNECTED TO

- 1) situation
- 2) specific types of behavior
- 3) thoughts and emotions

8. FREUD VIEWED THE EGO AS

- 1)operating on the reality principle
- 2)the extremes of behavior
- 3)positive feelings and emotions

9. THE THEORETICAL CONCLUSIONS ... VERY MUCH ON OBSERVATION

- 1)depend
- 2)contain
- 3)belong

10. SOCIAL ENVIRONMENT AND FAMILY PATTERNS OF BEHAVIOR HAVE ... ON DEVELOPMENT OF A CHILD

- 1)an impact
- 2)a pressure
- 3)a view

Тема 4. Организация нервной системы

1. THE BRAIN IS THE ORGAN OF THE CENTRAL NERVOUS SYSTEM RESPONSIBLE FOR

- 1) emotion learning and memory
- 2) the processing and coding of sensory and motor information
- 3) the processing and coding of sensory and motor information, for the control of regulatory processes and for the mediation of complex processes

2. THE BRAIN IS SUBDIVIDED INTO

- 1) hind cerebellum
- 2) the pons, the medulla oblongata
- 3) the hindbrain, midbrain and forebrain

3. BOTH THE SYMPATHETIC AND PARASYMPATHETIC DIVISIONS ARE REPRESENTED IN

- 1) lumbar portions of the spinal cord
- 2) brainstem
- 3) hypothalamus

4. STIMULATION OF THE ANTERIOR PORTION OF THE HYPOTHALAMUS MAY

- 1) induce digestion
- 2) increase metabolic rate
- 3) induce sleep

5. VARIOUS HINDBRAIN STRUCTURES ARE

- 1) different in all vertebrates
- 2) quite similar in all vertebrates
- 3) the opposite to each other

6. THE PORTION OF THE SYMPATHETIC OUTFLOW LYING BETWEEN THE SPINAL CORD AND THE GANGLIONIC SYNAPSE IS TERMED

- 1) the postganglionic fiber
- 2) the cholinergic fiber
- 3) the preganglionic fiber

7. WITHIN EACH OF PARASYMPATHETIC AND SYMPATHETIC DIVISIONS THERE ARE
- 1) sensory components
 - 2) afferent and efferent components
 - 3) motor components
8. THE AUTONOMIC NERVOUS SYSTEM IS INVOLVED IN
- 1) the control of smooth muscles
 - 2) the regulation of visceral organs
 - 3) the regulation of visceral organs and their secretions and in the control of smooth muscles
9. THE NERVOUS SYSTEM CONSISTS OF
- 1) some divisions
 - 2) one division
 - 3) two main divisions
10. THE PARASYMPATHETIC DIVISION ORIGINATES IN THE
- 1) brainstem
 - 2) sacral division of the cord
 - 3) sacral division of the cord and in the brainstem

Тема 5. Функции семьи

1. THE FAMILY IS DESCRIBED AS
- 1) an ideal marriage
 - 2) the love between man and woman
 - 3) the backbone of society
2. THE PERSONALITIES OF EACH NEW GENERATION ARE SHAPED
- 1) under the influence of environment
 - 2) within the family
 - 3) in industrial societies which are very important in the socialization of children
3. ADULTS LEARN AND CHANGE WITHIN MARRIAGE AND
- 1) are not influenced by their children
 - 2) and their children learn much from them
 - 3) are influenced by their children just as their children learn from them
4. MANY IMPORTANT SOCIAL STATUSES INCLUDING RACE, ETHNICITY, RELIGION, AND SOCIAL CLASS
- 1) are ascribed through the whole life
 - 2) are ascribed at birth in socially sanctioned marriages
 - 3) are always ascribed by parents
5. IN INDUSTRIAL SOCIETIES A VERY IMPORTANT ROLE IN THE SOCIALIZATION OF CHILDREN PLAYS
- 1) only family
 - 2) schools, churches, mass media
 - 3) the family and schools, churches, mass media

6. FAMILY INTERACTION IS A PROCESS

- 1) in which parents must support their children from birth till death
- 2) in which people exchange socially valued resources and advantages
- 3) in which children must financially support their old parents

7. SOCIALIZATION OF FEMALES AND MALES IN MOST CULTURES ARE

- 1) practically the same
- 2) with the same expectations and perceptions of family life
- 3) quite different

8. LEGITIMATE BIRTH ESPECIALLY WHEN PARENTS ARE OF SIMILAR POSITION
ALLOWS

- 1) to have a definite position in society
- 2) to be independent in society
- 3) transmission of social standing from parents to children and clarifies inheritance rights

9. THE PRIME REASON FOR THE COMPARATIVELY HIGH DIVORCE RATE IS

- 1) the unequal sharing of domestic responsibilities
- 2) the rising educational standards
- 3) moral demands of young women make of their men

10. ACCORDING TO THE STATISTICS MORE MARRIAGES ARE AT THE AGE OF

- 1) 18-20
- 2) 25-30
- 3) 30-40

Тема 6. Известный ученый. Зигмунд Фрейд

1. SIGMUND FREUD IS A FOUNDER OF

- 1) medical school in Vienna
- 2) psychoanalysis
- 3) neurological courses

2. FREUD'S PARENTS WANTED THEIR SON TO MAKE A CAREER IN

- 1) economics
- 2) mathematics
- 3) law

3. FREUD ESTABLISHED A PRIVATE PRACTICE IN ... SPECIALIZING IN NERVOUS
DISEASES

- 1) Vienna
- 2) Paris
- 3) London

4. THE ID REPRESENTS OUR

- 1) moral behavior
- 2) most primitive need
- 3) conscience

5. WHEN FREUD FIRST USED THE TERM PSYCHOANALYSIS, HE WAS

- 1) twenty years old
- 2) forty-five years old
- 3) forty years old

6. FREUD WAS AN EARLY RESEARCHER ON THE TOPIC OF

- 1) self-analysis
- 2) cerebral palsy
- 3) nervous diseases

7. A LESSER KNOWN INTEREST OF FREUD WAS

- 1) anatomy
- 2) history
- 3) neurology

8. IN 1923 SIGMUND FREUD WAS DIAGNOSED WITH ... CANCER

- 1) jaw
- 2) stomach
- 3) lung

9. FREUD'S IDEAS ARE OFTEN DISCUSSED AND ANALYZED AS WORKS OF

- 1) psychology
- 2) philosophy
- 3) physiology

10. SIGMUND FREUD DIED IN

- 1) 1923 in London
- 2) 1928 in Vienna
- 3) 1933 in Paris

Тема 7. Психоанализ

1. PSYCHOANALYSIS MAY BE SOMETIMES CALLED

- 1) a science
- 2) a therapy
- 3) a treatment

2. FREUD'S FAVOURITE DISCIPLES SEPARATED FROM HIM BECAUSE

- 1) they moved to America
- 2) they began to expand his discipline in all directions
- 3) they tried psychoanalytical therapy

3. USUALLY DOCTORS CONSIDER A PERSON SICK IF

- 1) he quickly loses his capacity for productive activity
- 2) he visits psychoanalysts
- 3) he develops a deep skepticism

4. A LARGE NUMBER OF PATIENTS SUFFER FROM

- 1) change in values
- 2) fear and insecurity
- 3) their style of behavior

5. THERE IS A SPECIAL TRAINING COURSE DESIGNED TO
 - 1) form an adequate attitude to material values
 - 2) to give an opportunity to display their abilities
 - 3) to handle success

6. THE JOB OF A PSYCHOTHERAPIST OR A PSYCHOANALYST REQUIRES THAT
 - 1) the patient get involved in his treatment
 - 2) people who wind up in difficult situations usually recall someone who they feel is responsible for the unlucky streak
 - 3) the results can be deplorable

7. MANY SEE THE PSYCHOLOGIST AS SOMEONE WHO CAN
 - 1) help to get rid of drug addiction
 - 2) predict the future, explain the meaning of life
 - 3) help to sick out justice

8. THE INTROVERTS RARELY GO
 - 1) to develop complexes
 - 2) to see doctors
 - 3) to public contact

9. 95 PERCENT OF MENTAL DISEASES TEND TO
 - 1) start suddenly
 - 2) be coped with
 - 3) develop before the age of 20

10. THE CONSTANT FEAR OF SOCIAL CONTACT IS OFTEN ACCOMPANIED BY
 - 1) many other symptoms like heart palpitations, tense muscles and other unpleasant feelings
 - 2) happiness
 - 3) insomnia

Тема 8. Гипноз

1. HYPNOSIS HAS MANY USEFUL APPLICATIONS IN MEDICINE SUCH AS IN
 - 1) treatment of pain
 - 2) physiotherapy
 - 3) physiology

2. HUPNOSIS IS A ... WHERE THE SUBJECT FOCUSES HIS MIND ON THE SUGGESTIONS OF THE HYPNOSIST
 - 1) science
 - 2) state or condition
 - 3) theory

3. LIKE ANY THERAPEUTIC TECHNIQUES, HYPNOSIS HAS CERTAIN
 - 1) symptoms
 - 2) benefits
 - 3) risks

4. HYPNOSIS CAN AT TIME MODIFY

- 1) the body's immune system and block some of the allergic reaction
- 2) the body's temperature and blood pressure
- 3) the body's reactions

5. WITH HYPNOSIS YOU CAN RELIEVE

- 1) the anxiety associated with the anticipation of pain
- 2) indigestion
- 3) liver impairments

6. HYPNOSIS MEANS ... IN GREEK

- 1) nervous system
- 2) sleep
- 3) hypertension

7. HYPNOSIS IS VERY EFFECTIVE WHEN IT IS USED BY

- 1) a competent specialist
- 2) a surgeon
- 3) a therapist

8. FOR PEOPLE TRYING TO LOSE WEIGHT, HYPNOSIS IS

- 1) seldom severe
- 2) only moderately and occasionally effective
- 3) sometimes poisonous

9. HYPNOSIS HAS VERY LITTLE USE IN THE MAJOR

- 1) psychoses, severe depressions, mania or schizophrenia
- 2) malaise
- 3) fatigue

10. THERE ARE COMPLEX PSYCHOLOGICAL REASONS THAT PREVENT THE MIND FROM RESPONDING TO

- 1) insomnia
- 2) hypnotic suggestions for self control
- 3) subconscious reasons

Тема 9. Невербальное общение

1. NONVERBAL COMMUNICATION IS COMMUNICATION USING

- 1) the stereotyped behavior
- 2) the body or cultural symbols
- 3) the style of life

2. SMILING IS A SYMBOL OF

- 1) stress
- 2) shame
- 3) pleasure

3. EYE CONTACT IS AN ... TO FUTURE SOCIAL INTERACTION

- 1) invitation

- 2) imagination
- 3) imitation

4. NONVERBAL COMMUNICATION IS OFTEN ...TO CONTROL

- 1) difficult
- 2) easy
- 3) conscious

5. FACIAL EXPRESSIONS ARE ... TO NONVERBAL COMMUNICATION

- 1) crucial
- 2) acquired
- 3) conscious

6. NONVERBAL COMMUNICATION IS GREATLY BASED ON THE

- 1) life experience
- 2) comprehension of each other
- 3) culture we live in

7. ANOTHER OBVIOUS CUE IS KNOWN AS THE “HAND BEHIND HEAD”, WHICH SIGNALS

- 1) leadership
- 2) uncertainty or stress
- 3) loneliness

8. OUR BODY LANGUAGE IS LIKE A

- 1) signature
- 2) state
- 3) stereotype

9. IF PEOPLE ..., THEY UNCONSCIOUSLY TURN THEIR BODIES AWAY FROM EACH OTHER

- 1) doubt
- 2) disagree
- 3) agree

10. WHEN PEOPLE SHOW RAPPORT WITH EACH OTHER, THEY

- 1) don't worry about each other
- 2) exert pressure on each other
- 3) face each other squarely

Тема 10. Эмоции

1. THE WHOLE OF THE CHILD'S EMOTIONAL NEEDS AND THEIR EXPRESSION AND SATISFACTION ARE CENTERED ON THE MOTHER

- 1) during all life
- 2) from the birth till adult period of life
- 3) from birth until about the age of four

2. WHEN WE ARE ASKED TO DESCRIBE OUR EMOTIONS

- 1) we usually begin with the arousing circumstances

- 2) we describe some of our bodily reactions and our difficulties in dealing with the situation
- 3) but we don't define the emotion solely (только) in terms of their own internal feelings

3. BODILY SENSATIONS MAY

- 1) determine the intensity with which we experience emotions
- 2) be difficult to express
- 3) be related to specific emotions

4. TO FIND PHYSIOLOGICAL PATTERNS THAT ARE UNIQUE TO DIFFERENT EMOTIONAL STATES

- 1) is rather easy
- 2) research so far has failed to find
- 3) is impossible

5. BUT NO MATTER HOW SEVERE MAY BE THE IMPACT UPON A CHILD OF UNHAPPINESS

- 1) if the parental troubles can be relieved
- 2) if there is no way out
- 3) if parents do nothing to improve the situation

6. EMOTIONS ARE DIFFICULT TO STUDY BECAUSE OF

- 1) different interpretations of them
- 2) the complexity and interrelatedness of the physiological responses involved
- 3) because the kinds of emotions that can be aroused in the laboratory do not compare in intensity with those experienced in real life

7. SOME THEORISTS CONCLUDED THAT PEOPLE TEND TO EVALUATE(ОЦЕНИВАТЬ) THEIR FEELINGS BY

- 1) remembering the similar situations
- 2) analyzing the situation
- 3) comparing themselves to others around them

8. THE CHILD'S ABILITY TO CONTROL THE MOTOR OR EXPRESSIVE SIDE OF HIS MIND AND BODY IS

- 1) quite unformed
- 2) unclear
- 3) rather understandable

9. THE CHILD'S CAPACITY FOR CORRELATING AND INTERPRETING INCOMING MESSAGES TO THE BRAIN AT BIRTH IS

- 1) completely developed
- 2) The child's capacity for correlating incoming messages to the brain is negligible
- 3) correlating incoming messages to the brain is developed but interpreting incoming messages to the brain is negligible

10. EMOTIONAL DEVELOPMENT OF YOUNG CHILDREN DEPENDS ON

- 1) the environment they study at school

- 2) their parents
- 3) their friends

Тема 11. Стресс

1. STRESS IS AN INTERACTION BETWEEN A LIFE SITUATION REQUIRING READJUSTMENT AND PERSON'S ABILITY TO
 - 1) observe
 - 2) cope
 - 3) persist
2. MAY BE AT THE BASIS OF ALL KINDS OF STRESS
 - 1) Ambition
 - 2) Suggestion
 - 3) Fear
3. CONSTANT AROUSAL OF THE NERVOUS SYSTEM CAN ALSO CONTRIBUTE TO
 - 1) social adaptation
 - 2) heart disease
 - 3) personal identity
4. ABOUT 70 PER CENT OF THE PHYSICAL PROBLEMS THAT BRING PEOPLE TO THEIR DOCTOR HAVE TO DO WITH
 - 1) specific mental ability
 - 2) social attitude
 - 3) stress and lifestyle
5. ONE WAY TO RELIEVE STRESS IS
 - 1) relaxation
 - 2) public opinion
 - 3) loneliness
6. STRESS MANIFESTED ITSELF IN
 - 1) disadaptation
 - 2) well-being
 - 3) drinking problems or heart disease
7. CHANGE OFTEN MAKES PEOPLE FEEL WORRIED, ... OR UNCOMFORTABLE
 - 1) responsible
 - 2) distressed
 - 3) attractive
8. PEOPLE NEED ... WHEN THEY MOVE FROM ONE JOB TO ANOTHER
 - 1) help
 - 2) love
 - 3) depression
9. DISTRESS BEGINS AS A RESULT OF
 - 1) attempt to improve the life
 - 2) refusing to try and solve difficult situations in life
 - 3) low self-assessment

10. STRUGGLE AGAINST STRESS INCLUDES

- 1) medical preparations and numerous forms of relaxation
- 2) rise of emotional tension
- 3) different methods of physiotherapy

Тема 12. Психотерапия

1. THE GOAL OF A TREATMENT IS

- 1) to excise a sick organ
- 2) to prescribe a proper treatment
- 3) to remove the illness

2. THE PSYCHOTHERAPIST IS OCCUPIED WITH

- 1) only with depressions
- 2) with mental disorders
- 3) with depressions, attention-getting behavior and psychosomatic diseases

