

И.П. Агабекян
П.И. Коваленко

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПСИХОЛОГОВ учебное пособие для бакалавров

Соответствует Федеральному государственному
образовательному стандарту
(третьего поколения)



2-е издание

Серия
«Высшее образование»

И. П. Агабекян,
П. И. Коваленко

Английский язык

ДЛЯ ПСИХОЛОГОВ

Учебное пособие
для бакалавров

Рекомендовано
Академией гуманитарных наук
в качестве учебного пособия
для студентов вузов

Издание 2-е, стереотипное

Ростов-на-Дону
«Феникс»
2014

УДК 811.111(075.8)

ББК 81.2Англ-923

КТК 8032

А23

Агабекян И. П.

А23 Английский язык для психологов : учебное пособие для бакалавров / И. П. Агабекян, П. И. Коваленко. — Изд. 2-е, стер. — Ростов н/Д: Феникс, 2014. — 318 с. — (Высшее образование)

ISBN 978-5-222-22257-7

Учебное пособие написано в соответствии с государственным образовательным стандартом для вузов неязыковых специальностей.

Пособие содержит сведения по фонетике, устные темы, лексические упражнения, оригинальные и адаптированные тексты по всем разделам психологии. Также содержит ряд текстов З. Фрейда, Б.Ф. Скиннера, Карла Роджерса и других, предназначенных для самостоятельного чтения.

Пособие содержит ряд приложений, включая англо-русский словарь-минимум психологических терминов и наиболее полный список фобий.

Для студентов вузов. Может быть также использовано студентами колледжей и для самостоятельного обучения.

ISBN 978-5-222-22257-7

УДК 811.111(075.8)

ББК 81.2Англ-923

© Агабекян И. П., Коваленко П. И., 2012

© Оформление: ООО «Феникс», 2014

Предисловие

Уважаемые студенты и преподаватели, а также все любители и практики психологии!

Мы рады представить вашему вниманию учебное пособие для работы в высшем учебном заведении на факультетах или отделениях по специальности «Психология». Помимо основной задачи, поставленной перед нами, — создать учебник для вузов — мы также приложили усилия для того, чтобы сделать эту книгу полезной практикующим психологам, а также ученым-теоретикам.

Без должного знания английского языка трудно представить себе ученого, практика-профессионала. Непрерывный обмен профессиональной информацией составляет основу для карьерного и личностного роста.

С другой стороны, тот факт, что английский язык стал официальным международным языком науки и бизнеса, является частью объективной реальности и не нуждается в доказательствах. Сложнее бывает доказать, объяснить студентам, что процесс изучения английского достаточно продолжителен и многотруден и не всегда быстро вознаграждается. **Английский язык — это всего лишь один из иностранных языков, он в современном мире является неотъемлемой частью культуры образованного человека.**

Пособие создано с учетом ваших пожеланий и рекомендаций, а именно: появился англо-русский словарь психологических терминов, список фобий.

Пожалуйста, присылайте все ваши замечания и предложения по адресу: pitkov@mail.ru

Итак, остается только пожелать удачи и терпения.
Good luck!

От автора

Предлагаемый вашему вниманию учебник английского языка для психологов состоит из трех частей и приложений. Первая часть предназначена для студентов первого курса. Соответственно, она носит общий характер, содержит повторительный корректировочный курс фонетики и грамматики в соответствии с требованиями программы по английскому языку для неязыковых вузов.

Каждый из девяти уроков первой части основан на тематическом тексте, являющемся также и полно изложенной устной темой.

Так, в первой части рассматриваются такие обязательные вузовские темы, как: *About myself, My working day, My University*, цикл страноведческих тем — *Great Britain, London, USA, Russian Federation, Moscow, My Home Town*.

Второй текст урока предназначен для аудиторного или домашнего чтения, развития навыков работы со словарем и передачи содержания на английском языке. Каждый урок завершается блоком кратко изложенной грамматики по обязательным разделам и закрепляющими упражнениями.

Вторая часть учебника предназначена для аудиторных и внеаудиторных занятий по английскому языку в третьем-четвертом семестрах.

В некоторой степени вторая часть учебника представляет собой самостоятельное, структурно независимое пособие для развития навыков чтения, извлечения и обработки информации по специальности. Работа над текстами может выполняться как на занятиях в группах, так и индивидуально.

Все тексты, использованные во второй части, являются оригинальными и опираются на специальную неадаптированную литературу. В основе каждого урока лежит конкретный логически завершенный текст по определенной актуальной теме. По мнению авторов, кроме безусловной пользы от ознакомления с профессиональной терминологией студенты получают шанс расширить спектр своих знаний по специальности.

Третья часть пособия представляет собой подборку фрагментов работ классиков психологии и предназначена как для самостоятельной работы студентов, так и для контрольных работ и переводов.

В пособие включены полезные приложения: англо-русский словарь психологических терминов, алфавитный список фобий (*List of Phobias*), наиболее употребительные предлоги, суффиксы, префиксы, таблица неправильных глаголов и т.д.

Вводный урок



- I. Краткая история английского языка
- II. Особенности фонетического строя (произношения)
- III. Транскрипционные знаки, алфавит

Краткая история английского языка

Историю английского языка принято делить на три периода:

- 1) **англо-саксонский, или староанглийский (Old English)**, — приблизительно до 1150 г.;
- 2) **среднеанглийский (Middle English)** — приблизительно от 1150 до 1500 г.;
- 3) **современный английский (Modern English)** — язык последних пяти столетий.

Староанглийский язык был языком, близким к немецкому языку, и обладал такой же сложной системой грамматических форм, как и современный немецкий язык.

Староанглийский язык имел ряд грамматических форм имен существительных: три рода имен существительных — мужской, женский и средний, мало связанных со значением слова. Так, существительное *hand* — рука было женского рода, *foot* — нога — мужского рода, *wife* — женщина — среднего рода и т.д.

Имена существительные имели четыре падежа, причем, падежные окончания были очень разнообразны, в зависимости от рода существительного и окончания его основы. Прилагательные согласовывались с существительными в роде, числе и падеже.

Спряжение глагола было основано на целом ряде форм, глагол изменялся и по числам, и по лицам и имел для этого специальные окончания, сохранившиеся и в среднеанглийском языке (*I love, thou lovest, we loven* — настоящее время;

I lovede, thou lovedest, we loveden — прошедшее время и т.д.).

Система спряжения английского глагола была отлична от современной. Сослагательное наклонение (*Subjunctive Mood*) занимало особое место, имело свои особые формы и играло в староанглийском языке такую же важную роль, какую оно и до сих пор играет в немецком языке. Глагольные времена и другие формы образовывались путем изменения самого глагола, а не при помощи вспомогательных глаголов, как сейчас. Все времена группы *Continuous*, начав образовываться в течение среднеанглийского периода, укрепились в языке только к XVII столетию, а некоторые формы, как, например, *Present Continuous Passive Voice* — *The house is being built* — еще позднее.

Вспомогательный глагол *do* употреблялся сначала лишь как основной глагол, с XVI в. — просто как усилитель значения основного глагола и до XVII столетия не служил специальным признаком вопросительной и отрицательной форм глагола в *Present* и *Past Indefinite*, каким он служит в современном языке. Эта специальная функция укрепилась за ним только с XVII в.

С течением времени в ходе развития и под влиянием ряда языков, проникавших в Англию вместе с наводнявшими ее римлянами, датчанами, нормано-французами, структура английского языка изменилась. Большинство грамматических форм отпадало постепенно: исчезло склонение существительных, исчезла форма рода, прилагательное стало неизменяемой частью речи. Все изменение глагола свелось к четырем формам: исчезло большинство форм сослагательного наклонения. Вместе с тем, система глагольных времен усложнилась и развилась. Благодаря широкому использованию вспомогательных глаголов стало возможным выражать тонкие оттенки отношений ко времени, степени и характеру совершения действия (*Continuous u Perfect Tenses*).

Современный английский язык

В результате этих изменений современный английский язык превратился в язык с очень малым количеством форм словоизменения. Те отношения между словами, которые в других языках, например в русском или немецком, выражаются формами отдельных слов (падеж, форма лица, форма рода и т.д.), в современном английском языке выражаются или порядком слов в предложении, или несамостоятельными словами (предлогами, вспомогательными глаголами).

Изменением в формах слов в современном английском языке выражаются следующие явления:

- 1) множественное число существительных;
- 2) притяжательный падеж (*Possessive Case*) существительных, обозначающих живые существа, местоимений *one* и местоимений *somebody, anybody, everybody*;
- 3) именительный и косвенный падежи личных местоимений (*Nominative Case, Objective Case*);
- 4) множественное число местоимений *this, that, one, other*;
- 5) именительный, косвенный и притяжательный падежи местоимения *who (who, whom, whose)*;
- 6) четыре основные формы глагола: первая — инфинитив, настоящее время, повелительное наклонение; вторая — прошедшее время; третья — причастие прошедшего времени и часть *Perfect Tenses*; четвертая — причастие настоящего времени, герундий и часть *Continuous*;
- 7) форма 3-го лица единственного числа настоящего времени изъявительного наклонения.

В остальных случаях отношения между словами в современном английском языке выражаются так называемыми аналитическими формами, включающими в себя различные несамостоятельные слова — предлоги, союзы, вспомогательные глаголы, артикли и т.д. Большинство временных форм глагола, форм залога и наклонения образуются при помощи вспомогательных глаголов. Предлоги в ряде случаев передают падежные отношения.

В большинстве случаев отношения между членами предложения в современном английском языке выражаются их местом в предложении; очень часто смысл высказывания становится ясным лишь благодаря твердому, закреплённому порядку слов в предложении. Это особенно важно потому, что из-за отсутствия формальных окончаний и словоизменений и наличия лишь небольшого количества характерных для определенной части речи суффиксов одно и то же слово в английском языке может служить разными частями речи. Выяснить подлинное значение такого слова можно по его месту в предложении, т.е. по его синтаксической функции можно определить, какая это часть речи. Например:

I light the candle. Я зажигаю свечу.

В этом примере слово *light* стоит непосредственно за подлежащим, следовательно это сказуемое, т.е. глагол в личной форме.

Особенности английского произношения

В результате сложного исторического развития английского языка и системы его письменности возникло значительное расхождение между написанием слова и его произношением. Это привело к системе специальной записи звукового образа слова — фонетической транскрипции. Знание знаков транскрипции — это ключ к правильному чтению и произношению слова.

Транскрипционные значки звуков заключаются в квадратные скобки.

ГЛАСНЫЕ

- [i:] — долгий *и*
- [ɪ] — краткий, открытый *и*
- [e] — э в словах *этот, экий*
- [æ] — более открытый, чем э
- [a:] — долгий, глубокий *а*
- [ɔ] — краткий, открытый *о*
- [ɔ:] — долгий *о*

- [o] — закрытый, близкий к у звук *о*
 [u] — краткий у со слабым округлением губ
 [u:] — долгий у без сильного округления губ
 [ʌ] — краткий гласный, приближающийся к русскому *а* в словах *варить, бранить*
 [ə] — безударный гласный, напоминающий русский безударный гласный в словах:
нужен, молоток
 [ə:] — в русском отсутствует, средний между *о* и *э*

ДВУГЛАСНЫЕ (ДИФТОНГИ)

- [eɪ] — *эй*
 [ou] — *оу*
 [aɪ] — *ай*
 [aʊ] — *ау*
 [ɔɪ] — *ой*
 [ɪə] — *иа*
 [ɛə] — *эа*
 [uə] — *уа*

СОГЛАСНЫЕ

- [p] — *п*
 [b] — *б*
 [m] — *м*
 [w] — звук, образующийся с положением губ, как при *б*, но с маленьким отверстием между губами, как при свисте
 [f] — *ф*
 [v] — *в*
 [ð] — (с голосом)
 [θ] — (без голоса), оба звука образуются при помощи языка, кончик которого легко касается верхних передних зубов, как в шепелявом русском *з*
 [s] — *с*
 [z] — *з*
 [t] — *т*, произнесенное не у зубов, а у десен
 [d] — *д*, произнесенное не у зубов, а у десен

[n] — *н*[l] — *л*[r] — звук произносится без вибрации кончика языка в отличие от русского *р*[ʃ] — мягкий русский *ш*[ʒ] — мягкий русский *ж* в слове *возжэжи*[tʃ] — *ч*[tʃʒ] — озвонченный *ч*[k] — *к*[g] — *г*[ŋ] — заднеязычный *н*, произнесенный задней частью спинки языка

[h] — простой выдох

[j] — *й*

Некоторые английские согласные имеют двойное чтение, сочетания двух согласных могут передавать один согласный звук, а 6 гласных букв передают 20 гласных звуков в зависимости от положения гласной в слове (ударное или неударное) и от типа слога (открытый или закрытый).

Рекомендуется выучить три основных правила произношения английских слов:

1. Краткость или долготы гласных звуков в русском языке не влияет на смысл слова. В английском же языке долготы или краткость произнесенного гласного звука меняет смысл слова. Так, [ʃɪp] — корабль, а [ʃi:p] — овца.

2. В отличие от русского языка в английском языке согласные звуки не оглушаются в конце слова. Оглушение согласных отражается на смысле слова. Например: [bæg] — сумка, [bæk] — спина.

3. Гласная буква *e* в конце слова не читается. Чтение гласной буквы в английском языке зависит от ее положения в слове (ударное или неударное) и от типа слога (открытый или закрытый).

English alphabet
(Английский алфавит)

Буква	Название буквы	Буква	Название буквы
A a	[eɪ]	N n	[en]
B b	[bi:]	O o	[ou]
C c	[si:]	P p	[pi:]
D d	[di:]	Q q	[kju:]
E e	[i:]	R r	[ɑ:]
F f	[ef]	S s	[es]
G g	[dʒi:]	T t	[ti:]
H h	[eitʃ]	U u	[ju:]
I i	[aɪ]	V v	[vi:]
J j	[dʒeɪ]	W w	[ˈdʌblju:]
K k	[keɪ]	X x	[eks]
L l	[el]	Y y	[waɪ]
M m	[em]	Z z	[zed]

PART I

Lecture 1



- I. Фонетическая разминка.
Долгота гласных: [ɪ], [i:]
- II. Text A "Let me introduce myself"
Text B "My Biography" by Mark Twain
- III. Famous psychologists: Ernst Weber
(1795–1878)
- IV. Грамматика: Личные местоимения,
артикли, множественное число суще-
ствительных
- V. Communication techniques: Telephone
phrases

Звуки [ɪ], [i:]

Краткий гласный звук [ɪ]

При произнесении краткого гласного звука [ɪ] кончик языка находится у основания нижних зубов: оттенок русского звука [ɪ] в словах *шить, шило* практически совпадает с английским [ɪ]: *it, sit, in*.

Долгий гласный звук [i:]

При произнесении долгого гласного [i:] язык продвинуто вперед, кончик языка касается нижних зубов, губы несколько растянуты и слегка обнажают зубы. Оттенок русского звука [i] в словах *ива, иго, игры, избы* практически совпадает с английским звуком [i:].

Сочетания *ee, ea* — читаются [i:]. *Например: meet, peat.*

Долгота звука влияет на лексическое значение слова.

Например: feet (ноги) — fit (вмещаться), steel (сталь) — still (все еще).

 EXERCISE A

lid — lead
if — it — tip — kit
did — bill
mill — meal
pill — peel
kill — keel
sit — seat

 EXERCISE B

did — deed
pit — peat
fit — feet
it — eat
lid — lead

 EXERCISE C

bin — bean
bin — beat
sit — seat
still — steel
fill — feel — feet
fit — eat — bean
simple — Pete — feel — peel
bill — meet — meat — ill — steel — feel

 EXERCISE D

Be — been — bean
me — meet — meat
see — seat — seed
meal — seal — mean
pea — Pete — peat
sea — see — meet
bee — been — feet
mean — lean — keen

 EXERCISE E

I see a sea. I see lean meat. I eat meat. I like meat.

I like tea. I make tea. I take tea. I like fine tea. I like fine meals.

 Text A

LET ME INTRODUCE MYSELF

Hello, friends. Let me first introduce myself. You know how difficult it is to tell much in a very short time. But I'll try hard so you'll have some idea who I am.

My name is Katya. My surname or last name is Ivashenko. I was born on the 13th of October in Sochi. This is the nicest city in Russian Federation situated on the Black Sea coast. Now I am a first-year student at the Faculty of Psychology of The Rostov State University.

Now let me describe my appearance. I am tall and slim and have fair hair and blue eyes. My friends say that I am pretty. I love reading, theatre and classical music. My favourite composer is Tchaikovsky. I don't like ballet too much. But I like theatre and I am a theatre-goer. I spend much if not all of my money on theatres and books.

I would like to tell you about my family. There are five people in our family. My father's name is Leonid Borisovich. He is a professor of biology. My mother's name is Natalya Yakovlevna. She works in a research institute and she is historian. My parents are very educated people but simple and easy to be with. We are great friends with my parents and I can discuss everything with them.

My younger sister is still a pupil. Her name is Tanya and she is in the 7th form. But she is so tall that you can think that she is a school graduate. She is very strong too. That is because she plays basketball. She doesn't like to study much and we argue sometimes about it. But we are good friends with my sister.

My grandmother, my mother's mother, lives with us. She is very kind and helps us a lot.

We also have a dog — poodle Van'ka and a cat Musya. They fight sometimes, but usually they are friends and miss each other.

Our family is very friendly, we have many friends and relatives.

In May I have finished school No 5. I did well in all the subjects but my favourite subjects at school were Biology and English. I also enjoyed lessons of Mathematics. Quite unusual for a girl, don't you think? My father always wanted me to be a biologist, like him. But I wanted to work with people, not with animals. I want to understand people better. And of course it will help me to understand myself better too. Also, I think that psychology is a fast developing science and I will always have an interesting job.

As you see, my biography isn't very long yet. But we'll meet again in the next lesson and I'll tell you more about myself. See you later...

VOCABULARY

introduce [intrə'dju:s] — пред- ставлять, знакомить	simple — простые
to try hard — зд. очень ста- раться	easy to be with — легкие в об- щении
Black Sea coast [kəust] — побе- режье Черного моря	school graduate — выпускни- ца школы
a first-year student — студент (-ка) первого курса	kind — добрая
appearance [ə'piəns] — внеш- ность	poodle — пудель
slim — стройная	generally — обычно
theatre-goer — театрал(-ка)	miss each other — скучать друг за другом
historian — историк	several ['sevrəl] — несколько
	to do well — зд. успевать

ADD TO YOUR ACTIVE VOCABULARY (ПОПОЛНИ СВОЙ АКТИВНЫЙ СЛОВАРЬ)

tall [tɔ:l] — высокий	stout [staut] — приземистый, коренастый
short [ʃɔ:t] — маленького роста	

slim — стройный	easy to go along — легкий в общении
fat [fæt] — толстый	impulsive [ɪm'pʌlsɪv] — порывистый, импульсивный
plump [plʌmp] — полный	aggressive [ə'grɛsɪv] — агрессивный
fair hair [fɛə'hɛə] — светлые волосы	rude [ru:d] — невежливый, грубый
blonde [blɒnd] — блондин(ка)	shy [ʃaɪ], confused [kən'fju:zd] — застенчивый
brunette [bru:'net] — брюнет(ка)	active ['æktɪv] — активный
gray hair — седые волосы	talkative ['tɔ:kətɪv] — разговорчивый
bald headed [bɔ:lɪd] — лысый	enthusiastic [ɪn,θju:zɪ'æstɪk] — энтузиаст, увлеченный человек
short sighted — близорукий	
smart, clever, bright — умный (ая)	
stupid ['stju:pɪd] — тупой, глупый	
boring — скучный(я)	
fun to be with — веселый человек	
quiet ['kwaɪət] — спокойный	

Spoken etiquette

FORMAL

How do you do? — Здравствуйте.

Good morning / good afternoon / good evening — Доброе утро/день/вечер

May I introduce myself. (Let me introduce myself.) My name is... — Позвольте представиться. Меня зовут...

Let me introduce you to... — Позвольте Вам представить ...

I'd like you to meet ... — Я бы хотел(а) познакомить Вас с ...

Pleased to meet you, (it is very nice to meet you) — Приятно с Вами познакомиться.

How do you do? — Здравствуйте.

INFORMAL

Hello! Hi! — Привет!

How are you? / How are you doing? / How is it going? — Как дела? Как поживаешь?

What's up? — Здорово! Что новенького?

**EXERCISE 1.1**

Please, introduce yourself. The questions below will certainly help you:

1. What is your name?
2. Where and when were you born?
3. How old are you?
4. Have you got a family?
5. How many people are there in your family?
6. Do you have brothers, sisters, grandparents in your family?
7. Where do you live?
8. Did you study well at school?
9. What school did you finish?
10. Did your teachers help you to choose your future profession?
11. What was your favourite subject?
12. What do you like to read?
13. What sport do you go in for?
14. What are you going to be?
15. Do you still live with your parents?
16. Do you have a girlfriend / boyfriend?

**EXERCISE 1.2**

Introduce your deskmate (classmate) to the class. Try to describe his/her appearance.

**EXERCISE 1.3**

Bring a picture of a person you know well (mother, father, grandfather, friend) to your class. Show it to the class and describe that person. Use the active vocabulary of the unit.

**EXERCISE 1.4**

Work in pairs. Ask your classmate about his/her:

- family
- hobbies

- friends
- favourite films
- favourite actor
- favourite book
- favourite food
- places he/she visited



Text B

MY BIOGRAPHY

after Mark Twain

I was born on the 30th of November 1835 in the village of Florida, Missouri. My father was John Marshal Clemens.

According to tradition some of my great-great parents were pirates and slave traders — a respectable trade in the 16th century. In my time I wished to be a pirate myself.

Florida contained a hundred people and when I was born I increased the population by one per cent. It had two streets and a lot of lanes. Both the streets and the lanes were paved [рейд] (вымощены) with the same material — black mud in wet times, deep dust in dry. Most of the houses were of wood — there were none of brick and none of stone. Everywhere around were fields and woods.

My uncle was a farmer. I have never met a better man than he was. He was a middle-aged man whose head was clear and whose heart was honest and simple. I stayed at his house for three months every year till I was thirteen years old. Nowhere else was I happier than at his house. He had eight children and owned about fourteen Negro slaves whom he had bought from other farmers. My uncle and everyone on the farm treated the slaves kindly. All the Negroes on the farm were friends of ours and with those of our own age we were playmates. Since my childhood I have learned to like the black race and admire some of its fine qualities. In my school days nobody told me that it was wrong to sell and buy people. It is only much later that I realized all the horror of slavery.

The country school was three miles from my uncle's farm. It stood in a forest and could take in about twenty five boys and girls. We attended school once or twice a week. I was a sickly [ˈsɪkli] (хилый) child and lived mainly on medicine the first seven years of my life.

When I was twelve years old my father died. After my father's death our family was left penniless. I was taken from school at once and placed in the office of a local newspaper as printer's apprentice [əˈprentɪs] (подмастерье) where I could receive board and clothes but no money.

For ten years I worked in printshops of various cities. I started my journalistic life as a reporter on a newspaper in San-Francisco. It was then that I began to sign my publications by my penname Mark Twain.

General understanding:

1. In what state was Samuel Clemens born?
2. What were the great-great parents of Mark Twain?
3. What did Mark Twain want to be?
4. What were the streets and lanes of Florida paved with?
5. How does the author describe his uncle?
6. How many slaves did Mark Twain's uncle own?
7. What was the author's attitude toward slavery?
8. Was Mark Twain a healthy boy?
9. When did the author start his career of a writer?



Famous Psychologists

Ernst Weber (1795–1878) was born in Wittemburg, Germany, the third of 13 children. He received his doctorate from the University of Leipzig in 1815, in physiology. He began teaching there after graduation, and continued until he retired in 1871.

His research focused on the senses of touch and kinesthesia. He was the first to show the existence of kinesthesia, and showed that touch was a complex sense composed of senses for pressure, temperature and pain.

His chosen interests led him to certain techniques: first, there is the two-point threshold (пороговая величина между двумя точками), which is a matter of measuring the smallest distance noticeable to touch at various parts of the body. For example, the tongue had the smallest threshold (1 mm), and the back had the largest (60 mm).

This is known as Weber's Law, and is the first such "law" relating a physical stimulus with a mental experience.

Ernst Weber also named and studied discipline psychophysics, which he defined as the study of the systematic relationships between physical events and mental events. In 1860 he published *The Elements of Psychophysics*. In this work Weber showed that psychological events are tied to measurable physical events in a systematic way, which everyone at that time thought impossible.



GRAMMAR

Неопределенный и определенный артикли

Неопределенный артикль **a (an)** происходит от числительного **one** (один), определенный — от указательного местоимения **that** (тот).

Артикль употребляется:

- перед каждым нарицательным существительным.

Артикль не употребляется, если перед существительным стоит:

- указательное или притяжательное местоимение,
- другое существительное в притяжательном падеже,
- количественное числительное,
- отрицание *no*.

Например: *This is my book. I have no book. It's teacher's book.*

Упомянув предмет впервые, мы употребляем перед ним неопределенный артикль **a(an)**. Упомянув этот же пред-

мет вторично, мы ставим перед ним определенный артикль **the**.

Например: *This is a book. The book is interesting.*

Неопределенный артикль **a (an)**

Употребляется перед **единичным, отдельным** предметом, который мы не выделяем из класса ему подобных. Неопределенный артикль **an** обычно стоит перед существительным, которое начинается с гласного звука: **an apple, an egg**.

Например: *I bought a book yesterday.* Я купил вчера книгу (одну из многих ей подобных). *I have an apple.* У меня есть яблоко (одно, какое-то).

Неопределенный артикль **a (an)** может употребляться только с исчисляемыми существительными, стоящими в единственном числе. Перед неисчисляемыми существительными или существительными во множественном числе неопределенный артикль опускается.

Неопределенный артикль не употребляется:

а) с неисчисляемыми и «абстрактными» существительными:

I like coffee and tea. Friendship is very important in our life;

б) с существительными во множественном числе:

These are the nicest cars I have ever seen;

в) с именами собственными:

I told Jane about that;

г) с существительными, перед которыми стоят притяжательные или указательные местоимения:

This car is better than that. That bike is old;

д) с существительными, за которыми следует количественное числительное, обозначающее номер:

I have read page eight of the magazine.

Неопределенный артикль *a* необходим в конструкциях:

I have a...

This is a...

I am a...

I see a...

There is a...

He is a...

Определенный артикль *the* выделяет предмет или предметы из класса им подобных.

The book I bought yesterday was interesting. — Книга, которую я купил вчера, была интересной (это — конкретная книга, которую говорящий выделяет из класса ей подобных).

Определенный артикль *the* употребляется как с исчисляемыми, так и с неисчисляемыми существительными, как с единственным, так и со множественным числом.

Например: *This is a book. The book is interesting* (исчисляемое в единственном числе).

This is meat. The meat is fresh (неисчисляемое).

These are books. The books are good (множественное число).

Определенный артикль употребляется:

а) когда известно (из контекста, из окружающей обстановки), о каком предмете (предметах, явлениях) идет речь: *Open the door, please. I am going to the University;*

б) когда речь идет о единственном в своем роде предмете или явлении: *The moon is shining brightly;*

в) когда существительное имеет ограничивающее определение, чаще всего с предлогом *of*:

I don't know the name of this pupil;

г) в словосочетаниях типа *in the north, to the west, at the cinema, the same, in the country, the rest of the...;*

д) если перед существительным стоит прилагательное в превосходной степени:

This is the most interesting book.

Географические названия и артикль

С географическими названиями и с именами собственными артикль, как правило, не употребляется, кроме следующих случаев:

а) с названиями морей, рек, океанов, горных хребтов, групп островов используется определенный артикль: *the Pacific Ocean, the Black Sea, the Thames, the British Isles*;

б) определенный артикль используется с несколькими названиями стран, областей и городов, (хотя обычно с этими типами названий артикль не используется):

the Ukraine, the Crimea, the Caucasus, the Netherlands, the Hague, the Riviera, the Congo, the West Indies;

в) определенный артикль используется с названиями стран типа:

the Russian Federation, the United States of America, the United Kingdom;

г) перед собирательным именем семьи *The Petrovs* — Петровы.



EXERCISE 1.5

Insert (вставьте) the article where necessary:

1. This ... pencil is broken. Give me that ... pencil, please.
2. I have ten programs on my computer. My favourite is ... Microsoft Word.
3. My friend has ... car. ... car is broken now. My ... friend has no ... motorcycle.
4. Our flat ... is large.
5. I received ... letter from my friend yesterday. ... letter was very long.
6. She has two ... daughters and one ... son. Her ... son is ... lawyer.
7. My ... brother's ... friend has no ... dog.
8. This is ... house. ... tree is green.
9. They have ... party. ... party is ... birthday party..
10. I read a book on marketing yesterday. ... book was interesting and useful.



EXERCISE 1.6

Use the articles a, an, the where it is necessary:

1. Yesterday I saw ... new film, but ... film wasn't very interesting.
2. Washington is situated on ... Potomac river, and London is situated on ... Thames.
3. Yuri Gagarin was ... first man to fly over ... Earth in spaceship.
4. My younger sister will go to school ... next year.
5. In ... summer we

went to ...Black Sea coast. 6. ... New York is one of the biggest business centers in the world. 7. Lomonosov was... great Russian scientist. He was born in ... small village on ... shore of ... White Sea. 8. Is your dress made of ... silk or ... cotton? 9...Peter's brother is ... student. He will be a lawyer soon. 10.One of my neighbours is a student of ... faculty of Philosophy. Philosophy is ... very difficult discipline. 11. My mother is ... accountant. I don't want to be ... accountant. I want to be ... manager.



EXERCISE 1.7

Use the articles a, an, the where it is necessary:

1. ... Germany is ... most developed country in Europe. 2...History and ... Computer Science were ... my favourite subjects at ... school. 3. I know ... nearest way to ... Bank. 4. ... Economics is one of ... most important disciplines at ... University. 5. Usually I get up at ... 7 o'clock in ... morning. 6. ...Rostov is situated on ... Don. 7. Will you have ... cup of ... tea? 8.Warsaw is ... capital of Poland. 9. We shall go to ... cinema ... together with ... boyfriend (girlfriend). 10. This is ... book, ... book is very interesting. 11. Do you see ... sun in ... sky today? 12. He is ... engineer by ... profession.



EXERCISE 1.8

Insert (вставьте) the article where necessary:

Three men came to ... New York for ... holiday. They came to ... very large hotel and took ... room there. Their room was on ... forty-fifth floor. In ... evening ... friends went to ... theatre and came back to ... hotel very late.

"I am very sorry," said ... clerk of ... hotel, "but ... lifts do not work tonight. If you don't want to walk up to your room, we shall make ... beds for you in ... hall." "No, no," said one of ... friends, "no, thank you. We don't want to sleep in ... hall. We shall walk up to our room."

Then he turned to his friends and said: "It is not easy to walk up to ... forty-fifth floor, but we shall make it easier.

On ... way to ... room I shall tell you some jokes; then you, Andy, will sing us some songs; then you, Peter, will tell us some interesting stories." So they began walking up to their room. Tom told them many jokes; Andy sang some songs.

At last they came to ... thirty sixth floor. They were tired and decided to have ... rest. "Well," said Tom, "now it is your turn, Peter. After all ... jokes, I would like to hear ... sad story. Tell us ... long and interesting story with ... sad end." "... story which I am going to tell you," — said Peter, "is sad enough. We left ... key to our room in ... hall."

Образование множественного числа имен существительных

Множественное число существительных (кроме тех, у которых основа оканчивается на **-ch, -s, -ss, -sh, -x**) образуется путем прибавления к основе окончания **-s**: *a boy — boys, a trick — tricks, a pen — pens, a girl-girls.*

Множественное число существительных, основа которых оканчивается на **-ch, -s, -ss, -sh, -x**, а также существительных, имеющих, как правило, окончание **-o**, образуется путем прибавления к основе окончания **-es**: *a bench — benches, a bus — buses, a glass — glasses, a box — boxes, a potato — potatoes.*

Существительные, оканчивающиеся на **-y** (после согласной), во множественном числе имеют окончание **-ies**: *an army — armies, a fly — flies, a lady — ladies.*

Конечное **f(-fe)**, как правило, меняется на **-ves**:

a calf — calves, a knife — knives, a shelf — shelves, a wife — wives (но: roof — roofs).

Ряд существительных образуют множественное число не по общим правилам:

а) изменяется корневая гласная:

a man — men, a woman — women, a foot — feet, a tooth — teeth, a goose — geese, a mouse — mice;

б) добавляется окончание **-en**:

an ox — oxen, a child — children;

в) заимствуются формы единственного и множественного числа из латинского и греческого языков:

a formula — formulae (formulas), a crisis — crises, a criterion — criteria, an index — indices, a bacterium — bacteria, an axis — axes.

В английском языке есть существительные, которые имеют одну (общую) форму для единственного и множественного числа: *a deer* (олень) — *deer* (олени), *a sheep* (овца) — *sheep* (овцы), *a fish* (рыба) — *fish* (рыбы), *swine* (свинья) — *swine* (свиньи).

Некоторые существительные имеют только единственное число: *advice, information, news, knowledge, furniture, luggage.*

Некоторые — только множественное число: *clothes, riches, damages, goods, looks, manners, thanks.*

<p>Запомните: <i>this is — these are</i> <i>that is — those are</i> <i>there is — there are</i> <i>it is — they are</i></p>



EXERCISE 1.9

Put the following nouns in plural form:

a) A cat, a forest, a dollar, a railroad, a horse, a pan, a girl, fitness, a bench, a tomato, a car, a flag, an apartment, a telephone, a box, a knife, a fork, a fox, a rabbit, a wife, a landlady, an army, a fly, a sky, a potato, a life, a story, a pack, a lamp.

b) a shelf, a foot, a wife, a roof, a fly, a foot, a tooth, a goose, an ox, a child, a woman, a man, a bacteria, a criterion, axe.

**EXERCISE 1.10**

Put the following nouns in plural form:

A box, a sheep, a place, a library, a photo, a mouse, a lady, a glass, a bush, a dress, a country, a bus, a party, a wife, a day, a knife, a knowledge, a month, a pen, a hero, a goose, a company, a life, a deer, a tomato, a city, a man, a play, a news, a child, a fruit, a shelf, a leaf, a foot, a fish, a woman, money, information.

**EXERCISE 1.11**

Write down the following nouns in plural:

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

**EXERCISE 1.12**

Write down the following in plural:

This man, this formula, this child, that wall, that crisis, this foot, that deer, this fish, that fish, this case

**EXERCISE 1.13**

Put the following sentences in plural and write them down. Pay attention to the changes of the verb (глагол):

1. A new car is in my garage. 2. This story is very interesting. 3. There was a woman, a man, a boy and a girl in the room. 4. Put this knife on that table. 5. Why don't you eat this potato? 6. This strawberry is still green. 7. A yellow leaf has fallen to the ground. 8. Can you see a bird in that tree? 9. Is this a mouse? 10. I put my textbook on the shelf. 11. His child studies very well. 12. Is this worker an Englishman or a German? — He is a Frenchman. 13. What is that child's name? 14. The cat has caught a mouse. 15. I have hurt my foot. 16. The criminal has been shot. 17. I have a younger sister. 18. This man works at our office.



EXERCISE 1.14

Put the following sentences in plural and write them down. Pay attention to the changes of the verb:

1. This is my computer.
2. He has a new suit.
3. This metal is very hard.
4. That ship is a Russian one.
5. I heard her voice.
6. His dog does not eat bread.
7. The plate was on the table.
8. This town is very large.
9. I was talking to her in the street yesterday.
10. Is that girl your sister?
11. I shall give you my book.
12. This story will be a good one.
13. Is this a good match?
14. The boy put his book on the desk.
15. She took off her hat.
16. That house is new.
17. The pupil put his book into the bag.
18. Is this student coming with us, too?
19. The woman didn't say anything.
20. Does she speak English?

Притяжательный падеж существительных

*Examples: The child's toys — The children's toys
The boy's books — The boys' books*



EXERCISE 1.15

Use the Possessive Case of the Nouns:

Example: *The poems of Pushkin. (Pushkin's poems).*

1. The names of my friends.
2. The questions of my brother.
3. The wife of my brother.
4. The table of our teacher.
5. The life of businessmen.
6. The voice of this girl.
7. The new tool of the workers.
8. The letter of President.
9. The car of my parents.
10. The room of my friend.
11. The handbags of these women.
12. The flat of my sister is large.
13. The children of my brother are at home.
14. The room of the boys is large.

 EXERCISE 1.16

Translate into English.

1. Это семья моего друга. Отец моего друга — инженер.
2. Мать моего друга — учитель.
3. Она взяла книги своего брата.
4. Покажите мне его сестру.
5. Вы видели книгу нашего преподавателя английского языка?
6. Вчера дети моего брата ходили в кино.
7. Он показал мне письмо своей сестры.
8. Чья это сумка? — Это сумка Петра.
9. Чьи это словари? — Это словари студентов.
10. Прочтите книгу вашего преподавателя.

IV. Communicative practice

 TELEPHONE CONVERSATIONS:

Speaking. — Слушаю.

Who's this, please? — Кто у телефона?

Who's speaking? — Кто говорит?

Mr. Green speaking. — Говорит г-н Грин.

Is that Mr. Green? — Это г-н Грин?

Can I have a word with him? — Можно мне поговорить с ним?

You've got the wrong number. — Вы ошиблись номером.

Sorry, you must have the wrong number. — Извините, вы, должно быть, ошиблись номером.

It's the wrong number. — Это не тот номер.

Sorry to have bothered (troubled) you. — Извините за беспокойство.

Hold on, please. Hold the line. — Вы можете не вешать трубку? / Подождите, пожалуйста.

I'll see if he is in. — Я посмотрю, на месте ли он.

I'm afraid he's out at the moment. — По-моему, его сейчас нет.

He is not available now. — Его сейчас нет.

I don't expect him in until Monday afternoon. — Я не жду его раньше понедельника во второй половине дня.

Can I take a message? (Will you leave a message?) —
Передать ему что-нибудь?

Could you take a message? (Could I leave a message?) —
Вы не могли бы передать ему кое-что?

Lecture 2



- I. Гласные звуки [e], [æ]
- II. Text A "My working day"
Text B "Working day of American student"
- III. Famous psychologists:
Wilhelm Max Wundt (1832–1920)
- IV. Грамматика: степени сравнения прилагательных и наречий, порядок слов в английском предложении, типы вопросов

Звуки [e], [æ]

Гласный звук [e]

При произнесении гласного [e] язык находится в передней части ротовой полости. Кончик языка находится у нижних зубов. Губы слегка растянуты. Звук близок к русскому звуку [э] в словах *эти, жесть*.

Гласный звук [æ]

При произнесении звука [æ] губы несколько растянуты, нижняя челюсть сильно опущена, кончик языка касается нижних зубов, а средняя спинка языка немного выгибается вперед и кверху.

EXERCISE A

am — Ann — lamp
man — can — cat
sat — hat — bat
Pat — rat — cam

EXERCISE B

tan — ten
pan — pen

bad — bed
land — lend
tanned — tent
fan — fen
man-men
pat-pet



EXERCISE C

bat — bet
pet — net — red
let — met
ten — pen — men — hen



Text A

MY WORKING DAY

Hi again... As you already know, I am a first-year student of the Faculty of Psychology of the Rostov State University. My parents live in Sochi and I study in Rostov-on-Don so I need some housing. There are two opportunities for me: I can live in a dormitory (a students hostel), or to rent a flat (an apartment).

I decided to rent a room. To make the rent smaller, I also decided to share my room with another girl — Nadja Antonovich. She studies at the University, too, and she is my best friend now.

Now, let me describe my usual working day. My classes begin at 8:30. So on week-days I have to get up at 7:15. I don't have an alarm clock and usually my roommate wakes me up and my working day begins. I turn on the radio and do my morning exercises while Nadya takes a shower. I don't take a bath in the morning because I don't have enough time for it. I take a cool shower (that's when I completely wake up), brush my teeth. After that I go back to our room and get dressed. I brush my hair and put on a light make-up. Then we have breakfast. Nadya makes breakfast every Monday, Wednesday and Friday. I have to serve breakfast on

Tuesdays, Thursdays and Saturdays. I love to listen to the latest news on the radio while I am eating and Nadya prefers light music.

We leave the house around eight and walk to the nearest bus-stop. We live rather close to the University and it usually takes us about a ten-fifteen minutes to get there by bus. Sometimes when the weather is fine and we have enough time we walk to the University. It is very healthy to walk.

The classes begin at 8.30 in the morning and they end at 2 p.m. We have lectures in different subjects. As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end.

Usually I don't miss my classes because I want to pass my exams successfully. But sometimes I do, especially when the weather is fine and the classes are boring.

At 11:50 we have lunch. That's my favourite time. That is the time to share the latest news and to gossip. My friends and I prefer not to go to the canteen and we often have lunch in a small cafe not too far from the University. At 12:30 we have to be back to our classes. During the working day we also have several short breaks that last for ten minutes.

Sometimes I have to stay at the University till 5 or even 6 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report. As a rule I have no free time on week-days. So by the end of the week I get very tired.

We come home at about 7 o'clock in the evening. We eat supper together and share the news.

After supper we wash dishes, drink coffee or tee and watch TV. I prefer old comedies and Nadya likes soap-operas or films about traveling. Sometimes Nadya and I go for a walk in the park or visit our friends.

At about eleven at night I go to bed. I like to read something before going to bed and Nadya likes to listen to some music. Sometimes I fall asleep while I am reading and Nadya gets up and switches off the light and says — Good night!

VOCABULARY

housing — жилье	to serve [sə:v] обслуживать
opportunity — возможность	make up — макияж
dormitory, students hostel — студенческое общежитие	while [waɪl] пока, в то время как
to rent a flat (an apartment) — снимать квартиру	to prefer [prɪ'fɜ:] предпочитать
to share — делить(-ся)	healthy ['helθɪ] здоровый, по- лезный
week-days — будние дни	to miss [mɪs] пропускать
alarm clock — будильник	successfully [sək'sesfəlɪ] ус- пешно
usually ['ju:ʒuəlɪ] обычно	boring ['bɔ:ɪŋ] скучный
roommate — сосед по комнате	to gossip ['gɒsɪp] сплетничать
rather ['rɑ:ðə] довольно	have to be back — должны вернуться
to turn on — включать	break [breɪk] перерыв
enough [ɪ'naʃ] — достаточно	report [rɪ'pɔ:t] доклад
completely [kəm'pli:tli] полно- стью, совершенно	
to get dressed — одеваться	

ADD TO YOUR ACTIVE VOCABULARY

tape-recorder — магнитофон	to miss classes — пропускать занятия
to switch on = to turn on — включать (радио и т.д.)	to pass exams — сдать экзаме- ны
to switch off = to turn off — выключать	to do well — делать успехи, хо- рошо учиться
to brush one's hair — приче- сывать волосы	for the first (second) course — на первое (второе) блюдо
it takes me ... minutes to get to the University by bus — у меня уходит ... минут, что- бы добраться в Университет на автобусе	to get ready — подготовиться
cloakroom — гардероб	as a rule — как правило
upstairs [ʌp'steɪz] — наверху, вверх по лестнице	to get tired — устать
downstairs ['daʊn'steɪz] — вни- зу, вниз по лестнице	to wait for — ждать
	to take pleasure in — получать удовольствие от...
	to look forward to — ждать с нетерпением
	acquaintance [ə'kwentəns] — знакомый

 EXERCISE 2.1

Write one sentence with each word:

1. usual — usually — as usual — unusual
2. occasion-occasional-occasionally
3. to end — to finish — to be over
4. to start-to begin-to get ready for
5. on Sunday — at five o'clock — in cafeteria ...
6. full time student — part time student
7. freshman-second year student-school graduate

 EXERCISE 2.2

Translate into English:

- быть студентом (студенткой) дневного отделения;
- рассказать вам о...
- в будние дни;
- просыпаться — вставать в 7 часов утра;
- включать магнитофон;
- принимать душ;
- чистить зубы,
- одеваться;
- слушать последние новости;
- у меня уходит час, чтобы добраться до института;
- ездить на автобусе (троллейбусе, трамвае);
- опаздывать на занятия;
- заканчиваться в 15.50 вечера
- пропускать занятия
- сдать экзамены успешно
- время от времени;
- подготовиться к занятиям
- как правило;
- устать;
- приходить домой;
- быть дома;
- иметь свободное время.

 EXERCISE 2.3

Tell about your typical day. The following questions will help you:

1. Do you get up early?
2. Is it easy for you to get up early?
3. Do you wake up yourself or does your alarm-clock wake you up?
4. Do you do your morning exercises?
5. What do you prefer: a hot or cold shower in the morning?
6. How long does it take you to get dressed?
7. What do you usually have for breakfast?
8. Some people look through newspapers or listen to the latest news on the radio while having breakfast. What about you?
9. When do you usually leave your house?
10. Do you work? If yes, where?
11. How long does it take you to get to your University (Institute)?
12. Do you go there by bus/trolley-bus or walk?
13. Where do you usually have lunch (dinner)?
14. What time do you come home?
15. How long does it take you to do your homework?
16. How do you usually spend your evenings?
17. Do you have a lot of free time?
18. Do you play any musical instrument?
19. Are you fond of listening to music?
20. What kind of music do you prefer?
21. Do you collect anything (stamps, records, postcards, coins, matchboxes, etc.)?
22. What time do you usually go to bed?

 EXERCISE 2.4

Tell about:

- a) the working-day of your father or mother
- b) the usual weekend at home
- c) the best day of your life

d) a holiday spent with your friends or relatives (New Year's day, Christmas, 8th of March)

e) the working day of famous people (writers, artists, politicians — the President, Governor, Head of the Ministry)



Text B

NICK'S USUAL WORKING DAY

Hi, nice to meet you all!

My name is Nick Price. I am a freshman at the College of Psychology of Michigan State University. It is one of the top five psychological colleges in the USA. It is situated in the north of the United States, in state of Michigan. Our campus is placed in Ann Arbor city, on the peninsula surrounded by three Great lakes: lake Michigan from the West, lake Huron from the North and lake Erie from the East. But I am not originally from the state Michigan. I was born in the small town in neighboring state Ohio, in the suburbs of Cleveland.

My family is not very wealthy and cannot pay for my tuition. I have received scholarship and must study well to have it the next year.

It is a rule that every student must spend his or her freshman year on campus. To cover some of the expenses I have got to work part-time on campus. I work in the university cafeteria.

Now let me tell you about my usual working day. I wake up at seven in the morning. My alarm clock radio is tuned to my favorite radio station. My roommate Todd Hall is a football player. He jogs every morning at 6:30. He is still out jogging when I get up. First I take a cold shower and brush my teeth. Then I dress myself up and rush to work — to the University cafeteria. I pour drinks and then work as a dishwasher. It is not a very interesting but soon I'll be a waiter at a small Italian restaurant and will earn more. My boss Suzie is a very strict lady but very nice when you do your job properly.

I have taken only four classes in the first fall semester. The freshman year is considered to be a year of integration into the college life. But still I decided to take Biology, History of Psychology, History of Culture and Russian language. I have a right to choose any class, but some are mandatory, such as History of psychology. There are several required classes for graduation. Therefore I need to collect credits starting from the freshman year.

My first class starts at 11:15. The professor is never late for his classes. The lecture hall has about hundred seats. The air in the classroom is air-conditioned in summer and heated in winter time.

At 2 o'clock I eat lunch at the school cafeteria. The food is free for me because I work there. I am a vegetarian and I also don't like drinks with caffeine. I prefer mineral water or juice.

Then I have two more classes. I need to go to the library right after class to do my homework. There I meet my friends and we talk. Twice a week I play basketball with my friends. I swim once a week. Usually after studying we go out to a café for a beer or just sit and talk.

I have dinner at 6 PM at the little Chinese restaurant not too far from the dormitory. Or I cook for myself in the kitchen in my dorm. My favorite food is fried fish and potato salad.

After dinner I watch TV or play ping-pong with my friends. When it is Friday, we go to see the football game.

I also spend a lot of time with my girlfriend Ann. She studies medicine but is very interested in psychology. We have many other things in common, like watching cartoons.

I spend some weekends visiting my grandmother and my grandfather. They are always glad to see me and take me out for picnics and golf.

I usually read before I go to bed. It calms me down after a long day. Sometimes I feel too tired even for reading. Well, I guess that's enough for now. See you later!

