

Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Рукович Александр Владимирович
Должность: И.о. директора
Дата подписания: 25.08.2024 12:13:15
Уникальный программный ключ:
184c95f9790455a3b6a7c1c4314e23047890d

Министерство науки и высшего образования Российской Федерации
Технический институт (филиал) федерального государственного
автономного образовательного учреждения высшего образования
«Северо-Восточный федеральный университет имени М.К. Аммосова» в
г. Нерюнгри
Кафедра филологии

Ключникова Л.В.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ
ДЛЯ ВЫПОЛНЕНИЯ КОНТРОЛЬНЫХ РАБОТ
ПО ДИСЦИПЛИНЕ ИНОСТРАННЫЙ ЯЗЫК
ДЛЯ СТУДЕНТОВ НАПРАВЛЕНИЯ 44.03.02.
«Психолого-педагогическое образование»
(заочная форма обучения)

Нерюнгри
Технический институт (ф) СВФУ
2024

УДК 811.111
ББК 81.432.1
К 52

Утверждено учебно-методическим советом ТИ (ф) ФГАОУ ВО «СВФУ»

Составитель:

Л.В. Ключникова, к.ф.н., доцент кафедры филологии

Рецензент:

Н.В. Зотова, к.ф.н., доцент кафедры филологии

Подготовлено на кафедре филологии

Печатается в авторской редакции

Методические указания предназначены для студентов заочной формы обучения направления Психолого-педагогическое образование. Методические указания состоят из двух разделов. В первом разделе содержатся задания для контрольных работ. Второй раздел включает тексты на английском языке для самостоятельной работы

© Технический институт (ф) СВФУ, 2024

Содержание

Пояснительная записка	4
Методические рекомендации для студентов	5
Рекомендуемая литература	5
РАЗДЕЛ 1	6
КОНТРОЛЬНЫЕ ЗАДАНИЯ	6
Контрольная работа 1	6
Вариант 1	6
Вариант 2	9
Вариант 3	12
Вариант 4	16
Вариант 5	20
Контрольная работа 2	25
Вариант 1	25
Вариант 2	28
Вариант 3	31
Вариант 4	35
Вариант 5	38
РАЗДЕЛ II	43
Тексты для самостоятельной работы	43
Text 1	43
Text 2	44
Text 3	46
Text 4	47
Text 5	49
Text 6	50
Text 7	51
Text 8	53
Text 9	55
Text 10	56

Пояснительная записка

Настоящие методические указания предназначены для студентов заочного отделения направления 44.03.02. «Психолого-педагогическое образование». Материал подобран с учетом требований Государственного образовательного стандарта по иностранному языку в составе высшего обучения, программы для студентов-заочников высших учебных заведений, которая, в основном, предусматривает самостоятельную подготовку студентов. Методические указания по выполнению контрольных работ по дисциплине Б1.О.03 «Иностранный язык» (английский) включают два комплекта заданий, отражающих основные вопросы дисциплины. Методические указания являются практической частью курса иностранного языка для заочной формы обучения. Цель данных методических указаний – контроль овладения учебными компетенциями, контроль знаний, умений и навыков по дисциплине за три семестра. Конкретные задачи: контроль лексико- грамматических навыков, контроль навыков чтения, понимания и перевода иноязычных текстов.

Первый раздел методических указаний состоит из двух контрольных работ. Перед контрольными заданиями представлен перечень грамматического материала для усвоения. Каждая контрольная работа содержит лексико-грамматические задания, текст и задания к тексту. Представлены пять стандартных вариантов для каждой контрольной работы.

Второй раздел включает тексты, предназначенные для самостоятельной работы над чтением, переводом и анализом материала, что позволит провести подготовку к итоговому экзамену. В представленных контрольных работах, содержатся адаптированные и неадаптированные материалы на английском языке из различных источников.

Методические рекомендации для студентов

Для выполнения контрольной работы необходимо самостоятельно изучить грамматический материал.

Требования по оформлению:

- Формат текста - Microsoft Word (*.doc *.rtf).
- Формат страницы: А4: поля (верхнее, нижнее, левое, правое) по 20 мм; шрифт: размер (кегель) - 12; тип шрифта - Times New Roman; межстрочный интервал – полуторный.

Выполненная контрольная работа должна быть сдана не позднее десяти дней до начала экзаменационной сессии.

При наличии ошибок и замечаний, проверенная контрольная работа должна быть исправлена студентом, согласно указаниям рецензента. Студенты, не имеющие зачет по контрольной работе, не допускаются к зачету (экзамену) за учебный семестр.

Рекомендуемая литература:

1. Гальчук Л.М. Грамматика английского языка: коммуникативный курс – М. Вузовский учебник, 2018. – 240 с.
2. Державина В.А. Вся грамматика английского языка в схемах и таблицах – М. АСТ, 2019. – 640 с.
3. Игнашина З.Н. Грамматика английского языка в упражнениях с правилами – М. АСТ, 2018. – 320 с.
4. Матвеев С.А. Краткая грамматика английского языка – М. АСТ, 2017. – 128 с.
5. Прибыток И.И. теоретическая грамматика английского языка: Учебное пособие – М. Академия, 2017. – 384 с.
6. Худяков А.А. Теоретическая грамматика английского языка – Академия, 2018. – 608 с.
7. Цветкова Т. Грамматика английского языка с ключами: Учебное пособие – М. Проспект, 2018. – 112 с.
8. Черненко Д.В. Практическая грамматика английского языка: интенсивный курс – Рн/Д: Феникс, 2018. – 397 с.
9. Широкова Г.А. Практическая грамматика английского языка: Учебное пособие по переводу – М. Флинта, 2018. 304 с.

РАЗДЕЛ I

КОНТРОЛЬНЫЕ ЗАДАНИЯ

Каждая контрольная работа предлагается в пяти вариантах. Студенты должны выполнить один из пяти вариантов в соответствии с последними цифрами студенческого шифра: студенты, шифр которых оканчивается на 1 или 2, выполняют вариант № 1; на 3 или 4 - № 2; на 5 или 6 - № 3; на 7 или 8 - № 4; на 9 или 0 - № 5.

Контрольная работа 1

Грамматика: Артикль; местоимения; существительные: род, число, падеж; прилагательные: формы сравнения; времена группы Indefinite в действительном и страдательном залоге; спряжение глаголов to be, to have во временах группы Indefinite; неопределенные и отрицательные местоимения some, any, every, no и их производные; определения, выраженные именем существительным; порядок слов простого предложения.

Вариант 1

1. Переписать следующие предложения. Определить по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s и какую функцию это окончание выполняет, т.е. служит ли оно:

а) показателем 3-го лица единственного числа глагола в Present Simple;

б) признаком множественного числа имени существительного;

в) показателем притяжательного падежа имени существительного

Перевести предложения на русский язык.

1. Maslow's concepts rely on Freud's formulation of the role of the unconscious.

2. Everyone is also affected by the customs, attitudes and the values of the society in which he grows up.

3. Meta needs include a striving toward goodness, justice, beauty.

4. Sigmund Freud's psychoanalytic theory had an enormous influence on the study of personality.

2. Переписать следующие предложения и перевести их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. The instructors at all levels of education prepare themselves for class lectures, lesson plans, assignments and tests.

2. If we were to compare the conscious mind with the subconscious, the conscious would measure about one foot long and the subconscious would be the length of a football field.

3. For those experiencing particularly high stress levels exercise is not only beneficial, it is necessary.

4. They also agree that childhood experiences help to determine personality.

3. Переписать следующие предложения, содержащие разные формы сравнения, и перевести их на русский язык.

1. There is some startling research showing that some of the most hurtful examples of weight-based teasing come from parents or siblings.

2. Kids laugh at the weirdest things.

3. There is some startling research showing that some of the most hurtful examples of weight-based teasing come from parents or siblings,

4. The link between appearance-related teasing and substance use was strongest among overweight girls.

4. Перевести предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

1. Nobody was affected by the show of illusionist.

2. Everyone is also affected by the customs, attitudes and the values of the society in which he grows up.

3. Sometimes they are in harmony, often in conflict.

4. Are human beings good at remembering any strings of numbers?

5. Переписать следующие предложения, определить в них видовременные формы глаголов и указать их инфинитив; перевести предложения на русский язык.

1. Archetypes can be studied through the examination of myths and mystical experiences.

2. The word eustress has been coined to describe positive stress.

3. We can do ourselves a great deal of harm by stressful thinking.

4. They also agree that childhood experiences help to determine personality.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Personality

1. Our personalities are coloured and determined by a lot of things. Psychologists consider that personality is influenced by biological and social factors. They also agree that childhood experiences help to determine personality. There is a connection between the child's personality and temperament of mother and father, as well as the sex and the activity level of the child. Everyone is also affected by the customs, attitudes and the values of the society in which he grows up.

2. Sigmund Freud's psychoanalytic theory had an enormous influence on the study of personality. Freud saw all human psychological processes as consisting of three interactive systems – the id, ego, and superego. Sometimes they are in harmony, often in conflict. The id impulses are unconscious, primitive, concerned with bodily gratification. The ego is the “self” and consists of the cognitive processes of perceiving, reasoning, judging and so on.

3. The growing child learns about right and wrong, about acceptable and unacceptable behavior and social “do's and don'ts” become part of his own belief system or conscience or superego. The id, ego, and superego develop with different strengths, and the various results of interaction and conflicts make for general personality differences among people. Freud saw basic forces and the developmental processes as universal, but he also stressed individual differences, the uniqueness of each person.

4. Carl Jung believed that, in addition to a personal unconscious, each of us has a collective unconscious. It includes the accumulated experience and culture of the human race. Archetypes can be studied through the examination of myths and mystical experiences. Jung saw every personality as having four basic functions: thinking, feeling, sensing and intuition. Different functions dominate different people, and according to Jung, the goal of selfhood is to obtain balance among these functions.

5. Maslow's humanistic psychology proclaims that personality has basic needs (to avoid hunger and pain, to get affection, security and self-esteem) and meta needs. Meta needs include a striving toward goodness, justice, beauty. For self-actualization, for realizing the full potential of one's personality, some of the metaneeds must be fulfilled.

6. Maslow's concepts rely on Freud's formulation of the role of the unconscious. Both biological drivers and early experiences help shape personality. With the concept of self-actualization vital to the theory, the importance and uniqueness of each individual is obviously important.

7. Прочитать 4-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

What does collective unconscious include?

1. It includes the accumulated tiredness and negligence of the human race.
2. It includes the accumulated force and motivation of the human race.
3. It includes the accumulated energy and potential of the human race.
4. It includes the accumulated experience and culture of the human race.

Вариант 2

1. Переписать следующие предложения. Определить по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s и какую функцию это окончание выполняет, т.е. служит ли оно:

а) показателем 3-го лица единственного числа глагола в Present Simple;

б) признаком множественного числа имени существительного;

в) показателем притяжательного падежа имени существительного

Перевести предложения на русский язык.

1. You might get to see your teenager the starring role in a musical, earn a spot on a sports team, get a driver's license, or make the honor roll.

2. The systematization of the child's psychological development is limited by the boundary age.

3. At age 12, many adolescents are beginning to show signs of puberty—new smells, hair growth in new places, acne, growth spurts.

4. Bringing your little one into the pool gives you the opportunity to socialize, plus it gives your baby the chance to see other faces and listen to other voices, which is the key to the development of their speech and language.

2. Переписать следующие предложения и перевести их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. Cheerful sunny yellow is an attention getter.

2. A weakened immune system makes us vulnerable to infection and this is why people under stress often experience regular attacks of colds and flu.

3. Body language refers to movement, gestures and poses intentionally made by a person

4. If we were to compare the conscious mind with the subconscious, the conscious would measure about one foot long and the subconscious would be the length of a football field.

3. Переписать следующие предложения, содержащие разные формы сравнения, и перевести их на русский язык.

