

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ**

**Федеральное государственное бюджетное образовательное учреждение высшего
образования «Кабардино-Балкарский государственный университет им. Х.М.
Бербекова»
(КБГУ)**

**ИНСТИТУТ ПЕДАГОГИКИ, ПСИХОЛОГИИ И ФИЗКУЛЬТУРНО-СПОРТИВНОГО
ОБРАЗОВАНИЯ**

УТВЕРЖДАЮ

Руководитель ОПОП

Башиева Ж.Д.

« 22 » март 2026 г.

Фонд оценочных средств (оценочных материалов)

по дисциплине (модулю)

Иностранный язык (английский)

Специальность

44.03.03 Специальное (дефектологическое) образование

Направленность (профиль):

Логопедия (Начальное образование детей с нарушением речи)

Квалификация (степень):

Бакалавр

Форма обучения: Очная

Нальчик 2026

СОДЕРЖАНИЕ

1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы, описание показателей, критериев оценивания компетенций на различных этапах их формирования
2. Методические материалы и типовые контрольные задания, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения профессиональной образовательной программы
3. Перечень контрольных заданий и иных материалов, необходимых для оценки знаний, умений, навыков и опыта деятельности

Фонд оценочных средств (оценочные материалы)

1. Фонд тестовых заданий по дисциплине «Иностранный язык» для оценки компетенций Код компетенции:

УК-4 –способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Код и наименование индикатора достижения компетенции:

УК-4.1 Способен осуществлять перевод и анализ профессионально-ориентированного текста, вести деловую переписку, диалог и дискуссию на иностранном языке

Этапы формирования компетенций и средства оценивания

Результаты обучения (компетенции)	Основные показатели оценки результатов обучения	Вид оценочного материала
УК-4.1 Способен осуществлять перевод и анализ профессионально-ориентированного текста, вести деловую переписку, диалог и дискуссию на иностранном языке	Знает: 1) фонетико-орфографические сведения: • базовые фонетические стандарты иностранного (английского) языка; • основные правила орфографии и пунктуации в иностранном (английском) языке; 2) лингвистические сведения: • грамматического характера (основные понятия в области морфологии и синтаксиса иностранного (английского) языка); • лексического характера (наиболее распространенные языковые средства выражения коммуникативно-речевых функций и общеупотребительные речевые единицы; некоторые фразеологические явления); 3) социокультурные сведения (основную информацию о социокультурных особенностях стран изучаемого языка; правила вербального и невербального поведения в типичных ситуациях общения);	Типовые оценочные материалы для устного опроса (<i>раздел 5.1.1</i>); Типовые тестовые задания (<i>раздел 5.1.2</i>); Типовые задания для письменного опроса (<i>раздел 5.1.2</i>) Типовые оценочные материалы для выполнения эссе (<i>раздел 5.1.2.8</i>); Типовые оценочные материалы для аудирования (<i>раздел 5.1.3</i>); Типовые оценочные материалы к зачету (<i>раздел 5.2.1.</i>) Типовые оценочные материалы к экзамену (<i>раздел 5.2.2.</i>)
	Умеет:	

	1) извлекать информацию из аудиотекста (аудирование): • выделить основную информацию и определять последовательность ключевых событий, действий и фактов в аудиотексте; • догадываться о значении незнакомых языковых единиц по контексту; 2) извлекать информацию из письменного текста (чтение): • выделить тематику и ключевую информацию, определять последовательность ключевых событий, действий и фактов в тексте; • осуществлять поиск информации в тексте; • догадываться о значении незнакомых языковых единиц по контексту; • использовать в процессе чтения словари и другие справочно-информационные материалы; 3) осуществлять диалогическое и монологическое общение (говорение): • использовать языковые средства выражения основных коммуникативно-речевых функций при высказывании на иностранном (английском) языке; • правильно (в рамках соответствующего коммуникативно-достаточного минимума) оформлять речевые высказывания; 4) осуществлять письменное общение: - корректно заполнять официальные бланки и уметь писать краткие письма; - правильно применять основные правила орфографии и пунктуации; 5) работать в коллективе, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия Владеет: - восприятием на слух иноязычной речи на пройденные темы, умеет пользоваться словарями и справочниками, Интернет-ресурсами; - способностью к самоорганизации и самообразованию	Типовые оценочные материалы для аудирования (раздел 5.1.3); Типовые тестовые задания (раздел 5.1.2.7) Типовые оценочные материалы для устного опроса (раздел 5.1.1); Типовые оценочные материалы для рубежного контроля (раздел 5.2) Типовые задания для письменного опроса (раздел 5.1.2) Типовые оценочные материалы для устного опроса (раздел 5.1.1); Типовые оценочные материалы для аудирования (раздел 5.1.3);
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Оценочные материалы для текущего контроля. Цель текущего контроля – оценка результатов работы в семестре и обеспечение своевременной обратной связи, для коррекции обучения, активизации самостоятельной работы обучающегося. Объектом текущего контроля являются конкретизированные результаты обучения (учебные достижения) по дисциплине.

Текущий контроль успеваемости состоит из устных и письменных опросов по всем видам речевой деятельности на практическом занятии и самостоятельное выполнение индивидуальных домашних заданий. Он обеспечивает оценивание хода освоения дисциплины «Иностранный (английский) язык». Типовые задания по английскому языку могут включать: диктанты, тесты, контрольные работы по пройденному грамматическому и лексическому материалу; работу с текстами (чтение, перевод, пересказ текста, выполнение лексико-грамматических упражнений к нему); написание эссе и другие письменные задания.

Вопросы по темам дисциплины «Иностранный язык» (устный опрос) (контролируемые компетенции УК-4):

Тема 1. Органы чувств

Слух.

Обоняние и вкус.

Осязание

Грамматика: Простое настоящее и настоящее длительное время (Present Simple and Present Continuous).

Тема 2. Мозг человека

Мозг человека – новые открытия.

Личность – характер или воспитание

Грамматика: Схема вопроса, типы вопросительных предложений.

Тема 3.

Введение в психологию

Что такое психология?

В чем различие между психологом и психиатром.

Грамматика: Степени сравнения прилагательных.

Тема 4.

Психоанализ

Психоанализ как теория и терапия.

Биография З. Фрейда.

Грамматика: Простое прошедшее и прошедшее длительное время (Past Simple and Past Continuous).

Тема 5. Бихейвиоризм

История бихейвиоризма.

Эксперимент с голубями.

Грамматика: Будущее время (Future Simple).

Тема 6. Когнитивизм

Когнитивное движение в психологической мысли в 20 веке.

Дежавю.

Грамматика: Настоящее совершенное время (Present Perfect).

Тема 7. Гуманистический подход

Психология Кама Рождерса.

Иерархия потребностей Маслоу.

Грамматика: Модальные глаголы

Тема 8. Социальная психология

Стереотипы.

Социальное давление и восприятие.

Грамматика: Перевод прямой речи в косвенную

Тема 9.

Клиническая психология

Классификация умственных расстройств.

Биполярные расстройства.

Грамматика: Придаточные предложения условия и времени для обозначения действия в будущем

Тема 10. Стресс

Стресс на работе.

Управление стрессами

Грамматика: Страдательный залог (Passive Voice).

Тема 11. Психотерапия

Арттерапия.

Данстерапия.

Грамматика: Сложное дополнение

Тема 12. Профессия психолога

Профессия психолога.

Каким психологом ты хочешь быть

Грамматика: Сложное подлежащее

Оценочные материалы для текущего контроля успеваемости
(контролируемые компетенции УК-4)

Exercise 1. Find the pronunciation of the following words in the dictionary and translate them in to Russian.

Familiarity, strange, novelty, unclear, familiar, strangeness, perception, to assert, phenomenon, nuance, to Oscar, obviously, mismatching, condition

Exercise 2. Active vocabulary. Learn the following words

To establish – основывать

Exemplary – показательный

Mentally – психиатрический больной

Craving – страсть

growth – рост

pain – боль

gratification – удовлетворенность

sick – больной

irritation – раздражение

abusive – склонный к насилию

desire – желание

unsatisfied needs – неудовлетворение потребности

Exercise 3. Read and translate the following text into Russian

The human brain — new discoveries

A. Parts of the brain. Most of us learn basic facts about the human brain in our middle or high school biology classes. We study the subcortex, the “old brain,” which is found in the brains of most animals and is responsible for basic functions such as breathing, eating, drinking, and sleeping. We learn about the neocortex, the “new brain,” which is unique to humans and is where complex brain activity takes place. We find that the cerebrum, which is responsible for all active thought, is divided into two parts, or hemispheres. The left hemisphere, generally, manages the right side of the body; it is responsible for logical thinking. The right hemisphere manages the left side of the body; this hemisphere controls emotional, creative, and artistic functions. And we learn that the corpus callosum is the “bridge” that connects the two hemispheres. Memorizing the names for parts of the brain might not seem thrilling to many students, but new discoveries in brain function are exciting. Recent research is shedding light on creativity, memory, maturity, gender, and the relationship between mind and body.

B. Left brain/Right brain: creativity. Psychologists agree that most of us have creative ability that is greater than what we use in daily life. In other words, we can be more creative than we realize! The problem is that we use mainly one hemisphere of our brain — the left. From childhood, in school, we’re taught reading, writing, and mathematics; we are exposed to very little music or art. Therefore, many of us might not “exercise” our right hemisphere much, except through dreams, symbols, and those wonderful insights in which we suddenly find the answer to a problem that has been bothering us—and do so without the need for logic. Can we be taught to use our right hemisphere more? Many experts believe so. Classes at some schools and books claim to help people to “silence” the left hemisphere and give the right one a chance to work.

C. Memory — true or false? In the 1980s in the United States, there were many cases of adults who suddenly remembered, with the help of a psychologist, things that had happened to them in childhood. These memories had been repressed — held back—for many years. Some of these newly discovered memories have sent people to prison. As people remember crimes (such as murder or rape) that they saw or experienced as children, the police have reopened and investigated old criminal cases. In fact, over 700 cases have been filed that are based on these repressed memories.

D. However, studies in the 1990s suggested that many of these might be false memories. At a 1994 conference at Harvard Medical School, neuroscientists discussed how memory is believed

to work. It is known that small pieces of memory (sound, sight, feeling, and so on) are kept in different parts of the brain; in the limbic system, in the middle of the brain, pulls these pieces together into one complete memory. But it's certain that people can "remember" things that have never happened. Even a small suggestion can leave a piece of memory in the brain. Most frightening is that there may be no structural difference in the brain between a false memory and a true one.

E. The teen brain. Parents of teenagers have always known that there is something, well, different about the teen years. Some parents claim that their teenage children belong to a different species. Until recently, neuroscience did not support this belief. The traditional belief was that by the age of 8 to 12 the brain was completely mature. However, very recent studies provide evidence that the brain of a teenager differs from that of both children and adults. According to the National Institute of Mental Health, maturation does not stop at age 10, but continues into the teen years and beyond. In fact, scientists found that the corpus callosum continues growing into your 20s. Because, it is believed, the corpus callosum is involved in self-awareness and intelligence, the new studies imply that teens may not be as fully self-aware or as intelligent as they will be later. Other researchers have found that teenagers are not able (as adults are) to read emotions on people's faces.

F. Differences in male and female brains. Watch a group of children as they play. You'll probably notice that the boys and girls play differently, speak differently, and are interested in different things. When they grow into men and women, the differences do not disappear. Many scientists are now studying the origins of these gender differences. Some are searching for an explanation in the human brain. Some of their findings are interesting. For example, they've found that more men than women are left-handed; this reflects the dominance of the brain's right hemisphere. By contrast, more women listen equally with both ears while men listen mainly with the right ear. Men are better at reading a map without having to rotate it. Women are better at reading the emotions of people in photographs.

G. One place to look for an explanation of gender differences is in the hypothalamus, just above the brain stem. This controls anger, thirst, hunger, and sexual desire. One recent study shows that there is a region in the hypothalamus that is larger in heterosexual men than it is in women and homosexual men. Another area of study is the corpus callosum, the thick group of nerves that allows the right and left hemispheres of the brain to communicate with each other. The corpus callosum is larger in women than in men. This might explain the mystery of "female intuition," which is supposed to give women greater ability to "read" and understand emotional clues.

H. Wired for music? It might seem logical to believe that our appreciation of music is learned — that nurture, not nature, determines this. However, it is now clear that nature also plays a role; recent studies indicate that the human brain is "wired" for music. At the University of Toronto, Canada, psychologists have been studying infants age 6—9 months. Surprisingly, these babies smile when researchers play consonant (pleasant) music, but they appear to hate dissonant music. As adults, most people can remember only a few poems or pieces of prose but have the capacity to remember at least dozens of musical tunes and to recognize hundreds more. Even more interesting, perhaps, is the possibility that music might actually improve some forms of intelligence. A 1999 study proves that music can help children do better at math — not, oddly, other subjects, just math. It is probably not surprising that much of the brain activity that involves music takes place in the temporal lobes. It may be more surprising to learn that the corpus callosum might also be involved. Researchers at Medical Center in Boston have discovered that the front part of the corpus callosum is actually larger in musicians than in non-musicians.

