

Сахалинский государственный университет

**English Reader for the Students
of Psychology**

Part II

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В пособии представлены оригинальные тексты по специальности 050706.65 «Педагогика и психология» для изучающего и ознакомительного чтения.

Предлагаемые к текстам задания направлены на развитие навыков чтения, извлечение базовой информации, ее обобщение и анализ. Тексты подобраны по тематическому признаку, упражнения обеспечивают эффективную повторяемость лексических единиц в пределах тематического комплекса.

Пособие может быть использовано студентами специальности 050706.65 «Педагогика и психология» как источник дополнительной информации научно-публицистического характера, освещающий современные проблемы психологии, историческое развитие этой науки.

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ПРЕДИСЛОВИЕ

Настоящее учебное пособие предназначено для студентов 1-го и 2-го курсов отделения педагогики и психологии Сахалинского государственного университета, а также для широкого круга лиц, изучающих данную тематику.

Пособие рассчитано примерно на 240 часов аудиторной и 240 часов самостоятельной работы.

Целью пособия является формирование и развитие навыков и умений чтения и перевода специальной литературы и формирование навыков устной речи.

В основу учебно-методического пособия положены тексты по педагогике и психологии, взятые из различных источников. Тексты неодинаковы по сложности, поэтому их можно использовать на дополнительных курсах углубленного изучения английского языка. Материал, включенный в пособие, способствует лучшему пониманию языка, а также развитию навыков устной речи. Сборник может быть использован не только как книга для чтения и перевода, но и для различных видов работы в аудитории: пересказа и обсуждения. Он также может служить материалом для самостоятельной работы.

Пособие состоит из двух частей. Первый раздел содержит тексты и упражнения к ним, направленные на:

- 1) развитие навыков различных видов чтения;
- 2) усвоение специальной лексики;
- 3) формирование навыков профессиональной устной речи (диалогической и монологической);
- 4) развитие навыков аудирования;
- 5) развитие навыков письма.

Второй раздел, целью которого является обучение правильному переводу с английского языка на русский литературы по педагогике и психологии, может быть использован для овладения умением аннотирования и реферирования научной литературы.

МЕТОДИЧЕСКАЯ ЗАПИСКА

Методические указания к текстам по специальности «Психология» состоят из 2 разделов. В разделах представлен текстовый материал для изучающего чтения и дополнительные тексты для ознакомительного чтения. Прилагаемые к текстам задания направлены на развитие навыков чтения, таких, как извлечение базовой информации, ее обобщение и анализ содержания. Задания по чтению переходят в упражнения, нацеленные на развитие навыков говорения в виде сообщений, пересказов, подтверждения положений, оценки информации и т. д. Предлагаются также задания ситуативного характера для развития диалоговой речи.

Тексты для изучающего и ознакомительного чтения подобраны по тематическому признаку, что способствует активизации лексики. Прочное закрепление лексического материала обеспечивается серией упражнений, включенных в раздел «Word Study». Наряду с заданиями на нахождение эквивалентов, перевод, имеются задания на оценку и высказывание суждений, что также способствует увеличению потенциального словаря. Лексические упражнения обеспечивают эффективную повторяемость лексических единиц в пределах тематического комплекса.

Пособие может быть использовано для развития коммуникативной компетенции-умения получать, перерабатывать и передавать информацию.

UNIT I

Text 1

I. Read and translate the text.

You Can't import Psychoanalysis

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

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

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

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

Sometimes people come to me asking how they can break into politics. In talking with them I can say whether they are suited for that. That reminds me of the time I asked one of our statesmen why he entered politics. He said,

«Well how else? The country is in such a sorry state – it needs help». And he wasn't being hypocritical. But in the course of psychoanalysis it turned out that he had pimples in childhood. He was endlessly teased in class. At a subconscious level, he wanted to show his peers that he was stronger and better than they, that he was an outstanding person. He carried this complex for many years until finally he won election to the State Duma. Learning the true motives for one's actions makes a person wiser.

*by Aron Belkin, Chairman of the Russian
Psychoanalytical Society*

II. Answer the following questions.

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

III. Give your own definition of psychoanalysis.

IV. Speak about pros and cons of psychoanalysis.

V. Express your own viewpoint of psychoanalysis (in writing).

VI. Remember the following words and word-combinations:

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

Think of all possible situations where you can use these words.

Text 2

I. Read and translate the article.

Inveterate Sufferers

The political and economic crisis in Russia has reopened emotional wounds that had apparently begun to heal. This crisis affects human psychology. It is difficult to find a person in present-day Russia without psychological pro-

blems. Usually doctors consider a person sick if he quickly loses his capacity for productive activity, if he tries to shut himself off from the outside world, and if his unsociability grows rapidly. The same applies to social health: In a sick society, production potential shrinks and contradictions between society and the individual deepen.

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

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

Quite often «new Russians» visit psychoanalysis. Their main complaints are: stress, fatigue, insomnia, and fears which they try to drown in alcohol and sex. They are especially worried by the illusory nature of their success. A new Russian understands that his sudden wealth did not result from his perseverance or talent. So this child of fortune tries to justify his rise, painstakingly imitating super-activity, saying that he works 20 hours a day. Such a person often leaves his family, shuns his old friends, and abandons his favourite pursuits in favor of those who are accepted among the elite. New Russians sometimes try to change their appearance, using cosmetic surgery, to lose weight, resorting to various, dubious means, and to seek relief from all sorts of fortune tellers and psychics. All this requires tremendous efforts from a person. As a result, instead of attaining peace of mind, he becomes mentally exhausted.

At the onset of perestroika, people accumulated a great many problems related to pathological mental conditions. To deal with them, they rushed to doctors; however, at the time we did not manage to set up a normal market of psychoanalytical service. And so our niche was taken up by all sorts of sorcerers and healers. We know for a fact that there is as much money in alternative psychoanalysis as in the entire official medical service. Some 30 percent of these «specialists» have certain abilities; approximately the same proportion are ill-intentioned con artists, while the rest are mentally sick themselves. What is

to be done? First of all, no bans should be imposed. There are some talented people who are able to produce a favorable impact on mental deviations, and try to give them an opportunity to display their abilities. Persecution and the resultant secrecy have only brought harm, and still do.

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

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

II. Give Russian equivalents for.

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

III. Choose the necessary word-combinations to characterize the reasons by which new Russians apply for psychoanalysis and other means of untraditional treatment.

IV. Divide the article into logical parts and make up an outline.

V. Speak on the article according to your outline.

VI. Do you agree with the author's description of the present day mentality of the Russian people?

VII. What is your personal attitude towards the so-called «New Russians»? Do they comprise the elite of the country?

VIII. Do you consider sorcerers and healers talented people? Give your arguments.

IX. Whom would you consult/ if it is necessary for your physical health? For your mental health?

X. Read the article and treat its ideas.

«Alternative Healers» on the Rise

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

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

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

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

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

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

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

by Donchenko

Notes:

Deplorable – прискорбный

To rid – избавиться

Text 3

I. Read the article and answer the following questions:

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

Famous Psychologist: Today, Everyone's an Orphan

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

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

Many see the psychologist as someone who can predict the future, explain the meaning of life, or even create such a meaning. The causes of psychosis, neurosis, depression, fear, dependence, and addiction remain basically the same. Today people have a lot more leeway; they don't find themselves in the crosshairs of a repressive government. However, the overall sum of people's fears is still the same. Feelings of vulnerability have grown, as has the fear of being left without the means to survive. A person has more freedom now, supposedly. But it's not spiritual freedom; rather it's just lack of restraint. Before, even it was an illusion, a person knew where to seek out justice. Now everyone is a lone orphan and can only count on himself. The result is mass disillusionment. Not only the danger of spiritual devastation has become evident but the psychological and physical destruction of the youth drugs. Every day mums and dads call me: «Something is going on with my daughter – with my son». Soon it becomes clear: drugs.

Some people can be helped. It's like with smoking: about 20 percent quit on their own before becoming addicted. The rest can quit the poison only if they have the desire and get qualified help. Alas, this is rarely possible. The spiritual vacuum results in greater numbers of the psychologically disturbed.

Back in the seventies the great geneticist Vladimir Eфроimson sounded the alarm: «The gene of oligophrenia is attacking». And today not only one gene, but a whole number of harmful genetic factors are working towards the debilitation of the population.

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

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

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

by Vladimir Levi

II. Agree or disagree with the following.

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

III. Explain the following statements.

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

IV. Review the article.

V. Speak on.

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

Text 4

I. Read and translate the text.

Fear of Living

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

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

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

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

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

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

the Centre for Mental Health, uses a graphic 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 9:5 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 Sergeev, head of the department of Psychiatry at the Russian State Medical University, believes that diagnosis and treatment of such diseases should be provided free of charge at special polyclinics.

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

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

these people also suffer from other psychological disorders.

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

by Anna Kovalenko

II. 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?

III. 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...
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...

IV. Give statistical data enumerated in the article.

V. Describe episodes illustrating typical cases of sociophobia.

VI. Suggest possible situations in which sociophobics experience either shyness or fear.

VII. Characterize escapism as.

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

VIII. Review the article.

IX. Think of all possible situations in which you have ever experienced panic, fear or uncertainty and shyness.

X. If you had a chance to interview a sociophobic, what questions would you ask him? (about his academic performance, a choice of profession, social contacts, friends, close relationships and so on).

WORD STUDY

I. Give Russian 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.

II. Give English equivalents for:

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

III. Use the above word-combinations in describing:

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

Text 5

I. Read and translate the text.

Put Pleasure in your Life

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 centres 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, better disciplined – that's not necessarily the case.

In fact, the very opposite may be true. Truly healthy people, it seems, in-

dulge in the occasional decadent dessert without guilt. They shamelessly grab an afternoon nap, 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 centres, 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 centres are tapped in what scientists are trying to discover.

Sore 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 modernised 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 underappreciated 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 be-

cause 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.

The expectations game. Consider the woman, who has everything – a big house with a pool, money, a good job and a supportive husband – yet acts as though a storm cloud is perched over her head.

According to David Sobel and Robert Ornstein, it's all in the expectations. When we depend on the big, splashy highs – money, falling in love – to make us feel good, it's easy to forget about the little things that truly make us happy.

by Laura Mailer

II. Answer the following questions. Give your arguments.

1. Is overall happiness possible?
2. Do you support the idea that healthy people are those actively engaged in their lives?
3. How closely are we linked to the natural environment?
4. What do you do to preserve an emotional balance?
5. How much do you depend on simple pleasures?

III. Find in the text information on how pleasure works and give its idea in simple terms.

IV. Give as many facts as possible concerning.

- a) Dr David Sobel and his research;
- b) Robert Ornstein and his investigation.

V. Enumerate what things may bring pleasure and happiness for human beings. And what about you in particular?

VI. Remember the following words and word-combinations.

To allow carefree moments; to indulge in occasional pleasures; to espouse a theory; to be actively engaged in; to be closely linked to the natural environment; to make time for a special treat.

VII. Review the article. Use the above phrases.

Text 6

I. Read the text and say what problem it deals with.

What to Do

If your relationship isn't working, but you love him too much to live, here is Dr Dan Kiley's guide to change things for the better.

Although it's often overused, the recommendation, «You need to improve your communication» is still the most important one for a troubled relationship.

Most men recognize the need for improved communication while considering it to be in woman's responsibility. They believe that if they are good providers, relationships will take care of themselves. It does little good to lecture these men about the conjoint nature of improved communication. They have to be shown.

Basic communication script

I'm not a big fan of giving anyone the exact words to use during a confrontation. But you might face a situation in which you need a few words to get you started in the right direction. Here is the basic script:

«When you say ... I think (feel)... I wish you would...». When responding to your partner's opinion, say: «When you say that, I think (feel)... I do (don't) agree with you, because...».

The basic communication script is limited, but when you are attempting to overcome poor communication habits, you need an elementary method that ensures both of you are operating within the same system. Once you understand the basics, it will feel natural to say: «I feel bad because we're not talking as we used to. Can't we work on that?»

Five ways to communicate

Appointment: If you and your partner are barely able to wave as you scurry past each other, I suggest you make an appointment to talk to each other.

The appointment should be given the same degree of significance as a regular work appointment. Agree on a time, place and topics. Be prepared to move the conversation away from specific problems and into a discussion of your estrangement. But always keep the conversation as objective as possible.

Avoid places where you can meet friends. And permit no interruptions. If it's uncomfortable at first, use notes to guide your discussion.

Bibliotherapy: This procedure is designed for couples who are in mild stress, for each partner, it entails reading a section of a mutually enjoyable book and then discussing the contents and individual reactions. You can each read the same biography and then compare reactions, or read a rela-

relationship-enrichment book and talk about what parts of it apply to you.

Reading aloud: This technique is similar to bibliotherapy except that you read aloud to each other. In most cases you will have to begin the reading aloud with the hope your partner will eventually follow suit. If he doesn't, that's okay. You can still accomplish one goal: he will hear you speak with a kind, upbeat voice, a voice free from problems or complaints.

You can start by reading an interesting section from a magazine or a newspaper. If that's successful, you might read a few pages from a book each night.

Active listening: This technique helps you demonstrate what you would like your partner to do when you are talking.

The next time he begins to speak, drop what you are doing and listen. Do not speak any of your own thoughts or interpret what you hear. Ask for repetition by saying, «Please say that another way», or, «Say it again; I think I missed something».

Obviously, active listening won't last long if he says: «Please pass the sugar». It works best if he's explaining a problem he had at work or stating his opinion about a recent event.

After several minutes, feed back what you've heard by summarizing his points. Then ask him if your summary is accurate.

To encourage him to listen to you, don't be afraid to say: «I just want you to listen to me for a few moments. Could you please put the newspaper down?» Your active listening will increase the chances that he will ask you about yourself, and you will get to express your opinions without fear of contradiction or, worst of all, being ignored.

Many couples have found that active listening can spark, spontaneity and increase the satisfaction of a conversation. The more you can control extraneous interruptions, the greater the success of active listening.

If active listening is successful, you will begin to feel a deep sense of tranquility during the middle and later stages of the process. This peace comes from two sources: your brain, which enjoys having the auditory channels stimulated without the static created by arguing or needing to think and respond with new information; and your mind, which relaxes when you immerse yourself in another's agenda. Active listening gives your ego defences a welcome rest.

Passive questioning: Begin this technique by saying: «I'd like to ask you some questions. Is that okay?» Even his yes is a connection, however small. Ask him about the particulars of whatever he's talking about.

If you can't be sincere in this questioning, don't do it. Avoid sarcasm or questions that mask a confrontation («Don't you think you were wrong?»). Also, avoid any question that stimulates disagreement or argument, and do not push the conversation in a particular direction.

Passive questioning should be used only after both partners have contain-

ned any anger that might be present. You need a clear head in order to weigh evidence, sort through alternatives and project probabilities.

Other approaches to passive questioning include looking at the bright side («I know it sounds strange, but is there a good side to your problem?»;); looking at the reason for defences («Are you hurt about something? »); and trying to help («What can I do for you?»).

“Dr. Dan Kiley’s guide”

II. Answer the following questions.

1. Does the article deal with marital relationships or social communication?
2. Who is more responsible for good communication within the family: men or women?
3. What does basic communication script provide?
4. How many ways for communicating are suggested?
5. What for is appointment necessary?
6. How does bibliotherapy operate?
7. What goal may be achieved by reading aloud?
8. What does the technique of active listening help demonstrate?
9. What do you feel if active listening is successful?
10. How is it better to begin asking questions?

III. Complete the following sentences.

1. Most men recognize the need for improved communication to be...
2. The first communication technique is to make...
3. You should keep the conversation as...
4. Bibliotherapy is designed for couples who...
5. Reading aloud is similar to bibliotherapy except that...
6. Many couples found that active listening can spark...
7. If it is successful you feel...
8. Active listening gives you...
9. In questioning you should avoid...

IV. Agree or disagree with the following.

1. If your relationship is troubled, it is the male responsibility to improve it.
2. It’s quite possible to overcome poor communication habits.
3. The appointment should be given a certain degree of significance.
4. You always use notes to guide your discussion.
5. Bibliotherapy gives little chance for communication.
6. In reading aloud no problems or complaints arise.
7. Active listening gives your ego defences a welcome rest.
8. Active listening is a useless technique as it disrupts feedback.
9. You should avoid questions that stimulate disagreement or argument.

