

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
ЛУГАНСКОЙ НАРОДНОЙ РЕСПУБЛИКИ
ГОУ ВПО ЛНР «ЛУГАНСКИЙ НАЦИОНАЛЬНЫЙ
УНИВЕРСИТЕТ ИМЕНИ ТАРАСА ШЕВЧЕНКО»**

А. А. Новикова

ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК

Учебное пособие
для студентов очной формы обучения
по направлению подготовки 37.03.01 «Психология»



2018

УДК 811.111 (075.8)

ББК 81. 2Англ-923

Н73

Рецензенты:

Ткачёва Е. А. – декан филологического факультета, и.о. заведующего кафедрой английской и восточной филологии, доцент кафедры английской и восточной филологии ГОУ ВПО ЛНР «Луганский национальный университет имени Тараса Шевченко», кандидат педагогических наук;

Санченко Е. Н. – и. о. заведующего научным отделом, доцент кафедры теории и практики перевода ГОУ ВПО ЛНР «Луганский национальный университет имени Тараса Шевченко», кандидат филологических наук, доцент;

Скиба И.Е. – доцент кафедры экономико-правовых и социальных дисциплин ГУ ЛНР «Луганская академия внутренних дел имени Э. А. Дидоренко», кандидат филологических наук.

Новикова А. А.

Н 73 Иностраный (английский) язык: учебное пособие для студентов очной формы обучения по направлению подготовки 37.03.01 «Психология» / А. А. Новикова; ГОУ ВПО ЛНР «Луганский национальный университет имени Тараса Шевченко». – Луганск: Книта, 2018. – 224 с.

Учебное пособие направлено на совершенствование навыков чтения и перевода литературы по психологии на английском языке; развитие навыков аудирования, говорения и письма; овладение базовой терминологией в данной сфере.

Данное учебное пособие предназначено для студентов очной формы обучения по направлению подготовки 37.03.01 «Психология».

УДК811.111 (075.8)

ББК 81. 2Англ-923

*Рекомендовано Учебно-методическим советом Луганского национального университета имени Тараса Шевченко в качестве учебного пособия для студентов, обучающихся по направлению подготовки 37.03.01 «Психология»
(протокол № 5от (12 декабря 2017 г.)*

© Новикова А.А., 2017

© ГОУ ВПО ЛНР «Луганский национальный университет имени Тараса Шевченко», 2017

ОГЛАВЛЕНИЕ

| | |
|--|----|
| Введение | 6 |
| <i>What is Psychology?</i> | |
| Lesson 1. My Future Profession | 9 |
| Vocabulary Notes | 9 |
| Vocabulary Exercises | 11 |
| Conversation and Discussion | 12 |
| Grammar Exercises | 14 |
| Lesson 2. The Scope of Psychology | 19 |
| Vocabulary Notes | 19 |
| Vocabulary Exercises | 22 |
| Conversation and Discussion | 24 |
| Grammar Exercises | 25 |
| Lesson 3. The Historical Background of Psychology | 30 |
| Vocabulary Notes | 30 |
| Vocabulary Exercises | 33 |
| Conversation and Discussion | 35 |
| Grammar Exercises | 37 |
| Lesson 4. Word Study | 41 |
| Vocabulary Notes | 41 |
| Watching Video and Exercises | 43 |
| Lesson 5. Famous Psychologists | 45 |
| Vocabulary Notes | 45 |
| Vocabulary Exercises | 50 |
| Conversation and Discussion | 53 |
| Grammar Exercises | 54 |
| Lesson 6. Hypnosis | 57 |
| Vocabulary Notes | 57 |
| Vocabulary Exercises | 60 |
| Conversation and Discussion | 62 |
| Grammar Exercises | 64 |

| | |
|--|-----|
| Lesson 7. Fatigue | 69 |
| Vocabulary Notes | 69 |
| Vocabulary Exercises | 74 |
| Conversation and Discussion | 76 |
| Grammar Exercises | 78 |
| | |
| Lesson 8. Word Study | 84 |
| Vocabulary Notes | 84 |
| Watching Video and Exercises | 84 |
| | |
| <i>Emotions</i> | |
| Lesson 9. What do We Know About Emotions? | 87 |
| Vocabulary Notes | 87 |
| Vocabulary Exercises | 90 |
| Conversation and Discussion | 93 |
| Grammar Exercises | 94 |
| | |
| Lesson 10. Classifications of Emotions | 97 |
| Vocabulary Notes | 97 |
| Vocabulary Exercises | 102 |
| Conversation and Discussion | 104 |
| Grammar Exercises | 106 |
| | |
| Lesson 11. Emotions and Heart | 113 |
| Vocabulary Notes | 113 |
| Vocabulary Exercises | 115 |
| Conversation and Discussion | 117 |
| Grammar Exercises | 118 |
| | |
| Lesson 12. Word Study | 122 |
| Vocabulary Notes | 122 |
| Watching Video and Exercises | 123 |
| | |
| Lesson 13. Emotional Motives | 126 |
| Vocabulary Notes | 126 |
| Vocabulary Exercises | 128 |
| Conversation and Discussion | 130 |
| Grammar Exercises | 131 |

| | |
|--|-----|
| Lesson 14. Nonverbal Communication | 135 |
| Vocabulary Notes | 135 |
| Vocabulary Exercises | 139 |
| Conversation and Discussion | 141 |
| Grammar Exercises | 142 |
| Lesson 15. Body Language | 147 |
| Vocabulary Notes | 147 |
| Vocabulary Exercises | 149 |
| Conversation and Discussion | 151 |
| Grammar Exercises | 153 |
| Lesson 16. Word Study | 156 |
| Vocabulary Notes | 156 |
| Watching Video and Exercises | 157 |
| <i>Additional Grammar and Exercises</i> | 160 |
| <i>Home Reading</i> | 173 |
| <i>Библиографический список</i> | 219 |
| <i>Приложение. Таблица неправильных глаголов</i> | 223 |

ВВЕДЕНИЕ

Данное пособие предназначено для студентов педагогических вузов, обучающихся по психологическим направлениям. Его основными целями являются: совершенствование навыков чтения и перевода литературы по психологическим специальностям на английском языке, а также развитие навыков аудирования, говорения и письма; овладение базовой терминологией в сфере психологии. Задача пособия состоит в формировании языковой и коммуникативной компетенции, необходимой для дальнейшей профессиональной деятельности и осуществления деловых контактов.

Для того, чтобы добиться поставленной цели, преподаватель должен уделять особое внимание повторению и более углублённой проработке наиболее важных грамматических разделов, отбору определённого минимума лексических единиц общего и терминологического характера (с учётом словарного запаса, полученного в школе), целенаправленному подбору текстов и тем уроков.

В пособии используются оригинальные тексты психологической тематики (о психологии как науке, о наиболее известных психологах, эмоциях, гипнозе, невербальной коммуникации). Они не только информативны, но и направлены на преодоление разрыва между интеллектуальным развитием студентов и их языковой компетенцией, имеют воспитательное значение, способствуют формированию личности будущего психолога.

Текстовый материал в пределах урока организован по иерархическому принципу: 1) основной текст – описательного характера; 2) несколько диалогических текстов; 3) дополнительные выдержки из текстов на перевод, служащие для отработки языковых навыков и умений, завершения активизации языкового материала и формирования речевых умений.

Учебник состоит из 16 уроков (Lessons). Весь материал рассчитан на два семестра. Число часов, необходимых для изучения каждого урока, определяется преподавателем в зависимости от интенсивности курса обучения. Учебным планом предусмотрено проведение практических занятий, модульных и самостоятельных работ.

Работу над уроками рекомендуется строить следующим образом:

- 1) запись и отработка новых лексических единиц;
- 2) чтение и перевод текстов по теме урока с разбором новых грамматических и лексических явлений;
- 3) выполнение упражнений, служащих для активизации фонетического и лексического материала;
- 4) выполнение упражнений, направленных на проверку понимания прочитанных текстов;
- 5) беседа по текстам;
- 6) обсуждение темы урока;
- 7) ролевая игра;
- 8) упражнения на закрепление грамматических навыков по теме урока.

В начале каждого урока находятся лексические единицы по теме урока, которые следует выучить наизусть (Vocabulary Notes). Далее приводится текст, в котором они используются. Новые слова и словосочетания закрепляются при помощи специальных послетекстовых упражнений (Vocabulary Exercises). Их цель – научить студентов правильно произносить новые слова и словосочетания. Лексические упражнения способствуют закреплению новых слов и развитию коммуникативной компетенции с использованием лексики урока. Далее предлагаются упражнения, направленные на развитие умения понимать прочитанное и совершенствование навыков перевода и письма, навыков устной и письменной речи (Conversation and Discussion). Студенты выполняют упражнения на связное изложение, после чего переходят к творческому использованию грамматического и лексического материала при обсуждении психологических тем по специальности.

В конце каждого урока приводятся подстановочные грамматические таблицы и грамматические упражнения (Grammar Exercises), направленные на первичное закрепление грамматических явлений, встречающихся в текстах данного и последующих уроков, и обеспечивающие коммуникацию общего характера. Грамматический материал учебника соответствует программе по практической грамматике для студентов педагогических вузов, обучающихся по направлениям подготовки 37.03.01 «Психология» и по профилю «Практическая психология», включает основные времена глагола в

активном (действительном) и пассивном (страдательном) залоге, сведения об артикле, существительном, прилагательном, числительном и др. При объяснении правил преподавателям рекомендуется также использовать дополнительную литературу.

В конце пособия даны тексты для самостоятельного прочтения, которые преподаватель может использовать на своё усмотрение. Кроме этого, каждый четвёртый урок (Word Study) направлен на совершенствование навыков аудирования и говорения. Студенты несколько раз просматривают видео, изучают новые лексические единицы, а затем выполняют упражнения и проходят психологический тест. Все упражнения в пособии направлены на овладение навыками чтения и перевода литературы по психологическим направлениям; развитие навыков аудирования, говорения и письма; совершенствование коммуникативной компетенции.

What is Psychology?



Lesson 1. My Future Profession

Vocabulary Notes

1. Read and learn these words.

sphere – сфера

tension – напряжение

society – общество

well-qualified – хорошо подготовленный, квалифицированный

scientific – научный

to explain – объяснять

to look for – искать

branch – отрасль

to specialize in – специализироваться в

to handle – управлять

to align – объединять, связывать

to inspire – вдохновлять

in addition – кроме того, вдобавок

authority – власть, авторитет

to solve – решать

to be aimed at – быть нацеленным на...

self-perfection – самосовершенствование

to deal with – иметь дело

to carry out – выполнять, осуществлять

interaction – взаимоотношение

to be involved in – зд. заниматься (чем-либо)

abuse – насилие

nursing – уход (за больным)

2. Read and translate this text.

Psychologist is My Future Profession

Nowadays when our country is experiencing difficulties in all spheres political, economic and social and when there is so much tension in

society, it needs well-qualified specialists-psychologists. What are psychologists and what science is psychology?

Psychology is the scientific study of the human mind and the reasons for people's behaviour. Psychologists are those who study the human mind and explain why people behave in the way that they do. Psychologists also help people to look for the ways out of many situations a person may find himself in. There are many branches in the science of psychology. Among them are social psychology, experimental and educational psychology, clinical and labour psychology and many others.

For example, management psychology accounts for handling individuals and teams. Good managers are good psychologists – they can handle people, can align and inspire them to work together. In addition, they possess managerial authority and can solve numerous psychological problems arising in or between teams. Moreover, a real managerial psychologist is always aimed at self-perfection.

Social psychology deals with psychodiagnostics, psychobiography, psychodynamics and some other aspects of psychology. A social psychologist carries out testing of individuals or groups to study people's behaviour with particular attention to a person's psychological development, motives and emotions of people's interaction. A family psychologist is involved in investigations of family conflicts, teenager's problems, including such social illnesses as prostitution, alcohol and drugs addiction, family abuse etc. A rehabilitation psychologist deals with people who suffered from sexual abuse or became victims of terrorists or experienced traumatic shocks or natural disasters.

That is why the graduates of the faculty work in different areas: business, social services, nursing, education, rehabilitation centres etc.

(From the Internet Essay)

3. Answer these questions.

1. Why does our country need well-qualified specialists-psychologists?
2. What does Psychology study?
3. What are psychologists?
4. Which branches in the science of psychology do you know?
5. Why should managers be good psychologists?
6. What do you know about family psychologist; rehabilitation psychologist?

Vocabulary Exercises

1. Pronounce correctly.

Nowadays, sphere, tension, society, well-qualified, psychologists, science, scientific, behaviour, explain, handling, handle, inspire, authority, psychodiagnostics, psychobiography, psychodynamics, particular, attention, interaction, investigations, abuse, rehabilitation, disaster.

2. Translate into Russian paying attention to the new words.

1. When policy makers do their work, they tend to ignore the science of human nature and trust either their intuitions or the unfounded assumptions of economists. 2. Psychological abuse is a form of abuse, characterized by a person subjecting, or exposing, another person to behaviour that may result in psychological trauma, including anxiety, chronic depression, or post-traumatic stress disorder. It is often associated with situations of power imbalance in abusive relationships including bullying, gaslighting and abuse in the workplace. 3. Relaxation in psychology, is the emotional state of a living being, of low tension, in which there is an absence of arousal that could come from sources such as anger, anxiety, or fear. 4. Asian psychology is a branch of cultural psychology that studies psychological concepts as they relate to Asian culture. Psychologists studying these issue are often aligned with cross-cultural psychology. 5. Inspiration refers to an unconscious burst of creativity in a literary, musical, or other artistic endeavour. 6. She's hired a lawyer who specializes in divorce cases. 7. Peter is passionately involved in environmental issues. 8. Interaction is a kind of communication of any sort, for example two or more people talking to each other, or communication among groups, organizations, nations or states: trade, migration, foreign relations, transportation.

3. Complete the sentences using the new words and phrases.

1. Social psychology ... psychodiagnostics, psychobiography, psychodynamics. 2. Nowadays when our country is experiencing difficulties in all ..., it needs well-qualified specialists-psychologists. 3. A family psychologist ... investigations of family conflicts, teenager's problems, including such social illnesses as prostitution, alcohol and drugs addiction, family abuse etc. 4. A real managerial psychologist ... always ... self-perfection. 5. Psychology is the ... study of the human mind and the reasons for people's behaviour. 6. They can ... numerous psychological

problems arising in or between teams. 7. There are many branches in the ... of psychology. 8. Good managers are good psychologists – they can ... people, can ... and ... them to work together.

4. Translate into English.

1. Кто такие психологи и что за наука психология?
2. Семейный психолог исследует семейные конфликты и проблемы с подростками. 3. Психология – это научное исследование человеческого разума и причин поведения людей. 4. Психологи также помогают людям находить выход из многих ситуаций, в которые человек может оказаться. 5. Кроме того, настоящий управленческий психолог всегда нацелен на самосовершенствование. 6. Социальный психолог тестирует отдельных людей или группы для изучения их поведения, уделяя особое внимание психическому развитию человека, мотивам и эмоциям во время общения. 7. Реабилитационный психолог имеет дело с людьми, которые пострадали от сексуальных надругательств, стали жертвами террористов, шоковых потрясений или стихийных бедствий.

Conversation and Discussion

1. Read, discuss and give your professional advice in each situation.

I have a jealous boyfriend.

I have a boyfriend who is really great and I care about him very much. The only thing that bothers me is his jealousy. He is prone to jealous outbursts and scenes. It bothers him when I wear short skirt, when I go out with my friends, when he cannot get me on the phone ... His behaviour begins to choke me but I really care about him and I do not want to lose him. What should I do?

Psychologist's answer. Jealousy is a natural feeling in a relationship. However, if jealousy is excessive or unreasonable, then it becomes an inadequate feeling. Whether you are or how much you are willing to tolerate your partner's jealousy, depends in the first place on your understanding of love and jealousy. If you equate love and jealousy, a jealous partner impresses you and deep inside you do not want anything to change in this relationship, but you only need to complain to someone. On

the other hand your partner's jealous demands (not to wear short, not to go out with friends ...) choke you and cause an anger, and you have a need for some change in your relationship. I have an impression that you haven't talked to your boyfriend about this subject yet. If so, I advise you to discuss it openly as soon as possible. It is also important how old you and your boyfriend are, which is not evident from your question. Jealousy is, in the first place, a characteristic of a teenage love. Maturity and responsibility are acquired with age and jealousy weakens with growing rationality and responsibility. In any case, I think that you need to talk to your boyfriend. Try to find out what does he think about his behaviour, whether he believes that more jealousy means more love, does jealousy mean that he doesn't trust you enough and that he fears that he might lose you and so on.

Forgetful

I am 48 and work in a large company. I am a head of one of the services. The job is very stressful and tiring. We are overwhelmed with work, and we need to care about deadlines. I handle a great number of information which are mostly numbers. The problem is that I became very forgetful. For example: I plan to do a certain task but at the end of the day I suddenly realize that I haven't done it! Employees in my department believe that something is wrong with me. At first I attributed everything to stress and large quantity of information, but now I am concerned about my mental health and what is going on with my memory.

Psychologist's answer. The memorizing ability weakens with age, but it might be affected by the manner of life too. People like you, who are exposed to everyday stress, usually forget some less important things. Your brain "decides" what to delete from its memory in order to be able to remember some more important information. For example, if you have five tasks to do at the same time, which are all important and urgent, you will easily remember the one that your brain registers as the most important and most urgent, and you will finish it first. After that, there comes the second important task, then the third... But before the end of the day, after being a little relaxed, you suddenly find out that you still have some tasks unfinished... Your problem certainly lies in continuous exposure to stress which results in forgetting things. You probably know that prolonged exposure to stress can lead to problems with concentration, sleeping, immune system failure, high blood pressure and so on. If you manage to

beat the stress, your memory will certainly work better.

(From: <http://psychologistadvice.weebly.com/>)

2. Imagine that you are a skilled psychologist, and you should consult a woman or a man. Make a dialogue, using active vocabulary and trying to answer these questions below.

- How to behave when you are abused?
- How to learn to forgive?

3. Write your own topic “My Future Profession” at home and learn it by heart.

Grammar

Имя существительное (The Noun).

Образование форм множественного числа существительных в английском языке

Имя существительное в современном английском языке имеет: два числа (единственное и множественное), два падежа (общий и притяжательный). У существительного отсутствует грамматическая категория рода, но существительные, обозначающие живые существа, можно заменить местоимениями he/she, а неодушевлённые предметы – it.

Множественное число английских имён существительных образуется согласно основному языковому правилу (добавление окончания – s или – es).

Если основа оканчивается на гласные и звонкие согласные, то – s – [z]:

toe – toes, tree – trees, kid – kids, doll – dolls, bomb – bombs, pin – pins.

Если основа оканчивается на глухие согласные, то – s – [s]:
hook – hooks, week – weeks, step – steps, raft – rafts, spot – spots.

Если основа оканчивается на немую гласную – e, которой предшествуют s, c, z, g, то –s – [iz]:
purse – purses, face – faces, house – houses.

Если основа оканчивается на шипящие и свистящие – s, – ss, – x, – zz, – sh, – ch, – tch, то – es – [iz]:

bus – buses, fox – foxes, flash – flashes, bench – benches.

Если основа оканчивается на **z**, то – **es – [z]**, а **z** удваивается:
quiz – quizzes.

Если основа оканчивается на – **f** или – **fe**, то – **es – [z,s]**, а **f/fe** изменяется на **v**:
calf – calves, elf – elves, leaf – leaves, half – halves, knife – knives, life – lives.

Исключения: (окончание произносится как [s]): *belief – beliefs, cliff – cliffs, chief – chiefs, reef – reefs, roof – roofs, safe – safes.*

Если основа оканчивается на гласную – **у**, которой предшествует согласная, то – **es – [iz]** и –**у** изменяется на –**i**:
party – parties, duty – duties.

При образовании мн.ч. от имён собственных изменения гласной –**у** не происходит: *Kennedy – Kennedys, Sandy – Sandys.*

Если основа оканчивается на гласную – **у**, которой предшествует гласная, то – **s – [z]** и –**у** не изменяется:
way – ways, toy – toys, prey – preys.

Если основа оканчивается на гласную – **о**, которой предшествует согласная, то – **es – [z]**:
potato – potatoes, cargo – cargoes, hero – heroes, tomato – tomatoes.

Исключения: *piano – pianos, photo – photos.*

Существительные, оканчивающиеся на – **о**, которой предшествует гласная, то – **s – [z]**:
cuckoo – cuckoos; radio – radios.

Слова, имеющие значение только единственного числа:
advice, seaside, news, trouble, work, information, progress, knowledge, education, music, luck, luggage, weather и др.

Слова, имеющие значение только множественного числа:
scales, trousers, riches, clothes, arms, goods, stairs и др.

Основные исключения: ряд существительных образует множественное число нестандартным способом: *man – men, woman – women, foot – feet, goose – geese, louse – lice, mouse – mice, tooth – teeth, child – children, ox – oxen.*

Сложные существительные, которые пишутся слитно, образуют множественное число при помощи добавления окончания ко второму элементу: *schoolgirl – schoolgirls, policeman – policemen.*

Если сложное существительное, которое пишется через дефис, включает слова **man** или **woman**, в качестве одной из составных частей слова, то все части слова принимают множественное число: *woman-writer – women-writers, gentleman-farmer – gentlemen-farmers.*

Сложные существительные, которые пишутся через дефис, образуют множественное число при помощи изменения ключевого по смыслу элемента: *family-name – family-names, commander-in-chief – commanders-in-chief.*

Если в составном имени существительном нет элемента существительного, то множественное число образуется при помощи добавления окончания –s к последнему элементу: *forget-me-not – forget-me-nots, merry-go-round – merry-go-rounds.*

Падеж (Case)

Общий падеж (The Common Case)

За исключением притяжательного падежа, в английском языке, отношения между существительными в предложении выражаются без изменения формы слова, только посредством предлогов: *of* – родительному падежу, *to* – дательному, *by, with* – творительному, *of=about* – предложному с предлогами *о* и *об*.
He gave this book to Mary. The teacher asked the boy many questions. The article is written by the professor. I write with a fountain-pen. She spoke of art literature and music

Притяжательный падеж (The Possessive Case)

Существительное в притяжательном падеже является определением к другому существительному, перед которым оно стоит, выражает принадлежность предмета или его отношение к нему и отвечает на вопрос **whose? чей?**

Схема образования притяжательного падежа

+ 'S

+ 'S

- Во **множественном числе**, образованном при помощи добавления окончания **-S**
- В **единственном числе**
- С **фамилиями**, заканчивающимися на **-S**
- Во **множественном числе**, образованном не по правилу прибавления окончания **-S /-ES**

Например: *the student's room* – комната студента; *the students' room* – комната студентов; *the student's books* – книги студента; *the students' books* – книги студентов.

Существительные, обозначающие неодушевлённые предметы, тоже могут принимать форму притяжательного падежа.

World, nature, water, earth и другие: *the Earth's gravity* – гравитация Земли; *water's edge* – урез воды.

Города, страны, времена года, месяцы: *Moscow's streets* – улицы Москвы; *summer's day* – летний день; *Germany's policy* – политика Германии; *January's frost* – январский мороз.

Расстояние, время: *yesterday's news* – вчерашняя новость; *a kilometer's distance* – расстояние в один километр.



Exercises

1. Напишите множественное число следующих имён существительных (обратите внимание на артикли: неопределённый артикль во множественном числе опускается, определённый артикль сохраняется).

A star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato.

2. Образуйте множественное число следующих сложных существительных.

Boy-messenger, sister-in-law, text-book, pocket-knife, statesman, fellow-worker, merry-go-round, man-servant, hotel-keeper, forget-me-not, lady-bird, woman-doctor, looker-on, editor-in-chief, passer-by, commander-in-chief, handful.

3. Раскройте скобки, употребите в нужном числе и согласуйте предложение при помощи глагола to be (где необходимо).

1. All the dirty (одежда)... in the washing machine. 2. These two (перекрёстка) ... dangerous places for (водителей) and (пешеходов)... 3. Both the (средства)... of transport save energy. 4. (Эти деньги)... not mine. I can't take it. 5. The bad (новость)... that the train is delayed by an hour. 6. Many (видов)... of aquatic plants need very little light. 7. She got some (советов) ... from the tourist agency. (Они) ... very useful. 8. Several (пешеходов)... injured during the accident. 9. There (много полезных советов) ... in the book on baby care. 10. (Эти виды)... of birds are very rare. 11. The (полиция) ... investigating a series of attacks in the area. 12. We found with a sense of relief that there ... no (комаров) ... at the campsite. 13. (Физика) ... her favourite subject. 14. (Фонетика)... a brand of linguistics. 15. In summer (скот) ... mainly fed on green grass.

4. Напишите перевод слов в скобках, используйте единственное или множественное число.

1. (Дети) ... should not forget to brush their (зубы) ... twice a day. 2. How many (вулканов) ... are still active in Japan? 3. (Моя свекровь) ... always got along with her three (невестками) 4. Look! How beautiful the (ландыши) ... are! 5. On your way home buy some (картофеля) ... and (помидоров) ... and pick up the (фотографии) ... from the photographer's. 6. The job of (пожарных) ... is quite dangerous. 7. (Почтальоны) ... deliver mail early in the morning. 8. They sailed from India with (грузами) ... of (шелка, чая и табака разных сортов)... . 9. Laura has always given me good (советы)

5. Переведите словосочетания, используя притяжательный падеж существительных.

1. Работа Джессики; 2. имя доктора; 3. машина Фрэнка; 4. телевизор Ани; 5. компьютер моих сыновей; 6. дочь Марка и Виктории; 7. словари Сюзанны; 8. ключи моей сестры; 9. сумки наших гостей; 10. учитель моей дочери.

6. Перепишите, заменяя общий падеж притяжательным.

The children of John Turner; the questions of my son; the wife of my brother; the name of this man; the voice of this girl; the car of my parents; the room of my friend; the handbags of these women; the flat of my sister is large; the children of my brother are at home; the room of the boys is large; the poems of Lermontov.



Lesson 2. The Scope of Psychology

Vocabulary Notes

1. Read and learn these words.

scope – предмет, содержание
memory – память
humanities – гуманитарные науки
to investigate – исследовать
theory of knowledge – гносеология
mental processes – умственная деятельность
nervous system – нервная система
thinking – мышление
life span – продолжительность жизни
birth – рождение
death – смерть
knowledge – знание, познание
to be link to – быть связанным с...
social force – общественный фактор
influence – влияние
perception – восприятие

soul – душа
to solve problems – решать проблемы
area of specialization – область/сфера специализации
to cope with – справляться с
forensic – судебный
treatment – лечение
youngster – подросток
shelf layouts – структура полок

2. Read and translate this text.

Definitions and 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. Psychology is also related to use the social sciences of anthropology and sociology, which deal with people in society. Like anthropologists and sociologists, psychologists investigate the attitudes and relationships of human beings in social settings. These three academic disciplines often study the same kinds of problems from different perspectives.

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”, “behavior”, “mental processes”.

“Science” means rational investigation of processes and phenomena. By “behavior” 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.

(by Donchenko E. N.)

Major Specialists in Psychology

Who is a psychologist? A psychologist is a person who deals with psychology. Psychology is present in different branches of our life, knowing about psychology may not give all the answers but it helps to ask the right questions. A psychologist studies the mind and behaviour to learn more about it. He or she may also work with the people to help solve problems.

Psychologists may be divided into two groups. **Academic psychologists** do research. In the research area specializations exist in the following areas: experimental and physiological, developmental, social, personality, cross-cultural psychology. **Professional psychologists**, on the other hand, use the results of research work and put them into practice.

Psychology is a science with many areas of specialization.

| Specialist | Area of Specialization |
|------------------------------------|---|
| Clinical psychologists | They develop programmes to teach people better ways of coping with their lives. |
| Counseling psychologists | They help people to deal with the stresses of everyday life. |
| Psychiatrists | They are doctors that use physical treatment like drugs. |
| Developmental psychologists | They study behaviour and mental processes in the life cycle. |
| Educational psychologists | They study children’s learning and adjustment. |
| Environmental psychologists | They are specialists in how people are affected by the environment. They act as consultants for new architectural developments, in approaches to reducing crime through the design of the city. |

| | |
|-----------------------------------|---|
| Forensic psychologists | They deal with many aspects of crime: analyzing the reasons of committing crimes, rehabilitation of criminals. |
| Sport psychologists | They work with coaches and sportsmen, advise on how to reduce stress, develop better training systems. |
| Consumer psychologists | They study how people spend their money. They take part in designing shops, shelf layouts. They do advertising and market research, study how the products can come to the markets. |
| Social psychologists | They study how people influence one another. |
| Experimental psychologists | They conduct researches. |
| Cognitive psychologists | They study mental processes. |
| School psychologists | They establish programs, consult and treat youngsters' problems. They also do different researches at school. |

3. Answer these questions.

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?
5. Which group of psychology experts is the largest?
6. What is the origin of the word "psychology"?
7. What are the primary activities of a social psychologist, cognitive psychologist, consumer psychologist and sport psychologist?

Vocabulary Exercises

1. Pronounce correctly.

Scope, humanities, definition, investigate, processes, forensic, nervous system, thinking, birth, death, social force, influence, counseling psychology, youngster, perception, specialization, experts, consumer psychologist.

2. Translate into Russian paying attention to the new words.

1. Educational psychology is that branch of psychology in which the findings of psychology are applied in the field of education. 2. The scope of educational psychology is ever-growing due to constantly researches in this field. 3. The psychologist investigates those phenomena which we call sensations, perceptions, thoughts, volitions, and emotions; he analyzes them, classifies them, and seeks to reduce them to the smallest number of fundamental activities. 4. Ethics as the science of morality is easily distinguished from Psychology. It investigates the right end of human action, the nature and foundations of moral distinctions, the grounds of moral obligation, and the sanctions of morality. 5. The scope of Psychology will be made still clearer by pointing out how it is connected with other kindred sciences, and how it is separated from them. 6. If we study behaviour, we need to understand what the experience of that behaviour is like for the individual. If we study someone being angry, we need to know what that feels like for the person. 7. Often psychologists cannot perform experiments on humans for ethical reasons and may use animals to try to gain understanding of human behaviour. 8. Psychological research and therapies are often concerned with finding out how people think and feel about certain issues or matters, and why. The only way researchers can investigate attitudes, thoughts, feelings, values and expectations is to ask people. One method of gathering this information is through surveys, interviews and questionnaires.

3. Complete the sentences using the new words and phrases.

1. Each of the subjects ... the four groups has its own relationship with psychology. 2. ... characterize the work of the mind and the nervous system. 3. ... conduct researches. 4. They ... development throughout the life span from birth to death. 5. Psychology is a science with many areas of 6. ... deal with many aspects of crime. 7. Psychology is also related to use the social sciences of anthropology and sociology, which ... people in society. 8. The word "psychology" ... the Greek word meaning "study of the mind or soul". 9. ... means rational investigation of processes and phenomena. 10. Psychology ... from philosophy. 11. Cognitive psychologists study

4. Translate into English.

1. Они лечат людей, которые эмоционально подавлены.
2. Психология также очень тесно связана с социологией.
3. Психология как наука изучает умственную деятельность и поведение человека.
4. Психология и биология также очень тесно связаны.
5. Психологи изучают основные функции, такие как обучаемость, память, язык, мышление, эмоции и мотивы.
6. Психологов можно разделить на две группы.
7. Под «поведением» психологи понимают всё то, что люди и животные делают: действия, эмоции, способы общения, процессы развития.
8. Возрастные психологи изучают поведенческие и мыслительные процессы на протяжении всей жизни.

Conversation and Discussion

1. Read and translate the dialogue. Make your own conversation with a patient and tell him or her about psychology and your work.

A dialogue between a doctor and a patient

Patient: Hello, doctor! Can you spare me a few minutes?

Doctor: Certainly! Come in and sit down. Now, what is the matter with you?

P: That is just what I want you to tell me.

D: Well, tell me how you are suffering?

P: I seem to be generally out of sorts. I have no appetite for my food, and yet I am always suffering from depression.

D: Are you troubled with headaches?

P: Yes, I am. And what is worse I cannot sleep at night.

D: I see, What is your work?

P: I am a clerk in an office, and have to work long hours.

D: What sort of exercise do you take in the evening?

P: I am afraid I don't take any. I feel so tired when I get home that I simply want to sit down, or go to bed.

D: I see. Well, you are evidently run down, and need a rest and change. All your troubles are signs of nervous exhaustion. I will give you a nerve tonic but the main thing is rest. If you do as I say, you will soon be all right.

P: Thank you, doctor. I will follow your advice, Good night!

D: Good night! And let me know how you get on.

(From: <https://goodreadingfor.blogspot.ru/>)

2. Make up 5 questions to the text and ask your partner to answer them.

3. What psychology specialist would you like to be and why? Write your own topic at home and learn it by heart.

Grammar

Артикль (The Article)

Артикль – служебное слово, которое обычно не имеет самостоятельного значения и является определителем существительного. На русский язык артикль обычно не переводится. В английском языке имеется два артикля: неопределённый **a/an (Indefinite Article)** и определённый **the (Definite Article)**.

| СЛУЧАИ УПОТРЕБЛЕНИЯ ОПРЕДЕЛЕННОГО АРТИКЛЯ THE | | |
|---|--|--|
| № | УПОТРЕБЛЕНИЕ | ПРИМЕР |
| 1 | Если говорится о единственном в мире предмете. | The sun is in the sky. <i>Солнце находится на небе.</i> |
| 2 | Когда говорится о предмете (или лице), единственном в данной обстановке. | The teacher is in the classroom. <i>Учитель в классе.</i> (В данном классе находится только один учитель) |
| 3 | Когда о данном предмете уже упоминалось в разговоре или повествовании. | "I've got a very interesting book," says Mike. "Please show me the book," says Nick. <i>«У меня есть интересная книга», – говорит Майк. «Покажи мне пожалуйста эту книгу», – говорит Ник.</i> |

| | | |
|----|--|---|
| 4 | С <u>существительным</u> , перед которым стоит порядковое числительное. | We are on the fourth floor. <i>Мы на пятом этаже.</i> |
| 5 | С <u>существительным</u> , перед которым стоит <u>прилагательное</u> в превосходной степени | He is the best student in our group. <i>Он лучший студент в нашей группе.</i> |
| 6 | Если говорится об определённом (по контексту) количестве вещества, например tea чай, milk молоко, bread хлеб и т. п. | Is the milk on the table? <i>Молоко на столе?</i> (т. е. именно молоко (в определённой упаковке / в определённом объёме и т. д.), подразумеваемое по контексту, а не просто молоко как вещество) |
| 7 | Перед названиями морей, горных массивов, островов, рек, пустынь, кораблей, гостиниц, кинотеатров, театров; перед словами country за городом, sea море, seaside у моря, mountains горы (и при обобщении). | I'm taking a trip to the mountains next week. <i>На следующей неделе я еду в горы.</i> Did you go to the Black Sea or to the Volga? <i>Вы ездили на Черное море или на Волгу?</i> |
| 8 | Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении). | The whale is a mammal, not a fish. <i>Кит – это млекопитающее, а не рыба.</i> |
| 9 | После слов one of один (<i>из</i>), some of некоторые (<i>из</i>), many of многие (<i>из</i>), each of каждый (<i>из</i>), most of большинство (<i>из</i>) (часто после слов all все, both of оба). | Most of the stories are very interesting. <i>Большинство рассказов очень интересны.</i> Give me one of the books. <i>Дайте мне одну из (этих) книг.</i> |
| 10 | Перед названиями четырёх сторон света. | the Northern part of our country – <i>север нашей страны</i> |

| | | |
|-----------|--|--|
| 11 | Перед фамилией во множественном числе (при обозначении всех членов семьи). | The Petrovs are at home. <i>Петровы дома.</i> |
|-----------|--|--|

**СЛУЧАИ УПОТРЕБЛЕНИЯ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ
А**

| № | УПОТРЕБЛЕНИЕ | ПРИМЕР |
|-------------|---|--|
| 1 | При упоминании чего-либо впервые. | A man came up to a policeman. <i>Человек подошёл к полицейскому.</i> |
| 2 | При обобщении. | A baby deer can stand as soon as it is born. <i>Оленята могут стоять на ногах сразу после рождения.</i> |
| 3 | При обозначении неопределённого количества конкретного предмета. | Pass me a piece of bread. <i>Передайте мне (немного) хлеба.</i> |
| 4 | Перед названиями профессий или должностей. | He is a doctor. <i>Он врач.</i> |
| 5 | В значении один перед исчисляемыми существительными, обозначающими время. | Will you be back in an hour? <i>Вы вернётесь через час?</i> |
| 6 | Перед исчисляемыми существительными в единственном числе, определяемыми словами such, quite, rather, most (в значении <i>очень</i>). | He is quite a young man. <i>Он совсем ещё молодой человек.</i> It is a most interesting book. <i>Это очень интересная книга.</i> |
| N.B. | Артикль an употребляется тогда, когда следующее за ним слово начинается с гласного звука: an old woman <i>старуха</i> , an honest man <i>честный человек</i> . | |

| ОТСУТСТВИЕ АРТИКЛЯ | | |
|--------------------|---|---|
| № | УПОТРЕБЛЕНИЕ | ПРИМЕР |
| 1 | Перед исчисляемыми <u>существительными</u> во множественном числе (в тех случаях, когда в единственном числе следует употребить неопределённый артикль). | My father and my uncle are doctors. <i>Мой отец и мой дядя – врачи.</i> |
| 2 | При обобщении (обычно используется множественное число или неисчисляемое <u>существительное</u> без артикля). | Carrots are my favorite vegetable. <i>Морковь – мой любимый овощ.</i> |
| 3 | В выражениях с собственным <u>существительным</u> в притяжательном падеже. | John's coat <i>пальто Джона</i> |
| 4 | Перед <u>существительным</u> в функции определения. | guitar lessons <i>уроки игры на гитаре</i> |
| 5 | Перед названиями континентов, стран, штатов, городов, улиц, озер. | I've been neither to South Africa nor to North America. <i>Я не был ни в Южной Африке, ни в Северной Америке.</i> |
| 6 | Перед неисчисляемыми (абстрактными) <u>существительными</u> . | This is important information. <i>Это важная информация.</i> |
| 7 | В некоторых сочетаниях <u>существительного</u> с <u>предлогом</u> , когда все сочетание имеет характер <u>наречия</u> . to / at / from school, university, college; to / in / into / from church; in time; at / from home; by car, bus, bicycle, plane, train, metro, boat etc.; for breakfast и т. д. | You can get there in time if you go by train. <i>Вы можете добраться туда вовремя, если поедете поездом.</i> |
| 8 | Перед именами и фамилиями людей. | My name is Bond, James Bond. <i>Меня зовут Бонд, Джеймс Бонд.</i> |

(From: <http://study-english.info/>)



Exercises

1. Вставьте артикли, если это необходимо.

(1) ...Ted Shell is (2) ... worker. He works at (3) ... factory. It's not in (4) ... centre of the city. Every morning he has (5) ... breakfast and (6) ... cup of tea. Then he goes to (7) ... work by (8) ... bus. He works till five o'clock in (9) ... afternoon. He has (10) ... son. His name is Fred. Fred goes to (11) ... school. He likes (12) ... literature. Fred is (13) ... good pupil. He also likes (14) ... sports.

2. Исправьте ошибки.

1. I never eat the chocolate. 2. Susan is a tall. 3. A my girlfriend likes the action films. 4. Kate works as the hairdresser. 5. Is there bus station near here? 6. Beckham is a best player in his team.

3. Вставьте подходящий артикль, где таковой необходим.

(1) ... Frenchman was once travelling in (2) ... England. He did not know (3) ... English quite well. He could speak only (4) ... little. One day he was eating in (5) ... small pub and he wanted to order (6) ... eggs. But he didn't know (7) ... English word for (8) ... eggs. Suddenly through (9) ... window he saw that (10) ... rooster (петух) was walking in (11) ... yard. He asked (12) ... waiter what was the English for (13) ... "rooster". (14) ... waiter told him. (15) ... Frenchman then asked what was the English for (16) ... "rooster's wife". (17) ... waiter told him that it was (18) ... hen. Next (19) ... Frenchman asked what was the English for "hen's children". (20) ... waiter told him that they were (21) ... chickens. (22) ... Frenchman asked what (23) ... chickens were before they were born. (24) ... waiter told him they were (25) ... eggs. "You've explained everything very well", (26) ... Frenchman said. "Please bring me two (27) ... eggs and (28) ... cup of (29) ... coffee".

4. Вставьте правильный артикль, если он нужен.

1. "Is this your ... friend?" – "No, it isn't my ... friend, it is my sister". 2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot. 3. I have no ... car. 4. She has got ... terrible ... headache. 5. They have ... dog and two ... cats. 6. My ... cousin says he is going to be ...

manager one ... day. 7. Would you like ... apple? 8. This is ... tree. ... tree is green. 9. I can see three ... children. ... children are playing in ... yard. 10. I have ... car. ... car is white. My ... friend has no ... car.

5. Прочитайте диалог и вставьте соответствующий артикль.

Mary: ___ (1) apples are expensive this year.

John: These apples are ___ (2) nice. Where did you buy them? At ___ (3) small shop in Adamson Square?

M.: No, I went to ___ (4) supermarket in Fox Road.

J.: That was ___ (5) mistake. ___ (6) supermarkets sell ___ (7) imported apples, not home-grown ones. They are always more expensive.

M.: OK. Next time I'll go to ___ (8) small shop in Adamson Square.



Lesson 3. The Historical Background of Psychology

Vocabulary Notes

1. Read and learn these words.

date back – появиться, относиться

speculation – умозаключение, размышление

environment – окружающая среда

intellectual – мыслитель

to observe – исследовать, наблюдать

to consist of – состоять из

humor – настроение

source – источник

sense organs – органы чувств

on the basis of – на основе

innate – врождённый

introspection – интроспекция (самоанализ)

faculty psychology – психология способностей

psychology of vision – психология восприятия цвета

occasionalism – окказионализм
double aspect theory – дуализм
psychophysical parallelism – психофизиологический параллелизм
empiricist – эмпирик
mental faculties – умственные способности
consciousness – осознанность
emphasize – подчёркивать
abnormal behaviour – поведение, отклоняющееся от нормы
stimuli – стимулы
behaviorism – бихевиоризм

2. Read and translate this text.

From the History 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.

Psychology appeared as a science in the late 19th century. Historically it was influenced by Chinese philosophers such as Confucius and Greek philosophers such as Socrates and Aristotle.

In 1879, Wilhelm Wundt developed the first scientific psychology laboratory. Wundt used the approach that became known as structuralism. It emphasized the importance of conscious thought and classification of the mind's structures and elements of consciousness (sensations, images, feelings).

In the United States, William James used functionalism, the approach that emphasized the study of the functions of the mind and behaviour in adapting to environment. Mental phenomena were called processes or functions (thinking, feeling, perceiving). This school gave ideas of modern applied psychology.

In 1900 Freud created psychoanalysis. This approach emphasized the importance of thoughts and motives which are unconscious but strongly influence behaviour. Freud's theory of personality dynamics has been applied to development, abnormal behaviour, and psychotherapy.

A group of psychologists, including John Watson, used the approach that emphasized scientific study of stimuli and responses. This approach is called behaviorism. It dominated American psychology from the 1920s to the 1950s.

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

(by Donchenko E. N.)

3. Answer these questions.

1. What do you know about psychoanalysis?
2. Who said that the cosmos consisted of four elements?
3. Which school gave ideas of modern applied psychology?

4. What kind of approach emphasized the importance of conscious thought and classification of the mind's structures and elements of consciousness?