3. POSITIVE PSYCHOTHERAPY EMPLOYS

- 1) a multitude of procedures, techniques in accordance with cultural specific
- 2) a few methods for middle class
- 3) a multitude of procedures, methods in accordance with the uniqueness of each patient

4. THE CONCEPT OF POSITIVE PSYCHOTHERAPY SUGGESTS

- 1) only psychiatric hospitals
- 2) the care of mentally ill patients in custodial institutions
- 3) the counseling places, therapy centers and day clinics, in which the patient's cooperate with them

5. THE SECONDARY CAPACITIES PLAY

- 1) a second role in everyday descriptions and evaluations
- 2) a decisive role in evaluations and in partner's judgments of one another.
- 3) a little decisive role

6. THE PRIMARY CAPACITIES CONCERN THE CAPACITY

- 1) to disappoint, to neglect
- 2) to express the capacity to know
- 3) to love

7. FROM A SOCIAL-PSYCHOLOGICAL POINT OF VIEW, THE ACTUAL CAPACITIES ARE

- 1) the rules of the games of the society
- 2) psychological dimensions which are restricted to the individual
- 3) the rules of the game of a society as well as the rules of the game of interpersonal relations

8. THE ACTUAL CAPACITIES ARE SOCIALIZATION NORMS WHICH ARE DEVELOPED AND LEARNED

- 1) when the person is seriously ill
- 2) in the course of one's lifetime
- 3) only in adults

9. THE ACTUAL CAPACITIES REPRESENT

- 1) self-worth conflicts
- 2) phobias and depressions
- 3) the content relations of psychodynamic reactions and of psychotherapeutic modeling

10. THE PSYCHOLOGICAL SIGNIFICANCE OF THE ACTUAL CAPACITIES IS MODIFIED THROUGHOUT A PERSON'S LIFE HISTORY

- 1) without changes in meaning
- 2) acquiring a specific meaning
- 3) with the same meaning

Тема 13. Наш университет

2. THE SIBERIAN STATE MEDICAL UNIVERSITY WAS FOUNDED

- 1) in 1898
- 2) in 1888
- 3) in 1910

3. THE FIRST FACULTY OF THE TOMSK IMPERIAL UNIVERSITY WAS

- 1) law faculty
- 2) medical faculty
- 3) faculty of History

4. AT PRESENT THE SIBERIAN STATE MEDICAL UNIVERSITY IS

- 1) the leading medical establishment in Siberia and the Far East
- 2) the leading medical establishment in Russia
- 3) the leading medical establishment all over the world

5. THE UNIVERSITY HAS

- 1) 6 faculties
- 2) 5 faculties
- 3) 8 faculties

6. THE OLDEST FACULTY IS

- 1) the medico-biological faculty one
- 2) the treating one
- 3) the pharmaceutical one

7. THE YOUNGEST FACULTIES ARE

- 1) the pharmaceutical and medico-biological faculties
- 2) the treating and pediatric faculties
- 3) the faculty of behavior medicine and management

8. THE STUDENTS WHO GRADUATE FROM THE TREATING FACULTY WILL CURE

- 1) different diseases of adults
- 2) children diseases
- 3) diseases of adults and children

9. THE GRADUATES OF THE PHARMACEUTICAL FACULTY WILL WORK

- 1) at research institutes and specialized clinics

- 2) at analytical laboratories, pharmaceutical plants and chemist's shops
- 3) at polyclinics and hospitals

10. THE MEDICO-BIOLOGICAL FACULTY PREPARES SPECIALISTS WHO WILL

- 1) investigate inner physical and chemical processes in a human being
- 2) study reasons of diseases and help physicians to do away with them
- 3) study both

11. THE GRADUATES OF THE FACULTY OF BEHAVIOR MEDICINE AND MANAGEMENT

- 1) will work as psychiatrists
- 2) will help people to cope with their mental disorders
- 3) will treat people for different diseases

Тема 14. Рабочий день студента-медика

1. IT IS WELL KNOWN THAT GOOD HEALTH IS BETTER THAN WEALTH SO I TRY

- 1) to listen to music
- 2) to see a doctor
- 3) to do my morning exercises

2. EVERY MORNING I GET UP EARLY, THEN I

- 1) walk with my friends
- 2) wash, make my bed and have a light breakfast
- 3) read books or watch TV

3. AT A QUARTER PAST 8 A. M. I

- 1) go to the cinema or theatre
- 2) leave the hostel for the University
- 3) do my homework

4. I GO TO THE UNIVERSITY ... AS IT IS NOT FAR FROM THE HOSTEL WHERE I LIVE

- 1) by plane
- 2) by bus
- 3) on foot

5. AS THE STUDENTS WANT TO BECOME GOOD SPECIALISTS

- 1) they must study foreign languages
- 2) they have to watch different films
- 3) they must learn many poems

6. LOST TIME

- 1) is better than wealth
- 2) is never found again
- 3) makes a man healthy, wealthy and wise

7. THE STUDENTS ... RESEARCH WORK AND THEN MAKE REPORTS AT THE CONFERENCES

- 1) carry out
- 2) deliver
- 3) attend

8. GENERALLY IT TAKES ME ... TO DO MY HOMEWORK

- 1) not more than 10 minutes
- 2) not less than 3 hours
- 3) about half an hour

9. SOMETIMES I GO TO THE LIBRARY

- 1) to buy some milk and bread
- 2) to have a long rest after classes
- 3) to take some books necessary for my studies

10. I ATTEND ALL THE LECTURES AS THEY ARE

- 1) very interesting and unnecessary
- 2) important and very interesting
- 3) very important and difficult

Тема 15. Поликлиника

1. WITH THE HELP OF FLUOROGRAPHY IT IS POSSIBLE TO PROVIDE

- 1) a thorough investigation of a disease
- 2) a possible cause of a disease
- 3) a mass prophylactic examination of the population

2. WHEN PATIENTS COME TO THE POLYCLINIC THEY HAVE TO APPLY TO THE ... FIRST

- 1) dean's office
- 2) registry
- 3) head doctor

3. THE SYMPTOMS WHICH ARE DETERMINED BY STUDY ARE CALLED ... ONES

- 1) subjective
- 2) essential
- 3) objective

4. IN RUSSIA THE BASIC MEDICAL UNIT IS THE

- 1) polyclinic
- 2) dispensary
- 3) drug store

5. DURING THE MEDICAL EXAMINATION A PHYSICIAN LISTENS TO

- 1) the nurse
- 2) the patient's lungs and heart
- 3) classical music

6. LABORATORY STUDIES CONSIST OF

- 1) endoscopy, urinalysis, blood, sputum and other analyses
- 2) cystoscopy, blood and sputum analyses
- 3) urinalysis, blood, sputum and other analyses

7. THE PATIENTS WHO ARE SERIOUSLY ILL HAVE TO FOLLOW

- 1) a definite policy
- 2) some restrictions
- 3) a strict bed regime

8. IN THE ROOM OF PHYSIOTHERAPY THE PATIENTS GET

- 1) some advice from the district doctor
- 2) treatment prescribed by the nurse
- 3) treatment prescribed by the physician

9. PHYSICAL EXAMINATION INCLUDES

- 1) visual examination, palpation, percussion, and administration
- 2) mass prophylactic examination, palpation, percussion, and auscultation
- 3) visual examination, palpation, percussion, and auscultation

10. THE SYMPTOMS ARE VERY IMPORTANT FOR ... A DISEASE

- 1) curing
- 2) determining
- 3) preventing

Тема 16. Аптека

1. IN CASE OF HEALTH PROBLEMS ONE SHOULD

- 1) go to the pharmacy
- 2) cure oneself
- 3) see a doctor

2. YOU GO TO THE PHARMACY

- 1) to buy all the necessary drugs
- 2) to buy food stuff
- 3) to see your friend

3. IN THE DRUG STORE THERE ARE

- 1) drug cabinets, open shelves and the fridge
- 2) two departments for selling drugs: a prescription department and a chemist's department
- 3) a hall for visitors and working rooms.

4. AT THE CHEMIST'S DEPARTMENT ONE CAN BUY

- 1) poisonous drugs
- 2) OTC drugs and things necessary for medical care
- 3) strong effective drugs

5. AT THE PRESCRIPTION DEPARTMENT ONE CAN BUY

- 1) OTC drugs and things necessary for medical care

- 2) strong effective drugs and order drugs according to prescription
- 3) tooth brushes and tooth pastes

6. THE DOSE TO BE TAKEN IS INDICATED

- 1) on the drug cabinet
- 2) in the cheque
- 3) on the label

7. ONE MUST KEEP MIXTURES AND SOLUTIONS

- 1) in a dark and cool place
- 2) in a warm place
- 3) in the light

8. A BROAD MASS ADVERTISING COMPANY INFLUENCES PEOPLE

- 1) to get a consultation from highly-qualified physicians
- 2) to buy counterfeit drugs dangerous to health
- 3) to buy real medicines of high quality

9. ANTIBIOTICS ARE TAKEN TO CONTROL

- 1) inflammation
- 2) high blood pressure
- 3) headache

10. PAIN KILLERS ARE PRESCRIBED TO TREAT

- 1) cough
- 2) diarrhea
- 3) toothache

Тема 17. Моя будущая профессия-психолог

1. WHILE CHOOSING THE PROFESSION WE MUST TAKE INTO CONSIDERATION MANY FACTORS, SUCH AS

- 1) after graduation the chosen profession would be still prestigious and well paid
- 2) personal taste and kind of mind
- 3) educational popularity and subjects

2. THE FACULTY OF CLINICAL PSYCHOLOGY AND PSYCHO-THERAPY IS

- 1) the most famous faculty in the Siberian Medical University
- 2) the new faculty in the Siberian Medical University
- 3) the most prestigious faculty in the Siberian Medical University

3. PSYCHOLOGY IS

- 1) the social science, touching almost every aspect of our lives
- 2) a medical science
- 3) a method of treatment

4. THE STUDENTS MUST SPEND MUCH TIME ON FOREIGN LANGUAGE, BECAUSE

- 1) they should communicate without hesitation
- 2) they must exchange the experience with the specialists of other European countries
- 3) they read only English books

5. THE GRADUATES OF THE CLINIC PSYCHOLOGY AND PSYCHO-THERAPY FACULTY CAN WORK AS
- 1) practitioners in clinics and hospitals, in outpatient consultation services
 - 2) scientist in scientific – research institutes of pharmacy
 - 3) endocrinologists
6. PSYCHOLOGISTS HELP PEOPLE TO COPE WITH
- 1) nervous control
 - 2) their psychological problems and social disadaptation
 - 3) their cardiovascular system
7. MANY YOUNG PEOPLE ARE EAGER TO STUDY AT THIS FACULTY, BECAUSE
- 1) they are going to be clinical pathologists
 - 2) they take into consideration many factors
 - 3) psychology is one of the most rapidly developing social sciences
8. THE STUDENTS OF THIS FACULTY STUDY DIFFERENT SUBJECTS SUCH AS
- 1) anatomy, general psychology, Latin, philosophy and others
 - 2) botany, surgery
 - 3) obstetrics
9. IT IS NECESSARY ... FOR EVERY SPECIALIST WHO WORKS WITH PEOPLE
- 1) to know psychology
 - 2) to know analytical chemistry
 - 3) to know physics
10. SOCIETY WHICH HAS BECOME MORE COMPLEX IS TURNING MORE AND MORE TO PSYCHOLOGY ... OF OUR DAY AND AGE
- 1) to solve serious social problems
 - 2) to investigate tissues
 - 3) to study infectious diseases

Тема 18. Медицинское образование в России

1. ALL THE APPLICANTS ARE REQUIRED TO TAKE ENTRANCE EXAMINATIONS IN
- 1) biology, chemistry and anatomy
 - 2) chemistry, Russian language and biology
 - 3) biology, chemistry and physics
2. APPLICANTS WHO HAVE FINISHED SCHOOL WITH A GOLD MEDAL
- 1) have not to take any examinations
 - 2) have to take two examinations
 - 3) have to take only one examination
3. THE STUDY COURSE LASTS FOR
- 1) six years
 - 2) five years
 - 3) seven years

4. DURING THE FIRST TWO YEARS STUDENTS STUDY

- 1) special clinical subjects
- 2) the basic preclinical subjects
- 3) all branches of therapy, surgery, gynecology

5. AT THE END OF THE THIRD YEAR STUDENTS

- 1) act as doctor`s assistants
- 2) work in an out-patient department
- 3) have a six-week practical course

6. SPECIALIZATION BEGINS

- 1) in the fifth year
- 2) in the third year
- 3) in the six year

7. AT THE END OF THE SIXTH SUB-INTERNSHIP YEAR STUDENTS

- 1) take entrance competitive examinations
- 2) pass the final state examinations
- 3) prepare a thesis

8. FUTURE CLINICAL SPECIALISTS SPEND A YEAR

- 1) as post-graduates
- 2) as applicants
- 3) as interns

9. MEDICAL GRADUATES CAN APPLY FOR

- 1) sub-internship
- 2) internship
- 3) post-graduate course

10. INTERS WORK UNDER THE DIRECT SUPERVISION OF EXPERIENCED SPECIALISTS

- 1) at the pharmacy
- 2) in clinics and hospitals
- 3) in sanitary and epidemiological stations

ТЕСТОВЫЕ ЗАДАНИЯ (ПО ГРАММАТИКЕ)

Выбрать один правильный вариант ответа.

1. Простое неопределённое время

1. HOW MUCH ... THIS SWEATER COST?

- 1) is
- 2) does
- 3) do

2. HOW MUCH ... THIS SWEATER?

- 1) is
- 2) does
- 3) do

3. IT... RAINY IN SUMMER

- 1) don't
- 2) doesn't
- 3) isn't

4. IT ... OFTEN RAIN IN SUMMER

- 1) don't
- 2) doesn't
- 3) isn't

5. I ... STAY AT HOME ON SUNDAYS

- 1) am not
- 2) doesn't
- 3) don't

6. I ... AT HOME ON SUNDAYS

- 1) am not
- 2) doesn't
- 3) don't

7. HE ... HAVE MUCH MONEY

- 1) am not
- 2) doesn't
- 3) don't

8. HE ... RICH

- 1) isn't
- 2) doesn't
- 3) don't

9. MAY AND HER SISTER ... LIVE IN ROME

- 1) aren't
- 2) doesn't
- 3) don't

10 MAY AND HER SISTER ... IN ROME

- 1) aren't
- 2) doesn't
- 3) don't

11. PAT'S MOTHER ... TEACH STUDENTS

- 1) isn't
- 2) doesn't
- 3) don't

12. PAT'S MOTHER ... A TEACHER

- 1) isn't
- 2) doesn't
- 3) don't

13. IT ... COST MUCH TO STAY AT THAT HOTEL

- 1) doesn't
- 2) isn't
- 3) don't

14. THAT HOTEL ... EXPENSIVE

- 1) doesn't
- 2) isn't
- 3) don't

2. Специальные вопросы

1. AFTER LUNCH YOU PHONED SOMEONE

- 1) Who rang you
- 2) Who did you ring

2. THE POLICEMAN IS INTERVIEWING THE ROBBER

- 1) Who is interviewing the robber
- 2) Who is the robber interviewing

3. ... IS IT FROM HERE TO ST. PETERSBURG?

- 1) How far
- 2) How long

4. ... WOULD YOU LIKE TO DRINK?

- 1) Which
- 2) What

5. ... OF BROTHERS GRIMM WAS THE ELDEST?

- 1) Who
- 2) What

6. IT'S SO COLD TODAY ... PUT ON YOUR WARM COAT?

- 1) Why you haven't
- 2) Why haven't you

7. ... BIRTHDAY IS IT TODAY? IT'S JANET BIRTHDAY TODAY, SHE IS 19

- 1) Which
- 2) Whom
- 3) What
- 4) Whose

8. ... DOES IT COST TO STAY AT THE HILTON HOTEL?

- 1) How many
- 2) How much
- 3) What

9. ... IS PAM'S SISTER? SHE'S SECRETARY AT OUR COLLEGE

- 1) What
- 2) Who
- 3) Where

10. YOU CAN HAVE A PHOTO ... ONE WOULD YOU LIKE?

- 1) What
- 2) Which

11. TELL ME SOMETHING ABOUT FRED'S WIFE. OH, SHE'S ABOUT 25, SHE'S PRETTY AND FRIENDLY

- 1) What is she
- 2) What does she like
- 3) What is she like
- 4) Who is she

12. – ... WILL IT TAKE ME TO LEARN ENGLISH?