VOCABULARY NOTES

cafeteria — студенческая столовая	peninsula — полуостров
campus — студенческий городок	plain — равнина
collect credits — собирать пункты (зачеты), необходимые для выпуска	properly — должным образом, правильно
cover some of the expenses — чтобы покрыть часть расходов	senior — четверокурсник (выпускник)
dishwasher — посудомой	sophomore — второкурсник
dormitory (dorm) — общежитие	suburbs — пригород
downtown — центр города	to calm down — успокаивать(-ся)
fall semester — «осенний» семестр	to go out — гулять, отдыхать
freshman — первокурсник	to jog — бегать трусцой, делать пробежку
graduation — выпуск, получение диплома	to rush — спешить, торопиться
integration — интеграция, акклиматизация	to work full-time — работать полный рабочий день
jogging — пробежка	to work part-time — работать неполный день
junior — третьекурсник	is tuned to — настроена на (частоту, радиостанцию)
mandatory — обязательный	waiter — официант
neighboring — соседствующий, соседний	wealthy — богатый, состоятельный

General understanding:

1. Where does Nick Price study?
2. What year of study is he in?
3. Is Nick from California?
4. Is Nick's family a rich one?
5. What is Nick's job? Do you think he enjoys it?
6. What do we know about Nick's college?
7. What is Nick's roommate name? What do we know about him?
8. Where does Nick spend his evenings?
9. What does Nick usually do on Friday nights?



Famous Psychologist

Wilhelm Max Wundt (1832–1920), German psychologist, the founder of scientific psychology as an independent discipline. Born in Neckarau, he was educated at the universities of Tübingen and Heidelberg and the Institute of Physiology in Berlin. After teaching physiology at the University of Heidelberg (1858–1874), he taught philosophy at the University of Zürich (1874–1875) and was Professor of Philosophy at the University of Leipzig from 1875 to 1917.

Wundt offered the first academic course in psychology in 1862 and established the first laboratory for experimental psychology in 1879. He founded the first psychological journal, *Philosophische Studien* (Studies in Philosophy), in 1881.

Wundt promoted what is known as *structuralist psychology*, focusing on observations of the conscious mind rather than inference. Wundt also carried out extensive experimental research on perception, feeling, and apperception (a phase of perception where there is full recognition of what has been perceived). His more than 500 published works include *Principles of Physiological Psychology* (2 volumes., 1873–1874) and the monumental work *Elements of Folk Psychology* (10 volumes, 1900–1920). He also wrote *Logik* (1880), *Ethik* (1886), and *System der Philosophie* (1889).



GRAMMAR

§ 1. Степени сравнения прилагательных и наречий

1. Односложные (и некоторые двусложные) прилагательные и наречия образуют **сравнительную степень** путем прибавления суффикса **-er**, **превосходную** — путем прибавления суффикса **-est**:

high — higher — the highest (высокий — выше — самый высокий),

big — bigger — the biggest (большой — больше — самый большой).

Прилагательные и наречия, оканчивающиеся на -у, меняют окончание на **-ier** и **-iest**.

Конечная согласная у односложных прилагательных и наречий удваивается.

Например: *Happy — happier — the happiest.*
Hot — hotter — the hottest

2. Многосложные прилагательные и наречия, оканчивающиеся на -ly, образуют:

сравнительную степень путем прибавления слов **more** (**less**),

превосходную — путем прибавления слов **most**(**least**)
interesting — more(less) interesting — most (least) interesting, easily — more(less) easily — most(least) easily.

3. Ряд прилагательных и наречий являются исключениями:

good, well (хороший, хорошо) — *better* (лучше) — *the best* (самый хороший),

bad (плохой) — *worse* (хуже) — *the worst* (самый плохой),
little (маленький, мало) — *less* (меньше) — *the least* (наименьший),

many (much) — more — the most,

far — farther(further) — the farthest (furthest).

Существительное, определяемое прилагательным в превосходной степени, всегда имеет определенный артикль:
the largest building.



EXERCISE 2.5

Form comparative and superlative forms of the listed below adjectives (прилагательные) and adverbial modifiers (наречия):

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far.

2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly,

EXERCISE 2.6

Open the brackets using the right form of adjectives:

1. Winter is (cold) season of the year. 2. Moscow is (large) than Sochi. 3. Which is (long) day of the year? 4. The Alps are (high) mountains in Europe. 5. Even (long) day has an end. 6. It is one of (important) questions of our conference. 7. Your English is (good) now. 8. Who knows him (well) than you? 9. We have (little) interest in this work than you. 10. Health is (good) than wealth. 11. Your son worked (well) of all. 12. Today you worked (slowly) than usually.

EXERCISE 2.7

Translate the sentences:

1. This book is not so interesting as that one. 2. The Baltic Sea is not so warm as the Black Sea. 3. The more you read, the more you know. 4. My brother is not as tall as you are. 5. The earlier you get up, the more you can do. 6. Today the wind is as strong as it was yesterday. 7. Your room is as light as mine. 8. John knows Russian as well as English. 9. Mary is not so lazy as her brother. 10. The longer the night is, the shorter the day. 11. The less people think, the more they talk.

EXERCISE 2.8

Translate the sentences:

1. Лев Толстой — один из самых известных русских писателей в мире.
2. Этот роман интереснее, чем тот.
3. Ваш дом выше нашего? — Нет, он такой же высокий, как и ваш.

4. Это самая прекрасная картина во всей коллекции.
5. Население Российской Федерации больше населения Великобритании.
6. Он выполнил работу быстрее, чем вы.
7. Австралия — одна из наименее населенных стран.
8. Его работа лучше вашей, но работа Анны — самая лучшая.
9. Россия — самая большая страна в мире.
10. Я живу не так далеко от университета, как мой друг.
11. Я зарабатываю больше, чем мама, но меньше, чем папа.
12. Хороший мотоцикл быстрее плохой машины.

§ 2. Порядок слов в английском предложении

В английском предложении каждый член предложения, как правило, имеет свое определенное место. Так, в простом распространенном повествовательном члены предложения имеют следующий порядок:

- 1) подлежащее,
- 2) сказуемое,
- 3) дополнение (беспредложное, прямое, предложное),
- 4) обстоятельства (образа действия, места, времени).

Например: 1) I; 2) gave; 3) my brother; 3) a book;
4) yesterday.

EXERCISE 2.9

Build the sentences from the words:

- a) Is, best, she, friend, my.
- b) Learn, different, students, our, subjects.
- c) The, is, Russia, the, in, country, the, largest, world.
- d) In, the, we, city, live, a, flat, in, of, center, the.
- e) Reading, is, my, of, best, son's, fond, friend.

a. *Form the sentences:*

1. Computer, better, his, mine, is, than.
2. Many, have, to, I, want, children.
3. People, to, Black Sea coast, go, in, people, summer, many.

§3. Основные типы вопросов, используемые в английском языке

1. Общий вопрос

Общий вопрос относится ко всему предложению в целом, и ответом на него будут слова **yes** или **no**:

Do you like ice-cream? — Yes, I do.

Can you speak English? — Yes, I can.

Are you a schoolboy? — No, I am not.

Have you bought a text book? — Yes, I have.

Порядок слов в общем вопросе.

- 1) вспомогательный глагол (модальный, глагол-связка),
- 2) подлежащее (существительное или местоимение),
- 3) смысловой глагол (или дополнение).

2. Специальный вопрос

Специальный вопрос относится к какому-нибудь члену предложения или их группе и требует конкретного ответа:

What is your name? — My name is Peter.

Where do you live? — I live in New York.

Порядок слов в специальном вопросе.

- 1) вопросительное слово (*what, where, who, when, how* и т.д.);
- 2) вспомогательный глагол (модальный, глагол-связка);
- 3) подлежащее;
- 4) смысловой глагол;
- 5) дополнения;
- 6) обстоятельства (места, времени, образа действия и т.д.).

В специальных вопросах, обращенных к подлежащему в формах *Present* и *Past Indefinite*, не употребляется вспомогательный глагол *do (did)* и сохраняется прямой порядок слов:

Who wants to go to the cinema? Who lives in this house?

3. Альтернативный вопрос

Альтернативный вопрос предполагает выбор из двух возможностей:

Do you like coffee or tea? — Вы любите кофе или чай? Альтернативный вопрос начинается, как общий вопрос, затем следует разделительный союз *or* и вторая часть вопроса.

3. Разделительный вопрос (Tail Question)

Разделительный вопрос состоит из двух частей. Первая часть — это повествовательное предложение (утвердительное или отрицательное), вторая, отделенная запятой от первой, — краткий вопрос (*tail* — «хвостик»):

Your are a pupil, aren't you? — Вы ученик, не правда ли?

Если в повествовательной части разделительного вопроса содержится *утверждение*, то во второй — *отрицание*. Если в повествовательной части — *отрицание*, то во второй части, как правило, — *утверждение*:

You are a student, aren't you?

You don't go to school every day, do you?



EXERCISE 2.10

Put the questions to the following sentences:

1. Общие
2. Специальные
3. Разделительные

1. There is a book on the table. 2. He must work hard today. 3. We are leaving for Moscow next week. 4. We were reading the whole evening. 5. They don't go to work on Sunday. 6. It is not cold today. 7. Ann has already begun to read a new book. 8. We learn English at school. 9. They will show you how to get there. 10. They finished the translation before the end of the lesson. 11. I didn't feel well that evening. 12. It wasn't difficult to do this task.

**EXERCISE 2.11**

Put the questions to the following sentences:

1. Our family lives in a three-room flat.
2. They went to the same school.
3. He will read this book tomorrow.
4. They are playing chess now.
3. Our friend is working now.
4. Her mother is an accountant.

**EXERCISE 2.12**

Translate the sentences into English:

1. Вам нравится больше английский язык или французский?
2. Он живет в Москве или в области?
3. Она его младшая или старшая сестра?
4. Студенты уже сдали экзамены или нет?
5. Петровы поедут летом на юг или на север?
6. Ваш друг учится в академии или в университете?
7. Он знает ее лучше или вы?

**EXERCISE 2.13**

Write down alternative questions to the following sentences:

1. Our teacher knows several foreign languages. 2. He

has graduated from our University last year. 3. We shall go to Samara next week. 4. They are working in our garden. 5. I have just read this book. 6. I took this book from my friend. 7. He likes reading books. 8. She has many relatives abroad. 9. They were in many countries. 10. Russia is the largest country in the world.

Lecture 3. Psychological education



- I. Гласные звуки [ɑ:], [ʌ],
дифтонги [ɛə], [eɪ]
- II. Text A "Faculty of psychology"
Text B "Moscow State University-faculty
of psychology"
Famous psychologist: Alfred Binet (1857-
1911)
- III. Грамматика: Безличные и неопреде-
ленно-личные предложения. Неопреде-
ленные местоимения *some, any* отри-
цательное местоимение *no* и их произ-
водные

Звуки [ɑ:], [ʌ]

Гласный звук [ɑ:]

При произнесении английского гласного [ɑ:] рот открыт почти как для русского звука, но язык отодвигается дальше назад и книзу и лежит плоско. Кончик языка оттянут от нижних зубов. Губы не растянуты и не выдвинуты вперед.

Гласный звук [ʌ]

При произнесении звука язык несколько отодвинут назад, задняя спинка языка приподнята к передней части мягкого неба, губы слегка растянуты. Звук похож на русский предударный звук [а] в словах: *какой, посты, басы*

Гласный звук [ɛə]

Ядро звука — гласный, похожий на русский звук в слове *это*. Скольжение происходит в направлении нейтрального гласного с оттенком звука.

Гласный звук [eɪ]

Дифтонг, ядром которого является гласный, а скольжение происходит в направлении гласного. Произносятся диф-

тонг, необходимо следить за тем, чтобы ядро не было таким широким, как русский гласный [э], а второй элемент не превращался в русский звук [й].

 EXERCISE A

car — far — bar
half — calf — bath
part — park — half
cart — barter — shark
spark — bath — mark
park — raft — plant

 EXERCISE B

Mary — air — pair
care — dare — rare
fare — fair — hair

 EXERCISE C

tape — hate — bate
mate — plate — Kate
late — fate — rate
brave — maple — main
pain — name — day
date — may — pay
lay — hay — Ray

 Text A

FACULTY OF PSYCHOLOGY

Hello again! This is Katya and this time I'll tell you about my University and my studies.

I am very happy that I study here. It is one of the finest country's higher educational institutions. Many famous people have graduated from my University, and not only economists or scientists, but many outstanding writers, actors, showmen and politicians. Studying at our University gives a

solid background in all spheres of knowledge and prepares for practical work.

Our University is quite large but not very old, compared to other national institutions. It was founded in the beginning of the 20th century. In 1915, during the World War I the University of Warsaw was evacuated here. First it had only three faculties, but later it became the largest University in the region and it gave birth to other Institutions in the region. Nowadays it is a large school where more than 18 000 students are currently enrolled. The majority are full-time students, like me, and the rest are part time-students. There are also about 250 graduate students — aspirants and doctorants. They conduct independent research work and have pedagogical practice.

The course of study at my University lasts five years. There are many faculties at my University. Here are some of them: the faculty of Mechanics and Mathematics, Physics, Chemistry, Biology, Law, Economics, Philology and Journalism and, of course, the faculty of Psychology, where I currently study.

Our University is large and we have several buildings. One of the buildings is for lectures and seminars only. There are many large halls there so that students of 3–4 groups together can fit in there. And that is more than 100 people. The acoustics in such large halls is very good but sometimes it is very noisy when students chat during the lecture.

We have a building for the library, computer center, gym, and other facilities. Many students from my group want to do their own research work in the future and these facilities will certainly help them.

There are several cafes at the University. My favourite one is situated our building. The food there is tasty and very affordable.

There are also several dormitories or hostel buildings where students from other cities or countries live. But you know already that I don't live in a dormitory — I rent an apartment.

VOCABULARY

- solid background** — твердую базу, основание
currently — в настоящее время
to be enrolled — числиться в списках студентов
full-time students — студенты дневного отделения
part time-students — студенты вечернего отделения
to conduct — проводить
noisy — шумный
- course of study** — курс обучения
to chat — беседовать, болтать
computer center — вычислительный центр
facilities — службы, помещения
research [rɪ'sɜ:tʃ] work — исследовательская работа
tasty ['teɪstɪ] — вкусный
affordable — доступная (to afford — позволять)

ADD TO YOUR ACTIVE VOCABULARY:

- a) **classroom** — класс, аудитория
lecture hall — лекционный зал
laboratory — лаборатория
gym (gymnasium) — спортзал
b) **semester (term)** — семестр
school year — учебный год
course of studies — курс обучения
university — университет
institute — институт
faculty, college, department — факультет (напр. *College of physics* — факультет физики)
department, chair of ... — кафедра
head of the department, chief of the department, chair (man, woman) — зав. кафедрой
substitute — заместитель
c) **teaching instructor (TI)** — преподаватель
- professor** — профессор
dean — декан
Rector — ректор
teaching staff, faculty members — преподавательский состав
d) **full-time student** — студент(ка) дневного отделения
part-time student — студент(ка)-«вечерник»
student of distant education — студент-«заочник»
student of preparatory courses — слушатель подкурсов, «подкурсник»
undergraduate student — студент 1-4(5) курсов
graduate student — студент 5-6 курсов (магистрант), аспирант
master student — магистрант
Ph.D. Student — аспирант, докторант

EXERCISE 3.1

Describe the following. Be as specific (конкретный) as possible:

- a) your secondary school (college);
- b) the faculty of your university;
- c) your favourite teacher at school.

EXERCISE 3.2

Do you know?

- 1) When was your university or University established?
- 2) Who was it's first rector?
- 3) Were there any famous a) scientists, engineers b) politicians c) artists among the graduates?
- 4) How many people are currently enrolled?
- 5) What is the most popular faculty in your University?

EXERCISE 3.3

Do you agree or disagree with the following statements:

- a) Larger schools are better than smaller ones.
- b) It is impossible to enter the university if you haven't attended preparatory courses.
- c) The best professors are the oldest ones.
- d) It is more fun to live in a dormitory or student hostel than to rent an apartment.
- e) Professors always know more than students and teaching instructors.

**Text B****MOSCOW STATE UNIVERSITY**

Moscow State University is the oldest, autonomous, self-governing and state-supported institution of higher learning, founded in 1755 by the scientist Mikhail Vasilyevich Lomonosov. Located in Moscow, the university is composed

of faculties of biology, chemistry, computational mathematics and cybernetics, economics, foreign languages, fundamental medicine, geography, geology, history, journalism, law, mechanics and mathematics, physics, psychology, sociology, and soil sciences, as well as an institute of Asian and African Studies. Several museums, colleges, and a number of institutes are affiliated with Moscow University, and a preparatory faculty teaches the Russian language and other subjects to foreign students.

Except for the science faculties and some of the arts faculties — which are situated in south-western Moscow — the other faculties are located in the older university buildings in the centre of the city. A diploma in a given field of study is awarded after five or five and a half years of study. After three additional years and the completion of a thesis, the *kandidat nauk* degree is awarded. The highest degree, the Doctor of Sciences, may be attained upon completion of a thesis based on independent research.

General understanding:

1. When was Moscow State University founded?
2. What is preparatory faculty for?
3. When, according to the article, the degree of *kandidat nauk* is awarded?
4. What is a Doctor of Sciences degree?



Famous psychologists

Alfred Binet (1857–1911), French psychologist known for his achievement in developing a standard intelligence test.

Binet was born on July 11, 1857, in Nice. He was educated at the Sorbonne, where he studied law. However, he decided to continue his studies in medicine and psychology. In 1889, at the Sorbonne, he helped to found the first psychological research laboratory in France. As director of the laboratory,

Binet tried to develop experimental techniques to measure intelligence and reasoning ability. In 1895, he founded the first French psychological journal, *L'Annee Psychologique* (The Psychological Year), and used it to publish the results of his research studies.

Binet's most important work was in intelligence testing. With his colleague, psychologist Theodore Simon, he developed a test to measure the mental ability of children. The Binet-Simon Scale first appeared in 1905. It was made up of problems designed to measure general intelligence, and items were graded according to age level. The child's score, based on the number of correct answers, showed the child's mental age.

Binet died in Paris on October 18, 1911. His work on intelligence measurement remained important among psychologists in other countries. The Stanford-Binet Scale, an adaptation of Binet's original test, was widely used for many years in the United States, where great importance was paid to intelligence testing.



GRAMMAR

§ 1. Безличные и неопределенно-личные предложения

Структура английского предложения отличается от русского тем, что в нем всегда есть подлежащее и сказуемое. Поэтому в безличных предложениях, когда нет подлежащего, используется в качестве формального подлежащего местоимение *it*.

It is cold today. Сегодня холодно.

Безличные предложения такого типа состоят из местоимения *it*, которое не переводится, глагола-связки в нужном по смыслу времени и именной части сказуемого, выраженного чаще всего именем прилагательным. Именная часть может быть также выражена именем существительным или именем числительным.

It's nice to meet you. Приятно познакомиться.

It is nine o'clock now. Сейчас девять часов.

Очень часто безличные предложения описывают явление природы, состояние погоды, обозначают время, расстояние.

Вопросительная и отрицательная формы безличных предложений образуются по тем же правилам, что и вопросительные и отрицательные формы предложений с именным составным сказуемым.

Is it cold? — Холодно?

Wasn't it interesting? — Разве это не было интересно?

Частица **not** ставится после первого вспомогательного глагола.



EXERCISE 3.4

Переведите на английский язык.

1. Сегодня холодно. 2. Идет снег целый день. 3. Сейчас утро. 4. Было приятно познакомиться с вашим другом. 5. Поздно. Пора спать. 6. Разве это не смешно? 7. Сейчас уже 10 часов утра. 8. На улице холодно? 9. Сейчас ранняя весна, но уже тепло. 10. Это далеко отсюда?

§ 2. Неопределенные местоимения *some, any*, отрицательное местоимение *no* и их производные

Употребление *some* и *any*, а также их производных определяется типом предложения.

В утвердительном предложении употребляются, как правило, местоимение *some* и его производные:

Give me something to read, please.

I met him somewhere before.

В вопросительных и отрицательных предложениях обычно используются местоимение *any* и его производные:

Have you seen him anywhere?

Is there anything I can do for you?

В отрицательных предложениях используется либо местоимение *any* и его производные,

I cannot find this book anywhere.

либо отрицательное местоимение *no*.

There is nobody in that room.

There isn't anybody in that room.

Различия между местоимениями *any* и *some* — в степени неопределенности, поэтому иногда местоимение *any* можно встретить и в утвердительных предложениях:

You can find this book anywhere. — Эту книгу вы можете найти где угодно.

EXERCISE 3.5

Form 16 pronouns from the parts in two columns. Translate them into Russian:

Образец: *some + body = somebody* — кто-то, кто-нибудь

some	body
any	one
no	thing
every	where

EXERCISE 3.6

Вставьте somebody, anybody, nobody или everybody:

1. The question was so difficult that ... could answer it.
2. ... left his bag in our classroom yesterday.
3. Has ... in this group got a dictionary?
4. I am afraid there is ... in the office now. It is too late.
5. ... knows that water is necessary for plants.
6. Is there ... here who knows English?
7. You must find ... who can help you.
6. ... knew anything about our home task.
9. ... can answer this question. It is very easy.
10. There is ... in the next room. I don't know him.
11. Please tell us the story. ... knows it.
12. Is there ... in my group who lives in the hostel?
13. Has ... here got a red pencil?



EXERCISE 3.7

Translate into English:

1. Тут есть кто-нибудь? 2. В саду никого нет. 3. В нашей комнате есть кто-нибудь? 4. В классе есть кто-то.
5. Там никого нет. 6. В саду есть кто-нибудь? 7. На столе есть что-нибудь? — Нет, там ничего нет. 8. В сумке что-то есть. 9. В этой книге есть что-нибудь интересное?
10. На стене есть какие-нибудь картины? — Да, там есть несколько. 11. В кабинете директора есть кто-нибудь? — Нет, там никого нет. 12. В нашей библиотеке есть какие-то книги на английском языке. 13. В вашей библиотеке есть какие-нибудь книги на английском языке? 14. Мой друг не хочет мне ничего сказать. 15. Я хочу провести летние каникулы где-нибудь на берегу Черного моря.
16. Если вы голодны, поищите что-нибудь в холодильнике. 17. Расскажите нам всё о вашем путешествии. 18. Никто нигде не помог ему.

Lecture 4. My Hometown



- I. Гласные звуки [u:], [u]
- II. Text A "Sochi — a city of three seasons"
Text B "Rostov-na-Donu — the capital of the Southern Region"
- III. Famous psychologists:
William James (1842–1910)
- IV. Грамматика: местоимения *little* и *few* и местоименные выражения *a little* и *a few*, обороты *there is/there are*

Звуки [u:], [u]

Гласный звук [u:]

При произнесении долгого гласного звука [u:] губы напряжены и сильно округлены, но гораздо меньше выдвинуты вперед, чем при русском звуке [y]: *moon*.

На письме передается буквосочетанием двойное *oo*, за исключением случаев перед буквой *k*.

Например: *soon* — скоро, *look* — взгляд, *moon* — луна.

Исключение: *book* — книга (краткое [u]).

Гласный звук [u]

При произнесении краткого гласного звука [u] губы заметно округлены, но не выдвинуты вперед, язык оттянут назад, но несколько меньше, чем для [u:] (и долгого). Звук напоминает безударный русский звук [y] в словах *пустой*, *тупой*, произнесенный без выдвижения губ вперед:

hook — крюк, *look* — взгляд.

Запомните слова, в которых в качестве исключения произносится [u]: *put* — класть, *pull* — тянуть, *push* — толкать, *full* — полный

 EXERCISE A

too — tooth — food
boot — fool — foot
soon — spoon — tooth
boot — mood — shook

 EXERCISE B

took — shook — nook
hook — look — cook

 EXERCISE C:

fool — pool — hook
fool — too — book
cook — boot — loop
foot — cool — mood
shook — soon — spoon — moon

 EXERCISE D

pull (тянуть) — pool (бассейн)
tool (инструмент) — full (полный)
soon (вскоре) — sun (солнце) [sʌn]

 EXERCISE E

us — bus
tub — mud
must — sum
humble — tumble — mumble
sun — hunt
trust — lust

 Text A

SOCHI — A CITY OF THREE SEASONS

Hello, everyone! Here is Katya again. This time I'll tell you about my lovely hometown — Sochi. I am sure everyone knows where Sochi is. For those who are not really sure I

remind that it is situated on the Black Sea coast about 1500 km south from Moscow.

But what makes this city so special? Sochi is called the city of three seasons because there's no winter here. As we usually say, "the golden autumn slowly turns into the early spring". When golden leaves slowly fall down on the earth the first flowers begin to blossom. Sochi is the only northern subtropical city in Russia. One can bathe in the Black Sea from May till October because the water of the Black Sea is still warm. The water of the Black Sea contains many chemical substances such as iodine, chlorine, bromine, sulphates, carbonates, sodium, potassium, etc. All of them react with your body and make you healthier. There are many mineral water springs in Sochi and its area.

Have you heard the name Big Sochi? Sochi is one of the most stretched cities along the sea coast. — it is 148 km long! Small towns and cities Adler, Khosta, Kudepsta, Dagomys and Lazarevskioye belong to Big Sochi!

The history of this area goes back to the ancient times.

One can call this area "the Cradle of Mankind". People came here from the Asia Minor 400-350 thousand years ago. There are more than 150 historical places of interest in the area. Here the camps and caves of pre-historic people have been found.

The dolmens — massive prehistoric grave structures from the 2nd thousand BC are the features of the Bronze era. The most ancient five-stone dolmens are found in the Sochi area. Travellers of the 19th century called dolmens «the houses of the giants» because each grave stone weighs from 500 to 3000 kg. It is still uncertain what technical developments made it possible to construct such structures.

The rich lands of Caucasus always attracted invaders: Greeks, Romans, Arabs, Genuese, Turks.

In the VI century B.C. the Black Sea coast attracted Greek colonists, who have based a number of trade-settlements, such as Dioscuria (modern city of Sukhumi), Pitiunt (Pitsunda), Triglif (Gagra).

Christian religion was brought over from the Byzantynne three centuries earlier than to Russia. In the end of X —

beginning of the XI centuries A.D. the first known christian constructions were built in Loo, Galitsino and Veseloye.

During XVIII–XIX centuries Russia conducted long wars with Turkey for the exit to the Black sea. In 1829, after the end of Russian-Turkish war, by the peace treaty the Black Sea coast of Caucasus, from a mouth of the river of Kuban up to a fort St. Nicholas (to the south of modern city Poti), has departed to Russia.

Symbol of a victory of the Russian weapon in war of 1829 is the monument near modern hotel “Leningrad” — “An Anchor and Cannon”.

The end of Russian-turkish war has not solved all the problems of strengthening Russia on the Black Sea coast. The Black Sea coastal line consisting of 17 forts was created with this purpose.

On April 21st, 1838 small wooden fortress was established in the Sochi river area to protect this land from local tribes. It was named Alexandria in honour of emperess Alexandra. It was renamed one year later, on May 18, 1839 and became Navaginskoye. But in 1854, because of the beginning of the Crimean war, the fortress was destroyed by Russian army. Russians left this area. Only 10 years later, in March 25th, 1864 the new fortress named Dakhovskiy was established on the place of the Navaginskiy fortress.

In 1896 by the decision of the Tsarist government fortress Dakhovskiy was renamed in the settlement of Sochi, after the name of the river Sochi.

In the end of XIX th century the Black Sea coast was intensively occupied by the immigrants from central parts of Russia, Moldova, the Ukraine, Byelorussia, Georgia and Armenians and Greeks from Turkey. The Sochi district becomes multinational area of Russian empire.

In Soviet times Sochi was the fast developing port, industrial and resort city on the Black sea. The fast development of the city and construction of modern houses was due to the Joseph Stalin’s sympathy to this place. Many streets in the center of Sochi look like center of Moscow built in 30s and 50s.

Until now the favourite residence of Russian Presidents is Bocharov creek (ручей). Ski resorts of Krasnaya polyana, warm blue waters of Black sea, luxurious tennis courts create irresistible atmosphere around the place.

I guess I took a lot of your attention already. You know yourself what a popular resort Sochi is nowadays. Just buy the ticket and have your suitcases packed!

VOCABULARY

- to remind** — напоминать
to turn into — превращаться во что-либо
blossom — цвести
chemical substances — химические вещества
iodine [ˈaɪdi:n] — йод
chlorine [ˈklɔːri:n] — хлор
bromine [ˈbrɔːmi:n] — бром
sulphate [ˈsʌlfet] — сульфат
carbonates [ˈkɑːbəneɪts] — карбонаты
sodium [ˈsəʊdiəm] — натрий
potassium [pəˈtæsiəm] — калий
to be stretched — быть вытянутым
events — события, мероприятия
“the Cradle of Mankind” — «колыбель человечества»
BC (Before Christ) — до н.э.
Asia Minor — п-ов Малая Азия
camp [kæmp] — лагерь
cave [keɪv] — пещера
Bronze era — бронзовый век
pre-historic — доисторический
grave structures — могильники
dolmens — дольмены
features — особенности
to weigh — весить
uncertain — неопределенный
construct — возводить, строить
attract [əˈtrækt] — привлекать
invader [ɪnˈveɪdə] — захватчик
trade-settlements — торговые поселения, фактории
Byzantynne — Византия
A.D. (Anno Domini) — нашей эры (н.э.)
to conduct — проводить
exit [ˈeksɪt] — выход
peace treaty [ˈtriːti] — мирный договор
mouth of the river — устье реки
weapon [ˈwepən] — оружие
anchor [ˈæŋkə] — якорь
cannon — пушка
purpose [ˈpʊrəs] — цель
fortress [ˈfɔːtrɪs] — форт, укрепление
in honour of emperess Alexandra — в честь императрицы Александры
to be occupied [ˈɔkjupaɪd] — быть занятым, заселенным
due to — благодаря (кому-либо, чему-либо)
luxurious [lʌgˈzjuəriəs] — роскошный
irresistible [ɪrɪˈzɪstɪbl̩] — неотразимый

ADD TO YOUR ACTIVE VOCABULARY:

- | | |
|----------------------------------------------------------------------|-----------------------------------------------------------------|
| a) village — село, деревня | Dark ages — Средние века |
| cossack's settlement — станица | Great October revolution — Великая октябрьская революция |
| town — небольшой город | Great patriotic war — Великая Отечественная война |
| suburb — пригород | WWII (World War II) — Вторая мировая война |
| city — крупный город | soviet times — советские времена |
| center of the region — районный центр | former USSR — бывший СССР |
| capital of the republic — столица республики | c) historical center — исторический центр |
| capital of the federal district — столица федерального округа | cultural center — культурный центр |
| b) ancient history — древняя история | trade center — торговый центр |
| medieval history — средневековая история | transport center — транспортный центр |
| Tsarist's Russia — царская Россия | |



EXERCISE 4.1

Translate into English:

1. Мой родной город был основан во время царствования Николая I.
2. Первое укрепление на месте современного Сочи было названо в честь императрицы Александры.
3. Во время Великой Отечественной войны немецкие войска дважды захватывали мой город.
4. Владимир — один из древнейших русских городов.
5. Мягкий климат и плодородные земли всегда привлекали захватчиков на берега Кубани.
6. Великий русский изобретатель Комаров жил и работал в нашем городе.
7. Современный Новороссийск — это крупнейший портовый город на побережье Черного моря.
8. Наш город является одновременно крупным индустриальным и историческим центром региона.

**EXERCISE 4.2**

Answer the following questions:

1. Do you study in your hometown or you live here while studying?
2. Do you like the city where you study? Why and why not?
3. Do you know the history of your hometown?
4. Do you know when was your hometown founded?
5. Do you know any famous people who were born in your hometown?
6. What are the places of interest in your hometown?
7. What is your favourite place in your hometown?

**EXERCISE 4.3**

Derive the adjective (прилагательное) from the noun (существительное):

history — historical

culture —

science —

industry —

agriculture —

administration —

politics —

trade —

**Text B****ROSTOV-NA-DONU**

Rostov-na-Donu, the capital of the Southern federal district and Rostov region, is a comparatively young city. Not so long ago Rostovites celebrated its 250th anniversary. The city was founded in 1749 when a custom-house on the

Temernik river was set up. According to a legend, Peter the First drank the water from the spring when he stopped on the right bank of the Don on his way to Azov. He was so pleased with the taste of water that he called the spring "Bogatiy istochnik" — the Rich spring. The name of the spring gave the name to the street. The water is being bottled now and sold all over the country.

But only years later, after the death of the Tsar Peter I, under the rule of Katherine II a fortress was built here. The main purpose of the fortress was to support the customs effectively operating in this trade and transport active region. The fortress was named after Dimitry Rostovsky, the Archbishop of Rostov the Great. The town grew later on, round the walls of the fortress and it was also called "Rostov which lies on the river Don".

Rostov is situated on the right bank of the river Don, not far from the Sea of Azov. Due to its geographical position the city grew rapidly.

After the hard years of the Civil War Rostovites restored the ruined economy of the region.

During the World War II Rostov was occupied by the Germans twice. They destroyed almost all the city. Nowadays Rostov is the largest city in the South of the country. It's a big sea and river port and an important railway junction. Rostov is called "The Gateway to the Caucasus".

The main branch of industry is agricultural machine building. "Rostselmash" is a giant machine building plant producing a lot of agricultural machines. Factories of Rostov produce champagne, cigarettes, musical instruments which are well-known abroad. There is also a big helicopter plant in Rostov.

Rostov is the cultural centre of the region. There are many educational establishments in Rostov including the Rostov State University. There are six theatres in Rostov (Gorky Drama Theatre, the Musical theatre, Philharmonic, Puppet Theatre, Theatre of Musical Comedy, Theatre of Young Spectators).

There are two museums (Local Lore Museum, Fine Arts Museum), eight stadiums, several Palaces of Culture, a lot of cinemas, libraries, parks and gardens.

The city is very green. There are a lot of parks in the city. In summer you can see a lot of people on the left bank of the Don river.

General understanding:

1. What is the status of Rostov-na-Donu now?
2. Is Rostov-na-Donu an old city?
3. What role did Peter the Great play in the history of Rostov-na-Donu?
4. Why did Peter the Great called the spring "rich".
5. When was the first fortress built? How was it called?



Famous psychologists

William James (1842–1910) is an American psychologist, who developed the philosophy of pragmatism. James was born in New York on January 11, 1842. His father, Henry James, was a theologian (теолог). William James attended private schools in the United States and Europe, the Lawrence Scientific School at Harvard University, and the Harvard Medical School, from which he received a degree in 1869. Before finishing his medical studies, he went on an exploring expedition in Brazil and also studied physiology in Germany. After three years of retirement due to illness, James became an instructor in physiology at Harvard in 1872. After 1880 he taught psychology and philosophy at Harvard; he left Harvard in 1907 and gave highly successful lectures at Columbia University and the University of Oxford.

James's first book, the monumental *Principles of Psychology* (1890), established him as one of the most influential thinkers of his time. The work was devoted to the

principle of functionalism in psychology, thus removing psychology from its traditional place as a branch of philosophy and establishing it among the laboratory sciences based on experimental method.

In the next decade James applied his methods of investigation to philosophical and religious issues (проблемы). He explored the questions of the existence of God, the immortality of the soul (бессмертие души), free will (свобода воли), and ethical values (этические ценности) by referring to human religious and moral experience. His views on these subjects were presented in the lectures and essays published in such books as *The Will to Believe and Other Essays in Popular Philosophy* (1897), *Human Immortality* (1898), and *The Varieties of Religious Experience* (1902). The last-named work is a sympathetic psychological account of religious and mystical experiences.

James died in New Hampshire, on August 26, 1910.



GRAMMAR

§ 1. Местоимения *little* и *few* и местоименные выражения *a little* и *a few*

Местоимение *little* и местоименное выражение *a little* употребляются с неисчисляемыми существительными, местоимение *few* и местоименное выражение *a few* — с исчисляемыми:

Give me *a little* water, please.
There is *little* milk in the bottle.
I have *a few* friends in Minsk.
I've got only *few* pencils in the box.

Местоимения *few* и *little* означают «мало», а местоименные выражения *a few* и *a little* — «немного».

Much (много) употребляется с неисчисляемыми существительными, *many* (много) — с исчисляемыми.

 EXERCISE 4.1

Insert much, many, little, a little, few, a few:

1. I'd like to say ... words about my traveling. 2. She gave him ... water to wash his hands and face. 3. He had ... English books at home, so he had to go to the library. 4. After the lesson everybody felt ... tired. 5. Let's stay here ... longer. I like it here. 6. There were ... new words in the text and Igor spent ... time learning them. 7. There was ... sugar in the bowl, and we had to put ... sugar there. 8. My mother knows German ... and she can help you with the translation of this text. 10. When we walked ... farther down the road we met another group of pupils. 11. Have you got ... time before the lesson?

 EXERCISE 4.2

Translate into English:

Много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много сахара, много чая, много лимонов, много мяса, много комнат, много учителей, много работы, много воздуха, много птиц, много машин.

 EXERCISE 4.3

Insert much or many:

1. Please don't ask me ... questions. 2. How ... money have you got? 3. I never eat ... bread with soup. 4. Why did you eat so ... ice-cream? 5. She wrote us ... letters from the country. 6. ... of these students don't like to look up words in the dictionary. 7. ... in this work was too difficult for me. 8. He spent ... time writing his composition in Literature. 9. There were ... plates on the table. 10. Thank you very ...!

11. ... of my friends are preparing for their entrance examinations now. 12. I don't like ... sugar in my tea.



EXERCISE 4.4

Translate into English:

1. В стакане есть немного молока. 2. В тетради осталось мало чистых страниц. 3. У тебя много кофе? — Нет, очень мало. 4. Немногие из англичан говорят по-русски. 5. У них здесь очень мало друзей. 6. У него очень мало времени для чтения. 7. У Пола много русских книг и мало английских книг. 8. У меня есть немного времени вечером, чтобы закончить эту работу. 9. Я провожу много времени в библиотеке, потому что я готовлюсь к экзаменам.

§ 2.оборот *there is / there are*

Оборот *there is / there are* служит для выражения наличия (отсутствия) какого-либо предмета в определенном месте или в определенное время. Формы прошедшего и будущего времени: *there was, there were* и *there will be*.

There are some pictures on the wall. На стене несколько картин.

There was nobody in the room. В комнате никого не было.

Выбор формы глагола **to be** зависит от числа существительного, следующего сразу за ним:

There is a chair and two armchairs in the room.

There are two armchairs and a chair in the room.

Вопросительные предложения с оборотом *there is / there are* строятся следующим образом,

Общий вопрос: *Is there anything in the bag? Will there be lessons tomorrow?*

Специальный вопрос: *What is there in the bag?*

Разделительный вопрос: *There are some pupils in the classroom, aren't there?*

 EXERCISE 4.5

Insert to be in the right form:

1. There ... a telegram on the table.
2. ... there any telegrams from Moscow? Yes, there ... some .
3. ... there ... a flight for Moscow tomorrow? Yes, there
4. There ... much snow last winter.
5. There ... a lot of stars and planets in space.
6. ... there ... a lift in your future house? Yes, there
7. Some years ago there ... many old houses in our street.
8. ... there any lectures yesterday? No, there ...
9. ... there a lamp over the table? Yes, there
10. ... there any interesting stories in this book?
11. ... there a test last lesson? No, there
12. Soon there a new film on.

 EXERCISE 4.6

Translate the following sentences and put general questions to them:

1. There are some new pupils in our group.
2. There is no book on the table.
3. There were many old houses in our street.
4. There are 4 seasons in a year.
5. There will be a conference next week.
6. There are many large cities in our country.
7. There was nobody in the room.
8. There are seven days in a week.
9. There is something on the shelf.
10. There are many places of interest in London.
11. There are many beautiful flowers in our garden.
12. There was much work last week.

 EXERCISE 4.7

Rewrite the following sentences in Past Indefinite and Future Indefinite, translate them into Russian:

1. There is much snow in winter.
2. There are four theatres in our city.
3. There is no lift in our house.
4. There are

many new books in our library. 5. There is little milk in the bottle. 6. There are three rooms in our flat. 7. There is a map on the wall.

Lecture 5. The Russian Federation



- I. Звуки [ɔ:], [ɔ], [ou]
- II. Text A "The Russian Federation"
Text B "Moscow"
- III. Famous psychologists:
Jean-Martin Charcot (1825-1893)
- IV. Грамматика: Времена английского глагола

Звуки [ɔ:], [ɔ], [ou]

Гласный звук [ɔ:]

Долгий гласный. Для того чтобы правильно произнести звук, следует придать органам речи положение, как при произнесении звука [ɑ:], затем значительно округлить губы и несколько выдвинуть их вперед.

Гласный звук [ɔ]

Для того чтобы произнести, следует исходить из положения органов речи при произнесении звука [ɑ:], затем слегка округлить губы и произнести краткий звук [ɔ].

Гласный звук [ou]

Звук представляет собой нечто среднее между русскими звуками [o] и [ə]. Губы при произнесении начала этого дифтонга слегка растянуты и округлены. Скольжение происходит в направлении гласного [u].

EXERCISE A

more — score — poor
floor — for — form
fork — pork — sport
dawn — hawk — because

EXERCISE B

not — top — hot
Rostov-na-Donu
dot — mop — mob

 EXERCISE C

tone — note — smoke
cone — loan — moan
code — hope — cope
lobe — mould — gold
boat — soap — coat



Text A

THE RUSSIAN FEDERATION

The Russian Federation is the largest country in the world. It occupies about 1/6 of the Earth surface. The country is situated in Eastern Europe, Northern and Central Asia. Its total area is over 17 million square km.

Our land is washed by 12 seas, most of which are the seas of three oceans: the Arctic, the Atlantic and the Pacific. In the south and in the west the country borders on fourteen countries. It also has a sea-border with the USA.

There is hardly a country in the world where such a great variety of flora and fauna can be found as in our land. Our country has numerous forests, plains and steppes, taiga and tundra, highlands and deserts. The highest mountains in our land are the Altai, the Urals and the Caucasus. There are over two thousands rivers in the Russian Federation. The longest of them are the Volga, the Ob, the Yenisei, the Lena and the Amur. Our land is also rich in various lakes with the deepest lake in the world, the Baikal, included.

On the Russian territory there are 11 time zones. The climate conditions are rather different: from arctic and moderate to continental and subtropical. Our country is one of the richest in natural resources countries in the world: oil, natural gas, coal, different ores, ferrous and non-ferrous metals and other minerals.

The Russian Federation is a multinational state. It comprises many national districts, several autonomous republics and regions. The population of the country is about 140 million people.

Moscow is the capital of our Homeland. It is the largest political scientific, cultural and industrial center of the country and one of the most beautiful cities on the globe. Russian is the official language of the state. The national symbol of the Russian Federation is a white-blue-red banner.

The Russian Federation is a constitutional republic headed by the President, the country government consists of three branches: legislative, executive and judicial. The President controls only the executive branch — the government, but not the Supreme Court and Federal Assembly.

The legislative power belongs to the Federal Assembly comprising two chambers: the Council of Federation (upper Chamber) and the State Duma (lower Chamber). Each chamber is headed by the Speaker. The executive power belongs to the government (the Cabinet of Ministers) headed by the Prime Minister. The judicial power belongs to the system of Courts comprising the Constitutional Court, the Supreme Court and federal courts.

Our country has a multiparty system.

The foreign policy of the Russian Federation is that of international cooperation, peace and friendship with all nations irrespective of their political and social systems.

VOCABULARY


- | | | |
|-----------------------------------------------|-------------------------------------------|-----------------------------|
| to occupy [ˈɔkjupaɪ] — занимать | climate [ˈklaɪmɪt] | conditions |
| surface [ˈsɜːfɪs] — поверхность | [kənˈdɪʃənz] | — климатические условия |
| total [ˈtəʊtl] | area [ˈɛəriə] | — общая площадь |
| to border on — граничить с | moderate [ˈmɒdərət] | — умеренный |
| numerous [ˈnjuːmərəs] — многочисленные | ore [ɔː] | — руда |
| steppes — степи | ferrous — из черного металла | state — государство |
| taiga — тайга | to comprise — включать, охватывать | banner — знамя, флаг |
| highlands — горные возвышенности | legislative [ˈledʒɪslətɪv] | — законодательный |
| the Urals [ˈjuərəlz] — Уральские горы | executive [ɪgˈzekjʊtɪv] | — исполнительная |
| the Caucasus [kəˈkæsəs] — Кавказ | | |

judicial [GH'dISl] — судебная
Federal Assembly — Федеральное Собрание
the Council ['kaunsl] **of Federation** — Совет Федерации
State Duma — Государственная Дума


Supreme [su:'pri:m] **Court** [kɔ:t] — Верховный суд
influential — влиятельный
foreign ['fɔ:ɪn] **policy** — международная политика
irrespective — независимо

General understanding:

1. Is Russia the largest country in the world?
2. What oceans wash the borders of Russian Federation?
3. How many countries have borders with Russia?
4. Are Russian flora and fauna various?
5. What are the highest mountains in Russia?
6. What is Baikal famous for?
7. What is the climate in Russia like?
8. What is the national symbol of Russia?
9. What does the Federal Assembly consist of?
10. Who is the head of each Chamber of the Federal Assembly?

 *Translate into English:*

1. Общая площадь Российской Федерации составляет более 17 миллионов километров.
2. В мире вряд ли есть еще одна страна с такой разнообразной флорой и фауной.
3. Озеро Байкал — самое глубокое озеро на земном шаре и служит предметом гордости россиян.
4. На территории Российской Федерации существует 11 часовых поясов.
5. Россия является конституционной республикой с президентской формой правления.
6. Законодательная власть принадлежит Федеральному Собранию, состоящему из двух палат.
7. Законодательная и судебная власти прямо не подчиняются Президенту.

 *How well do you know your Homeland?*

What are:

- the biggest Russian lake?
- the longest Russian river (in European and Asian parts of Russian Federation)?
- a city with subtropical climate?
- cities with arctic climate?
- agricultural regions?
- old historical cities?
- places of recreation and tourism?



Text B

MOSCOW

Moscow is the capital and largest city of Russia. It is also the capital of Moscow Oblast, and it stands on the Moskva River. Moscow is the economic, political and cultural centre of Russia. Railways and numerous airlines link the city with all parts of Russia. Navigable waterways, including the Moscow Canal, Moscow River, and Volga-Don Canal, make the port areas of the city directly accessible to shipping from the Baltic, White, Black, and Caspian seas and the Sea of Azov.

Moscow covers an area of about 880 sq km. Concentric boulevards divide the city into several sections. At the centre of the concentric circles (and semicircles) are the Kremlin, the former governmental seat of Russia, and adjacent Red Square, which form the hub of a radial street pattern. Moscow has a modern underground system famous for its marble-walled stations.

Situated on the north bank of the Moscow River, the Kremlin is the dominant landmark of Moscow. A stone wall, up to 21 m in height and 19 towers, surrounds this triangular

complex of former palaces, cathedrals, and other monuments of tsarist times, some of them dating from the Middle Ages. The Great Kremlin Palace, completed in 1849, is the most imposing structure within the Kremlin. Other notable Kremlin palaces are the Granovitaya Palace (1491) and the Terem (1636).

Among the many cathedrals, now used mainly as museums, are the Cathedral of the Assumption and the Archangel Cathedral, each with five gilded domes, and the Cathedral of the Annunciation (13th-14th century), with nine gilded domes. Another landmark of the Kremlin is the Tower of Ivan the Great, a bell tower 98 m high. On a nearby pedestal is the Tsar's Bell (nearly 200 tons), one of the largest in the world. A recent addition to the Kremlin is the Palace of Congresses, completed in 1961. In this huge modern building were held meetings of the Supreme Soviet of the USSR and congresses of the Communist party of the Soviet Union; theatrical and other artistic performances have been held here as well.

St Basil's Cathedral, famous for its unique architecture and coloured domes, stands at one end of Red Square.

One of the best-known sections of Moscow is the Kitaigorod (Chinese City), the ancient commercial quarter lying to the east of the Kremlin. This section is now the site of many government office buildings. Other points of interest in Moscow include the Central Lenin Stadium, comprising about 130 buildings for various sports; and the tall Ostankino TV tower, which contains a revolving restaurant and an observation platform.

General understanding:

1. Where is Moscow located?
2. Is Moscow a port city?
3. How is Moscow divided into sections?

4. What is world-known about Moscow Underground system?
5. What are the places of interest in Moscow?
6. Why the Kremlin is the most important place of interest for tourists?
7. What Russian Orthodox cathedrals are situated inside the Kremlin?
8. What is Palace of Congresses used for at present time?