5. Which famous psychologists do you know?

6. Which problem was a very important for the 17th and 18th centuries philosophers?

7. Who developed a field of knowledge, later called as faculty psychology?

8. What were the most important scientific investigations during the 15th and 16th centuries?

9. What do we call "behaviorism"?

10. Which theories appeared in the 17th and 18th centuries?

4. Enumerate all the thinkers mentioned in the text and their investigations.

Vocabulary Exercises

1. Pronounce correctly.

Psychology, scientific, science, speculation, relationship, environment, earth, air, humors, innate, observation, giant, thinker, physiology, introspection, experimentation, vision, occasionalism, psychophysical parallelism, empiricist, doctrine, conscious, thought, classification, consciousness, sensations, images, functionalism, approach, perceiving, psychoanalysis, influence, psychotherapy, stimuli.

2. Translate into Russian paying attention to the new words.

1. A science is an organized body of reliable information. Such a body of knowledge does not grow as a result of speculation alone, nor does it develop from random observations. 2. Scientific psychology at first took over the same apparatus and methods with which physiologists and physicists had been investigating behaviour and experience. Very soon, however, psychologists were finding new problems and devising apparatus and procedures of their own. 3. While some psychologists were trying to discover what consciousness is by analyzing experiences and relating them to environmental and organic factors, other investigators of consciousness were more interested in what consciousness does; that is, in its functions. 4. Psychologists, sociologists, and anthropologists have found that they can contribute very significantly to each other's efforts. As a result there has

developed a new discipline known as behavioral science, with emphasis on the problem of developing valid generalizations about human behaviour in group situations. 5. At the turn of the 19th century two powerful approaches appeared. One of them is psychoanalysis developed by Sigmund Freud in Austria. 6. Interactions between attention and processing of emotional stimuli shed light on both sensitivity to emotional stimuli as well as emotion dysregulation. Both of the latter processes have been proposed as central characteristics of altered emotion processing in those with borderline personality disorder.

3. Complete the sentences using the new words and phrases.

1. In 1900 Freud created 2. Wundt used the ... that became known as structuralism. 3. St. Augustine characterized the method of ... and developed a field of knowledge. 4. The approach ... the importance of conscious thought. 5. Psychology ... to the earliest speculations about the relationships of man with his environment. 6. Plato ... two classes of phenomena: things and ideas. 7. He explained learning ... association of ideas. 8. Among the most important scientific ... were those of Newton in psychology of vision and Harvey in physiology. 9. Beginning from 600 B.C. the Greek ... observed and discussed these relationships. 10. Psychology appeared as a ... in the late 19th century. 11. The ... developed the doctrine of associations. 12. Historically it ... by Chinese philosophers such as Confucius and Greek philosophers.

4. Translate into English.

1. Сегодня психология – это отдельная дисциплина реальное сочетание истинного знания и человеческой природы. 2. Эмпедокл говорил о том, что космос состоит из четырёх элементов: земли, воздуха, огня и воды. 3. Выдающимся мыслителем был Аристотель. 4. Платон различал два класса явлений: вещи и идеи. 5. Ассоцианисты или эмпирики, разработали учение об ассоциациях: простые идеи формируют комплекс ощущений и идей. 6. Теория Фрейда о личностной динамике применима к развитию, ненормальному поведению и психотерапии. 7. В Соединённых Штатах Уильям Джеймс использовал функционализм – подход, который подчёркивал, что изучать функции ума и поведения следует в процессе адаптации к окружающей среде. 8. По словам Святого Фомы Аквинского научная истина должна основываться на наблюдениях и экспериментах.

9. Аристотель интересовался анатомией и физиологией тела, он объяснял процесс обучения на основе ассоциативных идей, и говорил, что знание должно быть получено в ходе наблюдений. 10. Группа психологов, в том числе Джон Уотсон, использовали подход, который подчёркивал научное исследование стимулов и реакций.

Conversation and Discussion

1. Read, discuss and give your professional advice in each situation.

A child and nursery

My two years old son adapted to a nursery without any big problems. However, because of an illness, he was at home for three weeks and now he cries every time when I leave him in the nursery. How can I help him?

Psychologist's answer Children in a collective such as nursery, have a daily schedule of activities. For example, it is known exactly when it's time for breakfast, when it's time to play or to go to sleep and a child is accustomed to this rhythm. As you wrote, your child adapted itself without any problem. I suppose that, after a long absence from the nursery, your child lost the habit of being in a collective and returned to the earlier lifestyle. In addition, having been ill, your boy probably received more attention and care than usual and is now trying to maintain the same "treatment" although he is healed. Now, he needs to be adapted to the collective again. This is so-called re-adaptation and it often occurs after prolonged absence from nursery. It usually takes 7-14 days. During this period the child should be re-adapted to the collective. Here are some tips how to help him: make sure that your boy goes to sleep earlier in the evening, in order to be able to wake himself up in the morning feeling rested enough; let him bring with him to a nursery some of his favorite toys; don't be in a hurry while entering the nursery. I advise you to start from home a little earlier than usual in order to have enough time to walk through the yard and the hole slowly. During this little walk, talk to him about some of his favorite topics; tell him what time you are going to come (after lunch, after sleeping); in front of the door say him hallo, but remember – you must avoid a long "farewell".

Children and a computer addiction

I have two preschool children and both of them show great interest in computers. It is not just playing games, they are also able to use some software that even I don't know. They are not some of those children sitting all day in front of a computer yet, but I wonder whether spending time playing with the computer can lead to addiction and what to do to prevent it?

Psychologist's answer

Nowadays, all children begin to use computers rather early. Interests and the purpose of using computer depend on their age. It seems that your children use the computer in a smart way and begin to govern the computer skills. They don't use it just for fun (playing games, watching cartoons). However, it is important how much time during the day children spend in front of the computer. Pre-school children should not spend more than half an hour a day. When a child is older, the time in front a computer could be longer. Spending time in front of a computer can grow into addiction if parents allow their children to play with a computer longer than it's reasonable. Information on a computer are colorful, flashy, and in the virtual world it is possible what in the reality is not. All this is very appealing to children and preoccupy their attention. In short, it is important to know and track what your children are doing on the computer, for which purposes they use it (education, entertainment), which content they visit and whether it is appropriate to their age, and to restrict the time they spend in front of the computer.

2. Using your knowledge and textbooks speak or write about the subject matter of such branches of psychology, as: developmental psychology, general psychology, animal psychology, clinical psychology, cultural psychology, educational psychology, behaviour psychology, group psychology, individual psychology, child psychology, neuropsychology, social psychology, statistical psychology.

3. Retell the text "From the History of Psychology".

Grammar
Имя числительное (The Numeral)

Числительные в английском языке бывают двух видов: *сколько?* **количественные (quantitative)** и *какой?* **порядковые (ordinal)**.

Количественные числительные

| От 1 до 10 | От 11 до 19 <i>-teen</i> | От 20 до 100 (десятки) <i>-ty</i> | От 20 до 100 (пишутся через дефис) | От 100 и выше |
|------------------|-----------------------------|---|---------------------------------------|--------------------|
| one – 1 | eleven – | twenty – | twenty- | 100 – one |
| two – 2 | одиннадцать | 20 | three – 23 | hundred |
| three – 3 | twelve – | thirty – 30 | thirty-six – | 300 – three |
| four – 4 | двенадцать | forty – 40 | 36 | hundred |
| five – 5 | thirteen – | fifty – 50 | forty-eight – | 1000 – one |
| six – 6 | тринадцать | sixty – 60 | 46 | thousand |
| seven – 7 | fourteen – | seventy – | fifty-five – | 4000 – four |
| eight – 8 | четыренадцать | 70 | 55 | thousand |
| nine – 9 | fifteen – | eighty – | sixty-nine – | 1000000 – |
| ten – 10 | пятнадцать | 80 | 69 | million |
| | sixteen – | ninety – | seventy- | 1000000000 |
| | шестнадцать | 90 | two – 72 | – |
| | seventeen – | | eighty-one – | a (one) |
| | семнадцать | | 81 | milliard (в |
| | eighteen – | | ninety- | Англии); a |
| | восемнадцать | | nine – 99 | (one) billion |
| | nineteen – | | | (в США) |
| | девятнадцать | | | |

В составных числительных в пределах каждого трёх разрядов перед десятками, а если их нет, то перед единицами ставится союз **and**:

476 – four hundred and seventy-six

7045 – seven thousand and forty-five

1 524 768 – one million five hundred and twenty-four thousand seven hundred and sixty-eight

N.B. Числительные **hundred, thousand, million** могут принимать окончание **-s**, когда выражают неопределённое количество сотен, тысяч, миллионов: *Hundreds of people were present at the party.* – Сотни людей присутствовали на празднике.

Порядковые числительные

| От 1 до 3 | Остальные <i>-th</i> |
|---|---|
| first – первый second – второй third – третий. | fourth – четвертый fifth – пятый sixth – шестой seventh – седьмой eighth – восьмой ninth – девятый tenth – десятый eleventh – одиннадцатый twelfth – двенадцатый thirtieth – тридцатый sixtieth – шестидесятый fifty-second – пятьдесят второй three thousand four hundred and <u>fifty-sixth</u> – 3456-й |

Даты

Даты в английском языке обозначаются не порядковыми числительными, как в русском, а количественными.

1735 – seventeen thirty-five или seventeen hundred and thirty-five

1900 – nineteen hundred

1806 – eighteen six или eighteen hundred and six

Если в русском языке мы добавляем слово год, то в английском слово **year** не употребляется вообще или же ставится перед обозначением года: **in the year sixteen ninety** – в тысяча шестьсот девяностом году.

Когда необходимо назвать дату, в которой есть число, месяц и год, употребляются порядковые числительные:

15th June, 1932 (the fifteenth of June, nineteen thirty-two)

July 15th, 1394

August 10, 1735 (August the tenth, seventeen thirty-five)

Номера телефонов

Английский собеседник диктует телефонный номер не так, как мы привыкли. Каждая цифра произносится отдельно, а цифра 0 (ноль) читается как [eu]. Если две первые или две последние цифры одинаковые, мы говорим **double**, что означает двойной. Но если одинаковые цифры находятся посередине номера, слово **double** не используется.

4-36-08 four three six oh eight

67-6433-9 six seven six, four double three nine

Дробные и смешанные величины

Простые дроби выражаются посредством количественных числительных в числителе и порядковых в знаменателе:

1/7 a (one) seventh

1/5 a (one) fifth

1/2 a (one) second

1/100 a (one) hundredth

Дробные величины $1/2$ и $1/4$ передаются особыми словами: a (one) half ($1/2$), a (one) quarter ($1/4$).

N.B. Если имени существительному предшествует слово half, то артикль ставится непосредственно перед существительным:

half a kilometre полкилометра,

half an hour полчаса,

half the distance половина расстояния.

Но: **a kilometre and a half** полтора километра, **an hour and a half** полтора часа.

Если в числителе стоит число более единицы, то к слову, обозначающему знаменатель, прибавляется окончание **-s**:

2/9 two ninths

3/7 three sevenths

8/11 eight elevenths

Существительное, которое следует за дробным числительным, стоит в единственном числе: $2/6$ inch – $2/6$ дюйма (читается: two sixths of an inch); $3/5$ foot – $3/5$ фута (читается: three fifths of a foot).

Существительное, которое следует за смешанным числом, стоит во множественном числе: 2 1/4 metres – 2 1/4 метра (читается: two and a quarter metres или two metres and a quarter).

Десятичные дроби отделяются от целого числа точкой, а не запятой, как в русском языке: 1.34; 0.8. Десятичные дроби читаются следующим образом: 0.8 nought point eight (ноль точка восемь) или o [ou] point eight (ноль точка восемь); 0.006 point nought nought six или nought point two oes [ouz] six или o [ou] point two oes six; 1.02 one point nought two или one point o [ou] two.

Существительное, которое следует за десятичной дробью, стоит в единственном числе, если в дробном количестве нет целых единиц, и во множественном числе, если в дробном количестве есть целые единицы: 0.5 centimetre читается: nought point five of a centimetre; 5.2 centimetres читается: five point two centimetres.



Exercises

1. Напишите цифрами следующие числительные: nineteen, eight hundred and seventy-six, one thousand and fifty-nine, fifty-seven, nine hundred and forty, fifty-one, seven thousand two hundred and seventy-eight, a (one) half, four and a half, three ninth.

2. Ответьте на вопросы. Напишите свои ответы словами.

1. When were you born?
2. How much do you weigh?
3. What is the number of the flat and the house where you live?
4. What is the approximate population of your town?
5. What is the approximate population of your country?
6. What is the normal temperature of a healthy person?
7. How many kilometers are there in a mile?
8. How many years are there in a millennium?

3. Прочитайте даты: November 23, 1300; July 5, 1967; May 9, 1945; February 14, 1235; April 24, 1961; March 8, 1934; December 6, 1875; June 7, 2673.

4. Прочитайте номера телефонов: 456-763, 34-67-22, 309-654, 455-366, 69-38-98, 990-534, 679-334, 467-688.

5. Выберите правильное числительное.

0.7 oh seven / nought point seven

9205 nine thousand two hundred and five / nine point two nought five

8.46 eight point four six / eight point forty-six

4 $\frac{1}{4}$ a fourth / four and a quarter

6 $\frac{1}{2}$ six halves / six and a half

$\frac{3}{8}$ three eighths / three eighth

1700 one thousand seven hundred / one thousand and seven hundred

0.03 nought point and three / nought point nought three

6. Напишите письменно следующие числительные: 56, 376, 2753, 7-й, 1 455 600, 234-й, 77, 84, 2854, 356 777, 12-й, 48-й, 345 678, 253-й, 80-й, 156, 9 345 000, 235 678-й, 2000.



Lesson 4. Word Study

Positive Psychology Exercises Vocabulary Notes

Read and learn these words.

multiple – сложный

techniques – методы

intervention – вмешательство,

конфликт

self-compassion –

самосострадание

to concern – беспокоиться,

интересоваться

shortcoming – недостаток

the Strengths Circle – Круг силы

triangle – треугольник

graph – график

leadership – руководство

immediate – срочный /

безотлагательный

frustration – фрустрация /

разочарованность

ruminating – руминация

| | |
|---|--|
| self-kindness – доброта к себе | (навязчивый тип мышления) |
| common humanity – человечность | repetitive – повторяющийся |
| mindfulness – психическая вовлечённость | attention – внимание |
| awareness – осознанность | implementation – применение / внедрение |
| inadequacy – несовершенство | tender – ласковый / нежный |
| encouragement – поощрение | benevolent – великодушный |
| support – поддержка | affection – привязанность |
| compassion – сочувствие | meditation – медитация |
| acceptance – принятие / благоклонное отношение | compassionate – сострадание |
| savour – свойство / отличительное качество | intention – намерение |
| predictor – прогностический фактор | connection – связь |
| to intensify – усиливать / обострять | attitude – поведение |
| imagination – воображение | deserve – заслуживать |
| to plan ahead – планировать заранее | to get stuck – заикливаться |
| mood – настроение | to disrupt – препятствовать |
| timer – таймер | on a daily basis – ежедневно |
| reflection – размышление | to enhance – усиливать / расширять |
| room – пространство | consequence – следствие |
| opportunity – возможность | attempt – попытка |
| advantage – преимущество | to convey – выражать |
| to indicate – определять | absenteeism – абсентеизм (уклонение от чего-то) |
| extent – протяжённость / распространение | immune system – иммунная система |
| estimation – оценка | self-expression – самовыражение |
| to be involved in – быть вовлечённым в ... | beneficial – благотворный / целебный |
| instructions – указания / способ применения | consecutive – последующий |

Watching Video and Exercises

1. Watch the video “Positive Psychology Exercises: Self Compassion Letter & Your Daily Holiday” and answer these questions.

1. What is a letter of self-compassion?
2. How many components does it have? What are they?
3. What kind of a letter should you write?
4. Whom should you remember during writing?
5. What about you? Are you living life in the fast lane too?
6. What is a stronger predictor of our overall level of happiness?
7. What types of vacation do you know?
8. What is a daily vacation?
9. When should you remember your positive emotions and why?
10. Which exercise do you like the most and why?

2. Translate and memorize the following words and their derivatives:

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.

3. Arrange the following in pairs of synonyms:

| | |
|----------------|--------------------|
| 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 |

4. Arrange the following in pairs of antonyms:

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

4. Watch the test “What is your mental age?” and answer all questions. Here are some words, which may be difficult for you.

modest – сдержанный; rank – класс, разряд, ранг;
noble – благородный. to rebel – бунтовать.
quirky – изворотливый,
эксцентричный;

5. Make nouns from the given adjectives. Put them into one of the boxes according to the acceptable suffix.

Special, excellent, important, individual, different, lonely, possible, particular, biochemical, intelligent, excited, attached, biological, desperate, popular, tolerant, fluent, content, happy, obedient.

| -ance | -ence | -ion | -ment | -cy | -iness | -ity | -ty | -y |
|-------|-------|------|-------|-----|-----------|------|-----|----|
| | | | | | happiness | | | |

6. Prepare a short report on one of your own positive technique. Describe its goal and give your advice for using it.



Lesson 5. Famous Psychologists

Vocabulary Notes

1. Read and learn these words.

| | |
|---|---|
| variety – разнообразие | id – ид |
| scholars – учёные | leukoplakia – лейкоплакия |
| controversial – дискуссионный, спорный | to determine – определять |
| neurologist – невролог | archetype – архетип |
| cerebral palsy – церебральный паралич | to infer – делать вывод |
| aphasia – афазия (потеря речи) | to draft into – быть призванным (в армию) |
| to be influenced by – находиться под влиянием... | insights – взгляды |
| to abate – ослаблять / уменьшать | uniqueness – уникальность |
| neurosis – невроз | trailblazer – новатор |
| to empower – вдохновлять / придавать уверенность (в чём-либо) | beneath – ниже, внизу, под |
| to discharge – отстранить | conscious mind – сознающий разум |
| to refine – улучшать | personal unconscious – личное бессознательное |
| influential – важный, влиятельный | hereditary – наследственный |
| repression – репрессия (вытеснение из сознания) | gateways – доступ |
| Freudian slip – оговорка по Фрейду | eminent – выдающийся |
| denial – отрицание (нежелание признавать факты) | giftedness – одарённость |
| seduction theory – теория соблазнения | priest – священник |
| | pouch – стомный мешок (мед.) |
| | blood pressure – кровяное давление |
| | digestion – пищеварение |

2. Read and translate this text.

Three Most Famous Word Psychologists

The goal of psychology is aimed at helping society at large by addressing the variety of needs and differences in individuals that make up that society. This is done through research, experimentation, and the development of theories and principles of how to help people understand themselves. Scholars of psychology in the past and present have contributed much effort to expand our society's knowledge in the field of psychology.

Sigmund Freud was very famous Austrian neurologist who later became known as founding father of the psychoanalysis. He is one amongst the most famous figures and controversial thinkers of the 20th century. Freud was born on May 6, 1856, in an Austrian town called Freiberg (now Czech Republic). At an early age of 4, his family moved to Vienna, which is the town where he lived and worked for most of his life. At the age of 17, he joined University of Vienna. At first, he wanted to study law, but he later changed his mind and joined the medical faculty.

Here his studies included philosophy. In 1881, Freud received his medical degree. He then carried out some research on cerebral palsy, aphasia, and microscopic neuroanatomy. In 1882, Sigmund Freud married Martha Bernays. The couple had six children. In 1885, he became a lecturer and later a professor in 1902. Early in his career, Sigmund was influenced by the work of his good friend, Josef Breuer. Josef had previously discovered that when he encouraged a hysterical patient to talk about the earliest occurrences of the symptoms, the symptoms at times slowly abated.

With the help of Josef, Sigmund posited that neuroses had their origins in very traumatic experiences that took place in the patient's past. Sigmund believed that the original occurrences had been long forgotten and hidden from consciousness. Freud's treatment was to empower his patients to remember the experience and then bring it to consciousness. In doing this, the patient is able to confront the experience both emotionally and intellectually. Sigmund believed a person could then discharge it and heal oneself the neurotic symptoms. Breuer and Freud both published their theories and findings in "Studies in Hysteria" in 1895. After working together for while, Josef ended his relationship with Freud. Josef felt that Freud was placing too much emphasis on the sexual origins of patient's neuroses and was not willing to consider any other opinion. Freud continued to refine his own argument and in 1900, he published "The Interpretation of Dreams".

Freud's major contributions to psychology were very influential. Today, his ideas have become interwoven into the fabric of our culture with terms like "repression", "Freudian slip", and "denial" being used in everyday language. His theories covered topics like cocaine, dreams, seduction theory, life and death drives, religion, psychosexual development, the unconscious, femininity and female sexuality, the id, ego and super ego.

In February of 1923, Sigmund detected leukoplakia, a growth associated with heavy smoking. At first, he kept this as a secret. But in April of that year, he told his friend about it. This growth was later found to be cancerous. By mid-September of 1939, Freud had developed cancer of the jaw. This cancer was very painful. On September 23, 1939, Sigmund died. His body was cremated three days after his death.

Carl Gustav Jung was very influential in the field of psychology. He was a pioneer in the world of analytical psychology, which revolved around the examination of what exists deep within the subconscious in order to determine what might be motivating above the surface psychological problems. Carl Jung was born in the Thurgau region of Switzerland on July 26, 1875. His mother, Emilie Jung, suffered from both depression and psychological delusions. The strained relationship with his mother led to Jung having less than positive views of the role of women in society. It would also be accurate to infer his exposure to his mother's condition likely established a desire to learn more about the human mind.

Jung would slowly develop his concepts of the archetype when he deemed himself a person with two personalities. The first personality was the one of a traditional Swiss schoolboy and the other was of an aristocratic historical figure. Jung kept such musings mainly to himself. Jung attended the University of Basel in 1895. He was not originally interested in the field of psychology, but he would become hugely interested in the subject upon reading a textbook on the topic by pure chance. Jung eventually befriended the great Sigmund Freud during while publishing academic works, although the two had a famous parting of the ways. Jung, in 1908, had become the editor of the "Yearbook for Psychoanalytical and Psychopathological Research".

Jung was drafted into World War I and this would have a profound impact on his life. He worked with British soldiers who were residing in internment camps in the neutral Swiss territory. More than the personal details of his life, Jung is known for the uniqueness of his work. He was a trailblazer in the world of psychology and he helped establish

many unique and brilliant insights into the human mind. The collective unconscious was one such area of analysis he would pioneer. The collective unconscious was his theory in which all personal experiences are stored and the conscious actions of a person are often motivated by what exists beneath the surface.

The collective unconscious is one of the three archetypes: the conscious mind, the ego, and the personal unconscious. Jung believed that many of the traits of the archetypes were derived through hereditary. Obviously, personal experiences also contributed to their development as well. Jung was also an innovator in the realms of dream interpretation and art therapy. He believed that gateways to the subconscious are believed to be found in dreams. Art creation has a means of reaching the subconscious as well. Carl Jung passed away on June 6, 1961, leaving a legacy that forever shaped the fields of psychiatry and psychology.

Ivan Pavlov was an eminent Russian physiologist. His intellectual giftedness and instinct for research led him to formulate a conceptual theory that highlighted the importance of conditioning and associating behavior with the nervous system. Ivan Pavlov was born on September 14, 1849, in a small village in Ryazan, Russia, where his father was a priest. He went to a church school and later a theological seminary. Despite the fact that the main focus of his early studies was theology, his future interests were greatly inspired by Ivan Sechenov's and Charles Darwin's work.

He soon gave up religious studies in order to pursue scientific studies. In 1870, Ivan enrolled at St. Petersburg University where he studied physiology and chemistry. In 1875, he received a degree in Natural Sciences. He later joined the St. Petersburg Imperial Medical Academy where he studied medicine under S. P. Botkin, a famed physiologist of that time. He studied about the nervous system and in 1883, he completed his dissertation. After his graduation, Ivan studied under Carl Ludwig, a cardiovascular physiologist in Leipzig, Germany, and Rudolf Heidenhein, a gastrointestinal physiologist in Breslau, Poland. Under Heidenhein, he was able to devise an operation that involved the creation of an exteriorized "pouch" on the stomach of a dog and maintained nerve supply in order to properly study gastrointestinal secretions. After that, he spent two more years at a lab in St. Petersburg where he was researching blood pressure regulation and cardiac physiology.

In 1890, he helped found the Department of Physiology at the recently established Institute of Experimental Medicine. Pavlov was then appointed the professor of Pharmacology at the Imperial Medical Academy and was appointed as its Chair of Physiology five years later. During that time, his research was focused on the secretions of digestion in dogs. He found out that his subjects salivated before food was delivered. In a series of experiments, he presented different stimuli before presenting food. In one of the experiments, he sounded a tone immediately before presenting dogs with food. The sound conditioned the dogs to start salivating. His observations led him to formulate the concept of conditioned reflex. He also found out that the reflexes originated from the cerebral cortex.

Despite the fact that he was not a psychologist, Pavlov majorly influenced the field. His research and discovery on reflexes was a major contribution to the development of behaviorism. His work was often cited in the writings of John B. Watson and other famous psychologists. Pavlov's research also demonstrated various techniques of studying different reactions of an object to environmental changes.

Ivan Pavlov received the Nobel Prize in 1904 for Physiology or Medicine. In 1907, he was elected the Academician of the Russian Academy of Sciences and he was awarded an honorary doctorate from Cambridge University in 1912. In 1915, he received the order of the Legion of Honor. Ivan Pavlov remained devoted to his lab work until his death at the age of 86 on February 27, 1936, from natural causes.

(from: <http://famouspsychologists.net/>)

3. Answer these questions.

1. Who was awarded an honorary doctorate from Cambridge University in 1912?
2. What is the goal of psychology according to this text?
3. Was Ivan Pavlov a psychologist or not?
4. What was Pavlov's major contribution to the development of behaviorism?
5. Who was a famous Austrian neurologist who later became known as a founding father of the psychoanalysis?
6. Whose work was influenced Freud's views?
7. Who formulated the concept of conditioned reflex?
8. Whose theories covered such topics as cocaine, dreams, seduction theory, life and death drives, religion, psychosexual development,

the unconscious, femininity and female sexuality, the id, ego and super ego?

9. Who was a pioneer in the world of analytical psychology?
10. What was Jung's influence on world psychology?
11. Which Jung's three archetypes do you know?
12. What is the collective unconscious?

4. Name all the psychologists mentioned in the text and their impact on Psychology as a science.

Vocabulary Exercises

1. Pronounce correctly.

Society, variety, scholars, contribute, neurologist, psychoanalysis, amongst, controversial, cerebral palsy, aphasia, microscopic neuroanatomy, previously, encourage, occurrence, traumatic, experiences, consciousness, discharge, neurotic, emphasis, sexual, neuroses, influential, repression, denial, cocaine, seduction theory, psychosexual, femininity, female, sexuality, id, ego, leukoplakia, growth, cancerous, subconscious, delusions, exposure, archetype, editor, impact, internment, uniqueness, trailblazer, establish, unique, insight, unconscious, hereditary, innovator, giftedness, priest, pursue, cardiovascular, pouch, gastrointestinal secretions, pressure, digestion, salivating, behaviorism, techniques, natural.

2. Translate into Russian paying attention to the new words.

1. The program assists American scholars, doctoral students, and specialists in the humanities to undertake research, training, and study in Asia. 2. Neuropsychanalysis (previously neuro-psychoanalysis) is a movement within neuroscience and psychoanalysis to combine the insights of both disciplines for a better understanding of mind and brain. 3. Freud and his colleagues suggested that all inner conflicts or neuroses had been caused by the trauma of childhood sexual seduction, overwhelming the person's moral standards, as most of their cases of hysteria suggested this. 4. Austrian neurologist Sigmund Freud is considered the father of psychoanalysis, and the ideas he developed more than 100 years ago are still widely used in the fields of psychiatry and psychology. 5. A delay in speech development may be a symptom of many disorders, including mental retardation, hearing loss, an expressive language disorder,

psychosocial deprivation, autism, elective mutism, receptive aphasia and cerebral palsy. 6. Freud's theories have been the basis for numerous offshoots based on similar assumptions but taking different approaches, such as psychodynamic therapy. 7. Neuroanatomy deals with the structure of the nervous system. All nervous systems consist of astonishingly similar elements, the nerve cells or neurons. 8. The unconscious represents the largest set, comprising all sensory perceptions, both internal and external. The preconscious encompasses all those perceptions that have been perceived but not excluded from consciousness by repression. Finally, conscious perceptions are those that have come into awareness. 9. Human female sexuality encompasses a broad range of behaviors and processes, including female sexual identity and sexual behavior, the physiological, psychological, social, cultural, political, and spiritual or religious aspects of sexual activity. 10. In investigating the hereditary transmission of talent, we must ever bear in mind our ignorance of the laws which govern the inheritance even of physical features. 11. Innovation is key to business survival, and companies put substantial resources into inspiring employees to develop new ideas. There are, nevertheless, people working in luxurious, state-of-the-art centres designed to stimulate innovation who find that their environment doesn't make them feel at all creative. And there are those who don't have a budget, or much space, but who innovate successfully.

3. Complete the sentences using the new words and phrases.

1. The goal of ... is aimed at helping society at large by addressing the variety of needs and differences in individuals that make up that society. 2. ... of psychology in the past and present have contributed much effort to expand our society's knowledge in the field of psychology. 3. Freud ... some research on cerebral palsy, aphasia, and microscopic neuroanatomy. 4. With the help of Josef, Sigmund posited that ... had their origins in very traumatic experiences that took place in the patient's past. 5. Freud's ... was to empower his patients to remember the experience and then bring it to consciousness. 6. Josef felt that Freud was placing too much ... on the sexual origins of patient's neuroses and was not willing to consider any other opinion. 7. Today Freud's ideas have become interwoven into the fabric of our culture with terms like "...", "...", and "...", being used in everyday language. 8. ... was a pioneer in the world of analytical psychology, which revolved around the examination of what exists deep within the subconscious in order to determine what might be motivating

above the surface psychological problems. 9. Jung would slowly develop his concepts of the ... when he deemed himself a person with two personalities. 10. He was ... into World War I and this would have a profound impact on his life. 11. He was a ... in the world of psychology and he helped establish many unique and brilliant insights into the human mind. 12. ... was Jung's theory in which all personal experiences are stored and the conscious actions of a person are often motivated by what exists beneath the surface. 13. Art creation has a means of reaching the ... as well. 14. Ivan Pavlov was an ... Russian physiologist. 15. His intellectual ... and instinct for research led him to formulate a conceptual theory that highlighted the importance of conditioning and associating behavior with the nervous system. 16. During that time, his research was focused on the secretions of ... in dogs. 17. Pavlov's research and discovery on ... was a major contribution to the development of behaviorism.

4. Translate into English.

1. Его интеллектуальная одарённость и инстинкт исследования позволили ему разработать концептуальную теорию, подчеркнувшую важность взаимосвязи условного и ассоциативного поведения с нервной системой. 2. Исследователи психологии в прошлом и настоящем внесли огромный вклад в расширение коллективных знаний в области психологии. 3. Коллективное бессознательное является одним из трёх архетипов: сознающий разум, эго и личное бессознательное. 4. Йозеф обнаружил, что, когда он стимулирует пациента с расстройством психики рассказывать о появлении ранних симптомов, то симптомы порой слегка уменьшаются. 5. В серии экспериментов он использовал различные раздражители до подачи пищи. В одном из экспериментов он использовал сигнал непосредственно перед кормлением собак. 6. Он был призван в армию во время Первой мировой войны, и это оказало огромное влияние на его жизнь. 7. Сегодня его идеи тесно вплелись в нашу культуру при помощи таких терминов, как «репрессия», «оговорка по Фрейду» и «отрицание», которые используются в повседневном языке. 8. Несмотря на тот факт, что Павлов не был психологом, он оказал сильное влияние на эту науку. 9. Его теории охватывают такие темы, как кокаин, мечты, теория соблазнения, механизмы жизни и смерти, религия, психосексуальное развитие, бессознательное, женственность и женская сексуальность, ид, эго и суперэго.

Conversation and Discussion

1. Choose one of these topics and prepare a conversation.

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. You have just made a report on Pavlov's research and are ready to answer your friends' questions.

2. You are interviewing a famous psychologist. What possible questions could you ask him or her? Write 10 questions.

3. Write a short report and prepare a presentation about one of the most famous psychologist and his theory, using a brief outline below. Format and content for writing on a famous psychologist or theory

Examples of what to focus on regarding the famous psychologist's history:

Personal life: personal life history, such as birth, family, nationality, etc...

Professional training: how he or she came to be in psychology

Contributions to the profession: what are the things he or she is known for, or should be known for?

Overview of his or her theory or school of thought: What is the system/school perspective and what areas of psychology does it address?

Appropriate psychology sources include:

Textbooks

Biographies

Journal articles

Other works written by the person in question.

Do not use Wikipedia!

4. Read, complete and role-play the dialogue between a school leaver and a psychology student of your University.

A: Excuse me, may I ask you a few questions?

B: ...

A: You are a psychology student here, aren't you?

B: ...
A: I got interested in your Department when I was listening to your Dean. Now, before making a final decision I'd like to have more information about psychology.
B: ...
A: Why have you chosen psychology as your future speciality?
B: ...
A: What is the subject-matter of psychology?
B: ...
A: Where is psychology applied and where do graduates from your Department work?
B: ...
A: How do you like your studies and University life?
B: ...
A: Oh, your answers sound very interesting. Now I am convinced that psychology is what I need.
B: I'll be glad to see you a student of our Department. I am sure, you won't regret if you make this choice.

Grammar

Имя прилагательное (The Adjective)

Наречие (The Adverb)

Имя прилагательное в английском языке не изменяется по родам, числам и падежам. Прилагательные могут быть простыми (не имеющие в своём составе аффиксов: *old, tall*), производными (имеющие аффиксы: **indifferent, uncomfortable**) и сложными (образуются из двух слов: *bottle-green* – *тёмно-зелёный*); качественными (qualitative) и относительными (relative).

Относительные прилагательные описывают качества предмета через его отношение к материалам, месту, времени или связи. Например: *leathern, monthly, heavenly*. Они не имеют степеней сравнения.

Качественные прилагательные имеют степени сравнения и обозначают признаки, которые отличают предметы: *small, light, big, strong*.

Наречия в английском языке обычно определяют глаголы, показывая как, где, когда и т. д. совершается действие, но могут

относиться также и к другому наречию, прилагательному или предложению в целом. Они бывают простыми: *often, here*; производными – образуются от прилагательных и существительных: *easily, daily, partly*; сложными: *somehow, uphill*; составными: *at last, for sure*. Степени сравнения наречий образуются по тем же правилам, как и прилагательные.

| ОБРАЗОВАНИЕ СТЕПЕНЕЙ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И НАРЕЧИЙ | | |
|--|---|---|
| ПОЛОЖИТЕЛЬНАЯ СТЕПЕНЬ | СРАВНИТЕЛЬНАЯ СТЕПЕНЬ | ПРЕВОСХОДНАЯ СТЕПЕНЬ |
| 1. ОДНОСЛОЖНЫЕ (И НЕКОТОРЫЕ ДВУСЛОЖНЫЕ) ПРИЛАГАТЕЛЬНЫЕ И НАРЕЧИЯ | | |
| old | older | (the) oldest |
| big | bigger | (the) biggest |
| hard | harder | (the) hardest |
| easy | easier | (the) easiest |
| 2. МНОГОСЛОЖНЫЕ ПРИЛАГАТЕЛЬНЫЕ И НАРЕЧИЯ | | |
| difficult | more (less) difficult | (the) most (least) difficult |
| bravely | more (less) bravely | (the) most (least) bravely |
| 3. ПРИЛАГАТЕЛЬНЫЕ И НАРЕЧИЯ, ОБРАЗУЮЩИЕ СТЕПЕНИ СРАВНЕНИЯ ОТ РАЗНЫХ ОСНОВ | | |
| good — хороший well — хорошо | better — лучше | (the) best — самый лучший best — лучше всего (всех) |
| bad — плохой badly — плохо | worse — хуже | (the) worst — самый плохой worst — хуже всего (всех) |
| many — многие; много much — много, очень | more — больше | (the) most — наибольший most — больше всего (всех) |
| little — маленький little — мало | less — меньше | (the) least — наименьший least — меньше всего (всех) |
| far — дальний, далекий | farther — более дальний, более далекий further — более дальний, дальнейший | (the) farthest } самый дальний, (the) furthest } самый далекий |
| far — далеко | farther } дальше further } | farthest } дальше всего (всех) furthest } |



Exercises

1. Напишите степени сравнения следующих прилагательных и наречий: happy, young, well, shallow, difficult, dirty, far, patient, hot, comfortable, brave, much, wise, friendly, ridiculous, late, badly, little.

2. Поставьте прилагательное в скобках в нужную форму.

1. The Volga is ... (long) river in Europe. 2. Which is ... (heavy): 1 kg of salt or 1 kg of wood? 3. He is one of ... (rich) people in the world. 4. This book is ... (expensive) than that one. 5. The weather today is ... (good) than it was yesterday. 6. Life in the country is ... (relaxing) than in the city. 7. Ann is ... (proud) woman I know. 8. My house is ... (modern) than yours. 9. Bess is ... (fat) girl I've ever met. 10. I think London is ... (far) than Glasgow.

3. Поставьте суффикс – er или – ier.

1. Parrots are small... than hens. 2. Monkey's tail is long... than pig's tail. 3. Cows are fat... than horses. 4. Granny is short ... than Grandpa. 5. Apples are tasty... than carrots. 6. Elephants are ... bigg ... animals. 7. My brother is old... than me. 8. Monkey are the clever... animals. 9. Cliff is the strong... boy in our class. 10. Giraffe's neck is the long

4. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. We should eat (healthy) food. 2. Today the streets aren't as (clean) as they used to be. 3. It's (bad) mistake he has ever made. 4. This man is (tall) than that one. 5. Asia is (large) than Australia. 6. The Volga is (short) than the Mississippi. 7. Which building is the (high) in Moscow? 8. Mary is a (good) student than Lucy. 9. The Alps are (high) than the Urals. 10. This garden is the (beautiful) in our town. 11. She speaks Italian (good) than English. 12. Is the word "newspaper" (long) than the word "book"? 13. The Thames is (short) than the Volga. 14. The Arctic Ocean is (cold) than the Indian Ocean. 15. Chinese is (difficult) than English. 16. Spanish is (easy) than German. 17. She is not so (busy) as I am. 18. It is as (cold)

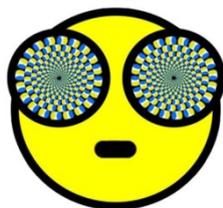
today as it was yesterday. 19. She is not so (fond) of sports as my brother is. 20. Today the weather is (cold) than it was yesterday. 21. This book is (interesting) of all I have read this year. 22. January is the (cold) month of the year. 23. My sister speaks English (bad) than I do. 24. Which is the (hot) month of the year? 25. Which is the (beautiful) place in this part of the country? 26. This good-looking girl is the (good) student in our group.

5. Вставьте наречие в нужной степени сравнения.

1. Unfortunately, it's becoming ... (hard) and ... (hard) to find a well-paid job. 2. This phrase is ... (widely) used in spoken Russian than in written. 3. Your test isn't ... (good). 4. You can do ... (well) than you did. 5. We walk ... (fast) than usual to catch the train. 6. I know Daniel ... (well) than you do. 7. I used to play tennis ... (often) than now. 8. Could you move a bit ... (far) away for me to sit here too? 9. Mary is driving ... (slowly) than usual, as the road is wet. 10. Of all the group Jimmy did ... (badly) in the examination. 11. Could you speak ... (distinctly), please?

6. Исправьте ошибки.

1. U2 is more popular Irish band. 2. These flowers are more nicer than those ones. 3. My room is bigger then yours. 4. Be careful! It's hottest than you think. 5. Sandra isn't very tallest. 6. Mary is prettiest in our class.



Lesson 6. Hypnosis

Vocabulary Notes

1. Read and learn these words.

hypnosis – гипноз
in addition – вдобавок, к тому же
to clarify – прояснить
pain – боль
arousal – возбуждение / активность
asthma – астма
disorder – расстройство

witness – свидетель
crime – преступление
courtroom – зал суда
innocent – невиновный
miscarriage – ошибка / неудача
posthypnotic – постгипнотический
to persist – упорствовать, настаивать
to distort – исказить
distortion – фальсификация / искажение
allergy – аллергия
intractable – не поддающийся лечению (человек)
hiccups – икота
insomnia – инсомния (бессоница)
leukemia – лейкемия
bone-marrow – костный мозг
specimen – образец, пример
anxiety – волнение, возбуждение
psychosis – психоз
severe – серьёзный
schizophrenia – шизофрения

2. Read and translate this text.

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.

(by Donchenko E. N.)

3. Answer these questions.

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?

4. Write a list of positive and negative effects of hypnosis.

Vocabulary Exercises

1. Pronounce correctly.

Hypnosis, technique, association, psychiatric, addition, clarify, variety, applications, medicine, pain, arousal, asthma, certain, immune system, psychodynamic, therapy, behavioral, approach, imagery, controversial, witness, pseudo memories, courtroom, convince, jury, innocent, miscarriage, justice, occur, appropriate, distortion, perception, judgment, allergy, intractable, hiccups, insomnia, leukemia, procedure, bone-marrow, specimen, anxiety, anticipation, procedure, voluntarily, subconscious, weight, abuse, mania, schizophrenia.

2. Translate into Russian paying attention to the new words.

1. The techniques used to induce hypnosis share common features. The most important consideration is that the person to be hypnotized (the subject) be willing and cooperative and that he or she trust in the hypnotist. 2. Details of hypnotic procedures and suggestions will differ depending on the goals of the practitioner and the purposes of the clinical or research endeavor. 3. People in a hypnotic state often seem sleepy and zoned out, but in reality they are in a state of hyper-awareness. 4. Bone marrow is the soft, flexible, vascular tissue found in the hollow interior cavities and cancellous bone spaces in the center of many bones and which is the source of erythrocytes (red blood cells) and leukocytes (white blood cells). 5. Psychiatric mental health nursing is a specialized area of nursing practice committed to 4 promoting mental health through the assessment, diagnosis, and treatment of human 5 responses to mental health problems and psychiatric disorders. 6. Eyewitness memory is a person's episodic memory for a crime or other dramatic event that he or she has witnessed. 7. A miscarriage of justice primarily is the conviction and punishment of a person for a crime they did not commit. 8. Justice is the scale by which we take the measure of a person. 9. Schizophrenia is a mental disorder characterized by abnormal social behavior and failure to understand what is real. 10. Mania is an abnormally elevated mood state characterized by such symptoms as inappropriate elation, increased irritability, severe insomnia, grandiose notions, increased speed and/or volume of speech, disconnected and racing thoughts, increased sexual desire, markedly increased energy and activity level, poor judgment, and inappropriate social behavior.

3. Complete the sentences using the new words and phrases.

1. ... 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. 2. Hypnosis has very little use in the major 3. We know that hypnosis has many useful ... in medicine, such as in the treatment of pain. 4. If you use hypnosis to convince a jury that an ... man is guilty, it can lead to a terrible miscarriage of justice. 5. It can even help modify the ... of the body's immune system. 6. Hypnosis can be quite effective in arresting intractable ... and treating some forms of severe insomnia. 7. If hypnosis is used to create ..., it can be extremely dangerous in the courtroom. 8. In most cases of alcohol and drug ..., there are complex psychological reasons that prevent the mind from responding to

hypnotic suggestions for self-control. 9. Typical posthypnotic suggestions do not tend to ... over long periods. 10. You become so ... in what you are thinking that you begin to experience it as reality. 11. Hypnosis can permanently ... memory if the hypnotized subject comes to believe that he has remembered something that had not actually occurred. 12. One of the more interesting uses is in the ... of certain kinds of warts and some skin disorders. 13. Hypnosis is a ... 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. 14. In getting people to stop smoking, the success ... with hypnosis has not been dramatic.