V. Reproduce sentences from the text where the following expressions are used.

- to improve communication
- to face a situation
- to overcome poor communication habits
- to make an appointment
- to accomplish a goal
- to encourage to listen
- to express opinions
- to stimulate argument
- to weigh evidence

VI. Divide the article into logical parts and make up an outline in writing.

VII. Review the article.

VIII. Develop the following situations.

1. If your relationship is not stable, what techniques would you use to improve it?
2. You are going to face a situation directly, what would you start with?
3. What techniques would you offer to overcome poor communication habits?
4. You are a family therapist. What recommendations would, you give your client to encourage his partner to listen to the problems of concern?

IX. Are you Afraid to Talk?

This is a quiz that will, indicate your degree of apprehension in speaking to your partner.

Rate each statement on a five-point scale: 1= strongly disagree; 2 = disagree; 3 = not sure; 4 = agree; 5 = strongly agree.

- My thoughts become confused and Jumbled when I am discussing issues that are important to my partner.
- I usually try to work out problems myself instead of talking them over with my partner.
- Even in casual conversations with my partner, I feel that I must guard what I say.
- I am hesitant to get into casual conversation with my partner.
- I am uncomfortable getting into an intimate conversation with my partner.

If your total score is less than nine, your apprehension in speaking to your partner is low. If it is more than 17, your apprehension is high.

Whatever your score, if you think your apprehension is too high, follow the suggestions in the article «What to Do». They will help you as well as your partner. Remember, a happy relationship is the result of hard work, not luck.

A quiz

Text 7

I. Read and translate the text.

Loneliness May Create Serious Health Risks

Millions of Americans suffer from depression, anxiety and fatigue that are linked to loneliness, says a leading authority who tells how to cope with feelings of being alone.

Q.: Mr. Young, how widespread is the problem of loneliness?

A.: In one nationwide study, 22 percent of Americans said they felt «lonely and remote from other people». In another poll, taken by Psychology Today, loneliness was the most frequent problem mentioned. Thirty-eight percent of female and 43 percent of male readers said they often felt lonely.

Q.: What is the difference between normal feelings of loneliness and a real loneliness problem?

A.: There are two ways to distinguish between normal and problem loneliness. One is by severity. Do your feelings of loneliness interfere with your ability to get enjoyment out of life? The other factor is length of time. Loneliness becomes a chronic problem if it lasts two or more years. Some people have a lifetime pattern of feeling lonely.

Q.: Is loneliness increasing in the United States?

A.: People who live alone tend to say that they are lonely more frequently than people living with others. Since surveys repeatedly show that an increasing number of Americans live alone, we can infer that the frequency of loneliness is increasing.

Q.: Who is at greatest risk for loneliness?

A.: Studies of different population groups show that teenagers and young adults have the highest degree of loneliness. One study found that over half of the people in this age group are lonely. One reason is because they are in a process of transition – separating from-the parents. They're no longer feeling as close to their parents as they did when they were children, and they may not yet have developed very close, satisfying friendships with their peers. Some adolescents just have trouble making friends.

Q.: What are the major consequences of loneliness?

A.: We know that severe loneliness can lead to a variety of problems. One recent study showed that among divorced men, the death rate due to heart

disease was twice the rate for married men. This suggests that living alone and feeling lonely may actually create serious heart risks. There are also psychological consequences. People who are chronically lonely are often less productive in their work lives. They feel that life is less satisfying and are prone to psychiatric disorders such as depression and anxiety. The majority of depressed patients I studied also reported feeling lonely.

Q: When is a person so lonely that treatment is needed?

A.: Having feelings of severe loneliness for more than two years indicates that you're not just having a temporary adjustment to a new situation. There may be a serious psychological problem. Severe loneliness is often accompanied by depression. The symptoms of depression frequently include a persistent sad mood, low appetite, fatigue, low sex drive, withdrawal from people and sleep difficulties.

Q: What is the best therapy for loneliness?

A.: This is a new area of research. In a therapy I've developed, the approach is to help people look at what they're doing that keeps them from feeling close to other people. One persistent problem for people who suffer loneliness is low self-esteem. The person is afraid to approach new people because he or she anticipates rejection before it's even happened. In other instances, lonely people may find someone, but then they keep a distance by not revealing much about themselves out of fear that once the other person knows them well, they'll be rejected.

Q: How successful is therapy? How long does it take?

A.: This treatment for loneliness is an adaptation of a technique called cognitive-behaviour therapy that we know is successful against many forms of depression. Length of treatment depends on the severity of the problem. For those trying to adjust to a new situation – someone who's recently divorced, for example – therapy may consist of once-a-week sessions over four to six months. For people who have experienced loneliness since childhood, treatment can take a year or more.

Q: How can a person prevent loneliness?

A.: The first thing is to learn how to be alone without feeling something is wrong. Many people avoid being alone at any cost. They're afraid they won't be able to handle it or that there's stigma in not being with someone. You can train yourself to enjoy being alone. It's healthy to do things on your own, part of the time. Most important, you have to develop a circle of friends. Participate in activities – sports, cultural events, social gatherings – because that's how you meet people. Don't wait for other people to make the first move. Be aggressive in seeking out friendships and keeping them. For some people, pets and television may ease some of the loneliness, but they can also keep a person turned inward and interfere with developing new friendships.

Mr. Young

II. Agree or disagree with the following statements.

1. Being alone at times is absolutely necessary to everybody.
2. We are sometimes afraid of having time to think.
3. We get tired of meeting too many people.
4. Communicating with people is an art to be learned.
5. Reading is quite necessary for you.
6. You seldom visit your friends being fond of solitude.
7. Watching television influences human psychology.
8. In solitude new ideas come to us.
9. Reading is more useful, than watching television.
10. Loneliness may result in depression and anxiety.
11. Being the only child in the family gives you more moments of solitude.

III. Make up a dialogue to develop the situation.

You are the only child in the family but you do not regret about it as you enjoy certain benefits. Ask your friend how he spends his spare time and moments of solitude.

IV. Develop the following situations.

1. You are a psychologist. A client comes to you for advice as he sometimes experiences loneliness. You ask him some questions in order to find out whether he is a sociable person.

Ask your client:

- if he is fond of being with others;
- if he prefers to travel alone;
- what his reaction is when he is invited to the party;
- if he has got a lot of friends;
- if his friends can be substituted by music or films;
- if he would mind visiting a psychological training group.

2. You are writing a scientific work on solitude. You have a chance to consult a professor of psychology.

Ask him:

- why solitude is necessary for a developing mind;
- why solitude is the force of creation;
- whom solitude is especially necessary for;
- how it is possible to use solitude at utmost;
- if self-analysis always brings knowledge of oneself.

V. Translate the text in writing.

Loneliness

We humans are paradoxical creatures. We say we want life to be a certain

way, but aren't willing to do what we must to make it so. We long for connection and intimacy but demand degrees of independence and privacy.

On the one hand, we are communal creatures. We live in a web of interdependence with one another. Few of us are truly self-sufficient. We need partners and housemates. We need family and friends. We live in communities and share workloads. Most of us even dream of a soul-mate of some sort to whom we can unburden ourselves in times of stress, and with whom we can share ordinariness in time: of calm. We are by nature storytellers who must recount our days and our lives in order to make sense of them. For this we need listeners, but listeners who are genuinely interested in us as people.

On the other hand, we are also solitary figures, physically independent of one another and ultimately and finally alone with our thoughts. There is so much that goes on inside each one of us, so much that we could never communicate to another even if we wanted to do so. We are not alone in wanting to preserve a little of mystery, to keep a few secrets to ourselves. We all have parts of ourselves we would prefer to keep private.

At some level we are unknowable to others, solitary figures. The sum of our essential selves will never be shared or communicated, only parts of the whole.

The most intimate dimensions of our beings need solitude and the safety of privacy. The most social dimensions of our beings need sharing and contact and even love. It is a difficult balancing act. Loneliness is the result of balancing too far into privacy and independence. Loss of self and identity results from overbalancing into connection. Both possibilities can be frightening. There are some who see the ache of loneliness simply as the price of emotional safety.

It is easy to look at loneliness as something inflicted upon us by a cruel and unfeeling world. If we are alone and lonely, it is easy to fall into the self-pitying feeling that we have been mistreated by the universe, that it is our fate to never meet someone with whom we can bond. But that empty and frustrating feeling may be the fault of our need for solitude and protection working overtime.

Loneliness is at least partly a function of past hurts and slights. Every person experiences pain or betrayal. Whether it was an abusive parent, a lover who hurt us badly or a friend who betrayed us, we have all experienced these battering rejections and destruction of trust. No one likes being hurt. So we learn wariness and caution. We become a little more careful about our friendships each time we get zinged. In the end those of us who seem to form one bad relationship after another build a gradually hardening shell until one day this intimacy stuff loses its attraction. For a while we are fine on our own, maybe even feel free, until the demons find us.

But when loneliness becomes a constant companion, it is calling us to look deeper inside, calling us to work on tearing down the walls that isolate us,

whether self-built or outwardly imposed. In order to be loved, we must find ways to love. In order to find engagement, we must find ways to engage. The first step is to go inside our walls, inside ourselves and tend to our soul work. If we do this the soul warms and grows until it expands through and beyond our suffocating walls of loneliness. Then we can start building the bridge towards others.

by Dr. Lillian Glass

Text 8

I. Read and translate the text.

Confident Conversation

A great conversationalist is someone who connects with people and makes them feel important.

Usually starting a conversation means coming with an opening line or 'icebreaker'. The best kind of ice-breaker is one that is positive – after all, the last thing people want to hear from a stranger is how noisy the party is, how awful the food is, or how badly the partygoers are dressed.

A compliment is always a great icebreaker. It will usually be appreciated if you feel like saying to someone: «You look great in that dress». People appreciate it when their taste is noticed.

Any news event is a good icebreaker. The weather is another great opener. Many a relationship has begun with: «Wonderful weather we're having».

This is an obvious overture to a conversation, and how the other person picks up on it is a good indication of whether they are interested in having a conversation with you or whether it would be in your best interest to find someone more receptive to talk to. If you think the above two suggestions are tired old cliches, remember that a conversation always has to start somewhere.

If you pitch in with something that isn't a nice, general, easy subject, your partner may feel intimidated.

Other turns-off include being too nosy or too invasive. Nobody wants to be pressed for the gory details, no matter how interesting it may seem to the other person.

Talk about something you've just read in a magazine, an interesting fact you've heard, something about your pet, or even a joke you've heard.

Once you've got a conversation going, the best way to keep it going is by asking the other person questions that don't require just a 'yes' or 'no' answer, or questions that show genuine interest on your part as you hear what they have to say.

Ask questions without becoming too intrusive. Choose the kind that will

draw a person out – who, what, when, where and why questions. Once you hit on something you find interesting, keep asking questions in order to get the other person out elaborate on the topic as much as possible. Good conversationalists on elaborate on the experiences they have had.

Description is the best form of communication, because it keeps people's interest up and stimulations them. Use words to create images and paint pictures. Being a good observed and reactor means being attentive and sensitive to the other person's cues, in both their facial and body language.

Look for eye contact cues. If the other person is constantly looking away, he may be interested in something or someone else, in which case you can say: «You seem preoccupied». Take his cue and wind up the conversation and leave. Paving attention to a person's visual cues can tell as much as or even more than what they say verbally.

If you want to make a good impression on people and maintain a good relationship, you need to give others respect and enable them to feel important when they are around you. Being a good communicator requires having a good memory and remembering things about the other person.

If your memory is particularly bad you could always make notes. This works well with business associates and clients. Keep the notes in the file and look through them before calling up the person and when you know you're going to see him.

Often, if you have an approachable manner, people will respond to you and be attracted to you like a magnet. Approachability involves your body posture, gestures and facial expression. If your posture is too stiff, you will communicate uptightness, while too loose a posture can communicate sloppiness and carelessness. A hunched-over back communicates a lack of confidence and self-respect. By simply straightening your shoulders and holding your head up, you can improve people's impressions on you.

All too often when someone is concentrating intensely or thinking about something, their face will show an expression that doesn't reflect who they are or what they are thinking about. So if you are in the presence of others you need to be mindful of your facial expression at all times.

by Dr Lillian Glass

II. Answer the following questions.

1. Who is considered to be a good conversationalist?
2. What does an icebreaker mean?
3. What is the best kind of icebreaker?
4. What do people appreciate much?
5. What other remarks are good icebreakers?
6. What topics should be avoided in a conversation?
7. What should you talk about?

8. What kind of questions are you recommended to ask?
9. Why is description the best form of communication?
10. What does being a good communicator require?
11. What does approachability involve?

III. Explain what you should do.

- a) to maintain solid relationships;
- b) to exercise your memory;
- c) to control your behaviour while conversing.

IV. Review this part of the article.

Text 9

I. Read and translate the text.

The Functions of the Family

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

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

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

In ideal terms, the family protects and supports its members physically, emotionally, and often financially from birth until death. The family is usually a person's most important primary group, and the family members generally have intense and enduring relationships with one another. This concern for one another's welfare engenders an important sense of self-worth and security

in each individual, as suggested by the fact that individuals living in families tend to be healthier than those who live alone.

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

It is a well-known fact that marriage and family life are often perceived differently by various family members. Females and males are usually socialized quite differently in most cultures, so they have different expectations and perceptions of family life. Similarly, parents and children typically have different perceptions of the family because of their different positions in it. For example, children usually perceive their parents only as their mother and father, with little understanding of them as sexual partners. In addition, the experiences and perceptions of all family members change over time. Two people's expectations when they exchange their wedding vows usually change considerably when they confront the daily realities of married life. A change in the role of one spouse such as a wife entering law school is likely to alter the roles of other family members. Thus, one should point to the inadequacy of describing marriage and the family in terms of any rigid characteristics.

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

by Karen Springen

II. Answer the following questions.

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

III. Find in the text definitions of.

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

IV. Complete the following sentences.

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

V. Explain the following statements; give your own arguments.

1. Parents are influenced by their children just as their children learn from them.
2. Children should be born of socially sanctioned marriages.
3. Families have the ability to undermine the individual's self-confidence.
4. Parents and children have different perceptions of the family.

VI. Make up an outline of the text.

VII. Speak on the text.

VIII. Write an essay on the theme «AN IDEAL FAMILY».

IX. Read the article and say what do you think of its contents.

Your family tree of life

Genetic predisposition doesn't have to mean predestination. If your family history suggests you carry a dangerous gene, you can be placed on high-alert surveillance. Men whose mothers had family-linked breast cancer, for example, may be at risk of colon and pancreatic cancer. Here are some guidelines to understand your own genetic background.

First, trace your roots. To fill in the major branches of your medical tree, draw on your family's best oral historians. Then check their memories against medical records, autopsy reports and death certificates. Even old family pictures can help.

Be skeptical, though. The more distant the history in general, the less relevant it is to the current generation. And the less reliable.

Once you've done the digging, share the information. The updated family tree is an important document that should be kept by multiple family members. The tree can help relatives with planning children, for example. Knowing that family members carry the gene for Huntington's disease (an adult-onset, incurable neurodegenerative disease) may make a couple decide to adopt children rather than bear them or to use a donor. Even if there isn't a cure, there still might be lifestyle decisions.

Some risks are ethnic. Six percent of some Jews carry a gene mutation that can lead to colon cancer. One in 12 African-Americans carries a mutation for sickle-cell anemia. And as many as 5 percent of Caucasians carry a defect in the factor 5 gene that predisposes them to develop blood clots in the leg.

Finally, lifestyle choices influence vulnerability. While you can't change your genes, you can change your habits. If many family members have died of arterial aging, you should consider exercise habits, a healthier diet and taking an aspirin a day - to keep your arteries free of clots and decrease your risk of the small-scale strokes associated with memory loss. If you escape one of the childhood diseases, then by the time you're 50, 80 percent of how well and how long you live is under your control. Genetic detective work can increase that control. You don't have to be Sherlock Holmes to figure that out.

by Karen Springen

WORD STUDY

I. Give Russian equivalents for:

The backbone of society; peer groups; mass media; to be ascribed at birth; long-standing concern; inheritance rights; in ideal terms; self-confidence; well-being; family violence; child abuse; to change over time; wedding vows; in terms of; in return.

