

**Л. В. Тороповська, Т. М. Панова**

**Англійська мова для психологів**

**Навчальний посібник  
(за загальною редакцією І. Є. Богданової)**

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## ПЕРЕДМОВА

Пропонований навчальний посібник з розвитку навичок усного мовлення призначений для курсантів, студентів та слухачів вищих навчальних закладів системи ДСНС за спеціальністю “Психологія” з іноземної мови (англійської) за професійним спрямуванням. Посібник відповідає рівню "Intermediate". Мета посібника — сформувати у курсантів, студентів і слухачів навички говоріння та читання, усного та письмового перекладу, сприяти опануванню професійної англійської мови як системи та розширенню знань курсантів та студентів з фаху на базі автентичних англійських текстів. Посібник складається з чотирнадцяти розділів, поурочного словника, вправ для розвитку вмінь та навичок усного мовлення, текстів для обговорення. Розділи посібника містять навчальний матеріал, що охоплює загальнооглядові теми (“English as a world language” (Англійська мова – мова світу), “Our University” (Наш університет), “Emergency management” (Керівництво під час врегулювання надзвичайних ситуацій), “Disasters and Incidents” (Катастрофи та надзвичайні ситуації). Більшість розділів присвячені темам, що стосуються безпосередньо спеціальності “Психологія”, а саме – основних психічних процесів та станів, таких як відчуття, сприймання, свідомість, пам'ять, мислення, мовлення, емоційні стани, почуття, поведінка та воля, стреси та конфлікти. Пропонуються також загальний розділ про галузі психології та розділ, присвячений вивченню особистості та процесів її соціалізації.

Кожний розділ містить базовий текст, лексичний коментар та активний вокабуляр, комплекс лексичних і комунікативних вправ на засвоєння нового матеріалу та розвиток навичок усного мовлення, додатковий текст для контролю та розвитку навичок оглядового швидкісного читання, вправи на переклад для закріплення активного лексичного мінімуму, а також український текст, що узгоджується з тематикою базового тексту, для реферування англійською мовою. Комунікативні вправи передбачають завдання рольового та дискусійного характеру та спонукають до діалогічного мовлення з аргументуванням точки зору.

Навчальний матеріал посібника, як і додаткові тексти, рекомендовані для аудиторного та самостійного опрацювання, а також широкому колу осіб, які цікавляться питаннями психології у сфері цивільного захисту.

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## UNIT 1

### ENGLISH AS A WORLD LANGUAGE

#### Text 1

Today, when English is one of the major languages in the world, it requires an effort of the imagination to realize that this is a relatively recent thing - that in Shakespeare's time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English began in the seventeenth century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries, that has given the English language its present standing in the world.

People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose - administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

#### **Do you know that...**

- ❖ ... English has the largest vocabulary with approximately 500 000 words and 300 000 technical terms?
- ❖ ... 400 million people speak English?
- ❖ ... the oldest written language is Egyptian?
- ❖ ... Indian sub-continent has the largest number of languages — 845?
- ❖ ... Cambodian has the most letters in its alphabet — 72?
- ❖ ... the largest encyclopedia is printed in Spanish?
- ❖ ... it took the French Academy 297 years to write a book of 263 pages?
- ❖ ... there are eight million speakers of Esperanto in the world?
- ❖ ... by 2010 the number of people who speak English will exceed the number of native speakers?

#### **Text 2**

##### **Basic Characteristics**

**SIMPLICITY OF FORM.** Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun.

**FLEXIBILITY.** As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have

the same form, for example swim, drink, walk, kiss, look, and smile. We can talk about water to drink and to water the flowers; time to go and to time a race; a paper to read and to paper a bedroom. Adjectives can be used as verbs. We warm our hands in front of a fire; if clothes are dirtied, they need to be cleaned and dried. Prepositions too are flexible. A sixty-year old man is nearing retirement; we can talk about a round of golf, cards, or drinks.

**OPENNESS OF VOCABULARY.** This involves the free admissions of words from other languages and the easy creation of compounds and derivatives. Most world languages have contributed some words to English at some time, and the process is now being reversed. Purists of the French, Russian, and Japanese languages are resisting the arrival of English in their vocabulary.

**THE FUTURE OF ENGLISH.** Geographically, English is the most widespread language on Earth, second only to Mandarin Chinese in the number of people who speak it. It is the language of business, technology, sport, and aviation. This will no doubt continue, although the proposition that all other languages will die out is absurd.

### **Text 3**

Human language is, perhaps, the most astonishing creation of man. It helps us understand each other. We make use of it in practically everything we do.

Language is a means of communication in human society. People can use other means of communication, such as red lights and flags, but these signs are interpreted into human language. So language is the normal form and the main means of communication in human society.

We cannot say anything definite about the origin of language. But we realize now that language is a product of human society and it can exist only in human society.

Man (“homo sapiens”) is the only living being with the power of speech. The appearance of language on our planet is as recent as the appearance of man himself. Labour and language are distinctive and exclusive marks of human being. Without them the growth and progress of human society is unthinkable.

Primitive people had a few hundred words at the most. Today highly cultured nations have more than seven hundred thousand words in their dictionaries. This means that now people can communicate by words much better than they did it in the remote past. The rapid growth of the vocabulary of modern languages is due to the development of science and technology.

But spoken languages were easy to forget; so people invented writing to record them. Writing is a way of recording language by means of visible marks. The first form of writing was picture writing. Symbols representing the sound of a language appeared much later. The art of writing made it possible to fix thoughts and to store knowledge, and to pass them on from one generation to another.

There are people who know three, five or six languages. They are polyglots. They study languages because knowledge of languages is their specialty or hobby. For a modern engineer and research worker it is absolutely necessary to have practical command of foreign languages. A scientist who can read the literature of

his field in several languages has a much better grasp of the subject. Learning foreign languages enriches the native language, makes it clearer, more flexible and expressive.

#### **Text 4**

#### **What is Language?**

Many animals and even plant species communicate with each other. However, human language is unique in being a symbolic communication system that is learned instead of biologically inherited. Symbols are sounds or things which have meaning given to them by the users.

A word is one or more sounds that in combination have a specific meaning assigned by a language. The symbolic meaning of words can be so powerful that people are willing to risk their lives for them or take the lives of others. For instance, words such as “queer” and “nigger” have symbolic meaning that is highly charged emotionally in America today. They are much more than just a sequence of sounds to us.

Language and speech are not the same thing. Speech is a broad term simply referring to patterned verbal behavior. In contrast, a language is a set of rules for generating speech. A dialect is a variant of a language. If it is associated with a geographically isolated speech community, it is referred to as a regional dialect. However, if it is spoken by a speech community that is merely socially isolated, it is called a social dialect. These latter dialects are mostly based on class, ethnicity, gender, age, and particular social situations. Black English (or Ebonics) in the United States is an example of a social dialect. Dialects may be both regional and social. Not all societies have distinct dialects. They are far more common in large-scale diverse societies than in small-scale homogenous ones.

A pidgin is a simplified, makeshift language that develops to fulfill the communication needs of people who have no language in common but who need to occasionally interact for commercial and other reasons. Pidgins combine a limited amount of the vocabulary and grammar of the different languages. People who use pidgin languages also speak their own native language. Over the last several centuries, dozens of pidgin languages developed. The most well known one is Pidgin English in New Guinea and pidgin developed by American Indians is Chinook used on the Northwest Coast of North America.

At times, a pidgin language becomes the mother tongue of a population. When that happens, it is called a creole language. As pidgins change into creoles over several generations, their vocabularies enlarge. In Haiti, a French-African pidgin became the creole language spoken in that nation today by the majority of the population as their principle or only language. The same thing happened among some of the peoples of Papua New Guinea, the Pacific Islands of Vanuatu, and Sierra Leone in West Africa, where different versions of Pidgin English became creoles.

It is common for creole speakers to also speak another "standard" language as well. People may quickly switch back and forth between dialects, depending on the person they are talking to at the time. This pattern is referred to as diglossia. The

African American situational use of standard and Black English is a prime example. Black English is usually reserved for talking with other African Americans.

Typically, the dialects of a society are ranked relative to each other in terms of social status. In the London area of England, the upper class speak "public school" English, while the lower class often use a Cockney dialect. Because of the stigma against the latter, upwardly mobile Cockneys in the business world may take language lessons to acquire the "public school" speech patterns.

### *List of Vocabulary*

major – великий, найбільш важливий, значний  
major question — головне питання  
language — мова  
the Russian [the English] language — російська [англійська] мова  
living [dead] language — жива [мертва] мова  
working language — робоча мова  
require — вимагати, наказувати; потребувати чогось  
effort — зусилля  
he spoke with effort — йому було важко говорити  
to make efforts — докласти зусиль  
imagination — уява, фантазія, творча уява  
use your imagination! — вигадай що-небудь!  
relatively — відносно, порівняно  
establishment — підстава, укладання, утворення  
the establishment of a new state — утворення нової держави  
higher education establishments — вищий навчальний заклад  
tongue — язик  
mother tongue — рідна мова  
export — вивіз, експорт, експортування  
growth — розвиток; зростання  
economic growth — економічний розвиток  
assisted — зроблений з чієюсь допомогою  
massive — масивний; важкий; цільний  
learn — (learned [-d], learnt) вивчати, навчатися  
to learn English — вивчати англійську мову  
to learn smth. by heart — вивчати щось напам'ять  
society — суспільний устрій, суспільство  
bilingual — білінгвальний, двомовний  
administrative — адміністративний  
professional — професійний  
professional skill — професійна майстерність  
educational — навчальний, виховний  
force — 1) сила, потужність  
the force of the blow [of the explosion] — сила удару [вибуху]

purpose — мета, намір  
for practical purposes — з практичною метою  
sense of purpose — цілеспрямованість  
man of purpose — цілеспрямована людина  
entire — повний, загальний  
belong — (to) належати, бути власністю  
to belong to a certain set — належати до певного кола суспільства  
to belong to a club — бути членом клубу  
to make use of smth — вживати що-небудь, користуватися чим-небудь  
the only — єдиний  
living being — жива істота  
as recent as = as old as — такий давній, як  
human being — людина  
at the most — найбільше, не менше, ніж (максимум)  
the remote past — далеке минуле  
spoken language — усна мова  
native speaker — носій рідної мови (для кого мова є рідна)  
to have (a practical) command (of) — володіти (практично)  
to have a much better grasp (of the subject) — краще володіти (предметом)

**1. Answer the questions using the list below.**

- 1 Which language in the world is spoken by most people?
- 2 Which language has the largest vocabulary?
- 3 Which is the oldest written language?
- 4 Which sub-continent has the largest number of languages?
- 5 Which language has no irregular verbs?
- 6 Which language has the most letters in its alphabet?
- 7 In which language is the largest encyclopedia printed?

Is it... Spanish / Cambodian / English / Egyptian / Esperanto / Mandarin Chinese / Indian?

**2. Work in pairs. Do you think the following statements are true or false? Write (T) or (F) in the boxes.**

- 1 English was already an important world language four hundred years ago.
- 2 It is mainly because of the United States that English has become a world language.
- 3 One person out of seven in the world speaks perfect English.
- 4 There are few inflections in modern English.
- 5 In English, many verbs can be used as nouns.
- 6 English has borrowed words from many other languages.



7 In the future, all other languages will probably die out.

**3. Here are the answers to some questions. Work out the questions.**

A few million.

Because it is the mother tongue of many countries outside England.

In the seventeenth century.

75%

60%

Yes, it had a lot of inflections.

Simplicity of form, flexibility, and openness of vocabulary.

Mandarin Chinese.

**4. What do you think about the text?**

1 Does the text come from

a brochure for an English language school?

a preface to a book on modern language teaching?

a dictionary?

an encyclopaedia?

2 The text says that it is because of the United States that English is a world language. Why?

3 Which of the three groups of English speakers do you belong to? What is your reason for learning?

4 What words are there in your language that have been borrowed from other languages?

**5. What is the most important for you in learning a language? Put the list in order of importance, 1 being the most important.**

learning grammar

learning vocabulary

speaking and being corrected

speaking and not being corrected all the time

listening

reading

writing

pronunciation practice

**6. Answer the questions on the text:**

Why is human language the most astonishing creation of man?

What can you tell about the appearance of language?

What do you know about English (Ukrainian, Russian)?

What do you call people who speak many languages?

Why has the English language become a world language?  
 What English speaking people groups do you know? How are they classified?  
 How many countries do you know where English is spoken?  
 How many languages are being spoken in the world today?  
 Why is it necessary to have practical command of foreign languages?  
 Why can people now communicate by words much better than they did it in the remote past?

**7. Make sentences using these words.**

International, English, an, is, now, language.  
 Learn, different, students, our, subjects.  
 In, the, we, city, live, a, flat, in, of, center, the.  
 Communication, is, a, of, in, means, human, society, language.  
 Languages, people, are, or, know, three, who, five, six, there.

**8. Give English equivalents. Read and translate the text.**

A truly educated person should know at least one foreign (мова), which will enable him to communicate with foreigners, (читати) books in the original, use a personal (комп'ютер) and take part in cultural and educational exchanges with other countries.

Among a great number of (іноземних) languages I've chosen English because it is the world's most important language in politics, science and culture. Over 330 mln people speak it as a (рідна мова) and nearly twice as many use it as a second language. Half of the world's (наукової літератури) is in English. It is the language of computer technology. You will hardly be able to find a good job unless you master the English language.

Furthermore, English is a very (мелодійна мова). When I heard English (мовлення) for the first time, I was taken with the harmony of its sounds and melodies. Later while studying the English (граматика) I discovered the other way of reflecting reality. And what I liked most about English, that's its (прислів'я) and idioms. They are wise, witty and rhymed; (багато традицій) of the English nation are represented in them.

Of course my command of the language is still rather far from being perfect. But I believe that everything depends on myself and I'm determined to achieve the aims I'm pursuing.

**9. Countries Where English Is Spoken**

	1.				2.		
3.							4.
			5.				
		6.					
7.							

**Across**

1. European country whose capital is London.
5. African country whose capital is Nairobi.
7. Nation which is also a continent.

**Down**

2. Mr. Clinton's country.
3. See 6 down.
4. Where both English and French are spoken.
6. (with 3 down) Mr. Mandela's country.

**10. Translate into English.**

Іноземна мова  
декілька мільйонів людей  
великий зріст населення  
рідна мова  
використовують з практичною метою  
людство  
людська мова  
людське суспільство  
засіб спілкування  
за допомогою  
єдиний  
дар мови, поява  
немислимий  
первісна людина  
спілкуватися словами  
далеке минуле  
швидкий ріст (збільшення)  
розмовна мова  
мовна спільність  
з іншого боку  
практично володіти іноземною мовою  
більш гнучкий і виразний

**11. Match the synonyms using your dictionary.**

major	developments
to drop	to establish
to indicate	mankind
scholar	artificial
man-made	to oppose
to occupy	to mark
to explore	to help

events	to investigate
modern	aim
to conquer	up-to-date
throughout	to name
purpose	important
to call	humanity
primary	original
to resist	all over
scientist	to decrease
to assist	tongue
language	to set up

## 12. Translate into English.

1. Мова існує не сама по собі, а в людському суспільстві.
2. Мова існує у свідомості членів суспільства (мовної спільності), тому вона залежить від кожного з мовців.
3. Мова — найважливіший засіб спілкування людей, тобто засіб вираження і передачі думок і почуттів.
4. Мова — явище суспільне, вона виникає, розвивається, живе і функціонує в суспільстві.
5. Формою існування мови є мовлення.

## 13. Work in pairs. Do you think the following statements are true or false?

1. English was already an important world language four hundred years ago.
2. It is mainly because of the United States that English has become a world language.
3. One person out of seven in the world speaks perfect English.
4. There are few inflections in modern English.
5. In English, many verbs can be used as nouns.
6. English has borrowed words from many other languages.
7. In the future, all other languages will probably die out.

## 14. Practice Quiz. “What is Language?”

### 1. Which of the following statements are true?

Humans are the only animals that communicate with each other.

Human language is 100% learned rather than biologically inherited.

Humans and all other large mammals use a symbolic communication system.

### 2. A *language* is \_\_\_\_\_

a broad term simply referring to human patterned verbal behavior in general

a set of specific rules for generating speech

another word for a dialect.

**3. A dialect that mostly develops as a result of differences in class, ethnicity, gender, age, and/or particular social situations is referred to as a:**

1. social dialect
2. regional dialect
3. genderlect or ethnilect

**4. Dialects develop:**

1. more often in small-scale societies with few people
2. more often in large-scale societies with many people
3. equally often in small-scale and large-scale societies

**5. A pidgin is:**

1. a dialect like Black English in North America
2. the mother tongue, or principle language, of a society
3. a simplified makeshift language that develops to fulfill the communication needs of peoples who have no language in common
4. a bird

**6. When a pidgin language becomes the mother tongue of a population, linguists refer to it as a(n):**

1. Gullah
2. creole
3. Ebonics

**7. When people speak different variants of a language in socially different situations, the phenomenon is referred to as:**

1. diglossia
2. bilingualism
3. neither of the above

**15. Translate the words and word combinations into English.**

Людство  
різні діалекти  
засіб спілкування  
мова своєї нації  
спілкуватися словами  
жива істота  
практично володіти іноземною мовою  
більшість із них  
давня писемність  
словник мови  
практичне використання  
знання мови  
розвиток науки  
групи людей

**16. Match the words in the left column with their explanations in the right column.**

Word	a. a sound or a thing which has meaning given to it by the users.
Language	b. is one or more sounds that in combination have a specific meaning assigned by a language.
Regional dialect	c. is a broad term simply referring to patterned verbal behaviour.
Pidgin	d. is a set of rules for generating speech.
Creole language	e. is a variant of a language.
Social dialect	f. is associated with a geographically isolated speech community.
Dialect	g. is a simplified, makeshift language that develops to fulfill the communication needs of people who have no language in common but who need to occasionally interact for commercial and other reasons.
Speech	h. is a pidgin language which has become the mother tongue of a population.
Symbol	i. is spoken by a speech community that is merely socially isolated.

**17. Here are the answers to some questions. Work out the questions:**

The word language comes from the Latin word lingua.

Language is the main means of communication among people.

English influences the development of the advanced technology of today.

Almost every language has its dialect.

Children by the age of 5 and 6 communicate well not having an idea of grammar.

English is a very flexible language.

Immigration in the 19th and 20th centuries has greatly influenced the development of the English language.

English-speaking people can be divided into 3 groups.

**18. Translate the sentences into English.**

1. Людська мова - це найцікавіший витвір людини.

2. Люди використовують інші засоби спілкування.

3. Людська мова дуже сильно відрізняється від сигнало-подібних дій тварин.

4. Первинні люди мали кілька сот слів взагалі.

5. Високо цивілізовані нації мають більше ніж 700 тисяч слів у своїх словниках.

6. Поява мови на нашій планеті така ж давня, як і поява самої людини.

**19. Render the text in English.**

Англійська мова - друга в світі за кількістю людей, що нею розмовляють (після китайської). Для 400 мільйонів людей англійська - рідна мова, ще для 300 мільйонів - друга мова, також 100 мільйонів володіють нею, як іноземною.

Англійська мова належить до германської гілки індоєвропейської родини мов. Вона є державною або другою державною мовою у 45 країнах світу (для порівняння: французька мова - державна у 27 країнах, іспанська - у 20, арабська - у 17).

У результаті поширеності англійської мови в усьому світі виник ряд її національних варіантів, особливо відрізняється американська англійська (American English), що має значні відмінності від британської (British English) у вимові, інтонації та лексиці. Інші: австралійська англійська, канадська англійська, карибська англійська, ямайська англійська, ньюфаундлендська англійська, новозеландська англійська, південноафриканська англійська, сінгапурська англійська (Singlish), малазійська англійська (Manglish). Також існує кілька субмов (жаргонів, аргю), перш за все це кокні (Cockney) та афроамериканський жаргон (AAVE, Ebonics), яким розмовляють деякі афроамериканці.

## **20. Render the text into English:**

### **МОЄ СТАВЛЕННЯ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ**

По-справжньому освічена людина повинна знати щонайменше одну іноземну мову, яка дасть можливість спілкуватися з іноземцями, читати книжки в оригіналі, працювати на персональному комп'ютері, брати участь у культурному обміні з іншими країнами.

Серед великої кількості іноземних мов я обрав англійську, тому що він найважливіший серед світових мов у політиці, науці та культурі. Для більш ніж 330 млн людей англійська мова є рідною мовою, а вдвічі більше користуються нею як другою мовою. Половина наукової літератури у світі опублікована англійською мовою. Це також мова комп'ютерної техніки. Вам важко буде знайти роботу, якщо ви не знаєте англійської мови.

Окрім того – англійська дуже мелодична мова. Коли я почула англійську мову вперше, мене вразила гармонія звуків і інтонацій. Пізніше, вивчаючи англійську граматику, я відкрив для себе ще один спосіб відображення дійсності. І що мені більш за все подобається в англійській мові – це прислів'я та приказки! Вони мудрі та гарно римовані, в них відображається багато традицій англійського народу.

Звичайно, мої знання далекі від ідеалу, але я вірю, що все залежить тільки від мене, і я прагну досягнути поставленої мети.

## UNIT 2

### OUR UNIVERSITY

#### Text 1

Now I am a cadet of the National University of Civil Defence of Ukraine. My future profession is a psychologist in a field of fire prevention and rescue service. I like my future profession. This profession is very difficult but important for our society. The aim of Rescue Service in every country is to protect peoples' life and property from fire and other emergencies.

Our Government pays special attention to the consolidation and reorganization of country's fire-fighting and rescue service. Rescue Service has a long way from primitive horse-drawn strings of carts to modern fire-fighting equipment.

The history of our University began on July 17th, 1928 when All-Ukrainian Fire Technical Courses with six months' period of training were opened by the Decree of the Council of People's Commissars of Ukraine. In 1935 the Courses were reorganized into the Kharkiv Fire Training Secondary School. The period of training was only one year. In 1946 the Secondary School was reorganized into the Fire Technical School with three years' period of training. In 1992 the Fire Technical School transformed into the Kharkiv Fire Safety Institute. The period of training was five years. In 2002 the Kharkiv Fire Safety Institute was reorganized into the Fire Safety Academy of Ukraine. In 2004 FSAU became the Civil Defence Academy of Ukraine. In 2006 the Civil Defence Academy of Ukraine was reorganized into the Civil Defence University of Ukraine and at last in 2009 our educational establishment became the National University of Civil Defence of Ukraine.

During these years the educational establishment had different names. But the high standard of the teaching and training the specialists for Rescue Service has not been changing

Nowadays it is a modern educational establishment with the considerable teaching, scientific, material and technical basis. Highly-qualified university staff teach the future specialists of fire and rescue service. Teaching is accomplished according to the state educational qualification standards – Bachelor, Specialist, and Master.

In 2002 the new specialty Psychology was opened. In 2006 the new faculty "Social and psychological disciplines" was opened. It must compensate for a deficiency in the personnel officers and workers.

#### Text 2

#### Fire Service in Ukraine

Departments of Fire Safety in Ukraine are governed by the Ministry of Emergencies and Affairs of Population Protection from Chernobyl Catastrophe Consequences. The departments coordinate fire prevention and rescue operations. The main tasks of firemen can be determined by the following motto "to prevent, to save and to help". According to Ukraine Constitution fire brigades of Ukraine extinguish fires,



localize and control them free of charge. The Fire Service of Ukraine is a state institution. Recently the new foundations have been adopted to the Fire Service: a firefighter becomes a rescuer. Fire brigades take part in liquidation of consequences of emergencies. When we speak about emergencies we often mean disasters: earthquake, flood, hurricane, rain and snowstorm, draught. These disasters are caused by forces of nature. During an earthquake the buildings move and can be destroyed. There are many cracks in the ground. During a rain or snow storm it rains and snows heavily, the wind blows; you can see lightening and can hear thunder. The consequences of a rain storm or melting of snow can be a flood. To localize, to control rescue activities a fire rescuer must know and understand the origin of the disaster.

### *List of Vocabulary*

defence – захист  
cadet – курсант  
prevention – запобігання  
service – служба  
emergencies – надзвичайна ситуація  
aim – мета  
property – майно, власність  
attention – увага, уважність  
psychologist – психолог  
consolidation – об'єднання, консолідація  
reorganization – реорганізація; перетворення  
equipment – обладнання  
goal – мета, завдання  
decree – наказ, закон  
course – курс, напрям  
rescue – рятування  
establishment – заклад  
accomplished – закінчений, виконаний  
staff – персонал  
bachelor – бакалавр  
master – магістр

#### **1. Sort out these words and put them into the correct box:**

student	university	specialist	
fire-prevention	engineer		
master	institute	cadet	school
psychologist	bachelor	academy	

<b>PROFESSION:</b>	<b>EDUCATIONAL LEVEL:</b>	<b>EDUCANT:</b>	<b>EDUCATIONAL ESTABLISHMENT:</b>

## 2. Translate from Ukrainian into English:

Я навчаюся в Національному університеті цивільного захисту України.

Наш Університет має довгу історію з 1928 року.

Я навчаюся за новою спеціальністю "Психологія", що була відкрита у 2002 році.

Як психолог я буду допомагати людям у надзвичайних ситуаціях .

Зараз я курсант і маю служити Вітчизні та навчатися одночасно.

Ви коли-небудь мріяли навчатися в нашому Університеті?

Національному університеті цивільного захисту України знаходиться на вулиці Чернишевській.

На сьогодні наш Університет - це сучасний освітній заклад.

Я збираюся стати бакалавром.

Я хочу отримати протягом чотирьох років ґрунтовні знання з психології та інших дисциплін.

## 3. Translate the words and word combinations into English.

Майбутня професія

психолог

запобігання пожежі

захищати людей

приділяти особливу увагу

служба пожежної безпеки

служба цивільного захисту

навчатися в університеті

сучасне пожежне обладнання

період навчання

сучасний навчальний заклад

пожежна бригада

пожежна частина

службовець цивільного захисту

вискокваліфікований персонал

майбутні спеціалісти

реорганізація та перетворення служби

#### 4. Make up word combinations:

to use	victims
to rescue	as a crew
to work	interesting work
to offer	fire-fighting equipment
to calculate	about fire safety
to speak	the amounts of water and pressure

#### 5. Fill in the gaps with nouns given in the box.

fire protection	fire	subjects
prevention		emergencies
fire-equipment industry		fire safety
universities		mathematics
chemistry and physics		

#### 6. Read the text and answer the questions.

##### FIREMAN

Dan is a fireman in a large city. He wanted to be a fireman all of his life. Dan's father was a fireman, and Dan wanted to be like his father. Dan's father was a brave man, and Dan is very brave, too. He is not afraid of danger. Last year he saved the lives of three people.

#### Answer the following questions.

1. Where does Dan Parker work?
2. Did Dan want to be like his father? Why?
3. Did you want to be a fireman as a child?
4. Do you want to be like your father?
5. Where does your father work?
6. Was he a fireman?

#### 7. Fill in the blanks

The fields of \_\_\_\_\_ and \_\_\_\_\_ offer interesting work outside of fire departments. Positions are in insurance companies, government service, the \_\_\_\_\_, and fire-safety education. Several \_\_\_\_\_ offer programs for persons interested in these fields. Knowledge of \_\_\_\_\_ and \_\_\_\_\_ are for young men who want to become fire fighters. Courses in these \_\_\_\_\_ will help them to understand how fire arises. They should

understand \_\_\_\_\_ in order to calculate the amounts of water and pressure that are needed in various \_\_\_\_\_. They should also be able to speak well before audiences about \_\_\_\_\_.

### **8. Translate the sentences into English.**

1. Я курсант першого курсу.
2. Моя майбутня професія - психолог.
3. Уряд нашої країни приділяє особливу увагу службі цивільного захисту.
4. Майбутні спеціалісти рятувальної служби вивчають різні предмети за їхнім фахом.
5. Період навчання в Національному університеті цивільного захисту України 5 років.
6. Професія психолога дуже важлива для нашого суспільства.
7. Курсанти нашого університету навчаються протягом чотирьох років, щоб стати бакалавром.
8. Робота психологів рятувальної служби України координується Державною службою України з надзвичайних ситуацій.

### **9. Discuss the following questions together, then ask each other the questions. Speak about your friends who are your groupmates or faculty mates:**

1. Where do you study?
2. What year cadet are you?
3. What faculty do you study at?
4. How many years do you plan to study?
5. Why have you chosen this profession?
6. What would you like to become after graduating from the University?

### **10. Render the text into English:**

#### **НАША ІСТОРІЯ**

Національний університет цивільного захисту України – це провідний вищий навчальний заклад ДСНС України IV рівня акредитації та один з найавторитетніших та найстаріших навчальних закладів пожежно-рятувального профілю не тільки в Україні, а й в країнах СНД. Навчальний заклад здійснює підготовку, перепідготовку, підвищення кваліфікації фахівців для підрозділів Державної служби України з надзвичайних ситуацій усіх освітньо-кваліфікаційних рівнів, а також керівних, науково-педагогічних, науково-дослідницьких, наукових, педагогічних кадрів у напрямках „Пожежна безпека”, „Державне управління” та „Психологія”. Працівники та курсанти навчального закладу беруть безпосередню участь у гасінні пожеж, ліквідації наслідків надзвичайних ситуацій, аварій та стихійних лих, проводять профілактичну роботу серед населення.

Початком нового етапу в історії навчального закладу стало Розпорядження Кабінету Міністрів України від 14.01.2004 року № 10-р про реорганізацію Академії пожежної безпеки України в Академію цивільного захисту України.

Сьогодні навчальний процес в університеті забезпечують 7 факультетів:

- цивільного захисту населення та територій;
- оперативно-рятувальних сил;
- соціально-психологічний;
- пожежної безпеки;
- техногенно-екологічної безпеки;
- заочного навчання;
- післядипломної освіти.

Структурним підрозділом університету є Інститут державного управління у сфері цивільного захисту (м. Київ).

Для здійснення практичної і психологічної підготовки висококваліфікованих фахівців ДСНС України в університеті створено сучасну навчальну пожежно-рятувальну частину (НПРЧ), яка у складі сил Харківського гарнізону ДСНС України бере безпосередню участь у ліквідації наслідків надзвичайних ситуацій та пожеж. Навчальна пожежно-рятувальна частина університету є прототипом практичного підрозділу ДСНС і в повній мірі пристосована для вивчення психологічних особливостей діяльності підрозділів в умовах реального несення служби. Бойові розрахунки навчальної пожежно-рятувальної частини університету постійно включені у розклад виїздів підрозділів Харківського гарнізону ДСНС України і надають значну допомогу в гасінні пожеж за всіма номерами викликів та в ліквідації наслідків надзвичайних ситуацій природного та техногенного характеру.

## UNIT 3

### EMERGENCY MANAGEMENT

**Emergency management** (or disaster management) is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for disaster before it happens, disaster response (e.g. emergency evacuation, quarantine, mass decontamination, etc.), as well as supporting, and rebuilding society after natural or human-made disasters have occurred. In general, any Emergency management is the continuous process by which all individuals, groups, and communities manage hazards in an effort to avoid or ameliorate the impact of disasters resulting from the hazards. Actions taken depend in part on perceptions of risk of those exposed. Effective emergency management relies on thorough integration of emergency plans at all levels of government and non-government involvement. Activities at each level (individual, group, community) affect the other levels. It is common to place the responsibility for governmental emergency management with the institutions for civil defense or within the conventional structure of the emergency services. In the private sector, emergency management is sometimes referred to as business continuity planning.

Emergency Management is one of a number of terms which, since the end of the Cold War, have largely replaced Civil defense, whose original focus was protecting civilians from military attack. Modern thinking focuses on a more general intent to protect the civilian population in times of peace as well as in times of war. Another current term, Civil Protection is widely used within the European Union and refers to government-approved systems and resources whose task is to protect the civilian population, primarily in the event of natural and human-made disasters. Within EU countries the term Crisis Management emphasises the political and security dimension rather than measures to satisfy the immediate needs of the civilian population. The academic trend is towards using the more comprehensive term disaster risk reduction, particularly for emergency management in a development management context.

#### *List of Vocabulary*

management – керування, вміння виконувати роботу  
avoiding – уникання  
discipline – дисципліна, справа, галузь знання  
quarantine – карантин, ізоляція  
mass decontamination – масова (загальна) дегазація (очищення)  
ameliorate – покращувати  
impact – вплив  
perception – сприйняття  
integration – інтеграція, злиття, об'єднання  
responsibility – відповідальність  
conventional – умовний

widely – широко  
government-approved – санкціонований урядом  
event – подія, явище  
dimension – розміри, важливість  
satisfy – задовольняти  
trend – спрямування  
comprehensive – загальний, різнобічний  
particularly – особливо  
context- контекст, ситуація, зміст

**1. Answer the questions on the text:**

What is (your idea of) emergency management?  
What does it involve?  
Why emergency management is a continuous process?  
What do actions taken depend on?  
What does effective emergency management rely on?  
Who is placed the responsibility for governmental emergency management with?  
What terms have replaced the term “Civil Defense?” Why?

**2. Ask questions using the following words:**

emergency service, mass decontamination natural disasters, business continuity planning, human-made disaster.

**3. Define the part of speech from which each of words below was formed:**

evacuation, avoiding, decontamination, management continuity, responsibility, largely, volunteer, primarily.

**4. Read the text “Emergency management” and make an outline using the following key words:**

Civil defense, emergency service, disaster, hazard, involvement, emergency management, business continuity planning, disaster risk reduction.

**5. A compound noun it formed from two nouns, or an adjective and a noun. Scan the following words and form compound nouns.**

*Emergency management*  
*recovery effort(s)*  
*mitigation*  
*plan*  
*crisis*  
*security dimension*

*process*  
*search*  
*rescue*  
*communication plan*  
*risk assessment*  
*ambulance crew*  
*team*

**6. Fill the missing words from this list in the necessary form:**

*Disaster, hazard, prepare, protection, implement, emergency*

1. The city suffered the worst US air ... since 1979.
2. He had a capacity for facing and surviving ... .
3. She was in Mexico city when the ... happened.
4. The strait is a difficult stretch of water, too ... for small ferries to cross.
5. Breathing asbestos-laden air may be ... to health.
6. We have personnel and facilities for any ... .
7. The bells were only supposed to be used in ... .
8. Ships themselves required the ... of naval and air power.
9. She put on dark glasses as a ... against the strong light.
10. If an insurance policy ... you against a particular event, for example death, injury, or theft, it promises to give money to you or your family if that think happens.
11. If you ... the ideas of a plan, system, law, etc. you carry them out in order to change or control a situation.
12. Be ... for power cuts by buying lots of candles.
13. I'm ... to say I was wrong.
14. Many countries seem ... to consider nuclear energy.
15. He ordered his crew to ... for action.
16. I jumped up and ... to defend myself.

**7 . Match the words in the left column with their explanations in the right column:**

mitigation	a) an unexpected and difficult or dangerous situation, especially an accident, which arises suddenly and which requires quick action to deal with it.
hazard	b) the way you control someone or something.
management	c) to cover or shield from exposure, injury, or destruction.
disaster	d) a reduction in the unpleasantness, seriousness, or painfulness of something.
protect	e) a very bad accident, especially one in which a lot of people are killed.
emergency	f) something which could be dangerous to you, your health or



	safety
preparedness	g) to be ready for something, and therefore not surprised when it happens.

**8. Fill the missing words from this list in the necessary form:**

*flood, to bring together, to respond, victim, to report to, to be called in, to damage, firefighter, to protect, to be in charge, to declare, disaster*

Federal Emergency Management Agency became part of the Department of Homeland Security on March 1, 2003.

FEMA ... of helping people before and after a disaster. FEMA ... in to help when the President ... a disaster. Disasters are "declared" after hurricanes, tornadoes, floods, earthquakes or other similar events strike a community. The Governor of the state must ask for help from the President before FEMA can ... .

FEMA workers help disaster ... find a place to stay if their homes were damaged or destroyed. FEMA also helps repair homes and works with city officials to fix public buildings that ... .

Just as important, FEMA helps people BEFORE a ... so they will be ready. FEMA teaches people how to prepare for a disaster and how to make their homes as safe as possible. FEMA works with communities to help them build safer, stronger buildings that are less likely to be damaged. FEMA also trains ... and emergency workers, and runs a ... insurance program. FEMA is part of the EXECUTIVE BRANCH, which means it ... the President of the United States.

The Department of Homeland Security, which includes FEMA, is the newest Cabinet-level department in the federal government. It was proposed by President George W. Bush after the terrorist attacks of Sept. 11, 2001 and approved by Congress. The new department ... 22 different agencies or federal programs into one. The new department's first priority is ... the nation against further terrorist attacks. Tom Ridge, former Governor of Pennsylvania, served as the first Secretary of Homeland Security. On February 15, 2005 the United States Senate confirmed Judge Michael Chertof as the second Secretary of the Department of Homeland Security.

**9. Read and translate the text**

**Phases and professional activities**

The nature of emergency management is highly dependent on economic and social conditions local to the emergency, or disaster. This is true to the extent that some disaster relief experts have noted that in a sense the only real disasters are economic. Experts have long noted that the cycle of emergency management must include long-term work on infrastructure, public awareness, and even human justice issues. The process of emergency management involves four phases: mitigation, preparedness, response, and recovery.

**Mitigation.** Mitigation efforts attempt to prevent hazards from developing into disasters altogether, or to reduce the effects of disasters when they occur. The mitigation phase differs from the other phases because it focuses on long-term measures for reducing or eliminating risk. The implementation of mitigation strategies can be considered a part of the recovery process if applied after a disaster occurs. However, even if applied as part of recovery efforts, actions that reduce or eliminate risk over time are still considered mitigation efforts.

Mitigative measures can be structural or non-structural. Structural measures use technological solutions, like flood levees. Non-structural measures include legislation, land-use planning (e.g. the designation of nonessential land like parks to be used as flood zones), and insurance. Mitigation is the most cost-efficient method for reducing the impact of hazards. However, mitigation is not always suitable and structural mitigation in particular may have adverse effects on the ecosystem.

A precursor activity to the mitigation is the identification of risks. Physical risk assessment refers to the process of identifying and evaluating hazards. In risk assessment, various hazards (e.g. earthquakes, floods, riots) within a certain area are identified. Each hazard poses a risk to the population within the area assessed. The hazard-specific risk ( $R_h$ ) combines both the probability and the level of impact of a specific hazard. The higher the risk, the more urgent that the hazard specific vulnerabilities are targeted by mitigation and preparedness efforts. However, if there is no vulnerability there will be no risk, e.g. an earthquake occurring in a desert where nobody lives.

### **Preparedness**

In the preparedness phase, emergency managers develop plans of action for when the disaster strikes. Common preparedness measures include the

- communication plans with easily understandable terminology and chain of command
- development and practice of multi-agency coordination and incident command
- proper maintenance and training of emergency services
- development and exercise of emergency population warning methods combined with emergency shelters and evacuation plans
- stockpiling, inventory, and maintenance of supplies and equipment

An efficient preparedness measure is an emergency operations center (EOC) combined with a practiced region-wide doctrine for managing emergencies. Another preparedness measure is to develop a volunteer response capability among civilian populations. Since, volunteer response is not as predictable and planable as professional response, volunteers are most effectively deployed on the periphery of an emergency.

### **Response**

The response phase includes the mobilization of the necessary emergency services and first responders in the disaster area. This is likely to include a first wave of core emergency services, such as firefighters, police and ambulance

crews. They may be supported by a number of secondary emergency services, such as specialist rescue teams.

In addition volunteers and non-governmental organizations (NGOs) such as the local Red Cross branch or St. John Ambulance may provide immediate practical assistance, from first aid provision to providing tea and coffee. A well rehearsed emergency plan developed as part of the preparedness phase enables efficient coordination of rescue efforts. Emergency plan rehearsal is essential to achieve optimal output with limited resources. Where required, search and rescue efforts commence at an early stage. Depending on injuries sustained by the victim, outside temperature, and victim access to air and water, the vast majority of those affected by a disaster will die within 72 hours after impact.

### **Recovery**

The aim of the recovery phase is to restore the affected area to its previous state. It differs from the response phase in its focus; recovery efforts are concerned with issues and decisions that must be made after immediate needs are addressed. Recovery efforts are primarily concerned with actions that involve rebuilding destroyed property, re-employment, and the repair of other essential infrastructure. An important aspect of effective recovery efforts is taking advantage of a ‘window of opportunity’ for the implementation of mitigative measures that might otherwise be unpopular. Citizens of the affected area are more likely to accept more mitigative changes when a recent disaster is in fresh memory.

In the United States, the National Response Plan dictates how the resources provided by the Homeland Security Act of 2002 will be used in recovery efforts. It is the Federal government that often provides the most technical and financial assistance for recovery efforts in the United States.

**10. Pick out the words from the text which may be grouped under the heading “Mitigation”, “Preparedness”, “Response”, “Recovery”.**

**11. Ask questions using the following words and word combinations:** to eliminate risk, to occur, to reduce the impact, precursor activity, to evaluate hazards, proper training rescue efforts, the recovery phase, response phase.