4. Translate into English.

1. Мы знаем, что гипноз имеет множество полезных применений в медицине, например, при лечении боли. 2. В большинстве случаев при злоупотреблении алкоголем и наркотиками существует ряд психологических причин, препятствующих реагированию на гипнотические предложения самоконтроля. 3. Он может снизить уровень возбуждения, а это помогает при лечении стресса. 4. Гипноз может быть весьма эффективным в прекращении настойчивой икоты и лечении некоторых форм тяжёлой бессонницы. 5. Гипноз эффективен при лечении некоторых форм бронхиальной астмы и некоторых кожных заболеваний. 6. Впечатляющие результаты были достигнуты в лечении астмы и некоторых других аллергий. 7. Если гипноз использовать для создания псевдо-воспоминаний, то он может быть чрезвычайно опасным в зале суда. 8. Как и любой терапевтический метод гипноз имеет определённые факторы риска. 9. Если использовать гипноз, чтобы убедить присяжных, что невиновный человек виноват, это может привести к ужасной судебной ошибке.

Conversation and Discussion

1. Make up sentences, choosing the correct ending.

1. Hypnoses is useful in...
- a) controlling discomfort
 - b) reducing anxiety
 - c) producing suggestions
 - d) modifying the response of the

- | | |
|---|--|
| 2. Hypnosis is effective in ... | body's immune system e) treating insomnia f) overcoming addictions g) the treatment of pain and skin disorders h) competent hands for appropriate reasons |
| 3. Hypnosis is controversial in ... | i) questioning suspects and witnesses j) creating pseudomemories k) facilitating imagery l) solving crimes m) treating psychoses |
| 4. The use of hypnosis is doubtful in ... | 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 |

2. Agree or disagree with the following.

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.

3. Practice the dialogues, and then prepare your conversation with a friend about hypnosis.

A.: What are you doing tomorrow morning?

B.: Nothing special.

A.: How about going to the University? There will be an open day tomorrow and we'll be able to learn more information about the Psychology Department.

B.: Good idea. Where do we meet?

A.: Will it be all right for you if we meet at the entrance to the University at 10 o'clock?

B.: Quite.

F.: Have you got anything to do on Friday?

B.: Let me see... No. I don't think I have. Why?

A.: There will be an interesting lecture on modern methods of investigation in psychology.

B.: It would be very kind of you to invite me there.

A.: Shall I call for you at 3 p.m. on Friday?

B.: Fine.

4. Retell the text "Useful In Medicine, Dangerous In Court".

Grammar

Местоимение (Pronoun)

Разделительные вопросы (Question Tags)

Местоимение – это часть речи, которая обозначает лица, предметы, явления, которые уже были ранее упомянуты в речи или тексте, не называя их.

| Тип | Описание | Примеры |
|---|---|---|
| Личные местоимения (Personal Pronouns) | Заменяют существительные, когда из контекста или ситуации уже понятно, о ком или чем идёт речь. | I, you, he ,she, it, we, you, they |
| Притяжательные местоимения (Possessive Pronouns) | Выражают принадлежность. | Mine, yours, his, hers, its, ours, yours, theirs |
| Возвратные местоимения (Reflexive Pronouns) | Показывают, что действие возвращается на того, кто это действие совершает. | Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves |

| | | |
|--|--|--|
| Вопросительные местоимения (Interrogative Pronouns) | Используются в вопросах. | Who, what, which и др. |
| Указательные местоимения (Demonstrative Pronouns) | Указывают на какой-то конкретный предмет, место, и т.п. | This, that, these, those |
| Относительные местоимения (Relative Pronouns) | Используются для связи главного и придаточного предложений. | Who, whose, which, that и др. |
| Неопределённые местоимения (Indefinite Pronouns) | Указывают на неизвестные, неопределённые предметы, признаки количества. | Some, any, something, nothing, nobody, и др. |
| Взаимные местоимения (Reciprocal Pronouns) | Обозначают, что какое-то действие совершается совместно, либо какие-то лица или предметы сравниваются друг с другом. | Each other, one another |

| Some | | | | ANY | |
|---|--|---|---|---|--|
| <p>В утвердительном предложении:</p> <p>Some + неисчисляемое существительное</p> <p>Some + исчисляемое существительное</p> <p>Some + исчисляемое существительное</p> | <p><i>Немного</i></p> <p><i>Несколько</i></p> <p><i>Какой-то</i></p> | <p>В отрицательных предложениях</p> <p>Any + исчисляемое существительное</p> <p>Any + неисчисляемое существительное</p> <p>Any + множественное число</p> | <p><i>I don't have any beautiful dress.</i></p> <p><i>I don't have any sugar.</i></p> <p><i>I don't have any problems.</i></p> | <p>В вопросительных предложениях</p> <p>Any+ исчисляемое существительное</p> <p>Any+ неисчисляемое существительное</p> <p>Any+ множественное число</p> | <p><i>Do you have any interesting book?</i></p> <p><i>Do you have any honey?</i></p> <p><i>Do you have any magazines to read?</i></p> |
| <p>В вопросительном предложении:</p> <ul style="list-style-type: none"> • Просьба, предложение • Подразумевается положительный ответ | <p>Some of = некоторые из</p> | <p>В утвердительных предложениях</p> <ul style="list-style-type: none"> • в значении любой, всякий • в придаточных предложениях после if • после <i>hardly, scarcely, never, without, seldom, rarely, little, few, refuse</i> | | | |

Разделительные вопросы (Question Tags)

Это вопросы, которые используются для выражения сомнения, удивления и требуют подтверждения или опровержения сказанного.

Задавая разделительные вопросы в английском языке, говорящий не стремится получить дополнительную информацию, а просто ищет согласия или несогласия со сказанным: *You are joking, aren't you? He cannot speak French, is he?*

1. Если в первой части предложения присутствуют вспомогательные или модальные глаголы (is, are, has got, have got, can, must, should, ought to, will, shall), а также глаголы to be или to have (в значении «обладать»), то во второй части предложения будут использоваться эти же самые глаголы, но с противоположным значением: *Mike can't run fast, can he? They must play football tomorrow, mustn't they?*

2. Если в первой части предложения нет ни вспомогательных, ни модальных глаголов, то во второй части будет использоваться вспомогательный глагол do. Если основной глагол в первой части предложения стоит во времени Present Simple, то глагол do во второй части предложения будет иметь форму do (don't) или does (doesn't). Если основной глагол стоит в Past Simple, то – did (didn't): *She goes swimming every Monday, doesn't she? A man didn't buy car last month, did he?*

Таблица разделительных вопросов с оборотом there is

| Основная часть | Краткий вопрос |
|----------------|-------------------|
| There is | isn't there? |
| There isn't | is there? |
| There was | wasn't there? |
| There wasn't | was there? |
| There are | aren't there? |
| There aren't | are there? |
| There were | weren't there? |
| There weren't | were there? |
| There will be | won't there (be)? |
| There won't be | will there (be)? |

N.B. 1. Если в первой части предложения в качестве подлежащего и сказуемого выступают “I am”, то вторая часть предложения будет выглядеть так: “aren’t I?”: *I am right, aren’t I?*

2. Если глагол to have имеет идиоматическое значение, то во второй части будет использоваться вспомогательный глагол do: *My parents have dinner in the cafe, don’t they?*

3. Следует запомнить:

а) Разделительный вопрос выражающий просьбу, приказ, распоряжение, во второй части предложения может иметь will you, won’t you, can you, could you: *Speak German, can you?*

б) Разделительный вопрос, призывающий не делать что-либо, во второй части предложения имеют “will you?”: *Don’t shout at them, will you?*

в) Разделительные вопросы, начинающиеся с “Let’s ...”, во второй части имеют “shall we”: *Let’s begin it, shall we?*

г) Разделительные вопросы, которые начинаются с “Let me/him ...”, во второй части имеют “will you” или “won’t you”: *Let her have a rest, will you? (won’t you?)*



Exercises

1. Вставьте возвратные местоимения.

Jim: Bye Mum. We’re going to Simon’s birthday party.

Mum: OK. Enjoy 1) ... boys. And Jim, don’t eat too much cake or you’ll make 2) ... sick. Did you get him a card?

Jim: Yes, we did. Actually, Mark and I made it 3) ... What are you and Dad going to do this afternoon, Mum?

Mum: I’m going to buy 4) ... some new clothes and Dad’s going to study. He’s trying to teach 5) ... Italian. Have a good time at the party but behave 6)

2. Выберите нужное местоимение.

1. Is this yours / your daughter? 2. It’s theirs / their problem, not our/ours. 3. It’s a good idea of your / yours to go to the bar tonight. 4. Are these her / hers shoes? 5. We’re going swimming with some friends of our/ours. 6. Is it yours / your article about spiders? – No, it’s not my / mine.

7. We know their / theirs address but they don't know our / ours. 8. That's not my / mine wallet. Mine / my is black. 9. His cottage is bigger than her / hers but her / hers is nicer. 10. My / mine parents live in Vitebsk region, and your / yours?

3. Вставьте some, any, no.

1. There is ... milk in the cup, but it is very cold. 2. There is ... bread on the table. I can't make sandwiches. 3. Are there ... oranges in the bag? 4. There isn't ... cheese in the fridge. 5. There are ... flowers in the vase. They are red. 6. There are ... carrots in the fridge. I can't make soup. 7. There is ... coffee in the cup, but it is very hot. 8. Is there ...cheese in the fridge? 9. There isn't ... juice in the glass. 10. There are ... grapes on the plate. They are green. 11. They've got ... buns in this shop. 12. I'd like ... potatoes, please. 13. Have you got ... ice-cream? 14. There aren't ... boys in the team! 15. There are ... video shops in the town! 16. This is a terrible party. There isn't ... good music! 17. You've got ... posters of Ricky Martin. 18. Have you got ... posters of Britney Spears? 19. Sit down, please. – But there aren't ... chairs! 20. There is ... milk in the fridge. Go to the shop and buy 21. I can see ... tomatoes in the bag.

4. Прочитайте ситуации и запишите каждую одним предложением, используя разделительный вопрос.

1. You look out of the window. The sky is blue and the sun is shining. What do you say to your friend ? (beautiful day) 2. You're with a friend outside a restaurant. You're looking at the prices, which are very high. What do you say ? (expensive) 3. You've just come out of the cinema with a friend. You really enjoyed the film. What do you say to your friend? (great) 4. You and a friend are listening to a woman singing. You like her voice very much. What do you say to your friend? (a lovely voice) 5. You are trying on a jacket. You look in the mirror and you don't like what you see. What do you say to your friend ? (not / look / very good) 6. Your friend's hair is much shorter than when you last met. What do you say to her/ him ? (have / your hair / cut) 7. You and a friend are walking over a wooden bridge. It is very old and some parts are broken. What do you say? (not / very safe)

5. Исправьте ошибки.

1. This is a my computer.
2. Yours friends are very talkative.
3. The baby is playing with it's toy.
4. Sorry, but this umbrella is my.
5. This doll is her.
6. Give me theirs books.
7. I don't like this blouse. She's ugly.



Lesson 7. Fatigue

Vocabulary Notes

1. Read and learn these words.

- fatigue – усталость, утомление
exhaustion – истощение
flu – грипп
arthritis – артрит
lupus – люпус (туберкулёз кожи)
predictable – предсказуемый
by-products – субпродукты
for instance – например
grouchy – ворчливый
glycogen – гликоген
oxygen – кислород
lactic acid – молочная кислота
carbonyl dioxide – углекислый газ
obscure – малопонятный, неясный
to eliminate – исключать, не учитывать
schedule – расписание, план
shortcuts – ускоренный метод
in advance – заранее
upstairs – вверху
downstairs – внизу
nap – короткий сон днём
to restore – восстанавливать
inflammation – воспаление

to skip – пропустить
to backfire – иметь негативные последствия
to cope with – справляться с
ups and downs – взлёты и падения
to reduce – уменьшать, снижать

2. Read and translate this text.

Fatigue

Fatigue is the feeling of extreme tiredness or exhaustion often involving muscle weakness that can result in difficulty performing tasks. It has been compared to the tired and achy feeling one has when experiencing a bout with the flu. Fatigue is a frequent and troubling symptom of many types of arthritis and other rheumatic diseases such as lupus. It may be due to many causes such as illness, depression, joint and muscle pain, stress, overextending yourself, poor sleep, anemia or a lack of physical activity.

The symptoms of fatigue vary from person to person. They may last a long time or only a short time. They may strike at any time or may be predictable. There are many things you can do to help decrease the effects of fatigue. Knowing how it affects you will help you manage it better. Fatigue is problematic especially for those people with chronic conditions like arthritis. If fatigue is of new onset is getting significantly worse or interferes with activities of daily living it would be valuable to see a health provider. Several factors cause fatigue, but in general, they come down to two main causes: lack of fuel or food, and the excessive accumulation of byproducts of activity.

Fatigue affects everyone differently. For instance, it may make you feel...

– Very tired with no energy. All you want to do is sleep. Some people who experience fatigue associated with their arthritis or lupus say “When I’m fatigued everything is too great an effort. Everyday tasks become too much to do”.

– Increased pain. Fatigue often comes along with pain. One person with arthritis said “Pain itself is very fatiguing. When I’m tired I can’t cope as well with the pain”.

– A loss of control. Sometimes fatigue may make you feel helpless. You may feel you have little control over life.

– A loss of concentration. Decisions become more difficult. It’s as if your mind is tired too.

– Irritable. It may be difficult to be pleasant or happy when you're constantly tired. This may put a strain on your relationships. One person with arthritis commented "I'm grouchy when I'm fatigued and I just don't care".

– Fatigue may be accompanied by pain irritability and/or loss of energy concentration or sense of control.

Muscle activity uses up stores of glycogen or sugar. It also must have oxygen, for a muscle deprived of it will soon cease to contract. Lactic acid and carbon dioxide are the chief byproducts of muscle activity, but there are also toxins from other sources which may help produce fatigue. Some of these toxins may come from bodily infections and some may be absorbed from breathing or from the digestive process. But in addition to these factors, there are certain causes of fatigue which are more or less obscure. Some of these are less physiological than psychological, such as lack of interest in what you are doing. When you do something that bores you, you tire easily; if you are interested in your work, you forget the amount of energy you put into it. You also tire more quickly when you are walking, for in walking, each leg rests half of the time.

Managing fatigue

Because there are many causes of fatigue you may need to use more than one method to manage it. What adds to your fatigue? At what time of day does your fatigue start? What helps decrease your fatigue? Listen to your body's signals telling you it needs to rest. Learn to pace yourself so you won't become too tired.

Pace yourself during the day. Do a heavy task then a light task then another heavy task and so on. Do the most difficult things when you're feeling your best. If you pace yourself you probably can work more than if you work straight through until you're worn out. When your disease is more active take longer and more frequent rest breaks. Pace yourself from day to day. Allow plenty of time to finish the things you start so you won't feel rushed. Don't try to do too much at one time.

Plan ahead. Look at all the tasks you do both at home and at work during a normal day and week. Eliminate the ones that are not necessary. Delegate some of the others. Make a schedule for each day the night before or in the morning. Think about what each task involves in terms of the amount of time it requires and how tiring it is. Make an action plan with this in mind. Schedule rest breaks before you begin. Combine chores and errands so you can get more done with less effort. Create

shortcuts. For example, you can save time and energy by preparing several meals in advance. If you want to serve more complex meals choose a day when you have more time and are feeling well.

Sit when you work if you can. If you can't take short rest breaks as often as possible, practice relaxation techniques at your desk. Use laborsaving devices such as an electric garage door opener a microwave oven or a food processor. Use self-help devices such as tools with enlarged handles jar openers or "reachers" – long-handled devices that help you reach high places. These reduce stress on your joints and can make difficult tasks easier.

Organize work areas. Arrange your desk or work space using inexpensive storage bins. Remove unnecessary items from your briefcase to lighten the load between home and work. Keep equipment needed for a particular task together in one area. As a general rule keep items you use most often nearest to your work area and less-used items further away. If you are writing a report assemble all the information needed before you begin. If you are baking store mixing bowls sifter measuring cups and spoons in one place. If you are doing housework keep cleaning supplies in several places: kitchen and bathroom upstairs and downstairs.

A good night's sleep. Getting a good night's sleep restores your energy and helps you cope with pain. It also gives your joints a chance to rest. Only you know how much sleep your body needs. Get into the habit of listening to your body. For example if you feel tired after lunch every day take a rest break or brief nap. This "power nap" is becoming more accepted in the general business community. It could be all you need to restore your energy and lift your spirits.

Do your exercises. Follow an exercise program designed by your doctor or physical therapist. The right type and right amount of exercise helps keep your muscles strong bones healthy and joints usable. A good exercise program also helps you keep or restore joint flexibility. Exercise can improve your sense of well-being and may result in overall increased energy. Keep in mind that when you first start exercising your heart will beat faster you'll breathe faster and your muscles may feel tense. You may feel more tired at night but awake feeling refreshed in the morning. These are normal reactions to exercise that mean your body is adapting and getting into shape. You'll know you've done too much if you have joint or muscle pain that continues for more than two hours after exercising or if your pain or fatigue is worse the next day. Next time decrease the number

of times you do each exercise or do them more gently. If this doesn't help ask your physical therapist about changing the exercise.

Fatigue may be a sign of increased disease activity or inflammation. Make sure you follow the treatment plan you and your health care provider have designed. Don't skip medications on days you feel good. This can backfire and lead to increased symptoms. Report any increasing fatigue or changes in general health to your health care provider so appropriate measures can be taken.

Ask for help. Ask for help when you need it! Family friends and co-workers would rather help you than have you overextend yourself trigger a flare and be confined to bed. Below are some people who can help you manage your fatigue.

Fatigue can affect all parts of your life but there are many things you can do to cope with it. You can better cope with fatigue by pacing yourself listening to your body's signals asking for assistance making back-up plans and working in partnership with your health care providers. If the first methods you try do not work try other methods. The most effective way to manage fatigue may be to use a combination of these methods.

- Follow the treatment plan you and your health care provider agree upon. Share details with your family so they can better understand how you're doing.
- Prepare for the ups and downs of arthritis. Plan other activities schedules or time for extra rest if you're feeling tired.
- Practice ways to save your energy.
- Use your fatigue as a signal. This will help control it.
- Remember that depression, pain and fatigue are closely connected. Solving one of these problems can help you reduce the effects of the others.

(from: <http://www.orthop.washington.edu/>)

3. Answer these questions.

1. What are the two main causes of fatigue?
2. Should you ask for help if you need it?
3. What is a frequent and troubling symptom of many types of arthritis and other rheumatic diseases?
4. How many methods should we use to manage fatigue?
5. Can the symptoms of fatigue vary from person to person?

6. What can help us to keep muscles strong bones healthy and joints usable?

7. Whom fatigue is especially problematic for?

8. In what way can we cope with fatigue?

9. What are the chief byproducts of muscle activity?

10. How fatigue may make us feel?

11. Why should we use fatigue as a signal?

4. Write a list of the most effective ways to manage fatigue.

Vocabulary Exercises

1. Pronounce correctly.

Fatigue, tiredness, exhaustion, muscle, weakness, flu, frequent, arthritis, rheumatic, disease, lupus, depression, joint, overextending, anemia, predictable, decrease, manage, especially, significantly, valuable, fuel, excessive, experience, concentration, difficult, irritable, grouchy, glycogen, sugar, oxygen, cease, lactic acid, carbon dioxide, toxins, infections, digestive, certain, obscure, method, manage, heavy, pace, disease, frequent, eliminate, necessary, schedule, in advance, techniques, device, inexpensive, equipment, particular, area, upstairs, community, downstairs, therapist, disease, inflammation, treatment, skip, appropriate, measures, ups and downs, reduce.

2. Translate into Russian paying attention to the new words.

1. I've had my ups in life and I've had my downs. 2. Fatigue is a subjective feeling of tiredness which is distinct from weakness, and has a gradual onset. Unlike weakness, fatigue can be alleviated by periods of rest. 3. Emotional exhaustion is a chronic state of physical and emotional depletion that results from excessive job demands and continuous hassles. It describes feeling of being emotionally overextended and exhausted by one's work. It is manifested by both physical fatigue and a sense of feeling psychologically and emotionally "drained". 4. Physical fatigue, or muscle fatigue, is the temporary physical inability of a muscle to perform optimally. The onset of muscle fatigue during physical activity is gradual, and depends upon an individual's level of physical fitness, and also upon other factors, such as sleep deprivation and overall health. 5. Can anemia in the first trimester predict obstetrical complications later in pregnancy? 6. Mental fatigue is a temporary inability to maintain optimal cognitive

performance. The onset of mental fatigue during any cognitive activity is gradual, and depends upon an individual's cognitive ability, and also upon other factors, such as sleep deprivation and overall health. 7. We cannot predict the future with absolute certainty under any conditions. 8. Fatigue is a normal result of working, mental stress, overstimulation and understimulation, jet lag or active recreation, depression, boredom, disease and lack of sleep. It may also have chemical causes, such as poisoning or mineral or vitamin deficiencies. 9. Continuous elimination of oxidized nucleotides is necessary to prevent rapid onset of cellular senescence. 10. Mental fatigue is a transient decrease in maximal cognitive performance resulting from prolonged periods of cognitive activity. It can manifest as somnolence, lethargy, or directed attention fatigue.

3. Complete the sentences using the new words and phrases.

1. Solving one of these problems can help you ... the effects of the others. 2. Fatigue is a frequent and troubling ... of many types of arthritis and other rheumatic diseases such as lupus. 3. Fatigue can affect all parts of your life but there are many things you can do to ... it. 4. Fatigue is problematic especially for those people with ... conditions like arthritis. 5. Fatigue may be a sign of increased disease activity or 6. Pain itself is very 7. A good exercise program also helps you keep or ... joint flexibility. 8. I'm ... when I'm fatigued and I just don't care. 9. Remove ... items from your briefcase to lighten the load between home and work. 10. Muscle activity uses up stores of ... or sugar. 11. When you do something that ... you, you tire easily; if you are interested in your work, you forget the amount of energy you put into it.

4. Translate into English.

1. Симптомы могут проявляться долгое время или только короткое. 2. Существует много способов, которые можно сделать, чтобы уменьшить последствия усталости. 3. Выполняйте программу упражнений, разработанную врачом или физиотерапевтом. 4. Помните, что депрессия, боль и усталость взаимосвязаны. Решение одной из этих проблем может помочь уменьшить влияние других. 5. Обращайтесь за помощью, когда это нужно. 6. Если первые методы, которые используете, не работают, попробуйте другие. 7. Усталость часто приходит вместе с болью. 8. Усталость может сопровождаться болью, раздражительностью, потерей концентрации энергии или

чувства самоконтроля. 9. Я ворчу, когда устаю, и меня ничего не волнует. 10. Хороший ночной сон восстанавливает энергию и помогает справиться с болью. 11. Прислушивайтесь к сигналам, которые подаёт ваше тело о том, что вы нуждаетесь в отдыхе. 12. Не пытайтесь делать слишком много за один раз.

Conversation and Discussion

1. Explain:

- what circumstances influence your productivity in work;
- under what conditions you are fatigued more quickly;
- what emotions you experience when you are doing the work you dislike;
- what emotions you experience when you are solving some interesting problem;
- why you do not like being disturbed by somebody while you are working.

2. Agree or disagree with the following.

1. Fatigue is the feeling of extreme attention. 2. Fatigue is a frequent and troubling symptom of many types of arthritis and other rheumatic diseases. 3. Fatigue may be due to many causes such as dreaminess, mindfulness or carelessness. 4. The symptoms of fatigue vary from person to person. 5. The symptoms of fatigue may last only a short time. 6. Fatigue affects everyone differently. 7. Fatigue often comes along with foolishness. 8. Muscle activity uses up stores of glycogen or sugar. 9. Lactic acid and carbon dioxide are the chief byproducts of brain's activity. 10. There are certain causes of fatigue which are more or less obscure. 11. Because there are many causes of fatigue you may need to use only one method to manage it. 12. When your disease is more active take longer and more frequent rest breaks. 13. If you can't take short rest breaks as often as possible, practice relaxation techniques at your desk. 14. Fatigue may be a sign of increased disease activity or inflammation. 15. Fatigue can't affect all parts of your life but there are many things you can do to cope with it.

3. Make up a dialogue.

Student A – you are a patient. You have got some psychological problem (fatigue). Tell about it to the psychologist. Ask him/her for advice.
Student B – you are a psychologist. Talk to the patient. Find out the problem he has got. Give him a piece of advice. Be polite and make the patient trust you.

4. Read the dialogues, practice them and underline the phrases used to express doubt, disbelief or surprise.

1. A.: He's been very nervous of conducting an experiment.

B.: Really? I never noticed it.

2. A.: He only pretended not to know it.

B.: Did he? I doubt it. It's unlike him.

3. They weren't satisfied with the results of the naturalistic observation.

B.: Weren't they? That's strange.

4. A.: If you had consulted your scientific advisor earlier, you'd have advanced the wrong hypothesis.

B.: You never can tell it.

5. A.: Will you intervene in the relationships of your parents?

B.: That depends.

6. A.: She's decided to conduct a case study.

B.: It's not surprising. It's the most suitable method to investigate the inner life of the respondent.

5. Find additional information in the Internet and prepare a talk on one of the following topics:

1. Mental fatigue.

2. Psychological fatigue.

3. Chronic fatigue.

Grammar Глагол (The Verb)

Глагол – часть речи, обозначающая действие или состояние лица или предмета.

По составу основной (исходной) формы английские глаголы делятся на:

1. **Простые**, состоящие из одной основы и не имеющие в своём составе аффиксы: to stay, to be;

2. **Производные**, в состав которых входят аффиксы: to mistake, to beautify;

3. **Сложные** или **составные**, состоящие из двух основ, но выражающие одно понятие: to whitewash – белить, to fulfill – выполнять.

Классификация глаголов

По своему значению и выполняемой в предложении роли, глаголы делятся на **смысловые (notional)**, **вспомогательные (auxiliary)**, **глаголы-связки (copulative)** и **модальные (modal)** глаголы:

1. Смысловые глаголы (подавляющее большинство глаголов) выражают действие, процесс или состояние и могут употребляться в роли простого сказуемого.

2. Вспомогательные глаголы не имеют самостоятельного значения и служат для образования сложных глагольных форм. К ним относятся: to be, to have, to do, shall (should), will (would): *I do not know this lesson.*

3. Глаголы-связки служат для образования составного именного сказуемого (сами по себе, они не выражают действия, а служат для связи подлежащего со смысловой частью сказуемого и показывают лицо, число и время). Основным глаголом-связкой является глагол to be быть. Кроме того, функцию связки могут выполнять глаголы: to become, to get, to grow, to turn – все в значении становиться, to look в значении выглядеть и некоторые другие. *She looks fine. He is a student.*

4. Модальные глаголы, выражающие не само действие, а отношение говорящего к действию. Они употребляются с

инфинитивом смыслового глагола (словарный вариант), следующего за ними и показывают возможность, вероятность, необходимость, желательность совершения действия, выраженного инфинитивом. К ним относятся: can могу (умею), may могу (разрешается), must должен, need нужно, ought to следовало бы и др.: *I can speak Spanish*.

N.B. Некоторые глаголы (to be, to have, to do и др.) могут употр. в предложении и как смысловые, и как вспомогательные, и как модальные, и как глаголы-связки.

Личные и неличные формы глагола

В английском языке различают личные и неличные формы глагола.

Личные формы глагола употребляются в предложении в качестве сказуемого и выражают следующие категории:

1 Лицо: 1-е (I, we), 2-е (you), 3-е (he, she, it, they).

2 Число: единственное и множественное.

3 Время: настоящее (Present), прошедшее (Past), будущее (Future), а также форма будущее в прошедшем (Future in the Past).

4 Вид/Форма: неопределенный (Indefinite), длительный (Continuous), совершенный (Perfect), совершенный – длительный (Perfect Continuous).

5 Залог: действительный (Active), страдательный (Passive).

6 Наклонение: изъявительное (Indicative), повелительное (Imperative), сослагательное (Subjunctive).

Неличные формы глагола не имеют категорий лица, числа, времени и наклонения. Лишь некоторые из них выражают вид и залог. Они не употребляются в функции простого сказуемого предложения, но могут входить в состав составного сказуемого, а также могут выступать в функции почти всех остальных членов предложения: *I have come here to speak to you*. (инфинитив в функции обстоятельства цели)

К неличным формам глагола относятся: инфинитив (Infinitive), причастия (Participle I и II), герундий (Gerund).

Четыре основные формы глагола

В английском языке имеются всего четыре простых глагольных формы (все остальные формы – сложные, так как образуются с помощью вспомогательных глаголов). Их нужно обязательно знать, поскольку они используются и для образования всех сложных форм.

| | |
|---|-------------|
| Эти формы носят названия: | образуются: |
| I форма – инфинитив (Infinitive) | |
| II форма – прошедшее неопределённое время (Past Indefinite) | + -ed |
| III форма – причастие прошедшего времени (Participle II) | + -ed |
| IV форма – причастие настоящего времени (Participle I) | + -ing |

Правильные и неправильные глаголы

По способу образования форм Past Indefinite или II-я форма (прошедшее неопределённое время) и Participle II или III-я форма (причастие прошедшего времени) все глаголы делятся на правильные и неправильные.

Правильные глаголы образуют Past Indefinite и Participle II путём прибавления окончания - **ed** к форме инфинитива (словарной форме).

Неправильными глаголами называются глаголы, которые образуют эти формы особыми способами. Количество неправильных глаголов невелико, но к ним относятся самые употребительные глаголы. Неправильные глаголы необходимо выучить на память.

Личные формы глагола выражают следующие категории:

- 1 Лицо
- 2 Число
- 3 Время
- 4 Вид/Форма
- 5 Залог
- 6 Наклонение

Лицо, число (Person, Number)

Личные формы глагола употребляются в двух числах – единственном и множественном, и в трёх лицах, причём форма 2-го лица единственного числа вышла из употребления, вместо неё пользуются формой 2-го лица множественного числа.

Говоря о согласовании глагола-сказуемого в лице и числе с подлежащим предложения, нужно отметить, что в английском языке формы лица и числа глагола сохранились лишь в немногих случаях, и очень часто разным лицам и числам соответствует одна и та же форма

глагола. Например: I see я вижу, you see ты видишь, we see мы видим и т.д.

Поэтому в английском предложении лицо и число, которым следует переводить глагол, определяют по подлежащему, которое в 1-м и 2-м лицах выражается личным местоимением, а в 3-м лице – как местоимением, так и существительным.

N.B. Нужно помнить, что в английском языке личные местоимения, выполняющие функцию подлежащего, никогда не опускаются, так как их отсутствие не позволит определить лицо и число глагола-сказуемого предложения.

Время (Tense)

Время глагола – это грамматическая категория, которая выражает отношение действия, названного глаголом, к моменту речи. Реальное время, как и в русском языке, разделяется на три грамматических времени.

Настоящее время – это отрезок времени, включающий момент речи. Глагол в форме Present Tense обозначает одновременность действия по отношению к моменту речи.

Прошедшее время – это предшествующий настоящему отрезок времени, не включающий момент речи. Глагол в форме Past Tense обозначает действие, предшествующее моменту речи.

Будущее время – это отрезок времени, который последует после настоящего и тоже не включает момент речи. Глагол в форме Future Tense обозначает действие, последующее по отношению к моменту речи.

Кроме этого, в английском языке есть ещё временная форма, которая указывает на будущие действия, рассматриваемые с точки зрения прошлого. Она так и называется – будущее в прошедшем (Future in the Past). Эта форма не имеет соответствующего времени в русском языке.

Вид/Форма (Aspect/Form)

В русском языке различают глаголы несовершенного и совершенного вида. Такого различия в английском языке нет, где форма глагола не выражает законченность действия. Видовые формы в английском языке характеризуют глагол не с точки зрения законченности, а с точки зрения его протекания. Категория вида (Aspect) включает в себя **общий** (Common) и **длительный** (Continuous) вид. Кроме этого в английском языке существует

категория **перфекта**, которую относят к системе грамматического времени. Перфект (Perfect) обозначает действие, предшествующее какому-либо моменту или другому действию в прошлом, настоящем или будущем времени. Это понятие также может указывать и на результативность действия в момент речи. Поэтому английский глагол может принимать 4 видовременных формы:

| Вид (Aspect) | Общий (Common) | | Длительный (Continuous) | |
|--------------------------|---|---------|---------------------------------|--------------------|
| Английский, форма (Form) | Indefinite | Perfect | Continuous | Perfect Continuous |
| Русский, вид | переводится несовершенным или совершенным видом в зависимости от смысла | | переводится несовершенным видом | |

Видовременные формы каждой из этих групп могут употребляться в настоящем, прошедшем и будущем времени или относиться ко времени «будущее с точки зрения прошедшего».

Неопределённые или простые формы – Indefinite (Simple) Tenses: употребляются для констатации факта действия в настоящем, прошедшем или будущем без указания на его длительность, законченность и безотносительно к какому-либо другому действию или моменту.

Длительные или продолженные формы – Continuous Tenses (брит.) или Progressive Tenses (амер.): описывают действие в процессе его совершения, выражая таким образом незаконченное длительное действие в настоящем, прошедшем или будущем.

Совершённые или перфектные формы – Perfect Tenses: выражают действие, совершенное к определённому моменту или до другого действия в настоящем, прошедшем или будущем.

Совершенно (перфектно)-продолженные формы – Perfect Continuous (Progressive) Tenses: употребляются для выражения длительного действия, начавшегося до определённого момента в настоящем, прошедшем или будущем и продолжающегося в этот момент или закончившегося непосредственно перед этим моментом.

Залог (Voice)

Формы залога показывают, является ли подлежащее лицом (предметом), совершающим действие, или лицом (предметом), подвергающимся действию.

Действительный залог (Active Voice) употребляется если подлежащее, обозначает лицо или предмет, который сам совершает действие, выраженное сказуемым. В этой форме могут употребляться как переходные, так и непереходные глаголы: *Peter I founded St. Petersburg in 1703.*

Страдательный залог (Passive Voice) употребляется если подлежащее, обозначающее лицо или предмет, подвергается действию со стороны другого лица или предмета. Эту форму могут принимать только переходные глаголы: *St. Petersburg was founded by Peter I in 1703.*

Наклонение (Mood)

Наклонение – это форма глагола, выражающая отношение действия к действительности. В английском языке имеются три наклонения.

Изъявительное наклонение (Indicative Mood) обозначает действие как реальный факт в настоящем, прошедшем или будущем. Эта форма является основной в передаче информации и в общении: *He reads newspapers in the evening.*

Повелительное наклонение (Imperative Mood) выражает побуждение к действию (приказание, просьбу, совет и т.д.): *Go to the blackboard.*

Сослагательное наклонение (Subjunctive Mood) показывает, что говорящий рассматривает действие не как реальный факт, а как предполагаемое или желательное, а также возможное при известных условиях. На русский переводится глаголами прошедшего времени с частицей «бы»: *I wish he were with us now.*

Повторите и выучите неправильные глаголы (смотрите Приложение).



Lesson 8. Word Study

How to make stress your friend Vocabulary Notes

Read and learn these words.

| | |
|---|--------------------------------------|
| confession – признание; | backward – в обратном направлении; |
| cardiovascular disease – сердечно-сосудистое заболевание; | stress-induced – вызванный стрессом; |
| rethink – пересматривать; | intervention – вмешательство; |
| track – отслеживать; | to redeem – освободиться; |
| prematurely – преждевременно; | under-appreciated – недооценённый; |
| homicide – убийство; | cuddle hormone – гормон объятий; |
| freak out – ошеломлять; | fine-tune – улучшать; |
| stress out – нервничать; | to prime – снабжать информацией; |
| impromptu – экспромт; | crave – настойчивый; |
| a panel of experts – группа экспертов; | to snort – вдыхать; |
| evaluator – специалист по анализу; | compassionate – сострадать, жалеть; |
| discouraging – обескураживающий; | pituitary gland – гипофиз; |
| feedback – ответная реакция; | stuff out – вырабатывать вещество; |
| sufficiently – достаточно; | nudging – подталкивать; |
| demoralized – дезорганизованный; | anti-inflammatory – противоречивый; |
| harass – беспокоить; | resilience – стрессоустойчивость; |
| in increments of – кратно; | inevitability – неизбежно. |
| constrict – сжиматься; | |

Watching Video and Exercises

1. Watch the video “How to make stress your friend” and answer these questions.

1. What is Kelly McGonigal?

2. What has she been doing for the last 10 years?
3. Did Kelly change her mind about stress? Why?
4. Who had the lowest risk of dying in Kelly's research?
5. Is stress bad for our health? Why?
6. What is the social stress test?
7. What can you say about a typical stress response of our body?
8. When does stress response become healthier?
9. What do you know about oxytocin?
10. What are physical benefits of oxytocin?
11. What can create resilience to stress?

2. Put in all the necessary words from the video.

1. I have a ... to make. 2. I am a ..., and my mission is to help people be happier and healthier. 3. It increases the risk of everything from the common cold to 4. They also asked, "Do you believe that stress is ... for your health?" 5. People who experienced a lot of stress in the previous year had a 43 percent increased risk of 6. People who experienced a lot of stress but did not view stress as ... were no more likely to die. 7. Now the ... estimated that over the eight years they were tracking deaths, 182,000 Americans died prematurely, not from stress, but from the belief that stress is bad for you. 8. I want you all to ... that you are participants in a study designed to stress you out. 9. Your heart might be ..., you might be breathing faster, maybe breaking out into a sweat. 10. If you're breathing ..., it's no problem. It's getting more oxygen to your brain. 11. And ... who learned to view the stress response as helpful for their performance, well, they were less stressed out, less anxious, more confident, but the most fascinating finding to me was how their physical stress response changed. 12. I want to tell you about one of the most under-appreciated aspects of the stress ..., and the idea is this: stress makes you social. 13. Oxytocin is a 14. And when oxytocin is released in the stress response, it is motivating you to ... support. 15. So when you reach out to others under stress, either to seek support or to help someone else, you release more of this ..., your stress response becomes healthier, and you actually recover faster from stress.

3. Watch the "Love test" and answer all questions. Here are some words, which may be difficult for you.

precious – драгоценный;

loyal – преданный;

| | |
|--------------------------------|---------------------------|
| cheating – обманывать; | obedient – послушный; |
| commitment – обязательство; | unbridled – необузданный; |
| lust – страсть; | to tame – приручать; |
| insecurity – ненадёжность; | to thirst – жаждать; |
| ruthlessness – бессердечность; | trash – отталкивать. |
| arrogance – высокомерие; | |
| жестокость; | |

4. Missing words – people’s characteristics. Fill in the blanks with missing words: *ambitious, rude, strict, obstinate, sympathetic, intelligent, moody, immature, conceited (big-headed)*

1. John is always telling people how well he plays the guitar. He is so

2. Many girls of 16 and 17 are too ... to get married and have children.

3. I see Clive’s passed all his exams again. It must be wonderful to be so

4. The trouble with Jane is that she is so One minute she is laughing, the next she is sulking. You just don't know where you are with her.

5. One of the things I like about Pamela is that she is so If you have a problem you know you can go to her and that she’ll listen to you and try to help all she can.

6. Mrs. Green’s children are so.... They never say “please” or “thank you” and only last week I heard them swearing at the postman.

7. My son is very He doesn’t want to work in an office all his life. In fact he keeps telling me that one day he is going to be Prime Minister.

8. My husband never sees my point of view. He has opinions and nothing I say will ever change them. He is so

9. When I was a teenager, my father was very He would never allow me to wear make-up or have a boyfriend, and if I went out with friends I always had to be home by 10 o’clock.

5. Make a dialogue and discuss with a partner the advantages and disadvantages of stress.

6. Prepare a short report about the video “How to make stress your friend”. In what way can you make stress your friend?



Lesson 9. What do We Know About Emotions?

Vocabulary Notes

1. Read and learn these words.

| | |
|---|--|
| sad – печаль, грусть | regardless – независимо |
| to incite – провоцировать/ возбуждать | blinding rage – ослепляющий гнев |
| state – состояние | simultaneously – одновременно, совместно |
| subjective experience – субъективный опыт | stomach – желудок |
| physiological response – физиологическая реакция | to palpate – прощупывать |
| behavioral response – поведенческая реакция | palm – ладонь |
| disgust – отвращение | racing heartbeat – учащённое сердцебиение |
| embarrassment – смущение | rapid breathing – учащённое дыхание |
| excitement – волнение | blood flow – кровоток |
| contempt – презрение, неприязнь | to flee from – избегать |
| shame – стыд | amygdala – миндалина, миндалевидное тело |
| pride – гордость | limbic system – лимбическая система |
| satisfaction – удовлетворение | distinction – различие |
| amusement – изумление | mood – настроение |

2. Read and translate this text.

Emotions

Emotions seem to rule our daily lives. We make decisions based on whether we are happy, angry, sad, bored, or frustrated. We choose activities and hobbies based on the emotions they incite.

What Exactly Is an Emotion?

According to the book, “Discovering Psychology”, “an emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response”. In addition to understanding exactly what emotions are, researchers have also tried to identify and classify the different types of emotions. In 1972, psychologist Paul Eckman suggested that there are six basic emotions that are universal throughout human cultures: fear, disgust, anger, surprise, happiness, and sadness. In 1999, he expanded this list to include a number of other basic emotions, including embarrassment, excitement, contempt, shame, pride, satisfaction, and amusement.

During the 1980s, Robert Plutchik introduced another emotion classification system known as the “wheel of emotions”. This model demonstrated how different emotions can be combined or mixed together, much the way an artist mixes primary colors to create other colors. Plutchik suggested that there are 8 primary emotional dimensions: happiness vs. sadness, anger vs. fear, trust vs. disgust, and surprise vs. anticipation. These emotions can then be combined in a variety of ways. For example, happiness and anticipation might combine to create excitement. In order to better understand what emotions are, let’s focus on their three key elements.

The Subjective Experience

While experts believe that there are a number of basic universal emotions that are experienced by people all over the world regardless of background or culture, researchers also believe that experiencing emotion can be highly subjective. While we might have broad labels for certain emotions such as “angry”, “sad”, or “happy”, your own unique experience of these emotions is probably much more multi-dimensional. Consider anger. Is all anger the same? Your own experience might range from mild annoyance to blinding rage.

Plus, we don’t always experience pure forms of each emotion. Mixed emotions over different events or situations in our lives are common. When faced with starting a new job, you might feel both excited and nervous. Getting married or having a child might be marked by a wide

variety of emotions ranging from joy to anxiety. These emotions might occur simultaneously, or you might feel them one after another.

The Physiological Response

If you've ever felt your stomach lurch from anxiety or your heart palpate with fear, then you realize that emotions also cause strong physiological reactions. (Or, as in the Cannon-Bard theory of emotion, we feel emotions and experience physiological reactions simultaneously). Many of the physical reactions you experience during an emotion, such as sweating palms, racing heartbeat, or rapid breathing are controlled by the sympathetic nervous system, a branch of the autonomic nervous system. The autonomic nervous system controls involuntary body responses, such as blood flow and digestion. The sympathetic nervous system is charged with controlling the body's fight-or-flight reactions. When facing a threat, these responses automatically prepare your body to flee from danger or face the threat head-on.

While early studies of the physiology of emotion tended to focus on these autonomic responses, more recent research has targeted the brain's role in emotions. Brain scans have shown that the amygdala, part of the limbic system, plays an important role in emotion and fear in particular. The amygdala itself is a tiny, almond-shaped structure that has been linked to motivational states such as hunger and thirst as well as memory and emotion. Researchers have used brain imaging to show that when people are shown threatening images, the amygdala becomes activated. Damage to the amygdala has also been shown to impair the fear response.

The Behavioral Response

The final component is perhaps one that you are most familiar with the actual expression of emotion. We spend a significant amount of time interpreting the emotional expressions of the people around us. Our ability to accurately understand these expressions is tied to what psychologists call emotional intelligence, and these expressions play a major part in our overall body language. Researchers believe that many expressions are universal, such as a smile indicating happiness or pleasure or a frown indicating sadness or displeasure. Cultural rules also play an important role in how we express and interpret emotions. In Japan, for example, people tend to mask displays of fear or disgust when the authority figure is present.