– I THINK YOU'LL BE ABLE TO SPEAK IN ANOTHER FEW MONTH

- 1) How much
- 2) How long
- 3) What

13. BOB AND ALICE GOT MARRIED IN 1991

- 1) How long
- 2) When

3. Модальные глаголы

1. YOU WILL ... SPEAK SPANISH IN ANOTHER FEW MONTH

- 1) can
- 2) have
- 3) be able to
- 4) ought

2. I'D LIKE ... SKATE

- 1) to can
- 2) to be able to
- 3) to have to
- 4) could

3. NOBODY ANSWERS THE PHONE. THEY ... BE OUT

- 1) should
- 2) would
- 3) can
- 4) must

4. I'M SORRY, I ... HAVE PHONED TO TELL YOU I WAS COMING
 1) should 3) had to
 2) ought 4) could
5. TO MY MIND, THE GOVERNMENT ... TAKE CARE OF OLD PEOPLE
 1) ought 3) must
 2) need to 4) may
6. I ... GET UP EARLY ON MONDAYS
 1) am able 3) must
 2) have to 4) may
7. THE POLICEMAN TOLD THE WOMAN SHE ... WORRY
 1) needn't 3) couldn't
 2) needn't to 4) mustn't
8. ... YOU MIND PASSING ME THE SALT?
 1) will 3) could
 2) should 4) would
9. AS ... YOU REMEMBER, I WAS ALWAYS INTERESTED IN SCIENTIFIC EXPERIMENTS
 1) may 3) must
 2) have to 4) ought to
10. LITTLE CHILDREN LIKE BOOKS WITH LARGE PRINT. THEY ... READ THEM MORE EASILY
 1) should 3) can
 2) must 4) have to
11. ... I SPEAK TO JANE, PLEASE?
 1) could 3) must
 2) shall 4) ought
12. MY DENTIST SAYS I ... EAT SO MANY SWEETS
 1) needn't 3) ought not
 2) mustn't 4) shouldn't
13. – WHY HASN'T MR. GRILL GOT IN TOUCH WITH US?
 – DON'T QUITE KNOW. IT ... BE THAT HE HAS LOST OUR PHONE NUMBER
 1) may 3) must
 2) ought 4) should
14. – LIZ SEEMS TO BE AVOIDING YOU
 – I CAN'T TELL YOU FOR CERTAIN SHE ... HAVE BEEN HURT BY MY WORDS ABOUT HER BOYFRIEND
 1) should 3) might
 2) must 4) needn't

4. Настоящее неопределённое время, настоящее длительное время

1. IT (OFTEN/RAIN) IN THIS PART OF THE WORLD

- 1) is often raining
- 2) often rains

2. TAKE YOUR UMBRELLA. IT (RAIN) CATS AND DOGS

- 1) rains
- 2) is raining

3. GRANNY IS IN THE KITCHEN. SHE (MAKE) A PLUM-CAKE

- 1) is making
- 2) makes

4. MY WIFE (OFTEN/MAKE) PLUM-CAKES

- 1) is often making
- 2) often makes

5. CAN YOU PHONE A BIT LATER, PLEASE? JANE (HAVE A BATH)

- 1) is having a bath
- 2) has a bath

6. RUN DOWNSTAIRS. YOUR SISTER (WAIT) FOR YOU

- 1) is waiting
- 2) waits

7. I DON'T KNOW SPANISH, BUT I (LEARN) IT NOW

- 1) am learning
- 2) learn

8. JOHN (STILL/WORK) IN THE GARDEN

- 1) is still working
- 2) still works

9. DAD (USUALLY/WORK) ON SATURDAYS

- 1) is usually working
- 2) usually works

10. USUALLY I (HAVE COFFEE) IN THE MORNING, BUT NOW I (DRINK) TEA

- | | |
|------------------------|----------------|
| 1) am having
coffee | 1) drink |
| 2) have coffee | 2) am drinking |

11. WE (SOMETIMES/GO) TO THE CINEMA

- 1) are sometimes going
- 2) sometimes go

12. WHAT SHE (DO)? – SHE IS A SECRETARY AT OUR COLLEGE

- 1) is she doing
- 2) she does
- 3) does she do

6. Будущее неопределённое время, будущее длительное время

1. THIS TIME TOMORROW THEY (SIT) IN THE TRAIN ON THEIR WAY TO CHICAGO
 - 1) will sits
 - 2) will be sitting
2. I (BE) AT HOME IF YOU NEED ANYTHING
 - 1) will be
 - 2) will being
3. DON'T PHONE JIM FROM 5 TO 6 – HE (HAVE) ENGLISH
 - 1) will have
 - 2) will be having
4. WHY ARE YOU IN A HURRY? IF YOU ARRIVE AT FIVE O'CLOCK, THEY (STILL/COOK) THE MEAL
 - 1) will still cook
 - 2) will still be cooking
5. HE (COME) AT EIGHT IN THE EVENING
 - 1) will come
 - 2) will be coming
6. ... YOU (HAVE LUNCH) WITH ME ON FRIDAYS
 - 1) will you have lunch
 - 2) will you be having lunch
7. – I'M NOT SURE I'LL RECOGNIZE EVE
– SHE (WEAR) A DARK BLUE PULLOVER AND JEANS
 - 1) will wear
 - 2) will be wearing

7. Настоящее завершённое время, простое прошедшее время

1. WE (NOT HAVE) A HOLIDAY LAST YEAR
 - 1) didn't have
 - 2) haven't had
 - 3) hadn't had
2. MY PARENTS (BE) TO THE USA MANY TIMES
 - 1) have been
 - 2) were
 - 3) have being
3. I (BUY) A NEW DRESS LAST WEEK, BUT I (NOT WEAR) IT YET
 - 1) bought, haven't worn
 - 2) have bought, haven't worn
 - 3) had bought, didn't wear

4. ... IT (STOP) RAINING YET?

- 1) Did it stop
- 2) Is it stopped
- 3) Has it stopped

5. DON'T WORRY ABOUT YOUR LETTER. I (SENT) IT THE DAY BEFORE YESTERDAY

- 1) send
- 2) have sent
- 3) sent

6. I (LOSE) MY GLASSES. I (HAVE) THEM WHEN I CAME TO THE COLLEGE THIS MORNING

- 1) lost, have had
- 2) have lost, had
- 3) lost, have

7. WHEN JILL (FINISH) SCHOOL?

- 1) When had Jill finished
- 2) When has Jill finished
- 3) When did Jill finish

8. WHEN I WAS F CHILD, I (ALWAYS BE LATE) FOR SCHOOL

- 1) have always been
- 2) always was late
- 3) had always been

9. I CAN'T FIND MY UMBRELLA. I THINK SOMEBODY (TAKE) BY MISTAKE

- 1) took
- 2) takes
- 3) has taken

10. – ARE YOU TIRED?

-YES, A LITTLE. I (PAINT) THE CEILING TODAY

- 1) have painted
- 2) painted
- 3) paint

11. WE (NOT SEE) PETER THIS WEEK, BUT WE (SEE) HIM A COUPLE OF WEEKS AGO

- 1) haven't seen, saw
- 2) didn't see, saw
- 3) haven't seen, have seen

12. – HAVE YOU GOT ANY MONEY?

-YES, I (BORROW) IT FROM MY BROTHER

- 1) borrowed
- 2) have borrowed
- 3) did borrow

13. – WHERE IS JANE?

- SHE (GO) TO THE SHOPS. SHE WILL BE BACK SOON

- 1) went

- 2) has gone to
- 3) has been to

14. MY HUSBAND (WORK) IN THE BANK FOR THREE YEARS SINCE 1990 TO 1993

- 1) has worked
- 2) had worked
- 3) worked

15. MOM (LOSE) HER CAR KEYS, SO WE HAVE TO OPEN THE DOOR BY FORCE

- 1) has lost
- 2) lost
- 3) had lost

16. ONE OF THE PASSENGERS (DIE) IN THAT ACCIDENT

- 1) has died
- 2) died

17. MY SISTER AND HER HUSBAND (BE MARRIED) SINCE LAST CHRISTMAS

- 1) were married
- 2) have married
- 3) have been married

18. ... THE POST (COME) TODAY?

- 1) Did the post come
- 2) Has the post come
- 3) Has the post came

8. Прошедшее завершённое время, прошедшее неопределённое время

1. I (WAKE UP) EARLY AND GOT OUT OF BED

- 1) woke up
- 2) had woken up

2. I GOT OUT OF BED AN HOUR LATER I (WAKE UP)

- 1) woke up
- 2) had woken up

3. WE WERE LATE. THE MEETING (START) AN HOUR BEFORE

- 1) started
- 2) had started

4. SHE WAS THE MOST DELIGHTFUL PERSON I (NEVER MEET)

- 1) ever met
- 2) had ever met

5. THAT MORNING SHE (DRESS) (PHONE) SOMEBODY, AND WENT OUT

- 1) dressed, phoned
- 2) had dressed, had phoned

6. THAT MORNING SHE WENT OUT AFTER SHE (PHONE) SOMEBODY

- 1) phoned

2) had phoned

7. HE WAS TIRED BECAUSE HE (WORK) HARD IN THE GARDEN ALL DAY

- 1) worked
- 2) had worked

8. THE SUN (SET), IT (GET) DARK, AND WE WENT HOME

- 1) set, got
- 2) had set, got

9. THE HILLS WERE IN HURRY, BUT THEY (TAKE) A TAXI AND MANAGED TO ARRIVE EXACTLY ON TIME

- 1) took
- 2) had taken

10. THE HILLS MANAGED TO ARRIVE EXACTLY ON TIME BECAUSE THEY (TAKE) A TAXI

- 1) took
- 2) had taken

11. HE SAID HE (BREAK) THE LAMP POST

- 1) broke
- 2) had broken

12. WE ASKED PETER TO GO WITH US, BUT HE REFUSED. HE (ALREADY PROMISE) TO PLAY FOOTBALL WITH HIS FRIENDS

- 1) already promised
- 2) had already promised

13. I SAW A NICE KITTEN WHEN I (OPEN) THE BASKET

- 1) opened
- 2) had opened

14. AFTER I (WRITE) ALL MY LETTERS, I WENT TO THE KITCHEN TO MAKE COFFE

- 1) wrote
- 2) had written

15. SHE (HARDLY FINISH) SPEAKING OVER THE PHONE WHEN TELEPHONE RANG AGAIN

- 1) hardly finished
- 2) had hardly finished

9. Настоящее завершённое время, прошедшее завершённое время

1. AUNT POLLY PUNISHED TOM SOWYER BECAUSE HE ... NAUGHTY

- 1) has been
- 2) had been

2. – WHY ARE YOU LOOKING SO UNHAPPY?

– I ... MY PURSE

- 1) have lost
- 2) had lost

3. SAM WAS UPSET BECAUSE JUDY

- 1) hasn't come
- 2) hadn't come

4. MOTHER ASKED THE CHILDREN IF THEY ... SOME BISCUITS FOR TEA

- 1) has bought
- 2) had bought

5. I ... SOME PHOTOS TO BE DEVELOPED. ARE THEY READY?

- 1) has left
- 2) had left

6. TELL TOMMY ABOUT THESE WONDERFUL ISLANDS. HE ... ABOUT THEM

- 1) has never heard
- 2) had never heard

7. I AM SO HAPPY TO SEE YOU AGAIN. I ... YOU SINCE I LEFT BERTKS

- 1) haven't seen
- 2) hadn't seen

8. SHE SAID SHE ... HIM SINCE LEFT BERKS

- 1) hasn't seen
- 2) hadn't seen

10. Будущее завершённое время, будущее неопределённое время

1. JULIA (FINISH) ALL THE HOUSEWORK BY THREE O'CLOCK AND WE'LL GO FOR A WALK

- 1) will finish
- 2) will have finished

2. I PROMISE I (GET) IN TOUCH WITH YOU IF I NEED YOUR HELP

- 1) will get
- 2) will have got

3. WE ARE GOING TO BUY A CAR. BY THE END OF NEXT MONTH OUR FAMILY (SAVE) MONEY FOR IT

- 1) will save
- 2) will have saved

4. THE WORKERS SAY THAT THEY (BUILD UP) A DISTRICT BY THE BEGINNING OF 2000

- 1) will build up
- 2) will have built up

5. HE PROBABLY NEVER (BE) PATIENT

- 1) will probably never be
- 2) will probably never have been

6. SHE (HAVE LUNCH) BY THE TIME WE ARRIVE

- 1) will have
- 2) will have had

7. IF YOU THINK IT IS OVER, YOU (SEE) THAT I AM RIGHT

- 1) will see
- 2) will have seen

11. Разделительные вопросы

1. HE CAN PLAY GOLF WELL

- 1) doesn't he
- 2) can he
- 3) can't he

2. YOU ARE THE NEW SECRETARY

- 1) aren't you
- 2) are you
- 3) don't you

3. MR.EVANS IS SPEAKING OVER THE PHONE

- 1) is he
- 2) isn't he
- 3) doesn't he

4. I'M BUSY

- 1) aren't I
- 2) don't I
- 3) am not I

5. YOU LIKE BLACK COFFEE

- 1) aren't you
- 2) don't you
- 3) do you

6. YOU AREN'T WELL ENOUGH. YOU SHOULD STAY WITH EITHER ME OR YOUR SON

- 1) should you
- 2) shouldn't you
- 3) are you

7. I'M NOT ILL

- 1) are I
- 2) am I
- 3) do you

8. IT'S A NICE DAY

- 1) does it
- 2) is it
- 3) isn't it

9. THERE ISN'T A CLOUD IN THE SKY

- 1) is it
- 2) does it
- 3) is there

10. WE HAVEN'T GOT MUCH TIME

- 1) do we
- 2) don't we
- 3) haven't we

11. SAM DOESN'T WORK HARD

- 1) is he
- 2) does he
- 3) isn't he

12. THERE ARE A LOT OF PHOTOS IN ALBUM

- 1) aren't they
- 2) aren't there
- 3) are there

13. THERE WAS NOBODY THERE

- 1) was there
- 2) wasn't there
- 3) were there

14. YOUR SON DIDN'T HELP YOU MUCH

- 1) did he
- 2) had he

15. THEY SENT A LETTER THE DAY BEFORE YESTERDAY

- 1) did they
- 2) hadn't they
- 3) didn't they

16. MY DAD HASN'T READ THE NEWSPAPER

- 1) hasn't he
- 2) has he
- 3) did he

17. THERE WILL BE A NICE FILM ON TV TONIGHT

- 1) won't there
- 2) will it
- 3) will there

18. NEITHER YOUR PARENTS NOR MINE CAN LEND US SOME MONEY

- 1) can they
- 2) can't they
- 3) do they

19. HE NEVER USES HIS CAR EXCEPT WHEN IT'S NECESSARY

- 1) doesn't he
- 2) does he
- 3) isn't it

20. THERE'S LITTLE POINT IN DOING ANYTHING ABOUT IT

- 1) is it
- 2) isn't there
- 3) is there

12. Единственное и множественное число

1. MY HAIR ... CLEAN

- 1) is
- 2) are

2. CAN I BORROW YOUR SCISSORS? MINE ... NOT SHARP ENOUGH

- 1) is
- 2) are

3. BAD NEWS (NOT/MAKE) PEOPLE HAPPY

- 1) don't make
- 2) doesn't make

4. THERE ... HAIR IN MY SOUP

- 1) is a
- 2) is
- 3) are

5. I DON'T WANT ... OR HELP

- 1) advices
- 2) an advice
- 3) advice

6. I'VE SEEN SOME COMEDIES THIS MONTH. EACH ... FUNNIER THAN THE LAST

- 1) was
- 2) were

7. WE'D LIKE THREE ... EGGS

- 1) dozen of
- 2) dozen
- 3) dozens

8. KNOWLEDGE ... POWER

- 1) is
- 2) are

9. EVERYBODY ... READY

- 1) is
- 2) are

10. I NEED MY GLASSES. WHERE ... THESE GLASSES
1) is
2) are
11. IN SUMMER WE EAT A LOT OF
1) fruit
2) fruits
12. THERE ... A LOT OF SHEEP IN THE FIELD
1) is
2) are
13. THE POLICE ... TO INTERVIEW FRED ABOUT THE ACCIDENT
1) wants
2) want
14. MONEY ... NOT EVERYTHING
1) is
2) are
15. LAST SATURDAY WE WENT FISHING, BUT WE DIDN'T CATCH MANY
1) fish
2) fishes
16. MATHEMATICS ... AN EXACT SCIENCE
1) is
2) are
17. THE SUNLIT ... LOOK WONDERFUL
1) roves
2) roofs
18. IT COSTS FOUR ... DOLLARS
1) hundred
2) hundreds
19. JULIA'S CLOTHES ... IN HER WARDROBE
1) is
2) are
20. OUR TEAM ... PLAYING WELL
1) is
2) are
21. OUR TEAM ... THE BEST
1) is
2) are