**12. Define the part of speech from which each of the words below was formed:**

precursor, specific, occurring, coordination, destroyed, understandable, warning, professional.

**13. Read the text and make an outline using the following key words:**

emergency manager, community preparedness incident command, back ground, professional certification, related resources, phase of emergency.

**14. A compound noun is formed from two nouns, or an adjective and a noun. Scan the following words and form compound nouns.**

*response phase*  
*hazard vulnerability*  
*preparedness effort*  
*incident command*  
*emergency service*  
*operation center*  
*shelter*  
*evacuation plan*  
*disaster area*  
*capability*  
*volunteer*

**15. Fill in the missing words this list in the necessary form:**

*affect, perception, response, exposure, recover, eliminate*

1. These changes were already ... before the war.
2. He was scared by the quickness of her ... .
3. ... is the awareness of things that you have by means of your senses, especially the sense of sight.
4. When you ... from something such as an illness, you become well again.
5. It was week before he fully ... .
6. He sustained a wound from which he did not ... .
7. Her death was a great grief to him and I doubt if he ever ... afterwards.
8. It would mean a lot to me to ... those documents.
9. They ... her body from the old mineshaft.
10. He died in hospital without ... consciousness.
11. If you ... something from a group or list, you remove it, usually because you have just learned that it is unsatisfactory in some ways.
12. The scientist continued testing hypotheses and ... them or confirming them.
13. When a person or a team is ... from a competition, they are defeated and so take no further part in the competition.
14. Out of six attempts to ... him, three were ... immediately.
15. He was suffering from ... to nuclear radiation.
16. The body cannot cope with sudden ... to stress.
17. The group's leader died of ... on the mountain.
18. ... to the air bleached his hair.
19. Will waved his hand in ... .
20. What truly shocked me was my own ... to the tragedy.
21. The proposal has produced a united ... from the French people.
22. The government ... to the recent riots was firm.
23. Hate is an automatic .... to fear.
24. Does this change ... your plans?
25. Her words ... him deeply.

26. The swelling ... the entire leg.

**16. Match the words in the left column with their explanations in the right column:**

impact	the ability to realize or notice things that are not obvious to other people
exposure	the process or fact of getting back something that has been lost or a state of mind or health
affect	the effect that something has on a situation, process, person, etc
recovery	means to remove something completely, especially when it is something that you do not want or need
response	the state of being in a position or situation in which something affects you or influences you very strongly, usually in a harmful way
eliminate	an action which is done as an answer to a request, event, or situation
perception	to make an impression on somebody or something to cause a particular condition in

**17. Form adjectives from the following nouns or verbs and make up phrases with them. Follow the model:**

*Avoid – avoidable – avoidable risks*

*Nature – natural – natural disaster*

to predict –

to continue –

to effect –

convention –

to originate –

to differ –

civility –

to mitigate –

to structure –

to understand –

to plan –

**18. Define the part of speech from which each of the words below was formed:**

precursor, specific, occurring, coordination, shelter, assistance, implementation, destroyed, understandable, warning, professional.

**19. Read the text and make an outline using the following key words:**

emergency manager, community preparedness incident command, background, professional certification, related resources, phase of emergency.

## 20. Read and translate the text

### As a profession

Emergency managers are trained in a wide variety of disciplines that support them through out the emergency life-cycle. Professional emergency managers can focus on government and community preparedness (Continuity of Operations/Continuity of Government Planning), or private business preparedness (Business Continuity Management Planning). Training is provided by local, state, federal and private organizations and ranges from public information and media relations to high-level incident command and tactical skills such as studying a terrorist bombing site or controlling an emergency scene.

In the past, the field of emergency management has been populated mostly by people with a military or first responder background. Currently, the population in the field has become more diverse, with many experts coming from a variety of backgrounds and having no military or first responder history at all. Educational opportunities are increasing for those seeking undergraduate and graduate degrees in emergency management or a related field.

Professional certifications such as Certified Emergency Manager (CEM) and Certified Business Continuity Professional (CBCP) are becoming more common as the need for high professional standards is recognized by the emergency management community, especially in the United States.

Practitioners emergency management (disaster preparedness) come from an increasing variety of backgrounds as the field matures. Professionals from memory institutions (e.g., museums, historical societies, libraries, and archives) are dedicated to preserving cultural heritage—objects and records contained in their collections. This has been a major component within these fields, but now there is a heightened awareness following the events on 9/11 and the hurricanes in 2005.

To increase the opportunity for a successful recovery of valuable records, a well-established and thoroughly tested plan must be developed. This task requires the cooperation of a well-organized committee led by an experienced chairperson. Professional associations schedule regular workshops and hold focus sessions at annual conferences to keep individuals up to date with tools and resources in practice.

In recent years the continuity feature of emergency management has resulted in a new concept, Emergency Management Information Systems (EMIS). For continuity and interoperability between emergency management stakeholders, EMIS supports the emergency management process by providing an infrastructure that integrates emergency plans at all levels of government and non-government involvement and by utilizing the management of all related resources (including human and other resources) for all four phases of emergencies.

## 21. Define the part of speech from which each of the words below was formed:

preparedness, controlling, currently, continuity, interoperability, utilizing, heightened, thoroughly.

**22. Translate and memorize the following words from the text and their derivatives .Single out noun , verb, objective, adverb forming suffixes:**

- ◆ Manage- managed – managing – manageability- manageable- manageably- management- manager- manageress- managerial- managerialist.
- ◆ Disaster- disastrous
- ◆ Emerge- emerging- emerged- emergence- emergency- emergent.
- ◆ Protect- protected- protection – protectionism, protectionist- protective- protector- protectoral- protectorate- protectress.
- ◆ Defense- defend- defendant- defender- defenestration- defenseless- defensible- defensibly- defensive
- ◆ Mitigation- mitigable- mitigating- mitigated- mitigative- mitigator- mitigatory.
- ◆ Preparedness- preparation- preparative- preparator- preparatory- prepare- preparing- prepared- preparedly.
- ◆ Response- respond- respondent- responsible- responsibility- responsibly- responsive
- ◆ Mobilization- mobilize- mobilizing- mobilized.
- ◆ Survival- survive- surviving- survived- survivor- survivorship.
- ◆ Installation- install- installment- installer.
- ◆ Assistance- assist- assistant
- ◆ Threat- threaten- threatened
- ◆ Search- searching
- ◆ Rescue- rescuing- rescued

**23. Read and translate the text**

***Personal mitigation***

Personal mitigation is mainly about knowing and avoiding unnecessary risks. This includes an assessment of possible risks to personal/family health and to personal property.

Personal structural mitigation in earthquake prone areas includes installation of an Earthquake Valve to instantly shut off the natural gas supply to a property, seismic retrofits of property and the securing of items inside a building to enhance household seismic safety. The latter may include the mounting of furniture, refrigerators, water heaters and breakables to the walls, and the addition of cabinet latches. In flood prone areas houses can be built on poles, as in much of southern Asia. In areas prone to prolonged electricity black-outs installation of a generator would be an example of an optimal structural mitigation measure. The construction of storm cellars and fallout shelters are further examples of personal mitigative actions.

2. Unlike mitigation activities, which are aimed at preventing a disaster from occurring, personal preparedness focuses on preparing equipment and

procedures for use when a disaster occurs, i.e. planning. Preparedness measures can take many forms including the construction of shelters, installation of warning devices, creation of back-up life-line services (e.g. power, water, sewage), and rehearsing evacuation plans. Two simple measures can help prepare the individual for sitting out the event or evacuating, as necessary. For evacuation, a disaster supplies kit may be prepared and for sheltering purposes a stockpile of supplies may be created. These survival kits may include food, medicine, flashlights, candles and money.

3. The response phase of an emergency may commence with search and rescue but in all cases the focus will quickly turn to fulfilling the basic humanitarian needs of the affected population. This assistance may be provided by national or international agencies and organisations. Effective coordination of disaster assistance is often crucial, particularly when many organisations respond and local emergency management agency (LEMA) capacity has been exceeded by the demand or diminished by the disaster itself.

On a personal level the response can take the shape either of a home confinement or an evacuation. In a home confinement a family would be prepared to fend for themselves in their home for many days without any form of outside support. In an evacuation, a family leaves the area by automobile (or other mode of transportation) taking with them the maximum amount of supplies they can carry, possibly including a tent for shelter. If mechanical transportation is not available, evacuation on foot would ideally include carrying at least three days of supplies and rain-tight bedding, a tarpaulin and a bedroll of blankets being the minimum.

4. The recovery phase starts after the immediate threat to human life has subsided. During reconstruction it is recommended to consider the location or construction material of the property.

The most extreme home confinement scenarios include war, famine and severe epidemics and may last a year or more. Then recovery will take place inside the home. Planners for these events usually buy bulk foods and appropriate storage and preparation equipment, and eat the food as part of normal life. A simple balanced diet can be constructed from vitamin pills, whole-meal wheat, beans, dried milk, corn, and cooking oil. One should add vegetables, fruits, spices and meats, both prepared and fresh-gardened, when possible.

**24. A compound adjective is formed from two different words and occasionally three. Combine the following words and form different compound adjectives:**

*rehearsed*  
*Hazard- specific*  
*High- level*  
*organized*  
*Well- established*  
*Thoroughly- tested*  
*Brand- new*



*- directed*  
*Well- made*  
*Well- developed*  
*Fifteen- minute*  
*Two- hour*  
*Full- time*  
*Part- time*  
*Funnel- shaped*

**25. Arrange the following words and word combinations into pairs of antonyms .**

Important – insignificant – respond – immunity– wary – trouble – disregard – ignore – risk – safety – advantage– fortune – energy – alertness – stability – cautions – maintain – reckless – hazard – benefit – exposure – fortune– yield – submit– shelter – calamity – benefit – handicap– eliminate – preserve – emergency – routine – disaster – withstand – weariness – strength

**26. Ask questions using the following words and word combinations:**

to focus on, incident command, emergency, scene, first responder, disaster preparedness, government involvement, memory institutions.

**27. Arrange the following words into pairs of synonyms:**

Mitigate – urgency – affect – weaken – crisis – affect – eliminate – influence – important – guide – impact – manage – reply – essential – risk – refuge – conduct – protection – answer – head – response – security – hazard – react – danger – calamity – cover – peril – catastrophe – cancel – disaster – shelter – remove – misfortune – emergency – liquidate.

**28. All the paragraphs in this text are jumbled up. Rearrange them into the correct order. Fill in the gaps in these sentences with a suitable word the first letter of which is given. Read the text.**

**Canadian Red Cross Society**

The Canadian Red Cross Youth is a \_\_\_\_\_ In international relief w \_\_\_\_\_  
Each year it provides a \_\_\_\_\_ to some 50 countries throughout the world.

The Red Cross in C \_\_\_\_\_ was established in 1896 as the first overseas b \_\_\_\_\_ of the British Red Cross Society. From this small b \_\_\_\_\_ developed the Canadian Red Cross Society. It was incorporated by an act of Parliament in 1909. the Society was r \_\_\_\_\_ by the International committee of the Red Cross as an independent national society in 1927.

Canadian Red Cross Youth has more than 400,000 members in schools from Newfoundland to British Columbia. It's most interested in helping and caring for children in Canada and in unfortunate children overseas.

The Canadian Red Cross Society is active in the provinces of Canada in more than 1,000 communities. The Canadian Red Cross provides disaster services for veterans' survival instruction in first aid, water survival, and home nursing as well as travelling medical and dental clinics. The Red Cross also operates a network of 25 Outpost Hospitals and Nursing Stations for patients in areas that are far from other hospitals. A national free Blood Transfusion Service operates in all ten provinces.

## 29. Read and translate the text

### About Emergency Management

1. The Department of Emergency Management (DEM) is dedicated to *helping* the University and the State of Minnesota prepare for, respond to, recover from, and reduce the effects of potential intentional, accidental or natural disasters. Its mission *is accomplished* through preparedness, response, recovery, and mitigation while *fostering* partnerships with outside agencies in the areas of *emergency response*, management, and training.

2. The Department of Emergency Management will be regarded as a leader in the community; having a *world-class* program supporting the university's mission of teaching, research, and outreach.

3. The *primary* role of the Department of Emergency Management is to develop plans and resources *to enable* the University of Minnesota's four campuses to cope with disasters.

4. The Department of Emergency Management (DEM) is a division of Public Safety, which in addition *oversees* the University of Minnesota Police Department (UMPD) and the Department of Central Security (DCS).

Developing plans and resources to cope with disasters is a *four-step* process that begins with *preparedness*. In this step DEM assesses the hazards that face the community. For example, while damage resulting from an earthquake would be *devastating*, major earthquakes are not very likely to occur in Minnesota so time and resources are not spent on developing such plans. However, Minnesota routinely faces tornados, severe winter and summer storms, along with the *ever-present* risks of *hazardous* materials and civil unrest.

In addition, because this is a major *land-grant* University, crowding problems are common. On a typical day, 10 to 20 thousand people fill the streets and sidewalks of the U of M *each* hour. There are also thousands of fans coming to *campus* by car and mass transit on any given day to attend *men's* and *women's* intercollegiate athletic events.

The second aspect of emergency management is *response*. DEM is actively engaged in the various activities that result from the *occurrence* of a disaster. In this situation, the emergency manager works to coordinate the efforts of *various* agencies such as police, fire or EMS. *Assuming* the responsibility of coordination

*ensures* that efforts are not duplicated or wasted. Similar to utilizing the Incident Command System (ICS) model, an emergency management staff person often fills the incident *commander role* within a unified command structure.

Another aspect of the response phase is the establishment of an Emergency Operations Center (EOC). The EOC differs from a command post because it is away from the center of activity. The EOC provides a place senior administrators to make *strategic* decisions *face-to-face* without distractions.

At the University, the EOC is protected from severe weather and has a *generator* in the event of power *failure*. In addition to office phones used during the business day, there are three Centrex lines, which continue to work if the University's central telephone system fails. There are also ten special University lines in which phones are *attached* only during times of emergency. We have multiple *data* jacks, fax and copy services, secure entrances and *access* to emergency medical personnel 24 hours a day.

Recovery is the third phase of emergency management. As the name implies, this is the stage in which systems *come back* on-line. Again, coordination is the key to a successful recovery phase, as is good resource *allocation*.

Mitigation activities are the final role in emergency management and involves attempts to identify (a) what *went wrong* and how can it be prevented from *occurring* again, and; (b) other potential problems that can be addressed before they develop into a problem.

5. The DEM tasks are *cyclical*, not *linear*. After responding, immediate recovery planning begins. During this time, analysis on what caused the disaster and steps to mitigate problems takes place. For problems that cannot *be easily fixed*, adjustments are made for better response in the future.

Plans are living documents that must be continually *updated* as situations/threats/resources change.

6. *Internally*, DEM operates the University's Ambulance Service, which offers a number of *highly* trained volunteers to assist in the event of an emergency. *DEM* works in close connection with the University of Minnesota Police Department, the Department of Central Security, the State of *Minnesota's* Division of Homeland Security and Emergency *Management* to provide training as well as emergency medical equipment

**30. Look thorough the text and give the words and expressions of the same root**

**31. State which part of speech the italicized words are and say how are they formed. Translate the words into Ukrainian.**

**32. Render the text into English:**

## ГОЛОВНІ ПОЛОЖЕННЯ ЗАКОНОДАВСТВА УКРАЇНИ У СФЕРІ РЯТУВАЛЬНОЇ СПРАВИ

У Законі наведені терміни, що необхідні для практичного використання, які вживаються в такому значенні:

**надзвичайна ситуація** – порушення нормальних умов життя і діяльності людей на території чи об'єкті на ній або на водному об'єкті (далі – об'єкти і території), спричинене аварією, катастрофою, стихійним лихом чи іншою небезпечною подією, яка призвела (може призвести) до загибелі людей та/або значних матеріальних втрат;

**аварія** – небезпечна подія техногенного характеру, яка спричинила загибель людей чи створює на об'єкті або території загрозу життю та здоров'ю людей і призводить до руйнування будівель, споруд, обладнання і транспортних засобів, порушення виробничого або транспортного процесу чи завдає шкоди довкіллю;

**катастрофа** – велика за масштабами аварія чи інша подія, що призводить до тяжких, трагічних наслідків;

**зона надзвичайної ситуації** – територія, де склалася надзвичайна ситуація;  
**водний об'єкт** – сформований природою або створений штучно об'єкт ландшафту, де зосереджуються води (озеро, річка, море, водосховище, канал тощо);

**аварійнорятувальна служба** – сукупність організаційно об'єднаних органів управління, сил та засобів, призначених для вирішення завдань щодо запобігання та ліквідації надзвичайних ситуацій техногенного і природного характеру та окремих їх наслідків, проведення пошукових, аварійнорятувальних та інших невідкладних робіт;

**професійна аварійнорятувальна служба** – аварійнорятувальна служба, особовий склад якої працює на постійній основі, яка передбачає спеціальну фізичну та психологічну підготовку особового складу;

**спеціалізована аварійнорятувальна служба** – професійна аварійнорятувальна служба, що має підготовлений і споряджений особовий склад для ліквідації окремих класів і підкласів надзвичайних ситуацій (гасіння газових фонтанів, надання медичної допомоги потерпілим, водолазні роботи тощо) та відповідні аварійнорятувальні засоби;

**аварійнорятувальне формування** – структурний підрозділ аварійнорятувальної служби, призначений для проведення аварійнорятувальних робіт;

**рятувальник** – особа, яка має відповідну підготовку, атестована на здатність до проведення аварійнорятувальних робіт і безпосередньо бере у них участь, має спеціальну фізичну та психологічну підготовку та відповідає за її підтримання;

**аварійнорятувальні засоби** – технічні засоби спеціального призначення, науковотехнічна продукція та інші об'єкти права інтелектуальної власності (засоби зв'язку, техніка, обладнання, спорядження, матеріали, відео, кіно, фотоматеріали з технології проведення аварійнорятувальних робіт, програмні

продукти і бази даних та інші засоби), які використовуються під час проведення аварійнорятувальних робіт;

**аварійнорятувальні роботи** – роботи, спрямовані на пошук, рятування і захист людей (у тому числі подання їм невідкладної допомоги), а також матеріальних і культурних цінностей та захист довкілля під час виникнення надзвичайних ситуацій, що потребують залучення працівників, які мають спеціальну підготовку, засоби індивідуального захисту та оснащення.

## UNIT 4

### DISASTERS AND INCIDENTS

**Natural Hazards**, dangers arising from natural circumstances that threaten the wellbeing of humans and/or the environment. These are normally taken as hazards arising from geological or climatic phenomena and thus exclude medical hazards resulting from pathogens. It is important to distinguish hazard from risk, with which it is often confused, the latter being the probability of the hazard occurring. The most familiar and publicized hazards are those which take place spasmodically, often of catastrophic dimensions. In addition, however, there are hazards of a continuous nature which are less obvious, such as natural radioactivity or naturally occurring toxic metals in the environment. There are numerous man-made hazards, both continuous and spasmodic, which can be comparable in impact to the more severe natural hazards, for example the Chernobyl accident. Furthermore, some natural hazards can be exacerbated by human activity, such as flooding resulting from the destruction of forests. Central to the study of hazards, therefore, are the fundamental issues underpinning environmental science, namely how to identify what is natural, what is man-made, and what is a combination of the two. Important factors used in characterizing hazards are: the area of damage, intensity of impact, duration of impact, rate of onset, and predictability. An important concept in terms of predictability is the return period, which represents the average period of time for an event of a given magnitude to recur. Public perception of the seriousness of a hazard is influenced by many factors, but in general a hazard is more acceptable if a relatively small amount of damage takes place frequently compared with a large degree of damage occurring infrequently.

Natural hazards mainly occur in their most severe form in developing countries, which partly reflects climatic conditions of the tropics, partly the location of geological hazards, and partly poorer infrastructure in terms of human and environmental protection. The most spectacular natural hazards are earthquakes and the eruption of volcanoes, both of which follow crustal plate boundaries and are consequently characteristic of certain areas, in particular the Pacific Rim. The relative size of an earthquake is measured on the Richter scale, which has a practical limitation of 9 points. In California it has been estimated that an earthquake with a force greater than Richter scale 8 will occur once every 100 years, such as destroyed much of San Francisco in 1906. The most severe earthquake in recent years killed 750,000 people in Tangshan, China in 1976. Volcanic eruptions can have massive effects on a global as well as local scale. For example, the explosion of Krakatau in 1883 discharged ash up to 80 km high which encircled the Earth within two weeks, leading to a fall in solar radiation at ground level and spectacular sunsets for several years. Volcanoes vary greatly in their frequency of eruption, with 20 per cent erupting less than once every 100 years and 2 per cent less than once every 10,000 years. Damage to the environment by volcanoes arises not only from lava and mudflows, but also from deposition of ash and the release of toxic gases. Another major hazard produced by earthquakes and volcanic eruptions are tsunamis, enormous waves which reach maximum

height near the shore where they can cause massive damage and loss of life. Climatic hazards include storms of various types, damage to coastlines by ice or wave action, droughts, floods, snow, hail, lightning, and natural fires. Tropical hurricanes are the worst and most widespread natural hazard, causing damage not only directly by wind action but also by flooding. The most serious incident in recent years resulted in 500,000 deaths in Bangladesh in 1970, while flooding of the Yangzi River in China following typhoons killed 40-50 million people in the mid-19th century. Tornadoes are rapidly rotating circular storms, particularly prevalent in the United States, which cause substantial damage by lifting large objects into the air and moving them some distance. Floods and droughts are often closely linked in both space and time, with many parts of the tropics having alternating wet and dry seasons. Human interference has increased the severity of flooding in some areas, due to changes in land use such as urbanization and deforestation. Increased incidence of drought has caused major civilizations to collapse in the past and currently much of Africa is becoming drier, particularly on the fringes of the Sahara, where the problem is exacerbated by poor farming practices and over-exploitation of fuelwood. While most serious fires are man-made, natural fires caused by lightning, such as forest fires, can cause widespread devastation. However, these can play a vital role in the ecology of dry areas, releasing nutrients from vegetation back into the soil.

Continuously occurring or chronic natural hazards are often unrecognized as such and difficult to identify, but may adversely affect large numbers of people. In many cases they are comparable in their potential for damage to pollution, which is a man-made phenomenon. One such hazard, which has only recently been recognized as widespread, is radon, a radioactive gas associated with certain rock types which seeps up through the Earth's surface into buildings. Currently it is estimated that in the United Kingdom 2,500 people per year die from radon-induced lung cancer. Another example is fluorine, which causes severe bone deformation (fluorosis) in people in India and China, arising from drinking water and food contamination from coal combustion respectively. Sometimes such hazards result from an environmental deficiency of an essential element; there is evidence that consumption of crops grown on soils low in selenium results in geochemical diseases of humans, in particular of the heart. Crops and livestock are also adversely affected by both deficiencies and excesses of natural geologically occurring elements, such as copper and zinc.

Many natural hazards, such as earthquakes, are unavoidable, but measures can be taken to minimize their impact. Thus buildings can be constructed to withstand earthquakes, flood impacts can be reduced by engineering solutions, involving water storage and embankments, and warnings and advice given to the public in advance of major storms. It is now recognized that many hazards are fairly predictable, often occurring on a cyclic basis associated with phenomena such as sun spots and the lunar orbit.

## *List of Vocabulary*

adversely – навпаки  
cancer – рак  
circumstances – обставини  
crops – зернові культури  
currently - зараз, на сьогодні  
deficiency – відсутність, недостатня кількість  
devastation – спустошення, розорення  
dimensions – розміри  
discharge – випускати, виділяти  
embankments – спорудження насипу, дамба  
exacerbate – загострювати, ускладнювати  
fluorine – фтор  
fringe – межа, віддалена територія  
hail – град  
latter – останній  
livestock – худоба  
lung – легені  
magnitude – розмір, важливість, значення  
mudflow – сель  
nutrient – корисна речовина  
onset – натиск, напад, атака  
pathogens – хвороботворні мікроорганізми  
predictability – попереджувальність  
recur – повторитися, виникнути знову  
respectively – відповідно  
selenium – селен  
spasmodically – нерегулярно, несподівано  
spectacular – вражаючий  
threaten – загрожувати  
underpin – підкріплювати, підтримувати  
vegetation – рослинність

### **1. Ask questions using the following words and word combinations:**

rescue operation, nuclear accidents, environmental degradation, natural hazards, collapse, locust swarms, sea level rise, desertification climate change, gas leaks, emergency operation.

### **2. Define the part of speech the italicized words are and say how they are formed. Translate the word combinations into Ukrainian.**

### **3. Match the words in the left column with their explanations in the right column.**



1. incident	a) a large destructive sea wave generated by an earthquake or volcanic eruption.
2. tsunami	b) to fall down or apart when the component parts cease to support one another.
3. harm	c) violently rushing stream; a great downpour of rain or great flow of a fluid.
4. accident	d) a mountain out of which hot melted rock, gas, steam, and ash sometimes burst through a hole called; a crater, coming up from inside the earth.
5. landslide	e) the slipping down from a hillside or cliff of masses of earth and rock
6. collapse	f) a disease which becomes widespread in a particular place at a particular time.
7. volcano	g) injury, hurt
8. strike	h) to damage or destroy; to come suddenly and esp. violently
9. epidemic	i) a mishap; a chance event commonly catastrophe, subbering or damage.
10. torrent	

**4. Pick out the words from the text which may be grouped under the heading «disaster», «hazard», «accident»**

**5. Match word in column A with word in column B to born compound noun. Sometimes there is more than are possibility. Use a dictionary to check whether they are written as one world too words as Hyphenated Write out the compound nouns in column C.**

A	B	C
Air	Colour	
Water	Conditioning	
Fire	Drill	
Land	Mark	
	Melon	
	Ship	
	Fall	
	Brigade	
	scape	
	Raid	
	Work	
	Shed	
	Slide	
	Escape	
	Lift	

Arms  
Wings

**6. Match the words in the left column with their explanations in the right column:**

1. A pile –up	a) anger or violence between drivers because of difficult driving conditions
2. Type trend	b) Two vehicles hitting each other directly in the front
3. crash-landing	c) waste gases produced by the vehicle
4. hijack (highjack)	d) the depth of the grooves in the type rubber
5. exhaust (emission)	e) line of slow or stopped traffic
6. crash	f) crash between several or many cast
7. a head-on collision	g) a falling to earth of aircraft
8. tailback	h) a collision of vehicles or a vehicle with an obstacle
9. Road rage	i) to steal something while it in transit

**7. Match the words in the left column with their explanations in the right column:**

1. storm	a) very bad weather in which there is heavy rain, strong wind and often thunder and lightning.
2. earthguare	b) a great mass of snow, Ice, earth, rocks etc. Which breaks away on a mountainside and pours down the slope
3. hurricane	c) a cyclone with wind velocities exceeding 73 and often reaching over 100 miles per hour, usually covering a large area and accompanied by thunder, lightning and heavy rain, occurring esp. In the West Indies and Gulf of Mexico.
4. cyclone	d) a large quantity of water covering what is usually dry land, as the result of a river or sea`s flowing over its usual limits, the breaking of a dam, a tidal wave, or a strong wind which drives waves inland
5. flood	e) a violet, whirling wind accompanied by a funnel shaped cloud, small in diameter and appearing to grow down from dark cumulonimbus clouds. They are terrible destructive, occur most frequently in the central Missisipi vally.
6. tornado	f) a very heavy fall of snow, usually when there is a lot of wind blowing at the same time.

7.avalanche	g)a pressure wave in the earth`s crust caused by a deep-seated disturbance.
8.snowstorm	h)a region of low atmospheric pressure characterized by rotating winds in middle and high latitudes called a depression or low.

**8. You are going to read some information about accidents and disasters. Answers for questions choose from the extracts. Some of the extracts may be chosen more than once. When more than one answer is required, these may be given in any order. The first one has been done as an example.**

**Which article(s):**

- refers to several different countries?
- refers to the 21st century?
- are about road safety?
- is about natural disasters?
- says someone's mistake caused the disaster?
- says that people in cars are safer than people on foot?
- say that road accidents will continue to increase?
- talks about pollution and illness(es)?
- refers to a **memorial service**?
- talks about money and property loss?
- points out a contrast?
- describes an accident which happened underground?
- mention poorer countries?

**DEADLY DRIVING**

Around the world, people ignore dangers on the roads and drive as if they believe that they could never be involved in a traffic accident. Whether riding a motorcycle or driving a car or lorry, many don't seem to care about safety.

The number of road deaths is expected to increase dramatically in the next twenty-five years, especially in **developing countries**. A recent report by the World Health Organisation points out that, in 1990, road accidents were ninth on the list of causes of death worldwide. Sadly, the report predicts that by the year 2020 they will be third on the list, and there is fear that the situation might get even worse

**THE HARM NATURE CAN DO**

A few years ago, in the space of less than a year, Australia suffered **drought, dust storms** and fires, while North and South America were subjected to **torrential rain**, rising sea levels and widespread flooding. The Mississippi River rose dangerously high, and Californians **endured** a winter of unusually **high tides**

and violent storms. Ten thousand homes were damaged or I destroyed in California, and farm losses **totalled** half a billion dollars.

Ecuador and Peru were also hard hit. Thousands of Ecuadorians lost their homes, meaning that they had no choice but to live in **slums** and **shanty towns**. In the slums, bad **sanitary** conditions turned their water a filthy green and disease spread rapidly. Ecuador, already a poor country, lost **crops** and property valued at 400 million dollars. In Peru, floods and **landslides** left 600 people dead.

### MINING TRAGEDY AT MARCINELLE

In August 1956, after a fire in one of the **pits**, 265 people choked to death in a matter of minutes in the mine of Bois de Cazier at Marcinelle. More than half of the victims were **immigrant workers**. According to the official report, the accident had been caused by human error. The fire started at eight o'clock in the morning and tragedy was **unavoidable** because the great majority of miners were working without oxygen masks, meaning there was no escape from the thick smoke filling the mine. **Consecutive shifts** of rescue workers worked hard for fifteen days, but tragically only a small number of miners were rescued.

Every year the disaster is marked by a remembrance service at Marcinelle Cemetery in memory of the victims of the accident.

### SAFE FROM CARELESS DRIVING

The number of road deaths and serious injuries among car users has fallen by twenty-three per cent in recent years thanks to the increased use of seatbelts. At the same time, the number of **slight injuries** has risen by fifty per cent, which indicates that the number of road accidents in general is in fact going up. The main reason for the fall in road deaths in Britain is that more people are choosing to travel by car rather than risk cycling or walking along busy roads. Because people in cars are more protected from the force of any **impact**, they are less likely to be seriously injured than people on foot. It seems, then, that as long as drivers continue to be careless, self-protection is the key to surviving today's traffic.

**9. Look at the words in bold in the extracts and try to explain them.**

**10. Choose the correct item.**

- 1). The \_\_\_\_\_ statement reported the survival of fifty people.  
*A high      B official      C legal      D top*
- 2). His yacht and mansion have been \_\_\_\_\_ at £6 million.  
*A valued      B cost      C prized      D counted*
- 3). She nearly \_\_\_\_\_ on her sandwich as she was eating very fast.  
*A suffocated      B drowned      C fainted      D choked*
- 4). The secretary corrected all the \_\_\_\_\_ in the computer printout.

- A errors    B drawbacks    C gaps    D prints*
- 5). Fortunately, he suffered no \_\_\_\_\_ in the accident.
- A wounds    B pains    C injuries    D damages*
- 6). The use of unleaded petrol has \_\_\_\_\_ in recent years.
- A grown up    B enlarged    C increased    D extended*
- 7). People who suffer from lung \_\_\_\_\_ should not smoke.
- A sickness    B disease    C illness    D ill health*

**11. First, match the verbs in the list with the four types of disasters, then choose any five of them and make sentences as in the example.**

*fire, car accident, flood, earthquake*

- |                   |                   |              |                   |
|-------------------|-------------------|--------------|-------------------|
| <i>spread</i>     | <i>bump</i>       | <i>catch</i> | <i>collide</i>    |
| <i>strike</i>     | <i>crash into</i> | <i>drawn</i> | <i>accelerate</i> |
| <i>rock</i>       | <i>put out</i>    | <i>bum</i>   | <i>collapse</i>   |
| <i>sweep away</i> | <i>pour</i>       | <i>brake</i> | <i>wash away</i>  |
| <i>overflow</i>   | <i>ram</i>        | <i>sway</i>  | <i>shake</i>      |

*e.g. The fire spread quickly to the other floors.*

**12. Now, choose verbs from the list above to fill in the gaps in the following extracts from reports or witness statements. Guess what type of accident or disaster is being described in each.**

**A** "Many people and animals are known to have d\_\_\_\_\_ as they were w\_\_\_\_\_ a\_\_\_\_\_ down streets which turned into fast-flowing rivers."

**B** "The ground began to s\_\_\_\_\_ violently. The tops of buildings seemed to s\_\_\_\_\_ and then they started to c\_\_\_\_\_ around us."

**C** "It s\_\_\_\_\_. so quickly that within minutes the building had turned into an inferno. Several floors were completely b\_\_\_\_\_ out. Help soon arrived, though, and the blaze was p\_\_\_\_\_ o\_\_\_\_\_ after a few hours."

**13. Fill in the gaps with the words below.**

*trauma, wound, injury, harm, damage, breakage*

- 1) Motorcyclists without helmets run the risk of serious\_\_\_\_\_
- 2) The fire caused so much \_\_\_\_\_ to the house that the owners had to have it rebuilt.
- 3) I think that it will be hard for Andy to recover from the \_\_\_\_\_ of witnessing such a terrible accident at such a young age.
- 4) The soldier had a deep bullet\_\_\_\_\_ in his leg and was desperately calling out for help.
- 5) Miraculously, the collapsed roof did no serious \_\_\_\_\_ to the little girl who had been hiding under the bed.
- 6) These fragile items are insured against\_\_\_\_\_

**14. Fill in the gaps with the correct form of the verbs in the list.**

*repair, cure, heal, treat*

The cut on my knee \_\_\_\_\_ well, but I've got a scar now.

Grandma's remedy of hot tea and honey managed to \_\_\_\_\_ my sore throat.

The doctor \_\_\_\_\_ the patient for minor burns and bruises.

The cottage roof collapsed during the earthquake, so they had to \_\_\_\_\_ it.

**15. Match the beginnings with the endings and say whether they are parts of a story or a newspaper report, justifying your answers. Think of suitable headings for the news reports.**

<i><b>BEGINNINGS...</b></i>	<i><b>...ENDINGS</b></i>
1) A newly-built medical centre collapsed in last night's hurricane. The Mary Rose Centre in Pinner, North London was completed only two months ago but is now only a heap of concrete and twisted steel.	A) Everyone breathed a sigh of relief as the police officers handcuffed the man and led him away. 11 couldn't believe what had just happened. We left the restaurant as soon as we could after our jewellery and money had been returned to us.
2) We entered the busy restaurant at lunchtime. It was packed but we soon found a table and sat down. It was so noisy and crowded that we didn't notice the peculiar man sitting behind us.	B) Steven was taken to the local hospital where he was found to be suffering from shock. He later said, 'Til never climb anything so high again and I'll definitely stay away from birds' nests in future.'
3) On a stormy day in September, Christopher left his home town-to go to university in another city. "Don't forget to call us when you get there!", his mum shouted as the train pulled away from the platform.	C) An investigation is currently being carried out to discover why the structure of the building was so weak. Details of this will be released in due course.
4) A 14-year-old boy was rescued from a cliff face in Hunstanton yesterday. The boy, Stephen Matthews, had climbed up the cliff to look at a bird, but got trapped. He was saved by a rescue team which managed to reach him by helicopter.	D) I looked up at the clock. It was 5 p.m. I gathered my things, put on my coat and walked to the lift. I felt tired and hungry, and I just wanted to get home. The doors of the lift opened and I stepped in. As it was going down, it stopped suddenly and the lights went out. It was stuck. "Why me?" I thought,

	as I angrily pressed the alarm button.
5) Rescuers are continuing their search for six men who have been lost at sea. Yesterday morning at 10:30 the cruiser <i>Deep Blue</i> sent out a distress signal to the coastguard and then disappeared from the radar screens thirty miles off the south-west coast of Ireland.	E) Brian Wilkins, who examined the wreck, said the <i>Deep Blue</i> had been "an accident waiting to happen" and should not have been at sea. Rescuers are continuing their search for the six missing crew members.
6) "Watch where you're going, lady!", the man shouted and quickly drove away. I held my umbrella tightly, stepped back, and waited for the traffic light to change. Somehow I knew this was going to be a miserable day.	F) Finally, after a long trip, he arrived at Middleton Station, tired and exhausted. He was glad that he had made it there alive.

**16. Fill in the correct preposition.**

- 1 Little Tommy was so afraid \_\_\_\_\_ the toy lion his grandmother gave him that his parents had to get rid \_\_\_\_\_ it.
- 2 Claire's bad behaviour at school resulted \_\_\_\_\_ her being expelled.
- 3 Jane is terrified \_\_\_\_\_ dogs. When she was young, she would always cling \_\_\_\_\_ her parents if there were any around.
- 4 The schoolchildren were restricted \_\_\_\_\_ the playground, but some disobeyed this rule. This led \_\_\_\_\_ them being severely punished.
- 5 I'll deal \_\_\_\_\_ it as soon as I finish typing the report.

**17. Match the idioms with their definitions.**

<b>IDIOMS</b>	<b>DEFINITIONS</b>
1) head for a fall	A) to work or try extremely hard
2) break one's back	B) to do sth which will result in failure
3) have/get one's fingers burnt	C) from a bad situation to one that is worse
4) lightning never strikes in the same place twice	D) the same accident/disaster won't happen to the same person twice
5) out of the frying pan and into the fire	E) to suffer because of doing sth without first considering the (usu negative) results

18. Look at the picture and say what *may / will happen* to the man if he finds gold.

e.g. A: *If he finds gold, he'll become rich.*

B: *If he becomes rich, he'll buy a car*



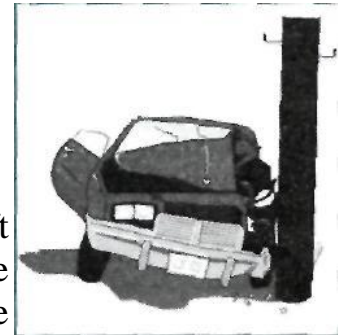
19. Look at the picture and say what *might (not)/ would (not) happen* if the ice-skater didn't follow a healthy diet.



e.g. A: *If she didn't follow a healthy diet, she wouldn't be fit.*

B: *If she weren't fit, she wouldn't be able to practice on the rink*

20. Look at the picture, read the text and then say how the problems of Mr. Brown's day *could/ might have been avoided*.



Mr. Brown woke up late yesterday morning, so he left the house in a hurry. As he was speeding down the road, he didn't see the rubbish bin lying in the middle of the street. He didn't have the time to avoid the bin so he crashed into a tree. He suffered shock. The ambulance wasn't called immediately, so he arrived at the hospital two hours later. The doctors were on strike, so he didn't receive immediate treatment. Finally, after a five-hour delay, he arrived at his office. His boss was very angry with him.

e.g. A: *If Mr. Brown hadn't woken up late yesterday morning, he wouldn't have left the house in a hurry.*

B: *If he hadn't left the house, in a hurry, he wouldn't have been speeding down the road*

21. For questions 1-15, read the text below and fill in the gaps with one word. The first has been done as an example.

In the fourth century B.C. the Greek philosopher, Plato, wrote about a(n) (0) .A., civilization called Atlantis which he claimed existed long before the ancient



civilized (1) .... of the Middle East or Egypt. Atlantis was thought to have been a huge island (2) .... to the west of Europe which had an extremely advanced civilization whose empire stretched as (3) .... as Greece and Egypt. However, (4).... to Plato, the island and its people disappeared into the ocean around 11,500 years ago as a result of an enormous earthquake.

Since Plato first wrote about Atlantis, many attempts have been (5).... to find the island, all of which have been unsuccessful. As a result, it is now (6) .... believed that Plato invented the place and its people. In spite of this, there are still those who think there might have been some (7) .... in what Plato said. They believe that some Atlanteans escaped the destruction of the island and (8) .... on their knowledge to the Egyptians, who later (9) .... their own advanced civilization. There is a possibility that these believers might be (10) ....., as ancient Egyptian records report that there was a massive volcanic eruption (11) .... the Greek island of Thira in about 1500 B.C. which (12) .... a number of severe earthquakes.

The debate (13) .... the existence of Atlantis seems (14) .... to continue until scientists or archaeologists settle the argument one (15) .... or another. In the mean time, however, we can do nothing but speculate about what a great civilisation it may have been.