I. The mystery of the mind_body relationship. There is more and more evidence every day to prove that our minds and bodies are closely connected. Negative emotions, such as loneliness, depression, and helplessness, are believed to cause a higher rate of sickness and death. Similarly, it's possible that positive thinking can help people remain in good physical health or become well faster after an illness. Although some doctors are doubtful about this, most accept the success of new therapies (e. g., relaxation and meditation) that help people with problems such as ulcers, high blood pressure, insomnia (sleeplessness), and migraine headaches.

VOCABULARY EXERCISES

Exercise 4. On the reading section of standardized exams, there is, of course, no opportunity to use a dictionary. Such exams are testing your ability to guess meaning from the context. Often, you need more than the information in one sentence in order to figure out what a word means. You need to consider the entire paragraph. Take this practice test. Guess the meaning of the underlined words. You may look back at the reading selection “The Human Brain — New Discoveries,” but don’t use a dictionary.

1) In Paragraph B, “We are exposed to very little music or art” probably means

- a) “We are not often in concert halls or museums”
- b) “We are taught a little music and art”
- c) “Music and art are uncovered”
- d) “Music and art are not taught much”

2) In Paragraph B, insights are

- a) dreams that we have while we’re sleeping
- b) moments when we suddenly understand something
- c) logical moments
- d) vision

3) In Paragraph C, the two meanings of the word *cases* are

- a) examples and situations
- b) memories and crimes
- c) examples and events that need police attention
- d) situations and people who murder or rape

4) In Paragraph F, *rotate* probably means

- a) “read” c) “understand”
- b) “look at” d) “turn”

5) In Paragraph G, intuition is

- a) mystery
- b) the ability to read
- c) the power of understanding without logic
- d) female emotion

6) The word *read* as it is used in Paragraphs E and G, probably means

- a) “understand the meaning of”
- b) “understand written language”

- c) “show”
- d) “see”

7) In Paragraph H, *wired* probably means

- a) “with electrical wires”
- b) “musical”
- c) “tense with excitement”
- d) “programmed or equipped”

8) In Paragraph H, prose is probably

- a) poetry c) language that is not poetic
- b) songs d) music without words

Exercise 5. Read the passage and complete it using the words from the box. Pay attention to the abbreviations (CNS, PNS, ANS) and what they stand for.

Reflex, involuntarily, components, unconscious, conscious, brain, areas, receptors

Basic nervous system organization. The nervous system consists of central and peripheral _____. The central nervous system — CNS includes the _____ and spinal cord. The peripheral nervous system — PNS includes all the other nerves found in the body.

Functions of the CNS. The CNS in its _____ areas of the medulla and cerebellum in control of many _____ actions and _____ functions of the body including heartbeat, blood pressure, breathing, and the endocrine system. In the conscious areas, i.e. the cerebrum, the CNS is where thought and reasoning occur, as well the perception of sensory input and the actions needed to control the _____ muscles.

Pleasure and pain centers of the brain. It has been known for decades that there are _____ of the brain which appear to cause pleasure, and other areas which appear to cause pain. This has been studied during surgery where the patient was awake as there are no pain _____ within the brain, and also in experiments on animals where stimulation to certain _____ was found to be desirable and stimulation to other areas was found to be undesirable.

Functions of the PNS. The PNS connects to the muscles and organs in the body, driving their actions by stimulating them either to do—an agonistic stimulus, or not do—an antagonistic stimulus.

Somatic and autonomic branches of the PNS. The somatic nervous system innervates the skeletal muscles as well as the sense organs including the skin. The skeletal muscles are also called voluntary muscles.

The autonomic nervous system (ANS) innervates the organs of the body, including the heart. *Autonomic* means “working on its own” and another term for the muscles innervated by autonomic nerves are involuntary muscles.

Exercise 6. Match a word in the text to the following definitions

- 1) science of the physical life of animals and plants;
- 2) study of the mind and its processes;
- 3) science of the structure of animal bodies;
- 4) science of the normal functions of living things.

The study of the brain is known as neuroscience, a field of biology that is aimed at understanding the functions of the brain at every level, from the molecular up to the psychological. There is also a branch of psychology that deals with the anatomy and physiology of the brain, known as biological psychology. This field of study focuses on each individual part of the brain and how it affects behavior. The brain innervates the head through cranial nerves, and it communicates with the spinal cord, which innervates the body through spinal nerves. Many functions are controlled by coordinated activity of the brain and spinal cord. Moreover, some behaviors such as simple reflexes and basic locomotion can be executed under spinal cord control alone.

GRAMMAR EXERCISES

Exercise 7. Preparing for a quiz. One of the best ways to prepare for a quiz is to write down questions you think your teacher will ask. Remember that you will probably be asked different types of questions, not just questions that ask you to recall information:

Type 1: Questions about data. These are what, when, how, where, and who questions. They ask you to define, list, locate, identify, recall, describe, and so on.

Type 2: Questions that develop concepts from the data. These questions ask you to discuss the data, point to relationships between different parts of the data, compare and contrast, analyze, predict, and so on.

Type 3: Questions that call for critical judgment. These questions ask you to evaluate, rank, rate, or assess aspects of the data, and to justify your answer.

Exercise 8. Look over this list of words and expressions from the reading that follows. Which words do you already know? For the ones that you don't know, don't use a dictionary, but try to understand them from the Reading.

Nouns	Verbs	Adjectives
hemisphere	expose	consonant
neuroscientist	rotate	dissonant
insight	repress	mature
maturation	wire	emotional
intuition	relax	unique
insomnia	disappear	dominant

SPEECH EXERCISES

Exercise 9. Write *T* on the lines before the statements that are true, according to the Reading. Write *F* on the lines before the statements that are false. Write *I* on the lines before the statements that are impossible to know from the Reading

- 1) __ Different parts of the brain control different activities or parts of the body.
- 2) __ Most people probably don't use all their creative ability.
- 3) __ Newly discovered memories from childhood are false memories.
- 4) __ The human brain is mature by the age of twelve.
- 5) __ There is no real difference between the brains of males and those of females.
- 6) __ Music appears to be the result of education alone.
- 7) __ Emotions may affect people's physical health.

Exercise 10. Read and find details in test

- 1) What does the phrase *once considered* signal here? What was the old view? What is the new view?
- 2) In paragraph 3, can you guess the meaning of the word *marksmen* based on the context?
- 3) In paragraph 4, how can parallel construction help you understand the word *adept*?
- 4) The names of what sportsmen are used in the text?
- 5) In paragraph 5, what training is mentioned?
- 6) What is *self-talk* and how can it help?
- 7) Are there any words that you don't understand? Where can you look for information to help you guess their meaning?
- 8) What do you think the Reading is going to be about?

Оценочные материалы для самостоятельной работы обучающегося (типовые задания) (контролируемая компетенция УК-4)

Самостоятельное изучение разделов дисциплины

№ раздела	Вопросы, выносимые на самостоятельное обучение
1	Органы чувств
2	Мозг человека
3	Введение в психологию
4	Психоанализ
5	Бихейвиоризм
6	Когнитивизм
7	Гуманистический подход
8	Социальная психология
9	Клиническая психология
10	Стресс
11	Психотерапия
12	Профессия психолога

Перечень заданий для самостоятельной работы

ЗАДАНИЕ 1. Развитие фонетических навыков

1. Практикуйте произношение следующих звуков:

[b], [p], [g], [k], [t], [t], [s], [d], [z], [s], [c], [f], [v], [w], [d], [g], [h], [l], [m], [n], [n], [z], [r].

2. Прочитайте следующие слова:

[b]: be, born, boy, by

[p]: parent, person, put, up

[d]: doctor, do, hard, deep

[g]: go, get, against

[k]: kind, killer, take

[t]: tall, teacher, pet

[θ]: thanks, both, teeth

[s]: study, sister, breakfast
[z]: zink
[f]: short, she, brush
[f]: father, French, family
[v]: very, voice, five
[w]: well, with, will
[h]: hospital, hostel, has, he
[l]: lady, long, lot, love
[m]: medicine, my, moment, must
[n]: name, morning, Anatomy
[r]: read, relative, parent

3. Найдите информацию в тексте

- 1) Who is Karl Kim? Who is Joy Hirsch?
- 2) Where do they do research?
- 3) What instrument did they use?
- 4) Why did they use this instrument?
- 5) Who was in each group that they studied?
- 6) Which areas of the brain did they look at?
- 7) What was their conclusion about learning a second language?

ЗАДАНИЕ 2. Развитие лексических навыков

4. Прочитайте и переведите текст

The bilingual brain

When Karl Kim immigrated to the United States from Korea as a teenager ten years ago, he had a hard time learning English. Now he speaks it fluently, and recently he had a unique opportunity to see how our brains adapt to a second language. Kim is a graduate student in the lab of Joy Hirsch, a neuroscientist at Memorial Center in New York. He and Hirsch have recently found evidence that children and adults don't use the same parts of the brain when learning a second language.

The researchers used an instrument called a functional magnetic resonance imager to study the brains of two groups of bilingual people. One group consisted of those who had learned a second language as children. The other consisted of people who, like Kim, learned their second language later in life. When placed inside the MRI scanner, which allowed Kim and Hirsch to see which parts of the brain were getting more blood and were thus more active, people from both groups were asked to think about what they had done the day before, first in one language and then the other. (They couldn't speak out loud, because any movement would disrupt the scanning.)

Kim and Hirsch looked specifically at two language centers in the brain — Broca's area in the left frontal part, which is believed to manage speech production, and Wernicke's area, in the rear of the brain, thought to process the meaning of language. Both groups of people, Kim and Hirsch found, used the same part of Wernicke's area no matter what language they were speaking. But their use of Broca's area differed. People who learned a second language as children used the same region in Broca's area for both languages. But those who learned a second language later in life made use of a distinct region in Broca's area for their second language — near the one activated for their native tongue.

How does Hirsch explain this difference? “When language is being hardwired during development,” says Hirsch, “the brain may intertwine sounds and structures from all languages into the same area.” But once that wiring is complete, the management of a new language, with new sounds and structures, must be taken over by a different part of the brain.

A second possibility is simply that we may acquire languages differently as children than we do as adults. “If you watchmothers or family members teaching an infant to speak,” says Hirsch, “it’s very tactile, it’s very auditory, it’s very visual. There are a lot of different inputs. And that’s very different from sitting in a high school class.”

5. Передайте основную идею текста

6. Подбери подходящие слово из слов в рамке

Hemispheres, specializes, information, verbal, rule, memorize, logical, creative, dominant

- 1) Artists are ... people.
- 2) Our brains have two
- 3) The left side of an accountant’s brain is probably
- 4) English spelling ... are very complicated.
- 5) ... people have good language skills.
- 6) Each side of the brain uses ... in a different way.
- 7) The right side of the brain ... in using knowledge it gets from the senses.
- 8) The lawyer gave a ... argument. It made sense.
- 9) It is difficult to ... all the English grammar rules.

1. Определи достоверность утверждений

- 1) __ The human brain has two sides.
- 2) __ Everyone is more right brained than left brained.
- 3) __ The right side of the brain is more creative.
- 4) __ When you solve a math problem, you use your left brain.
- 5) __ Both sides of the brain specialize in the same things.
- 6) __ Artists use their right brain more than engineers do.
- 7) __ When you paint a picture, you use your left brain

2. Определи к какому параграфу можно задать следующий вопрос

- 1) __ Which paragraph describes the left brain?
- 2) __ Which paragraph explains that the human brain is divided into two sides?
- 3) __ Which paragraph discusses the kind of people who are usually left_brained or right brained?
- 4) __ Which paragraph describes the right brain?

3. Соедини слова с их определениями

- | | |
|---------------------|---------------------------------------|
| 1) brain | a) a way of thinking or feeling |
| 2) mind | b) the ability to remember |
| 3) memory | c) an organ of the body that controls |
| thought and feeling | |
| 5) machine | b) the things that are needed for an |
| activity | |

- | | |
|--|--|
| 6) device
needs power (e. g., electricity) | c) a manufactured instrument that |
| 7) insight | a) a way of thinking with formal methods |
| 8) knowledge
and learning | b) understanding that comes from experience |
| 9) logic
the right brain) to understand
something suddenly | c) the power of using one's mind (especially |
| 10) colleague | a) person of equal status or age |
| 11) peer
as another | b) a person who works in the same place |
| 12) co.worker
as another | c) person who works in the same profession |

4. Догадайся значения выделенных слов из контекста

We could take individuals with exactly the same **genetic constitution** (that is, **identical** twins) and raise them in different environments. Or we could take people of clearly different genetic constitutions and **raise** them in identical environments. No matter how important we feel our scientific question is, we cannot simply **pluck** children out of their homes and then systematically **assign** them to different environmental conditions just **for the sake of** an experiment.