II. Give English equivalents for:

Личность, основная функция, брак, узаконенное рождение, модель, воспринимать, переживание, ожидание, супруг, взаимодействие, обсуждение, взаимоотношение.

III. Make up your own sentences with:

To be shaped within; to contribute; to engender a sense of; to undermine; to exchange vows; to expect something in return.

IV. Translate the following sentences into Russian. Pay particular attention to the verb "contribute" and its derivatives:

1. He has contributed an article on the subject to a weekly periodical.
2. We hoped that the President's visit would contribute to the establishment of friendly relations between two countries.
3. Borodin's contributions to chamber music, as to symphony, were few in number but they are among the most distinguished works of the later nineteenth century.
4. Psychology has contributed greatly to our knowledge of personality.
5. Their contributions to the public fund were rather modest.
6. His greatest contribution was surely to the development of social science.

V. Translate the following pairs of opposites:

a new generation – an old generation

a well-integrated member – a poorly-integrated member

long-standing concern – short-standing concern
similar position – different position
intense relationships – weak relationships
self-confidence – uncertainty
to confront the realities – to avoid the realities
advantages – disadvantages
to enter relationships – to break relationships

VI. Comment on the following quotations:

1. Family love is the most widespread and the most enduring feeling, and therefore, in the sense of influencing people's lives, it is also the most important and the most benign.
2. Happy is he who is happy at home.
3. Family life is never an endless celebration. Learn to share not only joy, but also sorrow, grief, and misfortune.
4. Parents must be punished for bad children.
5. First we teach our children, then we learn from them. Those who are reluctant, fall behind the times.

Text 10

I. Read the text and give its main idea.

Family: Parents and Children

The number of single children in Russia astonishes many British visitors, especially the older ones. "Where are the brothers and sisters?" they ask. "Isn't that child in danger of being spoiled?" Being spoiled is a very British concept. Not every mother is suspicious of 'too much indulgence' but it is certainly often mentioned as a worry. Once the children are at school, most debates are essentially about rules and freedom. Both are necessary, but parents and children are in constant conflict about how much freedom, how many rules. British parents take money seriously.

Children from the age of 5 or 6 are normally given weekly "pocket money" – a few pence at first, increasing as they get polder. Pocket money is often related to responsibilities about the house. Teenage children are often given a clothing allowance (they must buy their own clothes) and budget accordingly. If they spend too much on a smart jacket or a fashionable dress, they will have no money for shoes. They are being taught "the value of money".

Children from the age of 13 often take part-time jobs to pay for records, electronic gadgets and so forth. They are not of course your problem. But this is a difference between Britain and Russia which is most often misunderstood by young Russian citizens. Imitating the rich West does not mean owning vid-

eos and fashionable clothes. In a market economy basically there is no “blat”. There is money. Or no money. What about moral attitudes? How do parents in Britain teach their children the difference between “right and wrong”? If you talk to parents of all social groups you will find there is general agreement that children should be taught to be kind, to be honest and to be fair; and that it is wrong to be cruel, to steal or to destroy the happiness of other people. The other moral appeal to the British child is to “be fair”. Basic justice should be done. If there are three apples and three children, then the apples should be divided. Simple enough, and world-wide perhaps. But many advantages are divided on this basis.

In other western countries, different values are stressed. The Americans like to teach their children that everyone has the right to health, wealth, happiness, education, goods, etc. So it is your duty to insist on your rights and not to let other people take them away.

These values are not really ours. Because most of us get worried it seems that people aren’t somehow trying to make things more fair. It is easy to find Americans, for example, who are absolutely certain that they know what is right because it is the word of God or an inalienable part of the American constitution. But the English are hesitant, muddled, but content to live with the muddle, trying to do the right thing but persuaded that a different approach might be all right if it sounded fair.

after Karen Hewitt

II. Agree or disagree with the following. Give your arguments.

1. Children should be given “pocket money” weekly.
2. They should be taught “the value of money”.
3. Children ought to be taught the difference between “right and wrong”.

III. Enumerate what traits the British children are taught.

IV. Say: What values are stressed by the Americans, the British, the Russians.

V. Read the following three interviews and answer the questions.

1. What kind of relationship do the children have with their parents?
2. Are the parents strict?
3. According to the mother, what is it like being a parent and what is a good parent?

Interview with 16-year-old daughter Helen

Interviewer: How do you get on with your parents?

Helen: I think I get on with them very well, really. We don’t always see eye to eye

on some things, like boyfriends - they don't always approve of them – but on the whole they're very understanding. If I had a personal problem, I think I could confide in them, and if I was ever in trouble I know I could rely on them to help me.

Interviewer: How strict are your parents?

Helen: Well, my Dad's quite strict about staying out late at night, but I can usually get round him. If I'm nice to him, he lets me come home a bit later. My Mum's always telling me to tidy up my bedroom and put things away after I use them, and I have to do some of the housework. But if I compare them with other parents I know, they aren't very strict.

Interviewer: And who are you most like in your family?

Helen: Oh, I think I take after my mother. Everybody says we're both very independent and strong-willed. I like to have my own way a lot of the time, but I'm not spoilt. I don't always get my own way. And my parents always tell me off if I do anything wrong.

Interview with 17-year-old son David

Interviewer: How do you get on with your parents?

David: I look up to them because I know they've worked hard to bring us up properly.

Interviewer: How strict are your parents?

David: They can be very strict at times. I told my Dad I wanted a motor-bike, but he said it was out of question it was too dangerous. My mother is strict about keeping things tidy. I can't get out of doing the washing up and things like that, unless I'm very busy.

Interviewer: How do you get on with your sister?

David: I never agree with what she says, so we are always arguing. We've never been very close, but I get on all right with her. I think I'm much closer to my mother.

Interview with mother

Interviewer: What's it like being a parent?

Mother: Bringing up children is very difficult. You always worry about them. You have to be very patient and put up with a lot – like noise and even criticism. And you can't always get through to them – sometimes they just won't listen. But the advantages of being a parent outweigh the disadvantages. The main thing is to enjoy your children while they are young because they grow up so quickly nowadays.

Interviewer: How strict are you with your children?

Mother: I suppose I'm reasonably strict. They can't do what they like and get away with it, and I tell them off when they do something wrong.

Interviewer: And what is the secret of being a good parent?

Mother: I think you have to give them confidence and let them know you

love them. And you have to set a good example through your own behaviour, otherwise they won't look up to you.

Interviewer: And what do you want for your children in the future?

Mother: I want them to be happy, and I want them to look back on their childhood as a very happy time in their lives.

VI. What do you think the following expressions mean?

1. to see eye to eye (with someone) (on something)
2. to have / to get one's own way
3. to be close to someone
4. to be the black sheep of the family
5. to take someone's side

Now decide which expressions you could use in the sentences below.

a. The problem is that her parents never stop her doing anything that she wants to do. She's become a very spoiled child as a result.

b. My family is very ashamed of my brother and family members never talk about him. He was expelled from school and has been in prison twice.

c. Whenever I had an argument with my mother or father, I could always rely on my grandparents to support me.

d. My father and I usually agree about most things, but when it comes to politics we have completely different views.

e. I can talk to my sister about my problems because I know she will understand me and share my feelings.

VII. Work with your partner. Take turns asking and answering the questions opposite.

Try to use expressions below in your answers

bring up	look back on	tell off
get on with	look up to	take after
get away with	grow up	get round
have one's own way	see eye to eye	be close to

1. What kind of relationship do you have with the people in your family?
2. Are you similar to anyone in your family?
3. Do you have the same opinions as other members of your family?
4. Where did you spend your childhood?
5. Who took care of you when you were young?
6. Did you have a strict upbringing?
7. When were you reprimanded as a child / teenager?
8. Were you able to do what you wanted all the time?
9. Who did you admire and respect when you were a child / teenager?
10. When you think about the past, what do you remember?

VIII. Describe your relationship with one of the following people:

grandparent	teacher	uncle / aunt	parent
brother / sister	neighbour	boss	cousin

Text 11

I. Read and translate the text.

What's Happening to the Family?

«If you going to marry one day think of the possible divorce», – those were exactly the words that the mother of a family quite happy in our understanding told her daughter. Alas, nobody can be sure to avoid the divorce at any stage of the married life. Conditions that destroy the family exist too long. With almost total poverty a child can't be afforded by many. Every family having a children knows well how much you should pay for clothes, food, creche, kindergarten and now even school. But the financial problem is not the only one. There may be hardly a person who has never faced the problem of living conditions. And the heaven in a nut can't last forever, even if you are with someone you love. A woman is so busy that she simply has no time to communicate at any level except domestic and she is bringing her children up over telephone; these reasons can't but make the atmosphere at home formal. And not all can overcome the pressure which is growing up every year, but no matter who says desperately: «I can't stand it any longer, I want a divorce», blaming her husband (or the wife) for all troubles, yet all further problems will fall upon the woman's head. Sometimes women are naive to believe that a man can't leave the children.

He is fond of them». And this may be true. Yet a man is different from a woman, he has no biological need in seeing his child constantly. And when the former wife threatens: «You will never see your child again», wishing to cause repentance and fear she may achieve quite an opposite effect.

A man can be boasting with his wonderful grown-up son not seeing him for years without any feeling of loss, but the former wife will call for his paternal feelings in vain when she needs any form of help. Not every man, even very strong and kind is capable for the daily-round deed. Therefore it is not wise to make the man marry just to legalize relations that caused «incidental» pregnancy. The sense of duty will scarcely transform into the feeling of love. And the man will subconsciously feel that he is deceived. Such marriage can hardly be safe.

A child will add to the family happiness only if he is loved and expected by both parents and not a burden for the young family. So a woman should be very prescient when choosing the husband and account the situation when

she may be left alone. Where shall I live? Unfortunately many couples for years stay under the same roof after the divorce. There are strong doubts that a man will be generous enough to leave everything including his flat to his wife: he often has no place to go. How to make living? There are women – and many – who do not think of their career after marriage supposing it their husband's duty to support the family. In case of subsistence, and sometimes it may be too late to get a new profession.

So a woman has no right to be thoughtless about marriage, because finally in the family she has to fulfill most part of work over the house, to take care of children, to earn the same money as men and in case of divorce even worse troubles fall to her lot. They often say that there are catastrophically many lonely women. That's right, there are a lot of lonely women. But is it actually a catastrophe? Perhaps women who have considered all variants decided that of two evils to be alone is less than together with a child without father or with her former husband in one room?

Has the family died then? Perhaps it will be more proper to say that it has changed in quality though has suffered losses in quantity. And the main reason for this is that a woman has changed. She is not satisfied with the role of a housekeeper. She wants to have a specialty, she does not want to be dependent on another person. She has her own opinion, own hobby, she is interesting. And you may meet a lot of happy families based exclusively there are childless as well but it does not form vacuum in the family because each of them is self-valuable and interesting to the other. As for the question of children – to have or not to have – each family should decide it for itself, jointly. Then even the thought of divorce won't arise. So whom to marry? Only the one whose way of thinking is close to yours, a man who is your friend, who respects a woman and personality in you. But for this you have to be such.

by Laura Marcus

II. Answer the following questions.

1. What are the chief problems facing the families?
2. How does a woman often bring up her children?
3. What is the difference between a man and a woman concerning the children?
4. Do a sense of duty and a feeling of love mean too much for a man? What do you think?
5. What expects a woman in case of a divorce?
6. Must a woman work after the marriage or not? Express your personal opinion.
7. What must a future wife be prepared for?
8. Why do many women remain lonely throughout their life-span?
9. How has a woman changed nowadays?

10. What is it necessary for a family to be happy? Give your own ideas.
11. Whom does the author recommend to marry?

III. Discuss in the group the following problems.

1. How to make a family happy.
2. parental love for children.
3. Divorce consequences.
4. How to overcome loneliness.
5. Solitude means loneliness.

IV. Explain what it means.

1. The heaven in a nut can't last forever.
2. The family has changed in quality though has suffered losses in quantity.

V. Divide the text into logical parts and give a heading to each part.

VI. Speak on the text.

WORD STUDY

I. Give Russian equivalents for:

total poverty; to afford a child; to face a problem; at any level; to bring up; to overcome pressure; to cause repentance and fear; to achieve an opposite effect; paternal feeling; to account the situation; in case of a divorce; to be dependent on; as for.

II. Give English equivalents for:

На любой стадии; условия жизни; бывшая жена; хвататься; чувство потери; подсознательно; напрасно; чувство долга; бремя; большие сомнения; средства существования; заботиться; из двух зол; нести потери; заполнить вакуум.

III. Find in the text synonyms for:

to ruin; to rear; to love; to tell a lie; to look after; to regard; to be pleased; to appear.

IV. Combine the following phrases:

to afford	for troubles
to face	for paternal feelings
to blame	elations
to overcome	children
to achieve	pressure
to call	an effect
to be capable	money
to legalize	a problem
to earn	for daily-round deeds

Use them in the sentences of your own.

V. Translate the following sentences into Russian:

1. There is nothing to boast of.
2. He desperately tried to earn some money but in vain.
3. She can't afford children at a given moment being left without means of subsistence.
4. He is capable of overcoming external pressure and consolidates himself quite easily.
5. As for him, this year he has achieved great progress in his investigation.
6. Don't treat your children too hard, try to bring them up with care and love.
7. He is so stubborn, it's useless to call for his paternal feelings.
8. He suffered great losses in his life time.

Text 12

I. Read and translate the text.

Stepfamilies – Dealing with Anger and Disappointment.

It's a myth that love and harmony will come instantly when a new stepfamily is formed. It can take years to overcome the major challenges to creating a stable and successful household.

The number of the people living in stepfamilies is growing in the US. Divorce is the biggest reason. It used to be that stepfamilies formed mostly after the death of a parent. In fact, that's the origin of the word. 'Stepchild' is from an Anglo-Saxon word 'stepchild' that means orphaned or bereaved child. Now most stepfamilies are formed from divorce.

In such families it is tougher to create an atmosphere of love and harmony. Often there are unresolved feelings between one of the mates and a former spouse that can have an incredible effect on the stepfamily. Also, children typically are very angry at their parents for having divorced and often have not had an opportunity to work that out emotionally. They project this anger onto the new stepmother or stepfather. Disappointment is common because people expect instant love, particularly stepmothers. Many women assume that «I love my new husband, so I will love his children, and they will all love me, and it's all going to happen overnight». But it can't, because relationships take time to build. Instant love is one of several myths that surround stepfamilies. New stepfamilies must work out all sorts of differences in values and habits. They form this new family from two different ones that have done things their own way for many years. One family may rise at 6 o'clock and have a big breakfast, while the other likes to sleep later and get by on coffee and orange juice. In one

family, it may be O.K. to come to dinner in sneakers and a T-shirt; another may require that you dress up more. A major problem for children is loyalty conflicts created by their parents. They wonder: «If I love Mom, how about Dad?» or, «If I like my new stepmother, will mother get upset?» Children also sometimes feel guilty or disloyal talking about their former family and things that they did. For adults, the most serious challenge surrounds the children. Research shows that in first families, money and sex are the biggest troublemakers. Problems with children rank third. In stepfamilies, the No. 1 trouble area is children – because of discipline, because of the kids moving between two houses, because both kids and adults have to deal with a biological parent living outside the home, because of feelings and fears. When stepfamilies form, people in a sense are asked to change their identity and to question who they are and why they do things the way they do. That causes a lot of problems. The problems of stepfamilies with teenagers become compounded.

The most difficult situation is with adolescents. They are going through their own life crisis – establishing their own identity and breaking away from their biological families – and at the same time somebody's saying: «Come in. We have to get this family going». They have a very hard time. Sometimes people get a legal divorce on paper, but the emotional divorce doesn't come until much later. Sometimes this leads to a lot of unnecessary contact like calling late at night ostensibly about the children but in reality to have a chat with the former spouse.