- |               |              |               |               |
|---------------|--------------|---------------|---------------|
| A mysterious  | B antique    | C elderly     | D odd         |
| A unions      | B clubs      | C groups      | D societies   |
| A put         | B situated   | C founded     | D based       |
| A large       | B long       | C away        | D far         |
| A saying      | B following  | C according   | D due         |
| A made        | B tried      | C done        | D happened    |
| A widely      | B thickly    | C extremely   | D lot         |
| A mistake     | B truth      | C base        | D correctness |
| A gave        | B passed     | C offered     | D promoted    |
| A formed      | B found      | C made        | D did         |
| 10A real      | B exact      | C true        | D right       |
| 11A on        | B in         | C to          | D onto        |
| 12A made      | B led        | C occurred    | D caused      |
| 13A affecting | B concerning | C influencing | D questioning |
| 14A steady    | B put        | C set         | D fixed       |
| 15A way       | B manner     | C reason      | D solution    |

22. Complete the sentences using the words in bold. Use two to five words. The first one has been done as an example.

- 1) The telephone was disconnected due to the heavy storm  
**off** The telephone *was cut off* due to the heavy storm.
- 2) You should reduce your consumption of alcohol.  
**down** You should \_\_\_\_\_ alcohol.
- 3) She was such a friendly person that everybody liked her.  
**so** She was \_\_\_\_\_ everybody liked her.

4) Lucy hasn't finished typing the letters yet.

**is** Lucy \_\_\_\_\_ the letters.

I'd rather stay in than go to that noisy party.

**prefer** I'd \_\_\_\_\_ than go to that noisy party.

It's such a pity James has decided to go abroad.

**wish** I \_\_\_\_\_ to go abroad.

"You hid the photo on purpose!" she said to him.

**of** She \_\_\_\_\_ the photo on purpose.

Why didn't he tell us he would be away?

**should** He \_\_\_\_\_ he would be away.

I won't go to the cinema unless he comes with me.

**come** I won't go to the cinema \_\_\_\_\_ with me.

10) "Do you remember her name?" he asked me.

**if** He asked me \_\_\_\_\_ her name.

They didn't call an ambulance and now it's too late.

**called** If only \_\_\_\_\_ an ambulance.

**23. Cross out the unnecessary words, or put a tick (✓) next to the correct lines as in the example.**

- 0 Six seven-year-old schoolchildren had a frightening ✓  
00 experience at the city museum yesterday about when
- 1) one of the lifts has broke down between the first
  - 2) and second floors. The schoolchildren they were
  - 3) visiting to the museum with their teacher, Ann Watson.
  - 4) They were being on their way to the second floor to see
  - 5) the dinosaur exhibition when the lift began
  - 6) to shake before it coming to a complete halt.
  - 7) Their cries for to help were heard by the
  - 8) curator of the museum, Mr Harold Edwardson.
  - 9) Firemen arrived at the scene of the accident within
  - 10) minutes and managed to free the six youngsters.
  - 11) Miss Ann Watson had commented afterwards:
  - 12) "The children were very brave, even although it
  - 13) was a terrifying experience for all them." Little
  - 14) Tommy Brown said: "In the beginning we were
  - 15) scared of, but after a while we were all okay."

**24. Complete the following text with the correct words derived from the words in bold. The first one has been done as an example.**

The island of Madagascar was in a state of total (0) ...*devastation*... (*devastate*) yesterday after Hurricane Geralda wrecked millions of dollars worth of land and property over a two-day period.

The island was lashed by (1) \_\_\_\_\_ (*torrent*) rain and winds of up to 350 kilometres per hour (220 miles per hour). Seventy people were killed and 500,000 were left (2) \_\_\_\_\_ (*home*). In the city of Toamasina alone, 80,000 people lost their homes.

The main (3) \_\_\_\_\_ (*commerce*) port of the island was almost destroyed and 70 per cent of the island's farmland was completely (4) \_\_\_\_\_ (*flood*). There were (5) \_\_\_\_\_ (*heartbreak*) scenes as people returned to the (6) \_\_\_\_\_ (*flatten*) ruins that were once their homes.

Hurricanes gather speed and strength over water, and Geralda travelled over a large area of water before it hit the island of Madagascar. This is part of the reason why the storm struck so (7) \_\_\_\_\_ (*severe*).

Experts say that earlier (8) \_\_\_\_\_ (*warn*) would not have prevented the damage, but steps are now being taken to reinforce many of the (9) \_\_\_\_\_ (*damage*) areas in order to be better prepared should such a (10) \_\_\_\_\_ (*power*) storm hit again.

**25. Read the following text about fallout and match the headlines given in the box to the appropriate paragraph.**

**Fallout** is radioactive material that settles over the earth's surface following a nuclear explosion in the atmosphere. It consists of atoms known as *radioactive isotopes* or *radioisotopes*. These isotopes form from the *fission* (splitting) of uranium or plutonium in a nuclear weapon. Radioisotopes also form when radiation that results from the explosion causes other atoms nearby to become radioactive.

After the explosion, the radioisotopes in the air, on the ground, and in the bodies of human beings and other organisms *decay* (break down) into more stable isotopes. They do so by emitting radiation in the form of alpha particles, beta particles, and gamma rays. Exposure to large amounts of radiation can result in immediate sickness and even death. Exposure to radiation over longer periods can cause cancer and damage genes.

The testing of nuclear weapons in the atmosphere once produced large amounts of fallout. Today, fallout has been almost eliminated by underground testing. However, a serious accident in a nuclear reactor can release the same radioisotopes that occur in fallout. In 1986, an explosion and fire at the Chernobyl nuclear power plant in Ukraine released radioisotopes that scattered across the Western Hemisphere.

**How fallout is produced.** All nuclear explosions produce a giant fireball of intensely hot gases. Everything inside the fireball or in contact with it is *vaporized* (turned into a gas). When an explosion occurs close to the earth's surface, the fireball vaporizes soil, vegetation, and buildings. It then begins to rise, carrying the vaporized material with it. As the fireball rises, a low-pressure area forms beneath it. Air rushes in to fill this partial vacuum carrying along with it dust, dirt, and other small particles. Much of this debris may be lifted up through the atmosphere along with the fireball.

As the vaporized materials rise and cool, some of them condense into solid particles. Atoms of the various radioactive elements produced by the explosion cling to these particles. These radioisotopes eventually return to the earth as fallout. Fallout particles range in size from fine invisible dust to ash of snowflake size.

**The fallout hazard.** Fallout can be dangerous to plants, animals, and people because of the radioactive elements it contains. These elements include about 200 isotopes of more than 30 chemical elements produced by a nuclear explosion.

The radioisotopes in fallout give off radiation for varying periods of time. Most fallout radioactivity dies off in a matter of hours or days. As a result, the radioactivity at the end of two weeks is only one-thousandth as strong as the radioactivity one hour after the nuclear explosion. But even at the end of two weeks, local fallout can be so intense that it remains a serious hazard. A few of the fallout elements continue to give off radiation over a long period. For example, the radioisotope strontium 90 loses half its radioactive strength every 28 years, and the radioisotope cesium 137 loses half its strength every 30 years. The possibility of nuclear war has caused people to think about the danger of local fallout. This type of fallout involves a twofold problem. First, there is the danger of radiation that is emitted by the radioactive debris on the ground. People can best protect themselves from this radiation by taking refuge in underground fallout shelters. For example, 3 feet (91 centimeters) of earth overhead will reduce the radiation's intensity to one-thousandth of its original intensity.

Second, there is the danger that certain fallout elements may enter the human body through breathing and eating. For example, milk is a route by which the radioisotopes iodine 131 and strontium 90 enter the body. First, fallout descends on grass. Next, cows eat the grass. Some of the radioisotopes are then transferred to the cows' milk. Anyone who drinks the contaminated milk takes in iodine 131, which collects in the thyroid, and strontium 90, which is absorbed by the bones.

Foods are contaminated by the direct deposit of fallout on plants and by the slow uptake of radioisotopes in soil by the plants' roots. The behavior of radioisotopes in the environment depends partly on the chemical properties of the element. For example, bones in the body can absorb strontium-90 because strontium and calcium have certain similar chemical properties.

**History.** From the mid-1940's to the early 1960's, the United States, the Soviet Union, and a few other nations exploded many experimental nuclear weapons. As a result, distant fallout increased to alarming levels. In 1963, more than 100 nations, including the United States and the Soviet Union, signed a treaty that banned the testing of nuclear weapons everywhere but underground. Fallout then decreased greatly. China and France did not sign the treaty. They later stopped testing nuclear weapons aboveground.

**Fallout shelter** is a building or an underground area that protects people from nuclear fallout. A nuclear explosion scatters bits of radioactive

material into the air. Within a few hours, the fallout particles settle over hundreds of square miles or square kilometers. Fallout gives off radiation that can cause burns, illness, or even death.

People can protect themselves from fallout by taking shelter in a building made of such heavy materials as brick, concrete, or stone. Any such building blocks most of the radiation and can serve as a fallout shelter. Underground areas, including mines and tunnels, also provide protection from fallout.

The United States government has designated many buildings and underground areas as public fallout shelters. Many public shelters have been set up in the basements of apartment and office buildings, factories, schools, and other large structures, or in windowless central areas aboveground. Other public fallout shelters are in subway-train tunnels or other underground areas. In the United States, public fallout shelters are marked by a black-and-yellow sign.

The U.S. public fallout shelter program began in 1961. This program is now the responsibility of the Federal Emergency Management Agency (FEMA), an independent agency established in 1979. Public fallout shelters have also been established by the governments of many other countries, including Denmark, Finland, Sweden, and Switzerland.

A family may build its own fallout shelter in a basement or outside the home. Underground shelters provide the most protection from radiation. Plans for home fallout shelters may be obtained from the Federal Emergency Management Agency, Washington, DC 20472.

## **26. Answer the questions**

1. What is radioactive material?
2. When do radioisotopes form?
3. In what form do radioisotopes emit radiation?
4. Exposure to radiation can cause cancer, can't it?
5. What has underground testing done to fallout?
6. What scattered across the Western Hemisphere in 1986?
7. What do all nuclear explosions produce?
8. What can the fireball vaporize?
9. What forms under the fireball when it rises?
10. What may be lifted up through the atmosphere along with the fireball?
11. What happens to the vaporized materials?
12. How is fallout described?
13. What can be considered local fallout?
14. What are hot spot?
15. What does distant fallout consist of?
16. Where do winds generally blow in an eastward direction?
17. What may carry fallout to the earth?
18. Why is fallout hazardous?

19. In what way can people protect themselves from radiation?
20. Why did distant fallout increase to alarming levels in early 1960's? Was it eliminated?
21. What materials should be used for construction of fallout shelter?
22. What other buildings can provide protection from fallout?
23. What can be obtained from the Federal Emergency Management agency in Washington?

**27. Read the following headlines and guess what type of accident or disaster they describe. Say what may have happened in each incident.**

1. Torrential rain in most areas
2. Crimea-Fire on mount Ai-Petri put out
3. Bad weather hits farmers
4. Ukraine leader diverts plane, fights fire
5. Piecemeal conservation, ineffective - national policy needed, says new report
6. Typhoon rips through town
7. Expert reveals new mobile dangers
8. Governing party in bid to improve "green credentials"
9. Sustainable development-the only answer for emerging countries, says UN commission
10. Train Crash Emits Phosphoric gas
11. 10 die in Moscow nightclub blaze during 'fire show'
12. Blast hits Russian gas pipeline, EU supplies unaffected
13. California fire partly contained
14. Criminal case brought on fact of derailment of Dnepropetrovsk-Kyiv train
15. Firefighters in California are marking some progress in containing a forest fire, which has consumed more than 16,000 hectares (62sq miles)
16. Up to 13 dead in Ukraine gas blast: report
17. Massive Fire Destroys part Of Ukrainian Metro Station
18. Wildfires rage on across Greece

**28. Check your knowledge of the active vocabulary. Match the following English words and expressions to their Ukrainian equivalents.**

occur	розкладатися
debris	виставляти, піддавати дії
fission	траплятися, відбуватися
precipitation	зола, попіл
expose	осколки, уламки
shelter	осадження, осад
fallout	розкидати, посипати, розсіювати
decay	підняття, тех. вертикальний канал
eliminate	випадання радіоактивних осадків

uptake  
ash  
scatter

притулок, дах, покрив, прикриття  
усувати, виключати, знищувати, ліквідувати  
розщеплення, розділення, ділення атомного ядра

## 29. Correct the following statements.

Begin with:

- I am afraid that's wrong;
- you are not quite right;
- that's not quite so;
- I think you are mistaken;
- as far as I know;
- on the contrary;
- I don't think so;
- according to the text.

1. Radioisotopes can't be formed *nohen* radiation that result from the explosion influenced atoms nearby.
2. Underground testing can't eliminate fallout.
3. Not all nuclear explosions produce a giant fireball of intensely hot gases.
4. Fallout particles range in size from line invisible clust to ask of snowflake size.
5. In general, the intensity of radiation in an area decreases as the distance from the blast site decreases too.
6. Local fallout may settle over a smoothly shaped are, depending upon the winds that carry it.
7. In the most powerful nuclear exposures, much of the fallout may rise to the troposphere.
8. The radioisotopes in fallout give off radioation for definite periods of time.
9. Most of the fallout alements continue to give off radion over a long period.
10. The possibility of nuclear roar has caused people to think about the danger of distant fallout.
11. There is no danger that certain fallot elements may enter the human body through breathing and eating.
12. Subway- train tunnels or other underground areas aren't designated as public fallout shelters.

## 30. Match the words in the left column with their explanation in the right column:

Explosion	Is a ball of fire, e.g. one at the centre of a nuclear explosion?
Eliminate	An intensely burning fire or an active burning
Fission	A violent expansion, usually accompanied by noise, caused by a sudden release of energy from a very rapid chemical or nuclear reaction.

Fallout	The remnants of something broken to pieces
Precipitation	Means to remove something completely, especially when it something that you do not want or need.
Decay	Is the splitting of the nucleus of an atom to produce a large amount of energy or cause a large explosion?
Blaze	The often radioactive particles stirred up by or resulting from a nuclear explosion and descending through the atmosphere
Defies	Is a process in a chemical reaction which causes solid particles to become separation from a liquid?
Fireball	To decrease gradually in quantity, activity, or force.

**31. Match the words in the left column with their explanations in the right column**

hearing	Is a state of physical, mental, and social well-being.
respiration	Surroundings, specially the material and spiritual influences which affect the growth, development and existence of a living being.
noise pollution	The act of apprehending or the ability to apprehend sounds aurally.
contaminate	To make unhealthy impure.
pollute	Any of various processes by which an organism takes in air or dissolved gases, uses one or more of them in energy-producing chemical changes, and expels both the gaseous by-products of the changes and the unused part of the air or gas.
health	Expenditure of goods, materials etc. without proportionate result; deterioration or decay by use, misuse or lack of use; useless or damaged material produced during or left over from a manufacturing process;
waste	To infect with contagious disease; to pollute.
	Excessive noise in the environment, typically from planes, autos, industry.

**32. Render the texts in English.**

**Будьте вкрай обережні на воді!**

За вікном літо. Все більше хочеться покинути квартиру й відправитися на природу, здебільшого до лісу або річки. Тому на часі говорити про воду, а точніше про правила поводження людей на водоймах, аби відпочинок приносив радість. Усім відомо, що вода чудодійний засіб оздоровлення організму. Купання дає людині фізичне та моральне задоволення, допомагає



позбутися стресів. Але, на жаль, для деякого відпочинок біля води закінчується трагедією. Як уникнути трагедії на воді

### **Радіаційна небезпека**

Факторами небезпеки радіації є: забруднення навколишнього середовища, небезпека для всього живого, що опинилося на забрудненій місцевості (загибель людей, тварин, знищення посівів та ін.), внаслідок радіаційної аварії. Дії у випадку загрози виникнення радіаційної небезпеки: При оголошенні небезпечного стану не панікуйте, слухайте повідомлення

### **Повінь, паводок**

Фактори небезпеки повеней та паводків: руйнування будинків та будівель, мостів; розмив залізничних та автомобільних шляхів; аварій на інженерних мережах; знищення посівів; жертви серед населення та загибель тварин. Внаслідок повені, паводку починається просідання будинків та землі, виникають зсуви та обвали

### **Пожежа**

Щорічно внаслідок пожеж гине та страждає значна кількість людей. В дим та попіл перетворюються цінності на мільярди гривень. Якщо виникла пожежа - рахунок часу йде на секунди

### **Сель, лавина**

Сель характеризується значною руйнівною силою ґрунту, що насувається, виникає раптово, рухається зі швидкістю понад 10 м/с, може сягати понад 15 метрів заввишки. Лавина характеризується швидким, раптовим рухом снігу та (або) льоду вниз стрімкими схилами гір

### **Тонкий лід**

Запам'ятайте! Лід може підвести нас восени, взимку і навесні. Ці заходи дозволять вам знизити ризик від небезпеки на льоду. Заходи безпеки на льоду: Знайдіть для початку стежку або сліди на льоду. Якщо їх немає, позначте з берега маршрут свого руху

### **Землетрус**

Фактори небезпеки землетрусів: руйнування будівельних конструкцій будинків та споруд; руйнування на потенційно небезпечних об'єктах, нафто- та газопроводах; утворення завалів; руйнування систем життєзабезпечення та розлами земної кори. Додатковою небезпекою є повторні поштовхи

### **Хімічна небезпека**

Аварії (катастрофи) на підприємствах, транспорті та продуктопроводах можуть супроводжуватися викидом (виливом) в атмосферу і на прилеглу територію небезпечних хімічних речовин (НХР), таких як хлор, аміак, синильна кислота, фосген, сірчаний ангідрид та інші. Це являє серйозну небезпеку для населення, заражене повітря уражає органи дихання, а також очі, шкіру та інші органи

## UNIT 5

### DISASTER PSYCHOLOGY

When disaster strikes, physical assistance may be not only part of what survivors need. **Psychological First Aid** for disaster-induced stress and trauma may also be required. Severe cases will require the assistance of a mental health professional. For many, however, the best medicine you can provide may be a sympathetic ear.

**Disaster-induced stress and trauma are “normal” reactions to an “abnormal” situation.**

Disaster survivors normally experience a range of psychological and physiological reactions. Survivors’ reactions may become more intense as the amount of disruption to their lives increases. Strength and type of reaction varies with each person and depends upon several factors:

- Prior experience with the same or a similar event
- The intensity of the disruption
- The emotional strength of the individual
- Individual feelings that there is no escape, which sets the stage for panic
- The length of time that has elapsed since the event occurred

Survivors may go through distinct emotional phases following a disaster:

- In the **impact phase**, survivors do not panic and may, in fact, show no emotion. They do what they must to respond to the situation and keep themselves and their families alive.
- In the **inventory phase**, which immediately follows the event, survivors assess damage and try to locate other survivors. During this phase, routine social ties tend to be discarded in favor of the more functional relationships required for initial response activities such as searching out family members and seeking medical assistance.
- In the **rescue phase**, emergency services personnel are responding and survivors take direction from these groups without protest. They trust that rescuers will address their needs and that they can then put their lives back together quickly.
- In the **recovery phase**, survivors may believe that rescue efforts are not proceeding quickly enough. That feeling, combined with other emotional stressors (e.g., dealing with insurance adjusters and living in temporary accommodations), may cause survivors to pull together against those who are trying to help them.

Pre-empt some of the symptoms by taking good care of yourself!

- Try to rest a bit more.
- Eat well-balanced and regular meals (even when you don’t feel like it).
- Try to keep a reasonable level of activity - physical activity is often helpful.
- Reestablish a normal schedule as soon as possible. Fight against boredom.

- If you are alone, have someone stay with you for at least a few hours or periods of a day.
- Recurring thoughts, dreams, or flashbacks are normal - don't try to fight them. They'll decrease over time and become less painful.

Preparedness

Post-event psychological and physiological symptoms:

The intensity, timing, and duration of these responses will vary from person to person. They may be: acute or mild, immediate and/or delayed, cumulative in intensity.

*Psychological Symptoms:*

- Irritability or anger
- Self-blame, blaming others
- Isolation, withdrawal
- Fear of recurrence
- Feeling stunned, numb, or overwhelmed
- Feeling helpless
- Concentration and memory problems
- Sadness, depression, grief
- Denial
- Mood swings

*Physiological Symptoms:*

- Loss of appetite
- Headaches, chest pain
- Diarrhea, stomach pain, nausea
- Increase in alcohol or drug consumption
- Hyperactivity
- Nightmares
- Inability to sleep
- Fatigue, low energy

If the symptoms described above are severe or if they last longer than six weeks, the traumatized person may need professional counseling.

Emotional First Aid for Survivors:

Using these techniques will provide the survivor the initial comfort and support he/she needs in taking the first step toward recovery.

- *Establish Rapport.* Talk to the person. Encourage him or her to talk about his/her feelings as well as their physical needs.
- *Listen.* If the person has something to say, take the time to listen.
- *Empathize.* Show through your response that you understand the person's concerns or worries and that such feelings are to be expected.
- *Provide Confidentiality.* Respect the person's confidence. Don't repeat personal information to other people.
- Some of the following may also help to alleviate the emotional pain of a traumatic event:
  - Spend time with the traumatized person.

- Reassure them that they are safe.
- Offer your assistance even if they have not asked for help.
- Don't take their anger or other feelings personally.
  - Don't tell them that they are "lucky it wasn't worse" - they won't be consoled by this.

Instead, tell them that you are sorry such an event has occurred and you want to understand and assist them.

### "Humanizing" the disaster response:

In the aftermath of a disaster, rescue operations can be more responsive to both the survivors' and rescuers' psychological needs if their feelings are recognized. Psychologists encourage open, honest expression of emotions as a self-protection mechanism. To avoid "emotional overload," survivors and rescuers should be allowed to express their feelings openly, as long as doing so does not interfere with the rescue. Listen, but try not to take ownership of others' feelings.

### *List of Vocabulary*

acute – різкий, критичний  
 alleviate – полегшити  
 assess – оцінювати  
 boredom – сум, тоскність  
 chest pain – біль у грудях  
 denial – відмова, заперечення  
 disaster-induced – спричинений катастрофою  
 discard – відкидати, відмовлятися  
 event – подія  
 fatigue – стомленість, втома, апатія  
 feeling stunned – шоківий стан  
 grief – печаль, горе  
 headaches – головний біль  
 irritability – дратівливість, збудженість  
 mood swings – перепади настрою  
 nausea – нудота  
 numb – оніміння, оціпенілість  
 overload – перенавантаження  
 overwhelmed – вражений  
 physical assistance – фізична допомога  
 pre-empt – попереджувати, замінити  
 rapport – взаємозв'язок, взаєморозуміння  
 recurrence – повтор, повернення  
 sadness – сум, сумний настрій  
 survivors – ті, хто вижили (пережили, наприклад, катастрофу)  
 sympathetic ear – вислуховування повне співчуття і розуміння  
 timing – час, вибір часу, залежність від часу

**1. Answer the questions on the text:**

- What is disaster psychology?
- What does it involve?
- Why do we need disaster psychology and in what cases?
- Who needs help of psychologist during an emergency?
- What does psychologist should know for effective help?
- Who needs to take care about survivors health?
- What psychological and physiological symptoms can survivors have?

**2. Ask questions using the following words:**

survivors, recurrence, disaster-induced, physical assistance, stress and trauma, mental health professional.

**3. Define the part of speech from which each of words below was formed:**

timing, survivor, sadness, assistance, irritability, boredom, psychological, traumatized person.

**4. Read the text “Disaster Psychology” and make an outline using the following key words:**

survivors’ and rescuers’ psychological needs, stress and trauma, sympathetic ear, psychological symptoms , physiological symptoms.

**5. Fill the missing words from this list in the necessary form:**

*state personal stress problems to feel problems normal positive  
physiological anger to motivate aggression*

**Stress (psychology)**, an unpleasant ..... of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well-being. The word *stress* means different things to different people. Some people define ..... as events or situations that cause them to feel tension, pressure, or negative emotions such as anxiety and ..... Others view stress as the response to these situations. This response includes ..... changes—such as increased heart rate and muscle tension—as well as emotional and behavioral changes. However, most psychologists regard stress as a process involving a person’s interpretation and response to a threatening event.

Stress is a common experience. We may ..... stress when we are very busy, have important deadlines to meet, or have too little time to finish all of our

tasks. Often people experience stress because of ..... at work or in social relationships, such as a poor evaluation by a supervisor or an argument with a friend. Some people may be particularly vulnerable to stress in situations involving the threat of failure or personal humiliation. Others have extreme fears of objects or things associated with physical threats—such as snakes, illness, storms, or flying in an airplane—and become stressed when they encounter or think about these perceived threats. Major life events, such as the death of a loved one, can cause severe stress.

Stress can have both ..... and negative effects. Stress is a ....., adaptive reaction to threat. It signals danger and prepares us to take defensive action. Fear of things that pose realistic threats motivates us to deal with them or avoid them. Stress also ..... us to achieve and fuels creativity. Although stress may hinder performance on difficult tasks, moderate stress seems to improve motivation and performance on less complex tasks. In ..... relationships, stress often leads to less cooperation and more .....

If not managed appropriately, stress can lead to serious ..... Exposure to chronic stress can contribute to both physical illnesses, such as heart disease, and mental illnesses, such as anxiety disorders. The field of health psychology focuses in part on how stress affects bodily functioning and on how people can use stress management techniques to prevent or minimize disease.

## **6. Read and translate the text**

**Tsunami Help for Sri Lanka: Psychosocial Issues** (Saturday, January 01, 2005)

There are many reasons why people may be distressed and upset in the aftermath of the tsunami. Some of these reasons include the following:

1. Loss of family members, relatives, friends, personal belongings including the family home and property may sadden and shock people. This may be particularly upsetting for those who have lost their entire livelihoods.
2. Exposure to horrific events. Many people have witnessed or suffered very distressing and alarming experiences, which may cause shock, confusion, anxiety and alarm.
3. Ongoing risk of danger. Even in these last few days, there have been many alarms of further tsunamis, creating further panic and confusion amongst people.
4. Physical injury and illness to self or others. This may also cause people to be alarmed or worried. They may also not be able to take care of themselves or others as well as they would like to.
5. Living in a stressful and deprived environment. Refugee camps are often places without adequate food and water. They are often overcrowded and have poor sanitation facilities. People may be stressed because they have to share personal space with people they are unfamiliar with. There may quarrels or disagreements about how to share scarce resources. Some people maybe left out because they are not as forceful as others or come from socially ostracised groups.

Additionally, people from different communities and social backgrounds may find it difficult to live together.

It is important to note that people are normally expected to have stress reactions at this time. These are not signs of psychiatric impact or trauma and do not require psychiatric treatment. Most people are expected to have a normal recovery in the following weeks.

Psychosocial interventions should not interfere with the organisation of food, shelter, clothing, public health services and the control of communicable diseases in the areas affected by the tsunami. Apart from early psychosocial interventions, formal therapeutic activities geared towards recovery should not take place earlier than two to four weeks after the acute situation.

### **Suggestions for Supporting Psychosocial Wellbeing and Mental Health**

People will benefit from having reliable information about their family members and loved ones as soon as possible.

1. Set up a system such as a registry to keep track of names of people who have been found, who are in hospitals, who are in refugee camps or who have found shelter with relatives or friends

2. Have names and/or details of the system/registry so that people know where to call or contact regarding the location of their families or friends

3. Concerning unaccompanied children, the elderly and vulnerable groups such as those who have lost all or most of their family, help them to locate family members or other known people

Information about the following should be made available in uncomplicated language:

1. What are tsunamis, how and why they occur will be helpful for people to understand what has happened. However, people's understanding and explanation of the tsunami will also be linked to their religious and cultural beliefs regarding disasters and crises.

2. Signs indicating further tsunamis, and what to do in case these signs appear

3. Where to call or contact regarding reliable information on the possibility of further tsunamis

Information about the following should be made available in uncomplicated language:

1. Ongoing efforts to establish the safety of people in the tsunami-affected areas

2. Ongoing relief efforts, including what each organisation is doing and where they are located

3. Contact names and details of people to call regarding relief efforts, if people would like to donate things, bring relief, get relief or volunteer themselves

A good guideline for uncomplicated language is if local 12-year olds can understand the information.

## **7. Read questions and discuss given answers. Propose your own answers.**

**Question:**

Is there any psychological help for trauma victims of disasters (tsunami)?

**Answer:**

Disasters like the recent flood and earthquake (tsunami) affect a huge group of people in a life-threatening situation. The impact of these disasters is greatest in developing countries where sufficient reserves and resources are lacking for many people. Even with international support no planned strategies for such an event will be sufficient and many people do not have any access to psychological support.

The psychological impact of such a disaster may not only have consequences for the victims and their relatives but also for anyone who is caring for these people and offers help.

The most important task at first is to provide basic needs for these people, including food, drinking water, shelter, emergency medical help and more. But we must not forget the large psychological consequences of this kind of trauma event. Since sufficient psychiatric or psychotherapeutical help is present in most countries, the Internet may give at least some sort of basic information.

The experiences of people affected by the tsunami are terrible:

- your life and the lives of your relatives are threatened
- many relatives or close friends and colleagues may have died or are lost
- homelessness and loss of personal belongings
- somatic illness due to lack of water and food.

**Question:**

What are typical symptoms of Post Traumatic Stress Disorders?

**Answer:**

People who are exposed to a very scary or potentially dangerous event can develop a syndrome called Post Traumatic Stress Disorder (PTSD). Some of the symptoms can be very difficult to identify because they can also be part of other mental diseases or even somatic disorders. This includes insomnia or disturbed sleep, pains or other somatic syndromes like dizziness or gastrointestinal problems. However some of the most characteristic symptoms of PTSD include:

You have the feeling or experience, that the terrible event is happening all over again. This can be like a video, images, noises, smells or just thoughts. Usually these flashbacks come without any warning and you do not have control over it.

Nightmare and disturbed sleep with memories of the event.

Extreme tension or irritability.

you avoid certain situations, places or persons as a consequence of the traumatic event.

Any confrontation with the event causes emotional pain.

It is hard for you to trust other person or to join social activities. So a significant withdrawal of group situation might be a consequence.



You feel guilty or ashamed (e.g. because someone died and you are still alive).

**8. Look at these recommendations for psychologists and try to explain this division. Do you agree with it?**

**SOME DO'S AND DON'T'S**

**Do say:**

1. These are normal reactions to a disaster.
2. It is understandable that you feel this way.
3. You are not going crazy.
4. It wasn't your fault, you did the best you could.
5. Things may never be the same, but they will get better, and you will feel better.

**Don't say:**

1. It could have been worse.
2. You can always get another pet/car/house.
3. It's best if you just stay busy.
4. I know just how you feel.
5. You need to get on with your life.

**9. Match the words in the left column with their explanations in the right column:**

1. Disorientation	A. not eating, bathing or changing clothes, inability to manage activities of daily living
2. Depression	B. constantly on edge, restless, agitated, inability to sleep, frequent frightening nightmares, flashbacks and intrusive thoughts, obsessive fears of another disaster, excessive ruminations about the disaster – hearing voices, seeing visions, delusional
3. Anxiety	C. thinking, excessive preoccupation with an idea or thought, pronounced pressure of speech (e.g., talking rapidly with limited content continuity)
4. Mental Illness	D. dazed, memory loss, inability to give date or time, state where he or she is, recall events of the past 24 hours or understand what is happening
5. Inability to care for self	E. pervasive feelings of hopelessness and despair, unshakable feelings of worthlessness and inadequacy, withdrawal from others, inability to engage in productive activity

**10. Render the text into English:**

**Психічна поведінка людини у надзвичайній ситуації**

Особливі умови, в яких може опинитися Людина, як правило викликають у неї психічну та емоційну напругу. Як наслідок, у одних це

супроводжується мобілізацією внутрішніх життєвих ресурсів, у інших – зниженням або навіть зривом працездатності, погіршенням здоров'я, фізіологічними та психічними стресовими явищами. Залежить це від індивідуальних особливостей організму, умов праці та виховання, усвідомлення подій, що відбуваються, та розуміння ступеня ризику.

У будь-яких важких ситуаціях вирішальну роль грає моральна гартування та психічний стан людини. Вони визначають готовність до усвідомлених, впевнених та передбачуваних дій у будь-яких критичних ситуаціях.

Стихійні лиха, великі аварії та катастрофи, їх трагічні наслідки викликають у людей велику емоційну збудженість, потребують високої морально-емоційної стійкості, витримки та рішучості, готовності надати допомогу постраждалим, врятувати матеріальні цінності.

Важка картина спустошення, безпосередня загроза життю негативно впливають на психіку людини. У деяких випадках можуть бути порушення процесу нормального мислення, послаблення або повне виключення контролю над собою, що призводить до невиправданих та непередбачуваних дій.

Так, наприклад, під час ліквідації наслідків землетрусу та аварій, доводиться іноді спостерігати людей, що знаходяться у стані душевного пригнічення, можуть довгий час безцільно бродити по руїнам.

## UNIT 6

### THE GROWTH OF PSYCHOLOGY

It has been more than a hundred years since psychology broke away from philosophy and physiology to emerge as a separate discipline. In the past century this young and fertile area of study has undergone a series of expansions in subject matter as well as in research methods. During this period even the basic nature of psychology has been at issue: Is it the study of conscious experience? The study of unconscious processes? The study of individual differences, or of observable behaviour? As we will discover when we examine a few of these basic ideas, these differences of opinion have contributed to the tremendous growth of psychology.

#### **Psychology as the Study of Conscious Experience**

Psychology had its formal beginnings in Leipzig, Germany, where Wilhelm Wundt founded the first psychological laboratory in 1879. Wundt is considered the first psychologist. He stringently limited the subject to the study of conscious experience. Wundt believed that all our conscious experiences are merely intricate combinations of elemental sensations — that is, intellectual towers made of sensory building blocks. Wundt attempted to use introspection to find the basic sensations. He also tried to discover the principles by which those sensations combine to become conscious experience.

#### **Psychology as the Study of Unconscious Processes**

For Sigmund Freud conscious experiences were only the tip of the iceberg. Beneath the surface, he believed, lay primitive biological urges that seek expression but are in conflict with the requirements of society and morality. According to Freud, these unconscious motivations and conflicts are powerful influences on our conscious thoughts and actions; they thus are responsible for much human behaviour.

#### **Psychology Today**

Psychology's roots can be traced back to ancient Greece and to speculations about the nature of sensation, perception, reason, emotion, dreams, and memory. Developments in many countries over many years have contributed to the modern science of psychology, which now flourishes around the world: in Germany, where Wundt established his laboratory; in England, where Galton worked; in Russia, where Pavlov discovered the conditioned reflex; in Japan, where the discipline is still relatively new; and in numerous other countries.

Psychology has gained wide public acceptance in the United States. While American psychology still dominates the world scene, several other countries have proportionately as many psychologists as the United States. These countries include Spain, Finland, Israel, the Netherlands, Belgium, and Denmark.

#### **Fields of Specialization**

Experimental psychology investigates basic behavioural processes that are shared by various species. Experimental psychologists have sought answers to such questions as: What is the basis for love between mother and baby? Can

animal reason? What is the role of the brain in memory? How do visual experiences during infancy affect later vision? They are also interested in how species are interrelated and in the evolutionary significance of certain behaviour.

Researchers in the fields of physiological psychology or neuropsychology attempt to untangle the connections between the nervous and endocrine systems and behaviour. There has been a recent explosion of interest in the way that the brain works. The researchers in this area, which is called neuroscience, investigate the workings of sensory systems, the effects of brain damage on behaviour, and the effects of various brain chemicals on psychological phenomena such as memory, pain, and motivation.

Psychologists who specialize in psychopharmacology study the relationship between drugs and behaviour. Other psychopharmacologists explore the connection between psychopharmacology and various mental disorders. Much of this research is directed at identifying drugs that affect specific receptors in the brain — receptors that may be involved in such problems as pain, anxiety, depression, memory loss, and schizophrenia.

All aspects of behavioural development over the entire life span are the concern of developmental psychology. Every psychological concept — learning, memory, motivation, perception, personality, thinking, and so on — can be examined from the standpoint of its change and development through life. Some developmental psychologists specialize in studying the capabilities of the newborn infant. Others concern themselves with the development of these capabilities in the child, and still others focus on changes through adulthood. There has been increasing interest in the developmental tasks connected with aging, and the past decade has seen the rapid growth of a life-span developmental psychology, which focuses on age-related behavioural change from birth to death.

The study of the relation between personality and behaviour is an example of research in personality psychology, a field in which individual differences in behaviour are studied. Such differences reflect the fact that not all people react the same way in the same situation, and personality psychologists attempt to explain why this is so. They also try to discover why people tend to behave in a fairly consistent manner in various situations. It is this combination of differences among individuals and consistency within individuals that creates personality, so that each of us is known for having a specific set of characteristics, our own ways of behaving, of getting along in the world, and of interacting with others.

Attempts to assess the connection between violence in the mass media and aggressive behaviour are typical of the sort of research done in the field of social psychology, which is concerned with the behaviour of people in groups. Social psychologists are especially interested in the influence of other people on the individual. They study the ways in which interpersonal relationships develop. They want to know who likes whom — and why. They are interested in the attitudes that people have toward social issues and in the way those attitudes are formed and changed by society. They also want to know how those attitudes affect our thought processes. Social psychology has become an extremely wide-ranging field of psychology. Among the topics studied are friendship formation, romantic

attraction, perception of other people, social influence, behaviour in groups, bargaining, and conflict.

Educational and School Psychology investigates all the psychological aspects of the learning process. At just one professional conference, educational psychologists presented research on creative thinking in fifth graders, gender differences in mathematical ability, television's effect on study habits, anxiety in education, teachers' effects on students' behaviour, the identification of gifted children, attention in learning disabled children, and a host of other topics. Most educational psychologists work in colleges or universities, where they conduct research and train teachers and psychologists. A few work on curriculum development, materials, and procedures for schools, and in government agencies, business, and the military.

Educational psychology differs considerably from school psychology. Most school psychologists work in elementary and secondary schools, where they assess children with learning or emotional problems and work out ways for parents and teachers to help them. School psychologists also administer personality, intelligence, and achievement tests in the schools.

The workings of personnel departments and the factors that influence job selection are among the topics considered in industrial psychology, in which the relationship between people and their jobs is studied. Psychologists have given increasing attention to the conditions and effects of employment. They investigate employee morale, job-related stress, the qualities that make a good boss, how to enrich jobs, and ways to make working hours more flexible.

The study, diagnosis, and treatment of abnormal behaviour are the province of clinical psychology. Clinical psychologists have developed diverse ways of treating various disorders. In studying the basis of any disorder, they look for possible biological, biochemical, educational, and environmental causes.

Some clinical psychologists who practice community psychology have the primary aim of preventing mental disorders. Their ultimate goal is to change the aspects of the environment that lead to disorder; they can be found in outpatient clinics, advising community workers on how to handle psychological problems, staffing emergency services, and supervising halfway houses and hotlines.

### *List of Vocabulary*

adulthood - дорослий, зрілий вік  
to administer — керувати, надавати допомогу  
to affect — здійснювати вплив  
age-related — пов'язаний з віком  
anxiety — тривога, неспокій  
attempt — спроба  
attitude — ставлення  
to assess — дати оцінку  
behaviour — поведінка  
capability — здібність

to conduct — керувати, проводити, поводитись  
conscious — свідомий  
consistency — послідовність, узгодженість  
damage — збиток, ураження, дефект  
to differ — відрізнятися  
disabled — покалічений, немічний  
discipline — галузь, наука  
disorder - розлад  
diverse — розмаїтий, різноманітний  
to emerge — з'явитися, виникнути  
emergency — непередбачений випадок, невідкладна допомога  
to explore — досліджувати  
fertile — плідний, багатий, сприятливий  
flexible - гнучкий  
to flourish — процвітати, бути у розквіті  
halfway house — придорожній готель  
to handle — контролювати, керувати  
to identify — визначати, встановлювати  
to influence smb / to have an influence on smb — здійснювати вплив  
intricate — заплутаний, складний  
to investigate - досліджувати  
life span — тривалість життя  
morale — моральний стан, дух  
numerous — численний  
observable — помітний, що піддається спостереженню  
perception — сприйняття  
to prevent — відвернути, попередити  
province — сфера діяльності  
to reason — мислити, роздумувати, переконувати  
receptor — рецептор, орган чуття  
research — дослідження  
species — вид, рід, порода  
to staff — забезпечувати персоналом  
stringently — достеменно, переконливо  
to untangle — розплутувати  
urge — стимул, інстинкт, домагання  
various — різноманітний  
violence — жорстокість, насилля  
vision — бачення  
visual — видимий, візуальний  
wide-ranging — широкодіапазонний

**Find the English equivalents for the following. Give the situations in which these word combinations are used.**

Відділитися від філософії; розширити предмет дослідження; внести вклад у розвиток психології; вмотивована реакція; біологічний інстинкт; запити суспільства; роздуми про природу відчуттів; некерований мотив; умовний рефлекс; отримати громадське визнання; домінувати на світовій арені; зв'язок між нервовою та ендокринною системами; досліджувати роботу сенсорної системи; розумові розлади; втрата пам'яті; вікові зміни у поведінці; соціальні події; розвиток міжособистісних стосунків; процеси мислення; конфлікти та їх залагодження; творче мислення; тендерні відмінності; обдаровані діти; проводити дослідження / тестування; приділяти увагу; збільшити кількість робочих місць; гнучкий графік роботи; першочергове завдання; кінцева мета; амбулаторна клініка; девіантна поведінка; надавати консультативну допомогу телефоном.