EXERCISE 5.1

Where are these places of interest situated?

- Granovitaya Palace
- the Red Square
- the Kremlin
- Great Kremlin Palace
- the Cathedral of the Assumption
- the Archangel Cathedral
- the Cathedral of the Annunciation
- Tower of Ivan the Great
- Tsar's Bell
- Palace of Congresses
- St Basil's Cathedral
- Central Lenin Stadium



EXERCISE 5.2

Please, write a short story about your visit to Moscow. The following questions will certainly help you:

- 1) Have you ever been to Moscow?
- 2) If yes, when was it?
- 3) Was it a business trip or a pleasure tour?
- 4) Did you fly, take a bus or a train to Moscow?
- 5) What train-station (airport) did you arrive to?
- 6) What were your expectations of Moscow?

- 7) What was your first impression of Moscow?
- 8) What places of interest have you visited?
- 9) Where did you stay at?
- 10) How long have you stayed in Moscow?
- 11) Did you enjoy your visit to Moscow?



Famous psychologists

Jean-Martin Charcot (1825–1893)

Jean-Martin Charcot was born in Paris on November 29, 1825. He received his Master's degree at the University of Paris in 1853. In 1860 he became a professor at his alma mater. Two years later, he began to work at hospital as well. In 1882, he opened a neurological clinic and became known throughout Europe. Students came from everywhere to study the new field. Among them were Alfred Binet and a young Sigmund Freud.

Charcot is well known in medical circles for his studies of the neurology of motor disorders, resulting diseases and localization of brain functions. He is considered the father of modern neurology.

In psychology, he is best known for his use of hypnosis to successfully treating women suffering from the psychological disorder then known as hysteria.

Charcot believed that hysteria was due to a congenitally (врожденно) weak nervous system, combined with the effects of some traumatic experience. Hypnotizing these patients brought on a state similar to hysteria itself. He found that, in some cases, the symptoms would actually lessen after hypnosis, although he was only interested in studying hysteria, not in curing it. Others would later use hypnosis as a part of curing the problem.

Charcot died in France, on August 16, 1893.



GRAMMAR

§ 1. Времена английского глагола

Таблица временных форм глагола

<u>TENSE</u> ВРЕМЯ	<u>Indefinite</u> <u>(Simple)</u> Простое	<u>Continuous</u> Длительное	<u>Perfect</u> Завершенное
<u>Present</u> Настоящее	I write Я пишу (вообще, обычно)	I am writing Я пишу (сейчас)	I have written Я (уже) написал
<u>Past</u> Прошедшее	I wrote Я (на) писал (вчера)	I was writing Я писал (в тот момент)	I had written Я написал (уже к тому моменту)
<u>Future</u> Будущее	I shall/will write Я напишу, буду писать (завтра)	I shall/will be writing Я буду писать (в тот момент)	I shall/will have written Я напишу (уже к тому моменту)

Глаголы в формах **Indefinite (Simple)** описывают обычные, повторяющиеся действия как факт — безотносительно к их длительности или к результату действия:

I go to school every day. — Я хожу в школу каждый день. В этом высказывании интересует не время, потраченное на дорогу, не процесс движения а сам факт: я хожу в школу, а не на работу.

То же самое относится к прошедшему времени и к будущему:

I went to school when I was a boy. — Я ходил в школу, когда был мальчиком.

I shall go to school when I grow up. — Я буду ходить в школу, когда вырасту.

Отрицательная и вопросительная формы в **Indefinite** образуются при помощи вспомогательных глаголов **do, does, did** с частицей **not**, краткая форма: **don't, doesn't, didn't**. Порядок слов прямой. Вопросительные предложения образуются, как правило, простой перестановкой подлежащего и вспомогательного глагола. Вопросительные местоимения при этом стоят всегда впереди.

He is a student. — *Is he a student?*

We do not write much. — *Do we write much?*

You have a computer. — *Have you a computer?* — *What do you have?*

She does not live in Moscow. — *Does she live in Moscow?*

He didn't like the film. — *Did he like the film?* — *What film he didn't like?*

Особую группу составляют разъединительные вопросы, которые переводятся как утверждения плюс «не так ли?» Они применимы к любому времени.

Например:

You speak English, don't you? Вы говорите по-английски, не так ли?

Но: *Let us speak English, shall we?* Давайте говорить по-английски, хорошо?

§ 2. Правильные и неправильные глаголы

По способу образования прошедшего времени все глаголы в английском языке можно разделить на две группы: правильные и неправильные. У правильных глаголов вторая и третья формы (**Past Indefinite Tense** и **Past Participle** — простое прошедшее время и причастие прошедшего времени) совпадают между собой и образуются путем прибавления к основе глагола окончания **-ed (-d)**:

to ask — asked to change — changed
to receive — received to work — worked

При этом существует ряд особенностей:

а) если глагол оканчивается на -у с предшествующей согласной, то буква у меняется на i и добавляется окончание **-ed**:

to supply — supplied, to apply — applied;

если глагол оканчивается на -у с предшествующей гласной, то буква у не меняется и добавляется окончание **-ed**

to stay — stayed, to play — played;

б) если глагол оканчивается на согласную с предшествующим кратким гласным звуком, то согласная на конце удваивается:

to stop — stopped.

После звонких согласных и гласных звуков окончание **-ed** или **-d** произносится как [d] *loved, said*, а после глухих согласных как [t] *looked*.

После звуков [d] и [t] на конце слова окончание **-ed (-d)** произносится как [ɪd] *landed, started*.

Неправильные глаголы образуют вторую и третью формы различными способами, без четких правил. Это наиболее часто употребляемые глаголы. В конце книги приведен список часто встречающихся неправильных глаголов.

Глаголы в формах **Continuous** описывают действие как процесс, как длительность — в соотнесенности с определенным моментом в прошлом, настоящем или будущем.

I am going to school (now). — Я иду в школу (сейчас, в настоящий момент).

I was reading a book yesterday at 5 o'clock. — Я читал книгу вчера в 5 часов.

I will be watching TV tomorrow at 7 o'clock. — Я буду смотреть телевизор завтра в семь часов.

Помимо этой функции, глаголы в **Present Continuous Tense** выражают действие, отнесенное в ближайшее будущее.

We are leaving for Moscow in July. — Мы уезжаем в Москву в июле.

Глаголы в формах **Perfect** выражают действие *завершенное*, приведшее к определенному *результату* (или к отсутствию результата). Можно сказать, что с помощью форм *Perfect* мы *подводим итоги* определенному периоду времени, определенных действий. Время подведения итогов — либо настоящий момент *Present Perfect*, либо момент в прошлом *Past Perfect*, либо — в будущем *Future Perfect*.

I have written the letter. (Present Perfect) — Я (только что) написал письмо (передо мной письмо как результат).

I had written the letter when he came. (Past Perfect) — Я написал письмо, когда он пришел (два действия, одно завершилось раньше другого).

I will have written the letter by 10 o'clock tomorrow. (Future Perfect) — Я напишу письмо к 10 часам завтра (действие завершится к определенному моменту времени в будущем).



EXERCISE 5.3

Open the brackets:

1. He (know) several foreign languages.
2. I (learn) English at school.
3. Usually the train (leave) at 10 o'clock.
4. Our grandparents (live) now in Moscow.
5. He (visit) them regularly last year.
6. As a rule I (go) to my university by bus.
7. She (work) abroad next year.
8. She (not like) poems.
9. Your children usually (ask) many questions.
10. At present he (work) at school.
11. My brother (like) music.
12. What you (do) yesterday?
13. His sister (go) to the seaside next July.
14. Soon we (leave) the school.
15. Who (take) his book yesterday?



EXERCISE 5.4

Put the verb to write in the appropriate form:

1. We often ... letters to our parents.
2. What ... you ... now?
3. Yesterday they ... tests from 10 till 12 o'clock.
4. Who ... this letter tomorrow?
5. I ... some letters last week.
6. What ... you ... tomorrow at 10?
7. When I came in she ... a letter.
8. Do you often ... letters to your parents?
9. I ...not ... this article now. I ... it in some days.
10. ... he ... his report at the moment?
11. What ... she ... in the evening yesterday?
12. As a rule he ... tests well.



EXERCISE 5.5

Put the verbs in brackets in the right form:

1. Peter and Ann (go) away five minutes ago.
2. I (write) the letter but I (not send) it.
3. He just (go) away.
4. She already (answer) the letter.
5. She (answer) it on Tuesday.
6. I just (tell) you the answer.
7. I (read) that book in my summer holidays.
8. The greengrocer (sell) now all his vegetables.
9. He (sell) all of them half an hour ago.
10. I (not see) him for three years. I (be) glad to see him again some time.
11. What you (do)? I (copy) the text from the text-book now.
12. He (go) to Moscow next week?
13. He (not smoke) for a month. He is trying to give it up.
14. When he (arrive)? — He (arrive) at 2.00.
15. You (switch off) the light before you left the house?
16. I (read) these books when I was at school. I (like) them very much.
17. I can't go out because I (not finish) my work.
18. I already (tell) you the answer yesterday.
19. What you (do) tomorrow In the morning?
20. I (not meet) him last week.
21. I usually (leave) home at seven and (get) here at twelve.
22. Here is your watch. I just (find) it.
23. You (not have) your breakfast yet?

 EXERCISE 5.6

Translate into English. Pay attention to the tense used:

1. Я никогда об этом не слышал. 2. Мальчику только четыре года, но он уже научился читать. 3. Вы уже переехали на новую квартиру? 4. Вы сделали много ошибок в диктante. 5. Вы когда-нибудь видели этого писателя? 6. В этом месяце я прочитал две новых книги. 7. Мой приятель уехал в Киев неделю назад и еще не писал мне. 8. Я не видел своего брата за последнее время. 9. Вы читали сегодня в газете статью о нашем новом театре? 10. Вы были когда-нибудь в Лондоне? — Нет, я поеду туда в этом году. 11. Вы уже прочитали эту книгу? — Как она вам понравилась? 12. Я хотел посмотреть этот фильм на прошлой неделе, но смог посмотреть его только вчера. 13. В этом году я собираюсь поступать в институт. 14. Ваш сын уже окончил институт? 15. Его дочь окончила школу в прошлом году.

 EXERCISE 5.7

Translate into English:

1. Он писал письмо, когда я пришел к нему. 2. Он делал свою работу, пока его братья играли в футбол. 3. Я упал, когда бежал за автобусом. 4. Мы делали уроки, когда пошел дождь. 5. Когда учитель давал урок, новая ученица вошла в класс. 6. Когда зазвонил телефон, я работал в саду. 7. Я увидел своих одноклассников, когда я шел по улице. 8. Начался дождь, когда мы наблюдали за игрой.

 EXERCISE 5.8

Put the verb in brackets in the right form. Use past tenses:

1. When I (arrive) the lecture already (start). 2. Peter (sit) in a dark room with a book. I told him that he (read) in very bad light. 3. Mother (make) a cake when the light (go) out. She had to finish it in the dark. 4. When I arrived Jenny (leave), so we only had time for a few words. 5. John

(have) a bath when the phone rang. He (get) out of the bath and (go) to answer it. 6. When we (come) to the airport, the plane already (land). 7. He suddenly (realize) that he (travel) in the wrong direction. 8. You looked very busy when I saw you last night. What you (do)? 9. I (call) Paul at 7.00 but it wasn't necessary because he already (get) up. 10. When I (see) him he (cross) the street. 11. While he (water) the flowers it (begin) to rain. 12. Ann said that she (be) on holiday. I (say) that I (hope) that she (enjoy) herself. 13. When I (look) through your books I (notice) that you (have) a copy of Jack London. 14. She said that she (not like) her present flat and (try) to find another. 15. When Ann (finish) her homework she (turn) on TV.

EXERCISE 5.9

Define the tense and translate into English:

1. Вчера в 9 часов вечера я смотрел телевизор. 2. Она сказала, что еще не выполнила домашнее задание. 3. Когда пришел мой друг, я еще не кончил завтракать. 4. Когда я встретил ее впервые, она работала в клинике. 5. Все студенты выполнили задание правильно после того, как преподаватель рассказал им, как его делать. 6. Когда мы вышли на улицу, ярко светило солнце. 7. Мой друг сказал, что его брат уже приехал. 8. Я читал книгу, когда услышал телефонный звонок. 9. После того, как врач осмотрел больного, он поговорил с его родственниками. 10. Когда мы пришли на остановку, автобус уже ушел. 11. Он смотрел телевизор, когда пришел его друг. 7. Почтальон обычно приходит в девять часов утра. Сейчас уже половина десятого, а он все еще не пришел. 8. Каждый вечер я смотрю телевизор. 9. Служащие заканчивают работу в шесть часов вечера. 10. Разве она не знала об этом? 11. Разве вы не видели этот фильм? 12. Она еще не брала своего маленького сына в театр, но уже водила его в кино в первый раз несколько дней назад. 13. Он обычно очень внимательно слушает учителя, но сейчас он не слушает, у него болит голова. 14. Я не играл в футбол с

прошлого года. 15. Маленькая девочка часто помогает своей матери. 16. Автор еще молодой человек. Он написал свою первую книгу в 1999 году. 17. Сейчас 8 часов утра и ребенок уже проснулся. Вчера утром он проснулся раньше. 18. В школе он играл в футбол.

**EXERCISE 5.10**

Put in the appropriate words from the list:

1. ... I go to the university by bus.
2. I do my morning exercises...
3. We shall have invited you...
4. Who has seen him ...?
5. He had worked here ...
6. ... the plant was producing new machines.
7. We have ... done our work.
8. What are you doing ...?
9. He was going home ...
10. Will you have read the book ...?
11. Did you see them ...?
12. We translated this text

- 1) before the lectures
- 2) by Tuesday
- 3) during October
- 5) every day
- 6) just
- 7) last week
- 8) now
- 9) recently
- 10) usually
- 11) when we met
- 12) when he comes home
- 13) already



EXERCISE 5.11

Change the sentences into questions as in the example. Answer the questions.

Example: *He can play chess. — Can't he play chess? — Yes, he can. / No, he can't.*

1. They left for Moscow.
2. He has finished his work.
3. She will visit us on Monday.
4. She has many relatives.
5. His father works here.
6. You know his address.
7. We shall go home together.
8. They are at home.
9. I am listening to you.
10. His friends were working in the garden.
11. You have done the task.

Lecture 6



- I. Звуки [ɪə], [aɪ], [h]
- II. Text A "The United Kingdom"
Text B "Dr. Sigmund Freud's museum in London"
- III. Famous Psychologists:
Sigmund Freud (1856–1939)
- IV. Грамматика: Модальные глаголы и их эквиваленты

Звуки [ɪə], [aɪ], [h]

Дифтонг [ɪə]

Ядро звука — гласный [i], а скольжение происходит в направлении нейтрального гласного, имеющего оттенок звука [ʌ].

Дифтонг [aɪ]

Ядро дифтонга — гласный звук, похожий на русский звук [a] в слове «чай». Скольжение происходит в направлении звука [i], однако его образование полностью не достигается, в результате чего слышится лишь начало звука [i].

Согласный звук [h]

Этого звука в русском языке нет. В английском языке он встречается только перед гласным и на слух представляет собой легкий, едва слышный выдох. В отличие от русского [x] английский [h] образуется без всякого участия языка, поэтому необходимо следить за тем, чтобы задняя спинка языка не поднималась близко к мягкому нёбу.



EXERCISE A

year — hear — ear
here — near — fear
tear — peer — beer
rear — leer — mere

 EXERCISE B

mile — pile — kite
site — side — ride
height — light — fight
might — right — tight
pike — hike — hide

 EXERCISE C

hope — heap — hat
heal — heel — heal
health — height — hear
hood — his — ham
her — here — hate

 EXERCISE D

hit — heat — head
hall — hollow — hammer
hand — happy — hard

 Text A

THE UNITED KINGDOM

The United Kingdom, officially the United Kingdom of Great Britain and Northern Ireland, is an island nation and constitutional monarchy in north-western Europe, member of the European Union (EU).

Great Britain is the largest of the British Isles. It comprises, together with numerous smaller islands, England and Scotland, and the principality of Wales. Northern Ireland, also known as Ulster, occupies the north-eastern part of the island of Ireland.

The United Kingdom is bordered to the south by the English Channel, which separates it from continental Europe, to the east by the North Sea, and to the west by the Irish Sea and the Atlantic Ocean. The only land border is between

Northern Ireland and the Republic of Ireland. The total area of the United Kingdom is 242,752 sq km. The capital and the largest city is London.

The names "United Kingdom", "Great Britain", and "England" are often used interchangeably. The use of "Great Britain", often shortened to "Britain", to describe the whole kingdom is common and widely accepted, although strictly it does not include Northern Ireland.

However, the use of «England» to mean the "United Kingdom" is not acceptable to members of the other constituent countries, especially the Scots and the Welsh.

England and Wales were united administratively, politically, and legally by 1543. The crowns of England and Scotland were united in 1603, but the two countries remained separate political entities until the 1707 Act of Union, which formed the Kingdom of Great Britain with a single legislature. From 1801, when Great Britain and Ireland were united, until the formal establishment of the Irish Free State in 1922, the kingdom was officially designated the United Kingdom of Great Britain and Ireland.

Hong Kong, which contains all but 200,000 of the 6 million combined population of the dependencies, was returned to China in 1997.

The maximum overall length of the United Kingdom is 1,264 km: the most northerly point is Out Stack in the Shetland Islands. The most southerly is St Agnes in the Scilly Isles. The kingdom's maximum width is 670 km. The mainland of the island of Great Britain is 974 km at its longest and 531 km at its widest; however, the highly indented nature of the island's coastline means that nowhere is more than about 120 km from the sea.

Relative to its size, the scenery of the United Kingdom is very diverse and can change dramatically within short distances. This diversity reflects in part the underlying rocks, which range from the ancient mountains of the Highlands of Scotland to the recent deposits in eastern England.

All of the United Kingdom, except the area of England south of the Thames, was covered with ice during the ice

age, and glaciation shaped its most spectacular scenery, including the English Lake District, the loughs of Northern Ireland, the Welsh valleys, and most of Scotland, including the lakes.

The climate of the United Kingdom is mild relative to its latitude, which is the same as that of Labrador in Canada. The mildness is an effect of the warm Gulf Stream. This current brings the prevailing south-westerly winds that moderate winter temperatures and bring the depressions which are the main day-to-day influence on the weather. The western side of the United Kingdom tends to be warmer than the eastern; the south is warmer than the north. The mean annual temperature is 6° C in the far north of Scotland; 11° C in the south-west of England. Winter temperatures seldom are below -10° C and summer temperatures rarely higher than 32° C. The sea winds also bring plenty of moisture; average annual precipitation is more than 1,000 mm.

Rain tends to fall throughout the year, frequently turning to snow in the winter, especially in Scotland, the mountains of Wales, and northern England. The western side of Britain is much wetter than the eastern: average rainfall varies from more than 5,000 mm in the western Highlands of Scotland, to less than 500 mm in parts of East Anglia in England.

The population of United Kingdom is more than 56 mln people, but it is one of the world's leading commercial and industrialized nations. In terms of gross national product (GNP) it ranks fifth in the world, with Italy, after the United States, Japan, Germany, and France.

VOCABULARY

island nation — островное государство	principality — княжество
constitutional monarchy — конституционная монархия	North Sea — Северное море
European Union — Европейский союз	interchangeably — взаимозаменяемо
to comprise — включать	to accept — принимать, допускать
numerous — многочисленные	strictly — строго, <i>зд.</i> строго говоря

include — включать	shape — форма
constituent — составляющий	spectacular — впечатляющий
administratively — административно	valley — долина
entities — <i>зд.</i> субъекты	latitude [ˈlætɪtjuːd] — широта геогр.
single — <i>зд.</i> единая	prevailing — преобладающий
dependencies — находящийся в зависимости	moderate [prɪˈveɪlɪŋ] — умеренный
overall length [lɛŋθ] — общая протяженность	depressions — углубление, впадение
maximum width [wɪdθ] — максимальная ширина	mean — <i>зд.</i> среднеарифметический
indented — <i>зд.</i> изрезанная	average annual precipitation — среднегодовое количество осадков
scenery [ˈsiːnəri] — пейзаж	in terms of — говоря о чем-либо
dramatically — резко	GNP (Gross National Product) — валовой национальный продукт
diversity [daɪˈvɜːsɪti] — разнообразие	
deposits [dɪˈpɒzɪt] — отложения	
glaciation — обледенение	

EXERCISE 6.1

Translate into English.

1. Официальное название Великобритании — Соединенное Королевство Великобритании и Северной Ирландии.
2. Соединенное королевство является членом Европейского союза и конституционной монархией.
3. Северная Ирландия занимает северо-восточную часть острова Ирландия.
4. Ла-Манш отделяет Соединенное Королевство от континентальной Европы.

EXERCISE 6.2

Use the following phrases and word combinations to retell the text:

1. As I understood from the text ...
2. According to the text ...
3. According to the author ...
4. As it is described in the text ...

5. As it is said in the text ...
6. As the author puts it ...
7. According to the figures (data, information, opinions) from the text ...



EXERCISE 6.3

Discuss the following statements. Use the following phrases to express your opinion:

1. It seems to me (that) ...
2. I would like to say that ...
3. As I see it ...
4. I think that...
5. I guess ...
6. I suppose ...
7. I (strongly) believe that ...
8. I am (absolutely) sure that ...

Statement A: United Kingdom is a small country. It is one of the leading countries now because it had many rich colonies in the past.

Statement B: UK will lose Northern Ireland soon and Wales and Scotland later, like it lost Hong Kong in 1997, because of the differences in languages, culture and history.

Statement C: British people don't travel much because they live not too far from the sea (ocean).

TABLE:

MODERN HISTORY OF GREAT BRITAIN

1919	First regular London-Paris air service instituted.
1926	John Logie Baird demonstrates television system.
1927	British Broadcasting Corporation chartered.
1928	Alexander Fleming discovers penicillin.

1936	First regular television broadcasts from Alexandra Palace.
1947	Independence for India and Pakistan. Nationalization of coal mines and railways.
1949	Foundation of North Atlantic Treaty Organization.
1952	Britain explodes atomic bomb in Australia.
1955	Irish Republican Army begins terrorist campaign.
1960	Independence for Cyprus and Nigeria. «The Beatles» form.
1969	Oil discovered off Scottish coast.
1980	North Sea oil makes Britain self-sufficient in certain petroleum products.

EXERCISE 6.4

What events had impact on World history or the modern history of Russia (USSR)?

EXERCISE 6.5

Group discussion. Split in groups of 2-4. Think of the most important factors presented in the table below and their influence on the "British" character. What makes it "special"?

LAND

Area
241,752 sq km
Highest Point
Ben Nevis
1,343 m above sea level
Lowest Point
Holme Fen 3 m below sea level

CLIMATE

Average Temperatures
London January 4° C
July 18° C
Edinburgh January 3° C
July 15° C
Average Annual Precipitation
London 590 mm
Edinburgh 680 mm

POPULATION

Population

58,395,000 (1994 estimate)

Population Density

242 persons/sq km

(626 persons/sq mi)

Urban/Rural Breakdown

92% Urban

8% Rural

Largest Cities

London (Greater) 6,933,000

Birmingham 1,017,000

Leeds 724,500

Glasgow 681,000

Ethnic Groups94.5% English, Scottish,
Welsh, or Irish

5.5% Other

Languages

Official Language

English

Other LanguagesWelsh, Scots-Gaelic, other
minority languages**Religions**

54% Anglicanism

13% Roman Catholicism

33% Other

*including other Protestant
denominations, Islam, Judaism,
Hinduism, and Sikhism***ECONOMY**

Gross Domestic Product

US \$1,023,900,000,000

Chief Economic Products

AgricultureWheat, barley, potatoes, sugar
beets, oilseed rape, livestock,
animal products**Fishing**Mackerel, shellfish, herring, cod,
haddock, anglerfish, plaice,
hake, whiting**Mining**Coal, limestone and dolomite,
petroleum and natural gas**Manufacturing**Machinery and transport
equipment, food products,
chemical products, minerals
and metal products**Employment Breakdown**

58% Trade and Services

23% Manufacturing and
Industry

16% Business and Finance

2% Agriculture, Forestry,
and Fishing

1% Military and Defence

**EXERCISE 6.6**

Defining «Britishness». Split in three groups. Fill out the table below. Then compare the results and try to explain them. Think of the source of such a stereotype. Do you agree or disagree with the rational and irrational columns? Think of your own table describing the stereotypes about the British (any other) people.

Table: «Britishness»

Stereotype	pos/neg/neutr.	Rational explanation	Irrational explanation
People of GB drink tea every day	neutral	Cold climate – they need to warm up	It is a custom and they are very conservative and cannot change it

**Text B****DR. SIGMUND FREUD'S MUSEUM IN LONDON**

The text below is taken from the Freud's museum in London. It is a guide for school students (pupils). Does it tell the most important things about Sigmund Freud? Do you think it is good written for children? Is it suitable for adults?

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

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

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

He also showed that the unconscious is full of memories and ideas from early childhood, but they are “repressed” and made unconscious because they are things we don’t want to think about, or they are forbidden. Freud believed in an idea which is still often heard today, that “the child is father to the adult”, and because of his views many adults today think about children in a different way to before.

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

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

But sometimes you are not allowed to have an ice-cream. Freud said that the wish is often forbidden, so it becomes unconscious and repressed. So part of you wants to make

the wish come true and part of you wants to stop the wish. Because of this the wish is disguised, which means that the dream has to be interpreted before it makes sense. That's why Freud called his book *The Interpretation of Dreams*.

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

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

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

VOCABULARY

study — исследование
treatment — зл. лечение
brain — мозг
to obtain — получать
to suffer [ˈsʌfə] — страдать
hysteria [hɪˈstɪəriə] — истерия
to cough [kɒf] — кашлять

hypnosis [hɪpˈnəʊsɪs] — гипноз
determined — зл. решив
gradually — постепенно
unconscious — бессознатель-
 ный
forbidden — запрещенный
nightmares — ночные кошмары

to come true — сбываться	disappointment — разочарование
to disguise [dis'gaiz] — скрывать	couch — кушетка, оттоманка
to make sense — иметь смысл	by relating — <i>зд.</i> соотнося
riddle ['ridl] — загадка, тайна	to affect — влиять

The following questions are asked by the guide in the London Museum of Freud. Try to answer them:

- 1) What is the most famous appliance used in modern times named after Charcot?
- 2) Have you ever done anything without knowing the real reason until afterwards? What was it?
- 3) What does it mean that «the child is father to the adult»? Do you think it is true?
- 4) Why do you think people like solving riddles?
- 5) Do you think everyone has an Oedipus complex, or do you think it was something Freud made up?
- 6) What other situations do you know when the mind affects the body?



Famous psychologists

Sigmund Freud (1856–1939) was born May 6, 1856, in a small town Freiberg. His father was a wool merchant (торговец шерстью) with a keen mind (с тонким умом) and a good sense of humor. His mother was a lively woman, her husband's second wife and 20 years younger. She was 21 years old when she gave birth to her first son, Sigmund. Sigmund had two older half-brothers and six younger siblings (братьев и сестер). When he was four or five the family moved to Vienna, where he lived most of his life.

A brilliant child, always at the head of his class, he went to medical school, where he became involved in research under the direction of a physiology professor Ernst Brücke. Brücke believed in reductionism: "No other forces than the common physical-chemical ones are active within the organism."

Freud concentrated on neurophysiology, but only a limited number of positions at the university were available. Brücke helped him to get a grant to study, first with the great psychiatrist Charcot in Paris, then with Bernheim. Both these gentlemen were investigating the use of hypnosis with hysterics.

After spending a short time as a neurologist and director of a children's ward (детское отделение) in Berlin, he came back to Vienna, married his patient fiancée (невеста) Martha Bernays, and set up a practice in neuropsychiatry, with the help of Joseph Breuer.

Freud's books and lectures brought him both fame and ostracism (остракизм, гонения) from the traditional medical community. He collected around him a number of very bright students who became the core (ядро) of the psychoanalytic movement. Unfortunately, Freud rejected people who did not totally agree with him. Some separated from him on friendly terms; others did not, and continued research to found competing schools of thought.

Freud emigrated to England just before World War II when Vienna became an increasingly dangerous place for Jews, especially ones as famous as Freud. Not long afterward, he died of the cancer of the mouth and jaw (челюсть) that he had suffered from for the last 20 years of his life.



GRAMMAR

§ 1. Модальные глаголы и их эквиваленты

Модальные глаголы показывают отношение говорящего к действию, выраженному инфинитивом. Например, сравните:

You can speak English. Вы можете (умеете) говорить по-английски.

You must speak English. Вы должны говорить по-английски. *You may speak English.* Вы можете говорить по-английски. (Вас поймут.)

Как видим, в одном и том же предложении изменение модального глагола меняет смысл всего предложения, т.е. меняется отношение к действию, выраженному инфинитивом.

Модальные глаголы не имеют форм во всех временах, для этого употребляются их эквиваленты (заменители).

Вопросительные и отрицательные предложения с модальными глаголами строятся без вспомогательных глаголов: *Can you help me? — Yes, I can. — No, I can't.* Вы можете помочь мне? — Да. — Нет.

К основным модальным относятся глаголы:

can — мочь, быть в состоянии, *could* — прошедшее время предполагает наличие физической, умственной и прочих возможностей, позволяющих сделать что-либо:

I can swim. — Я могу (я умею) плавать.

I could translate this text. — (Я мог, был в состоянии) перевести этот текст.

В будущем времени у глагола *can* есть заменитель — конструкция *to be able to* (быть в состоянии что-либо сделать): *I shall be able to help you when I am free.* — Я смогу помочь тебе, когда освобожусь.

may — иметь возможность, получить разрешение (делать что-либо),

прошедшее время — *might* — *May I help you? —* Можно вам помочь? — *Yes, you may.* — Да, можно.

В будущем времени у модального глагола *may* есть заменитель — конструкция *to be allowed to* (получить разрешение сделать что-либо).

He will be allowed to take the book. Ему разрешат взять книгу.

must — должен, обязан.

You must write it down now. — Вы должны написать это сейчас.

Заменителями глагола *must* являются глаголы *to have to* и *to be to*, которые имеют некоторые дополнительные оттенками значения. Глагол *to have to* означает долженствование, вызванное обстоятельствами, вынужденную

необходимость, в то время как глагол *to be to* — долженствование, связанное с расписанием, планом или заранее сделанной договоренностью.

She had to stay at home. — Она вынуждена была (ей пришлось) остаться дома.

The train was to arrive at 8 in the evening. — Поезд должен был прибыть в 8 вечера. (По расписанию).

После модальных глаголов и некоторых их эквивалентов инфинитив употребляется без частицы *to*.

Заменителями модального глагола *must* являются также модальные глаголы *ought to*, *should* (в значении совета, рекомендации, упрека) и *shall* (испрашивается разрешение на совершение действия).

You should enter the Institute. Вам следует поступить в институт (рекомендация, совет).

В сочетании с перфектным инфинитивом глагол *should* выражает сожаление о невыполненном действии и переводится «следовало бы».

You should have helped them. Вам следовало бы помочь им. (Но вы не сделали этого.)

Shall I read? Мне следует читать?

Модальный глагол *would* может иметь следующие значения:

1. Вежливая просьба. *Would you help me?* Не поможете ли вы мне?

2. Повторяемость действия в прошлом. *He would often help me.* Он, бывало, часто помогал мне.

3. Стойкое нежелание совершать какие-либо действия. *He wouldn't listen to me.* Он никак не хотел слушать меня.

Модальный глагол *need* — «нужно, надо» употребляется, в основном, в отрицательных предложениях. *You needn't do it now.* Вам не нужно делать это сейчас.

EXERCISE 6.7

Analyze the use of modal verbs and translate the following sentences:

1. Who can answer my question?

2. Nobody could translate this text.
3. He ought to do this task at once.
4. Must I attend this meeting? — No, you needn't.
5. You should have shown your notes to the teacher.
6. I asked him, but he wouldn't listen to me.
7. They should visit her, she is in the hospital.
8. Last summer we would often go to the country.
9. Your son can do this work himself.
10. Would you tell me the way to the station?
11. Your friend might have informed us.
12. May I leave for a while? — Yes, you may.
13. She should be more attentive at the lessons.
14. You needn't come so early.

EXERCISE 6.8

Insert necessary modal verbs.

1. I ... not go to the theatre with them last night, I ... revise the grammar rules and the words for the test. 2. My friend lives a long way from his office and ... get up early. 3. All of us ... be in time for classes. 4. When my friend has his English, he ... stay at the office after work. He (not) ... stay at the office on Tuesday, Thursday and Saturday and ... get home early. 5. ... you ... work hard to do well in your English? 6. «... we discuss this question now?» «No, we We ... do it tomorrow afternoon.» 7. I'm glad you ... come. 8. «... you ... come and have dinner with us tomorrow?» «I'd love to.» 9. «Please send them this article.» «Oh, ... I do it now?»

EXERCISE 6.9

Translate into English using modal verbs.

1. Мы обязательно должны писать диктант сегодня? — Да, завтра мы будем учить новые слова. 2. Вчера мне пришлось ответить на все эти письма. 3. Виктора тоже пригласить на обед? — Да, сделайте это, пожалуйста. 4. Вам пришлось остаться дома, потому что была плохая погода?

5. Вы обязательно должны прийти и посмотреть нашу новую квартиру. — С удовольствием. 6. Я рад, что мне не пришлось заканчивать эту работу вчера. 7. Я не люблю поздно ложиться спать, но иногда мне приходится. 8. Можно мне пойти погулять сейчас? — Нет, нельзя. Ты должен скоро ложиться спать. 9. Вам следует навестить вашего друга. Он вчера не пришел на урок. 10. Почему ты не пришла? — Я не могла, я должна была помочь маме по дому. 11. Вам не нужно идти в библиотеку, у нас много книг дома, и вы можете взять любую, какую хотите.

Lecture 7



- I. Фонетическая разминка: звуки [θ], [ð]
- II. Text A "USA"
Text B "Prozac — discovering happiness?"
- III. Famous psychologists: B. F. Skinner
(1904–1990)
- IV. Грамматика: Согласование времен в
главном и придаточном предложениях

Звуки [θ], [ð]

Согласный звук [θ]

В русском языке подобного звука нет. Звук [θ] — глухой. При его произнесении язык распластан и ненапряжен, кончик языка образует узкую плоскую щель, неплотно прижимаясь к нему. В эту щель с силой проходит струя воздуха. Кончик языка не должен сильно выступать за верхние зубы или слишком плотно прижиматься к губам. Зубы должны быть обнажены, особенно нижние, так, чтобы нижняя губа не касалась верхних зубов и не приближалась к ним.

Согласный звук [ð]

При произнесении звука [ð] органы речи занимают такое же положение, как и при произнесении звука [θ]. Звук [ð] отличается от звука [θ] только звонкостью.

EXERCISE A

through — fifth — myth
thief — booth — tooth
thank — think — thought
theatre — theory — theft

EXERCISE B

thermometer — thick — thin
thirst — thirty — thorough
threat — three — thunder

threw — throat — thumb
faith — hearth — path
bath — booth — broth

EXERCISE C

this — that — those
there — though — these
them — they — the

Text A

USA

The United States of America is the fourth largest country in the world after Russia, Canada and China. It occupies the central part of the North American continent.

The United States of America is a federal republic, consisting of 50 states including the states of Alaska and Hawaii. Outlying areas include Puerto Rico, American Samoa, Guam, and the US Virgin Islands.

The northern boundary is partly formed by the Great Lakes and the St Lawrence River; the southern boundary is partly formed by the Rio Grande. United States also has a sea-border with Russia.

The total area of the United States (including the District of Columbia) is 9,809,155 sq km, of which 1,700,139 sq km are in Alaska and 28,313 sq km are in Hawaii. Inland waters cover 507,788 sq km of the total area.

The country is washed by three oceans: the Arctic, the Atlantic and the Pacific. The country has many lakes, with the Great Lakes included. There are also many rivers on the US territory. The longest of them are the Mississippi, the Missouri, the Columbia, the Rio Grande and some others. On the US territory there are mountains and lowlands. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak, Mount McKinley, is located in Alaska.

The climate conditions are rather different. The country is rich in natural and mineral resources: oil, gas, iron ore, coal and various metals.

The USA is a highly developed industrial and agricultural country. The main industrial branches are aircraft, rocket, automobile, electronics, radio-engineering and others.

Americans are made up from nearly all races and nations. The country population is over 250 mln. The national symbol of the USA is its national flag "Stars and Stripes", having 50 white stars and 13 white and red stripes on its field, symbolising the number of the original and present day states.

Officially the country comprises 50 states and one District of Columbia. The states differ in size, population and economic development. Each state has its own capital. The capital of the USA is Washington. It is situated in the District of Columbia on the banks of the Potomac river and is named after the first american President — George Washington. There are many large cities in the country: New York, Los Angeles, Chicago, Philadelphia, Detroit, San-Francisco, Cleveland and some others.

The United States of America is a federal state, headed by the President. According to the US Constitution the powers of the Government are divided into three branches: legislative, executive and judicial.

The legislative power belongs to the Congress consisting of the Senate and the House of Representatives. The Senate represents the states while the House of Representatives — the population. The executive power belongs to the President and his Administration (Vice-President and Cabinet of Ministers). The judicial power belongs to the Supreme Court and the system of Federal, state and district courts.

There are several political parties in the USA, the largest of them are the Republican (symbolised by a donkey) and the Democratic (symbolised by an elephant).

VOCABULARY

outlying areas — внешние территории District of Columbia — округ Колумбия

inland waters — внутренние водоемы	to be made up from — быть составленным, состоять из
to pass — проходить через	stripe — полоса
frontier — граница	to symbolize — символизировать
to include — включать	legislative power — законодательная власть
lowlands — низины	to represent — представлять
peak — вершина, пик	to belong — принадлежать
to be located — располагаться	donkey — осел
aircraft — воздушное судно	

ADD TO YOUR ACTIVE VOCABULARY

- a) **Great Plains** — Великие равнины
Appalachian mountains — Аппалачские горы
Rocky mountains — Скалистые горы

ADD TO YOUR VOCABULARY

- | | |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| b) driveway — проезд, выезд | shopping plaza — открытая торговая площадь, торговый ряд |
| sidewalk — тротуар | free delivery — бесплатная доставка |
| drive-thru shop — магазин, покупки в котором производятся через окно автомобиля | telephone order — телефонный заказ |
| toll-road — платная дорога (магистраль) | sale — распродажа |
| toll-free road — бесплатная дорога | discount — скидка |
| highway, parkway, thruway — автомагистрали | seasons sale — сезонная распродажа |
| turnpike — главная магистраль | clearance sale — распродажа залежей товаров |
| c) shopping-mall — торговый центр | discount coupon — купон на скидку |
| | free gift — бесплатный подарок |

EXERCISE 7.1

Translate into English:

1. США — четвертая по размеру страна после России, Канады и Китая.

2. Внешние границы включают в себя Пуэрто Рико, Американское Самоа и Виргинские острова.
3. 48 Штатов граничат на севере с Канадой, а на юге с Мексикой.
4. США имеет морскую границу с Российской Федерацией.
5. Поверхность внутренних вод США составляет около 507 тысяч квадратных километров.
6. США омывается тремя океанами: Северным Ледовитым, Атлантическим и Тихим.
7. США — высокоразвитое промышленное государство со множеством отраслей.
8. Аэрокосмическая и электронные отрасли промышленности США занимают особое место в экономике США.
9. Каждый штат имеет свою столицу.



Text B

"PROZAC — DISCOVERING HAPPINESS?"

by John Keen

Since the introduction of Thorazine, various drugs to treat mental illness have been developed. Psychiatrists have prescribed them, and they have been found to work with varying degrees of effectiveness for different people and conditions, while causing a range of side effects. There has been a new antidepressant on the market every two or three years.

In 1987, the antidepressant fluoxetine (Prozac) was introduced. It had been tested and found to be an effective antidepressant with fewer than usual side effects. Doctors began to prescribe it to depressed patients. The results were astonishing. Patients reported feeling "better than well." It not only eased their depression, but seemed to give them a new look at themselves. Prozac users felt they were discovering their own true personalities for the first time, uninhibited by a vague weight that they have suffered from before. It seemed to make cautious people more spontaneous, the introverted more outgoing, the timid more confident. In short, it seemed to improve people's personalities, at least in

making them more socially attractive. Within two years, pharmacies were filling 65,000 Prozac prescriptions per month — in the United States alone. Within five years, 4.5 million Americans had taken it. This was the fastest acceptance ever for a psychiatric drug. And because it seemed to go beyond treating illness and actually improve people it gained the status of a celebrity. As Peter Kramer wrote in *Listening to Prozac*, “Prozac enjoyed the career of a true celebrity — renown, followed by rumors, then notoriety, scandal, and lawsuits, and finally a quiet rehabilitation.”

Reports emerged that some patients felt more suicidal on Prozac. Lawyers began to defend murder suspects by saying that whatever they did, it was under the influence of a drug — Prozac. There was a backlash to the use of the drug, followed by a smaller backlash to the backlash, until Prozac left the front pages and returned to the pharmacist's formulary.

Still, it had opened a new window on an old question about personality and mental health — how much of it is biological, and how much experiential?

VOCABULARY

mental illness — психическое заболевание	introverted — интровертный, скрытный
side effect — побочный эффект	timid [ˈtɪmɪd] — робкий
astonishing — удивлять	true celebrity — настоящая знаменитость
to ease — облегчать	pharmacy — ам. аптека
uninhibited — несдерживаемые	notoriety — знаменитость, известная личность
vague — неопределенный, расплывчатый	lawsuits — судебные иски
bog [bɒɡ] — болото, трясина <i>зд.</i>	to emerge — появляться, происходить
<i>to get ged down in</i> — вязнуть	backlash [ˈbæk læʃ] — обратная реакция.
cautious — осторожный	
spontaneous — спонтанный	

General understanding:

1. How often according to the text the antidepressant appeared on American market?

2. What was different about the Prozac?
3. What effect did it have on patients?
4. Why did Peter Kramer refer to Prozac as a «celebrity»?
5. What did lawyers have to do with Prozac?



Famous psychologists

B. F. Skinner (1904–1990)

Burrhus Frederic Skinner was born March 20, 1904 in the small Pennsylvania town. His father was a lawyer, and his mother a strong and intelligent housewife. His upbringing (воспитание) was old-fashioned and hard-working.

Burrhus was an active, out-going boy who loved the outdoors (свежий воздух) and building things, and enjoyed school.

Burrhus received his BA in English from Hamilton College in New York. However, he did not enjoy college life very much. He was an atheist in a school that required daily church attendance (ежедневное посещение церкви).

He wanted to be a writer and did try, sending off poetry and short stories. When he graduated, he built a study (кабинет) in his parents' attic (чердак) to concentrate.

After some traveling, he decided to go back to school, this time at Harvard. He got his master's degree in psychology (MA) in 1930 and his doctorate (Ph.D) in 1931, and stayed there to do research until 1936.

Also in that year, he moved to Minneapolis to teach at the University of Minnesota. There he met and soon married Yvonne Blue. They had two daughters, the second of which became famous as the first infant to be raised in one of Skinner's inventions, the air crib (колыбель). Although it was nothing more than a combination of crib and playpen (детский манеж) with glass sides and air conditioning, it looked like keeping a baby in an aquarium.

In 1945, he became the chairman of the psychology department at Indiana University. In 1948, he was invited to

come to Harvard, where he stayed for the rest of his life. He was a very active man, doing research and guiding hundreds of doctoral candidates as well as writing many books. While not successful as a writer of fiction and poetry, he became one of our best psychology writers, including the book *Walden II*, which is a fictional account of a community run by his behaviorist principles.

August 18, 1990, B. F. Skinner died of leukemia after becoming one of the most famous psychologist after Sigmund Freud.



GRAMMAR

§ 1. Согласование времен в главном и придаточном предложениях

В английском сложноподчиненном предложении с придаточным дополнительным (вопрос «что?», «кто?», «чего?» и т.д.) соблюдаются *правила согласования времен* в главном и придаточном предложениях. Эти правила сводятся к следующему:

1. Если глагол-сказуемое главного предложения стоит в *настоящем* или *будущем* времени, то глагол-сказуемое придаточного дополнительного предложения может стоять в *любой* временной форме, требуемой смыслом, например:

He says you are right. — Он говорит, что ты прав.

He will tell why he was not at school yesterday. — Он скажет, почему он не был в школе вчера.

2. Если глагол-сказуемое главного предложения стоит в *прошедшем* времени (обычно — в *Past Indefinite*), то и глагол дополнительного придаточного предложения должен стоять в одном из прошедших времен, в том числе — в будущем с точки зрения прошедшего (*Future in the Past*).

He said he would not go to school tomorrow. — Он сказал, что не пойдет в школу завтра.

При этом для обозначения действия, *одновременного* с действием, выраженным сказуемым главного предложения, употребляется **Past Continuous** (в русском языке — настоящее время) или **Past Indefinite**.

He told me he was preparing for his exam. — Он сказал мне, что готовится к экзамену.

Для обозначения действия, *предшествующего* действию, выраженному сказуемым главного предложения, обычно употребляется **Past Perfect**. На русский язык глагол-сказуемое придаточного в данном случае переводится глаголом в прошедшем времени:

I didn't know he had left for Moscow. — Я не знал, что он уехал в Москву.

При указании определенного времени (in 1980, yesterday) предшествующее время выражается при помощи **Past Indefinite**.

Например: *I thought you were born in 1980.*

Для выражения будущего времени с точки зрения прошедшего времени употребляется форма **Future in the Past** где вспомогательный глагол *will* меняется на *would*, которая на русский язык переводится будущим временем:

He told me that he would meet me at the Institute. — Он сказал мне, что встретит меня в институте.

EXERCISE 7.2

Put the verbs in brackets in the right tense. Pay attention to the sequence of tenses. Translate the sentences into English.

1. I did not know that you already (to read) this book.
2. He did it better than I (to expect).
3. He said that the bus (to be) here soon.
4. I think it all happened soon after the meeting (to end).
5. They decided that they (to bring) us all the necessary books.
6. He said that he (can) not do it with-

out my help. 7. He asked the students whether they ever (to see) such a book. 8. It was decided that we (to start) our work at eight o'clock. 9. I told you that I (to leave) for Minsk on the following day. 10. The boy did not know that he already (receive) a good mark. 12. He wanted to know what (to become) of the books. 13. The visitors were told that the secretary just (to go out) and (to come back) in half an hour. 14. He said we (may) keep the books as long as we (to like). 15. We thought that he not (to be able) to make his work in time and therefore (to offer) to help her. 16. When I came they (to tell) me that he (to leave) half an hour before. 17. It was soon clear to the teacher that the control work (to be) a difficult one. 18. I decided that next year I (to go) to see my old friend again. I not (to see) him since he (to go) to Moscow.

§ 2. Страдательный залог (Passive Voice)

Формы страдательного залога английских глаголов образуются с помощью вспомогательного глагола **to be** в соответствующем времени, лице и числе и причастия II (Participle II) смыслового глагола:

Present Indefinite:	The letter is written.
Past Indefinite:	The letter was written.
Future Indefinite:	The letter will be written.
Present Continuous:	The letter is being written.
Past Continuous:	The letter was being written.
Future Continuous:	The letter will be being written.
Present Perfect:	The letter has been written.
Past Perfect:	The letter had been written.
Future Perfect:	The letter will have been written.

Глагол-сказуемое в страдательном залоге показывает, что подлежащее предложения является объектом действия со стороны другого лица или предмета.

Сравните:

I bought a book. — Я купил книгу.

The book was bought (by me). — Книга была куплена (мною).

Глаголы в страдательном залоге на русский язык переводятся:

1. Глаголом быть + краткая форма причастия страдательного залога:

The letter was sent yesterday. Письмо было послано вчера.

2. Глаголом с частицей -ся (-сь):

This problem was discussed last week. Эта проблема обсуждалась на прошлой неделе.

3. Неопределенно-личным оборотом, т.е. глаголом в действительном залоге 3 лица множественного числа, типа «говорят», «сказали»:

English is spoken in many countries. На английском языке говорят во многих странах.

4. Глаголом в действительном залоге (при наличии исполнителя действия):

Pupils are taught at school by the teachers. Учеников учат в школе учителя.