ЗАДАНИЕ 3. Развитие грамматических навыков

11. Раскрой глаголы в скобках, используя нужную грамматическую форму

(*To be*) the differences we observe in intelligence due to heredity or to environmental influences? This (*to be*) one of the oldest and most enduring questions in all of psychology. As reasonable as it may sound, the question (*to do*) not have a reasonable answer. At least it (*to do*) not have simple, straightforward answer. As we see, there (*to be*) some evidence that intelligence (*to tend*) to run in families and may (*to be*) due in part to innate, inherited factors. There (*to be*) also data and common sense that (*to tell*) us that a person's environment can affect intellectual, cognitive functioning. After all these years of scientific investigation, why can't we provide an answer to this question?

It (*to do*) not take very long to figure out why such manipulations (*to be*) not possible—at least with human subjects. How could we ever guarantee that any two persons (*to be*) raised in identical environments? How can we ever get many more than two subjects at a time who (*to have*) exactly the same genetic constitution? Even with pairs of subjects, who can decide what kinds of environments each (*to be*) assigned?

12. Прочитай отрывок, подчеркни все глаголы и определи их время

Siamese twins are identical monozygotic twins that during development, due to a genetic anomaly have been conjoined. The egg cell after being fertilized instead of split tong completely, as occurs normally in a case of monozygotic twins, remains partially connected. Conjoined twins take the name “Siamese” in memory of a famous pair of twins: Chang and Eng who originated from Siam (present day Thailand). Chang and Eng lived in the 19th century and at the time very little was known about conjoined twins. Chang and Eng repeatedly inquired about the possibility of separation and consulted many doctors however they always received the same reply. The

doctors refused to perform surgery because they were not sure if the two brothers shared the same venal system. After their death an autopsy was performed and it was then discovered that the twins could have been easily separated because they only shared the same liver. A case of Siamese twins occurs very rarely, at a rate of 1 birth for 100,000 children or 5% of monozygotic twins. Approximately 75% of conjoined twins are stillborn or die within 24 hours of birth. More males than females are conjoined in the uterus, however females are 3 times more likely to survive, resulting in a 70% rate of conjoined twins being.

ЗАДАНИЕ 4. Развитие навыков аудирования

Фонологическое, лексическое, грамматическое аудирование. Коммуникативное аудирование материалов в зависимости от уровня владения языком:

- понимание общего содержания прослушанной информации
- детальное понимание прослушанного,
- восстановление полного текста в письменном виде при многократном прослушивании
- вычленение и понимание определенной информации, ограниченной коммуникативным заданием
- умение, помимо адекватного восприятия и осмысления сообщения, понимать намерения, установки, переживания, состояния и пр. говорящего.

ЗАДАНИЕ 5. Развитие навыков говорения

13. Обсуди следующие высказывания Эйнштейна

- 1) Imagination is more important than knowledge.
- 2) It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
- 3) Do not worry about your difficulties in mathematics. I can assure you that mine are still greater.
- 4) Great spirits have always encountered violent opposition from mediocre minds.
- 5) The whole of science is nothing more than a refinement of everyday thinking.

14. Ответь на каждый вопрос и потом обсуди их со своими одноклассниками

- 1) What types of things are you good at? Make a list.
- 2) What types of things do you find difficult or challenging? Make a list.
- 3) Do you have a good memory? Are you good at memorizing certain things? What types of things are you best at memorizing or remembering? Do you use any “tricks” to help you remember things? What are they?
- 4) Is your mind most active during the morning, during the afternoon, during the evening, or at night? Are you more creative when you are asleep or awake?
- 5) We all use both sides of our brains, but some of us favor one side over the other. The side we favour is called the dominant side. Knowing which side you favour can help you understand a lot about yourself.

15. Составь диалог по теме «Мой самый большой страх»

ЗАДАНИЕ 6. Развитие навыков коммуникативного чтения

17. Прочитайте текст How good is your memory

Q.: What aspects of brain biology interest you?

I have become very interested in the importance of memory in our lives. Most people know that the brain controls how the body works. The brain also controls what the mind thinks, how we feel, how we process information, and how we perceive things. I am interested in how people remember, what they remember, and how they use and improve their memories.

Q.: What can you tell us about memory?

Memory plays an important role in learning and thinking. People have different abilities to remember. Stress, fatigue, emotional problems, and illness can decrease the ability to remember. General good health contributes to good memory. Practice also improves memory. For example, the more math facts you learn, the easier math facts are to learn. The same is true with music. The more songs you listen to and learn, the easier it becomes. People gather and remember information in different ways. Some people remember colors or smells, or sounds. Other people find it easier to remember spoken words while still others remember printed words easily.

Q.: Are there different kinds of memory?

Yes. The two basic categories are long-term memory and short-term memory. Long-term memory is the ability to remember events from the distant past. Long-term memory is often the strongest and lasts throughout a person's life. One kind of long-term memory is called "screen memory." This means that many experiences get put together in the mind as one memory. For example, in your memory you might have only one "picture" of a childhood trip to the doctor's office. This one memory, however, is probably a combination of many trips to the doctor. Short-term memory is the ability to remember events in the recent past, for example the name of someone you met at a party last night. Short-term memory is often challenged by stress, illness, and aging. Many of us have, or have had, grandparents who remember events from their childhood with great accuracy, but are unable to remember what happened yesterday. Most people can only remember seven items in sequence. This is why telephone numbers, for example, are typically seven digits long.

Q.: Are all memories accurate?

No, not all memories are correct, but they all tell us something about the person who is doing the remembering. The memory may tell us what the rememberer likes or dislikes, what he or she wishes, and it may also tell us about his or her fears. The study of memory may also provide information about the health or illness of a person. This is a very exciting frontier in biological science. There is still a lot for us to learn.

Q.: Why is it easier for people to remember some things and more difficult for them to remember other things?

That's a good question. It's easier to remember things that have emotional meaning to you. It's also easier to remember information that you practise and use a lot. Repetition reinforces memory; the more you repeat something, the better you remember it. Some people have very visual memories. That is, they remember things they see. In fact, it is often easier to remember information that comes to us through more one of our five senses.

Ответьте на следующие вопросы:

1. What kinds of memory do you know?
2. What role does memory play in learning?
3. How many different kinds of memory can you name?
4. How do people memorize things?
5. What does memory depend on?

17. Прочитайте следующие утверждения. Скажите верны они или нет

- 1) The state of your health can affect your ability to remember things accurately.
- 2) All people gather and remember information in the same way.
- 3) The two basic kinds of memory are long-term memory and short-term memory.
- 4) Short-term memory is the ability to remember things in the recent past.
- 5) Scientists have already discovered almost everything there is to know about memory.
- 6) The brain controls not only the way the body works but also the way the mind thinks.
- 7) We can learn many things by examining what a person remembers.

18. Прочитайте отрывок и выберите правильный ответ

Retrospective and prospective memories

Consider the everyday tasks of looking up a telephone number and remembering it before dialing or trying to recall the name of someone to whom you have just been introduced at a party. These are tests of retrospective memory, which is traditionally investigated in the laboratory by presenting information that subjects are subsequently required to recognize or recall when prompted by the experimenter. In general, the elderly are significantly impaired on such tasks in comparison with the young.

Subjects in prospective memory tasks are required to execute a planned action at some point in the future. This corresponds to everyday activities such as remembering to remove a cake from the oven or to take medicine every 4 hours. To perform such tasks successfully, subjects must, when the time arrives, a) remember that something has to be done, b) remember what has to be done, c) perform the task, and d) remember later that it has been performed, so that it is not repeated.

Recent evidence suggests that the elderly are considerably less impaired on prospective memory tasks than on retrospective memory tasks in comparison with the young. A differential effect of aging is regarded as important in providing support for the recent suggestion that retrospective and prospective memories are qualitatively distinct aspects of memory.

- 1) The elderly are ... impaired on such tasks in the comparison with the young.
a) essentially c) sufficiently
b) deeply d) significantly
- 2) Subjects in prospective memory tasks are required to ... a planned action at some point in the future.
a) perform c) fulfill
b) execute d) implement
- 3) This ... to everyday activities such as remembering to remove a cake from the oven or to take medicine every 4 hours.
a) relates c) conforms
b) corresponds d) correlates
- 4) Recent evidence suggests that the elderly are considerably less ... on prospective memory tasks.
a) damaged c) spoiled
b) impaired d) weakened

5) A differential effect of aging is ... as important in providing support for the recent suggestion that retrospective and prospective memories are qualitatively distinct aspects of memory.

- a) considered c) believed
- b) regarded d) esteemed

19. Переведите на английский язык

Память—процессы запоминания, организации, сохранения, восстановления и забывания обретенного опыта, позволяющие повторно использовать его в деятельности или возвратить в сферу сознания. Память связывает прошлое субъекта с его настоящим и будущим и является важнейшей познавательной функцией, лежащей в основе развития и обучения. Память лежит в основе любого психического явления. Без ее включения в акт познания ощущения и восприятия будут переживаться как впервые появившиеся, ориентировка в мире и его познание станут невозможными. Личность, ее отношения, навыки, привычки, надежды, желания и притязания — существуют благодаря памяти. Распад следов памяти равноценен распаду личности: человек превращается в живой автомат, способный лишь реагировать на стимулы, действующие в данный момент. Ныне память рассматриваются в контексте других процессов когнитивных. Задача психологии — рассмотреть сущность памяти как проявление личности. По характеру запоминаемого материала можно выделить память зрительную, слуховую и осязательную.

20. Объясни фразу «Genius is 1% inspiration, 99% perspiration»

ЗАДАНИЕ 7. Развитие навыков коммуникативного письма

Формы письменного сообщения: официальное и неофициальное письмо, CV, план, конспект, резюме текста, изложение его содержания с критической оценкой, реферирование и аннотирование.

ЗАДАНИЕ 8. Развитие навыков экстенсивного чтения по специальности

Расширение словарного запаса за счет освоения и использования научной терминологии по специальности в соответствующем контексте. Просмотровое и поисковое чтение текстов повышенного уровня сложности по специальности с последующим заданием на говорение, а именно, презентацией материала по заданной теме, грамотным составлением аннотации, резюме или реферата по тексту.

Оценочные материалы для выполнения эссе по дисциплине (контролируемая компетенция УК-4)

1. Напишите эссе на заданную тему

1. Почему я решил обучаться по специальности Психология?
2. Какой раздел психологи интересует меня больше всего.
3. С кем труднее работать с детьми или со взрослыми
4. Чем отличается психолог ль психотерапевта
5. Возникла ли у вас потребность пойти на прием к психологу,

3. Вопросы к зачету для оценки компетенций по дисциплине «Иностранный язык».

Код компетенции:

Оценочные материалы для коллоквиума

Семестр 1

Коллоквиум №1

1. Read the text and pay attention to the words in bold type.

Answer the following questions.

- 1) What happens when a person blushes?
- 2) Do you think black people blush?
- 3) What types of people blush more?
- 4) What is blushing related to?
- 5) How can you define shy people? What are three theories about shy people?

Shyness and blushing

Blushing is related to general anxiety, when people feel worried and nervous about what is going to happen. Shy people blush because they are always worried about what others think of them. They don't have any confidence in themselves. Shy people are anxious about themselves all the time. They can't think about other people's feelings very much because they are too worried about themselves and what others are thinking about them. They think other people are more intelligent and can do everything better. They think other people are more **attractive** and more popular. They believe others have more knowledge. How do you feel when you realize you just gave a stupid answer in class? Or how would you feel if you were in the cafeteria, you dropped your dishes, and everyone **stared** at you when they heard the loud crash? You would feel embarrassed.

When you are embarrassed, you want to sink through the floor so no one can see you. If you are really unlucky, you also blush. Your face gets red as a beet, and you can't do anything about it. It seems to stay red forever. People stare at you even more, and you feel even more embarrassed. Why do people blush? Not much research has been done on it. Psychologists say that people of all skin colors blush. Women blush more than men, and young people blush more than older people. Some people blush only a few seconds, but the blush can appear and disappear for five or ten minutes in other people. Usually only the face or upper part of the body blushes come very shy if they have to deal with people from a different social class, or if they have to work with more intelligent or more skilled people. Shy people get very anxious when they don't know how to act in situations that other people think are just ordinary. They feel inferior and want to **get out of** the situation.