1. Socio emotional development is one of the most significant achievement of this period.

2. The skills required for academic success become more complex.

3. These findings raise larger issues about how society places too much emphasis on beauty and body image for girls and women.

4. Adolescents have a sense of invincibility that puts them at greater risk of dying from accidents.

4. Перевести предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

1. Nobody will refuse to take part in an adventure travel.

2. The subconscious remembers everything.

3. Some toddlers are toilet trained around 18 months, others may not be ready until age 3 or 4.

4. Do any parents use babysitters on a more consistent basis when they need regular, limited help?

5. Переписать следующие предложения, определить в них видовременные формы глаголов и указать их инфинитив; перевести предложения на русский язык.

1. If we were to compare the conscious mind with the subconscious, the conscious would measure about one foot long and the subconscious would be the length of a football field.

2. Stressors will always be there because we live in an imperfect and unpredictable world which is going to cause us to frequently get stressed.

3. You can try redirection, which is where you try to distract your child by suggesting a fun activity or offering them a favorite toy.

4. As your child becomes more independent, you may start to become more lax about supervising them while they play.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Age Periodization

1. Age periodization according to Elkonin includes early childhood, childhood and adolescence. The systematization of the child's psychological development is limited by the boundary age. The scientist believed that after the children reach the age of 17, it is impossible to predict his further social and psychological behavior.

2. Early Childhood. This age period lasts from the moment the child is born and ends after reaching the age of 3 years. Its beginning is considered to be the onset of the newborn crisis, when a contradiction occurs between the absolute helplessness of the infant and its complete dependence on adults in the immediate surroundings. At the same time, the newborn lacks ready-made forms and skills for independent communication.

3. Childhood. This era of periodization according to Elkonin covers the period of growing up of children aged 3 to 11 years. It integrates the period of preschool development and the years of schooling.

Preschool Period. In the period of preschool childhood there are children aged 3 to 7 years. This is the next stage of growing up, when the child has a disintegration of the relationship of joint activities with people in their immediate environment. Adult behavior is perceived as a role model. The main activity of children of this age is role-playing games. Primary School Age. This age period is typical for children aged from 7 to 11 years. The social development of a child is characterized by a sharp change in the format of life. In the environment of children, social adults appear, in the capacity of which are teachers of general educational institutions.

4. The main leading activity of a child is study aimed at mastering a large amount of knowledge in various spheres of life. The consciousness of children is absorbed in the operational and technical sphere, the presence of which is possible only on condition of regular attendance at school.

5. Adolescence. This is the final era of age periodization according to Elkonin, which concerns children aged 12 to 17, and also includes 2 main periods of adolescence. Early Adolescence The developmental period of young children begins after they turn 12 and continues until they turn 15. This stage of the child's growing up is characterized by the expansion of the sphere of his social activity. The format of communication with parents, peers, teachers of educational institutions is undergoing radical changes. The transition to the middle grades is accompanied by an increase in the number of teachers and an expansion of the sphere of interests. Senior Adolescence.

This is the shortest period of development in which children aged 15 to 17 are found. At this stage, the character of the child undergoes qualitative changes caused by active learning activity and self-education.

6. Being in the conditions of a variety of sports sections, courses, electives, communication with tutors and teachers, it turns out to be on the prog of choosing a future profession. The main activity of children of this age group is the acquisition of knowledge and scientific concepts, which, after graduation, will allow them to self-determine in terms of their future life path.

7. The era of adolescence also ends with a personality crisis that begins at the age of 17. Its appearance is associated with the entry of children into the realities of adult life, a radical change in the circle of communication and type of activity. The child is faced with a choice of a further path.

7. Прочитать 3-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

Is adult behavior perceived as a role model?

1. Adult behavior is not perceived as a role model.
2. Adult behavior is perceived as a time model.
3. Adult behavior is perceived as a fashion model.
4. Adult behavior is perceived as a role model.

Вариант 3

1. Переписать следующие предложения. Определить по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s и какую функцию это окончание выполняет, т.е. служит ли оно:

а) показателем 3-го лица единственного числа глагола в Present Simple;

б) признаком множественного числа имени существительного;

в) показателем притяжательного падежа имени существительного

Перевести предложения на русский язык.

1. When something happens that has high emotional content – positive or negative – we tend to remember it more easily.

2. Consequences follow our choices. Poor choices lead to bad consequences.

3. Divorced parents' children are statistically more likely to show behavior problems, emotional difficulties, and lower academic performance.

4. Experiments manipulating people's social activity have found that

when increased it leads to more happiness.

2. Переписать следующие предложения и перевести их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. Adolescents who are bullied about their weight or body shape may be more likely to use alcohol or marijuana than those who are not bullied.

2. One really good way to burn off excess stress hormones is through exercise.

3. Society places too much emphasis on face beauty and body image for girls and women.

4. The stressors faced by humans conditioned to a nomadic hunter-gatherer lifestyle are obviously different to the distressing lifestyle of today.

3. Переписать следующие предложения, содержащие разные формы сравнения, и перевести их на русский язык.

1. The joke itself was the least important factor in instigating laughter.

2. Women tend to laugh more heartily in the presence of men they are attracted to than they do in the presence of other women or men who don't attract them.

3. The link between appearance-related teasing and prohibited substance use was strongest among overweight girls.

4. Men are the biggest laugh-getters, a trait that starts early in childhood.

4. Перевести предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

1. It has nothing to do with what language we speak, which culture we were raised in, or what our religious faith is.

2. Everything around you is new: a different language, different dress, or a confusing transit system.

3. Is anything we experience can be stored in our memory?

4. Some body language signs refer to movement, gestures and poses intentionally made by a person.

5. Переписать следующие предложения, определить в них видовременные формы глаголов и указать их инфинитив; перевести предложения на русский язык.

1. Our bodies are well suited to cope with the distressing events faced by our primitive ancestors.

2. Our body constantly seeks to maintain stability and stress is usually sensed as the body readjusts to too much pressure.
3. To be cut off from other workers is to be cut off from everything.
4. It is much harder to avoid social fears - you can avoid the dog on the way to school, but you still have to go to school.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Digital Technology in Education

1. The use of digital technology in education is an imperative aspect that has gained prominence. Digital technology is been utilized not only in higher education, but at all levels of education, from nursery to the university level. It is vital that one should possess adequate skills and abilities when utilizing technology. In nursery schools, young students feel interested and develop curiosity when they observe technology.

2. At this level, students are shown various pictures or movies on the internet, they are taught how to draw objects. As the individuals get enrolled into formal schooling, they learn how to make use of the internet to improve their knowledge and understanding. Gradually a person learns enhanced skills and abilities of how to make use of digital technology.

3. Technology can be used by individuals in groups and pairs and this is considered as more effective then single usage. When individuals are young, they need guidance and assistance, but as a person grows older, he is able to use it independently.

4. Digital technology can be competent and valuable with the main purpose of making improvements within the learning areas. For instance, teachers make use of blackboards and write on them with chalks to provide training and instruction to the students. The students at the back of the classroom face problems in observing and understanding the concepts. In the present existence, there are usage of projectors and computers in classrooms, so that students are able to observe and understand the content in an effectual way.

5. The usage of technology within classrooms has led to an increase in the enrolment of students. They have begun to take pleasure in learning and there has also been a decline in the rate of absenteeism. Remedial and tutorial use of technology can be particularly practical for the lower attainment of pupils. The individuals, who have special needs or those who belong to deprived, marginalized and economically backward sections of the society, technology has contributed to a major extent in the enhancement of learning.

6. In higher educational institutions, individuals are dependent upon technology to a major extent. It is considered as the lifeline of learning. When individuals are working on articles, reports, research papers or research projects, then technology plays an imperative part. Books, journals, magazines and papers are useful, but individuals possess the viewpoint that they can get access to a large amount of information in the internet. Universities in the present existence have made use of digital technology, so that individuals can have access to large number of e-journals and e-books online.

7. In university education, supervisors normally have busy schedules, therefore, papers and projects can be emailed them in order to gain immediate feedback. The individuals mostly communicate with their professors and supervisors through email or send them text messages. Digital technology is considered as the sole catalyst to bring about changes and transformations within the teaching- learning processes. It has rendered an efficient contribution in enabling students to improve their grades. The instructors at all levels of education prepare themselves for class lectures, lesson plans, assignments, tests and so forth through the use of digital technology.

7. Прочитать 6-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

Are individuals in higher educational institutions dependent upon technology to a major extent?

1. In higher educational institutions, individuals are not dependent upon technology to a major extent.
2. In university education, supervisors normally have busy schedules.
3. The students mostly communicate with their professors and supervisors.
4. In higher educational institutions, individuals are dependent upon technology to a major extent.

Вариант 4

1. Переписать следующие предложения. Определить по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s и какую функцию это окончание выполняет, т.е. служит ли оно:

а) показателем 3-го лица единственного числа глагола в Present Simple;

б) признаком множественного числа имени существительного;

в) показателем притяжательного падежа имени существительного

Перевести предложения на русский язык.

1. Schools participate in this process by comparing students and making these comparisons public through team sports, test scores, and other forms of recognition.

2. The brain reaches its adult size around age seven, but it continues to develop.

3. Research on brain development helps us understand teen risk-taking and impulsive behavior.

4. Teens' roles and responsibilities are explored, which may involve dating, driving, taking on a part-time job, and planning for future academics.

2. Переписать следующие предложения и перевести их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. Research on brain development helps us understand teen risk-taking and impulsive behavior.

2. Growth rates slow down and children are able to refine their motor skills at this point in life.

3. Referred to as the sandwich generation, middle-aged adults may be in the middle of taking care of their children and also taking care of their aging parents.

4. Caregivers similarly transform their roles from those who manage feeding and sleep schedules to constantly moving guides and safety inspectors for mobile, energetic children.

3. Переписать следующие предложения, содержащие разные формы сравнения, и перевести их на русский язык.

1. Evolution has made a bet that the best thing for our brain to do in

any spare moment is to get ready for what comes next in social terms.

2. The most interesting part of the study is how their brains processed the social rejection.

3. Given the size of our bodies, our brains should be much smaller - but they are by far the largest in the animal kingdom relative to our body size.

4. This is a period in which physiological aging that began earlier becomes more noticeable and a period at which many people are at their peak of productivity in love and work.

4. Перевести предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

1. Any culture tells you how to live your one and only life: to wit as everyone else does.

2. Sometimes on cold clear days we put on wool gloves with no fingertips and went out to fish.

3. Every time we are not engaged in an active task - when we take a break between two math problems - the brain falls into a neural configuration called the default network.

4. Anyone who cannot lead the common life and therefore does not partake of society is either a beast or a god.

5. Переписать следующие предложения, определить в них видовременные формы глаголов и указать их инфинитив; перевести предложения на русский язык.

1. The default network directs us to think about other people's minds- their thoughts, feelings, and goals.

2. We buy stuff to cheer ourselves up, to keep up with the Joneses, to fulfill our childhood vision of what our adulthood would be like, to broadcast our status to the world, and for a lot of other psychological reasons.

3. Women are expected to smile no matter where they line up on the social, cultural, or economic ladder: College professors are criticized for not smiling, political spouses are pilloried for being too serious, and women's roles in films have historically been smiling ones.

4. The desire to be in a loving relationship, to fit in at school, to join a fraternity or sorority, to avoid rejection, to see your friends do well and be cared for, to share good news with your family, to cheer on your sports team - these things motivate an impressive array of our thoughts, actions and feelings.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Age periods

Psychologists often break the lifespan into eight stages.

1. Prenatal Development. Conception occurs and development begins. There are three stages of prenatal development: germinal, embryonic, and fetal periods. All of the major structures of the body are forming and the health of the mother is of primary concern. There are various approaches to labor, delivery, and childbirth, with potential complications of pregnancy and delivery, as well as risks and complications with newborns, but also advances in tests, technology, and medicine. The influences of nature and nurture are evident.