EXERCISE 7.3

Russian

Translate into English. Determine the tense and voice of the verb:

1. He left for Moscow.
2. The news will be of great interest.
3. They were speaking to him.
4. She studied many subjects.
5. He was much spoken of.
6. New subjects will be studied next term.
7. I am working now.
8. The text has already been written by them.
9. He studies at our school.
10. You are playing chess, aren't you?
11. The text is being translated at the moment.
12. Do you work at this lab?
13. When I saw him, he was going home.
14. They will have passed their exams by 3 o'clock.
15. This book was written by our teacher.
16. We shall be writing our tests at 10 o'clock.
17. The work will have been done when he comes.
18. We translated this text.
19. The letter had been written before we

came. 20. We shall inform you. 21. These toys are made in Japan. 22. Does he work here? 23. Is he working now? 24. The conference will be held in May. 25. Rostov was named after Dmitry Rostovsky. 26. What are you doing here? 27. This work must be done at once. 28. You may take my book. 29. I am often asked at the lessons. 30. This article was being translated when I came.

EXERCISE 7.4

Translate into English. Determine the tense and voice of the verb:

1. They can be seen in our library every day. 2. The delegation is headed by the Prime Minister. 3. The child was often left home alone. 4. These houses were built last year. 5. All letters had been written when we came. 6. This film is much spoken about. 7. The machine is being tested now. 8. His work has been already finished. 9. I was told to wait for him. 10. Your letter will have been answered by Monday. 11. The experiment was being carried out from ten till twelve o'clock. 12. Children under sixteen will not be admitted here.

EXERCISE 7.5

Put the verb in brackets in the right form:

1. I'm not reading these books today. They (return) to the library. 2. The paintings (exhibit) till the end of the month. 3. Why your home task (not do)? 4. She was taken to the hospital today, and (operate) tomorrow morning. 5. This room (use) only on special occasions. 6. Bicycles must not (leave) here. 7. This newspaper (not read). The pages (not cut). 8. Dictionaries may not (use) at the examination. 9. Usually this street (sweep) every day, but it (not sweep) yesterday. 10. This book (leave) in the classroom yesterday; it (find) by the teacher. 11. Thousands of new houses (build) every year.

12. This room (not use) for a long time. 13. The children are very excited this morning. They (take) to the circus this afternoon.

EXERCISE 7.6

Translate into English:

1. Эта книга была прочитана всеми. 2. Письмо будет отправлено завтра. 3. Ее часто спрашивают? 4. На ваш вопрос ответят завтра. 5. Текст переводился вчера с двух до трех. 6. Работа только что завершена нами. 7. Эти книги уже будут опубликованы к концу года. 8. Наша контрольная работа сейчас проверяется? 9. О новой книге будут много говорить. 10. В нашем городе сейчас строится много новых зданий. 11. Ключи были утеряны вчера. 12. Мальчика возьмут в кино. 13. Вам сказали об этом? 14. Телеграмма уже получена?

EXERCISE 7.7

Translate into English:

1. Он сказал мне, что текст будет переведен к 10 часам завтра. 2. Все картины, которые вы здесь видите, написаны одним и тем же художником. 3. Письмо будет отправлено завтра. 4. Работа будет закончена в срок. 5. За доктором послали? Сделайте это как можно скорее. У ребенка высокая температура. 6. Эта книга была написана до того, как автор стал знаменитым. 7. Сотни новых домов будут построены к концу этого года. 8. Эта история давно забыта всеми. 9. Мне предложили очень интересную работу. 10. Он серьезный человек. На него всегда можно положиться. 11. За старой женщиной ухаживает ее младшая дочь. 12. На вечере нам показали прекрасный фильм. 13. Его ударили мячом. 14. С ним необходимо немедленно поговорить по этому вопросу. 15. Вам зададут несколько

вопросов на экзамене. 16. Ей было дано задание составить список участников собрания. 17. Речь была заслушана с большим вниманием. 18. Вам объяснят, как добраться до железнодорожного вокзала. 19. Об этой пьесе сейчас много говорят. 20. Делегацию нужно встретить завтра в 9 часов утра в аэропорту.

Lecture 8



- I. Звуки [w], [ɪ]
- II. Text A "Higher education in Great Britain"
Text B "American psychological association"
- III. Carl Jung (1875–1961)
- IV. Грамматика: ложное дополнение
(Complex object). Причастие I, II. Герундий

Звуки [w], [ɪ]

Согласный звук [w]

При произнесении губы округлены и значительно выдвинуты вперед, а задняя часть языка занимает примерно такое же положение, как при произнесении русского [у]. Струя выдыхаемого воздуха с силой проходит через образованную между губами круглую щель. Губы энергично раздвигаются.

Согласный звук [ɪ]

При произнесении согласного задняя спинка языка смыкается с опущенным мягким небом, и воздух проходит через носовую полость. Для того чтобы добиться нужного положения органов речи, можно сделать вдох через нос с широко открытым ртом, затем следить за тем, чтобы ни кончик языка, ни его передняя и средняя части не касались нёба.

EXERCISE A

what — why — where
whip — wheat — while

EXERCISE B

war — wharf — water
wedding — wage — wait

waitress — waist — waist
weather — woman — wind

EXERCISE C

wall — wallet — walk
walnut — waltz — won

EXERCISE D

wing — king — ping
sing — nothing — something
nothing — anything — ring

Text A

HIGHER EDUCATION IN THE UK

Education after 16 is voluntary in United Kingdom. Students, who live in England, Wales, and Northern Ireland must take at the age of 16 the examinations for the General Certificate of Secondary Education (GCSE). In Scotland students receive the Scottish Certificate of Education. After this exam students can choose to stay in school or attend colleges of further education.

British universities are self-governing and are guaranteed academic independence. Funding for education and research is provided by funding councils set up by Parliament. The number of universities jumped in 1992 when polytechnics and some other higher education establishments were given the right to become universities. By the end of 1994, there were some 90 universities, almost half of them former polytechnics, including the Open University.

Many of the colleges of Oxford and Cambridge universities were founded in the 12th and 13th centuries. All other universities in Britain were founded in the 19th and 20th centuries. The Open University, based in Milton Keynes, England, was founded in 1969. It uses extension techniques of correspondence courses, television and radio programmes,

and video cassettes, supported by local study centres and residential summer schools, to provide higher education opportunities to a wide variety of people.

During the 1960s there was a significant increase in the number of new universities, reflecting a fast growth in student numbers which was made possible by an expansion in grant facilities. During the 1980s, an expansion in higher education places led to another large jump in student numbers. In the 1992–1993 academic year there were more than 1.4 million students in full — or part-time higher education in Great Britain, compared with just under 850,000 a decade earlier. About one quarter of young people are in higher education in England, Wales, and Scotland; one third in Northern Ireland. About 90 per cent of students get state grants to cover tuition fees and living costs.

The size of the grant is determined by parents income. Since the late 1980s, however, grants have been frozen; students can apply for a student loan.

VOCABULARY

voluntary [ˈvɒləntəri] — добровольное	polytechnics — политехнические институты
attend — посещать	extension techniques — технологии дистанционного образования
self-governing — самоуправляемый	to reflect — отражать
funding — финансирование	parents income — доход родителей
funding councils — советы по финансированию	student loan [ləʊn] — студенческий заем
to set up — основывать	
significant — значительный	

ADD TO YOUR ACTIVE VOCABULARY:

a) high-school diploma — школьный аттестат	Bachelor of Art (B.A.) — бакалавр гуманитарных наук
graduation ceremony — выпускной экзамен	Master of Arts (M.A.) — магистр искусств
Bachelor of Science (B.S.) — бакалавр естественных наук	Master of Science (M.S.) — магистр естественных наук

- Doctor of Philosophy (Ph.D.)** — доктор философии
- undergraduate student** — студент 1–4 (5) курсов
- graduate student** — студент 5–6 курсов
- graduate school of psychology** — магистратура (аспирантура) по специальности робототехника
- b) room (lodging) and board** — проживание и питание
- personal expenses** — личные расходы
- books and supplies** — книги и материалы
- c) to be eligible for admission** — быть подходящей кандидатурой для поступления
- to enrol** — зачислять
- enrollment** — зачисление
- tuition fee** — плата за обучение
- admissions office** — приемная комиссия
- student services office** — департамент по работе со студентами
- university bursar's** ['bɜ:sə] (казначей) **office** — бухгалтерия университета (офис казначея)

EXERCISE 8.1

Translate into English:

1. В возрасте 16 лет каждый житель Великобритании обязан сдать экзамены на получение Сертификата о среднем образовании.
2. Экзамены продвинутого уровня являются необходимым требованием для поступления в университет.
3. Британские университеты являются полностью самоуправляемыми.
4. В 1992 году политехническим институтам была предоставлено право стать университетами.
5. Открытый университет, широко известный своими технологиями дистанционного обучения, был основан в 1969 году.
6. В 60-е годы XX в. в Соединенном королевстве наметился значительный рост числа университетов.
7. Размер гранта на обучение определяется исходя из дохода родителей.

Questions for discussion:

- 1) Do you think that higher education should be free? Do you think that the quality of education in private universities

and institutes is better because professors and teachers are paid more?

2) Do you think that the paid higher education with a system of grants is better than entry exams?



Text B

AMERICAN PSYCHOLOGICAL ASSOCIATION

The object of the American Psychological Association shall be to advance psychology as a science and profession and as a means of promoting health and human welfare by:

- the encouragement of psychology in all its branches in the broadest and most liberal manner;
- the promotion of research in psychology and the improvement of research methods and conditions;
- the improvement of the qualifications and usefulness of psychologists through high standards of ethics, conduct, education, and achievement;
- the establishment and maintenance of the highest standards of professional ethics and conduct of the members of the association;
- the increase and diffusion of psychological knowledge through meetings, professional contacts, reports, papers, discussions, and publications ;
- thereby to advance scientific interests and inquiry, and the application of research findings to the promotion of health and the public welfare.

VOCABULARY

<p>as a means of promoting health and human welfare — как средство содействия здоровью и благополучию людей</p> <p>encouragement — поощрение</p>	<p>improvement of research methods — улучшение методов исследования</p> <p>conduct — поведение</p> <p>achievement — достижение (поставленных целей)</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

maintenance — поддержание (на уровне) **diffusion** — распространение, рассеивание

Please, find equivalents in Russian for the following:

DIVISIONS OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

1. Division of General Psychology
2. Division of the Teaching of Psychology
3. Division of Experimental Psychology
4. Division on Evaluation and measurement
5. Division on Physiological and Comparative Psychology
6. Division on Developmental Psychology
7. Division of Personality and Social Psychology
8. The Society for the Psychological Study of Social Issues
9. Division of Psychology and the Arts
10. Division of Clinical Psychology
11. Division of Consulting Psychology
12. Society for Industrial and Organizational Psychology
13. Division of Educational Psychology
14. Division of School Psychology
15. Division of Counseling Psychology
16. Division of Psychologists in Public Service
17. Division of Military Psychology
18. Division of Adult Development and Aging
19. The Society of Engineering and Applied Psychologists
20. Division of Rehabilitation Psychology
21. Division of Consumer Psychology
22. Division of Theoretical and Philosophical Psychology
23. Division for the Experimental Analysis of Behavior
24. Division of the History of Psychology

25. Division of Community Psychology
26. Division of Psychopharmacology
27. Division of Psychotherapy
28. Division of Psychological Hypnosis
29. Division of State Psychological Association Affairs
30. Division of Humanistic Psychology
31. Division of Mental Retardation
32. Division of Population and Environmental Psychology
33. Division of the Psychology of Women
34. Psychologists Interested in Religious Issues
35. Division of Child, Youth, and Family Services
36. Division of Health Psychology
37. Division of Psychoanalysis
38. Division of Clinical Neuropsychology
39. Division of American Psychology—Law Psychology
40. Division of Psychologists in Independent Practice
41. Division of Family Psychology
42. Society for the Psychological Study of Lesbian and Gay Issues
43. Society for the Psychological Study of Ethnic Minority Issues
44. Media Psychology
45. Exercise and Sport Psychology



Famous psychologists

Carl Gustav Jung (1875–1961)

He was born on July 26, 1875, in Kesswil, Switzerland, in the family of a Protestant clergyman (священника). After graduating in medicine in 1902 from the universities of Basel and Zurich, with a wide background in biology, zoology,

palaeontology, and archaeology, he began his work on word association, in which a patient's responses to stimulus words revealed what Jung called "complexes" — a term that has since become universal. These studies brought him international fame and led him to a close collaboration with Freud.

With the publication of *Psychology of the Unconscious* (1912), however, Jung declared his independence from Freud's narrowly sexual interpretation of the libido by showing the close parallels between ancient myths and psychotic fantasies and by explaining human motivation in terms of a larger creative energy. He gave up (отказался от) the presidency of the International Psychoanalytic Society and founded a movement called analytical psychology.

During his remaining 50 years Jung developed his theories, drawing on a wide knowledge of mythology and history; on his travels to diverse (разнообразные) cultures in New Mexico, India, and Kenya; and especially, on the dreams and fantasies of his childhood. In 1921 he published a major work, *Psychological Types*, in which he dealt with the relationship between the conscious and unconscious and proposed the now well-known personality types—extrovert and introvert.

He later made a distinction (сделал различие) between the personal unconscious, or the repressed feelings and thoughts developed during an individual's life, and the collective unconscious, or those inherited feelings (унаследованные чувства), thoughts, and memories shared by all humanity. The collective unconscious, according to Jung, is made up of what he called "archetypes". These correspond to such experiences as confronting death or choosing a mate (выбор пары) and manifest themselves symbolically in religions, myths, fairy tales (сказки), and fantasies.

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



GRAMMAR

§ 1. Сложное дополнение (Complex object.)

Сложное дополнение — это сочетание существительного или местоимения в объектном падеже (напр. *me, him, us, them*) с инфинитивом или причастием I. Существует в трех основных вариантах.

1. С инфинитивом без частицы *to* или с причастием I после глаголов восприятия:

see *I saw him drive the car. I saw them working in the lab.*

watch *We watched the plane land. We watched the children playing in the yard.*

notice *Nobody noticed him go out. He didn't notice that happen.*

feel *She felt somebody touch her hand. They didn't feel the train start.*

hear *I didn't hear you come into the room. I heard her playing piano.*

В первом случае (вышеперечисленные глаголы с инфинитивом без частицы *to*) подчеркивается факт действия, во втором (эти же глаголы с причастием I) — процесс действия.

I saw him enter the house. — Я видел, как он вошел в дом.

I saw him entering the house. — Я видел, как он входил в дом.

2. С инфинитивом без частицы *to* после глаголов **to let**. *Don't let them play in the street.*
to make. *Don't make me laugh.*

3. С инфинитивом с частицей *to* после глаголов **to want** *I want you to find me a place in the first row.*
to expect *I expect you to come in time.*

to believe	<i>I believe her to be a very good teacher.</i>
to know	<i>I know him to be a good student.</i>
to advise	<i>I advise you to enter the institute.</i>
to consider	<i>The climate in England is considered to be mild.</i>
to order	<i>He is ordered not to be late.</i>
to allow	<i>They allow to use dictionaries at the exam.</i>
to like	<i>I would like you to finish your work.</i>
to find	<i>I find your story to be very interesting.</i>

EXERCISE 8.2

Put the verbs in brackets in the right form:

1. He made me (do) it all over again. 2. Her director made her (learn) the lessons. 3. If you want us (make) the work quickly you should let us (start) at once. 4. Would you like me (read) now? 5. They won't let us (leave) the classroom till our test has been checked. 6. He wouldn't let the children (play) in his study. 7. Please let me (know) the results of your exam as soon as possible. 8. He made us (wait) for two hours. 9. I let him (go) early as he had done his task. 10. I'd like him (enter) the university but I can't make him (do) it. 11. I want her (learn) English. 12. I heard the door (open) and saw my friend (come) into the room. 13. I heard her (play) the piano. 14. I saw him (go out) of the house. 15. The teacher advised us (use) dictionaries. 16. Her father doesn't allow her (go) to the cinema alone. 17. We expect our basketball team (win) next game. 18. We don't want you (tell) anything. 19. I saw them (open) the window. 20. That is too difficult for you to do, let me (help) you.

EXERCISE 8.3

Translate into English:

1. Вы хотите, чтобы мы работали здесь? 2. Вы хотите, чтобы мы встретились сегодня? 3. Вы ожидаете, что работа будет сделана скоро? 4. Мы ожидаем, что они хорошо проведут у нас время. 5. Я хочу, чтобы он закончил эту работу. 6. Мы слышали, что она знает, когда мы сдаем экзамен. 7. Вы хотите, чтобы мы обсудили этот вопрос

сегодня? 8. Мы ожидаем, что на этом месте будет построен новый дом. 9. Вы хотели бы, чтобы работа была сделана сегодня?

§2. Причастие и герундий. Их отличие.

Причастие I (Participle I)

Причастие I (причастие настоящего времени), образованное при помощи окончания *-ing*, имеет активную и страдательную формы:

активная (несовершенный вид) — *asking*,
активная (совершенный вид) — *having asked*,
страдательная (несовершенный) — *being asked*,
страдательная (совершенный) — *having been asked*.

Причастие I употребляется в функции:

1. Определения:

The man sitting at the table is our teacher. — Человек, сидящий за столом, — наш учитель.

The houses being built in our town are not very high. — Дома, строящиеся в нашем городе, невысоки.

2. Обстоятельства:

Going home I met an old friend. — Идя домой, я встретил старого друга.

Having finished work I went home. — Закончив работу, я пошел домой.

Причастие II (Participle II)

Причастие II (причастие прошедшего времени) всегда *пассивно*. Образуется оно прибавлением суффикса *-ed* к основе правильного глагола или путем чередования звуков в корне неправильного глагола.

Причастие II употребляется в функции:

1. Определения.

The book translated from English is very interesting. — Книга, переведенная с английского языка, интересная.

2. Обстоятельства (причины и времени):

Given the task he began to work. — Когда ему дали Exercise, он начал работать.

Употребление герундия и его отличие от причастия I

Причастие — неличная форма глагола, промежуточная между глаголом и прилагательным:

The boy playing in the yard is my brother. — Мальчик, (какой?) играющий во дворе, — мой брат.

Герундий также является неличной формой глагола, промежуточной между существительным и глаголом:

Smoking is harmful. — Курение (что?) вредно.

Иными словами, причастие — в большей степени «прилагательное» по своим функциям, герундий — «существительное».

Герундий употребляется:

1) в качестве подлежащего:

Reading is useful;

2) как часть сказуемого после глаголов *to finish, to start, to continue, to go on, to keep* и др.:

He started reading the book;

3) как предложное дополнение: *I am fond of reading;*

4) как прямое дополнение: *Do you mind my reading here?*

5) как обстоятельство времени: *After reading he closed the book;*

6) как обстоятельство образа действия: *Instead of reading he went to the movies.*

Активная форма герундия: *giving, beating* и т.д.

Пассивная форма герундия: *being given, being beaten* и т.д.



EXERCISE 8.4

Open the brackets using the gerund:

1. The grass in the garden is very dry, it needs (water).
2. It's very warm outside. You don't need (put on) your coat.
3. The house is old, and it wants (repair).
4. Famous people don't need (introduce) themselves.
5. The carpet is covered with dust, it needs (sweep).
6. The shoes are very dirty, they need (polish).
7. These shoes have a hole, they want (mend).

8. The table cloth is quite clean, it doesn't need (wash) yet.
9. The room needed (clean). 10. (learn) foreign languages is very useful. 12. I know my hair needs (cut) but I never have time to go to the hairdresser's. 13. John needed (cheer up) when he heard that he'd failed his exams. 14. You should tidy up the garden. — Yes, it needs (tidy). The roses want (water), the peaches want (pick), the grass wants (cut).

Lecture 9



- I. Звуки [au], [dr], [br], [gr], [tr], [fr], [θr]
- II. Text A "My plans for future"
Text B "Writing a resume or CV"
- III. Придаточные предложения условия и времени, действие которых отнесено к будущему. Сослагательное наклонение в условных предложениях

Звуки [au], [dr], [br], [gr], [tr], [fr], [θr]

EXERCISE A

now — how — brown
out — now — house
louse — mouse — cows
out — loud — without

EXERCISE B

draw — dribble — draft
drag — drab — drank
drain — dragon — drama
drape — dreadful — drugs
Dresden — dress — dry
drill — drop — drink
drive — drown — drum
drift — drier — droopy

EXERCISE C

brown — bread — brace
brain — brakes — bran
brunch — branch — brave

Brazil — breach — breast
 breath — broth — breathe

EXERCISE D

treasure — trainer — trench
 track — trade — traffic
 troops — trend — trail
 translate — transmit — trance

EXERCISE E

France — French — fruit
 fry — frame — free
 three — thread — throat
 threat — through — thrill
 thirty — throne — threaten

Text B

MY PLANS FOR FUTURE

Hi, there! Here is Katya again. I am afraid this will be my last meeting with you because I need to get ready for my trip home. I am leaving for Sochi tonight. Not only to enjoy our warm southern sun and to swim in blue waters of the Black Sea, but to see my family. Besides, I have nothing to do here anymore: I have passed all the exams successfully and I'm free till the 1st of September.

As you might have already understood this unit is devoted to my plans for future. It would be honest to say that I don't have any yet. But still, of course, I often think about my future and my goals in life.

One of the things I would like to do in the future is to do a research in medical psychology. After I finish my University I want to apply for a graduate school in Moscow. Education is better there and there are more opportunities for work. I also might want to study abroad. But it is not as easy as it sounds. You have to know English well enough to

pass the test of English. Then, you should always remember that education is not free in most of the countries. And it may be very expensive! Up to tens of thousands dollars a year. So, you need to find a source of finance to pay the tuition fee. And, besides, you always need some money to support yourself.

But I want you to know that I don't want to leave the country forever. I strongly believe that economy in our country will be better soon and leaving it will not make you happy. As a psychologist I understand that there are more things in life than just being not hungry and have nice clothes. But traveling and living abroad broadens your horizons and gives you food for thought.

I am a very practical person. So I think about the employment opportunities in my field. It is still difficult to find a well paid job in psychology. Most of people still don't realize the importance of psychology and hire them just because of a fashion.

But you can always start your own business and have your private practice. You only need a license and a working experience. Private psychologists and psychoanalysts are very popular and well-paid abroad!

And, like I wrote in one of the first units, I want to help people with their problems.

In conclusion, I would like to say that university gives a very good background knowledge of subject. But this knowledge is too general. Most graduates are only theoretically prepared for work. We don't have many practical courses and those we have are very weak. The only opportunity to work somewhere is during the summer vacation. But of course one wants to rest a little after a whole year of studies and a hard exam session. That is what is called a *dilemma*.

See you in September!

VOCABULARY

besides — *зд.* кроме того

successfully — успешно

to devote — посвящать

to do a research — проводить исследование

to apply — подавать заявление

graduate school — аспирантура (магистратура, докторантура)	to realize — отдавать отчет, понимать
to sound — <i>зд.</i> звучать	to hire — нанимать
source of finance — источник финансирования	fashion — мода
tuition fee — плата за обучение	private practice — частная практика
to broaden — расширять	well-paid — хорошо оплачиваемая
horizon — горизонт	general — общий
food for thought — пища для ума	weak — слабый
employment opportunities — возможности для работы	dilemma — дилемма

ADD TO YOUR ACTIVE VOCABULARY

a) prestigious job (work) — престижная работа	experienced worker — опытный работник
well-paid job — высокооплачиваемая работа	c) to be hired for a job — быть нанятым на выполнение работы
employee — наемный рабочий	to look for a new job (work, position) — искать новую работу
employer — наймодатель	to apply for a new job — претендовать на какую-либо должность
entrepreneur, businessman — предприниматель	application for a position of — заявление на какую-либо должность
state-employed — государственный служащий	resume — резюме
white-collar worker — «белый воротничок», работник умственного труда	C.V. (curriculum vitae) — резюме-автобиография
blue-collar worker — «синий воротничок», работник физического труда	to be fired — быть уволенным
skilled worker — квалифицированный рабочий	to retire — уходить на пенсию
unskilled worker — неквалифицированный рабочий	to be unemployed — быть безработным

**Text B****WRITING A RESUME OR CV
(curriculum vitae)**

A resume, sometimes called a Curriculum Vitae or CV, is a summary of your career history, the skills experiences you have gained during the course of it.

A good resume should:

1. attract attention
2. create a positive impression
3. present your skills and qualities clearly and concisely

The purpose of the resume is to tell to an employer why you should be hired. Consider it as your personal marketing instrument. A good resume will help you to open the door to a job interview.

There are two kinds of resume: **employment** and **academic**. The employment resume is typically shorter. Academic interview generally includes several additional sections such as:

1. Conferences, seminars attended
2. Papers given
3. Publications
4. Professional affiliations

The academic resume is used when applying to research bodies, international or educational organizations, NGOs, etc.

The resume, as a standard summary of information, may be photocopied and sent off to many employers, changing sections of the content according to the different needs of the organizations contacted.

Resume writing tips.

As you write your resume, keep in mind the following:

1. Use concise language
2. Minimize or omit everything which is irrelevant

3. Select and order the major categories so that the most relevant information is placed near the top of your resume where it will receive the majority of the reader's attention

4. Your resume must be free of typographical and grammatical errors

5. Have your resume critiqued by an experienced person

6. Print your resume on white paper

Practical Exercises:

1. Write a resume for positions of:

- 1) consumer psychologist at a factory, 2) psychotherapist, 3) nurse, 4) psychoanalyst at a bank.

Imagine, that you have just graduated from the university. To find a job you need to write a resume and prepare yourself for the job interview with the following employers:

A. A branch of a transnational corporation in your city with foreign top managers (Coca Cola, Procter&Gamble, Daewoo.)

B. Small clinic specializing in children.

C. Police.

EXERCISE 9.1

Translate into English:

1. Я думаю, что работа психолога интересная, но плохо оплачиваемая.
2. Работа с психически больными людьми — это большая ответственность.
3. Я не хотел(а) бы проводить ночи на работе, как мой отец.
4. Работу частного психолога найти очень трудно.
5. Трудно соответствовать стандартам, предъявляемым частным психологам.
6. Работа психоаналитика хорошо оплачивается.
7. Практически невозможно иметь хороший уровень английского после окончания средней школы.

 EXERCISE 9.2

How do you see your future profession? Please answer the following questions:

1) What kind of work are you interested in:

- a) well paid
- b) interesting
- c) large and famous company
- d) quiet
- e) in an industry which has a future
- f) prestigious
- g) not to sit all the time in office
- h) to travel a lot

2) What position would you like to have:

- a) to manage people — manager
- b) to work for someone else — an employee
- c) to be your own boss — self-employed, businessman
- d) be responsible for everything — top manager, director
- e) to work for the state — state employee

 EXERCISE 9.3

Please discuss with your group advantages and disadvantages of your future profession.

1. Do you think that your future profession is prestigious?
2. Do you think it will be still prestigious and well paid by the time you will graduate?
3. How difficult is it to find a good work in your field?
4. Is there a competition in your group, school?
5. Do you think that competition is a good stimulus to study well or it just makes communication between you more difficult?



GRAMMAR

§ 1. Придаточные предложения условия и времени, действие которых отнесено к будущему

В придаточных предложениях условия и времени с союзами

if (если)

when (когда)

after (после)

before (перед тем, как)

as soon as (как только)

unless (если не)

until (до тех пор, пока не)

будущее время заменяется формой настоящего времени, но на русский язык переводится будущим, например:

If you help me, I shall do this work on time. — Если ты поможешь мне, я сделаю эту работу вовремя.

As soon as I get free, I'll come to you. — Как только я освобожусь, я приду к тебе.

We shall not begin until you come. — Мы не начнем, пока ты не придешь.



EXERCISE 9.4

Open the brackets and put the verbs in the appropriate form:

1. He (go) out when the weather (get) warmer.
2. I (wait) for you until you (come) back from school.
3. I'm afraid the train (start) before we (come) to the station.
4. We (go) to the country tomorrow if the weather (to be) fine.
5. We (not pass) the examination next year if we not (work) much harder.
6. If you (not drive) more carefully you (have) an accident.
7. You (be) late if you (not take) a taxi.
8. I (finish) reading this book before I (go) to bed.
9. You must (send) us a telegram as soon as you (arrive).
10. We (have) a picnic tomorrow if it (be) a fine day.
11. We (go) out when it (stop)

raining. 12. We (not to have) dinner until you (come). 13. I'm sure they (write) to us when they (know) our new address.

Прочитайте примеры и запомните наиболее употребительные суффиксы существительных.

- er/or — teacher, writer, actor, doctor
- ist — scientist, artist, dentist
- ment — government, movement, development
- (t)ion — revolution, translation, operation
- ity/ty — popularity, honesty, ability
- sion/ssion — revision, session, discussion,
- ness — happiness, illness, darkness

Прочитайте примеры и запомните наиболее употребительные суффиксы и префиксы глаголов.

- re — rewrite, rebuild, reconstruct,
- mis — misprint, misunderstand, miscount.

Прочитайте примеры и запомните наиболее употребительные суффиксы и префиксы прилагательных.

- un — unhappy, unable, uncomfortable
- dis — dishonest, discouraging, disconnecting

Прочитайте примеры и запомните основные суффиксы числительных.

- teen — fifteen, sixteen, eighteen
- ty — twenty, thirty, sixty, ninety
- th — fourth, seventh, eighteenth

Список наиболее употребительных суффиксов и префиксов существительных, прилагательных и глаголов приводится в приложении.

EXERCISE 9.5

Form adjectives from the following words :

colour, beauty, peace, use, hope, truth, rain, help, power, pain, care.

§ 2. Сослагательное наклонение в условных предложениях

Сослагательное наклонение выражает возможность, не-реальность, предположительность действия.

Изъявительное наклонение.

If I learn his address I shall write to him. — Если я узнаю его адрес, я ему напишу.

Сослагательное наклонение.

If I knew his address I would write to him. — Если бы я знал его адрес (сейчас), я написал бы ему (сейчас или в ближайшем будущем). Глагол в придаточном предложении — в форме **Past Indefinite**, в главном — в форме **Future in the Past**.

В случае, если действие, описываемое сослагательным наклонением, относится к прошедшему времени, в главном предложении используется форма будущего совершенного с точки зрения прошедшего **Future Perfect in the Past**, а в придаточном — прошедшее совершенное **Past Perfect**.

If I had known his address I would have written to him. — Если бы я знал его адрес (в прошлом), я написал бы ему (в прошлом же).

I wish I lived not far from here (настоящее время). — Жаль, что я не живу поблизости.

I wish I had lived not far from here (прошедшее время). — Жаль, что я не жил поблизости.

EXERCISE 9.6

Translate into Russian:

1. If I came later I would be late for the lecture.
2. If he had known the time-table he wouldn't have missed the train.
3. It would be better if you learned the oral topics.
3. I wish I had known this before the examination.
4. I would have come to you if you had not lived so far away.
5. If I had seen you yesterday I would have given you my text-book.
6. If I were in your place I wouldn't buy the tickets beforehand.

7. If I had known that you needed help I would have helped you.

 EXERCISE 9.7

Translate into English:

1. Если бы я знал, что она не придет, я бы никогда не покупал букет красных роз.
2. Если бы я был преподавателем, я бы поставил всем студентам хорошие оценки на экзамене.
3. Если бы я знал ее телефон, я бы позвонил ей вчера.
4. Если бы летняя экзаменационная сессия была бы в мае, я бы мог уже купаться в Черном море.
5. Если бы я купил компьютер, я написал бы курсовую работу быстрее.

PART 2

Text 1

AUTONOMIC NERVOUS SYSTEM

By Joel F. Lubar

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

The Sympathetic System. Specifically arising from cell bodies located in the **lateral horn** of the **gray matter** of the spinal cord in the thoracic and lumbar regions, the sympathetic system is primarily an efferent or output system. Axons leave the cell bodies and exit through the ventral root of the spinal cord along with somatic fibers destined for **striated muscles**. The main difference between autonomic and somatic outflow is that in the case of the autonomic outflow there is a ganglion and ganglionic synapse. Thus, fibers exiting in the autonomic nervous system leave the ventral root a short distance

from the cord via the white ramus and there enter a **ganglionic** chain known as the sympathetic paravertebral ganglionic chain. Once these **fibers** enter the chain they may ascend or descend in the chain and then exit at a difference synapse in the chain.

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

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

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

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

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

VOCABULARY

to be involved in, with быть задействованным, вовлеченным во что-либо	sacral division of the cord крестцовый отдел спинного мозга
visceral organs внутренние органы	brainstem ствол мозга
secretion выделение	next to or surrounding соседние или окружающие
smooth muscles гладкие мышцы	lateral боковой
sympathetic симпатический	gray matter серое вещество
parasympathetic парасимпатический	striated muscles полосатые мышцы
afferent центроостремительный	ramus ветвь, ответвление
efferent центробежный	ganglionic ганглиозный
thoracic portions грудной отдел	fiber ткань
thorax грудная клетка	neurotransmitter медиатор, трансмиттер
lumbar поясничный	hence отсюда
spinal cord спинной мозг	innervate иннервировать
to originate брать начало, происходить, возникать	sweat glands потовые железы
	restful periods периоды спокойствия

hypothalamus гипоталамус

anterior передний

posterior задний

rage ярость

pupillary dilation расширение
зрачков

digestion пищеварение

 Text 2

BRAIN

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

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

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

One of the most important aspects of brain development is that as one ascends the phylogenetic scale one finds that less of the cortex, is concerned with purely

sensory and motor functions and more is concerned with complex integrative functions that seem to be the basis for complex learning. In the rat, most of the cortex is **relegated** to sensory and motor aspects of behavior **whereas** in the human, most of the cortex is relegated to associative and integrative functions, with only a small percentage involved directly in sensory and motor processes.

Research Techniques. The brain is studied primarily through three basic methods: **ablation**, **stimulation**, and **recording**. All three methods are used in **conjunction** with one another by brain researchers in order to obtain a picture of how various systems in the brain function dynamically in the mediation of specific behaviors.

Ablation, an experimental technique used for animals, involves selectively **removing** portions of the brain and trying to determine what the sum total of remaining parts can or cannot do. In this way it is possible, for example, to map out regions of the cortex responsible for **auditory** or **visual** functions or to determine which portions of the thalamus are involved in sensory or motor functions. The stimulation technique essentially involves placing small electrodes in specific portions of the brain and electrically activating them to observe the effect on some behavior or performed task. An alternative method of stimulation is through the implantation of small tubes that can carry **chemicals** to specific regions of the brain. Stimulation in certain portions of the hypothalamus with cholinergic drugs will elicit drinking, whereas stimulation of the identical regions with an adrenergic substance (norepinephrine) will **elicit** eating. As is the case in ablation, stimulation also produces an alteration in the normal functioning of the brain.

A third method, recording, is passive and produces the least change in ongoing cerebral activity. Recording

involves placing recording electrodes in specific brain structures and observing the electrical activity of these regions as a function of different activities. It has been found, for example, that the electrical activity of the brain is **markedly different** during the various stages of sleep and certain aspects of learning and that it is related to attentional state.

Recent techniques for recording brain activity include computer axial tomography (CAT) and positron emission tomography (PET). These, coupled with EEC, are beginning to allow scientists to study the brain as it functions in normal activities.

VOCABULARY

processing обработка данных	carnivore плотоядное животное
coding кодирование, шифрование	primates приматы
complex комплексный, смешанный	rind кора
hindbrain задний мозг	relegated <i>зд.</i> передано, отдано
midbrain средний мозг	whereas несмотря на то, что
forebrain передний мозг, проэнцефалон	ablation ампутация, удаление
cerebellum мозжечок	stimulation стимуляция
pons (варолиев) мост (тж. <i>pons Varolii</i>)	recording запись (сигналов)
medulla oblongata продолговатый мозг	conjunction соединение, сопряжение, сцепка
vertebrates позвоночные	removing удаление
relative size относительный размер	auditory слуховой
as one ascends the phylogenetic scale спускаясь по филогенетической лестнице	visual зрительный
	chemicals вещества
	elicit извлекать, вытягивать
	markedly different заметно отличающийся
	stages of sleep стадии сна



Text 3

HABIT

Habit is any instrumentally learned response that occurs with regularity and in response to specific **environmental cues**.

The concept of habit has a long history in experimental psychology. In the learning theories of Clark Hull and Kenneth Spence, for example, it played a central role as an established response tendency. **Interacting** with drive to produce behavior, habit was the know-how and drive the motivation. Learning was viewed as the accumulation and organization of response habits.

This concept of habit has received less attention in recent years because it has been recognized that habits can better be understood by means of a more operational analysis. This emphasizes their **acquisition, modification, and generalization**.

Although habit became less and less central to theories of human and animal learning as an **intervening variable**, it has remained an important aspect of all behavior theory. The questions that researchers put about habit have changed, with modern interest focused on the factors that influence habit, especially the role of environmental cues in the establishment of habit.

One **by-product** of this change in emphasis has been a growing understanding of habitual behaviors.

An important aspect of this change in focus is a growing concern about how behavior patterns became habits and how habits can be eliminated or modified.

Building good habits is an essential part of the **socialization process**. Parents, teachers, and others have as one of their goals the teaching of good **work habits, study habits, manners** (which are social habits), and a

variety of other habits that are valued by the culture. This can be expressed in slightly more technical terms by saying that parents and teachers are concerned with establishing a set of relatively permanent work behaviors, study behaviors, and social behaviors. Typical study habit behaviors would include **concentration**, **memorization**, **efficiency**, **neatness**, and **verbal skills**. The goal is to establish these behaviors as **virtually automatic responses** to a set of stimuli associated with studying.

Acquiring these behaviors is essentially a two-part process. First the behavior in question must be learned. The individual must learn to concentrate, **memorize**, and attend to his or her work. These responses must become so well established, in fact, that they require little or no **effort**. In terms of operant conditioning, the establishment of a habit is entirely dependent upon the **reinforcement** of appropriate behaviors and the **extinguishing** or punishment of inappropriate behaviors. But this acquisitory stage may not be as obvious as it first appears.

The second aspect of habit acquisition is the **pairing** of the appropriate response with specific environmental cues. All of us have thousands of well-learned responses that cannot be considered habits because they are not tied to any specific external cues. To be considered a habit, such a response must **occur** when and only when a particular stimulus or **set of stimuli** are present. In this stage of habit building, the previously learned response is said to be brought under discriminative control of environmental cues; the habit becomes tied to events in the environment that determine when the response will occur. In building the study habit, for example, the responses of concentration, memorization, and so on, become conditioned to a set of discriminative stimuli, such as a study hall, library, desk, open notebook, and so on.

The most common problem in establishing a habit is that the environmental cues often are not strong enough or **salient** enough to elicit the habit behaviors. Thus, **school counselors** often suggest that a student should have a room or small area that serves as a cue exclusively for studying. If the environment becomes a cue for only one habit, the **probability** that the desired behavior will occur is increased.

An even greater problem in the establishment of a habit may **arise** when the behaviors to be cued by the environmental stimuli are not sufficiently strong to be consistently emitted. The response may be so **weak**, in fact, that the environmental cues elicit an entirely different or even **incompatible** habit. Many otherwise good programs to build useful habits have failed because an inadequate amount of attention was given to strengthening the desired behaviors before getting them under strict control.

The elimination of habits can be more of a problem than their acquisition. Old habits such as smoking, **overeating**, and **unsafe work practices** are difficult to eliminate, but they can be extinguished by applying the same principles used to build habits.

First, the responses that the habit comprises may be weakened through punishment or extinction. In the case of overeating, the individual may **deprive** himself of some reward when he overeats, or he may **join a weight-control group to provide external punishment**.

Important environmental cues must also be eliminated, so that the habit will no longer be elicited by external factors. Smoking or eating cues, for example, can be catalogued by an individual and then systematically eliminated. Usually the weakest cues are eliminated first, followed by the more difficult. In one experimental

program individuals learned to refrain from smoking in a variety of situations; the final step in the program was attendance at several no-smoking cocktail parties. Since cocktail parties serve as very strong smoking elicitors, this cue was an important one to eliminate. Such programs must be **individually tailored** to fit individual environmental hierarchies.

As with the building of habits, both the behavior and the environmental cues controlling the behavior must be effectively dealt with. Successful habit elimination ideally should also provide an alternative response for the old cues. The foreman concerned with unsafe work practices, for example, will be more successful if he trains the correct response at the same time that he tries to eliminate an **inappropriate** old habit.

VOCABULARY

environmental cues раздражители среды	memorization процесс запоминания
to interact взаимодействовать	efficiency эффективность
acquisition приобретение	neatness аккуратность, опрятность
modification изменение	verbal skills вербальные (словесные) навыки
generalization обобщение	virtually automatic responses практически автоматические реакции
intervening variable влиятельная переменная	to memorize запоминать
by-product побочный продукт	effort усилие
essential необходимый	reinforcement усиление
socialization process процесс социализации	extinguishing гасящий
work habits навыки работы	pairing спаривание, ассоциация
study habits навыки учебы	external cues внешние раздражители
social habits общественные навыки	to occur случаться
concentration концентрация	

set of stimuli набор, множество стимулов	to deprive лишать
salient яркий, выдающийся	join a weight-control group
school counselors консультант по работе с учащимися (завуч)	to provide external punishment присоединиться к группе контрольного веса для обеспечения наказания извне
probability вероятность	refrain воздерживаться
to arise возникать	individually tailored индивидуально спроектированный (дословно — скроенный)
weak слабый	inappropriate неуместный, неподходящий
incompatible несовместимый	
overeating переедание	
unsafe work practices небезопасные навыки работы	



Text 4

INSTINCT

by Gerald W. Walker

This term has been used and misused. Instinct has been both **hailed** as an explanation of behavior and **condemned as a meaningless hangover from the scientific dark ages**. Even today it is common to label as instinctive **unconscious or habitual acts** (as when someone says, "John instinctively avoided hitting the other car"). But since the time of Darwin, two other interpretations of instinct have predominated. The first view emphasizes the urge, energy, drive, impetus, or motivation behind behavior. Thus, one reads about the "maternal instinct", "territorial instinct", or "sex instinct". Influential adherents of this view, such as Freud, James, and McDougall were impressed by the fact that while the behavior used to **attain a goal or satisfaction** could vary greatly, similar motivations and the discharge of some kind of internal tension or energy were involved.

The second interpretation restricts the term «instinct» to instinctive behavior. It **emphasizes** specific motor patterns, such as **prey killing, courtship, and nest building**, as well as the stimuli that **trigger** them. In many animals highly stereotyped behaviors (called species-specific behavior) common to all members of the species often appear in **virtually complete form** in the absence of any obvious opportunities to learn them. For example, **ducklings** reared apart from their parents **walk, peck, swim, and recognize the maternal call**. This more objective use of “instinct”, unlike the first, could not deal adequately with the variability and modifiability of behavior seen in many **mammals**, including monkeys and humans.

Both of these approaches have come under heavy criticism — not only because they are contradictory but also because the idea of behavioral energy seems removed from scientific study. Furthermore, the view that complex behavior of animals could be based on innate-heredity processes was incompatible with the learning-environment emphasis of behaviorism. Thus, when ethology first came to the attention of American psychologists, largely through Tinbergen's *The Study of Instinct*, **scientists considered instinct a dead issue**.

But ethologists like Nobel laureate Konrad Lorenz presented evidence that many animals are able to perform complex natural behaviors — termed fixed action patterns — often in the absence of any opportunity for learning and that the evolutionary history of the species cannot be ignored. Moreover, they made a distinction between two phases of instinct: appetitive behavior is the highly variable and modifiable “search” for a specific stimulus situation, such as food or a mate; the consummately act is the stereotyped specific movements involved in prey killing, copulating, or nest building.

Although this **distinction is far from absolute**, it does help resolve the motivating and behavioral conceptions of instinct.

Today much evidence has accumulated that shows that "instinct" *encompasses an enormous range of mechanisms underlying behavior and its development*. Although all behavior is to some extent influenced and shaped by innate (genetic) and environmental factors, «instinct» is more and more used today to **connote** the natural behavior of animals (from **sea slugs** to humans) upon which natural selection must have acted. Popularizers of ethology have brought instinct back into the social sciences in general, often in a speculative manner. But the result has been the **reconsideration** of the evolutionary heritage behind the motivations and behavior of our species.

VOCABULARY

to be hailed as приветствовать в качестве	to emphasize акцентировать, придавать значение
...to be condemned as a meaningless hangover from the scientific dark ages <i>зд.</i> быть осужденным как пережиток научного мракобесия (Средневековья)	motor patterns стереотипы моторного поведения
unconscious or habitual acts бессознательные или действия, совершаемые по привычке	prey killing, courtship, and nest building убийство добычи, ухаживание за особями противоположного пола и постройка гнезда
influential adherents влиятельные сторонники (поборники)	to trigger запускать, включать
to attain a goal or satisfaction... достигать цели или удовлетворения	virtually complete form практически завершенная форма
	ducklings утята
	to walk ходить
	to peck клевать
	recognize the maternal call узнавать материнский зов

mammals млекопитающие
scientists considered instinct

a dead issue зд. ученые считали инстинкт темой снятой с повестки дня (дословно — мертвой темой)

distinction is far from absolute различие, далекое от идеального

...encompasses an enormous range of mechanisms

underlying behavior and its development включает в себя огромный массив механизмов, лежащих в основе поведения и его развития

to connote ассоциировать, связывать

sea slugs морские слизняки

reconsideration переосмысление



Text 5

AGGRESSION

by Brenda B. Bankart and C. Peter Bankart

We live in a culture that has come to accept that aggression and violence can occur in almost all aspects of life. Therefore, the study of aggression is one of the concerns for modern psychology.

Aggression remains one of the most challenging areas of study because of the elusiveness of an adequate definition of the term. Some researchers have applied it to any act that **inflicts pain or suffering** on another individual; others feel that a proper definition must include some notion of intent to do harm. Still others use a situational definition, so that what might be described as aggression in one context might not be considered such in others. There is also controversy over whether aggression should be regarded as an **intraspecies behavior** or whether it includes **interspecies behaviour**. This conflict over how aggression should be conceptualized has been partly responsible for the development of a number of **competing notions** of its origins and nature.

Animal Aggression. One of the most important contributions to the study of aggression has been made by the ethologists. The subject has been of particular interest to them because aggression occurs frequently in natural settings and **seems to appear** in almost all species, from insects to primates.

Konrad Lorenz, perhaps the best-known of the ethologists concerned with aggression, particularly within species, has proposed that aggressive behavior is largely instinctual in all social species, including man. His view is **put forth** in his **controversial** book *On Aggression*, 1966. One of the most interesting aspects of Lorenz's position is the suggestion that as a way of coping with powerful aggressive instincts, most species have developed highly symbolic or **ritualized behaviors to avoid or terminate aggression**. Most animals can **evade** attack or stop a battle before any serious harm is done by **signaling submission**. Lorenz has suggested that man may be unique in the **ferociousness** of his aggressive behavior because he alone among all of the aggressive species does not have **any built-in signals for limiting or preventing aggression**. Although the smile may have developed for this purpose originally, **it has apparently lost much of its symbolic meaning**.

Another ethologist, Robert Ardrey, has contributed a second instinctual view of aggression in man and other animals. His book *The Territorial Imperative*, 1966, argued that aggression is the natural result of **territorial invasion**. Ardrey noted that most wars are fought over territorial rights and that the defender of a territory is usually more successful than the invader, **regardless** of the size and experience of the combatants.

Psychoanalytic Theory. The psychoanalytic movement has also largely accepted the view that aggression is instinctual. Freud postulated that there are two instincts:

eros, the life instinct, thanatos, the death instinct. Thanatos represents the **universal drive** to return to the earth; suicide is the ultimate expression of thanatos, but its usual expression is only indirect.

When the **death wish** is directed toward other individuals, it is called displacement. This concept is often used to explain various social phenomena, such as **scapegoating** and the behavior of the Nazis before and during World War II. Displacement refers to the direct channeling of aggressive energies toward a specific group of persons or objects.

When aggressive impulses are not directly channeled, the result is described as **catharsis**. This indirect expression of the aggressive instinct is said to explain why people engage in athletics, watch aggressive movies and television, and kick doors and car tires rather than other people or themselves. Catharsis provides a safe, **socially acceptable**, and *tension-reducing* means of dealing with thanatos.

Frustration-Aggression Theory. Closely allied with the psychoanalytic concept of aggression is the hypothesis proposed by John Dollard, Neal Miller, and their colleagues in the late 1930s. This view suggests that aggression is more than mere instinct; it is the instinctual response to frustration, and **the presence of aggression inevitably indicates the presence of frustration somewhere in the individual's environment**. Dollard and Miller conducted a number of experiments demonstrating aggression as an unlearned response to a wide variety of frustrating situations.