For remarried people, this often causes problems of competition with the new spouse. How much should an adult have over his or her stepchild? A lot depends on where the child is and who is providing support. If a stepfather has financial responsibility for the child, he should have more authority. What is important is that stepparents don't attempt to take over as the parent or assume the role of disciplinarian at first.

In traditional families parental roles are usually pretty clear. In stepfamilies, rules and roles are ambiguous. A stepparent is often at a disadvantage in disciplining a child. Stepfathers often tend to jump in as the disciplinarians, or they are encouraged to assume that role by the biological mother who, as a former single parent, may have grown tired of being the enforcer. But children often resent the stepparent who hands down discipline. Instead, stepparents should initially approach their stepchildren as a friend and gradually get into discipline, letting the biological parent with custody take care of most of the disciplining. What is very important is for adults as they form, to present a united front on matters of discipline – as in all families. But it's a major challenge in the stepfamily. The children should be told about a parent's decision to marry again long in advance, but they shouldn't be counted on to sanction the marriage. That relationship is between the adults. But a family courtship is nice and productive. It gives the couple and the children an opportunity to get to know each other and see potential problems. Children may also get the

chance during the courtship to begin to get over fantasies that their parents will get back together.

by Neil Postman, professor of Communication

II. Answer the following questions:

1. What is a major problem for children in stepfamilies?
2. What do they feel sometimes?
3. What are the biggest troublemakers in the first families?
4. What is No 1 problem in stepfamilies?
5. Does legal divorce really mean separation of the spouses?
6. Where does it lead to sometimes?
7. How is the problem of discipline solved in stepfamilies?
8. Must children take part in solving the problem of a new marriage? What do you think?

III. Characterize relationships within:

1. traditional two-parent families;
2. single-parent families;
3. stepfamilies.

IV. A role-play: Your close friend has a stepfather who is constantly trying to discipline her by giving orders and commands. She doesn't like it and reacts by talking back. She is even contemplating an idea of running away from home.

V. Read the title of the article below. What do you think it could be about?

VI. Skim read the article and see if your prediction was correct. What view of the traveling way of life is expressed? Do you agree with it?

These Children are Taught to Survive

The criticism usually leveled at «New Age travelers» who do not send their children to school every day is that somehow we are unfit to teach our own children. That we are depriving them of a «proper» education and a «normal» life.

In fact, while some of us have been made homeless or unemployed and taken to the road as a survival tactic, many have made a conscious and positive decision to live in this way, not because «the system» has failed us personally (many of us are well-qualified) but because it is clearly misguided and is failing so many. It would be foolish to disregard everything taught in schools. Our children need to know how to read and write, handle numbers, and experience music, sports, art and craft work. But I cannot agree that all children should know certain prescribed skills at certain ages.

Our way of education is a kind of insurance. If we accept that adult life may involve having at least some periods with very little money, with a lot of time on our hands, perhaps without a secure place to live, that skills have to be adapted and developed to compete in the job market, then our children are equipped better than most. They may not all know what happened in 1066 by the age of eight and three-quarters, but most understand how to light a fire, build a tarpaulin shelter, find cheap food and clothing, saw and chop wood, handle and care for animals and deal with other children and adults in a variety of real situations.

Visitors unused to life on site are often struck by the «adulthood» of our young children. Three- and four-year olds mix freely with adults, pay social calls without their parents, might get involved in feeding chickens, milking goats, mending engines, making pastry, jeweler and wood burners. As well as learning «skills» and «information», they learn to accept a lot of people and their different behaviour. The feeling of common shared humanity, that we are all part of one «family», is important in the traveling community, and instead of striving to conform to a norm or compete for position, children are encouraged to accept that we are all different but all due respect in our own way.

by Dr. Vernon Coleman

VII. Explain in English what the following phrases mean.

1. unfit to teach
2. taken to the road
3. «the system» has failed us
4. compete in the job market
5. equipped better than most
6. mix freely
7. common shared community
8. striving to conform
9. compete for position

VIII. Answer the questions.

1. What are these children called?
2. Do they go to school very often?
3. What knowledge are they deprived of?
4. What skills do they acquire?
5. What do they learn to accept?
6. What is the shared common feeling within this community?
7. Is it a good thing to isolate the children in this way?
8. How does the narrator justify the existence of this community?

IX. Develop the following situation: You meet such a child. What possible questions would you ask him?

Text 13

I. Read the text and state the main problems raised.

Don't Push your Kids Too Hard

Today's children are under stress. It is stressful for children to have to cope with groups, with strangers, with people outside the family. That has emotional effects, and, if the deprivation of security is at all marked, it will have intellectual effects, too.

We know now that if there's good day care it can substitute pretty well for parental care. But we have nowhere near the amount of subsidized day care we need. We're harming our children emotionally and intellectually to the degree that they're in substandard day care.

Children raised in single-parent homes are more stressed than other kids. It's harder to raise a child in most cases with one parent than it is with two parents. The parents can comfort and consult and back up each other.

Our emphasis on fierce competition and getting ahead minimizes the importance of cooperation, helpfulness, kindness, lovingness. These latter qualities are the things that we need much more than competitiveness. Competition imposes strains on children. It teaches them that winning is the important thing. We've gone much too far in stressing winning.

I was in Japan lecturing, and they told me that the rate of suicide among elementary schoolchildren is schoolchildren commit suicide because they are afraid that they aren't getting grades high enough to satisfy their parents.

We can at least bring up children with a strong feeling that they're in the world not just for their own fulfillment – although I think fulfillment is fine – but also to be useful and help others. Children should be brought up with a strong feeling that there are lots of problems in the neighborhood, the nation and the world, and that they're growing up to help solve those problems.

That emphasis on helpfulness should begin at a very early age with things as simple as letting them help set the table. Never say, «It's easier for me to do it myself». You should encourage children to be helpful, and not by scolding them or forcing them but by supporting them or complimenting when they're helpful.

In bringing up children there are specific things to avoid. Absolutely no violence on television. Don't give war toys. These are poisonous to children. This whole Rambo spirit is a distressing thing.

Watching television is harmful to kids. Auto of what they see brutalizes sexuality. Every time a child or an adult watches brutality, it desensitizes and brutalizes them to a slight degree. We have by far the highest crime rates in the world in such areas as murders within the family, rape, wife abuse, child based.

If children are brought up with tension and harshness, then they'll do the same with their children. Everybody acquires his attitude and behaviour toward

his children by how he was treated in his own childhood. What was done to you in childhood, you are given permission to do. To put it more positively, parental standards are what makes for a better society, and poor parental standards are what makes for a deteriorating society.

Dr. Benjamin Spock on bringing up today's children

II. Answer the following questions.

1. What does the article deal with?
2. Is this problem of any importance nowadays?
3. What effects may stresses produce in children?
4. Why are the children more stressful in single-parent homes?
5. What feelings must we educate in children?
6. What is the most necessary feeling to be brought up in them?
7. What role does TV play?
8. What is spoken about parental standards?
9. What are the parents worried about nowadays?

III. Enumerate the factors that promote.

- a) children's stresses;
- b) correct upbringing.

IV. Do you agree with the following statements? Give your arguments.

1. It's harder to raise a child with one parent than it is with two parents.
2. The emphasis on fierce competition minimizes the importance of cooperation.
3. The emphasis on helpfulness should begin at a very early age.
4. War toys are poisonous for children.
5. Parental control on viewing TV is necessary.

V. Express the main idea of the text in ten sentences.

WORD STUDY

I. Give Russian equivalents for:

Stepfamily; household; divorce; unresolved feelings; stepfather; stepmother; adolescent; married couples; conformer spouse; authority; disciplinarian; homeless; unemployed; survival tactic; to acquire prescribed skills; deprivation of security; competitiveness; commit suicide; fulfillment; helpfulness; violence on television.

II. Give English equivalents for:

Разочарование; ценности привычки; обеспечить поддержку; финансовая ответственность; двусмысленный; безопасность; чувство общно-

сти; поощрять; родительская забота; удовлетворять родителей.

III. Substantiate the following statements:

1. Stepfamilies deal with anger and disappointment.
2. It takes years to create a stable and successful household.
3. Stepfamilies must work out all sorts of differences in values and habits.
4. Sometimes people get a legal divorce on paper.
5. The feeling of common shared humanity is of importance.
6. Parents sometimes harm their children emotionally and intellectually.
7. Human beings should make some adjustment to stresses.

IV. Translate the following sentences:

1. Дети испытывают гнев по отношению к своим разведенным родителям и переносят свое недовольство на отчима или мачеху.
2. Отчим часто оказывается в невыгодном положении, пытаясь воспитывать детей своей жены.
3. Дети должны приобрести предписанные навыки, чтобы выжить в условиях сильной конкуренции.
4. Гораздо трудней воспитывать детей в семьях с одним родителем.
5. Детей следует воспитывать с установкой на выработку таких качеств, как доброта и взаимопомощь.
6. Телевизионные программы со сценами насилия оказывают отрицательное влияние на поведение.
7. Пристрастие к наркотикам – одна из самых тревожных проблем сегодняшней социальной жизни.

V. Complete the following sentences:

1. In raising children parents should take into consideration the following factors... .
2. Parents should teach their children how to cope with... .
3. The phrase «Don't push your kids too hard» means... .
4. It is stressful for children to... .
5. Violent episodes are dangerous for teenagers because... .
6. Some kids commit suicide because of... .
7. Parents are worried much about... .
8. Children should be brought up with a strong feeling of... .

VI. A role-play: You come to a family psychotherapist for advice. Your son is addicted to TV. It doesn't matter for him what to watch. You are in despair because you can't change the things.

Text 14

I. Read and translate the text.

Family Development

Families are complex systems and need to deal with many different progressions at once. That is, there are biological, psychological, social, and cultural progressions.

Affectional bonds and subjective states of a strong emotion tend to go together. Thus many of the most intensive of all emotions arise during the formation, the maintenance, the disruption and renewal of affectional bonds which for that reason are sometimes called emotional bonds. In terms of subjective experience the formation of a bond is described as falling in love, maintaining a bond as loving someone, and losing a partner as grieving over someone. Similarly the threat of a loss arouses anxiety and actual loss causes sorrow, while both situations are likely to arouse anger. Finally the unchallenged maintenance of a bond is experienced as a source of security and a renewal of a bond as a source of joy.

Stage one: marriage. Many couples believe when they marry that it is just the two individuals who are joining together. Both spouses, however, have grown up in families that become interconnected through the marriage. Both mates, although hopefully differentiated from their “family ego mass” in an emotional, financial, and functional way, carry their whole family into the relationship. Marriage is a two-generational relationship.

The new pair must establish themselves as an identifiable unit. This requires a negotiation of many issues, which previously were defined on an individual level. These issues include such routine matters as eating and sleeping patterns, sexual contact, and use of space and time. The couple must decide about which traditions and rules to retain from each family and which ones they will develop for themselves. A renegotiation of relationships with the family of origin has to take place in order to accommodate to the new spouse. Some couples deal with their parents by cutting off the relationship in a bid for independence. The other common pattern involves a balance between some contact and some distance, and some closeness and some tension.

For many couples, especially wives, happiness is highest at the beginning of the family life cycle. An adaptive attachment for a couple in Stage 1 is the development of close emotional ties between the spouses. They do not have to break ties with their families of origin but rather maintain and adjust them. A maladaptive attachment can occur when a couple does not align themselves together. The wife is more heavily bonded to her family of origin than she is to her husband. The husband is more tied to outside interests (e.g. work, friends) than his wife.

Stage two: families with infants. This stage begins with the birth of the first

child and continues until that child is approximately three. For some couples, the birth of the first child is a crisis and a critical family adjustment period.

The environment into which children are born can be one in which there is no space for them, there is space for them, or there is a vacuum they are brought in to fill. Both mothers and fathers are becoming increasingly aware of the need for emotional integration of the infant into the family.

The couple must design and develop the new role of father and mother. The parental role is in addition to the marital role: it does not replace it. The couple must continue to meet each other's personal adult needs as well as meet their parental responsibilities. Sexual disinterest and the husband's feelings of being «left out» are common during this period. If the baby has a defect, there will be more stress on the couple as they adjust their expectations and deal with their emotional reactions.

An adaptive attachment for a family in Stage 2 is the continued development of close marital ties and the beginning of close parent-child bonds.

Stage three: families with preschoolers. This stage begins approximately at the time when the eldest child reaches age three and continues until the child starts school. Often, the demands of dependent children are high, financial resources are low, and parents are heavily involved in early career development. The combination of these factors can be stressful.

Both mothers and fathers contribute to the preschooler's development but in different ways. The preschooler's task during this stage is to develop initiative. Parents can foster this as they expose the child with an opportunity to interact with peers and variety of adults. Children require the security and warm attachments of both parents and the opportunity to develop a positive sibling relationship.

Stage four: families with schoolchildren. This stage begins when the first child is six or starts elementary school and ends at the beginning of adolescence. Both parents and children report this stage as quite a busy period in their lives. It lasts for approximately six years and is heavily influenced by outside activities. Parents can either support or hinder their children's success at school and with their friends.

Stage five: families with teenagers. This stage begins when the eldest child turns 13. This period has often been characterized as one of intense upheaval and transition. These are biological, emotional, and sociocultural changes occurring with great and ever increasing rapidity. The family must move from the dependency relationship previously established with a young child to an increasingly independent relationship with the adolescent. Growing psychological independence is frequently not recognized due to continuing physical dependence. Conflict often surfaces when the teenager's independence threatens the family who count on the teenager's dependency for their well-being. Families frequently respond to an adolescent's request for increasing autonomy

in two ways; 1) they abruptly define rigid rules and recreate an earlier stage of dependency or 2) they establish premature independence. This results in premature separation when the teenager is not really ready to be fully autonomous. The teenager may thus return home defeated.

The teenager's frequent questioning and conflict about values, life-styles, career plans, and so forth can thrust into an examination of their own marital and career issues. Parents sometimes feel they are besieged on both sides: teenagers are asking for more freedom and grandparents are asking for more support. All family members continue to have their relationships within the family, but increasingly the teenagers are more involved with their friends than with family members.

Stage six: families as launching centres. This stage begins with the actual departure of the first child from the home and continues until the youngest child has left home. Parents must adapt to the new roles of a parent and separated adult. This involves renegotiation of emotional and financial commitments. Each family member continues to have outside interests and establishes new roles appropriate to this stage.

Stage seven; middle-aged families. This stage begins with the departure of the last child from the home and ends with the retirement of one of the mates. It is a long stage of approximately 15 years. Many studies have indicated an increase in marital satisfaction during the post parental stage. Some authors, however, have viewed this phase as a lonely, sad time, especially for the woman. The family cycle tends to repeat itself and the couple find themselves in new roles of mother-in-law, father-in-law, and grandparent. Many families regard the disability or death of an elderly parent as a natural occurrence, The parents adjust family ties and expectations to include their child's spouse.

Stage eight: aging families. This stage begins with retirement and lasts until the death of both spouses. Marital relationships continue to be important. Marital satisfaction contributes to both the morale and ongoing activity of both older mates. This is a time for a life review and taking care of unfinished businesses with family as well with business and social contacts. Most elderly people do not mind talking about death.

In recent years, there have been several changes impacting on the traditions in family developmental life cycles. Separation, divorce, the rise of single-parent families and the frequency of remarriage by divorced persons have all had an impact. Approximately 40 percent of current marriages end in divorce. Young adults are entering first marriages later and getting divorced sooner. Those who divorce, remarry, and/or re-divorce, are moving through these transitions in shorter span of years than before. For those who divorce, one-half of those who remarry do so within three years. Two-thirds of all women who divorce do so before age thirty.

Because divorce may occur at any stage of the family life cycle, it has dif-

ferent impact upon family functioning depending upon its timing. The marital breakdown may be sudden or it may be long and drawn out. In either case emotional work is required to restabilize the family and proceed on a developmental course.

by Harvey Kirk

II. Answer the following questions.

1. What emotional bonds tie two specific persons?
2. Marriage is a two-generational relationship, isn't it?
3. What issues are negotiated by the couple?
4. How many stages are distinguished in marriage?
5. What is the first one like?
6. How long does the second stage last?
7. What new roles must the couple design with the birth of an infant?
8. When does the third stage begin?
9. How do relationships change during this stage?
10. How would you characterize the fourth stage of marriage?
11. Is there a great difference between the fifth and sixth stages?
12. How does the seventh stage end?
13. What is characteristic for the eighth stage?
14. What statistical data are given in the text?