Emotions vs. Moods

In everyday language, people often use the terms "emotions" and "moods" interchangeably, but psychologists actually make distinctions

between the two. How do they differ? An emotion is normally quite short-lived, but intense. Emotions are also likely to have a definite and identifiable cause. For example, after disagreeing with a friend over politics, you might feel angry for a short period of time. A mood, on the other hand, is usually much milder than an emotion, but longer-lasting. In many cases, it can be difficult to identify the specific cause of a mood. For example, you might find yourself feeling gloomy for several days without any clear, identifiable reason. (from: <https://www.verywell.com/>)

3. Answer these questions.

1. What is the difference between emotions and moods?
2. Do we make decisions and choose activities and hobbies based on whether we are happy, angry, sad, bored, or frustrated?
3. Can expressions be universal? Name some of them.
4. What is an emotion?
5. Who suggested that there are six basic emotions that are universal throughout human cultures?
6. What do you know about the “wheel of emotions”? Whose classification is this?
7. What kind of emotions is common in our lives?
8. What do you feel when faced with starting a new job?
9. What kind of reactions do you experience during an emotion?
10. What is the amygdala?

4. Name all emotions enumerated in the text.

Vocabulary Exercises

1. Pronounce correctly.

Activities, incite, experience, physiological, throughout, include, embarrassment, excitement, contempt, shame, pride, satisfaction, amusement, wheel, dimension, anger, disgust, anticipation, regardless, unique, consider, annoyance, occur, simultaneously, lurch, palpate, palm, heartbeat, breathing, sympathetic, blood flow, digestion, amygdala, limbic system, in particular, familiar, significant, pleasure, displeasure, disgust, identifiable, usually, identify, gloomy.

2. Translate into Russian paying attention to the new words.

1. Emotions are psychological and physiological states that evoke predisposed feelings, thoughts, and behavior associated in various ways pertaining to each individual emotion. Emotions are subjective experiences, or experienced from a individual point of view. 2. Another definition of emotion is it is a spontaneous feeling arising from a person, thing, or experience. 3. Emotions are unique to each individual, are perception based, and subjective experiences. 4. Emotion is often intertwined with mood, temperament, personality, disposition, and motivation. In some theories, cognition is an important aspect of emotion. 5. The physiology of emotion is closely linked to arousal of the nervous system with various states and strengths of arousal relating, apparently, to particular emotions. 6. Joseph LeDoux is a neuroscientist who believes there is an emotional brain that is separate from the conscious feeling of emotions. 7. Emotions can be divided between “cognitive” theories of emotions and “non-cognitive” theories of emotions; or instinctual emotions (from the amygdala), and cognitive emotions (from the prefrontal cortex). 8. Theories about emotions stretch back to at least as far as the stoics of Ancient Greece and Ancient China. 9. Human sciences study the role of emotions in mental processes, disorders, and neural mechanisms. 10. In psychiatry, emotions are examined as part of the discipline’s study and treatment of mental disorders in humans. 11. The limbic system is a set of brain structures located on both sides of the thalamus, immediately beneath the cerebrum. 12. The amygdala is a small almond-shaped structure; there is one located in each of the left and right temporal lobes.

3. Complete the sentences using the new words and phrases.

1. We choose activities and hobbies ... the emotions they incite. 2. A mood is usually much milder than an emotion, but 3. An emotion is a complex psychological ... that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response. 4. Emotions are also likely to have a definite and ... cause. 5. Plutchik suggested that there are 8 primary 6. Damage to the amygdala has also been shown to ... the fear response. 7. In order to better understand what emotions are, let’s ... their three key elements. 8. ... itself is a tiny, almond-shaped structure that has been linked to motivational states such as hunger and thirst as well as memory and emotion. 9. While experts believe that there are a number of basic ... emotions that are

experienced by people all over the world regardless of background or culture, researchers also believe that experiencing emotion can be highly subjective. 10. When facing a threat, these ... automatically prepare your body to flee from danger or face the threat head-on. 11. Mixed emotions over different events or situations in our lives are 12. Getting married or having a child might be marked by a wide variety of emotions ranging from joy to 13. The autonomic ... controls involuntary body responses, such as blood flow and digestion.

4. Translate into English.

1. В повседневном языке люди часто используют взаимозаменяемые термины «эмоция» и «настроение», но психологи различают их. 2. Настроение, с другой стороны, обычно намного мягче, чем эмоция, но длится дольше. 3. Эмоции, кажется, управляют нашей повседневной жизнью. 4. Эмоция – это комплексное психологическое состояние, включающее в себя три отдельных компонента: субъективный опыт, физиологическую реакцию и поведенческий или выразительный ответ. 5. Существует шесть основных эмоций, которые являются универсальными для всей человеческой культуры: страх, отвращение, гнев, удивление, счастье и печаль. 6. В 1999 году Пол Экман расширил этот список и включил в него ряд других основных эмоций, включая смущения, волнение, презрение, стыд, гордость, удовлетворение и изумление. 7. Смешанные эмоции в различных событиях или ситуациях нашей жизни являются наиболее распространёнными. 8. В то время как эксперты полагают, что существует ряд основных универсальных эмоций, которые испытывают люди во всем мире независимо от происхождения или культуры, исследователи также считают, что испытываемые эмоции могут быть весьма субъективными. 9. Ваш собственный опыт может варьироваться от небольшого раздражения до ослепляющей ярости. 10. Эти эмоции могут происходить одновременно, или вы можете испытывать их одну за другой. 11. Мы не всегда испытываем эмоции в чистом виде.

Conversation and Discussion

1. Ask your partner:

- whether he agrees or disagrees with the definition of the emotion given in the text;
- what emotions he experiences when he is fatigued;
- what he feels when he has not finished his work but a deadline is coming;
- if he often experiences altruistic emotions;
- if he likes to express his emotions and feelings openly;
- whether he can inhibit his emotional responses quite easily;
- if he used to respond to a frustrated situation in his childhood by an emotional storm.

2. Agree or disagree with the following.

1. Emotions seem to rule our home. 2. Researchers have used brain imaging to show that when people are shown threatening images, the amygdala becomes deactivated. 3. An emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response. 4. The amygdala itself is a tiny, almond-shaped structure that has been linked to motivational states such as hunger and thirst as well as memory and emotion. 5. In addition to understanding exactly what emotions are, researchers have also tried to understand the different types of emotions. 6. Brain scans have shown that the amygdala, part of the limbic system, isn't so important. 7. Happiness and anticipation might combine to create excitement. 8. The autonomic nervous system controls involuntary body responses, such as blood flow and digestion. 9. We don't always experience pure forms of each emotion. 10. Mixed emotions over different events or situations in our lives are unknown.

3. What is your reaction to be in the following situations:

- (a) You see the threatening gestures towards some person.
- (b) You see another person on the point of being run down by a bus which he has not seen.
- (c) You watch a child playing on the road unconscious of the danger.

- (d) You learn of the death of your friend's father.
 (e) You learn that your neighbour has been run down by a bus.

4. Develop the ideas given. Discuss them in groups of three.

1. "Character is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the real thing". *Abraham Lincoln*
2. "Judge of your natural character by what you do in your dreams". *Ralph Waldo Emerson*.
3. "Our character is what we do when we think no one is looking". *H. Jackson Brown*.

5. Find additional information in the Internet and prepare a talk on one of the following emotions: anger, fear, frustration, happiness, kindness, sad, embarrassment, excitement, contempt, shame, pride, satisfaction, and amusement.

Grammar

**Времена группы Indefinite/Simple
 (Present Indefinite, Past Indefinite, Future Indefinite)**

| | Past Simple Tense | Present Simple Tense | Future Simple Tense |
|----------|---|--|--|
| + | I You We They He She } played | I You We They He She } play He She } plays | I You We They He She } will play |
| - | I You We They He She } didn't play | I You We They He She } don't play He She } doesn't play | I You We They He She } will not play |
| ? | Did { I You We They He She } play? | Do { I You We They } play? Does { He She } | Will { I You We They He She } play? |

Present Simple

Present Simple или **Present Indefinite** обозначает действие, происходящее в настоящий момент. Для уточнения момента совершения действия в настоящем при использовании времени Present Simple обычно используются такие слова, как usually, generally, once a month, twice a week, always, every day/week/month, never, often, seldom, sometimes, rarely

Употребление

1. Когда речь идёт об общих правилах, истинах – о том, что всем известно: описание законов, природных явлений, результатов исследований и любых других общепринятых фактов: *Mice love cheese.*

2. Когда показываем эмоции, чувства или состояние: *I believe in love.*

3. При описании бытовых или постоянных ситуаций: *His parents live in the USA.*

4. В контексте будущего времени после слов if, when, before, until, unless: *I'll stay here untill you get back.*

5. Когда речь идёт о расписании или о регулярных действиях, явлениях: *I get up at 8:30.*

6. Когда говорим о личных привычках, хобби: *I like eggs.*

Past Simple

Past Simple используется для обозначения действия, которое произошло в определённое время в прошлом и время совершения которого уже истекло. Для уточнения момента совершения действия в прошлом при использовании времени Past Simple обычно используются такие слова, как ago, last year/month/week, yesterday, in 1980 и т.п.

Употребление

1. Действие, которое произошло в прошлом и не имеет отношения к настоящему, факт о прошлом: *I went to the movies yesterday.*

2. Действие регулярно повторялось в прошлом или было привычным, но больше не повторяется: *When I was a child, we often went fishing with my father.*

Н.В. Для выражения регулярных действий в прошлом также используется конструкция used to и модальный глагол would.

3. Действия, которые произошли подряд, друг за другом в прошлом: *I entered the room and greeted everybody.*

4. Когда говорим об исторических событиях и деятелях: *The First World War began in 1914.*

Future Simple

Future Simple ссылается на действие, которое совершится в неопределённом или отдалённом будущем. Простое будущее время обычно используется с обстоятельствами: *tomorrow, next year, in five years, in 2034* (в 2034 году) и т.п.

Употребление

1. Указание на простое действие в будущем: *We'll return in 4 hours.*

2. Регулярные, повторяющиеся действия в будущем: *I promise I'll visit you every day.*

3. При перечислении последовательности действий в будущем: *I cannot wait for my vacation. I will go to the river, swim and fish every day.*



Exercises

1. Поставьте глаголы в Present Simple: go, like, love, watch, read, like, walk, come, do, watch

My name's Pavel. In the evening I usually (1) ... my homework. Then I (2) ... TV or video. I (3) ... action films! They are super! Then I (4) ... my dog. After that I (5) ... home, (6) ... a book and (7) ... to bed. My sister is little. She doesn't (8) ... action films. She (9) ... cartoons. She (10) ... them every day.

2. Поставьте глаголы в Past Simple.

1. They ... football at the institute. (to play) 2. She ... emails. (not / to write) 3. ... you ... English? (to speak) 4. My mother ... fish. (not / to like) 5. ... Ann ... any friends? (to have) 6. His brother ... in an office. (to work) 7. She ... very fast. (cannot / to read) 8) ... they ... the flowers every three days? (to water) 9) His wife ... a motorbike. (not / to ride) 10) ... Elizabeth ... coffee? (to drink)

3. Раскройте скобки, употребляя глаголы в Future Simple.

1. My working day ... (to begin) at six o'clock. 2. I ... (to get) up, ... (to switch) on the TV and ... (to brush) my teeth. 3. It ... (to take) me about twenty minutes. 4. I ... (to have) breakfast at seven o'clock. 5. I ... (to leave) home at half past seven. 6. I ... (to take) a bus to the institute. 7. It usually ... (to take) me about fifteen minutes to get there. 8. Classes ... (to begin) at eight. 9. We usually ... (to have) four classes a day. 10. I ... (to have) lunch at about 2 o'clock.

4. Исправьте ошибки.

1. I didn't be in London, I was in Edinburg. 2. Did you be at home all day? 3. Steve is often shopping at the supermarket. 4. The Earth go round the Sun. 5. I weren't busy, I were asleep. 6. She want come, she's ill. 7. Do they have got a dog? 8. Do you bring me this book tomorrow?



Lesson 10. Classifications of Emotions

Vocabulary Notes

1. Read and learn these words.

| | |
|---|--|
| tackle – энергично браться (за что-либо) | affection – аффекция (привязанность) |
| commonsense – здравый, разумный | lust – вожделение |
| degree – степень | zest – наслаждение |
| quality – качество | enthralment – порабощение, рабская привязанность |
| intensity – интенсивность | irritation – раздражительность |
| dimension of complexity – уровень сложности | exasperation – озлобленность |
| to devise – изобретать, задумывать | neglect – пренебрежение |
| contentment – удовлетворённость | fondness – нежность |
| guilt – чувство вины | arousal – возбуждение |
| pride in achievement – гордость достижения | jubilation – ликование |
| relief – облегчение | remorse – раскаяние |
| | alienation – отчуждённость |
| | agitation – смятение |

| | |
|--|-------------------------------|
| sensory pleasure – чувственное удовольствие | dismay – уныние |
| shame – стыд | dread – боязнь |
| to blend – смешивать, вмешиваться | disparity – неравноправность |
| to conceptualize – осмысливать | advancement – рост, улучшение |

2. Read and translate this text.

Different Classifications of Emotions

Psychologists have yet to fully tackle the question “How many emotions do we have?”

Part of the difficulty is because our experiences are so complex and involve so many different factors, so distinguishing one emotion from another is a lot like drawing lines of sand in the desert. It can be hard to determine where one emotion ends or another begins. Even when we analyze a commonsense emotion like “happiness” or “anger”, we know from everyday experience that these emotions come in many different degrees, qualities, and intensities. In addition, our experiences are often comprised of multiple emotions at once, which adds another dimension of complexity to our emotional experience.

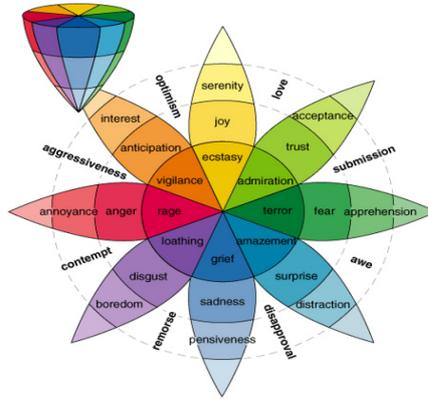
Despite how difficult these distinctions may be, plenty of psychologists have attempted to classify our emotions into different categories. Early philosophy of mind posited that all emotions could be categorized as either “pleasure” or “pain”, but since then more in depth theories have been put forth. In this post we want to go over some of the main theories that have been researched over the past half century.

Ekman’s List of Basic Emotions (1972)

Ekman devised his list of basic emotions after doing research on many different cultures. He would describe a situation and ask individuals to choose a facial expression that best fit. He would also show photographs of different facial expressions and ask individuals to identify the emotion. Across all cultures studied, Ekman found 6 basic emotions: anger, disgust, fear, happiness, sadness, surprise. Ekman added to this list in the 1990s, but stated that not all of these can be encoded via facial expressions: amusement, contempt, contentment, embarrassment, excitement, guilt, pride in achievement, relief, satisfaction, sensory pleasure, shame.

Plutchik's Wheel of Emotions (1980)

Robert Plutchik created a new conception of emotions in 1980. He called it the “wheel of emotions” because it demonstrated how different emotions can blend into one another and create new emotions. Plutchik first suggested 8 primary bipolar emotions: joy versus sadness; anger versus fear; trust versus disgust; and surprise versus anticipation. From there Plutchik identified more advanced emotions based on their differences in intensities. If you look at the diagram below you can see how each emotion relates to the other:



Parrots' Classification of Emotions (2001)

The most nuanced classification of emotions so far is probably Parrots' 2001 theory. Parrot identified over 100+ emotions and conceptualized them as a tree structured list:

| Primary emotion | Secondary emotion | Tertiary emotions |
|-----------------|-------------------|--|
| Love | Affection | Adoration, affection, love, fondness, liking, attraction, caring, tenderness, compassion, sentimentality |
| | Lust | Arousal, desire, lust, passion, infatuation |
| | Longing | Longing |

| | | |
|-----------------|-----------------|--|
| Joy | Cheerfulness | Amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria |
| | Zest | Enthusiasm, zeal, zest, excitement, thrill, exhilaration |
| | Contentment | Contentment, pleasure |
| | Pride | Pride, triumph |
| | Optimism | Eagerness, hope, optimism |
| | Enthrallment | Enthrallment, rapture |
| | Relief | Relief |
| Surprise | Surprise | Amazement, surprise, astonishment |
| Anger | Irritation | Aggravation, irritation, agitation, annoyance, grouchiness, grumpiness |
| | Exasperation | Exasperation, frustration |
| | Rage | Anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment |
| | Disgust | Disgust, revulsion, contempt |
| | Envy | Envy, jealousy |
| | Torment | Torment |
| Sadness | Suffering | Agony, suffering, hurt, anguish |
| | Sadness | Depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy |
| | Dissappointment | Dismay, disappointment, displeasure |
| | Shame | Guilt, shame, regret, remorse |
| | Neglect | Alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult |
| | Sympathy | Pity, sympathy |

| | | |
|-------------|-------------|---|
| Fear | Horror | Alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification |
| | Nervousness | Anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread |

Research of Emotions In The Future

As you can tell, there is a lot of disparity on how researchers choose to group different emotions. It's amazing to me how despite all the technology and scientific advancements we've made, we still don't have a clear-cut answer on how many emotions the human mind is capable of experiencing. We assume that future research is going to build on the above theories and start identifying the neural correlates between each emotion. Neuroscience is probably the only way to determine an "objective" measure of what emotions we have and how they related to one another.

Unfortunately, there is still a lot of research to be done, so we are probably going to have to sit and wait until we can learn more about the full emotional range of the human mind.

(from: <http://www.theemotionmachine.com/>)

3. Answer these questions.

1. What question does psychologists have?
2. Do we have a clear-cut answer on how many emotions the human mind is capable of experiencing?
3. What can add another dimension of complexity to our emotional experience?
4. What can be hard to determine?
5. What is the only way to determine an "objective" measure of what emotions we have and how they related to one another?
6. Who had conceptualized emotions as a tree structured list?
7. What have plenty of psychologists attempted to do?
8. What did Ekman devise after doing research on many different cultures?
9. What did Robert Plutchik create in 1980?
10. How many basic emotions did Ekman find across all cultures?
11. Who first suggested 8 primary bipolar emotions?

4. Name all classifications enumerated in the text.

5. Name some primary emotions of Parrots'; Plutchik's; Ekman's classification.

Vocabulary Exercises

1. Pronounce correctly.

Psychologist, tackle, commonsense, experience, intensity, dimension, philosophy, pleasure, century, describe, sensory pleasure, shame, wheel, bipolar, sadness, anticipation, diagram, adoration, affection, fondness, liking, attraction, caring, tenderness, compassion, sentimentality, arousal, desire, lust, passion, infatuation, longing, amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria, enthusiasm, zeal, zest, excitement, thrill, exhilaration, contentment, pleasure, pride, triumph, eagerness, hope, optimism, enthrallment, rapture, anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread, alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification, depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy.

2. Translate into Russian paying attention to the new words.

1. Human beings experience many types of emotions and feelings as we react to our thoughts and triggers from others and the outside world. 2. The more type of emotions we feel, the more colorful our life experience will be. 3. Ask people what emotions do they experience in a week and they'll invariably say those common emotions. 4. Sigmund Freud believed that melancholia is associated with a loss of a loved one or the loss of intangible object, which is attached to the strength comparable to the love of man. 5. Narcissistic mortification is the primitive terror of self dissolution, triggered by the sudden exposure of one's sense of a defective self ... it is death by embarrassment. 6. Most of the emotions he identifies, like joy and anger, are pretty recognizable. But one subset of joy, "enthrallment", you may not have heard of before. Unlike the perkier subcategories of joy like cheerfulness, zest, and relief, enthrallment is a state of intense rapture. 7. If your thoughts about a past trauma typically induced feelings of terror, and now it routinely evokes feelings of mild fear, you can see you are moving in a positive direction. 8. The scientist suggests that every human goes through a period of abjection as tiny children when we first realize that our bodies are separate from our parents' bodies – this

sense of separation causes a feeling of extreme horror we carry with us throughout our lives. 9. We tend to classify and judge emotional states as positive or negative, but that is not accurate. The energy moving through us is neither good nor bad. 10. Dysphoria is general state of sadness that includes restlessness, lack of energy, anxiety, and vague irritation. It is the opposite of euphoria, and is different from typical sadness because it often includes a kind of jumpiness and some anger.

3. Complete the sentences using the new words and phrases.

1. As you can tell, there is a lot of ... on how researchers choose to group different emotions. 2. Parrot identified over 100+ emotions and ... them as a tree structured list. 3. ... is probably the only way to determine an “objective” measure of what emotions we have and how they related to one another. 4. Psychologists have yet to fully ... the question “How many emotions do we have?” 5. From there Plutchik identified more advanced emotions based on their differences in 6. Ekman ... his list of basic emotions after doing research on many different cultures. 7. Part of the difficulty is because our experiences are so ... and involve so many different factors, so distinguishing one emotion from another is a lot like drawing lines of sand in the desert. 8. Robert Plutchik created a new ... of emotions in 1980. 9. Even when we analyze a ... emotion like “happiness” or “anger”, we know from everyday experience that these emotions come in many different degrees, qualities, and intensities. 10. Across all cultures studied, Ekman found 6 ... emotions: anger, disgust, fear, happiness, sadness, surprise. 11. Our experiences are often ... multiple emotions at once, which adds another dimension of complexity to our emotional experience. 12. Ekman would describe a situation and ask individuals to choose a ... that best fit.

4. Translate into English.

1. Это удивительно, что, несмотря на все технологии и научные достижения, которые мы сделали, у нас до сих пор нет чёткого ответа на вопрос: «Сколько эмоций человеческий разум способен испытывать?» 2. Нейронаука, вероятно – единственный способ определить наши «объективные» эмоции и то, как они связаны друг с другом. 3. Учёный определил более 100 эмоций и представил их в виде структурированного списка. 4. Роберт Плутчик создал новую концепцию эмоций в 1980 году. 5. Очень трудно определить, где

заканчивается одна эмоция или начинается другая. 6. Он назвал новую концепцию «колесо эмоций», потому что она продемонстрировала, каким образом различные эмоции могут сливаться друг с другом и создавать новые. 7. Даже когда мы анализируем такие здоровые эмоции, как «счастье» или «гнев», мы знаем из повседневного опыта, что эти эмоции могут проходить с разной степенью интенсивности и качества. 8. Экман создал свой список основных эмоций после исследования различных культур. 9. Наш опыт часто состоит из нескольких эмоций, которые добавляют другой уровень сложности нашему эмоциональному опыту. 10. Часть трудностей обусловлена тем, что наш опыт слишком сложен и включает так много различных факторов, что отличие одной эмоции от другой напоминает рисование линий на песке в пустыне.

Conversation and Discussion

1. Agree or disagree with the following.

1. Ekman devised his list of basic emotions after doing research on many different books. 2. Plutchik first suggested 8 primary bipolar emotions: joy versus sadness; anger versus fear; trust versus disgust; and surprise versus anticipation. 3. It can be easy to determine where one emotion ends or another begins. 4. Robert Plutchik couldn't create a new conception of emotions. 5. In addition, our experiences are often comprised of multiple emotions at once, which adds another dimension of complexity to our emotional experience. 6. Across all cultures studied, Ekman found 10 basic emotions. 7. Early philosophy of mind posited that all emotions couldn't be categorized as either "pleasure" or "pain". 8. Ekman would also show photographs of different facial expressions and ask individuals to identify the emotion. 9. Part of the difficulty is because our experiences are so simple.

2. Complete the dialog between two students, one of whom majors in psychology, while the other majors in history.

A.: Since you major in psychology, I hope you'll be able to help me. The thing is, I must remember numerous facts and figures and I find it too difficult. I'm afraid there is something wrong with my memory. Besides, the trouble is that though I can memorize learning material quickly. Why so?

B.: ...

A.: I see. So there is long-term and short-term memory. What should be done to retain the material studied and make a more permanent gain in learning?

B.: ...

A.: How much material can be remembered and stored in our memory? Are there any limits to our storage capacity?

B.: ...

A.: I've noticed that remember material better if I feel emotionally interested in it.

B.: ...

A.: I see. But I still don't understand why some people remember things better than others. Can I improve my memory?

B.: ...

A.: Thanks a lot for the interesting information. You must be a very good student.

B.: ...

3. Here are some dialogues illustrating different ways of persuading. Read them and try to see how one person persuaded the other to do something.

Situation 1: A brother and sister take turns doing the supper dishes. Uri tries to persuade his sister to do the dishes on one of his nights.

Uri: Leah, would you do the dishes for me tonight?

Leah: No way!

Uri: I'm supposed to meet the gang early tonight.

Leah: You know it's Tuesday and my favourite TV program's on.

Uri: Look, I'll do the dishes two extra times. Please!

Leah: I don't know...

Uri: And besides, I'll give you \$1,00 when I get this week's allowance. Leah: Oh, all right. I'll wash the dishes.

Situation 2. Mr. Lim is shopping for a new television set.

Salesperson: This model is more expensive, sir, but it is a better buy in the long run. Mr. Lim: Well, there is a hundred and fifty dollar difference, and they both look the same, except for the brand name.

Salesperson: That's true, but with this model you have a longer warranty; if new parts are needed, you do not pay for replacements; and finally, it is produced right here, so there is no waiting for spare parts.

Mr. Lim: Okay, I'm convinced. I'll take it.

4. Work in pairs and make a dialogue illustrating persuading.

5. Find additional information about different classifications of emotions in the Internet and prepare a talk on one of them.

Grammar

Времена группы Continuous/Progressive (Present Continuous, Past Continuous, Future Continuous)

Present Continuous

Времена группы Continuous указывают на процесс, действие, длящееся в определённый момент в прошлом, настоящем или будущем.

Время **Present Continuous** или **Present Progressive** обычно указывает на процесс, длящийся непосредственно в момент речи. На это могут указывать контекст или такие слова, как *now*, *at the moment*, *still*, *at present*, *meanwhile*, *while*.

Употребление

1. Обозначает действие, которое происходит в данный момент речи. Здесь могут стоять уточняющие слова: *now*, *at the moment*: *What is he doing now? He is reading his book at the moment.*

2. Когда два действия происходят одновременно в настоящем: *She is eating chocolate ice-cream while I am cooking dinner.*

3. Если действие происходит в настоящем, но не в конкретный момент речи. Здесь могут стоять уточняющие слова: *now*, *these days*, *currently*. В этом случае мы хотим показать, что действие растянуто во времени: оно могло начаться и вчера, и два дня назад, но сейчас оно продолжается и будет продолжаться ещё какое-то время. Весь этот длинный отрезок времени мы периодически выполняем это действие: *I am reading an interesting book.* То есть я начал её читать до момента речи и буду читать ещё какое-то время, но конкретно сейчас я не занят чтением.

4. Когда мы хотим показать, что ситуация временная, то есть мы знаем, подозреваем или чувствуем, что действие не будет долго длиться. В подобных случаях есть слова, уточняющие временной промежуток, такие как *for, during, until*: *He is staying in Paris for seven months.*

5. Мы говорим о действии, которое медленно развивается или меняется. На такое действие могут указывать такие слова, как *get, change, become, rise, fall, grow, improve, begin, start*: *Your Spanish is getting better.*

6. Когда мы говорим о запланированном действии, которое совершим в ближайшем будущем. Мы используем Present Continuous только с теми действиями, которые уже твёрдо решили выполнить. Здесь можно использовать слова: *this/next week, this/next weekend, this/next year, tonight, today, tomorrow*: *Next week we are buying a new house.*

7. Когда мы говорим о ближайшем будущем, используя глаголы движения, такие как *go, leave, come, move, return, start*: *This film is too boring. I am leaving.*

8. Когда мы хотим показать недовольство, возмущение, раздражение. В этих случаях мы используем слова *always, constantly, all the time*, чтобы показать, что человек регулярно делает то, что нам не нравится: *You are always interrupting me!*

N.B. Обычно Present Continuous не употребляется с глаголами состояния (*state verbs/stative verbs*). *State verbs* – это глаголы, передающие состояние человека: его чувства, отношения, умственные процессы. Эти глаголы обозначают действия, но эти действия происходят внутри нашего сознания, и мы не можем наблюдать за тем, как они протекают (*to feel, to think, to love, to wish*). Следовательно, мы не можем употреблять их во временах Continuous, поскольку этот аспект показывает продолжительность.

Но всё же есть несколько случаев, когда *state verbs* используются. Это происходит, когда у глагола несколько значений и одно из них показывает действие, а также когда мы хотим показать, что ситуация временная: *The steak tastes good.* (стейк всегда такой вкусный)

The chef is tasting the steak. (он пробует его сейчас)

Past Continuous

Past Continuous – прошедшее длительное время. Как следует из названия, оно отвечает за события, которые происходили в прошлом и продолжались какое-то время.

Употребление

1. Обозначает действие, которое длилось в определённое время в прошлом. Мы не знаем, когда оно началось, сколько времени занимало, закончилось или все ещё продолжается. Обычно в таких предложениях есть слова, указывающие на время (указано конкретное время): at 4 a.m., at 2 p.m., at 9 o'clock, at 6 o'clock yesterday, this morning at 8.20, at noon, at midnight и т. д.: *What were you doing at 9 a.m.? I was reading a book.*

2. В предложении указан период времени, когда длилось действие. Здесь используются следующие выражения: all day, in the morning/afternoon/evening, yesterday morning, this afternoon, last night, this time last month/year, during some time и т. д.: *What were you doing during your vacation? We were relaxing.*

N.B. Важно помнить, что в Past Continuous мы можем использовать такие выражения, как all day, this morning/afternoon/evening, in the morning/afternoon/evening, только если они относятся к законченному периоду времени: *She was playing tennis in the afternoon.*

3. Когда мы говорим о временной ситуации в прошлом, то есть о действии, которое длилось небольшой промежуток времени. Этот промежуток уточняется в предложении: *Kate was studying Russian in winter.*

4. Когда говорим о двух действиях, которые происходили одновременно в прошлом. Эти действия могут соединяться союзами and, while: *I was writing a letter to my friend in China while my wife was reading a book.*

5. Past Continuous и Past Simple часто используются вместе. В этом сочетании Past Continuous обозначает длительное действие, а Past Simple – короткое единичное действие. В таких предложениях единичное действие прерывает длительное. Обычно два действия соединяются союзами when, as/just as), before, after, while, until: *We were laying the table before her parents rrived.*

6. Past Continuous часто встречается в рассказах и историях. Мы используем это время, чтобы описать атмосферу, обстановку, дать

общие сведения о том, что будет происходить: *It was raining. The road was slippery. I was looking carefully not to miss the turn to my granny's house.*

7. Когда говорим о привычках, которые были у человека в прошлом. Эти привычки нам не нравятся, неприятны или даже вызывают раздражение. В таких предложениях вы часто встретите наречия *always, often, constantly*: *She was always leaving her things on the table!*

8. Встречается в условных предложениях второго типа, но гораздо реже, чем Past Simple. Past Continuous используется, если мы хотим подчеркнуть, что действие в условии длительное. Ситуация в таком предложении относится к настоящему или будущему времени: *If it were not snowing, we would have a trip.*

9. Мы используем Past Continuous, чтобы описать события, которые были запланированы, но не произошли. В этой функции употребляются глаголы *to mean to, to intend to, to hope to, to expect to, to think, to plan*: *They were thinking of buying a house, but then he lost his job and they had to put off their plans.*

Future Continuous

Future Continuous (длительное будущее время) широко используется в английском языке. Как и все времена группы Continuous, оно передает продолжительное действие, происходящее в определенный, указанный в контексте, момент. Future Continuous поможет вам разнообразить речь, так как в некоторых случаях оно может быть альтернативой Future Simple или Present Continuous.

Употребление

1. Указывает на действие, которое будет происходить в определенное время в будущем. В предложении не указывается, когда начнется или закончится событие. Мы делаем акцент на том, что в конкретный момент действие будет длиться. В этом случае указывается время действия с помощью таких слов: *this time tomorrow/next week, at 9 o'clock tomorrow, at 5 a.m., in the morning/afternoon/evening, tonight at 9 p.m., at noon, at midnight, in a week/month/year*: *I will be studying at the university in a year.*

2. Используется для того, чтобы вежливо спросить человека о его планах на ближайшее будущее. В таких ситуациях мы хотим, чтобы этот человек что-то для нас сделал. Мы пытаемся узнать, не

совпадают ли его планы с нашими желаниями: *I don't like public transport. Will you be driving a car to get to the airport?*

3. Используется так же, как и Present Continuous: чтобы сообщить о запланированных действиях, которые произойдут в ближайшем будущем: *They will be leaving for London next month.* = *They are leaving for London next month.*

4. Указывает на действие, которое, по убеждению говорящего, произойдёт в будущем. Причиной этого убеждения может быть следствие естественного течения событий или результат договоренности: *I can ask John to call you. I'll be seeing him tomorrow.*

5. Мы используем Future Continuous как нейтральную замену Future Simple. В подобных случаях Future Continuous показывает, что говорящий интересуется исключительно планами, в то время как Future Simple звучит как приглашение, заинтересованность, желание что-то сделать: *Will you be going to a new restaurant with us tonight?* (мы интересуемся только планами: пойдёт человек или не пойдёт с нами в ресторан) *Will you go to a new restaurant with us tonight?* (мы приглашаем пойти с нами) *(from: <http://engblog.ru>)*

| Continuous / Progressive be + глагол + ing (длительное) | Действие, которое происходит сейчас. | Действие, которое происходит в указанный момент в прошлом (как правило, выраженный другим действием в форме Simple Past). | Действие, которое будет происходить через некоторое время в будущем, в какой-либо указанный момент. |
|---|---|---|---|
| Формула: | am/is/are + Ving | was / were +Ving | will / shall + be+Ving |
| + | I } am He } is She } We } are You } They } cooking writing | I } was He } She } We } were You } They } cooking writing | I } will / shall not We } He } be cooking She } be writing You } will not They } |
| ? | Am } I Is } He } She } We Are } You } They cooking? writing? | Was } I } He } She Were } We } You } They cooking? writing? | Will / Shall } I } We } He Will } She } You } They be cooking? be writing? |
| - | I } am not He } is not She } We } are not You } They } cooking writing | I } was not He } She } We } were not You } They } cooking writing | I } will / Shall not We } He } be cooking She } be writing You } will not They } |



Exercises

1. Раскройте скобки, употребив глагол в форме Present Continuous, Past Continuous или Future Continuous.

1. I ... (study) Japanese online from 5 till 6 tomorrow evening.
2. Listen! Why the dogs ... (bark)?
3. She ... (wear) a yellow coat when I saw her.
4. They ... (take) their driving test next Monday.
5. I dropped my wallet when I ... (get) on the bus.
6. What you ... (do) in my office yesterday?
7. Bob ... (feel) much better today.
8. The kids ... (watch) cartoons in their room now.
9. I'm afraid she ... (sleep) in ten minutes.
10. We ... (have) tea soon?

2. Поставьте глаголы в скобках в правильную форму, выбрав между Past Simple и Past Continuous.

1. Jack ... (fall) off the bicycle while he ... (ride) it in the fields. – Jack fell off the bicycle while he was riding it in the fields.
2. While Chris ... (cook) the dinner, the cell phone ... (ring).
3. Last morning ... (read) the newspaper in the kitchen when suddenly I ... (hear) the scream of my neighbor in the yard.
4. When he ... (call) you, you ... (watch) your favorite cartoon.
5. Jack ... (wait) for Christina when she ... (arrive).
6. When the accident ... (happen), Peter (not/drive) very fast.
7. Kate ... (break) a cup last evening. She ... (do) the washing up.
8. Brandon ... (take) a photograph of Christen when she ... (not/look).
9. Keith and Rachel ... (not/go out) because it ... (snow) heavily outside.
10. What ... (do) your mother yesterday morning in this time.
11. Mike ... (see) Elena at the party. She ... (wear) a very beautiful dress, it was hard not to see her.

3. Раскройте скобки, поставив глагол в правильную форму Future Continuous.

1. This time next year I ... (not/work) for this company any more.
2. I ... (sit) at home. You can come at six tomorrow.
3. At nine o'clock the day after tomorrow, she ... (study) at the university.
4. We won't be at home this evening as we ... (look) after our neighbor's baby.
5. He ... (have) breakfast at ten o'clock, so, please. Do not disturb him.
6. Jacob can give the papers to him as he ... (see) him this evening.
7. I will meet you tomorrow. I ... (wait) for you at eleven at the station.
8. He can help you in

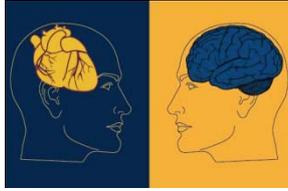
the library tomorrow as he ... (prepare) his work anyway. 9. My parents ... (paint) the house all the weekend. 10. They can't visit you on Tuesday because they ... (play) volley-ball then.

4. Раскройте скобки употребляя глаголы в Present Simple, Future Simple, Present Continuous или, употребив конструкцию to be going + to infinitive.

1. When you ... (know) your examination results? 2. Kathy ... (travel) to Caracas next month to attend a conference. 3. Do you have any plans for lunch today? I ... (meet) Shannon at the Sham Cafe in an hour. Do you want to join us? 4. I ... (buy) a bicycle for my son for his birthday next month. 5. How do you like your new job? I don't start it until tomorrow. I ... (give) you an answer next week. 6. I suppose he ... (talk) about his new invention. 7. Why are you packing your suitcase? I ... (leave) for Los Angeles in a couple of hours. 8. My regular doctor, Dr. Jordan, ... (attend) a conference in Las Vegas next week, so I hope I .. (meet) her partner, Dr. Peterson, when I ... (go) for my appointment next Friday. 9. What time class ... (begin) tomorrow morning? It ... (begin) at eight o'clock sharp. 10. The coffee shop ... (open) at seven o'clock tomorrow morning.

5. Исправьте ошибки.

1. Look! The dog chases a man. 2. My father is liking football. 3. While I was doing my homework, the telephone was rang. 4. Ben was finding 5 dollars while he was walking in the park. 5. I be celebrating my 17th birthday at this time next Sunday. 6. Tim was wanting to buy a new computer but his father refused to pay for it. 7. Did you bought milk yesterday? 8. Sorry, I'm not understanding you. 9. Mary didn't wanted to go to the disco. 10. I live in Moscow at the moment.



Lesson 11. Emotions and Heart

Vocabulary Notes

1. Read and learn these words.

| | |
|--------------------------------------|---|
| ancient – древний | adrenaline – адреналин |
| health – здоровье | blood vessels – кровеносные сосуды |
| grief – горе, печаль | predator – хищник |
| to contribute – связывать, приводить | to damage – вредить, повреждать |
| heart attack – сердечный приступ | vigorous – сильный |
| cardiac arrest – остановка сердца | gratitude – благодарность, признательность |
| blood pressure – кровяное давление | to substitute for – использовать вместо, заменять |
| to release – освобождать | frequent – частый |
| cortisol – кортизол | in check – под контролем |
| | buffer – блокатор |

2. Read and translate this text.

Emotions and Heart Health

Since ancient times, the heart has been a symbol of our emotions. But, scientists have uncovered a physical link between emotions and heart health. Science suggests an association among stress, depression, and heart disease. Several studies strongly suggest that certain psychosocial factors such as grief, depression, and job loss contribute to heart attack and cardiac arrest. Stress may affect risk factors for heart disease such as high blood pressure. Stress may also affect behaviors that increase risk such as smoking, overeating, drinking too much alcohol, and physical inactivity. Managing and treating these conditions is important to reduce your overall health risk.

Stress and your heart

Emotional stress causes a negative chain reaction within your body. If you're angry, anxious, tense, frustrated, frightened, or depressed, your

body's natural response is to release stress hormones. These hormones include cortisol and adrenaline. They prepare your body to deal with stress. They cause your heart to beat more rapidly and your blood vessels to narrow to help push blood to the center of the body. The hormones also increase your blood pressure. This "fight or flight" response is thought to date back to prehistoric times, when we needed an extra burst of adrenaline to escape predators.

After your stress subsides, your blood pressure and heart rate should return to normal. If you're continually stressed out though, your body doesn't have a chance to recover. This may lead to damage of your artery walls. Although it is not clear that stress alone causes high blood pressure or heart disease, it does pose an indirect risk and also has a negative effect on your general wellness.

Stress and your reactions

You can manage stress in both healthy and unhealthy ways. Unfortunately, many people deal with stress by smoking, drinking too much, and overeating. All of these unhealthy habits can contribute to heart disease. But using healthy ways to keep your stress under control allows you to better protect yourself against heart disease. Try these ideas.

Exercise. When you are anxious and tense, exercise is a great way to burn off all that excess energy and stress. Go for a walk, a bike ride, or a swim, or go to the gym for your favorite class. Plan to exercise for 30 to 40 minutes of moderate to vigorous intensity, 4 to 5 days a week to relieve stress and improve your heart health.

Breathe deeply. Yoga is not only good for your body, but for your mind, too. The meditative, deep breathing done in yoga is calming and relieves stress, especially if you do it regularly.

Take a break. When your stress level rises, take a few minutes to escape your surroundings. Spend a few quiet moments alone, read a short story, or listen to your favorite music. Cultivate gratitude. Make a list of what you're grateful for in your life to focus on the positives.

Get together with friends. Social media is no substitute for being with people you love. Create some weekly rituals with your friends. If they live far away, try volunteering or joining a local group of people with similar interests to yours. Research suggests that people with frequent social connections enjoy better protection against high blood pressure.

Research is ongoing to look more closely at the link between emotional health and heart health. But the existing evidence is consistent

enough to prove that you should take its potential effects on your heart seriously. Exercise regularly and keep your emotional health in check, and you'll build a stronger buffer against heart disease.

(from: <https://www.urmc.rochester.edu/>)

3. Answer these questions.

1. Has the heart been a symbol of our emotions since ancient times?
2. In what way can you build a stronger buffer against heart disease?
3. What can affect behaviors that increase risk such as smoking, overeating, drinking too much alcohol, and physical inactivity?
4. What is important to reduce your overall health risk?
5. What can allow us to better protect ourselves against heart disease?
6. Which ideas should you try to manage stress?
7. Can emotional stress cause a negative chain reaction within your body? Explain it.
8. Which stress hormones do you know?
9. What may happen if you are continually stressed out though?
10. What can you do if you are anxious and tense?
11. What can we do to focus on the positives?

Vocabulary Exercises

1. Pronounce correctly.

Ancient, scientist, health, association, disease, certain, cardiac, pressure, chain, angry, anxious, cortisol, adrenaline, vessel, predator, exercise, energy, vigorous, meditative, breathing, gratitude, similar, frequent, evidence, seriously, buffer.

2. Translate into Russian paying attention to the new words.

1. The ancient Greeks were medically proficient and were able to identify and name several diseases. 2. Heart failure and various heart diseases, such as arrhythmia, or valvular condition after a heart attack or cardiac blockade – all this leads to the fact that the heart cannot properly function and, therefore, the pressure is reduced. 3. Adrenaline has been known as one of the most popular hormones because of its effect on the

body. A sudden surge in the amount of adrenaline would mean that you are undergoing a period of fight-or-flight. 4. Physical activity benefits overall brain health by reducing peripheral risk factors for poor mental health – such as inflammation, diabetes, hypertension and cardiovascular disease – and by increasing blood flow and associated delivery of nutrients and energy. 5. Blood pressure is one of the main indicators of human activity. 6. Cortisol is another stress hormone like adrenaline, which is generated more in times of stressful situations like the fight-or-flight response. It has many therapeutic effects in the body like its effect on the liver to hasten the removal of unwanted body toxins. 7. Since exercise is stressful, regular exercise increases a person’s resilience toward other forms of physical and emotional stress. 8. If hypotension the patient is experiencing fatigue, lack of air, shortness of breath and dizziness. 9. Gratitude, thankfulness, or gratefulness is the proper, fitting or called-for response to benefits or beneficence from a benefactor. 10. Genetic language similarities: genes are transcribed from DNA into RNA and then are translated into amino acids which are put together to make protein.