22. THE UNITED STATES ... A VIOLENT HISTORY

- 1) have
- 2) has

23. ...ARE MADE OF BRONZE

- 1) pence
- 2) pennies

13. Прошедшее неопределённое время, прошедшее длительное время, прошедшее завершённое время, прошедшее завершённо-длительное время

1. I ... OVER THE PHONE WHEN THEY BROUGHT ME THE LETTER

- 1) talked
- 2) had talked
- 3) had been talking
- 4) was talking

2. THEY ... IN THE ROOM WHEN THE TAXI ARRIVED

- 1) sat
- 2) had sat
- 3) had been sitting
- 4) were sitting

3. HE QUICKLY FORGOT EVERYTHING HE ... AT SCHOOL

- 1) learnt
- 2) had learnt
- 3) had been learning
- 4) was learning

4. I VISITED BRAZIL IN APRIL I ... AT A NICE HOTEL FOR A FORTNIGHT

- 1) stayed
- 2) had stayed
- 3) had been staying
- 4) was staying

5. I ... AT THE HOTEL FOR A FORTNIGHT WHEN I RECEIVED YOUR LETTER

- 1) stayed
- 2) had stayed
- 3) had been staying
- 4) was staying

6. THE MUSICIAN ... THE PIANO FOR A WHOLE HOUR WHEN WE CAME IN

- 1) played
- 2) had played
- 3) had been playing
- 4) was playing

7. ALICE CLOSED THE MAGAZINE AND ROSE FROM THE SODA ON WHICH SHE ... FOR MORE THAN TWO HOURS

- 1) lay

- 2) had lain
- 3) had been lying
- 4) was lying

8. A MAN ... UNCONSCIOUS FOR A FEW MINUTES WHEN AN AMBULANCE ARRIVED

- 1) was
- 2) had been
- 3) had being

9. WE ... ALONG A FOREST ROAD FOR TWO HOURS WHEN WE SAW A HOUSE

- 1) walked
- 2) had walked
- 3) had been walking
- 4) were walking

10. I ... OVER THE PHONE FOR A WHOLE HOUR WHEN THE PORTER KNOCKED AT THE DOOR

- 1) talked
- 2) had talked
- 3) had been talking
- 4) was talking

11. I HARDLY ... SPEAKING WITH A PORTER WHEN THE PHONE RANG AGAIN

- 1) finished
- 2) had hardly finished
- 3) had been finishing
- 4) was finishing

12. FIRST I ... THE PHONE AND THEN I READ YOUR LETTER.

- 1) answered
- 2) had answered
- 3) had been answering
- 4) was answering

13. AND I BEGAN WRITING TO YOU INSTEAD OF GOING TO THE SEASIDE AS I ... BEFORE

- 1) planned
- 2) had planned
- 3) had been planning
- d) was planning

14. Будущее неопределённое время, будущее завершённое время, будущее длительное время

1. HE ... WHEN YOU COME BACK TONIGHT

- 1) will sleep
- 2) will be sleeping

2. BY THE TIME I COME THEY

- 1) will go
- 2) will have gone

3. - IT IS SNOWING HEAVILY. HAVE YOU LISTENED TO THE WEATHER FORECAST FOR TOMORROW?
 - I HOPE IT ... SNOWING BY TOMORROW MORNING
- 1) will stop
 - 2) will be stopping
 - 3) will have stopped
4. MY SISTER ... THE RESULT OF HER EXAM ON ECONOMY IN THREE DAYS
- 1) will know
 - 2) will have known
 - 3) will be knowing
5. - LET'S MEET AT THE STATION AT 5 O'CLOCK.
 - OK. I ... FOR YOU THERE
- 1) will wait
 - 2) will be waiting
 - 3) will have waited
6. THE WORK OF THE SCIENTIST ... THE PROPER ACCLAIM
- 1) will achieve
 - 2) will have achieved

15. Формы глагола

1. THE DAY BEFORE YESTERDAY WE (INVITE) TO THE RESTAURANT BY TOM JENKINS
- 1) are invited
 - 2) were invited
 - 3) invite
2. LOOK! THE BRIDGE (REPAIR)
- 1) is being repaired
 - 2) is been repaired
 - 3) has being repaired
3. THE LETTER AND THE PARCELS (POST) TOMORROW
- 1) will be post
 - 2) will have been posted
 - 3) will be posted
4. MARGARET (KNOW) TO BE A VERY INDUSTRIOUS PERSON
- 1) has been known
 - 2) is known
 - 3) is been known
5. IN GREECE THE OLYMPIC GAMES (HOLD) ONCE IN FOUR YEARS
- 1) were held
 - 2) are being held
 - 3) are held

6. THE PROBLEM (STUDY) FOR THREE YEARS, BUT THEY HAVEN'T GOT ANY RESULTS
- 1) has been studied
 - 2) has being studied
 - 3) was studied
7. THIS BOOK (REPUBLISH) BY THE END OF SEPTEMBER
- 1) would have been republished
 - 2) would been republished
 - 3) will have been republished
8. THE DOCTOR SAID THAT TOMMY'S LEG (X-RAYED) THE FOLLOWING DAY
- 1) will be x-rayed
 - 2) would be x-rayed
 - 3) will have been x-rayed
9. A POLICE CAR CAME WHEN THE INJURED MAN (CARRY OFF) THE ROAD
- 1) was being carried off
 - 2) was been carrying off
 - 3) has been carried off
10. I (BEAR) IN A SMALL RUSSIAN TOWN NOT FAR FROM SAMARA
- 1) were born
 - 2) am born
 - 3) was born
11. DAD PHONED US AND ASKED IF OUR LUGGAGE (ALREADY/PACK).
- 1) was already being packed
 - 2) had already been packed
 - 3) was packed
12. WHAT A PITY, JOHN WON'T COME. HE (TELL) ABOUT THE MEETING BEFORE HAND
- 1) should have been told
 - 2) should be told
 - 3) should been told

16. Вопросительные предложения

1. WILL YOU BE HERE NEXT WEEKEND?
- 1) No, I won't
 - 2) No, I don't
 - 3) No, I am not
2. HAVE YOU GOT ANY TIME FOR ME?
- 1) Yes, it is
 - 2) Yes, there is
 - 3) Yes ,I do

3. DID JULIA PHONE YOU EARLIER?

- 1) Yes, she did
- 2) Yes, she had
- 3) Yes, she has

4. WOULD YOU LIKE A CUP OF HOT TEA?

- 1) I'd love to
- 2) Yes, I am
- 3) Yes, I do

5. DO YOU LIKE HOT TEA?

- 1) Yes, I'd like
- 2) Yes, please
- 3) Yes, I do

6. IT WASN'T A BAD DAY, WAS IT?

- 1) Yes, it wasn't
- 2) No, it wasn't
- 3) Yes, it was

7. ARE YOU MARRIED?

- 1) Yes, I do
- 2) Yes, I am
- 3) Yes, I was

8. ARE THERE A LOT OF CHILDREN IN YOUR GROUP?

- 1) Yes, they are
- 2) Yes, they do
- 3) Yes, there are

9. TERRY DOESN'T EAT MEAT, DOES HE?

- 1) No, he doesn't
- 2) Yes, he doesn't
- 3) No, it doesn't

10. HAD JENNY RUNG BEFORE SHE CAME?

- 1) Yes, she did
- 2) Yes, she had
- 3) Yes, she rang

11. CAN I GIVE YOU A LIFT?

- 1) Yes, you can
- 2) Yes, please
- 3) Yes, of course

12. I WENT TO BED LATE LAST NIGHT. AND YOU?

- 1) So did I
- 2) So I did
- 3) And I did

13. WOULD YOU WAIT HALF AN HOUR, PLEASE?

- 1) Yes, please
- 2) Yes, I would
- 3) All right

14. TOM NEITHER WROTE NOR PHONED, DID IT?

- 1) Yes, he did
- 2) No, he didn't
- 3) Yes, he had

17. Формы глагола

1. TEDDY'S WORDS MADE ME (FEEL) UNCOMFORTABLE

- 1) to feel
- 2) feeling
- 3) feel

2. MRS. POTTSON ALLOWED HER GUESTS (SMOKE) IN THE LIVING ROOM

- 1) to smoke
- 2) smoking
- 3) smoke

3. HAS THE SECRETARY COME YET? I WANT TO HAVE MY PAPERS (TYPE)

- 1) to type
- 2) type
- 3) typed

4. I WATCH MY CAT (PLAY) WITH HER KITTENS. I COULDN'T TEAR MYSELF AWAY FROM THAT FUNNY SIGHT

- 1) played
- 2) playing
- 3) to play

5. GRANNY DIDN'T WANT MY MOM (MARRY) MY DAD

- 1) marry
- 2) to marry
- 3) married

6. OUR ENGLISH TEACHER TOLD US (NOT/FEEL) SHY AND SPEAK ENGLISH AS MUCH AS POSSIBLE

- 1) not to feel
- 2) not feel
- 3) felt

7. I HAVE TO GET MY PHOTOGRAPH (TAKE) FOR A NEW PASSPORT

- 1) took
- 2) take
- 3) taken

8. THERE WASN'T MUCH TRAFFIC IN THE STREET I SAW A LITTLE GIRL (CROSS) THE ROAD

- 1) crossed
- 2) cross
- 3) to cross

9. I HAVE NEVER HEARD HELEN (SING)

- 1) sang
- 2) sings
- 3) singing

10. MARY WOULD LIKE HER BROTHER (AVOID) TOM'S COMPANY

- 1) to avoid
- 2) avoid
- 3) avoided

11. WE EXPECTED THE HARRISONS (ARRIVE) LATER THAN USUAL

- 1) to arrive
- 2) arrive
- 3) arrived

12. WHAT MAKES YOU (DO) SUCH RASH ACTIONS?

- 1) do
- 2) to do
- 3) doing

18. Порядок слов в предложении

1. OFTEN – THE – CINEMA – THE MILNES – TO - GO

- 1) The Milnes go to the cinema often
- 2) The Milnes often go to the cinema

2. CIGARETTES – HIS – GIVE - HIM

- 1) Give his cigarettes him
- 2) Give him his cigarettes

3. THE THEATRE – GO – OFTEN – VERY – WE - TO

- 1) We go to the theatre very often
- 2) We very often go to the theatre
- 3) Very often we go to the theatre

4. HIM – GIVE – TO – CIGARETTES- HIS

- 1) Give to him his cigarettes
- 2) Give his cigarettes to him

5. DRINK – COFFEE – I – USUALLY – STRONG – DON'T

- 1) I usually don't drink strong coffee
- 2) I don't usually drink strong coffee
- 3) I don't drink strong coffee usually

6. ROUND – AT – TABLE – WOODEN – THEY – A – LARGE - SAT

- 1) They sat at a large wooden round table
- 2) They sat at a round large wooden table
- 3) They sat at a large round wooden table

7. DOING – MEN – WHAT – THOSE - ARE?

- 1) What are those men doing?
- 2) What are doing those men?
- 3) What those men are doing?

8. THE NEWS – YESTERDAY – SAW – TELEVISION – I - ON

- 1) I yesterday saw the news on television
- 2) I saw on television the news yesterday
- 3) Yesterday I saw the news on television

9. THE NOVEL – MUCH – I – VERY - LIKED

- 1) I very liked the novel
- 2) I liked very much the novel
- 3) I liked the novel very much

10. TO – CAME – THE OFFICE – HE – YESTERDAY – TAXI - BY

- 1) He came by taxi to the office yesterday
- 2) He came to the office by taxi yesterday
- 3) Yesterday he came by taxi to the office

11. THE TABLE – AND – ON – IS – THERE – TWO – A BOOK - PENS

- 1) There is a book and two pens on the table
- 2) There is two pens and a book on the table
- 3) On the table there is a book and two pens

12. TELL – DIDN'T – ME – YOU – THE TRUTH - WHY?

- 1) Why you didn't tell me the truth?
- 2) Why didn't you tell me the truth?
- 3) Why didn't you tell the truth me?

13. WHERE – ME – COULD – IS – THE MARKET – YOU – TELL?

- 1) Could you tell me where the market is?
- 2) Could you tell me where is the market?

14. AIRPOT – 10 P.M. – YOU'LL – THE – AT – AT - ARRIVE

- 1) You'll arrive at the airport at 10p.m
- 2) You'll arrive at 10p.m at the airport
- 3) At the airport you'll arrive at 10p.m

ОТВЕТЫ К ТЕСТОВЫМ ЗАДАНИЯМ (ПО ЛЕКСИКЕ)

Тема 1. Что такое психология?

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	1	3	2	5	1	7	1	9	3
2	2	4	3	6	2	8	2	10	2

Тема 2. Память

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	3	1	5	1	7	3	9	3
2	1	4	2	6	2	8	2	10	1

Тема 3. Описание людей. Характер и личность

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	1	3	1	5	1	7	2	9	1
2	2	4	3	6	2	8	1	10	1

Тема 4. Организация нервной системы

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	3	3	5	2	7	2	9	3
2	3	4	2	6	3	8	3	10	3

Тема 5. Функции семьи

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	3	3	5	3	7	3	9	3
2	2	4	2	6	2	8	3	10	2

Тема 6. Известный ученый. Зигмунд Фрейд

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	1	5	3	7	3	9	1
2	3	4	2	6	2	8	1	10	1

Тема 7. Психоанализ

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	1	5	1	7	2	9	3
2	2	4	2	6	2	8	2	10	1

Тема 8. Гипноз

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	1	3	3	5	1	7	1	9	1
2	2	4	1	6	2	8	2	10	2

Тема 9. Невербальное общение

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	1	5	1	7	2	9	2
2	3	4	1	6	3	8	1	10	3

Тема 10. Эмоции

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	3	1	5	1	7	3	9	3
2	3	4	2	6	3	8	1	10	2

Тема 11. Стресс

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	2	5	1	7	2	9	2
2	3	4	3	6	3	8	1	10	1

Тема 12. Психотерапия

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	3	3	5	2	7	3	9	3
2	3	4	3	6	3	8	2	10	2

Тема 13. Наш университет

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	1	5	2	7	1	9	1
2	2	4	2	6	3	8	2	10	2

Тема 14. Рабочий день студента-медика

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	3	2	5	1	7	1	9	3
2	2	4	3	6	2	8	2	10	2

Тема 15. Поликлиника

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	3	3	5	2	7	3	9	3
2	2	4	1	6	3	8	3	10	2

Тема 16. Аптека

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	3	2	5	2	7	1	9	1
2	1	4	2	6	3	8	2	10	3

Тема 17. Моя будущая профессия-психолог

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	1	3	1	5	1	7	3	9	1
2	2	4	2	6	2	8	1	10	1

Тема 18. Медицинское образование в России

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	1	5	3	7	2	9	3
2	3	4	2	6	3	8	3	10	2

ОТВЕТЫ К ТЕСТОВЫМ ЗАДАНИЯМ (ПО ГРАММАТИКЕ)**1. Простое неопределённое время**

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	4	2	7	2	10	1	13	1
2	1	5	3	8	1	11	2	14	2
3	3	6	1	9	3	12	1		

2. Специальные вопросы

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	4	2	7	4	10	2	13	3
2	1	5	3	8	2	11	3		
3	1	6	2	9	1	12	2		

3. Модальные глаголы

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	4	2	7	1	10	3	13	1
2	2	5	3	8	4	11	1	14	3
3	4	6	2	9	1	12	4		

4. Настоящее неопределённое время, настоящее длительное время

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	4	2	7	1	10	2/2	13	3
2	2	5	1	8	1	11	2	14	2
3	1	6	1	9	2	12	3	15	1/1

5. Прошедшее неопределённое время, прошедшее длительное время

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	2	5	2/1	7	2/2		
2	1	4	2	6	2/1				