III. Characterize all major stages of family development. What stage do you consider to be of primary importance in marital relationships? Give your arguments.

IV. Enumerate possible problems that may arise in marriage between.

- a) a husband and a wife;
- b) a father and a son;
- c) parents and children;
- d) grandparents and grandchildren.

V. Suppose you are a family psychotherapist. Ask your client the following questions.

- how his/her parents feel about the marriage;
- which family was most in favour of the marriage;
- what differences he/she has noticed in the life since the birth of the baby;
- how he/she has tried to handle these differences;
- what percent of time he/she spends taking care of the marriage;
- what percent he/she spends taking care of children;
- to whom he/she goes for sympathy;

- how parents help him/her when he/she left home;
- when looking back over the life, what aspects he/ |,she has enjoyed most;
- what has given him/her the most happiness;
- about what aspects he/she feels the most regret;
- what thing he/she wanted but did not get from the children.

VI. Your client is a teenager. He experiences some misunderstanding with his parents. Ask him.

- what he is troubled with;
- why he wants to be completely independent;
- if it is possible to find a compromise;
- if he has ever attempted to analyze the problem j himself;
- what is his personal attitude towards his parents;
- if the situation is so dramatic as it seems to him; land so on.

VII. Translate the text in writing.

Why Family Rows are Good for you

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 can be 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.

by Laura Marcus

VIII. Read the article and say what it is about.

(by David Fletcher, Health Services Correspondent)

Notes:

Rearing – воспитание

Yobbishness – непослушание

A toddler – ребенок до двух лет

Child Rearing Tips to Reduce Yobbishness

A practical checklist for parents on how to bring up their children to minimise the chance that they will grow up into violent adults is included in the commission's report.

It lays down four principles which it says should be taught to, and observed by, anyone who works with children of any age, especially parents. They are:

ONE: Expectations of, and demands made on children, should reflect their maturity and development.

It says: «Teaching children how to behave depends on suiting the action to the words. You cannot teach a toddler not to bite by biting her (whatever you may) or teach a five-year-old not to hit children by hitting them».

TWO: All discipline should be positive and children should be taught pro-social values and behaviour including non-violent conflict resolution,

It says: «The more a child is made to feel good about herself, the more she will want to be good. The more she is humiliated, made to feel tiresome, wicked or helpless the less point she will see trying to please».

When children's behaviour is unacceptable, adult: should criticise the behaviour not the child. They should say: «Your noise is giving me a headache», not «You make me ill».

THREE: Non-violence should be consistently preferred and promoted.

It says: «It is useless to tell children not to fight without giving them alternative ways of getting what they want or holding on to what they have».

«All children should be taught to use (and to respond to) verbal requests and protests. If children are to listen to each other, they must be confident that adults will listen to them».

FOUR: Adults should take responsibility for protecting children from violence done to them, but also for preventing violence done by them.

It says: «Latchkey children are known to be at increased risk of being victims of many kinds of violence, including accidents and gang-assaults. They are also known to be at increased risk of gang-membership and delinquency».

Parents should make it their business to know what their children are watching on television or video, discuss any violent scenes and offer non-violent equivalents wherever possible.

«These are legitimate arguments against censorship, but there is none for leaving children to cope, unsupported, with whatever material comes their way».

by David Fletcher, Health Services Correspondent

IX. Explain what should be done if.

- 1) parents want to teach pro-social values;
- 2) parents want to protect their children from violence;
- 3) parents want to prevent violence done by children;
- 4) parents do not want their children to be left unsupported

X. Enumerate the basic principles on rearing children. Which one do you think to be the most important?

XI. Review the article.

XII. Read the text and render its contents in Russian:

TV Violence can Cause Aggression In Children

Violence on television can lead to aggressive behaviour in children and teenagers who watch the programs, according to a review of the last decade of research on this long-debated topic.

«Television and Behaviour», a new report by the U.S. Department of Health and Human Services, concludes that the 'consensus' among scientists is that there is a 'causal relationship' between televised violence and aggression.

«After 10 years of research, the consensus among most of the research community is that violence does lead to aggressive behaviour by children and teenagers who watch the programs», according to the carefully worded update report.

Calling television a 'Violent form of entertainment', the new report found that the percentage of programs containing violence has remained essentially the same over the past decade, and during this period «there also has been more violence on children's weekend programs than on prime-time television».

The report cautions that «not all children become aggressive, of course», emphasizing that the various studies compare large groups rather than individual cases. But the latest research has expanded to suggest that preschool children as well as adolescents, and girls as well as boys might be influenced by the televised violence.

As a window on a world with which children have little experience television strongly shapes the social attitudes of young viewers. There is fairly good evidence that children accept as authentic the portrayals that they see on television.

by Christine Russell

XIII. Answer the following questions.

1. Is there direct or indirect connection between TV violence and children's aggression?
2. What kind of entertainment is television called according to a report?
3. What children are more influenced by violent episodes on TV?
4. What does television strongly shape in children?
5. How do they accept the portrayals on television?

XIV. Read and translate the text.

TVs «Disastrous» impact on Children

Watching television over a long span seriously damages children's ability to think clearly. Exposure to TV sensationalism robs youngsters of childhood. Television is turning out to be a disastrous influence at least as far as we can determine at present. Television appears to be shortening the attention span of

the young as well as eroding, to a considerable extent, their linguistic powers and their ability to handle mathematical symbolism.

It also causes them to be increasingly impatient with deferred gratification. Even more serious is that television is opening up all society's secrets and taboos, thus erasing the dividing line between childhood and adulthood and leaving a very homogenized culture in the wake.

I call television the «first curriculum» because of the amount of attention our children give to it. By now, the basic facts are known by almost everyone: between the ages of 6 and 18, the average child spends roughly 15,000 to 16,000 hours in front of a television set, whereas school probably consumes no more than 13,000 hours.

Moreover, it is becoming obvious that there really is no such thing as «children's» programming. Between midnight and 2 in the morning, there are something like 750,000 children throughout America watching television every day. There is a fantasy people have that after 10 p.m. children are not watching television, that's nonsense.

Many parents as well as educators, also have the mistaken belief that television is an «entertainment medium» in which little of enduring value is either taught by or learned from it. Television has a transforming power at least equal to that of the printing press and possibly as great as that of the alphabet itself.

Television is essentially a visual medium. It shows pictures moving rapidly and in a very dynamic order. The average length of a shot on a network-TV show is about 3 seconds, and on the commercial about 2,5 seconds. Although human speech is heard on television it is the picture that always contains the most important meanings.

Television can never teach what a medium like a book can teach, and yet educators are always trying to pretend that they can use television to promote the cognitive habits and the intellectual discipline that print promotes. In this respect they will always be doomed to failure. Television is not a suitable medium for conveying ideas, because an idea is essentially language – words and sentences.

The code through which television communicates – the visual image – is accessible to everyone. Understanding printed words must be learned, watching pictures does not require any learning. As a result, TV is a medium that becomes intelligible to children beginning at about the age of 36 months. From this very early age on, television continuously exerts influence.

For this reason, I think it's fair to say that TV, as a curriculum, molds the intelligence and character of youth far more than formal schooling. Beyond that, evidence is accumulating that TV watching hurts academic performance. A recent survey indicated that the more children sit in front of the television, the worse they do on achievement-test scores.

Television doesn't allow a person to accumulate knowledge based on past experiences. Language itself tends to be sequential and hierarchical and it allows complex ideas to be built up in writing through a logical progression. Most of all, language tends to be more abstract, it encourages the use of imagination.

It is not true, as many insist, that watching TV is a passive experience. Anyone who has observed children watching television will know how foolish that statement is. In watching TV, children have their emotions fully engaged. It is their capacity for abstraction that is quiescent.

I'm not criticizing television for that. I'm saying that's what television does; that is the nature of the medium; that's why the word vision is in the word television. And there are some wonderful uses of that feature. Television, after all, does have a valuable capacity to involve people emotionally in its pictures. Certainly, there are instances when television presents drama in its fullest and richest and the most complex expression.

by Neil Postman, Professor of Communication

XV. Answer the following questions.

1. Is television a good or bad influence on the way children learn?
2. Is television more pervasive in a child's world than school?
3. Why is it called the «first curriculum»?
4. How does TV hurt a child's linguistic ability?
5. Television molds intelligence and character of youth, doesn't it?
6. Is watching TV a passive or active experience?
7. What positive influence can TV exert on children?

XVI. Find in the article the following word-combinations.

To damage ability; to shorten attention span; an entertainment medium; cognitive habits; to be doomed to failure; to convey ideas; to mold intelligence and character; a valuable capacity.

Reproduce ideas where these word-combinations may be used. Make up your own sentences with the same word-combinations.

XVII. Divide the article into logical parts.

XVIII. Review the article.

XIX. Express your own point of view on positive and negative aspects of television in general.

XX. Develop the following situations.

1. You are conducting an interview with an internationally known child

psychologist who is sure that TV stereotypes are devastating to young minds.

Ask him:

- if it is possible to become addicted to TV like to drugs or alcohol;
- what role parents must play in monitoring TV programs;
- what influence TV exerts on developing mind;
- what shows are the most dramatic for children;
- what recommendations he gives for children;
- why violent episodes are dangerous for children.

2. TV has become an integral part of our lives. It is a means of information, entertainment and education. You are conducting an interview in one family.

Ask family members:

- if they watch TV regularly or occasionally;
- what programs they like particularly;
- whose commentary they find most informative and interesting;
- if TV stopped them from reading or stimulated to read more;
- if they watch the same programs;
- what is their attitude towards news programs.

3. You are talking with a sociologist who has conducted a survey in order to find out how harmful TV violence is for the children's psychic development.

Ask him: how many families have been polled;

- if there is a correlation between TV violence viewing and troublemaking behaviour;

- what programs should be excluded from viewing;
- how violent films influence academic background;
- if cartoons with incidents of physical force are harmful;
- what it is necessary to do within the television industry.

4. Your friend is much interested in seeing films about exotic animals. He is sure that TV programs about animals teach us to love animals and protect them.

Ask him:

- what is his favourite program on animals;
- what mostly attracts him in such shows;
- how long he has been watching such programs;
- if these programs give our children a sense of love to animals;
- what he feels when he watches shows on gradual [extinction of some rare animals;
- if these programs are a means of enlightenment and Education.

XXI. Read the article and entitle it.

When children under detention at the San Bernadino County Probation

Department in California become violent, they are put in a small cell with one distinctive feature – it is bubble-gum pink. The children tend to relax, stop yelling and often fall asleep within 10 minutes, said the director of clinical services for the department.

This approach to calming maniac and psychotic juveniles contrasts sharply with the use of brute force.

«We used to have to literally sit on them», said the clinical psychologist. «Now we put them in the pink room. It works».

Not all psychologists are quite so sure; many remain skeptical. Nonetheless, officials at an (restarted) 1,500 hospitals and correctional institutions across the United States have become sufficiently convinced of the pacifying effect of bubble-gum pink to color at least one room that shade.

Passive pink, as it is also called, is perhaps the most dramatic example, and certainly the most controversial, of many attempts to use light and color to affect health and behaviour. Already, there are enough color schemes to spark nightmares about mind control; red to increase appetite in restaurants, ultra-violet to reduce cavities and boost children's intelligence, and blue to swell the ratio of female chinchilla babies to males.

In industrial societies whose members spend more and more time in enclosed areas under artificial lights, any effect of color and light becomes important. And with the day nearing when man will build artificial habitats under the seas or in outer space, totally isolated from sunlight or totally exposed to it, an understanding of the effects of light is becoming urgent.

XXII. Prove by the facts from the article that.

1. Pink color influences positively children's behaviour.
2. Other colors may also affect health and intelligence.
3. Effect of color and light becomes important.

XXIII. Answer the following questions.

1. What experiment was conducted at the Probation Department in California?
2. What color gives a pacifying effect on human behaviour?
3. How does red affect human health?
4. What do you know about other color effects?
5. Is the color theory of any practical importance for human life? What do you think?

XXIV. Review the article.

XXV. Read the Russian article and render its contents in English:

Цвета существуют не только для того, чтобы мы различали предметы и радовались многокрасочному миру природы. Они в той или иной степени влияют на наше физическое и духовное здоровье, взаимоотношения с людьми. Окружая себя вещами определенных цветов, мы облегчаем либо усложняем свою жизнь. Отдавая предпочтения тем или иным оттенкам в одежде, мы корректируем настроение и демонстрируем характер. Есть даже мнение, что пристрастие человека к конкретным расцветкам является врожденным.

Например, любители белого мечтательны, у них хорошо развито воображение. Розовый по сердцу людям, витающим в мире грез, ценящим комфорт и домашний уют. Почитатели красного самоуверенны, амбициозны. Темно-голубой – цвет жизнелюбивых, энергичных людей, стремящихся к успеху и богатству: путешественников, ученых, артистов. Те, кому нравится коричневый, уравновешенны, строги, бережливы и любознательны. К серым тонам равнодушны творческие личности. Упрямы и настойчивы поклонники темно-зеленого, который является цветом уважаемых, преуспевающих в бизнесе людей, например банкиров.

Оттенки душевной гармонии

Если у вас сложности в личной жизни, спасут оранжевый и зеленый. Благодаря этим тонам вы найдете правильный путь к решению проблемы. Присутствие их в вашем окружении поможет избежать многих неприятностей, например семейной “бури”. Оранжевый располагает к любви и нормализует эмоциональные взаимоотношения. Зеленый навевает покой, приносит равновесие и дарит счастье. Поэтому, когда нужно принять решение, закройте глаза и зрительно представьте себе этот цвет.

Если на работе вы очень быстро устаете, зовите на помощь красный цвет. Например, в квартире поставьте в вазу алые розы, а в офисе положите ярко-красную папку или ручку. Это сразу поднимет ваш жизненный тонус. Однако следует помнить, что злоупотребление этим цветом может вызвать раздражение или гнев.

Цветовая гамма здоровья

Восточные врачи благодаря цветотерапии успешно лечат около 300 заболеваний. Оранжевый благотворно влияет на гормональный баланс, избавляет от нервных срывов и депрессивных состояний, помогает освободиться от навязчивых страхов.

Зеленый хорошо тонизирует, снимает головную боль, стабилизирует давление. Желтый спасает от депрессии, укрепляет нервную систему. Он избавляет от навязчивых мыслей.

XXVI. Do you support the ideas suggested in the article? Give your arguments.

XXVII. Look through the article that follows, choose and read sentences on:

1. big changes in the pattern of family life;
2. parents' trust to their children.

High Teenage Delinquency Blamed on Friends and Family Shortcomings

Boys and girls are more likely to be delinquent if they have delinquent friends, do not regard stealing as particularly wrong, and are not close to their fathers.

The discovery, which throws light on one of the most crime prone age groups, has been made in a survey for the research and planning unit of the Home Office.

About a third of offenders dealt with by the criminal justice system are under 17 years of age. The peak age for officially recorded offending is 15 for males and 14 for females. About 160,000 juveniles a year are found guilty or cautioned for indictable offences. The contribution to, and cost of crime by young teenagers when they are still very much part of the family and still at school is enormous.

There have been big changes in the pattern of family life in the past 10 or 15 years with more mothers working outside the home, more marriage breakdowns and an increase in the numbers of single-parent families.

Young people's lives also seem to be more autonomous than those of earlier generations, and there is ample publicity about apparent increases in vandalism, shoplifting, drug misuse and hooliganism. These factors help fuel the fear that families are no longer effectively helping to protect their children from delinquency.

They also help apportion blame for the problem of juvenile crime, perhaps unfairly to families.

Parents seem to be trusting to their children. According to the report, four out of five felt they could rely on their teenage offspring to behave well when out in spare time, though that did not mean that parents did not worry about what the teenager might be up to. Almost half the parents admitted to worrying.