Everything that shy people do with other people is difficult for them. Two researchers asked hundreds of men and women what made them most anxious. They said going to a party with strangers was the worst. That was even worse than having to give a speech or have an interview for a new job. They also felt unhappy when people asked them **personal** questions in public or when they talked to someone in a superior position. Young people were anxious when they met the parents of a date. The first day on a new job was also hard for shy people. Shy people behave differently from more confident people. They don't want to complain about bad service in a store or restaurant. They don't make suggestions or **volunteer** to do things. They avoid social gatherings. They usually speak in a low voice.

Some shy people have physical reactions when they have to face one of these situations. Their hands get cold and moist or shaky, their mouth gets dry, they break out in a cold sweat, and their heart beats faster. They might have butterflies in their stomach, or feel **nauseated**.

There are three theories about why people are shy. One theory says that a person inherits shyness from the parents, that is, the person is born with this personality characteristic because the parents were shy. Another theory is that shy people never learned how to act with other people because no one ever taught them social skills.

The third theory says that shy people learned to be shy when they were children because their parents didn't encourage them to be more confident. The parents probably comforted them and gave them extra attention when they acted shy, so the children learned that being shy was a good way to get extra love and attention. Now researchers say that **apparently** all three theories are true. A study at Harvard University showed that even some **infants** acted shy when they were faced with something new and strange. They became silent and their heartbeat changed. Other infants were not afraid when faced with something **unfamiliar**, and their heartbeat didn't change. They appeared to have more confidence.

This seems to prove that some of these infants **inherited** shyness; they didn't learn it. These children were observed again when they were in kindergarten. None of the nonshy children had become shy. A few of the shy ones were less shy; apparently their parents had helped them learn to be more confident. Most of these children who had become more confident were boys. Shy people have **exaggerated** feelings about themselves. They are very concerned about their outward behavior, their feelings of self-consciousness, and their physical symptoms of shyness. They are so anxious about themselves that the feelings of others don't touch them. They think everyone else is very self-confident. Obviously, no one is completely self-confident about their babies.

2. Match the words with their definitions.

- | | |
|--------------|---------------------------------|
| 1) nervous | a) length of time |
| 2) period | b) at the same time |
| 3) habit | c) stage |
| 4) meanwhile | d) act in response to something |
| 5) fever | e) grind |
| 6) pregnant | f) hit |
| 7) location | g) watch |
| 8) strike | h) die in water |
| 9) react | i) anxious |
| 10) drown | j) usual action |
| 11) solar | k) high body temperature |
| 12) observe | l) of the sun |
| | m) place |
| | n) going to become a mother |

3. True or false?

- 1) ___ Blush means about the same as embarrassed.
- 2) ___ Young people blush more than old people.
- 3) ___ Shy people don't have confidence in themselves.
- 4) ___ Shy people worry about others because they think maybe they are shy too.
- 5) ___ Nonshy people are usually more physically attractive than shy people.
- 6) ___ For a shy person, giving a speech is sometimes worse than going to a party with strangers.

- 7) __ Nausea is a physical reaction.
- 8) __ It appears that some individuals learn to be shy as children.
- 9) __ Shy people can learn to have more confidence in themselves.
- 10) __ Shyness is inherited.
- 11) __ Most people never suffer from shyness.

4. Talking points

- 1) What happens when a person blushes?
- 2) Why does blushing make someone feel even more embarrassed?
- 3) Why don't shy people think about the feelings of others?
- 4) What do they think about others in comparison with themselves?
- 5) What did shy people say was the most difficult thing to do?
- 6) Which situation in paragraph 6 would make you the most anxious?
- 7) What are some physical conditions caused by shyness?
- 8) Why does the study of shy infants seem to prove that they inherited shyness?
- 9) Name two situations shy people would probably like to get out of.
- 10) Is it easy for a shy person to talk in class? Why?

Коллоквиум №2

1. Read the interview and find the answers to the questions below.

- 1) What can the analysis of someone's handwriting show?
- 2) How is the analysis done?
- 3) What's a stroke?
- 4) What does your body language show about you?
- 5) When was the system invented?
- 6) People of what nationalities contributed to the development of the system?
- 7) Who uses handwriting analysis? What can it be applied for?

Handwriting analysis

Ellen Shepherd is a handwriting analyst. The author asked her questions about this interesting subject in an interview. In this report of the interview, P.A. stands for the author's name and E.S. are Ms. Shepherd's initials.

P.A.: I've heard about handwriting analysis, but I don't know much about it. Could you explain what it is?

E.S.: It's a scientific system which analyzes someone's handwriting. The analysis shows the person's personality and character — what kind of person this individual is. The handwriting shows if the person is honest or dishonest, gets angry easily or stays calm, has a good memory or forgets easily. We can tell when people's feelings have a strong effect on their thinking, or if they usually think logically. We can tell if the person has a lot of friends and likes to spend time with them, or if he likes to be alone most of the time. We can even tell when people are shy. They're so afraid of other people that they spend most of their time alone when they'd really like to be with others.

P.A.: That's amazing! But you've given a list of the opposites. Most people are somewhere in the middle, or they act differently in different situations. For example, someone might get very angry about something important but just a little angry about something else. Can you tell about degrees of anger or laziness or other characteristics?

E.S.: Yes, we can. We can score this person from one to ten on how angry she gets. We can also tell if she often feels angry inside even though she appears to be calm. We can do the same thing for other feelings and characteristics. For example, we can tell to what degree people work carefully, or if they're sometimes lazy and careless.

P.A.: How do you do this analysis?

E.S.: First I have them write about two pages on unlined paper. Then I look at how they make each stroke of the letters.

P.A.: What's a stroke?

E.S.: In general, a stroke is the part of a letter that leaves or returns to the base line. The cross on a t and the dot on an are also strokes.

P.A.: Do you mean you can look at the way I cross my t's and dot my i's and tell what kind of person I am?

E.S. (*laughing*): Of course not. I have to analyze the whole two pages of writing. I divide the parts of the letters into zones. Letters like f, h, and i go into the upper zone. This zone shows people's imagination, ideas, and how they think about the future. All letters have parts in the middle zone. This zone shows how people think and feel about the present and reality, and their feelings about other people. Letters like f, g, and p go into the lower zone. This zone shows how people feel about the past, if they're quick to take action, and what their biological needs are. For example, food is very important to some people. Others are not interested in food at all, as long as they have enough to eat.

P.A.: It's hard for me to believe that you can get all that information about a person just from handwriting.

E.S.: People talk about body language. The way you hold and move your body shows a lot about what kind of person you are. For example, if you hold your head down a lot, you're probably shy. The way you write is much more complicated than the way you hold your body, so it gives a lot more information. Research shows this.

P.A.: Is handwriting analysis something new?

E.S.: An American teacher, M. Bunker, invented this system in 1913, but even the ancient Chinese, Greeks, and Romans noticed that personality showed in handwriting. In the 1600s an Italian started to develop a system, and 200 years later the French were working on one. Today in Europe, anyone who is studying to be a teacher or a psychologist has to study handwriting analysis.

P.A.: Who uses handwriting analysis?

E.S.: Some companies use it when they hire people to work for them. They want to know if they'll be good, honest workers. Police use it to try to understand criminals better. Some - times an individual wants an analysis to help decide what kind of job is best for him or her. These are just a few examples.

P.A.: There's something else I'm wondering about. When we go to school, we all learn to write the same way.

E.S.: I know what you're thinking, but everyone writes differently. There is about one chance in 68 trillion that two people will write exactly the same.

P.A.: And there aren't even that many people in the world! So far we've talked about European languages and our alphabet. What about analyzing Arabic or Japanese?

E.S.: I don't think anyone has developed a system for any other alphabets, but since everybody writes differently, handwriting analysis should work for any alphabet.

P.A.: This has been very interesting, and I've learned a lot. Thanks for explaining it all to me.

E.S.: Thank you for interviewing me. If anything is unclear, just call me.

2. Complete the sentences using the words from the boxes.

a) *Honest, score, exactly, system, interviews, initials, psychologist, character, stroke, biological, shy, analyze*

- 1) What ... do you need on the TOEFL test in order to enter Harvard University?
- 2) No two individuals are ... alike, not even twins.
- 3) Companies try to hire ... people. They try to hire people with a good ...
- 4) England has one ... of government. America has another.
- 5) Dr. Barnes is a child He helps children who have problems in their lives.
- 6) Susan is five years old and very She hides behind her mother when people talk to her.
- 7) Television news programs often have ... with famous people.
- 8) It is nice to have a lot of money, but it isn't a ... need.
- 9) Dr. Gomez will use her computer to ... her research.

b) *Stand for, personality, strokes, calm, honest, invented, initials, zones, as long as, hire, imagination, system*

- 1) The ... of the author of this book are P. A.
- 2) Mike has a very nice He is friendly to everyone.
- 3) Some people will travel anywhere ... they don't have to fly.
- 4) Japanese write with a lot of short ...
- 5) Ms. Davis tried to stay ... even though she was very worried about her daughter.
- 6) Cities in many countries have ... for the postal system. Each one has a number.
- 7) What does U.S. ...? The United States.
- 8) The Bakers are going to ... someone to do their domestic work.
- 9) The person who ... the typewriter had a wonderful idea.
- 10) A handwriting analyst can tell if a person has a good ...

3. True or false?

- 1) ___ The analysis of handwriting shows a person's character.
- 2) ___ An analyst can tell if a person is afraid to try new things.
- 3) ___ An analyst can score a person on how logically he thinks.
- 4) ___ The analyst looks at about two lines of writing.
- 5) ___ The letter y goes into the upper zone.
- 6) ___ The upper zone shows if a person can draw or write well.
- 7) ___ The lower zone shows how people feel about the present.
- 8) ___ A teacher invented a system to analyze handwriting.
- 9) ___ Handwriting analysis can help you choose a profession.
- 10) ___ It is probably possible to analyze Chinese handwriting.

4. Talking points

- 1) Tell three things that a handwriting analyst can find out from a person's handwriting.
- 2) What does shy mean?
- 3) How does the analyst analyze the writing?
- 4) What zones is the letter b in?
- 5) What does the middle zone show?
- 6) What is body language?
- 7) How could handwriting analysis help you choose a profession?

- 8) What area of the world takes handwriting analysis the most seriously?
- 9) Do you think an analyst can tell a people's character from their handwriting? Give your reasons.
- 10) Do you think handwriting analysis is a science? Give your reasons.

Коллоквиум №3

1. Read and pay attention to the words in bold type. Find the answers to the questions below.

- 1) What are different kinds of headaches?
- 2) What is meant by "change in vision"?
- 3) What headaches are called migraine?
- 4) What are cluster headaches?
- 5) What is a muscle headache caused by?
- 6) When does the muscle headache start and get worse?
- 7) How do doctors treat headaches?
- 8) What might stop the headache?
- 9) How can a change in diet help?
- 10) What can a headache signal?

Headaches

Some little man is inside your head, pounding your brain with a **hammer**. Beside him, a rock musician is playing a **drum**. Your head feels as if it is going to explode. You have a headache and you think it will never go away.

Although it may feel like it, a headache is not a pain in your brain. Your brain tells you when other parts of your body hurt, but it can't actually feel pain. Most headaches happen outside your skull, in the nerves, blood vessels, and muscles that cover your head and neck. Sometimes the muscles or blood vessels swell, which means they get larger.

They also can tighten or go through other changes that stimulate or put pressure on the surrounding nerves. The nerves send a rush of pain messages to your brain, and you end up with a headache. Doctors say there are several kinds of headaches. Each kind begins in a different place and needs a different treatment. One kind starts in the arteries in the head. The arteries **swell** and send pain signals to the brain. Some of these headaches start with a change in **vision**. The person sees wavy lines, black dots, or bright spots in front of the eyes. This is a warning that a headache is coming. The headache occurs on only one side of the head.

The vision is blurred and the person may vomit from the pain. These headaches, which are called migraine headaches, are more frequent in women than in men. Sleep is the best cure for them. Cluster headaches, which also start in the arteries, are called cluster headaches because they come in clusters or groups for two or three months. Then there are no more for several months or even years. A cluster headache lasts up to two hours and then goes away. At the beginning of the headache, the eyes are red and watery. There is a **steady** pain in the head. When the pain finally goes away, the head is **sore**. Men have more cluster headaches than women do. The muscle headache, which starts in the muscles in the neck or **forehead**, is caused by tension. A person works too hard, is nervous something, or has problems at work, at school, or at home. The neck and head muscles become tense, and the headache starts. A muscle headache usually starts in the morning and gets worse as the hours pass. There is a steady pain, pressure, and a bursting feeling.

Usually aspirin doesn't help a muscle headache very much. About 40 per cent of all headaches start in the head and neck muscles. Another 40 per cent start in the arteries. How do doctors treat headaches? If a person has frequent headaches, the doctor first has to decide what

kind they are. Medicine can help, but there are other ways to treat them. The doctor asks the patient to analyze his or her daily living patterns.