3. Complete the sentences using the new words and phrases.

1. Exercise regularly and keep your emotional health ..., and you’ll build a stronger buffer against heart disease. 2. Since ancient times, the ... has been a symbol of our emotions. 3. Social media is no ... for being with people you love. 4. Several studies strongly suggest that certain psychosocial factors such as grief, depression, and job loss ... heart attack and cardiac arrest. 5. The meditative, deep breathing done in yoga is calming and ... stress, especially if you do it regularly. 6. Stress may ... risk factors for heart disease such as high blood pressure. 7. But using healthy ways to keep your stress under control ... you to better protect yourself against heart disease. 8. Managing and treating these conditions is important to ... your overall health risk. 9. You can manage stress in both healthy and unhealthy 10. Emotional stress causes a negative chain ... within your body. 11. This may lead ... of your artery walls. 12. They prepare your body ... stress. 13. They ... your heart to beat more rapidly and your blood vessels to narrow to help push blood to the center of the body.

4. Translate into English.

1. К сожалению, многие люди справляются со стрессом при помощи курения, слишком много выпивают и переедают. 2. Соцсети не являются заменой людей, которых вы любите. 3. Йога полезна не только для вашего тела, но и для вашего разума. 4. С древних времён сердце был символом наших эмоций. 5. Медитативное, глубокое дыхание, применяемое в йоге, успокаивает и снимает стресс, особенно, если вы делаете это регулярно. 6. Если вы испытываете продолжительный стресс, то у вас нет шанса на выздоровление. Это может привести к повреждению стенок артерии. 7. Эмоциональный стресс вызывает отрицательную цепную реакцию внутри вас. 8. Вредные привычки могут провоцировать болезни сердца. 9. Если вы сердитесь, вам тревожно, вы напряжены, разочарованы, испуганы или находитесь в депрессии, то реакцией вашего организма на это будет освобождение гормонов стресса. 10. В некоторых исследованиях утверждается, что определённые психосоциальные факторы, например, горе, депрессия и потеря рабочего места провоцирует сердечный приступ и инфаркт миокарда.

Conversation and Discussion

1. Agree or disagree with the following.

1. Emotional stress causes a positive chain reaction within your body. 2. All unhealthy habits can't contribute to heart disease. 3. Scientists have uncovered a physical link between emotions and heart health. 4. You can manage stress in both healthy and unhealthy ways. 5. Science suggests a condition among stress, depression, and heart disease. 6. If you're angry, anxious, tense, frustrated, frightened, or depressed, your body's natural response is to release stress hormones. 7. Stress may not affect risk factors for heart disease such as high blood pressure. 8. Since ancient times, the heart has been a rule of our emotions.

2. Read the dialogues and underline the phrases used for congratulating and consoling. What is the situation in each dialogue?

1.A: What's the matter, Tom? You look a bit upset.

B: Yeah, I am upset, actually. I just got a "C" in my Physics exam.

A: Never mind. It's not as bad as you think. It's still a passing grade.

B: I suppose.

2. A: Georgia? Are you free after class?

B: Yes, I am. Why?

A: Well, I got my driving license yesterday, and I thought we could go out for a bite to eat.

B: Oh my goodness! Congratulations! I'm so happy for you!

3. Use the useful language in the box to act out similar dialogues for the situations.

1. Your brother has crashed his car.

2. A friend has lost his job.

3. Your mother has won the lottery!

4. Your father has broken his leg.

4. Imagine that you come to a family psychotherapist for advice. Your son is addicted to TV. It doesn't matter for him what to watch. You are in despair because you can't change the things. Work in pairs and prepare a dialogue.

5. Retell the text "Emotions and Heart Health".

Grammar

Времена группы Perfect

(Present Perfect, Past Perfect, Future Perfect)

Present Perfect

Времена группы Perfect указывают на процесс, действие, завершённое к определённому моменту в прошлом, настоящем или будущем.

Время **Present Perfect** обычно указывает на действие, завершённое к данному моменту, результат которого наличен. На это могут указывать контекст или такие слова, как *already, never, yet, ever, just, for, so far, this week/month/year, lately, recently* и т. д.

Употребление

1. Для выражения действия, которое началось в прошлом и продолжалось до настоящего момента, особенно с глаголами состояния: *I have known Ann for years.*

2. Действие, которое только что завершилось и есть результат: *A new Chinese restaurant has just opened in Wall Street. We're going there for supper tomorrow.*

3. В предложениях без указания времени: *Which of you has seen this film?*

Past Perfect

Время **Past Perfect** обычно указывает на действие, завершённое к определённом моменту в прошлом. На это могут указывать контекст или такие слова, как *already, before, just, since, till/until, by the time* и т. д.

Употребление

1. Для выражения действия, которое произошло до другого действия в прошлом: *We had finished supper by the time they arrived.*

2. Действие, которое началось в прошлом, а через некоторое время был виден результат: *She had just arrived home from school so she was still wearing a uniform.*

3. Общая ситуация в прошлом: *Everything had seemed normal at first.*

Future Perfect

Время **Future Perfect** обычно указывает на действие, которое завершится к определённом моменту в будущем. На это могут указывать контекст или такие слова, как *before, by, by then, by the time, until/till* и т. д.

Употребление

Действие, которое завершится до определённого момента в будущем: *We will have arrived in Boston by 6 o'clock.*

N.B. *Until/till* употребляются только в отрицательных предложениях: *They will not have finished the presentation until/till 9 o'clock. They will have finished the presentation by 9 o'clock* (а не *until/till*).

| | | |
|--|--------------------------------------|---|
| have / has -ed have/has + V3 | had -ed had + V3 | will have / shall have -ed will/shall + have V3 |
|--|--------------------------------------|---|

| | | |
|---|--|--|
| + I have worked + He has written – I have not worked – He has not written ? Have I worked? ? Has he written? | + I had worked + He had written – I had not worked – He had not written ? Had I worked? ? Had he written? | + I will have worked + He will have written – I won't have worked – He won't have written ? Will I have worked? ? Will he have written? |
|---|--|--|



Exercises

1. Раскройте скобки, употребив глагол в форме Present Perfect, Past Perfect или Future Perfect.

1. Sam ... (lose) his keys. So he can't open the door. 2. When I woke up in the morning, the rain already ... (stop). 3. I hope I ... (finish) my test by midnight. 4. The film turned out to be much longer than we ... (expect). 5. My sister just ... (leave) for the bank. 6. The girls were good friends. They ... (know) each other for 5 years. 7. Mother ... (lay) the table before we come. 8. I never ... (try) Japanese food. 9. Ted was so happy because his dream ... (come) true. 10. We ... (be) to Paris many times.

2. Раскройте скобки, употребив глагол в форме Present Simple/Past Simple/Future Simple/Present Continuous/Present Perfect.

Dear Mr. Harrison,

James ... (come) back to school on Monday and my husband ... (ask) me to explain the situation to you. James ... (recover) just from his grippe, but the doctor ... (tell) me yesterday to keep him home for a few more days to be on the safe side. We hope he ... (not/miss) anything important since the term ... (begin).

We would like to ask you to watch over him for a while and not to let him take part in games or gymnastics for a week until he ... (be) well again. James ... (be) so keen on games that he ... (try) to play before he ... (be) fit enough unless someone ... (keep) an eye on him.

We ... (provide) him with all the clothes on the list except the red athletics vests and the blue shorts. He already ... (grow) out of last year's pair, but we only ... (discover) this yesterday and the local shop (not/have) any in stock. I ... (send) them by post as soon as I ... (buy) some. We ...

(be) very happy that James ... (take) to boarding-school life so well last year and we trust he ... (continue) to be happy this year. We both ... (be) very grateful to you for being so helpful last year and look forward to having another talk with you when we ... (come) to the parent-teacher meeting next month.

Yours sincerely,
K. Williams

3. Прочитайте текст и поставьте глаголы в форму Past Simple/Past Continuous/Past Perfect.

This time last year I ... (cycle) in the rain along a country road in France with a friend of mine. We ... (decide) to go on a cycling holiday in Normandy. Neither of us ... (be) to France before, but we ... (know) some French from our time at school and we ... (manage) to brush up on the basics. Now we ... (wonder) if we ... (make) the right decision. We ... (plan) our route carefully in advance, but we ... (forget) one important thing, the weather. It ... (rain) solidly since our arrival and that night we ... (end up) sleeping in the waiting room at a railway station. Then the next morning as we ... (ride) down a steep hill my bike ... (skid) on the wet road and I ... (fall off). I ... (realize) immediately that I ... (break) my arm, and after a visit to the local hospital I ... (catch) the next train to Calais for the ferry home. Unfortunately my parents ... (not/expect) me home for a fortnight, and ... (go) away on holiday. So I ... (spend) a miserable couple of weeks alone, reading "Teach Yourself French".

4. Выберите верный вариант и переведите предложения.

1. By the time Teddy comes home Pamela ... (will eat/will have eaten/will be eating) all the apple jam. 2. It's still not clear if the weather ... (will change/will have changed/changes) for the better. 3. When Sandra enters a Design College she ... (will study/will be studying/will have been studying) Drawing for 5 years there. 4. We ... (will travel/will have travelled/will have been travelling) to lake Baikal in 2 months. 5. She ... (will be playing/will have played/will have been playing) tennis tomorrow afternoon. 6. My dear granny ... (will become/will be becoming/will have become) a pensioner by 2018. 7. When you come to the station I ... (will wait/will be waiting/will have waited) for you by the central entrance. 8. By the time he returns, we ... (will starve/will have starved/will have been starving) here for 3 days!

5. Исправьте ошибки.

1. She knows Ann for three years. 2. I'm going to ask my boss for a loan on Monday. So by Friday I will be knowing how much money I have. 3. Will Jack be given a speech at the conference? 4. When I arrived at school the test already started. 5. By this time tomorrow I will read this book. 6. We knew each other for three years when we got married in 1999. 7. My train leave at 7 o'clock. 8. We saw the film last week, but I don't enjoy it at all.



Lesson 12. Word Study

Want to be happy? Be grateful Vocabulary Notes

Read and learn these words.

| | |
|---|--|
| monk – монах | challenge – сложная проблема, задача |
| concerns – проблемы, дела | painful – болезненный |
| mainspring – движущая сила | patience – терпение |
| misfortune – беда, несчастье | sprint – рывок, спринт |
| to radiate – излучать | conviction – убеждение |
| valuable – ценный | admire – восхищаться |
| gift – талант | richness – богатство, изобилие |
| spontaneously – спонтанно | quiet – спокойный |
| to be aware – быть в курсе, знать | sign – знак |
| to earn – зарабатывать | faucet – кран (водопроводный) |
| to assure – заверять, убеждать | to be overwhelmed – быть в растерянности |
| opportunity – возможность | to click – щёлкать, нажимать |
| to avail – помогать, быть полезным | light switch – выключатель (света) |
| to behold – смотри, взгляни | a potent seed – сильное семя |
| violence – насилие | immensely – чрезвычайно |
| oppression – угнетение | fearful – страшный |
| exploitation – эксплуатация | violent – неистовый, яростный |
| unfaithfulness – предательство, неблагонадёжность | scarcity – недостаток |

bereavement – лишение, потеря
occasion – случай, возможность
to rush – спешить

to interact – взаимодействовать
joyful – радостный
to mushroom – быстро
распространяться

Watching Video and Exercises

1. Watch the video “Want to be happy? Be grateful” and answer these questions.

1. What is David Steidl?
2. Is there something that we should know about everyone we meet anywhere in the world?
3. How is the connection between happiness and gratefulness?
4. What makes us happy, according to David Steidl?
5. What is the gift within every gift?
6. How can we live gratefully?
7. What is every moment, according to David Steidl?
8. Moment by moment, we can be grateful for this gift (every moment), but does that mean that we can be grateful for everything?
9. What is the wonderful richness of life?
10. Why there is a wave of gratefulness?
11. What is a grateful world according to David Steidl?
12. What should we do to make the world a happy place?

2. Put in all the necessary words from the video.

1. There is something that we know about everyone we meet anywhere in the world, on the street, that is the very ... of whatever they do and whatever they put up with, and that is that all of us want to be happy.
2. A grateful world is a world of ... people.
3. Now my topic is
4. If you are grateful, you are ... the differences between people, and you are respectful to everybody, and that changes this power pyramid under which we live.
5. When you are happy, you are
6. If you're grateful, you act out of a sense of enough and not of a sense of ..., and you are willing to share.
7. We all know people who have lots of ..., ... that we ourselves would not want to have, and they are deeply happy.
8. There is a wave of gratefulness because people are becoming ... how important this is and how this can change our world.
9. So it is not ... that makes us grateful.
10. You can find whatever works best for you, but you need stop ... in your life.

11. We all know from ... how it goes. 12. Actually, when you look at it and ... it, you find that most of the time, what is given to us is opportunity to enjoy, and we only miss it because we are rushing through life and we are not stopping to see the opportunity. 13. ... by ..., we can be grateful for this gift. 14. You have no way of assuring that there will be another moment given to you, and yet, that's the most ... thing that can ever be given to us, this moment, with all the opportunity that it contains. 15. Every moment is a new ..., over and over again, and if you miss the opportunity of this moment, another moment is given to us, and another moment. 16. ... is the gift within every gift, and we have this saying, opportunity knocks only once.

3. Watch the “Emotion test” and answer all questions. Here are some words, which may be difficult for you.

| | |
|-------------------------------------|---|
| hold back – воздерживаться | to brood – размышлять, |
| funeral – похороны | зацикливаться |
| distrust – сомневаться, не доверять | to get cross – выходить из себя |
| to shed tears – прослезиться | to massage – делать массаж |
| in public – публично, на людях | to tap – пристукивать |
| to cry – плакать, кричать | to clap – хлопать |
| to pretend – притворяться | social advisor – консультант по социальным вопросам |
| to tend to – быть склонным к | uptight – настороженный |

4. Write down a synonym for each of the words on the left, choose from the ones on the right. Number one has been done for you:

| | |
|-----------------|---------------|
| 1. sad | unhappy |
| 2. amusing | evil |
| 3. wicked | thrilling |
| 4. hard-working | funny |
| 5. stubborn | furious |
| 6. curious | dreadful |
| 7. polite | industrious |
| 8. angry | reserved |
| 9. exciting | well-mannered |
| 10. terrible | inquisitive |

11. shy

obstinate

5. Choose the answer. Choose the correct answer for each of the following:

1. If a person is conceited, he or she is
a) careful d) suspicious
b) shy e) crazy
c) big-headed
2. What is the opposite of "rude"?
a) certain d) courteous
b) impolite e) successful
c) clean
3. To be "broken" is
a) to be ill d) to be without friends
b) to be sad e) to be in love
c) to be without money
4. Which of these words means "hard-working"?
a) flighty d) conscious
b) industrial e) industrious
c) job
5. He is always telling me what to do. He is so
a) cruel c) helpful
b) bossy d) charming
6. He wants to get to the top before he is thirty. He is very
a) tall c) intelligent
b) ambitious d) industrial
7. John always arrives on time. He is so
a) careful c) punctual
b) boring d) timeless
8. I was very ... for all the advice she gave me.
a) glad c) in debt
b) grateful d) pleased

6. Make a dialogue and discuss with a partner gratefulness and happiness.



Lesson 13. Emotional Motives

Vocabulary Notes

1. Read and learn these words.

powerful – влиятельный, мощный
performance – деятельность, производительность
to define – определять
internal visceral organs – внутренние (висцеральные) органы
stomach – желудок
cortex – кора головного мозга
inhibits – торможение
thalamus – таламус
upwards – выше
downwards – ниже
muscular expression – мышечное проявление
sequence – последовательность
reception – принятие
external stimulus – внешний стимул
appraisal – оценка
withdrawal – отказ, воздержание
sense – смысл

2. Read and translate this text.

Emotional Motives

Emotions are powerful reactions that have motivating effects on behaviour. Emotions are physiological and psychological responses that influence perception, learning, and performance. Unfortunately, there is no basic definition of emotions. For example, some people take the position that emotion is an entirely different process from motivation. Others say that emotions are simply one class of motives. Some define emotion subjectively – in terms of feelings experienced by the individual. Others see emotions as bodily changes. Most of these people have emphasized the reaction as the main component in emotion, but others concentrate on the perception of the situation that arouses the emotion or the effects of the emotion on ordinary behaviour.

The first person to seriously challenge the classical position was William James, the famous Harvard psychologist. In 1884, he wrote that conscious experience follows the bodily reactions, which are more or less automatic reactions to stimuli in the environment. The most important part of the bodily reaction is in internal visceral organs – the heart, stomach, blood vessels and so on.

Since a Danish scientist, Carl Lange, put forth a similar theory at about the same time, the basic notion has come to be known as the James-Lange theory of emotions.

Walter Cannon, one of the chief critics of the James Lange theory proposed an alternative explanation of emotion and bodily change. This is the “thalamic” theory, which was also suggested by P. Bard and has become known as the Cannon-Bard theory. According to this theory, incoming sensory impulses pass through the thalamus, which is at the base of the brain near the hypothalamus. During the transit in the thalamus, the incoming message receives an “emotional quale”.

Ordinarily, the cortex inhibits this emotional reaction in the thalamus but, if it does not, then emotion is released. This consists of a simultaneous discharge of the thalamus upwards the cortex – which constitutes the conscious emotional experience – and downwards to the body – which produces the visceral and muscular expression.

The most sensible hypothesis has been put forth by Magda Arnold. First of all, she says that most of the emphasis has been on emotion, expression, action. She suggests the following sequence of an emotional reaction:

1. Perception – the neutral reception of external stimuli.
2. Appraisal – a judgement of the stimuli as good and beneficial or bad and harmful.
3. Emotion – a left tendency towards stimuli.
4. Expression – physiological changes organized towards approach or withdrawal.
5. Action – approach or withdrawal may occur if another emotion does not interfere.

An important feature of Arnold’s theory is that emotion is defined in a motivational sense.

(by Donchenko E. N.)

3. Answer the following questions:

1. In what way do psychologists define emotions?
2. What definition do you think is the most significant in the psychological thought?
3. How did William James treat emotions?
4. Why is this theory called the James-Lange theory?
5. What theory did Walter Cannon propose?
6. Why is it called the Cannon-Bard theory?
7. What theory was put forth by Magda Arnold?
8. Where does the importance of her theory lie?
9. What does perception mean?
10. What does appraisal mean?
11. What does expression mean?

Vocabulary Exercises

1. Pronounce correctly.

Powerful, behavior, physiological, psychological, influence, perception, learning, performance, unfortunately, definition, motivation, motives, subjectively, experience, seriously, challenge, conscious, stimuli, internal, visceral, stomach, blood, vessels, scientist, alternative, thalamic, sensory, impulse, hypothalamus, quale, simultaneous, cortex, visceral, muscular, sensible, sequence, appraisal, withdrawal.

2. Translate into Russian paying attention to the new words.

1. Motives and emotions are inextricably linked. 2. We often see motivation as something that stimulates a person to act and behave to achieve a desired goal, while emotion is the feelings that emerge from the motive or drive itself, from the actions caused by the motive and from the achievement or failure of the desired goal. 3. Humans respond to a variety of motives that range from intrinsic – originating from within – to extrinsic – responding to external controls. 4. Motivation has been defined in various ways over the years, but a common component of the different definitions is that motivation is a force that energizes, activates and directs behaviour. 5. Sexuality is another dimension of human behavior that is motivated by physiological as well as environmental factors. 6. The motivating mechanism can name many things – a habit, a belief, a desire, an instinct, a need, an interest, a compulsion, or a drive but no matter what its label, it is this motivation that prompts us to take action. Indeed, the motivation comes

from the verb “to move”. 7. Facial expressions may also influence emotions, according to the facial feedback hypothesis. 8. Many psychologists believe that the link between motivation and emotion emerged from three reasons. First, the arousal of emotion and motives of motivation both activate or energize behaviour. Second, emotions often go together with motives. And third, it is typical for basic emotions to possess motivational properties of their own. For example, happiness motivates a person to achieve better performance. 9. The stomach is a muscular, hollow organ in the gastrointestinal tract of humans and many other animals, including several invertebrates. The stomach has a dilated structure and functions as a vital digestive organ.

3. Complete the sentences using the new words and phrases.

1. Action – approach or ... may occur if another emotion does not interfere. 2. Emotions are powerful ... that have motivating effects on behaviour. 3. Emotion – a left tendency towards. 4. Emotions are physiological and psychological ... that influence perception, learning, and performance. 5. Appraisal – a judgement of the stimuli as good and beneficial or bad and harmful. 6. Some people take the position that emotion is an ... different process from motivation. 7. Perception – the neutral ... of external stimuli. 8. Others say that emotions are simply one class of 9. First of all, she says that most of the ... has been on emotion, expression, action. 10. Most of these people have emphasized the reaction as the main component in emotion, but others concentrate on the ... of the situation that arouses the emotion or the effects of the emotion on ordinary behaviour. 11. The most sensible ... has been put forth by Magda Arnold. 12. The most important part of the bodily reaction is in internal ... – the heart, stomach, blood vessels and so on. 13. According to this theory, incoming sensory ... pass through the thalamus, which is at the base of the brain near the hypothalamus.

4. Translate into English.

1. Важной особенностью теории Арнольда является то, что эмоции определяются в мотивационном смысле. 2. Эмоции – мощная реакции, оказывающие мотивирующее воздействие на поведение. 3. Оценка – решение раздражителей, что является хорошим и выгодным, а что плохим и вредным. 4. Эмоции являются физиологическими и психологическими реакциями, влияющими на

восприятие, обучения и производительность. 5. Восприятие – нейтральный приём внешних раздражителей. 6. Первым человеком, который серьёзно оспаривал классическую позицию, был Уильям Джеймс, знаменитый психолог из Гарварда. 7. Согласно этой теории входящих сенсорные импульсы проходят через таламус, который находится в коре головного мозга вблизи гипоталамуса. 8. Наиболее важная часть телесных реакций происходит с внутренними органами – сердцем, желудком, кровеносными сосудами и так далее.

Conversation and Discussion

1. Agree or disagree with the following.

1. Appraisal – a list of the stimuli as good and beneficial or bad and harmful. 2. Emotions are powerful reactions that have motivating effects on behaviour. 3. Appraisal – a list of the stimuli as good and beneficial or bad and harmful. 4. Emotions are physical responses that influence perception, learning, and performance. 5. Perception – the neutral reception of external stimuli. 6. There is a basic definition of emotions. 7. The most sensible hypothesis has been put forth by Ivan Pavlov. 8. Some people take the position that emotion is an entirely different process from motivation. 9. During the transit in the thalamus, the incoming message receives an “emotional quale”. 10. The most important part of the bodily reaction is in global organs – the heart, stomach, blood vessels and so on. 11. Since a Danish scientist, Carl Lange, put forth a similar theory at about the same time, the basic notion has come to be known as the James-Lange theory of emotions.

2. Choose the facts to prove that:

1. There is no general agreement on the definition of emotions.
2. William James was the first to seriously challenge the classical position.
3. There was another explanation of emotion and bodily change.
4. Magda Arnold put forth the most sensible hypothesis.

3. Ask your friend to explain you:

- the core of the W. James’ theory;
- the essence of the Cannon-Bard theory;
- the significance of M. Arnold’s theory.

4. Discussion

1. What are the things among the enumerated below that will be difficult for you to live without? Make up a list of things in the order of importance and explain your choice. Compare it with your partner's list.

health
happiness of your relatives
well-paid job
a good family Safety
self-realization
usefulness for the society you live in
wealth
spiritual wealth
fame

Start your explanations with the following:

- In the first place of my preference list I placed
- I have chosen it because I think that

Then use the following logical connectors of order: Secondly... In the third place... The fourth in the list is ... Further I placed ... Then ... After that ... Finally ...

5. Retell the text "Emotional Motives".

Grammar

Времена группы Perfect Continuous/Progressive
(Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous)

| | Present | Past | Future |
|---|---|---|--|
| + | I, you, we, they have been asking He, she, it has been asking | I, you, we, they, he, she, it had been asking | I, you, we, they, he, she, it will have been asking |
| - | I, you, we, they have not (haven't) been asking He, she, it has not (hasn't) | I, you, we, they, he, she, it had not (hadn't) been asking | I, you, we, they, he, she, it will not (won't) have been asking |

| | | | |
|----------|--|---|---|
| | been asking | | |
| ? | Have I, you, we, they been asking? Has he, she, it been asking? | Had I, you, we, they, he, she, it been asking? | Will I, you, we, they, he, she, it Have been asking? |

Времена группы Perfect Continuous указывают на действие, которое началось до указанного момента и продолжается вплоть до этого момента или включая этот момент.

Present Perfect Continuous

Время **Present Perfect Continuous** не пользуется большой популярностью в английском языке по трём причинам:

- длинная форма;
- узкий аспект употребления;
- взаимозаменяемость.

В некоторых случаях Present Perfect Continuous можно с лёгкостью заменить на Present Perfect без изменения смысла предложения. На это время могут указывать контекст или такие слова, как *lately, recently, quite a while, all day*, а также предлоги *for* и *since*.

Употребление

1. Действие, которое началось в прошлом, продолжалось в течение некоторого времени и все ещё продолжается в момент разговора: *My parents have been trying to move our bed for half an hour, go help them.*

2. Действие, которое началось в прошлом, продолжалось в течение некоторого времени и закончилось непосредственно перед разговором: *Do you like this ice-cream? I have been cooking it since morning.*

Past Perfect Continuous

Past Perfect Continuous указывает на действие, которое началось в прошлом, продолжалось в течение некоторого времени и либо закончилось непосредственно перед неким моментом в прошлом или все ещё не закончилось к некоему моменту в прошлом. На это время могут указывать контекст или такие слова, как *for, since, by the time, before, after*.

Употребление

1. Действие, которое началось в прошлом, продолжалось в течение некоторого времени и закончилось непосредственно перед определённым моментом в прошлом: *We had been working hard and managed to finish our work in time.*

2. Действие, которое началось в прошлом, продолжалось в течение некоторого времени и всё ещё продолжалось в определённый момент в прошлом: *Her voice started to tremble. I did not realize what a hard time she had been having.*

Future Perfect Continuous

Future Perfect Continuous указывает на действие, которое началось и продолжалось в течение некоторого времени до определённого момента в будущем. Это время используется очень редко, а в устной речи – практически никогда. На это время могут указывать контекст или такие слова и предлоги, как *by, next year, when* и т. д.

Употребление

Действие, которое начнётся ранее другого будущего действия и будет продолжаться в этот момент. С помощью этого времени мы делаем акцент на том, что действие будет длиться: *We will have been living together for 12 years next year.*

Н.В. Не забывайте, что после *by, when* и других временных союзов не используется будущее время. В этом случае его заменяет настоящее: *We are leaving for London in May. When you come there in June, we will have been staying in England for six months.*



Exercises

1. Выберите правильное время Present Perfect или Present Perfect Continuous.

1. How is Tom? I haven't been seeing/haven't seen him since last weekend. 2. What a lovely day! The sun has shone/has been shining since morning. 3. How long have they been reading/read this boring book? 4. He is a famous writer. How many books has he written/been writing? 5. My parents have been living/have lived in Moscow for many years.

2. Поставьте глагол в скобках в необходимое время группы Perfect Continuous.

1. They ... (to celebrate) their wedding since last Friday. 2. I ... (to play) the violin for a long time when my friends came. 3. Wake up! You ... (to sleep) for 12 hours already! 4. We ... (to sunbathe) on the beach for several hours by the time she reads our letter. 5. The boy took the toys which little Mary ... (to play) with. 6. Tony ... (to speak) on the phone since breakfast time. 7. Mark ... (to choose) a new telephone for an hour before he bought it. 8. Liz ... (to translate) the book for ages. 9. He said he ... (to wait) for us for half an hour. 10. By tonight I ... (to keep) to a diet for 2 weeks already.

3. Раскройте скобки, употребляя глаголы в Present Perfect, Past Simple или Present Perfect Continuous.

1. Today is Thursday, and John ... (be) late twice this week; he ... (be) late yesterday and on Monday. 2. I first ... (meet) George a month ago, and I ... (meet) him several times since then. 3. It is October now, and we ... (do) a lot of work this year; we ... (do) a lot last year too. 4. She ... (buy) a coat last winter, but she ... (not / buy) a new dress since 2008. 5. It's only the middle of the month, and he ... (spend) (already) most of his salary; he ... (spend) \$60 yesterday, I ... (break) my leg in 1991, but I ... (break) (never) my arm. 6. He's over sixty, and he's still working. He ... (work) hard all his life. 7. When he ... (be) a young man, he sometimes ... (work) all night. 8. The postman ... (come) at eight yesterday, but it's now half past eight and he ... (not / come) yet. 9. Today is May 25th. Ted ... (not / be) absent this month. 10. He ... (feel) extremely ill when he went to hospital, but he ... (feel) much better since he came out of hospital a month ago.

4. Выберите правильное время.

1. I am writing in connection with the advertisement which **appeared/has appeared** on 12 April. 2. I originally **studied/have studied** chemistry at university. 3. I **graduated/have been graduating** with a first-class degree. 4. I now **completed/have now completed** a postgraduate degree in administration. 5. **I've been trying/I've tried** to find a permanent job for a considerable time. 6. Indeed, I have already **worked/I have already been working** for several companies on a temporary basis. 7. In my first job, I **was/have been** responsible for marketing, I've been **applying/have applied** for several posts this year but I did not

manage/have not managed to find what I'm looking for. 8. The last job I **applied/have applied** for required applicants to speak some Japanese, I started **learning/have been learning** Spanish a few months ago I did not **obtain/have not obtained** a qualification in it yet. 9. I did not **apply/have not applied** for a job with your company before. 10. I **hoped/have hoped** that you would consider my application favourably. 11. However, I **have been waiting/have waited** for a reply for weeks and I still **have not received/did not receive** any answer.

5. Исправьте ошибки в предложениях, если они есть.

1. Ann and Kate are very good friends.
2. They have known each other since childhood.
3. The cat has been slept on the sofa all day.
4. I have waited for them for half an hour. They must be late.
5. John is such a good fellow. I have been always liking him.
6. You are out of breath. Have you been running fast?



Lesson 14. Nonverbal Communication

Vocabulary Notes

1. Read and learn these words.

communication – средство общения, коммуникация
foundation – основа
relationship – отношение
to recognize – распознавать
posture – поза, положение
powerful – мощный
to interact – общаться
continuously – постоянно
wordless – бессловесный
message – сообщение
instance – случай, пример
invariably – неизменно
to match up – соответствовать

contradiction – противоречие
substitution – замена
vivid – оживлённый, яркий
underline – подчёркивать
countless – бесчисленный
bearing – поведение
stance – поза, положение
subtle movements – едва различимые движения
to be woven into – вплестаться
fabric – ткань, структура
to beckon – подзывать
animatedly – увлечённо, воодушевлённо

| | |
|---|--|
| to increase – усиливать, увеличивать | misinterpretation – неправильное истолкование |
| trust – доверие | hostility – враждебность |
| clarity – взаимопонимание | to gauge – измерять |
| rapport – согласие | timid – застенчивый |
| mistrust – недоверие, подозрение | reassuring slap – утешительное похлопывание |
| confusion – смущение | grip – пожатие |

2. Read and translate this text.

What is nonverbal communication and body language?

It's well known that good communication is the foundation of any successful relationship, be it personal or professional. It's important to recognize, though, that it's our nonverbal communication – our facial expressions, gestures, eye contact, posture, and tone of voice – that speak the loudest. The ability to understand and use nonverbal communication, or body language, is a powerful tool that can help you connect with others, express what you really mean, and build better relationships.

When we interact with others, we continuously give and receive wordless signals. All of our nonverbal behaviors – the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make – send strong messages. These messages don't stop when you stop speaking either. Even when you're silent, you're still communicating nonverbally.

In many instances, what comes out of your mouth and what you communicate through your body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe your verbal or nonverbal message. Invariably, they're going to choose the nonverbal because it's a natural, unconscious language that broadcasts your true feelings and intentions.

Why nonverbal communication matters

The way you listen, look, move, and react tells the other person whether or not you care, if you're being truthful, and how well you're listening. When your nonverbal signals match up with the words you're saying, they increase trust, clarity, and rapport. When they don't, they can generate tension, mistrust, and confusion. If you want to become a better communicator, it's important to become more sensitive not only to the body

language and nonverbal cues of others, but also to your own. Nonverbal communication cues can play five roles...

- **Repetition:** they can repeat the message the person is making verbally.
- **Contradiction:** they can contradict a message the individual is trying to convey.
- **Substitution:** they can substitute for a verbal message. For example, a person's eyes can often convey a far more vivid message than words.
- **Complementing:** they may add to or complement a verbal message. A boss who pats a person on the back in addition to giving praise can increase the impact of the message.
- **Accenting:** they may accent or underline a verbal message. Pounding the table, for example, can underline a message.

Types of nonverbal communication and body language

Facial expressions. The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

Body movements and posture. Consider how your perceptions of people are affected by the way they sit, walk, stand, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

Gestures. Gestures are woven into the fabric of our daily lives. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly – expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Eye contact. Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's interest and response.

Touch. We communicate a great deal through touch. Think about the messages given by the following: a weak handshake, a timid tap on the

shoulder, a warm bear hug, a reassuring slap on the back, a patronizing pat on the head, or a controlling grip on the arm.

Space. Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

Voice. It's not just what you say, it's *how* you say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh". Think about how someone's tone of voice, for example, can indicate sarcasm, anger, affection, or confidence. (*"The Importance of Effective Communication"*, Edward G. Wertheim, Ph.D.)

3. Answer the following questions:

1. So, what is nonverbal communication and body language?
2. What is a powerful tool that can help you connect with others?
3. What do we do when interact with others?
4. Why can we say, that words and what we communicate through our body language are two totally different things?
5. Why does our body language broadcast our true feelings and intentions?
6. What should you do if you want to become a better communicator?
7. How many roles can play nonverbal communication cues? What are they?
8. What is repetition; substitution; contradiction; complementing; accenting?
9. How many types of nonverbal communication and body language do you know?
10. What is extremely expressive, able to express countless emotions without saying a word?
11. What can you use to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance?

Vocabulary Exercises

1. Pronounce correctly.

Communication, foundation, successful, relationship, professional, recognize, though, facial, gesture, posture, voice, powerful, continuously, wordless, behavior, silent, believe, verbal, invariably, nonverbal, increase, trust, clarity, rapport, mistrust, confusion, communicator, cue, message, convey, complement, accent, underline, happiness, sadness, anger, surprise, fear, disgust, perception, wealth, bearing, stance, subtle movements, visual, gauge, affection, aggression, dominance, inflection, sarcasm, confidence.

2. Translate into Russian paying attention to the new words.

1. Having a happy and successful relationship can be a struggle. Foundations are the key to maintaining all the goodness in your relationship. 2. Trust is the confidence one party has in another to perform an action as agreed. In order for a partnership to be successful, trust must be mutual. 3. Personal relationships meet emotional, relational, and instrumental needs, as they are intimate, close, and interdependent relationships such as those we have with best friends, partners, or immediate family. 4. Facial expressions are the facial changes in response to a person's internal emotional states, intentions, or social communications. 5. Good communication is the foundation of successful relationships, both personally and professionally. 6. Scientists tend to see gesticulation as a behavioral quirk, but research shows these hand movements actually assist our mental processes. 7. Nonverbal communication plays a role in business too. For one thing, it helps establish credibility and leadership potential. Furthermore, if you can learn to read other people's nonverbal messages, you will be able to interpret their underlying attitudes and intentions more accurately. 8. A cue is a type of communication used by an adult to let a child know what is expected of him/her in a given situation. Cues are a type of receptive communication. 9. Sarcasm is very simply put when someone says something that everyone knows is untrue in order to draw attention to its ridiculousness. When it is used aggressively then, this will often mean taking what you have said out of context and exaggerating it to the point where it appears a stupid or inane.

3. Complete the sentences using the new words and phrases.

1. We all have a need for ..., although that need differs depending on the culture, the situation, and the closeness of the relationship. 2. It's well known that good ... is the foundation of any successful relationship. 3. Eye contact is also important in maintaining the flow of ... and for gauging the other person's interest and response. 4. The ability to understand and use nonverbal communication, or ..., is a powerful tool that can help you connect with others, express what you really mean, and build better relationships. 5. Since the visual sense is dominant for most people, ... is an especially important type of nonverbal communication. 6. When we ... with others, we continuously give and receive wordless signals. 7. Gestures are woven into the ... of our daily lives. 8. Even when you're silent, you're still communicating 9. The human face is extremely ..., able to express countless emotions without saying a word. 10. In many ..., what comes out of your mouth and what you communicate through your body language are two totally different things. 11. The way you listen, look, move, and react tells the other person whether or not you care, if you're being ..., and how well you're listening. 12. When your nonverbal signals ... with the words you're saying, they increase trust, clarity, and rapport.

4. Translate into English.

1. Всем известно, что хорошая коммуникация является основой любых успешных отношений, будь то личные или профессиональные. Однако важно признать, что наша невербальная коммуникация – мимика, жесты, зрительный контакт, осанка и тон голоса – говорят больше. 2. Когда мы говорим, другие люди “читают наши голоса” в дополнение к слушанию. 3. Подумайте о том, как чей-то тон голоса, например, можно указать на сарказм, гнев, любовь или доверие. 4. Способность понимать и использовать невербальную коммуникацию или язык тела, является мощным инструментом, который может помочь при общении с другими людьми, выражая то, что хотите и способствуя лучшим взаимоотношениям. 5. Лицо человека чрезвычайно выразительно, оно способно выразить бесчисленные эмоции не сказав ни слова. 6. Контакт при помощи глаз также имеет важное значение в поддержании разговора и для определения интереса и реакции другого человека. 7. Этот тип невербальной коммуникации включает осанку, поведение, позу и едва

различные движения. 8. Смысл жестов может быть различным для разных культур и регионов, поэтому очень важно быть осторожным, чтобы избежать недопонимания. 9. Когда ваши невербальные сигналы совпадают со словами, которые говорите, то они повышают доверие, ясность и взаимопонимание.

Conversation and Discussion

1. Agree or disagree with the following.

1. It's well known that good communication isn't the foundation of any successful relationship. 2. When we speak, other people can't "read" our voices in addition to listening to our words. 3. It's important to recognize, though, that it's our nonverbal communication – our facial expressions, gestures, eye contact, posture, and tone of voice – that speak the loudest. 4. We all have a need for physical pain, although that need differs depending on the culture, the situation, and the closeness of the relationship. 5. The ability to understand and use nonverbal communication, or body language, is a powerful tool that can help you connect with others, express what you really mean, and build better relationships. 6. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. 7. Eye contact isn't important in maintaining the flow of conversation and for gauging the other person's interest and response. 8. In many instances, what comes out of your mouth and what you communicate through your body language are two totally different things. 9. Gestures are woven into the fabric of our daily lives. 10. When your verbal signals match up with the words you're saying, they increase trust, clarity, and rapport. 11. The meaning of gestures can be very different across cultures and regions.

2. Choose the facts to prove that:

- When we interact with others, we continuously give and receive wordless signals.
- What comes out of your mouth and what you communicate through your body language are two totally different things.
- When we speak, other people "read" our voices and facial expressions.

3. Practice the following dialogue.

Ann: It's hot in here, isn't it?

Marsha: Yes, it certainly is. I wish they'd open a window or two.

A.: That would be nice. By the way, my name is Ann.

M.: Hi, I'm Marsha.

A.: Do you like classes here?

M.: Yes. I'm in English 10. What class are you in?

A.: English 20.

M.: Is it an interesting class?

A.: It's OK. The teacher is great!

M.: Is it easy to get home from where you live?

A.: Yes, it takes me 40 minutes by bus. How long does it take you to get to school?

M.: About the same. Oh, I have to rush. I'm going to be late for class. Nice meeting you.

A.: Bye now.

4. Prepare a similar dialogue and discuss one of these topics:

the weather: yesterday's weather, tomorrow's weather, today's;

news: local, world, national;

entertainment: movies, concerts, theaters, dances sports: hockey, football, soccer.

5. Retell the text "What is nonverbal communication and body language?"

Grammar

Страдательный залог (Passive Voice)

Если подлежащее обозначает лицо или предмет, подвергающийся действию со стороны другого лица или предмета, то глагол употребляется в форме страдательного залога: *The planets **are attracted** by the sun.*

Времена страдательного залога образуются при помощи вспомогательного глагола to be в соответствующем времени и формы причастия прошедшего времени (Participle II) смыслового глагола. Таким образом, при спряжении глагола в страдательном залоге

изменяется только глагол to be, смысловой же глагол имеет во всех временах одну и ту же форму – Participle II.

Употребление

1. Когда факт или предмет действия представляет больший интерес, чем само действующее лицо: *My car was broken yesterday.*

2. Когда действующее лицо неизвестно или по каким-либо причинам считается ненужным его упоминать: *My motorbike was stolen.*

3. В конструкциях с формальным подлежащим it, когда глаголы в страдательном залоге обозначают умственное или физическое восприятие, предложение, приказ, решение и т. д. (с такими глаголами, как to say, to announce, to explain, to think, to know, to believe, to demand, to decide, to agree. За этой конструкцией (в страдательном залоге) следует придаточное предложение с союзом that: *It is said that she turned the job down.*

Passive Voice

| | Past | Present | Future |
|--|--|---|--|
| Simple (Indefinite) | was/were + V ₃ ^{ed} | am/is/are + V ₃ ^{ed} | shall/will be + V ₃ ^{ed} |
| Progressive (Continious) | was/were being + V ₃ ^{ed} | am/is/are being + V ₃ ^{ed} | ———— (использовать Future Simple) |
| Perfect | had been + V ₃ ^{ed} | has/have been + V ₃ ^{ed} | shall/will have been + V ₃ ^{ed} |
| Perfect Progressive (Continious) | ———— | ———— | ———— |

(использовать формы Perfect)

Модальные глаголы (Modal Verbs)

Модальные глаголы в английском языке относятся к особой группе глаголов. Они обозначают возможность, способность, необходимость и вероятность совершения действия.

Инфинитив, с которым сочетается модальный глагол, употребляется в основном без частицы **to**. Но есть три исключения: **ought to, to be able to, have to**.

Модальные глаголы отличаются от простых глаголов:

- они не имеют ряда временных форм (например, модальный глагол **can** имеет только две временные формы (**can/could**): настоящего и прошедшего времени;
- не имеют неличных форм: инфинитива, герундия и причастия;
- сами образуют вопрос и отрицание;
- после них не ставится окончание **-s** в 3-м лице ед. числа.

| MODAL | EXAMPLES | USES |
|----------------------|---|---|
| CAN | He can find any street in London. You can take a taxi. Can you take me to Victoria Station? | Ability Suggestion Request |
| BE ABLE TO | He is able to find any street in London. | Ability |
| CAN'T | That story can't be true. | Certainty that something is impossible |
| COULD | I could play tennis when I was younger. Could you take me to Victoria Station? You could take a taxi. | Ability Request Suggestion |
| MAY | It may be quicker to travel by train. May I come in? | Possibility Formal request/ Permission |
| MIGHT | It might be quicker to travel by train. | Possibility |
| MUST | You must be back at 10 o'clock. Look at the snow. It must be cold outside. | Obligation Certainty that something is true. |
| HAVE TO | You have to be back at 10 o'clock. | Obligation |
| NEED TO | You need to study a lot. | Obligation. |
| NEEDN'T | You needn't have a university degree. | Lack of obligation. |
| MUSN'T | You mustn't drive without a license. | Prohibition |
| DON'T HAVE TO | You don't have to call a taxi. | Lack of obligation |
| SHOULD | You should drive more carefully. | Opinion/Advice |
| OUGHT TO | You ought to drive more carefully. | Opinion/Advice |



Exercises

1. Употребите правильную форму глагола в пассивном залоге.