6. Будущее неопределённое время, будущее длительное время

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	2	5	1	7	2		
2	1	4	2	6	1				

7. Настоящее завершённое время, простое прошедшее время

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	1	5	3	9	3	13	2	17	3
2	1	6	2	10	1	14	3	18	2
3	1	7	3	11	1	15	1		
4	3	8	2	12	2	16	2		

8. Прошедшее завершённое время, прошедшее неопределённое время

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	1	4	2	7	2	10	2	13	1
2	2	5	1	8	1	11	2	14	2
3	2	6	2	9	1	12	2	15	2

9. Настоящее завершённое время, прошедшее завершённое время

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	2	5	1	7	1		
2	1	4	2	6	1	8	2		

10. Будущее завершённое время, будущее неопределённое время

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	2	5	1	7	1		
2	1	4	2	6	2				

11. Разделительные вопросы

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	3	5	1	9	3	13	1	17	1
2	1	6	2	10	1	14	1	18	1
3	2	7	2	11	2	15	3	19	2
4	2	8	3	12	2	16	2	20	3

12. Единственное и множественное число

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	1	5	3	9	1	13	2	17	2
2	2	6	1	10	2	14	1	18	1
3	2	7	2	11	1	15	1	19	2
4	1	8	1	12	2	16	1	20	2

13. Прошедшее неопределённое время, прошедшее длительное время, прошедшее завершённое время, прошедшее завершено-длительное время

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	4	4	1	7	3	10	3	13	2
2	4	5	3	8	2	11	2		
3	2	6	3	9	3	12	1		

14. Будущее неопределённое время, будущее завершённое время, будущее длительное время

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	2	5	1				
2	1	4	2	6	2				

15. Формы глагола

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	3	3	5	1	7	2	9	1
2	1	4	2	6	1	8	2	10	3
11	2	12	1						

16. Вопросительные предложения

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	1	4	1	7	2	10	2	13	3
2	3	5	3	8	3	11	2	14	2
3	1	6	3	9	1	12	1		

17. Формы глагола

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	4	2	7	3	10	1		
2	1	5	2	8	2	11	1		
3	3	6	1	9	3	12	1		

18. Порядок слов в предложении

Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа	Номер задания	Номер ответа
1	2	4	2	7	1	10	2	13	1
2	2	5	2	8	3	11	1	14	1
3	1	6	3	9	3	12	2		

Рекомендуемая литература

Основная литература

1. Агабекян И. П., Коваленко П. И. Английский язык для психологов: учебное пособие. – «Феникс», Высшее образование, 2014. – 320 с.
2. Макарова Е.А.; Английский для психологов. Изд. «Юрайт», серия «Бакалавр. Академический курс», 2015. – 412 с.
3. Кургузенкова Ж.В., Кривошлыкова Л.В., Донская М.В.; Английский для психологов и не только. Серия «Учебное пособие», изд. «Флинта, Наука», 2016. – 104 с.
4. Качалова К.Н., Израилевич Е.Е.; Практическая грамматика английского языка с упражнениями и ключами.; изд. Каро; 2011. – 608 с.

Дополнительная литература

1. Гитович Р.А., Ковальчук С.В.; Английский язык для психологов; изд. Университетская книга; учебное пособие; 2011. – 152 с.
2. Голицынский Ю.Б.; Грамматика. Сборник упражнений.; серия Английский язык для школьников; изд. Каро; 2015. – 576 с.
3. Голицынский Ю.Б.; Грамматика. Ключи к упражнениям.; серия Английский язык для школьников; изд. Каро; 2015. – 288 с.
4. Мюллер В.К.; Англо-русский, русско-английский словарь.; изд. ЛадКом; 2012. – 832 с.

ПРИЛОЖЕНИЯ

Приложение № 1 ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

1. ИМЯ СУЩЕСТВИТЕЛЬНОЕ (THE NOUN)

Имя существительное – часть речи, обозначающая лицо или предмет и отвечающая на вопрос кто? или что?: a skeleton, physiology, a patient.

Существительные делятся на:

собственные: London, Mary, America;

нарицательные: a dog, a patient;

абстрактные: history, love, friendship;

вещественные: bread, water, matter;

собираательные: family, team, crowd.

Существительные образуют множественное число путем прибавления к форме единственного числа окончания -(e)s: trunk – trunks, boy – boys, hero – heroes, process – processes.

Обратите внимание на особые случаи образования множественно числа:

а. путем изменения корневой гласной

man	men
woman	women
foot	feet
tooth	teeth
child	children
mouse	mice

б. в именах существительных, заимствованных из греческого и латинского языков

analysis	analyses
thesis	theses
datum	data
bacterium	bacteria
nucleus	nuclei
stimulus	stimuli

с. в составных именах существительных, которые пишутся через дефис, форму множественного числа обычно принимает основное в смысловом отношении слово

gall-bladder	gall-bladders
shoulder-blade	shoulder-blades
passer-by	passers-by

Цепочка определений

Если между артиклем (или другим определителем) и существительным, к которому он относится, стоит несколько существительных, то они образуют цепочку определений, а существительное, к которому относится артикль, является по отношению к ним опорным. С него рекомендуется начинать перевод цепочки определений. Например: a surgery department patient больной хирургического отделения; the water pollution calculation problem проблема вычисления загрязнения воды.

2. АРТИКЛЬ (THE ARTICLE)

Артикль является наиболее распространенным определителем существительного. Неопределенный артикль a, an происходит от числительного one один и означает «один из многих», «какой-то», «любой».

I am a student. Я студент. (один из студентов)

Определенный артикль the происходит от указательного местоимения that и показывает, что речь идет об известном вам лице или предмете.

Where is the teacher? Где преподаватель? (тот преподаватель, которого мы знаем)

Bring me the anatomy atlas, please. Принесите мне атлас по анатомии. (речь идет об определенном атласе)

Артикль стоит непосредственно перед существительным или перед словами, определяющими это существительное.

There was a meeting at our faculty last week.

There was an interesting meeting at our faculty last week.

The hospital was far from his house.

The new hospital was far from his house.

3. ИМЯ ПРИЛАГАТЕЛЬНОЕ (THE ADJECTIVE)

Имя прилагательное – часть речи, обозначающая признак предмета, его качество или свойство: a sick boy, small arteries.

Имена прилагательные имеют положительную, сравнительную и превосходную степени. Они образуются следующим образом:

1) у односложных и некоторых двусложных прилагательных с помощью суффикса -er для сравнительной степени и -est для превосходной степени;

2) у многосложных прилагательных добавлением слова more более или less менее в сравнительной степени и most наиболее или least наименее в превосходной степени.

Положительная степень	Сравнительная степень	Превосходная степень
large	larger	largest
easy	easier	easiest
interesting	more (less) interesting	the most (least) interesting
important	more (less) important	the most (least) important

Некоторые прилагательные и наречия образуют степени сравнения от разных основ.

Положительная Степень	Сравнительная степень	Превосходная степень
good, well хороший, хорошо	better лучше	the best самый лучший
bad, badly плохой, плохо	worse хуже	the worst самый худший
many, much много	more больше	the most самый большой
little маленький, мало	less меньше	the least самый маленький

Для сравнения двух предметов одинакового качества прилагательное в положительной степени ставится между парными союзами as ... as такой же ... как, так же ... как.

Anatomy is as interesting as physiology. Анатомия такой же интересный предмет, как физиология.

В отрицательных предложениях первое as обычно заменяется на so.

The walls of capillaries are not so thick as the walls of larger arteries and veins. Стенки капилляров не такие плотные, как стенки крупных артерий и вен.

Конструкция the ... the

При переводе английских сравнительных предложений, содержащих конструкцию the ... the в сочетании с прилагательным или наречием в сравнительной степени, употребляется союз чем ... тем.

The better people are physically trained, the more oxygen they have in their blood. Чем лучше люди физически тренированы, тем больше кислорода содержится в их крови.

The more appetizing the food is, the more amount of saliva is secreted. Чем аппетитнее пища, тем больше секретируется слюны.

4. ИМЯ ЧИСЛИТЕЛЬНОЕ (THE NUMERAL)

Именем числительным называется часть речи, которая обозначает количество или порядок предметов. Имена числительные делятся на количественные, которые отвечают на вопрос сколько? (one, two, three), и порядковые, которые отвечают на вопрос который? (first, second, third).

Таблица числительных

Первого десятка		Второго десятка	Десятки	Многозначные числа
количественные	порядковые	количественные		
1 one	(the) first	11 eleven	10 ten	100 a (one) hundred 1000 a (one) thousand 1000000 a (one) million 1000000000 a (one) milliard (Engl.) a (one) billion (Amer.)
2 two	(the) second	12 twelve	20 twenty	
3 three	(the) third	13 thirteen	30 thirty	
4 four	(the) fourth	14 fourteen	40 forty	
5 five	(the) fifth	15 fifteen	50 fifty	
6 six	(the) sixth	16 sixteen	60 sixty	
7 seven	(the) seventh	17 seventeen	70 seventy	
8 eight	(the) eighth	18 eighteen	80 eighty	
9 nine	(the) ninth	19 nineteen	90 ninety	
10 ten	(the) tenth			

Составные количественные числительные читаются так же, как и в русском языке: 29 – twenty-nine

В английской системе цифровых знаков разряды целых чисел определяются запятой: 1,248 patients = one (a) thousand two hundred and forty-eight patients.

При образовании порядкового числительного от составных числительных изменению подвергается только последнее слово: (the) 647 – the six hundred and forty-seventh.

В простых дробях числитель выражается количественным числительным, а знаменатель – порядковым числительным: 1/3 – one third. 1/2 читается a half, 1/4 – a quarter. Когда числитель больше единицы, знаменатель принимает окончание -s: 3/4 three fourths.

В десятичных дробях целое число отделяется от дроби точкой, а не занятой, как в русском языке. Каждая цифра читается отдельно. Точка, отделяющая целое число от дроби, читается point; 0 (ноль) читается [ou] или nought [n :t]: 6.08 – six point o [ou] eight.

При чтении хронологических дат в английском языке годы, в отличие от русского языка, обозначаются количественным числительным: 1942 – nineteen forty-two тысяча девятьсот сорок второй год.

Для обозначения дней, месяцев употребляются порядковые числительные. Пишется: December 31, 1988. Читается: the thirty-first of December, nineteen eighty-eight. Другой вариант: December the thirty-first, nineteen eighty-eight.

5. МЕСТОИМЕНИЕ (THE PRONOUN)

Местоимение – часть речи, которая употребляется вместо имени существительного и других частей речи, определяющих его.

Pirogov is the greatest Russian surgeon. He used the methods of antiseptics during the Crimean war.

Местоимения делятся на: личные, притяжательные, указательные, вопросительные, относительные, усилительные, возвратные, неопределенные, отрицательные. Личные местоимения имеют формы числа и падежа. Вопросительное и относительное местоимение who имеет падежную форму whom. Указательные и возвратные (усилительные) местоимения изменяются по числам.

Личные местоимения

Именительный падеж

I я

he он

she она

it оно (он, она)

we мы

you вы

they они

Объективный падеж

me мне, меня

him его, ему

her ее, ей

it его, ему, ее, ей

us нас, нам

you вас, вам

them их, им

Притяжательные местоимения выполняют функцию определения и употребляются перед определяемым существительным самостоятельно

my – my brother

his

her

its (неодушевленный предмет)

our

your

their

mine – this book is mine

his

hers

(не употребляется)

ours

yours

theirs

Указательные местоимения

Единственное число

this этот, эта, это

that тот, та, то

Множественное число

these эти

those те

После местоимений this и that часто употребляется слово-заместитель one во избежание повторения упомянутого ранее существительного. Например:

This book is mine and that one is yours. Эта книга моя, а та – ваша.

Вопросительные и относительные местоимения

Вопросительные и относительные местоимения совпадают по форме.

Вопросительные

who кто?

whose чей?

Относительные

who тот, кто; тот, который

whose которого

whom кого?
 by whom кем?
 with whom (с) кем?
 what что?
 about what о чем?
 what какой?
 which который?
 which of кто, который из?

whom которого, кого
 by whom (с) которым, (с) кем
 with whom (с) которым, (с) кем
 what что; то, что
 about what о том, что
 which который, которого
 that который, которые

Вопросительное местоимение what (что) может выполнять в предложении функцию подлежащего или дополнения. Например:

What is there in the anatomy museum?

What did you see at the anatomy museum yesterday?

Усилительные и возвратные местоимения

В английском языке усилительные и возвратные местоимения совпадают по форме. Они образуются посредством прибавления суффикса –self (во множественном числе –selves).

Единственное число

myself (я) сам

yourself (вы) сами

himself (он) сам

herself (она) сама

itself (оно) само

Множественное число

ourselves (мы) сами

yourselves (вы) сами

themselves (они) сами

Признаком возвратного глагола в инфинитиве является слово oneself, где one – неопределенно-личное местоимение: to acquaint oneself познакомиться, ознакомиться.

We acquainted ourselves with the work of the new equipment at the surgical department of this hospital. Мы ознакомились с работой нового оборудования в хирургическом отделении этой больницы.

Неопределенные местоимения

В утвердительном предложении:

There are some medical articles in this journal. В этом журнале несколько медицинских статей.

Some people are careless of their health. Некоторые (люди) пренебрегают своим здоровьем.

Take any medical journal. Возьмите любой медицинский журнал.

В вопросительном предложении:

Are there any articles on respiratory diseases in this journal? Есть ли в этом журнале какие-либо статьи о респираторных заболеваниях?

Who has some of these journals? У кого есть какие-либо из этих журналов?

В отрицательном предложении:

There are not any interesting experiments in this work. = There are not interesting experiments in this work. В этой работе нет интересных экспериментов.

Местоимения some, any, no и every со словами thing (вещь), body (субъект), one (некто), where (где, куда) образуют сложные местоимения.

Производные от some, any, no, every

Местоимения	+ thing	+ body/one	+ where	употребляются
some некоторый, какой-то, какой-нибудь, несколько	Something что-то, что-нибудь	somebody/someone кто-то, кто-нибудь	Somewhere где-то, куда-то, где-нибудь, куда-нибудь	В утвердительных предложениях
any 1) всякий, любой	Anything 1) все 2) что-то	anybody/anyone 1) всякий, все 2) кто-то,	Anywhere 1) везде 2) где-нибудь,	1) в утвердительных предложениях;

2) какой-нибудь	3) что-нибудь	3) кто-нибудь	куда-нибудь	2) в вопросительных предложениях
no, not any	nothing (not anything)	nobody (not anybody) no one	nowhere (not anywhere)	
every	everything	everybody/everyone	everywhere	

В английском языке существует два варианта построения отрицательного предложения.
She did not see anybody in the room. = Она никого не увидела в комнате.

В отрицательных предложениях при наличии no, nothing, nobody, no one, nowhere глагол ставится в утвердительной форме, так как двух отрицаний в английском предложении не бывает.

We prepared nothing. Мы ничего не приготовили.

They go nowhere in summer. Они никуда не едут летом.

There is nobody in the room. В комнате никого нет.

Следующая шутка хорошо иллюстрирует значение и употребление неопределенных местоимений.

Who's job is it?

This is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

6. ГЛАГОЛ (THE VERB)

Глагол – это часть речи, которая обозначает действие или состояние лица или предмета.

My sister studies at the Medical Institute.

Глаголы бывают простые, производные и составные. Простые глаголы не имеют в своем составе ни префиксов, ни суффиксов: to enter, to open. Производные глаголы имеют в своем составе суффиксы или префиксы: to discontinue, to analyse. Составные глаголы состоят из двух элементов – глагола и послелога, составляющих одно понятие: to look after заботиться и ком-л., to do without обходиться без чего-либо.

При выполняемой в предложении функции глаголы делятся на:

1. Смысловые, которые употребляются в роли простого сказуемого:

I study English at the Institute.

2. Модальные, которые в сочетании с инфинитивом смыслового глагола образуют составное глагольное сказуемое:

You may take my dictionary.

3. Глаголы-связки, которые в сочетании с именной частью образуют составное именное сказуемое, утрачивая при этом собственное лексическое значение. К ним относятся: to be, to become, to grow, to turn, to keep, to remain, to look и др.

Brown is an expert in medicine. Браун – специалист в области медицины.

She feels sick. Ее тошнит.

The man grew pale. Мужчина побледнел.

4. Вспомогательные глаголы, которые не имеют самостоятельного значения и в сочетании со смысловым глаголом образуют простое глагольное сказуемое. К ним относятся глаголы: to be, to have, shall, will, should, would, do (does, did).