Headache triggers such as eating certain foods, being stressed out, or not getting enough sleep are much more likely causes of headaches. Or sometimes, there's no obvious reason at all. A change in diet or an increase in exercise might stop the headaches. If the patient realizes that difficulties at home, at work, or at school are causing the tension, it might be possible to make changes and decrease these problems. Psychological problems and even medicine for another **physical** problem can cause headaches. The doctor has to discuss and analyze all these patterns of the patient's life. A headache can also be a signal of a more serious problem. Everyone has headaches from time to time. If they continue over several days, or keep **recurring**, it is time to talk to a doctor. There is no magic cure for headaches, but a doctor can help control most of them because of recent research.

2. Match the opposites.

- | | |
|------------|---------------|
| 1) fiction | a) point |
| 2) scatter | b) import |
| 3) active | c) nonfiction |
| 4) fact | d) unclear |
| 5) obvious | e) microscope |
| 6) last | f) run out |
| 7) export | g) gather |
| 8) loose | h) increase |
| 9) fast | i) inactive |
| 10) lessen | j) theory |
| | k) feast |
| | l) tight |

3. Comprehension check

- 1) When someone sees black dots or wavy lines, this is a change in ...
a) blurring b) clusters c) vision
- 2) A migraine headache causes ...
a) blurred vision b) red and watery eyes c) a bursting feeling
- 3) ... is the best cure for migraines.
a) Sleep b) Aspirin c) Arteries
- 4) ... have more of the kind of headache that leaves the head sore.
a) Women b) Men c) Older people
- 5) A ... headache usually starts in the morning and gets worse.
a) migraine b) cluster c) muscle
- 6) Tension causes a ... headache.
a) migraine b) cluster c) muscle
- 7) The muscle and the ... headache are the most common.
a) migraine b) cluster c) warning
- 8) Medicine is ... headaches.
a) the best treatment for b) not usually helpful for c) one way to treat
- 9) A change in a patient's life patterns can ...
a) help cure headaches b) cause headaches c) both a and b

4. Talking points

- 1) Describe a migraine headache.
- 2) Describe a cluster headache.
- 3) Describe a muscle headache.
- 4) Which kind of headache affects more women than men?
- 5) What are some things that can cause a muscle headache?
- 6) If you have a headache, will aspirin help?
- 7) Why does a doctor analyze the life patterns of a headache patient?

2 семестр

Коллоквиум №1

1. Read the text and find the answers to the following questions:

- 1) What does REM stand for?
- 2) What does NREM stand for?
- 3) How long does an average person spend sleeping?
- 4) How many periods of REM does an average person have a night?
- 5) What are nightmares?
- 6) What do you know about sleepwalking?

Sleep and dream

“Oh sleep! It is a gentle thing, Beloved from pole to pole.” Samuel Taylor Coleridge, a famous British poet, wrote these words over a hundred years ago. Most people would agree with him. Sleep is very important to humans; the average person spends 220,000 hours of a lifetime sleeping. Until about thirty years ago, no one knew much about sleep. Then doctors and scientists began doing research in sleep laboratories. They have learned a great deal by studying people as they sleep, but there is still much that they don't understand.

Scientists study the body characteristics that change during sleep, such as body temperature, brain waves, blood pressure, breathing, and heartbeat. They also study **rapid eye movement** (REM). These scientists have learned that stretched out. Then, within another half hour, you reach REM sleep. This stage might last an hour and a half and is the time when you dream. For the rest of the night, REM and NREM alternate. Body movement during sleep occurs just before the REM stage. The average person moves about 30 times during sleep each night. Sleep is a biological need, but your brain never really sleeps. It is never actually blank. The things that were on your mind during the day are still there at night. They appear as dreams, which people have been discussing for centuries. At times people believed that dreams had magical powers or that they could tell the future.

Sometimes **dreams** are terrifying, but they are usually a collection of scattered, confused thoughts. If you dream about something that is worrying you, you may wake up startled – sweating, and with a rapid heartbeat. It is possible that dreams have a positive effect on our lives. It may be that during a dream the brain can concentrate on a problem and look for different solutions.

Researchers say that normal people may have four or five REM periods of dreaming a night. The first one may begin only a half hour after falling asleep. Each period of dreaming is a little longer, the last one lasting up to an hour. Dreams also become more intense as the night continues. Nightmares usually occur toward dawn.

People dream in color, but many don't remember the colors. Certain people control some of their dreams. They make sure they have a happy ending. Many people talk in their sleep, but it is usually just confused half sentences. They might feel embarrassed when someone tells them they were talking in their sleep, but they probably didn't give away any secrets. Sleepwalking is most common among children. They usually grow out of it when they are adolescents. Children don't remember that they were walking in their sleep, and they don't usually wake up if the parent leads them back to bed. Some people have the habit of grinding their teeth while they sleep. They may wake up with a sore jaw or a headache, and they can also damage their teeth. Researchers don't know why people talk, walk, or grind their teeth while they are asleep.

There are lots of jokes about snoring, but it isn't really funny. People snore because they have trouble breathing while they are asleep. Some snorers have a condition called sleep apnea. They stop breathing up to 30 or 40 times an hour because the throat muscles relax too much and block the airway. Then they breathe in some air and start snoring. This is a dangerous condition because if the brain is without oxygen for 4 minutes, there will be permanent brain damage. Sleep apnea can also cause irregular heartbeats, a general lack of energy, and high blood pressure.

Most people need from 7.5 to 8.5 hours of sleep a night, but this varies with individuals. Babies sleep 18 hours, and old people need less sleep than younger people. If someone continually sleeps longer than normal for no apparent reason, there may be something physically or psychologically wrong. You cannot save hours of sleep the way you save money in the bank. If you have only 5 hours of sleep for three nights, you don't need to sleep extra 9 hours on the weekend. And it doesn't do any good to sleep extra hours ahead of time when you know you will have to stay up late.

What should you do if you have trouble sleeping? Lots of people take sleeping pills, but these are dangerous because they are habit-forming. If you take them for several weeks, it is hard to stop taking them. Doctors say the best thing is to try to relax and to avoid bad habits. If you always go to bed and get up at about the same time, this sets a rhythm in your life. Caffeine keeps people awake, so don't drink caffeine drinks in the evening. Smoking and alcohol can also keep you awake. You may have trouble sleeping if you have a heavy meal just before you go to bed. Eat earlier in the evening.

You may also have trouble sleeping if you have a problem or something else on your mind. This is when you need to relax. As you lie in bed, tense the muscles in your feet and then relax them. Continue up the body, tensing and relaxing the muscles until you reach the head. Start with the feet again if you are still tense. Then remember some pleasant experience you had and relive it. If you are thinking about a problem or about something exciting that is going to happen the next day, get up and write about it. That will help take it off your mind. You can also get up and read or watch television. Be sure to choose a book or show that is not too exciting, or you may get so interested that you won't want to go to sleep even when you feel sleepy. Sleep is important to humans. We spend a third of our lives sleeping, so we need to understand everything we can about sleep. Sleep well! Sweet dreams!

2. Comprehension check

a) Answer the following questions.

- 1) How have researchers learned about sleep?
- 2) What does REM mean?
- 3) At what stage of sleep do people move around?
- 4) How do dreams change as the sleep period continues?

- 5) Why do people feel embarrassed if they talk in their sleep?
- 6) Can sleepwalking be dangerous? Give a reason for your answer.
- 7) Why do some people grind their teeth while they sleep?
- 8) How can sleep apnea cause brain damage?
- 9) Name three things that can keep you awake.
- 10) How does a problem keep you from sleeping?

b) True or false?

- 1) ☐ We spend about a third of our lives sleeping.
- 2) ☐ Researchers now understand nearly everything about sleep.
- 3) ☐ NREM sleep comes before the REM stage.
- 4) ☐ After the three stages of NREM, REM lasts the rest of the night.
- 5) ☐ Dreams occur during the REM stage, but the brain is normally blank the rest of the time.
- 6) ☐ A dream about an unhappy event can change your heartbeat.
- 7) ☐ Nightmares occur early when dreams are short.
- 8) ☐ People dream in colour.
- 9) ☐ Sleep apnea is the cause of some snoring.
- 10) ☐ It is a good idea to sleep a few extra hours on the weekend if you know you have a lot of work to do the next week.
- 11) ☐ Five or six hours of sleep are enough for some people.
- 12) ☐ The best thing to do when you have trouble sleeping is to take sleeping pills.

1. Read the passage and complete it with the correct verb forms.

Insomnia complaints

There *(to be)* a dual problem in addressing the insomnia complaints of older adults. First, geriatric insomnia *(to be)* particularly troublesome. Compared with insomnia in middle-aged persons, it *(to be)* more common, more neglected by clinicians, and more refractory. Second, seniors *(to consume)* disproportionately large amounts of hypnotic medication and *(to be)* more vulnerable to their side effects than younger persons. Insomnia prevalence in older people often *(to exceed)* 25%, and these same surveys *(to find)* 30—50% higher rate than in younger samples. Despite its common occurrence, efficient psychological treatments for geriatric insomnia *(to be)* slow to materialize. Our comprehensive review of psychological interventions for insomnia *(to complete)* a few years strongly *(to confirm)* this conclusion. At that time, the salient literature *(to contain)* 57 studies, only 3 of which *(to focus)* on insomnia in seniors.

Answer the question: What would you do if you had trouble sleeping?

Коллоквиум №2

1. Read the text and find the answers to these questions:

- 1) What is daydreaming?
- 2) What is a recurring dream?
- 3) Do you believe that dream symbols have a meaning?
- 4) Can you guess the meaning of the word chasing?

The secrets of your dream

Why do we “waste” one third of our life, sleeping? Why do we scare ourselves dreaming? These are just a few among the myriad of questions.

Many psychologists believe that dreams are a window into the subconscious. They believe that dreams reveal people’s anxieties and obsessions. We all dream every night, although some

people say they do not. This means that they do not remember their dreams, not they haven't dreamed. The dream we have at night when we are sleeping tell us about our lives when we are awake. One of the commonest dreams is the dream of flying. Flying symbolizes breathing, or being alive, so if you enjoy the flight, it means that you are well and happy. However, if there's a problem with flight — for example, a plane crashes — that means you are worried about the future. Another kind of dream which maybe symbolizes anxiety is the dream of being chased. Sometimes people dream that someone is chasing them down a long corridor.

This normally means that they are in a difficult situation in their lives. However, if in their dream there is light at the end of the corridor, it means they are basically hopeful about the future.

Other common dream symbols are fire, climbing, and water. Fire is a strong force in a dream, and so it symbolizes your physical and emotional strength. If you can put out the fire, it means you have control of your emotions. Climbing is associated with ambition. You want to be the best at something, pass a test, be the most popular person. If the climb is an easy one, it means you have to work hard to get what you want. If it is a hard climb, it means you have to work hard to get what you want. All water is associated with the emotions, and the sea symbolizes your relationship with your mother. If you are calmly swimming it means you have a good relationship with your mother. We don't remember most of our dreams, but sometimes a particular dream stays in our minds for days, or maybe even weeks. Have you ever had a nightmare you can't forget? Have you ever dreamt about the same thing night after night?

We don't only dream at night — we also dream during the day. We daydream when we are sitting on the bus, at our desks, or waiting for someone to arrive. When we daydream, we make up stories about ourselves, or imagine ourselves in a different place or situation. We think about where we'd really like to be, and what we'd like to be doing.

Do you dream about the future? Do you think about what you would like to be or do when you're older? Most people do. But most people's dreams for the future change as they get older. Have your dreams always been the same, or have they changed? The following are the actions and objects typical dream images. Have you ever had dreams like these: climbing, crashing, driving, drowning, falling, flying, running away, walking, corridor, darkness, flood, mountain, plane, room, and vehicle?

Describe your dreams using the following adjectives: frightening, strange, pleasant, unpleasant, and anxious.

Many people believe that dream symbols have a meaning. A mountain means a problem or difficulty. Falling is associated with fear, worry, and anxiety. It means that you are afraid that you will fall. So falling off a mountain symbolizes a problem you do not think you can solve.

1. Here are two dreams, read about them and answer the questions.

Mandy: I've often dreamt that someone is chasing me. It's recurring dream. Last time I had it, I was going to school because we had a test that day. As I went inside the school, something followed me in. I knew it was something horrible, so I started running down the corridor. I ran and ran, but it was still there. Suddenly I saw a light at the end of the corridor. Then I woke up. The dream was really frightening.

Kevin: Last week, I dreamt I was flying to Ankara to see my cousin. Then, suddenly the plane began to fall from the sky. I saw the earth getting nearer and nearer. I closed my eyes and screamed. Then I woke up. What a nightmare!

- 1) Whose dream symbolizes anxiety and a difficult situation?
- 2) Whose dream symbolizes breathing and being alive, but also

anxiety about the future?