Such worry may in fact be justified in that while most parents thought it very unlikely that their child could get into trouble with the police, half the boys and two-fifths of the girls admitted to delinquent activity.

Parents, perhaps unjustifiably, also seemed reasonably content with their teenagers' choice of friends. Only 9 per cent disapproved of any of their current friends and about four-fifths thought they knew most of them at least by name.

Again, parents appeared to underestimate the risks of delinquent involvement in that two-thirds of the teenagers reported that they had friends who had committed illegal behaviour.

In general, most parents appeared still to be exercising authority. Few teenagers escaped being scolded on a regular basis, but serious disputes seemed comparatively rare.

Of parents 20 per cent had imposed a specific sanction, such as keeping teenagers in,

XXVIII. Answer the following questions:

1. What is the greatest probability for boys and girls to be delinquent?
2. What statistical data were found by the survey for Home Office?
3. What is the average number of juveniles?
4. What are the basic reasons of teenage delinquency?
5. What is their parents' attitude to children's spare time spending?
6. What is their position towards their children's friends?
7. What do you consider to be the main cause of juvenile delinquency?

XXIX. Review the article. Add what you know of the given problem from your own experience.

XXX. Translate the following text in writing:

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 allow it. These examples suggest the extent to which the incest ;about is subject to cultural variation.

The significance of the incest taboo is primarily social ather than biological. Contrary to common assumptions, children that result flora 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.

San Bernardino County probation Department in California

WORD STUDY

I. Give Russian equivalents for:

Affectiona bonds; threat of a loss; a source of security; negotiation; accomodate to; adaptive attachment; close emotional ties; adjustment period; marital role; to interact with peers; sibling relationship; to support or hinder;

financial commitment; violent adults; maturity and development; pro-social values; conflict resolution; macho behaviour; verbal requests; latchkey children; delinquency.

II. Give English equivalents for:

Агрессивное поведение; согласие; подростки; дошкольники; социальные установки; подлинные изображения; отличительная особенность; расслабиться; успокоительное воздействие; криминогенный возраст; мужчины; женщины; виновный; поколение; кража в магазинах; доверять; потомство; совершать преступление; налагать санкции.

III. Explain the meanings of the following words:

Teenager; delinquency; crimeprone age; offspring; generation; latchkey children; rearing; maturity; adolescent; adult.

IV. Translate into Russian:

Crime – criminal – crimeprone – criminal justice system – to commit a crime
Delinquent – delinquency – juvenile delinquency Violence – violent – non-violent acts – violent episodes – violent behaviour – to protect from violence – televised violence

Abuse – drug abuse – child abuse – alcohol abuse – drug-abuser

Addiction – drug addiction – drug-addict – addicted to violence

V. Make up sentences:

- | | |
|----------------------|---------------------------|
| 1. Family therapists | are worried |
| 2. Family therapists | stress |
| 3. Parents | showed |
| 4. Adults | are seeking to understand |
| 5. Social scientists | report |
| 6. Researchers | point out |
| 7. Psychologists | are concerned with |
| 8. Experimenters | are aware |
| 9. The survey | are sure |
| 10. Most parents | are not able |

television shapes the social attitudes,
ultraviolent boosts children's intelligence,
to protect their children from delinquency,
lest their children grow up into violent adults,
stressful transition points between stages,
that latchkey children are at the increased risk of being victims of violence,
light and colour affect health and behaviour,
relationships between parents and children,
that TV violence causes,
aggression in children,
young people's lives are more autonomous.

VI. Choose the corresponding word-combinations out of the list below to characterize:

- a) Parental role
- b) TV violence
- c) Colour effect on behaviour
- d) Juvenile delinquency

To protect emotionally; to lead to aggressive behaviour; to increase appetite; to commit illegal behaviour; to exercise positive discipline; to commit crimes; to boost intelligence; to comprise a crimeproiie age group; drug use; to cope with problems; to accept portrayals as authentic; to tend to relax; to get into trouble with police; shoplifting; to respond to verbal requests; to take care of; a violent form of entertainment; to promote a pacifying effect; to exercise authority.

VII. Translate into English:

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

Translate the following text and retell.

Gestalt Classics of Psychology and Humanistic Psychology

Gestalt Psychology, founded by Max Wertheimer, was to some extent a rebellion against the molecularism of Wundt's program for psychology, in sympathy with man others at the time, including William James. In fact, the word Gestalt means a unified or meaningful whole, which was to be the focus of psychological study instead.

It had its roots in a number of older philosophers and psychologists:

Ernst Mach (1838 – 1916) introduced the concepts of space forms and time forms. We see a square as a square, whether it is large or small, red or blue, in outline or Technicolor... this is space form. Likewise, we hear a melody as recognizable, even if we alter the key in such a way that none of the notes are the same.

Christian von Ehrenfels (1859–1932), who studied with Brentano in Vienna, is the actual originator of the term Gestalt as the Gestalt psychologists were to use it. In 1890, in fact, he wrote a book called **On Gestalt Qualities**. One of his students was none other than Max Wertheimer.

Oswald Kulpe (1862–1915) was a student of G. E. Müller at Göttingen and received his doctorate at Leipzig. He studied as well with Wundt, and served as Wundt's assistant for many years. He did most of his work while at the University of Würzburg, between 1894 and 1909.

He is best known for the idea of **imageless thoughts**. Contrary to Wundtians, he showed that some mental activities, such as judgments and doubts, could occur without images. The «pieces» of the psyche that Wundt postulated – sensations, images, and feelings – were apparently not enough to explain all of what went on.

He oversaw the doctoral dissertation of one. Max Wertheimer.

Retell the text.

Max Wertheimer

So who was this Max Wertheimer? He was born in Prague on April 15, 1880. His father was a teacher and the director at a commercial school. Max studied law for more than two years, but decided he preferred philosophy. He left to study in Berlin, where he took classes from Stumpf, then got his doctoral degree (summa cum laude) from Kulpe and the University of Würzburg in 1904.

In 1910, he went to the University of Frankfurt's Psychological Institute. While on vacation that same year, he became interested in the perceptions he experienced on a train. While stopped at the station, he bought a toy stroboscope – a spinning drum with slots to look through and pictures on the inside, sort of a primitive movie machine or sophisticated flip book.

At Frankfurt, his former teacher Friedrich Schumann, now there as well, gave him the use of a tachistoscope to study the effect. His first subjects were two younger assistants, Wolfgang Köhler and Kurt Koffka. They would become his lifelong partners.

He published his seminal paper in 1912: «Experimental Studies of the Perception of Movement». That year, he was offered a lectureship at the University of Frankfurt. In 1916, he moved to Berlin, and in 1922 was made an assistant professor there. In 1925, he came back to Frankfurt, this time as a professor.

In 1933, he moved to the United States to escape the troubles in Germany. The next year, he began teaching at the New School for Social Research in New York City. While there, he wrote his best known book, *Productive Thinking*, which was published by his son, Michael Wertheimer, a successful

psychologist. He died October 12, 1943 of a coronary embolism at his home in New York.

Tell the following text in English.

Wolfgang Kohler

Wolfgang Kohler was born January 21, 1887, in Reval, Estonia. He received his PhD in 1908 from the University of Berlin. He then became an assistant at the Psychological Institute in Frankfurt, where he met and worked, with Max Wertheimer.

In 1913, he took advantage of an assignment to study at the Anthropoid Station at Tenerife in the Canary Islands, and stayed there till 1920. In 1922, he became the chair and director of the psychology lab at the University of Berlin, where he stayed until 1935. During mat time, in 1929, he wrote *Gestalt Psychology*. In 1935, he moved to the U. S., where he taught at Swarthmore until he retired. He died June 11, 1967 in New Hampshire.

Retell the text

Kurt Koffka

Kurt Koffka was born March 18, 1886, in Berlin. He received his PhD from the University of Berlin in 1909, and, just like Kohler, became an assistant at Frankfurt.

In 1911, he moved to the University of Giessen, where he taught till 1927. While there, he wrote *Growth of the Mind: An Introduction to Child Psychology* (1921) In 1922, he wrote an article for *Psychological Bulletin* which introduced the Gestalt program to readers in the U.S.

In 1927, he left for the U.S. to teach at Smith College. He published *Principles of Gestalt Psychology* in 1935. He died in 1941.

Read and translate the following text.

The Theory

Gestalt psychology is based on the observation that we often experience things that are not a part of our simple sensations. The original observation was Wertheimer's, when he noted that we perceive motion where there is nothing more than a rapid sequence of individual sensory events. This is what he saw in the toy stroboscope he bought at the Frankfurt train station, and what he saw in his laboratory when he experimented with lights flashing in rapid succession. The effect is called the phi phenomenon, and it is actually the basic principle of motion pictures.

If we see what is not there, what is it that we are seeing? You could call it

an illusion, but its not an hallucination. Wertheimer explained that you are seeing an effect of the whole event, not contained in the sum of the parts. We see a coursing string of lights, even though only one lights at a time, because the whole event contains relationships among the individual lights that we experience as well.

Furthermore, say the Gestalt psychologists, we are built to experience the structured whole as well as the individual sensations. And not only do we have the ability to do so, we have a strong tendency to do so. We even add structure to events which do not have gestalt structural qualities.

In perception, there are many organizing principles called gestalt laws. The most general version is called the law of pragnanz. Pragrtaanz is Gentionian for pregnant, but in the sense of pregnant with meaning, rather than pregnant with child. This law says that we are innately driven to experience things in as good a gestalt as possible. «Good» can mean many things here, such a regular, orderly, simplicity, symmetry, and so on, which then refer to specific gestalt laws.

For example, a set of dots outlining the shape of a star is likely to be perceived as a star, not as a set of dots. We tend to complete the figure, make it the way it «should» be, finish it. Like we somehow manage to see this as a «B»...

The law of closure says that, if something is missing in an otherwise complete figure, we will tend to add it. A triangle, for example, with a small part of its edge missing, will still be seen as a triangle. We will «close» the gap.

The law of similarity says that we will tend to group similar items together, to see then as forming a gestalt, within a larger form. Here is a simple typographic example:

```

oxxxxxxx   xoxxxxxx   xxoxxxxxx   xxxoxxxxx
xxxxoxxx   xxxxxoxx   xxxxxxxxx   xxxxxxxxx
xxxxxxox   xxxxxxxxx   xxxxxxxxo

```

It is just natural for us to see the o's as a line within a field of x's.

Another law is the law of proximity. Things that are close together as seen as be-longing together. For example...

```

* * * * *
* * * * *
* * * * *

```

You are much more likely to see three lines of closetogether *'s than 14 ver-tical collections of 3 *'s each.

Next, there's the law of symmetry. Take a look at this example:

```

[ ] [ ] [ ]

```

Despite the pressure of proximity to group the brackets nearest each other together, symmetry overwhelms our perception and makes us see them as pairs of symmetrical brackets.

Another law is the law of continuity. When we can see a line, for example, as continuing through another line, rather than stopping and starting, we will

do so, as in this example, which we see as composed of two lines, not as a combination of two angles. .:

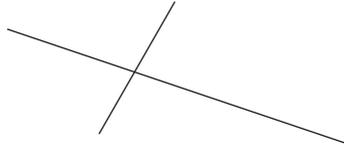


Figure-ground is another Gestalt psychology principle. It was first introduced by the Danish phenomenologist Edgar Rubin (1886–1951).

Basically, we seem to have an innate tendency to perceive one aspect of an event as the figure or fore-ground and the other as the ground or background. There is only one image here, and yet, by changing nothing but our attitude, we can see two different things. It doesn't even seem to be possible to see them both at the same time.

But the gestalt principles are by no means restricted to perception – that's just where they were first noticed. Take, for example, memory. That too seems to work by these laws. If you see an irregular saw-tooth figure, it is likely that your memory' will straighten it out for you a bit. Or, if you experience something that doesn't quite make sense to you; you will tend to remember it as having meaning that may not have been there. A good example is dreams: Watch yourself the next time you tell someone a dream and see if you don't notice yourself modifying the dream a little to force it to make sense.

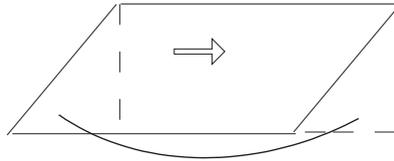
Learning was something the Gestalt psychologists were particularly interested in. One thing they noticed right away is that we often learn, not the literal things in front of us but the relations between them. For example, chickens can be made to peck at the lighter of two gray swatches. When they are then presented with another two swatches, one of which is the lighter, they will peck not at the one they pecked at before, but at the lighter one. Even something as stupid as a chicken “understands,, the idea of relative lightness and darkness.

Gestalt theory is well known for its concept of insight **learning**. People tend to misunderstand what is being suggested here: They are not so much talking about flashes of intuition, but rather solving a problem by means of the recognition of a gestalt or organizing principle.

The most famous example of insight learning involved a chimp named Sultan. He was presented with many different practical problems (most involving getting a hard-to-reach banana). When, for example, he had been allowed to play with sticks that could be put together like a fishing pole, he appeared to consider in a very human fashion the situation of the out-of-reach banana thought-fully – and then rather sudden!} jump up, assemble the poles, and reach the banana.

A similar example involved a five year old girl, presented with a geometry problem way over her head: How do you figure the area of a parallelogram?

She considered, and then excitedly asked for a pair of scissors. She cut off a triangle from one end, and moved it around to the other side, turning the parallelogram into a simple rectangle. Wertheimer called this **productive thinking**.



The idea behind both of examples, and much of the gestalt explanation of things, is that the world of our experiencing is meaningfully organized, to one degree or another. When we learn or solve problems, we are essentially recognizing meaning that is there, in the experience, for the «discovering».

Most of what we've just looked at has been absorbed into «mainstream» psychology – to such a degree that many people forget to give credit to the people who discovered these principles. There is one more part of their theory that has had less acceptance: Isomorphism.

Isomorphism suggests that there is some clear similarity in the gestalt patterning of stimuli and of the activity in the brain while we are perceiving the stimuli. There is a «map» of the experience with the same structural order as the experience itself, albeit «constructed» of very different materials. We are still waiting to see what an experience «looks» like in an experiencing brain. It may take a while.

Make a written translation

Kurt Lewin

Gestalt Psychology, even though it no longer survives as a separate entity, has had an enormous impact. Two people in particular lead the way in introducing it into other aspects of psychology: Kurt Goldstein and Kurt Lewin.

Kurt Lewin was born September 9, 1890, in Mogilno, Germany. He received his PhD from the University of Berlin under Stumpf. After military service, he returned to Berlin where he worked with Wertheimer, Koffka, and Kohler.

He went to the U.S. as a guest lecturer at Stanford and Cornell, and took a position at the University of Iowa in 1935. In 1944, he created and directed the Research Center for Group Dynamics at MIT. He died in 1947, just beginning his work there.

Lewin created a topological theory that expressed human dynamics in the form of a map representing a person's life space. The map is patterned with one's needs, desires, and goal, and vectors or arrows indicated the directions and strengths of these forces – all operating as a Gestalt.

This theory inspired any number of psychologists in the U.S., most particularly those in social psychology. Among the people he influenced were Muzafer Sherif, Solomon Asch, and Leon Festinger.

Retell the text.

Kurt Goldstein

The other person was Kurt Goldstein. Born in 1878, he received his MD from the University of Breslau in 1903. He went to teach at the Neurological Institute of the University of Frankfurt, where he met the founders of Gestalt psychology.

He went to Berlin to be a professor there, and then went on to New York City in 1935. There, he wrote *The Organism* in 1939 and later *Human Nature in the Light of Pathology* in 1963. He died in 1965.

Goldstein developed a holistic view of brain function, based on research that showed that people with brain damage learned to use other parts of their brains in compensation. He extended his holism to the entire organism, and postulated that there was only one drive in human functioning, and coined the term self-actualization. Self-preservation, the usual postulated central motive, he said, is actually pathological.

Goldstein and his idea of self-actualization influence quite a few young personal in theorists and therapists. Among them would be Gordon Allport, Carl Rogers, and Abraham Maslow, founders of the American humanistic psychology movement.

Translate the following text and retell.