2. Infancy and Toddlerhood. The first year and a half to two years of life are ones of dramatic growth and change. A newborn, with many involuntary reflexes and a keen sense of hearing but poor vision, is transformed into a walking, talking toddler within a relatively short period of time. Caregivers similarly transform their roles from those who manage feeding and sleep schedules to constantly moving guides and safety inspectors for mobile, energetic children. Brain development happens at a remarkable rate, as does physical growth and language development. Infants have their own temperaments and approaches to play.

3. Early Childhood. Early childhood is also referred to as the preschool years, consisting of the years that follow toddlerhood and precede formal schooling, roughly from around ages 2 to 5 or 6. As a preschooler, the child is busy learning language, is gaining a sense of self and greater independence, and is beginning to learn the workings of the physical world. This knowledge does not come quickly, however, and preschoolers may initially have interesting conceptions of size, time, space and distance, such as demonstrating how long something will take by holding out their two index fingers several inches apart.

4. Middle Childhood. The ages of 6-11 comprise middle childhood and much of what children experience at this age is connected to their involvement in the early grades of school. Now the world becomes one of learning and testing new academic skills and assessing one's abilities and accomplishments by making comparisons between self and others. Schools participate in this process by comparing students and making these comparisons public through team sports, test scores, and other forms of recognition. The brain reaches its adult size around age seven, but it continues to develop. Growth rates slow down and children are able to refine their motor skills at this point in life.

5. Adolescence is a period of dramatic physical change marked by

an overall physical growth spurt and sexual maturation, known as puberty; timing may vary by gender, cohort, and culture. Ironically, adolescents have a sense of invincibility that puts them at greater risk of dying from accidents or contracting sexually transmitted infections that can have lifelong consequences. Research on brain development helps us understand teen risk-taking and impulsive behavior. A major developmental task during adolescence involves establishing one's own identity. Teens typically struggle to become more independent from their parents. New roles and responsibilities are explored, which may involve dating, driving, taking on a part-time job, and planning for future academics.

6. Early Adulthood. Late teens, twenties, and thirties are often thought of as early adulthood (students who are in their mid to late 30s may love to hear that they are young adults!). It is a time when we are at our physiological peak but are most at risk for involvement in violent crimes and substance abuse. It is a time of focusing on the future and putting a lot of energy into making choices that will help one earn the status of a full adult in the eyes of others. Love and work are the primary concerns at this stage of life. In recent decades, it has been noted that young adults are taking longer to “grow up.” They are waiting longer to move out of their parents’ homes, finish their formal education, take on work/careers, get married, and have children.

7. Middle Adulthood. The late thirties (or age 40) through the mid-60s are referred to as middle adulthood. This is a period in which physiological aging that began earlier becomes more noticeable and a period at which many people are at their peak of productivity in love and work. It may be a period of gaining expertise in certain fields and being able to understand problems and find solutions with greater efficiency than before. Referred to as the sandwich generation, middle-aged adults may be in the middle of taking care of their children and also taking care of their aging parents.

8. Late Adulthood. This period of the lifespan, late adulthood, has increased in the last 100 years, particularly in industrialized countries, as average life expectancy has increased. Late adulthood covers a wide age range with a lot of variation, so it is helpful to divide it into categories such as the “young old” (65- 74 years old), “old old” (75-84 years old), and “oldest old” (85+ years old). The young old are similar to middle-aged adults; possibly still working, married, relatively healthy, and active. The old old have some health problems and challenges with daily living activities; the oldest old are often frail and in need of long term care.

7. Прочитать 6-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

What are the peculiarities of growing up in recent years?

1. In recent decades, it has been noted that young adults are taking longer to understand risk-taking.
2. In recent decades, it has been noted that young adults are taking longer to plan for future academics.
3. In recent decades, it has been noted that young adults are taking longer to make choice.
4. In recent decades, it has been noted that young adults are taking longer to grow up.

Вариант 5

1. Переписать следующие предложения. Определить по грамматическим признакам, какой частью речи являются слова, оформленные окончанием – s и какую функцию это окончание выполняет, т.е. служит ли оно:

а) показателем 3-го лица единственного числа глагола в Present Simple;

б) признаком множественного числа имени существительного;

в) показателем притяжательного падежа имени существительного

Перевести предложения на русский язык.

1. A person's membership in his group - his tribe - is a large part of his identity.
2. On average, psychology professors make less than six figures and rely on a patchwork of modest grants to sustain their research.
3. It is a book about relationships and why relationships are a central - though increasingly absent - part of a flourishing life.
4. That's a king's ransom for a psychology professor.

2. Переписать следующие предложения и перевести их, обращая внимание на особенности перевода на русский язык определений, выраженных именем существительным.

1. Brain size generally increases with body size across the animal kingdom.
2. One of the great mysteries of evolutionary science is how and why the human brain got to be so large.
3. Just as human beings have a basic need for food and shelter, we also have a basic need to belong to a group and form relationships.

4. Lieberman draws on psychology and neuroscience research to confirm what Aristotle asserted long ago in his *Politics*: «Man is by nature a social animal».

3. Переписать следующие предложения, содержащие разные формы сравнения, и перевести их на русский язык.

1. The more individuals endorse materialism as a positive life value, the less happy they are with their lives.

2. Over the last fifty years, while society has been growing more and more prosperous and individualistic, our social connections have been dissolving.

3. The strongest predictor of a species' brain size is the size of its social group.

4. We volunteer less. We entertain guests at our homes less. We are getting married less. We are having fewer children. And we have fewer and fewer close friends with whom we'd share the intimate details of our lives.

4. Перевести предложения на русский язык, обращая внимание на перевод неопределенных и отрицательных местоимений.

1. Nobody knows why the brain uses its limited resources on social thinking, rather than conserving its energy by relaxing.

2. When neuroscientists monitor what's going on in someone's brain, they are typically interested in what happens in it when people are involved in an active task.

3. Every time we are not engaged in an active task the brain falls into a neural configuration called the default network.

4. Any elephants have huge brains while any mice have tiny ones. But humans are the great exception to this rule.

5. Переписать следующие предложения, определить в них видовременные формы глаголов и указать их инфинитив; перевести предложения на русский язык.

1. One of the most exciting findings to emerge from neuroscience in recent years underlines the brain's inherently social nature.

2. All Lieberman had to do was spend four months this year and next year in Moscow, a nice enough city, doing some research.

3. The desire to be in a loving relationship, to fit in at school, to join a fraternity or sorority, to avoid rejection and loss, to see your friends do well and be cared for, to share good news with your family, to cheer on your sports team - these things motivate an incredibly impressive array of our thoughts, actions, and feelings.

4. This past summer, he was offered three million dollars for an

academic position - one million in raw income and two to do lab research.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Social Connection Makes a Better Brain

1. Matthew Lieberman, a distinguished social psychologist and neuroscientist, basically won the lottery. This past summer, he was offered three million dollars for an academic position - one million in raw income and two to do lab research. That's a king's ransom for a psychology professor. On average, psychology professors make less than six figures and rely on a patchwork of modest grants to sustain their research. All Lieberman had to do was spend four months this year and next year in Moscow, a nice enough city, doing some research - which he would have done anyway at home at home university.

2. But there was a catch. He would have to be away from his wife Naomi and seven-year-old son Ian for those eight months. They could not join him in Moscow. He had a basic trade-off problem, one that kept him up for many nights: Should I take the money and give up those eight months with my family or should I stay home and give up the money and research opportunities? In one form or another, we've all faced this dilemma, if on a more modest scale. Do you work late tonight or join your family for dinner? Do you go to the conference or to your friend's wedding? Do you prioritize your career or your relationships?

3. Lieberman's new book *Social: Why Our Brains Are Wired to Connect* hits the shelves this month. It's a book about relationships and why relationships are a central - though increasingly absent - part of a flourishing life. Lieberman draws on psychology and neuroscience research to confirm what Aristotle asserted long ago in his *Politics*: "Man is by nature a social animal. Anyone who either cannot lead the common life or is so self-sufficient as not to need to, and therefore does not partake of society, is either a beast or a god."

4. Just as human beings have a basic need for food and shelter, we also have a basic need to belong to a group and form relationships. The desire to be in a loving relationship, to fit in at school, to join a fraternity or sorority, to avoid rejection and loss, to see your friends do well and be cared for, to share good news with your family, to cheer on your sports team - these things motivate an incredibly impressive array of our thoughts, actions, and feelings.

Lieberman sees the brain as the center of the social self. Its primary purpose is social thinking. One of the great mysteries of evolutionary science is how and why the human brain got to be so large. Brain size generally increases with body size across the animal kingdom. Elephants have huge brains while mice have tiny ones. But humans are the great exception to this rule. Given the size of our bodies, our brains should be much smaller - but they are by far the largest in the animal kingdom relative to our body size.

5. One of the most exciting findings to emerge from neuroscience in recent years underlines the brain's inherently social nature. When neuroscientists monitor what's going on in someone's brain, they are typically interested in what happens in it when people are involved in an active task, like doing a math problem or reaching for a ball. But neuroscientists have looked more closely at what the brain does during non-active moments, when we're chilling out and the brain is at rest. Every time we are not engaged in an active task - like when we take a break between two math problems - the brain falls into a neural configuration called the default network. When you have down time, even if it's just for a second, this brain system comes on automatically.

6. What's remarkable about the default network, according to Lieberman's research, is that it looks almost identical to another brain configuration - the one used for social thinking or "making sense of other people and ourselves," as he writes: The default network directs us to think about other people's minds - their thoughts, feelings, and goals. Whenever it has a free moment, the human brain has an automatic reflex to go social. Why would the brain, which forms only 2 percent of our body weight but consumes 20 percent of its energy, use its limited resources on social thinking, rather than conserving its energy by relaxing? "Evolution has made a bet," Lieberman tells me, "that the best thing for our brain to do in any spare moment is to get ready for what comes next in social terms."

7. "My gut says making more money will make me happier," Lieberman writes in the book, "but my gut is wrong. The more individuals endorse materialism as a positive life value, the less happy they are with their lives." These facts and more were on Lieberman's mind as he was struggling over the big decision he had to make. After a gut-wrenching couple of weeks and many sleepless nights, Lieberman finally made up his mind. In the end, he turned the three million dollars down. He did not want to be away from his wife and son. "Those are eight months with them," he told me on the phone, "that I would never get back." As tempted as he was by the money, he decided that his relationships were more important.

7. Прочитать 6-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

Why would the brain use its limited resources on social thinking, rather than conserving its energy by relaxing?

1. Evolution has made a gap, Lieberman tells me, that the best thing for our brain to do in any spare moment is to get relaxed.

2. Evolution has made a spring, Lieberman tells me, that the best thing for our brain to do in any spare moment is to conserve its energy.

3. Evolution has made a progress, Lieberman tells me, that the best thing for our brain to do in any spare moment is to spare its energy.

4. Evolution has made a bet, Lieberman tells me, that the best thing for our brain to do in any spare moment is to get ready for what comes next in social terms.

Контрольная работа 2

Грамматика: времена группы Continuous в действительном и страдательном залоге; времена группы Perfect в действительном и страдательном залоге; формы и функции Participle I, II; Gerund, Infinitive. модальные глаголы.

Вариант 1

1. Переписать следующие предложения; подчеркнуть в каждом из них глагол-сказуемое и определить его видовременную форму и залог.

Перевести предложения на русский язык.

1. The most recent mainframe computers based on very large scale integration are becoming available in the mid-1980's.
2. When we were chilling out and the brain was at rest.
3. The society has been influenced by Internet greatly.
4. The Internet has made it possible for not only communication to occur between two people, but millions at the same time.

2. Переписать следующие предложения; подчеркнуть Participle I и Participle II, определить функции каждого из них, т.е. указать, является ли оно определением, обстоятельством или частью глагола-сказуемого.

Перевести предложения на русский язык.