КОЛЛОКВИУМ №3

1. Read the text and find the answers to the following questions.

- 1) Do you think people who talk to themselves crazy?
- 2) What are the most typical places where people talk to themselves?
- 3) Among normals people who easily talk aloud are: _____, _____, _____, _____.
- 4) How does talking aloud help in different situations?
- 5) The article Talk to yourself also touches upon the topic of stress. What are some situations in which you might talk to yourself to reduce stress?

Talk to yourself

Look who's talking to themselves: just about everyone. So you talk to yourself. Does that make you crazy? Not at all. In fact, it may help you stay sane. Talking to oneself is such a natural human activity that almost everyone does it, according to this article.

There are many reasons why people talk to themselves: to clarify a thought, release angry feelings, rehearse future conversations, and even scold themselves for past mistakes. Alone in a room, some people say a prayer. Alone in a shower, some people sing. Seated at an uncooperative computer, many have been known to swear, threaten, or otherwise psychologically abuse their disobedient machine. But even if you do all of the above, don't panic. You are not only sane; you are actually typical.

To support her claim that the average person is a "mumble mouth," the author of this article cites evidence from many sources. For members of the silent minority — those who don't talk to themselves and doubt that most other people do — the author offers testimony from psychologists (the experts) and from ordinary people (whom the skeptical reader might be more willing to believe).

Do you talk to yourself? Never? I'll bet you denied it aloud. Why not just admit it? Almost everybody does it at one time or another. Psychologist Thomas Brinthaup admits he does, and is quite OK with it. That's one reason he is studying the topic. "Talking to one's self is an experience we all share," he says. "It is tied to our everyday functioning as adults." All but one of the 102 college students he surveyed at Tennessee State University confess to having muttered aloud to themselves under some circumstances. Frequent places cited: in a car, alone in one's room, at work, in the shower. Brinthaup does it in his office — with the door closed, stuck behind a slow driver or working on his computer.

Stress makes him babble. "I find I'm talking to myself more in the last two weeks, maybe from sleep deprivation. We have a 2-week-old baby," he says. The computer age is breeding a whole new generation of mumblers: "All of these thoughts run through my head at the computer. And if things are not going right, I'll swear at it." In the car, his musings are about "things I have to remember to do. And I might pray a little bit aloud.

I'm not really religious, but there is solitude, a time to talk to God a bit."

Psychologist Shirley Sanders talks to Aristotle instead via her computer. "Sometimes I get blocked in my writing, and I think it through aloud." She even has Aristotle programmed to respond — with helpful comments and reminders to take deep breaths to alleviate frustration. And she is quite sure she is not bonkers. "We all talk to ourselves. Some do it in their heads, some talk out loud. It's a matter of style and preference, and both are appropriate," says Sanders.

Brinthaup considers talking behavior part of a continuum, from talking internally to talking aloud. So does psychologist Alan Entin, "Talking to yourself is just thinking aloud. It's a way of

problem solving, of answering your own questions, arguing with yourself, seeing different points of view. So don't worry about being crazy."

"We readily use private speech as kids," Brinthaupt says. "As we mature, the habit doesn't disappear but goes underground, and resurfaces from time to time." Among the "normals" he cites, who talk easily aloud:

- **thinkers.** People who like to think about things, contemplate mysteries, solve problems and puzzles. And people who are concentrating intensely, as a way to keep themselves on task.

- **athletes.** Many athletes psyche themselves up out loud before and during the fray of competition.

- **perfectionists.** People who lecture themselves when they miss the mark, "I could have got an A if I had studied harder."

- **those with low self_esteem.** They berate themselves: "You dummy! How could you have forgotten the keys!"

A common reason for us all to self talk is to rehearse something, asking a boss for a raise, for example. Others review aloud something that has just happened to do better next time. It's something like a replay, "Why did I say that? In the future, I'll put it this way." We also "self regulate" by talking aloud, give ourselves commands, directives, tell ourselves what to do next.

Contrary to what most think, talking aloud is a way of preserving our mental health. We burst forth spontaneously; if we didn't have that outlet, we'd be in trouble. So feel free, mumble mouth.

2. After reading the article and looking up the meanings of words that are new to you, circle the best word to complete each of the following statements.

1) People may (*commit, contemplate, admit, deny*) that they talk to themselves because they think it is embarrassing to (*admit, deny, experience, review*) it.

2) When people talk to themselves, they often speak quietly. Therefore, the author of this article describes the habit as (*musings, mumbling, lecturing, functioning*).

3) Some people like to think about mysteries and puzzles and try to solve them. They like to (*contemplate, concentrate, cite, survey*) difficult matters.

4) People sometimes talk to themselves while driving alone in a car because (*competition, behaviour, solitude, embarrassment*) encourages talking to oneself.

5) Where are people most likely to talk to themselves? Some of the common places (*psyched, sited, cited, slighted*) in this article were the privacy of a car, one's own room, or one's private office.

6) Some people self.regulate their behavior by giving themselves orders, also called (*solitude, directives, frustration, and replays*).

7) People who don't have much confidence in themselves have low (*self_esteem, self_regulation, self_awareness, self_reliance*).

8) People sometimes talk to themselves to decrease or (*deprive, survey, alleviate, contemplate*) frustration.

9) Before asking the boss for a raise, some people (*replay, rehearse, admit, block*) the request they are going to make.

10) Athletes sometimes talk aloud during the (*solitude, replay, babble, fray*) of competition.

3. Discuss the meanings of the homonyms *sight*, *cite*, and *site*. Identify the part of speech of each word — noun, verb, or both. Then use one of these three words to complete each of the following sentences. Add third_person singular endings or plural endings where they are needed.

- 1) The author of this article ... many examples of times when people mumble to themselves.
- 2) That man is alone in his car, and he is talking to himself. What a funny ...!
- 3) Why do you think Thomas Brinthaupt chose a college campus as the ... of his study?
- 4) When you did your research paper, did you ... a lot of sources for the information?
- 5) Did you ... the North Star in the sky last night?

3 семестр

Коллоквиум №1

1. Read three articles on the topic. Find the answers to the questions.

- 1) Article 1 mentions four general causes of stress. One of them is fear. Try to guess what the others might be.
- 2) Discuss the sources of stress in your life. What makes you feel angry, hostile, depressed, or nervous? What do you do to make yourself feel better?
- 3) Look for the major causes of stress mentioned in the articles. Did you guess some of them before you read the article?
- 4) In articles 1 and 2, note the bodily responses that are related to stress.
- 5) What are NICE factors?
- 6) What does FUD stand for?

Learn to lighten up and live longer

Who is more stressed out — the Asian teenager or the American teenager? Surprise! The American teen wins this contest, hands down. According to a recent study, almost three quarters of American high school juniors said they felt stress at least once a week, some almost daily. Fewer than half of Japanese and Taiwanese eleventh graders reported feeling stress that often. The phenomenon of stress is just one example of the constant interaction between mind and body. And the influence of one upon the other can be either positive or negative. What can the mind do to the body? Studies have proved that watching funny movies can reduce pain and promote healing. Conversely, worry can give a person an ulcer, high blood pressure, even a heart attack.

The mind and body work together to produce stress, which is a bodily response to a stimulus, a response that disturbs the body's normal physiological balance. Stress is not always bad. For example, a stress reaction can sometimes save a person's life by releasing hormones that enable a person to react quickly and with greater energy in a dangerous situation. In everyday situations, too, stress can provide that extra push needed to do something difficult. But too much stress often injures both the mind and the body. How can stress be kept under control?

“Learn to lighten up and live longer” has several good suggestions. “Translating blushes, belches and other body language” also deals with ways to control the physical responses to stress. If you often feel angry and overwhelmed, like the stress in your life is spinning out of control, then you may be hurting your heart.

And if you don't want to break your own heart, you need to learn to take charge of the areas of your life you can — and recognize that there are many things beyond your control.

So says Dr. Robert S. Eliot, author of a new book *From Stress to Strength: How to Lighten Your Load and Save Your Life*. He's a director of the Institute of Stress Medicine and clinical professor of medicine at the University of Nebraska.

Eliot says there are people in this world whom he calls "hot reactors." For these people, stress may cause dramatic and rapid increases in their blood pressure. "Your brain writes prescriptions for your body," says Eliot. "There are people who write prescriptions like they are fighting saber-toothed tigers 20 to 30 times a day. They are hot reactors. Those people are walking time bombs because they can look cool as a cucumber on the surface and are as hot as chili peppers underneath."

Hostile people activate their fight-or-flight response more intensely and more frequently during the course of everyday life than other people do. They respond to petty annoyances like supermarket lines, traffic jams and children who don't clean up their rooms as though it were a threat to life and limb. Studies show that hostility is bad for health. In patients who have heart disease the emotion of anger can cause the heart function to deteriorate.

Eliot says researchers have found that stressed people have higher cholesterol levels, among other things. "We've done years of work in showing that excess alarm or stress chemicals like adrenaline can literally rupture heart muscle fibers. When that happens it happens very quickly, within five minutes. It creates many short circuits, and that causes crazy heart rhythm. It beats like a bag of worms instead of a pump. And when that happens, we can't live."

Eliot, 64, suffered a heart attack at age 44. He attributes some of the cause to stress. For years he was a "hot reactor." On the outside, he was cool, calm and collected but on the inside stress was killing him. He's now doing very well.

The main predictors of destructive levels of stress are the FUD factors — fear, uncertainty and doubt — together with perceived lack of control, he says. People who are unassertive or people pleasers also often get angry. They say yes all the time when they really want to say no. All of the sudden they get mad and they resent the system. For many people, the root of their stress is anger, and the trick is to find out where the anger is coming from. "Does the anger come from a feeling that everything must be perfect?" Eliot asks. "That's very common in professional women. They feel they have to be all things to all people and do it all perfectly. They think, I should, I must, I have to." Good enough is never good enough. Perfectionists cannot delegate. They get angry that they have to carry it all, and they blow their tops. Then they feel guilty and they reset the whole cycle. Others are angry because they have no compass in life. "And they give the same emphasis to a traffic jam that they give a family argument," he says. "If you own anger for more than five minutes — if you stew in your own juice with no safety valve — you have to find out where it's coming from. What happens is that the hotter people get physiologically with mental stress, the more likely they are to blow apart with some cardiovascular problem."

One step to calming down is recognizing you have this tendency. Learn to be less hostile by changing some of your attitudes and negative thinking.

Eliot recommends taking charge of your life. "If there is one word that should be substituted for stress, it's control. Instead of the FUD factors, what you want is the NICE factors — new, interesting, challenging experiences." "You have to decide what parts of your life you can control," he says. "Stop where you are on your trail and say, 'I'm going to get my compass out and find out what I need to do.' "

He suggests that people write down the six things in their lives that they feel are the most important things they'd like to achieve. Ben Franklin did it at age 32. He wrote down things like

being a better father, being a better husband, being financially independent, being stimulated intellectually and remaining temperate — he wasn't good at that.

Eliot says you can first make a list of 12 things, then cut it down to six and set your priorities. Don't give yourself impossible things, but things that will affect your identity, control and self-esteem. Put them on a note card and take it with you and look at it when you need to. Since we can't create a 26-hour day we have to decide what things we are going to do. Keep in mind that over time these priorities are going to change. The kids grow up, the dog dies and you change your priorities.

If you're having a hard time setting priorities, imagine yourself as 65 or 70 years old, and looking back and say to yourself, what would I really feel good about? Eliot says the other key to controlling stress is to realize that there are other parts of your life over which you can have little or no control — like the economy and politicians. You have to realize that sometimes with things like traffic jams, deadlines and unpleasant bosses, you can't fight. You can't flee. You have to learn how to flow.

2. What's your quality of life?

Dr. Robert S. Eliot developed this quiz to help people evaluate stresses, and make adjustments. For each category, choose a number that accurately reflects your feelings, from 1 (most stressful) to 9 (least stressful). Relationship with spouse, companion or significant others:

1. Not going very well 9. Going very well

Relationships with children:

1. Unrewarding 9. Very rewarding

Social relationships with friends, neighbors and others:

1. No real friends, feel distant 9. Have friends, feel close

Relationships at work with co-workers, boss and others:

1. Frequent discord 9. Usually harmonious

Major life crisis in past six months, such as loss of job, divorce, moving:

1. One or more 9. None

Finances:

1. Getting out of control 9. Manageable

Perfectionism:

1. Things should be done 9. I do the best I can right and that's OK

Assertiveness:

1. I have difficulty saying 9. I can't usually say what I think I think

Self-esteem:

1. I often don't feel sure 9. I rarely think about myself about myself

Personal aspirations:

1. I'm not fulfilling my 9. I'm fulfilling my potential potential

Career/work:

1. Often does not meet my 9. Usually meets my expectations expectations

Time management/circuit overload:

1. I can't get everything done 9. I can't pace myself

Коллоквиум №2

1. How to control hostility

A recognition of the multifaceted nature of hostility suggests that the use of multiple measures of the construct will lead to experimental results that are more complete and, consequently more theoretically useful. Therefore, the present study examines age differences among middle-aged and older adults in response to a battery of instruments designed to measure several aspects of hostility. Measures of the cognitive (cynicism and suspiciousness), affective (anger and irritability), and behavioral (aggressiveness and expressiveness) components were included. The comprehensiveness of the measurement strategy was extended beyond the standard self-report measures of hostility by including a measure of hostility that was based on observations of the respondent's actual behavior during an interview.