The Cognitive Movement

The roots of the cognitive movement are extremely varied: It includes gestalt psychology, behaviorism, even humanism; it has absorbed the ideas of E. C. Tolman, Albert Bandura, and George Kelly; it includes thinkers from linguistics, neuroscience, philosophy, and engineering; and it especially involves specialists in computer technology and the field of artificial intelligence. Let's start by looking at three of the greatest information processing theorists: Norbert Wiener, Alan Turing, and Ludwig von Bertalanffy.

Read and translate the following text.

Norbert Wiener

Norbert Wiener was born November 26, 1894 in Columbia, Missouri. His father was a professor of Slavic languages who wanted more than anything for his son to be a genius. Fortunately, Norbert was up to the task. He was reading by age three, started high school at nine, graduated at 11, and got his

bachelors at 14, and his masters – from Harvard – at 17. He received his PhD a year later, in 1913, with a dissertation on mathematical logic.

After graduation, he went to Cambridge to study under Bertrand Russell, and then to the University of Gottingen to study under the famous mathematician David Hilbert. When he returned, he taught at Columbia, Harvard, and Maine University, spent a year as a staff writer for the Encyclopedia Americana, another year as a journalist for the Boston Herald, and (though a pacifist) worked as a mathematician for the army.

Finally, in 1919, he became a professor of mathematics at MIT, where he would stay until 1960. He married Margaret Engemann in 1926, and they had two daughters.

He began by studying the movement of particles and quantum physics, which led him to develop an interest in information transmission and control mechanisms. While working on the latter, he coined the term cybernetics, from the Greek word for steersman, to refer to any system that has built-in correction mechanisms, i.e. is self-steering. Appropriately, he worked on control mechanisms for the military during World War II.

In 1948, he published *Cybernetics: or Control and Communication in the Animal and the Machine*. In this book, he introduced such terms as input, output, and feedback.

Later, in 1964, he published the book *God and Golem, Inc.*, which he subtitled «a comment on certain points where cybernetics impinges on religion» he was concerned that someday machines may overtake us, their creators. That same year, he won the National Medal of Science. A few weeks later, March 18, he died in Stockholm, Sweden.

Retell the text.

Alan M. Turing

Alan M. Turing was born June 23, 1912 in Paddington, London, the second child of Julius Mathison Turing and Ethel Sara Stoney. His parents met while his father was serving in Madras, India, as part of the Civil Service. He and his brother were raised in other people's homes while his parents continued their life in India.

A turning point in his life came when his best friend at Sherborne School, Christopher Marcom, died in 1930. This led him to think about the nature of existence and whether or not it ends at death.

He went to King's College of Cambridge in 1931, where he read books by von Neumann, Russell and Whitehead, Gödel, and so on. He also became involved in the pacifist movement in Cambridge, as well as coming to terms with his homosexuality. He received his degree in 1934, and stayed on for a fellowship in 1935.

The Turing Machine idea was stayed in a 1936 paper, after which he left for Princeton in the US. There, he received his PhD in 1938, and returned to King's College, living on his fellowship.

He began working with British Intelligence on breaking the famous Enigma Code by constructing code-breaking machines. In 1944, he made his first mention of «building a brain».

It should be noted that was also an amateur cross-country runner, and just missed representing the UK in the 1948 Olympics.

In 1944, he became the deputy director of the computing lab at Manchester University, where they were attempting to build the first true computer. In 1950, he published a paper, «Computing Machinery and Intelligence», in *Mind*.

He began working on pattern formation in biology – what we would now call the mathematics of fractals- and on quantum mechanics. But on July 7, 1954, he committed suicide by ingesting cyanide – making it look like an accident to spare his mother's feelings. He was 41.

Today, he is considered the father of Computer Science.

Make a written translation.

Ludwig von Bertalanffy

Ludwig was bom near Vienna on September 19, 1901.

In 1918, he went to the University of Innsbruck, and later transferred to the University of Vienna, where he studied the history of art, philosophy, and biology. He received his doctorate in 1926, with a PhD dissertation on Gustav Fechner.

In 1928, he published *Modern Theories of Development*, where he introduced the question of whether we could explain biology in purely physical terms. He suggested we could, if we see living things as endowed with self-organizational dynamics.

In 1937, he went to the University of Chicago, where he gave his first lecture on General Systems Theory, which he saw as a methodology for all sciences. In 1939, he became a professor at the University of Vienna and continued his research on the comparative physiology of growth. He summarized his work in *Problems of Life*, published in 1940.

In 1949, he emigrated to Canada, where he began research on cancer. Soon, he branched into cognitive psychology, where he introduced a holistic epistemology that he contrasted with behaviorism.

In 1960, he became professor of theoretical biology in the department of zoology and psychology at the University of Alberta. In 1967, he wrote *Robots, Men, and Minds*, and in 1968, he wrote *General Systems theory*.

Ludwig von Bertalanffy died of a heart attack on June 12, 1972.

Trunslate the following text and retell.

Noam Chomsky

In addition to the input (no pun intended) from the «artificial intelligence» people, there was the input from a group of scientists in a variety of fields who thought of themselves as structuralists – not allying themselves with Wundt, but interested in the structure of their various topics. I'll call them neo-structuralists, just to keep them straight. For example, there's Claude Levi-Strauss, the famous French anthropologist. But the one everyone knows about is the linguist Noam Chomsky.

He received his BA from the University of Pennsylvania in 1949, whereupon he married a fellow linguist, Carol Schatz. They would go on to have three children. He received his PhD in 1955, also from the U of Penn.

That same year, he started teaching at MIT and began his work on generative grammar. Generative grammar was based on the question “how can we create new sentences which have never been spoken before?” How, in other words, do we get so creative, so generative? While considering these questions, he familiarized himself with mathematical logic, the psychology of thought and theories about thinking machines. He found himself, on the other hand, very critical of traditional linguistics and behavioristic psychology.

In 1957, he published his first book, *Syntactic Structures*. Besides introducing it: generative grammar, he also introduced the idea of an innate ability to learn languages. We have born into us a «universal grammar» ready to absorb the details of whatever language is presented to us at an early age.

His books spoke about surface and deep structure and the rules of transformation that governed the relations between them. Surface structure is essentially language as we know it, particular languages with particular rules of phonetics and basic grammar. Deep structure is more abstract, at the level of meanings and the universal grammar.

Read and translate the following text.

Jean Piaget

Another neo-structuralist is Jean Piaget. Originally a biologist, he is now best remembered for his work on the development of cognition. Many would argue that he, more than anyone else, is responsible for the creation of cognitive psychology. If the English-speaking world had only learned to read a little French, this would be true without a doubt. Unfortunately, his work was only introduced in English after 1950, and only became widely known in the 1960's – just on time to be a part of the cognitive movement, but not of its creation.

Jean Piaget was born in Neuchâtel, Switzerland, on August 9, 1896. His father, Arthur Piaget, was a professor of medieval literature with an interest in

local history. His mother, Rebecca Jackson, was intelligent and energetic, but Jean found her a bit neurotic – an impression that he said led to his interest in psychology, but away from pathology. The oldest child, he was quite independent and took an early interest in nature, especially the collecting of shells. He published his first «paper» when he was ten – a one page account of his sighting of an albino sparrow.

He began publishing in earnest in high school on his favorite subject, mollusks. He was particularly pleased to get a part time job with the director of Neuchstel's Museum of Natural History, Mr. Godel. His work became well known among European students of mollusks, who assumed he was an adult. All this early experience with science kept him away, he says, from «the demon of philosophy».

Later in adolescence, he faced a bit a crisis of faith: Encouraged by his mother to attend religious instruction, he found religious argument childish. Studying various philosophers and the application of logic, he dedicated himself to finding a «biological explanation of knowledge». Ultimately, philosophy failed to assist him in his search, so he turned to psychology.

After high school, he went on to the University of Neuchstel. Constantly studying and writing, he became sickly, and had to retire to the mountains for a year to recuperate. When he returned to Neuchstel, he decided he would write down his philosophy. A fundamental point became a centerpiece for his entire life's work: «In all fields of life (organic, mental, social) there exist 'totalities' qualitatively distinct from their parts and imposing on them an organization». This principle forms the Gestaltists, Systems Theorists, and many others.

In 1918, Piaget received his Doctorate in Science from the University of Neuchstel. He worked for a year at psychology labs in Zurich and Bleuler's famous psychiatric clinic. During this period, he was introduced to the works of Freud, Jung, and others. In 1919, he taught psychology at the Sorbonne in Paris. Here he met Simon and did research on intelligence testing. He didn't care for the «right-or-wrong» style of the intelligent tests and started interviewing his subjects at a boy's school instead: using die psychiatric interviewing techniques he had learned the year before. In other words, he began asking how children reasoned.

In 1921, his first article on the psychology of intelligence was published in the *Journal de Psychologie*. In the same year, he accepted a position at the Institute J. J. Rousseau in Geneva. Here he began with his students to research the reasoning of elementary school children. This research became his first five books on child psychology. Although he considered this work highly preliminary, he was surprised by the strong positive public reaction to his work.

In 1929, Piaget began work as the director of the Bureau International Office de l' Education, in collaboration with UNESCO. He also began large scale research with A.Szeminska, E.Meyer, and especially Barbel Inhelder,

who would become his major collaborator. Piaget, it should be noted, was particularly influential in bringing women into experimental psychology. Some of this work, however, wouldn't reach the world outside of Switzerland until World War II was over.

In 1940, he became chair of Experimental Psychology, the director of the psychology laboratory, and the president of the Swiss Society of Psychology. In 1942, he gave a series of lectures at the College de France, during the Nazi occupation of France. These lectures became *The Psychology of Intelligence*. At the end of the war he was named President of the Swiss Commission of UNESCO.

Also during this period, he received a number of honorary degrees. He received one from the Sorbonne in 1946, the University of Brussels and the University of Brazil in 1949, one top of an earlier one from Harvard in 1936. And, in 1949 and 1950, he published his synthesis, *Introduction to Genetic Epistemology*.

In 1952, he became a professor at the Sorbonne. In 1955, he created the International Center for Genetic Epistemology, of which he served as director the rest of his life. And, in 1956, he created the School of Sciences at the University of Geneva.

He continued working on a general theory of structures and tying his psychological work to biology for many more years. Likewise, he continued his public service through UNESCO as a Swiss delegate. By the end of his career, he had written over 60 books and many hundreds of articles. He died in Geneva, September 16, 1980, one of the most significant psychologists of the twentieth century.

Jean Piaget began his career as a biologist. As he delved deeper into the thought-processes of doing science, he became interested in the nature of thought itself especially in the development of thinking. Finding relatively little work done in the area, he had the opportunity to give it a label. He called it genetic epistemology, meaning the study of the development of knowledge.

He noticed, for example, that even infants have certain skills in regard to objects in their environment. These skills were certainly simple ones, sensorimotor skills, but they directed the way in which the infant explored his or her environment and so how they gained more knowledge of the world and more sophisticated exploratory skills. These skills he called schemas.

For example, an infant knows how to grab his favorite rattle and thrust it into his mouth. He's got that schema down pat. When he comes across some other object – say daddy's expensive watch, he easily learns to transfer his «grab and thrust» schema to the new object. This Piaget called assimilation, specifically assimilating a new object into an old schema.

When our infant comes across another object again – say a beach ball – he will try his old schema of grab and thrust. This of course works poorly

with the new object. So the schema will adapt to the new object: Perhaps, in this example, «squeeze and drool» would be an appropriate title for the new schema. This is called accommodation, specifically accommodating an old schema to a new object.

Assimilation and accommodation are the two sides of adaptation, Piaget's term for what most of us would call learning. Piaget saw adaptation, however, as a good deal broader than the kind of learning that Behaviorists in the US were talking about.

He saw it as a fundamentally biological process. Even one's grip has to accommodate to a stone, while clay is assimilated into our grip. All living things adapt, even without a nervous system or brain.

Assimilation and accommodation work like pendulum swings at advancing our understanding of the world and our competency in it. According to Piaget, they are directed at a balance between the structure of the mind and the environment, at a certain congruency between the two, that would indicate that you have a good (or at least good-enough) model of the universe. This ideal state he calls equilibrium.

As he continued his investigation of children, he noted that there were periods where assimilation dominated, periods where accommodation dominated, and periods of relative equilibrium, and that these periods were similar among all the children he looked at in their nature and their timing. And so he developed the idea of stages of cognitive development. These constitute a lasting contribution to psychology.

Make a written translation.

Hermann Ebbinghaus

Before cognitive psychology was a «perspective», a «movement», or an «orientation», it was a subject. Cognitive psychology was the psychology of thinking, remembering, imagining, and so on. And that goes back quite a ways before the twentieth century. In fact, it would go back as far as those ancient Greeks. But there is one psychologist who is fondly remembered as the founder of the scientific study of memory, and that is Hermann Ebbinghaus was born on January 23, 1850, in Barmen, Germany. His father was a wealthy merchant, who encouraged his son to study. Hermann attended the University of Halle and the University of Berlin, and received his doctorate from the University of Bonn in 1873. While traveling through Europe, he came across a copy of Fechner's *Elements of Psychophysics*, which turned him on to psychology.

Ebbinghaus worked on his research at home in Berlin and published a book called *On Memory: An Investigation in Experimental Psychology* in 1885. Basically, his research involved the memorization of nonsense syllables,

which consisted of a consonant, a vowel, and another consonant. He would select a dozen words, and then attempt to master the list. He recorded the number of trials it took, as well as the effects of variations such as relearning old material, or the meaningfulness of the syllables. The results have been confirmed and are still valid today.

He also wrote the first article on intelligence testing of school children, and devised a sentence completion test that became a part of the Binet-Simon test. He also published textbooks on psychology in 1897 and 1902 that were very popular for many years. Hermann Ebbinghaus died in 1909, a clear precursor to today's cognitive movement.