1. The roads ... (cover) with the snow. 2. Chocolate ... (make) from cocoa. 3. The Pyramids ... (build) in Egypt. 4. This coat ... (buy) four years ago. 5. The stadium ... (open) next month. 6. Your parents ... (invite) to a meeting. 7. Where is your car? – It ... (mend) at the moment. 8. The

books ... (*already pack*). 9. The castle can ... (*see*) from a long distance.
10. The guests must ... (*meet*) at noon.

2. Измените предложения в активном залоге на пассивный и, если нужно, используйте предлог by.

Например: French priests built this cathedral. – This cathedral was built by French priests.

1. The headmaster sent a letter. 2. Our children will organize the Christmas party next Friday. 3. Mary trains the dogs in the garden. 4. Mrs. Simpson has cleaned all the windows today. 5. Frank has packed the suitcase. 6. Bob paid the bills. 7. The doctor will examine her tomorrow. 8. My granny paints the door every year. 9. They are now building new hospitals in the provinces. 10. Will they publish her new novel next year? 11. They will have completed the new petrol station by winter. 12. The police have just arrested Jimmy on suspicion of murder. 13. They cut the gas off because Mr. and Mrs. Green hadn't paid their bill. 14. They will open a new hotel next week. 15. Our managers discuss important matters every Tuesday. 16. The government closed the plant last year.

3. Измените предложения в пассивном залоге на активный.

1. The room was cleaned and aired. 2. Have all these books been read? 3. Whom were these letters written by? 4. The letter has just been typed. 5. She showed me the picture which had been painted by her husband. 6. I shall not be allowed to go there. 7. He has been told everything, so he knows what to do now. 8. All the questions must be answered. 9. The door has been left open. 10. Betty was met at the station. 11. The girl was not allowed to go to the concert. 12. She said that the new timetable had not yet been hung up on the notice board. 13. The roast chicken was eaten with appetite. 14. It was so dark, that the houses could not be seen. 15. The light has not yet been turned off. 16. The boy was punished for misbehaving. 17. By three o'clock everything had been prepared. 18. The dictation was written without mistakes. 19. Whom was the poem written by? 20. Her dress was washed and ironed. 21. I was not blamed for the mistakes. 22. The papers had been looked through and corrected by the next lesson. 23. This house was built last year. 24. The letter has just been sent. 25. This article will be translated at the lesson on Tuesday. 26. When will this book be returned to the library?

4. Выберите в скобках правильный вариант модального глагола. Переведите предложения.

1. He ... (can't/couldn't) open the window as it was stuck.
2. Interpreters ... (may/must) translate without dictionaries. 3. ... (Can/May) I use me your bike for today? 4. ... (May/Could) you give me the recipe for this cake? 5. I hardly ever see Jane, she ... (may/might) have moved to Africa. 6. Take an umbrella. It ... (may/can) rain. 7. You ... (could/should) stop smoking. You know you ... (cannot/must not) buy health. 8. You ... (may/must) finish the article as soon as possible. 9. Liz doesn't ... (ought to/have to) keep to a diet anymore. 10. Lara ... (can/might) get a playstation for her birthday. 11. You ... (must not/needn't) read in the dark. 12. My grandfather is retired, so he ... (shouldn't/doesn't have to) go to work. 13. The fridge is full, so we ... (must not/needn't) go shopping. 14. Our employees ... (can/must) sign this agreement. 15. We ... (may/ought to) reserve a table in advance if we want to have dinner there. 16. I ... (can't/needn't) believe it! You ... (have to/must) be joking. 17. Ann ... (must/is to) finish school next year. 18. Sorry, I'm late. I ... (needed to/had to) wait for the plumber. 19. What time do we ... (should/have to) be at the railway station? 20. Don't wait for me tonight. I ... (might/must) be late. 21. I ... (maynot/can't) watch this film. It's too boring. 22. We've got a dishwasher, so you ... (couldn't/needn't) wash-up. 23. You look very pale, I think you ... (need/should) stay at home. 24. ... (Could/Might) you, please, pass me the mustard?

5. Составьте предложения с модальными глаголами, расставив слова в нужном порядке. Переведите получившиеся предложения.

1. the party / Linda / to / come / might / tonight.
2. round / work / have to / farmers / the year / all.
3. you / not / hospital / noise / must / make / in.
4. the light / I / switch / may / on ?
5. your / look / could / passport / I / at ?
6. my / cook / can / quite / wife / well.
7. catch / last / able to / we / were / train / the.
8. not / jeans / you / must / wear / to / school.
9. didn't / you / drink / have to / much / yesterday / so.
10. ought to / bill / Robert / the electricity / pay / today.

11. better / we / find / a / should / job.
12. too much / you / salt / and / eat / sugar / shouldn't.
13. do / get / to / Turkey / I / have to / a visa ?
14. he / manners / improve / his / needs to.
15. needn't / you / complain.

6. Correct the mistakes.

1. Actors may learn a lot of dialogues by heart. 2. Your glass is empty. Must I refill it? 3. Would I introduce Mr. Brown to you? 4. My sister can to play a few musical instruments. 5. Some years ago I didn't can speak English. 6. The window is been cleaned once a month. 7. Your room is cleaned at the moment. 8. How much was you paid doing this job?



Lesson 15. Body Language

Vocabulary Notes

1. Read and learn these words.

| | |
|---------------------------------------|--|
| capacity – способность | squarely – открыто, без обмана |
| advantageously – с пользой, с успехом | inborn – врождённый |
| jury – суд присяжных | infant – младенец, ребёнок |
| judge – судья | to be grounded in – базироваться на чём-либо |
| pick up – собирать | daintily – изысканно, изящно |
| tip off – сообщать, предупреждать | brewing – назревание |
| observant – наблюдательный | chemistry – взаимоотношения |
| compress – сжимать | self-assuredness – самоуверенность |
| mannerism – манерность, маньеризм | conspicuous – заметный, очевидный |
| to be contrary to – противоречить | to fiddle – теребить, играть (чем-либо) |
| approval – одобрение | reluctance – нежелание |
| disapproval – неодобрение | treachery – предательство, вероломство |

2. Read and translate this text.

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 culture free; it applies worldwide. People can go anywhere and understand these signals, even if they don't know the spoken language.

2 Body Language Signs

Watch Your Head! You are sitting across a bar, daintily sipping on your Mojito, when you notice a cute chick looking intently at you. She

twirls her locks and tilts her head and before you realize you know there is some chemistry brewing. Buy it or not, your head is one of the biggest giveaways of your secret intentions and motives and perhaps reveals more than all the paroles put together. For instance, a tilted head can be a flirtier way of stating “I am interested in you!” or even reveal curiosity, uncertainty and more just like a level head which is a more positive sign of self-assuredness and confidence.

What’s With Your hands? When out to impress someone, everything right from your upright posture to a firm and dry handshake counts. Your hands probably reveal a little more than you actually understand and are often more conspicuous signs of the person you are. For instance, an alpha male handshake (with palms facing downwards) is a sign of domination, while a double handshake hints at more open and friendly gesture. If someone fiddles with their fingers or hides their hands when communicating, it indicates their reluctance to converse or treachery. So next time you raise your hands to prove a point, just watch out for the impact it makes. *(by Donchenko E. N.)*

3. Answer the following questions:

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. What is mannerism?
7. Are mannerisms inborn or learned?
8. What can you tell about such obvious cue, which is known as the “hand behind head”?
9. What is the other name for nonverbal communication?
10. What is the meaning of a tilted head?
11. Which sign indicates someone’s reluctance to converse or treachery?

Vocabulary Exercises

1. Pronounce correctly.

Lawyer, common, capacity, advantageously, gesture, successful, jury, judge, observant, sign, constantly, through, mannerisms, disapproval, squarely, slightly, unconsciously, uncertainty, infant, evolutionary,

development, worldwide, daintily, chemistry, brewing, curiosity, self-assuredness, posture, handshake, conspicuous, double, finger, reluctance, converse, treachery.

2. Translate into Russian paying attention to the new words.

1. Body language, and more technically the study of body language, is also known as kinesics, which is derived from the Greek word “kinesis”, meaning motion. 2. Sign Language is a recognized and standardized language that involves using signs and signals to communicate with people with special needs. Body Language, on the other hand, depends more on your individual levels of understanding and interpreting hidden meanings behind certain observations in a person’s behavior. 3. Signs of threat include V-shaped brows, wide eyes, and an open or down-turned mouth. 4. Maintaining eye contact for prolonged periods of times shows that a person is attracted to you. 5. Someone, who has mastered the skills of decoding the message, which body language conveys will have a clear advantage of understanding the intentions and emotions that are involved in any person’s response. 6. Therefore, when a woman is attracted to someone it becomes easier to notice these signs, which are five times more than what a man displays. 7. When people look up and to the right during a conversation, it usually means they’re bored and have already dismissed the conversation. 8. Since most of us live in one area where body language may be similar among people, it’s important to know that you can communicate a lot by how you gesture, what you do with your arms when you’re sitting or standing and talking to someone else, and even what your posture may say. 9. If you are about to enter into a situation where you are not as confident as you’d like to be, such as giving a big presentation or attending an important meeting, you can adopt some “confidence” signs and signals to project confidence.

3. Complete the sentences using the new words and phrases.

1. If someone fiddles with their fingers or hides their hands when communicating, it ... their reluctance to converse or treachery. 2. The most successful lawyers, teachers, and salespeople, among others, have one thing in common: a ... to understand nonverbal signals and use them advantageously. 3. A ... head can be a flirtier way of stating “I am interested in you!” or even reveal curiosity, uncertainty. 4. It is important for people to understand body language – that is, communication by means

of ... and 5. Another obvious cue is known as the “hand behind head”, which signals ... or stress. 6. An ... lawyer may notice that the judge is compressing his lips into a thin line as the lawyer is speaking. 7. ... we get are almost entirely inborn. 8. Nonverbal language is likely to reveal a person’s true feelings, which may ... what is usually being spoken. 9. There are some common ... of approval and disapproval.

4. Translate into English.

1. Если кто-то играет пальцами или скрывает руки во время общения, то это указывает на их нежелание общаться или предательство. 2. У наиболее успешных юристов, преподавателей и продавцов есть одна общая черта – способность понимать невербальные сигналы и выгодно их использовать. 3. Существует несколько универсальных невербальных сигналов. 4. Сигналы используются постоянно, несмотря на то, что люди, как правило, не понимают, что они общаются при помощи движений, осанки и манер. 5. Если люди не согласны, то они бессознательно отворачивают туловища друг от друга. 6. Невербальный язык чаще всего выявляет истинные чувства человека, которые могут быть противоположны тому, о чём говорится.

Conversation and Discussion

1. Agree or disagree with the following.

1. If someone fiddles with their fingers or hides their hands when communicating, it indicates their request to converse or treachery. 2. The most unsuccessful lawyers, teachers, and salespeople, among others, have one thing in common: a capacity to understand nonverbal signals and use them advantageously. 3. A tilted head can be a flirtier way of stating “I am interested in you!” or even reveal curiosity, uncertainty. 4. It is important for people to understand body language – that is, communication by means of movements and gestures. 5. Mannerisms we get are almost entirely non-heritable. 6. An observant lawyer can’t notice that the judge is compressing his lips into a thin line as the lawyer is speaking. 7. Nonverbal communication is also what we call culture free; it applies worldwide. 8. There are some common indicators of approval and disapproval. 9. There aren’t some universal nonverbal signals.

2. Choose the facts to prove that:

- it is important for people to understand body language;
- nonverbal language is likely to reveal a person's true feelings.

3. a) Practice the formulas used when asking for information in English.

| | |
|--|----------------------------------|
| Could you tell me...? | Не могли бы вы мне сказать...? |
| Do you know...? | Не знаете ли вы...? |
| Do you happen to know...? | Может быть, вы знаете...? |
| I'd like to know... | Я бы хотел узнать...? |
| Could you find out...? | Не могли бы вы мне объяснить...? |
| I'm interested in a post office near here. | Нет ли тут по близости почты. |
| I'm looking for... | Я ищу |

b) Make up a dialogue.

Student. You are a student. You are to write an article about body language. By chance you happened to visit a famous psychological centre. You are to gather as much information as possible. Find out when you can use it and discuss it with a psychologist.

Psychologist. You are a professional psychologist and you are accustomed to tell about such topics. Therefore, it's natural that you know the most interesting facts about body language. Your task is to be very helpful and provide the student with all the necessary information.

4. Do you think the following situations to be ambiguous or not? Why?

1. A husband is sitting behind his newspaper and responding to his wife with grunts.
2. A wife walks out on a discussion with her husband and goes wandering in the garden.
3. A husband is trying to convey his wife that he sees her as an equal in the relationship, and wants her to have an equal say in the decision-making, but she doesn't seem to believe him.

5. Using your knowledge and textbooks speak or write about such topics, as:

- negative body language gestures;
- body language of the hands;
- the handshake;
- flirting body language.

Learn your speech by heart.

Grammar

Условные предложения (Conditional Sentences)

Смешанный тип условных предложений (Mixed Conditional)

Условные предложения **смешанного типа** представляют собой сочетание второго и третьего типов. В таких предложениях либо условие, либо следствие относятся к прошлому.

Если к прошлому относится условие, а следствие – к настоящему, в придаточном предложении (условия) используется Past Perfect (как в 3-м типе), а в главном предложении – сочетание вспомогательного глагола **would** с обычным или длительным (не перфектным) инфинитивом: *If you **had done** your homework properly, we **wouldn't be** in this mess now.*

Если к прошлому относится следствие, а условие не ограничивается прошлым, в придаточном предложении (условия) используется прошедшее время (но не Past Perfect), а в главном предложении – сочетание вспомогательного глагола **would** с перфектным инфинитивом (как в 3-м типе): *If we **were** teachers, we **wouldn't have done** it like that.*

ТИПЫ УСЛОВНЫХ ПРЕДЛОЖЕНИЙ: НУЛЕВОЙ, ПЕРВЫЙ, ВТОРОЙ, ТРЕТИЙ

Нулевой тип

| | |
|---|--|
| <i>If + present simple, present simple</i> If people eat too much, they often get fat. | Условное предложение нулевого типа <i>употребляется для описания общеизвестных фактов, законов природы</i> |
|---|--|

Первый тип

| | |
|--|---|
| <i>If + present simple, will + глагол</i> If you take these pills, you will start to feel better soon. If you get some rest, you might feel better tomorrow. If you don't feel well, go home! | Условное предложение первого типа <i>употребляется для описания реального и вероятного условия в настоящем или будущем</i> <i>В условном предложении вместо will можно использовать модальный глагол</i> <i>В условном предложении можно использовать повелительное наклонение.</i> |
|--|---|

Второй тип

| | |
|---|---|
| <i>If + past simple, would + глагол</i> If my legs were longer, I would be a much faster runner! If I were you, I would eat less chocolate. If you don't feel well, go home! | Условное предложение второго типа <i>употребляется для описания нереального или маловероятного условия в настоящем или будущем</i> <i>Условное предложение второго типа может выражать совет. Такое предложение начинается со слов <u>If I were you:</u></i> |
|---|---|

Третий тип

| | |
|---|--|
| <i>If + had + глагол в III форме, would + have + глагол в III форме.</i> If I hadn't listened to you, I would have come late. Если бы я не послушал твоего совета, я бы опоздал. (Я послушал тебя и не опоздал) If Mary told me she was coming, I could have cooked a nice meal. | Условное предложение третьего типа <i>употребляется для описания нереального условия в прошлом</i> <i>При использовании третьего типа условных предложений, мы говорим о том, что произошло в прошлом и это уже нельзя изменить.</i> <i>В условном предложении вместо Would можно использовать модальный глагол</i> |
|---|--|



Exercises

1. Выберите подходящую форму глагола в каждом предложении.

1. If we ... (will leave/leave/leaves) at 7 o'clock, we ... (will arrive/arrive/arrives) on time. 2. If Bob ... (will get/get/gets) a good job, he ... (will buy/buy/buys) a new car. 3. If you ... (won't drink/don't drink/doesn't drink) wine, you ... (won't feel/don't feel/doesn't feel) sleepy. 4. The child ... (will start/start/starts) crying if the toy ... (will break/break/breaks). 5. We ... (will go/go/goes) to the beach if the weather ... (will be/is/be) sunny tomorrow. 6. I ... (will be/am/be) late for the concert if I ... (won't find/don't find/doesn't find) a taxi. 7. If he ... (will become/become/becomes) Prime Minister, he ... (will raise/raise/raises) taxes. 8. If you ... (will be/are/is) more careful, you ... (won't make/makes/make) so many mistakes.

2. Поставьте глаголы из скобок в необходимую форму, обращая внимание на тип условных предложений.

0 тип

1. When my sister ... (come) to town we ... (go) to the cinema together. 2. If my kids ... (run) in the playground they ... (become) very thirsty.

1 тип

1. If it ... (cost) too much I ... (not take) it. 2. She ... (be) angry if you ... (lose) this photo. 3. If you ... (not eat up) the bread we ... (feed) the birds in the garden.

2 тип

1. If I ... (have) free time now I ... (watch) my favourite film. 2. If I ... (be) you I ... (not eat) fast food. 3. His job ... (be) so hard if he ... (not have) a secretary.

3 тип

1. If you ... (not smoke) so much you ... (not be) in hospital now. 2. If we ... (meet) him yesterday we ... (call) you.

3. Образуйте условные предложения, употребив нужную форму глагола.

1. Molly (be) ... a splendid woman, if only she didn't talk so much! 2. The evening will be fine, if only we ... (not have) a storm. 3. You might be of interest to me, if only I (have) ... time to waste on you. 4. If you (leave) ... at two, you will be there before dark. 5. When he is drowning, a man (clutch) ... at any straw. 6. If only Greg (can) ... get some favourable shock, that's what would do it! 7. You (can) ... do it if you try. 8. You (can) ... do it if you tried. 9. You (can) ... it if you had tried. 10. We (go) ... if it does not rain. 11. Fred (come) ... if he has time. 12. If you (take) ... a taxi, you'll be in time. 13. If Mark (have) ... enough money, he will go to the university. 14. They won't unless you (ask) ... them to come. 15. What remains if you (subtract) ... 5 from 10? 16. If you (buy) ... a packet of cigarettes costing 2\$ and matches costing 1\$, and gave the shopkeeper 5\$ note, how much change ought you to receive?

4. Переведите на английский, используя Mixed Conditional.

1. Если бы ты не сломал телефон, я бы ему позвонил. 2. Я бы работал сейчас в Бразилии, если бы подписал контракт. 3. Где бы ты сейчас жила, если бы вышла замуж за того сумасшедшего путешественника? 4. Если бы ты купил пальто, тебе бы не было так холодно. 5. Алекс ездил бы сейчас на мотоцикле, если бы не продал его летом. 6. Мы бы хорошо знали географию, если бы чаще ходили на уроки. 7. Ей было бы очень одиноко, если бы начальник не подарил ей на день рождения хомячка.



Lesson 16. Word Study

**The Hidden Power of Smiling
Vocabulary Notes**

Read and learn these words.

| | |
|-----------------------------------|------------------------------|
| to embark – начинать, погружаться | fake – фейк, обман, |
| longitudinal – продолжительный | мошенничество |
| fulfilling – приносящий | impair – ослаблять, ухудшать |

| | |
|---------------------------------|----------------------------------|
| удовлетворение, удовлетворяющий | “The Origin of Species” – |
| collar – воротник | “Происхождение видов” |
| span – интервал, промежуток | to cite – цитировать |
| времени | jolt – толчок |
| womb – утроба (матери) | injecting – вводить, впрыскивать |
| renowned – прославленный, | inducer – стимулятор |
| известный | dopamine – дофамин |
| Beijing – Пекин | to incur – подвергаться |
| contagious – заразительный | |
| to suppress – подавлять, | |
| сдерживать | |

Watching Video and Exercises

1. Watch the video “The Hidden Power of Smiling” and answer these questions.

1. Whom did Ron Gutman want to be in his childhood?
2. What did he decide to do instead?
3. Where did Ron Gutman start his journey?
4. What did researchers from Wayne State University find out?
5. What can you say about Barry Obama’s superpower?
6. Are we actually born smiling? What do you think about it?
7. What can help us to understand whether our smile is fake or real?
8. What is the one of the most basic, biologically uniform expressions of all humans?
9. What do you know about Charles Darwin’s facial feedback response theory?
10. What can help us to reduce the level of stress-enhancing hormones and increase the level of mood-enhancing hormones?
11. So, what should you do if you want to look great and competent?

2. Put in all the necessary words from the video.

1. But I knew that I’d need superpowers to make my dreams
When I grew up and realized that science fiction was not a good source for superpowers, I decided instead ... on a journey of real science, to find a more useful truth.

By measuring the students' smiles, researchers were able to predict how ... and long lasting a subject's marriage would be.

The researchers found that the ... of a player's smile could actually predict the ... of his life.

Smiling is evolutionarily ..., and it suppresses the control we usually have on our facial muscles. Mimicking a smile and experiencing it physically helps us understand whether our smile is ... or real.

Charles Darwin's theory states that the act of ... itself actually makes us feel better, rather than ... being merely a result of feeling good.

Smiling can help reduce the level of ... hormones like cortisol, adrenaline and dopamine, increase the level of ... hormones like endorphins, and reduce overall blood pressure.

So whenever you want to look great and ..., reduce your stress or improve your marriage.

3. Watch the “What is Your True Talent” and answer all questions. Here are some words, which may be difficult for you.

inspired – воодушевлённый

observant – внимательный

determined – решительный

bully – агрессивный

passionate – страстный

emotive – эмоциональный

connection – связь (с людьми)

to update – изучать новейшие новости

ESPN (Entertainment and Sport Programming Network) –

кабельная телесеть

спортивно-развлекательных программ

Pinterest – социальный сервис, позволяющий пользователям

добавлять в режиме онлайн изображения и помещать их в тематические коллекции)

IMDb (Internet Movie Database) – Интернет-база кинофильмов

sketch – набросок

weird presence – таинственное присутствие

challengers – личностные требования

blah – неинтересно, безвкусно

humble – скромный, робкий

awesome – классный, обалденный (разг.)

to amuse – развлекать
nightingale – соловей
to craft – мастерить, создавать
to pursue – искать, развивать

4. Fill in the missing words in the definitions below. Choose from the following:

| | |
|---------------|---------------|
| chauvinistic | magnanimous |
| illiterate | versatile |
| bilingual | erudite |
| scintillating | indefatigable |
| gullible | convivial |
| vivacious | greedy |

1. A/an ... person is someone who has a variety of skills and abilities and who is able to change easily from one sort of activity to another.

2. A/an ... person is someone who is very friendly and fond of eating, drinking and good company.

3. A/an ... person is who is very generous towards other people.

4. A/an ... person is someone who always wants more than his or her fair share of something – especially food, money or power.

5. A/an ... person is someone who is easily taken in or tricked by others.

6. A/an ... person is someone who believes that the sex he or she belongs to (male or female) is better than the opposite sex in all ways.

7. A/an ... person is someone who is unable to read or write.

8. A/an ... person is someone who is fluent in two languages.

9. A/an ... person is someone who seems to have so much energy that he or she never tires.

10. A/an ... person is someone who has studied a lot and is very knowledgeable.

11. A/an person is someone who is able to make clever, witty and entertaining remarks in conversation.

12. A/an ... person is someone (usually a woman) who is full of life.

5. Prepare a talk and describe:

a) your most pleasant dream (use the following: amazing, fascinating, overwhelmed by emotions, puzzling, marvellous imagery);

b) the most unpleasant dream (use the following: feel panic, anxiety, worry, horror, alarm, awful).

6. Prepare a short report about the video “The Hidden Power of Smiling”. In what way can a smile help you?

Additional Grammar and Exercises

Косвенная речь (Reported/Indirect Speech)

Прямая речь – это высказывание другого лица, которое передаётся дословно, точной цитатой, поэтому в английском языке, как и в русском, прямая речь на письме заключается в кавычки: *They said, “We will go there tomorrow”*.

Косвенная речь – способ передачи слов, сказанных другим человеком, при этом передающий преобразует чужие слова грамматически и по смыслу, чтобы было понятно, кому они принадлежат, сохраняя при этом общее содержание сказанного: *They said, that they would go there the following day*.

При передаче прямой речи в косвенную, изменяются указательные местоимения и наречия места и времени:

| Direct speech | Indirect speech |
|---|--|
| this (evening) - этим (вечером) | that (evening) - в тот (вечер) |
| today - сегодня | yesterday - вчера |
| these (days) - в эти (дни) | those (days) - в те (дни) |
| now - сейчас | then - тогда |
| (a week) ago - (неделю) назад | (a week) before - (неделю) до этого |
| last weekend - в конце прошлой недели/на прошлых выходных | the weekend before last / the previous weekend - на предпоследних выходных |
| here - здесь | there - там |
| next (week) - следующая,будущая (неделя) | the following (week) - на следующей (неделе) |
| tomorrow - завтра | the next/following day - в следующий день |

| Изменение предложения в косвенной речи | Прямая речь | Косвенная речь (настоящее время) | Косвенная речь (прошедшее время) |
|--|--|---|---|
| I. Повелительное наклонение в прямой речи меняем → на инфинитив в косвенной речи | Mother says to me: «Come back as soon as you can!» | Mother asks me to come as soon as I can. | Mother asked me to come as soon as I could. |
| II. Повествовательное предложение → придаточное предложение с союзом that | She says: «You may choose any dress you like.» | She says that I may choose any dress I like. | She said that I might choose any dress I like(d). |
| III. Вопросительное предложение → придаточное предложение, при этом: | | | |
| а) общие вопросы присоединяются к придаточному предложению союзами if, whether | She says to her: «Has Kate been here long?» | She asks her if Kate has been there long. | She asked her if Kate had been there long. |
| б) в специальных вопросах только меняется порядок слов на прямой. | The child asks mother: «What holiday is it?» | The child asks his mother what holiday it is. | The child asked his mother what holiday it was. |

Когда будете переводить отрицательные предложения в косвенную речь в английском языке, обратите особое внимание на форму глагола и не потеряйте частичку *not*: *Ann says, "I don't like winter"*. – *Ann says that she doesn't like winter*.

Глагол **tell** требует указания на то, к кому обращено высказывание: *She told me (her, him, us, them) that she was leaving on Sunday*.

Модальные глаголы также требуют изменения во времени: **can** изменяется на **could**, **may** изменяется на **might**, **must** изменяется на **had to**, **have to** изменяется на **had to**: *He said, "Everybody must obey the rules"*. – *He said (that) everybody had to obey the rules*.

Согласование времён (Sequence of Tenses)

Нужно запомнить!

He said "Thank you". – He thanked me.

He said "Good morning!" – He greeted me. (He wished me a good morning).

He said "Merry Christmas!" – He wished me a merry Christmas.

He said "Congratulations!" – He congratulated me.

He said "Liar!" – He called me a liar.

He said "Damn!" – He swore.

| Direct speech | | Indirect speech |
|-----------------------------|---|----------------------------|
| <i>I. Present Tenses</i> | | |
| Present Simple | → | Past Simple |
| Present Progressive | → | Past Progressive |
| Present Perfect | → | Past Perfect |
| Present Perfect Progressive | → | Past Perfect Progressive |
| <i>II. Past Tenses</i> | | |
| Past Simple | → | Past Perfect |
| Past Progressive | → | Past Perfect Progressive |
| Past Perfect | → | Past Perfect |
| <i>III. Future Simple</i> | | |
| Future Simple | → | Future-in-the-Past |
| Future Perfect | → | Future-in-the-Past Perfect |

**Неличные формы глагола (Verbals).
Инфинитив (The Infinitive). Герундий (The Gerund)**

Инфинитив сочетает в себе свойства глагола и существительного. Он имеет категорию залога и времени (относительного), может иметь прямое дополнение и определяться наречием: *I want to review this lesson.*

Формальным признаком инфинитива в английском языке является частица *to*, которая перед инфинитивом в некоторых случаях опускается. Инфинитив в английском языке имеет четыре формы в действительном (активном) залоге и две в страдательном (пассивном). Формы страдательного залога имеют лишь простой и совершённый инфинитив переходных глаголов, то есть глаголов, употребляемых с дополнением.

| Форма инфинитива | Active | Passive |
|---------------------------|---|----------------------|
| Indefinite | to write to come | to be written |
| Continuous | to be writing to be coming | - |
| Perfect | to have written to have come | to have been written |
| Perfect Continuous | to have been writing to have been coming | - |

Чаще всего инфинитив в английском языке употребляется с частицей **to**, но есть случаи, когда частица *to* перед инфинитивом не используется. Инфинитив употребляется без частицы в следующих случаях.

- После модальных глаголов. Исключения составляют модальные глаголы **have to**, **ought to**, **be to**: *You must finish your homework.*
- В сложном дополнении после глаголов чувственного восприятия **feel**, **hear**, **see**, **watch**, **notice**: *She saw him leave the house.*
- **N.B.:** Если перечисленные глаголы употреблены в пассивном залоге, то перед инфинитивом стоит частица *to*: *She was seen to leave the house.*
- В сложном дополнении после глаголов **make** (в значении «заставлять, вынуждать») и **let** (в значении «разрешать, позволять»). Опять же, если данные глаголы в пассивном залоге, то инфинитив употребляется с частицей *to*: *I can't make you do your homework.*
- После глагола **help** инфинитив может употребляться и с частицей *to*, и без неё. Допустимы оба варианта, при этом вариант без *to* менее формален: *Could you help me look/to look for my books?*
- После выражений **had better**, **would rather**: *I would rather draw at home than go for a walk.*
- После *Why*, с которого начинается вопрос. Вопросы такого типа встречаются довольно редко, в них нет подлежащего, а есть только сказуемое, выраженное инфинитивом: *Why not go to the library?*

- Если в предложении употребляется два инфинитива, которые соединены между собой при помощи *and, or, except, but, than, as*, то частица *to* перед вторым инфинитивом может опускаться: *I would like you to clean the blackboard and water flowers.*

Ниже приведён список глаголов с переводом, после которых употребляется инфинитив:

| | | |
|--------------|--------------|--------------|
| to aim | to fail | to prefer |
| to afford | to forget | to prepare |
| to agree | to guarantee | to pretend |
| to appear | to happen | to promise |
| to arrange | to hate | to propose |
| to ask | to help | to refuse |
| to attempt | to hesitate | to regret |
| to beg | to hope | to remember |
| to begin | to intend | to resolve |
| to care | to learn | to seek |
| to choose | to like | to seem |
| to consent | to love | to start |
| to continue | to manage | to swear |
| to dare | to mean | to threaten |
| to decide | to neglect | to trouble |
| to determine | to negotiate | to try |
| to demand | to offer | to volunteer |
| to desire | to plead | to want |
| to expect | to pledge | to wish |

Существуют следующие конструкции с инфинитивом:

1. **Объектный падеж с инфинитивом** – это существительное или местоимение в объектном падеже + инфинитив: *I want you to go there.*

2. **Инфинитив с предлогом for** – это *for* + существительное или местоимение в объектном падеже + инфинитив: *He opened the door for me to come in.*

3. **Субъектный инфинитивный оборот** – это подлежащее + сказуемое + инфинитив. Глаголы *to seem, to appear, to happen, to prove, to turn out* употребляются в действительном залоге; другие глаголы употребляются в страдательном: *What is supposed to happen in our city?*

Сказуемое также может быть составным именным (глагол-связка + прилагательное или наречие). He is said to know many languages. – Говорят, что он знает много иностранных языков.

Герундий – безличная форма глагола, которая выражает действие, но имеет характеристики и свойства существительного. Формы, подобной английскому герундию, в русском языке нет: My favourite occupation is dancing. – Моё любимое занятие – танцы.

Герундий, как и причастие настоящего времени, образуется путём прибавления к основе глагола в неопределённой форме окончания **-ing**.

| Формы герундия | | |
|-----------------------|-------------------------|----------------------------|
| | Active (Активный залог) | Passive (Пассивный залог) |
| Indefinite (Simple) | writing | being written |
| Perfect | having written | having been written |

Глаголы, после которых употребляется как герундий, так и инфинитив

Есть глаголы, после которых может употребляться как герундий, так и инфинитив. При этом смысл предложений или не меняется совсем (либо меняется незначительно), или предложения передают разный смысл:

разница в значениях незначительная или совсем отсутствует: **begin, can't bear, can't stand, continue, hate, like, love, prefer, propose, start:** *I like reading.* (= *I like to read.*) – Я люблю чтение/читать.

Глаголы, после которых может употребляться как герундий, так и инфинитив, но с существенной разницей в значениях: **forget, regret, remember, stop, try, quit:** *They stopped reading.* – Они перестали читать. *They stopped to read.* – Они остановились, чтобы почитать.

| СПИСОК ОСНОВНЫХ ГЛАГОЛОВ И ГЛАГОЛЬНЫХ СОЧЕТАНИЙ, ПРИЧАСТИЙ И ПРИЛАГАТЕЛЬНЫХ, ЗА КОТОРЫМИ СЛЕДУЕТ ГЕРУНДИЙ | |
|--|--|
| to be disappointed at быть разочарованным в to accuse of обвинять в to approve (disapprove) of одобрять (не одобрять) что-л. to think of думать о to prevent from препятствовать, мешать (сделать что-л.) to consist in заключаться в to be fond of любить что-л. to be proud of гордиться чем-л. to count on (upon) = to depend on (upon) рассчитывать на to succeed in удаваться to insist on (upon) настаивать на to be interested in интересоваться чем-л. to be tired of уставать от чего-л. to get used to привыкать к to be used to привыкнуть к to go on продолжать(ся) to suggest предлагать | to be surprised at удивляться чему-л. to suspect of подозревать в to be responsible for быть ответственным за to hear of слышать о to be afraid of бояться чего-л. to be capable (incapable) of быть способным (неспособным) на to persist in упорно продолжать что-л. to result in иметь результатом что-л., приводить к чему-л. to spend тратить (время) на что-л. to be engaged in заниматься чем-л. to object to возражать против to thank for благодарить за что-либо can't help не мочь не to mind возражать to start начинать to want хотеть to need нуждаться to finish заканчивать |

Предлоги (Prepositions)

Предлоги – это служебные слова, показывающие отношение существительного или местоимения к другим словам в предложении. В английском языке, в котором почти полностью отсутствуют падежные окончания, порядок слов и предлоги играют особенно важную роль. По значению предлоги можно разделить на следующие группы:

| Предлоги места | | Предлоги времени | | Предлоги направления и движения | |
|----------------|----------------|------------------|---------------------|---------------------------------|-----------|
| in | в | at | в | to | к, в |
| inside | внутри | in | в, через | into | в |
| at | у | by | к | out of | из |
| on | на | on | в, по | from | от |
| in front of | перед | till | до | towards | к |
| behind | позади | until | до | across | через |
| between | между | since | с | along | по, вдоль |
| beside | рядом, возле | for | на, в течение | up | на, вверх |
| near | около, вблизи | between | между | down | с, вниз |
| through [θru:] | сквозь, через | during | во время | onto | на |
| against | к, на | before | до | off | с |
| under | под | after | после | | |
| across | через | through | с...по включительно | | |
| round | вокруг | | | | |
| by | у, около | | | | |
| above | над | | | | |
| below | ниже | | | | |
| over | над, за, через | | | | |

Очень полезно учить выражения, в которых предлог уже сросся с определённым существительным. Это пригодится в повседневном общении.

| | | |
|-----|--|--|
| by | by mistake by accident by chance by the way by bus/train/car day by day step by step | по ошибке нечаянно случайно кстати на автобусе/поезде/машине день за днём шаг за шагом |
| for | for a walk/dance/drink/swim for breakfast/dinner | пойти на прогулку/танцевать/пить/плавать на завтрак/обед |
| in | in fact in case in future in love in time in the morning/evening/afternoon | на самом деле в случае в будущем влюблён вовремя утром/вечером/днём |
| on | on television on holiday/ a trip on foot | по телевизору в отпуске/в поездке пешком |
| at | at home/work at night at present | дома/на работе ночью сейчас |

Оборот there is/there are

Оборот **there is/there are** указывает, что кто-либо или что-либо находится в данном месте. В зависимости от количества предметов, о которых идёт речь, глагол **be** употребляется в единственном или множественном числе. Обратите внимание, что сам по себе оборот

there is/there are не переводится на русский язык. Условно его можно перевести на русский словами «есть», «имеется», «существует», «находится».

Мы можем использовать *there + be* во всех временах: настоящем, прошедшем и будущем. Соответственно, для этого нам надо менять форму глагола *be*: *There was a bottle of juice on the table. There will be a bottle of juice on the table.*

Отрицание можно составить двумя способами: либо при помощи отрицательного местоимения *no*, либо при помощи отрицательной частицы *not* и местоимения *any*. Таким образом мы скажем, что чего-то где-то нет: *There is no lamp in the room. There are no lamps in the room.*

При образовании вопросительной формы, глагол *be* выносится в начало предложения: *Is there a lamp in the room? Were there many lamps in the room?*

Употребление

1. Если мы перечисляем предметы и первое слово стоит в единственном числе, то следует брать *to be* в единственном числе (*is/was*): *There was a book and four shelves in the room.*

2. Если мы перечисляем предметы и начинаем с множественного числа, то следует брать множественное число (*there are*): *There were four shelves and a book in the room.*

3. Особое внимание важно уделить исчисляемым и неисчисляемым существительным: *There is a lot of milk in coffee. There are a lot of apples on the table.*

Вопросительные предложения в английском языке

Вопросительные предложения помимо вопросительной интонации и вопросительного знака на письме, характеризуются твёрдым порядком слов, то есть перед подлежащим обычно ставятся смысловые глаголы *be* или *have*, вспомогательные или модальные глаголы. В английском языке можно выделить пять типов вопросов: общий вопрос (**General Question**), специальный вопрос (**Special Question**), разделительный вопрос (**Disjunctive Question/Tag-question**), альтернативный вопрос (**Alternative Question**), вопрос к подлежащему (**Question to the Subject**).

Общий вопрос (**General Question**) – это вопрос, требующий подтверждения или отрицания фактов. Слова *yes* и *no* – это краткие ответы на эти вопросы. В этом типе вопросительных предложений используется обратный порядок слов. Вопрос начинается со вспомогательных или модальных глаголов.

Is he reading now? No, he isn't.

Were they running yesterday? Yes, they were.

Do you know Spanish? Yes, I do.

Can you play tennis? No, I can't.

Специальный вопрос (**Special Question**) относится к какому-либо члену предложения. В этих вопросах сохраняется порядок слов общего вопроса, перед которым ставится нужное вопросительное слово. На такой вопрос обычно даётся полный ответ, совпадающий по форме с утвердительным предложением, а задаётся он, чтобы получить дополнительную информацию, уточнить какие-либо детали. На первом месте будет стоять вопросительное слово: *when*, *what*, *where*, *which* и другие.

Where were you 2 days ago? I was at home.

When will they play tennis? They will play tennis tomorrow.

How much does your dress cost? It costs 300\$.

What is your mum's name? My mum's name is Kate.

Разделительный вопрос (**Disjunctive Question/Tag-question**) – особый вид общего вопроса, состоящий из двух частей: утвердительного или отрицательного предложения и краткого общего вопроса. Причём, если первая часть вопроса – утвердительное предложение, то вторая – сокращённая отрицательная форма и наоборот. (Смотрите Lesson 6).

He knows French, doesn't he?

They aren't the best students, are they?

We will go there tomorrow, won't we?

She was at home yesterday, wasn't she?

Альтернативный вопрос (**Alternative Question**) – вопрос, подразумевающий выбор. По структуре он аналогичен общему вопросу, в котором союз **or** соединяет два однородных члена предложения или два общих вопроса. Альтернативный вопрос требует полного ответа.

Did Ann or Mary present such interesting book to you? Mary presented such interesting book to me.

Is the car you bought white or blue? It is blue.
Are the students singing a song or playing the piano? They are singing a song.

Вопрос к подлежащему (**Question to the Subject**) – это вопрос, в котором сохраняется порядок слов повествовательного предложения. Подлежащим в них является вопросительное слово *what* или *who*, согласующееся с глаголом в единственном числе или сочетание вопросительных слов с подлежащим, составляющее группу подлежащего.

What makes you feel sad? Love is.

Who saw this film 4 days ago? Novikov did.

Who was at home when you arrived? My father was.

Whose mother works in the office? My father does.

Exercises

1. Change the following from direct speech to indirect speech. Begin with *He (she, they, the teacher, etc.) said that ...*

1. I like my cat. 2. I'm going to the office with my brother. 3. We have plenty of time to do our work. 4. I saw Ann at a party in June and she seemed fine. 5. Mike has written me a long letter. 6. We are very polite. 7. I'm giving a prize for the best homework. 8. His car was stolen a few weeks ago. 9. I will take you to my room. 10. You can come with us if you like. 11. If it rains I will get wet.

2. Rewrite the sentences in reported speech.

1. "Mr and Mrs Stone have gone on holiday", Mr Smith says. 2. "I'm going to the dentist now", said Lynn. 3. "Jamie has never seen a dolphin before", Angel said. 4. "I will order a pizza", he said. 5. "The sun rises in the east", the teacher said. 6. "There was a good documentary on TV yesterday", Mary said. 7. "It's always hot at this time of year", he said.

3. Turn the questions from direct speech into reported speech.

1. Do you have this in a smaller size? 2. Does it come in blue? 3. Can you order one for me? 4. How much does it cost? 5. Can I try it on? 6. Are there any shoes to match? 7. Can I pay by credit card? 8. When will your new stock come in?

4. Complete the following indirect questions.

1. How tall is this building? Do you know? 2. What's that girl's name? I'd like to know 3. What time does the last bus leave? Could you tell me ... ? 4. How long does the flight to Rome take? I'd like to know 5. How much does this dress cost? Could you tell me ... ? 6. Why was the train delayed? I'd like to know

5. Underline the correct preposition.

1. Sam's bike is leaning **onto/against** the garage wall. 2. Where is mum? She's **in/on** the kitchen making an apple pie. 3. The new hotel is **opposite/along** Stone Park. 4. Wendy didn't recognize me. In fact, she walked straight **towards/past** me. 5. Do you know where Sam lives? Yes. Doesn't she live **near/along** the flower shop? 6. I hung the painting **over/up** our bed. 7. Max sat **outside/next to** Mrs Down at the dinner party. 8. The dog fell asleep **among/under** the dining room table. 9. The little girl hid **from/behind** a tree and waited for her friend to find her. 10. I'll meet you **towards/outside** the museum at 8 o'clock. 11. We walked **between/along** the deserted, sandy beach. 12. Why are you so tired? Because I walked all the way **from/inside** the city centre.

6. Put in all necessary prepositions.

1. The film starts ... 19.30. 2. The school year in Russia starts ... January and finishes ... November. 3. Christmas is always ... 7th January. 4. The shops open ... 8 o'clock. 5. See you ... Saturday! 6. The bank is ... the hotel and the English Embassy. 7. ... all pop singer, red is my favourite. 8. I met Adam ... Sunday, 14th September. 9. Yesterday I saw a strange bird sitting ... the tree.

7. a) Put in *there is/there are*.

1. My room is not very big, but it's quite nice. It has a big window, so it's very sunny. Opposite the window ... a window. ... also a bed, a desk and two armchairs in my room, but ... no chairs. On the desk ... a computer. Next to it ... a lamp. On the window sill ... many pot plants. A portable radio and a CD player stand on the shelf over my bed. On the floor ... a thick carpet. I like my room a lot.

b) Describe your own room, using *there is/there are*.