The psychological construct of hostility has become a focus of interest in health psychology because of mounting evidence that high levels of hostility have adverse implications for health, including coronary heart disease and mortality in both middle-aged and older adults. Although there are numerous definitions of hostility, for present purposes we will define it as a negative orientation toward others that has cognitive, affective and behavioral manifestations. The cognitive aspect of hostility is composed of negative beliefs about others, often described as cynicism and mistrust. The affective component includes emotions such as anger and disgust. The behavioral manifestations of hostility include various forms of antagonistic behavior, some of which can be expressed quite subtly. Operationally, hostility has been measured with a wide variety of instruments that are often poorly intercorrelated, probably because they are assessing different aspects of the construct. Therefore, a complete understanding of hostility and the reasons for its impact on health requires multiple measures chosen to assess a broad spectrum of the phenomena.

Stress expert Dr. Redford Williams offers these suggestions for trying to control your hostility:

- **Damage control.** When you start to get angry, distract yourself. When you are getting irritated while you wait in line in grocery store, read a magazine. Tell yourself to stop having negative thoughts. Meditate. Try and change those negative attitudes. Change your cynical thoughts into positive ones. Use humor. Go through a day pretending it's your last day on Earth. How would you spend the last 24 hours if you had to go through a normal day — you couldn't take off for a beach? "We've yet to find anyone who says they would get even with all their enemies."

- **Reduce the situation that will make you angry.** In general, improve your relationships with other people. If you have better relationships, you'll be less angry.

2. After reading all of the articles, mark these answers true (T) or false (F).

- 1) ___ Destructive stress is a problem for everyone.
- 2) ___ "Hot reactors" can change.
- 3) ___ A person can and should control every aspect of his or her life.
- 4) ___ Ben Franklin's list of priorities probably helped him to live a long life.
- 5) ___ There is an alternative to the fight_or_flight response.

2. After reading, decide which of the following activities would be likely to increase stress and which would not, in Dr. Eliot's opinion.

- 1) Trying to please everyone.
- 2) Allowing others to make important decisions for you.
- 3) Putting annoying experiences out of your mind.
- 4) Delegating responsibility.

- 5) Yelling at others when you are angry at them.
- 6) Pretending it is your last day on Earth.
- 7) Always behaving in a calm, controlled manner.
- 8) Deciding what is most important to you.
- 9) Striving to be perfect.
- 10) Accepting what you cannot change.

Коллоквиум №3

1. Read the text and find the answers to the following questions:

- 1) What is body image?
- 2) How does the society influence the way we see ourselves?
- 3) What are health problems an adolescent may have because of bad body image?
- 4) What is *Edge City*?
- 5) What is the connection between your physical body and your mental image of it?

Bad body image

What do you need to know about your body? The word *body image* in and of itself reflects the problem. Your body needs to be loved and accepted for what it is. It is not an image; it is real flesh and blood. More importantly, it is you. It is the place where the real you lives and breathes. Do not be disheartened at the thought of this; this is your ticket to freedom and joy. Your relationship to your body is the most important relationship you will ever have on Planet Earth.

Our society has conditioned us into thinking that certain types of bodies are sexy and desirable, while other types are not. If we don't have those large breasts, small waists and that beautiful face, then we are out of luck. This is plain nonsense. If you've ever really noticed, we all have marvelously individualistic bodies just as we each have unique fingerprints. As most of you know, in different cultures, different bodies are considered desirable. Women frequently reject their body because it does not fit into the ideal as defined by their particular society. When you do this, you are accepting society's definition of an ideal that does not even exist in reality.

If we accept these judgments as standards for ourselves, we end up thinking that our body is bad and we are bad. Then we have a bad body image. When we think this way, we inhibit ourselves and end up depressed and anxious.

An anorexic or bulimic adolescent goes to the extreme to fit into a certain image. There is a frightening film called *Edge City*. It is based on a real event, which occurred on the edge of Philadelphia. It is realistically portrayed, showing a bulimic adolescent and how she got caught up in her peer group image and ends up being intimately involved in a group murder. A chilling reality. Trying to fit into any image frequently lead us into self-destructive acts and behaviors. Any way you look at it, it is not healthy to let others define us. We need to accept and love ourselves — just as goddess, god, and nature made us. Your body is your instrument for living. Your body is what houses your energy. When you reject any aspect of your body, you are rejecting yourself at the most basic level.

We reject ourselves because we accept outside definitions of what we should be. When we do this, we spend all of our life and all of our energy seeking outside approval. If you live an image, your life is a shell and you cannot ever really like yourself or feel good about yourself. Seeking approval is never going to satisfy your deep need to be loved. You can succeed at getting all the approval the world has to offer, just like Marilyn Monroe did, and you will end up feeling as empty as she did. It is also common for both men and women to see themselves unrealistically.

Once a person has been fat, she sees herself that way, even after she loses weight. Once a person sees himself as ugly, he sees himself as ugly no matter how attractive he may become. This distortion of current reality is curious because it simply doesn't change no matter how much or how many people try to get the person to see what is actually in the mirror; she still thinks she looks fat. This is because her beliefs are frozen into this fat body image and nothing is ever going to change her mind. She sees fat in the mirror.

Your "bad body image" sounds like you are carrying around the belief that you look bad and nothing is ever going to change your mind. In this fat example, the physical body has changed but the issues that created the fat in the first place have not changed. This is the reason most fat people gain their weight loss back. The solution does not lie in the right diet or in self_control. In my experience the only thing that can ever change this frozen fat image or any other bad body image is to directly experience the real feelings that have not been experienced. Within this fat image, frozen in time and in your mind, your real feelings are waiting to be acknowledged. Even though you have changed, by force, physical reality, the fat image is your emotional issues. The fat itself was a result of deeply embedded, unexpressed emotions. These inexperienced emotions must be experienced.

When you do this, you move beyond your bad body image into reality. This is powerful living. Look in the mirror and keep looking until you are confronted with your own critical eye and your own self_hatred. Let this come up to your awareness. Keep looking until the self_hatred and judgments drop away. Keep looking until the shame and embarrassment vibrate through your body making you blush and feel uncomfortable. Keep looking until you can actually see what your body looks like in the mirror without society's conditioning defining what you see in the mirror. Now you are looking at the real you in the mirror. When you can do this, you will see a body, innocent and pure. This natural creature can become vibrant and healthy, even if it is still fat. Loving your body as it really is will provide the fertilizer you need to grow into your potential. Each body can be full of vibrant and alive energy. And each body is unique and beautiful in its own way. It is our job to accept our body and take good care of our physical instrument so that our body can be its own best self. A body that is open and flowing will naturally be attractive.

Have you ever noticed how a face can go from being tight and critical and ugly into being open and bright and inviting? If you put your energy into being your best self rather than wasting your energy on an image, you will reap rewards. Each body can be a free and healthy instrument for naturally occurring feelings. Then joy and love and desire will vibrate through you several times a week! A magnetic personality is the result of energy, not an ideal body. A charismatic leader may or may not be that perfect ideal, but she is always full of life. So put your awareness, time and energy into becoming your authentic self, letting all body images drop away. Keep breathing and looking in the mirror until you can see and accept what is really there. Your body will respond by becoming the most wonderful physical manifestation of you. It will also bring you much pleasure and satisfaction. I hope this helps you live in your real body and enjoy it.

2. In the articles, what do the following phrases mean? Discuss them with a partner.

- 1) break your own heart
- 2) "hot reactors"
- 3) Your brain writes prescriptions for your body.
- 4) fight or flight response
- 5) Perfectionists cannot delegate.
- 6) no compass in life

- 7) a 26 hour day
- 8) setting priorities
- 9) learn how to flow

4 семестр

Коллоквиум №1

1. Skim the Reading to find the answers to the questions below.

- 1) Is there a relation between stress and illness? Can you find proof in the text?
- 2) Does stress cause diseases or is caused by them?
- 3) What does GAS stand for? What are three stages of the adjusting to stress process?
- 4) What is a stressor? Can you find any examples in the text?

Stress and illness

In many stressful situations, the body's responses can improve our performance — we become more energetic, more alert, better able to take effective action. But when stress is encountered continually, the body's reactions are more likely to be harmful than helpful to us. As will be seen later in this unit, the continual speeding up of bodily reactions and the production of stress-related hormones seem to make people more susceptible to heart disease. And stress reactions can reduce the disease-fighting effectiveness of the body's immune system, thereby increasing susceptibility to illnesses ranging from colds to cancer. Other diseases that can result at least in part from stress include arthritis, asthma, migraine headaches, and ulcers.

Workers who experience the greatest degree of job pressures have been found to be especially likely to suffer from a large number of illnesses. Moreover, many studies have shown that people who have experienced major changes in their lives are at unusually high risk for a variety of illnesses.

Many sorts of events can be stressors, including disasters such as hurricanes or tornadoes, major life events such as divorce or the loss of a job, and daily hassles such as having to wait in line at the supermarket when you need to be somewhere else in ten minutes. What all these events have in common is that they interfere with or threaten our accustomed way of life. The Canadian physiologist Hans Selye has been the most influential researcher and writer on stress. Selye has proposed that both humans and other animals react to any stressor in three stages. These physical changes were identified by Selye as the General Adaptation Syndrome (GAS), a three-stage process representing the attempts of the body to cope with the demands of adjusting to change. In the *alarm stage* of the GAS the body mobilizes its resources to combat the stressor. The outer layer, or cortex, of the adrenal glands enlarge and become hyperactive, the thymus and lymph nodes shrink, and bleeding ulcers may appear in the stomach and upper intestines. If the stressor continues to assault the body and the organism survives, the body enters the second, or resistance, stage of the

GAS. During *resistance* physiological reactions stabilize as the body attempts to adapt to the stressor. The resistance stage is in many ways the opposite of the alarm stage. The adrenal cortex shrinks and lymph nodes return to normal size. However, the organism is also more sensitive to stressors as physiological arousal remains high. If this high level of arousal continues, bodily resources are eventually depleted and the exhaustion stage of the GAS is entered. The organism becomes fatigued and less able to deal with stressors. All of us cycle through the alarm and resistance stages repeatedly throughout life as we attempt to deal with commonly encountered

stressors. However, the *exhaustion* phase is entered only when stressors are unremitting, uncontrollable, and/or extremely intense.

As an example of stress-induced illness, take the case of stomach ulcers, small lesions in the stomach wall that afflict one out of twenty people at some point in their lives. Ulcers are a common disorder among people who work in occupations that make heavy psychological demands, from assembly-line workers to air-traffic controllers. In many cases, stress is the culprit. Stress leads to increased secretion of hydrochloric acid in the stomach. Hydrochloric acid normally helps to break down foods during digestion, but in excess amounts it can eat away at the stomach lining, producing ulcers. Stress may also contribute to disease in less direct ways, by influencing moods and behavior. People under stress may become anxious or depressed and as a result may eat too much or too little, have sleep difficulties, smoke or drink more, or fail to exercise.

These behavioral changes may, in turn, be harmful to their health. In addition, people are more likely to pay attention to certain bodily sensations, such as aches and pains, when they are under stress and to decide that they are “sick.” If the person were not under stress, the same bodily sensations might not be perceived as symptoms and the person might continue to feel “well.” Some researchers have suggested that assuming the role of a “sick person” is one way in which certain people try to cope with stress. Instead of dealing with the stressful situation directly, these people fall sick. After all, it is often more acceptable in our society to be sick and to seek medical help than it is to admit that one cannot cope with the stresses of life.

2. Translate the following into English.

1. Не взваливайте на себя добровольно дополнительную ответственность или работу ради карьеры. Тщательно обдумайте, сможете ли вы сделать это, не сокращая времени отдыха.
2. Куда бы вы ни направлялись, поставьте перед собой задачу увидеть там или по пути что-нибудь красивое — цветы, закат или рассвет, интересное здание, необычные автомобили и т.п.
3. В следующий раз, когда будете беседовать с кем-нибудь на вечеринке или на собрании, не говорите слишком много. Спокойно посидите и послушайте собеседника, задавая вопросы или комментируя рассказ только для поддержания разговора.
4. Если человек делает что-то медленнее, чем смогли бы вы, не вмешивайтесь.
5. Перед тем как ставить перед собой новую задачу, подумайте, действительно ли это вам нужно, и если да, то следует ли сделать это немедленно и не может ли кто-нибудь заменить вас.
6. Каждый день уделяйте немного времени хобби — чтению, работе в саду, коллекционированию. И не старайтесь стать лучшим садовником или «запойным» читателем, а также не превращайте хобби в источник заработка — просто получайте от него удовольствие.