1. When we are chilling out, the brain is at rest.
2. Introverts are also not misanthropic, rather, introverts are people who find other people tiring.
3. Extroverts are energized by people, and wilt or fade when alone.
4. For one thing, extroverts are overrepresented in politics, a profession in which only the garrulous are really comfortable.

3. Переписать следующие предложения; подчеркнуть модальный глагол или его эквивалент.

Перевести предложения на русский язык.

1. All Lieberman had to do was spend four months in Moscow, a nice enough city, doing some research.
2. They could not join him in Moscow because they had missed their train.
3. It may be a period of gaining expertise in certain fields and being able to understand problems and find solutions with greater efficiency than before.

4. As a preschooler, the child should be busy learning language, gaining a sense of self and greater independence, beginning to learn the workings of the physical world.

4. Перевести предложения на русский язык, подчеркнуть формы герундия.

1. Spreading this material in the Internet is prohibited by the law nowadays.

2. Eliminating distractions, putting an end to multitasking, meditating, and actively practicing these skills are just a few of the things that can have a beneficial influence on attention.

3. Anyone can begin figuring out their true calling in life and start growing authentically.

4. Helping others in a more active way is one of the best positive emotional reaction in philanthropists.

5. Перевести предложения на русский язык. Подчеркнуть формы инфинитива.

1. The default network directs us to think about other people's minds - their thoughts, feelings, and goals.

2. Just as human beings have a basic need for food and shelter, we also have a basic need to belong to a group and form relationships.

3. For introverts to be alone with one's thoughts is as restorative as sleeping, as nourishing, as eating.

4. In contrast, after an hour or two of being socially on, introverts need to turn off and recharge.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Caring for your Introvert

1. What is introversion? In its modern sense, the concept goes back to the 1920s and the psychologist Carl Jung. Today it is a mainstay of personality tests, including the widely used Myers-Briggs Type Indicator. Introverts are not necessarily shy. Shy people are anxious or frightened or self-excoriating in social settings; introverts generally are not. Introverts are also not misanthropic, rather, introverts are people who find other people tiring.

2. Extroverts are energized by people, and wilt or fade when alone. They often seem bored by themselves, in both senses of the expression. Leave an extrovert alone for two minutes and he will reach for his cell phone. In

contrast, after an hour or two of being socially on, introverts need to turn off and recharge. My own formula is roughly two hours alone for every hour of socializing. This isn't antisocial. It isn't a sign of depression. It does not call for medication. For introverts, to be alone with one's thoughts is as restorative as sleeping, as nourishing, as eating.

3. How many people are introverts? I performed exhaustive research on this question, in the form of a quick Google search. The answer: about 25 percent. Extroverts therefore dominate public life. This is a pity. If introverts ran the world, it would no doubt be a calmer, saner, more peaceful sort of place. How many people are introverts? The answer: about 25 percent. Are introverts arrogant? Hardly. Are introverts misunderstood? Wildly. Are introverts oppressed? Greatly. For one thing, extroverts are overrepresented in politics, a profession in which only the garrulous are really comfortable.

4. With their endless appetite for talk and attention, extroverts also dominate social life, so they tend to set expectations. In our extroverted society, being outgoing is considered normal and therefore desirable, a mark of happiness, confidence, leadership. Extroverts are seen as bighearted, vibrant, warm, empathic. People person is a compliment. Introverts are described with words like guarded, loner, reserved, taciturn, self-contained, private - narrow, ungenerous words, words that suggest emotional parsimony and smallness of personality.

5. Do you know someone who needs hours alone every day? Who loves quiet conversations about feelings or ideas, and can give a dynamite presentation to a big audience, but seems awkward in groups and maladroit at small talk? Who has to be dragged to parties and then needs the rest of the day to recuperate? Who growls or scowls or grunts or winces when accosted with pleasantries by people who are just trying to be nice? If so, do you tell this person he is too serious, or ask if he is okay? Regard him as aloof, arrogant, rude? Redouble your efforts to draw him out.

6. Extroverts are energized by people, and wilt or fade when alone. They often seem bored by themselves, in both senses of the expression. Leave an extrovert alone for two minutes and he will reach for his cell phone. In contrast, after an hour or two of being socially on, we introverts need to turn off and recharge. My own formula is roughly two hours alone for every hour of socializing. This isn't antisocial. It isn't a sign of depression. It does not call for medication. In our extroverted society, being outgoing is considered normal and therefore desirable, a mark of happiness, confidence, leadership. Extroverts are seen as bighearted, vibrant, warm, empathic. People person is a compliment. Introverts are described with words like guarded, loner, reserved, taciturn, self-contained, private - narrow, ungenerous words, words that suggest emotional parsimony and smallness of personality.

7. Extroverts therefore dominate public life. This is a pity. If we introverts ran the world, it would no doubt be a calmer, saner, more peaceful sort of place. The worst of it is that extroverts have no idea of the torment they put us through. Sometimes, as we gasp for air amid the fog of their 98-percent-content-free talk, we wonder if extroverts even bother to listen to themselves. Still, we endure stoically, because the etiquette books - written, no doubt, by extroverts - regard declining to banter as rude and gaps in conversation as awkward. Sometimes in the future it will not be impolite to say I'm an introvert. But now the situation is different.

7. Прочитать 6-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

What are extroverts energized by?

1. Extroverts are energized by reading, and wilt or fade when alone.
2. Extroverts are energized by walking, and wilt or fade when alone.
3. Extroverts are energized by eating, and wilt or fade when alone.
4. Extroverts are energized by people, and wilt or fade when alone.

Вариант 2

1. Переписать следующие предложения; подчеркнуть в каждом из них глагол-сказуемое и определить его видовременную форму и залог.

Перевести предложения на русский язык.

1. Meditation is another good idea that is finally getting respect from science.
2. They were exploring some side interests that might turn out to be real passions.
3. Study after study has shown that giving back to others is objectively good for the person who does the giving.
4. In fact, as little as ten minutes of meditation have been shown to quiet nerves and give added focus.

2. Переписать следующие предложения; подчеркнуть Participle I и Participle II, определить функции каждого из них, т.е. указать, является ли оно определением, обстоятельством или частью глагола-сказуемого.

Перевести предложения на русский язык.

1. Extroverts are energized by people, and wilt or fade when alone.
2. Protein fuels cellular repair and has been shown to curb appetite.

3. They often seem bored by themselves, in both senses of the expression.

4. Analysts may serve as helpers to the customer, helping to define the requirements.

3. Переписать следующие предложения; подчеркнуть модальный глагол или его эквивалент.

Перевести предложения на русский язык.

1. A quick Google search can turn up some excellent gap year ideas, so get paper and a pencil and start brainstorming.

2. Protein has to fuel cellular repair and has been shown to curb appetite.

3. If you are between jobs, now might be a good time to branch out into exploring some side interests that might turn out to be real passions.

4. Anyone can use to begin figuring out their true calling in life and start growing authentically.

4. Перевести предложения на русский язык, подчеркнуть формы герундия.

1. It used to be that graduating from high school led to the immediate start of college, a career or a family for the graduate.

2. In fact, skipping breakfast can disrupt the body's rhythms of consumption and fasting.

3. Study after study has shown that giving back to others is objectively good for the person who does the giving.

4. Helping others in a more active way is one of the best positive emotional reaction in philanthropists.

5. Перевести предложения на русский язык. Подчеркнуть формы инфинитива.

1. In contrast, after an hour or two of being socially on, we introverts need to turn off and recharge.

2. Being conscious about eating may even help boost your work productivity.

3. Anyone can begin figuring out their true calling in life and start growing authentically.

4. Students are more likely to have set in their minds what they want to study.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Easy Ways to Self-Improvement

1. Never changing is no way to live. The most successful people in the world are the ones who are in a constant process of evolution. Not everyone makes the choice to grow, but that's not always because they're comfortable standing still. Sometimes people just don't know where to start their journey to the future. Here are four simple ideas that anyone can use to begin figuring out their true calling in life and start growing authentically.

2. Take a gap year. It used to be that graduating from high school led to the immediate start of college, a career or a family for the graduate. That's no longer true, and it's not necessarily a bad thing. According to researches students who take a gap year are more likely to graduate in four years or less than those who don't. The reason for this is simple: self-reflection. Students who go straight from high school to college are more likely to have set in their minds what they want to study, which results in better focus when they do start their studies.

3. It gets better. The Gap Year Association states that 93% of students stated that their gap year helped them to learn soft skills like communication and group coordination. The gap year phenomenon isn't limited to students either. If you're between jobs, now might be a good time to branch out into exploring some side interests that might turn out to be real passions. A quick Google search can turn up some excellent gap year ideas, so get paper and a pencil and start brainstorming.

4. Feed yourself mindfully. It's often been said that we are what we eat, but science can back up that old adage with statistics. Complex carbohydrates are a healthy energy booster, especially in the morning in the form of foods like oatmeal. In fact, skipping breakfast can disrupt the body's rhythms of consumption and fasting, leading to cascade effects like lethargy. Protein fuels cellular repair and has been shown to curb appetite.

5. Being conscious about eating can even help boost your work productivity. Managers have their eyes on three nutrients in particular: magnesium, phenylalanine and choline. All of them have a positive impact on brain function, with magnesium (found in dark chocolate and leafy greens) being shown by some studies to cut anxiety. If you want to change your life, start with what you put in your body.

6. Learn meditation. Meditation is another good idea that's finally getting respect from science. A few years ago, scientists at Harvard Medical School discovered something amazing: after only eight weeks of mindfulness

meditation, the amygdala (the part of our brains that governs fear response) became less active. In fact, as little as ten minutes of meditation have been shown to quiet nerves and give added focus. The benefits don't end there; people with physical conditions like multiple sclerosis can see a reduction in pain after meditating. Read the official research on meditation by the National Institute of Health to start making your plan for growing in mindfulness.

7. Do good for the world. Giving back to others is objectively good for the person who does the giving. One of the greatest benefits is an increase in personal self-esteem. Helping others in a more active way than simply giving from a far causes the same positive emotional reaction in philanthropists, even more so when they know the effects of their good deeds. Everybody is connected to the rest of humanity in some measure, and when someone knows they're bettering that world in a tangible way, they realize that their own life has a purpose. Self-improvement is something you do for yourself, by taking a good look at what drives you as a person and then setting out on the right path for you.

7. Прочитать 7-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

What is self-improvement?

1. Self-improvement is realizing one's own life.
2. Self-improvement is exploring some side interests.
3. Self-improvement is making the choice to grow.
4. Self-improvement is something you do for yourself, by taking a good look at what drives you as a person and then setting out on the right path for you.

Вариант 3

1. Переписать следующие предложения; подчеркнуть в каждом из них глагол-сказуемое и определить его видовременную форму и залог.

Перевести предложения на русский язык.

1. Self deprecating humor is disarming and makes others feel more included.
2. My colleagues are collaborating on a double-blind, placebo controlled clinical trial of whole-body heating in patients with major depressive disorder.
3. Self-deprecating humor has been found to increase perceived attractiveness of high-status men and women, but can backfire for those

perceived as low status, making them seem less attractive.

4. It becomes evident why for many centuries psychological main attention has been given to human beings.

2. Переписать следующие предложения; подчеркнуть Participle I и Participle II, определить функции каждого из них, т.е. указать, является ли оно определением, обстоятельством или частью глагола-сказуемого.

Перевести предложения на русский язык.

1. Like another face or figure, we often find person's personality appealing or unappealing.

2. A person manifesting the first extreme of the trait will tend to be deeply hurt by a criticism, become depressed easily, and experience emotional states vividly.

3. Introverts are described with words (like guarded, loner, reserved, taciturn, self-contained, private-narrow, ungenerous words) that suggest emotional parsimony and smallness of personality.

4. The body types are innately determined during the stage of the embryo.

3. Переписать следующие предложения; подчеркнуть модальный глагол или его эквивалент.

Перевести предложения на русский язык.