### **1. Answer the questions on the text:**

1. What is the contribution of Wilhelm Wundt into the psychological science?
2. How did Sigmund Freud's views on consciousness differ from those of Wilhelm Wundt?
3. How much popular has psychology become nowadays?
4. What are the scientists in the field of experimental psychology interested in?
5. Whose sphere of investigation is the workings of sensory systems, the effects of brain damage on behaviour?
6. What does personality psychology try to discover?
7. Why has social psychology become an extremely wide-ranging field of psychology lately?
8. What are the differences between educational and school psychology?
9. What other branches of psychological science have developed recently? What are their topics of research?

### **2. Translate and memorize the following words from the text and their derivatives. Single out noun verb adverb adjective forming suffixes.**

Determine-determinet-determining-determined-determiner-determinism-deterministic-determination-determinant-determinants

Behaviour - behavioral-behaviorism-behaviorism-behaviorist

Perception-perceptual-percept-perceptive

Anxiety-anxieties-anxiolytic- a drug that relieves anxiety-anxious-anxiously-anxiousness

Urge-urges-urging-urged-urgency-urgent

Violence-violate-violent-violentle

Flexible-flexibility-flexible

Consistent-consistency

Emerge-emerges-emerging-emerged-emergence

**3. Fill in each sentence with the suitable word from the vocabulary list in the necessary form:**

1. The company has really ... since we moved our factory to Scotland.
2. They are carrying out some ... on the effects of brain damage.
3. They suddenly became ... of a sharp increase in the temperature.
4. Could you at least make a(an) ... to smile?
5. He has been ... and found blameless.
6. Simply telling him how valuable his work was boosted his ... a lot.
7. I knew the train had stopped, but I had the ... that it was still moving.
8. We waited with great ... for more news about the accident.
9. I think he ... himself admirably, considering the difficult circumstances.
10. It was a difficult situation and he ... it very well.

**4. Match the words in the left column with their explanations in the right column.**

determination	a) feeling of mingled dread and apprehension about the future without specific cause for the fear.
anxiety	b) any response(s) made by an organism, specifically, parts of a total response pattern.
violence	c) The process of organizing and interpreting sensory information, enabling us to recognize meaningful object and events.
urge	d) is the quality that you show when you have decided to do something and you will not let anything stop you.
flexible	e) is a strong desire to do or have something, especially a desire which you cannot control or explain.
behavior	f) is behaviour which is ment to hurt or kill people, for example hitting or kicking or using guns or bombs.
consistent	g) someone or something that is able to change easily and adapm to different conditions and circumstances as they occur.
perception	h) someone who behaves in the some way all the time and never changes their behaviour or attitudes towards people or things.

**5. Complete the following sentences:**



1. Wundt stringently limited the subject to the study of ...
2. According to Freud, our conscious thoughts and actions are influenced by ...
3. The researchers in physiological psychology or neuropsychology investigate the working ...
4. Developmental psychologists specialize in ...
5. A field in which individual differences in behaviour are studied is ...
6. Social psychologists are especially interested in ...
7. Industrial psychology deals with ...
8. Experimental psychologists have sought answers to such questions as ...

**6. Match the names of specialists with the corresponding activities:**

Clinical psychologist	Studies how people influence one another
Industrial psychologist	Studies mental processes
Educational psychologist	Studies the physical bases of behaviour and cognition
Social psychologist	Develops and evaluates tests; designs research to measure psychological functions
Developmental psychologist	Establishes programs; consults; treats youngsters' problems, and does research in the school setting
Experimental psychologist	Develops, designs, and evaluates materials and procedures for educational programs
School psychologist	Conducts research
Cognitive psychologist	Studies change in behaviour with age
Community psychologist	Combines research, consultation, and program development to enhance morale and efficiency on the job
.Engineering psychologist	Treats distressed people within the community; initiates community action and develops community programs to enhance mental health
.Personality psychologist	Assesses and treats people with psychological problems
.Physiological psychologist	Studies how and why people differ from one another and how those differences can be assessed
.Psychometric (quantitative) psychologist	Designs and evaluates environments, machinery, training devices, programs, and systems to improve relationships

	between people and environment
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**7. Form adjectives from the following verbs or nouns and make up phrases with them. Follow the model:**

*Model: emotion — emotional — emotional problems;  
to observe — observable — observable behaviour.*

Experiment, cognition, to develop, engineer, industry, to educate, clinics, environment, biology, to behave, norm, to flex, intellect, evolution.

**8. Put the words into their correct spaces in the text:**

*Nervous, derived, investigation, functions, emotionally, soul, behaviour, mental, throughout, strategic.*

**Scope of Psychology**

Psychology as a science studies ... (1) activity and human behaviour. Psychologists study basic ... (2) such as learning, memory, language, thinking, emotions and motives. They investigate development ... (3) the life span from birth to death. They are involved in mental and physical care. They treat people who are ... (4) distressed.

Psychology occupies a ... (5) position between natural and social sciences on the one hand, and between sciences and humanities, on the other.

The word "psychology" is ... (6) from the Greek word meaning "study of the mind and ... (7)" So in the definition of psychology there are three basic words: "science", "... (8)", "mental processes".

"Science" means rational ... (9) of processes and phenomena. By "behaviour" psychologists mean everything that people and animals do: action, emotions, ways of communication, developmental processes. "Mental processes" characterize the work of the mind and the ... (10) system.

**9. Arrange the following words into pairs of synonyms.**

Determine	block
Capability	aware
Prevent	agreeing
Urge	bending
Conscious	apprehension
Violence	induce
Diverse	worry
Consistent	conduct
Anxiety	different
Flexible	find out

Perception	capacity
Behaviour	wildness

## 10. Translate the sentences into English:

1. Понад сто років тому психологія відокремилась від філософії та фізіології, ставши окремою дисципліною.

2. Більшість психологів погоджувалися, що психологія — це вивчення поведінки, але значення слова "поведінка" відрізнялося у психологів.

3. В. Вундт створив першу у світі психологічну лабораторію, де разом з учнями експериментально досліджував усвідомлені реакції людини на різні подразники.

4. У багатьох сферах психології все ще визнається точка зору Фрейда щодо домінування у поведінці індивіда некерованих мотивів.

5. Історія психології свідчить про залежність розвитку цієї науки від інших наук, насамперед філософії та природознавства.

6. Опублікована заява була спробою зменшити громадський неспокій щодо нестабільної соціально-політичної ситуації в країні.

7. Соціальна психологія досліджує психічні явища у процесі взаємодії людей у великих та малих суспільних групах.

8. Більшість шкільних психологів працюють у початкових та середніх навчальних закладах, де вони вивчають та розв'язують проблеми навчання та емоційних реакцій у дитячому та підлітковому віці.

9. Психологія управління та менеджменту здійснює дослідження процесів управління, організації спільної діяльності людей з метою досягнення позитивних результатів.

10. Клінічні психологи розробили безліч способів лікування різних психічних розладів.

## 11. Read and translate the text:

### Learning and Environment

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

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

Luria's psychology concentrates on the development of mental capacities through learning. The correct organization of a child's learning leads to mental

development. One does not wait for a child to be “ready” to learn to read, for example, but teaches the child the pre-reading skills at the level at which he or she is functioning. In turn, the child's knowledge influences the structure of his intellectual processes. Learning is a social-historic process.

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

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

**12. Pick out the words from the text which may be grouped under the heading “Psychology. General Notions”.**

**13. Explain the headline of the text.**

**14. Choose the right answer:**

1. How many Luria's works have been translated into other languages?
  - a) 250 works have been translated;
  - b) 300 works have been translated;
  - c) 350 works have been translated.
2. What idea did Luria's first work support?
  - a) Human behaviour could not be reduced to a sum of neurological reflexes.
  - b) Human behaviour could be reduced to specific systems of behaviour.
3. What does Luria's psychology concentrate on?
  - a) His psychology concentrates on environmental influences.
  - b) His psychology concentrates on the development of mental capacities through learning.
  - c) His psychology concentrates on introspection.
4. What mental processes did Luria investigate?
  - a) He investigated accommodation and assimilation.
  - b) He investigated social aspects of mental capacities.
  - c) He investigated perception, imagination and self awareness.

**15. Role-play:**

1. You are going to enter the Psychology Faculty but your parents object to it. You are trying to persuade them that psychology is one of the basic fields of knowledge.

2. Ask your friends if they know the differences in the specialities of a psychologist, psychiatrist and psychoanalyst. If they don't, enlighten them.

3. You are interviewing a famous psychologist. What possible questions could you ask about the development of psychology as a separate discipline?

4. You have just made a report on Luria's research and are ready to answer your friend's questions.

## 16. Render the text into English:

### РОЗВИТОК НАУКОВИХ ЗНАНЬ ПРО ПРИРОДУ ПСИХІКИ

У донауковий період психіку розглядали як душу. Первісні люди за допомогою поняття душі пояснювали такі явища, як сон, втрата свідомості, психічні захворювання, смерть тощо. Перші наукові уявлення про психіку виникли у стародавньому світі. Вони відобразилися у працях філософів, медиків, педагогів.

У стародавній Індії поняття душі розкривається у текстах Вед. Душа розглядалася як субстанція, якій властиві свідомість, вічність, здатність до діяльності. Потенційно душа володіє знанням, мораллю, вірою, необмеженою енергією (силою) і нескінченним блаженством. Але оскільки душа перебуває у недосконалому стані, вона займається неадекватною діяльністю і підвладна стражданням.

Етико-філософські положення стародавнього Сходу вплинули на формування наукових поглядів філософів стародавньої Греції та Риму, де уявлення про психіку склалися в процесі розгляду людини як частини природи.

Демокрит стверджував, що душа є різновидом речовин, що утворюються з атомів вогню та підкорюються загальним законам. Сократ розглядав душу як сукупність психічних властивостей індивіда, який діє відповідно до розуміння моральних ідеалів. Платон є засновником так званого дуалізму в психології, згідно з яким матеріальне й духовне, тілесне та психічне розглядається як два самостійні та антагоністичні начала. За Арістотелем, душа є невід'ємним початком лише органічного життя, а не всього матеріального світу в цілому. Душа не може існувати без тіла, проте вона не зводиться до тіла. Душа не ділиться на частини, проте вона виявляється у різних здібностях — почуттєвих, рухових, розумових.

Сформувавшись як наука, сучасна психологія на основі існуючих наукових даних вивчає факти, закономірності, механізми психічного життя людей і тварин.

## 17. Take your learning a step further by testing your critical thinking skills on this scientific problem solving exercise.

\_\_\_1\_\_\_

Philip, who teaches first grade, believes that educational television programs such as *Sesame Street* promote reading ability in young children. He announces his hunch to his students and tells their parents about his idea during a P.T.A. meeting. Some parents respond enthusiastically when he asks for volunteers to participate in a 3-month experiment to test his hypothesis. Ten volunteers are assigned to the experimental group and instructed to have their children watch the 1-hour *Sesame Street* program each day after school. The parents of 10 other students, who are

picked at random from the remaining members of the class, receive the same instructions except that the target program is a 1-hour, noneducational cartoon. After the 3-month period, Philip administers a standardized reading test to both groups. He is delighted to find that students in the experimental group have a substantially higher average test score than students in the comparison group.

1. What is the *focal behavior* of the study?
2. What is Philip's *hypothesis*?
3. What is the *independent variable*?
4. What is the *dependent variable*?
5. List three variables that are controlled in the experiment.
6. List three variables that aren't controlled and explain how they might have affected Philip's findings.
7. Was the research a valid test of the hypothesis? Explain your reasoning.

\_\_\_2\_\_\_

Carlton, who owns a publishing company that employs copy editors, personnel managers, and acquisitions editors, is fascinated by individual differences in intelligence. He believes that in each person there exists a measurable general mental capacity that forms the basis for all cognitive skills. Over the years, Carlton has made a study of the job performance of the people he hires. All applicants are required to take an intelligence test of his own invention: They are given a lengthy passage full of spelling, grammar, and punctuation errors, which they are expected to correct. To calculate the applicant's intelligence score, the number of proofreading errors missed is subtracted from the number of errors corrected. Over lunch with a friend one day, Carlton confides that he has had mixed results in predicting employee success. Whether people become successful employees or not seems to depend more on the type of job they are assigned than on their pre-employment test score.

What does Carlton mean by "intelligence"? What does his test actually measure?

Why doesn't Carlton's test measure what he wants it to measure?

What would be a more sensible way for Carlton to test potential employees?

## FROM THE HISTORY OF PSYCHOLOGY

**18. Read the article quickly and give a short summary of it:**

### **The Historical Background of Psychology**

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

Plato recognized two classes of phenomena: things and ideas. Ideas, he said, come from two sources: some are innate and come with a soul, others are

product of observations through the sense organs. The giant of the thinkers was Aristotle. He was interested in anatomy and physiology of the body, he explained learning on the basis of association of ideas, he said knowledge should be achieved on the basis of observations.

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

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

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

The associanists, or empiricists, developed the doctrine of associations simple ideas form complex sensations and ideas (Thomas Hobbes and John Locke were the founders of this theory). Opposed to the association theory was the doctrine of mental faculties.

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

## UNIT 7

### SENSES AND PERCEPTION

Imagine a world without sensation. You would exist in a void, where there was neither light nor shadow, and where no sound disturbed the silence. Food would have no flavour, and you would know neither the fragrance of flowers nor the smell of decay. A lover's caress could not excite you, nor could a cooling breeze relieve the summer heat — which you could not feel, no matter how badly sunburned you became. If you picked up a knife, you couldn't sense it in your hand; if you cut yourself, you would feel no pain. Even walking would be virtually impossible, because you could not tell where your feet were relative to the ground and each other.

Could you live very long without sensation? Your chances would be slim, because without your senses you would have no lifeline to reality. Your senses are specialized neural structures that put you in touch with the external world, enabling you to deal with the challenges of the environment. Whenever there is a large enough change in the environmental energies that impinge on you, your senses capture this change and transform it into information you can use to reach your goals. The change in energy is a stimulus: thanks to your senses, you can respond to it in some advantageous way.

Although most people believe that human beings have five senses, we actually have at least a dozen. We are all familiar with the five senses whose receptors are located in the eyes, ears, nose, tongue, and skin. But few people realize that within the skin are receptors for at least four kinds of sensation (touch, warmth, cold, and pain). This brings our sensory count to eight, but we are not finished. Deep within the ear is an organ that provides our sense of balance, and receptors in the muscles, joints, and tendons tell us about the movement and position of our body. Additional receptors within the brain monitor blood chemistry and temperature.

Each sense organ contains special receptors that are sensitive to particular types of stimuli. No matter what sort of sensation they deal with, however, all sense organs operate according to similar principles. The basic job of all sensory receptors is the same: to convert environmental stimuli into neural impulses, the language of the nervous system.

**Vision.** Vision is one of our richest senses; it provides us with the wealth of information. The eyes receive light reflected from objects in the world, and from this light we perceive shape, colour, depth, texture, and movement.

**Hearing.** Just as visual receptors in the eyes respond to light, transducing it into neural signals, so auditory receptors in the ears respond to sound waves to produce neural signals. Sound waves are caused by pressure changes in the atmosphere, which generate vibrations among the air molecules. The vibrations send waves of compressed and expanded air molecules through the air, striking the



eardrum. Then the eardrum is rapidly pushed and pulled by the compressions and expansions so that it vibrates in a pattern that corresponds to the sound.

**The skin senses.** Our skin is a shield that contains us and protects us from the world. A six-foot man of average weight and body build has about twenty-one square feet of skin surface. This pliable shield keeps out bacteria, holds in body fluids, wards off harmful sun rays, and regulates the temperature of the body core. At various depths within the skin are a number of receptors that connect with neurons to inform the brain about environmental stimulation. These receptors transmit information about four different kinds of skin sensations: touch, warmth, cold, and pain. But not all such receptors are in the skin; touch and pain kinds of receptors are also found in the muscles and the internal organs.

**The chemical senses: *taste and smell.*** The chemical senses of taste and smell are so closely associated that we often confuse their messages. This confusion develops because receptors for these are located close together in the mouth, throat, and nasal cavity, causing smell and taste to interact. Without a sense of smell, the subtleties of food flavour cannot be appreciated. Many people consider olfaction, or the sense of smell, to be one of the “lower” senses. This view may stem from the fact that American culture has relatively few commonly used names for smells. Instead, we often give a smell the name of whatever object emits that odour, such as rose, lemon, or orange. But our sense of smell is extremely sensitive, possibly 10, 000 times more sensitive than our sense of taste. Some animals have a sense of smell that is at least as sensitive. Police dogs have been used effectively by narcotics agents to sniff packages at post offices and airports in a search for contraband marijuana or hashish. Similarly, bloodhounds track criminal by following an odour trail.

Among human being, smell serves a vital function: it warns us of possibly dangerous substances, such as gas leaks, smoke, or spoiled food. Odours are also involved with human pleasure. Our use of perfumes, deodorants, and fragrant flowers shows the premium we place on pleasant aromas.

Taste is a more restricted sense than olfaction. An odour can be detected and identified from a distance, but the source of a taste must be in contact with the tongue. Most people can identify and discriminate hundreds of odours, but when odour and other sensory qualities, such as texture, are eliminated, they perceive only four basic taste categories: sweet, sour, salty, and bitter. However, our experience of taste is not as impoverished as that fact might seem to indicate. The gourmet chef and wine-taster will argue that, just as in colour vision, a huge range of taste sensations can be composed by mixing and blending these primary tastes in various combinations.

In order to move about the world, we must maintain our balance, posture, and orientation in space. Our ability to orient ourselves is produced by the coordination of the vestibular and kinesthetic senses. The information these senses give us lets us know whether we are aligned with the pull of gravity — even when we are blindfolded. These senses also tell us how far to the side our head and body are tilted. The vestibular sense contributes to balance. The vestibular sense organ lies in the inner ear. A movement of the head causes the fluid in the canals to move

against and bend the endings of the receptor. The hair cells connect with the vestibular nerve, which runs along beside the auditory nerve on its way to the brain.

**Perception.** It is impossible to completely separate perception from sensation. Traditionally, sensation refers to the physiological processes by which our nervous system registers stimuli. Perception, by contrast, refers to the processes by which our brains arrive at meaningful interpretations of basic sensations. Perception is an organism's awareness of, or response to, objects and events in the environment brought about by stimulation of its sense organs. An adequate perceptual system must be able to isolate objects from their background, locate them in space, judge their movement, maintain a constant perception of the objects, and classify them. Perception is based on an active, constructive inference system that uses certain laws and regularities in the world to interpret stimuli. When sensory information is incomplete, the brain fills in missing details, as when it provides subjective contours.

Perception is also affected by our expectations, previous experiences, and motivations, which create perceptual set — a readiness to attend to and perceive certain stimuli in a specific way and ignore other stimuli. Certain perceptual processes, such as size, shape, and depth perception, seem to develop during the organism's early life experience, especially when it includes active exploration of the environment.

### *List of Vocabulary*

to alight — виходити, спускатися, приземлятися  
to appreciate — цінувати, визнавати, оцінювати  
to blend — поєднувати, з'єднувати  
blindfolded — із зав'язаними очима  
to capture — захоплювати, полонити  
contour — контур, обрис  
core - серцевина, ядро, нутроші  
to detect — виявляти, відкривати eardrum — вушка перетинка  
to eliminate — усувати, ліквідувати, не брати до уваги  
to emit odour — давати запах  
to enable — уможливлювати  
fragrance — аромат  
fluid — рідина  
to impinge on — звалюватися, впливати  
impoverished — збіднілий  
inference - висновок, умовивід і  
inner ear — середнє вухо  
joint - суглоб  
to monitor — контролювати, відстежувати  
muscle - мускул, м'яз  
neural — нервовий

neuron(e) — нервова клітина  
olfaction - нюх, нюхання  
pliable — гнучкий, податливий  
posture — постава, положення  
pressure — тиск  
receptor — рецептор, орган чуття  
to reflect — відбивати, відображати  
to restrict — обмежувати  
sensation — відчуття  
shield — щит  
to sniff — нюхати  
stimulus/ -li — стимул, збудник  
subtlety — гострота, тонка відмінність  
tendon — сухожилля  
texture — структура  
to tilt — нахилитися  
tongue — язик  
to transduce — передавати, перетворювати  
to transmit — передавати  
vision — зір  
vital — життєвий  
void — пустота, порожнеча, вакуум  
to ward off — відбивати, відвертати, запобігати

**Find the English equivalents for the following. Give the situations in which these word combinations are used.**

Порушити тишу; практично неможливий; не мати спілкування з реальністю; зв'язувати когось із зовнішнім світом; відчуття рівноваги; хімічний склад крові; реагувати на подразник; перетворювати зовнішні подразники у нервові імпульси; зорові/ смакові /нюхові/ слухові/ тактильні рецептори; відчуття; реагувати на звукові хвилі; породжувати коливання; захищати від згубного впливу сонячного проміння; переплутати повідомлення; носова порожнина; йти по сліду запаху; витік газу; в першу чергу вирізняти приємні запахи; розрізняти пахощі; утримувати рівновагу; координація вестибулярних та кінестетичних відчуттів; притягуватися силою тяжіння; відділяти сприймання від відчуття; система умовиводу; сприймання розміру, форми, глибини.

**1. Answer the questions on the text:**

1. What kind of world would we have if there were no sensation at all?
2. How many senses have we got? What are they?
3. Where are the receptors of person's basic senses situated?
4. What is the role of vision for people's life?

5. How does the process of producing the sound by means of auditory receptors in the ears take place?
6. What kind of receptors are there in the skin and what do they do?
7. Why isn't it right to call olfaction, or the sense of smell, one of the "lower" senses?
8. What are the basic taste categories?
9. How is sensation connected with perception?

**2. Fill in each sentence with the suitable word from the vocabulary list in the necessary form:**

1. Their son's death left a painful ... in their lives.
2. His abilities were not properly ... in his job.
3. The affects of the recession are ... on every aspect of our lives.
4. The belief in free enterprise is at the ... of their political thinking
5. I have had my eyes tested and the optician says that my ... is perfect.
6. Their daring escape has ... the imagination of the whole country.
7. Brushing teeth regularly helps ... tooth decay.
8. Our conclusions were arrived at by ... not by direct evidence.
9. We had ... the number of students on this course.

**3. Translate and memorize the following words from the text and their derivatives. Single out noun, verb, adjective, adverb forming suffixes:**

sense — sensory — sensation — sensitive — sensible — sensitivity — sensibility  
 perceive — perception — perceptual — perceptive — perceptible — perceptiveness  
 expand — expanse — expansive — expansion — expansionism  
 regulate — regular — regularity — regularly — regulation  
 receive — receptor — reception — receptive — receptionist — receptivity — receptiveness  
 taste — tasty — tasteful — tasteless — taster  
 explore — exploration — explorer — exploratory  
 feel — feeling — feelingly  
 olfaction — olfactory — olfactorily  
 image — imagine — imaginative — imagination — imaginable  
 vision — visual — visualize — visible — visionary  
 real — unreal — realistic — realize — realization — realizable — reality  
 consider — considerate — consideration — considerable  
 stimulus — stimulate — stimulation — stimulating  
 reflect — reflector — reflection — reflective — reflex

**4. Complete the sentences with the derivatives of the suggested words from the right column:**

1 Don't mention that she's put on weight - she's very ... about it.	sense stimulus feel taste consider real percept reflect explore image
2 I don't really know what to think - I've got very mixed ... on the subject.	
3 There must be a full ... of all the possibilities before we decide.	
4 The pantomime really captured the children's ... and they talked about it for weeks.	
5 Taking everything into ..., the result is better than I expected.	
6 I find swimming the most ... form of exercise.	
7 Do you think this opinion is an accurate ... of the public mood?	
8 ... involves integration of information into mental structures.	
9 British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve ... British food.	
10 We were promised a trouble-free holiday, but the ... was rather different.	

**5. Substitute the definitions for the words belonging to the group “Senses and Sensation”:**

1. A direct feeling, such as of heat or pain, coming from one of the five natural senses.
2. The sensation that is produced when a particular food or drink is put in the mouth and that makes it different from others by its sweetness, bitterness etc.
3. An organism's awareness of, or response to, objects and events in the environment brought about by stimulation of its sense organs.
4. The sense of smell.
5. Something that causes activity.
6. The system in people and animals which receives and passes on feelings, messages, and other such information from inside and outside the body.

**6. Arrange the following sentences into pairs of synonyms.**

eliminate	empty
impinge	imitate
adaptable	confine
structure	conclusion
inference	collide
lacking	feeling
sensation	admire
restrict	organization
reflect	flexible
appreciate	broadcast
transmit	delete

**7. Confirm or deny the statements. Make use of the following phrases:**

*That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right, I'm sorry to say it. Far from it.*

1. We get in touch with the external world through our senses.
2. Human beings have five senses.
3. Skin can be called the most important organ of our body.
4. By mixing and blending four primary tastes in various combinations one can compose a huge range of taste sensations.
5. Sensation is an essential process, and perception — an optional one.
6. Skin deposits the impulses of all sense receptors.

**8. Fill in the correct word derived from the words in bold. Find some more facts about perception.**

Perception

In contemporary psychology, perception is commonly 1)... ( treat ) as intervening variable dependent upon stimulus factors, learning, sets, moods, and 2)... ( emotion ) and motivational factors.

Thus, the meaning of an object or objective event is 3)... ( determine ) both by stimulus conditions and by organism factors. For this reason, perception of the world by 4) (difference) ... persons is different, since each 5) (individuality)... perceives in terms of those aspects of the situation which have special significance for him. In the decade 6) ... (follow) World War II, research emphasis in perception was on 7) ... (discovery) the relationships between perception and the various O factors which influence the process. More 8) ... (recent), perceptual research has been heavily influenced by information processing 9)... (theoretical) with the result that the perceptual processes are conceptualized in terms of input-processing –output systems. The perceptual process begins with attention, which is the process of 10) ... (select) observing. The important stimulus factors are interests and learned habits of attention perception, which is the second stage in 12) ... (observe) our world, involves understanding and knowing objects and events. Perception, organized in figure and ground. Figures are 13) ... (character) by good shape, definite contour, and clarity in attention. The ground is fuzzy, not well contoured and poorly localized. Perceptions may also be 14)...(organization) by such stimulus factors as similarity and proximity of stimuli, and 15)...(continue) of lines .Highly important in perception are 16)...( Perception) constancies which refer to the tendency to see objects as invariable, regardless of wide variations in viewing conditions. The 17)... (importance) constancies are color, size, shape, and brightness constancy. Illusions 18)...(except) to the constancies and consist of distorted perceptions which occur for a number of reasons, including complex stimulus patterns and sets from past experience.

**9. Arrange the following words into pairs of antonyms:**

Appreciate	eject
Impinge	engulf
Transmit	insensibility
Absorb	rigid
Avoid	free
Reelect	hide
Pliable	miss
Eliminate	full
Restriction	misapprehend
Sensation	include

### 10. Translate the sentences into English:

1. Пізнавальна діяльність людини завжди починається з чуттєвого відображення світу у відчуттях та сприйманні.
2. Відчуття — це відображення окремих властивостей предметів і явищ при безпосередній дії подразників на органи чуття.
3. Відображаючи предмети та їхні властивості, сприймання і відчуття являють собою різні за повнотою, глибиною й адекватністю ступені чуттєвого пізнання невичерпного багатства світу.
4. Неповними є уявлення про наявність у людини лише п'яти органів чуття — зору, слуху, смаку, нюху та дотику. Насправді відчуттів у людини значно більше. Самостійним різновидом є, наприклад, температурні відчуття, що відіграють важливу роль у процесах теплообміну між організмом і середовищем.
5. Органи чуття і рецептори щомиті отримують, фільтрують, перетворюють і передають у мозок величезні потоки інформації, яка дає можливість орієнтуватися у світі.
6. Слухові відчуття — відображення звуків різного походження, викликане дією на слуховий рецептор їхніх фізичних характеристик. Це різні за частотою, формою й амплітудою коливань звукові хвилі, які трансформуються у нервові імпульси, що передаються слуховим нервом у відповідні нервові центри.
7. Смакові відчуття виникають внаслідок подразнення рецепторів, що розташовані на поверхні язика і ротової порожнини, у відповідь на хімічні властивості їстівних речовин.
8. Смакові відчуття, як і нюхові, мають важливе значення для життя — вони сигналізують про міру придатності харчових продуктів для вживання.
9. Кінестетичні відчуття координують рухи та стани окремих частин тіла — рук, ніг, голови, корпусу. Рецепторами цих відчуттів є спеціальні органи, розміщені у м'язах і суглобах.

10. Гравітаційні відчуття відображають положення нашого тіла у просторі — лежання, стояння, сидіння, рівновагу, падання. Рецептори цих відчуттів містяться у вестибулярному апараті внутрішнього вуха.

## **11. Read and translate the text:**

### **Taste and Smell Lessen with Age**

The senses of taste and smell are inextricably connected, and both can have a profound effect on appetite. In elderly persons, the neurological functions that govern these senses decrease with age as a result of age-related neuron loss, and the elderly lose the intensity of taste and smell that they possessed when younger. This can lead to a concomitant decline in appetite, which may lead to nutritional problems, reported the American researchers.

The scientists used an olfactometer to compare the abilities of college students and elderly people to detect and discriminate odours. The groups were matched as much as possible for background and socio-economic level, both of which can be important factors in familiarity with tastes and smells.

College students are able to detect an odour at much lower concentrations than are elderly people. This change in threshold affects eating not only because odour itself can stimulate appetite, but also because some people notice a bitter taste in foods that they are unable to smell. The scientists report that a significantly greater percentage of elderly persons complained of a bitter flavour in foods that tasted normal to younger subjects. For the elderly, this may mean that foods they once enjoyed no longer taste good.

A decreased sense of smell among elderly persons held true not only for food, but for less pleasant odours as well. The researchers tested their subjects with urine like odours, and found that aged subjects had even more difficulty detecting those odours than they did detecting the food smells. They believe that this may account for the tolerance in the elderly of the sometimes malodorous atmosphere of nursing homes and hospitals. Many younger persons say that they can't stand to work there because of the smell, although older residents seem unbothered.

The scientists also found that elderly persons lose the ability to discriminate between unlike tastes, as well as to identify familiar ones. They prepared foods to make them identical in consistency, and then tested them on blindfolded subjects. For elderly persons, things began to taste the same. The person might be able to detect a taste, but not be able to tell what it is. For example, only 55 percent of the elderly subjects recognized the taste of apple, while 61 percent of the college students identified it correctly. Many elderly persons prefer fruit flavours, however, because the ability to taste these flavours often lingers longer.

The explanation for this decline in sensory ability may lie in the fact that tastes are coded across neurons. For example, there is a difference in the codes for salty tastes and for bitter tastes. With age we drop neurons, and so with age there is less difference between the two patterns. If a person needed a total neural mass of, say ten, to detect taste, he may need a larger mass to discriminate between tastes.



**12. Pick out the words from the text, which may be grouped under the heading "Senses".**

**13. Give Ukrainian equivalents of:**

to be inextricably connected; to have a profound effect; elderly people; a concomitant decline; age-related neuron loss; to detect and discriminate odours; nutritional problems; threshold; nursing home; a greater percentage; identical in consistency; blindfolded subjects; fruit flavours; sensory ability; bitter tastes; a total neural mass.

**14. Answer the following questions:**

1. Why do the neurological functions decrease in elderly persons?
2. What can it cause?
3. What experiment was made to discriminate odours?
4. What did the elderly people complain about?
5. What other ability do elderly people lose?
6. What flavours do they prefer?
7. How may it be explained?
8. What is the conclusion drawn by the researchers?

**15. Enumerate basic physiological changes occurring in the organism with aging.**

**16. Divide the article into logical parts and make up a plan for a review.**

**17. Review the article.**

**18. How old are you now? Have your tastes and smell changed since your childhood? What factors influence your appetite? Are they psychological or social in nature?**

**19. Make up a list of questions you would like to ask an elderly man concerning his tastes, if you are given such a task.**

**20. Render the text into English:**

## **ВІДЧУТТЯ ТА СПРИЙМАННЯ**

Відчуття — це психічне відображення властивостей реальності, яке виникає і функціонує в процесі життя. Це найпростіша пізнавальна діяльність, через яку і людина, і тварина отримують елементарні відомості про зовнішнє середовище і стани свого організму. Це відчуття світла, кольору, запаху, смаку, дотику, шуму, вібрації, рівності або шорсткості,

вологи, тепла чи холоду, болю, положення тіла в просторі тощо. Це елементарний чуттєвий, сенсорний образ. Але це ґрунт, на якому будується образ світу, чуттєва тканина свідомості. Втрата здатності відчувати — це втрата каналів зв'язку людини зі світом.

Сприймання — психічне відображення предметів і явищ доволі лишньої дійсності, що виникає і функціонує у процесі життя. Це характеристика пізнавальної функції психіки, яка полягає у створенні чуттєвого образу світу.

На відміну від відчуттів, що відображають тільки властивості предметів і явищ, сприймання — цілісний перцептивний образ, що містить у собі сукупність властивостей, які отримує індивід за допомогою органів чуттів. Отже, слухові, зорові, дотикові, нюхові, смакові відчуття стають складниками більш високого рівня відображення дійсності. Людині і тваринам це дає змогу орієнтуватись у світі предметів, що їх оточують, і відповідним чином поводити себе.

Сприймання нібито надбудовується над відчуттями, про що свідчить філогенез психіки: спочатку виникає стадія елементарної сенсорної психіки, яка орієнтує організм у властивостях його оточення, а пізніше — стадія перцептивної психіки — відображення носіїв цих властивостей. Відбувається це у процесі діяльності живої істоти, і ця діяльність відповідає умовам, в яких перебуває предмет з притаманними йому властивостями.

## **21. Take your learning a step further by testing your critical thinking skills on this scientific problem solving exercise.**

\_\_\_1\_\_\_

Carlos, who is determined to quit smoking, today purchased a subliminal persuasion audio/videotape package. The booklet accompanying the tapes claims that subliminal suggestions "harness the power of the unconscious mind to [help you increase motivation to] quit smoking." Carlos is skeptical, but he decides to try the demonstration included on the videotape. The instructions are to turn off room lights, start the videotape, and stare at a fixation point (a plus sign that appears in the center of the television screen) until the screen goes blank. During the demonstration, which lasts about 5 minutes, Carlos occasionally perceives a flash of light on the screen just above the fixation point. Shortly after the screen goes blank, several geometric figures, including a square, a circle, a triangle, and a rectangle, appear above the question, "Which of these figures is most pleasing to you?" Although he is not sure why, Carlos picks the triangle. The tape ends with the following message: "If you picked the triangle, subliminal persuasion will work for you! During the demonstration, what appeared to be flashes of light were actually subliminal presentations of triangles. The triangles, which appeared too briefly to be perceived by your conscious mind, *were* perceived by your unconscious mind. Since familiarity breeds fondness, your unconsciousness persuaded you that smoking is unhealthy, unflattering, and something you definitely do not want to continue doing."

What assertions about subliminal persuasion are made in the booklet and videotape? Be sure to define all important concepts and terms as they are used in this example.

What evidence is presented that the subliminal suggestions will help Carlos quit smoking? Is this evidence trustworthy?

How else could you explain Carlos's preference for the triangle?

\_\_\_2\_\_\_

Air traffic controllers face the difficult task of guiding pilots in making safe departures and landings. To complicate matters, at any moment several airplanes may be simultaneously approaching different runways at similar angles and altitudes while other airplanes are in various stages of taking off from nearby runways. To assist them in their task, the controllers monitor air traffic in two ways: (1) by visually observing from a high tower, and (2) by monitoring airplanes as they appear as "blips" on a radar screen.

The air traffic controller's task can be construed as a practical problem involving perceptual organization. For example, when the image of an airplane first appears in the sky or on the radar screen, it must be differentiated from other objects. Once it is recognized as an airplane, its distance, altitude, and angle of approach must be discerned.

Psychology offers principles of perceptual organization for grouping stimuli together into recognizable forms and for determining their distance. The principle of relative clarity, for example, states that hazy objects are perceived as farther away than sharp, clear objects. Can you envision how air traffic controllers use each of the following principles of perceptual organization? In framing your answers, first indicate *what* the principle enables air controllers to do and then say *how* this ability helps them.

*Figure-ground:*

*Relative size:*

*Continuity:*

*Relative height:*

## FROM THE HISTORY OF PSYCHOLOGY

### **22. Read the article quickly and give a short summary of it:**

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, 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.

## UNIT 8

### CONSCIOUSNESS

Consciousness is a separate, discrete function of the brain; it is different from memory, from motor control, and from processes in the lower parts of the brain. Yet, at the same time, consciousness has many aspects. No precise and satisfactory definition of "consciousness" has been produced. It can mean being awake as opposed to being unconscious; or being aware of something in the environment, as when we are conscious of someone's presence; or choosing a course of action in contrast with being driven by unconscious decision. It can mean the flow of sensations, thoughts, images, and emotions — often called the "stream of consciousness" — or it can mean reflecting on that stream of consciousness. It can also refer to different states produced through drugs, meditation, hypnosis, or sleep. So the most general, workable definition for consciousness is an awareness of the mind's operations.

The nature of consciousness. Consciousness is subjective — a private world, accessible mainly through introspection. Awareness is one aspect of consciousness; it also has the qualities of unity and selectivity. Our awareness is not an awareness of the world itself, or of our perceptual expectations and hypotheses; instead, we are aware of our perception of the world. Thus, when we talk about the "unity of consciousness", we are referring to the integrated nature of experience. For example, we perceive whole words, not just frequencies and intensities of sounds; we derive the meaning of words from the way we synthesize sensory information and perceptual hypotheses.

Likewise, when we talk about the "selectivity of consciousness", we are referring to the fact that our awareness is focused. We can choose our level of awareness; we can deliberately focus on an object's colour, shape, identity, or function, or on the fact that we are categorizing objects in a particular way. This selectivity is crucial to our everyday functioning: so many sensations, feelings, thoughts, and memories are accessible at any given moment that attending to all of them would overwhelm us — and perhaps leave us unable to act at all. By screening out much of the information that is available to us, we can pay attention to some things and remain unaware of others.

**Sleep and dreams.** Few people consider sleep as a stage of consciousness, but despite our feeling that dreamless sleep is a mental vacuum, the mind remains relatively active during sleep. By investigating the nature of mental activity during sleeps and dreams, we can get some idea of the sort of complex cognitive activity that can take place outside normal waking consciousness. Studies have revealed the presence of five stages of sleep, through which the sleeper progresses — from wakefulness to deepest sleep and back again to light sleep.

When a person is in a deep sleep, muscles relax and heart rate and respiration are slow and regular. Because it is difficult to rouse someone from deep sleep, we know little about the nature of consciousness during this stage. By the time a person is awake, it is difficult to tell whether whatever is recalled from sleep

took place during waking period. Yet we know that the brain is active during this stage, because sleep disorders such as sleepwalking, sleep talking, and night terrors occur during this stage.

Consciousness changes in several ways during sleep. We continue to monitor the outside environment and respond to it, but we are unaware of such watchfulness. Without awakening, we frequently change our sleeping positions. We sleep peacefully through meaningless sounds, but wake quickly to a meaningful sound (such as our name) of the same intensity. This continual monitoring of the environment explains a mother's ability to sleep soundly through a thunderstorm but waken to her baby's faintest cry. Not all people are able to monitor the environment while seemingly remaining oblivious to it. In some people, this ability is disrupted, and a form of insomnia may develop. During our sleep we all dream — even those of us who claim we never do. Most of us judge our dreams by the relatively coherent, interesting, and sexy dreams we remember and tell others about, but dreams collected in sleep laboratories tend to be dull. Either we recall dreams selectively, remembering the more exciting ones and forgetting the rest, or else — since the home dreamer remembers only the last dream before awakening — dreams from earlier periods are less interesting than the final dream.

Many of us wonder why we have the particular dreams that invade our sleeping consciousness. Do the environmental events that we monitor during sleep shape the content of our dreams? Perhaps our dreams are determined by our problems and conflicts. Sigmund Freud proposed that dreams express the hidden needs and desires of the unconscious mind. He believed that dreams had two levels of content — one obvious and the other hidden. The obvious, or manifest content, is a weaving of daily events, sensations during sleep, and memories. However, this manifest content actually disguises the dreamer's unconscious wishes, or the dreamer's latent content, which gives the dream its meaning. These wishes, which often rise from unresolved early emotional conflicts, are regarded by the dreamer as too evil to be expressed openly.

On the other hand, since dreams often seem to concern themselves with our daily activities and problems, it would seem that random stimulation of the brain is not a complete answer. Studies in sleep laboratories indicate that the four or five dreams that occur during a single night are related and may deal with the same theme or problem. The night's first dream is the most realistic; the middle dreams are the most distorted and fantastic; the last dream is often focused on solving the problem. Whether the solution carries over into waking life is not known, but perhaps dreams have a problem-solving function. Attempts have been made to gain awareness and control of dreams. Some people report having dreams in which they become aware that they are dreaming. Such dreams are called lucid dreams.

Some people always seem to have a new dream to report; others say that they rarely or never dream. Certain differences have been found between the two groups: those who often recall dreams tend to daydream frequently, to be good at creating visual imagery, and to have better visual memory than do people who rarely recall dreams.