The frustration-aggression hypothesis was modified in the 1960s by Leonard Berkowitz, who found that aggression occurs even in the absence of observable frustration and that the form it takes depends upon

previous experience. While this hypothesis still states that frustration is a primary determinant of aggression, frustration is no longer considered a necessary or sufficient precursor for aggression.

The data generated from the research on the frustration-aggression hypothesis eventually led to the view that aggression need not be regarded as entirely instinctual. Because some cultures **have succeeded in remaining virtually free from violence**, and because some individuals seem to be able to lead relatively nonaggressive lives, it would appear that if aggression is instinctual, **man is capable of keeping that instinct under relatively tight control.**

Social Learning Theory. In response to these challenges to the instinctual view, social learning theory, particularly as propounded by Richard Walters and Albert Bandura, has concentrated on how aggressive behaviors are learned and under what conditions aggression is **exhibited and inhibited.** The main point here is that **no single set of variables**, such as territoriality, thanatos, or frustration, can adequately explain all aggressive behavior. Bandura and Walters have **maintained** that it is more instructive to study an individual's learning history than it is to **speculate** on the nature of instinctive drives. They pose such questions as: Has the individual been rewarded for aggressive behavior in the past? Has a parent used primarily physically aggressive punishments in training a child? Does aggression attract attention from a child's parents or teachers?

The basic contribution of social learning theory to the study of aggression has been its focus on **noninstinctual environmental factors.** By concentrating on the differences between the learning and the performance of aggressive acts, experiments found that while performance

usually occurs in the presence of frustration, learning of aggressive behavior usually does not involve any frustration. Perhaps more importantly, however, the social learning theorists have shown how important is to both the acquisition and the performance of aggressive behaviour.

VOCABULARY

- concern** забота, задача
to inflict pain причинять боль
to suffer мучаться, испытывать страдания
intraspecies behavior внутривидовое поведение
interspecies behaviour межвидовое поведение
competing notions конкурирующие понятия
contributions вклады (в науку)
seems to appear по-видимому, появляются
is put forth *зд.* предложено, выдвинуто
controversial противоречивый
...as a way of coping with как один из способов компромисса с...
...ritualized behaviors to avoid or terminate aggression ритуализованное поведение с целью избегания или прекращения агрессии
to evade уклоняться, ускользать
by signaling submission путем показа
ferociousness свирепость, дикость
any built-in signals for limiting or preventing aggression *зд.* любой встроенный сигнал ограничивающий или предотвращающий агрессию
it has apparently lost much of its symbolic meaning она (улыбка) несомненно потеряла большую часть своего символического значения
territorial invasion вторжение на территорию
regardless независимо от..
universal drive всеобщее влечение
death wish желание смерти
scapegoating поиск «козла отпущения»

catharsis катарсис, очищение	...man is capable of keeping that instinct under relatively tight control человек способен удерживать этот инстинкт под относительно крепким контролем
socially acceptable социально принятый	to exhibit проявлять, выказывать
tension-reducing уменьшающий напряжение	inhibited сдерживать, гасить
frustration фрустрация, разочарование	no single set of variables не существует единого набора переменных
the presence of aggression inevitably indicates the presence of frustration somewhere in the individual's environment наличие агрессии неизбежно указывает на присутствие разочарования где-то в окружении человека.	to maintain поддерживать
have succeeded in remaining virtually free from violence успешно остались практически свободны от насилия	speculate раздумывать, размышлять
	noninstinctual environmental factors неинстинктивные факторы окружающей среды

Text 6

DRUGS AND BEHAVIOUR

Robert M. Julien

Part A

The term psychopharmacology has been introduced to describe that **branch of science** that studies the effects of drugs on sensation, **mood**, **consciousness**, or other psychological or behavioral functions.

Even though the behavioral effects of drugs can be inscribed, difficulties **arise** when one attempts to demonstrate the biochemical or physiological **basis** of the

drug action. We possess only minimal understanding of the essential nature of psychological and behavioral functions and their **relationships** to underlying physiological processes. The effects of drugs on behavior are secondary to their action on neuronal mechanisms in the brain. **Similarly**, these actions on biochemical or physiological processes provide some understanding of the problems that result from the social misuse of psychopharmacological agents.

Depressants (Sedative-Hypnotics). These drugs produce a state of behavioral depression that correlates with **drug-induced depression** of chemical transmission (synaptic transmission) between nerve cells in the brain, especially in that part of the brainstem that mediates wakefulness (the reticular formation). At low doses, all sedative-hypnotic drugs produce a state of **drowsiness**, with some behavioral excitation and loss of inhibition. This progresses as the dosage is increased to behavioral **sedation, hypnosis (sleep), anesthesia, coma, and eventual death from depression of respiratory control centers in the brainstem.**

Therapeutically, the sedative-hypnotic compounds are used for induction and/or maintenance of general anesthesia (barbiturates and **volatile** or gaseous anesthetics), **induction of sleep** (barbiturates and nonbarbiturate hypnotics), **relief from anxiety** (antianxiety agents), **prevention of epileptic seizures** (barbiturates), and recreationally to induce a state of **disinhibition** (alcohol). It is important to note that sedative-hypnotic compounds do not **alleviate** pain and, in fact, may lead to **delirium** by dulling consciousness without specifically blocking the transmission of pain. Sedatives, however, may relieve anxiety and alleviate muscle spasms, thus potentiating the effect of other analgesic drugs.

With all of these sedative-hypnotic compounds, **tolerance** (a condition in which the response to a certain dose of a drug decreases with repeated use), **physical dependence** (characterized by withdrawal symptoms when administration of the drug is stopped), and **psychological dependence** (a compulsion to use the drug for a pleasurable or otherwise enjoyable effect) occur. Tolerance of and dependence on these compounds are in some respects similar to opiate narcotic dependence, although barbiturate (and alcohol) withdrawal symptoms are frequently more severe and (unlike the opiates) may result in **convulsions** and death. Since all sedative-hypnotic compounds are similar in their effects on brain function and behavior, the effects of any two compounds are **additive with each other**, and a remarkable degree of cross-tolerance (a condition where tolerance developed to one drug results in a **lessened response to another drug**) and cross-dependence (a condition in which one drug can prevent the withdrawal symptoms associated with physical dependence on a different drug) are exhibited. Thus, any drug in this class can substitute for any other compound in it.

All compounds classified as sedative-hypnotics are **highly liable to compulsive abuse**. Indeed, they combine to form the most widely used psychoactive drugs in our society and are the causes of tens of thousands of accidental or intentional deaths annually in the United States.

Stimulants. The amphetamines, nicotine, caffeine, and cocaine are generally classified as CNS (central nervous system) psychic, psychomotor, or *behavioral stimulants*. These compounds **elevate mood**, induce **euphoria**, increase **alertness**, **reduce fatigue**, and, in high doses, produce **irritability**, anxiety, and a pattern of psychotic behavior.

At low doses, amphetamines evoke an alerting, arousal, or activating response not unlike one's normal reaction to emergency or stress. This latter response is not surprising, since amphetamines **closely resemble** in structure one of the brain's normal neurotransmitter substances, norepinephrine (NE). Indeed, the behavioral actions of amphetamine and cocaine result from the ability of both compounds to **mimic** or potentiate the action of NE in the brain.

The clinical antidepressants, although structurally unlike amphetamine or NE, have a similar ability to elevate mood (only in depressed patients, not in normal patients or animals).

Because the **common denominator** of these stimulant agents is an action on NE nerve cells, resulting in potentiation of the synaptic effect of NE, a specific role of NE with regard to emotional behavior has been proposed. The NE theory of affective disorders states that, in general, behavioral depression may be related to a **deficiency** of NE, while mania results from excessive NE. In other words, NE is identified as the chemical mediator responsible for maintaining one on a continuum with mania and depression at the extremes and «normalcy» in the middle.

Thus, agents that potentiate, augment, or otherwise increase NE activity (amphetamine, cocaine, clinical antidepressants) result in varying degrees of behavioral stimulation, depending on the concentration of NE at the synapse. Conversely, agents that **deplete** NE (reserpine) induce a serious depressed state and even suicide attempts in man. More recently, it has been suggested that the effectiveness of **lithium** in the treatment of the manic phase of manic-depressive psychosis results from removal of NE from its site of action, as would be predicted according to this NE hypothesis.

Therapeutically, amphetamines are useful in the treatment of **narcolepsy** (a disorder characterized by sudden attacks of weakness and sleep) and of **hyperkinetic** children. This latter use has been subjected to increasing **controversy**: many experts feel that amphetamines and methylphenidate (Ritalin) are being used **indiscriminately** and argue that this **misuse** serves to introduce **youngsters** into the drug culture at an early age. As a diet aid, amphetamines are largely ineffective; their **appetite-suppressing action** usually disappears within about two weeks unless the dose is continuously increased. Amphetamines are widely used and misused to achieve a heightened degree of mental alertness. But such increases are usually accompanied by agitation and anxiety, loss of sleep, and depression upon withdrawal. Because of this agitation, the amphetamines are of little use in the treatment of severe depression. The clinical anti-depressants, however, have limited use in the treatment of emotional depression, although electroconvulsive therapy appears to be more effective in cases of severe depression.

It appears that little if any physical dependence on either amphetamine or cocaine develops, although fatigue, **profound sleep**, brain-wave (EEG) changes, **lethargy**, and emotional depression may be observed upon withdrawal. Tolerance of cocaine does not occur, but the tolerance of amphetamines that develops becomes marked, often reaching daily doses of thousands of milligrams **intravenously**. The potential of psychological dependence on both compounds is quite high. Tolerance and dependence do not appear to be problematic with the clinical anti-depressants.

The other stimulants (caffeine, nicotine, and the convulsants) do not appear to **exert a primary action** on the NE system, and the behavioral effects of these agents

are not thought to involve the continuum from depression through mania. These latter compounds are less selective in their action: their general stimulation of the cerebral cortex, brainstem, and/or spinal cord results in increases in behavioral excitation.

VOCABULARY

branch of science отрасль науки	induction of sleep засыпание
mood настроение	relief from anxiety облегчение тревожного состояния
consciousness сознание, совесть	prevention of epileptic seizures предотвращение эпилептических припадков
to arise возникать, появляться	disinhibition растормаживание
basis основа	alleviate облегчать
relationships отношения	delirium делирий, расстройство сознания
similarly подобным образом, аналогично	dulling притупление
drug-induced depression депрессия, вызванная наркотическими веществами (лекарствами)	tolerance толерантность
wakefulness бодрствование	physical dependence физическая зависимость
drowsiness сонливость	psychological dependence психологическая зависимость
sedation успокоение	convulsions конвульсии, судороги
hypnosis гипноз	are additive with each other... их действие добавляется друг к другу
anesthesia анестезия, обезболивание	lessened response to another drug ослабленное действие другого наркотика
coma кома	
eventual death from depression of respiratory control centers в конце смерть от подавления активности дыхательных центров	
volatile летучий	

liable to compulsive abuse	lithium литий
подверженный внезапно- му злоупотреблению	narcolepsy нарколепсия
elevate поднимать	hyperkinetic гиперподвиж- ный
euphoria эйфория	controversy разногласия, расхождение во мнениях
alertness бдительность, рез- вость	indiscriminately без разбо- ра
to reduce fatigue уменьшать усталость	misuse злоупотребление
irritability раздражитель- ность	youngsters подростки, юно- ши
arousal возбуждение	appetite-suppressing action подавляющее аппетит действие
closely resemble близко на- поминает	profound sleep глубокий сон
mimic подражательный, при- творный	lethargy летаргия
common denominator об- щей знаменатель	intravenously внутривенно
deficiency дефицит, нехватка	to exert a primary action оказывать мощное воз- действие
to deplete уменьшать, исто- щать	

Part B

Opiate Narcotics. Medically defined, the term «narcotic» refers only to drugs having both a sedative and an analgesic (**pain-relieving**) action and is essentially restricted to the opiates and opiate-like drugs. The opiates are primarily used for the relief of pain, the treatment of **diarrhea** (due to a constricting action on the intestine), and the relief of a **cough**. Many opiate-like agents have been synthesized in attempts to duplicate the therapeutic usefulness of morphine and codeine and avoid the dependence liabilities associated with the opiates. In general, these attempts have proved unsuccessful.

The psychological effects of the opiates include euphoria or dysphoria (a sense of ill-being), **nausea**,

drowsiness, **dizziness**, **inability to concentrate**, **apathy**, and lethargy. Higher doses produce a turning inward and sleep. Often a pleasant **dreamlike state** occurs. The analgesic effect does not result from a decreased input of painful impulses to the brain but from altered psychological reactions to the impulse: pain is still felt but it is not appreciated as being a negative or painful input. In addition to relieving the anxiety of pain (and therefore the motivation to avoid it), the opiate narcotics tend to decrease other primary motivations associated with sex, food, and aggression.

In chronic use of opiates, considerable tolerance of the sedative, analgesic, euphoric, and respiratory-depressant (potentially lethal) effects develops, but there is less tolerance of the constipating and pupil-constricting effects. Cross-tolerance exists among all the opiates. Occasional use of opiates produces little or no tolerance.

The extent of physical dependence induced by these agents is closely related to the extent of tolerance developed. An individual who has developed little or no tolerance of the opiates (infrequent use) will exhibit little dependence, and withdrawal symptoms may be absent or resemble those symptoms of a mild flu. Withdrawal of the opiates after chronic high dosages, however, is followed by a severe and painful (although not life-threatening) pattern of responses ("**cold turkey**"), which **persists** for about one week. Psychological dependence on the opiates is great and appears to be more difficult to treat than either tolerance or physical dependence. Before a user has been permanently withdrawn from the opiates, his underlying motivations for seeking the drug's positive reinforcing or reward potential must be satisfied through other nonpharmacological means.

Thus, the opiates are not attractive or euphoric themselves. The danger of physical and/or psychological

dependence resides in the person, not in the drug. Hence, the treatment of the opiate user should not **focus solely** on efforts to withdraw the user from the drug but also attempt to remove the positive reinforcements associated with opiate use (euphoria and use of the needle). Methadone (an opiate narcotic that is **administered orally** and produces little or no euphoria) combined with extensive psychological counseling may prove to be an effective method of treatment. Hopefully, once positive reinforcements are found outside the use of opiates, the methadone can be withdrawn.

Antipsychotic Agents. The treatment of psychiatric disorders entered a new era in the mid-1950s with the introduction of the phenothiazines into medicine. Chlorpromazine, which originated in France, improves mood and behavior in psychotic patients by inducing an **indifference** to external stimuli and a reduction of initiative and anxiety without requiring excessive sedation and without causing dependence or tolerance. In addition to its antipsychotic action, chlorpromazine is a potent anti-emetic used in the treatment of nausea and vomiting; it also possesses **antihistamic properties** and is useful in the treatment of **severe itching**. In the laboratory, chlorpromazine decreases hostility and impairs conditioned response behavior — actions that correlate with the drug's antipsychotic action in humans.

In agreement with the NE theory of affective disorders, chlorpromazine is thought to **block access** of NE to its receptors in the brain. In general, the phenothiazines are remarkably safe agents, with incidents of **side effects** placed as low as three percent. Potentially serious side effects include blood dyscrasias (one in 10,000 patients), liver **jaundice**, and **allergic skin rashes**. To repeat, tolerance and dependency do not appear to be therapeutic problems.

Reserpine (Serpasil) was introduced into medicine concurrently with chlorpromazine. This agent induces an antipsychotic effect that correlates with a drug-induced depletion of NE in the central nervous system, as would be predicted by the NE hypothesis. Therapeutically, reserpine induces a number of troublesome side effects (including mental depression), hence it is currently established only as a substitute for chlorpromazine in those few patients who cannot tolerate the phenothiazines.

In 1967, haloperidol (a butyrophenone) was introduced into the United States as the prototype of a new class of antipsychotic agents. Its behavioral action is similar to that of chlorpromazine. The biochemical basis of the antipsychotic action of haloperidol has not been determined.

More recently, lithium has been introduced into the treatment of mania. As mentioned earlier, this agent appears to remove NE from its **site of action** in the brain. However, since no available animal model of behavior correlates with the human manic-depressive state, the action responsible for lithium's therapeutic usefulness is unclear.

Despite their behavioral effects, the antipsychotic drugs are rarely used nonmedically. They have served as powerful tools, contributing to our knowledge of the physiological and biochemical basis of psychology.

Psychedelics and Hallucinogens. Psychoactive agents have been used by man for centuries. Mescaline (from the peyote cactus), psilocybin (from Mexican mushrooms), morning glory seeds, marijuana (from *Cannabis sativa*), DMT and DET (dimethyl- and diethyl-tryptamine) all were included in various sacramental rites and in some instances **were even considered divine**. More recently, such synthetic compounds as LSD and phencyclidine and the synthetic amphetamine derivatives have been

introduced. Only since 1960 have these agents received general public attention.

To date, although behavioral and psychological responses to these agents have been described in both animals and man, little is known of the **underlying physiological basis** of their action. Currently it is thought that the hallucinogenic effect of LSD is secondary to an action on brain serotonin (a neuro-transmitter localized in the raphe nuclei and apparently involved in emotional activity, including sensory perception). Aside from its well-known psychological effects, however, the physiological effects of LSD are few (widened pupils, **hyperreflexia**, muscular incoordination, increased heart rate and blood pressure) and seldom serious. The possibility that **deformities** may occur in the **offspring of pregnant women taking high doses of LSD** has not been eliminated.

Tolerance of LSD develops on repeated use, but physical dependence does not develop. Psychological dependence may occur in individuals **who become preoccupied with the drug**. Because use of the drug is usually **intermittent**, however, psychological dependence is not considered a serious problem. There is currently no **authorized medical use** of LSD, although many efforts have been made to establish its role as an adjunct to psychotherapy.

Mescaline, peyote, and other naturally occurring psychedelic agents (morning glory seeds, nutmeg) and synthetic psychedelics (substituted amphetamines) produce syndromes similar to LSD but considerably less severe.

Marijuana is the least potent of the psychedelic agents. At low to **moderate doses** it is a mild sedative-hypnotic that **resembles alcohol** and the **antianxiety** agents in its physiological and psychological effects. Unlike the sedatives, however, high doses of marijuana may produce

effects similar to a mild LSD experience. Also unlike the sedatives, high doses of marijuana are not lethal. Since no cross-tolerance occurs between LSD and marijuana, the two compounds are different in their mechanism of action.

Recent reports indicate that a mild tolerance to marijuana can develop, but physical dependence has not been demonstrated. Some degree of psychological dependence may develop, but it is not considered serious. It has now been demonstrated that marijuana **does not itself lead** to the use of more powerful drugs, does not increase **hostility** or aggression or increase crime, and does not cause mental or physical **deterioration**, although **loss of motivation** and **impairment of driving skills** may be observed. Medically, marijuana has been claimed to possess antianxiety, antidepressant, antiepileptic, analgesic, and appetite-stimulating effects.

Many other examples of drug effects on behavior could be given. However, this review has introduced the **concept** that a great variety of pharmacologically active agents **may alter behavioral performance** both in animals and in man. These alterations occur subsequent to changes in physiological and **biochemical equilibria** in the brain.

VOCABULARY

pain-relieving болеутоляю- щий	apathy апатия
diarrhea диарея, понос	dreamlike state сноподобное состояние
cough кашель	respiratory-depressant по- давляющее дыхание
nausea тошнота	constipation запор
dizziness головокружение	pupil-constricting сужение зрачков
inability to concentrate не- возможность сконцентри- роваться	not life-threatening не угро- жающий жизни

- «cold turkey» резкое прекращение употребления наркотиков, «ломка»
- to persist** сохраняется, удерживается
- to reside** находиться, пребывать
- treatment of the opiate user** лечение опиумной зависимости
- focus solely...** сфокусирована целиком на...
- administered orally** назначается орально
- indifference** безразличие
- antihistamic properties** антигистаминные качества
- severe itching** сильная чесотка
- to block access** блокировать доступ
- side effects** побочный эффект
- jaundice** желтуха
- allergic skin rashes** аллергические раздражения кожного покрова
- as mentioned earlier** как упоминалось ранее
- site of action** место действия
- were even considered divine** даже считались священными
- underlying physiological basis** физиологическая основа
- hyperreflexia** гиперрефлексия
- offspring of pregnant women taking high doses of LSD** потомство беременной женщины, принимающей большие дозы ЛСД
- deformities** дефекты, уродливости
- who become preoccupied with the drug** которые становятся поглощены наркотиками
- intermittent** прерывистый
- authorized medical use** назначенное медицинское использование
- moderate doses** умеренные дозы
- that resembles alcohol** которое напоминает алкоголь
- antianxiety** успокаивающий, седативный
- does not itself lead** само по себе не приводит к...
- hostility** враждебность
- deterioration** ухудшение
- loss of motivation** потеря мотивации
- impairment of driving skills** ухудшение навыков управления автомобилем
- concept** концепция
- may alter behavioral performance** может изменять поведение
- biochemical equilibrium(-a)** биохимическое равновесие(-я)

Drug Classification	Slang terms often used	Chemical or trade name	Medical uses	How taken usually	Immediate effects of use	Physical dependence	Psychological dependence
DEPRESSANTS							
Alcohol	booze, juice	ethyl alcohol	antiseptic	swallow	reduce anxiety	yes	yes
Barbiturates	blue devils, barbs, candy	Seconal, Nembutal	sedation, anxiety relief	swallow, inject	euphoria, reduce anxiety	yes	yes
Antianxiety Tranquilizers		Librium, Vallium	anxiety relief	swallow	none	yes	yes
OPIATES							
Codeine	schoolboy	Methylmorphine	cough, pain	swallow	euphoria	yes	yes
Morphine	white stuff	Morphine sulfate	pain relief	swallow, inject	euphoria	yes	yes

Drug Classification	Slang terms often used	Chemical or trade name	Medical uses	How taken usually	Immediate effects of use	Physical dependence	Psychological dependence
Heroin	horse, smack	Diacetylmorphine	pain relief	swallow, inject	euphoria	yes	yes
Methodone	dolly	Dolophine amide	pain relief	swallow, inject	aid in withdrawal	yes	yes
STIMULANTS							
Caffeine	caffeine	caffeine	migraine headache	swallow	alertness	yes	yes
Nicotine	smoke	nicotine	emetic	smoke, chew	alertness, relaxation	yes	yes
Amphetamine	speed, bennies	Benzedrine	narcosis, hyperactivity	swallow, inject	alertness, active	yes	yes

Cocaine	coke, crack, snow, dust	cocaine	anesthesia	inhale, inject, smoke	excitation	yes	yes
Anti-depressants		Tofranil, Nardil	relieve depression	swallow	none	?	?
PSYCHEDELICS							
LSD	acid, trips	lysergic acid diethylamide	none	swallow	sensory distortion	no	no?
Mescaline	mesc	3, 4, 5 trimethoxyphenethylamine	none	swallow	sensory distortion	no	no?
PCP	angel dust	phencyclidine hydrochloride	veterinary anesthesia	swallow	disorientation	no	no?
Marijuana	pot, grass	Cannabis	glaucoma	smoke, swallow	euphoria, relaxation	no	yes?
ANTIPSYCHOTIC DRUGS							
Thorazine		chlorpromazine	treat psychosis	swallow, inject	relaxation	?	?



Text 7

CONSUMER PSYCHOLOGY*by Robert Perloff*

*Consumer psychology is a branch of applied psychology concerned with questions about the **optimal means** for making goods and services available providing information about them, developing and testing methods for **promoting interest** in their acquisition, and investigating how they might be consume with maximum satisfaction and benefit to the customer.*

From the broadest point of view, consumer psychology is concerned with the individual's **behavioral expressions of value** — that is, the ways in which he or she spends his time and money. These range from candy and toothpaste to savings for college education from spending a few hours viewing television or reading the newspaper to the **philatelist's absorption** with old or **rare stamps**. Therefore, whatever the individual consumes — however he uses his time or spends his money — is an object for study by the consumer psychologist.

The consumer psychologist is concerned with the psychological determinants of the individual's behavior as a consumer. An important distinction is made between high and low involvement consumer decisions. When decisions have high personal importance or relevance, like the purchase of a clothing outfit **to be worn on a special occasion**, consumers typically **engage** in an **extensive search** for information that incorporates not only input from advertising sources but **careful appraisals of anticipated reactions** from others in their reference group. While high involvement choices activate extensive problem-solving behavior, low involvement choices, such

as the purchase of an inexpensive ballpoint pen, are more impulsive, reflecting such factors as **brand recognition**. The shape and color of a package, or its position in a **display case**, will have a greater impact on low involvement decisions. Beyond marketing research, consumer psychologists have been called upon to study the **consumer's attitudes toward** and the **means for influencing his acceptance of devices or behaviors** that are generally considered to be in his best interest, particularly in the fields of health and safety. Among the many illustrations of this relatively new area of study are the individual's responses to seat belts in automobiles as well as his attitudes concerning **air pollution**, smoking, and other **health hazards**.

The consumer psychologist may also be consulted for studies aimed at understanding how attitudes may be changed.

Applications. Since the techniques and procedures for conducting consumer research are very similar to those used in **opinion research** or **public opinion polling**, psychologists engaged in consumer research are often engaged in public opinion studies as well. Opinion research is supported by **foundations**, **government agencies**, universities, the mass media, political organizations, and individuals and organizations **hoping to shed light on social problems**, propaganda, and group behavior.

Rarely does the consumer psychologist operate alone. Because consumer behavior is **interdisciplinary**, it is common to find him working in the same office with advertising copywriters or account executives, public relations experts, statisticians specializing in **sampling** and **survey research**, **experts in marketing research**, economists, and sociologists.

The heaviest use of consumer psychology occurs in business and industry, principally by advertising agencies,

the mass media, private consumer marketing and public opinion research firms, and **manufacturers** themselves. Of particular importance is **market segmentation research**, which seeks to identify the **needs, preferences, and perceptions of significant subgroups** — socioeconomic, racial, and ethnic identification groupings — **that collectively account for larger heterogeneous social systems**. The processes by which innovations, like new products, **diffuse and succeed**, or fail to attract consumer interest, are receiving increased attention.

On the more macroscopic level, the consumer psychologist may be invited to **assay** what has come to be known as the “image” that one public group or another may have of a business firm, an agency of the government, or even of an educational institution. Perhaps a nationally known manufacturer of appliances is interested in determining the effect a **large strike** had upon its “image”.

Consumer psychology is attracting students and developing its own literature. Consumer activities are becoming integrated into all phases of government. Manufacturers, advertising media, educational institutions, hospitals, and communities are all thinking in terms of their “public images”, seeking to improve the way they are being looked at.

VOCABULARY

applied psychology прикладная психология

optimal means оптимальные средства

promoting interest стимулировать интерес

behavioral expressions of value поведенческое вы-

ражение ценности

philatelist's absorption увлечение (дословно — поглощенность) филателиста

rare редкие

to be worn on a special occasion который одевают по особому случаю

- to engage** заниматься чем-либо, быть вовлеченным во что-либо
- extensive search** всестороннее исследование
- careful appraisals of anticipated reactions** осторожная оценка ожидаемых реакций
- brand recognition** узнавание брэнда (торговой марки)
- display case** *зд.* витрина
- consumer's attitudes toward smth.** отношения потребителей к чему-либо
- ...means for influencing his acceptance of devices or behaviors** средства влияния на его принятие устройств или поведения
- air pollution** загрязнение воздуха
- health hazards** угрозы здоровью
- opinion research** исследование мнения
- public opinion polling** анкетирование общественного мнения
- foundations** фонды, учреждения
- government agencies** правительственные комиссии
- hoping to shed light on social problems** в надежде пролить свет на социальные проблемы
- interdisciplinary** междисциплинарный
- sampling** создание выборки
- survey research** анкетирование
- experts in marketing research** эксперты в исследованиях рынка
- manufacturers** производители
- market segmentation research** исследования сегментирования рынка
- needs** нужды
- preferences** предпочтения
- perceptions of significant subgroups** восприятия значимых подгрупп
- that collectively account for larger heterogeneous social systems** которые совокупно дают объяснение гетерогенным социальным системам
- diffuse** распространяются
- succeed** иметь успех, преуспевать
- assay** анализируют
- large strike** крупная забастовка

 Text 8**PARAPSYCHOLOGY***by Gertrude R. Schmeidler*

Psychical research, the area of science that studies **extrasensory perception**, psychokinesis, and such related topics as **spiritual survival after bodily death**.

In 1882 the Society for Psychical Research (SPR) was founded in London. But the **raw material** of parapsychology studies had been reported from the earliest days. The **witch** of Endor saw the spirit of the dead Samuel. **Croesus**, King of Lydia, tested the **Delphic sibyl** by sending a messenger to ask what the King was doing on a certain day. Croesus tried to trick her by carrying out a bizarre, unkingly act — **cooking a tortoise and lamb in a bronze caldron** — but the sibyl described it. Socrates' "Daemon" told him one morning **to avoid his usual route** in Athens; and that day, when Socrates would otherwise have walked there, a **dangerous herd of wild pigs** ran through the city street. Saint John Bosco twice, as a schoolboy, dreamed the Latin assignment that would be dictated next day. Pope Pius V saw and described, in Rome, the Battle of Lepanto while it occurred. Other people have reported similar **extraordinary events**, such as **hauntings, poltergeists, and levitations**.

The SPR's purpose was "to examine **without prejudice or prepossession** and in a scientific spirit those **faculties of man, real or supposed**, which appear to be inexplicable on any generally recognized hypothesis." It included such dignitaries as Lord Balfour, Henry Sidgwick, Sir William Crookes, Charles Richet, Lord Rayleigh, and Hans Driesch. Related societies were soon founded, such as the American Society for Psychical

Research (ASPR) with Simon Newcomb and William James.

The SPR used **three major techniques of investigation**: collecting and critically analyzing “**spontaneous cases**” studying intensively anyone who seemed especially gifted (psychics, sensitives, mediums), and experimentation. Spontaneous cases were examined as in a law court: **independent evidence statements** about what had occurred was sought, and both confirming and disconfirming statements were published. Many cases were well confirmed, with independent witnesses stating the experience was described before confirmation was known and with written evidence of the confirmation.

Studies of special sensitives yielded confirmation for at least some psychic claims. Face-to-face sittings are often **suspicious**, because the sitter may **inadvertently give cues**; but some sessions produced **accurate** information not known to the sitter — for example, the size and location of someone else’s book that contained a diagram of Indo-European languages.

Modern research avoids cues by “double-blind” methods in which a note taker holds “**proxy sittings**” for several individuals, all unknown to him. Copies of all **transcripts** (coded for anonymity) are sent to each “absent sitter” who marks each scorable statement true or false. Statistical analysis shows if more checks are given to the appropriate transcripts.

Experimentation is now the major method of parapsychological research. Studies of **telepathy, clairvoyance, and precognition** use **stringent controls** to confirm that ESP can occur.

Formal experimentation of psychokinesis (PK) was initiated by J.B. Rhine, who first studied whether a subject could, by «willingly» **control the fall of dice**. Since

no die is perfect, all faces of the die must be «willed» equal numbers of times for good research. Also, since muscular control is possible for the first two **bounces**, an apparatus must ensure that the die bounces many times. Even with these conditions, however, extra-chance results appear, especially at the beginning of a series. The **systematic decline of scores** after the beginning of a series is one of the **striking** effects. Other procedures include “placement”, where discs are released from a central mechanism and the subject hopes they will fall to the right or left, and tests of possible influence on the temperature of a **distant thermometer** or the decay curve of a magnetic field. PK effects in the laboratory are usually so slight that they demand sensitive equipment or thousands of trials; but the fact that they occur is of major theoretical importance. Some few well-controlled sittings with psychics and observations of poltergeists suggest that **massive psychokinetic effects** can also be produced.

Research in other areas of parapsychology is less clear. However, some work on **psychic healing** has begun, as when Grad and his colleagues **inflicted surgical wounds on mice** and found **faster recovery** if a “healer” held their cages. Similarly, Watkins and Watkins found faster recovery from anesthesia for animals whom certain «talented» subjects tried to wake. This may be a special case of psychokinesis.

The present status of parapsychology is **curious**. There are few specialists in the area. The Parapsychological Association (which limits membership to serious workers) has only about 200 members, although it is affiliated with the **prestigious** American Association for the Advancement of Science. Most of the research is published in the Journal of the American Society for Psychical Research or in the Journal of Parapsychology. Popular

writings are common but spread misinformation as well as information. In short, parapsychology is well established but not yet accepted by the academic community as a whole.

VOCABULARY

- extrasensory perception** экстрасенсорное восприятие
- spiritual survival after bodily death** выживание духа после смерти тела
- raw material** первичный материал
- witch** ведьма
- Croesus** Крез
- Delphic sibyl** дельфийский оракул, сибиллы
- unkingly act** поступок, недостойный короля
- cooking a tortoise and lamb in a bronze caldron** приготовление черепахи и ягненка в бронзовом котле
- to avoid his usual route** избегать своего привычного маршрута
- dangerous herd of wild pigs** опасное стадо диких свиней
- extraordinary events** необычные происшествия
- haunting** преследования привидениями
- poltergeists** полтергейсты
- levitations** левитации, парение над землей
- without prejudice or prepossession** без предрассудков и предвзятого отношения
- faculties of man** способности человека
- real or supposed** реальные или предполагаемые
- three major techniques of investigation** три основных техники расследования
- spontaneous cases** внезапные случаи
- independent evidence statements** независимые свидетельские показания
- suspicious** подозрительный
- inadvertently** непреднамеренно, неумышленно
- cues** подсказка
- accurate** точный
- proxy sittings** выполнять роль представителя
- transcripts** транскрипты, протоколы
- telepathy** телепатия
- clairvoyance** ясновидение
- precognition** предчувствие
- stringent controls** точный контроль

to control the fall of dice	psychic healing	душевное излечение
управлять падением иг- ральных костей	inflicted surgical wounds on mice	наносил хирургиче- ские раны на мышах
to bounce	faster recovery	более быст- рое выздоровление
прыгать, отскаки- вать	curious	любопытный
systematic decline of scores	prestigious	престижный
систематическое умень- шение результата	well established	упрочивша- яся, принятая
striking	academic community	акаде- мическое (научное) сооб- щество
поразительный, вы- дающийся		
distant thermometer		
удаленный термометр		
massive psychokinetic ef- fects		
массивный психоки- нетический эффект		

PART III

Reading Classics of Psychology

HEREDITARY TALENT AND CHARACTER

By Francis Galton (1865)

The power of man over animal life, in producing whatever varieties of form he pleases, is enormously great. It would seem as though the physical structure of future generations was almost as plastic as clay, under the control of the breeder's will. It is my desire to show more pointedly than — so far as I am aware — has been attempted before, that mental qualities are equally under control.

....

So far as I am aware, no animals have ever been bred for general intelligence. Special aptitudes are thoroughly controlled by the breeder. He breeds dogs that point, that retrieve, that fondle, or that bite; but, no one has ever yet attempted to breed for high general intellect, irrespective of all other qualities. It would be a most interesting subject for an attempt. We hear constantly of prodigies of dogs, whose very intelligence makes them of little value as slaves. When they are wanted, they are apt to be absent on their own errands. They are too critical of their master's conduct. For instance, an intelligent dog shows marked contempt for an unsuccessful sportsman. He will follow nobody along a road that leads on a well-known tedious errand. He does not readily forgive a man who wounds his self-esteem. He is often a

dexterous thief and a sad hypocrite. For these reasons an over-intelligent dog is not an object of particular desire, and therefore, I suppose, no one has ever thought of encouraging a breed of wise dogs. But it would be a most interesting occupation for a country philosopher to pick up, the cleverest dogs he could hear of, and mate them together, generation after generation — breeding purely for intellectual power, and disregarding shape, size, and every other quality.

....

As we cannot doubt that the transmission of talent is as much through the side of the mother as through that of the father, how vastly would the offspring be improved, supposing distinguished women to be commonly married to distinguished men, generation after [p. 164] generation, their qualities being in harmony and not in contrast, according to rules of which we are now ignorant, but which a study of the subject would be sure to evolve!

It has been said by Bacon that “great men have no continuance.” I, however, find that very great men are certainly not averse to the other sex, for some such have been noted for their illicit intercourses, and, I believe, for a corresponding amount of illegitimate issue. Great lawyers are especially to be blamed in this, even more than poets, artists, or great commanders. It seems natural to believe that a person who is not married, or who, if married, does not happen to have children, should feel himself more vacant to the attractions of a public or a literary career than if he had the domestic cares and interests of a family to attend to. Thus, if we take a list of the leaders in science of the present day, the small number of them who have families is very remarkable. Perhaps the best selection of names we can make, is from those who have filled the annual scientific office of

President of the British Association. We will take the list of the commoners simply, lest it should be objected, though unjustly, that some of the noblemen who have occupied the chair were not wholly indebted to their scientific attainments for that high position. Out of twenty-two individuals, about one-third have children; one-third are or have been married and have no children; and one-third have never been married. Among the children of those who have had families, the names of Frank Buckland and Alexander Herschel are already well-known to the public.

There has been a popular belief that men of great intellectual eminence, are usually of feeble constitution, and of a dry and cold disposition. There may be such instances, but I believe the general rule to be exactly the opposite. Such men, so far as my observation and reading extend, are usually more manly and genial than the average, and by the aid of these very qualities, they obtain a recognised ascendancy. It is a great and common mistake to suppose that high intellectual powers are commonly associated with puny frames and small physical strength. Men of remarkable eminence are almost always men of vast powers of work. Those among them that have fallen into sedentary ways will frequently astonish their friends by their physical feats, when they happen to be in the mood of a vacation ramble. The Alpine Club contains a remarkable number of men of fair literary and scientific distinction; and these are among the strongest and most daring of the climbers. I believe, from my own recollections of the thews and energies of my contemporaries and friends of many years at Cambridge, that the first half-dozen class-men in classics or mathematics would have beaten, out of all proportion, the last half-dozen class-men in any trial of physical strength or endurance. Most notabilities have been great eaters and excellent

digesters, on literally the same principle that the furnace which can raise more steam than is usual for one of its size burn more freely and well than is common. Most great men are vigorous animals, with exuberant powers, and an extreme devotion to a cause. There is no reason to suppose that, in breeding for the highest order of intellect, we should produce a sterile or a feeble race.

Many forms of civilization have been peculiarly unfavourable to the hereditary transmission of rare talent. None of them mere more prejudicial to it than that of the Middle Ages, where almost every youth of genius was attracted into the Church, and enrolled in the ranks of a celibate clergy.

Another great hindrance to it is a costly tone of society, like that of our own, where it becomes a folly for a rising man to encumber himself with domestic expenses, which custom exacts, and which are larger than his resources are able to meet. Here also genius is celibate, at least during the best period of manhood.

A spirit of caste is also bad, which compels a man of genius to select his wife from a narrow neighborhood or from the members of a few families.

But a spirit of clique is not bad. I understand that in Germany it is very much the custom for professors to marry the daughters of other professors, and I have some reason to believe, but am anxious for further information before I can feel sure of it, that the enormous intellectual digestion of German literary men, which far exceeds that of the corresponding class of our own country-men, may, in some considerable degree, be traceable to this practice.

So far as beauty is concerned, the custom of many countries, of the nobility purchasing the handsomest girls they could find for their wives, has laid the foundation of a higher type of features among the ruling classes. It

is not so very long ago in England that it was thought quite natural that the strongest lance at the tournament should win the fairest or the noblest lady. The lady was the prize to be tilted for. She rarely objected to the arrangement, because her vanity was gratified by the eclat of the proceeding. Now history is justly charged with a tendency to repeat itself. We may, therefore, reasonably look forward to the possibility, I do not venture to say the probability, of a recurrence of some such practice of competition. What an extraordinary effect might be produced on our race, if its object was to unite in marriage those who possessed the finest and most suitable natures, mental moral, and physical!

Let us, then, give reins to our fancy, and imagine a Utopia — or a Laputa, if you will — in which a system of competitive examination for girls, as well as for youths, had been so developed as to embrace every important quality of mind and body, and where a considerable sum was yearly allotted to the endowment of such marriages as promised to yield children who would grow into eminent servants of the State. We may picture to ourselves an annual ceremony in that Utopia or Laputa, in which the Senior Trustee of the Endowment Fund would address ten deeply-blushing young men, all of twenty-five years old, in the following terms:

— “Gentlemen, I have to announce the results of a public examination, conducted on established principles; which show that you occupy the foremost places in your year, in respect to those qualities of talent, character, and bodily vigour which are proved, on the whole, to do most honour and best service to our race. An examination has also been conducted on established principles among all the young ladies of this country who are now of the age of twenty-one, and I need hardly remind you, that this examination takes note of grace, beauty, health, good

temper, accomplished housewifery, and disengaged affections, in addition to noble qualities of heart and brain. By a careful investigation of the marks you have severally obtained, and a comparison of them, always on established principles, with those obtained by the most distinguished among the young ladies, we have been enabled to select ten of their names with especial reference to your individual qualities. It appears that marriages between you and these ten ladies, according to the list I hold in my hand, would offer the probability of unusual happiness to yourselves, and, what is of paramount interest to the State, would probably result in an extraordinarily talented issue. Under these circumstances, if any or all of these marriages should be agreed upon, the sovereign herself will give away the brides, at a high and solemn festival, six months hence, in Westminster abbey. We, on our part, are prepared, in each case, to assign 5,000^l as a wedding-present, and to defray the cost of maintaining and educating your children, out of the ample funds entrusted to our disposal by the State."

If a twentieth part of the cost and pains were spent in measures for the improvement of the human race that is spent on the improvement of the breed of horses and cattle, what a galaxy of genius might we not create! We [p. 166] might introduce prophets and high priests of our civilization into a world as surely as we can propagate idiots by mating cretins. Men and women of the present day are, to those we might hope to bring into existence, what the pariah dogs of the streets of an Eastern town are to our own highly bred varieties.

The feeble nations of the world are necessarily giving way before the nobler varieties of mankind; and even the best of these, so far as we know them, seem unequal to their work. The average culture of mankind is become so much high, than it was, and the branches of knowledge

and history so various and extended, that few are capable even of comprehending the exigencies of our modern civilization; much less fulfilling them. We are living in a sort of intellectual anarchy, for want of master minds. The general intellectual capacity of our leaders requires to be raised, and also to be differentiated. We want abler commanders, statesmen, thinkers, inventors, and artists. The natural qualifications of our race are no greater than they used to be in semi-barbarous times, though the conditions amid which we are born are vastly more complex than of old. The foremost minds of the present day seem to stagger and halt under an intellectual load too heavy for their powers.

[On Americans]

Let us consider an instance in which different social influences have modified the inborn dispositions of a nation. The North American people has been bred from the most restless and combative class of Europe. Whenever, during the last ten or twelve generations, a political or religious party has suffered defeat, its prominent members, whether they were the best, or only the noisiest, have been apt to emigrate to America, as a refuge from persecution. Men fled to America for conscience' [sic] sake, and for that of unappreciated patriotism. Every scheming knave, and every brutal ruffian, who feared the arm of the law, also turned his eyes in the same direction. Peasants and artisans, whose spirit rebelled against the tyranny of society and the monotony of their daily life, and men of a higher position, who chafed under conventional restraints, all yearned towards America. Thus the dispositions of the parents of the American people have been exceedingly varied, and usually extreme, either for good or for evil. But in one respect they almost universally agreed. Every head of an

emigrant family brought with him a restless character, and a spirit apt to rebel. If we estimate the moral nature of Americans from their present social state, we shall find it to be just what we might have expected from such a parentage. They are enterprising, defiant, and touchy; impatient of authority; furious politicians; very tolerant of fraud and violence; possessing much high and generous spirit, and some true religious feeling, but strongly addicted to cant.

THE STREAM OF CONSCIOUSNESS (1892)

William James

The first and foremost concrete fact which every one will affirm to belong to his inner experience is the fact that consciousness of some sort goes on. "States of mind" succeed each other in him. If we could say in English "it thinks", as we say "it rains" or "it blows", we should be stating the fact most simply and with the minimum of assumption. As we cannot, we must simply say that thought goes on.

...How does it go on? We notice immediately four important characters in the process, of which it shall be the duty of the present chapter to treat in a general way:

- 1) Every "state" tends to be part of a personal consciousness.
- 2) Within each personal consciousness states are always changing.
- 3) Each personal consciousness is sensibly continuous.
- 4) It is interested in some parts of its object to the exclusion of others, and welcomes or rejects — chooses from among them, in a word — all the while.

In considering these four points successively, we shall have to plunge in medias res as regards our nomenclature

and use psychological terms which can only be adequately defined in later chapters of the book. But every one knows what the terms mean in a rough way; and it is only in a rough way that we are now to take them. This chapter is like a painter's first charcoal sketch upon his canvas, in which no niceties appear.

[Personal Nature of Consciousness]

When I say every "state" or "thought" is part of a personal consciousness, "personal consciousness" is one of the terms in question. Its meaning we know so long as no one asks us to define it, but to give an accurate account of it is the most difficult of philosophic tasks. This task we must, confront in the next chapter; here a preliminary word will suffice.

In this room — this lecture-room, say — there are a multitude of thoughts, yours and mine, some of which cohere mutually, and some not. They are as little each-for-itself and reciprocally independent as they are all-belonging-together. They are neither: no one of them is separate, but each belongs with certain others and with none beside. My thought belongs with my other thoughts, and your thought with your other thoughts. Whether anywhere in the room there be a mere thought, which is nobody's thought, we have no means of ascertaining, for we have no experience of its like. The only states of consciousness that we naturally deal with are found in personal consciousness, minds, selves, concrete particular I's and you's.

Each of these minds keeps its own thoughts to itself. There is no giving or bartering between them. No thought even comes into direct sight of a thought in another personal consciousness than its own. Absolute insulation, irreducible pluralism, is the law. It seems as if the elementary psychic fact were not thought or this thought

or that thought, but my thought, every thought being owned. Neither contemporaneity, nor proximity in space, nor similarity of quality and content are able to fuse thoughts together which are sundered by this barrier of belonging to different personal minds. The breaches between such thoughts are the most absolute breaches in nature. Every one will recognize this to be true, so long as the existence of something corresponding to the term "personal mind" is all that is insisted on, without any particular view of its nature being implied. On these terms the personal self rather than the thought might be treated as the immediate datum in psychology. The universal conscious fact is not "feelings and thoughts exist," but "I think" and "I feel." No psychology, at any rate, can question the existence of personal selves. Thoughts connected as we feel them to be connected are what we mean by personal selves. The worst a psychology can do is so to interpret the nature of these selves as to rob them of their worth.

[Consciousness in Constant Change]

Consciousness is in constant change. I do not mean by this to say that no one state of mind has any duration — even if true, that would be hard to establish. What I wish to lay stress on is this, that no state once gone can recur and be identical with what it was before. Now we are seeing, now hearing; now reasoning, now willing; now recollecting, now expecting; now loving, now hating; and in a hundred other ways we know our minds to be alternately engaged....

...The grass out of the window now looks to me of the same green in the sun as in the shade, and yet a painter would have to paint one part of it dark brown, another part bright yellow, to give its real sensational effect. We take no heed, as a rule, of the different way in which the

same things look and sound and smell at different distances and under different circumstances. The sameness of the things is what we are concerned to ascertain; and any sensations that assure us of that will probably be considered in a rough way to be the same with each other...

Such a difference as this could never have been sensibly learned; it had to be inferred from a series of indirect considerations. These make us believe that our sensibility is altering all the time, so that the same object cannot easily give us the same sensation over again. We feel things differently accordingly as we are sleepy or awake, hungry or full, fresh or tired; differently at night and in the morning, differently in summer and in winter; and above all, differently in childhood, manhood, and old age. And yet we never doubt that our feelings reveal the same world, with the same sensible qualities and the same sensible things occupying it. The difference of the sensibility is shown best by the difference of our emotion about the things from one age to another, or when we are in different organic moods, What was bright and exciting becomes weary, flat, and unprofitable. The bird's song is tedious, the breeze is mournful, the sky is sad.

...From one year to another we see things in new lights. What was unreal has grown real, and what was exciting is insipid. The friends we used to care the world for are shrunken to shadows; the women once so divine, the stars, the woods, and the waters, how now so dull and common! — the young girls that brought an aura of infinity, at present hardly distinguishable existences; the pictures so empty; and as for the books, what was there to find so mysteriously significant in Goethe, or in John Mill so full of weight? Instead of all this, more zestful than ever is the work, the work; and fuller and deeper the import of common duties and of common goods.