He is examining a patient from Ward 5.

We have attended two lectures this week.

Наклонение глагола

Категория наклонения выражает соотношенность действия с действительностью. Категория наклонения свойственна только личным формам глагола. В английском языке имеется три наклонения:

1. Изъявительное наклонение показывает действие как реальный факт в настоящем, прошедшем и будущем времени.

I come to the Institute at 9 a.m. Я прихожу в институт в 9 утра.

Yesterday doctor Smith did not operate. Вчера д-р Смит не оперировал.

We shall visit the House of Friendship once a month. Мы будем ходить в Дом дружбы каждый месяц.

2. Поведительное наклонение выражает побуждение к действию, приказание, запрещение, просьбу.

Open your books on page 5. Откройте книги на пятой странице.

Don't take those pills. Не берите эти таблетки.

Let's go. Пойдемте.

3. Сослагательное наклонение показывает действие не как реальный факт, а как предполагаемое или желательное.

If I were in London I should visit the British Museum. Если бы я был в Лондоне, я бы посетил Британский музей.

7. ФОРМЫ АНГЛИЙСКОГО ГЛАГОЛА

Формы английского глагола делятся на личные и неличные

Личные формы глагола выражают: лицо – 1-е, 2-е 3-е (форма 2-го лица единственного числа вышла из употребления, вместо нее пользуются формой 2-го лица множественного числа), число (единственное и множественное), наклонение (изъявительное, сослагательное, повелительное), время (настоящее, прошедшее, будущее) и залог (действительный и страдательный).

Личные формы глагола служат в предложении сказуемым и согласуются с подлежащим в лице и числе.

She works at the therapeutical hospital.

К неличным формам относятся: инфинитив (Infinitive), причастие I (Participle I), причастие II (Participle II) и герундий (Gerund). Они не выражают лицо, число, время и наклонение и поэтому самостоятельно не могут выполнять функцию сказуемого.

К основным формам английского глагола относятся:

1. Infinitive.
2. Past Indefinite.
3. Participle II.
4. Participle I.

I Infinitive	II Past Indefinite	III Participle II	IV Participle I
to take to go to open	took went opened	taken gone opened	taking going opening
Употребляется для образования: 1) причастия прошедшего времени стандартных		Употребляется для образования: 1) времен группы Perfect;	Употребляется для образования: времен группы Continuous

глаголов; 2) причастия настоящего времени; 3) времен группы Indefinite.		2) Passive Voice.	
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По способу образования Past Indefinite и Participle II глаголы делятся на стандартные и нестандартные.

Стандартные глаголы образуют Past Indefinite и Participle II путем прибавления к основе инфинитива (без частицы to) суффикса –ed для всех лиц единственного и множественного числа: to ask спрашивать – asked спросил – asked спрошенный.

Нестандартные глаголы образуют Past Indefinite и Participle II различными способами и их следует заучивать наизусть.

to make – made – made

to build – built – built

to write – wrote – written

to set – set – set

Оборот there + to be имеет значение есть, находится, имеется, существует. Глагол to be ставится в личной форме (is, are, was, were, will be) и согласуется с последующим именем существительным. Перевод таких предложений надо начинать с обстоятельства места или со сказуемого, если обстоятельство отсутствует.

There are many hospitals in our country. В нашей стране много больниц.

There are hospitals for children. Имеются (существуют) больницы для детей.

В вопросительном предложении глагол в личной форме ставится на первое место перед there.

Is there a surgical department in this hospital? Yes, there is. No, there is not.

В полном отрицательном предложении после оборота there + to be ставится отрицательное местоимение no.

There was no lecture on anatomy yesterday.

Перед many, much и числительными ставится not вместо no.

There will not be many lectures on physics this month

	Present	Past	Future
to be	I am He } She } is It } We } You } are They }	I he } she } was it } We } You } were They }	I shall be He } She } will be It } We shall be You } They } will be
to have	I have He } She } has It } We } You } have They }	I He } She } it } had We } You } They }	I shall have He } She } will have It } We shall have You } They } will have

Примечание: в вопросительных предложениях с глаголом-сказуемым to be или to have порядок слов обратный. Например: I have a chemistry lesson today. → Have you a chemistry lesson today?
 He was at the laboratory. → Was he at the laboratory?
 В отрицательных предложениях not ставится сразу после глагола:
 I haven't a chemistry lesson today. He wasn't at the laboratory.

Простые времена

Глаголы во временах группы Indefinite обозначают действие обычное, которое происходит вообще, а не в момент речи.

С временами группы Indefinite часто употребляются следующие наречия: usually – обычно; always – всегда; often – часто.

1. Present Indefinite строится при помощи неопределенной формы глагола без частицы to во всех лицах и числах, кроме 3-го лица единственного числа (he, she, it), где к основе глагола добавляется окончание –s. Для построения вопросительной и отрицательной формы используются вспомогательные глаголы do – для всех лиц и чисел, кроме 3-го лица единственного числа, где используется does (см таблицу 1). С Present Indefinite употребляются наречия: today – сегодня; this month (week, year) – в этом месяце, на этой неделе, в этом году.

2. Past Indefinite строится при помощи окончания –ed, которое добавляется к основе правильных глаголов во всех лицах и числах, если глагол неправильный, то II форма по таблице неправильных глаголов соответствует Past Indefinite. Для построения вопросительных и отрицательных предложений используется вспомогательный глагол did. С Past Indefinite употребляются наречия: yesterday – вчера; last month (week, year) – в прошлом месяце (на прошлой неделе, в прошлом году); a month ago (a week ago, a year ago) – месяц назад (неделю, год назад) – см. таблицу 1.

3. Future Indefinite строится при помощи вспомогательных глаголов shall для первых лиц и will для всех остальных лиц, которые ставятся перед неопределенной формой глагола. С Future Indefinite употребляются наречия: to morrow – завтра; next month (week, year) – в следующем месяце, на следующей неделе, в следующем году. Для построения вопросов и отрицаний используются shall – для первых лиц, will – для всех остальных (см. таблицу 1).

Таблица 1

Спряжение глагола to work в Indefinite Tenses

	Утвердительная форма	Отрицательная форма	Вопросительная форма
	ед. ч. I work You work He She } works it } мн. ч. We work You work They work	ед. ч. I do not work You do not work He She } does not it } work мн. ч. We do not work You do not work They do not work	ед. ч. Do I work? Do you work? Does he work? Does she work? Does it work? мн. ч. Do we work? Do you work? Do they work?
	ед. ч. I worked You worked	ед. ч. I did not work You did not work	ед. ч. Did I work? Did you work? Did he work?

He } worked She } it } МН. ч. We worked You worked They worked	He } did not work She } it } МН. ч. We did not work You did not work They did not work	Did she work? Did it work? МН. ч. Did we work? Did you work? Did they work?
ед. ч. I shall work You will work He } will work She } it } МН. ч. We shall work You will work They will work	ед. ч. I shall not work You will not work He } will not work She } it } МН. ч. We shall not work You will not work They will not work	ед. ч. Shall I work? Will you work? Will he work? Will she work? Will it work? МН. ч. Shall we work? Will you work? Will they work?

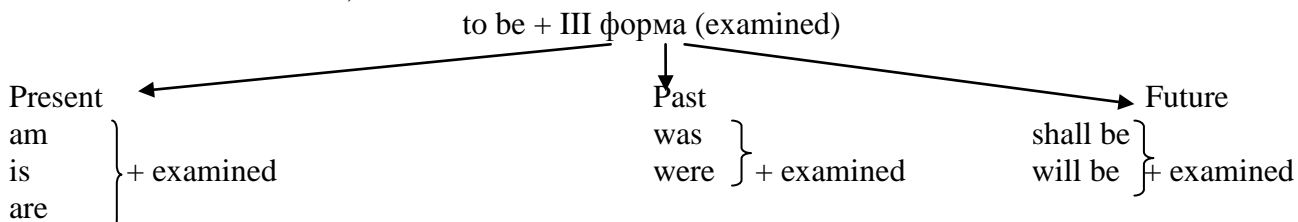
Простые времена в пассивном залоге

Страдательный залог группы Indefinite

1. Passive Voice образуется по следующей формуле:

to be + III форма глагола = to be examined (быть обследованным).

В этой формуле вспомогательный глагол to be изменяется по лицам, числам и временем. Третья форма спрягаемого глагола остается неизменной: I was examined, we were examined. Для образования Present, Past и Future Indefinite Passive нужно поставить глагол to be соответственно в Present, Past и Future.



Отрицание not ставится после первого вспомогательного глагола: I am not examined, I was not examined, I shall not be examined. Для образования вопросительной формы первый вспомогательный глагол выносится перед подлежащим:

Are you examined? Were we examined? Was he examined? Will they be examined?

Перевод страдательного залога на русский язык.

Таблица 4

Примеры	Перевод
1. The patient was examined by the doctor yesterday.	Больной был осмотрен врачом вчера.
2. The patient was examined because of pneumonia.	Больного обследовали по поводу пневмонии.
3. The patient was examined at the clinic.	Больной обследовался в клинике.

Модальные глаголы и их эквиваленты

I. can (could – Past) выражают умственную и физическую возможность и be able переводятся: могу, умею, можно. Например: I can work as a pharmacist (я могу работать фармацевтом)

II. may (be allowed) - разрешение
might – предположение, возможность

Переводятся как могу, можно, вероятно, может быть. Например: You may be present at the lecture.

III. must (have to) – обязанность, необходимость и переводятся как должен, нужно, надо. Например: She must take part in the discussion.

IV. should – совет, рекомендация о необходимости выполнения действия и переводится как должен, следует, следовало бы. Например: You should take the drug twice a day.

Времена группы Continuous Active

Глаголы в форме Continuous употребляются, когда требуется подчеркнуть, что действие продолжается, продолжалось или будет продолжаться в то время, о котором идет речь, т.е. когда нужно выразить действие в процессе его совершения.

Эти формы образуются при помощи вспомогательного глагола to be в настоящем, прошедшем или будущем времени + Participle I смыслового глагола.

На русский язык формы Continuous переводятся глаголами настоящего, прошедшего или будущего времени несовершенного вида.

Время/Форма	Present Continuous	Past Continuous	Future Continuous
Утвердительная	They are writing a test. He is reading a text.	They were writing a test when I came. He was reading this text from 3 to 4 o'clock.	They will be writing a test tomorrow at 12 o'clock. He will be reading this text from 3 to 4 tomorrow.
Вопросительная	Are they translating a new article? Is he reading a book?	Were they translating a new article when you came? Was he reading this book from 3 to 4 o'clock?	Will they be translating a new article at 12? Will he be reading this book from 3 to 4 o'clock tomorrow?
отрицательная	They are not reading, they are writing a test. He is not writing a test, he is reading a book.	They were not reading, they were writing a test when you came. He was not writing a test, he was reading a book from 5 to 6.	They will not be reading this book at 9 o'clock tomorrow. He will not be writing a test from 3 to 4 o'clock tomorrow.

Времена группы Perfect Active

A. Времена группы Perfect Active образуются по следующей формуле: to have + III форма глагола = to have written. В этой формуле вспомогательный глагол to have изменяется по временам. Неизменной остается III форма глагола. Если вспомогательный глагол to have стоит в Present, время называется Present Perfect. Если же он стоит в Past, то время называется Past Perfect. И если вспомогательный глагол to have стоит в Future – Future Perfect. Времена группы Perfect показывают законченное действие к определенному моменту в настоящем, прошлом и будущем.

Present perfect – I have written a letter (Действие закончено к данному моменту).

Past perfect – Yesterday I had written a letter by 2 o'clock (Действие закончилось к определенному моменту в прошлом).

Future Perfect – Tomorrow I shall have written a letter by 2 o'clock (Действие закончится к определенному моменту в будущем).

Б. Отрицание not ставится после первого вспомогательного глагола. В вопросительной форме первый вспомогательный глагол выносится перед подлежащим.

Таблица 3

Infinitive	Present	Past	Future
Perfect to have examined	I have He has She has We have You have They have	I had He had We had You had They had	I shall have He will have
	I have not He has not We have not	I had not He had not	I shall not have He will not have
	Have you Has he	Had you Had he	Shall I have Will you have

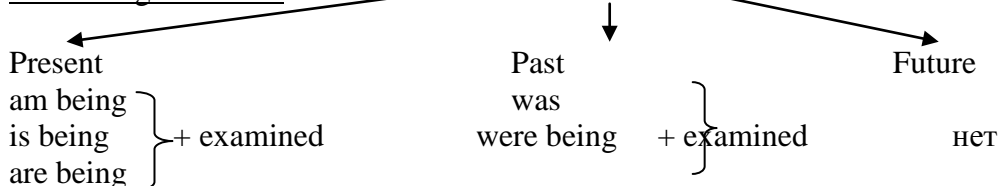
Страдательный залог группы Continuous

1. Формула страдательного залога

to be + being + III форма глагола

Первый вспомогательный глагол изменяется по временам лицам и числам.

to be being examined



Отрицание not ставится после первого вспомогательного глагола, например: The patient is not being examined now. Для образования вопросительной формы первый вспомогательный глагол выносится перед подлежащим: Is the patient being examined now?

Страдательный залог группы Perfect

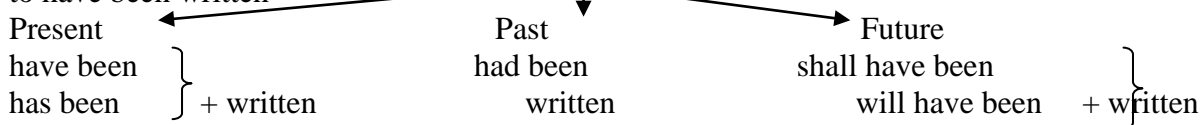
Формула страдательного залога группы Perfect

to have been + III форма глагола

to have been written

В этой формуле спрягается первый вспомогательный глагол to have

to have been written



Отрицание not ставится после первого вспомогательного глагола, например: The book has not been written yet.

8. НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА

Причастие

Причастие – неличная форма глагола, в которой сочетаются признаки прилагательного или наречия с признаками глагола. Причастие обозначает признак предмета, но, в отличие от прилагательного, признак, обозначаемый причастием, указывает на действие или состояние предмета (the written text), а не его качество (a difficult text).

В английском языке существует два вида причастий: Participle I – причастие настоящего времени и Participle II – причастие прошедшего времени. Participle I может иметь простую и сложные (аналитические) формы. Participle II имеет только простую форму.

Причастие выполняет в предложении функции определения и обстоятельства.

Таблица форм причастий

	Participle I		Participle II
Indefinite	Active	Passive	examined translated
	examining translating	being examined being translated	
Perfect	having examined having translated	having been examined having been translated	

Indefinite Participle выражает действие, одновременное с действием глагола-сказуемого.

Examining the patient he used the stethoscope. Осматривая больного, он использовал стетоскоп.

The patient being examined was from ward 5. Обследуемый больной был из палаты № 5.

Perfect Participle выражает действие, предшествующее действию глагола-сказуемого.

Having examined the patient Doctor N. prescribed him a new medicine. После того, как врач осмотрел больного, он выписал ему новое лекарство.

Having been examined, the patient was immediately sent to the operating room. После осмотра больного сразу отправили в операционную.

Participle I

Participle I в функции определения может находиться:

- 1) перед определяемым словом: a loving mother;
- 2) после определяемого слова: The teacher delivering lectures on anatomy is Professor B.

На русский язык Participle I в функции определения переводится причастием действительного залога с суффиксами -щий(ся), -вший(ся).

Participle I в функции обстоятельства стоит чаще всего в начале предложения и отвечает на вопросы: как?, когда? Переводится на русский язык деепричастием несовершенного вида, оканчивающимся на -а, -я.

Translating articles on medicine he used a dictionary. Переводя медицинские статьи, он пользовался словарем.

Перед Participle I в функции обстоятельства часто стоит союз when или while. Такие словосочетания переводятся: 1) деепричастным оборотом с опущением союза;

2) придаточным предложением, которое начинается с союзов когда, в то время как (в качестве подлежащего такого предложения употребляется существительное, стоящее за этим оборотом, или заменяющее его личное местоимение); 3) с помощью существительного с предлогом.

While translating articles on medicine use a dictionary.

1. Переводя медицинские статьи, я пользуюсь словарем.
2. Когда я перевожу медицинские статьи, я пользуюсь словарем.
3. При переводе медицинских статей я пользуюсь словарем.