Another reason for poor recall of dreams may be interference. Dreamers who awaken slowly, or whose attention is distracted as they awaken, are less likely to recall a dream than those who waken abruptly or who are not distracted. Dream recall may be a skill that develops through an interest in dreams, a custom of paying attention to them, and a habit of telling others about dream experiences.

**Hypnosis.** In the popular conception of hypnosis, the state of a hypnotized person resembles that of a sleepwalker — someone who has lost touch with waking awareness but behaves as if she or he were awake. Yet the sleepwalker and the hypnotized person differ in dramatic ways. On a physiological level, their oxygen consumption differs. During sleep, oxygen consumption gradually decreases, but during hypnosis it remains unchanged. On a behavioural level, actions and memory differ. Sleepwalkers seem unaware that other people are around and will not follow instructions; hypnotized persons are aware of others and will follow most instructions. On waking, sleepwalkers cannot recall any wanderings; on emerging from hypnosis, hypnotic subjects remember the details of the experience unless they have been instructed to forget. Hypnosis is obviously not sleep, but after years of research psychologists still cannot say exactly what it is.

### *List of Vocabulary*

abruptly — раптово, різко  
to attend to — приділяти увагу, стежити, пильнувати  
awake — пробуджений, що не спить, пильний  
accessible — досяжний, доступний brain — мозок  
coherent — зв'язний, послідовний  
consumption — споживання, витрата  
content — зміст, суть  
crucial — вирішальний, критичний  
to daydream — мріяти, фантазувати  
deliberately — навмисно  
desire — бажання, потяг  
discrete — окремий  
to disguise — маскувати, приховувати  
to disrupt — руйнувати, підривати  
distorted — спотворений, перекручений  
environment — оточення, середовище  
faint — слабкий, нечіткий  
to focus — зосереджувати, концентрувати  
frequency — частота, частотність  
interference — інтерференція, завада, перешкода  
introspection — самоаналіз, самостереження  
to invade — охопити, нахлинати  
lucid — ясний, прозорий, зрозумілий

to monitor — контролювати, перевіряти  
oblivious — забутливий, неуважний  
obvious — очевидний, наявний  
to occur — траплятися  
to overwhelm — сповнювати, охоплювати  
respiration — дихання  
random — випадковий, безладний  
to recall — згадувати, відтворювати  
to reveal — відкривати, виявляти  
to rouse — пробуджувати(ся), збуджувати (емоції, почуття)  
to screen out — приховувати, демонструвати на екрані  
to shape — формувати

**Find the English equivalents for the following. Give the situations in which these word combinations are used.**

Окрема функція; точне визначення поняття; керований несвідомим рішенням; потік думок та образів; потік свідомості; усвідомлення розумових операцій; комплексний характер пізнання; частота та сила звуку; синтезувати сприйману та чуттєву інформацію; вибірковість свідомості; розумова діяльність; наявність п'яти фаз сну; частота серцевих скорочень; розлади сну; не усвідомлювати протікання процесів пильнування; згадувати сон; невиражені потреби; виражений та прихований рівні змісту; сплетіння буденних подій та відчуттів; нерозв'язаний конфлікт; створювати візуальну образність; відвернути увагу; споживання кисню; вийти з гіпнозу.

### **1. Answer the questions on the text:**

1. Why is it difficult to give a proper definition of consciousness?
2. What are the main qualities of consciousness and what is meant by them?
3. Why can sleep be called a stage of consciousness?
4. How many stages of sleep have been revealed and what is the difference between them?
5. How does consciousness change during sleep?
6. Do the night's first and last dreams differ from each other?
7. Do the environmental events that we monitor during sleep shape the content of our dreams?
8. What are the reasons for poor recall of dreams?
9. How is the habit of daydreaming connected with the ability of recalling dreams?
10. What are common and different features of sleep and hypnosis?

### **2. Fill in each sentence with the suitable word from the vocabulary list in the necessary form:**

1. He suffered severe ... damage as a result of the accident.
2. The investigation has ... some serious faults in the system.



3. This instrument ... the patient's heartbeats.
4. The old man is confused most of the times but he still has some ... thoughts.
5. Sorry, I was not listening — I was ...
6. He couldn't ... his disappointment of the situation any more.
7. They seem to have no ... plan for saving the company.
8. The newspapers gave a ... accounts of what had happened.
9. It was ... to everyone that he was lying.
10. She ... ignored me when I passed her in the street.
11. Sudden rainstorms are ... in this part of the coast.
12. All children need a happy home ...

### **3. Substitute the definitions for the words taken from the text:**

1. A sleep-like state in which person's mind and actions can be influenced by the person who produced this state.
2. A group of related thoughts, images, or feelings experienced during sleep.
3. The natural resting state of unconsciousness of the body.
4. The condition of being awake and able to understand what is happening.
5. The practice of training the mind and body to become less active for certain regular periods, especially so as to be able to control it better and use it more effectively.
6. The part of the body which controls thoughts, feeling, and physical activity.
7. Thoughts and feelings exactly as they pass though the mind.

### **4. Learn the difference between two similar words and their derivatives:**

conscious — свідомий  
 consciously — свідомо  
 subconscious — підсвідомий  
 unconscious — несвідомий  
 unconsciously — несвідомо  
 subconsciously — підсвідомо  
 consciousness — свідомість  
 conscience — совість  
 conscientious — добросовісний  
 conscientiously — добросовісно  
 to lose one's consciousness — втратити свідомість  
 to regain consciousness — прийти до пам'яті

### **5. Complete the sentences with the correct word from the previous exercise:**

1. I had a guilty ... about not telling her the truth.
2. The experience helped to change her social ...
3. I was ... that he was ill at ease, despite his efforts of conversation.
4. Though being the most ... worker of the staff he was fired.

5. Yesterday David .... He had been lying ... for at least two hours before the doctor came.

**6. Confirm or deny the statements. Make use of the following phrases:**

*That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right, I'm sorry to say it. Far from it.*

1. When a person is in a deep sleep most organs stop working.
2. During the sleep our consciousness is sleeping too.
3. The mystery of dreaming is impossible to discover in any laboratory.
4. Our dreams at night are determined by our daily problems and conflicts.
5. The state of a hypnotized person resembles that of a sleepwalker.

**7. Arrange the following words into pairs of synonyms:**

apparent	sudden
intrude	cautious
interfere	clear
frequent	oppose
cover	interrupt
careful	pale
attend	often
quick	hide
focus	visible
faint	be present
distort	center
obvious	deform

**8. Arrange the following words into pairs of antonyms**

distort	careless
faint	sporadic
attend	help
deliberate	absent
disguise	balance
<b>frequent</b>	puzzling
interfere	bare
obvious	strong

**9. Translate into English:**

1. Свідомість — це окрема функція мозку, яка відрізняється від пам'яті та інших процесів мозку.
2. Існує багато різних тлумачень терміна "свідомість", але ніхто ще не дав його точного та переконливого визначення.
3. Свідомість може означати потік відчуттів, думок, уявлень та емоцій, що часто називається потоком свідомості.
4. Завдяки селективності нашої свідомості ми можемо приділяти більше уваги одним речам та не усвідомлювати інших серед різноманітної інформації, яку ми отримуємо.
5. Мало хто з людей розглядає сон як стан свідомості, але розум залишається відносно активним протягом сну.
6. Дослідження показали наявність п'яти різних стадій сну, через кожні з яких проходить той, хто спить дев'яносто хвилин.
7. Зигмунд Фрейд вірив, що сни мають два рівні змісту — виражений, який є сплетінням щоденних подій, та прихований, який передає несвідомі потреби та потяги індивіда.
8. Вивчення снів у лабораторіях показує, що чотири чи п'ять снів, які, як правило, сняться за ніч, взаємопов'язані й можуть стосуватися тієї ж самої теми чи проблеми.
9. Деяким людям сняться щоразу нові сни, інші ж кажуть, що вони взагалі не бачать снів.
10. Хоча стан загіпнотизованої людини схожий на стан сновиди, очевидно, що гіпноз не є сном, все ж, незважаючи на багаторічні дослідження, психологи не можуть дати його точного визначення.

## **10. Read and translate the text:**

### **A Good Night's Sleep — an Impossible Dream?**

American sleep experts are sounding an alarm over America's sleep deficit. They say Americans are a somnambulant nation, stumbling groggily through their waking hours for lack of sufficient sleep. They are working longer days — and, increasingly, nights — and they are playing longer, too, as TV and the Internet expand the range of round-the-clock entertainment options. By some estimates, Americans ate sleeping as much as an hour and a half less per night than they did at the turn of the century — and the problem is likely to get worse: "The 24-hour society is here, and it's growing", says one of the slumber scientists. "Physiologically, we just cannot adapt that well".

The health repercussions of sleep deprivation are not well understood, but sleep researchers point to its ranging from heart problems to depression. In a famous experiment conducted at the University of Chicago, rats kept from sleeping died after two and a half weeks. People are not likely to drop dead in the same way, but sleep deprivation may cost them their life indirectly, when an exhausted doctor prescribes the wrong dosage or a sleepy driver weaves into someone's lane because driving while tired is very similar to driving drunk.

What irritates sleep experts most is the fact that much sleep deprivation is voluntary. "People have regarded sleep as a commodity that they could shortchange", says one of them. "It's been considered a mark of very hard work and upward mobility to get very little sleep. It's macho attitude". Slumber scientists hope that attitude will change. They say people have learned to modify their behaviour in terms of lowering their cholesterol and increasing exercise. Doctors also think people need to be educated that allowing enough time for sleep and taking strategic naps are the most reliable ways to promote alertness behind the wheel and on the job.

Naps would be nice, but at the moment, employers tend to frown on them. And what about the increasing numbers of people who work at night? Not only must they work while their bodies' light-activated circadian rhythms tell them to sleep, they also find it tough to get to sleep after work. Biologists say night workers have a hard time not paying attention to the 9-to-5 day, because of noises or family obligations or that's the only time they can go to the dentist.

As one may imagine, companies are springing up to take advantage of a sleep. One of the companies has specially designed shift-work lighting systems intended to keep workers alert around the clock. Shift-work's theory is that bright light, delivered in a controlled fashion, can help adjust people's biological clocks. The company president says they are using light like a medicine. So far, such special lighting has been the province of NASA astronauts and nuclear power plant workers. He thinks that, in the future, such systems may pop up in places like hospitals and 24-hour credit-card processing centers. Other researchers are experimenting with everything from welder's goggles (which night workers wear during the day) to human growth hormones. And, of course, there is always what doctors refer to as "therapeutic caffeine use", but everyone is already familiar with that.

So, is a good night's sleep an impossible dream for Americans? May be so.

**11. Pick out the words in the text, which may be grouped under the heading "Sleep".**

**12. Answer the following questions:**

1. Why do you think the text starts and ends with the same question?
2. Why are Americans called a somnambulant nation?
3. What are the consequences of sleep deprivation?
4. What experiment was conducted at the University of Chicago?
5. What are sleep experts irritated by?
6. What are the ways to promote alertness?
7. What problems do night workers face?
8. Is it possible to adjust people's biological clocks?
9. What are researchers experimenting with?

**13. Are you in favour of or against the following? Explain your choice:**

- a) TV and Internet as night entertainment options;
- b) sleep deprivation as a macho attitude;
- c) taking strategic naps;
- d) night work;
- e) shift-work lighting systems;
- f) therapeutic caffeine use.

**14. Describe:**

- a) your physical state after a sleepless night;
- b) your idea of a good night's sleep.

**15. Characterize the position towards sleep problems taken by:**

- a) slumber scientists;
- b) doctors;
- c) biologists;
- d) some companies;
- e) experimenters.

**16. Divide the article into logical parts. Give a heading to each part.**

**17. Review the article.**

**18. Choose the statement you think to be correct. Give your reasons:**

1. Dreams reflect
  - a) our hidden wishes;
  - b) past events;
  - c) future.
2. Our brains
  - a) are busy while we are asleep;
  - b) are at rest;
  - c) make up a future chain of events.
3. Dreams act as
  - a) a safety valve;
  - b) a warning;
  - c) a means of relaxation.
4. To understand a dream you must
  - a) study a number of books interpreting dreams;
  - b) note down it into a dream journal;
  - c) imagine what you would like to see in your dream.
5. The messages of your dream resolve around
  - a) familiar people;

- b) strangers;
  - c) your future friends.
6. If in your dream you are sitting an exam it symbolizes
- a) your fear;
  - b) your negative attitude towards this psychological testing;
  - c) your failure.

### **19. Describe:**

- a) the most pleasant dream (use the following: amazing, fascinating, overwhelmed by emotions, puzzling, marvelous imagery);
- b) the most unpleasant dream (use the following: horrible, disgusting, nightmare, scared stiff, wrought-up).

### **20. A role-play:**

Your uncle is a night worker. Ask him about his job and disadvantages of working at night.

### **21. Render the text into English**

#### **БУТТЯ І СВІДОМІСТЬ**

Свідомість — це притаманний лише людині ідеальний спосіб відтворення буття. Це рівень індивіда, на якому людина виявляє себе суспільною істотою з властивою їй діяльністю як освоєнням. Свідомість як ідеальне протиставляється буттю як об'єктивно існуючому. Це особливий рівень психічного відображення дійсності, що надбудовується над психічними процесами, станами, властивостями, але не зводиться до них. Стосовно буття свідомість передусім демонструє свою пізнавальну функцію — функцію побудови образу світу, який відображає ступінь освоєння людиною буття.

У свідомості буття переломлюється і стає усвідомленим. Світ як олюднене буття постає у своєму об'єктивному, незалежному від індивіда існуванню і як таке усвідомлюється. Виникнення свідомості важко збагнути, не взявши до уваги буття ідеального, яке в цьому зв'язку може розглядатись як надсвідомість — об'єктивована в продуктах матеріальної і духовної культури царина значень. Свідомість існує на ґрунті значень мови і завдяки мові. Без мови немає свідомості. Мова є формою існування індивідуальної свідомості. Значення — зміст продуктів матеріальної і духовної культури, що його несе в собі мова людини. Значення акумулюють досвід попередніх поколінь, за ними криються суспільно вироблені способи дій, за допомогою яких люди змінюють і пізнають дійсність, тому носіями значень є також речі, акти людської поведінки, жести, формули, схеми, карти, живопис, пісні, танці тощо. Проте лише у слові, понятті вони набувають незалежного, абстрагованого від реальності існування. Отже, значення — особлива форма

відтворення людиною дійсності, властивість продуктів культури нести в собі узагальнений досвід попередніх поколінь.

До складу індивідуальної свідомості входить ще й особистісний смисл — індивідуалізоване відображення реального ставлення людини до певних явищ дійсності. Він виникає на підставі значень і є власне "значенням для мене". Свідомість проникнута смислом. Він позначає в образі найпривабливіші предмети, нерідко наділяє їх додатковим значенням, породжує надцінні ідеї, зрештою, може спотворювати відображення дійсності. Проте завдяки цьому складнику свідомість є живим психічним утворенням, яке має власну, а не лише зовнішню детерміновану, логіку розвитку.

## **22. Take your learning a step further by testing your critical thinking skills on this scientific problem solving exercise.**

\_\_\_\_\_1\_\_\_\_\_

Since he retired as a college professor 5 years ago, 65-year-old Bentley has suffered numerous health problems, including high blood pressure, chest pains, and muscle tremors. Once very active physically, Bentley has not been able to take his daily 30-minute jog for the past 3 years. For the first time in his life Bentley takes several prescription drugs daily, including one that controls his muscle tremors by blocking the neurotransmitter acetylcholine. Bentley's biggest complaint, however, is that he is bored and misses the intellectual stimulation of his former students and colleagues.

Bentley's daughter Mary recently read a magazine article on Alzheimer's disease and is worried that something may be seriously wrong with her father's mind. For a man who once prided himself on his infallible memory and the quickness of his thinking, Bentley's memory now occasionally falters, and his reactions are slower. Fearing that her father may be suffering from Alzheimer's disease, Mary decides to conduct an experiment. Pretending that she is stumped while working on a "brain teaser," she asks her father to help her identify the next letter in the series *d f i m r x e*. When Bentley becomes flustered and cannot quickly come up with the answer, Mary is crestfallen, certain that her father is in the early stages of a devastating disease.

1. State Mary's argument in your own words.
2. Describe the evidence on which Mary has based her argument.
3. State three reasons why Mary's evidence is not strong enough to support her argument.

\_\_\_\_\_2\_\_\_\_\_

Consider the following hypnosis experiment. "Geraldo the hypnotist" is invited to demonstrate hypnosis to your psychology class. He brings along three volunteers currently enrolled in his hypnosis certification course and claims that hypnosis can trigger specific behaviors, perceptions, and memories. He then hypnotizes the volunteers and begins a demonstration of age regression. The volunteers are brought back to their first day of kindergarten. Remarkably, their

behavior and speech seem childlike. After instructing them to forget every thing that happened, Geraldo brings the subjects out of the hypnotic state and invites you and your classmates to question them. To your amazement, the subjects report no memory of the incident. Geraldo argues that his experiment demonstrates that hypnotic age regression actually causes subjects to relive earlier experiences, while the suggestion of posthypnotic amnesia erases memory of the hypnosis from the brain.

1. Geraldo's "experiment" has at least three major flaws. Can you identify them?
2. What explanation does Geraldo offer for the behavior of the subjects in the hypnosis demonstration?
3. Does this explanation make sense based on the evidence?
4. How else might the behavior of the hypnotized subjects be explained?
5. Suggest a more valid test of hypnosis.

## **FROM THE HISTORY OF PSYCHOLOGY**

### **23. Read the article quickly and give a short summary of it:**

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 Zurich (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).



## UNIT 9

### MEMORY

Sometimes, when we think of our memory, we imagine it as a mental "filling cabinet" in which we deposit isolated facts that we want to be sure to retain — such as the dates of the revolutions, or our mother's birthday, or the errands we must be sure to do on the way home from work. But that is only a partial description of our memory. Our memory encompasses everything we have recently perceived and everything we know or can recollect — about people, places, music, pictures, ways of doing things, languages, emotional feelings, dreams, actions, and skills. In analyzing memory, William Brewer and J. R. Pani have suggested that the contents of our memory can be seen as falling into three broad categories.

- *Personal memories* consist of distinct episodes we have witnessed, such as this morning's breakfast. When we remember such episodes, we can "see" the event taking place, and our mental images carry a sense of the past.

- *Generic memories*, by contrast, include memories that are abstract and are not tied to any particular time or place; we do not usually remember where we learned them. They include memories that are primarily semantic, or meaning-related, rather than being scenes. Concepts such as "love" or "constitutional monarchy" are generic memories. Generic memories also include perceptual memories of the way things look, sound, and so on.

- *Skill memories* consist of cognitive skills, such as our ability to solve quadratic equations; motor skills, such as our knowledge of how to ice-skate or put in a light bulb; and rote verbal sequences we have memorized, such as our phone number. Memory is an ambiguous concept. One meaning of the concept refers to a repository of our accumulated knowledge of specific and general things, but another meaning refers to processes — "memorizing" and "remembering". Psychologists analyze the memorizing - remembering cycle into three distinct processes: *acquisition*, *retention*, and *retrieval*. Acquisition is the process by which we initially perceive, register, and record information in our memory. If you do not pay attention and register something in the first place, you will never be able to remember it. Retention is the process by which we maintain information in storage in our memory; you may register a piece of information such as an address, but it may decay over time, or similar material placed into memory may interfere with its retention. Retrieval is the process by which we get information out of storage and bring it back into our awareness. You may register a piece of information and store it, but then find yourself unable to bring it back to mind - until someone gives you a good cue that "jogs your memory". The gatekeeper to our memory is a process known as selective attention. In attending to the world around us, we cannot possibly respond to all the thousands of stimuli that bombard us every second. Instead, we constantly select from the stream of stimuli just a limited number of sights, sounds, and other sensations — and ignore the rest. Only

those few stimuli that we select for focused attention will be registered firmly in our memory: the others, registered weakly and unattended to, will quickly fade from our memory. What guides selective attention? Some factors are universal. For example, the simple properties of the stimulus may make it an attention-getter: anything that is intense, large, loud, or strikingly colourful attracts attention. Other factors in the selection process are very personal. We pay attention to anything that is relevant to our own motives. Stimuli that arouse our emotions, whether these signals are violent, sexy, horrifying, or beautiful, attract our attention. Stimuli that affect our goals and self-esteem, or those of our loved ones, interest us. Events that are relevant to our interests also attract our attention. If a stimulus gets past the “gatekeeper” and you do pay attention to it, your memory processes will begin to operate. The result may be a memory that lasts for just a second or two, a memory that lasts for several minutes, or a memory that lasts for hours, days, or years. What happens when our memory processes operate within these three different time frames?

**Sensory memory.** Virtually every moment of your waking life you have memories that are simply the aftereffects of your sensory processes. These fleeting sense impressions, known as sensory memories, last for just a tiny interval of time. Our visual world maintains its stability even though we blink frequently as we look about us. This phenomenon is related to our sensory memory. Similar sensory aftereffects exist for touch and hearing. We rely on auditory aftereffects in conversation: the persisting auditory images enable us to process speech sounds after the speaker has gone ahead with his or her remarks.

**Short-term memory.** Many of our sensory memories simply fade almost immediately. But if we pay close attention to a sensory memory, that record enters a more durable phase, we call it short-term memory. Short-term memory is a temporary form of memory that lasts many seconds; it is also known as active memory or primary memory. Here is how short-term memory operates. While we are attending to a sensory event, we may also retrieve associations to that event from more durable parts of our memory. These retrieved associations themselves become active as part of our memory of the event. In essence, we have converted the information from one form to another prior to recording it in memory; this process is called encoding.

**Long-term memory.** Now try to remember your mother's maiden name. Do you have it as an active trace? Before you remembered it, the name was inactive; it was in what is called long-term memory, out of your consciousness. Then, when you retrieved it, the name was aroused into your consciousness, into short-term memory. This description is metaphorical. You did not actually move the name from one place to another in your mind, because memory is not a set of places. Instead, a given item can be either active or inactive: it can be in your consciousness, or it can be out of your consciousness for a moment. Long-term memory is what most people think of when they talk about memory: the total content of our long-term memory encompasses that tremendous range of knowledge, ideas, images, skills, and feelings that we have gathered in the course of our experience. All these items of knowledge are inactive for the moment, but

they can be retrieved, given an appropriate request, and “brought into” short-term memory. So short-term and long-term memories have a close, dynamic connection with each other.

### *List of Vocabulary*

acquisition — надбання, здобуття  
ambiguous — двозначний, невизначений, непевний  
to blink — кліпати  
concept — поняття  
to convert — перетворювати  
cue — натяк, знак  
to decay — руйнувати (ся), гаснути  
to deposit — відкласти  
distinct — чіткий, ясний  
to enable — давати змогу  
encoding — шифрування, кодування  
to encompass — містити в собі  
equation — рівняння  
errand — доручення  
to fade — в'янути, поступово зникати  
fleeting — швидкоплинний  
generic — родовий, генетичний  
intense — напружений  
to jog one's memory — дати поштовх, пригадати  
long-term — довготривалий  
to maintain — утримувати  
persistent — тривалий, утримуваний  
prior — попередній, раніше  
to recollect — згадувати  
relevant -- доречний, що стосується суті справи  
to rely on — покладатися, довіряти  
repository — вмістилище, сховище, склад  
to retain — утримувати, пам'ятати, зберігати  
retrieval — відновлення, повернення  
rote — механічне запам'ятовування, зазубрювати  
self-esteem — самооцінка  
semantic — семантичний, концептуальний  
short-term — короткочасний  
skill — вміння, вправність  
temporary — тимчасовий  
tiny — мініатюрний, крихітний  
trace — слід, відбиток, знак  
tremendous — величезний

unattended to — залишений поза увагою

**Find the English equivalents for the following. Give the situations in which these word combinations are used.**

Зберігати окремі факти; пов'язаний з конкретним місцем та часом; значимий; осмислений; розв'язувати квадратне рівняння; нагромаджені знання; перешкоджати утримуванню інформації; відкластися у пам'яті; стертися з пам'яті; викликати емоції; часовий вимір; свідоме життя; сенсорна пам'ять; наслідки процесів сприймання та відчуття; тривала фаза; охоплювати величезний обсяг знань.

**Answer the questions on the text:**

1. What is deposited in a mental "filling cabinet", called memory?
2. What kind of memories does the generic one include?
3. What does the ambiguity of memory mean?
4. What are the three distinct processes in the memorizing- remembering cycle?
5. What guides selective attention?
6. Does sensory memory pass away fast or last for a long period of time?
7. Encoding is a process of converting the information from one form to another, isn't it?
8. How can long-term memory turn into short-term memory?

**2. Fill in the blank with the vocabulary word that best fits the meaning of each sentence:**

1. Learning by ... is applicable only in a few cases.
2. We have had a ... amount of worry recently.
3. The course ... the whole of English literature since 1850.
4. Flowers will soon ... when they have been cut.
5. His answer was so ... that we couldn't understand what he meant.
6. His nationality isn't ... to whether he's a good lawyer.
7. The Latin term "Vulpes" is the ... term for the various types of fox.
8. He is a ... of all sorts of out-of-the-way knowledge.
9. I'm in a hurry — I've got some ... to do.
10. In such complicated situation she was able ... her self-control.
11. It is difficult to grasp the ... of the infinite space.
12. He handled the negotiations with great ...
13. The studio manager gave me the ... when it was time to sing.

**3. Confirm or deny the statements. Make use of the following phrases:**

*That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right, I'm sorry to say it. Far from it.*

1. According to W. Brewer and J. R. Pani's theory there is no difference between personal and generic memories.
2. Memory is an ambiguous concept.
3. We constantly select from the stream of stimuli just a limited number of sights, sounds, and other sensations — and ignore the rest.
4. In order to remind some name we actually move it from one place to another in our mind.
5. Short-term and long-term memories have a close, dynamic connection with each other.

#### **4. Substitute the definitions for the words taken from the text:**

1. The process of converting information from one form to another.
2. An ability to remember events and experiences.
3. Repeated study using memory rather than understanding.
4. To see or notice something by being present when it happens.
5. To take no notice of; to refuse to pay attention to.
6. Something that causes activity.

#### **5. Search the text for the derivatives of the following nouns and verbs. Use them in word combinations:**

to acquire, part, to describe, to esteem, to constitute, to percept,  
to equate, to connect, metaphor, conscious, maid, to associate, stable,  
to repose, to inform, to retain, to select, colour.

#### **6. Translate into English:**

1. Усе, що людина безпосередньо відображає за допомогою процесів відчуття і сприймання, фіксується, упорядковується, зберігається в її мозку, утворюючи індивідуальний досвід, і за потреби використовується у подальшій діяльності.
2. Пам'ять — це складний, але єдиний і безперервний процес, який детермінується діяльністю особистості та її спрямованістю на досягнення мети.
3. Сенсорна пам'ять характеризується дуже коротким часом збереження матеріалу. Вона має різні підвиди, серед яких помітну роль відіграє слухова та зорова сенсорна пам'ять.
4. Короткочасна пам'ять характеризується швидким запам'ятовуванням матеріалу, негайним його відтворенням і коротким строком зберігання.
5. Довготривала пам'ять виявляється у процесі набуття й закріплення знань, умінь і навичок, розрахованих на їх тривале зберігання та наступне використання в діяльності людини.

6. Запам'ятовування — це процес пам'яті, внаслідок якого відбувається закріплення нового матеріалу.
7. Збереження — процес пам'яті, що забезпечує утримування результатів запам'ятовування впродовж більш чи менш тривалого часу.
8. Відтворення — процес пам'яті, який полягає у відновленні матеріалу, що зберігається.
9. Пригадування — довільне відтворення, пов'язане з активним пошуком, відновленням і добуванням з довготривалої пам'яті матеріалу, необхідного індивіду.
10. Забування — процес пам'яті, який призводить до втрати чіткості й зменшення обсягу закріпленого у тривалій пам'яті матеріалу, а інколи й неможливості відтворити його.

## 7. Read and translate the text:

### Kinds of Memory

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

Imagine that a friend who collects facts informs you about brain weight: a human brain weighs about 3 pounds, an elephant brain — approximately 13 pounds, a whale brain - roughly 20 pounds. How may this information make its way into memory? When you simply hear your friend cite the facts, some remembering that you are aware of is going on.

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

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

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

The short- and long-term systems continually pass information back and forth. The material in the LTM may be activated and transferred to the ST store. It is the ST system that retrieves both long- and short- term memories. Imagine that

someone asks you, "Do people have the largest brain of any animal?" Some time after your friend's lecture, the necessary information will be given quickly; it is in the ST store.

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

**8. Pick out the words from the text, which may be grouped under the heading "Memory".**

**9. Answer the following questions:**

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

**10. Complete the following sentences:**

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

**11. Find in the text the facts to prove that:**

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

**12. Explain:**

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

**13. Combine the following words into word-combinations:**

to collect	thoughts
to remember	afterimages
to select	material
to process	ideas
to store	numbers

to transfer	data
to resemble	information
to encode	facts
to attend	pictures
to keep in memory	sounds
to divide	attention
to support	words

**14. Give derivatives of:**

to remember, to attend, to process, to inform, to aware.

**15. Make up your own sentences with:**

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

**16. Translate the following proverbs:**

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

**17. Develop the following situations:**

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

Ask your partner:

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

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

Ask your partner:

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



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

Ask your friend:

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

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

Ask him:

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

## 18. Render the text into English:

### ПАМ'ЯТЬ

Пам'ять — це відображення предметів і явищ дійсності у психіці людини в той час, коли вони вже безпосередньо не діють на органи чуття. Пам'ять — це низка складних психічних процесів, активне оволодіння якими надає людині здатності засвоювати і використовувати потрібну інформацію.

Пам'ять включає такі процеси: запам'ятовування, зберігання, відтворення та забування. Запам'ятовування — це закріплення образів сприймання, уявлень, думок, дій, переживань і зв'язків між ними. Збереження — це процес утримання в пам'яті відомостей, одержаних у ході набування досвіду. Цей процес великою мірою залежить від якості та глибини запам'ятовування. Забування — процес протилежний збереженню, виявляється у тому, що актуалізація забутих образів чи думок ускладнюється або стає взагалі неможливою. Пам'ять включається в різні види людської діяльності, в них формується і виявляється. Особливості вияву пам'яті закріплюються, передаються генетично, розвиваючись у діяльності людини, розкривають собою певні властивості особистості й складають певні види пам'яті.

Види пам'яті розрізняють за такими критеріями: 1) залежно від того, що запам'ятовується й відтворюється, яка діяльність переважає, пам'ять розподіляють на рухову, емоційну, образну, словеснологічну; 2) за тривалістю закріплення й збереження матеріалу — на короткочасну (оперативну) і довготривалу; 3) залежно від того, як процеси пам'яті включаються у структуру діяльності, як вони пов'язані з її цілями та засобами, — на мимовільну і довільну; 4) за усвідомленням (розумінням) змісту матеріалу — на смислову і механічну.

### **19. Take your learning a step further by testing your critical thinking skills on this scientific problem solving exercise.**

Danny just happened to be driving into the parking lot of a convenience store the night the attendant was killed in a holdup. He caught a quick glimpse of a fleeing man who seemed to be carrying a handgun. When the police arrived at the scene, Danny couldn't say much about the gunman's appearance. Nevertheless, they took him to headquarters and showed him hundreds of mug book photographs. After many frustrating hours, during which Danny was repeatedly shown a photo of a man named Raymond but was unable to identify anyone conclusively, the investigator handed him Raymond's photo and said, "We know this man visited the convenience store the night of the crime. Did you see him running from the store?" When Danny said he wasn't sure, he was allowed to leave and asked to think more carefully about what he had seen that night.

Three weeks later, Danny was asked to pick the killer from a five-man lineup that included Raymond. Although he remembered feeling uncertain of the identity of the man when he was first questioned, Danny was surprised at how easily and confidently he picked Raymond from the lineup now.

1. What's going on in this situation? What problem are the police trying to solve?
2. Why couldn't Danny identify the gunman right after he witnessed him fleeing from the store?
3. What is wrong with the police's questioning procedures?

## **FROM THE HISTORY OF PSYCHOLOGY**

### **20. Read the article quickly and give a short summary of it:**

*Binet, Alfred* (1857-1911), French psychologist is 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, HI 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.

## UNIT 10

### COGNITION AND LANGUAGE

Cognition is essentially the process of thinking, decision making, judging, imagining, problem solving, categorizing, and reasoning — all the higher mental processes of human beings. These diverse mental activities may seem to be a jumble of topics without any common elements, but a common ground underlies them all: they all depend on knowledge that derives from learning and memory.

Much of our knowledge is encoded in our memory in verbal form, so that language is essential to learning, thinking, and remembering. But imagine how impossible language would be if everything had a unique name. One way the mind reduces its work is by grouping similar objects and events under the heading of a single concept. Classifying similar things together by concepts or categories enables us to cope with the task of naming and representing the infinite variety of things in our world.

How do we recognize an object as a member of a category? We check to see whether it shares a number of typical features, or properties, of that concept. All oranges, for example, share such properties as yellowish-red colour, baseballish size, spherical shape, nubby texture, and peelable rind — in addition to their unique, unmistakable smell and taste. When we consider an object that might be an orange, we check to see whether it has at least a few of these features. Once we have decided that the object does belong to a given class, we can then make inferences about it on the basis of these shared properties. If you are blindfolded and presented with a round, pebbly-surfaced object that smells like an orange, you can predict its other features — colour, taste, and so on. Even this simple example shows how categories simplify the world's diversity and reduce the mind's work.

No one comes into the world with a ready-made stock of concepts; we acquire them slowly, and they reflect our knowledge about the world. Concepts can be learned by direct teaching or by observation. In either process we learn the concept in terms of a collection of features and the relationships among the features.

Each concept consists of a prototype, or central core, which encompasses the very best examples of the concept. The prototype may be thought of as the collection of the most typical features characterizing the category as a whole. Surrounding the prototype is a collection of instances that are more or less typical of the category.

Just what makes an instance more or less typical of a category? Eleanor Rosch and Carolyn Mervis investigated this question and found that family resemblance was the key: the more closely an instance, let's say "apple", resembled many other category members, the more typical it was judged to be.

Psychologists have also investigated the way we learn and use the prototypes that lie at the hearts of our categories. If subjects are shown only instances that vary in minor ways from the central prototype, they quickly come

up with a good conception of that central prototype. The social and personality categories we use every day are called stereotypes. They seem to be constructed like most other natural categories: the category consists of a prototypic instance, flanked by members of decreasing similarity. The fuzziness of these categories is reflected in our culture's personality prototypes or stereotypes — the introvert, the extrovert, the hostile child, the lonely person, the bully, and so on: there are extreme and moderate examples of all these types. Similarly *fuzzy* categories exist for ethnic groups and for psychiatric diagnostic categories, such as mentally retarded and schizophrenic. Indeed, they exist for insanity (or sanity) itself.

Rosch's studies concern common categories, those for which our language has devised as a label. But not all the categories we use have labels. People continually make up *ad hoc* categories, *spur-of-the-moment* categories constructed to handle particular functions, often as a part of goal-directed plans. But *ad hoc* categories differ from common categories in an important way: typical members may bear little resemblance to other members of the category family. A major reason for categorizing people, places, and objects is so that we can make appropriate judgments about them and then decide how to act towards them. On the job we behave differently if we believe we are talking to one of our bosses or one of our subordinates. Obviously, our categories and judgments play a basic role in the decisions we make about how to behave in given situations.

Language is a social tool, and its principal function is to coordinate our actions and exchanges with others in our social group. We use human language to communicate information from one person to another and to influence one another's actions. Many other species also have simple communication systems: bees dance on the floor of a hive to tell other workers where nectar has been found, seagulls use distinct cries to communicate the location of food or the presence of danger. But such animal signaling systems are simple and rigid. By contrast, human language is incredibly flexible and complex.

Language is a tool used by human beings — a tool for manipulating the social environment. We can look at any tool from two different points of view: in terms of its structure, or in terms of its function. The study of language's structure is the province of linguistics.

Our system of language forms a sort of bridge, or chain of relationships, between our thoughts and the sounds we make in order to communicate. We pack our thoughts together and find ways of expressing them in accordance with the grammar of our language — the rules that describe the levels of speech in our language and the way those levels are interrelated. We follow the rules that govern the way we connect our thoughts before we speak them. We usually speak in order to express a thought or convey an intention. But the thought is not the same as the actual sentence we utter. The thought occurs in our consciousness in the form of a proposition, consisting of a subject with a predicate. But most of our thoughts are complex. So in order to express these complex relationships in an utterance, we often package several propositions in a single sentence, following the rules of grammar.

Psychologists are interested in grammatical phrases (which are also called constituents), because people treat them as perceptual chunks that have unity and integrity. Speakers tend to utter whole constituents in bursts separated by pauses, and listeners tend to "hear" whole constituents at a time.

If we could not get our ideas across to other people and discover what they had in mind themselves, each of us would exist inside a virtually impenetrable shell. Human interaction would be almost impossible, and if people could not interact with one another, societies could not exist, and cultures could not be transmitted from one generation to the next.

Psychologists are interested not only in language's structure, but also in its function, or how it is used — the field of psycholinguistics. As a tool for social communication, language coordinates the thoughts and actions of the speaker and the listener. A speaker uses language for a purpose: to arrange a date, perhaps, or to offer a cup of coffee to a guest, warn an intruder to leave, or thank a friend for a gift. The study of the way a speaker uses language to accomplish some goal that depends on a listener's comprehension is known as pragmatics.

### *List of Vocabulary*

to acquire — набувати  
ad hoc — на конкретний випадок  
to accomplish - виконувати, досягати  
appropriate — відповідний, придатний  
blindfolded із зав'язаними очима  
bully — задирака, хуліган  
cognition — пізнання  
comprehension — розуміння, охоплення  
to convey — передавати, повідомляти  
to cope with — справлятися, упоратися з чимось  
diverse — інший, відмінний, різноманітний  
to devise — придумати, виробити  
essential — обов'язковий  
flanked — розташований збоку  
flexible — гнучкий, податливий  
fuzziness — неясність, непевність  
hive — вулик  
hostile — ворожий, вороже налаштований  
impenetrable — непроникний, недоступний, незбагненний,  
недосяжний  
infinite — безконечний, безмежний  
instance — зразок  
integrity — цілісність  
judgement — судження  
jumble — купа, безладна суміш

nubbly — вузлуватий  
 to predict — передбачати  
 property — властивість  
 proposition — пропозиція судження, диктум  
 resemblance — подібність  
 retarded — відсталий  
 rigid — грубий, позбавлений образів  
 rind — шкірка  
 sanity — здоровий розум, нормальна психіка  
 species — вид, рід  
 spur-of-the moment — миттєвий, експромтний  
 tool — знаряддя  
 to utter — промовляти  
 utterance — висловлення  
 to vary — змінюватися, різнитися

**Find the English equivalents for the following. Give the situations in which these word combinations are used.**

Класифікувати та обґрунтовувати; розумова діяльність; нескінченне розмаїття речей; мати спільні ознаки; зробити умовивід; готовий поняттєвий апарат; формувати поняття шляхом спостереження; родова подібність; прототипна ознака; розмитість категорій; розумова відсталість; виконувати функцію; виявляти незначну схожість; гнучка і розгалужена система; сфера лінгвістики; передати намір; з'являтися у формі пропозиції; смислова група; передаватися з покоління в покоління; досягнути.

**Answer the questions on the text:**

1. How is cognition connected with learning and memory?
2. What helps us cope with the task of naming and representing the infinite variety of things in the world?
3. How do categories simplify the world's diversity and reduce the mind's work?
4. What is a prototype?
5. Who is the author of the theory of prototype?
6. Do only people have their language?
7. What stages does the thought go through before it is verbalized?
8. What do psycholinguistics and pragmatics study?
9. Is the world possible without language?
10. How do we recognize an object as a member of a category?

**2. Fill in the blank with the vocabulary word that best suits the meaning of each sentence:**

1. Have you noticed that he hasn't ... a word for the last 24 hours?
2. This rare bird has become an endangered ....

3. The factory ... very well with the sudden increase in demand.
4. The fortune-teller ... that I would marry a doctor.
5. Lucy is very ... and can't read yet though she is nine.
6. I don't feel our visit really ... anything.
7. We can visit you any time you want — our plans are fairly ....
8. The program deals with subjects as ... as pop music and ancient Greek drama.
9. Words are the ... of his trade.
10. Our government's anger was ... to their ambassador.
11. Many plants have medical ....
12. I think this is an <sub>ж</sub> moment to raise the question of my promotion.

**3. Substitute the definitions for the words taken from the text:**

1. A plan which one has, purpose.
2. Something necessary or useful for doing one's job.
3. Made, arranged for a particular purpose.
4. A fixed set of ideas about what a particular type of person or thing is like, which is believed to be true in all cases.
5. Any of the parts that make up a whole.
6. The act or experience of knowing, including consciousness of things and judgment about them.
7. A person who likes to spend time in activities with other people rather than being quiet and alone.
8. A person suffering from a disorder of the mind marked by a separation of a person's mind and feelings, causing at last a drawing away from other people into a life in the imagination only.
9. A system of signs, movements, etc., used to express meanings or feelings.
10. A division of animals and plants, which are alike in all important ways, and which can breed together to produce young of the same kind.