[The Continuity of Thought]

...No doubt it is often convenient to formulate the mental facts in an atomistic sort of way, and to treat the higher states of consciousness as if they were all built out of unchanging simple ideas which "pass and turn again." It is convenient often to treat curves as if they were composed of small straight lines, and electricity and nerve-force as if they were fluids. But in the one case as in the other we must never forget that we are talking symbolically, and that there is nothing in nature to answer to our words. A permanently existing "Idea" which makes its appearance before the footlights of consciousness at periodical intervals is as mythological an entity as the Jack of Spades.

Within each personal consciousness, thought is sensibly continuous. I can only define "continuous" as that which is without breach, crack, or division. The only breaches that can well be conceived to occur within the limits of a single mind would either be interruptions, time-gaps during which the consciousness went out; or they would be breaks in the content of the thought, so abrupt that what followed had no connection whatever with what went before. The proposition that consciousness feels continuous, means two things:

- a. That even where there is a time-gap the consciousness after it feels as if it belonged together with the consciousness before it, as another part of the same self;
- b. That the changes from one moment to another in the quality of the consciousness are never absolutely abrupt.

The case of the time-gaps, as the simplest, shall be taken first.

...When Paul and Peter wake up in the same bed, and recognize that they have been asleep, each one of them

mentally reaches back and makes connection with but one of the two streams of thought which were broken by the sleeping hours. As the current of an electrode buried in the ground unerringly finds its way to its own similarly buried mate, across no matter how much intervening earth; so Peter's present instantly finds out Peter's past, and never by mistake knits itself on to that of Paul. Paul's thought in turn is as little liable to go astray. The past thought of Peter is appropriated by the present Peter alone. He may have a knowledge, and a correct one too, of what Paul's last drowsy states of mind were as he sank into sleep, but it is an entirely different sort of knowledge from that which he has of his own last states. He remembers his own states, whilst he only conceives Paul's. Remembrance is like direct feeling; its object is suffused with a warmth and intimacy to which no object of mere conception ever attains. This quality of warmth and intimacy and immediacy is what Peter's present thought also possesses for itself. So sure as this present is me, is mine, it says, so sure is anything else that comes with the same warmth and intimacy and immediacy, me and mine. What the qualities called warmth and intimacy may in themselves be will have to be matter for future consideration. But whatever past states appear with those qualities must be admitted to receive the greeting of the present mental state, to be owned by it, and accepted as belonging together with it in a common self. This community of self is what the time-gap cannot break in twain, and is why a present thought, although not ignorant of the time-gap, can still regard itself as continuous with certain chosen portions of the past.

Consciousness, then, does not appear to itself chopped up in bits. Such words as "chain" or "train" do not describe it fitly as it presents itself in the first instance. It is nothing jointed; it flows. A "river" or a "stream"

are the metaphors by which it is most naturally described. In talking of it hereafter, let us call it the stream of thought, of consciousness, or of subjective life....

[Substantive and Transitive States of Mind]

...When we take a general view of the wonderful stream of our consciousness, what strikes us first is the different pace of its parts. Like a bird's life, it seems to be an alternation of flights and perchings. The rhythm of language expresses this, where every thought is expressed in a sentence, and every sentence closed by a period. The resting-places are usually occupied by sensorial imaginations of some sort, whose peculiarity is that they can be held before the mind for an indefinite time, and contemplated without changing; the places of flight are filled with thoughts of relations, static or dynamic, that for the most part obtain between the matters contemplated in the periods of comparative rest.

Let us call the resting-places the "substantive parts," and the places of flight the "transitive parts," of the stream of thought. It then appears that our thinking tends at all times towards some other substantive part than the one from which it has just been dislodged. And we may say that the main use of the transitive parts is to lead us from one substantive conclusion to another.

Now it is very difficult, introspectively, to see the transitive parts for what they really are. If they are but flights to a conclusion, stopping them to look at them before the conclusion is reached is really annihilating them. Whilst if we wait till the conclusion be reached, it so exceeds them in vigor and stability that it quite eclipses and swallows them up in its glare. Let anyone try to cut a thought across in the middle and get a look at its section, and he will see how difficult the introspective observation of the transitive tracts is. The rush of the thought is so

headlong that it almost always brings us up at the conclusion before we can rest it. Or if our purpose is nimble enough and we do arrest it, it ceases forthwith to itself. As a snowflake crystal caught in the warm hand is no longer a crystal but a drop, so, instead of catching the feeling of relation moving to its term, we find we have caught some substantive thing, usually the last word we were pronouncing, statically taken, and with its function, tendency, and particular meaning in the sentence quite evaporated. The attempt at introspective analysis in these cases is in fact like seizing a spinning top to catch its motion, or trying to turn up the gas quickly enough to see how the darkness looks....

We ought to say a feeling of and, a feeling of if, a feeling of but, and a feeling of by, quite as readily as we say a feeling of blue or a feeling of cold. Yet we do not: so inveterate has our habit become of recognizing the existence of the substantive parts alone, that language almost refuses to lend itself to any other use...

[Fringes of Experience]

The object before the mind always has a "Fringe." There are other unnamed modifications of consciousness just as important as the transitive states, and just as cognitive as they. Examples will show what I mean....

Suppose we try to recall a forgotten name. The state of our consciousness is peculiar. There is a gap therein; but no mere gap. It is a gap that is intensely active. A sort of wraith of the name is in it, beckoning us in a given direction, making us at moments tingle with the sense of our closeness, and then letting us sink back without the longed-for term. If wrong names are proposed to us, this singularly definite gap acts immediately so as to negate them. They do not fit into its mould. And the gap of one word does not feel like the gap of another, all

empty of content as both might seem necessarily to be when described as gaps. When I vainly try to recall the name of Spalding, my consciousness is far removed from what it is when I vainly try to recall the name of Bowles. There are innumerable consciousnesses of want, no one of which taken in itself has a name, but all different from each other. Such feeling of want is *totally* other than a want of feeling: it is an intense feeling. The rhythm of a lost word may be there without a sound to clothe it; or the evanescent sense of something which is the initial vowel or consonant may mock us fitfully, without growing more distinct. Every one must know the tantalizing effect of the blank rhythm of some forgotten verse, restlessly dancing in one's mind, striving to be filled out with words.

...The traditional psychology talks like one who should say a river consists of nothing but pailsful, spoonsful, quartpotsful, barrelsful, and other moulded forms of water. Even were the pails and the pots all actually standing in the stream, still between them the free water would continue to flow. It is just this free water of consciousness that psychologists resolutely overlook. Every definite image in the mind is steeped and dyed in the free water that flows round it. With it goes the sense of its relations, near and remote, the dying echo of whence it came to us, the dawning sense of whither it is to lead. The significance, the value, of the image is all in this halo or penumbra that surrounds and escorts it, — or rather that is fused into one with it and has become bone of its bone and flesh of its flesh; leaving it, it is true, an image of the same thing it was before, but making it an image of that thing newly taken and freshly understood.

Let us call the consciousness of this halo of relations around the image by the name of "psychic overtone" or "fringe."

[Attention]

...The last peculiarity to which attention is to be drawn in this first rough description of thought's stream is that — Consciousness is always interested more in one part of its object than in another, and welcomes and rejects, or chooses, all the while it thinks.

The phenomena of selective attention and of deliberative will are of course patent examples of this choosing activity. But few of us are aware how incessantly it is at work in operations not ordinarily called by these names. Accentuation and Emphasis are present in every perception we have. We find it quite impossible to disperse our attention impartially over a number of impressions. A monotonous succession of sonorous strokes is broken up into rhythms, now of one sort, now of another, by the different accent which we place on different strokes. The simplest of these rhythms is the double one, tick-t-ck, tick-t-ck, tick-t-ck. Dots dispersed on a surface are perceived in rows and groups. Lines separate into diverse figures. The ubiquity of the distinctions, this and that, here and there, now and then, in our minds is the result of our laying the same selective emphasis on parts of place and time

But we do far more than emphasize things, and unite some, and keep others apart. We actually ignore most of the things before us. Let me briefly show how this goes on.

...what is called our "experience" is almost entirely determined by our habits of attention. A thing may be present to a man a hundred times, but if he persistently fails to notice it, it cannot be said to enter into his experience. We are all seeing flies, moths, and beetles by the thousand, but to whom, save an entomologist, do they say anything distinct? On the other hand, a thing met only once in a lifetime may leave an indelible

experience in the memory. Let four men make a tour in Europe. One will bring home only picturesque impressions — costumes and colors, parks and views and works of architecture, pictures and statues. To another all this will be non-existent; and distances and prices, populations and drainage-arrangements, door- and window-fastenings, and other useful statistics will take their place. A third will give a rich account of the theatres, restaurants, and public halls, and naught besides; whilst the fourth will perhaps have been so wrapped in his own subjective broodings as to be able to tell little more than a few names of places through which he passed. Each has selected, out of the same mass of presented objects, those which suited his private interest and has made his experience thereby...

If now we pass to the aesthetic department, our law is still more obvious. The artist notoriously selects his items, rejecting all tones, colors, shapes, which do not harmonize with each other and with the main purpose of his work. That unity, harmony, "convergence of characters," as M. Taine calls it, which gives to works of art their superiority over works of nature, is wholly due to elimination. Any natural subject will do, if the artist has wit enough to pounce upon some one feature of it as characteristic, and suppress all merely accidental items which do not harmonize with this.

Ascending still higher, we reach the plane of Ethics, where choice reigns notoriously supreme. An act has no ethical quality whatever unless it be chosen out of several all equally possible... When he debates, Shall I commit this crime? choose that profession? accept that office, or marry this fortune? — his choice really lies between one of several equally possible future Characters... The problem with the man is less what act he shall now resolve to do than what being he shall now choose to become.

[Me and not-me]

...One great splitting of the whole universe into two halves is made by each of us; and for each of us almost all of the interest attaches to one of the halves; but we all draw the line of division between them in a different place. When I say that we all call the two halves by the same names, and that those names are "me" and "not-me" respectively, it will at once be seen what I mean. The altogether unique kind of interest which each human mind feels in those parts of creation which it can call me or mine may be a moral riddle, but it is a fundamental psychological fact. No mind can take the same interest in his neighbor's me as in his own. The neighbor's me falls together with all the rest of things in one foreign mass against which his own me stands cut in startling relief. Even the trodden worm, as Lotze somewhere says, contrasts his own suffering self with the whole remaining universe, though he have no clear conception either of himself or of what the universe may be. He is for me a mere part of the world; for him it is I who am the mere part. Each of us dichotomizes the Kosmos in a different place.

CONSCIOUS, UNCONSCIOUS, PRECONSCIOUS

by Sigmund Freud

The starting point for this investigation is provided by a fact without parallel, which defies all explanation or description—the fact of consciousness. Nevertheless, if anyone speaks of consciousness, we know immediately and from our own most personal experience what is meant by it. Many people, both inside and outside the science of psychology, are satisfied with the assumption that

consciousness alone is mental, and nothing then remains for psychology but to discriminate in the phenomenology of the mind between perceptions, feelings, intellectual processes and volitions. It is generally agreed, however, that these conscious processes do not form unbroken series which are complete in themselves; so that there is no alternative to assuming that there are physical or somatic processes which accompany the mental ones and which must admittedly be more complete than the mental series, since some of them have conscious processes parallel to them but others have not. It thus seems natural to lay the stress in psychology upon these somatic processes, to see in them the true essence of what is mental and to try to arrive at some other assessment of the conscious processes. The majority of philosophers, however, as well as many other people, dispute this position and declare that the notion of a mental thing being unconscious is self-contradictory.

But it is precisely this that psychoanalysis is obliged to assert, and this is its second fundamental hypothesis. It explains the supposed somatic accessory processes as being what is essentially mental and disregards for the moment the quality of consciousness....

We are soon led to make an important division in this unconscious. Some processes become conscious easily; they may then cease to be conscious, but can become conscious once more without any trouble: as people say, they can be reproduced or remembered. This reminds us that consciousness is in general a very highly fugitive condition. What is conscious is conscious only for a moment. If our perceptions do not confirm this, the contradiction is merely an apparent one. It is explained by the fact that the stimuli of perception can persist for some time so that in the course of it the perception of them can be repeated. The whole position can be clearly seen from

the conscious perception of our intellectual processes; it is true that these may persist, but they may just as easily pass in a flash. Everything unconscious that behaves in this way, that can easily exchange the unconscious condition for the conscious one, is therefore better described as "capable of entering consciousness," or as preconscious. Experience has taught us that there are hardly any mental processes, even of the most complicated kind, which cannot on occasion remain preconscious, although as a rule they press forward, as we say, into consciousness. There are other mental processes or mental material which have no such easy access to consciousness, but which must be inferred, discovered, and translated into conscious form in the manner that has been described. It is for such material that we reserve the name of the unconscious proper.

Thus we have attributed three qualities to mental processes: they are either conscious, preconscious, or unconscious. The division between the three classes of material which have these qualities is neither absolute nor permanent. What is preconscious becomes conscious, as we have seen, without any activity on our part; what is unconscious can, as a result of our efforts, be made conscious, though in the process we may have an impression that we are overcoming what are often very strong resistances. When we make an attempt of this kind upon someone else, we ought not to forget that the conscious filling up of the breaks in his perceptions — the construction which we are offering him — does not so far mean that we have made conscious in him the unconscious material in question. All that is so far true is that the material is present in his mind in two versions, first in the conscious reconstruction that he has just received and secondly in its original unconscious condition.

Id, Ego, Super-ego

[The id is] ...a chaos, a cauldron of seething excitement. We suppose that it is somewhere in direct contact with somatic processes, and takes over from them instinctual needs and gives them mental expression, but we cannot say in what substratum this contact is made. These instincts fill it with energy, but it has no organisation and no unified will, only an impulsion to obtain satisfaction for the instinctual needs, in accordance with the pleasure-principle. The laws of logic—above all, the law of contradiction—do not hold for processes in the id. Contradictory impulses exist side by side without neutralising each other or drawing apart; at most they combine in compromise formations under the overpowering economic pressure towards discharging their energy. There is nothing in the id which can be compared to negation, and we are astonished to find in it an exception to the philosophers' assertion that space and time are necessary forms of our mental acts. In the id there is nothing corresponding to the idea of time, no recognition of the passage of time, and (a thing which is very remarkable and awaits adequate attention in philosophic thought) no alteration of mental processes by the passage of time. Conative impulses which have never got beyond the id, and even impressions which have been pushed down into the id by repression, are virtually immortal and are preserved for whole decades as though they had only recently occurred. They can only be recognised as belonging to the past, deprived of their significance, and robbed of their charge of energy, after they have been made conscious by the work of analysis, and no small part of the therapeutic effect of analytic treatment rests upon this fact.

It is constantly being borne in upon me that we have made far too little use of our theory of the indubitable fact that the repressed remains unaltered by the passage of time. This seems to offer us the possibility of an approach to some really profound truths. But I myself have made no further progress here.

Naturally, the id knows no values, no good and evil, no morality. The economic, or, if you prefer, the quantitative factor, which is so closely bound up with the pleasure-principle, dominates all its processes. Instinctual cathexes seeking discharge, — that, in our view, is all that the id contains. It seems, indeed, as if the energy of these instinctual impulses is in a different condition from that in which it is found in the other regions of the mind. It must be far more fluid and more capable of being discharged, for otherwise we should not have those displacements and condensations, which are so characteristic of the id and which are so completely independent of the qualities of what is cathected...

As regards a characterization of the ego, in so far as it is to be distinguished from the id and the super-ego, we shall get on better if we turn our attention to the relation between it and the most superficial portion of the mental apparatus; which we call the Pcpt-cs (perceptual-conscious) system. This system is directed on to the external world, it mediates perceptions of it, and in it is generated, while it is functioning, the phenomenon of consciousness. It is the sense-organ of the whole apparatus, receptive, moreover, not only of excitations from without but also of such as proceed from the interior of the mind. One can hardly go wrong in regarding the ego as that part of the id which has been modified by its proximity to the external world and the influence that the latter has had on it, and which serves the purpose of receiving stimuli and protecting the organism from them,

like the cortical layer with which a particle of living substance surrounds itself. This relation to the external world is decisive for the ego. The ego has taken over the task of representing the external world for the id, and so of saving it; for the id, blindly striving to gratify its instincts in complete disregard of the superior strength of outside forces, could not otherwise escape annihilation. In the fulfilment of this function, the ego has to observe the external world and preserve a true picture of it in the memory traces left by its perceptions, and, by means of the reality-test, it has to eliminate any element in this picture of the external world which is a contribution from internal sources of excitation. On behalf of the id, the ego controls the path of access to motility, but it interpolates between desire and action the procrastinating factor of thought, during which it makes use of the residues of experience stored up in memory. In this way it dethrones the pleasure-principle, which exerts undisputed sway over the processes in the id, and substitutes for it the reality-principle, which promises greater security and greater success.

The relation to time, too, which is so hard to describe, is communicated to the ego by the perceptual system; indeed it can hardly be doubted that the mode in which this system works is the source of the idea of time. What, however, especially marks the ego out in contradistinction to the id, is a tendency to synthesise its contents, to bring together and unify its mental processes which is entirely absent from the id. When we come to deal presently with the instincts in mental life, I hope we shall succeed in tracing this fundamental characteristic of the ego to its source. It is this alone that produces that high degree of organisation which the ego needs for its highest achievements. The ego advances from the function of perceiving instincts to that of controlling

them, but the latter is only achieved through the mental representative of the instinct becoming subordinated to a larger organisation, and finding its place in a coherent unity. In popular language, we may say that the ego stands for reason and circumspection, while the id stands for the untamed passions...

The proverb tells us that one cannot serve two masters at once. The poor ego has a still harder time of it; it has to serve three harsh masters, and has to do its best to reconcile the claims and demands of all three. These demands are always divergent and often seem quite incompatible; no wonder that the ego so frequently gives way under its task. The three tyrants are the external world, the super-ego and the id. When one watches the efforts of the ego to satisfy them all, or rather, to obey them all simultaneously, one cannot regret having personified the ego, and established it as a separate being. It feels itself hemmed in on three sides and threatened by three kinds of danger, towards which it reacts by developing anxiety when it is too hard pressed. Having originated in the experiences of the perceptual system, it is designed to represent the demands of the external world, but it also wishes to be a loyal servant of the id, to remain upon good terms with the id, to recommend itself to the id as an object, and to draw the id's libido on to itself. In its attempt to mediate between the id and reality, it is often forced to clothe the Ucs. commands of the id with its own Pcs. rationalisations, to gloss over the conflicts between the id and reality, and with diplomatic dishonesty to display a pretended regard for reality, even when the id persists in being stubborn and uncompromising. On the other hand, its every movement is watched by the severe super-ego, which holds up certain norms of behaviour, without regard to any difficulties coming from the id and the external world; and if these norms are not acted up to, it punishes the ego with the

feelings of tension which manifest themselves as a sense of inferiority and guilt. In this way, goaded on by the id, hemmed in by the super-ego, and rebuffed by reality, the ego struggles to cope with its economic task of reducing the forces and influences which work in it and upon it to some kind of harmony; and we may well understand how it is that we so often cannot repress the cry: "Life is not easy." When the ego is forced to acknowledge its weakness, it breaks out into anxiety: reality anxiety in face of the external world, normal anxiety in face of the super-ego, and neurotic anxiety in face of the strength of the passions in the id.

I have represented the structural relations within the mental personality, as I have explained them to you, in a simple diagram, which I here reproduce.

You will observe how the super-ego goes down into the id; as the heir to the Oedipus complex it has, after all, intimate connections with the id. It lies further from the perceptual system than the ego. The id only deals with the external world through the medium of the ego, at least in this diagram. It is certainly still too early to say how far the drawing is correct; in one respect I know it is not. The space taken up by the unconscious id ought to be incomparably greater than that given to the ego or to the preconscious. You must, if you please, correct that in your imagination.

And now, in concluding this certainly rather exhausting and perhaps not very illuminating account, I must add a warning. When you think of this dividing up of the personality into ego, super-ego and id, you must not imagine sharp dividing lines such as are artificially drawn in the field of political geography. We cannot do justice to the characteristics of the mind by means of linear contours, such as occur in a drawing or in a primitive painting, but we need rather the areas of colour shading off into one another that are to be found in modern pictures. After we have made our separations, we must

allow what we have separated to merge again. Do not judge too harshly of a first attempt at picturing a thing so elusive as the human mind. It is very probable that the extent of these differentiations varies very greatly from person to person; it is possible that their function itself may vary, and that they may at times undergo a process of involution. This seems to be particularly true of the most insecure and, from the phylogenetic point of view, the most recent of them, the differentiation between the ego and the superego. It is also incontestable that the same thing can come about as a result of mental disease. It can easily be imagined, too, that certain practices of mystics may succeed in upsetting the normal relations between the different regions of the mind, so that, for example, the perceptual system becomes able to grasp relations in the deeper layers of the ego and in the id which would otherwise be inaccessible to it. Whether such a procedure can put one in possession of ultimate truths, from which all good will flow, may be safely doubted. All the same, we must admit that the therapeutic efforts of psycho-analysis have chosen much the same method of approach. For their object is to strengthen the ego, to make it more independent of the super-ego, to widen its field of vision, and so to extend its organisation that it can take over new portions of the id. Where id was, there shall ego be.

WALDEN TWO
[A Selection]
by B. F. Skinner

Chapter 13

The quarters for children from one to three consisted of several small playrooms with Lilliputian furniture, a

child's lavatory, and a dressing and locker room. Several small sleeping rooms were operated on the same principle as the baby cubicles. The temperature and the humidity were controlled so that clothes or bedclothing were not needed. The cots were double-decker arrangements of the plastic mattresses we had seen in the cubicles. The children slept unclothed, except for diapers. There were more beds than necessary, so that the children could be grouped according to developmental age or exposure to contagious diseases or need for supervision, or for educational purposes.

We followed Mrs. Nash to a large screened porch on the south side of the building, where several children were playing in sandboxes and on swings and climbing apparatuses. A few wore "training pants"; the rest were naked. Beyond the porch was a grassy play yard enclosed by closely trimmed hedges, where other children, similarly undressed, were at play. Some kind of marching game was in progress.

As we returned, we met two women carrying food hampers. They spoke to Mrs. Nash and followed her to the porch. In a moment five or six children came running into the playrooms and were soon using the lavatory and dressing themselves. Mrs. Nash explained that they were being taken on a picnic.

"What about the children who don't go?" said Castle.
"What do you do about the green-eyed monster?"

Mrs. Nash was puzzled.

"Jealousy. Envy," Castle elaborated. "Don't the children who stay home ever feel unhappy about it?"

"I don't understand," said Mrs. Nash.

"And I hope you won't try," said Frazier with a smile.
"I'm afraid we must be moving along."

We said good-bye, and I made an effort to thank Mrs. Nash, but she seemed to be puzzled by that too, and

Frazier frowned as if I had committed some breach of good taste.

"I think Mrs. Nash's puzzlement?" said Frazier, as we left the building, "is proof enough that our children are seldom envious or jealous. Mrs. Nash was twelve years old when Walden Two was founded. It was a little late to undo her early training, but I think we were successful. She's a good example of the Walden Two product. She could probably recall the experience of jealousy, but it's not part of her present life."

"Surely that's going too far!" said Castle. "You can't be so godlike as all that! You must be assailed by emotions just as much as the rest of us!"

"We can discuss the question of godlikeness later, if you wish," replied Frazier. "As to emotions? we aren't free of them all, nor should we like to be. But the meaner and more annoying—the emotions which breed unhappiness — are almost unknown here, like unhappiness itself. We don't need them any longer in our struggle for existence, and it's easier on our circulatory system, and certainly pleasantry, to dispense with them."

"If you've discovered how to do that. you are indeed a genius," said Castle. He seemed almost stunned as Frazier nodded assent. "We all know that emotions are useless and bad for our peace of mind and our blood pressure" he went on. "But how arrange things otherwise?"

"We arrange them otherwise here," said Frazier. He was showing a mildness of manner which I was coming to recognize as a sign of confidence.

"But emotions are-fun!" said Barbara. "Life wouldn't be worth living without them."

"Some of them, yes" said Frazier. "The productive and strengthening emotions — joy and love. But sorrow and hate and the high-voltage excitements of anger, fear, and rage are out of proportion with the needs of modern

life, and they're wasteful and dangerous. Mr. Castle has mentioned jealousy, a minor form of anger, I think we may call it. Naturally we avoid it. It has served its purpose in the evolution of man; we've no further use for it. If we allowed it to persist, it would only sap the life out of us. In a cooperative society there's no jealousy because there's no need for jealousy."

"That implies that you all get everything you want," said Castle. "But what about social possessions? Last night you mentioned the young man who chose a particular girl or profession. There's still a chance for jealousy there, isn't there?"

"It doesn't imply that we get everything we want," said Frazier. "Of course we don't. But jealousy wouldn't help. In a competitive world there's some point to it. It energizes one to attack a frustrating condition. The impulse and the added energy are an advantage. Indeed, in a competitive world emotions work all too well. Look at the singular lack of success of the complacent man. He enjoys a more serene life, but it's less likely to be a fruitful one. The world isn't ready for simple pacifism or Christian humility, to cite two cases in point. Before you can safely turn out the destructive and wasteful emotions, you must make sure they're no longer needed."

"How do you make sure that jealousy isn't needed in Walden Two?" I said.

"In Walden Two problems can't be solved by attacking others" said Frazier with marked finality.

"That's not the same as eliminating jealousy, though" I said.

"Of course it's not. But when a particular emotion is no longer a useful part of a behavioral repertoire, we proceed to eliminate it."

"Yes, but how?"

"It's simply a matter of behavioral engineering," said Frazier.

"Behavioral engineering?"

"You're baiting me, Burris. You know perfectly well what I mean. The techniques have been available for centuries. We use them in education and in the psychological management of the community. But you're forcing my hand" he added. "I was saving that for this evening. But let's strike while the iron is hot."

We had stopped at the door of the large children's building. Frazier shrugged his shoulders, walked to the shade of a large tree, and threw himself on the ground. We arranged ourselves about him and waited.

Chapter 14

Each of us," Frazier began, "is engaged in a pitched battle with the rest of mankind."

"A curious premise for a Utopia," said Castle. "Even a pessimist like myself takes a more hopeful view than that."

"You do, you do," said Frazier. "But lets be realistic. Each of us has interests which conflict with the interests of everybody else. That's our original sin, and it can't be helped. Now, "everybody else" we call "society." It's a powerful opponent, and it always wins. Oh, here and there an individual prevails for a while and gets what he wants. Sometimes he storms the culture of a society and changes it slightly to his own advantage. But society wins in the long run, for it has the advantage of numbers and of age. Many prevail against one, and men against a baby. Society attacks early, when the individual is helpless. It enslaves him almost before he has tasted freedom. The "ologies" will tell you how its done. Theology calls it building a conscience or developing a spirit of selfless. Psychology calls it the growth of the super ego.

“Considering how long society has been at it, you’d expect a better job. But the campaigns have been badly planned and the victory has never been secure. The behavior of the individual has been shaped according to revelations of “good conduct,” never as the result of experimental study. But why not experiment? The questions are simple enough. What’s the best behavior for the individual so far as the group is concerned? And how can the individual be induced to behave in that way? Why not explore these questions in a scientific spirit?”

“We could do just that in Walden Two. We had already worked out a code of conduct-subject, of course, to experimental modification. The code would keep things running smoothly if everybody lived up to it. Our job was to see that everybody did. Now, you can’t get people to follow a useful code by making them into so many jack-in-the-boxes. You can’t foresee all future circumstances, and you can’t specify adequate future conduct. You don’t know what will be required. Instead you have to set up certain behavioral processes which lead the individual to design his own “good” conduct when the time comes. We call that sort of thing “self-control.” But don’t be misled, the control always rests in the last analysis in the hands of society.

“One of our Planners, a young man named Simmons, worked with me. It was the first time in history that the matter was approached in an experimental way. Do you question that statement, Mr. Castle?”

“I’m not sure I know what you are talking about,” said Castle.

“Then let me go on. Simmons and I began by studying the great works on morals and ethics — Plato, Aristotle, Confucius, the New Testament, the Puritan divines, Machiavelli, Chesterfield, Freud — there were scores of them. We were looking for any and every method of

shaping human behavior by imparting techniques of self-control. Some techniques were obvious enough, for they had marked turning points in human history. "Love your enemies" is an example—a psychological invention for easing the lot of an oppressed people. The severest trial of oppression is the constant rage which one suffers at the thought of the oppressor. What Jesus discovered was how to avoid these inner devastations. His technique was to practice the opposite emotion. If a man can succeed in loving his enemies and "taking no thought for the morrow," he will no longer be assailed by hatred of the oppressor or rage at the loss of his freedom or possessions. He may not get his freedom or possessions back, but he's less miserable. It's a difficult lesson. It comes late in our program."

"I thought you were opposed to modifying emotions and instinct until the world was ready for it," said Castle. "According to you, the principle of love your enemies' should have been suicidal."

"It would have been suicidal, except for an entirely unforeseen consequence. Jesus must have been quite astonished at the effect of his discovery. We are only just beginning to understand the power of love because we are just beginning to understand the weakness of force and aggression. But the science of behavior is clear about all that now. Recent discoveries in the analysis of punishment—but I am falling into one digression after another. Let me save my explanation of why the Christian virtues—and I mean merely the Christian techniques of self-control—have not disappeared from the face of the earth, with due recognition of the fact that they suffered a narrow squeak within recent memory.

"When Simmons and I had collected our techniques of control, we had to discover how to teach them. That was more difficult. Current educational practices were of

little value, and religious practices scarcely any better. Promising paradise or threatening hell-fire is, we assumed, generally admitted to be unproductive. It is based upon a fundamental fraud which, when discovered, turns the individual against society and nourishes the very thing it tries to stamp out. What Jesus offered in return for loving one's enemies was heaven on earth, better known as peace of mind.

"We found a few suggestions worth following in the practices of the clinical psychologist. We undertook to build a tolerance for annoying experiences. The sun shine of midday is extremely painful if you come from a dark room, but take it in easy stages and you can avoid pain altogether. The analogy can be misleading, but in much the same way it's possible to build a tolerance to painful or distasteful stimuli, or to frustration, or to situations which arouse fear, anger or rage. Society and nature throw these annoyances at the individual with no regard for the development of tolerances. Some achieve tolerances, most fail. Where would the science of immunization be if it followed a schedule of accidental dosages?"

"Take the principle of "Get thee behind me, Satan," for example," Frazier continued. "It's a special case of self-control by altering the environment. Subclass A 3, I believe. We give each child a lollipop which has been dipped in powdered sugar so that a single touch of the tongue can be detected. We tell him he may eat the lollipop later in the day, provided it hasn't already been licked. Since the child is only three or four, it is a fairly diff."

"Three or four!" Castle exclaimed.

"All our ethical training is completed by the age of six," said Frazier quietly. "A simple principle like putting temptation out of sight would be acquired before four. But at such an early age the problem of not licking the

lollipop isn't easy. Now, what would you do, Mr. Castle, in a similar situation?"

"Put the lollipop out of sight as quickly as possible."

"Exactly. I can see you've been well trained. Or perhaps you discovered the principle for yourself. We're in favor of original inquiry wherever possible, but in this case we have a more important goal and we don't hesitate to give verbal help. First of all, the children are urged to examine their own behavior while looking at the lollipops. This helps them to recognize the need for self-control. Then the lollipops are concealed, and the children are asked to notice any gain in happiness or any reduction in tension. Then a strong distraction is arranged—say, an interesting game. Later the children are reminded of the candy and encouraged to examine their reaction. The value of the distraction is generally obvious. Well, need I go on? When the experiment is repeated a day or so later, the children all run with the lollipops to their lockers and do exactly what Mr. Castle would do—a sufficient indication of the success of our training."

"I wish to report an objective observation of my reaction to your story," said Castle, controlling his voice with great precision. "I find myself revolted by this display of sadistic tyranny."

"I don't wish to deny you the exercise of an emotion which you seem to find enjoyable," said Frazier. "So let me go on. Concealing a tempting but forbidden object is a crude solution. For one thing, it's not always feasible. We want a sort of psychological concealment—covering up the candy by paying no attention. In a later experiment the children wear their lollipops like crucifixes for a few hours."

"Instead of the cross, the lollipop,
About my neck was hung, — said Castle.

"I wish somebody had taught me that, though," said Rodge, with a glance at Barbara.

"Don't we all?" said Frazier. "Some of us learn control, more or less by accident. The rest of us go all our lives not even understanding how it is possible, and blaming our failure on being born the wrong way."

"How do you build up a tolerance to an annoying situation?" I said.

"Oh, for example, by having the children "take" a more and more painful shock, or drink cocoa with less and less sugar in it until a bitter concoction can be savored without a bitter face."

"But jealousy or envy-you can't administer them in graded doses," I said.

"And why not? Remember, we control the social environment, too, at this age. That's why we get our ethical training in early. Take this case. A group of children arrive home after a long walk tired and hungry. They're expecting supper; they find, instead, that it's time for a lesson in self-control: they must stand for five minutes in front of steaming bowls of soup.

"The assignment is accepted like a problem in arithmetic. Any groaning or complaining is a wrong answer. Instead, the children begin at once to work upon themselves to avoid any unhappiness during the delay. One of them may make a joke of it. We encourage a sense of humor as a good way of not taking an annoyance seriously. The joke won't be much, according to adult standards-perhaps the child will simply pretend to empty the bowl of soup into his upturned mouth. Another may start a song with many verses. The rest join in at once, for they've learned that it's a good way to make time pass."

Frazier glanced uneasily at Castle, who was not to be appeased.

"That also strikes you as a form of torture, Mr. Castle?" he asked.

"I'd rather be put on the rack," said Castle.

"Then you have by no means had the thorough training I supposed. You can't imagine how lightly the children take such an experience. It's a rather severe biological frustration, for the children are tired and hungry and they must stand and look at food; but it's passed off as lightly as a five-minute delay at curtain time. We regard it as a fairly elementary test. Much more difficult problems follow."

"I suspected as much," muttered Castle.

"In a later stage we forbid all social devices. No songs, no jokes—merely silence. Each child is forced back upon his own resources — a very important step."

"I should think so," I said. "And how do you know it's successful? You might produce a lot of silently resentful children. It's certainly a dangerous stage."

"It is, and we follow each child carefully. If he hasn't picked up the necessary techniques, we start back a little. A still more advanced stage" — Frazier glanced again at Castle, who stirred uneasily — brings me to my point. When it's time to sit down to the soup, the children count off—heads and tails. Then a coin is tossed and if it comes up heads, the "heads" sit down and eat. The "tails" remain standing for another five minutes."

Castle groaned.

"And you call that envy?" I asked.

"Perhaps not exactly," said Frazier. "At least there's seldom any aggression against the lucky ones. The emotion, if any, is directed against Lady Luck herself, against the toss of the coin. That, in itself, is a lesson worth learning, for it's the only direction in which emotion has a surviving chance to be useful. And resentment toward things in general, while perhaps just

as silly as personal aggression, is more easily controlled. Its expression is not socially objectionable.”

Frazier looked nervously from one of us to the other. He seemed to be trying to discover whether we shared Castle's prejudice. I began to realize, also, that he had not really wanted to tell this story. He was vulnerable. He was treading on sanctified ground, and I was pretty sure he had not established the value of most of these practices in an experimental fashion. He could scarcely have done so in the short space of ten years. He was working on faith, and it bothered him.

I tried to bolster his confidence by reminding him that he had a professional colleague among his listeners. “May you not inadvertently teach your children some of the very emotions you're trying to eliminate?” I said. “What's the effect, for example, of finding the anticipation of a warm supper suddenly thwarted? Doesn't that eventually lead to feelings of uncertainty, or even anxiety?”

“It might. We had to discover how often our lessons could be safely administered. But all our schedules are worked out experimentally. We watch for undesired consequences just as any scientist watches for disrupting factors in his experiments.

“After all, it's a simple and sensible program,” he went on in a tone of appeasement. “We set up a system of gradually increasing annoyances and frustrations against a background of complete serenity. An easy environment is made more and more difficult as the children acquire the capacity to adjust.”

“But why?” said Castle. “Why these deliberate unpleasantnesses-to put it mildly? I must say I think you and your friend Simmons are really very subtle sadists.”

“You've reversed your position, Mr. Castle,” said Frazier in a sudden flash of anger with which I rather sympathized. Castle was calling names, and he was also

being unaccountably and perhaps intentionally obtuse. "A while ago you accused me of breeding a race of softies," Frazier continued. "Now you object to toughening them up. But what you don't understand is that these potentially unhappy situations are never very annoying. Our schedules make sure of that. You wouldn't understand, however, because you're not so far advanced as our children."

Castle grew black.

"But what do your children get out of it?" he insisted, apparently trying to press some vague advantage in Frazier's anger.

"What do they get out of it!" exclaimed Frazier, his eyes flashing with a sort of helpless contempt. His lips curled and he dropped his head to look at his fingers, which were crushing a few blades of grass.

"They must get happiness and freedom and strength," I said, putting myself in a ridiculous position in attempting to make peace.

"They don't sound happy or free to me, standing in front of bowls of Forbidden Soup," said Castle, answering me parenthetically while continuing to stare at Frazier.

"If I must spell it out," Frazier began with a deep sigh, "what they get is escape from the petty emotions which eat the heart out of the unprepared. They get the satisfaction of pleasant and profitable social relations on a scale almost undreamed of in the world at large. They get immeasurably increased efficiency, because they can stick to a job without suffering the aches and pains which soon beset most of us. They get new horizons, for they are spared the emotions characteristic of frustration and failure. They get—" His eyes searched the branches of the trees. "Is that enough?" he said at last.

"And the community must gain their loyalty," I said, "when they discover the fears and jealousies and diffidences in the world at large."

"I'm glad you put it that way," said Frazier. "You might have said that they must feel superior to the miserable products of our public schools. But we're at pains to keep any feeling of superiority or contempt under control, too. Having suffered most acutely from it myself, I put the subject first on our agenda. We carefully avoid any joy in a personal triumph which means the personal failure of somebody else. We take no pleasure in the sophistical, the disputative, the dialectical." He threw a vicious glance at Castle. "We don't use the motive of domination, because we are always thinking of the whole group. We could motivate a few geniuses that way-it was certainly my own motivation-but we'd sacrifice some of the happiness of everyone else. Triumph over nature and over oneself, yes. But over others, never."

"You've taken the mainspring out of the watch," said Castle flatly.

"That's an experimental question, Mr. Castle, and you have the wrong answer."

Frazier was making no effort to conceal his feeling. If he had been riding Castle, he was now using his spurs. Perhaps he sensed that the rest of us had come round and that he could change his tactics with a single holdout. But it was more than strategy, it was genuine feeling. Castle's undeviating skepticism was a growing frustration.

"Are your techniques really so very new?" I said hurriedly. "What about the primitive practice of submitting a boy to various tortures before granting him a place among adults? What about the disciplinary techniques of Puritanism? Or of the modern school, for that matter?"

"In one sense you're right," said Frazier. "And I think you've nicely answered Mr. Castle's tender concern for our little ones. The unhappinesses we deliberately impose are far milder than the normal unhappinesses from which

we offer protection. Even at the height of our ethical training, the unhappiness is ridiculously trivial-to the well-trained child.

"But there's a world of difference in the way we use these annoyances," he continued. "For one thing, we don't punish. We never administer an unpleasantness in the hope of repressing or eliminating undesirable behavior. But there's another difference. In most cultures the child meets up with annoyances and reverses of uncontrolled magnitude. Some are imposed in the name of discipline by persons in authority. Some, like hazings, are condoned though not authorized. Others are merely accidental. No one cares to, or is able to, prevent them.

"We all know what happens. A few hardy children emerge, particularly those who have got their unhappiness in doses that could be swallowed. They become brave men. Others become sadists or masochists of varying degrees of pathology. Not having conquered a painful environment, they become preoccupied with pain and make a devious art of it. Others submit-and hope to inherit the earth. The rest-the cravens, the cowards-live in fear for the rest of their lives. And that's only a single field-the reaction to pain. I could cite a dozen parallel cases. The optimist and the pessimist, the contented and the disgruntled, the loved and the unloved, the ambitious and the discouraged- these are only the extreme products of a miserable system.

"Traditional practices are admittedly better than nothing," Frazier went on. "Spartan or Puritan-no one can question the occasional happy result. But the whole system rests upon the wasteful principle of selection. The English public school of the nineteenth century produced brave men-by setting up almost insurmountable barriers and making the most of the few who came over.

But selection isn't education. Its crops of brave men will always be small, and the waste enormous. Like all primitive principles, selection serves in place of education only through a profligate use of material. Multiply extravagantly and select with rigor. It's the philosophy of the "big litter" as an alternative to good child hygiene.

"In Walden two we have a different objective. We make every man a brave man. They all come over the barriers. Some require more preparation than others, but they all come over. The traditional use of adversity is to select the strong. We control adversity to build strength. And we do it deliberately, no matter how sadistic Mr. Castle may think us, in order to prepare for adversities which are beyond control. Our children eventually experience the "heartache and the thousand natural shocks that flesh is heir to." It would be the cruelest possible practice to protect them as long as possible, especially when we could protect them so well."

Frazier held out his hands in an exaggerated gesture of appeal.

"What alternative had we?" he said, as if he were in pain. "What else could we do? For four or five years we could provide a life in which no important need would go unsatisfied, a life practically free of anxiety or frustration or annoyance. What would you do? Would you let the child enjoy this paradise with no thought for the future—like an idolatrous and pampering mother? Or would you relax control of the environment and let the child meet accidental frustrations? But what is the virtue of accident? No, there was only one course open to us. We had to design a series of adversities, so that the child would develop the greatest possible self-control. Call it deliberate, if you like, and accuse us of sadism; there was no other course." Frazier turned to Castle, but he was scarcely challenging him. He seemed to be waiting,

anxiously, for his capitulation. But Castle merely shifted his ground.

"I find it difficult to classify these practices," he said. Frazier emitted a disgruntled "Ha!" and sat back. "Your system seems to have usurped the place as well as the techniques of religion."

"Of religion and family culture," said Frazier wearily. "But I don't call it usurpation. Ethical training belongs to the community. As for techniques, we took every suggestion we could find without prejudice as to the source. But not on faith. We disregarded all claims of revealed truth and put every principle to an experimental test. And by the way, I've very much misrepresented the whole system if you suppose that any of the practices I've described are fixed. We try out many different techniques. Gradually we work toward the best possible set. And we don't pay much attention to the apparent success of a principle in the course of history. History is honored in Walden Two only as entertainment. It isn't taken seriously as food for thought. Which reminds me, very rudely, of our original plan for the morning. Have you had enough of emotion? Shall we turn to intellect?"

Frazier addressed these questions to Castle in a very friendly way and I was glad to see that Castle responded in kind. It was perfectly clear, however, that neither of them had ever worn a lollipop about the neck or faced a bowl of Forbidden Soup.

THE RELATION OF THE ORGANIZED PERCEPTUAL FIELD TO BEHAVIOR

by Carl Rogers

One simple observation, which is repeated over and over again in each successful therapeutic case, seems to

have rather deep theoretical implications. It is that as changes occur in the perception of self and in the perception of reality, changes occur in behavior. In therapy, these perceptual changes are more often concerned with the self than with the external world. Hence we find in therapy that as the perception of self alters, behavior alters. Perhaps an illustration will indicate the type of observation upon which this statement is based.

A young woman, a graduate student whom we shall call Miss Vib, came in for nine interviews. If we compare the first interview with the last, striking changes are evident. Perhaps some features of this change may be conveyed by taking from the first and last interviews all the major statements regarding self, and all the major statements regarding current behavior. In the first interview, for example, her perception of herself may be crudely indicated by taking all her own statements about herself, grouping those which seem similar, but otherwise doing a minimum of editing, and retaining so far as possible, her own words. We then come out with this as the conscious perception of self which was hers at the outset of counseling.

I feel disorganized, muddled; I've lost all direction; my personal life has disintegrated.

I sorta experience things from the forefront of my consciousness, but nothing sinks in very deep; things don't seem real to me; I feel nothing matters; I don't have any emotional response to situations; I'm worried about myself.

I haven't been acting like myself; it doesn't seem like me; I'm a different person altogether from what I used to be in the past.

I don't understand myself; I haven't known what was happening to me.

I have withdrawn from everything, and feel all right only when I'm all alone and no one can expect me to do things.

I don't care about my personal appearance.

I don't know anything anymore.

I feel guilty about the things I have left undone.

I don't think I could ever assume responsibility for anything.

If we attempt to evaluate this picture of self from an external frame of reference various diagnostic labels may come to mind. Trying to perceive it solely from the client's frame of reference we observe that to the young woman herself she appears disorganized, and not herself. She is perplexed and almost unacquainted with what is going on in herself. She feels unable and unwilling to function in any responsible or social way. This is at least a sampling of the way she experiences or perceives herself.

Her behavior is entirely consistent with this picture of self. If we abstract all her statements describing her behavior, in the same fashion as we abstracted her statements about self, the following pattern emerges — a pattern which in this case was corroborated by outside observation.

I couldn't get up nerve to come in before; I haven't availed myself of help.

Everything I should do or want to do, I don't do.

I haven't kept in touch with friends; I avoid making the effort to go with them; I stopped writing letters home; I don't answer letters or telephone calls; I avoid contacts that would be professionally helpful; I didn't go home though I said I would.

I failed to hand in my work in a course though I had it all done: I didn't even buy clothing that I needed; I haven't even kept my nails manicured.

I didn't listen to material we were studying; I waste hours reading the funny papers; I can spend the whole afternoon doing absolutely nothing.

The picture of behavior is very much in keeping with the picture of self, and is summed up in the statement that "Everything I should do or want to do, I don't do." The behavior goes on, in ways that seem to the individual beyond understanding and beyond control.

If we contrast this picture of self and behavior with the picture as it exists in the ninth interview, thirty-eight days later, we find both the perception of self and the ways of behaving deeply altered. Her statements about self are as follows:

I'm feeling much better; I'm taking more interest in myself.

I do have some individuality, some interests.

I seem to be getting a newer understanding of myself. I can look at myself a little better.

I realize I'm just one person, with so much ability, but I'm not worried about it; I can accept the fact that I'm not always right.

I feel more motivation, have more of a desire to go ahead.

I still occasionally regret the past, though I feel less unhappy about it; I still have a long ways to go; I don't know whether I can keep the picture of myself I'm beginning to evolve.

I can go on learning — in school or out.

I do feel more like a normal person now; I feel more I can handle my life myself; I think I'm at the point where I can go along on my own.

Outstanding in this perception of herself are three things — that she knows herself, that she can view with

comfort her assets and liabilities, and finally that she has drive and control of that drive.

In this ninth interview the behavioral picture is again consistent with the perception of self. It may be abstracted in these terms.

I've been making plans about school and about a job; I've been working hard on a term paper; I've been going to the library to trace down a topic of special interest and finding it exciting.

I've cleaned out my closets; washed my clothes.

I finally wrote my parents; I'm going home for the holidays.

I'm getting out and mixing with people: I am reacting sensibly to a fellow who is interested in me — seeing both his good and bad points.

I will work toward my degree; I'll start looking for a job this week.

Her behavior, in contrast to the first interview, is now organized, forward-moving, effective, realistic and planful. It is in accord with the realistic and organized view she has achieved of her self.

It is this type of observation, in case after case, that leads us to say with some assurance that as perceptions of self and reality change, behavior changes. Likewise, in cases we might term failures, there appears to be no appreciable change in perceptual organization or in behavior.

What type of explanation might account for these concomitant changes in the perceptual field and the behavioral pattern? Let us examine some of the logical possibilities.

In the first place, it is possible that factors unrelated to therapy may have brought about the altered perception

and behavior. There may have been physiological processes occurring which produced the change. There may have been alterations in the family relationships, or in the social forces, or in the educational picture or in some other area of cultural influence, which might account for the rather drastic shift in the concept of self and in the behavior.

There are difficulties in this type of explanation. Not only were there no known gross changes in the physical or cultural situation as far as Miss Vib was concerned, but the explanation gradually becomes inadequate when one tries to apply it to the many cases in which such change occurs. To postulate that some external factor brings the change and that only by chance does this period of change coincide with the period of therapy, becomes an untenable hypothesis.

Let us then look at another explanation, namely that the therapist exerted, during the nine hours of contact, a peculiarly potent cultural influence which brought about the change. Here again we are faced with several problems. It seems that nine hours scattered over five and one-half weeks is a very minute portion of time in which to bring about alteration of patterns which have been building for thirty years. We would have to postulate an influence so potent as to be classed as traumatic. This theory is particularly difficult to maintain when we find, on examining the recorded interviews, that not once in the nine hours did the therapist express any evaluation, positive or negative, of the client's initial or final perception of self, or her initial or final mode of behavior. There was not only no evaluation, but no standards expressed by which evaluation might be inferred.