1. An endomorph may have a soft, flabby body.

2. A mesomorph can have a firm, muscular body.

3. An ectomorph might have a thin, frail body.

4. A mesomorph could have a firm, muscular body.

4. Перевести предложения на русский язык, подчеркнуть формы герундия.

1. The introvert favors behaviors such as thinking, reading, reflecting, meditating, creative writing, remembering, composing music, daydreaming, and spending time alone.

2. The extravert favors behaviors such as talking, going to motion pictures, taking trips, seeking financial success, exploration, being physically active, and spending time with a fairly large circle of friends.

3. Essentially, focusing on one thing makes us briefly blind to other things.

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

5. Перевести предложения на русский язык. Подчеркнуть формы инфинитива.

1. An ectomorph tends to have a thin, frail body.
2. The endomorph will tend to be placid and lazy and to seek fun for fun's sake.
3. In psychology, type-trait theories are attempts to provide consistent descriptions of personality.
4. According to researches students who take a gap year are more likely to graduate in four years or less than those who don't.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Personality and Behavior

1. Your personality plays a role in almost everything that you do. A workable definition of personality is that it is the constellation of traits unique to the individual. Your personality is like a psychological fingerprint. Like another face or figure, we often find person's personality appealing or unappealing. Relationships, including marriages, often stand or fall on the basis of the way in which two people react to each other's personalities. These are some of the reasons why psychologists believe that the study of personality is important.

2. Type-trait theories. The philosopher Aristotle was thought to have wisdom. The conqueror Attila the Hun is remembered for his aggressiveness. The physicist Marie Curie was recognized to be unusually persistent. In Charles Dickens's A Christmas Carol, the character Scrooge is known for being stingy. In Margaret Mitchell's Gone With the Wind, Scarlett O'Hara is admired for her courage. Wisdom, aggressiveness, persistence, stinginess, and courage are all traits of personality. In psychology, type-trait theories are attempts to provide consistent descriptions of personality. The four types, if not entirely accurate, do have some interest and value.

3. Another classical personality theory was proposed about sixty years ago by the physiologist William H. Sheldon. Sheldon suggested that there are three basic body types: endomorph, mesomorph, and ectomorph. The body types are innately determined during the stage of the embryo. The adult's body is shaped by varying amounts of endoderm, mesoderm, and ectoderm. An endomorph tends to have a soft, flabby body. The endomorph will tend to be placid and lazy and to seek fun for fun's sake. A mesomorph tends to have a firm, muscular body. The mesomorph will tend to be assertive and ambitious and to seek action for action's sake. An ectomorph tends to have a thin, frail body. The ectomorph will tend to be shy, tense, and nervous. Sheldon

recognized that many, perhaps most, people are not pure type. His viewpoint received only weak support.

4. One of the most famous type-trait theories of personality is the one proposed in the early part of the twentieth century by the Swiss psychiatrist Carl Jung. Jung said that two basic personality types are the introvert and the extrovert. The introvert favors behaviors such as thinking, reading, reflecting, meditating, creative writing, remembering, composing music, daydreaming, and spending time alone. The extravert favors behaviors such as talking, going to motion pictures, taking trips, seeking financial success, exploration, being physically active, and spending time with a fairly large circle of friends. Jung recognized that introverts and extraverts reflect a bipolar trait, a trait that exists on a continuum with logical opposites. A given person is not necessarily a pure type.

5. The ambivert is an individual who displays a mixture of both introverted and extraverted behaviors. Jung believed that the tendency to be an introvert or an extravert is primarily inborn, a part of one's biologically determined disposition. Jung himself was an introvert. This is reflected in the title of his autobiography, *Memories, Dreams, and Reflections*. By Jung's own admission, the inner life was more important to him than the outer life. A well-regarded, contemporary type-trait theory is the researcher Raymond B. Cattell's sixteen personality factor theory. Based on his statistical analysis of various personality tests, Cattell concluded that there are sixteen factors, or clusters of related bipolar traits, that describe the human personality.

6. One of the bipolar traits or factors is reserved-outgoing, which corresponds closely to Jung's introversion-extraversion trait. A second bipolar trait is affected by feelings - emotionally stable. A person manifesting the first extreme of the trait will tend to be deeply hurt by a criticism, become depressed easily, and experience emotional states vividly. A person manifesting the opposite extreme of the trait will seldom experience prolonged states of anger, anxiety, or depression. To such a person, life is lived in a relatively placid manner. A third bipolar trait is humble-assertive. A person manifesting the first extreme of the trait will tend to be passive, easily controlled by others, and lack self confidence in social relationships. A person manifesting the opposite extreme of the trait will tend to be a leader, influence others, and have quite a bit of self-confidence in social relationships. Cattell's map of the human personality continues in this manner until, as already indicated, sixteen bipolar traits are identified.

7. Прочитать 3-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

From Sheldon's point of view what body type tends to be thin and frail?

1. An endomorph tends to have a thin, frail body.
2. A mesomorph tends to have a thin, frail body.
3. An ochtomorph tends to have a thin, frail body.
4. An ectomorph tends to have a thin, frail body.

Вариант 4

1. Переписать следующие предложения; подчеркнуть в каждом из них глагол-сказуемое и определить его видовременную форму и залог.

Перевести предложения на русский язык.

1. Doing research first at the University of Chicago and then at Johns Hopkins University, Watson came to the conclusion that psychology was placing too much emphasis on consciousness.

2. When we avoid personalizing other people's behaviors, we can view their expressions more objectively, and reduce the possibility of misunderstanding.

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

4. Behaviour has been studied in a systematic and observable manner with no consideration of internal mental states.

2. Переписать следующие предложения; подчеркнуть Participle I и Participle II, определить функции каждого из них, т.е. указать, является ли оно определением, обстоятельством или частью глагола-сказуемого.

Перевести предложения на русский язык.

1. The ego follows the reality principle, suggesting that the ego helps individual tolerate frustration.

2. The conscience acts as a kind of inner police officer, guiding the individual in the right direction to social expectations.

3. The remaining fields of psychology will be briefly described in terms of what psychologists associated with them do.

4. When people or animals know they are being observed, they may not behave in the same way as when they're not being observed.

3. Переписать следующие предложения; подчеркнуть модальный глагол или его эквивалент.

Перевести предложения на русский язык.

1. Outside of Psychology animal trainers, parents, teachers may use of basic behavioural principles to help teach new behaviours and discourage unwanted ones.

2. To indirectly manipulate, intimidate or control, passivity can be used as a loophole to avoid blame for questionable behavior.

3. A rationalization may have little or no basis in reality, and not be rational at all.

4. What one should do with one's life in terms of work, family responsibilities, and long term goals.

4. Перевести предложения на русский язык, подчеркнуть формы герундия.

1. Examples include refusing to believe that the car is out of gas.

2. Reaction formation is characterized by converting a repressed wish into its psychological opposite at the conscious level.

3. People who ghost completely avoid confrontation and expressing their feelings.

4. If you enjoy working with people and helping them achieve their full potential, then becoming a psychologist can be extremely rewarding.

5. Перевести предложения на русский язык. Подчеркнуть формы инфинитива.

1. The ego arises because of various frustrations and the needs to cope with the world as it is, not as it is wished to be.

2. It is important to note that of the five classical schools of psychology, psychoanalysis is the only one that made it an aim to improve the individual's mental health.

3. The principal aim is to provide a work environment that will facilitate production, reduce accidents, and maintain employee morale.

4. In order to explain chronic emotional suffering, Freud asserted that human beings have an unconscious mental life.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Freud's Theory: Three Faces of You

1. As earlier noted, type-trait theories are of interest primarily because of their descriptive powers, not because of the explanations they offer

for the existence of personality traits. On the other hand, Freud's theory of personality is of interest primarily because it focuses on the processes involved in the expression and shaping of the human personality. Freud's theory, proposed in the early part of the twentieth century, has been highly influential, particularly among psychotherapists. According to Freud, there are three parts to the human personality: the id, the ego, and the superego. The id is inborn, and it is present at birth. It is the psychological expression of the biological drives such as hunger, thirst, the need for sleep, and so forth.

2. The word id is derived from Latin, and means simply - it. In other words, the it of the human personality is not uniquely individual. It is impersonal and roughly similar in all of us. The id is present in the infant, and Freud said it follows the pleasure principle, indicating that the id seeks relief from hunger, thirst, and other irritating states. Although the id is present at birth, it never departs. It is as much a part of the adult personality as the personality of the child. The ego emerges with experience. It arises because of various frustrations and the need to cope with the world as it is, not as it is wished to be. The word ego is also derived from Latin and means id. The ego follows the reality principle, suggesting that the ego helps the individual tolerate frustration and devise ways around obstacles to gratification. The ego takes form around the age of two or three. Like the id, it too will become a part of the adult personality.

3. The superego emerges last. It reflects the influence of the family. The family is usually the agent that represents the values and norms of a larger culture to a growing child. This includes the family's religious beliefs and its participation in the rules and laws of a given nation. If a child identifies with the family, the superego will be introjected, meaning that it will become an integral part of the individual's personality. Feelings of guilt arise when the demands of the superego are violated. This makes a reference to the conscience, one of the aspects of the superego. The conscience acts as a kind of inner police officer, guiding the individual in the direction of conforming to social expectations. The superego is relatively well established around the age of seven. Like the id and the ego, it is also a part of the adult personality. Another aspect of the superego is the ego ideal, an image that sets forth what one should do with one's life in terms of a job, family responsibilities, and long term goals.

4. Seven of the ego defense mechanisms are denial of reality, repression, projection, identification, fantasy, rationalization, and reaction formation. Denial of reality takes place when the individual thinks, - This isn't so. Examples include refusing to believe that the car is out of gas, that one has a serious illness, or that a cherished dream will never come true. Denial is a primitive mechanism, often used by toddlers and preschoolers. Repression takes place when the ego pushes down unpleasant features of one's

psychological world to an unconscious level.

5. These typically consist of painful childhood memories and forbidden wishes associated with sexual and aggressive behavior. It is repression that defines the contents of the mind's unconscious domain. Projection takes place when the ego perceives in the outer world. Identification takes place when the ego attaches itself to a person perceived to have a desirable attribute such as power, status, or unusual ability.

6. The kind of emotional gratification associated with fantasy is called vicarious gratification, meaning substitute gratification. Rationalization takes place when the ego provides a rational-sounding reason for a failure or a transgression. A rationalization may have little or no basis in reality, and not be rational at all. However, its superficial logic is a balm to the threatened ego. Reaction formation is characterized by converting a repressed wish into its psychological opposite at the conscious level. The defense mechanisms overlap to some extent. For example, identification, as explained above, contains elements of fantasy.

7. Прочитать 4-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

What are ego defense mechanisms?

1. Four of the ego defense mechanisms are reaction, super fantasy, rationalization, and reaction formation.

2. Five of the ego defense mechanisms are imagination, identification, fantasy, rationalization, and reaction formation.

3. Six of the ego defense mechanisms are depression, projection, identification, fantasy, rationalization, and reaction formation.

4. Seven of the ego defense mechanisms are denial of reality, repression, projection, identification, fantasy, rationalization, and reaction formation.

Вариант 5

1. Переписать следующие предложения; подчеркнуть в каждом из них глагол-сказуемое и определить его видовременную форму и залог.

Перевести предложения на русский язык.

1. Assertiveness is about firmly expressing your rights and needs in a respectful and professional way.

2. Rude people sometimes do not realize they are being rude, so asking can gently call their attention to it.

3. People's lives are complex, and their rudeness likely stems from something that has gone wrong in their world around the time that they are communicating with you.

4. These terms are used interchangeably with «personality», and historically they have often been used in contexts where «personality» would be employed.

2. Переписать следующие предложения; подчеркнуть Participle I и Participle II, определить функции каждого из них, т.е. указать, является ли оно определением, обстоятельством или частью глагола-сказуемого.

Перевести предложения на русский язык.