**4. Search the text for the antonyms of the following words. Make up sentences with them:**

artificial, minor, increase, peripheral, extrovert, penetrable, optional, similar, enlarge.

**5. Confirm or deny the statements. Make use of the following phrases:**

*That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right, I'm sorry to say it. Far from it.*

1. Cognition is an essential process characteristic of all animals.
2. Concepts which reflect our knowledge about the world can be learned in different ways.
3. There is no difference between prototypes and stereotypes.



4. All the categories we use have labels.
5. We use language to communicate information from one person to another.
6. Our language is a bridge between the thought and the sounds we produce.
7. Psycholinguistics and pragmatics deal with the same problems.

## **6. Translate into English:**

1. Процес пізнання включає в себе різні види розумової діяльності людини: мислення, прийняття рішень, судження, уяву, вирішення проблем, категоризацію та аргументацію.

2. Мова — це соціальний інструмент, який ми використовуємо для того, щоб передавати інформацію та впливати на дії одне одного.

3. Більшість наших думок є складними і вони з'являються в нашій свідомості у формі тверджень.

4. Багато наших знань закодовані в нашій пам'яті у словесній формі, тож мова є надзвичайно суттєвою для процесів навчання, мислення та запам'ятовування.

5. Як інструмент соціального спілкування, мова координує думки та дії не лише того, хто говорить, а й того, хто слухає.

6. Багато інших видів мають системи спілкування, проте вони є простими й ригідними порівняно із надзвичайно гнучкою та складною мовою людей.

7. Вищою формою пізнання людиною дійсності є абстрактне пізнання, що відбувається за участю процесів мислення та уяви.

8. Важливу роль у пізнавальній діяльності людини відіграє пам'ять, яка відображає, фіксує й відтворює те, що відображається у свідомості у процесі пізнання.

9. Психологи зацікавлені не лише структурою мови, а й її функцією, що є сферою психолінгвістики.

10. Як правило, ми говоримо, щоб виразити думку чи привернути увагу, проте часто наші думки — це не те, що ми говоримо насправді.

## **7. Read out "A Cognition Scale" developed on the basis of a cognitive personality theory and define your place in this scale:**

1. I really enjoy a task that involves coming up with new solutions to problems.
2. I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.
3. I prefer just to let things happen rather than try to understand why they turned out that way.
4. The notion of thinking abstractly is not appealing to me.
5. I find it especially satisfying to complete an important task that required a lot of thinking and mental effort.
6. I like tasks that require little thought once I've learned them.
7. I prefer to think about small, daily projects to long-term ones.

8. I don't like to have the responsibilities of handling a situation that requires a lot of thinking.
9. I feel relief rather than satisfaction after completing a task that required a lot of mental effort.
10. I think best when those around me are very intelligent.
11. I prefer my life to be filled with puzzles that I must solve.
12. I would prefer complex to simple problems.
13. Simply knowing the answer rather than understanding the reasons for the answer to a problem is fine with me.

**8. Suggest your own ideas concerning the above given statements?**

**9. Read the text and explain why fathers smile less than mothers:**

### **Translating the Smile**

Stettner, a psychologist at Wayne State University in Detroit, says smiling is a complicated and important form of self-expression, and he believes that improved knowledge of it could have practical implications.

Besides, it feels good, Stettner said at a symposium on his favourite subject at a meeting of the International Primatological Society. "It's like discovering a language system", he said. "I've become ensnared in working out the vocabulary of smiling". Stettner told the symposium that there are many different kinds of smile — 1, 814, 400, by his estimate. "That could be off by several hundred thousand", he added, not with a straight face.

He turned serious when explaining some of the practical applications of his work. "A lot of people are interested in smiles. People who study a foreign language, for example, ought to know what different smiles signify in different cultures. You learn a language but you don't learn the nonverbal language".

Most of what is known about smiling comes from studies of infants and their parents. Sidney Perloe of Haverford College in Pennsylvania tried to determine why fathers tend to smile less at the antics of babies than mothers do.

It had been thought that fathers had less reason than mothers to develop rapport with infants because fathers play a smaller role in nurturing the infant. But Perloe found that males are less likely to smile simply because they are more aware that they are being watched by other adults and may fear that smiling at babies might be unbecoming.

**10. Read the text again and choose the information on:**

1. Stettner's research.
2. Sidney's studies.

**11. Do you believe in the results of their investigation? Give your reasons.**

## **12. Develop the following situation:**

You have just come from the symposium of the International Primatological Society. What would you like to tell your colleagues about?

## **13. Read and translate the text:**

### **Nonverbal Communication**

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

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

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

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

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

**14. Answer the following questions:**

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

**15. Make up disjunctive questions of the following sentences and respond to them:**

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

**16. Search the text for the facts to prove the following statements:**

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

**17. Think of all possible situations where nonverbal communication plays a greater part than spoken words.**

**18. Look through the text, find and read sentences on:**

- the most common indicators of approval and disapproval;
- universal nonverbal signals.

**19. Render the text into English:**

**МИСЛЕННЯ ЯК ПРОЦЕС**

Мислення це процес опосередкованого й узагальненого відображення людиною предметів і явищ об'єктивної дійсності в їхніх істотних властивостях, зв'язках та відношеннях. Мислення є одним із провідних пізнавальних процесів, його вважають найвищим ступенем пізнання. Відображення на стадії мислення відрізняється від чуттєвого пізнання на стадії сприймання тим, що мислення відбиває дійсність опосередковано, за

допомогою системи засобів, зокрема мисленнєвих операцій, мови й мовлення, знань людини тощо. Відображення дійсності на рівні мислення має також узагальнений характер. Мислення надає людині можливість відобразити й зрозуміти не тільки те, що може бути безпосередньо сприйняте відчуттями, а й те, що сховане від безпосереднього чуттєвого сприймання.

Мислення процесуальне, тобто розгорнуте в часі, динамічне. Хідмислення рідко з самого початку є запрограмованим, сама детермінація мислення також створюється та розвивається під час мислення, тобто теж є процесом. Мисленнєві дії — це дії з об'єктами, що відображені в образах, уявленнях та поняттях. Вони відбиваються в думці за допомогою мовлення. Людина не діє безпосередньо з предметами, вона робить це подумки, не вступаючи в контакт із самими предметами й не вносячи реальних змін у їхню будову, розміщення.

Серед мисленнєвих операцій найважливішими вважаються аналіз, синтез, порівняння, абстрагування та узагальнення. Можна назвати ще класифікацію та систематизацію. З порівняння починається пізнання, але найсуттєвіші ознаки виявляються за допомогою попереднього аналізу і наступного синтезу. Ці операції виступають, як правило, в єдності та взаємозв'язку, тому й виникло досить відоме поняття "аналіз через синтез", яке означає поступове заглиблення в суть предмета або явища, вивчення усіх його сторін і властивостей (аналіз) у взаємозв'язках, синтезування їх для подальшого пізнання.

## **20. Take your learning a step further by testing your critical thinking skills on this scientific problem solving exercise.**

\_\_\_1\_\_\_

Psychologists believe that children learn to control their bladders during sleep through classical conditioning, a type of learning in which an organism comes to associate different events. Normally, a wet bed or diaper causes a child to awaken. Through repeated pairings, bladder tension becomes associated with the sensation of wetness and children wake up when they sense that the bladder is full. Imagine that you are baby-sitting a 6-year-old bed wetter who has not yet learned the connection between bladder tension and wetness. In desperation, the child's parents consult a behavioral psychologist who has developed a classical conditioning technique for controlling bed-wetting that utilizes a special sheet containing fine electric wires. When a sleeping child wets the bed, the urine (which conducts electricity) immediately completes an electrical circuit and causes a loud bell to ring, awakening the child. Over time, bladder tension becomes associated with the bell and the child is conditioned to wake up before actually wetting the bed. Although the parents have read a pamphlet that explains the basic principles underlying the conditioning technique, they seek your help in understanding exactly *why* it works.

1. Can you identify the component parts of classical conditioning for children who learn to wake up before they wet the bed *without* special training?

Unconditioned stimulus    Unconditioned response    Conditioned stimulus  
Conditioned response

2. Can you identify the components of classical conditioning for children who are conditioned to wake up with the special sheet and bell?

Unconditioned stimulus

Unconditioned response

Conditioned stimulus

Conditioned response

3. Does the classical conditioning explanation of how children learn on their own to wake up before wetting the bed make sense? Can you explain this learning using principles of operant conditioning ?

2

Attempts to explain language development have sparked a spirited intellectual controversy. At the heart of this controversy is the nature-nurture debate. Behaviorist B. F. Skinner believed that we can explain how babies acquire language entirely with principles of learning, such as the *association* of objects with the sounds of words, the *imitation* of language modeled by others, and the *reinforcement* of correct use of words and syntax by parents and teachers. Linguist Noam Chomsky, who favors the nurture position, believes that much of our language capacity is inborn. According to this perspective, just as "learning" to walk is programmed according to a timetable of biological maturation, so children are prewired to begin to babble and talk.

In this exercise, review each of the following examples of language use by children and decide whether it *best* supports the position of B. F Skinner or Noam Chomsky. Then explain your reasoning.

1. While Marie and her mother are looking at a book together, Marie's mother shows her a picture of an animal and says "cow" Marie says "cow," and her mother praises her for her correct utterance. Two pages later, Marie spontaneously points to a picture and correctly identifies it as a *cow*.

*Position supported:*

*Explanation:*

2. When his day-care teacher asks 1-year-old Jack what he did last Saturday, he responds with "We goed to the zoo." His teacher smiles, marveling at the fact that all children Jack's age make this type of grammatical error.

*Position supported:*

*Explanation:*

3. Nicole, who is deaf and was not exposed to sign language until age 3, lacks the manual language skills of deaf children born to deaf-signing parents.

*Position supported:*

*Explanation:*

4. Twelve-year-old Malcolm, who emigrated to the United States when he was 4, understands English grammar much better than 20-year-old Maya, who was first exposed to English when she was 12.

*Position supported:*

*Explanation:*

## FROM THE HISTORY OF PSYCHOLOGY

### 21. Read the article quickly and give a short summary of it:

*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. 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. He explored the questions of the existence of God, the immortality of the soul, free will, and ethical values 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.

## UNIT 11

### EMOTIONS AND STRESS

*Emotions.* Imagine a world in which there was suddenly no emotion — a world in which human beings could feel no love or happiness, no terror or hate. People might not be able to stay alive: knowing neither joy nor pleasure, neither anxiety nor fear, they would as likely to repeat acts that hurt them as acts that were beneficial. They could not learn: they could not benefit from experience because this emotionless world would lack rewards and punishments. Society would soon disappear: people would be as likely to harm one another as to provide help and support. Human relationships would not exist: in a world without friends or enemies, there could be no marriage, affection among companions, or bonds among members of groups. Our culture's richness would be lost: since people would have no taste for beauty there would be no art, and since people could not be amused or entertained, there would be no music, theatre, books, television, or movies.

In such a world, the chances that the human species would survive are near zero, because emotions are the basic instrument of our survival and adaptation. Emotions structure the world for us in important ways. As individuals, we categorize objects on the basis of our emotions. True, we consider their length, shape, size, or texture, but object's sensory aspects are less important than what it has done or can do to us — hurt us, surprise us, infuriate us, or make us joyful. We also use emotion-tinged categorizations in our families, communities, and overall society. Out of our emotional experiences with objects and events comes a social consensus that certain things and actions are "good" and others are "bad", and we apply these categories to every aspect of our social life — from what food we eat and what clothes we wear to how we keep promises and which people our group will accept. In fact, society exploits our emotional reactions and attitudes, such as loyalty, morality, pride, shame, guilt, fear, and greed, in order to maintain itself.

If emotions were colours, we would each have a rainbow. We are all familiar with a broad span of feelings, some mild, some intense; they range from the momentary and trivial (embarrassment at being unprepared in class, frustration at an automobile breakdown when we are late for an appointment) to the profound and life-altering (joy when we fall in love, anguish when someone we love dies). Our emotional experiences lend their hues to every moment of our day, and they are so much a part of our life that we can easily empathize with the emotions of others. But as familiar as emotions are, it is not easy to formulate a definition of them — to describe exactly what all these different feelings have in common.

Emotions are complicated psychological phenomena that we cannot sum up in everyday, commonsense terms. Psychologists have therefore approached them from another angle. They have noted that no matter what the source or the quality of the emotion is, all emotions share three basic aspects, or components: arousal, expression, and experience. Psychologists use the term "arousal" to refer to the series of psychological changes — primarily in the autonomic nervous system —



that take place when an individual has an emotion. "Expression" refers to behavioural acts that are elicited by the emotion, such as baring the teeth in a moment of rage. "Experience" is the subjective feeling that accompanies the emotion — the individual's perception and realization of the emotional state. Strong emotions are associated with internal changes resulting from activation of the autonomic nervous system. The sympathetic division dominates during emotion-arousing situations, and when it is activated, heart rate, respiration, and muscular tension increase. The brain coordinates the activation of the autonomic nervous system as it triggers emotional arousal.

Much of the behaviour accompanying strong emotion can be observed directly, and there is general agreement concerning its meaning, with the role of prominent facial features charted for at least six basic emotions. The extent to which people agree in rating a common experience helps establish the degree of consistency in our subjective emotional experiences.

A debate continues over the relationship between the bodily changes that characterize emotions and a person's perception of those changes and the situation that produced them. The James-Lange theory of emotion postulates that the perception of bodily changes is emotion. This theory has been challenged because (1) physiological changes do not necessarily produce emotions; (2) the speed with which emotions are felt makes it doubtful that the visceral organs could be their source; and (3) similar bodily changes occur in conjunction with differing emotional states. However, the perception of physiological changes does play a significant role in the experience of emotions.

**Stress.** Symptoms of stress are too familiar. Perhaps you have an interview for a job you have always wanted. You arrive five minutes earlier and take a seat in the reception area. You want to appear confident and self-assured, but your heart is racing, your mouth feels dry, and your hands shake as you reach for a magazine.

Stress is a pattern of disruptive physiological and psychological reactions to events that threaten a person's ability to cope. The symptoms of stress include physiological arousal (increases in pulse rate, blood pressure, and respiration); higher levels of certain hormones; cognitive disorganization (inability to concentrate, obsessive thoughts); and emotional upset (fear, anxiety, excitement, anger, embarrassment, depression). A certain amount of stress is an inevitable part of life. But acute stress can interfere with emotional, cognitive, and psychological functioning. And chronic stress has been linked to degeneration of overall health, diseases of the upper respiratory tract, allergies, high blood pressure, and a greater risk of sudden cardiac death and heart disease.

At some times in our lives, most of us must cope with extremely upsetting events, such as death, losing a job, or divorce. All of us must deal with the annoyances and problems of daily life; we face traffic jams, noisy neighbours, "cash flow" problems, computer malfunctions, romantic breakups, too much work, and too little sleep. Is it possible to measure the impact of environmental events on our psychological and physical well-being? Some years ago, Thomas Holmes and Richard Rahe asked medical patients to list stressful events they had experienced

in the months before they became ill. They were surprised to discover that patients mentioned positive events such as Christmas or getting married and minor problems such as getting a traffic ticket as well as such clearly distressing events as the death of a spouse. Holmes and Rahe concluded that change is a major factor in stress. Even welcome events, such as an outstanding personal achievement, force people to make readjustments in their lives.

But stress also depends on psychological factors; on whether people believe that they can predict and control events in their environment. Those who believe they cannot control events develop learned helplessness.

Coping is the process of managing external and internal pressures that might otherwise lead to stress. Successful coping depends on a combination of problem-solving ability and emotional self-regulation. A person is coping well if he or she is able to change environmental conditions that are harmful or threatening (problem solving); to adjust to painful but unavoidable realities; and to regain emotional equilibrium after an upset, maintaining a positive self-image and continuing satisfying relationships with others (emotional self-regulation).

Psychologists have devised a number of techniques for assisting people who are not hardy by nature to control their reactions to stress. Three techniques for reducing physiological arousal are progressive relaxation (through deep breathing and muscle relaxation), autogenic training (based on self-suggestion), and biofeedback. Stress management workshops combine these techniques with training in coping skills. Psychologists have also discovered relatively simple ways of restructuring stressful environments (such as nursing homes and hospitals) to give inhabitants more control over events, thus enhancing their ability to cope.

### *List of Vocabulary*

to accompany — супроводжувати  
acute гострий  
affection — прихильність, приязнь  
alive — живий  
to amuse — розважати  
angle - кут  
anguish — біль, мука, страждання  
annoyance — прикрість, неприємність, роздратування  
anxiety — тривога  
arousal — фаза збудження (про емоції)  
to apply — застосовувати  
beneficial — корисний, вигідний, благотворний  
biofeedback — рефлекторний зворотний зв'язок  
bond — зв'язок  
cardiac — коронарний, кардіологічний  
charted for — що має пріоритет  
confident — впевнений

consistency — послідовність, відповідність, узгодженість  
degeneration — виродження, переродження  
to devise — придумувати, винаходити  
disruptive — що спричинює руйнування  
to be elicited — бути виявленим  
embarrassment — збентеження, зніяковіння  
emotion-tinged — емоційно забарвлений  
to enhance — збільшувати, посилювати  
equilibrium — рівновага  
to exploit — експлуатувати, використовувати  
experience — фаза переживання (про емоції)  
expression — фаза виходу (про емоції)  
frustration — крах  
greed — жадність, пожадливість  
guilt — провина, вина  
hardy — витривалий, загартований  
hue — тон, відтінок  
impact — вплив  
inevitable — неминучий  
to infuriate — розлючувати, доводити до нестями  
to lack — відчувати нестачу, бракувати  
loyalty — вірність, лояльність  
to maintain — утримувати  
malfunction — неспрацьовування, відмова, збій  
to occur — виникати, з'являтися  
obsessive — нав'язливий  
profound — ґрунтовний, докладний, серйозний  
rage — гнів, лють  
to range — охоплювати, сягати, простягатися  
readjustment — повторне пристосування ,  
reward -- нагорода, винагорода  
self-assured — самовпевнений  
span — відрізок, розмах  
spouse — чоловік/ дружина, подружжя  
threat — загроза  
to trigger — викликати, привести в дію  
unavoidable — неминучий  
visceral — внутрішній

**Find the English equivalents for the following. Give the situations in which these word combinations are used.**

Надати підтримку; відчуття краси; відновити емоційну рівновагу; засіб виживання та пристосування; класифікувати предмети; широкий діапазон почуттів; вискалити зуби; активізація вегетативної нервової системи; риси обличчя; фізичні (тілесні) зміни; внутрішні органи;

підвищення кров'яного тиску; емоційний розлад; когнітивний збій; захворювання верхніх дихальних шляхів; коронарні захворювання; долати прикροші; вплив середовища; наново пристосовуватися; відновити емоційну рівновагу; пристосовуватися до неминучості; глибоке дихання; самонавіювання; зняти стрес.

### **1. Answer the questions on the text:**

1. What would happen if the world were emotionless?
2. Are emotions coloured?
3. What functions do they perform?
4. What are the three basic phases of an emotion state?
5. What does the James-Lange's theory deal with?
6. Is stress a disruptive or a constructive process?
7. Do only negative situations of our life cause stresses?
8. Can a person cope with the stress himself?
9. Who can help people regain emotional equilibrium after an upset?
10. Is the help of a psychologist in teaching emotional self-regulation effective?

### **2. Fill in the blank with the vocabulary word that best fits the meaning of each sentence:**

1. The fall in prices will be ... to small businesses.
2. He is good at his job but he seems ... confidence.
3. Don't you see what a close ... there is between them?
4. Your constant being late is not simply annoying, it's ....
5. The world economic system ... the developing countries in favour of the developed ones.
6. He has a ... influence on the other children.
7. The computer has made a great ... on modern life.
8. We must try to keep the opposing economic forces in ....
9. Good secretarial skills should ... your chances of getting a job.
10. We made a few minor ... to the plan.
11. The players' ... mounted as the rain continued pouring down outside.

### **3. Confirm or deny the following statements. Make use of the following phrases:**

*That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right, I'm sorry to say it. Far from it.*

1. Emotions play an important role in our life.
2. The perception of physiological changes plays the most significant role in the experience of emotions.
3. Any stress affects all the spheres of the person's organism.

4. Helplessness is rather an innate than a shared feature of a person.
5. Stress management workshops are effective in instructing people how to cope with stress.

**4. Substitute the definitions for the words taken from the text:**

1. Interested in things that do not concern one.
2. The act of making or becoming suitable for new needs or different conditions.
3. A general agreement, the opinion of most of the people in a group.
4. Any of the strong feelings of the human spirit.
5. Very great pain and suffering, esp. of the mind.
6. A method of learning to consciously control usually unconscious physical tension, by using an electronic machine to measure this tension and watching what exercises are successful at reducing it.
7. The degree of brightness in colour.

**5. Search the text for the pairs of antonyms, like:**

trivial — life-altering;  
 introvert — extrovert.  
 outside — inside.

**6. Pick up the names of the emotions used in the text. Write them down into two columns choosing the opposite emotion to the given one:**

Positive	Negative
<i>joy</i>	<i>anguish</i>
<i>love</i>	<i>hatred</i>

**7. Pick up all compound words from the text, translate, learn them and make up your own sentences. Follow the model:**

Breakdown. — We witnessed a breakdown of talks between the staff and the management.

**8. Translate the sentences into English:**

1. Емоції — це специфічна форма взаємодії індивіда з навколишнім світом, із середовищем, спрямована на пізнання світу та свого місця в ньому через самого себе.

2. Згідно з теорією Джеймса-Ланге, емоції є не причиною, а наслідком фізіологічних змін в організмі.

3. Стрес — емоційний стан індивіда, який виникає в ситуаціях, що порушують усталений перебіг його життя.

4. Стрес може мати й позитивне значення, оскільки, як зауважував М. В. Гоголь, — "Цілковита свобода від стресу означає смерть".

5. Глибина емоційних явищ залежить від того, чи викликана вона пересічними, чи життєво важливими подіями, а також від того, в якому зв'язку між собою перебувають ці явища.

6. Об'єднуючи в ціле всі функції організму, емоції сигналізують про корисні або шкідливі впливи на організм.

7. Емоції становлять складну реакцію організму, в якій беруть участь майже всі відділи нервової системи людини.

8. Зовнішні вираження емоцій виявляються в рухах, позах, інтонації мовлення, рухах очей тощо. Внутрішня їх вираженість яскраво виявляється у прискореному серцебитті, підвищеному кров'яному тиску, змінах в органах травлення тощо.

9. У стресовому стані поведінка значною мірою дезорганізується, спостерігаються безладні рухи, порушення мовлення, помилки у сприйманні, пам'яті та мисленні, виявляються неадекватні реакції.

10. Успішне подолання стресу значною мірою залежить від уміння вирішувати проблеми а також від рівня емоційної саморегуляції.

## **9. Read and translate the text:**

### **Classification of Emotions**

The list of feelings and reactions we include under the term emotion is almost infinite. A few that come to mind readily are: fear, anger, rage, horror, terror, agony, anxiety, jealousy, shame, embarrassment, grief, boredom, and dejection. These tend to be negative emotions, but positive ones can be added: love, joy, amusement, elation, ecstasy, pleasure, and happiness. It is quite clear that the list could be extended indefinitely, depending on one's introspective skill and vocabulary range.

At birth there are just a few basic emotional reactions that develop and combine in different ways. The behaviourist, John Watson postulated three basic emotions in children — fear, rage, and love.

Robert Plutchik has proposed a theory of emotional mixture. He assumes that there are eight basic emotional reactions — anticipation, anger, joy, acceptance, surprise, fear, sorrow, and disgust. According to him, each primary emotional reaction can vary in intensity producing different shades of emotional experience. For instance, such basic reaction like fear can vary in intensity from timidity, through apprehension, fear and panic, up to terror. So we may have annoyance, anger, and rage as well as calmness, serenity, pleasure, happiness, joy, and ecstasy.

Other psychologists took a more descriptive approach to the classification of emotions. This approach involves the isolation of one or more basic dimensions along which emotional reactions can be placed. Three main dimensions were described by various authors: intensity, pleasantness/ unpleasantness, and approach/ avoidance. The intensity dimension is the one most psychologists agree upon. It was also called a level of arousal or activation. And Elizabeth Duffy suggested that the term emotion be replaced by arousal or energy mobilization.

Emotions at the same level of intensity may be pleasant or unpleasant. Among the more aroused emotions appear joy, astonishment, hopefulness, and ecstasy on the pleasant side and disgust, fear, rage, and terror on the unpleasant one. Among the less aroused emotions there are the pleasantness of material feeling and the unpleasantness of grief.

**10. Answer the following questions:**

What types are emotions differentiated between?  
How do basic emotional reactions develop?  
What basic emotions did John Watson postulate?  
What theory did Robert Plutchik propose?  
How can each primary reaction vary?  
What does the descriptive approach involve?  
What are three main dimensions of emotions?  
How are emotions differentiated at the same level of intensity?  
What theory do you think to be the most influential? Give your reasons.

**11. Explain:**

- what you understand by positive emotions;
- what you mean by negative emotions;
- the essence of John Watson's theory;
- the importance of Robert Plutchik's theory;
- what emotions you experience more often: positive or negative;
- what circumstances give rise to your positive emotions and negative ones accordingly.

**12. Describe to your friend the most pleasant situation you have ever found yourself in.**

**13. Think of the unpleasant situation you have been a witness of.**

**14. Give the general idea of the text "Classification of Emotions".**

**15. Make up a list of pleasant and unpleasant emotions choosing them from the words below. Arrange them according to the degree of intensity:**

Acceptance, agony, amusement, anger, annoyance, anticipation, anxiety, apprehension, astonishment, boredom, calmness, dejection, disgust, ecstasy, elation, embarrassment, fear, grief, happiness, hopefulness, horror, jealousy, joy, love, panic, pleasure, rage, serenity, shame, sorrow, surprise, terror, timidity.

**16. Give examples of those emotions that may comprise an emotional mixture.**

### 17. Derive adjectives from the following nouns

Anger, jealousy, happiness, calmness, tension, hopefulness, anxiety, sorrow, emotion, ambiguity, confusion, excitement, stress, uncertainty.

### 18. Explain in English the meanings of the following word-combinations:

Emotional activity, emotional storm, outbreaks of rage, to show rapport, marital situation, interpersonal attitudes, to have an impact on, to provide a complete overview, to receive acknowledgement, fight-or-flight response, to be vulnerable.

### 19. Arrange the following words in pairs of synonyms:

sorrow	anger
horror	marital break-up
surprise	distressed
rage	grief
calmness	sign
indicator	relaxation
message	reaction
divorce	terror
response	serenity
relief	astonishment
worried	signal

### 20. Arrange the following words in pairs of antonyms:

pleasantness	amuse
restless	disapproval
inhibit	displease
bore	unpleasantness
dejection	approach
acceptance	misunderstanding
avoidance	restful
approval	disrespect
reveal	exhibit
understanding	conceal
respect	serenity
please	withdrawal

### 21. Make up word-combinations and translate them into

#### Ukrainian:

Conscious effort/ experience/ activity/ performance, body language/ reaction/ movement/ posture, to cope with feelings/ emotions/ stress/ situation, to show sympathy/ support/ respect/ true feelings/ rapport, to receive approval/



disapproval/ acknowledgement/ emotional qualm, to feel suspicious/ uncomfortable/ anxious/ vulnerable.

**22. Substitute the word-combinations in A group for those close in their meanings in B group.**

**A:** to have an effect on; to control stress; stress-hardy personality; to produce stress; to relieve stress; stress level; to feel worried; to inhibit an emotional response; to be conscious of; to put forth a theory; to convey information; body language; inborn responses.

**B:** stress-prone personality; degree of stress; to be aware of; nonverbal language; to have an impact on; to release stress; to feel distressed; to put forward a theory; innate reactions; to handle stress; to reduce stress; to suppress an emotional reaction; to pass information.

**23. Read and translate the text:**

**Ways to Control Stress and Make It Work for You**

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

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

Suzanne Kobasa, a researcher at the University of Chicago, talks about three characteristics of a stress-hardy personality — challenge, commitment and control. Stress-hardy people view a potentially difficult event as something challenging rather than something to be feared.

Fear may be at the basis of all kinds of stress. When the mind perceives fear, a coordinated system of events takes place that has been termed the fight-or-flight response.

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

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

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

#### **24. Answer the following questions:**

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

#### **25. Explain what is meant by:**

- Epictetus' saying: "We are not disturbed by things, but by our opinions about things";
- the Chinese saying: "Crisis is composed of two characters — one means danger and the other — opportunity";
- saying that fears produce a fight-or-flight response; • the meaning of the relaxation response.

#### **26. Say whether you often experience stress, and if so, in what situations.**

#### **27. Give your own recommendations to control stress.**

#### **28. Render the text into English:**

### **ЕМОЦІЇ ТА ПОЧУТТЯ**

Емоція — це реакція індивіда на ті ситуації, до яких індивід водночас не може адаптуватися, і значення її переважно функціональне. Існує інстинктивна координація між актом сприймання і реакціями організму. Сприймання як активний процес передбачає, що об'єкт або ситуація

сприймаються не лише так, як вони існують, а й у своєму емоційному значенні. Емоція виникає щоразу, коли задоволення потреби не відбувається, коли дія не досягає мети. Почуття — вибіркове і стійке емоційне ставлення індивіда до певних предметів і явищ довколишнього світу. За походженням і функціонуванням вони пов'язані з емоціями.

Емоції та почуття утворюють багаторівневий і багатоманітний світ емоційних явищ. Як і емоції, почуття сигналізують індивіду про стан його потреб і в цьому плані є суб'єктивною формою існування потреби. Проте почуття оцінюють також діяльність, що відповідає цим потребам, характеризують відношення між її складовими. Вони, зрештою, характеризують особистість, відбиваючи всю складність її взаємин зі світом.

Світ емоційних явищ надзвичайно різноманітний. Тому їх розрізняють за еволюційною, функціональною та структурною ознаками. За еволюційною ознакою на перший план виступають три рівні проявів емоцій. Перший характеризує емоційний тон відчуттів (відчуття задоволення/ незадоволення, приємного/ неприємного), який зафарбовує чуттєві образи та самопочуття людини. Другий рівень — емоції, що мають чіткий предметний характер. Це широкий спектр позитивних або негативних емоцій, які відображають ситуативне ставлення людини до якоїсь події. Змістом третього рівня є почуття, наприклад, комічного, гумору, іронії, піднесеного, трагічного. Вони несуть у собі стійке ставлення людини до навколишнього і виникають шляхом узагальнення емоцій. Цей рівень формується у міру становлення людини як індивіда й особистості і визначає зміст і динаміку її Емоційного життя. За функціональною ознакою, змістом якої є оцінка смислу різних явищ життя, виокремлюються дві групи емоцій: провідні і похідні. За структурною ознакою емоційні явища поділяються на емоційний тон відчуттів, власне емоції, афекти, пристрасті, настрої, стрес, фрустрацію і почуття.

## **29. Take your learning a step further by testing your critical thinking skills on this scientific problem solving exercise.**

\_\_\_1\_\_\_

Subjects in a recent study were shown an erotic movie while they were in each of three phases of recovery from aerobic exercise. Subjects first pedaled an exercise bicycle intensely enough to produce significant physical arousal. During each of the three recovery phases, the subjects were asked (1) whether they still felt physically aroused from the exercise, and (2) how sexually excited by the film they felt. The subjects' actual physical arousal (heart rate) was measured throughout the experiment. During the first two phases of recovery, all of the subjects still showed signs of actual physical arousal, although by the second phases, they said they no longer felt physically aroused from the exercise. By the third phase, the subjects no longer showed signs of physical arousal from the exercise. The subjects reported feeling significantly more sexually excited by the film during the second phase of exercise recovery than they did during the first and third phases.

1. How well would the James-Lange theory explain the results of this experiment? What variations in reported feelings of sexual excitement would this theory have predicted in the three phases of exercise recovery?

2. How well would the Cannon-Bard theory explain the results of this experiment? What variations in reported feelings of sexual excitement would this theory have predicted in the three phases of exercise recovery?

3. How well would Schachter's two-factor theory explain the results of this experiment? What variations in reported feelings of sexual excitement would this theory have predicted in the three phases of exercise recovery?

—2—

Janet and Sheila have been good friends since meeting in their introductory psychology class freshman year. Although they are about the same height and age, their weights differ. Janet, whose parents are both obese, has always been between 0 and 25 percent above normal. Acquaintances assume she is lazy and gluttonous, but Janet's friends know that she is neither. Sheila's weight is normal, as are her parents'.

As a final project in their health psychology class, Janet and Sheila decided to make themselves the subjects of an experiment. For a month, they ate the same total number of calories per day, spread across several small, healthy meals that were low in fat and included whole grains, fruits, and vegetables. They also added a brisk, 30-minute walk to their daily routines. At the end of the month, Janet and Sheila weighed themselves for the first time since the experiment began. Although Janet was pleased to find that she had lost some weight, Sheila had lost more. When they presented their findings to the class, several students speculated that perhaps Janet simply hadn't employed the willpower that Sheila had, and that was why Sheila lost more weight.

What factors in Janet's background might have contributed to her obesity?

What factors in Sheila's background might have contributed to her being of normal weight?

Why did Sheila lose more weight than Janet even though they consumed the same number of calories, the same types of food, and did the same amount of exercise?

## FROM THE HISTORY OF PSYCHOLOGY

### 30. Read the article quickly and give a short summary of it:

*Jean Martin Charcot* (1825-1893) 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 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.

## UNIT 12

### BEHAVIOUR AND MOTIVES

Why do people behave the way they do? We can trace the motives behind behaviour back to emotions. All our emotional experiences have either a positive quality or a negative quality. We want to reexperience positive emotions and avoid the negative ones. Once we have learned ways to attain positive emotional experiences and to avoid unwanted experiences, we can set goals for our behaviour. Any action that is taken in order to reach a goal is called motivated behaviour. Motivated behaviour occurs in all organisms: a frog sticks out its tongue in order to catch a fly; a student reads a textbook in order to pass a psychology course. How does motivated behaviour differ from behaviour that is directly connected to an emotion — or is a "correlate" of an emotion? Behaviour that is a correlate of an emotion is, essentially, a reaction to an event that is already past: you are embarrassed because you forgot to keep a lunch date; you are angry because someone shoved into a queue in front of you. But motivated behaviour is oriented toward what is to come: it is shaped by goals or results that exist in the future.

Motivation affects not only what we do, but how long we do it and how much effort we put into it. Motivation can also shape a series of related actions. Motive can be defined as the dynamic property of behaviour that causes it to be initiated, gives it organization over time, defines its vigour persistence. We can call the corresponding process motivation.

Some motivation is related to biological processes: deficits in blood, sugar, water, oxygen, or salt can lead to behaviour changes designed to return the body to a condition of chemical balance. This internally motivated behaviour helps the organism to survive. When an organism is deprived of an essential substance such as food or water, we say it is in a state of need. This state of deprivation, or need state, eventually triggers the organism's energy, initiating instrumental behaviour directed toward obtaining the essential substance. Once the need has released the organism's energy, it is considered a drive. An organism's primary drives are produced by emotional and physiological conditions that stimulate the animal to seek fulfillment of basic needs. Eating, drinking, and breathing are examples of behaviour based on primary drives, and such behaviour regulates basic physiological requirements for a particular organism.

But that is only half the story. In the most basic biologically motivated behaviour — behaviour that serves the vital functions of survival and reproduction — organisms also respond to external motivational stimuli in the shape of certain cues from the environment, which psychologists call incentives. Hungry frogs flick out their tongues at moving black spots, which are external stimuli; during breeding season, gulls sit on eggs and their nests, whether the eggs belong to them or not. Any motive, then, has two components. The first component is the internal state that activates and orients the person or animal toward a specific goal such as

food or water. The second component is the external incentive — which is, in fact, the goal.

Incentives differ from motives in that they exist as something apart from the individual. They may be described as objects or situations which when attained have the possibility of satisfying some motive. Motivation, as used nature of the organism, makes this inevitable. However, the needs and dynamic nature of the individual are continuously undergoing changes as a result of this interaction. Furthermore, these changes are a result of learning.

Due to the psychological nature of individuals they tend to react favourably to situations that inflate their ego and unfavourably toward those that deflate it; favourably toward areas where success is experienced and unfavourably toward those where failure is experienced. In all cases the individual with his aspirations and goals relative to the status of the self, is involved.

Beyond the needs that human beings share with other animals for the necessities of life, and beyond the portion of our behaviour that is determined by drives to obtain these necessities, unraveling the special nature of human motivation becomes a complex endeavour. One reason for this complexity is the tremendous variation in behaviour, goals, and preferences among human beings. For one person, jogging is the road to physical health; for another, it is the way to aching muscles and sore feet. One person's favourite activities are reading books and deciphering ancient manuscript; another likes nothing better than to play football. Psychologists have sought some way to include such individual differences in accounts of human motivation, and the problem has been approached in several ways. Because these differences derive from the unique social experiences of the individual, and because the incentives are defined by the society, we speak here of social motivation.

The environment can provide us with a means of satisfying our goals and needs — or, alternatively, it can generate barriers that frustrate their attainment. Thus, the environment creates conditions that lead to the arousal of powerful motivational states, and our perception and knowledge of these environmental conditions may lead to conflict. A second approach to understanding human motivation is therefore based on the proposition that, just as we seek physiological homeostasis, we also seek equilibrium in cognitive states.

Our cognitive processes are affected by information, and information inundates us from every possible source — from the environment, from other people, and from our thoughts, dreams, plans, and achievements. Since the information we collect expands at a rapid rate, we must find an efficient way to store it. By storing information in the form of categories, or concepts, and rules, we can process it more efficiently. The information that comes our way fits some of our categories and some of our rules. If it fits none — that is, if it is inconsistent — we are surprised and disturbed. We are thrown into a state of cognitive imbalance, and we ask ourselves why this item does not fit with anything else we know.

Human beings seek cognitive equilibrium in the form of cognitive consistency. According to Heider's *theory of cognitive balance*, we try to resolve any inconsistencies in our concepts by discovering new concepts or by changing our thoughts. According to Festinger's *cognitive dissonance theory*, contradictory thoughts, attitudes, behaviour throw us into a distressful state of dissonance. Because this state is uncomfortable, even painful, we naturally attempt to rid ourselves of it and reestablish internal harmony.

In order for theories of motivation to be complete, they must account not only for motives based on physiological needs similar to those of other animals but also for drives that are akin to physiological needs and for motives that cannot be characterized without reference to human cognitive processes. It got its representation in the theory of motivation suggested by a personality theorist Abraham Maslow. He believed that various kinds of motives are organized hierarchically and that the lower needs take precedence over the higher needs. Basic needs include fundamental physiological needs (safety and self-esteem, among others). Metaneeds are the highest motives, having to do with creativity and self-actualization.

### ***List of Vocabulary***

to affect — впливати  
akin — близький, споріднений  
aspiration — прагнення, сильне бажання  
to attain — досягати, домагатися  
contradictory — суперечливий  
consistency — узгодженість, послідовність  
correlate — корелят, співвідносне поняття, відповідник  
deciphering — розшифрування  
to deflate — знижувати  
deprived — позбавлений  
drive — стимул, потяг  
effort - зусилля  
embarrassed - збентежений  
endeavour — намагання, зусилля  
to flick out — висунути  
furthermore — до того ж, крім того  
homeostasis — рівновага, гомеостаз  
incentive — спонука, стимул  
inconsistent — несумісний, невідповідний  
inevitable — неминучий, невідворотний  
to inflate — підвищувати  
to inundate — наповнювати, переповнювати  
persistence — наполегливість, витривалість, стійкість  
queue — черга  
to release — випускати, знімати, реалізовувати



requirement — потреба  
to resolve — вирішувати, розв'язувати  
to rid – позбавляти  
to seek — шукати  
to shove — штовхатися  
to take precedence over/ of — переважати, мати пріоритетне становище  
to trace back to — простежувати, походити  
to trigger викликати, давати початок  
unraveling — розгадування, пояснення  
vigour — сила, енергія

**Find the English equivalents for the following. Give the situations in which these word combinations are used.**

Уникати негативних емоцій чи небажаного досвіду; реакція на минулу подію; докласти зусиль; пов'язаний з емоцією; перспективний; динамічна ознака поведінки; стійкість сили; нестача води та кисню; хімічна рівновага; позбавлений необхідних речовин; прагнути задоволення первинних потреб; виконувати функцію виживання та відтворення; сприяти становленню; зазнати невдачі; визначатися потягами; різновиди вподобань; створювати перепони; прагнути рівноваги фізіологічних і когнітивних станів; надходити з різних джерел; зберігати інформацію; не сумісний з правилом; когнітивна узгодженість; суперечливі думки; вийти зі стану дисонансу; споріднений з фізіологічними потребами; стосуватися сфери творчості та само реалізації.