There was, on the part of the therapist, evidence of warm interest in the individual, and thoroughgoing acceptance of the self and of the behavior as they existed

initially, in the intermediate stages, and at the conclusion of therapy. It appears reasonable to say that the therapist established certain definite conditions of interpersonal relations, but since the very essence of this relationship is respect for the person as he is at that moment, the therapist can hardly be regarded as a cultural force making for change.

We find ourselves forced to a third type of explanation, a type of explanation which is not new to psychology, but which has had only partial acceptance. Briefly it may be put that the observed phenomena of changes seem most adequately explained by the hypothesis that given certain psychological conditions, the individual has the capacity to reorganize his field of perception, including the way he perceives himself, and that a concomitant or a resultant of this perceptual reorganization is an appropriate alteration of behavior. This puts into formal and objective terminology a clinical hypothesis which experience forces upon the therapist using a client-centered approach. One is compelled through clinical observation to develop a high degree of respect for the ego-integrative forces residing within each individual. One comes to recognize that under proper conditions the self is a basic factor in the formation of personality and in the determination of behavior. Clinical experience would strongly suggest that the self is, to some extent, an architect of self, and the above hypothesis simply puts this observation into psychological terms.

In support of this hypothesis it is noted in some cases that one of the concomitants of success in therapy is the realization on the part of the client that the self has the capacity for reorganization. Thus a student says:

You know I spoke of the fact that a person's background retards one. Like the fact that my family life wasn't good for me, and my mother certainly didn't give me

any of the kind of bringing up that I should have had. Well, I've been thinking that over. It's true up to a point. But when you get so that you can see the situation, then it's really up to you.

Following this statement of the relation of the self to experience many changes occurred in this young man's behavior. In this, as in other cases, it appears that when the person comes to see himself as the perceiving, organizing agent, then reorganization of perception and consequent change in patterns of reaction take place.

On the other side of the picture we have frequently observed that when the individual has been authoritatively told that he is governed by certain factors or conditions beyond his control, it makes therapy more difficult, and it is only when the individual discovers for himself that he can organize his perceptions that change is possible. In veterans who have been given their own psychiatric diagnosis, the effect is often that of making the individual feel that he is under an unalterable doom, that he is unable to control the organization of his life. When however the self sees itself as capable of reorganizing its own perceptual field, a marked change in basic confidence occurs. Miss Nam, a student, illustrates this phenomenon when she says, after having made progress in therapy:

I think I do feel better about the future, too, because it's as if I won't be acting in darkness. It's sort of, well, knowing somewhat why I act the way I do ... and at least it isn't the feeling that you're simply out of your own control and the fates are driving you to act that way. If you realize it, I think you can do something more about it.

A veteran at the conclusion of counseling puts it more briefly and more positively: "My attitude toward myself is changed now to where I feel I can do

something with my self and life." He has come to view himself as the instrument by which some reorganization can take place.

There is another clinical observation which may be cited in support Of the general hypothesis that there is a close relationship between behavior and the way in which reality is viewed by the individual. It has many cases that behavior changes come about for the most part Imperceptibly and almost automatically, once the perceptual reorganization has taken place. A young wife who has been reacting violently to her maid, and has been quite disorganized in her behavior as a result of this antipathy says:

After I ... discovered it was nothing more than that she resembled my mother, she didn't bother me any more. Isn't that interesting? She's still the same.

Here is a clear statement indicating that though the basic perceptions have not changed, they have been differently organized, have acquired a new meaning, and that behavior changes then occur. Similar evidence is given by a client, a trained psychologist, who after completing a brief series of client-centered interviews, writes:

Another interesting aspect of the situation was in connection with the changes in some of my attitudes. When the change occurred, it was as if earlier attitudes were wiped out as completely as if erased from a blackboard.... When a situation which would formerly have provoked a given type of response occurred, it was not as if I was tempted to act in the way I formerly had but in some way found it easier to control my behavior. Rather the new type of behavior came quite spontaneously, and it was only through a deliberate analysis that I became aware that I was acting in a new and different way.

Here again it is of interest that the imagery is put in terms of visual perception and that as attitudes are "erased from the blackboard" behavioral changes take place automatically and without conscious effort.

Thus we have observed that appropriate changes in behavior occur when the individual acquires a different view of his world of experience, including himself; that this changed perception does not need to be dependent upon a change in the "reality," but may be a product of internal reorganization; that in some instances the awareness of the capacity for re-perceiving experience accompanies this process of reorganization; that the altered behavioral responses occur automatically and without conscious effort as soon as the perceptual reorganization has taken place, apparently as a result of this.

In view of these observations a second hypothesis may be stated, which is closely related to the first. It is that behavior is not directly influenced or determined by organic or cultural factors, but primarily (and perhaps only), by the perception of these elements. In other words the crucial element in the determination of behavior is the perceptual field of the individual. While this perceptual field is, to be sure, deeply influenced and largely shaped by cultural and physiological forces, it is nevertheless important that it appears to be only the field as it is perceived, which exercises a specific determining influence upon behavior. This is not a new idea in psychology, but its implications have not always been fully recognized.

It might mean, first of all, that if it is the perceptual field which determines behavior, then the primary object of study for psychologists would be the person and his world as viewed by the person himself. It could mean that the internal frame of reference of the person might

well constitute the field of psychology, an idea set forth persuasively by Snygg and Combs in a significant manuscript as yet unpublished. It might mean that the laws which govern behavior would be discovered more deeply by turning our attention to the laws which govern perception.

Now if our speculations contain a measure of truth, if the specific determinant of behavior is the perceptual field, and if the self can reorganize that perceptual field, then what are the limits of this process? Is the reorganization of perception capricious, or does it follow certain laws? Are there limits to the degree of reorganization? If so, what are they? In this connection we have observed with some care the perception of one portion of the field of experience, the portion we call the self.

Appendix A (Приложение)

Предлоги, обозначающие движение

to

движение по направлению к предмету (лицу), протекающему процессу: *Come to me.* — Подойдите ко мне.

from

движение от предмета (лица), удаление от протекающего процесса:

Take this book from the table. — Убери книгу со стола.
I come from Russia. — Я из России.

into

движение внутрь ограниченного пространства:

Put the book into the bag. — Положи книгу в портфель.

out of

движение из ограниченного пространства:

Take the book out of the table. — Достань книгу из стола.

on(to) /onto

движение на поверхность:

Snow fell onto the ground. — Снег падал на землю.

through

через, сквозь:

He went in through the door. — Он вошел через дверь.

Предлоги, обозначающие место

at

местонахождение у предмета (лица), а также там, где протекает определенный процесс:

I am sitting at the table. — Я сижу у стола.

I study at school. — Я учусь в школе.

The pupils are at the lesson. — Ученики на уроке.

in

местонахождение внутри ограниченного пространства:

He is in the office. — Он в офисе.

The books are in the bag. — Книги в портфеле.

on

местонахождение на поверхности:

The book is on the desk. — Книга на столе.

under

местонахождение под другим предметом:

The book is under the table. — Книга под столом.

across

через:

My school is across the street. — Моя школа находится
через дорогу.

above

Местонахождение над другим предметом:

There is a lamp above the table. — Над столом висит
лампа.

between между:

Between us. — Между нами.

in front of

местонахождение предмета (лица) впереди другого предмета (лица):

There is a telephone in front of him. — Перед ним стоит телефон.

behind

местонахождение предмета (лица) позади другого предмета (лица):

There is a sport ground behind our school. — За нашей школой спортплощадка.

around

местонахождение одного предмета вокруг другого предмета: *We are sitting around the table.* — Мы сидим вокруг стола.

beyond

по ту сторону:

Beyond the limits of the city. — За пределами города.

over

над, через, сверх:

There is a bridge over the river. — Над рекой мост.

near

вблизи, около, рядом с, возле, за:

She is sitting near the table. — Она сидит за столом.

up вверх:

Up the river. — Вверх по реке.

down вниз:

Down the river. — Вниз по реке.

Предлоги времени

in

внутри временного отрезка: *In April, in 1999.* — В апреле, в 1999 году.

in

через некоторое время: *in an hour, in two days* — через час, через два дня.

at в (точка во времени):

at 5 o'clock, at midnight — в 5 часов, в полночь.

on

в (с названием дней недели, датами):

on Monday, on the 10th of February — в понедельник,
10 февраля

by

к определенному моменту: *by 8 o'clock tomorrow* —
к 8 часам завтра

from ... till / from... to... от... до:

from 5 till 6 o'clock / from 5 to 6 o'clock — с 5-ти до 6-ти.

for

в течение (отрезок времени):

for an hour — в течение часа.

during

вовремя (чего-либо):

during the lesson — во время урока.

after после (чего-либо):

after work — после работы.

before

перед (чем-либо): *before the lesson* — перед уроком.

within

внутри, в рамках: *within a month* — в течение месяца.

Прочие предлоги

by

при, около, посредством:

by the window, by plane — около окна, самолетом.

with вместе с:

with a friend — с другом

for для:

I'll do it for you. — Я сделаю это для тебя.

Наиболее употребительные наречия

Наречия места и направления:

here — здесь, тут

there — там

somewhere — где-то, где-нибудь

anywhere — везде, повсюду, где-нибудь

nowhere — нигде

inside — внутри

outside — снаружи

down — вниз

back — сзади, назад

away — вдали, вон, прочь

downward — вниз

upward — вверх

Наречия времени:

now — сейчас, теперь

before — до, перед, прежде

ever — когда-либо

never — никогда

always — всегда

often — часто

usually — обычно

seldom — редко

still — все еще

already — уже

just — только что, только

yet — еще, уже

sometimes — иногда

today — сегодня

tomorrow — завтра

yesterday — вчера

recently — недавно
lately — в последнее время
commonly — обычно

Наречия образа действия:

slowly — медленно
quickly — быстро
easily — легко
calmly — спокойно
brightly — ярко
hardly — с трудом, едва

Наречия меры и степени:

much — много, сильно
little — немного, мало
enough — достаточно
too — слишком
almost — уже, почти
very — очень

Наиболее употребительные суффиксы и префиксы существительных

I. Суффиксы

-er/or — teacher, writer, actor, doctor
-ist — scientist, artist
-ment — movement, development, government
-ess — fortress, hostess, actress
-ian — musician, technician, politician
-ance — distance, importance, appearance
-(t)ion — revolution, translation, operation
-ity/-ty — popularity; honesty, morality, ability
-hood — childhood, neighbourhood
-y — energy, assembly
-ship — friendship, leadership
-age — passage, marriage

- ism — heroism, socialism, capitalism
- ant — assistant, consultant
- ence — conference, silence, difference
- ure — culture, picture, agriculture
- ing — building, reading, meeting
- dom — freedom, kingdom, wisdom
- sion/ssion — revision, session, discussion,
- ness — happiness, illness, darkness
- (-s)ure — pleasure, treasure, measure

II. Префиксы существительных

- re — reconstruction,
- co — cooperation, coexistence
- dis — disadvantage, discomfort, distaste
- in — inaccuracy, independence
- mis — misunderstanding, misprinting, misinformation
- im — impossibility, impatience
- un — unemployment, unconcern, unreality
- il — illegality, illiteracy.

Наиболее употребительные суффиксы и префиксы глаголов

- en — deepen, lighten, strengthen;
- fy — classify, electrify, specify
- ize — organize, characterize, mechanize
- ate — indicate, activate, translate
- co — cooperate, coexist, collaborate
- de — decode, decompose, demobilize
- dis — disbelieve, disapprove, disappear
- in — input, inlay, incut, indraw
- im — immigrate, impart, implant;
- inter — interact, interchange, interdepend
- ir — irradiate, irrigate, irritate
- over — overcome, overheat, overhear, overlook
- re — readjust, rebuild, reconstruct, rewrite
- mis — misprint, misunderstand, miscount.

Наиболее употребительные суффиксы и префиксы прилагательных

I. Суффиксы

- ful — careful, beautiful, useful, powerful
- ant — distant, important, resistant
- ous — famous, dangerous, various
- ed — talented, developed, interested
- ing — interesting, disappointing
- al — natural, cultural, territorial
- ent — dependent, transparent, different
- ish — Spanish, British, boyish, Irish
- ible — possible, terrible, visible, convertible
- able — comfortable, miserable
- ic — atomic, historic, poetic, heroic
- y — rainy, busy, sunny, windy, dirty
- less — hopeless, lifeless, useless, homeless
- ary — ordinary, revolutionary, necessary
- ive — inventive, effective, impressive, detective
- ian — Russian, Canadian, Rumanian

II. Префиксы

- un — unhappy, unable, uncomfortable
- in — independent, indirect, invisible
- dis — disappointing, discouraging, disconnectng
- im — impossible, imperfect, immoral, immaterial
- non — non-ferrous, non-governmental
- ir — irregular, irresponsible, irrational
- post — post-war, post-operational
- inter — interdependent, interchangeable, international
- il — illegal, illiberal, illimitable.

**Таблица
неправильных глаголов**

1 форма инфинитив	2 форма Прош. вр.	3 форма Причастие II	4 форма Причастие I	Перевод
to be	was/were	been	being	быть, нахо- диться
to bear	bore	born	bearing	нести
to beat	beat	beaten	beating	бить
to begin	began	begun	beginning	начи- нать(ся)
to bend	bent	bent	bending	гнуть
to bind	bound	bound	binding	перепле- тать
to bite	bit	bitten/bit	biting	кусать
to blow	blew	blown	blowing	дуть
to break	broke	broken	breaking	ломать
to bring	brought	brought	bringing	приносить
to build	built	built	building	строить
to buy	bought	bought	buying	покупать
to catch	caught	caught	catching	ловить
to choose	chose	chosen	choosing	выбирать
to cut	cut	cut	cutting	резать, рубить
to dive	dived/dove	dived	diving	нырять
to do	did	done	doing	делать
to draw	drew	drawn	drawing	рисовать, тащить
to drink	drank	drunk	drinking	пить
to drive	drove	driven	driving	вести

1 форма инфинитив	2 форма Прош. вр.	3 форма Причастие II	4 форма Причастие I	Перевод
to eat	ate	eaten	eating	есть, кушать
to fall	fell	fallen	falling	падать
to feel	felt	felt	feeling	чувство- вать
to feed	fed	fed	feeding	кормить
to fight	fought	fought	fighting	бороться, драться
to find	found	found	finding	искать, находить
to fly	flew	flown	flying	летать
to forbid	forbade	forbidden	forbidding	запрещать
to forget	forgot	forgotten	forgetting	забывать
to forgive	forgave	forgiven	forgiving	прощать
to freeze	froze	frozen	freezing	заморажи- вать
to get	got	got	getting	получать, становить- ся
to give	gave	given	giving	давать
to go	went	gone	going	идти, ехать
to grow	grew	grown	growing	расти, выращи- вать
to hang	hung	hung	hanging	висеть, вешать
to have	had	had	having	иметь
to hear	heard	heard	hearing	слышать

1 форма инфинитив	2 форма Прш. вр.	3 форма Причастие II	4 форма Причастие I	Перевод
to hit	hit	hit	hitting	ударять
to hold	held	held	holding	держать
to hurt	hurt	hurt	hurting	повредить
to know	knew	known	knowing	знать
to lay	laid	laid	laying	накрывать
to lead	lead	lead	leading	вести
to leap	leapt/leaped	leapt/leaped	leaping	прыгать, скакать
to leave	left	left	leaving	покидать, оставлять
to lend	lent	lent	lending	давать займы
to let	let	let	letting	позволять
to lie	lay	lain	lying	лежать
to light	lit	lit	lighting	зажигать
to lose	lost	lost	losing	терять
to make	made	made	making	делать
to meet	met	met	meeting	встречать (ся)
to pay	paid	paid	paying	платить
to put	put	put	putting	класть, ставить
to read	read	read	reading	читать
to ride	rode	ridden	riding	ехать (верхом)
to ring	rang	rung	ringing	звонить, звенеть
to rise	rose	risen	rising	поднимать

1 форма инфини- тив	2 форма Прош. вр.	3 форма Причастие II	4 форма Причас- тие I	Перевод
to run	ran	run	running	бежать
to say	said	said	saying	говорить, сказать
to see	saw	seen	seeing	видеть
to sell	sold	sold	selling	продавать
to send	sent	sent	sending	посылать, отправ- лять
to shake	shook	shaken	shaking	трясти
to shine	shone	shone	shining	светить, сиять
to shoot	shot	shot	shooting	стрелять, снимать
to show	showed	shown	showing	показы- вать
to sing	sang	sung	singing	петь
to sink	sank	sunk	sinking	тонуть
to sit	sat	sat	sitting	сидеть
to sleep	slept	slept	sleeping	спать
to speak	spoke	spoken	speaking	говорить, разговари- вать
to spend	spent	spent	spending	тратить, проводить время
to stand	stood	stood	standing	стоять
to steal	stole	stolen	stealing	воровать, украсть
to stick	stuck	stuck	sticking	прилипать

1 форма инфини- тив	2 форма Прош. вр.	3 форма Причастие II	4 форма Причас- тие I	Перевод
to strike	struck	struck	striking	бить, ударять
to swear	swore	sworn	swearing	клясться
to sweep	swept	swept	sweeping	мести, подметать
to swim	swam	swum	swimming	плавать
to take	took	taken	taking	взять, брать
to teach	taught	taught	teaching	учить, обучать
to tear	tore	torn	tearing	рвать
to tell	told	told	telling	сказать, сообщать
to think	thought	thought	thinking	думать
to throw	threw	thrown	throwing	бросать, кидать
to wake	woke	woken	waking	будить, просы- паться
to wear	wore	worn	wearing	носить
to weep	wept	wept	weeping	плакать
to win	won	won	winning	побеж- дать, вы- игрывать
to write	wrote	written	writing	писать

Appendix B List of phobias (Список фобий)

— A —

- Ablutophobia** — fear of washing or bathing
- Acarophobia** — fear of itching or of the insects that cause itching
- Acerophobia** — fear of sourness
- Achluophobia** — fear of darkness
- Acousticophobia** — fear of noise
- Acrophobia** — fear of heights
- Aerophobia** — fear of drafts, air swallowing, or airbourne noxious substances
- Aeroacrophobia** — fear of open high places
- Aeronausiphobia** — fear of vomiting secondary to airsickness
- Agateophobia** — fear of insanity
- Agliophobia** — fear of pain
- Agoraphobia** — fear of open spaces or of being in crowded, public places like markets Fear of leaving a safe place
- Agraphobia** — fear of sexual abuse
- Agrizoophobia** — fear of wild animals
- Agyrophobia** — fear of streets or crossing the street
- Aichmophobia** — fear of needles or pointed objects
- Ailurophobia** — fear of cats
- Albuminurophobia** — fear of kidney disease
- Alektorophobia** — fear of chickens
- Algophobia** — fear of pain

- Alliumphobia** — fear of garlic
- Allodoxaphobia** — fear of opinions
- Altophobia** — fear of heights
- Amathophobia** — fear of dust
- Amaxophobia** — fear of riding in a car
- Ambulophobia** — fear of walking
- Amnesiphobia** — fear of amnesia
- Amychophobia** — fear of scratches or being scratched
- Anablephobia** — fear of looking up
- Ancraophobia** or **Anemophobia** — fear of wind
- Androphobia** — fear of men
- Anemophobia** — fear of air drafts or wind
- Anginophobia** — fear of angina, choking or narrowness
- Anglophobia** — fear of England, English culture, etc
- Angrophobia** — fear of anger or of becoming angry
- Ankylophobia** — fear of immobility of a joint
- Anthrophobia** or **Anthophobia** — fear of flowers
- Anthropophobia** — fear of people or society
- Antlophobia** — fear of floods
- Anuptaphobia** — fear of staying single
- Apeirophobia** — fear of infinity
- Aphenphosmophobia** — fear of being touched (**Haphephobia**)
- Apiphobia** — fear of bees
- Apotemnophobia** — fear of persons with amputations
- Arachnephobia** or **Arachnophobia** — fear of spiders
- Arithmophobia** — fear of numbers
- Arrhenophobia** — fear of men
- Arsonphobia** — fear of fire
- Asthenophobia** — fear of fainting or weakness
- Astraphobia** or **Astrapophobia** — fear of thunder and lightning
- Astrophobia** — fear of stars and celestial space

- Asymmetriphobia** — fear of asymmetrical things
- Ataxiophobia** — fear of ataxia (muscular incoordination)
- Ataxophobia** — fear of disorder or untidiness
- Atelophobia** — fear of imperfection
- Atephobia** — fear of ruin or ruins
- Athazagoraphobia** — fear of being forgotten or ignored
or forgetting
- Atomosophobia** — fear of atomic explosions
- Atychiphobia** — fear of failure
- Aulophobia** — fear of flutes
- Aurophobia** — fear of gold
- Auroraphobia** — fear of Northern lights
- Autodysomophobia** — fear of one that has a vile odor
- Automysophobia** — fear of being dirty
- Autophobia** — fear of being alone or of oneself
- Aviophobia or Aviatophobia** — fear of flying

- B -

- Bacillophobia** — fear of microbes
- Bacteriophobia** — fear of bacteria
- Ballistophobia** — fear of missiles or bullets
- Barophobia** — fear of gravity
- Basophobia or Basiphobia** — inability to stand Fear of
walking or falling
- Bathmophobia** — fear of stairs or steep slopes
- Bathophobia** — fear of depth
- Batophobia** — fear of heights or being close to high
buildings
- Batrachophobia** — fear of amphibians, such as frogs,
newts, salamanders, etc
- Belonephobia** — fear of pins and needles (Aichmophobia)
- Bibliophobia** — fear of books

- Blennophobia** — fear of slime
Bogyphobia — fear of bogies or the bogeyman
Botanophobia — fear of plants
Bromidrosiphobia or **Bromidrophobia** — fear of body smells
Brontophobia — fear of thunder and lightning
Bufonophobia — fear of toads

- C -

- Cacophobia** — fear of ugliness
Cainophobia or **Cainotophobia** — fear of newness, novelty
Caligynephobia — fear of beautiful women
Cancerophobia — fear of cancer
Carcinophobia — fear of cancer
Cardiophobia — fear of the heart
Carnophobia — fear of meat
Catagelophobia — fear of being ridiculed
Catapedaphobia — fear of jumping from high and low places
Cathisophobia — fear of sitting
Catoptrophobia — fear of mirrors
Cenophobia or **Centophobia** — fear of new things or ideas
Ceraunophobia — fear of thunder
Chaetophobia — fear of hair
Cheimaphobia or **Cheimatophobia** — fear of cold
Chemophobia — fear of chemicals or working with chemicals
Cherophobia — fear of gaiety
Chionophobia — fear of snow
Chiraptophobia — fear of being touched
Chiophobia — fear of hands
Chorophobia — Fear of dancing

- Chrometophobia** or **Chrematophobia** — fear of money
Chromophobia or **Chromatophobia** — fear of colors
Chronophobia — fear of time
Chronomentrophobia — fear of clocks
Cibophobia or **Sitophobia** or **Sitiophobia** — fear of food
Claustrophobia — fear of confined spaces
Cleithrophobia or **Cleisiophobia** — fear of being locked in
an enclosed place
Cleptophobia — fear of stealing
Climacophobia — fear of stairs, climbing or of falling
downstairs
Clinophobia — fear of going to bed
Clithrophobia or **Cleithrophobia** — fear of being enclosed
Cnidophobia — fear of stings
Cometophobia — fear of comets
Coimetrophobia — fear of cemeteries
Coitophobia — fear of coitus
Contreltophobia — fear of sexual abuse
Coprohobia — fear of feces
Cryophobia — fear of extreme cold, ice or frost
Crystallophobia — fear of crystals or glass
Cyberphobia — fear of computers or working on a computer
Cyclophobia — fear of bicycles
Cymophobia — fear of waves or wave like motions
Cynophobia — fear of dogs or rabies

- D -

- Decidophobia** — fear of making decisions
Dementophobia — fear of insanity
Demonophobia or **Daemonophobia** — fear of demons
Demophobia — fear of crowds (Agoraphobia)
Dendrophobia — fear of trees

Dentophobia — fear of dentists

Dermatophobia — fear of skin lesions

Dermatosiophobia or **Dermatophobia** or **Dermatopathophobia** — fear of skin disease

Dextrophobia — fear of objects at the right side of the body

Diabetophobia — fear of diabetes

Didaskaleinophobia — fear of going to school

Dikephobia — fear of justice

Dinophobia — fear of dizziness or whirlpools

Diplophobia — fear of double vision

Dipsophobia — fear of drinking

Dishabiliophobia — fear of undressing in front of someone

Doraphobia — fear of fur or skins of animals

Doxophobia — fear of expressing opinions or of receiving praise

Dromophobia — fear of crossing streets

Dutchphobia — fear of the Dutch

Dysmorphophobia — fear of deformity

Dystychiphobia — fear of accidents

— E —

Ecclesiophobia — fear of church

Ecophobia — fear of home

Eicophobia or **Oikophobia** — fear of home surroundings

Eisotrophobia — fear of mirrors or of seeing oneself in a mirror

Electrophobia — fear of electricity

Eleutherophobia — fear of freedom

- Elurophobia** — fear of cats (Ailurophobia)
Emetophobia — fear of vomiting
Enetophobia — fear of pins
Enochlophobia — fear of crowds
Enosiophobia or **Enissophobia** — fear of having committed an unpardonable sin or of criticism
Entomophobia — fear of insects
Eosophobia — fear of dawn or daylight
Ephophobia — fear of teenagers
Epistaxiophobia — fear of nosebleeds
Epistemophobia — fear of knowledge
Equinophobia — fear of horses
Eremophobia — fear of being oneself or of loneliness
Ereuthophobia — fear of blushing
Ergasiophobia — 1) fear of work or functioning; 2) surgeon's fear of operating
Ergophobia — fear of work
Erotophobia — fear of sexual love or sexual questions
Euphobia — fear of hearing good news
Eurotophobia — fear of female genitalia
Erythrophobia, Erytophobia or **Ereuthophobia** — 1) fear of redlights; 2) blushing; 3) red

- F -

- Febriphobia, Fibriphobia** or **Fibriophobia** — fear of fever
Felinophobia — fear of cats (Ailurophobia, Elurophobia, Galeophobia, Gatophobia)
Francophobia — fear of France, French culture (Galophobia, Galiophobia)
Frigophobia — fear of cold, cold things

- G -

- Galeophobia** or **Gatophobia** — fear of cats
- Gallophobia** or **Galiophobia** — fear France, French culture
(**Francophobia**)
- Gamophobia** — fear of marriage
- Geliophobia** — fear of laughter
- Geniophobia** — fear of chins
- Genophobia** — fear of sex
- Gephyrophobia**, **Gephydrophobia**, or **Gephyrophobia** —
fear of crossing bridges
- Germanophobia** — fear of Germany, German culture, etc
- Gerascophobia** — fear of growing old
- Gerontophobia** — fear of old people or of growing old
- Geumaphobia** or **Geumophobia** — fear of taste
- Glossophobia** — fear of speaking in public or of trying to
speak
- Gnosiophobia** — fear of knowledge
- Graphophobia** — fear of writing or handwriting
- Gymnophobia** — fear of nudity
- Gynophobia** or **Gynophobia** — fear of women

- H -

- Hadephobia** — fear of hell
- Hagiophobia** — fear of saints or holy things
- Hamartophobia** — fear of sinning
- Haphophobia** or **Haptophobia** — fear of being touched
- Harpaxophobia** — fear of being robbed
- Hedonophobia** — fear of feeling pleasure
- Heliophobia** — fear of the sun
- Hellenologophobia** — fear of Greek terms or complex
scientific terminology

- Helminthophobia** — fear of being infested with worms
- Hemophobia** or **Hemaphobia** or **Hematophobia** — fear of blood
- Heresyphobia** or **Hereiophobia** — fear of challenges to official doctrine or of radical deviation
- Herpetophobia** — fear of reptiles or creepy, crawly things
- Heterophobia** — fear of the opposite sex (Sexophobia)
- Hierophobia** — fear of priests or sacred things
- Hippophobia** — fear of horses
- Hippopotomonstrosesquippedaliophobia** — fear of long words
- Hobophobia** — fear of bums or beggars
- Hodophobia** — fear of road travel
- Hormephobia** — fear of shock
- Homichlophobia** — fear of fog
- Homilophobia** — fear of sermons
- Hominophobia** — fear of men
- Homophobia** — fear of sameness, monotony or of homosexuality or of becoming homosexual
- Hoplophobia** — fear of firearms
- Hydrargyrophobia** — fear of mercurial medicines
- Hydrophobia** — fear of water
- Hyelophobia** or **Hyalophobia** — fear of glass
- Hygrophobia** — fear of liquids, dampness, or moisture
- Hylephobia** — fear of materialism OR the fear of epilepsy
- Hylophobia** — fear of forests
- Hypengyophobia** or **Hypegiaphobia** — fear of responsibility
- Hypnophobia** — Fear of sleep or of being hypnotized
- Hypsiphobia** — Fear of height

- I -

- Iatrophobia** — fear of going to the doctor or of doctors
Ichthyophobia — fear of fish
Ideophobia — fear of ideas
Illyngophobia — fear of vertigo or feeling dizzy when
looking down
Iophobia — fear of poison
Insectophobia — fear of insects
Isolophobia — fear of solitude, being alone
Isopterophobia — fear of termites, insects that eat wood

- J -

- Japanophobia** — fear of Japanese
Judeophobia — fear of Jews

- K -

- Kainolophobia** — fear of novelty
Kainophobia — fear of anything new, novelty
Kakorrhaphiophobia — fear of failure or defeat
Katagelophobia — fear of ridicule
Kenophobia — fear of voids or empty spaces
Keraunophobia — fear of thunder and lightning
Kinetophobia or **Kinesophobia** — fear of movement or
motion
Kleptophobia — fear of stealing
Koinoniphobia — fear of rooms
Kolpophobia — fear of genitals, particularly female
Kopophobia — fear of fatigue
Koniophobia — fear of dust (*Amathophobia*)

Kosmikophobia — fear of cosmic phenomenon

Kymophobia — fear of waves

Kynophobia — fear of rabies

Kyphophobia — fear of stooping

- L -

Lachanophobia — fear of vegetables

Laliophobia or **Lalophobia** — fear of speaking

Leprophobia or **Lepraphobia** — fear of leprosy

Leukophobia — fear of the color white

Levophobia — fear of things to the left side of the body

Ligyrophobia — fear of loud noises

Lilapsophobia — fear of tornadoes and hurricanes

Limnophobia — fear of lakes

Linonophobia — fear of string

Liticaphobia — fear of lawsuits

Lockiophobia — fear of childbirth

Logizomechanophobia — fear of computers

Logophobia — fear of words

Luiphobia — fear of lues, syphilis

Lutraphobia — fear of otters

Lygophobia — fear of darkness

Lyssophobia — fear of rabies or of becoming mad

- M -

Macrophobia — fear of long waits

Mageirocophobia — fear of cooking

Maieusiophobia — fear of childbirth

Malaxophobia — fear of love play (**Sarmassophobia**)

Maniaphobia — fear of insanity

- Mastigophobia** — fear of punishment
- Mechanophobia** — fear of machines
- Medomalacuphobia** — fear of losing an erection
- Medorthophobia** — fear of an erect penis
- Megalophobia** — fear of large things
- Melissophobia** — fear of bees
- Melanophobia** — fear of the color black
- Melophobia** — fear or hatred of music
- Meningitophobia** — fear of brain disease
- Menophobia** — fear of menstruation
- Merinthophobia** — fear of being bound or tied up
- Metallophobia** — fear of metal
- Metathesiophobia** — fear of changes
- Meteorophobia** — fear of meteors
- Methyphobia** — fear of alcohol
- Metrophobia** — fear or hatred of poetry
- Microbiophobia** — fear of microbes (Bacillophobia)
- Microphobia** — fear of small things
- Misophobia** — fear of being contaminated with dirt of germs
- Mnemophobia** — fear of memories
- Molysmophobia** or **Molysomophobia** — fear of dirt or contamination
- Monophobia** — fear of solitude or being alone
- Monopathophobia** — fear of definite disease
- Motorphobia** — fear of automobiles
- Mottephobia** — fear of moths
- Musophobia** or **Murophobia** — fear of mice
- Mycophobia** — fear or aversion to mushrooms
- Mycrophobia** — fear of small things
- Myctophobia** — fear of darkness
- Myrmecophobia** — Fear of ants
- Mysophobia** — fear of germs or contamination or dirt

Mythophobia — fear of myths or stories or false statements

Myxophobia — fear of slime (Blennophobia)

— N —

Nebulaphobia — fear of fog (Homichlophobia)

Necrophobia — fear of death or dead things

Nelophobia — fear of glass

Neopharmaphobia — fear of new drugs

Neophobia — fear of anything new

Nephophobia — fear of clouds

Noctiphobia — fear of the night

Nomatophobia — fear of names

Nosocomephobia — fear of hospitals

Nosophobia or **Nosemaphobia** — fear of becoming ill

Nostophobia — fear of returning home

Nucleomitophobia — fear of nuclear weapons

Nudophobia — fear of nudity

Numerophobia — fear of numbers

Nyctohylophobia — fear of dark wooded areas, of forests at night

Nyctophobia — fear of the dark or of night

— O —

Obesophobia — fear of gaining weight (Pocrescophobia)

Ochlophobia — fear of crowds or mobs

Ochophobia — fear of vehicles

Odontophobia — fear of teeth or dental surgery

Odynophobia or **Odynephobia** — fear of pain (Algophobia)

Oenophobia — fear of wines

- Oikophobia** — fear of home surroundings, house
Olfactophobia — fear of smells
Ombrophobia — fear of rain or of being rained on
Ommetaphobia or **Ommatophobia** — fear of eyes
Oneirophobia — fear of dreams
Oneirogmophobia — fear of wet dreams
Ophidiophobia — fear of snakes
Ophthalmophobia — fear of being stared at
Optophobia — fear of opening one's eyes
Ornithophobia — fear of birds
Orthophobia — fear of property
Osmophobia or **Osphresophobia** — fear of smells or odors
Ostracophobia — fear of shellfish
Ouranophobia — fear of heaven

- P -

- Pagophobia** — fear of ice or frost
Panthophobia — fear of suffering and disease
Panophobia or **Pantophobia** — fear of everything
Papaphobia — fear of the Pope
Papyrophobia — fear of paper
Paralipophobia — fear of neglecting duty or responsibility
Paraphobia — fear of sexual perversion
Parasitophobia — fear of parasites
Paraskavedekatriaphobia — fear of Friday the 13th
Parthenophobia — fear of virgins or young girls
Pathophobia — fear of disease
Patroiophobia — fear of heredity
Parturiphobia — fear of childbirth
Peccatophobia — fear of sinning (imaginary crime)

- Pediculophobia** — fear of lice
- Pediophobia** — fear of dolls
- Pedophobia** — fear of children
- Peladophobia** — fear of bald people
- Pellagrophobia** — fear of pellagra
- Peniaphobia** — fear of poverty
- Pentheraphobia** — fear of mother-in-law (Novercaphobia)
- Phagophobia** — fear of swallowing or of eating or of being eaten
- Phalacrophobia** — fear of becoming bald
- Phallophobia** — fear of a penis, esp erect
- Pharmacophobia** — fear of taking medicine
- Phasmophobia** — fear of ghosts
- Phengophobia** — fear of daylight or sunshine
- Philemaphobia** or **Philematophobia** — fear of kissing
- Philophobia** — fear of falling in love or being in love
- Philosophobia** — fear of philosophy
- Phobophobia** — fear of phobias
- Photophobia** — fear of light
- Phonophobia** — fear of noises or voices or one's own voice; of telephones
- Phronemophobia** — fear of thinking
- Phthiriophobia** — fear of lice (Pediculophobia)
- Phthisiophobia** — fear of tuberculosis
- Placophobia** — fear of tombstones
- Plutophobia** — fear of wealth
- Pluviophobia** — fear of rain or of being rained on
- Pneumatiphobia** — fear of spirits
- Pocrescophobia** — fear of gaining weight (Obesophobia)
- Pogonophobia** — fear of beards
- Poliosophobia** — fear of contracting poliomyelitis
- Politicophobia** — fear or abnormal dislike of politicians
- Polyphobia** — fear of many things

- Poinophobia** — fear of punishment
Ponophobia — fear of overworking or of pain
Porphyrophobia — fear of the color purple
Potamophobia — fear of rivers or running water
Potophobia — fear of alcohol
Pharmacophobia — fear of drugs
Proctophobia — fear of rectum
Prosophobia — fear of progress
Psellismophobia — fear of stuttering
Psychophobia — fear of mind
Psychrophobia — fear of cold
Pteromerhanophobia — fear of flying
Pteronophobia — fear of being tickled by feathers
Pupaphobia — fear of puppets
Pyrexiphobia — fear of Fever
Pyrophobia — fear of fire

— R —

- Radiophobia** — fear of radiation, x-rays
Ranidaphobia — fear of frogs
Rectophobia — fear of rectum or rectal diseases
Rhabdophobia — fear of being severely punished or beaten
by a rod, or of being severely criticized Also fear of
magic (wand)
Rhyphobia — fear of defecation
Rhytiphobia — fear of getting wrinkles
Rupophobia — fear of dirt
Russophobia — fear of Russians

— S —

- Samhainophobia** — fear of Halloween
Sarmassophobia — fear of love play (Malaxophobia)

- Satanophobia** — fear of Satan
- Scabiophobia** — fear of scabies
- Scatophobia** — fear of fecal matter
- Scelerophobia** — fear of bad men, burglars
- Sciophobia Sciaphobia** — fear of shadows
- Scoleciphobia** — fear of worms
- Scolionophobia** — fear of school
- Scopophobia or Sceptophobia** — fear of being seen or stared at
- Scotomaphobia** — fear of blindness in visual field
- Scotophobia** — fear of darkness (Achluophobia)
- Scriptophobia** — fear of writing in public
- Selachophobia** — fear of sharks
- Selaphobia** — fear of light flashes
- Selenophobia** — fear of the moon
- Seplophobia** — fear of decaying matter
- Sesquipedalophobia** — fear of long words
- Sexophobia** — fear of the opposite sex (Heterophobia)
- Siderodromophobia** — fear of trains, railroads or train travel
- Siderophobia** — fear of stars
- Sinistrophobia** — fear of things to the left, left-handed
- Sinophobia** — fear of Chinese, Chinese culture
- Sitophobia or Sitiophobia** — fear of food or eating (Cibophobia)
- Snakephobia** — fear of snakes (Ophidiophobia)
- Soceraphobia** — fear of parents-in-law
- Social Phobia** — fear of being evaluated negatively in social situations
- Sociophobia** — fear of society or people in general
- Somniphobia** — fear of sleep
- Sophophobia** — fear of learning
- Soteriophobia** — fear of dependence on others

- Spacephobia** — fear of outer space
Spectrophobia — fear of specters or ghosts
Spermatophobia or **Spermophobia** — fear of germs
Spheksophobia — fear of wasps
Stasibasiphobia or **Stasiphobia** — fear of standing or walking (Ambulophobia)
Staurophobia — fear of crosses or the crucifix
Stenophobia — fear of narrow things or places
Stygiophobia or **Stigiophobia** — fear of hell
Suriphobia — fear of mice
Symbolophobia — fear of symbolism
Symmetrophobia — fear of symmetry
Syngenesophobia — fear of relatives
Syphilophobia — fear of syphilis

- T -

- Tachophobia** — fear of speed
Taeniophobia or **Teniophobia** — fear of tapeworms
Taphophobia **Taphophobia** — fear of being buried alive or of cemeteries
Tapinophobia — fear of being contagious
Taurophobia — fear of bulls
Technophobia — fear of technology
Teleophobia — 1) fear of definite plans; 2) religious ceremony
Telephonophobia — fear of telephones
Teratophobia — fear of bearing a deformed child or fear of monsters or deformed people
Testophobia — fear of taking tests
Tetanophobia — fear of lockjaw, tetanus
Teutophobia — fear of German or German things
Textophobia — fear of certain fabrics
Thaasophobia — fear of sitting

- Thalassophobia** — fear of the sea
- Thanatophobia** or **Thantophobia** — fear of death or dying
- Theatrophobia** — fear of theatres
- Theologicophobia** — fear of theology
- Theophobia** — fear of gods or religion
- Thermophobia** — fear of heat
- Tocophobia** — fear of pregnancy or childbirth
- Tomophobia** — fear of surgical operations
- Tonitrophobia** — fear of thunder
- Topophobia** — fear of certain places or situations, such as stage fright
- Toxiphobia** or **Toxophobia** or **Toxicophobia** — fear of poison or of being accidently poisoned
- Traumatophobia** — fear of injury
- Tremophobia** — fear of trembling
- Trichinophobia** — fear of trichinosis
- Trichopathophobia** or **Trichophobia** or **Hypertrichophobia** — fear of hair (Chaetophobia)
- Triskaidekaphobia** — fear of the number 13
- Trophophobia** — fear of moving or making changes
- Trypanophobia** — fear of injections
- Tuberculophobia** — fear of tuberculosis
- Tyrannophobia** — fear of tyrants

- U -

- Uranophobia** — fear of heaven
- Urophobia** — fear of urine or urinating

- V -

- Vaccinophobia** — fear of vaccination
- Venustraphobia** — fear of beautiful women

- Verbophobia** — fear of words
Verminophobia — fear of germs
Vestiphobia — fear of clothing
Virginitiphobia — fear of rape
Vitricophobia — fear of step-father

W-

- Wiccaphobia** — fear of witches and witchcraft

- X -

- Xanthophobia** — fear of the color yellow or the word yellow
Xenoglossophobia — fear of foreign languages
Xenophobia — fear of strangers or foreigners
Xerophobia — fear of dryness
Xylophobia — 1) fear of wooden objects; 2) forests
Xyrophobia — fear of razors

- Z -

- Zelophobia** — fear of jealousy
Zeusophobia — fear of God or gods
Zemmiphobia — fear of the great mole rat
Zoophobia — fear of animals

Appendix C

English-Russian Dictionary of Psychological terms Англо-русский словарь минимум психологических терминов

A

- abient behavior** абиентное поведение = avoidance behavior
- ability** способность
- ability test** тест (для оценки) способностей
- abnormal behavior** аномальное поведение
- abnormal personality** психопатия, расстройство личности
- abnormal psychology** патопсихология
- abreaction** (психоан.) отреагирование, абреакция
- absent-mindedness** рассеянность
- absolute threshold** (психофиз.) абсолютный порог
- absorption** 1. поглощенность (чем-то) 2. погруженность в себя
- abstract ability** способность к абстракции
- abstract intelligence** = abstract ability
- academic aptitude** способность к учению
- academic intelligence** академические способности, учебные способности
- acathexis** (психоан.) акатексис, отсутствие катексиса (см. cathexis)
- acceptance attitude** установка приятия (в психотерапии)
- achievement motivation** мотивация стремления к успеху, мотивация достижения
- achievement need** потребность в успехе
- achievement test** тест (для оценки) достижений

- acquired** приобретенный, усвоенный
- acquisition** усвоение
- act** акт, действие
- action** действие
- active imagination** активное воображение
- activity** 1. деятельность, активность; 2. занятие; занятия, деятельность
- activity drive** влечение к деятельности
- activity need** потребность в деятельности
- actor** субъект действия, субъект деятельности, деятель
- acuity** острота (*ощущения*)
- adaptability** адаптируемость, приспособляемость
- adaptation** адаптация
- adaptive behavior** адаптивное поведение
- adequate stimulus** адекватный раздражитель
- adient behavior** адидентное поведение = approach behavior
- adjustment** приспособление; приспособленность
- adjustment inventory** вопросник для измерения приспособленности
- adjustment procedure** (*психофиз.*) метод подравнивания, метод установки (эквивалентного раздражителя)
- adolescent** психология отрочества, психология
- psychology** подросткового возраста
- advertising** психология рекламы
- psychology aerial perspective** воздушная перспектива (*монокулярный признак для восприятия глубины*)
- affect** аффект, чувство, эмоция, состояние аффекта
- affectation** аффектация, наигрыш
- affect-charged** аффектированный, сопровождаемый аффектом (*об идеях, образах и т.д.*)
- affection** 1. аффекция, аффективный процесс; 2. аффективная сфера, сфера аффективных процессов; 3. привязанность, расположение
- affective disorder** аффективное расстройство

- affective experience** аффективное переживание
- affective personality** аффективная психопатия, аффективная личность
- affective tone** аффективный тон, чувственный тон, чувственная окраска (*переживания*)
- affectivity** эффективность
- affiliation need** потребность в аффилиации
- after-image** послеобраз
- anchoring point** точка отсчета
- anchor test** эталонный тест
- anger** гнев
- anguish** мука, страдание; тоска
- anima** 1. душа; 2. анима
- animal psychology** зоопсихология, психология животных
- animus** 1. намерение; 2. враждебность; 3. анимус
- annoyer** неприятный раздражитель
- annulment** (*психоан.*) аннулирование
- antedating goal** опережающая целевая реакция
- response anticipation** предвидение, антиципация
- anticipatory goal** = antedating goal response
- antisocial personality disorder** антисоциальная психопатия
- anxiety** тревога, тревожность, страх
- anxiety hierarchy** иерархия тревожных ситуаций
- anxiety object** (*психоан.*) объект тревоги
- anxiety-proneness** склонность к тревоге
- anxiety tolerance** способность переносить тревогу, выносливость к тревоге
- anxious** тревожный, тревожащий
- apparent motion** кажущееся движение
- appeasement behavior** (*этол.*) умиротворяющее поведение
- apperception** апперцепция
- appetite** аппетит
- appetitive behavior** поисковое поведение
- applied psychologist** психолог-прикладник
- applied psychology** прикладная психология
- approach (ing) behavior** поведение приближения

- aptitude** способность, годность
- aptitude test** тест (для оценки) специальной способности, тест (для проверки) годности
- archetype** архетип
- armchair psychology** кабинетная психология
- arousal reaction** реакция пробуждения, реакция активации
- arrangement of the** организация невроза
- neurosis ascendance** шкала «властность — покорность»
- submission scale** шкала «господство — подчинение»
- assertiveness training** тренировка уверенности в себе
- assimilation** ассимиляция, усвоение
- association** ассоциация
- association by** ассоциация по смежности
- contiguity association by** ассоциация по контрасту
- contrast association by** ассоциация по сходству
- similarity association** ассоциативный эксперимент
- experiment association psychology** ассоциативная психология
- association value** ассоциативная сила
- associative thinking** ассоциативное мышление
- asthenic personality** астеническая психопатия, астеническая личность
- attachment** привязанность
- attention** внимание
- attitude** отношение, установка
- attitudinal** установочный
- attraction** привлекательность, аттракция
- attribution** атрибуция
- audition** слух; слушание, выслушивание, прослушивание
- auditory acuity** острота слуха
- authoritarian personality** авторитарная личность
- autism** аутизм
- autistic thinking** аутистическое мышление
- autokinetic effect** аутокинетический эффект
- automatic behavior** автоматическое поведение

- autonomous functions of the ego** (*психодан.*) автономные функции
- autonomy need** потребность в автономии
- aversion** отвращение
- aversive conditioning** аверсивное обусловливание
- aversive therapy** аверсивная терапия
- avoidance behavior** поведение избегания
- awareness** сознание; восприятие, ощущение; знание, осведомленность
- awe** благоговейный страх, трепет, благоговение
- В**
- background** фон
- basic need** первичная потребность; фундаментальная потребность
- basic skills** основные (*или базовые*), умения и навыки
- behavior** субъект поведения
- behavior** поведение
- behavioral** поведенческий, бихевиоральный
- behavioral genetics** генетика поведения
- behavioral science** поведенческая наука, наука о поведении
- behavior inventory** реестр видов поведения
- behaviorism** бихевиоризм
- behavior modification** модификация поведения = behavior therapy
- behavior psychologist** психолог, изучающий поведение; психолог-необихевиорист
- behavior psychology** поведенческая психология, психология поведения; необихевиоризм
- behavior sample** образец поведения
- behavior sampling** отбор образцов поведения
- behavior space** пространство поведения
- behavior therapy** терапия поведения, бихевиоральная терапия
- behavior unit** единица поведения
- being-in-the-world** бытие-в-мире
- being need** потребность бытия
- belief** 1. убеждение; 2. вера, верование, поверье

bias 1. пристрастие, предубеждение, предвзятость; 2. смещение, систематическая ошибка; 3. необъективность исследователя, искажающее влияние

binocular cue бинокулярный признак (*в зрительном восприятии глубины*)

bipolar affective disorder биполярное аффективное расстройство

birth injury родовая травма

birth trauma = birth injury

bisection (scaling) method (*психофиз.*) метод деления интервала пополам

blam(e)avoidance потребность избегать осуждения

need blamescape need потребность уходить от осуждения

bodily me телесное Я

body concept образ тела

body image схема тела, образ тела

boundary граница

brainstorming «мозговой штурм»

brainwashing «промывка мозгов»

brightness яркость

brightness constancy константность яркости (*в зрительном восприятии*)

business psychology психология бизнеса

С

case history данные клинического наблюдения, история болезни

castration anxiety (*психоан.*) страх перед кастрацией

castration complex (*психоан.*) комплекс кастрации

catharsis катарсис

cathexis (*психоан.*) катексис

ensorship цензура, цензурирование

cerebral localization локализация в головном мозге

character 1. (отличительный) признак, свойство, характеристика; 2. характер

character formation 1. формирование характера; 2. склад характера; 3. личностная структура