8. Complete the sentences by putting the right verb in the gerund form: *start meet speak go wash shave have ride write be throw give smoke.*

1. ... new people is a major advantage of ... on holiday. 2. Ann and Sam consider ... a family and ... children. 3. ... this woolen sweater in hot water can ruin it! 4. Max hates He thinks that some girls find stubble attractive. 5. ... Spanish is easier than ... it. 6. ... is forbidden in the office, sorry. 7. ... parties every weekend makes me tired. 8. ... presents to children on their birthdays is so pleasant. 9. I like ... my new bicycle. 10. Are you afraid of ... alone in a dark room?

9. Complete the sentences with the correct form of the Infinitive. Remember to use a negative form where necessary.

1. Tom decided (not/go) ... to the meeting. 2. Can you afford (buy) ... a new digital camera? 3. Sam appears (not/be) ... a very successful young man. 4. I didn't mean (hurt) ... you. 5. They promised (be) ... on time, so let's wait a little longer. 6. My parents made me (go) ... to bed at 9 when I was a child. 7. Will you let me (drive) ... your car? 8. My father-in-law agreed (lend) ... me some money to buy a laptop. 9. Mike was made (clean) ... his room although he didn't want to.

10. Write the appropriate form of the infinitive, as in the example.

1. She must ... (arrive) at the office by now. 2. They can't ... (live) in a flat. They own a house. 3. She must ... (be) very successful. She's on the cover of three magazines this week. 4. He looks sad. He must ... (have) some bad news. 5. Sally can't ... (finish) her homework. She only started it ten minutes ago. 6. The flat could ... (burn down) if the fire brigade hadn't arrived on time. 7. She must ... (hurt) his leg. She's limping. 8. Lynn can't ... (be) at home. She's gone shopping.

11. Correct mistakes.

1. I saw Matthew in Monday. 2. There hasn't many good teachers in my school. 3. My first lesson starts on 8 o'clock. 4. Ann's room is among the kitchen and the bathroom. 5. I hope meet you tomorrow. 6. In my town is no cable television. 7. We don't go to school in 1st May. 8. No eating any fruit isn't good for you. 9. Is there two cats in the garden? 10. Jog will make you fit.

Home Reading

Lesson 1. What is Psychology

Psychology is the scientific study of mental processes and behaviour. Psychologists observe and record how people and other animals relate to one another and to the environment. They look for patterns that will help them understand and predict behaviour, and they use scientific methods to test their ideas. Through such studies, psychologists have learned much that can help people fulfill their potential as human beings and increase understanding between individuals, groups, nations, and cultures.

Psychology is a broad field that explores a variety of questions about thoughts, feelings, and actions. Psychologists ask such questions as: “How do we see, hear, smell, taste, and feel? What enables us to learn, think, and remember, and why do we forget? What activities distinguish human beings from other animals? What abilities are we born with, and which must we learn? How much does the mind affect the body, and how does the body affect the mind? For example, can we change our heart rate or temperature just by thinking about doing so? What can our dreams tell us about our needs, wishes, and desires? Why do we like the people we like? Why are some people bashful and others not shy at all? What causes violence? What is mental illness, and how can it be cured?”

The research findings of psychologists have greatly increased our understanding of why people behave as they do. For example, psychologists have discovered much about how personality develops and how to promote healthy development. They have some knowledge of how to help people change bad habits and how to help students learn. They understand some of the conditions that can make workers more productive. A great deal remains to be discovered. Nevertheless, insights provided by psychology can help people function better as individuals, friends, family members, and workers.

Psychology and other sciences

Psychology is closely related to the natural science of biology. Like many biologists, psychologists study the abilities, needs, and activities of human beings and other animals. But psychologists focus on the workings of the nervous system, especially the brain.

Psychology is also related to the social sciences of anthropology and sociology, which deal with people in society. Like anthropologists and sociologists, psychologists investigate the attitudes and relationships of human beings in social settings. These three academic disciplines often study the same kinds of problems from different perspectives. However, psychologists concentrate on individual behaviour. They are especially interested in the beliefs and feelings that influence a person's actions.

In addition, psychology is similar to a medical field called psychiatry. Most psychologists have a degree in psychology and may or may not specialize in the treatment of mental disorders. Psychiatrists, on the other hand, usually have a medical degree and devote themselves to treating mental disorders.

(from: <http://www.a2zpsychology.com/articles/psychology.htm>)

Lesson 2. Methods of psychological research

In their research, psychologists use much the same approach as other scientists do. They develop theories, also called hypotheses, which are possible explanations for what they have observed. They then use scientific methods to test their hypotheses. The chief techniques used in psychological research include (1) naturalistic observation, (2) systematic assessment, and (3) experimentation.

Naturalistic observation involves watching the behaviour of human beings and other animals in their natural environment. For example, a researcher might study the activities of chimpanzees in the wild. The psychologist looks for cause-and-effect relationships between events and for broad patterns of behaviour.

Psychologists conducting such studies try to observe a group large enough and typical enough to accurately reflect the total population. Such a group is called a representative sample. Observers also attempt to keep their personal views from influencing the study. In addition, psychologists try to prevent their presence from affecting the behaviour being observed. A careful scientist hides from sight or remains on the scene long enough to become a familiar part of the environment.

Naturalistic observation is a valuable source of information to psychologists. The research itself has less effect on the subjects' behaviour than a controlled experiment does. But observation alone seldom proves a cause-and-effect relationship between two or more events. As a result,

psychologists use naturalistic observation chiefly as an exploratory technique to gain insights and ideas for later testing.

Systematic assessment is the general name for a variety of organized (systematic) methods used to examine (assess) people's thoughts, feelings, and personality traits. The chief types of systematic assessment include case histories, surveys, and standardized tests.

A case history is a collection of detailed information about an individual's past and present life. Nearly all clinical psychologists gather case histories of their patients to help them understand and treat the patients' problems. A psychologist who notices similar experiences or patterns of thought in several case histories may gain insight into the causes of certain emotional disorders.

A survey, also called a public opinion poll, is a study that measures people's attitudes and activities by asking the people themselves. Surveys provide information on political views, consumer buying habits, and many other topics. A psychologist conducting a survey prepares carefully worded questions. The researcher may interview participants personally or post questionnaires to them. If the psychologist wishes to form general conclusions, the survey must collect responses from a representative sample of individuals.

A standardized test is an examination for which average levels of performance have been established and which has shown consistent results. In addition, uniform methods of administering and scoring the test must have been developed. Psychologists use standardized tests to help measure abilities, aptitudes, interests, and personality traits.

Still other tests, called projective tests, yield clues to a person's inner feelings. In a Rorschach test, for example, the subject describes what he or she sees in a series of inkblots. In the Thematic Apperception Test, the subject invents a story about the characters in each of a series of pictures. Psychologists can interpret responses on these tests as expressions of an individual's personality.

Case histories, surveys, and standardized tests enable psychologists to gather much information that they could not detect by naturalistic observation. However, the accuracy of the information gathered depends on well-designed studies and on truthful, complete responses from the individuals who participate.

Experimentation helps a psychologist discover or confirm cause-and-effect relationships in behaviour. In a typical experiment, the

researcher divides subjects at random into two groups. One group is called the experimental group and the other the control group. For the experimental group, the researcher changes one condition that is likely to affect the subjects' behaviour and holds all other factors constant. The experimenter does nothing to the control group. If the experimental group behaves differently from the control group, the one condition changed probably caused the difference.

(from: <http://www.a2zpsychology.com/articles/psychology.htm>)

Lesson 3. Schools of Thought in Psychology

There are many schools of thought that developed during the early years of the twentieth century but we shall take up only the ones that greatly influenced the present-day psychology.

Structuralism

Edward Bradford Titchener developed structuralism based on the concepts of his mentor Wilhelm Wundt. The followers of Titchener were called structuralists because they analyzed conscious experiences into its elements, namely: sensation, images, and affective states. These elements they called the structures of conscious experience. The method of study used was called introspection, a process of self-observation. In introspection, the researcher reports his own observation of himself. Many people questioned the validity and accuracy of the findings because the process is very subjective. It then paved the way for a new school of thought to emerge.

Functionalism

Functionalism emerges toward the middle of 1850's through the effort of a group of American Psychologists. Most prominent of whom were William James and John Dewey. They redefined psychology as the study of the mind as it functions in adapting the organism to its environment. They studied consciousness as an ongoing process or stream instead of reducing it into elements. William James also argued that the proper subject matter of psychology was the study of the organism functioning as a whole in his environment. The method used by functionalists was objective observation and little of introspection.

Behaviorism

While Functionalism was developing and structuralism was on its height, a revolution against the two was already in the mind of John

Broodus Watson. He expressed dissatisfaction in the methods used. He instead advocated the use of objective experimental observation. He said the behaviour and the behavioral acts are to be described objectively in terms of stimulus response, habit formation, and habit integration. Watson took the position that all behaviour represents learned responses to particular environmental stimuli. Other educators who influenced behaviorism were Edward Lee Thomdike who used trial-error learning and B.F. Skinner who used rewards and punishments in shaping a behaviour. The behaviorist technique has proven useful in the treatment of psychological disorders.

Gestalt Psychology

While behaviorism was talking its roots in America, another school of thought emerged in Germany. This new school questioned the analysis of consciousness or behaviour in the way the structuralists and behaviorists did. Gestalt psychology was developed by Max Wertheimer, Wolfgang Kohler, and Kurt Koffka. Gestalt is a German word which means form, shape, or configuration. The greatest contributions of Gestalt are in perception and learning. They emphasized learning by whole rather than by parts. The method used is called phenomenology. Gestalt psychology became useful in teaching-learning situations.

Psychoanalysis

Psychoanalysis is not really a school of psychology because it did not concern itself with learning, sensation, attention, perception, and the other areas that preoccupied the previous schools of thought. It developed from the study and treatment of mental patients suffering from psychological disorders. The methods used were free association, dream analysis, and projective techniques. This movement started in Vienna under the leadership of Sigmund Freud, an Austrian physician specializing in diseases of the nervous system. Psychoanalysis is responsible for the attention given to unconscious motivation and child development.

Phenomenology

In the 1930's and 1940's, a group of psychologists, led by **Abraham Maslow** and **Carl Rogers**, largely influenced by the philosophical approach known as phenomenology, began a new concept in human beings. Phenomenology studies how people subjectively experience phenomena. This new group believed that in order to understand why people act in particular ways, their subjective experiences must be taken

into consideration. To phenomenologist, people have the power to shape their own fates, to be whatever they wish to be. *(from the Internet Essay)*

Lesson 4. Positive Psychology Exercises

Positive Psychology is a scientific field whose knowledge then translates into multiple different exercises, activities, techniques and interventions that can be used with coaching clients, at work in group settings, by students, employees and anyone who wants more satisfaction and well-being in their professional and personal life.

A letter of self-compassion

Have you ever heard of self-compassion? Simply put, self-compassion means that you treat yourself with care and concern when confronted with your own mistakes, failures and shortcomings. It has 3 different components:

Self-kindness: "... that we be gentle and understanding with ourselves rather than harshly critical and judgmental".

Sense of common humanity: "... feeling connected with others in the experience of life rather than feeling isolated and alienated by our suffering".

Mindfulness: "... that we hold our experience in balanced awareness, rather than ignoring our pain or exaggerating it".

This specific exercise is called "A letter of self-compassion" and you're gonna start with choosing an aspect of yourself that you dislike and criticize. It may be appearance, career, relationships, health, etc.

1. Write in detail about how this perceived inadequacy makes you feel. What thoughts, images, emotions, or stories come up when you think about it?

2. Next, imagine someone who is unconditionally loving, accepting, and supportive. This friend sees your strengths and opportunities for growth, including the negative aspects about you. The friend accepts and forgives, embracing you kindly just as you are.

3. Now write a letter to yourself from the perspective of this kind friend. What does he or she say to you? How does this friend encourage and support you in taking steps to change? Let the words flow and don't stress about structure or phrasing.

After fully drafting the letter, put it aside for fifteen minutes. Then return to the letter and reread it. Let the words sink in. Feel the encouragement, support, compassion, and acceptance.

Review the letter whenever you are feeling down about this aspect and remember that accepting yourself is the first step to change.

Taking a Daily Vacation

Now before you grab your pen and paper, let's go on a daily holiday, shall we? Are you living life in the fast lane? Do you feel like you lack time to actively savour and appreciate the experiences in your life? Then this exercise is for you.

Research has shown that, rather than their intensity, the frequency of positive emotions and feelings is a stronger predictor of our overall level of happiness. Meaning that it's more effective to increase the number of positive experiences, than it is to intensify them.

This exercise does just that. It's called "Taking a Daily Vacation":

1. You're gonna choose a different vacation every day. For example, going for a walk, chatting with a friend, having a hot bath, watching the sunrise while sipping on a mug tea. The only limit is your imagination. Just choose something you enjoy doing.

2. Before you actually start, remember, your daily vacation is a time to relax. So set aside your worries and fears for a while.

3. During the daily vacation, try to be present and experience what is happening. Notice the sensations. How are you feeling? What positive emotions are you experiencing? Take a mental note of them.

4. After your daily vacation remember to plan ahead for the next day; what will tomorrow's daily vacation be? Feel free to look forward to it.

Every day, before you go to bed, take at least five minutes to remember the positive emotions that you savored during the day, and on the weekend take 10 to 15 minutes to look at all the positive emotions of the past 7 days. How did you feel this week compared to other weeks? Are there any differences? How do you feel right now?

The Best Possible Self

The Best Possible Self (BPS) exercise can be used to increase optimism. The BPS requires people to envision themselves in an imaginary future in which everything has turned out in the most optimal way.

Over the past years, writing about and imagining a BPS has repeatedly been demonstrated to increase people's mood and well-being. Peters et al. (2010) provided evidence that writing about and imagining a

BPS can also increase optimism in terms of expecting favorable outcomes. This effect was independent from the effect on mood that was simultaneously increased by the manipulation.

Goal. The BPS exercise can be used to increase optimism in terms of expecting favorable outcomes.

Advice. While in most cases the exercise is used in a written form, it is also possible to ask clients to make drawings of their best possible self. The most powerful way to use the exercise is by instructing clients to visualise their best possible self on a daily basis.

Tool Description.

1. Set a timer or stopwatch for 10 minutes, in this time you are to think about your best possible future self and to write it down on paper.

2. Imagine your life the way you always imagined it would be like, your best possible self. Picture that you have performed to the best of your abilities and you had achieved the things you wanted to in life.

3. While writing don't worry about grammar or punctuation just focus on writing all your thoughts and emotions in an expressive way. You may want to have several sheets of paper for this exercise.

4. Reflection: after completing the initial exercise, you must reflect on your feelings and answer. Think about the following questions: What effects did this exercise have?

- Does this exercise affect you more emotionally or does it affect your current self-image?
- Did it motivate or inspire you?
- Does it make you want to make changes?
- How did this exercise affect you overall?

Positive Psychology Techniques

These positive psychology techniques have been tested by many psychologists and can be used in coaching clients, at work with groups, students, employees, and our many self-taught readers who want more effective techniques to use.

The Three Minute Breathing Space

Sometimes we get stuck in a negative cycle of feeling or thinking. Imagine you receive a bad evaluation (situation). An immediate result of this news is a feeling of sadness or frustration (feeling or emotion).

Often, we automatically start thinking. Our thoughts may concern the feeling (“this is no good, I don't want this, this must stop”) or the

situation (“how could this ever happen?”) or the self (“maybe I’m just not good enough”).

These thoughts can cause feelings or emotions, which can lead to thoughts again, etc. In this way, we can get caught in a cycle of thinking and feeling for a very long time. Because we are so identified with the content of our thoughts, we lose awareness of what is happening: we are caught in a game of feelings and thoughts. This is an example of how we sometimes easily get lost in worrying or ruminating (repetitive and negative thinking about the past).

Goal. The exercise commonly involves the following three steps. The first step is asking oneself “Where am I?” “How am I?” “What am I thinking?” In this way, one steps outside the “doing mode” for a moment, disrupts habitual patterns and introduces awareness of the current experience.

The second step involves a single focus of attention. Attention is directed away from thinking and focused on the breath.

During the third and last step, attention is expanded so that it also includes awareness of body sensations. The focus here is on the body as a whole.

The three-minute breathing space involves a direct way of coping, characterized by awareness and willingness to experience what is present.

Advice. For many people, due to their busy schedules, spending 20 minutes lying down performing a body scan or focusing on one’s breath with the eyes closed can be quite challenging.

The three minute breathing space can be used as an effective exercise to integrate mindfulness into the daily life. A structural implementation of the exercise can be achieved by using a timer at fixed moments during the day. In this way, the exercise can become automatised.

Loving Kindness Meditation

Loving-kindness means tender and benevolent affection. It is the wish that all beings (you and others) may be happy and good things may come their way.

Loving-kindness meditation teaches us to be a better friend to ourselves. It is a way to increase compassion.

The loving-kindness meditation is a form of single-focus meditation. Just as the breath is used as a focal point in the sitting meditation, compassionate sentences in the loving-kindness meditation are the focus of our attention.

Each and every time our mind starts wandering we take notice of this and return to these sentences:

May I be filled with loving kindness.

May I be safe from inner and outer dangers.

May I be well in body and mind.

May I be at ease and happy.

Goal. The goal of loving kindness meditation is to cultivate compassion to ourselves and others. Loving-kindness meditation has four “healing” elements: intention, attention, emotion and connection.

“Boosting” our intention (“may everyone be happy”) gives energy and meaning to our lives. The focused attention during the exercise calms our mind (“repeatedly return to the sentences”).

The positive emotions which emerge contribute to our happiness and the connection we experience in silence creates a feeling of calmness and safety (feeling less alone, less scared).

Advice. When you practice this meditation with clients, it is important to inform them that they should try to let go of any expectations about how they should feel during the meditation.

If clients find that they are discouraging themselves by the lack of positive feelings, instruct them to be gentle towards themselves for the fact that they feel discouraged.

Remind them that the aim is to focus on the wish and the intention, not on creating positive emotions. It is also important to realize that the purpose of the exercise is not to reduce or eliminate pain or suffering. This exercise teaches to adopt a gentler attitude.

Obviously, it is not realistic that there will never be pain or suffering again, but you (and others) simply deserve to be happy.

Practicing this exercise is like being there for a friend who’s not feeling well; you may not be able to heal them but you are able to give them the love and compassion they deserve. Note that a client can also formulate his/her own sentences. Here are some examples:

May I love myself as I am.

May I truly be happy.

May I be free of all fear.

May I be free of worries, etc.

Healing Through Writing

Past research has shown that that expressive writing about past traumatic events has many beneficial on both physical and emotional health.

Extensive research by James Pennebaker and colleagues shows that individuals who occasionally write about their emotions and thoughts experience several benefits: increased feelings of well-being, reduced physician visits, reduced absenteeism from work, improved academic grades, and enhanced immune system functions.

Goal. The goal this exercise is to help clients find meaning and resolution in their trauma. Through the writing process, clients may experience their emotional reactions to the trauma more manageable and might be less disturbed by unwarranted ruminations.

Advice. Many clients are hesitant to write for fear of others discovering and reading their journal. You can inform clients to feel free to dispose their writings after they have written the day's entry. No one need ever see they have written.

The process of self-expression is beneficial even if the text is immediately destroyed. Typically, this exercise is done in four consecutive days. However, a client may wish to proceed for a longer period of time. In any case, it is important to reflect on the experience.

(from: <https://positivepsychologyprogram.com/>)

Lesson 5. Alexander Romanovich Luria

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 socialhistoric 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.

(by Donchenko E. N.)

Lesson 6. How to Recognize Hypnosis

Hypnosis is an art – the introduction of man into a state of trance. Officially, this method of subliminal use in their work hypnotherapists. However, the introduction of skills in a trance can use and all sorts of scammers. In this case it is important to quickly identify hypnosis and off.

Instruction how to recognize hypnosis

Step 1:

Wary if a stranger in any way trying to capture your attention. Most likely, it will offer something “for free”. Or scare, for example, the presence of “corruption”, “crown of celibacy” and etc.

Step 2:

Pay attention to human gestures, to talk to you. The hypnotist will use the method of “tuning” – to breathe and speak in the same rhythm with you, rip your posture and movement. If its methods of work, you will be pleased to communicate with this person, and you will start to copy his gestures. To finally get to the trust, the scammer may try to take you by the hand.

Step 3:

The easiest way to enter a person in a trance – information overload it. In this case, it will be the interlocutor is constantly accelerating, then slowing down as long as you do not stop to evaluate its meaning. The information flow goes into the subconscious, and you get the installation. A variation of this method - the double attack. Two people will talk to you at the same time, to bring down an avalanche of information, will be forced to

rush and do something that you think would not. This method is most often used by Gypsies, and it works with frustrated or distressed people.

Step 4:

Repetitions in speaking words or phrases that seem to be woven into it, fix your attention on some bright object, any rhythmic movement – snapping fingers, tapping foot, etc. – It is also a common technique of hypnosis.

Step 5:

To immerse yourself in a trance during the attack, try to relieve drowsiness, which is the first stage of hypnosis, and ask a few simple questions and direct. For example, “How do you know?”, “What does that mean?” Hypnotist and knock is likely to leave you alone. You can try to translate everything into a joke. Say you gypsy mesmerizing that it is not right, and you yourself can teach her to guess.

Step 6:

One of the simplest and most effective ways to deal with the hypnotic effect is to scroll in a head any intrusive or nursery tunes. If you suspect that you are trying to hypnotize, start humming to himself, “Fiddler on the Roof” or “Grandma Lived in two gay goose”.

(from: <http://steptos.com/>)

**Lesson 7. Tiredness and Fatigue:
Why It Happens and How to Beat It**

“Tired all the time” is a popular complaint; tiredness and fatigue are common problems. Often, it is not a medical issue but one that can be reversed by a change of lifestyle.

Tiredness can negatively impact performance at work, family life, and social relationships. Fatigue has a reputation as a vague and difficult problem for doctors to investigate, and many people with fatigue do not report it to their doctor. Doctors who are conscious of this take the problem seriously and attempt to determine an underlying cause. There are many reasons people become tired, and, consequently, there are many ways to rectify the situation.

Fast facts on fatigue and tiredness

Fatigue is also known as tiredness, reduced energy, physical or mental exhaustion, or lack of motivation. Causes of fatigue can be psychological, physiological, and physical.

To diagnose the reasons for fatigue, a doctor will ask questions and take a sleep history, and may perform a physical examination and blood and urine tests. Treatment is focused on the underlying cause of tiredness.

What is the definition of fatigue?

Simply put, fatigue is the feeling of being tired. It is generally different from the sleepy feeling of drowsiness, or the psychological feeling of apathy, although these might both accompany fatigue. Other terms to describe fatigue include:

- reduced or no energy;
- physical or mental exhaustion;
- lack of motivation.

Reasons for tiredness and fatigue

Fatigue is a common experience – all humans become tired. However, this is not usually due to disease. There are numerous medical and non-medical causes of fatigue, including personal dietary and lifestyle habits.

The following factors can contribute to fatigue, either alone or in combination:

Psychological and psychosocial – stress, anxiety, and depression.

Physical – anemia, diabetes, glandular fever, and cancer.

Physiological – pregnancy, breast-feeding, inadequate sleep, and excessive exercise.

Some types of fatigue are not normally considered a medical problem, this includes tiredness as a result of: physical activity, emotional stress, boredom, lack of sleep.

The National Institute on Aging lists the following lifestyle habits that can lead to tiredness and fatigue: staying up too late, having too much caffeine, drinking too much alcohol, eating junk food.

Some people are more likely than others to suffer from fatigue. For instance, women more often report fatigue. People who live in poverty and those with mental or physical illness are also more likely to present with fatigue.

Medical reasons for fatigue

Physical causes can lead to fatigue, along with psychological and physiological factors. The list of physical or medical causes is long, making it important to see a doctor for an accurate diagnosis based on an individual's personal and medical history.

The list of potential medical reasons for fatigue includes: obesity, obstructive sleep apnea, sedative and antidepressant treatments, insomnia, anemia, iron deficiency, cancer, kidney disease, liver disease, heart failure, thyroid disease, diabetes, Addison's disease, anorexia, nervosa or other eating disorders, arthritis, including rheumatoid arthritis, autoimmune diseases such as systemic lupus erythematosus, fibromyalgia, infection, especially long-term AIDS, tuberculosis, and mononucleosis, malnutrition.

(from: <http://www.medicalnewstoday.com/>)

Lesson 8. TED: Kelly McGonigal “How to Make Stress Your Friend”

Kelly McGonigal: I have a confession to make. But first, I want you to make a little confession to me. In the past year, I want you to just raise your hand if you've experienced relatively little stress. Anyone? How about a moderate amount of stress?

Who has experienced a lot of stress? Yeah. Me too.

But that is not my confession. My confession is this: I am a health psychologist, and my mission is to help people be happier and healthier. But I fear that something I've been teaching for the last 10 years is doing more harm than good, and it has to do with stress. For years I've been telling people, stress makes you sick. It increases the risk of everything from the common cold to cardiovascular disease. Basically, I've turned stress into the enemy. But I have changed my mind about stress, and today, I want to change yours.

Let me start with the study that made me rethink my whole approach to stress. This study tracked 30,000 adults in the United States for eight years, and they started by asking people, “How much stress have you experienced in the last year?” They also asked, “Do you believe that stress is harmful for your health?” And then they used public death records to find out who died.

Okay. Some bad news first. People who experienced a lot of stress in the previous year had a 43 percent increased risk of dying. But that was only true for the people who also believed that stress is harmful for your health. People who experienced a lot of stress but did not view stress as harmful were no more likely to die. In fact, they had the lowest risk of dying of anyone in the study, including people who had relatively little stress.

Now the researchers estimated that over the eight years they were tracking deaths, 182,000 Americans died prematurely, not from stress, but from the belief that stress is bad for you. That is over 20,000 deaths a year. Now, if that estimate is correct, that would make believing stress is bad for you the 15th largest cause of death in the United States last year, killing more people than skin cancer, HIV/AIDS and homicide.

You can see why this study freaked me out. Here I've been spending so much energy telling people stress is bad for your health. So this study got me wondering: Can changing how you think about stress make you healthier? And here the science says yes. When you change your mind about stress, you can change your body's response to stress.

Now to explain how this works, I want you all to pretend that you are participants in a study designed to stress you out. It's called the social stress test. You come into the laboratory, and you're told you have to give a five-minute impromptu speech on your personal weaknesses to a panel of expert evaluators sitting right in front of you, and to make sure you feel the pressure, there are bright lights and a camera in your face, kind of like this.

And the evaluators have been trained to give you discouraging, non-verbal feedback, like this. Now that you're sufficiently demoralized, time for part two: a math test. And unbeknownst to you, the experimenter has been trained to harass you during it. Now we're going to all do this together. It's going to be fun. For me. Okay.

I want you all to count backwards from 996 in increments of seven. You're going to do this out loud, as fast as you can, starting with 996. Go!

Go faster. Faster please. You're going too slow.

Stop. Stop, stop, stop. That guy made a mistake. We are going to have to start all over again. You're not very good at this, are you? Okay, so you get the idea. If you were actually in this study, you'd probably be a little stressed out. Your heart might be pounding, you might be breathing faster, maybe breaking out into a sweat. And normally, we interpret these physical changes as anxiety or signs that we aren't coping very well with the pressure. But what if you viewed them instead as signs that your body was energized, was preparing you to meet this challenge? Now that is exactly what participants were told in a study conducted at Harvard University. Before they went through the social stress test, they were taught to rethink their stress response as helpful. That pounding heart is preparing you for action. If you're breathing faster, it's no problem. It's getting more oxygen to your brain. And participants who learned to view the stress

response as helpful for their performance, well, they were less stressed out, less anxious, more confident, but the most fascinating finding to me was how their physical stress response changed.

Now, in a typical stress response, your heart rate goes up, and your blood vessels constrict like this. And this is one of the reasons that chronic stress is sometimes associated with cardiovascular disease. It's not really healthy to be in this state all the time. But in the study, when participants viewed their stress response as helpful, their blood vessels stayed relaxed like this. Their heart was still pounding, but this is a much healthier cardiovascular profile. It actually looks a lot like what happens in moments of joy and courage. Over a lifetime of stressful experiences, this one biological change could be the difference between a stress-induced heart attack at age 50 and living well into your 90s. And this is really what the new science of stress reveals, that how you think about stress matters.

So my goal as a health psychologist has changed. I no longer want to get rid of your stress. I want to make you better at stress. And we just did a little intervention. If you raised your hand and said you'd had a lot of stress in the last year, we could have saved your life, because hopefully the next time your heart is pounding from stress, you're going to remember this talk and you're going to think to yourself, this is my body helping me rise to this challenge. And when you view stress in that way, your body believes you, and your stress response becomes healthier.

Now I said I have over a decade of demonizing stress to redeem myself from, so we are going to do one more intervention. I want to tell you about one of the most under-appreciated aspects of the stress response, and the idea is this: Stress makes you social. To understand this side of stress, we need to talk about a hormone, oxytocin, and I know oxytocin has already gotten as much hype as a hormone can get. It even has its own cute nickname, the cuddle hormone, because it's released when you hug someone. But this is a very small part of what oxytocin is involved in.

Oxytocin is a neuro-hormone. It fine-tunes your brain's social instincts. It primes you to do things that strengthen close relationships. Oxytocin makes you crave physical contact with your friends and family. It enhances your empathy. It even makes you more willing to help and support the people you care about. Some people have even suggested we should snort oxytocin to become more compassionate and caring. But here's what most people don't understand about oxytocin. It's a stress hormone. Your pituitary gland pumps this stuff out as part of the stress

response. It's as much a part of your stress response as the adrenaline that makes your heart pound. And when oxytocin is released in the stress response, it is motivating you to seek support. Your biological stress response is nudging you to tell someone how you feel, instead of bottling it up. Your stress response wants to make sure you notice when someone else in your life is struggling so that you can support each other. When life is difficult, your stress response wants you to be surrounded by people who care about you.

Okay, so how is knowing this side of stress going to make you healthier? Well, oxytocin doesn't only act on your brain. It also acts on your body, and one of its main roles in your body is to protect your cardiovascular system from the effects of stress. It's a natural anti-inflammatory. It also helps your blood vessels stay relaxed during stress. But my favorite effect on the body is actually on the heart. Your heart has receptors for this hormone, and oxytocin helps heart cells regenerate and heal from any stress-induced damage. This stress hormone strengthens your heart.

And the cool thing is that all of these physical benefits of oxytocin are enhanced by social contact and social support. So when you reach out to others under stress, either to seek support or to help someone else, you release more of this hormone, your stress response becomes healthier, and you actually recover faster from stress. I find this amazing, that your stress response has a built-in mechanism for stress resilience, and that mechanism is human connection.

I want to finish by telling you about one more study. And listen up, because this study could also save a life. This study tracked about 1,000 adults in the United States, and they ranged in age from 34 to 93, and they started the study by asking, "How much stress have you experienced in the last year?" They also asked, "How much time have you spent helping out friends, neighbors, people in your community?" And then they used public records for the next five years to find out who died.

Okay, so the bad news first: For every major stressful life experience, like financial difficulties or family crisis, that increased the risk of dying by 30 percent. But – and I hope you are expecting a "but" by now – but that wasn't true for everyone. People who spent time caring for others showed absolutely no stress-related increase in dying. Zero. Caring created resilience. And so we see once again that the harmful effects of stress on your health are not inevitable. How you think and how you act can

transform your experience of stress. When you choose to view your stress response as helpful, you create the biology of courage. And when you choose to connect with others under stress, you can create resilience. Now I wouldn't necessarily ask for more stressful experiences in my life, but this science has given me a whole new appreciation for stress. Stress gives us access to our hearts. The compassionate heart that finds joy and meaning in connecting with others, and yes, your pounding physical heart, working so hard to give you strength and energy. And when you choose to view stress in this way, you're not just getting better at stress, you're actually making a pretty profound statement. You're saying that you can trust yourself to handle life's challenges. And you're remembering that you don't have to face them alone.

Thank you.

Chris Anderson: This is kind of amazing, what you're telling us. It seems amazing to me that a belief about stress can make so much difference to someone's life expectancy. How would that extend to advice, like, if someone is making a lifestyle choice between, say, a stressful job and a non-stressful job, does it matter which way they go? It's equally wise to go for the stressful job so long as you believe that you can handle it, in some sense?

KM: Yeah, and one thing we know for certain is that chasing meaning is better for your health than trying to avoid discomfort. And so I would say that's really the best way to make decisions, is go after what it is that creates meaning in your life and then trust yourself to handle the stress that follows.

CA: Thank you so much, Kelly. It's pretty cool.

(from: <https://www.ted.com/talks/>)

Lesson 9. Emotional Mastery

Over the centuries, philosophers have tried to categorize the very many complex emotions of humanity – no easy task. Aristotle came up with fourteen emotions: anger, patience, friendship enmity, fear, confidence, shame, shamelessness, emulation, contempt, kindness, pity, indignation, envy. Other philosophers argued that emotions are largely influenced by one's time period and culture. We will focus on a few major, elemental emotions, both positive and negative. In the persuasive process, you want to

control negative emotions while constructing positive emotions. You don't want your message to end with negative feelings.

Worry

When your prospect is worried or preoccupied with something occurring now or that is about to happen in the future, your ability to persuade declines. Worry is feeling anxious, uneasy, or concerned about something that may or will happen, or has already happened. I have heard worry referred to as "negative goal setting". Anxiety creates tension – a fear that occupies our thoughts, which if encouraged will grow and continue to dominate our thoughts.

You can combat worry in your prospects by modifying their anxiety into thoughts of reality. Bring them back to reality by having them realize we can't change many things in life. Stress that most of the things we worry about are those very things we can't change and which won't likely ever happen in the first place. Help your prospects replace their negative mental images with positive ones.

Fear

Fear is anxiety or tension caused by danger, apprehension, harm, pain, or destruction. The possibility of harm can be real or imagined. Fear motivates and moves us away from unpleasant circumstances or potential destruction. Fear persuades us to do many things we might not otherwise do. Out of fear we buy life insurance, air bags, home alarms, and guns.

Fear does not work in every circumstance, however; if we were solely motivated by fear, we would never speed or start smoking. The proper dose of fear is essential in persuasion. If the dose is too small, it will not stimulate action. If the fear is too large, it will trigger resistance and acceptance will decrease. For fear to stick and create action and persuasion, it must include the following steps:

1. The image of fear must be unpleasant, such as threat of pain, destruction, or grief.
2. It must be imminent. Your prospects must feel not only that the fearful event is likely to happen, but also that they could be victimized by its occurrence. They must feel vulnerable.
3. You must provide a solution to the fear. Give your prospects a recommended action to suspend or eliminate the fear.
4. Your prospects must believe they are capable of doing what is asked of them and that doing so will work for them.

Anger

Anger is a secondary emotion. A prospect's anger is usually an indicator that something else is askew and/or that he needs and wants attention. You can assist in diminishing his anger by determining the key issue he is upset about. It is also often effective to ask for his help, opinions, or advice. This will usually diffuse his anger or even change his attitude and demeanor completely. In some circumstances, you may want to use anger to make a certain point or to evoke a certain reaction.

Sympathy and Compassion

You can generate action for your cause by creating sympathy for it. When we see others victimized by misfortune that was beyond their control, we feel more sympathetic toward them and more motivated to help them. You've probably seen this technique used by marketers when they show you pictures of starving children, battered women, abandoned animals, and disabled adults.

Jealousy

Jealousy is the pain caused by seeing others' good fortune, not because we want what they have, but because we resent them for having it. The cause of jealousy is the false perception that one's worth lies in the possession of those goods.

Shame

Shame is pain and disrespect felt in connection to regrettable behaviors, experiences, or events. It often involves disgrace or loss of respect for oneself because we feel we have fallen in the eyes of our family, friends, or loved ones. We feel shame because of our vices, our abuses, or any of our perceived failures.

Pity

Pity is empathy we feel toward someone who has been unjustly trespassed against. We often feel pity for others due to death, injury, sickness, calamity, natural disaster, accidents, and so on. We can feel pity for people who are close to us as well as toward people we don't know at all.
(from: <http://www.studfiles.ru/>)

Lesson 10. How to Understand Your Emotions

What would life be without emotions? Bleak and dreary, most likely. Most people would agree that emotions, that is, the capacity to feel and to care, and not just to think, make life worth living. Scientists have

come a long way to understanding what emotions are and have documented what they feel like for most people. That said, there is still much about emotions that is controversial or debated.

Examining the Nature of Emotions

Learn what emotions are. Emotions are programmed responses shaped by evolution that allow you to navigate your environment in ways that were generally adaptive in the past and are probably still adaptive today. Our ancestors who had the capacity to experience emotions like fear at the sight of a cliff would have been more cautious and more likely to survive and reproduce than those without the capacity to be afraid. Emotions are divided into the primary categories of negative and positive. Positive emotions are those that occur when there is a potential benefit to be had, or after a benefit has been achieved. Negative emotions occur prior to or in response to situations that incur costs on you.

Know the basic emotions. Most psychologists agree that there are a set of so-called “basic emotions” that all humans are endowed with, just like eyes, legs, or arms. The basic emotions include anger, disgust, fear, happiness, sadness, and surprise. Researchers have since expanded the list of emotions to include contempt, pride, shame, love, and anxiety. There may be more basic emotions than that, but the extent to which they are universally experienced or culture-specific is up for debate.

Understand the role emotions play. Emotions are incredibly important for our survival, our ability to thrive, and our ability to make good decisions. The idea that there is a dichotomy between emotion and reason is false. The way in which emotions can be seen as important for survival is best illustrated with an example.

Imagine you woke up one day and you didn’t feel embarrassed or have any sense of shame or social anxiety. You generally did not care at all how you acted in front of other people. Chances are, you would lose all your friends if you didn’t care at all about how you acted around them. That is to say the emotions, even negative emotions, are very important for our getting along with others and ultimately our survival.

Recognize how emotions affect decision-making. Emotions are critically important toward our ability to make decisions. Emotions provide value or weight to some information, thereby biasing our decision-making in one direction or another. Several studies have found that people with lesions to parts of their brain that are involved with emotion, have impaired decision-making and in some cases impaired moral behavior.

– The most famous of these cases is Phineas Gage (PG), an individual who was involved in an accident in which a metal pole blew through his head, damaging a part of his brain involved in the processing of emotion. Miraculously, PG survived the accident although he would never be the same person again. His personality changed drastically; he displayed flat or inappropriate emotion, made horrible decisions, and was a jerk to be around.

– One of the main reasons for this shift was that he had damage to a part of his brain involved in emotion. One group that has trouble in society are psychopaths. Those with psychopathy are often criminal offenders. One of the key diagnostic criterion for psychopathy is a lack of emotion, something called callous-unemotional traits. It is a lack of empathy, and guilt, and lacking these emotions tends to lead to antisocial behaviors. That is to say that emotions are important for our sense of morality.

Know that emotions can become disordered. Just as you could get a disorder of your kidneys or your eyes, your emotions can become disordered, too. If you feel like your emotions are disordered, be sure to talk to a mental health professional about treatment options. Some of the more common disorders of emotion, or mental disorders in which emotions are affected include:

– depression, which involves persistent and long-lasting feelings of sadness and a lost of interest;

– anxiety disorders. General anxiety disorder refers to extended and excessive worry about day-to-day happenings;

– schizophrenia can be associated with a lack of emotions or an irritable or depressed mood;

– mania, which generally occurs in bipolar disorder, refers to an extended period of abnormally and excessively elevated mood. Manic individuals may also be excessively and persistently irritable.

Record when your emotions occur. Once you have a sense of when emotions arise and what they feel like, you can take notes on your emotions to further understand them as they relate to you personally. To learn more about the specific emotions you experience and what triggers them in your life, keep a log of when you feel an emotion and what you think triggered it.

Recognizing Your Emotions

Learn what each emotion feels like. People report that different emotions feel different subjectively. While the clearest distinction is that negative emotions feel very different than positive emotions, different negative emotions feel different from each other, also. Embarrassment feels different than sadness, which feels different from fear.

Learn what anger feels like. Anger is experienced when someone has wronged you in some way. It serves to dissuade them from doing so again in the future. Without an emotion like anger, people might repeatedly take advantage of you. Anger begins in the back between the shoulder blades and travels upward, along the back of the neck and around the sides of the jaws and head. When experiencing anger you may feel hot and flustered. If you notice sensations in your back, neck, and jaws such as tension, pain, and pressure, it's likely that you've been internalizing your anger.

Learn what disgust feels like. Disgust is experienced toward repulsive stimuli, things that can make us physically sick; it functions to protect us from things that could make us ill. It can also be experienced when we find things metaphorically gross – like certain moral violations. Disgust is felt primarily in the stomach, chest, and head areas of the body. You may actually feel sick or nauseous and find yourself closing off your nasal passages and moving away from the revolting stimuli.

Understand what fear feels like. Fear is experienced in response to dangers, things like bears or heights or guns; it helps us to avoid these things in the moment and to learn to avoid them in the future. Although fear is an evolved emotional response, many of the things we are afraid of are learned. However, we are more sensitive to learning fears from situations or things (such as snakes or heights) that occurred frequently over human evolutionary history than we are to recent inventions that are nonetheless much more dangerous (such as driving in a car or being around a light socket).

Fear is felt primarily in the top half of the body, except when it involves a fear of heights it can involve increased sensation in the legs. Your heart may beat faster, you may breathe quicker, your palms may feel sweaty and hot as part of your nervous system kicks into high gear; this is the so called fight or flight response.

Know what happiness feels like. Happiness is experienced in response to things that often have implications for surviving, thriving, and

passing on one's genes. Examples of things that make us happy include having sex, having children, succeeding in a valued goal, being praised by others, and being in a nice welcoming environment.

Happiness, while being perhaps one of those most easily recognizable or well-known emotions, is also one of the most difficult to define. It can involve feelings of warmth throughout the whole body or it can involve a sense of feeling content, safe, or living the good life.

Review what sadness feels like. Sadness is experienced in response to a loss that we care about. It is a very painful emotion, which may act to help us to avoid losses in the future or to appreciate what we have when we get it or them back (such as in the case of a romantic partner).

Sadness often begins in the chest and moves upward through the throat and up to the eyes where we see tears. You've probably heard the expression "She's all choked up". Allowing yourself to cry fully can be a cleansing experience. Paying attention to the physical sensations in these areas and allowing the energy to move assists us in grieving a loss, empathizing with others' suffering and maintaining health and well-being.

Know what surprise feels like. Surprise is experienced when something is unexpected but not deemed to be a threat. It is an interesting emotion in that it is relatively neutral in valence compared to the other emotions, which are more positive or negative. Surprise may function to help re-orient attention to novel unexpected things.

Surprise is felt primarily in the head and chest. It is experienced in response to the unexpected; it can feel like a bit of a jolt.

(from: <http://www.wikihow.com/>)

Lesson 11. Emotions and Heart

"He was so upset, I thought he'd have a heart attack". That expression is seldom meant literally, but a group of Boston heart specialists and psychiatrists report in the JOURNAL of the AMERICAN MEDICAL ASSOCIATION that there does seem to be a connection between emotions and heart. In a study of 117 people who had been hospitalized for life threatening disturbances in heart rhythm, and in most cases had suffered cardiac arrest, the doctors found that 25 had experienced "cute emotional disturbances", during 24 hours.

Situations that seemed to bring on attack included arguments, marital breakups, and the death of someone close. In 17 cases, the precipitating emotion was apparently anger; in others, depression, fear, grief, extreme agitation and tension played a role. The researchers think these upsets may interfere with the nervous system's regulation of heart rhythm and, they add, doctors should study not only the physical conditions of patients' hearts, but also their lives and emotions.

(by Donchenko E. N.)