**1. Answer the questions on the text:**

1. How can motivated behaviour be defined?
2. How does motivated behaviour differ from behaviour that is directly connected to an emotion?
3. What is the role of primary drives of any organism?
4. What is the difference between motives and incentives?
5. What is the reaction of individuals to different situations?
6. When do we deal with the social motivation?
7. In what way do our cognitive processes depend on information?
8. Do Heider's and Festinger's theories have anything in common?

**2. Fill in the blank with the vocabulary word that best fits the meaning of each sentence:**

1. The colonial government could no longer ignore the political ... of the local people.
2. Inspired by what she had said, he attacked the problem with renewed ....
3. You must ... yourself of these old-fashioned ideas.
4. Our research has not shown us anything so far, so there is little ... to continue with it.

5. A confrontation was ... because they disliked each other so much.
6. His family can ... its his history back to the 10<sup>th</sup> century.
7. One sharp remark is enough ... him.
8. Once she has ... on doing it, you won't get her to change her mind.
9. The climbing of Mount Everest was an outstanding example of human ....
10. Your behaviour lacks ... — you say one thing and do another!
11. Large price increases could ... demands for even larger wage increases.

**3. Confirm or deny the following statements. Make use of the following phrases:**

*That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right, I'm sorry to say it. Far from it.*

1. Motivated behaviour is characteristic of human beings only.
2. Motivation is a complicated process.
3. Any motive consists of two components.
4. The environment doesn't influence satisfying our goals and needs.
5. According to Abraham Maslow's theory lower needs take precedence over the higher needs.

**4. Substitute the definitions for the words taken from the text:**

1. A reason for action, that urges a person to act in a certain way.
2. An important natural human need that must be fulfilled.
3. Balance of the mind, emotions, etc.
4. The one of the three parts of the mind that connects a person to the outside world, because it can think and act; conscious self.
5. Reading or finding the meaning of something difficult or secret, esp. a code.
6. The physical and social conditions in which people live, esp. as they influence their feelings and development.
7. A state of complete agreement (in feelings, ideas, etc.).
8. One's good opinion of one's own worth.

**5. Search the text for the derivatives of the following nouns and verbs. Use them in word combinations:**

motive, to persist, to fulfil, favour, to vary, to achieve, to deprive, to produce, to differ, to require, to vary, to behave.

**6. Fill in the gaps in the following text with articles wherever necessary**

Phenomena such as sex roles indicate sex roles indicate that much of ... subject matter of ... psychology is inherently social. Humans as, well as ... many animals, are social creatures. To do full justice to their behaviour, psychology must study them not just alone but also in their interactions with ... each other: bees in

their swarms, lion in their prides, and humans in their various cultures. When it does this, psychology necessarily overlaps with the various social sciences.

Some phenomena of social interaction involve ... behavior of groups. Under some circumstances, people in crowds behave differently from ... way they do when alone. ... example is panic. When someone shouts "Fire" in ... tightly packed auditorium, ... resulting stampede may claim many more victims than ... fire itself would have. At ... turn of the century, ... Chicago theater fire claimed over six hundred victims many of whom were smothered or trampled to death by ... frantic mass behind them. In ... world of ... survivor, "... heel prints on ... dead faces mutely testified to ... cruel fact that human animals stricken by terror are as mad and ruthless as stampeding cattle". ... task for psychology is to try to understand why ... crowd behaved differently from ... way each of its members would have acted alone.

## **7. Translate the sentences into English:**

1. Мотивація впливає не лише на те, що ми робимо, а й на те, як довго ми це робимо і скільки зусиль ми докладаємо.

2. Оскільки інформація, яку ми отримуємо, поширюється з великою швидкістю, людина повинна знаходити ефективні способи її зберігання.

3. Мотивація не тільки визначає діяльність людини, але й стосується усіх пізнавальних процесів: сприймання, мислення, уяви та пам'яті.

4. Основу мотиваційної сфери особистості становлять потреби, які виражають її залежність від конкретних умов існування та породжують діяльність, спрямовану на зняття цієї залежності.

5. У процесі діяльності відбувається як розвиток особистості, так і перетворення середовища, в якому живе людина.

6. Навчившись здобувати позитивний емоційний досвід та уникати негативний, ми можемо спрямовувати свої дії на досягнення мети, що називається мотивованою поведінкою.

7. Внутрішньо мотивована поведінка, яка пов'язана з біологічними процесами, допомагає організму виживати.

8. Будь-який мотив складається з двох компонентів: внутрішнього стану, який активізує та орієнтує особу на досягнення мети, та зовнішнього стимулу, тобто власне мети.

9. Оточення може забезпечувати нас засобами досягнення цілей і задоволення потреб, або ж може створювати бар'єри, які перешкоджають їх досягненню.

10. На пізнавальні процеси індивіда впливає інформація, яка надходить з різних джерел: з оточення, від інших людей, з індивідуальних думок, мрій, планів та досягнень.

## **8. Read and translate the text:**

### **Why Do People Work?**

A simple question which goes deeper than the obvious answer, "To earn enough is to live on". Psychologists have found that mental and physical activity — and work in particular — is a dominant human driving force. Some argue that it is the same set of motivators which led a primitive man to hunt and fight in a tribal setting.

Are some motives more basic than others? Many psychologists refer to the theory of Abraham Maslow, a humanistic psychologist, which suggests that motives are ordered. Maslow felt that human beings are born with five systems of needs which are arranged in the hierarchy.

People remain "wanting animals" all their lives. As one set of needs (motives) is taken care of, a new set replaces it. We work our way up through various systems in order. Maslow's theory begins with physiological needs, such as food, water, oxygen, sex, protection from temperature extremes, activity. These needs for survival are the strongest. They must be satisfied to some degree before other needs appear. If only one of them remains unsatisfied, it may dominate all the others.

Once human physiological needs are satisfied, the other needs arise. Adults want stable jobs, saving accounts, and insurance. Thus adequate pay and working conditions are of fundamental importance. When safety needs are achieved, people seek to love and be loved. The family is the most important unit where they receive support. In larger organization it is the team, the department, the company, the trade union or the profession which may satisfy the need.

Once love needs are satisfied, needs to be esteemed by oneself and others dominate. People want to be valued in their communities, at work and at home. They want to respect themselves. Self-esteem is an important part of job satisfaction and is another step in the hierarchy. It means that the individual understands the contribution needed from him and is receiving recognition for making it. Words of congratulation and rewards are necessary things for self-esteem.

The final step is the release of potential. This may be a simple ambition to succeed or the desire to make a contribution to a body of knowledge. People struggle to realize their potentials and to fulfill their ideals. Maslow theorized that these needs predominate in healthy personalities. In his view, only 1 per cent of Americans achieve self-actualization. Why is it so rare? Most of us, Maslow believed, are blind to our, true potentials. We conform to cultural stereotype rather than to personal needs. Concerns about safety make us fearful of risk taking and closed to new experiences.

## **9. Answer the following questions:**

1. What is a dominant human driving force?
2. What do you know of Abraham Maslow?
3. What system of needs does he suggest?
4. What are the strongest human needs, according to his hierarchy?
5. What do adults want to receive when their physiological needs are satisfied?

6. What do people seek when safety needs are achieved?
7. Where can people receive support?
8. What does self-esteem mean?
9. How do people try to realize their potentials?
10. Why do most people fail to realize their potentials?

**10. Find the fact in the text to prove that:**

1. Human beings are born with five systems of needs.
2. People remain "wanting animals" all their lives.
3. The family is the most important unit.
4. People do not realize their potentials completely.

**11. Agree or disagree with the following statements.**

**Give your reasons:**

1. Mental and physical activity is a dominant driving force.
2. Safety needs are the strongest in human beings.
3. In their work people do not think of their self-esteem at all.
4. Most of us are blind to our true potentials.

**12. Make up a list of problems raised in the text. Which one is the most important? Why do you think so? Make up a plan of the text.**

**13. Explain the theory of hierarchy suggested by A. Maslow.**

**14. Render the text into English:**

**ВОЛЯ ЯК РЕГУЛЯТОР ПОВЕДІНКИ ІНДИВІДА**

Воля — це психічна функція, яка передбачає: регулювання людиною своєї поведінки відповідно до найбільш значущих для неї мотивів; гальмування інших мотивів, спонукань, намагань; організацію дій, вчинків згідно зі свідомо поставленими цілями. Якщо емоції сигналізують індивідові про смисл його діяльності, то воля виконує регулятивну функцію за відсутності потреб і мотивів.

На відміну від довільних дій, вольова дія не має звичайної для них динаміки свідомості — переходу від потягу та прагнення до бажання. Вона здійснюється за відсутності таких явищ і навіть усупереч їм. Саме для цього індивід створює новий мотив, який надає смисл небажаній дії. Якщо на рівні мотивів вольову дію характеризує боротьба мотивів, то на рівні цілей — процес прийняття рішення — вибір певної мети і способ її досягнення. Головним чинником, що визначає вибір того чи іншого рішення є рівень домагань. Людина з високим рівнем домагань надає перевагу рішенням, що обіцяють їм особистий успіх. На виконавчому рівні вольова дія виявляється у

формі вольового зусилля — особливого стану, в якому відображено подолання розбалансованості діяльності.

Боротьба мотивів, прийняття рішення, вольове зусилля — різнорівневий процес вольової дії, що вказує на наявність у ній мотиваційного, цільового й операційного компонентів. Процес вольової регуляції супроводжується вольовими станами індивіда (мобілізаційною готовністю, рішучістю, енергійністю, переживанням вольового зусилля). Результатом закріплення способів виконання як вольових, так і довільних дій є вольові властивості характеру. До таких властивостей належать відповідальність, цілеспрямованість, витримка, принциповість, ініціативність, організованість, наполегливість. Воля є власним надбанням індивіда. Вона дає йому можливість свідомо и відповідально ставитись до власного життя.

### **15. Take your learning a step further by testing your critical thinking skills on this scientific problem solving exercise.**

\_\_\_\_\_1\_\_\_\_\_

Playing a musical instrument is a complicated skill that involves every major aspect of behavior and cognition. To be proficient, musicians must have honed their fine motor skills. In addition, many aspects of thinking come into play, including *memory* of how to play the instrument and of musical scales and time signatures, and the planning and *decision making* inherent in translating a piece of sheet music into sound. Equally important are the musician's *motivation* and *emotion*, which influence many aspects of a musical performance.

In this exercise you will develop a map describing how various parts of the brain enable a musician to perform a piece of music. Using the following grid, identify three lower level brain structures and three upper level structures and then describe how each structure is involved in musical performance.

Lower Level  
Brain Structures

How the Structures Are Involved  
in Musical Performance

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Upper Level  
Brain Structures

How the Structures Are Involved  
in Musical Performance

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\_\_\_\_\_2\_\_\_\_\_

You have decided to open a baby-sitting service for children from 18 months to 12 years of age. Your advertising campaign is based on your intention to

provide children with intellectually stimulating activities. To design activities that will be appropriate for children of different ages, you decide to follow Piaget's stage theory of cognitive development.

Your task in this exercise is to imagine the viewpoint of children at various stages of cognitive development. For the moment, set aside what you *think* about the intellectual abilities of children of various ages and try to *identify* with the unique ways in which they experience the world. Then describe two or three intellectually stimulating activities that would be appropriate for each group.

How does an 18-month-old child experience the world?

What activities would you plan for an 18-month-old child?

How does a 5-year-old child experience the world?

What activities would you plan for a 5-year-old child?

How does an 8-year-old child experience the world?

What activities would you plan for an 8-year-old child?

How does a 12-year-old child view the world?

What activities would you plan for a 12-year-old child?

### \_\_\_3\_\_\_

Rochelle has always felt very competitive with other people, especially her older and only sibling, Doreen. Doreen is less competitive and more motivated by the desire to perform to the best of her ability than by comparing herself with others. Rochelle has always received lower grades in school than Doreen, who receives consistently high scores. Rochelle claims this is because she intentionally selects more difficult classes and instructors than her sister. Doreen responds that she picks instructors who are challenging yet fair, while her sister picks either impossibly difficult or ridiculously easy instructors.

Rochelle has often followed in her older sister's footsteps as Doreen developed new interests. For example, Doreen recently took up the guitar. On her own initiative, she began taking lessons and diligently practicing for an hour each day. Her proud parents frequently praised her for her discipline and musical progress. Not to be outdone, Rochelle decided to start playing the guitar as well. After a week or two, however, her interest in practicing began to wane. To increase their daughter's motivation, Rochelle's parents announced that for 1 month they would reward both daughters' efforts by giving them one dollar for each hour they practiced. The additional incentive seemed effective for Rochelle, who increased practice time to nearly match Doreen's. Much to her parents' surprise, however, Doreen's interest level and practice time actually decreased when the monetary incentive was provided. At the end of the month the puzzled parents withdrew the reward for practicing. Three weeks later neither Rochelle nor Doreen seemed very interested in playing the guitar.

1. What principles of motivation might help explain why Rochelle and Doreen differ in the level of their school performance?

2. What principles of motivation might help explain why the monetary reward for practicing influenced Rochelle and Doreen differently?

3. What advice would you offer to Doreen's and Rochelle's parents if they wished to renew their daughters' interest in playing the guitar?

## FROM THE HISTORY OF PSYCHOLOGY

### 16. Read the article quickly and give a short summary of it:

*Burrhus Frederic Skinner* (1904-1990) 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 was old-fashioned and hard-working.

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

Burrhus received his B. A. 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. He wanted to be a writer and did try, sending off poetry and short stories. When he graduated, he built a study in his parents' attic to concentrate.

After some travelling, he decided to go back to school, this time at Harvard. He got his master's degree in psychology (M. A.) 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. Although it was nothing more than a combination of crib and playpen 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 behaviourist principles. On August 18, 1990, B. F. Skinner died of leukemia after becoming one of the most famous psychologists after Sigmund Freud.



## UNIT 13

### PERSONALITY AND SOCIAL DEVELOPMENT

The term that psychology uses to encompass the distinct qualities that make each person unique is personality, which we can define as the organization of a person's cognitive, motivational, and social characteristics. The development of a person's personality encompasses all the changes that take place in these characteristics over the course of his or her life, together with the continuities that have existed all along. Our personality influences most aspects of our social, emotional, and cognitive behaviour. It affects, for example, our bonds with other people, our conformity to sex roles, our tendency to behave aggressively or cooperatively, and our moral and intellectual development. Psychologists are extremely interested in personality both as a result and a cause of human development.

The major approaches to personality and social behaviour that psychologists have taken are the biological perspective, Freud's psychosocial theory, the cognitive-developmental perspective, and the behavioural perspective.

One aspect of personality that is influenced by biology is temperament, the individual's pattern of activity, response to stimuli, susceptibility to emotional stimulation, and general mood.

Sigmund Freud's theory of psychosexual development has had a dominant influence on research into personality and social development. Although many of Freud's ideas, as originally stated, have not been supported by substantive empirical investigation, his insights have stimulated some of this century's most important investigations into personality and social development.

The cognitive perspective on how personality and social behaviour develop is based on the concept of developmental stages. But instead of emphasizing the conflict between demands for gratification and the requirements of society, cognitive theorists emphasize thinking, reasoning, and role taking. Cognitive theorists are especially interested in social cognition, the child's understanding of the social world and the process by which the child comes to understand why people (including himself or herself) behave the way they do in social situations.

Physiologists have also tried to explain the development of personality and social behaviour on the basis of the principles of learning. Such behavioural psychologists regard the unique qualities and enduring characteristics of each person as patterns of behaviour that have been learnt through reinforcement, punishment, or imitation. In this view, development is continuous, not broken into discrete stages. Specific characteristics are acquired in two ways: on the basis of direct experience, in which the person receives reinforcement or punishment connected with particular behaviour; or, according to social learning theory, through vicarious experience, in which the person observes and imitates a model's behaviour.

As children grow, the parents' primary role switches from physical care, in which children absorb society's attitudes, to values, and customs. With socialization, the child incorporates these standards so that their violation produces a sense of guilt. Children grow up in families, each unique and each with its own strengths and weaknesses. And families, in turn, live in communities — rich or poor, simple or sophisticated, comfortable or chaotic. Family and the wider community also exert a powerful influence on the child's development. The world outside the family also affects the developing child. There is, first of all, the sort of school that is available. Does the school give children individual attention and expect them to perform well? Does the school offer ways for parents to become involved in their children's education? Beyond the school lies the larger community, and it, too, may help or hinder children's development. For example, a city that allows large geographical areas to become blighted, "giving up" certain neighbourhoods to petty criminals, gangs, or drug dealers, is ensuring that a certain number of its children will grow up in a stressful and dangerous environment.

As children grow, they acquire gender roles, adopting attitudes and patterns of behaviour that society considers acceptable for their own gender. Some aspects of gender roles are determined by biology; other aspects are arbitrary and vary from culture to culture. Biology and socialization both play important parts in the development of gender roles. Temperamental differences between boys and girls appear to exist at birth, and tend to center on activity, sensitivity to stimuli, and social interaction.

Peer relationships are important because they are between equals. Through interactions with their peers, children learn social skills, learn to evaluate themselves in comparison with others, develop a sense of their own identity, and develop a sense of belonging to a group. Children's play has an essential role in development because it minimizes the consequences of a child's actions and gives children a chance to try out behaviour that would never be attempted under the pressure of daily life. Children's friendships change in meaning, depth, and complexity as children grow. A child's susceptibility to peer influence increases with age, peaking in early adolescence and then declining.

Although peer pressure toward antisocial behaviour becomes stronger during the school years, children often behave in altruistic ways, sharing their toys or coming to the rescue of another child. Such actions are examples of prosocial behaviour — action intended to benefit another person, taken without expectation of external reward, and generally involving some cost to the individual. When prosocial behaviour springs from a combination of emotional distress at another's plight and understanding of her or his needs, it is called altruism. As children grow, their concepts of altruism, justice, and morality change, as do the reasons that they give for their moral and ethical acts. These changes are the result of cognitive and social development. Adolescence begins with the onset of puberty. Although some cultures equate adulthood and reproductive maturity, Western societies admit the transitional period of adolescence, which allows young people to try out different roles. The major

developmental task of adolescence is the establishment of identity: the individual's sense of personal sameness and continuity. According to Erik Erikson, the physical, sexual, and social demands on the adolescent often produce internal conflict, an identity crisis, which requires the adolescent to develop a new self-concept. To resolve this crisis, adolescents must incorporate their new physical and sexual attributes, developing a sense of continuity between what they were in the past and what they will become.

Adulthood has sometimes been described as the period of life that begins when we stop growing up and start growing old. It has also been characterized as a period of little change in personality. Work can affect intellectual development and personality, and personality and life circumstances can affect work. People's personal concerns change across the life span, and gender-related attitudes and behaviour appear to be affected by the stages of family life. As people become middle-aged, they develop a concern with introspection, and there is a shift in time perspective that brings an awareness of personal mortality. Most people cope with major life transitions without undue stress; transitions become traumatic only when they are not anticipated or when they occur at an unexpected time of the life cycle. Most old people do not fit the stereotype of the aged, and people are now vigorous until very late in life.

### *List of Vocabulary*

- to absorb — вбирати, всмоктувати, поглинати
- adolescence — підлітковий вік
- to adopt — засвоїти, переймати
- arbitrary — довільний
- attribute — характерна риса, властивість
- available — наявний, доступний
- blighted — зіпсований, розбитий
- bond зв'язок
- conformity — відповідність, узгодженість
- continuity — безперервність, постійність
- to decline — зменшуватися, спадати, занепадати
- discrete — роз'єднаний, окремий
- to encompass - охоплювати, включати (в себе), стосуватися
- enduring — стійкий, тривалий
- to equate — прирівнювати
- to evaluate — оцінювати
- to exert — докласти зусиль, проявляти, демонструвати
- gratification — задоволення, винагорода
- to hinder — заважати
- to incorporate — об'єднувати
- insight — розуміння, проникливість
- maturity — зрілість
- mortality — смертність

onset - початок, напад  
peer — рівня  
petty — дрібний  
plight — жалюгідне становище  
puberty — статева зрілість  
reinforcement — підмога, підкріплення  
sensitivity — чутливість, вразливість  
sophisticated — ускладнений, витончений  
substantive — самостійний, незалежний  
susceptibility — сприйнятливість, вразливість  
transition — перехід, зміна  
to vary — різнитися  
vicarious — заміщувальний  
violation — порушення  
undue — надмірний, несвоєчасний

**Find the English equivalents for the following. Give the situations in which these word combinations are used.**

Конкретні риси; охоплювати зміни за весь період життя; міжсуб'єктні зв'язки; модель поведінки, відповідь на стимул, емоційна подразнюваність; дослідження особистості та соціальної поведінки; стадії розвитку; отримати підтвердження з практики; акцентувати увагу на рольових відношеннях; засвоювати модель поведінки; підтримка; покарання; імітація; опосередкований досвід; перевести увагу на цінності; викликати почуття провини; сильні та слабкі сторони особистості", впливати на розвиток дитини; засвоювати тендерні ролі; факультативна роль; стосунки індивідів у групі; почуття самоідентифікації; прийти на допомогу; давати пояснення етико-моральним вчинкам; ототожнювати період дорослого віку з репродуктивною функцією; набути нових ознак; відчуття неперевершеності; життєві обставини; усвідомлення вічності; долати перехідні періоди; не відповідати стереотипу літньої людини.

### **1. Answer the questions on the text:**

1. How can personality be defined?
2. What aspects of behaviour does our personality influence?
3. Has Sigmund Freud's theory anything to do with the investigation of personality?
4. How do physiologists try to explain the development of personality?
5. What is temperament?
6. What do cognitive theorists deal with?
7. How does socialization influence the developing of the child?
8. Is altruism positive or negative feature?
9. When does adolescence begin?
10. How do personal concerns change across the life span?

**2. Fill in each blank with the vocabulary word that best fits the meaning of each sentence:**

1. The fashion magazines show what the ... woman is wearing this year.
2. The picture consisted of a lot of ... spots of colour.
3. Parents usually inform their children about the changes at... and it is also taught at school.
4. Our problems seem ... when compared to those of people who never get enough to eat.
5. This unfortunate incident may ... the progress of the peace talks.
6. So many ideas! It's all rather too much for me ... all at once.
7. We are all moved by the... of these poor homeless children.
8. Her life was ... by ill health.
9. The opinions of his ... are more important to him than his parents' ideas.
10. His family's success was a great ... to him in his old age.
11. The course ... the whole of English literature since 1850.
12. They ... her suggestions into their plans.

**3. Confirm or deny the following statements. Make use of the following phrases:**

*That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right, I'm sorry to say it. Far from it.*

1. Temperament is an acquired, not inherent feature of each person.
2. The major approaches to personality, namely the biological perspective, Freud's psychosocial theory, the cognitive-developmental perspective, and the behavioural perspective contradict each other.
3. Family and the wider community exert a powerful influence on the child's development.
4. Gender roles are predetermined only by biology.
5. Social skills can be learnt by children only through interactions with their peers.
6. Adolescence is a transitional period between childhood and adulthood.
7. The major developmental task of adolescence is the establishment of identity.
8. Adulthood starts with the beginning of marital life of both men and women.
9. Major life transitions are coped with by most people traumatically.

**4. Substitute the definitions for the words taken from the text:**

1. The stage of change in the human body from childhood to the adult state in which it is possible to produce children.
2. A period between being a child and being an adult.
3. The condition of not living for ever.

4. An internal conflict which requires the adolescent to develop a new self-concept.
5. The whole nature or character of a particular person.
6. Making fit and training for life in a society.
7. Consideration of the happiness and good of others before one's own.
8. The individual's sense of personal sameness and continuity.

### 5. Complete the following sentences:

1. The biological perspective, Freud's psychosocial theory, the cognitive-developmental perspective, and the behavioural perspective are ....
2. Cognitive theorists are interested in ....
3. Physiologists explain the development of personality through ....
4. Family, school, yard, city have great influence .
5. Through interactions with their peers ....
6. As children grow, their concepts of altruism ....
7. The major developmental task of adolescence is...
8. Adulthood can be characterized as a period ....

### 6. Translate the sentences into English:

1. Теорія психосексуального розвитку Зигмунда Фрейда суттєво вплинула на дослідження у сфері соціального розвитку особистості.
2. Через взаємодію зі своїми однолітками діти засвоюють соціальні навички, навчаються оцінювати себе шляхом порівняння з іншими та розвивають почуття належності до групи.
3. Фізіологи намагалися пояснити розвиток особистості та соціальної поведінки через принципи навчання.
4. Одним з аспектів особистості, на який впливає біологія, є темперамент, тобто модель діяльності, реакції на стимули, чутливості до емоційної стимуляції та загальний стан індивіда.
5. Наша особистість впливає на більшість аспектів нашої соціальної, емоційної та пізнавальної поведінки.
6. Когнітивних теоретиків особливо цікавлять механізми розуміння дитиною соціального світу та процеси, за допомогою яких дитина приходить до усвідомлення того, чому людина поводить себе певним чином у різних соціальних ситуаціях.
7. Індивідуальні особливості особистості найяскравіше виявляються в темпераменті, характері, здібностях, потребах та інтересах.
8. Характер включає індивідуально-психологічні властивості людини, які виявляються в її діяльності, суспільній поведінці, у ставленні до інших людей, до праці, оточення та самої себе.
9. Підростаючи, діти засвоюють моделі взаємовідносин та поведінки, які суспільство вважає доречними для їхньої статі.

10. Робота може впливати на інтелектуальний розвиток особистості, а особистість та життєві обставини можуть впливати на роботу.

**7. *Responsible, quick-tempered and generous* are adjectives which describe people's character. Can you think of any more adjectives? Read the text and explain the words in bold as in the example:**

*E. g. Responsible people are those who you can always trust to do what you ask them to do.*

### **Read my Lips**

Forget about fortune tellers and horoscopes. The shape of a person's lips can say a lot about them. The 5,000-year-old art of face reading is gaining popularity. So, take a look at the shape of someone's lips to find out about their personality ...

People with full lips are usually **responsible**. You can always trust them to do what you ask them to do. They are also **decisive**; they make decisions quickly. On the other hand, they tend to be rather **bossy**. They like telling other people what to do!

People who have a thin upper lip and a full lower lip are energetic. They work very hard and like participating in a lot of **activities**. They are **ambitious** as well; they want to be successful in life. However, these people tend to be **self-centred**. They seem to only care about themselves and they sometimes forget about other people's feelings.

People with thin lips are **determined**; they know what they want and they do all they can to get it. They are **careful** people who do their work with a lot of attention and thought. However, they tend to be reserved; they don't like showing their feelings or expressing their opinions. They can also be **mean**; they don't like sharing things or spending money.

People who have lips with down-turning corners are very **generous**. They love giving things to other people and helping them. They are also **intelligent** and understand difficult subjects quickly and easily. On the other hand, they can be **sensitive** at times; they get upset easily, so be careful of what you say to them.

**8. Read the text and underline the correct adjective as in the example.**

My elder brother, Tom, is a singer. He is also my best friend. To begin with, he is a(n) 1) *active/ caring/ helpful* brother. I remember him sitting up with me all night once when I had a fever and could not sleep. Tom is very 2) *generous/sensitive/ decisive* and often brings us presents from the countries he visits. When he is not working, Tom is a(n) 3) *confident/ lazy/ active* person who enjoys climbing, sailing and cycling. He also has a really 4) *outgoing/ loyal/cooperative* personality and loves meeting new people. Tom is a 5) *reserved/ determined/self-centred* person and once he decides to do something, nothing can stop him. He is also very 6) *ambitious/careful/ responsible* and practises every day, because he wants to be a successful singer. However, he

tends to be a bit 7) *shy/ stubborn/ disorganized* at times, refusing to admit that he may be wrong about something. Tom can also be rather 8) *bossy/ arrogant/ selfish*; he likes giving orders to others. All in all, Tom is very special to me as he is always there when I need him.

**9. You are going to read an article about the actress Daryl Hannah. For questions 1—5 choose the best answer, A, B, C or D.**

### **Daryl Hannah**

The pretty mermaid looked up from the golden sand and the world fell in love with her. The film was *Splash*, and the mermaid was the famous actress, Daryl Hannah, who has also starred in such films as *Roxanne* and *Blade Runner*.

Daryl is tall and slender. She has got long blond hair, large blue eyes and stunning features. She looks fantastic in expensive clothes, but she prefers casual clothes which show off her natural beauty.

She is more than just another pretty face, however. She is a complicated person whose character has many sides. She is often in the public eye, but she is actually a very shy person who dislikes the crowds and noise of Hollywood parties. Her shyness is a problem which she is trying to overcome with her friends' help. She is not the sort of person who expects help without giving anything back, however. Daryl is an extremely caring person, and she says that she forgets her own problems when she is helping others. She is also a romantic who believes in true love, so she wants to find someone very special before she starts a family.

Daryl's lifestyle is quite simple. When she is not working, her favourite activities are gardening, playing the piano and making pottery, all of which reveal the creative side of her character. Daryl may prefer to sit in the shadows at parties, but when it comes to her beliefs she is not afraid to speak her mind. She has strong views on the environment. She believes that our modern lifestyle is destroying the environment. For this reason, she is currently looking for a place in the countryside where she can build an environmentally-friendly house. She says that she feels most relaxed when she is close to nature.

Underneath the success, shyness and simple lifestyle are Daryl's very strong views on life. As she says, "Find out what is important to you — and don't be afraid to live it!"

It is a pleasure to meet an actress who remains down-to-earth and sincere in a world where fame and success can often harm one's character.

1. In her everyday life Daryl Hannah
  - a) is successful and selfish.
  - b) enjoys big parties.
  - c) never goes to parties.
  - d) feels uncomfortable in large groups of people
2. One of Daryl's outstanding characteristics is that she;
  - a) is always asking her friends for help.



- b) is willing to help others.
  - c) doesn't pay attention to her friends
  - d) gets others into trouble.
3. In her free time Daryl enjoys
- a) doing creative activities.
  - b) being with simple people.
  - c) resting in her garden.
  - d) writing music.
4. Daryl wants to build her own home because she
- a) cannot find one she likes.
  - b) cares about the environment.
  - c) wants people to know her views.
  - d) dislikes old houses.
5. The whole article tells us that Daryl
- a) is only happy when she is not working.
  - b) likes being a film star.
  - c) does not have strong opinions.
  - d) is not a typical Hollywood actress.

**10. Read the article again and answer the questions.**

1. What films has Daryl Hannah acted in?
2. What does she have strong feelings about?
3. What sort of clothes does she prefer to wear?
4. What are her views on life?

**11. Match the words to their opposites**

<b>Column A</b>	<b>Column B</b>
1) generous	a) sad
2) cheerful	b) unfriendly
3) outgoing	c) talkative
4) friendly	d) mean
5) quiet	e) reserved
6) polite	f) rude

**12. Fill in the correct word derived from the words in bold**

Astronauts have to be physically and mentally ready for the stress and strain of a space mission. To prepare them, astronauts are given 1) ... (*intense*) training, which includes years of classroom study on 2) ... (*vary*) technical subjects, and working in a model spaceship where they can practice 3) ... (*complicate*) flight operations and become used to all the 4) ... (*equip*) on board. Apart from high 5) ... (*intelligent*), good qualifications and an excellent level of fitness, astronauts must have a strong character. They also have to be

very 6) ... (*courage*) in order to accept the high risks involved. Astronauts also have to face other, more ordinary problems in space. What can be very 7) ... (*annoy*) is the limited variety of food, but the greatest challenge is getting along with other members of their team as they often come from different countries, with different backgrounds and habits. Therefore they must be very 8) ... (*patience*) with each other, since the lack of privacy can become 9) ... (*irritate*). All in all, it seems that being an astronaut is one of the most 10) ... (*challenge*) jobs in the world.

**13. Here's a list of adjectives describing qualities certain professions need. Read the sentences and fill in the correct adjective:**

*persuasive, brave, creative, patient, intelligent, polite, accurate, fair, friendly*

1. Salespeople need to be ... to get people to buy their products.
2. A scientist has to be ... in order to understand complex theories.
3. Receptionists should be ... in order to make people feel welcome.
4. Surgeons must be very ... as they should not make mistakes in their work.
5. A shop assistant has to be ... even when dealing with a rude customer.
6. Lifeguards have to be ... as they often find themselves in dangerous situations.
7. Teachers need to be very ... as students sometimes take a long time to learn things.
8. Judges should be ... and give all the evidence equal consideration.
9. Fashion designers should be very ... so that they can come up with new designs.

**14. Render the text into English:**

### ТЕМПЕРАМЕНТ І ХАРАКТЕР

Кожна людина є неповторною особистістю. Вона має індивідуальні показники фізіологічних процесів і психічної діяльності. Люди по-різному пристосовуються до умов навколишнього середовища, по-різному поведуться в екстремальних ситуаціях, мають різні схильності й здібності, виявляють різну здатність до навчання й оволодіння різними професіями. Характеристика індивіда з боку динамічних особливостей його психіки називається темпераментом. Вчення про індивідуальність людини бере свій початок у найдавніших індійській, китайській та античній медицині. Давньогрецький лікар Гіппократ (460-377 рр. до н. е.) визначив широковідомі типи темпераменту: меланхолійний, флегматичний, сангвінічний, холеричний. Наукове обґрунтування темпераментів людини з позицій вчення про вищу нервову діяльність людини зробив російський фізіолог І. П. Павлов. Людям із сангвінічним типом темпераменту властиві широкі інтереси, допитливість, енергійність, велике самовладання й стриманість

характеру. Люди з флегматичним типом темпераменту енергійні й наполегливі, їм властива постійність у звичках і прихильностях.

Люди холеричного типу темпераменту легко збуджуються, нестримані; вони енергійні, сміливі в судженнях, схильні до рішучих дій, але іноді необачні у своїх вчинках. Людям із меланхолійним типом темпераменту притаманні боязкість, замкненість, надмірна чутливість, схильність перебільшувати труднощі.

Якщо темперамент — це сукупність властивостей, які ґрунтуються на процесах дозрівання, то характер — це особливості, породжені загальними закономірностями психічного розвитку, серед яких особлива роль належить вихованню. Характер — це зафіксована у вигляді властивостей і сповнена глибокого змісту форма усталених стосунків індивіда зі світом. Характером пояснюють також вчинки й провини, життєві досягнення й невдачі. Поза сумнівом, це властивості індивідуальності, але, на відміну від властивостей нервової системи, темпераменту чи здібностей, вони відображають не динаміку чи результативність, а зміст стосунків людини зі світом.

### **15. Take your learning a step further by testing your critical thinking skills on this scientific problem solving exercise.**

\_\_\_1\_\_\_

Darren is a first-year college student who has a biting, sarcastic manner. He has a pessimistic outlook on life and feels that the world is run by a few powerful people. When he received a poor grade on a recent exam, Darren blamed the instructor and claimed the test was unfair. He stopped attending lectures, gave up studying for the course, and will probably drop it. He is experiencing similar difficulties in his other courses.

Darren always dreamed of doing well in college. Now he is despondent over his failure and believes his professors hate him. Most of all, he is concerned that if he fails in school his parents will no longer love him.

1. How might Darren's problems be explained from the psychoanalytic perspective?
2. How might Darren's problems be explained by a trait theorist?
3. How might Darren's problems be explained by a humanistic theorist?
4. How might Darren's problems be explained by a social-cognitive theorist?
5. Which perspective most closely represents your own belief about Darren's problems? Why?

\_\_\_2\_\_\_

In their first year of college Mary and Kathy quickly became friends, after discovering they had a great deal in common. They talked a lot about their feelings, including a shared dislike of prejudice. In their sophomore year, they pledged different sororities, with Kathy joining a sorority said to be both elitist and somewhat prejudiced against minority groups, including Mary's. Although this had concerned Kathy, she didn't notice any problem at first. As time passed, however, the comments of her sorority sisters became increasingly tinged with bigotry.

Kathy gradually found herself sharing their views and even openly making a few contemptuous remarks about minority groups. Although she sometimes felt troubled by her behavior, Kathy had worked so hard to become a member of the sorority that she decided she must really have felt this way about minority groups all along.

Kathy and Mary did not see each other for several months, until their sororities met at an intramural soft-ball game. Running to greet her friend, Mary was hurt by Kathy's cool, almost haughty manner toward her and other minority members of Mary's sorority. In the midst of her sorority sisters, Kathy seemed a different person altogether. Later that evening, Mary confided in her journal that she must have initially misjudged Kathy as sharing her beliefs and that Kathy had finally displayed her true personality as a very prejudiced person.

1. What social psychological principles might help explain why Mary and Kathy became friends?

2. Illustrate how the following social psychological principles might explain why Mary and Kathy grew apart: norms and roles, normative social influence, mere exposure effect, cognitive dissonance.

## FROM THE HISTORY OF PSYCHOLOGY

### 16. Read the article quickly and give a short summary of it:

*Sigmund Freud* (1856-1939) was born May 6, 1856, in a small town Freiberg. His father was a wool merchant with a keen mind 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. 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 Bricke. Bricke 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. Bricke 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 in Berlin, he came back to Vienna, married his patient fiancée 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 from the traditional medical community. He collected around him a number of very bright students who became the core 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 that he had suffered from for the last 20 years of his life.

## UNIT 14

### PSYCHOLOGICAL DISORDERS

In medicine "abnormality" generally refers to a lack of integrity in any organ's structure or function. A broken bone, an excess of certain sugars in the blood, and ulcer on the walls of the stomach — all are abnormal. For physicians, the line between normality and abnormality is relatively easy to draw. For psychologists and psychiatrists, however, the criteria that divide normal behaviour from abnormal behaviour are not so easily specified. There are several ways of defining psychological abnormality, and some of these definitions may change from one society to another and from time to time in the same society.

Each society has a set of norms — rules that prescribe "right" and "wrong" behaviour — by which its members live. These norms cover every aspect of life, from whom one may marry and when to what food may be eaten and where. Since norms are absorbed in childhood during the process of socialization, people take them for granted. Although nearly every one of their actions is governed by some norm, people notice a norm only when it is broken — and if the violation is bizarre, they label the violator as abnormal.

Norms change over the years, sometimes gradually and almost imperceptibly, but at other times the change is accompanied by friction. Since norms can change drastically, they may seem an inappropriate basis for the definition of normality. Yet they remain the dominant standard because they have been so deeply absorbed that they seem natural, and right, and violations automatically seem abnormal. Norms may even be grounded in the evolutionary history of the species. Since a social group cannot exist without some kind of norms, their development may have some survival value. A danger in using only norms to define abnormality is that they may enforce conformity as "good" and mark the non-conformist as automatically "bad".

A related, but somewhat different, way of defining abnormality is to call it any substantial deviation from a statistically calculated average. People whose behaviour conforms to that of the majority are considered normal; those whose behaviour differs greatly are abnormal. This statistical definition automatically encompasses norm violations, because the majority of people follow cultural norms. Although a statistical definition of abnormality does make such a diagnosis simple, this view of psychological functioning also presents problems. Using statistics to define the bounds of normality leaves us without any way to distinguish between the desirable differences of genius and creativity and the undesirable difference of psychological disorder. Indeed, "average" human behaviour may not be the sort that society would like to encourage.

A less restrictive approach to the definition of abnormality than either norm violation or statistical rarity is that of personal discomfort, in which people judge their own normality and only those who are distressed by their own thoughts or behaviour are considered abnormal. However, like other definitions of

abnormality, the criterion of personal discomfort is open to criticism. When behaviour harms other people or disrupts society, personal contentment is not a sufficient measure of normality. For example, some rapist and murderers may be perfectly content with their way of life, and a man's delusion that he has an enormous fortune might make him happy but is likely to disrupt the lives of the people with whom he transacts business.

An approach to abnormality that overlaps both norm violation and personal discomfort is maladaptive behaviour. If a person's behaviour results in repeatedly getting fired at work, alienating family and friends, or simply not being able to get out of bed in the morning, most people would agree that he or she shows some psychological disturbance. The advantage of maladaptive behaviour as a standard is that it focuses on a person's behaviour in relation to others. The major disadvantage is that in certain cases "adaptive" behaviour may be morally objectionable.

A fifth way of defining abnormality is to set a description of the ideal well-adjusted personality and to regard as abnormal people who deviate from that ideal in any serious way. This sort of definition leaves most of us in the abnormal category, for few people ever achieve this ideal adjustment, no matter how hard they try. Deviation from the ideal is also an imperfect guideline in our search for a definition of abnormality. This approach leads people who seem to be functioning adequately and who show no serious symptoms of disorder to regard themselves as disturbed and in need of therapy.

Attempts to understand abnormal behaviour have led to its classification into various categories — anxiety disorders, somatoform disorders, dissociative, major affective and social disorders.

Anxiety is a feeling of dread, apprehension, or fear. It is accompanied by physiological arousal, manifested as increased heart rate, perspiration, muscle tension, and rapid breathing. Anxiety also affects cognition, throwing the individual into a state of confusion and making it difficult for him or her to think clearly or to solve problems. Virtually everyone experiences anxiety at one time or another. Without mild anxiety, bills would not get paid on time, term papers would not get written, drivers would not slow down on foggy mornings, and people would not get medical checkups. For some people, however, one situation — or many — becomes a major source of anxiety, taking up more and more time of attention. Anxiety becomes so severe or so persistent that it interferes with everyday functioning — family life, social activities, and work or school. This condition is classified as an anxiety disorder, which can transform into a generalized anxiety disorder when the person is nervous, irritable, and on edge. They often show motor tension: may be jumpy, complain of aching, tire easily, and find it impossible to relax.