- check list** 1. контрольный список; 2. вопросник
- child-parent fixation** фиксация ребенка на родителе
- child psychology** детская психология
- chromesthesia** хроместезия, цветовой слух, окрашенное слышание
- chunk** блок, укрупненная единица информации
- clairvoyance** ясновидение
- class-free test** тест, свободный от классовой предвзятости, беспристрастный тест
- classical conditioning** классическое обусловливание
- classification test** 1. тест на классификацию (*в качестве задания*); 2. классификационный тест
- clerical aptitudes** канцелярские способности
- client-centered** клиентоцентрическая терапия = = therapy nondirective therapy
- clinical psychologist** психолог-клиницист
- clinical psychology** клиническая психология
- closure** завершение
- clouding of consciousness** помрачение сознания, оглушенность
- consciousness coar(c)tation** коартация
- code-learning test** (тест на кодирование)
- code test** = code-learning test
- coen(a)esthesia** ценестезия, ценэстезия
- cogitation** 1. размышление, обдумывание; 2. акт мышления; 3. способность мышления; 4. мысль, идея
- cognition** 1. познание; познавательный (*или* когнитивный) процесс; 2. знание, продукт познания
- cognitive** познавательный, когнитивный
- cognitive attitude** когнитивная (*или* познавательная) установка
- cognitive dissonance** когнитивный диссонанс
- cognitive map** познавательная (*или* когнитивная) карта
- cognitive need** познавательная потребность
- cognitive psychology** когнитивная психология

- cognitive style** когнитивный стиль
- cognizance need** познавательная потребность
- collective unconscious** коллективное бессознательное
- color blindness** цветовая слепота
- color constancy** константность цвета (*в зрительном восприятии*)
- color perception** восприятие цвета
- color saturation** насыщенность цвета
- common-sense** житейская психология, психология здравого смысла
- psychology** здравого смысла
- common-sense validity** (*психометр.*) валидность с точки зрения здравого смысла
- common trait** всеобщая черта, распространенная черта
- communication** коммуникация
- community psychology** коммунальная психология
- comparable forms** сопоставимые (*или параллельные*) варианты теста
- comparative psychology** сравнительная психология
- comparison stimulus** (*психофиз.*) сравниваемый (*или переменный*) стимул
- compartmentalization** психическая фрагментация, фрагментация личности
- compensation** компенсация (*одной функции другой*)
- compensatory behavior** компенсирующее (*или компенсаторное*) поведение
- complex** (*психоан.*) комплекс (*аффективно взаимосвязанных элементов, вытесненных в бессознательное*)
- comprehension** понимание, разумение
- comprehension test** 1. тест практического интеллекта; 2. тест на понимание (*прочитанного текста*)
- compromise formation** (*психоан.*) компромисс
- compulsive behavior** импульсивное поведение
- computer interpretation of test scores** машинная интерпретация результатов тестирования

- computer scoring** машинная обработка (протоколов тестирования)
- conative** конативный (*мотивационный*)
- concept formation** формирование понятий
- concrete attitude** конкретная установка
- concrete intelligence** конкретный (*или* практический) интеллект
- concrete operational stage** стадия конкретных операций (*в развитии ребенка*)
- concurrent validity** (*психометр.*) диагностическая валидность
- conditional reflex** условный рефлекс
- conditioned response** условный ответ, условная реакция
- conditioned stimulus** условный стимул, условный раздражитель
- conditioning** обуславливание
- conflict** конфликт
- conformity** конформность
- conscience** совесть
- conscious** 1. сознательный, осознаваемый, осознан-
ный; 2. сознающий (*о человеке*); осознаваемый (*об объекте или ситуации*); 3. сознательный (*о состоянии*), пребывающий в сознании (*о человеке*); 4. сознательный, относящийся к сознанию, психический; 5. (*психоан.*) *the conscious* — сознание
- consciousness** сознательность, сознательный характер; сознание
- conservation** сохранение
- constancy** постоянство, константность (*восприятия*)
- constant stimulus method** (*психофиз.*) метод постоянных раздражителей, метод истинных и ложных случаев, метод частот
- constitutional trait** конституциональная черта
- construction need** конструктивная потребность
- constructive memory** конструктивная память
- consulting psychologist** психолог-консультант
- consumer psychology** психология потребителя

- content analysis** анализ содержания; контентанализ
- contiguity theory of learning** теория научения, основанная на принципе смежности
- control group** контрольная группа
- convergent thinking** конвергентное мышление
- conversion hysteria** конверсионная истерия
- conversion of affect** (*психоан.*) превращение (или конверзия) аффекта
- coping behavior** практическое поведение, совладающее поведение
- counseling psychologist** консультирующий психолог
- counteraction need** потребность в противодействии
- counter-conditioning** противообусловливание
- cover memory** (*психоан.*) прикрывающее воспоминание
- covert** скрытый
- covert behavior** скрытое поведение
- covert need** скрытая потребность
- covert speech** скрытая артикуляция
- creative thinking** творческое мышление
- creativity** творческие способности, креативность
- criminal psychology** криминальная психология, психология преступности
- criterion** (*психометр.*) критерий
- criterion-referenced testing** тестирование относительно критерия
- cross-cultural psychology** психология межкультурных различий, кросс-культурная психология
- cue** ключевой раздражитель, ключевой признак, ключ
- culture-fair test** тест, свободный от культурных ограничений, беспристрастный тест
- culture-free test** = culture-fair test
- custom-made test** заказной тест
- cutaneous sense** кожное чувство
- cycle omnibus test** тест с циклическим расположением заданий

D

- day dream** греза
- day dreaming** грезы
- day residues** (*психоан.*)
дневные остатки, остатки дневных впечатлений
- death instinct** (*психоан.*)
инстинкт смерти, влечение к смерти
- decision making** принятие решений
- defendance need** потребность в самозащите
- defense** (*психоан.*) защита, средство защиты
- defense mechanism** (*психоан.*) защитный механизм
- deference need** потребность в почитании (*старшего, вышестоящего*)
- deficiency motive** дефицитарный мотив
- deficiency need** дефицитарная потребность
- deindividuation** деиндивидуация
- delayed response** отсроченная реакция
- delusion** бред
- denial** (*психоан.*) отрицание
- dependency** зависимость
- depression** депрессия
- deprivation** депривация
- depth perception** восприятие глубины
- depth psychology** глубинная психология
- desire** желание, вожеление
- destructive** разрушительный, деструктивный
- detachment** безучастность, безразличие, равнодушие, отрешенность
- developmental psychology** психология развития, возрастная психология
- developmental stage** стадия развития
- deviant behavior** девиантное (*или* отклоняющееся от нормы) поведение
- diagnostic test** диагностический тест
- difference threshold** (*психофиз.*) разностный (*или* дифференциальный) порог
- differential psychology** психология индивидуальных различий, дифференциальная психология
- diffuse need** размытая (*или* диффузная) потребность
- diffusion of responsibility** размывание ответственности

- digit-span test** тест на запоминание (ряда) цифр
- digit-symbol test** тест на кодирование
- discharge of affect** (*психоан.*) разряд аффекта
- discriminability** различимость
- discrimination learning** научение реакции различения
- discrimination reaction** реакция различения
- discriminative stimulus** различительный стимул
- discriminative value** разрешающая сила (*задания теста*)
- disinhibition** растормаживание
- disparity** диспаратность, несовмещение (*раздражителей*)
- displaced aggression** смещенная агрессия
- displacement of affect** смещение аффекта
- disposition** 1. тенденция, склонность; 2. расположение духа, настроение; 3. нрав; 4. (*мн. число*) задатки
- dispositional attribution** диспозициональная атрибуция
- dissociation** диссоциация
- dissonance** *см. cognitive dissonance*
- distance cue** признак удаленности
- distraction** отвлечение, отвлекающее впечатление, отвлекающий раздражитель
- divergent thinking** дивергентное мышление
- dominance need** потребность доминировать
- dominance-submission scale** = ascendance-submission scale
- double personality** = dual personality
- dream** сновидение
- dream interpretation** толкование сновидения
- dream work** (*психоан.*) сновтворчество, работа сновидения
- drive** влечение
- drive reduction** спад (*или* ослабление, *или* снижение интенсивности) влечения
- drive-reduction theory** теория спада влечения

drive state состояние наличия влечения, мотивирующее состояние

drug effects последствия применения наркотиков

dual personality раздвоение личности, двойное сознание

dynamic psychology динамическая психология

Е

echoic memory эхоическая память

ecstasy экстаз

ectopsychic function of consciousness эктопсихические функции сознания

educational ability учебные способности

equal forms эквивалентные варианты теста

equated scores equivalent forms приравненные результаты (*тестирования*) эквивалентные варианты теста

Eros (*психоан.*) Эрос = life instinct

escape from reality уход от реальности

escape response = avoidance behavior

ethnopsychology этнопсихология

ethology этология (*биология поведения*)

excitation = excitement

excitatory potential excitement потенциал возбуждения

executive response исполнительная реакция

exhibition need потребность в самопоказе

existential analysis экзистенциальный анализ

existential frustration экзистенциальная фрустрация

existential psychology expectancy экзистенциальная психология ожидания; прогноз

expectation ожидание, экспектация

experience переживание, переживаемое, опыт

experimental design

experimental group
1. планирование эксперимента; 2. план (проведения) эксперимента
экспериментальная группа

experimental psychologist

психолог-экспериментатор

experimental psychology

экспериментальная психология

experimental treatment

экспериментальное воздействие

exploit(at)ive character

эксплуататорский тип характера

exploratory behavior

исследовательское поведение

expressive behavior экспрессивное

(или выразительное) поведение

extensity экстенсивность,

(пространственная) протяженность (*ощущения*)

exteriorization

externalization

externalization экстернализация, экстериоризация

extinction угасание

extrasensory perception

внечувственное восприятие, экстрасенсорная перцепция

extraversion экстраверсия

extravert экстраверт

extrinsic motivation внешняя мотивация

Ф

face validity (*психометр.*)

«очевидная» валидность

face-to-face communication

непосредственное общение, личное общение

facial expression выражение лица

faculty способность

faculty psychology психология способностей

family therapy семейная терапия

fantasy фантазия

fatigue утомление

fear страх, боязнь

feeling 1. чувство, ощущение; 2. чувство, эмоция

feeling type чувствующий тип

felt need осознанная потребность, надобность

field dependance зависимость от поля

field-independent полнезависимый

field theory теория поля

figure-ground relationship соотношение фигуры и фона (*в восприятии*)

fixation 1. закрепление (навыка); 2. (*психоан.*) фиксация

- fixed-interval (schedule of) reinforcement** подкрепление с постоянным интервалом
- fixed-ratio (schedule of) reinforcement** подкрепление с постоянным номером подкрепляемой реакции
- flight into illness (психоан.)** бегство в болезнь
- floating affect (психоан.)** несвязанный аффект
- focal need** сосредоточенная потребность
- following reaction** реакция следования
- forensic psychology** судебная психология
- forgetting** забывание
- formal operational stage** стадия формальных операций (*в развитии ребенка*)
- form perception** восприятие формы
- fractionation method (психофиз.)** метод фракционирования
- free association** свободная ассоциация
- free-floating anxiety** несвязанная тревога
- frequency method (психофиз.)** метод частот
- Freudism** фрейдизм
- frustration** фрустрация
- frustration-aggression hypothesis** гипотеза «фрустрации — агрессии»
- frustration tolerance** способность переносить фрустрацию, выносливость к фрустрации
- functional autonomy** функциональная автономия
- functional psychology** функциональная психология
- function type** функциональный тип

G

- general adaptation syndrome** общий адаптационный синдром
- general factor** общий фактор
- generalization** обобщение, генерализация
- generalized anxiety disorder** синдром общей (или генерализованной) тревожности

generalized other обобщенный другой
general psychology общая психология
genetic psychology генетическая психология
genital character genital eroticism (*психоан.*) генитальный характер
genital stage gestalt (*психоан.*) генитальная стадия гештальт
gestalt psychology гештальт-психология
gestalt therapy гештальт-терапия
gifted одаренный
goal цель
goal gradient goal object градиент цели, целевой объект, цель
goal orientation ориентация на цель, целевая ориентация
goal response целевая реакция
good figure «хорошая» фигура = *pregnant figure*
gratification health здоровье от удовлетворенности
gregariousness стадность, общительность
group cohesion (внутри)

групповая сплоченность
group dynamics групповая динамика
group mind групповое сознание
group norm групповая норма
group psychology психология групп
group test групповой тест
group therapy групповая (или коллективная) (психо) терапия
group training групповой тренинг
growth group группа развития личности, группа роста
growth motivation мотивация роста
growth need потребность роста
gustatory вкусовой

Н

habit привычка, навык
habituation привыкание
hallucination галлюцинация
halo effect эффект ореола, гало-эффект
halving method (*психофиз.*)

1. метод деления (величины) пополам, метод сенсорных отношений;
2. метод деления интервала пополам, метод равных сенсорных расстояний
- harmavoidance need** потребность избегать ущерба
- hearing** слух
- hedonic tone** гедоническая окраска (*переживания*)
- herd instinct** стадный инстинкт
- hierarchical (factor) theory** иерархическая (факторная) теория (*способностей*)
- higher (state of) consciousness** высшее состояние сознания
- higher mental processes** высшие психические процессы
- hoarding character** накопительский тип характера
- holistic approach** холистический (*или* целостный) подход
- human (factors) engineering** техника человеческих факторов = инженерная психология = эргономика
- humanistic psychology** гуманистическая психология
- hunger drive** голод, влечение к пище
- hypnosis** гипноз
- hysteria** истерия
- hysterical personality** истерическая психопатия, истерическая личность
- |
- iconic memory** иконическая память
- id (психоан.)** Оно, ид
- ideal self = self-ideal**
- identity crisis** кризис самоопределения
- identity formation** самоопределение (*процесс*)
- ideomotor act** идеомоторный акт
- identification** 1. отождествление; 2. узнавание, опознание; 3. идентификация
- illusion** иллюзия
- image** образ
- imageless thought** безобразное мышление
- imagery** образы
- imagination** воображение
- imago** 1. (*психоан.*) имаго;

2. первообраз = archetype
- imitation** имитация, подражание
- imperceptible** недоступный восприятию, незаметный, неразличимый
- implicit behavior** = covert behavior
- implicit speech** = covert speech
- impression** впечатление
- imprinting** импринтинг, запечатление
- impulse** импульс, позыв
- impulsive act** импульсивный акт
- inadequate personality** несостоятельная личность
- inadequate stimulus** неадекватный раздражитель
- incentive** побудитель
- incentive value** побудительная ценность
- incomplete sentence test** тест на завершение предложений
- individual** индивид, особь
- individual differences** индивидуальные различия
- individual psychology** индивидуальная психология
- individuation** индивидуация
- industrial psychology** индустриальная психология
- infantile sexuality** (*психол. ан.*) младенческая сексуальность
- infant psychology** психология младенческого возраста
- infant test** тест для младенцев
- inavoidance need** потребность избегать унижения
- inferiority complex** (*психол. ан.*) комплекс неполноценности
- informal group** неофициальная (*или* неформальная) группа
- information-processing approach** подход к мышлению как к процессу переработки информации
- information test** тест общей осведомленности
- in-group** своя группа, группа своих, ингруппа
- in-group favo(u)ritism**

- внутригрупповой фаворитизм
- inhibition** торможение
- inhibitory potential** потенциал торможения
- initiating causes of behavior** иницирующие причины (*или* детерминанты) поведения
- initiating (behavior) determinants inkblot test** = initiating causes of behavior = Rorschach inkblot test
- innate** врожденный
- inner speech** внутренняя речь
- insight** 1. прозрение, озарение, инсайт;
2. проницательность
- inspiration** вдохновение; озарение, наитие
- instigator** подстрекатель
- instinct** инстинкт
- instinctive activity** инстинктивная деятельность
- instinctive behavior** инстинктивное поведение
- instinctoid (need)** инстинктоид, инстинктоподобная потребность
- instinctual drive** инстинктивное влечение
- instinctual object** объект инстинкта
- institutional behavior** институциональное поведение
- instrumental conditioning** инструментальное обусловливание
- intellect** интеллект
- intellectual maturity** интеллектуальная зрелость
- intelligence** интеллект, умственные способности, умственное развитие
- intelligence level** уровень умственного развития, уровень интеллекта
- intelligence quotient (IQ)** коэффициент умственного развития, коэффициент интеллекта
- intelligence test** тест (общего) интеллекта, тест умственного развития
- intensity** интенсивность
- intention** намерение, интенция
- interest** интерес
- interest test** тест (для определения) интересов
- interference** интерференция

- inter-group discrimination** межгрупповая дискриминация
- interiorization** интернализация, интериоризация
- interitem consistency** согласованность между заданиями (*теста*)
- intermittent reinforcement** прерывистое подкрепление
- internalization** = interiorization
- internal motivation** внутренняя мотивация
- internal speech** внутренняя речь
- interpersonal** межличностный
- interval of uncertainty** (*психофиз.*) интервал неопределенности
- intolerance of ambiguity** неспособность переносить неопределенность
- intraindividual differences** (*психометр.*) различия в результатах (*или* изменчивость результатов) индивида
- intraindividual variability** = intraindividual differences
- intrapyschic** внутриси-
хический
- intrinsic motivation** внутренняя мотивация, внутренние побудители
- inrojection** (*психоан.*) интроекция
- introspection** интроспекция, самонаблюдение
- introversion** интроверсия
- intuition** интуиция
- intuitive type** интуитивный тип
- invasion** вторжение
- inversion of affect** (*психоан.*) обращение аффекта
- inviolacy need** потребность в неприкосновенности
- involuntary actions** произвольные действия
- irrational functions** иррациональные функции
- irrational type** иррациональный тип
- irreality level** уровень нереальности
- J
- judgment** суждение
- just noticeable difference** (*психофиз.*) едва заметное различие

К

- key stimulus** ключевой раздражитель
- kinesthesia** кинестезия (*ощущения от собственных движений и относительного положения частей своего тела*)
- knowledge** 1. знание, знания; 2. познание
- knowledge of results** знание результатов

L

- lag of sensation** задержка ощущения
- language acquisition** овладение языком
- lapse of memory** провал в памяти
- latency (period)** 1. (*психоан.*) период скрытой сексуальности, латентный период; 2. = latent period
- latent content** latent
- learning** скрытое содержание (*т.е. неосознаваемое*) латентное научение
- latent period** (*психофиз.*) латентный период
- law of precision** закон отчетливости

- lay analysis** психоанализ, практикуемый лицом без медицинского образования
- learned ability** приобретенная способность
- learned helplessness** усвоенная беспомощность
- learning** научение
- learning curve** кривая научения
- legal psychology** судебная психология
- level of anticipation** уровень ожиданий
- level of aspiration** уровень притязаний
- level of consciousness** уровень сознания
- libidinal object** (*психоан.*) объект либидо
- libido, libido stages** либидо (*половое влечение; энергия полового влечения*) = stages of psychosexual development
- life goal** цель жизни
- life instinct** (*психоан.*) инстинкт жизни, влечение к жизни
- life lie** жизненная ложь
- life plan** план жизни
- life space** жизненное пространство

- limen** порог
- liminal** пороговый
- linear perspective linguistic competence** линейная перспектива (*монокулярный признак при восприятии глубины*)
- linguistic performance** языковая активность
- location constancy** константность местоположения
- locus of control** локус контроля
- logotherapy** логотерапия
- longitudinal method** метод продольных срезов, метод прослеживания, метод лонгитюдного исследования
- long-term memory** долговременная (*или* долгосрочная) память
- loudness** громкость
- lower threshold** нижний (*абсолютный*) порог
- М**
- magic stage** магическая стадия (*в развитии ребенка*)
- maladjustment** плохая приспособляемость; неприспособленность
- manifest content** явное содержание (сознания)
- manifest need** явная потребность
- man-machine system** система «человек-машина»
- marketing character** рыночный тип характера
- marketing psychology** психология рынка, психология маркетинга
- masculine protest** мужской протест
- masculinity** мужественность, мужские черты характера
- mastery motive** мотив достижения мастерства
- mastery test** тест овладения навыками
- matched groups** уравненные (*или* сопоставимые) группы
- maternal behavior** материнское поведение
- maternal drive** материнское влечение
- maternal instinct** материнский инстинкт, инстинкт
- mating behavior** материнское поведение при спаривании

- maturation** созревание
- mature personality** зрелая личность
- mazes (test) (тест)** «лабиринт»
- meaning** значение, смысл
- means-end analysis**
- mechanical** анализ средств-цели (*в когнитивной психологии*), технические способности
- intelligence medical psychology** медицинская психология
- meditation** медитация
- memorizing** запоминание
- memory** память, воспоминание
- memory span** объем памяти
- memory trace** след в памяти
- mental** психический, душевный; сознательный, ментальный; умственный
- mental abilities** умственные способности
- mental age** умственный возраст
- mental conflict** внутриспсихический конфликт
- mental content** содержание сознания
- mental deficiency** умственная недостаточность
- mental development** психическое развитие; 2. умственное развитие психическая (или душевная) болезнь
- mental disease** психическое (или душевное) расстройство
- mental disorder** психическое (или душевное) расстройство
- mental element** элемент содержания сознания
- mental growth** психический рост
- mental health** психическое здоровье
- mental hygiene** психогигиена
- mental maturity** психическая зрелость; 2. умственная зрелость умственная отсталость
- mental retardation** 1. психическая зрелость; 2. умственная зрелость умственная отсталость
- method of average error** (*психофиз.*) метод средней ошибки
- method of constant stimuli** (*психофиз.*) метод постоянных раздражителей, метод частот
- method of equal appearing intervals** (*психофиз.*) метод субъективно равных интервалов, метод равных сенсорных расстояний

- method of equal sense distances** = method of equal appearing intervals
- method of equivalent stimulus** (*психофиз.*) метод установки эквивалентного раздражителя, метод подравнивания
- method of just noticeable differences** (*психофиз.*) метод едва заметных различий, метод границ
- method of limits** = method of just noticeable differences
- method of paired comparison** (*психофиз.*) метод попарного сравнения
- method of right and wrong cases** (*психофиз.*) метод истинных и ложных случаев, метод частот
- method of sense ratios** (*психофиз.*) метод сенсорных отношений
- method of single stimuli** (*психофиз.*) метод единичных раздражителей
- military psychology** военная психология
- mind** 1. психика; 2. сознание; 3. ум, разум; 4. склад ума
- mind-body problem** психофизическая проблема
- (*взаимоотношения души и тела*)
- missing-parts test** тест на восполнение недостающих деталей
- mnemonic device** мнемонический прием
- modality** модальность (*ощущения*)
- monocular cue** монокулярный признак (*при зрительном восприятии глубины*)
- mood** настроение
- morale** моральное состояние, моральный дух
- moral development** нравственное развитие
- moral faculty** способность морального суждения
- motivation** мотивация
- motivation research** изучение мотивации
- motive** 1. движущий, двигательный, побудительный; 2. мотив
- motive to avoid failure** мотив избегания неудачи
- motor skills** двигательные навыки
- multidimensional scaling** многомерное шкалирование
- multiple aptitude battery** набор тестов для много-

сторонней оценки способностей

multiple-choice test тест с выбором из нескольких вариантов ответа

multiple personality расщепление личности, множественное сознание

N

nature-nurture problem

проблема сравнительной роли наследственности и среды

necrophilous character

некрофильский тип характера

need потребность

need for identity потребность в самоопределении

negative reinforcement

отрицательное подкрепление

neurosis невроз

neurotic 1. невротический;
2. невротик

nightmare (ночной) кошмар

noise шум

nondirective therapy

ненаправляющая терапия

nonreinforcement неподкрепление

nonsense figure бессмысленное изображение

nonsense syllable бессмысленный слог

norm норма

numerical test тест на оперирование с числами

nurturance need потребность опекать

nutriance need потребность в пище и питье

O

obedience послушание, послушность

object assembly test тест на сборку предметов

object choice (*психоан.*) выбор объекта (либидо)

object color цвет предмета

object constancy константность предмета

objective test объективный тест

object libido (*психоан.*) объектное либидо (*направленное на внешний объект, а не на себя*)

object perception восприятие предмета

observation наблюдение

observational learning научение через наблюдение

obsession навязчивая идея, навязчивость, навязчивое состояние

obsessive-compulsive neurosis невроз навязчивости, невроз навязчивых состояний, ананкастический невроз

occupational test профессиональный тест (*т.е. на профессиональные качества*)

oceanic feeling океаническое чувство

oculogyral illusion глазо-двигательная иллюзия

odor запах

Oedipal stage (*психоан.*) эдипова стадия

Oedipus complex (*психоан.*) эдипов комплекс

omnibus test тест с перетасованными заданиями

olfactory обонятельный

omnipotence of the id (*психоан.*) всемогущество Оно

operant behavior оперантное поведение

operant conditioning оперантное научение

optimal-level-of-arousal theory теория оптимального уровня возбуждения

oral character (*психоан.*)
1. оральная характеристика; 2. оральный характер

oral eroti(ci)sm оральн^{ый} эротизм

oral stage (*психоан.*) оральная стадия

oral test устный тест

order of merit ранговый порядок

organic motivation органическая мотивация

organic need органическая потребность

organ inferiority неполноценность органа

organismic psychology организмическая психология

orienting reflex ориентировочный рефлекс

orienting response ориентировочная реакция

overlap наложение

overlearning избыточное научение

Р

pain боль, страдание

paradoxical intention
парадоксальная интенция

- parapsychology** парапсихология
- partial reinforcement** частичное подкрепление (*т.е. не всех реакций*)
- Pavlovian conditioning** = classical conditioning
- peak experience** пиковое, или вершинное переживание
- penis envy** (*психоан.*) зависть к обладателям пениса
- perception** восприятие, перцепция
- perceptual constancy** константность восприятия
- performance person**
1. работа; 2. результаты, успехи
- person** лицо, индивид
- persona, personal identity** персона, самоопределение
- personality** личность
- personality disorder** расстройство личности
- personality inventory** личностный вопросник
- personal unconscious** личное бессознательное (*ср. collective unconscious*)
- phallic stage** (*психоан.*) фаллическая стадия
- phenomenological psychology** феноменологическая психология
- phi phenomenon** фи-феномен = apparent motion
- physiological motive** физиологический мотив
- physiological psychology** психофизиология
- picture completion test** тест на восполнение недостающих деталей
- pitch** высота (*звука*)
- play** игра
- pleasure** удовольствие
- pleasure principle** (*психоан.*) принцип удовольствия
- point of subjective equality** (*психофиз.*) точка бъективного равенства (*стимулов*)
- positive reinforcement** положительное подкрепление (*награда*)
- practical intelligence** практический интеллект
- precognition** проскопия, прекогниция
- preconscious** (*психоан.*) предсознательный
- predictive value** прогностическая ценность, прогностическая сила (*теста*)

- predominant idea** сверхценная идея
- pregenital stage** (*психоан.*) догенитальная стадия
- pregnant figure** прегнантная фигура
- prejudice** предрассудок, предубеждение
- preoperational stage** предоперационная стадия
- primacy effect** эффект первичности
- primary drive** первичное влечение
- primary mental abilities** первичные умственные способности
- primary motivation** первичная мотивация
- primary need** первичная потребность
- proactive interference** проактивная интерференция
- problem solving** решение проблем
- productive character** продуктивный тип характера
- projection** (*психоан.*) проекция
- projective techniques** проективные (*или* прожективные) методики, проективные тесты
- projective tests** = projective techniques
- propensity** склонность, наклонность, предрасположение
- proximity** близость (*пространственная*)
- psyche** 1. психика; 2. психика, психея
- psychedelic** психоделический
- psychic** 1. психический, душевный; 2. парапсихический; 3. психогенный, функциональный
- psychic contagion** психическая зараза; психическая эпидемия, массовое поветрие
- psychoanalysis** психоанализ
- psychoanalyst** психоаналитик
- psychodrama** психодрама
- psychodynamic** психодинамический
- psychogenic** 1. психогенный; 2. психогенетический
- psycholinguistics** психолингвистика
- psychological** психологический
- psychological barrier** психологический барьер
- psychological climate** психологический климат

- psychological counselor**
консультирующий
психолог
- psychological environment**
психологическая среда
- psychological field** психоло-
гическое поле
- psychological me** психоло-
гическое Я
- psychological motive** психоло-
гический мотив
- psychological test** психоло-
гический тест
- psychological type** психоло-
гический тип
- psychological warfare**
психологическая война
- psychology** психология
- psychology of religion**
психология религии
- psychometrician** 1. специа-
лист по психометрии,
психометрист; 2. специа-
лист по математическим
методам в психологии
- psychometrics** 1. психомет-
рия, психометрика; 2. из-
мерение в психологии
- psychophysics** психофизика
- psychosexual development**
(психоан.) психосексу-
альное развитие
- psychosexual stage** (психо-
ан.) стадия психосексу-
ального развития
- psychosis** психоз
- psychosomatic illness**
психосоматическое
заболевание
- psychosurgery** психохирур-
гия
- psychotherapy** психотерапия
- public opinion** общественное
мнение
- punishment** наказание
- purpose** цель, намерение,
замысел
- purposive behaviorism**
целевой бихевиоризм
- purposivism** = purposive
behaviorism
- purposive psychology**
целевая психология

Q

questionary анкета, вопрос-
ник

R

ranking 1. ранжирование;
2. ранговая оценка, ранг

rapport контакт (в отноше-
ниях между исследова-
телем и испытуемым);
контактность

rating оценка, рейтинг	recoding перекодирование
rational functions (of consciousness) рациональные функции сознания	recognition узнавание, опознание
rationalization 1. рациональное осмысление, рациональное объяснение; 2. (<i>психоан.</i>) рационализация	reference group эталонная группа, референтная группа
rational type рациональный тип	reflex рефлекс
reaction formation (<i>психоан.</i>) 1. реактивное образование; 2. формирование реакции (<i>процесс</i>)	regression 1. регресс, попятное движение, обратное развитие; 2. (<i>психоан.</i>) регрессия; 3. прогрессирующая амнезия, «обратный ход памяти»
reaction potential потенциал реакции	rehearsal повторение (<i>при запоминании</i>)
reaction time время реакции	reinforcement подкрепление
reactive inhibition реактивное торможение	reinforcement schedule режим подкрепления
reality level уровень реальности	reinforcer подкрепляющий стимул
reality principle (<i>психоан.</i>) принцип реальности	relative size относительные размеры (<i>монокулярный признак при восприятии глубины</i>)
reasoning factor фактор R, фактор логического мышления	releaser = releasing stimulus
recall припоминание	releasing stimulus (<i>этол.</i>) ключевой раздражитель, релизер
receptive character рецептивный тип характера	releasing mechanism (<i>этол.</i>) пусковой механизм
receptor рецептор	

- relevant others** значимые другие
- reliability coefficient** коэффициент надежности (*теста*)
- remembering** припоминание
- reminiscence** воспоминание
- remote association test**
- repression** тест отдаленных ассоциаций
1. (*психоан.*) вытеснение;
 2. репрессия, подавление
- resistance** (*психоан.*) сопротивление
- response** ответ, реакция
- retention** сохранение (*в памяти*)
- retrieval** поиск (*информации в памяти*)
- retroactive inhibition** ретроактивное торможение
- reversal into opposite** (*психоан.*) обращение в противоположное
- reward** вознаграждение
- rigidity** ригидность
- risk(-taking) behavior** рискованное (*или связанное с риском*) поведение
- ritualization** ритуализация (*поведения*)
- rod-and-frame test** тест со стержнем и рамкой (*для измерения зависимости от поля*)
- role behavior** ролевое поведение
- role conflict** ролевой конфликт
- role playing** исполнение роли
- role taking** принятие роли
- root conflict** (*психоан.*) первичный конфликт
- Rorschach inkblot test** тест Роршаха
- run** проба, попытка; пробег, пробежка (*подопытного животного*), прохождение (*испытуемого*); блок, или серия (*предъявлений*)

S

- satiation** насыщение
- satisfaction** удовлетворение; удовлетворенность
- satisfier** источник удовлетворения
- saturation** насыщенность (*цвета*)
- scholastic** тест для оценки успеваемости
- scholastic aptitude** тест способности к учению

- school psychologist** школьный психолог
- score** результат (*измерения*); значение (*измеряемой величины*); оценка; балл; (*мн.ч.*) данные
- scorer** оценщик, счетчик (*баллов*)
- scoring** оценка (*ответов испытуемого*); подсчет баллов
- secondary drive** вторичное влечение
- secondary motivation** вторичная мотивация
- secondary need** вторичная потребность
- secondary** вторичное подкрепление
- security** 1. безопасность, обеспеченность; 2. уверенность, незабоченность
- selection test** отборочный тест
- selective answer test** тест с заданными вариантами ответов
- selective attention** избирательное внимание
- self Я; сам; самость**
- self-abasement** самоуничижение
- self-acceptance** самопринятие
- self-actualization** самоактуализация (*самореализация*)
- self-actualization need** потребность в самоактуализации
- self-actualizer** самоактуализующийся человек
- self-administering test** тест для самостоятельного применения
- self-alienation** самоотчуждение, отчуждение собственного Я
- self-analysis** самоанализ
- self-appraisal** самооценка
- self-assertion** самоутверждение
- self-assessment** самооценка
- self-control** самообладание, самоконтроль
- self-denial** самоотречение
- self-expression** самовыражение
- selfhood** индивидуальность, личность, самость (*качество*)
- self-ideal** идеальный образ себя, идеал Я
- self-idealization** самоидеализация
- self-perception** самовосприятие
- self-realization** самореализация
- semantic memory** семантическая память

sensation ощущение	sentience need потребность в чувственных впечатлениях
sensation type ощущающий тип	sentiment сентимент, чувство
sense чувство, ощущение	separation anxiety (<i>психо-ан.</i>) страх разлуки
sense quality качество ощущения, = modality	session (<i>психометр.</i>) сеанс
sensibility чувствитель- ность, способность к ощущению	set установка
sensitivity чувствитель- ность; чуткость, сензи- тивность	sex role половая роль
sensitivity group = training group	sex-role identification поло- ролевая идентификация
sensorimotor (intelligence) stage стадия сенсомотор- ного интеллекта (<i>в развитии ребенка</i>)	sexual behavior половое поведение
sensory сенсорный	sexual identity половая идентичность, половое самосознание
sensory acuity острота ощущения	sexual instinct половой инстинкт
sensory adaptation сенсор- ная адаптация	sexuality 1. половая сфера; 2. сексуальность
sensory deprivation сен- сорная депривация	sexual need половая потреб- ность
sensory memory сенсорная память	s factor = specific mental ability
sentence completion test = incomplete sentence test	shame стыд
sentence repetition test тест на повторение предложе- ний	shape constancy констант- ность формы (<i>в зритель- ном восприятии</i>)
	shape perception восприя- тие формы
	shaping (of behavior) формирование поведения = behavior therapy

shock therapy шоковая терапия	social attitude социальная установка
short-term memory кратковременная (или краткосрочная, или оперативная, или рабочая) память	social character социальный характер
sibling rivalry соперничество сибсов (<i>т.е. между детьми в одной семье</i> ; sibs — мн.ч., sibling — ед.ч.)	social drive социальное влечение
sight зрение	social facilitation социальная фасилитация
sign знак	social intelligence социальные способности, социальный интеллект
significant other значимый другой	social interest социальный интерес
sign learning знаковое научение	socialization социализация
similarities test тест на установление сходства	social learning социальное научение
similarity сходство	social maturity социальная зрелость
situational attribution ситуационная атрибуция	social need социальная потребность
size constancy константность размеров (<i>в зрительном восприятии</i>)	social perception социальное восприятие
Skinner box клетка (или ящик) Скиннера (<i>для экспериментов по научению животных</i>)	social psychology социальная психология
smell 1. запах; 2. обоняние	social role социальная роль
social adaptation социальная адаптация	social skills навыки общения
	sorting test сортировочный (или классификационный) тест
	spatial aptitude способность воспринимать пространственные отно-

- шения, пространственное восприятие
- soul** душа
- sound** звук
- source trait** глубинная черта
- special ability = specific mental ability**
- species-specific behavior** (этол.) видоспецифическое поведение
- specific mental ability** специальная способность
- speed test** тест на скорость (выполнения задания)
- spiral omnibus test** тест со спиральным расположением заданий
- spontaneity** самопроизвольность, спонтанность
- spontaneous behavior** спонтанное поведение
- spontaneous recovery** самопроизвольное восстановление
- S-R psychology = stimulus-response psychology**
- S-R (relation)** С-Р-связь, связь «стимулреакция»
- stages of psychosexual development** (психоан.) стадии психосексуального развития
- standardization standard stimulus** (психометр.) стандартизация (психофиз.) эталонный (или постоянный) раздражитель
- state of awareness** 1. сознание, сознательное состояние; 2. состояние настороженности, состояние бдительности
- status need** потребность в статусе
- stereotyped behavior** стереотипное поведение
- stimulus** раздражитель, стимул
- stimulus intensity** интенсивность стимула
- stimulus-response** психология стимулов-реакций, С-Р
- psychology** психология
- stimulus-response relation** связь «стимул-реакция»
- storage (co)** хранение (в памяти)
- stream of consciousness** поток сознания
- stress** стресс
- strive for superiority** стремление к превосходству

structural psychology структур (аль)ная психология

style of life стиль жизни

subgoal промежуточная цель

subject 1. субъект; 2. испытуемый; 3. предмет (*исследования и т.д.*)

sublimation (*психоан.*) сублимация

subliminal подпороговый, сублиминальный

substitute formation (*психоан.*) 1. замещающее образование; 2. = substitution

substitution (*психоан.*) замещение

substitution test подстановочный тест

subtest подтест, субтест, частичный тест

succorance need потребность в опеке

suggestibility внушаемость

suggestion внушение, суггестия

summation (*психофиз.*) суммация (*воздействия раздражителей*)

superego (*психоан.*) Сверх-Я, супер-Эго

superior intelligence интеллект выше нормы

superiority feeling чувство превосходства

supression подавление (*влечений и т.п.*)

surface color цвет поверхности

surface trait поверхностная черта

survey test тест-обследование

symbolic process знаковый (*или символический*) процесс

symbolization (*психоан.*) символизация

symptom formation (*психоан.*) симптомообразование

synaesthesia синестезия

Т

tactual sense осязание

target pursuit слежение за мишенью

task задача, задание; обязанность

taste вкус

TAT = Thematic Apperception Test

telepathy телепатия

temperament темперамент

- tension** напряжение
- territorial behavior** территориальное поведение
- territorialism** = territorial behavior
- test** 1. проверка, испытание (*гипотезы*); 2. проверочная (*или* контрольная) работа, тест
- test administration** применение теста, тестирование
- test battery** набор (*или* комплект, *или* батарея) тестов
- testee** тестируемый, испытуемый (*в тесте*)
- tester** тестировщик
- test form** вариант теста
- testing** 1. испытание, опробование (*инструмента и т.д.*); 2. тестирование
- test item** задание теста
- test manual** руководство по применению теста
- test paper** протокол теста
- test specifications** спецификации теста
- test taking** участие в тесте
- texture gradient** градиент текстуры
- T-group** = training group
- Thanatos** (*психоан.*) инстинкт смерти, танатос
- Thematic Apperception Test** Тест тематической апперцепции, ТАТ
- thermal sensitivity** чувствительность к температуре
- thinking** мышление
- thinking type** мыслительный тип
- thought** мысль
- threshold** порог (*ощущения*)
- threshold stimulus** пороговый раздражитель
- time sense** чувство времени
- tip-of-the-tongue phenomenon** феномен «кончика языка»
- tolerance** 1. терпимость; 2. способность переносить (*что-либо*), выносливость (*к чему-либо*)

V

- verbal memory** = verbal coding
- verbal response** вербальная реакция
- verbal test** вербальный тест
- verbal thinking** вербальное мышление

vicarious learning викарное
научение

vigilance бдительность,
вигильность

viscerogenic need висцеро-
генная потребность

vision зрение

visualization визуализация,
зрительное воображение

vocabulary test тест словар-
ного запаса

vocational aptitude профес-
сиональная пригодность

vocational aptitude test
тест (или проверка)
профпригодности

volition воля, волевой акт,
воление, волевая сфера

volitional волевой, волеизъ-
явительный

voluntary act произволь-
ный акт; добровольный
акт

vulnerable personality
ранимая личность

W

wakefulness бодрствование

warm-up effect эффект
вработывания

will воля

will to power воля к власти

wish fulfilment вообража-
емое исполнение желаний

wishful thinking мышление,
руководимое желанием
(а не логикой и фактами)

withdrawal уход в себя,
замыкание в себе

wit work (*психоан.*) юморо-
творчество

word-building test тест на
составление слов

working through (*психоан.*)
проработка

Bibliography:

1. Англо-русский словарь психологических терминов. — М.: Путь, 1993.
2. Краткий психологический словарь / сост. Л.А. Карпенко. — М.: Политиздат, 1985.
3. Drever J.A. A Dictionary of Psychology. — Penguin Books, 1967.
4. Hassett J. Psychology in Perspective. — New York: Harper and Row, 1984.
5. Houston J.P. Essentials of Psychology. — Academic Press, Inc., 1985.
6. Price R.H. Principles of Psychology. — New York: Holt, Reinhart, Winston, 1988.

Содержание

Предисловие ко второму изданию	3
От автора	5
ВВОДНЫЙ УРОК	7
Краткая история английского языка	7
Особенности английского произношения	10
English alphabet (Английский алфавит)	13
PART I	14
Lecture 1	14
Звуки [ɪ], [i:]	14
Text A "Let me introduce myself"	16
Text B "My biography"	20
Famous Psychologists: Ernst Weber (1795–1878)	21
GRAMMAR	22
<i>Неопределенный и определенный артикли</i>	22
<i>Неопределенный артикль a (an)</i>	23
<i>Географические названия и артикль</i>	24
<i>Образование множественного числа</i> <i>имен существительных</i>	27
<i>Притяжательный падеж существительных</i>	30
Communicative practice	31
Lecture 2	33
Звуки [e], [æ]	33
Text A "My working day"	34
Text B "Nick's usual working day"	39
Famous Psychologists: Wilhelm Max Wandt (1832–1920)	42

GRAMMAR	42
§ 1. Степени сравнения прилагательных и наречий	42
§ 2. Порядок слов в английском предложении	45
§ 3. Основные типы вопросов, используемые в английском языке	46
Lecture 3	50
Звуки [ɑ:], [ʌ]	50
Text A "Faculty of Psychology"	51
Text B "Moscow State University"	54
Famous psychologists: Alfred Binet (1857–1911)	55
GRAMMAR	56
§ 1. Безличные и неопределенно-личные предложения	56
§ 2. Неопределенные местоимения <i>some, any,</i> отрицательное местоимение <i>no</i> и их производные	57
Lecture 4	60
Звуки [u:], [u]	60
Text A "Sochi"	61
Text B "ROSTOV-NA-DONU"	66
Famous psychologists: William James (1842–1910)	68
GRAMMAR	69
§ 1. Местоимения <i>little</i> и <i>few</i> и местоименные выражения <i>a little</i> и <i>a few</i>	69
§ 2. Оборот <i>there is / there are</i>	71
Lecture 5	74
Звуки [ɔ:], [ɒ], [ou]	74
Text A "The Russian Federation"	75
Text B "Moscow"	78

Famous psychologists:	
Jean Martin Charcot (1825–1893)	81
GRAMMAR	82
§ 1. <i>Времена английского глагола</i>	82
§ 2. <i>Правильные и неправильные глаголы</i>	83
Lecture 6	91
Звуки [ɪə], [aɪ], [h]	91
Text A "The United Kingdom"	92
Text B "Dr. Sigmund Freud's museum in London" ..	99
Famous psychologists:	
Sigmund Freud (1856–1939)	102
GRAMMAR	103
§ 1. <i>Модальные глаголы и их эквиваленты</i>	103
Lecture 7	108
Звуки [θ], [ð]	108
Text A "USA"	109
Text B "Prozac – discovering happiness?"	112
Famous psychologists	114
GRAMMAR	115
§ 1. <i>Согласование времен в главном и придаточном предложениях</i>	115
§ 2. <i>Страдательный залог (Passive Voice)</i>	117
Lecture 8	122
Звуки [w], [ŋ]	122
Text A "Higher Education in the UK"	123
Text B "American Psychological Association"	126
Famous psychologists: Carl Jung (1875– 1961)	128
GRAMMAR	130
§ 1. <i>Сложное дополнение (Complex object.)</i>	130
§ 2. <i>Причастие и герундий. Их отличие.</i>	132
§ 3. <i>Употребление герундия и его отличие от причастия I</i>	133

Lecture 9	135
Звуки [au], [dr], [br], [gr], [tr], [fr], [θr]	135
Text A "My plans for future"	136
Text B "Writing a resume or CV (curriculum vitae)"	139
GRAMMAR	142
§ 1. Придаточные предложения условия и времени, действие которых отнесено к будущему	142
§ 2. Сослагательное наклонение в условных предложениях	144
PART II	146
Text 1 "AUTONOMIC NERVOUS SYSTEM"	146
Text 2 "BRAIN"	149
Text 3 "HABIT"	152
Text 4 "INSTINCT"	156
Text 5 "AGGRESSION"	159
Text 6 "DRUGS AND BEHAVIOUR"	164
Text 7 "CONSUMER PSYCHOLOGY"	180
Text 8 "PARAPSYCHOLOGY"	184
PART III. READING CLASSICS OF PSYCHOLOGY	189
"HEREDITARY TALENT AND CHARACTER" by Francis Galton (1865)	189
"THE STREAM OF CONSCIOUSNESS" by William James (1892)	196
"CONSCIOUS, UNCONSCIOUS, PRECONSCIOUS" by Sigmund Freud	207
"WALDEN TWO" by B.F. Skinner	215
"THE RELATION OF THE ORGANIZED PERCEPTUAL FIELD TO BEHAVIOR" by Carl Rogers	231
Appendix A	242
Предлоги, обозначающие движение	242
Предлоги, обозначающие место	242

Предлоги времени	244
Прочие предлоги	245
Наиболее употребительные наречия	246
Наиболее употребительные суффиксы и префиксы существительных	247
Наиболее употребительные суффиксы и префиксы глаголов	248
Наиболее употребительные суффиксы и префиксы прилагательных	249
Таблица неправильных глаголов	250

Appendix B

List of phobias (Список фобий)	255
---------------------------------------------	------------

Appendix C

English-Russian Dictionary of Psychological terms Англо-русский словарь-минимум психологических терминов	275
-------------------------------------------------------------------------------------------------------------------------------------------	------------

Bibliography	313
---------------------------	------------

Учебное издание

**Агабекян Игорь Петрович
Коваленко Петр Игоревич**

**АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ ПСИХОЛОГОВ**

Ответственный
за выпуск
Верстка:

*Кузнецов В.
Патулова А.*

Подписано в печать 31.10.2013.
Формат 84x108/32. Бумага офсетная.
Тираж 2 500. Заказ № 809.

ООО «Феникс»

344082, г. Ростов-на-Дону, пер. Халтуринский, 80
Тел./факс: (863) 261-89-50, тел.: (863) 261-89-78
Сайт издательства: www.phoenixrostov.ru
Интернет-магазин: www.phoenixbooks.ru

*Отпечатано с готовых диапозитивов в ЗАО «Книга»
344019, г. Ростов-на-Дону, ул. Советская, 57*

Качество печати соответствует предоставленным диапозитивам.