Perfect Participle Active выполняет функцию обстоятельства времени или причины и переводится на русский язык деепричастием совершенного вида.

Having examined post-operative patients, the doctor on duty left the ward. Осмотрев послеоперационных больных, дежурный врач вышел из палаты.

Perfect Participle Passive выполняя функцию обстоятельства времени или причины, переводится на русский язык обстоятельством придаточным предложением.

Having been warned about water pollution in this lake we refused to swim there. Так как мы были предупреждены о загрязнении этого озера, мы отказались там купаться.

Participle II

Participle II в функции определения может стоять:

1) перед определяемым словом: the broken leg;

2) после определяемого слова: The hospital built in our street has two surgical departments.

На русский язык Participle II в функции определения переводится причастием страдательного залога совершенного или несовершенного вида с суффиксами –нный, -емый, -имый, -тый: examined обследуемый, translated переведенный.

Если за Participle II следует сказуемое, то при переводе меняется порядок слов и Participle II ставится перед определяемым им существительным.

The patient examined was in the emergency room. Обследуемый больной находился в палате неотложной помощи.

Перед Participle II в функции обстоятельства иногда могут стоять союзы if, when, unless. В таком случае конструкция переводится на русский язык либо безличным обстоятельством придаточным предложением, в котором подлежащее то же, что и в главном предложении, либо с помощью существительного с предлогом.

When examined, the patient complained of severe headache.

1. Когда больного обследовали, он жаловался на сильную головную боль.

2. При обследовании больной жаловался на сильную головную боль.

Перевод Participle II на русский язык иногда вызывает затруднения, так как Participle II правильных и некоторых неправильных глаголов совпадает по форме с Past Indefinite. Поэтому, прежде чем переводить предложение, необходимо проанализировать его и определить сказуемое, т.е. глагол в личной форме.

Независимый причастный оборот

Независимый причастный оборот имеет собственное подлежащее, выраженное существительным в общем падеже или личным местоимением в именительном падеже. На русский язык этот оборот переводится придаточным обстоятельством предложением, начинающимся союзами так как, когда, после того, как и др.

The boy being very ill, the family doctor sent him to hospital. Так как мальчик был очень болен, участковый врач отправил его в больницу.

Предложение с независимым причастным оборотом, стоящим в конце предложения, чаще всего переводится сложносочиненным предложением с союзами причем, а, и, но.

The operation was successfully performed, the patient feeling well. Операция прошла успешно, и больной хорошо себя чувствовал.

Если действие, выраженное причастием независимого причастного оборота, предшествует действию глагола-сказуемого предложения, то употребляется Perfect Participle.

The ambulance having arrived, the patient was taken to hospital. Когда (после того, как) приехала неотложка, больной был отправлен в больницу.

Формальные признаки независимого причастного оборота:

1) перед причастием стоит существительное без предлога или местоимение в именительном падеже;

2) независимый причастный оборот всегда отделен запятой.

Инфинитив (The Infinitive)

Инфинитив является неличной формой глагола. Он имеет формы вида и залога.

Таблица форм инфинитива

	Active	Passive
Indefinite	to help	to be helped
Continuous	to be helping	-
Perfect	to have helped	to have been helped

Indefinite Infinitive (Active и Passive), а так же Continuous Infinitive (Active) выражают действие, одновременное с действием, выраженным глаголом-сказуемым.

I am glad to help my sick friend. Я рада помочь своему больному другу.

I am glad be helping my sick friend. Я рада, что помогла своему больному другу.

Perfect Infinitive (Active и Passive) выражает действие, предшествующее действию, выраженному глаголом-сказуемым.

I am glad to have helped my sick friend. Я рада, что помогла своему больному другу.

Инфинитив может выполнять следующие функции в предложении.

1. Подлежащего.

To know a foreign language is necessary for everybody. Знать один иностранный язык необходимо каждому.

2. Дополнения.

He wants to master English and French. Он хочет знать в совершенстве английский и французский языки.

3. Именной части сказуемого.

The main purpose of our experiment is to determine the cause of lung damage in these cases. Главная цель нашего эксперимента – установить причину повреждения легких в этих случаях заболевания.

4. Обстоятельства цели.

The drug was injected intravenously to maintain fluid balance in the body. Для поддержания уровня жидкости в организме лекарство вводилось внутривенно.

5. Определения.

Here is the diet to be prescribed in your case. Вот диета, которая необходима при вашем заболевании.

The secret of tasty food depends much on the cook to prepare it. Секрет вкусной пищи во многом зависит от человека, который готовит ее.

Vitamin A has the power to improve vision. Витамин А обладает способностью улучшать зрение.

He has been the first in our family to fall ill with flu this autumn. Он первым в нашей семье заболел гриппом этой осенью.

Сложное дополнение

Сложное дополнение представляет собой сочетание имени существительного в общем падеже или местоимения в объективном падеже с инфинитивом глагола.

I know the doctor (him) to come at 9. Я знаю, что доктор (он) придет в 9 часов.

Сложное дополнение равнозначно придаточному предложению и поэтому состоит из двух компонентов: 1) имени существительного (или местоимения), обозначающего лицо (или предмет), которое совершает действие (соответствует подлежащему придаточного предложения), и 2) инфинитива, выражающего действие, совершаемое лицом или предметом (соответствует сказуемому придаточного предложения). Сложное дополнение переводится на русский язык придаточным дополнительным предложением, вводимым союзами что, чтобы, как.

I expect him to be there. Думаю, что он там.

I want you to go without me. Я хочу, чтобы вы поехали без меня.

Сложное дополнение употребляется после глаголов, выражающих:

1) желание или потребность: to want хотеть, требовать, нуждаться; to wish желать;
2) предположение, мнение, суждение: to suppose предполагать, полагать; to expect ожидать, думать; to consider, to believe считать, полагать; to think думать, считать;

3) физическое восприятие или ощущение: to see видеть; to hear слышать; to feel ощущать, чувствовать; to watch, to observe наблюдать; to notice замечать. После этих глаголов инфинитив употребляется без частицы to.

I saw her leave the operating room. Я видел, как она вышла из операционной.

4) знание, осведомленность, утверждение, констатацию: to know знать; to note отмечать; to find находить; to claim утверждать; to state констатировать.

We find cancer to be an extremely severe disease. Мы находим, что рак – тяжелейшее заболевание.

5) принуждение, разрешение или запрет: to make заставлять; to force вынуждать; to allow, to permit позволять; to order, to command приказывать; to let позволять; to enable давать возможность, позволять.

Сложное дополнение после этих глаголов не переводится развернутым придаточным предложением. После глаголов to make и to let инфинитив употребляется без частицы to.

They made us work all night. Они заставили нас работать всю ночь.

Сложное подлежащее

Неопределенно-личным предложением русского языка чаще всего в английском языке соответствуют пассивные конструкции, например: It is known that ... Известно, что ...; It is said that ... Говоря, что ...; It was thought that ... Думали, что ... и т.д.

Сложноподчиненное предложение с главным предложением, выраженным подобной пассивной конструкцией, имеет свой эквивалент – простое предложение, в которое входит особая конструкция «сложное подлежащее». Эта конструкция, выраженная существительным в общем падеже или местоимением в именительном падеже с инфинитивом, переводится на русский язык дополнительным придаточным предложением с союзом что.

He is said to work in a medical institute. Говорят, что он работает в медицинском институте.

Сказуемое английского предложения (is said) при переводе на русский язык преобразуется в сказуемое главного предложения, представляющее собой неопределенно-личный оборот (говорят), подлежащее (he) становится подлежащим русского придаточного предложения, а инфинитив (to work) – его сказуемым. Придаточное предложение в русском переводе вводится союзом что.

Сложное подлежащее употребляется:

1. С глаголами, обозначающими утверждение, знание, предположение, физическое восприятие, просьбу, приказание, которые могут стоять в любом времени в страдательном залоге: to say, to know, to think, to report, to find, to expect, to suppose, to consider, to see, to believe и др.

He is thought to be a good urologist. Думают, что он хороший уролог.

She was expected to come soon. Полагали, что она скоро приедет.

They are supposed to have known English well. Предполагали, что они хорошо знали английский.

2. С рядом глаголов в действительном залоге: to seem, to appear казаться; to prove, to turn out оказываться; to happen случаться.

He appears to know physiology well. Кажется (по-видимому), он хорошо знает физиологию.

3. С оборотами it is likely (unlikely) вероятно (маловероятно, вряд ли) it is certain (sure) безусловно, несомненно.

Under general anesthesia the patient is unlikely to feel pain. Маловероятно, чтобы больной чувствовал боль под общим наркозом.

Для выражения видовых значений в конструкции «сложное подлежащее» используются различные видовые формы инфинитива.

Indefinite Infinitive выражает действие, одновременное с действием, выраженным сказуемым предложения.

He is supposed to speak English well. Предполагают, что он хорошо говорит по-английски.

Continuous Infinitive выражает действие как процесс, протекающий одновременно с действием, выраженным сказуемым предложения.

He is supposed to be examining a patient. Предполагают, что он осматривает больного.

Perfect Infinitive выражает действие, совершенное ранее действия, выраженного сказуемым, и переводится глаголом в прошедшем времени.

He is said to have spoken at the conference yesterday. Говорят, он выступал вчера на конференции.

АНГЛО-РУССКИЙ СЛОВАРЬ-МИНИМУМ ПСИХОЛОГИЧЕСКИХ ТЕРМИНОВ

A	
Abient behavior	абиентное поведение
ability	способность
abnormal personality	психопатия, расстройство личности
abnormal psychology	патопсихология
absent-mindedness	рассеянность
absorption	погруженность в себя
abstract ability	способность к абстракции
academic aptitude	способность к учению
acceptance attitude	установка приятия (в психотерапии)
achievement motivation	мотивация стремления к успеху
achievement need	потребность в успехе
acquired	приобретенный, усвоенный
acquisition	усвоение
active imagination	активное воображение
activity drive	влечение к деятельности
activity need	потребность в деятельности
acuity	острота (ощущения)
adaptability	адаптируемость, приспособляемость
adequate stimulus	адекватный раздражитель
adjustment	приспособление, приспособленность
adolescent psychology	психология отрочества
adolescent psychology	психология подросткового возраста
affective disorder	аффективное расстройство
affective experience	аффективное переживание
affective personality	аффективная психопатия
anger	гнев
anguish	мука, страдание; тоска
anima	душа, анима
annoyer	неприятный раздражитель
antedating goal	опережающая целевая реакция
response anticipation	предвидение, антиципация
anxiety	тревога, тревожность, страх
anxiety hierarchy	иерархия тревожных ситуаций
anxiety-proneness	склонность к тревоге
anxiety tolerance	способность переносить тревогу
anxious	тревожный; тревожащий
apparent motion	кажущееся движение
appeasement behavior	(этол.) умиротворяющее поведение
apperception	апперцепция
appetite	аппетит
appetitive behavior	поисковое поведение
applied psychologist	психолог-прикладник
applied psychology	прикладная психология
approach (ing) behavior	поведение приближения
aptitude	способность, годность

aptitude test	тест (для проверки) годности
archetype	архетип
armchair psychology	кабинетная психология
arousal reaction	реакция активации
arrangement of the neurosis ascendance	организация невроза
submission scale	шкала «властность-покорность»
assertiveness training	шкала «господство-подчинение»
assimilation	тренировка уверенности в себе
association	ассимиляция, усвоение
association by	ассоциация
contiguity association by	ассоциация по смежности
contrast association by	ассоциация по контрасту
similarity association	ассоциация по сходству
experiment association psychology	ассоциативный эксперимент
association value	ассоциативная психология
associative thinking	ассоциативная сила
asthenic personality	ассоциативное мышление
attachment	астеническая психопатия
attention	привязанность
attitude	внимание
attitudinal	отношение; установка
attraction	установочный
attribution	привлекательность, аттракция
audition	атрибуция
auditory acuity	слух; слушание
authoritarian personality	острота слуха
autism	авторитарная личность
autistic thinking	аутизм
autokinetic effect	аутистическое мышление
automatic behavior	аутокинетический эффект
autonomous functions of the ego	автоматическое поведение
autonomy need	(психоан.) автономные функции
aversion	потребность в автономии
aversive conditioning	отвращение
aversive therapy	аверсивное обусловливание
avoidance behavior	аверсивная терапия
awareness	поведение избегания
awe	сознание; восприятие
В	благоговейный страх, трепет
background	фон
basic need	фундаментальная потребность
basic skills	основные (или базовые) умения и навыки
behavior	субъект поведения
behavior	поведение
behavioral	поведенческий, бихевиоральный
behavioral genetics	генетика поведения
behavioral science	поведенческая наука, наука о поведении

behavior inventory	реестр видов поведения
behaviorism	бихевиоризм
behavior modification	модификация поведения, =behavior therapy
behavior psychologist	психолог-необихевиорист
behavior psychology	поведенческая психология, необихевиоризм
behavior sample	образец поведения
behavior sampling	отбор образцов поведения
behavior space	пространство поведения
behavior therapy	терапия поведения, бихевиоральная терапия
behavior unit	единица поведения
being-in-the-world	бытие-в-мире
being need	потребность бытия
belief	1) убеждение, 2) вера; верование; поверье
bias	1) пристрастие, 2) систематическая ошибка, 3) необъективность исследователя
binocular cue	бинокулярный признак (в зрительном восприятии глубины)
birth injury	родовая травма
blam(e)avoidance	потребность избегать осуждения
need blamescape need	потребность уходить от осуждения
bodily me	телесное Я
body concept	образ тела
boundary	граница
brainstorming	«мозговой штурм»
brainwashing	«промывка мозгов»
brightness constancy	константность яркости (в зрительном восприятии)
C	
castration anxiety	(психоан.) страх перед кастрацией
catharsis	катарсис
cathexis	катексис
ensorship	цензура, цензурирование
cerebral localization	локализация в головном мозге
child-parent fixation	фиксация ребенка на родителе
child psychology	детская психология
chromesthesia	хроместезия, цветовой слух
chunk	блок, укрупненная единица информации
clairvoyance	ясновидение
classical conditioning	классическое обусловливание
clerical aptitudes	канцелярские способности
closure	завершение
clouding of	помрачение сознания; оглушенность
consciousness coarctation	коартация
code-learning test	(тест на) кодирование
coenesthesia	ценестезия, ценэстезия
cogitation	1) размышление, обдумывание
cognition	1) познание; познавательный (или когнитивный) процесс
cognitive	познавательный, когнитивный

cognitive attitude	когнитивная (или познавательная) установка
cognitive dissonance	когнитивный диссонанс
cognitive style	когнитивный стиль
cognizance need	познавательная потребность
collective unconscious	коллективное бессознательное
color blindness	цветовая слепота
color constancy	константность цвета (в зрительном восприятии)
common-sense psychology	житейская психология, психология здравого смысла
common-sense validity	(психометр.) валидность с точки зрения здравого смысла
common trait	распространенная черта
comparable forms	сопоставимые варианты теста
comparative psychology	сравнительная психология
compartmentalization	психическая фрагментация, фрагментация личности
comprehension	понимание, разумение
compromise formation	(психоан.) компромисс
compulsive behavior	компульсивное поведение
conative	конативный (мотивационный)
concept formation	формирование понятий
concrete attitude	конкретная установка
concrete intelligence	конкретный (или практический) интеллект
concurrent validity	диагностическая валидность
conditional reflex	условный рефлекс
conditioned response	условный ответ, условная реакция
conflict	конфликт
conformity	конформность
conscience	совесть
consciousness	сознательность, сознательный характер, сознание
conservation	сохранение
constancy	постоянство, константность
constitutional trait	конституциональная черта
constructive memory	конструктивная память
consulting psychologist	психолог-консультант
content analysis	анализ содержания
convergent thinking	конвергентное мышление
conversion hysteria	конверсионная истерия
counseling psychologist	консультирующий психолог
counteraction need	потребность в противодействии
counter-conditioning	противообусловливание
cover memory	прикрывающее воспоминание
covert	скрытый
creative thinking	творческое мышление
creativity	творческие способности, креативность
criterion	критерий