1. Chronic use of sarcasm, cynicism, and patronizing comments spreads negativity and is a sign of passive-aggressive behavior.

2. The family is usually the agent that represents the values and norms of a larger culture to a growing child.

3. Studies have shown that verbal aggression often leads to physical violence if you're not careful and watch the signs.

4. When involved in a situation that gives an aggressive person sensory overload, take a step back and allow the person the opportunity to be alone.

3. Переписать следующие предложения; подчеркнуть модальный глагол или его эквивалент.

Перевести предложения на русский язык.

1. Passive-aggressive people may consciously put off a task to get an emotional response from you and as a show of power.

2. By dealing with them you will be able to develop your assertive communication skills.

3. A passive-aggressive housemate may procrastinate instead of helping with chores, which they know will annoy you.

4. Impulsivity can be exaggerated by caffeine and tends to be more noticeable in the evening than the morning.

4. Перевести предложения на русский язык, подчеркнуть формы герундия.

1. Ghosting is when the person cuts someone off for a while, or sometimes forever, with no explanation of the purpose for cutting contact.

2. A passive-aggressive housemate may procrastinate instead of helping with chores, which they know will annoy you.

3. Procrastination can also be a form of indirectly refusing to complete

a task.

4. People who ghost completely avoid confrontation and expressing their feelings.

5. Перевести предложения на русский язык. Подчеркнуть формы инфинитива.

1. Passive-aggressive people may consciously put off a task to get an emotional response from you and as a show of power.

2. To manipulate, intimidate or control indirectly, passivity can be used as a loophole to avoid blame for questionable behavior.

3. People who often give the silent treatment might do this to avoid head-on conflict

4. Forgiveness is the best way to move on from the situation.

6. Прочитать и устно перевести текст. Переписать и письменно перевести 1, 2, 3, 6, 7 абзацы.

Dealing with Verbally Aggressive People

1. When faced with a verbally aggressive person, he or she may threaten you, put you down, shame, scream at you or even blame you for their behavior. These types of people resort to name calling and other threats of violence in order to get their way. It isn't easy dealing with verbally aggressive people, but you have to stand up for yourself. If you're dealing with someone who has exhibited aggressive behavior in the work place or in your home, taking immediate action is your best bet if you wish to diffuse the situation.

2. Studies have shown that verbal aggression often leads to physical violence if you're not careful and watch the signs. Those who exhibit verbally aggressive behavior seek control over people and situations and are known as bullies. Common signs of verbally aggressive people are those who put down others, shame them, scream, threaten, blame and intimidate their victims. We live in a selfish world with selfish people, but this type of negative behavior should never be tolerated. We must teach our children how to be more selfless so that they may pass the message on to others. Consider taking action before a situation looms out of control.

3. Don't take it personally. Verbally aggressive people degrade and demean those around them for a myriad of reasons. Rise above their negativity and realize that their words are just words and nothing more. If you show that you have been affected by the person's negative statements, you're only hurting yourself. You may not be able to control the person's comments, but you can control how you choose to respond.

4. Don't respond to anger with anger. Just as much as you wouldn't throw gasoline on a fire, you should respond to anger with anger. Verbally aggressive people lash out in anger because they may not possess the communication skills in order to debate a specific topic. Giving in by showing an angry response is just making you angry – and it gets you virtually nowhere. Remain calm and caring. When faced with someone who is aggressive verbally, try to remain calm and caring.

5. Give the person space to reflect alone. When involved in a situation that gives an aggressive person sensory overload, take a step back and allow the person the opportunity to be alone. When a lot is going on around him or her, they become overwhelmed quickly and easily panic. Give them a break in a quiet space so they may work out their frustration. Then you can make a joke to smooth things over. If you have a great sense of humor, use that to your advantage in an attempt at smoothing things over. Try to make a joke at your own expense and it

6. Get yourself some help. You may need to seek therapy with another person in order to talk through the abuse you may be suffering from another. If you feel ridiculed by a bully, talk to someone and get the support you need. Reasonable solutions may not always be clear, but you deserve to know that you aren't the cause for the individual's negativity.

7. Set boundaries. When confronted by an individual who displays verbal aggression, wait until the situation has been diffused and set forth your boundaries. Tell the person that you do not deserve to be treated in an unfair or abusive manner and list out your plans if the behavior continues. When in a work environment, you may consult Human Resources or a manager and inform them of the person's behavior and its effects on you. If involved in a relationship with a verbally aggressive person, advise them of the consequences if their unwanted behavior continues.

7. Прочитать 7-й абзац и вопрос к нему. Какой из вариантов ответа соответствует по содержанию одному из предложений текста?

What is an essential way in setting forth your boundaries from aggressive people at a workplace?

1. When in a work environment, you may consult Social Department or a manager and inform them of the person's behavior and its effects on you.

2. When in a work environment, you may consult Fire Emergency Department or a manager and inform them of the person's behavior and its effects on you.

3. When in a work environment, you may consult Work Department or a manager and inform them of the person's behavior and its effects on you.

4. When in a work environment, you may consult Human Resources or a manager and inform them of the person's behavior and its effects on you.

РАЗДЕЛ II

TEXT 1

WEIGHT-BASED BULLYING LINKED TO INCREASED ADOLESCENT ALCOHOL, MARIJUANA USE

Adolescents who are bullied about their weight or body shape may be more likely to use alcohol or marijuana than those who are not bullied, according to new research published by the American Psychological Association.

The link between appearance-related teasing and substance use was strongest among overweight girls, raising special concerns about this group.

“This type of bullying is incredibly common and has many negative effects for adolescents,” said lead study author Melanie Klinck, BA, a clinical research assistant at the University of Connecticut. “The combination of appearance-related teasing and the increased sensitivity to body image during adolescence may create a heightened risk for substance use.”

These findings raise larger issues about how society places too much emphasis on beauty and body image for girls and women and the damaging effects that may result, said Christine McCauley Ohannessian, PhD, professor of pediatrics and psychiatry at the University of Connecticut School of Medicine, as well as director of the Center for Behavioral Health at Connecticut Children's Medical Center and a study co-author.

“Schools and communities should specifically address appearance-related teasing in anti-bullying policies and substance-use interventions,” she said. “Parents particularly have a role to play in addressing this issue. There is some startling research showing that some of the most hurtful examples of weight-based teasing come from parents or siblings, so families should be kind when they discuss the weight of their children.”

The study, which was conducted at Connecticut Children's Medical Center, involved a survey of 1,344 students ages 11 to 14 from five public middle schools near Hartford, Connecticut. The students were asked if siblings, parents or peers had teased them about their weight, body shape or eating during the prior six months. More than half (55%) of the overall participants reported weight-based teasing, including three out of four overweight girls (76%), 71% of overweight boys, 52% of girls who weren't overweight, and 43% of boys who weren't overweight.

The participants also were asked about their alcohol and marijuana use. The results showed that frequent weight-based teasing was associated with higher levels of total alcohol use, binge drinking and marijuana use. In a follow-up survey six months later, weight-based teasing was still linked to total alcohol use and binge drinking. The research was published online in *Psychology of Addictive Behaviors*.

Previous research has found that boys have greater substance use in their

teens and early adulthood, but girls begin using alcohol and drugs at an earlier age compared with boys. Those trends may be related to the societal pressures for girls to adhere to unrealistic body image ideals. This can damage their sense of self-worth and contribute to eating disorders and self-medication through substance use to cope with teasing or fit in with their peers, Klinck said.

“The old saying that ‘sticks and stones may break my bones but words will never hurt me’ is a fallacy that ignores the serious effects of emotional abuse and verbal bullying,” Klinck said. “Weight-based discrimination appears to be one of the most common and seemingly socially sanctioned reasons to bully or discriminate against someone. As a society, we need to address the damage caused by this, especially for girls.”

TEXT 2

THE PSYCHOLOGY BEHIND JOKES AND LAUGHTER

Laughter is universal. It has nothing to do with what language we speak, which culture we were raised in, or what our religious faith is. We all laugh. Psychologists have compared laughter to **speaking in tongues** (говорение на (незнакомых) языках; глоссолалия - нарушение артикуляции или речи у психически больных): we can't control what we laugh at, or the sounds that come out of our mouth. All we know is that we laugh, and that laughter transcends all of our differences.

Scientists have studied laughter by going out into public places and observing people in social settings, by searching for "the perfect joke" and studying its effect on the brain of its recipient, and by hooking people up to an **MRI** (magnetic resonance imaging - получение изображений методом ядерного магнитного резонанса) machine and studying brain activity as they listen to both real and "fake" (jokes not meant to be funny) jokes. What they've discovered about laughter is a bit surprising. And it may explain why certain people make us laugh easier than others can.

Four Facts About Laughter

1. Laughter varies by age and gender. Children laugh 400 times per day, as opposed to adults, who only laugh 15 times per day. Any parent has experienced this. Kids laugh at the weirdest things. But laughter is part of their **cognitive development** (когнитивное развитие). Kids who tell and listen to jokes are learning about language, connections, and irony. Those who have a well-developed sense of humor have a better outlook on life and an easier time interacting with their peers.

Women laugh more than men: about 126% more, according to an article published in Psychology Today.

Men are the biggest laugh-getters, a trait that starts early in childhood. Most likely, if you think back to the class clown in elementary or middle school, it was a boy. What makes women the laughers and men the comedians? That question is still up in the air. As we learn more about the science of laughter, hopefully the answer will unfold.

2. Laughter is a social phenomenon. Ever notice that you laugh more when watching a funny movie with your pals than you do when you watch the same movie by yourself? Psychologists have studied this phenomenon, as well as the phenomenon known as "contagious laughter" to determine why it is that we laugh more with others. It comes down to communication. Laughter is a wordless, un-fakeable demonstration of human emotion. It binds us as maybe no other force on Earth can. Television producers of the 1950's understood this before anyone studied it---they started setting sitcoms to laugh tracks to make the home audience laugh and enjoy the show more. It's also why Leno, Letterman, and Conan tape before a live studio audience. The audience laughs, and we find ourselves laughing along with them.

3. Different types of jokes affect different parts of the brain. The part of the brain that reacts to jokes is the medial **ventral** (внутренний, вентральный) **prefrontal** (префронтальный) **cortex** (кора головного мозга), which is where cognitive development, personality development, and determining correct social behavior occurs. However, different types of jokes trigger different parts of the brain as we process them. **Puns** (игра слов; каламбур) take one path to the prefrontal cortex, for example, while story jokes take a completely different neurological path. This explains why people who have experienced brain trauma may find one type of joke funny, but they find absolutely no humor in an equally funny joke of a different genre, or why they may lose their sense of humor all together.

4. Laughter has very little to do with the joke itself. In studying laughter in social settings, scientists observed an interesting phenomenon: the joke itself was the least important factor in instigating laughter. In fact, statements like "well, hello yourself," or "yeah, that's what I thought" were more likely to get a laugh than an actual joke was. The larger the group, the more each person in the group laughed. Women tend to laugh more heartily in the presence of men they are attracted to than they do in the presence of other women or men who don't attract them. What this tells us is that while a joke can be a great icebreaker, what matters more is the interaction and relationship between people. This also explains that one guy you know who tells the **dumbest** (глупейший) jokes but never fails to be the life of the party.

The Great Unifier

All of the research **boils down** (to boil down to - сводиться к (чему-л.)) to this **inescapable** (неизбежный, неминуемый, неотвратимый) fact: humans are, and are designed to be, social beings. Laughter is a reflex, just like the

startle (испуг; страх; вздрагивание (от неожиданного действия, страха)) reflex, **gag** (рвотные движения) reflex, of the reflex of automatically pulling your hand away from a hot stove. Laughter is irresistible, contagious, and binds us through its universality. It **transcends** (выходить за пределы) the issues and differences that divide us. In the end, we're all the same, laughing at the same dumb knock-knock joke as the next guy. Maybe that's really the reason laughter is the best medicine.