VOCABULARY

A

ability – способность
abnormal – аномальный
abnormal personality – аномальная личность
absorb – поглощать
absorption – поглощенность, погруженность в себя
abuse – злоупотребление
abuser – человек, злоупотребляющий чем-то
acceptance – принятие
accommodate – приспособливаться
accompany – сопровождать
accumulation – накопление, аккумуляция
achieve – достигать
achievement – достижение
acquire – приобретать
acquired – приобретенный
acquisition – усвоение
activity – деятельность, активность
adaptation – адаптация
adaptive – адаптивный
addicted – пристрастившийся
addiction – пристрастие
adjustment – приспособление
adolescent – подросток
adoption – усыновление
adult – взрослый
adverse effect – побочное действие
advertisement – реклама
affection – привязанность
affiliation – принадлежность
afterimage – послеобраз
age – возраст
aggression – агрессия
aging – старение
agitation – возбуждение
agreement – согласие
alienation – отчуждение
altruistic – альтруистический
ambiguity – двусмысленность

ambition – амбиция
ancestor – предок
anthropologist – антрополог
anticipate – ожидать с нетерпением
anticipation – предвидение, антиципация
anxiety – тревога, беспокойство
anxiety-proneness – склонность к тревоге
anxious – обеспокоенный
apathy – апатия
appearance – внешность
apperception – апперцепция
application – применение
applied – прикладной
appointment – назначение
appraisal – похвала, оценка
apprehension – опасение
approach – подход
approachability – доброжелательность
approval – одобрение
aptitude – склонность, способность
argument – спор, аргумент
aroused – возбужденный
assess – оценивать
association – ассоциация
attachment – привязанность
attempt – попытка
attend – слушать со вниманием
attention – внимание
attitude – установка, отношение
attract – привлекать
attraction – аттракция
attractive – привлекательный
auditory – слуховой
authority – авторитет, власть
average – средний
avoid – избегать
avoidance – избегание
aware – осознанный
awareness – сознание

В

background – фон, образование
behave – вести себя
behaviour – поведение
behaviourist – бихевиорист
belief – вера, убеждение
belonging – принадлежность
benefit – польза, выгода, преимущество
body language – язык тела
bond – связь
borderline condition – пограничное условие (состояние)
boredom – скука
boundary – граница
brain – мозг
brain drain – утечка мозгов
brainstorming – мозговой штурм
breed – порода

С

capacity – способность
capital punishment – смертельная казнь
care – забота, уход
career – карьера
career burnout – прекращение горения, стремления делать карьеру
carry out – выполнять
catharsis – катарсис, очищение
cause – причина
cause and effect – причина и следствие
cell – клетка
centenarian – долгожитель
character – характер
characteristic – характеристика
child abuse – издевательство над ребенком
childhood – детство
circumstance – обстоятельство
civil – гражданский
civil morality – гражданская мораль
closeness – близость
cluster – группа
cognition – познание
cognitive – познавательный
cohabitation – сожительство

cohabiting family – семья, ведущая совместное хозяйство
comfort – утешение, сочувствие
commit – совершать
commit a crime – совершать преступление
commitment – обязательство
commodity – товар
common sense – здравый смысл
communication – общение, связь
community – сообщество
compatibility – совместимость
competence – компетенция
competition – конкуренция
comprehend – усваивать
concentration – концентрация
concept – понятие
conclusion – вывод, заключение
condition – условие, состояние
conduct – проводить; поведение
confidence – доверие
conflict – конфликт
conformity – конформизм
confront – сталкиваться
connection – связь
conscious – сознательный
consciousness – сознание
consensus – согласие, консенсус
consequence – следствие
consider – считать, рассматривать
consumer – потребитель, покупатель
contemplation – размышление
contract – сжиматься
contradict – противоречить
contradiction – противоречие
contribution – вклад, взнос
control population – контрольная популяция
conversation – разговор
conversationalist – собеседник
convey – передавать
cooperation – сотрудничество
cope with – справиться с...
corporal punishment – телесное наказание
correspond – соответствовать

cortex – кора головного мозга
counselor – консультант
couple – пара, супружеская пара
create – создавать
creativity – творчество
creature – создание
crime – преступление
criminal – преступник
cross-cultural – межкультурный
curb – обуздать
cure – лечить
curiosity – любопытство
custody – опека

D

data – данные
deal with – иметь дело с...
death – смерть
death rate – уровень смертности
deceit – обман
decline – упадок, снижение
decrease – уменьшение
deficiency – недостаток, дефект
define – определять
dejection – уныние
delinquency – преступность
delinquent – малолетний преступник
delusion – бред
dependent – иждивенец, зависимый
depression – депрессия
deprivation – депривация
deprive – лишать
desire – желание
destroy – разрушать
destructive – деструктивный
detention centre – центр предварительного заключения
determine – определять
development – развитие
deviance – отклонение, девиантность
deviant – девиантный
device – средство, метод
diaspora – диаспора

digestive process – пищеварительный процесс
dignity – достоинство
dimension – измерение
disagree – не соглашаться
disappointment – разочарование
disapproval – неодобрение
discharge – разрядка
discipline – дисциплина
discover – открывать, обнаруживать
discrepancy – разногласие
disease – болезнь
disgust – отвращение
disinterested – бескорыстный
disorder – нарушение
display unit – монитор
disposition – склонность
distinguish – различать
distortion – искажение
distress – дистресс
disturbance – нарушение
divorce – развод
divorce rate – уровень развода
dominant – доминантный
dream – сон
drive – побуждение
driving force – побуждающая сила
drug – наркотик, лекарство
drug use – наркомания
drug user – наркоман
drug-abuser – наркоман
dual personality – раздвоение личности
dynamics – динамика

Е

education – образование
effort – усилие
ego – Я, эго
eliminate – устранять
embarrassment – замешательство
emotion – эмоция
emotional quale – эмоциональный заряд
emotionally charged situation – эмоционально окрашенная ситуация

empathy – эмпатия, сопереживание
emphasis – акцент
emphasize – подчеркивать
employee – служащий
employment – наем, занятость
encourage – поощрять
encouragement – поощрение
environment – окружающая среда
ergonomics – эргономика
escapism – эскапизм
essence – сущность
establish – устанавливать
estimate – оценивать
eternal verity – вечная истина
evaluate – оценивать
event – событие, явление
evidence – данные, доказательство
evoke – вызывать
evolution – эволюция
evolve – развиваться
examination – исследование
exchange – обмен
exert pressure – оказывать давление
exhaustion – истощение, усталость
exhibit – проявлять, показывать
existence – существование
experience – переживать, испытывать; переживание
explain – объяснять
explanation – объяснение
expose – выставять напоказ
exposure – показ
express – выражать
expression – выражение
extinction – угасание
extrovert – экстраверт
eye contact – контакт глазами

F

face – сталкиваться
facial – лицевой
faculty – способность
faith – вера

fatigue – усталость
fear – страх
feeling – чувство
female – женщина
fight-or-flight response – реакция, вызывающая либо сопротивление, либо бегство
finding – открытие, результат
forecast – прогноз
forensic – судебный
forensic psychology – судебная психология
forget – забывать
forgetting – забывание
frame of mind – умозрение
friendship – дружба
frustration – фрустрация
fulfill – выполнять

G

gap – пробел
generalize – обобщать
generation – поколение
geneticist – генетик
gerontologist – геронтолог
gesture – жест
goal orientation – целевая ориентация
golden mean – золотая середина
gregariousness – общительность
grief – печаль, горе
group – группа
group dynamics – групповая динамика
growth – рост

H

habit – привычка
habitual – привычный
habituation – привыкание
handle – управлять
handwriting – почерк
happiness – счастье
harmful – вредный
heal – исцелять
healer – целитель

health service – служба здравоохранения
healthy – здоровый
heart – сердце
heart attack – сердечный приступ
hidden – скрытый
hierarchy – иерархия
hospice – приют
hostage – заложник
household – семья
human – человеческий
human being – человек
human factor – человеческий фактор
humanity – человечество
hypnosis – гипноз
hypnotic – гипнотический
hypothalamus – гипоталамус
hypothesis – гипотеза

I

id – Оно, ид
identity – идентичность
illness – болезнь
image – образ
imagination – воображение
immune – иммунный
impact – воздействие, влияние
impersonal – безличный
incompatibility – несовместимость
incompatible – несовместимый
increase – увеличение
indifference – безразличие
individual – индивидуум
individuality – индивидуальность
infancy – младенчество
infant – младенец
infantile – инфантильный
inferiority complex – комплекс неполноценности
influence – влияние
influx – приток
ingroup – внутренняя группа
inherited – врожденный
inhibition – торможение

injury – повреждение
innate – врожденный
insane – безумный
insight – озарение, инсайт
insomnia – бессонница
inspiration – вдохновение
intellect – ум, интеллект
intellectual – интеллектуальный
intelligence quotient – (IQ) коэффициент умственного развития
intelligence test – тест на интеллект
intensity – интенсивность
intent – намерение
interact – взаимодействовать
interaction – взаимодействие
interfere – вмешиваться
interpersonal – межличностный
interview – интервью
introvert – интроверт
invasion – вторжение
inventory – тест
investigate – исследовать
investigation – исследование
investigator – исследователь
involvement – вовлеченность
isolation – изоляция
issue – проблема

J

joint venture – совместное предприятие
judgment – суждение
juvenile – малолетний
juvenile delinquency – малолетняя преступность

K

kinship – родство
knowledge – знание

L

lag – задержка
lag of sensation – задержка ощущения
lapse of memory – провал в памяти
leader – лидер

leadership – лидерство
learned – приобретенный
learning – научение
left-handed – левша
level – уровень
life expectancy – продолжительность жизни
life span – продолжительность жизни
lifestyle – стиль жизни
living – живой, жизненный
living organism – живой организм
loneliness – одиночество
lonely – одинокий
long-term memory – долговременная память

М

majority – большинство
maladjusted – неприспособленный
male – мужской, мужчина
management – управление, менеджмент
manifest – проявлять
manifestation – проявление
mannerism – манеры поведения
marital situation – супружеская ситуация
marriage – брак
married – женатый
marry – жениться
mass media – средства массовой информации
maternal – материнский
maternal drive – материнское влечение
maturation – созревание, зрелость
mature personality – зрелая личность
meaning – значение
means – средство
measurement – измерение
medium – средство, среда
member – член
membership – членство
memory – память
mental deficiency – умственная недостаточность
mental disorder – психическое расстройство
mental retardation – умственная отсталость, задержка
mentally normal – психически нормальный

migrant – мигрант
migrate – мигрировать
milieu – среда
mindset – склад ума
misperception – неправильное восприятие
mode of behaviour – способ поведения
modify – изменять
monitor – контролировать
mood – настроение
moody – человек с быстрой сменой настроения
moral development – нравственное развитие
morphopsychology – морфопсихология
mortality – смертность
motive – мотив
movement – движение
multiple choice – выбор из множества
multiple personality – раздвоение личности
muscle – мышца
muscular – мышечный
mutual – взаимный
mutua relations – взаимные отношения

N

nature – натура, природа
need – потребность, нужда
neglect – пренебрегать
negotiation – переговоры
network – сеть
nightmare – кошмар
nursery – ясли

O

obedience – послушание
obligation – обязательство
observe – наблюдать
obsession – навязчивая идея
occupation – род занятий
occurrence – частотность
odor – запах
oedipus complex – эдипов комплекс
onlyhood – одиночество
onlys – одиночки

opinion – мнение
option – выбор
orientation – ориентация
orphan – сирота
outbreak – взрыв
outgroup – внешняя группа
outlook – мировоззрение
overcome – преодолеть
overlap – наложение
overwhelming majority – подавляющее большинство

Р

paradigm – парадигма
parent – родитель
parental – родительский
parenthood – родительство
participate – участвовать
passion – страсть
pathology – патология
patient – пациент, больной
pattern – образец, модель
peer – ровесник
penalty – наказание
percentage – процентное содержание
perception – восприятие
perform – выполнять
performance – действие
persist – настаивать
persistence – настойчивость
person – человек
personal – личный
personal attitudes – личностные установки
personal identity – самоопределение
personality – личность
phenomenon (phenomena) – явление (явления)
pitch – высота (звука)
pleasure – удовольствие
pleasure centre – центр удовольствия (в мозгу)
poll – опрос
population – население
posture – положение
practitioner – практик

predict – предсказывать
predisposition – предрасположенность
prejudice – предрассудок
premonition – предчувствие
prerequisite – предпосылка
presentation – представление
preservation – сохранение
pressure – давление
prevent – предотвращать
primary – первичный
primary group – первичная группа
priority – приоритет, полномочие
problem solving – решение проблемы
procedure – процедура
process – процесс
processing – обработка
promote – способствовать
prone – склонный
propensity – склонность
property – свойство
provide – обеспечить
psyche – психика
psychiatrist – психиатр
psychiatry – психиатрия
psychic – психический
psychodrama – психодрама
psychologist – психолог
psychology – психология
psychopath – психопат
psychophysics – психофизика
psychosis – психоз
psychotherapy – психотерапия
psychosomatic – психосоматический
public opinion – общественное мнение
punish – наказывать
punishment – наказание
pursue – проводить, преследовать

Q

quality – качество
questionnaire – анкета, опросник

R

raise – воспитывать
random – беспорядочный, хаотичный
range – диапазон
rapport – взаимопонимание
rating – рейтинг
reaction – реакция
reaction time – время реакции
realize – осознавать, понимать
rearing – воспитание
reasoning – рассуждение
reassurance – заверение
recall – воспоминание
receptor – рецептор
recognition – признание
recruitment – наем
reduce – снижать, уменьшать
refer – ссылаться
reference – ссылка
reflect – отражать, размышлять
reflection – отражение
reflex – рефлекс
refugee – беженец
regression – регрессия
rehabilitation – реабилитация
reject – отвергать, отрицать
rejection – отказ
relation – отношение
relationship – взаимоотношение
relative – относительный
relaxation – релаксация
release – устранение
reliability – надежность
relief – облегчение
relieve stress – снять стресс
remember – помнить
reminiscence – воспоминание
remove – устранить
replace – замещать
representation – представление
repression – вытеснение, подавление
reproduction – репродукция

repulsive – отталкивающий
require – требовать
requirement – требование
research – исследование
researcher – исследователь
resemble – напоминать
resistance – сопротивление, резистенция
resolve – разрешать, решать
respect – уважение
respond – отвечать, реагировать
respondent – респондент
response – ответ, реакция
responsibility – ответственность
responsible – ответственный
restraint – сдерживающий механизм
retain balance – сохранять баланс
retardation – отставание
reveal – раскрывать
reward – награда
role – роль
role expectation – ролевое ожидание
role performance – ролевое исполнение
role set – набор ролей
row – ссора

S

safety – безопасность
sample – образец
schizophrenia – шизофрения
science – наука
secondary – вторичный
secondary group – вторичная группа
security – безопасность
seek – искать, пытаться
selection – выбор
self – сам
self-destruction – саморазрушение
self-esteem – самооценка
self-expression – самовыражение
self-regulation – саморегуляция
self-suggestion – самовнушение
sensation – ощущение

sense – чувство
sense organs – органы чувств
sensitivity – чувствительность
sensible – чувственный, разумный
sensitive – чувствительный
sensory memory – сенсорная память
separate – отделять
serenity – безмятежность
service – служба, услуга
session – сеанс
set – установка
setting – среда
sex – пол
shame – стыд
shaping – формирование
share – доля
short-term memory – кратковременная память
sibling – брат или сестра
sight – зрение
sign – знак
signature – подпись
similarity – сходство
single – одинокий
skill – навык
skin – кожа
slumber – сон
smell – запах
smile – улыбка
social – социальный
social adaptation – социальная адаптация
social being – общественное бытие
social exchange – социальный обмен
social rules – общественные правила
social security – социальная защищенность
social worker – социальный работник
socialization – социализация
society – общество
sociologist – социолог
sociology – социология
sociophobia – социофобия
sociophobic – социофоб

solitary – одинокий
solitude – уединение
solve a problem – решить проблему
sound – звук
species – вид, особь
spiritual – духовный
spontaneity – спонтанность
spouse – супруг, супруга
state – состояние
statistics – статистика
status – статус
stepchild – пасынок или падчерица
stepfamily – семья с детьми от прежнего брака
stepparent – отчим или мачеха
stereotype – стереотип
stimulus (stimuli) – стимул (стимулы)
store – хранить
strain – напряжение
strength – сила
stress – стресс
strive for superiority – стремление к совершенству
structure – структура
subject – субъект, испытуемый
substance – вещество
substitution – замена
subsystem – подсистема
success – успех
successful – успешный
suffer – страдать
suffering – страдание
suggestibility – внушаемость
suggestion – внушение
suicidal – суицидный
suicide – самоубийство
suicide rate – уровень суицида
super-ego – супер-Эго, сверх-Я
support – поддержка
suppression – супрессия, подавление
surgeon – хирург
surgery – хирургическая операция
survey – обзор, исследование

survive – выжить
survival – выживание
sympathetic – сочувствующий

T

taste – вкус
team – команда, группа
technique – метод, методика
teenager – подросток
temperament – темперамент
temporary – временный
tension – напряжение
test battery – набор тестов
thalamus – таламус
therapist – терапевт
therapy – терапия
thinking – мышление
hought – мысль
threat – угроза
threaten – угрожать
tissue – ткань
tolerance – терпение, толерантность
tolerant – толерантный
train – обучать
training – тренинг
trait – черта
transfer – перенос
transitory – переходный
transplantation – трансплантация
trauma – травма
treat – лечить, обращаться
treatment – лечение
trial-and-error learning – научение методом проб и ошибок
trouble – беспокойство
trust – доверие
trusted confidant – доверенное лицо

U

uncertainty – неуверенность
unconditional response – безусловный ответ
unconscious – бессознательный

unit – единица
upbringing – воспитание

V

vagrant – бродяга
validity – валидность, достоверность
value – ценность
variable – переменная
variety – разнообразие
victim – жертва
violate – нарушать
violation – нарушение
violence – насилие
violent – агрессивный
visceral – висцеральный
vision – зрение
visual – визуальный, зрительный
voice – голос
volition – воля
vulnerability – уязвимость

W

welfare benefit – пособие
well-being – благополучие
will – воля
withdrawal – уход в себя
worry – беспокойство

Y

youngster – подросток

СПИСОК ЛИТЕРАТУРЫ

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