criterion-referenced testing	тестирование относительно критерия
cross-cultural psychology	психология межкультурных различий
cue	Ключевой раздражитель
culture-fair test	беспристрастный тест
custom-made test	заказной тест
cutaneous sense	кожное чувство
D	
day dreaming	грезы
death instinct	влечение к смерти
decision making	принятие решений
defendance need	потребность в самозащите
deference need	потребность в почитании
deficiency motive	дефицитарный мотив
deficiency need	дефицитарная потребность
delayed response	отсроченная реакция
delusion	бред
denial	отвержение
dependency	зависимость
depression	депрессия
depth perception	восприятие глубины
destructive	разрушительный, деструктивный
detachment	безразличие, равнодушие
developmental psychology	возрастная психология
differential psychology	психология индивидуальных различий
diffuse need	размытая потребность
diffusion of responsibility	размывание ответственности
digit-span test	тест на запоминание цифр
discriminability	различимость
discrimination learning	научение реакции различения
disinhibition	растормаживание
disparity	диспаратность, несовмещение
displaced aggression	смещенная агрессия
displacement of affect	смещение аффекта
disposition	1) тенденция, склонность, 2) расположение духа, настроение
dissociation	диссоциация
distance cue	признак удаленности
distraction	отвлекающий раздражитель
divergent thinking	дивергентное мышление
dominance need	потребность доминировать
dream	сновидение
dream interpretation	толкование сновидения
drive	влечение
drive state	состояние наличия влечения
drug effect	последствия применения наркотиков
dual personality	раздвоение личности
dynamic psychology	динамическая психология
E	

echoic memory	эхоическая память
ecstasy	экстаз
ectopsychic function of consciousness	эктопсихические функции сознания
escape from reality	уход от реальности
ethnopsychology	этнопсихология
ethology	этология (биология поведения)
excitatory potential excitement	потенциал возбуждения
executive response	исполнительная реакция
exhibition need	потребность в самопоказе
existential analysis	экзистенциальный анализ
existential frustration	экзистенциальная фрустрация
expectation	ожидание, экспектация
experience	переживание
experimental treatment	экспериментальное воздействие
explo(ita)tive character	эксплуататорский тип характера
extensity	экстенсивность, (пространственная) протяженность (ощущения)
extinction	угасание
extravert	экстраверт
extrinsic motivation	внешняя мотивация
F	
face to face communication	непосредственное общение
facial expression	выражение лица
faculty	способность
faculty psychology	психология способностей
family therapy	семейная терапия
fantasy	фантазия
fatigue	утомление
fear	страх, боязнь
feeling	чувство, ощущение
felt need	осознанная потребность, надобность
field dependance	зависимость от поля
field-independent	поленезависимый
following reaction	реакция следования
forensic psychology	судебная психология
fogetting	забывание
free floating anxiety	несвязанная тревога
freudism	фрейдизм
frustration	фрустрация
frustration-aggression hypothesis	гипотеза «фрустрации-агрессии»
frustration tolerance	способность переносить фрустрацию
G	
general adaptation syndrome	общий адаптационный синдром
generalized anxiety disorder	синдром общей тревожности
genital stage gestalt	генитальная стадия гештальт
gestalt psychology	гештальт-психология
gifted	одаренный
goal	цель

goal orientation	целевая ориентация
gratification health	здоровье от удовлетворенности
gregariousness	стадность, общительность
group cohesion	(внутри) групповая сплоченность
growth group	группа развития личности
growth motivation	мотивация роста
gustatory	вкусовой
H	
habituation	привыкание
hallucination	галлюцинация
halo effect	эффект ореола, гало-эффект
harmavoidance need	потребность избегать ущерба
hedonic tone	гедоническая окраска (переживание)
herd instinct	стадный инстинкт
higher (state of) consciousness	высшее состояние сознания
higher mental processes	высшие психические процессы
hoarding character	накопительный тип характера
hunger drive	голод, влечение к пище
hypnosis	гипноз
hysteria	истерия
hysterical personality	истерическая психопатия, истерическая личность
I	
iconic memory	иконическая память
id	Оно, ид
identity crisis	кризис самоопределения
illusion	иллюзия
imageless thought	безобразное мышление
imagery	образы
imagination	воображение
imitation	имитация, подражание
imperceptible	недоступный восприятию
imprinting	импринтинг
impulsive act	импульсивный акт
inadequate stimulus	неадекватный раздражитель
incentive	побудитель
incentive value	побудительная ценность
infant psychology	психология младенческого возраста
infaavoidance need	потребность избегать унижения
interiority complex	комплекс неполноценности
in-group favo(u)ritism	внутригрупповой фаворитизм
inhibition	торможение
innate	врожденный
inner speech	внутренняя речь
insight	прозрение, пронизательность
inspiration	вдохновение, наитие
instigator	подстрекатель
intellectual maturity	интеллектуальная зрелость

intelligence	интеллект, умственные способности
intelligence level	уровень интеллекта
intelligence quotient (IQ)	коэффициент умственного развития
intensity	интенсивность
intention	намерение, интенция
inter-group discrimination	межгрупповая дискриминация
interitem consistency	согласованность между заданиями
internal motivation	внутренняя мотивация
internal speech	внутренняя речь
interpersonal	межличностный
intolerance of ambiguity	неспособность переносить неопределенность
intrapsychic	внутрипсихический
intrinsic motivation	внутренняя мотивация, внутренние побудители
introspection	интроспекция, самонаблюдение
intuition	интуиция
invasion	вторжение
inviolacy need	потребность в неприкосновенности
involuntary actions	непроизвольные действия
irreality level	уровень нереальности
J	
judgment	суждение
just noticeable difference	едва заметное различие
K	
key stimulus	ключевой раздражитель
kinesthesia	кинестезия (ощущения от собственных движений и относительного положения частей своего тела)
L	
lag of sensation	задержка ощущения
lapse of memory	провал в памяти
latency (period)	период скрытой сексуальности
law of precision	закон отчетливости
lay analysis	психоанализ, практикуемый лицом без медицинского образования
learned ability	приобретенная способность
learned helplessness	усвоенная беспомощность
learning	научение
legal psychology	судебная психология
level of anticipation	уровень ожиданий
level of aspiration	уровень притязаний
level of consciousness	уровень сознания
libido, libido stages	либидо (половое влечение, энергия полового влечения)
limen	порог
liminal	пороговый
long-term memory	долговременная память

loudness	громкость
lower threshold	нижний (абсолютный) порог
M	
maladjustment	плохая приспособляемость
manifest content	явное содержание (сознание)
man-machine system	система «человек-машина»
mastery motive	мотив достижения мастерства
maternal instinct	материнский инстинкт
mating behavior	материнства поведение при спаривании
maturation	созревание
mature personality	зрелая личность
means-end analysis mechanical	анализ средств-цели (в когнитивной психологии) технические способности
meditation	медитация
memorizing	запоминание
memory span	объем памяти
memory trace	след в памяти
mental abilities	умственные способности
mental age	умственный возраст
mental conflict	внутрипсихический конфликт
mental deficiency	умственная недостаточность
mental development	психическое (умственное) развитие
mental disease	психическая (душевная) болезнь
mental disorder	психическое расстройство
mental element	элемент содержания сознания
mental hygiene	психогигиена
mental maturity	психическая (умственная) зрелость
mental retardation	умственная отсталость
method of average error	метод средней ошибки
method of constant stimuli	метод постоянных раздражителей, метод частот
method of equal appearing intervals	метод субъективно равных интервалов
method of equivalent stimulus	метод установки эквивалентного раздражителя
method of just noticeable differences	метод едва заметных различий
method of paired comparison	метод попарного сравнения
method of right and wrong cases	метод истинных и ложных случаев
method of sense ratios	метод сенсорных отношений
method of single stimuli	метод единичных раздражителей
mind	1) психика, 2) сознание, 3) склад ума
mind-body problem	психофизическая проблема
missing-parts test	тест на восполнение недостающих деталей
mnemonic device	мнемонический прием
monocular cue	монокулярный признак
mood	настроение
moral development	нравственное развитие
moral faculty	способность морального суждения
motivation research	изучение мотивации
motive to avoid failure	мотив избегания неудачи

motor skills	двигательные навыки
multidimensional scaling	многомерное шкалирование
multiple aptitude battery	набор тестов для многосторонней оценки способностей
multiple-choice test	выбор из нескольких вариантов ответа
multiple personality	расщепление личности, множественное сознание
N	
nature-nurture problem	проблема сравнительной роли наследственности и среды
necrophilous character	некрофильский тип характера
need for identity	потребность в самоопределении
negative reinforcement	отрицательное подкрепление
neurotic	1) невротический, 2) невротик
nightmare	(ночной) кошмар
nondirective therapy	ненаправляющая терапия
nonreinforcement	неподкрепление
nonsense figure	бессмысленное изображение
nonsense syllable	бессмысленный слог
nurturance need	потребность опекать
O	
obedience	послушание
object libido	объектное либидо
object perception	восприятие предмета
observational learning	научение через наблюдение
obsession	навязчивая идея, навязчивость
obsessive-compulsive neurosis	невроз навязчивости, невроз навязчивых состояний
occupational test	профессиональный тест
oculogyral illusion	глазодвигательная иллюзия
Oedipal stage	Эдипова стадия
Oedipus complex	Эдипов комплекс
olfactory	обонятельный
omnipotence of the id	всемогущество Оно
operant behavior	оперантное поведение
optimal-level-of-arousal theory	теория оптимального уровня возбуждения
oral character	оральная характеристика, оральный характер
oral stage	оральная стадия
oral test	устный тест
organic need	органическая потребность
organ inferiority	неполноценность органа
organismic psychology	организмическая психология
orienting reflex	ориентировочный рефлекс
overlap	наложение
overlearning	избыточное научение
P	
paradoxical intention	парадоксальная интенция
parapsychology	парапсихология

partial reinforcement	частичное подкрепление
peak experience	пиковое, вершинное переживание
perception	восприятие, перцепция
perceptual constancy	константность восприятия
performance person	1) работа, 2) результаты, успехи
personal identity	самоопределение
personality disorder	расстройство личности
personality inventory	личностный вопросник
phallic stage	фаллическая стадия
phenomenological psychology	феноменологическая психология
phi phenomenon	фи-феномен
picture completion test	тест на восполнение недостающих деталей
pitch	высота (звука)
point of subjective equality	точка субъективного равенства
positive reinforcement	положительное подкрепление
precognition	проскопия, прекогниция
preconscious	предсознательный
predictive value	прогностическая ценность
pregenital stage	догенитальная стадия
pregnant figure	прегнантная фигура
prejudice	предрассудок, предубеждение
preoperational stage	предоперационная стадия
primary drive	первичное влечение
primary mental abilities	первичные умственные способности
primary motivation	первичная мотивация
proactive interference	проактивная интерференция
productive character	продуктивный тип характера
projection	проекция
proximity	близость
psychedelic	психоделический
psychic	1) психический, 2) парапсихический, 3) психогенный
psychic contagion	психическая эпидемия, массовое поветрие
psychoanalyst	психоаналитик
psychogenic	психогенный, психогенетический
psychological barrier	психологический барьер
psychological counselor	консультирующий психолог
psychological me	психологическое Я
psychology of religion	психология религии
psychometrician	специалист по психометрии
psychosexual development	психосексуальное развитие
psychosis	психоз
psychosomatic illness	психосоматическое заболевание
public opinion	общественное мнение
punishment	наказание
purposive behaviorism	целевой бихевиоризм
purposive psychology	целевая психология
Q	

questionary	анкета, вопросник
R	
ranking	ранжирование
rationalization	рациональное осмысление, объяснения
rational type	рациональный тип
reaction potential	потенциал реакции
reactive inhibition	реактивное торможение
reality level	уровень реальности
reality principle	принцип реальности
reasoning factor	фактор R, фактор логического мышления
recall	припоминание
recording	перекодирование
reference group	эталонная (референтная) группа
regression	регресс, обратное развитие
reinforcement schedule	режим подкрепления
reinforcer	подкрепляющий стимул
reliability coefficient	коэффициент надежности
reminiscence	воспоминание
remote association test repression	тест отдаленных ассоциаций, вытеснение, подавление
reversal into opposite	обращение в противоположное
rigidity	ригидность
risk (-taking) behavior	рискованное поведение
ritualization	ритуализация
role behavior	ролевое поведение
root conflict	первичный конфликт
Roschach inkblot test	тест Роршаха
S	
satiation	насыщение
saturation	насыщенность (цвета)
scholastic aptitude	тест способности к учению
score	результат, значение, оценка
scoring	оценка (ответов испытуемого)
secondary drive	вторичное влечение
secondary motivation	вторичная мотивация
secondary need	вторичная потребность
selection test	отборочный тест
selective answer test	тест с заданными вариантами ответов
selective attention	избирательное внимание
self-abasement	самоуничижение
self-acceptance	самопрятие
self-actualization	самоактуализация
self-actualization need	потребность в самоактуализации
self-actualizer	самоактуализующийся человек
self-alienation	самоотчуждение, отчуждение собственного Я
self-analysis	самоанализ
self-appraisal	самооценка
self-assertion	самоутверждение

self-denial	самоотречение
selfhood	индивидуальность
self-ideal	идеальный образ себя
self-idealization	самоидеализация
self-perception	самовосприятие
semantic memory	семантическая память
sensorimotor (intelligence) stage	стадия сенсомоторного интеллекта
sensory acuity	острота ощущения
sensory adaptation	сенсорная адаптация
sensory deprivation	сенсорная депривация
sentience need	потребность в чувственных впечатлениях
separation anxiety	страх разлуки
set	установка
sex-role identification	полоролевая идентификация
sexuality	половая сфера, сексуальность
shape constancy	константность формы
shaping (of behavior)	формирование поведения
short-term memory	кратковременная память
sibling rivalry	соперничество сибсов (между детьми в одной семье)
situational attribution	ситуационная атрибуция
social adaptation	социальная адаптация
social attitude	социальная установка
social drive	социальное влечение
social facilitation	социальная фасилитация
social intelligence	социальные способности
socialization	социализация
social maturity	социальная зрелость
social perception	социальное восприятие
social skills	навыки общения
source trait	глубинная черта
species-specific behavior	видеоспецифическое поведение
specific mental ability	специальная возможность
spiral omnibus test	тест со спиральным расположением заданий
spontaneous behavior	спонтанное поведение
spontaneous recovery	самопроизвольное восстановление
S-R (relation)	С-Р-связь, связь «стимулреакция»
stages of psychosexual development	стадия психосексуального развития
standardization standard stimulus	стандартизация, эталонный раздражитель
state of awareness	сознательное состояние, состояние бдительности
stereotyped behavior	стереотипное поведение
stimulus intensity	интенсивность стимула
stimulus-response	психология стимулов-реакций
storage	хранение
stream of consciousness	поток сознания
strive for superiority	стремление к превосходству
structural psychology	структур(аль)ная психология

style of life	стиль жизни
subgoal	промежуточная цель
sublimation	сублимация
subliminal	подпороговый, сублиминальный
substitute formation	замещающее образование
subtest	подтест
succorance need	потребность в опеке
suggestibility	внушаемость
summation	суммация
superego	сверх-Я
superior intelligence	интеллект выше нормы
superiority feeling	чувство превосходства
supression	подавление
surface trait	поверхностная черта
symbolic process	знаковый процесс
symptom formation	симптомообразование
synaesthesia	синестезия
T	
tactual sense	осязание
target pursuit	слежение за мишенью
telepathy	телепатия
temperament	темперамент
territorial behavior	территориальное поведение
test battery	набор тестов
testee	тестируемый, испытуемый
test item	задание теста
test manual	руководство по применению теста
test specifications	спецификации теста
texture gradient	градиент текстуры
Thanatos	инстинкт смерти, танатос
thermal sensitivity	чувствительность к температуре
threshold	порог (ощущения)
threshold stimulus	пороговый раздражитель
tip-of-the-tongue phenomenon	феномен «кончика языка»
tolerance	терпимость, выносливость
V	
verbal response	вербальная реакция
verbal thinking	вербальное мышление
vicarious learning	викарное научение
vigilance	бдительность, вигильность
viscerogenic need	висцерогенная потребность
vocational aptitude	профессиональная пригодность
vocational aptitude test	тест профпригодности
volitional	волевой, волеизъявительный
voluntary act	произвольный акт
vulnerable personality	ранимая личность
W	
wakefulness	бодрствование
warm-up effect	эффект вработывания

will	ВОЛЯ
wish fullfilment	воображаемое исполнение желаний
wishful thinking	мышление, руководимое желанием (а не логикой и фактами)
withdrawal	уход в себя, замыкание в себе
working through	проработка

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