TEXT 3

COLOR PSYCHOLOGY

Why are people more relaxed in green rooms? Why do weightlifters do their best in blue gyms?

Colors often have different meanings in various cultures. And even in Western societies, the meanings of various colors have changed over the years. But today in the U.S., researchers have generally found the following to be accurate.

Black Black is the color of authority and power. It is popular in fashion because it makes people appear thinner. It is also stylish and timeless. Black also implies submission. Priests wear black to signify submission to God. Some fashion experts say a woman wearing black implies submission to men. Black outfits can also be overpowering, or make the wearer seem **aloof** [надменный] or evil. Villains, such as Dracula, often wear black.

White Brides wear white to symbolize innocence and purity. White reflects light and is considered a summer color. White is popular in decorating and in fashion because it is light, neutral, and goes with everything. However, white shows dirt and is therefore more difficult to keep clean than other colors. Doctors and nurses wear white to imply sterility.

Red The most emotionally intense color, red stimulates a faster heartbeat and breathing. It is also the color of love. Red clothing gets noticed and makes the wearer appear heavier. Since it is an extreme color, red clothing might not help people in negotiations or confrontations. Red cars are popular targets for thieves. In decorating, red is usually used as an accent. Decorators say that red furniture should be perfect since it will attract attention.

The most romantic color, **pink**, is more tranquilizing. Sports teams sometimes paint the locker rooms used by opposing teams bright pink so their opponents will lose energy.

Blue The color of the sky and the ocean, blue is one of the most popular colors. It causes the opposite reaction as red. Peaceful, tranquil blue causes the body to produce calming chemicals, so it is often used in bedrooms. Blue can also be cold and depressing. Fashion consultants recommend wearing blue to job interviews because it symbolizes loyalty. People are more productive in blue rooms. Studies show weightlifters are able to handle heavier weights in blue

gyms.

Green Currently the most popular decorating color, green symbolizes nature. It is the easiest color on the eye and can improve vision. It is a calming, refreshing color. People waiting to appear on TV sit in green rooms to relax. Hospitals often use green because it relaxes patients. Brides in the Middle Ages wore green to symbolize fertility. Dark green is masculine, conservative, and implies wealth. However, **seamstresses** [швея] often refuse to use green thread on the eve of a fashion show for fear it will bring bad luck.

Yellow Cheerful sunny yellow is an attention getter. While it is considered an optimistic color, people lose their tempers more often in yellow rooms, and babies will cry more. It is the most difficult color for the eye to take in, so it can be overpowering if overused. Yellow enhances concentration, hence its use for **legal pads** [блокнот с отрывными страницами из жёлтой линованной бумаги, без обложки, популярен в США.]. It also speeds metabolism.

Purple The color of royalty, purple connotes luxury, wealth, and sophistication. It is also feminine and romantic. However, because it is rare in nature, purple can appear artificial.

Brown Solid, reliable brown is the color of earth and is abundant in nature. Light brown implies genuineness while dark brown is similar to wood or leather. Brown can also be sad and **wistful** [тоскующий]. Men are more apt to say brown is one of their favorite colors.

Food for Thought

While blue is one of the most popular colors it is one of the least appetizing. Blue food is rare in nature. Food researchers say that when humans searched for food, they learned to avoid toxic or spoiled objects, which were often blue, black, or purple. When food dyed blue is served to study subjects, they lose appetite.

Green, brown, and red are the most popular food colors. Red is often used in restaurant decorating schemes because it is an appetite stimulant.

TEXT 4

CHARACTER COMES BY LEARNING

Who am I? I have a name, and that's how people know me. But how am I known? Am I funny, serious, friendly, or angry? Do I have lots of friends...or none at all?

Our personality traits [(character) trait — черта (характера)] make up our character. And our character was shaped by those influences that had close contact with our life. For some that may be mother and father, for others, they may not even know their parents. School, friends, music, and media also have great influence on how we choose to live our life.

A good character comes from good influences, and bad ones are just the opposite. While none of us could ever choose where and what living

circumstances we were born into, we must all, at some point, take responsibility for who we are. Putting the past aside, forgetting about blame, now we must choose what course and influences will direct our life.

A very wise man once said: “Do not be misled; bad company corrupts good character” (Paul the Apostle). Who do you keep company with? Who do you spend lots of time with? Is it your friends...music...TV? Stop now for a moment and ask yourself this question: what messages are you getting from these sources about life?

Think carefully about what kind of person you want to be in 5 years...in 10 years? What do you need to do now to start being that kind of person?

Family Life: Plan Your Future

The influences we receive while young dramatically shape our character. They affect the very core of our being. While none of us can choose to be born into a great, loving and secure family, we all must learn to live and adapt to life as it is given to us. Much of your future will be decided by the choices you make in life. Career, marriage and family are all important decisions that you will face one day. Practice making good decisions early in life. Consequences follow our choices. Poor choices lead to bad consequences, some of which may affect your entire life. One day you may choose to have a family of your own. Who will raise your children and give them their sense of values? Will you be able to give your children a stable home where they can live in love and security with a mother and father?

Consider these facts in how you choose to live your life: Living together before marriage is becoming increasingly common in America. But research has shown that the chances for divorce are almost twice as high for couples living together before marriage, as those who don't.

Children of divorced parents are statistically more likely to show behavior problems, emotional difficulties, and lower academic performance.

What kind of home do you want to provide for your future family? Will it be better or worse than your own? Do you want a lasting marriage and children who can grow up in a stable home? What kinds of influences help move you toward this goal? This is important...read on.

Some Wisdom

Below are quotes from various people. Think about some of the things they are saying.

“The great use of life is to spend it on something that will outlast [outlast – 1) продолжаться дольше, чем (что-л.) 2) пережить (что-л.)] it.”
(William James)

“He that never changes his opinions, never corrects his mistakes, will never be wiser than he is today“ (Tyron Edwards).

“The only man who never makes a mistake is the one who never does anything.” (Theodore Roosevelt)

TEXT 5

DEALING WITH CULTURE SHOCK

You have stepped off the plane into a new cultural world. Initially you may experience a sense of overwhelming fascination and awe. Everything around you is new: a different language, different dress, or a confusing transit system. Slowly you begin to adapt. You begin to notice certain cultural nuances. This process takes time.

Culture is an integrated system of learned **behavior patterns** (образцы поведения) that are characteristic of the members of any given society. Culture refers to the total way of life of particular groups of people. It includes everything that a group of people thinks, says, does and makes - its systems of attitudes and feelings. Culture is learned and transmitted from generation to generation.

You may have heard these words - **Culture Shock** (культурный шок (психологическая травма в результате столкновения с культурой, резко отличной от собственной)) - already and possibly within a negative context. Conflict in our lives, however, does not have to be negative. It can be used as a source of motivation, introspection, and change.

Culture shock is defined as a psychological disorientation that most people experience when living in a culture markedly different from one's own. Culture shock occurs when our ...cultural clues, the signs and symbols which guide social interaction, are stripped away. ...A difficult part of this process for adults is the experience of feeling like children again, of not knowing instinctively the 'right' thing to do.

Symptoms of culture shock include: **homesickness** (тоска по дому, ностальгия), boredom, withdrawal, excessive sleep, compulsive eating/drinking, irritability, stereotyping host nationals, hostility towards host nationals.

Everyone experiences culture shock in different ways, at different times and to different degrees. Usually the cultural adjustment process follows a certain pattern. At first, you will be excited about going to starting a new adventure. When you first arrive, everything will appear new and exciting. However, after some time, you may start to feel homesick and question why the Swiss (or Italians or French) do things differently than we do. You may even become irritated with these differences. However, you will eventually get used to this new way of life. And before you know it, you will be getting excited about the return home to your family and friends.

People from different cultures have different **values** (ценности). You may find your own values questioned, just as you are questioning those of the Swiss (or Italians, Germans, French, Hungarians, etc.). For example, a visitor from India to the US observed: "Americans seem to be in a perpetual hurry. Just watch the way they walk down the street. They never allow themselves the leisure to enjoy life; there are too many things to do."

Sometimes our values and beliefs will conflict and sometimes they will

converge with the cultures we visit. The better you are able to adjust to the differences, the greater the ability you will have in empathizing and communicating with those with whom you come in contact. The result will be a better understanding of your own values and the values of the people you will **encounter** (встречать).

TEXT 6

LEARNING TIPS

1. Your brain loves color. Use colored pens – good quality, not gel pens – or use colored paper. Color helps memory.

2. Your brain can effectively focus and concentrate for up to 25 minutes (adults). Take a 10-minute break after every 20-30 minutes of studying. Go do some chores: rake the lawn, iron a shirt, vacuum. Come back after 10 minutes and do another focused, intense session.

3. Your brain needs to be rested to learn fast and remember best. If you are tired take a 20-minute nap first otherwise you are wasting your study time.

4. Your brain is like a motor: it needs fuel. You wouldn't put dirty fuel in your Lamborghini (if you had one) or you wouldn't put low quality fuel in a rocket, would you? Well, your brain is a much more valuable machine than either of those so feed it properly. Junk food and imitation food and all the chemicals and preservatives weaken both your body and your mind. In fact, a recent study in England showed that your IQ is affected by your diet.

5. Your brain is like a sea of an electro-chemical activity. And both electricity and chemicals flow better in water. If you are dehydrated you just don't focus as well. Drink enough water (colored liquids – pop, juice, coffee, etc. – are not the same). Often headaches are connected to dehydration, too.

6. Your brain loves questions. When reading a book, your brain automatically searches for answers, making the learning faster. A good question has more than one answer.

7. Your brain and body have their own rhythm cycles: there are times during the day when you are more alert than others. You will save time learning if you study during your peak periods.

8. Your brain and body communicate constantly. In any learning situation, sit up and lean forward to help keep your mind alert. Buy a good quality, adjustable office chair.

9. Your brain is affected by smells. Use aromatherapy to keep your brain alert. Peppermint, lemon and cinnamon are good ones to experiment with.

10. Your brain needs oxygen. Get out there and exercise.

11. Your brain needs space. Be sure that you are not trying to study in a small area.

12. Your brain needs your space to be organized. One recent study

showed that kids who grow up in tidy, organized homes do better academically. Why? Because by being trained to organize the outside environment, the brain learns to organize the internal knowledge...which makes recall faster.

13. Your brain doesn't know what you can't do until you tell it. What are you telling it? Listen to your self-talk. Stop the negativity. Replace it with more positive, encouraging talk.

14. Your brain is like a muscle: it can be trained and strengthened, at any age. No excuses. Stop being a mental couch potato [домосед]. Professional athletes practice every day; you can practice homework regularly.

15. Your brain needs repetition. It is better to do short frequent reviews than one long review because what counts is how many times your brain sees something, not how long it sees it in one sitting.

16. Your brain can understand faster than you can read. Use a pencil or finger to "lead" your eyes. By doing so, you help your eyes move more quickly.

17. Your brain needs movement. You might find your productivity go up if you have a standing desk. Buy one or make one by raising your desk/table on blocks. This allows you to move more easily and stay more alert.

18. Your brain seeks patterns and connections. When you are learning something, ask yourself, "What does this remind me of?" This will also help your memory because it connects the new knowledge to something you already know.

19. Your brain loves fun. We learn in direct proportion to how much fun we are having. Learning is life. Live it up! (Веселись!)

TEXT 7

WHAT MAKES US HAPPY

Happiness is normal activities, psychologists have argued, but do we intuitively understand what strategies increase happiness or not? To find out if students knew, Tkach and Lyubomirsky (2006) asked 500 undergraduates about the strategies they used to increase their happiness.

Below are the strategies students reported using, starting with the most frequently used, down to the least. Also, for each strategy Tkach and Lyubomirsky looked at the relationship between its use and students' reported levels of happiness to see if those who used a particular strategy were actually happier.

Keep in mind: this is a correlation study. That means it can only tell us that two things - like having a social life and happiness - are related, not that one definitely causes the other. That said, there are other studies which do provide evidence of causality in some categories.