From time to time these people suffer from panic attacks, brief periods during which tension and anxiety become completely disabling. Usually these attacks last from fifteen minutes to an hour. When no specific stimulus precedes the panic attack, it is called a panic disorder. Sometimes, however, panic attacks come in response to a specific stimulus, in which case they are classified as

phobias. When anxiety is irrationally centered on some specific object or situation, it is called a phobia. The focus of anxiety may be a stimulus that is slightly dangerous, such as snakes, dogs, elevators, or high places, or it may be some situation that carries no danger at all, such as a fear of being alone or of being in public places where escape might be difficult. Phobias sometimes develop after an initial association of fear with some stimulus. All of us have had periods of sadness or disappointment, and perhaps have suffered from feelings of guilt, loss of appetite, and lack of sexual interest. Usually such feelings are experienced in response to a negative situation in our lives; the loss of a job, an argument with a friend, a poor mark on an exam. Sometimes the upset comes for no apparent reason; it seems as if we just "got up on the wrong side of the bed". These symptoms of normal depression do not differ in kind from abnormal or major depression, but they do differ drastically in degree. Major depression consists of one or more major depressive episodes with no intervening episodes in which people feel extremely elated or unnaturally euphoric. The course of a major depressive episode often follows a fairly smooth curve with a gradual onset, taking weeks or months to appear, lasting for several months, then ending as it began, slowly and gradually.

When personality traits become so inflexible and maladaptive that they impair a person's functioning, they are known as personality disorders. The individual with a personality disorder often does not recognize that it exists or that her or his behaviour is at all deviant or disturbed. This inability to recognize the disorder comes about because the problem behaviour is part of the person's personality, so deeply ingrained as to be second nature and accepted as familiar character traits. Often adopted at an early age to cope with specific stress in the environment, the pattern of deviant behaviour is difficult to change.

There are two reasons for focusing on antisocial personality disorder: it has been the most intensively researched, and it is the personality disorder on which there is the greatest diagnostic agreement. The antisocial personality, or sociopath, is one who is indifferent to the rights of others. Such people appear to be blind to moral considerations, to have no conscience, and to be untouched by a whole range of emotions shared by the "normal" population.

### *List of Vocabulary*

abnormality — аномальність  
adjustment — пристосування  
alienating — відчуження  
apprehension — побоювання  
bizarre — дивний, ексцентричний, жахливий  
contentment — задоволення  
delusion — помилкова думка, ілюзія  
to deviate — відхилятися  
to disrupt — підривати



drastically — рішуче, круто  
 dread — жах, страх  
 to encourage — заохочувати  
 to enforce — нав'язувати, забезпечувати  
 excess — надлишок, надмір  
 to impair — порушувати, пошкоджувати  
 imperceptibly — непомітно  
 inappropriate — невідповідний, невластивий  
 ingrained — закоренілий, застарілий  
 integrity — цілісність  
 jumpy — нервовий  
 maladaptive — погано пристосований  
 objectionable — неприємний, що викликає заперечення  
 sufficient — достатній  
 to take smtb for granted — приймати як належне  
 ulcer — виразка

**Find the English equivalents for the following. Give the situations in which these word combinations are used.**

Психічні розлади; нестача цілісності; зламані кістки; межа між нормальним та аномальним; психолог та психіатр; декілька шляхів визначення; «правильна» та «неправильна» поведінка; процес соціалізації; вважатися нормальним; статистичне визначення; використання статистики; критерії особистого дискомфорту; опис ідеальної особистості; зробити щасливим; антисоціальні психічні розлади; сум та розчарування.

**1. Answer the questions on the text:**

1. How is "abnormality" treated in medicine?
2. What is a norm?
3. Why do norms remain the dominant standard in a society?
4. What can a danger be when using only norms to define abnormality?
5. What are the advantages and disadvantages of a statistical definition of abnormality?
6. Why is the approach of personal discomfort not ideal either?
7. Can people who deviate from the ideal be regarded as abnormal?
8. Is anxiety positive or negative feature for people?
9. When does anxiety turn into phobia?
10. Does a person usually recognize the deviation of his/her behaviour?

**2. Fill in the blank with the vocabulary word that best fits the meaning of each sentence:**

1. We waited for their decision with a great deal of ...?
2. He is under the ... that he is Napoleon.

3. I took ... that you'd want to come with us so I bought you a ticket.
4. You should ... her in her attempts to become a doctor, instead of being so negative about it.
5. His illness has ... his efficiency.
6. Our ... as a nation is threatened by these separatist forces.
7. They tried ... agreement with their plans.
8. We haven't got... information from which to draw a conclusion.
9. His work has changed ... since he fell ill.
10. I think it was a(n) ... moment to raise a question of your promotion.
11. This is one of the most ... murder cases we have ever dealt with.

**3. Confirm or deny the following statements. Make use of the following phrases:**

*That's it! Precisely. Very true. I fully (quite) agree with you.  
I'm afraid not. You are not quite right, I'm sorry to say. Far from it.*

1. There is no ideal way of defining psychological abnormality.
2. The periods of anxiety are quite necessary for they really get the adrenalin going.
3. Depression is usually caused by overtiredness and lack of sleep.
4. A person is usually aware of his/ her behaviour being deviant.
5. The number of sociopaths is increasing nowadays.

**4. Substitute the words taken from the text for the definitions:**

1. Quiet happiness, satisfaction.
2. An uncomfortable feeling in the mind usually caused by fear or expectation that something bad will happen.
3. A person who is indifferent to the rights of others, and blind to moral consideration.
4. A strong unnatural anxiety irrationally centered on a particular object or situation.
5. A mental disorder during which people suffer from great sadness, unnatural tiredness and unwillingness to do anything, difficulty in thinking.
6. A standard that is regarded as average or generally accepted.
7. A noticeable difference from what is expected, especially from accepted standards of behaviour.

**5. Search the text for the derivatives of the following words. Give other derivatives you know. Follow the model:**

*To adapt — adaptation, maladaptive, adapter, adaptable, adaptability.*

To conform, content, norm, to define, to violate, comfort, to create, to deviate, to confuse, able, to survive, ration, to adjust.

## 6. Translate the sentences into English:

1. Соціопат — це людина, байдужа до інтересів і потреб інших. Часто такі індивіди не мають наміру змінювати свою поведінку, оскільки їхні дії завдають шкоди швидше іншим, ніж їм самим.

2. Соціальні психологи вважають, що розумові розлади спричинюються психологічними факторами, емоційними порушеннями і стресами.

3. Стан тривоги впливає на розумову діяльність людини, виводить її зі стану рівноваги, позбавляючи можливості вирішувати проблеми чи приймати правильні рішення.

4. У стані повної депресії людина сповнена почуття відчаю, самотності, непотрібності, провини, розчарування, власної непривабливості; її дії можуть часто бути непередбачуваними.

5. На відміну від фізіологів, для психологів і психіатрів важко визначити межу між нормою та аномалією, оскільки поняття норми змінюється з часом у різних соціумах.

6. Коли напади паніки виникають у відповідь на особливі подразники (об'єкти чи ситуації) і їх неможливо подолати без допомоги психіатра, вони називаються фобіями.

7. Інколи особистісний розлад настільки глибоко вкорінений, що індивід не визнає своєї девіантної поведінки і сприймає її як рису характеру, або ж своє друге "я".

8. Фобії можуть бути різноманітними — від побоювання павуків до панічного страху насильства чи смерті.

9. Одним із способів визначення категорії аномальності є встановлення ідеалу. Однак цей підхід залишає більшість із нас, тих, які потребують негайної психологічної терапії, поза нормою, оскільки лише одиниці можуть відповідати ідеалу.

10. Особистий дискомфорт не можна визначити категорією аномальності, оскільки, якщо поведінка індивіда завдає шкоди іншим людям або загалом суспільству, задоволення собою не може бути показником норми.

## 7. Read and translate the text.

### **Fear of Living**

*(by Anna Kovalenko)*

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

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

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

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

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

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

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

Prof. Montgomery maintains that five to six percent of the population suffers from sociophobia. This constant fear of social contact is often accompanied by many other symptoms like heart palpitations, tense muscles, dryness of the mouth, headaches and other unpleasant feelings. The symptoms are deeply rooted and the essence of a social introvert. Such people have trouble asserting their opinions and standing up for their rights, which is why they are often looked upon

as undesirable workers. Their pathological shyness prevents them from evaluating their abilities positively, and causes them to be constantly self-absorbed in their own thoughts and to agonize over the most trivial matters.

Considering that 95 percent of such diseases tend to develop before the age of 20, treatment should be started as early as possible. Prof. Montgomery believes that if therapy is not started on time, five to seven years later sociophobics begin resorting to alcohol and drugs to cope with their problems. This gives rise to a special stratum of people who have a unique relationship with society. They are lonely and are usually poorly educated, they experience money problems and bounce from job to job. At times they contemplate suicide.

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

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

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

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

## **8. Answer the following questions:**

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

## **9. Complete the following sentences:**

1. The desire to avoid contact with other people is called ....

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

**10. Give statistical data enumerated in the article.**

**11. Describe episodes illustrating typical cases of sociophobia.**

**12. Suggest possible situations in experience either shyness or fear.**

**13. Characterize escapism as:**

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

**14. Review the article.**

**15. Think of all possible situations in which you have ever experienced panic, fear or uncertainty and shyness.**

**16. If you had a chance to interview a sociophobic, what questions would you ask him concerning his academic performance, a choice of profession, social contacts, friends, close relationships and so on?**

**17. Give Ukrainian equivalents for:**

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

**18. Give English equivalents for:**

Страх жити; уникати контактів; самотність; сором'язливість; стан; сутність інтроверта; типова поведінка; панікувати; відстоювати свої права; оцінювати свої можливості; удаватися до алкоголю та наркотиків; задумувати самогубство; проходити курс лікування; типовий психологічний розлад.

## 19. Use the above stated word-combinations in describing:

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

## 20. Render the text into English

### КОНФЛІКТ

Функціональний аспект конфлікту зумовлений потребою змін у людських стосунках. Щодо сутності цих стосунків конфлікт є протиборством, зіткненням протилежних оцінок, принципів, еталонів, поведінки щодо предмета конфлікту. З боку цілей конфлікт відбиває прагнення затвердити принцип, учинок, ідею самоствердитися.

З точки зору стану міжособистісних стосунків конфлікт є деструкцією цих стосунків на емоційному, пізнавальному та поведінковому рівнях. Конфлікт як психічний стан є водночас захисною та емоційно забарвленою реакцією на ситуації, що психічно травмують людину, на перепони в досягненні певних цілей.

Виходячи з оцінки результатів конфлікту, його можна вважати дезінтегруючою силою людських стосунків, а його ліквідацію — інтегруючою. З інструментальної точки зору конфлікт виступає як засіб самоствердження, подолання негативних тенденцій. Процесуальний бік конфлікту є ситуацією пошуку виходу, засобів стабілізації стосунків. Класифікувати конфлікти можна за такими ознаками: видами, тривалістю, змістом, обширністю, ступенем впливу, типом вирішення, формами прояву, психологічним ефектом, наслідками, мотивами та ін. Із функціональної точки зору класифікація конфліктів може будуватися за принципом доцільності/ недоцільності, згідно з яким виявляють конструктивні та деструктивні конфлікти.

Вияви деструктивних функцій конфлікту дуже різні. Особистісний конфлікт породжує стан психологічного дискомфорту, що викликає інші негативні наслідки і може призвести до розпаду особистості. На рівні групи конфлікт здатний руйнувати систему комунікацій, взаємозв'язків, послаблювати ціннісно-орієнтаційну єдність групи, знижувати ефективність її функціонування загалом.

## 21. Take your learning a step further by testing your critical thinking skills on this scientific problem solving exercise.

\_\_\_1\_\_\_

Since her divorce three months ago, 65-year-old Phyllis has constantly felt tired, has had difficulty sleeping and eating, and has lost all interest in her family, friends, and usual activities. Once proud of her accomplishments and optimistic

about her future, Phyllis now believes that everything she has ever done, or will do, is worthless. Although her husband was far from a perfect partner, Phyllis is convinced that the divorce really was her fault. Her once-close friends, weary of Phyllis's self-absorbed and hopeless attitude, have stopped calling her. The family physician referred Phyllis to a psychiatrist, who prescribed an antidepressant. The drug seemed to help somewhat, but Phyllis, worried that she would become addicted, stopped taking it regularly. Phyllis's son-in-law is concerned about her dejected attitude. Her daughter, however, insists that there is no cause for alarm. She says that her mother is simply growing old — that the listlessness is reminiscent of her maternal grandmother's behavior at the same age.

1. Should Phyllis's daughter be more concerned about her mother's behavior, or is she correct in attributing it to aging? Explain your reasoning.
2. How might Phyllis's behavior be classified by a clinical psychologist?
3. How might Phyllis's behavior be explained according to (a) the psychoanalytic, (b) the biological, and (c) the social-cognitive perspectives?
4. Which diagnostic perspective most closely represents your own belief about Phyllis's condition? Why?

—2—

Deborah is very satisfied with the large amount of time and money she has invested in psychotherapy. When she began therapy, her life was in crisis and she was desperate for help in overcoming her depressed, pessimistic attitude. After shopping around, she finally found an understanding cognitive therapist who made her feel she could get her life back on track. After 3 months of psychotherapy, Deborah is once again enjoying her life and attributes her recovery to the psychotherapy.

Vincent is a middle-aged manager of an auto parts store. He is under a lot of pressure at work, has a very negative attitude about life, and "blows up" frequently at minor family annoyances. Although he admits that he is depressed and complains to his family a lot, he doesn't feel there is anything wrong with him. His family disagrees and is concerned that he is increasingly showing signs of psychologically disordered behavior. At their insistence, Vincent reluctantly agrees to see a psychotherapist. He picks a name at random from the phone book and grudgingly endures several weeks of "overpriced gibberish" to appease his family. Despite the good efforts of the psychotherapist, who attempts to countercondition Vincent's maladaptive behaviors, Vincent shows no improvement following psychotherapy.

1. Assuming their initial problems were equally serious, what could account for Deborah's and Vincent's very different experiences with psychotherapy?
2. Deborah now swears by cognitive therapy, while Vincent is very critical of behavior therapy. Are their recommendations acceptable as scientific evidence regarding the effectiveness of psychotherapy? Why or why not?



## FROM THE HISTORY OF PSYCHOLOGY

### 22. Read the article quickly and give a short summary of it:

*Jung, Carl Gustav* (1875-1961) was born on July 26, 1875, in Kesswil, Switzerland, in the family of a protestant clergyman. 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 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 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 between the personal unconscious, or the repressed feelings and thoughts developed during an individual's life, and the collective unconscious, or those inherited feelings, 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 and manifest themselves symbolically in religions, myths, fairy tales, and fantasies. Jung wrote many works on analytical methods and the relationships between psychotherapy and religious belief. He died on June 6, 1961.

## TEXTS FOR SUPPLEMENTARY READING

### Text 1

#### Why Family Rows are Good for you

(by Laura Marcus)

New research in America is finally backing up what many people have suspected for years: that getting it all off your chest is good for your heart. A lot of us might think feeling good is good for our health. But scientists need more to go on than feelings. They demand evidence. And evidence appears to be emerging. Scientists are keeping a close eye on the current developments.

According to a recent report in "New Scientist", neurobiologists and immunologists have amassed a great deal of research that links the brain with the function of the immune system. They even have a new name for it: psychoneuroimmunology. This is the study of how the brain and immune system talk to each other. Now the scientists believe that expressing your feelings could actually be good for the immune system.

What happens is that different moods turn up or turn down the activity of our immune cells. Stress at work, insomnia, depression: they have all been found to be detrimental to the immune system. Conversely, self-expression seems to promote a healthy immune system.

While scientists hedge their bets, therapists and counsellors have no doubt that expressing your feelings in a family row can promote healthier family life. It does not depend on how you do it and how you end it, but rows are not necessarily destructive or harmful. A slanging match, hurling abuse at each other, is detrimental. But a row that clears the air and, where there is closure, is very beneficial because it releases tension.

Rows must have an ending. That's very important. Otherwise, all rows end up as history lessons: "And there was the time you did this, the time you did that." Deal with it, sort it and end it. That old maxim about not letting the sun go down on an argument has very good therapeutic value.

There really is nothing like saying the most awful things to your partner, and then being told you are still loved. They've seen you at your worst but still care. That's the best feeling going.

And, contrary to many parents' fears, rowing in front of the children is not necessarily harmful. How else can children learn that conflict exists but for being expressed and resolved? What is potentially harmful is that they might not see you making up. So if you have the row, let them see you being friends again.

We're often attracted to people who are different from us because we sense they have something we're missing. But then we try and change them into what we're already used to because that's familiar, so it feels comfortable.

Rowing goes beyond humans. Species that bond with one partner for a mating season, mainly birds but also some breeds of wild dogs and monkeys, do indeed have family rows. Disputes between partners have definitely been witnessed, usually early on in the breeding season as the male and female get used

to one another. Some of the aggression they show to each other could be their innate desire to fend off intruders into the nest, so they have to learn to curb their emotion when their partner turns up with food for the young. Even in the animal world, the course of true love rarely runs smoothly.

So if you find yourself in the middle of a family dispute, bear in mind that rows are a necessary result of inevitable conflict. Though scientists can't yet agree about this, effective rather than destructive rows probably do make for a happier and healthier family life.

## **Text 2**

### **The Functions of the Family**

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

**Regulation of Sexual Activity.** Every culture places some restrictions on sexual behaviour. Sexual intercourse is a personal matter of those involved, but is the basis of human reproduction and inheritance; it is also a matter of considerable social importance.

All societies enforce some type of incest taboo — cultural norms that forbid sexual relations or marriage between certain kin. Exactly which kin are subject to the incest taboo is culturally variable. Most Americans consider sexual relations with a parent, grandparent, sibling, aunt, or uncle to be both immoral and unnatural.

But such sexual relations have been condoned — or even encouraged — in some cultures. Brother-sister marriages, for example, were common among the ancient Egyptian, Inca, and Hawaiian nobility; and male nobles of the Azande in eastern Africa are reported to marry their daughters. Some societies forbid sexual relations with cousins, while others do not; in the American society, Catholic religious beliefs prohibit marriage between first cousins, while Jewish religious beliefs do not. Further, about as many states prohibit this practice as many ones allow it. These examples suggest the extent to which the incest taboo is subject to cultural variation.

The significance of the incest taboo is primarily social rather than biological. Contrary to common assumptions, children that result from sexual activity between close relatives rarely have mental or physical abnormalities. Socially speaking, incest taboos serve to minimize sexual competition within families. Incest taboos also encourage marriage outside the family; such alliances provide economic and

political advantages to particular families, as well as strengthening social ties among members of society as a whole.

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

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

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

### **Text 3**

#### **The Mystery of Sleep** (by Graham Workman)

We may not give it a moment's thought, but most of us will probably spend one third of our lives asleep.

But how much sleep do we really need? In Florida, a volunteer was shut up in a special room for two weeks. He was allowed to sleep as much as he wanted, but there were no clocks in the room and the lights were always on. In other words, the only way he could tell if it was lunch-time, tea-time or bed-time was from what his body told him.

The man settled down to a regular rhythm of sleep and wakefulness. How much did he sleep? The same as about normal. The fact that he did this shows that his body must have an inbuilt mechanism, telling him to fall asleep and wake up.

What then is the purpose of this biological clock? Originally, it was probably a mechanism for survival. Sleep was a rhythmic process developed millions of years ago as a way of coping with life on a planet which had regular days and nights. Sleep protected people from the predators of the night and the inefficiencies of darkness.

All creatures sleep, but the amount they sleep varies greatly. This is because each species has an appropriate pattern of sleep that is suited to the world it inhabits.

An elephant has to spend most of the day finding food and eating it, so it sleeps only 2 hours a day. Of all living creatures only human beings get insomnia, because only they distort the natural rhythm of sleep with everything from anxiety to jet travel, from television to working round-the-clock.

But if we do not get to sleep at night, will it necessarily matter? Does it matter that night-shift workers do not get a normal ration of sleep? How safely can we make major decisions — perhaps life-or-death ones if we are prime ministers or doctors — when we have missed a lot of sleep?

One exception to all this is Lesley Gamble. He claims that following an accident 11 years ago, he never sleeps at all.

Researchers tested him by putting him into a darkened room with electrodes to see to what extent he was drowsy or slept. It is almost impossible for a sleepy person to lie down in a darkened room all night and not fall asleep. The recording showed him relaxed but awake all night.

He says he thinks most of the night, reflecting on happy events in his life which helps him to relax mentally.

How can a case like Lesley's be explained? It seems likely that his accident damaged in some way the operation of his biological clock and his body is no longer getting the order to sleep.

One way to find out if sleep is necessary is to take it away for three days and nights and see what happens, testing all the time which functions are affected most: our muscle co-ordination, our posture, our physical energy and strength, and most important, our mental vigilance.

Four students agreed to take part in such an experiment. After 36 hours without sleep they were still doing remarkably well at some things.

Interesting games, like chess, presented few problems for the sleep deprived. The tired brain can overcome fatigue if it wants to. Motivation, excitement and danger all keep us awake. The tired brain, however, is not good at boring, repetitive tasks. When the volunteers had to recognize short musical notes from a series of long and short notes, they made more and more mistakes as time passed.

After 72 hours without sleep everybody looked tired, their balance and muscle co-ordination had deteriorated and their mental vigilance had dropped. But basically there was nothing wrong. Heart, lungs and muscle strength were all fine.

In fact the body can do very well without sleep. Provided it is given adequate relaxation and food, there are no adverse effects on the body and its functioning. So if you miss a lot of sleep you are still able to operate, although the risk of making mistakes is increased.

But if the body does not need sleep, why do people feel so awful when they are deprived of it? What are insomniacs actually complaining about?

The answer probably lies in our brains — the homes of our biological clocks. The body may not need sleep but millions of years of evolution have programmed our brains to sleep every night of our lives, and there is nothing we can do about it.

## Text 4

### Nonverbal Behavior

People from different cultures attach a wide variety of meanings to the same specific non-verbal behaviour looking at another person in the eye, laughing in a certain way, touching a person on the head, holding up two fingers, and so forth. Many misunderstandings between culturally different people arise simply because a nonverbal signal of some kind was misinterpreted. One of the best ways to keep such misinterpretations to a minimum is to remember *that it is rare for people to act deliberately disrespectful or insulting towards others, especially towards strangers or visitors*. This rule applies to the people of the U. S. just as it does to almost all other peoples of the world. Therefore, if you have the feeling that an American has slighted or insulted you through a certain behaviour, or through the absence of an expected behaviour, you probably have made the common mistake of interpreting acceptable U. S. behaviour according to the standards and expectations of your own home culture. Non-verbal behaviour involves innumerable complex and subtle sounds of the voice and movements of the body.

In general, people in the U. S. do not touch each other frequently. What is particularly lacking is the freedom to come into lengthy and frequent bodily contact with other people of the *same* sex. Women are freer about touching each other than are men; nevertheless, one rarely sees women walking arm-in-arm, as is common in some other cultures. American men touch each other only infrequently and very briefly; lengthy touching between men is viewed as a sign of homosexuality, and therefore is avoided. As suggested earlier, lengthy and frequent touching between men and women is normal, but the implication is that sexual attraction or romantic involvement exists between the two.

Americans are most likely to come into direct bodily contact with each other when greeting or taking leave. Men shake hands at such times; men who are good friends and who have been (or expected to be or have been), separated for a long time may give each other a brief hug. Men never kiss each other. In general, the same rules apply to women greeting or separating from other women, although they are free to kiss each other lightly on one or both cheeks (or to touch cheek-to-cheek and kiss the air) if this is common in their social circle. The traditional pattern for a man and woman is that they shake hands only if the woman takes the initiative by offering her hand. In recent decades, however, the rules for men and women in some social circles have broadened to include men's taking the initiative in hand-shaking; a light kiss on the cheek between friends or relatives also is becoming increasingly common. Men and women may hug each other, even in the absence of romantic attachment, under the same conditions mentioned above for men.

When in conversation with one another, Americans generally stand about half a meter apart and look at each other in the eye frequently but not constantly. The distance that is maintained between people in conversation can vary; for example, a larger distance is likely to be maintained between people who have a clear superior-subordinate relationship, while a lesser distance is common between peers who are good friends.

You should be aware that, under most circumstances, people in the U. S. instantly are made to feel very uncomfortable by others who stand very close to them. A common exception occurs on public transportation vehicles during the crowded "rush hours", but in these cases the people who are very close to one another are careful to completely ignore each other.

Americans also feel very uncomfortable when dealing with others who look constantly into their eyes; on the other hand, they feel suspicious about others who never look into their eyes. In general, the rules for eye contact seem to be these: When you are *listening*, you should look into the speaker's eyes (or at least at his or her face) fairly constantly, with an occasional glance away. When you are *speaking*, you are freer to let your eyes wander as you talk, but you should look in the eyes of the listener from time to time to receive acknowledgement that he or she is listening and understands the points you are making.

Some visitors to the U. S. are shocked, insulted, or perplexed by certain common non-verbal behaviors of Americans. Here are a few facts for you to keep in mind:

1. Americans have no taboo of any kind associated with the left hand; they are as likely to touch you or to hand your objects with the left hand as with the right hand.

2. Americans have no negative association with the soles of the feet or bottom of the shoes; they do not feel it necessary to prevent others from seeing these areas.

3. A common way to greet small children in the U. S. is to pat them on the top of the head.

4. People in the U. S. often point with their index finger and wave it around as they make important points in conversation.

5. One beckons to another person to come closer by holding the hand with the palm and fingers up, not down.

6. Americans show respect and deference for another person by looking him or her in the face, not by looking down.

7. Informal, relaxed postures are commonly assumed by U. S. people when they are standing or sitting, even when they are conversing with others; lack of formal posture is not a sign of inattention or disrespect.

8. Americans are uncomfortable with silence; they expect to talk rather constantly when in the presence of others.

9. The doors of rooms usually are left open unless there is a specific reason to close them.

10. Punctuality is important to many U. S. people; they become quite annoyed if forced to wait more than 15 minutes beyond the scheduled time for appointments. People who see each other on a daily basis do not shake hands every time they encounter one another; they may not even greet each other on every encounter after the first one each day.

11. Smokers do not necessarily offer cigarettes to others whenever they light up.

12. When Americans offer food or drink, they expect the other person to say "yes" at once if the food is desired; they do not expect polite refusals first.

### **Text 5**

#### **Put pleasure in your life**

(by Laura Miller)

How frequently do you allow yourself totally carefree moments? Little time-outs and simple pleasures?

We race around frantically, making quick cameo appearances at supermarkets, day-care centers and the dry cleaners. We fantasize about curling up in bed with a good novel and a cup of tea on a cold Saturday afternoon but, invariably, feel compelled to wax the car or run a couple of kilometers. Although we believe we're better off for having made those sacrifices — healthier, more productive, and better disciplined — that's not necessarily the case.

In fact, the very opposite may be true. Truly healthy people, it seems, indulge in the occasional decadent dessert without guilt. They shamelessly grab an afternoon flap, spend 15 minutes idly patting the cat, toss an old blanket on the lawn, lie back and watch the clouds race across the sky.

Dr David Sobel, a specialist in preventive medicine, and Robert Ornstein, a psychologist and brain researcher, espouse a theory that a little of what you fancy does you good.

"Studies seem to indicate that overall happiness is not dictated so much by the peaks and valleys of your life as by the total amount of time you spend in a positive mood", Dr Sobel says. "And that to us means the small pleasures."

The researchers got the idea when they began noticing that the healthiest people they knew were not those who spent a lot of time managing their health.

"We began to realize", Robert says, "that we didn't know anybody we thought was healthy who had an extremely healthy diet and monitored their exercise. Instead, they were people who were actively engaged in their lives." They live with optimism and gusto, Robert says. They are passionate about hobbies, travel and family life.

#### ***How pleasure works***

Scientists are still exploring exactly what makes our bodies acknowledge and feel pleasures. It's all in the brain, it seems. Human beings have pleasure centers located in the brain in an area known as the limbic system, which can be stimulated naturally through pleasing sights, sounds, smells, tastes and thoughts. Precisely how those centers are tapped in what scientists are trying to discover.

Some researchers think pleasure releases endorphins, opiate-like substances in the brain that make us feel better. Says Dr Sobel: "We don't really know. Our understanding of this mechanism is very crude. It's in its infancy."

#### ***Back to nature***

What we do know is that living in the modern world often means being cut off from the natural one— and that's not good. "Our biology and psychology evolved over five million years and during the majority of that evolution we were



very closely linked to the natural environment", Dr Sobel says. "Just because we have modernized our environment doesn't mean we can dismiss our age-old tie to nature."

It's the natural things — the warm sun, lush fields — that can make life seem better. We brighten considerably with a sunny day, even if it's experienced on a lunch break in the middle of a crowded city.

A whiff of happiness. The two scientists believe smell is perhaps the most under-appreciated of the senses. Scientist Jonathan Pevsner is trying to determine how the smell of, say, a rose travels from the nose to the pleasure centres of the brain.

"When you smell something it often triggers a memory or an emotion because the sense of smell is most directly connected to the limbic system, where pleasure and emotion and memory are centred, whereas the other senses have a more direct route to get the same place", Dr Pevsner says.

Have a chocolate. There's nothing quite like a sinful indulgence. But, then, who's to say it's sinful? Chocolate, for example, has some beneficial qualities: it protects tooth enamel and one of its ingredients, cocoa butter, lowers cholesterol levels. Alcohol has its benefits, too. People who have one or two drinks a day are less prone to heart attack or blocked arteries.

## **Text 6**

### **You Just Don't Understand**

Why can't men and women understand each other? Who talks more, men or women? Is there a difference in the way men talk to other men and the way women talk to other women? What do men and women each want from their conversations?

Deborah Tannen, a professor of linguistics at University, provides some startling answers to these questions in her best selling book "You just don't understand: women and men in conversation".

Tannen analyzed numerous recordings and video tapes of everyday conversations of children, teenagers and adults to study how people interact and how they use conversation to satisfy their needs. Her research led her to the conclusion that American boys and girls grow up in what are essentially different cultures, so talk between women and men is cross-cultural communication.

Citing her research, and that of other specialists — sociologists, anthropologists, and psychologists, she states: "Even if they grow up in the same neighborhood, on the same block, or in the same house, girls and boys grow up in different worlds of words. Others talk to them differently and expect and accept different ways of talking from them. Most important, children learn how to talk, how to have conversations, not only from their parents but from their peers".

Researchers have documented that boys and girls spend most of their time playing with other children of the same sex and that the way that boys and girls talk to their friends is very different. Boys tend to play outside and prefer games involving large groups which have leaders and systems of rules to determine the winners and the losers. In their play, boys are primarily concerned about

establishing and maintaining their status in the hierarchy of the group. Status is achieved by giving orders and getting others to follow them. Their talk is centered on giving commands, boasting about what they can do, or arguing about who can do something best.

The world of little girls presents a stark contrast. Girls tend to play indoors in small groups. They spend much of their time sitting and talking, sharing secrets to maintain their closeness. Girls play games where they take turns and winning and losing is not very important. Whereas "independence and freedom" are important to boys, "intimacy and connection" are the goals of girls' conversation.

These attitudes and conversational priorities carry over into the lives of adult men and women. For men, life is a contest, a struggle to preserve independence and avoid failure". In a man's world, conversations are negotiations in which people try to achieve and maintain the upper hand if they can, and protect themselves from others' attempts to put them down and push them around.

For women, on the other hand, life is "a community, struggle to preserve intimacy and avoid isolation". In a woman's world, conversations are negotiations for closeness in which people try to seek and give confirmation and support, to reach consensus. They try to protect themselves from others' attempts to push them away.

The differences in the conversations and the body language show that females and males sometimes look like they came from different planets. The girls and women sit close together, face each other directly, and look into each others' eyes when they talk. They take turns talking about each others' problems and about the people they know and make supportive statements.

The boys and men, on the other hand, tend to have more open body positions and have very little eye contact. They show their caring for each other by teasing and joking. For men and boys, offering sympathy puts the other in a "one-down" position, so when they talk about their problems, they reassure each other by offering quick advice. Men and women view public and private speech differently. Many men are more comfortable with public speech where they defend their positions and exchange information. In public situations, men speak more than women. When they come home, however, men want to relax and read the newspaper. Men are more interested in knowing about the news than they are in discussing what is happening to other people.

This is very frustrating to their wives, who are eager to talk about the details of other people's lives — their friends, family members, and business associates. For women, the purpose of conversation is interaction. But for men, the purpose of conversation is to impart information. They do not like small talk.

The fact that women are more comfortable with private talk than they are with public talk puts them at a disadvantage in the public arena. Women are not accustomed to fighting for a chance to speak during the meeting. Because women are used to waiting for their turn to speak, they are frequently ignored by men who expect that if they have something to say, they will speak up. Because women are generally good listeners, asking questions and making supportive comments, they

may find that men are lecturing them, instead of asking them what they think, as another woman would do.

This may help explain why there are so few women who hold public office. In order to run for office, a woman has to be able to campaign like a man and employ many of the conversation strategies used by men. In so doing, however, she appears to be unwomanly, and may therefore not be trusted.

Tannen concludes that it is important to understand the differences in the conversational styles of men and women so that we can better interpret the messages that are being communicated. Understanding each others' styles of speaking as women and men is the first step to understanding each other as individuals.

## **Text 7**

### **Stress Control**

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

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

In most cases distress originates due to a lack of communication culture and inadequate perception. If not, then due to the inability to understand the desires and wishes of other people and coordinate them with our own.

There is no doubt that the best preventive treatment of psychic and emotional stress is correct upbringing and higher standards of communication culture. This is a difficult task which takes a long time. It does not exclude more concrete efforts aimed at increasing individual resistance to stress by those who are already in need of it.

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

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

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

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

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

To develop a broad, unbiased and flexible attitude to problems, contacts with art and literature are indispensable. The greatest works of literature reflect the world and life in all their aspects. People who have read about them are already protected in a way from a narrow and unproductive approach to events. This is why art as a "cure" is regarded as one of the most promising methods of preventing and removing stress.

An active position in life, active perception of art, developing taste, personal participation in everything that contributes to broadening horizons and increasing physical and intellectual abilities — all this is a prerequisite for stress resistance and for effective individual efforts in shifting distress to eustress, unless the first

has assumed an absolute character. In the latter case medical aid is necessary. The task of medicine is to achieve control over stress and to turn it from a force of destruction into a creative force.

## **Text 8**

### **The Language of the Body**

One of the best locations to study the body language is a political rally. Each speaker has already worked out his verbal message, usually a string of highly predictable platitudes calculated to gain him applause. But while he is mouthing his utterances, his hands are busy too. He will not be aware precisely what they are doing, merely that they are beating time to his statements and helping to underline them. If we ignore his words and focus exclusively on his hands, it soon becomes clear that he employs some major hand signals.

If he is making a powerful point, he will clench his fist, as if about to punch an invisible opponent. If he is trying to chop down a rival proposal, he switches instead to the hand-chop gesture, cutting down through the air as forcibly as possible with a flattened hand, its hard edge pointing down. With this action he transforms his hand into a symbolic axe.

For those who wish to appear forceful, but not too violent, there is a slightly milder hand gesture — the semi-clenched fist. With the thumb uppermost, on top of the bent forefinger, this half-fist is jerked in the air to emphasize point after point in the speaker's words. It is almost as if he is serving an invisible writ on his audience. This gesture is favoured by politicians.

In a more dominant mood, the speaker introduces the palm-down hand posture, usually with a few slight downward movements. In this he is symbolically calming down his audience, as if it were composed entirely of unruly children. If he is less sure of himself, he uses the opposite hand signal, with the palm up. This is a gesture of the beggar, reaching out his hand for help. This particular gesture is universal and can even be seen in wild chimpanzees when begging for food from companions.

If the speaker wishes his audience to embrace his ideas, he offers them a hint of an embrace in his hand gestures. He reaches out both hands, with his palms facing one another, as if trying to hug his audience at a distance. This is a favourite gesture of good communicators, who know the value of making their audience feel intimate with those on the platform.

Finally there is one more special forefinger gesture much loved by the more aggressive politicians, that is a prodding forefinger, aimed straight towards the audience, as if stabbing them into submission.

There are, of course, many other gesticulations employed during speech-making. Because both the speaker and the audience are primarily focused on the words being spoken, none of these gestures is deliberately made or deliberately read. They form a sub-text which carries with it a mood communication system that imparts far more information than any of those present may realize. They will transmit to the audience either a feeling that the speaker is not to be trusted or that he means what he says. If his verbal message is false or exaggerated, his gestures

will give him away. They will make a "bad fit" with his words and leave the audience uncomfortable, without knowing quite why. If they match well with the spoken words, the listeners will unconsciously sense that harmony and will respond more positively.

## **Text 9**

### **Suicide Today**

Before when people wanted to commit suicide, they would throw themselves under a car. Nowadays Russian businessmen have found a new method — they take out or damage the brakes of their car, sit behind the wheel, and take off.

Why are there so many suicides for no apparent reason? Chemists are searching for answers to this question. Post mortem examinations reveal that more than 95 percent of those who take their own life have certain changes in their brain chemistry. It is also known that in the few weeks before their deaths, more than half of suicide victims visit their doctor. Usually, the doctor can't find anything wrong, and so the patient is sent home.

In the opinion of Vladimir Skavysh, a specialist at the Suicide Center, there is a predisposition to suicide in some people. However, this does not mean that there is a 'suicide gene', because the problem is psychological rather than biological. There are many cases where suicide becomes hereditary. However, this is presumably a case of inheriting the principle of behaviour in a critical situation. In other words, at present science cannot give us an unequivocal answer to the question of whether a suicide gene exists.

It is well known that in certain circumstances the risk of suicide increases sharply. People are more at risk if one of their parents had killed themselves; if their parents are divorced; if their parents fight like cat and dog; if they are impulsive and cannot control their actions. The highest risk category consists of introverts, that is people who, after some kind of misfortune, direct their rage at themselves rather than lash out at those around them. Extroverts deal with their emotions by preferring to simply smash someone in the face rather than indulge in protracted contemplation of human malice and therefore hardly ever commit suicide

A quarter of all successful suicide victims are mentally ill, another quarter are completely healthy, and the rest are on the border-line — neither ill nor healthy, but inclined to neuroses and tragic perception of reality.

There are many different reasons why some people commit suicide. The real reason may be difficult to establish, even when the victim has left a note. Often the notes describe completely different reasons, or things which really have only a slight or no connection at all with their decision to die. Some decide to kill themselves without really knowing why — perhaps because insomnia suggested the idea of suicide or it may have rained too hard or too long.

According to Alekper Tagi-Zade, manager of the Samaritans — a charitable association for the prevention of suicides — the profile of a typical potential suicide is something like this: a woman between 35 and 40, with a university degree, and in the overwhelming majority cases unmarried and without a

boyfriend. Failure in one's personal life very often leads to thoughts of suicide, and neither men nor women are strong enough to acknowledge that this is the cause of their depression, so they prefer to attribute everything to unpleasantness at work, money worries, health anxieties, or social problems.

Only one in seven or eight attempted suicides is 'successful'. Women attempt to commit suicide much more frequently than men. However, men are four times more likely to actually commit suicide than women. The most frequent method is an overdose, but fatalities from this method are few.

The most reliable suicide method is by hanging. Ten years ago an elderly American woman carried out what became known as the 'suicide of the century'. She attached a long rope to the balcony of her skyscraper with a noose so that one end reached the ground and the other end would tighten up in flight, she took a fatal dose of sleeping tablets, stood on the edge of the balcony, and shot herself in the head with a revolver. In this way an ordinary American pensioner contrived to kill herself in four different ways.

Specialists often cite this case as evidence that those who make unsuccessful attempts really do not intend to die. Any suicide victim whose decision is irrevocable makes very careful preparations. In such cases there are no overdoses with long-expired pills, weak ropes or defective bullets.

Does one have the right to take one's own life? To whom does human life belong? To the person, his nearest and dearest, the state of God? In some countries — Canada, Denmark, Chile — suicide attempts are punishable by law. But history has known periods when suicide was a cult. In ancient Rome patricians preferred to depart from their life early rather than become a burden to their relatives in their declining years. In Japan, the highest form of valour and revenge was hara-kiri.

In Russia it was always thought that only sick people killed themselves. In 1716, the future Tsar Peter wrote in the Poteshny Regiment Rules and Regulations: "If someone kills themselves, then an executioner should drag their body through the streets, then take it away to an inaccessible place and bury it".

When someone starts talking about killing himself and tells his closest friends about it, they should not let him out of their sight for a moment, and keep in constant touch with him. At such times human contact is more important than ever before. Doctors advise those who want to cope with delusions on their own that they should buy a ticket for a long train journey, and unburden their soul to the first person who comes along, it will take a great load off their minds.