**Lesson 12. TED: David Steindl
"Want to be happy? Be grateful"**

David Steindl – a monk: There is something you know about me, something very personal, and there is something I know about every one of you and that's very central to your concerns. There is something that we know about everyone we meet anywhere in the world, on the street, that is the very mainspring of whatever they do and whatever they put up with, and that is that all of us want to be happy. In this, we are all together. How we imagine our happiness, that differs from one another, but it's already a lot that we have all in common, that we want to be happy.

Now my topic is gratefulness. How is the connection between happiness and gratefulness? Many people would say, well, that's very easy. When you are happy, you are grateful. But think again. Is it really the happy people that are grateful? We all know quite a number of people who have everything that it would take to be happy, and they are not happy, because they want something else or they want more of the same. And we all know people who have lots of misfortune, misfortune that we ourselves would not want to have, and they are deeply happy. They radiate happiness.

You are surprised. Why? Because they are grateful. So it is not happiness that makes us grateful. It's gratefulness that makes us happy. If you think it's happiness that makes you grateful, think again. It's gratefulness that makes you happy.

Now, we can ask, what really do we mean by gratefulness? And how does it work? I appeal to your own experience. We all know from experience how it goes. We experience something that's valuable to us. Something is given to us that's valuable to us. And it's really given. These two things have to come together. It has to be something valuable, and it's a

real gift. You haven't bought it. You haven't earned it. You haven't traded it in. You haven't worked for it. It's just given to you.

And when these two things come together, something that's really valuable to me and I realize it's freely given, then gratefulness spontaneously rises in my heart, happiness spontaneously rises in my heart. That's how gratefulness happens.

Now the key to all this is that we cannot only experience this once in a while. We cannot only have grateful experiences. We can be people who live gratefully. Grateful living, that is the thing. And how can we live gratefully? By experiencing, by becoming aware that every moment is a given moment, as we say. It's a gift. You haven't earned it. You haven't brought it about in any way. You have no way of assuring that there will be another moment given to you, and yet, that's the most valuable thing that can ever be given to us, this moment, with all the opportunity that it contains. If we didn't have this present moment, we wouldn't have any opportunity to do anything or experience anything, and this moment is a gift. It's a given moment, as we say.

Now, we say the gift within this gift is really the opportunity. What you are really grateful for is the opportunity, not the thing that is given to you, because if that thing were somewhere else and you didn't have the opportunity to enjoy it, to do something with it, you wouldn't be grateful for it. Opportunity is the gift within every gift, and we have this saying, opportunity knocks only once.

Well, think again. Every moment is a new gift, over and over again, and if you miss the opportunity of this moment, another moment is given to us, and another moment. We can avail ourselves of this opportunity, or we can miss it, and if we avail ourselves of the opportunity, it is the key to happiness. Behold the master key to our happiness in our own hands. Moment by moment, we can be grateful for this gift.

Does that mean that we can be grateful for everything? Certainly not. We cannot be grateful for violence, for war, for oppression, for exploitation. On the personal level, we cannot be grateful for the loss of a friend, for unfaithfulness, for bereavement. But I didn't say we can be grateful for everything. I said we can be grateful in every given moment for the opportunity, and even when we are confronted with something that is terribly difficult, we can rise to this occasion and respond to the opportunity that is given to us. It isn't as bad as it might seem. Actually, when you look at it and experience it, you find that most of the time, what is given to us is

opportunity to enjoy, and we only miss it because we are rushing through life and we are not stopping to see the opportunity.

But once in a while, something very difficult is given to us, and when this difficult thing occurs to us, it's a challenge to rise to that opportunity, and we can rise to it by learning something which is sometimes painful. Learning patience, for instance. We have been told that the road to peace is not a sprint, but is more like a marathon. That takes patience. That's difficult. It may be to stand up for your opinion, to stand up for your conviction. That's an opportunity that is given to us. To learn, to suffer, to stand up, all these opportunities are given to us, but they are opportunities, and those who avail themselves of those opportunities are the ones that we admire. They make something out of life. And those who fail get another opportunity. We always get another opportunity. That's the wonderful richness of life.

So how can we find a method that will harness this? How can each one of us find a method for living gratefully, not just once in a while being grateful, but moment by moment to be grateful. How can we do it? It's a very simple method. It's so simple that it's actually what we were told as children when we learned to cross the street. Stop. Look. Go. That's all. But how often do we stop? We rush through life. We don't stop. We miss the opportunity because we don't stop. We have to stop. We have to get quiet. And we have to build stop signs into our lives.

When I was in Africa some years ago and then came back, I noticed water. In Africa where I was, I didn't have drinkable water. Every time I turned on the faucet, I was overwhelmed. Every time I clicked on the light, I was so grateful. It made me so happy. But after a while, this wears off. So I put little stickers on the light switch and on the water faucet, and every time I turned it on, water. So leave it up to your own imagination. You can find whatever works best for you, but you need stop signs in your life.

And when you stop, then the next thing is to look. You look. You open your eyes. You open your ears. You open your nose. You open all your senses for this wonderful richness that is given to us. There is no end to it, and that is what life is all about, to enjoy, to enjoy what is given to us.

And then we can also open our hearts, our hearts for the opportunities, for the opportunities also to help others, to make others happy, because nothing makes us more happy than when all of us are happy. And when we open our hearts to the opportunities, the opportunities

invite us to do something, and that is the third. Stop, look, and then go, and really do something. And what we can do is whatever life offers to you in that present moment. Mostly it's the opportunity to enjoy, but sometimes it's something more difficult.

But whatever it is, if we take this opportunity, we go with it, we are creative, those are the creative people, and that little stop, look, go, is such a potent seed that it can revolutionize our world. Because we need, we are at the present moment in the middle of a change of consciousness, and you will be surprised if you – I am always surprised when I hear how many times this word “gratefulness” and “gratitude” comes up. Everywhere you find it, a grateful airline, a restaurant gratefulness, a cafe gratefulness, a wine that is gratefulness. Yes, I have even come across a toilet paper that the brand is called “Thank You”.

There is a wave of gratefulness because people are becoming aware how important this is and how this can change our world. It can change our world in immensely important ways, because if you're grateful, you're not fearful, and if you're not fearful, you're not violent. If you're grateful, you act out of a sense of enough and not of a sense of scarcity, and you are willing to share. If you are grateful, you are enjoying the differences between people, and you are respectful to everybody, and that changes this power pyramid under which we live.

And it doesn't make for equality, but it makes for equal respect, and that is the important thing. The future of the world will be a network, not a pyramid, not a pyramid turned upside down. The revolution of which I am speaking is a nonviolent revolution, and it's so revolutionary that it even revolutionizes the very concept of a revolution, because a normal revolution is one where the power pyramid is turned upside down and those who were on the bottom are now on the top and are doing exactly the same thing that the ones did before. What we need is a networking of smaller groups, smaller and smaller groups who know one another, who interact with one another, and that is a grateful world.

A grateful world is a world of joyful people. Grateful people are joyful people, and joyful people, the more and more joyful people there are, the more and more we'll have a joyful world. We have a network for grateful living, and it has mushroomed. We couldn't understand why it mushroomed. We have an opportunity for people to light a candle when they are grateful for something. And there have been 15 million candles lit in one decade. People are becoming aware that a grateful world is a happy

world, and we all have the opportunity by the simple stop, look, go, to transform the world, to make it a happy place. And that is what I hope for us, and if this has contributed a little to making you want to do the same, stop, look, go.

Thank you.

(from: <https://www.ted.com/talks/>)

Lesson 13. Six Emotional Motives for Your Characters



Bored and discontent, Coraline opens a small hidden door and travels to another realm

With emotional drive comes the character depth your audience will love. And because emotions can result in many different choices, these inner forces are incredibly flexible. They can form the backbone for your entire story, provide a character arc, or simply add another dimension to the plot and characters you already have. They can provide motivation for your hero – or for your villain. To get you started, here's six common emotional needs.

1. To Justify Their Existence



In “Rise of the Guardians”, Jack Frost wonders who he is and why the Man in the Moon brought him to life

Perhaps your character is insecure, like, I don't know... *just about everyone*. Or worse, she might secretly loathe herself. Maybe she doesn't feel like she knows herself, and she wants to discover who she is. But of course, she's not hoping to discover that she's a soul-sucking lice demon. She's needs to feel like she's worth something. Her backstory could include a bunch of jerks that made her feel less than human. Or she could be the only child in her family without superpowers. She might have been proud before she did something terrible, and now she needs to redeem herself.

The Dark Side

Your character might try to fulfill her need for self-worth by pulling the wool over everyone's eyes. She could exaggerate her accomplishments or boast about how wonderful she is. When criticized, even in a friendly manner, she could get incredibly defensive. Somewhere inside, she knows if she acknowledged the person she really is, she wouldn't be able to go on.

Example



**In “Buffy the Vampire Slayer”,
Faith’s downfall begins when she
accidentally kills a human**

The look on her face when she realizes what she's done shows how sorry she is. But shortly after, she tries to pin the crime on Buffy while denying that she did anything wrong – or even that she feels bad about it. In season four, she steals Buffy's body and discovers how good it feels to be a hero.

The Light Side

Your character might take it upon herself to become someone she will be proud of. Humbled, she could begin listening to others and learning from them. She might go out of her way to help other people, wishing to contribute to the common good.

Example



**In “Avatar”: The Last Airbender,
Sokka is the only member of the
adventuring party who isn't a Bender**

He wants to be useful and capable, but he has to admit his failings before he's ready to learn. Lucky for him, the Kyoshi warriors give him a lesson in humility. As the series progresses, he works to become a great strategist and master swordsman.

A justification motive works especially well for a character you'd like to transition from a villain to a hero or from rags to riches. They may not be great heroes when they enter the story, but they want to be.

2. To Avoid Conflict



When Tara first appears on “Buffy the Vampire Slayer”, she is painfully shy

Your character has a deep aversion to awkward, embarrassing, or otherwise uncomfortable social situations. Whenever he’s around other people, his primary concern is to make sure everyone is happy. He’ll do anything to avoid confronting someone.

This might just be part of his personality. Or it could be a result of cultural training. His parents might have taught him that a good person is someone who is pleasant and doesn’t make waves. Alternatively, in his past he could have faced continuous aggression in a context where he was completely powerless to fight back. He learned to cope by hiding from any kind of fight, and even now he behaves as though he’s helpless.

The Dark Side

Your character might let a bad problem become dire because of his refusal to acknowledge it. Once the problem is so bad he can’t pretend it isn’t there, he’s likely to run from it instead of solving it. He might also end up over-committing himself because he can’t say no to anything anyone asks of him. Unwilling to communicate about problems, he could bottle up his negative feelings until he lashes out in passive-aggressive ways.

Example



In “Frozen”, Elsa was taught by her parents that the only way to keep from harming others was to isolate herself

She spends years locked away, trying to keep anyone from discovering her powers. Instead of learning to work with her abilities, she suppresses them. When her powers come out at a large event, she runs away without giving her subjects a chance to accept her.

The Light Side

Your character could be the person that everyone loves. He could be very conciliatory, helping others come to an agreement and maintaining peace in his social group. He might take a few moments to engage with every individual, ensuring their needs are met.

Example



In “Dr. Horrible’s Sing-Along Blog”, Penny becomes a confidante to Dr. Horrible and a lover to his enemy, Captain Hammer

That’s because she is a nice person who gets along with everyone. Her sensitivity to the way Dr. Horrible feels gives him a chance to change his ways. Conflict avoidance is underutilized as a character trait. It’s easy to get a character who won’t say no into unpleasant situations, and the problems he encounters will be difficult for him to solve without ruffling feathers. Besides, who doesn’t like a reluctant hero?

3. To Protect From Threats



In “Stargate SG1”, O’Neill judges every new discovery by how it might endanger people

Regardless of whether she’s really being threatened, your character *feels* threatened. She worries about her own safety and the safety of the ones she loves. She might think that people will take advantage of her, or maybe she just knows that life in the post-apocalyptic hellscape dungeon is rife with peril. Either way, she needs to feel that she or those she cares for are safe. Her background probably involves continuous abuse or hardship. Someone with power over her might have physically or emotionally hurt her day after day. Or maybe she endured as her possessions dwindled and her loved ones fell prey to sickness, starvation, and violence. That’s why she’s hyper-vigilant, always watching for threats in her surroundings.

The Dark Side

Your character could overreact to signs of trouble. She might interpret others as aggressors and herself as their victim, even when it’s not true. In an effort to protect herself, she could be demanding and even violent. Inside, she still feels small and powerless. She doesn’t realize that others find her frightening.

Example



In “Lord of the Rings”, Boromir is desperate to save the people of Gondor from the armies of Mordor

He feels it’s unfair that the council of Elrond won’t give him the One Ring, and he is suspicious of Galadriel and others like her. The One Ring takes advantage of his suspicious nature and desire to protect Gondor, making him even more paranoid and demanding.

The Light Side

Your character could be incredibly loyal to those she loves or anyone who is helpless and in need of protection. She might become a champion of the weak and sacrifice her own safety for the benefit of others.

Example



In “The Hunger Games” trilogy, Katniss puts the safety of the ones she loves above anything else

Lifelong struggle and neglect by her mother taught her that the world is dangerous. Besides herself, her friend Gale is the only person she trusts to protect her mother and sister. She volunteers for the Hunger Games to keep her sister safe and becomes a figurehead for the rebellion largely to free Peeta from the Capitol of Panem. Threat-focused characters work great for settings that have possible danger coming from all directions. Gray morality and chaotic factions will challenge a protector to distinguish friend from foe. That will maximize her internal conflict and give you more opportunities to develop her as a character.

4. To Find Joy & Meaning



In “Pirates of the Caribbean”, Elizabeth prefers piracy over a pampered life

Your character is apathetic or disillusioned about his life. Maybe he suffers from depression. He could be bitter, numb, or bored. Regardless, his

life seems pointless, and he needs to feel that it's worthwhile. He wants to feel joy, excitement... or *something*. Maybe he's going through a midlife crisis, or he's young and restless. Alternatively, he could have fought in a long, bloody war and returned home feeling that life is one unhappy event after another, until the end arrives.

The Dark Side

Your character could be incredibly reckless. As day to day life doesn't allow him to feel what he wants to feel, he might put himself in danger in order to get his adrenaline pumping. Trying for something fun and different, he might pull pranks or push people's buttons, unintentionally hurting them. If he's emotionally numb, he might not care when others tell him he's out of line. In his effort to feel, he could become dependent on dangerous substances.

Example



Jack from “The Nightmare Before Christmas” is bored with life in Halloween Town

So he decides to adopt Christmas, kidnapping Santa Claus in order to replace him. He is so captivated by the novelty of Christmas that he empowers the most unsavory characters in Halloween Town and ignores warnings that his Christmas plans are headed for disaster.

The Light Side

Sometimes risks are beneficial. Your character might try things that others wouldn't. If he's disillusioned or numb, he might also be less affected by the consequences of those risks. When facing danger, his calm head could guide himself and others to safety. When the situation isn't serious, he might be a source of fun and entertainment.

Example



Shilo from Repo! The Genetic Opera is a teenager who is kept inside because of a blood disease

Tired of being cooped up, she starts venturing out at night, against the wishes of her father. She almost gets in a lot of trouble, so at first her actions seem very unwise. But later, she discovers her father invented the blood disease to control her, and risk-taking was the key to her liberation.

Characters with this motive are enthusiastic adventurers. If you're looking for a reason for a character to leave the safety of home and head into danger, you've found one. That's what makes this motive so common in popular stories.

5. To Escape From the Inevitable



Louis struggles against his need to feed off of others in “Interview With the Vampire”

Your character is tormented by fear or guilt over things she can't control, such as impending death or continual violence. It's the reality of her life, but it's still deeply unfair. She needs to find a way out. Perhaps her skills in battle are the only thing between her village and complete destruction, and so she fights every day even though she's filled with remorse. Maybe she can only live if others die for her, or she's been told she has only a few years before she dies of an illness. The inevitable is closing around her.

The Dark Side

Your character's desperation to evade fate could overwhelm her better judgement. She might simply refuse to do what has to be done, leaving others to suffer for her mistakes. She might decide that defying death is worth hurting others or resolve to save the one she loves even if the whole world burns for it.

Example



In Disney's Tangled, Mother Gothel is a devious woman who learns that she can stay young by singing to a magic flower

But after many years, the king takes the flower and feeds it to his sick and pregnant wife. While the flower is gone, the young princess now holds its essence. Dependent on the flower's sustaining power, Gothel delays death further by kidnapping the princess and keeping her locked up in a tower.

The Light Side

Your character's determination could inspire everyone else to keep fighting against difficult odds, leading to an unlikely victory. She might

also be a shining example of caution and restraint. The threat of violence or death is real to her, not just a vague worry, and so she holds herself and others to a high standard of safety. But for the sake of the ones she loves, she may eventually choose to accept and embrace the inevitable.

Example



In “The Butterfly Effect”, Evan discovers he can take over the mind of his younger self for a few moments, changing previous actions and therefore the course of history

Determined to save a childhood friend he lost to drugs and prostitution, he goes back in time but returns to find that someone else got hurt instead. He continues to leap into his past to save his loved ones, even though the process is clearly hurting him. This motive is a good choice for characters that sacrifice their lives at the end of the story. It allows storytellers to highlight the emotions that come with facing death. Otherwise, this setup will give your emo character plenty of angst.

6. To Find Companionship



Stockholm syndrome, how romantic

Your character is isolated and lonely. He has no meaningful connections to other people, and he desperately needs them. He needs a background that explains why building relationships is so difficult for him. Perhaps he’s a hideous monster, he has trouble communicating because of a disability, or he lacks manners after being raised by wolves. He wants to overcome this barrier but he’s struggling.

The Dark Side

Desperate for companionship but lacking the patience or skills to build a relationship, your character could foist himself on other people. He might think he can order people to be his friends, or he might just stick around where he isn’t wanted. Alternately, he could be an easy target for someone who claims to be his friend but is really taking advantage of him.

Example



Emily, the titular character in “The Corpse Bride”, died at the hands of a man who claimed to love her

Eager for affection even after death, she hears Victor practicing his marriage vows near where her body lies and thinks he genuinely means to wed her. She still doesn't take the hint when he runs away in terror or even after he tries to ditch her.

The Light Side

Your character could be incredibly supportive and devoted to those who are nice to him. He could be grateful just because someone allows him to help them, even when that person has been unkind. He never takes friendships for granted.

Example



In “Zombieland”, Columbus is a fearful and awkward loner who really wants to find that special someone – even though he lives in a post-apocalyptic wasteland with few people remaining

When he meets Wichita, he decides he really likes her. She's a con artist who steals his gun and his vehicle, but his persistent friendliness allows a truce to form between them. Though this probably goes without saying, the companionship motive will easily support a romantic plot or subplot. If it feels too cliché, you can make it fresher by focusing on a relationship that doesn't fit the standard romantic pairing.

Do the major characters in your story have emotional motives? If you're not sure, think about what they might be. Then ask yourself how these motives change their response to different events in your story, or inspire them to take action. Your story will be better for it.

(by Chris Winkle)

Lesson 14. Nonverbal Communication

Nonverbal communication can't be faked

You may be familiar with advice on how to sit a certain way, steeple your fingers, or shake hands just so in order to appear confident or

assert dominance. But the truth is that such tricks aren't likely to work (unless you truly feel confident and in charge). That's because you can't control all of the signals you're constantly sending off about what you're really thinking and feeling. And the harder you try, the more unnatural your signals are likely to come across.

How nonverbal communication can go wrong

What you communicate through your body language and nonverbal signals affects how others see you, how well they like and respect you, and whether or not they trust you. Unfortunately, many people send confusing or negative nonverbal signals without even knowing it. When this happens, both connection and trust are damaged.

Nonverbal communication in relationships

Ted, Arlene, and Jack are all articulate speakers who say one thing while communicating something else nonverbally, with disastrous results in their relationships:

Jack believes he gets along great with his colleagues at work, but if you were to ask any of them, they would say that Jack is "intimidating" and "very intense". Rather than just look at you, he seems to devour you with his eyes. And if he takes your hand, he lunges to get it and then squeezes so hard it hurts. Jack is a caring guy who secretly wishes he had more friends, but his nonverbal awkwardness keeps people at a distance and limits his ability to advance at work.

Arlene is attractive and has no problem meeting eligible men, but she has a difficult time maintaining a relationship longer than a few months. Arlene is funny and interesting, but even though she constantly laughs and smiles, she radiates tension. Her shoulders and eyebrows are noticeably raised, her voice is shrill, and her body is stiff. Being around Arlene makes many people feel anxious and uncomfortable. Arlene has a lot going for her that is undercut by the discomfort she evokes in others.

Ted thought he had found the perfect match when he met Sharon, but Sharon wasn't so sure. Ted is good looking, hardworking, and a smooth talker, but seemed to care more about his thoughts than Sharon's. When Sharon had something to say, Ted was always ready with wild eyes and a rebuttal before she could finish her thought. This made Sharon feel ignored, and soon she started dating other men. Ted loses out at work for the same reason. His inability to listen to others makes him unpopular with many of the people he most admires.

These smart, well-intentioned people struggle in their attempt to connect with others. The sad thing is that they are unaware of the nonverbal messages they communicate.

If you want to communicate effectively, avoid misunderstandings, and enjoy solid, trusting relationships both socially and professionally, it's important to understand how to use and interpret nonverbal signals.

Setting the stage for effective nonverbal communication

Nonverbal communication is a rapidly flowing back-and-forth process that requires your full focus on the moment-to-moment experience. If you're planning what you're going to say next, daydreaming, or thinking about something else, you're almost certain to miss nonverbal cues and not fully understand the subtleties of what's being communicated.

How emotional awareness strengthens nonverbal communication

In order to send accurate nonverbal cues, you need to be aware of your emotions and how they influence you. You also need to be able to recognize the emotions of others and the true feelings behind the cues they are sending. This is where emotional awareness comes in.

Emotional awareness enables you to:

- accurately read other people, including the emotions they're feeling and the unspoken messages they're sending;
- create trust in relationships by sending nonverbal signals that match up with your words;
- respond in ways that show others that you understand and care;
- know if the relationship is meeting your emotional needs, giving you the option to either repair the relationship or move on.

Tips for reading body language

Once you've developed your abilities to manage stress and recognize emotions, you'll naturally become better at reading the nonverbal signals sent by others.

Pay attention to inconsistencies. Nonverbal communication should reinforce what is being said. Is the person saying one thing, and their body language something else? For example, are they telling you "yes" while shaking their head no?

Look at nonverbal communication signals as a group. Don't read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you are receiving, from eye contact to tone of voice and

body language. Taken together, are their nonverbal cues consistent – or inconsistent – with what their words are saying?

Trust your instincts. Don't dismiss your gut feelings. If you get the sense that someone isn't being honest or that something isn't adding up, you may be picking up on a mismatch between verbal and nonverbal cues.

Evaluating nonverbal signals

Eye contact. Is eye contact being made? If so, is it overly intense or just right?

Facial expression. What is their face showing? Is it masklike and unexpressive, or emotionally present and filled with interest?

Tone of voice. Does the person's voice project warmth, confidence, and interest, or is it strained and blocked?

Posture and gesture. Is their body relaxed or stiff and immobile? Are shoulders tense and raised, or relaxed?

Touch. Is there any physical contact? Is it appropriate to the situation? Does it make you feel uncomfortable?

Intensity. Does the person seem flat, cool, and disinterested, or over-the-top and melodramatic?

Timing and place. Is there an easy flow of information back and forth? Do nonverbal responses come too quickly or too slowly?

Sounds. Do you hear sounds that indicate caring or concern?

As you continue to pay attention to the nonverbal cues and signals you send and receive, your ability to communicate will improve.

(from: <https://www.helpguide.org/>)

Lesson 15. The 4 Ways You Can Use Body Language to Influence Success

If you see someone frowning, head bowed, shoulders slumped, it's a fair bet they're feeling low in confidence. But which came first: the slumped shoulders or the bad mood?

Your body language doesn't merely reflect your emotions, it's often the cause. By learning some of the principal ways that your own posture, gestures, facial expression and even tone of voice affect your mind, you will be more aware of the factors influencing your mood, and give yourself an edge in presentations and negotiations.

1. Know the "Power Posture". Opening up your body and filling more space – known as a "power posture" – has been shown in studies to

have a range of confidence-boosting effects. An example for the ambitious would be clenching your hands behind your head and putting your feet up on the desk; or, a subtler example, standing feet astride with hands on hips. Basically, the more space you take up, the more “powerful” the posture.

In a study published last year, Amy Cuddy and her colleagues at Harvard Business School showed that students gave more impressive speeches for a job interview if, beforehand, they’d spent two minutes in two power poses – one sitting, one standing. Other research has shown that spending time in a power pose increases testosterone, risk taking, pain tolerance, and belief in one’s own leadership abilities. Additionally, power poses open up your breathing, calming any nerves.

The next time you’re faced with an interview or public presentation, don’t pace nervously. Instead, try spending a few minutes beforehand standing or sitting in a power pose. The most effective pose of all is the “star-shape” with arms and legs spread out wide, but you may want to save that one for when you have some privacy. Similarly, legs on the desk or hands on hips during a speech might not give the right impression, but mid-talk you can still tweak your posture to boost your confidence by standing straight and using expansive gestures (more on that below).

2. Avoid handheld devices. Even the size of computer you’re working on can change your posture, and thus, your behavior. In research published this year, Maarten Bos and Amy Cuddy found that people were more likely to be assertive after spending time in a more open posture using a laptop or desktop computer compared with in a constricted posture using a tablet or a phone-sized device. Meaning, the size of your preferred device matters, and it can have unintended effects on your mood and confidence.

Before an important phone call or meeting, make sure you spend some time away from the phone or tablet. Not only will the lack of distractions help you focus and organize your thoughts, avoiding cramping over a touchscreen will also leave you more confident.

3. Be mindful of your facial expression. It’s not just the position of our bodies that can affect our emotions, the expression on our faces can too. For instance, for some people, spending time deliberately smiling can help them to feel more positive and increase the accessibility of positive memories. It’s a similar story with tone of voice. Research shows that when people speak with a lower pitch they feel more powerful. British psychologist Richard Wiseman calls this the “as if” principle – behave as if

you feel happy and confident and it's likely you will actually start to feel more happy and confident.

As with postures, it also pays to be mindful of times that your facial expression is affected incidentally by your circumstances. When your mom warned that your funny face would get stuck, she was on to something. If you spend hours frowning in concentration at a computer screen, it's likely that prolonged negative facial expression will have an effect on your mood and the perceptions others have of you. Indeed, earlier this year researchers in Italy found that people felt angrier and more aggressive after they'd spent time frowning in direct sunlight, as compared with others who wore shades or had the sun behind them. If you've been squinting at a screen for hours or frowning during your commute to the office, give yourself a break before an important meeting or phone call, or find a mirror and "reset" your expression. You don't want your frowning "screen face" to interfere with your emotions in a meeting.

Behave as if you feel happy and confident and it's likely you will actually start to feel more happy and confident.

4. Gesture when you speak. We tend to see gesticulation as a behavioral quirk, but research shows these hand movements actually assist our mental processes.

A study published last year found that people were better able to explain math problems and simultaneously remember a string of letters if they were allowed to gesture meaningfully as they spoke. Susan Goldin-Meadow at the University of Chicago and her colleagues say that gesturing probably makes the math part of the task less mentally taxing by externalizing and visualizing relevant information, thereby freeing up cognitive resources for the memory challenge.

As a bonus, gesturing while you speak won't only aid your thought processes, it likely will also help you make a good impression. Research has shown that presenters are judged as more effective and competent when they make hand gestures compared with when they keep their hands still. Like tone, volume, and pacing of your speech, gestures are another tool to punctuate what you're saying. Gestures can also help the audience understand and remember what you said. The key thing here is to ensure your gestures are meaningfully related to what you're saying, and not just random hand flapping.

Stress and anxiety can make you slouch, frown and cross your arms defensively. This sets up a vicious circle: the position of our bodies and the

expression on our faces is fed back to the brain and influences how we feel, which then changes our body language. There may be many factors in a challenging work situation that you can't control, but this isn't one of them. You can break this negative feedback loop. Open up your posture, stand tall, talk strong, gesticulate – act “as if” you are in control – and your wishful thinking may just become reality.

(by Christian Jarrett)

Lesson 16. TED: Ron Gutman “The Hidden Power of Smiling”

When I was a child, I always wanted to be a superhero. I wanted to save the world and make everyone happy. But I knew that I'd need superpowers to make my dreams come true. So I used to embark on these imaginary journeys to find intergalactic objects from planet Krypton, which was a lot of fun, but didn't yield much result. When I grew up and realized that science fiction was not a good source for superpowers, I decided instead to embark on a journey of real science, to find a more useful truth.

I started my journey in California, with a UC Berkeley 30-year longitudinal study that examined the photos of students in an old yearbook, and tried to measure their success and well-being throughout their life. By measuring the students' smiles, researchers were able to predict how fulfilling and long lasting a subject's marriage would be, how well she would score on standardized tests of well-being, and how inspiring she would be to others. In another yearbook, I stumbled upon Barry Obama's picture. When I first saw his picture, I thought that his superpowers came from his super collar.

But now I know it was all in his smile.

Another aha! moment came from a 2010 Wayne State University research project that looked into pre-1950s baseball cards of Major League players. The researchers found that the span of a player's smile could actually predict the span of his life. Players who didn't smile in their pictures lived an average of only 72.9 years, where players with beaming smiles lived an average of almost 80 years.

The good news is that we're actually born smiling. Using 3D ultrasound technology, we can now see that developing babies appear to smile, even in the womb. When they're born, babies continue to smile – initially, mostly in their sleep. And even blind babies smile to the sound of

the human voice. Smiling is one of the most basic, biologically uniform expressions of all humans.

In studies conducted in Papua New Guinea, Paul Ekman, the world's most renowned researcher on facial expressions, found that even members of the Fore tribe, who were completely disconnected from Western culture, and also known for their unusual cannibalism rituals, attributed smiles to descriptions of situations the same way you and I would. So from Papua New Guinea to Hollywood all the way to modern art in Beijing, we smile often, and use smiles to express joy and satisfaction.

How many people here in this room smile more than 20 times per day? Raise your hand if you do. Oh, wow. Outside of this room, more than a third of us smile more than 20 times per day, whereas less than 14 percent of us smile less than five. In fact, those with the most amazing superpowers are actually children, who smile as many as 400 times per day.

Have you ever wondered why being around children, who smile so frequently, makes you smile very often? A recent study at Uppsala University in Sweden found that it's very difficult to frown when looking at someone who smiles. You ask why? Because smiling is evolutionarily contagious, and it suppresses the control we usually have on our facial muscles. Mimicking a smile and experiencing it physically helps us understand whether our smile is fake or real, so we can understand the emotional state of the smiler.

In a recent mimicking study at the University of Clermont-Ferrand in France, subjects were asked to determine whether a smile was real or fake while holding a pencil in their mouth to repress smiling muscles. Without the pencil, subjects were excellent judges, but with the pencil in their mouth – when they could not mimic the smile they saw – their judgment was impaired.

In addition to theorizing on evolution in “The Origin of Species”, Charles Darwin also wrote the facial feedback response theory. His theory states that the act of smiling itself actually makes us feel better, rather than smiling being merely a result of feeling good. In his study, Darwin actually cited a French neurologist, Guillaume Duchenne, who sent electric jolts to facial muscles to induce and stimulate smiles. Please, don't try this at home.

In a related German study, researchers used fMRI imaging to measure brain activity before and after injecting Botox to suppress smiling muscles. The finding supported Darwin's theory, by showing that facial feedback modifies the neural processing of emotional content in the brain,

in a way that helps us feel better when we smile. Smiling stimulates our brain reward mechanism in a way that even chocolate – a well-regarded pleasure inducer – cannot match.

British researchers found that one smile can generate the same level of brain stimulation as up to 2,000 bars of chocolate.

Wait – the same study found that smiling is as stimulating as receiving up to 16,000 pounds sterling in cash. That's like 25 grand a smile. It's not bad. And think about it this way: 25,000 times 400 – quite a few kids out there feel like Mark Zuckerberg every day.

And unlike lots of chocolate, lots of smiling can actually make you healthier. Smiling can help reduce the level of stress-enhancing hormones like cortisol, adrenaline and dopamine, increase the level of mood-enhancing hormones like endorphins, and reduce overall blood pressure.

And if that's not enough, smiling can actually make you look good in the eyes of others. A recent study at Penn State University found that when you smile, you don't only appear to be more likable and courteous, but you actually appear to be more competent.

So whenever you want to look great and competent, reduce your stress or improve your marriage, or feel as if you just had a whole stack of high-quality chocolate without incurring the caloric cost, or as if you found 25 grand in a pocket of an old jacket you hadn't worn for ages, or whenever you want to tap into a superpower that will help you and everyone around you live a longer, healthier, happier life, smile.

(from: <https://www.ted.com/talks/>)

Библиографический список

1. Статья в английском языке [Электронный ресурс] / Сайт для изучающих английский язык, студентов, преподавателей вузов и переводчиков: – Режим доступа: <http://study-english.info/article.php>, свободный. (Дата обращения: 30.08.2017 г.).
2. Биркенмайер М. Английский язык / Мария Биркенмайер, Эльжбета Манько. – М. : Астрель: АСТ, 2008. – 288 с.
3. Бурова, З. И. Учебник английского языка для гуманитарных специальностей вузов / З. И. Бурова. – М.: Айрис-пресс, 2011. – 576 с.
4. Долгачева, А. Ю. Английский для психологов: пособие для студентов I курса фак. философии и соц. наук спец. 1-23 01 04 «Психология». В 3 ч. Ч. 1 / А. Ю. Долгачева, О. А. Фролова. – Минск : БГУ, 2007. – 151 с.
5. Донченко Е. Н. Английский для психологов и социологов. Серия «Учебники, учебные пособия» / Е. Н. Донченко. – Ростов н/Д: «Феникс», 2002. – 512 с.
6. Коваленко П. И. Английский язык для психологов. Серия «Учебники и учебные пособия» / П. И. Коваленко. – Ростов н/Д: «Феникс», 2000. – 352 с.
7. Методичні вказівки та тексти для читання до самостійної роботи студентів за напрямом підготовки «Психологія» з дисципліни «Іноземна (англійська) мова за професійним спрямуванням». Укл.: І. А. Веретеннікова. – Луганськ, Видавництво СНУ ім. В. Даля, 2009 – 38 с.
8. Никошкова Е. В. Английский язык для психологов: учебное пособие для студентов высших учебных заведений / Е. В. Никошкова. – М. : Издательство ВЛАДОС-ПРЕСС, 2003. – 160 с.
9. Степанова С.Н. Английский язык для направления «Педагогическое образование»: учебник для студ. учреждений высш. проф. образования / С.Н.Степанова, С.И.Хафизова, Т.А.Гревцева ; под ред. С.Н.Степановой. – М. : Издательский центр «Академия», 2012. – 224 с.

10. A dialogue between a doctor and a patient [Электронный ресурс] / A huge collection of Beautiful Quotes, Short stories for kids, School Composition, Learn English, Paragraph, Letter, & Application etc.: – Режим доступа: <https://goodreadingfor.blogspot.ru/2013/06/a-dialogue-between-doctor-and-patient.html>, свободный. (Дата обращения: 30.08.2017 г.).
11. Cherry K. What Are Emotions and the Types of Emotional Responses? [Электронный ресурс] / Kendra Cherry: Режим доступа: <https://www.verywell.com/what-are-emotions-2795178>, свободный. (Дата обращения: 30.08.2017 г.).
12. Emotions and Heart Health [Электронный ресурс] / Health Encyclopedia: Режим доступа: <https://www.urmc.rochester.edu/encyclopedia/content.aspx?ContentID=165&ContentTypeID=134>, свободный. (Дата обращения: 30.08.2017 г.).
13. Evans V. Enterprise Plus. Grammar Book / Virginia Evans, Jenny Dooley. – Express Publishing – 2013. – 144 p.
14. Famous Psychologists [Электронный ресурс]. – Режим доступа: <http://famouspsychologists.net/>, свободный. (Дата обращения: 27.07.2017 г.).
15. Fatigue [Электронный ресурс] / UW Medicine. Orthopaedics and Sports Medicine: Режим доступа: <http://www.orthop.washington.edu/?q=node/7929>, свободный. (Дата обращения: 16.07.2017 г.).
16. Gutman R. The Hidden Power of Smiling [Электронный ресурс] / Ron Gutman: Режим доступа: https://www.ted.com/talks/ron_gutman_the_hidden_power_of_smiling/transcript, свободный. (Дата обращения: 30.08.2017 г.).
17. Handel St. Classification of Emotions [Электронный ресурс] / Steven Handel: – Режим доступа: <http://www.theemotionmachine.com/classification-of-emotions/>, свободный. (Дата обращения: 16.07.2017 г.).
18. Historical background of psychology? [Электронный ресурс] / Answers: Режим доступа: http://www.answers.com/Q/Historicalbackground_of_psychology, свободный. (Дата обращения: 30.08.2017 г.).

19. How to Recognize Hypnosis [Электронный ресурс] / Your personal steps to success. – Режим доступа: <http://steptos.com/psychology/how-to-recognize-hypnosis>, свободный. (Дата обращения: 26.08.2017 г.).
20. How to Understand Your Emotions [Электронный ресурс] / WikiHow. – Режим доступа: <http://www.wikihow.com/Understand-Your-Emotions>, свободный. (Дата обращения: 28.08.2017 г.).
21. Jarrett Ch. The 4 Ways You Can Use Body Language to Influence Success [Электронный ресурс] / Christian Jarrett: Режим доступа: <http://99u.com/articles/19568/the-4-ways-you-can-use-body-language-to-your-advantage>, свободный. (Дата обращения: 30.08.2017 г.).
22. McGonigal K. How to make stress your friend [Электронный ресурс] / Kelly McGonigal: Режим доступа: https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend/
23. Methods of psychological research [Электронный ресурс]. – Режим доступа: <http://www.a2zpsychology.com/articles/psychology.htm>, свободный. (Дата обращения: 19.07.2017 г.).
24. Murphy R. English Grammar in Use / Raymond Murphy. – Cambridge University Press, 2002. – 350 p.
25. MacGill M. Tiredness and Fatigue: Why It Happens and How to Beat It [Электронный ресурс] / Markus MacGill: – Режим доступа: <http://www.medicalnewstoday.com/articles/8877.php>, свободный. (Дата обращения: 16.07.2017 г.).
26. Nonverbal communication [Электронный ресурс]. – Режим доступа: <https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm>, свободный. (Дата обращения: 19.07.2017 г.).
27. Positive Psychology Exercises [Электронный ресурс] / Positive Psychology Program: Режим доступа: <https://positivepsychologyprogram.com/positive-psychology-exercises/>, свободный. (Дата обращения: 30.08.2017 г.).
28. Steindl D. Want to be happy? Be grateful [Электронный ресурс] / David Steindl: Режим доступа: <https://singjupost.com/david->

- steindl-rast-ted-talk-want-happy-grateful-transcript/, свободный. (Дата обращения: 30.08.2017 г.).
29. Types of Emotions: Emotional Mastery [Электронный ресурс]. – Режим доступа: <https://studfiles.net/preview/460427/page:37/>, свободный. (Дата обращения: 27.07.2017 г.).
 30. Wertheim Edward G. The Importance of Effective Communication [Электронный ресурс] / Edward G. Wertheim: – Режим доступа: <https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm>, свободный. (Дата обращения: 31.08.2017 г.).
 31. What is Psychology [Электронный ресурс]. – Режим доступа: <http://www.a2zpsychology.com/articles/psychology.htm>, свободный. (Дата обращения: 19.07.2017 г.).
 32. Winkle Ch. Six Emotional Motives for Your Characters [Электронный ресурс] / Chris Winkle: – Режим доступа: <https://mythcreants.com/blog/six-emotional-motives-for-your-characters/>, свободный. (Дата обращения: 16.07.2017 г.).

Таблица неправильных глаголов

| Infinitive | Past | Past Participle | Infinitive | Past | Past Participle |
|------------|------------------|------------------|------------|------------------|------------------|
| be | was | been | let | let | let |
| bear | bore | born(e) | lie | lay | lain |
| beat | beat | beaten | light | lit | lit |
| become | became | become | lose | lost | lost |
| begin | began | begun | make | made | made |
| bite | bite | bitten | mean | meant | meant |
| blow | blew | blown | meet | met | met |
| break | broke | broken | pay | paid | paid |
| bring | brought | brought | put | put | put |
| build | built | built | read | read | read |
| burn | burnt (burned) | burnt (burned) | ride | rode | ridden |
| burst | burst | burst | ring | rang | rung |
| buy | bought | bought | rise | rose | risen |
| can | could | (been able to) | run | ran | run |
| catch | caught | caught | say | said | said |
| choose | chose | chosen | see | saw | seen |
| come | came | come | seek | sought | sought |
| cost | cost | cost | sell | sold | sold |
| cut | cut | cut | send | sent | sent |
| deal | dealt | dealt | set | set | set |
| dig | dug | dug | sew | sewed | sewn |
| do | did | done | shake | shook | shaken |
| draw | drew | drawn | shine | shone | shone |
| dream | dreamt (dreamed) | dreamt (dreamed) | shoot | shot | shot |
| drink | drank | drunk | show | showed | shown |
| drive | drove | driven | shut | shut | shut |
| eat | ate | eaten | sing | sang | sung |
| fall | fell | fallen | sit | sat | sat |
| feed | fed | fed | sleep | slept | slept |
| feel | felt | felt | smell | smelt (smelled) | smelt (smelled) |
| fight | fought | fought | speak | spoke | spoken |
| find | found | found | spell | spelt (spelled) | spelt (spelled) |
| fly | flew | flown | spend | spent | spent |
| forbid | forbade | forbidden | spill | spilt | spilt |
| forget | forgot | forgotten | split | split | split |
| forgive | forgave | forgiven | spoil | spoilt (spoiled) | spoilt (spoiled) |
| freeze | froze | frozen | spread | spread | spread |
| get | got | got | spring | sprang | sprung |
| give | gave | given | stand | stood | stood |
| go | went | gone | steal | stole | stolen |
| grow | grew | grown | stick | stuck | stuck |
| hang | hung (hanged) | hung (hanged) | sting | stung | stung |
| have | had | had | strike | struck | struck |
| hear | heard | heard | swear | swore | sworn |
| hide | hid | hidden | sweep | swept | swept |
| hit | hit | hit | swim | swam | swum |
| hold | held | held | take | took | taken |
| hurt | hurt | hurt | teach | taught | taught |
| keep | kept | kept | tear | tore | torn |
| know | knew | known | tell | told | told |
| lay | laid | laid | think | thought | thought |
| lead | led | led | throw | threw | thrown |
| learn | learnt (learned) | learnt (learned) | understand | understood | understood |
| leave | left | left | wake | woke | woken |
| lend | lent | lent | wear | wore | worn |
| | | | win | won | won |
| | | | write | wrote | written |

Учебное издание

НОВИКОВА Анна Анатольевна

Иностранный (английский) язык

**Учебное пособие
для студентов очной формы обучения
по направлениям подготовки 37.03.01 «Психология»,
37.03.01 «Практическая психология»**

В авторской редакции

**Подписано в печать 12.12.2017. Бумага офсетная.
Гарнитура Times New Roman.
Печать ризографическая. Формат 60×84/16. Усл. печ. л. 15,34.
Тираж 100 экз.**

Издатель

**ГОУ ВПО ЛНР «Луганский национальный университет
имени Тараса Шевченко
«Книга»
ул. Оборонная, 2, г. Луганск, ЛНР, 91011. Т/ф: (0642)58-03-20
e-mail: knitaizd@mail.ru**

*Свидетельство субъекта издательского дела
МИ-СГР ИД 000001 от 29.10.2015 г.*