1. A social life

Social **affiliation** (присоединение; прием, принятие в члены) - hanging around with friends, helping others - was the most frequently reported method of

increasing happiness. It also had the strongest relationship with student's actual happiness. No surprises here. Experiments manipulating people's social activity have found that when increased it leads to more happiness. It's gratifying to see that the number 1, most frequently used strategy probably does work!

2. Happiness training

Direct strategies like 'acting happy' and 'smiling' were the second most popular. While there is some experimental evidence to back this one up, Tkach and Lyubomirsky are cautious. I'd be cautious as well. 'Acting happy' might be useful as a short-term strategy but I'm not so sure about its usefulness in the long-term.

3. Achieving long-term goals

The students were pretty keen on setting themselves long-term goals for personal achievement, and then sticking to them. This was a relatively popular strategy for increasing happiness and there are also a good few studies to back up this finding. Well done to the students!

4. Passive leisure **pursuits** (занятие)

Here's the first bad boy. Passive leisure, like watching TV or playing video games, while relatively popular, showed no connection with happiness. Experimental studies back this up finding few benefits for happiness from passive leisure activities. So, once again, it's time to chuck out the the idiot box and the Xbox.

5. Active leisure pursuits

No question about this one. It's very well established that active leisure pursuits like running or cycling increase happiness. What's worrying is that these pursuits come lower down the list than passive leisure pursuits.

6. Religion

This was a relatively unpopular strategy for increasing happiness, although it is reasonably well-established that religion and being happy go together. Tkach and Lyubomirsky suggest the reason for this connection could be to do with social connectedness, having a sense of purpose in life or even reduced alcohol consumption.

7. Partying and clubbing

Perhaps surprisingly amongst university students this was relatively unpopular as a happiness-enhancing activity. It's just as well since those who partied more weren't any happier, once their extraversion was taken into account.

8. Mental control

This is the second bad habit. It involves thinking bad thoughts: both contemplating them and trying to suppress them. This category was significantly associated with being unhappy. Indeed, previous research has found that both ruminating on negative thoughts and trying to suppress negative thoughts leads to unhappiness.

A positive message

This last category of mental control really stands out: what on earth is it doing on a list of strategies to increase happiness? Statistically it was the

strongest predictor of unhappiness. This suggests that a significant minority of people have exactly the wrong idea about what strategies increase happiness.

Passive leisure is the other category that stands out. All the other categories in the top 6 have at least some connection with happiness. This one has none and yet there it is at number 4 in the list.

The positive message is that generally the strategies that people use to increase their happiness do actually work. We're relying on self-reports here, so people could well be misrepresenting what they actually do - but at least they mostly know what they're supposed to be doing.

TEXT 8

STRESS

It is different things to different people. To a mountaineer it is the challenge of pushing physical resources to the limit by striving to achieve a demanding goal. To the homeward bound motorist it can be heavy traffic and exhaust fumes. To the student it can be exam pressure.

Take a piece of paper and write the word stress at the top. Now write down all the words and images that come to your mind as you think about this word.

Most people respond to the word stress in negative ways. They see it as a destructive force. However, not all stress is negative. The word eustress has been coined to describe positive stress. Eustress is the type of stress you are likely to experience when you inherit a large amount of money or receive an unexpected promotion or reward. Eustress is the stress of winning and achieving.

Negative stress is distress. It is the stress of losing, failing, overworking and not coping. Distress affects people in a negative often harmful manner. We all experience distress from time to time. It is a normal, unavoidable part of living.

Stressors Cause Stress

Stress results from failure to adequately cope with stressors. Stressors could be loud noise, uncomfortable air-conditioning, debts, ringing telephones, broken relationships, unrealistic deadlines, discouragement, fear, pain and thousands of other things that impact upon us in the normal course of life.

It is impossible to avoid stressors. The only totally stress-free state is death! Stressors will always be there because we live in an imperfect and unpredictable world which is going to cause us to frequently get stressed. We experience stress as the body adjusts to the external demands placed upon it. Our body constantly seeks to maintain stability and stress is usually sensed as the body readjusts to too much pressure.

We need to assist our bodies to cope with being stressed because our natural biological stress-adjustors are not ideally suited to the demands of modern living. Our bodies are well suited to cope with the distressing events faced by our primitive ancestors. The stressors faced by humans conditioned to a nomadic hunter-gatherer lifestyle are obviously different to the distressing lifestyle of today.

Our distant ancestors needed chemical responses that are inappropriate today. If you physically ran away from your workplace whenever things got on top of you then this would not enhance your standing in an organized group. Conversely if you punch the boss on the nose when he/she gives you a tough time then the resulting dismissal and assault charges will generate considerably greater levels of distress. Consequently we need to develop special skills to deal with special stressors.

The Consequences of Stress

One of the pioneers of stress research, Dr. Hans Selye wrote that "...stress is essentially reflected by the rate of all the wear and tear caused by life."

His research convinced him that the body has only a finite reserve of adaptation energy to apply to the stressors of life. Selye likened this reserve to a bank account upon which we can make withdrawals from time to time but into which we cannot make deposits. It is a non-renewable reserve of energy which we draw on throughout life until eventually it is consumed and death results.

Over a long period of time the stress response begins to take a toll on the body. A weakened immune system makes us vulnerable to infection and this is why people under stress often experience regular attacks of colds and flu. We can do ourselves a great deal of harm by stressful thinking. We can flood our body with stress hormones and this can create a vicious circle making us more and more stressful.

homeward bound - возвращающийся домой, направляющийся на родину

eustress - положительный стресс, эвстресс

distress-физическая боль, недомогание, горе, несчастье, душевное страдание

stressor - стресс-фактор, стрессор, фактор стресса

nomadic - кочевой, кочующий

wear and tear of life - жизненные передраги

finite - ограниченный, имеющий предел

liken - уподоблять; сравнивать; приравнивать

draw on - черпать, заимствовать, использовать

eventually - в конечном счете, в итоге, в конце концов; со временем

vicious circle - порочный круг

TEXT 9

BODY LANGUAGE

Body language (язык тела (невербальные средства коммуникации, включающие жесты, позы и др. невербальные знаки)) is a broad term for forms of communication using body movements or gestures instead of, or in addition to, sounds, verbal language, or other forms of communication. It forms part of the category of paralanguage, which describes all forms of human communication that are not verbal language.

Paralanguage (параязык (передача информации за счет определенной манеры говорить (при помощи темпа речи, тембра и громкости голоса, тона, его модуляции, а также за счет таких невербальных средств, как жесты, мимика), including body language, has been extensively studied in social psychology. In everyday speech and popular psychology, the term is most often applied to body language that is considered involuntary, even though the distinction between voluntary and involuntary body language is often controversial. For example, a smile may be produced either consciously or unconsciously.

Voluntary body language refers to movement, gestures and poses intentionally made by a person (i.e., conscious smiling, hand movements and imitation). It can apply to many types of soundless communication. Generally, movement made with full or partial intention and an understanding of what it communicates can be considered voluntary.

Involuntary body language quite often takes the form of facial expression, and has therefore been suggested as a means to identify the emotions of a person with whom one is communicating.

The relation of body language to animal communication has often been discussed. Human paralanguage may represent a continuation of forms of communication that our non-linguistic ancestors already used, or it may be that it has been changed by co-existing with language. Body language is a product of both genetic and environmental influences. Blind children will smile and laugh even though they have never seen a smile. Some researchers claimed that a number of basic elements of body language were universal across cultures and must therefore be fixed action patterns under instinctive control.

Some forms of human body language show continuities with communicative gestures of other apes, though often with changes in meaning. More refined gestures, which vary between cultures (for example the gestures to indicate «yes» and «no»), must be learned or modified through learning, usually by unconscious observation of the environment.

Body language is important in one-on-one communications, and may be even more important in group communications. In group situations, often only one person at a time is speaking, while non-verbal communication is coming from each individual in the group. The larger the group, the more impact body language may have.

TEXT 10

MEMORY

Even though science continues to give us ever increasing insights into what memory is much of it remains a mystery. Researchers consider memory a process, and when you remember you are actually reconstructing the event from bits of information stored in various parts of the brain. But the mystery is, what initiates the reconstruction? Is it, as some suggest, directed from outside the physical body, from the energy body? That remains to be seen.

Our Memory Location. In the past, it was thought that all memory was in the brain. However, Gazaniga (1988) reports that memory occurs throughout the nervous system. So every thought you have is “felt” throughout your entire body because the receptors for the chemicals in your brain are found on the surfaces of cells throughout your body. Thus when the chemicals are activated in the brain, the message is communicated to every part of your body that allows cells to communicate by remote travel using blood and cerebrospinal fluid [спинномозговая жидкость].

Stress Erodes Memory. Excessive stress and obesity produce an over-production of a complex set of stress hormones that damage and destroy neurons in the brain’s region critical to learning and memory. One really good way to burn off excess stress hormones is through exercise. So for those experiencing particularly high stress levels exercise is not only beneficial, it is necessary.

What are the Characteristics of Memory? Sensory – we remember things that involve our five senses. So, the more senses that get activate, the easier it will be to recall.

Intensity – when something is more intensely funny, sexual, absurd, etc. it tends to stand out in our memories.

Outstanding – things that are dull and unoriginal are more difficult to remember because there is nothing to distinguish them from all the other memories.

Emotional – when something happens that has high emotional content – positive or negative – we tend to remember it more easily.

Survival – anything we perceive as important to survival we will remember more easily. It’s not just physical survival. Survival can include emotional survival, psychological survival and financial survival.

Personal importance – we naturally remember things that interest us and that have some personal importance.

Repetition – the more often we recall information, the better we get at recalling on demand.

First and last – the brain most easily recalls things from the beginning and the ending of any session or lecture.

What are the Keys to Memory? Pay attention – often times the biggest problem is that people’s minds are not focused in the moment. Instead, they are thinking about something in the past or future.

Visualization – create a visual in your mind because the brain thinks in pictures and concepts, not paragraphs.

Association – find something to connect the information to...similar to word association. Ask, “What does this remind me of?”

Imagination – get creative when visualizing or making associations.

Why do we forget? It could be that we never stored the information properly in the first place. It could be because there was not enough emotion or personal importance connected to the information to make it stick. It could be that it was so emotionally traumatic that the mind suppressed it in order to maintain normalcy.

Why do we remember negative events? Whenever emotions are activated, especially strong emotions, the information or experience is entrenched into memory. Often times we tend to dwell on it, thereby rehearsing it and entrenching it even further. It is also easier to recall negative memories when we are in a bad mood. Why? Because we remember things in the state that we learned them so whenever you are feeling angry you will more easily recall other situations in which you were angry.

The subconscious remembers everything. If we were to compare the conscious mind with the subconscious, the conscious would measure about one foot long and the subconscious would be the length of a football field. The potential is enormous. So everything we experience can be stored. However, the conscious mind would get overloaded trying to process all the incoming bits of data on a daily basis. Instead, all the information goes into the subconscious for storage and we may never deal with it, except if the mind chooses to process it at night through dreams. Or, if we go for clinical hypnosis, through which a therapist assists in accessing information or memories the conscious mind has “forgotten” or repressed.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ

**для выполнения контрольных работ по дисциплине
ИНОСТРАННЫЙ ЯЗЫК
для студентов направления 44.03.02
«Психолого-педагогическое образование»
(заочная форма обучения)**

Л.В. Ключникова

Технический редактор И.А. Литвиненко

Подписано в печать 29.10.2024. Формат 60х84/16.
Бумага тип. №2. Гарнитура «Таймс». Печать офсетная.
Печ. л. 3,62. Уч.изд.л. – 4,52 Тираж 6 экз. Заказ 560.
ТИ (ф) СВФУ, 678960, г. Нерюнгри, ул. Кравченко, 16.
Отпечатано в ТИ (ф) ФГАОУ ВО «СВФУ»
г. Нерюнгри