3. The sentences that follow provide a detailed summary of Stress and illness in jumbled order. Number them in the correct order.

- 1) Those who are going through a divorce, or people with stressful jobs, such as air-traffic controllers, are in particular danger.
- 2) Stress may also indirectly affect your health, since people who are under stress often engage in activities that are harmful.
- 3) Researchers have found that people who experience a great deal of stress in their daily lives or in their jobs are more likely to get sick.

- 4) They may overeat or not eat enough, smoke too much, drink too much alcohol, and not sleep well.
- 5) Such bodily reactions to stress can lead to illnesses ranging from the common cold, to headaches, arthritis, ulcers, and even cancer.
- 6) Stress, it seems, can cause the immune system not to function well and can cause harmful reactions such as an increase in acidic secretions in the stomach.

Коллоквиум №2

1. Discuss the following with your partner. How can I deal with stress?

Although you can't always control the things that are stressing you out, you can control how you react to them. The way you feel about things results from the way you think about things. If you change how you think, you can change the way you feel. Try some of these tips to cope with your stress:

Make a list of the things that are causing your stress. Think about your friends, family, school and other activities. Accept that you can't control everything on your list.

Take control of what you can. For example, if you're working too many hours and you don't have time to study enough, you may need to cut back your work hours.

Give yourself a break. Remember that you can't make everyone in your life happy all the time. And it's okay to make mistakes now and then.

Don't commit yourself to things you can't do or don't want to do. If you're already too busy, don't promise to decorate for the school dance. If you're tired and don't want to go out, tell your friends you'll go another night.

Find someone to talk to. Talking to your friends or family can help because it gives you a chance to express your feelings. However, problems in your social life or family can be the hardest to talk about. If you feel like you can't talk to your family or a friend, talk to someone outside the situation. This could be your school counsellor or your family doctor.

2. Applying concepts from the Reading.

- 1) Do you ever eat when you feel stressed out? What do you eat? Does eating that food make you feel better? Why?
- 2) The article talks about the good effects of eating chocolate. What are some bad effects of chocolate?
- 3) One kind of supporting detail is examples. Examples illustrate your ideas and make your writing easier to understand. Examples can be signaled by expressions like *for example*, *for instance*, *like*, and *such as*.

3. Read the passage and answer the question: How to handle stress?

When you feel stressed out, there are certain techniques you can use to help you calm down. One good technique is to change scenery. For example, if the stress is coming from work, leave your office and take a short walk. Changing your surroundings can help you forget about the problems at work. Another good way to reduce stress is to face your problems directly. For instance, if you are having problems with your school work, don't ignore them. Talk to a classmate or, even better, to the teacher. Solving the problems will reduce your stress. The easiest way to lower stress is physical exercise. Experts say that exercise produces certain stress-reducing chemicals in the brain.

Whenever you start to feel tense, do your favorite exercise. Swimming, running, and dancing are especially good for reducing stress. Since our world can sometimes be stressful, it is important to find ways to handle stress.

Коллоквиум №3

1. Read the text below and choose *a, b, c, or d* to answer the questions.

Do you feel stressed?

Do you feel stressed? Chances are you do. Levels of stress in our life are increasing more and more these days, and this is true for both workers and students. There are a number of ways you can relieve stress, but there are also several ways in which you can avoid stress in the first place, and this article will focus on these. Here are four things you should avoid like the plague if you want to develop a more peaceful lifestyle.

What's the first thing you do when you get home after a stressful day at work or college? Many of us collapse on the couch and reach for the TV remote. Don't do it! Not only does the TV fill your living room with the stressful lives of onscreen characters, think about commercials. The aim of advertising is to make people feel that their lives are inadequate and unfulfilled.

They often bring out negative emotions in viewers. And while we are on the subject of television, have you noticed how much of the news we watch is bad news? Research states that over 90% of the news we watch, read or hear on the radio is bad news. In order to sell stories, the media bombard us with negative story after negative story. What is more, the stories which are reported are often ones which you have no control over, and this leads to a sense of powerlessness. Why not buy a local paper instead? The news is often far more optimistic, and you may be inspired to take action in a way that can have a positive effect on your own neighbourhood.

Avoiding television may also help you avoid another sort of stress—arguments. How often do you and your family row about what to watch on the television? Arguments will never help you feel better, and no one ever wins an argument. When you feel that an argument is brewing, go for a walk or find a quiet place where you calm down, or you will only prolong the tension. The last thing to avoid is caffeine. Anything which contains caffeine, and that includes coffee, tea, chocolate and even a nice soothing cup of cocoa, is a stimulant, and is more likely to keep you tense than relax you. Sugary drinks are also going to keep you buzzing. Have a cup of herbal tea and eat foods which are natural rather than processed.

- 1) What is the text about?
 - a) Ways to relieve stress.
 - b) How to prevent stress.
 - c) Reasons why stress levels are increasing.
 - d) The consequences of a stressful lifestyle.
- 2) Why does the writer consider commercials stressful?
 - a) They often depict characters in stressful situations.
 - b) They make people worry about money.
 - c) They make you feel your life is not good enough.
 - d) They contain flashing and fast moving images.
- 3) Why, according to the writer, do news stories often depress us?
 - a) The stories highlight problems in the local neighbourhood.
 - b) The stories address problems that the reader cannot control.
 - c) The stories describe people who are powerless.
 - d) The stories force readers to take action.

- 4) What does the writer suggest you do if you feel angry with someone?
 - a) Have a big argument.
 - b) Have some quiet time alone.
 - c) Turn the television on.
 - d) Brew a cup of tea.
- 5) Which drink does the writer recommend when you feel stressed?
 - a) Herbal tea.
 - b) Cocoa.
 - c) A sugary drink.
 - d) Coffee.

2. A reporter for a health magazine is talking to an expert on stress. With a partner, take turns asking and answering questions.

Example: change jobs a lot/never change job.

A: Who has more stress — people who change jobs a lot or people who never change jobs? Give a comparison.

B: People who change jobs have more stress than people who don't. Ask for an explanation.

A: Why do you think that? Give an explanation.

B: Because people who change jobs a lot have to make many adjustments in their lives, and that's stressful.

These are hints for the conversations.

- a) have money problems/have problems with their children
- b) lose their jobs/change work hours every week
- c) travel a lot on business/work weekends
- d) work for a male boss/work for a female boss
- e) give up smoking/go on a diet

Тестовые задания по дисциплине

1. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

Job stress can lead in...

1. poor health
2. high spirits
3. Contentment
4. well-being

Ответ:

Обоснование:

2. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

What is the main cause of Job Stress?

1. mismatch between requirements of the job and capabilities
2. family problems
3. drug addiction
4. eating disorders

Ответ:

Обоснование:

3. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

What can help to reduce the effects of stressful working conditions ?

1. balance between work and family or personal life
2. Massage
3. quit caffeine and sugar
4. isolation from friends and coworkers

Ответ:

Обоснование:

4. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

What are physical signs of stress?

1. rapid pulse, deepen respiration and tense the muscles
2. low blood pressure, runny nose, vomiting
3. cough, fatigue , muscle pain
4. headache, sore throat, hight blood pressure

Ответ:

Обоснование:

5. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

Stress sets off an alarm in the brain, which responds by preparing the body for...

1. defensive action
2. offensive actions
3. no action
4. escapism

Ответ:

Обоснование:

6. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

What are early signs of job stress?

1. mood and sleep problems, poor relationships with family
2. feeling thirsty, dry mouth, lips and eyes
3. shortness of breath, irregular heartbeat
4. weakness, mood problems, memory loss

Ответ:

Обоснование:

7. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

1. cardiovascular disease, musculoskeletal
2. disorders and psychological disorders
3. kidney failure, stroke, cancer
4. musculoskeletal disorders, flu
5. arthritis, Lyme disease, autoimmune diseases, hepatitis, covid

Ответ:

Обоснование:

8. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

As Hans Selye noted "Without stress, there would be no ...".

1. Life
2. Death
3. Culture
4. progress

Ответ:

Обоснование:

9. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

Everyone responds ... regardless of whether the stressful situation is at work or home.

1. in much the same way
2. in a different way
3. depends on person
4. depends on mental health

Ответ:

Обоснование:

10. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

Short-lived or infrequent episodes of stress bear

1. little risk
2. much risk
3. the responsibility
4. criminal responsibility

Ответ:

Обоснование:

11. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

The ability of the body to repair and defend itself becomes ...

1. Low
2. high
3. Average
4. medium

Ответ:

Обоснование:

12. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

Stomach and headache, and poor relationships with family and friends are examples of-related problems

1. Stress
2. Health

3. Immune
4. cardiovascular

Ответ:

Обоснование:

13. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

We all need to find the proper level of ... that allows us to perform in life.

1. Stress
2. Anxiety
3. Existence
4. commitment

Ответ:

Обоснование:

14. Прочитайте текст, выберите правильный вариант ответа и запишите аргументы, обосновывающие выбор ответа.

Stress is not always necessarily...

1. Harmful
2. Easily
3. Affordable
4. Simple

Ответ:

Обоснование:

15. Прочитайте текст и установите соответствие.

Соедини слова с их определениями

1. Позвоночник	A) the vertebral column
2. Форма черепа	Б) the form of the skull
3. Вентральная часть черепа	B) the ventral part of the skull

Запишите, выбранные цифры под соответствующими буквами:

1.	2.	3.

16. Прочитайте текст, выберите правильные ответы и запишите аргументы, обосновывающие выбор ответов.

S: The ancestor of psychology is...

1. J. Piaget;
2. Aristotle;
3. V. Vundt.

Ответ:

Обоснование:

Ключи к оцениванию

1.	1
2.	1
3.	1
4.	1
5.	1
6.	1
7.	1
8.	1
9.	1
10.	1
11.	1
12.	1
13.	1
14.	1
15.	1 – А: 2 – Б: 3 – В
16.	3

Сценарий выполнения тестовых заданий

Тип задания	Последовательность действий при выполнении задания
Задания закрытого типа на установление соответствия	1.Внимательно прочитать текст задания и понять, что в качестве ответа ожидаются пары элементов. 2.Внимательно прочитать оба списка: список 1 – вопросы, утверждения, факты и т.д.; список 2 – утверждения, свойства объектов и т.д. 3.Сопоставить элементы списка 1 с элементами списка 2 сформировать пары элементов. 4.Записать попарно буквы и цифры (в зависимости от задания) вариантов ответа (например, А1 или Б4).

Задания закрытого типа на установление последовательности	1.Внимательно прочитать текст задания и понять, что в качестве ответа ожидается последовательность элементов. 2.Внимательно прочитать предложенные варианты ответа. 3.Построить верную последовательность из предложенных элементов. 4.Записать цифры вариантов ответа в нужной последовательности без пробелов и знаков препинания (например, 135).
Задание комбинированного типа с выбором одного верного ответа из четырех предложенных с обоснованием выбора	1.Внимательно прочитать текст задания и понять, что в качестве ответа ожидается только один из предложенных вариантов. 2.Внимательно прочитать предложенные варианты ответа. 3.Выбрать один ответ, наиболее верный. 4.Записать аргументы, обосновывающие выбор ответа.
Задание открытого типа с развернутым ответом	1.Внимательно прочитать текст задания и понять суть вопроса. 2.Продумать логику и полноту ответа. 3.Записать ответ, используя четкие компактные формулировки. 4.В случае расчетной задачи, записать решение и ответ.

Система выполнения тестовых заданий

Номер задания	Указания по оцениванию	Результат оценивания (баллы, полученные за выполнение задания/характеристика правильности ответа)
Задание 1	Задание закрытого типа на установление соответствия считается верным, если правильно установлены все соответствия (позиции из одного столбца верно сопоставлены с позициями другого).	Полное совпадение с верным ответом оценивается 1 баллом; неверный ответ или его отсутствие – 0 баллов.

Задание 2	Задание закрытого типа на установление последовательности считается верным если правильно указана вся последовательность цифр.	Полное совпадение с верным ответом оценивается 1 баллом; если допущены ошибки или ответ отсутствует – 0 баллов.
Задание 3	Задание комбинированного типа с выбором одного верного ответа из предложенных с обоснованием выбора ответа считается верным, если правильно указана цифра и приведены корректные аргументы, используемые при выборе ответа.	Совпадение с верным ответом оценивается 1 баллом; неверный ответ или его отсутствие – 0 баллов.
Задание 4	Задание открытого типа с развернутым ответом считается верным, если ответ совпадает с эталонным по содержанию и полноте.	Полный правильный ответ на задание оценивается 3 баллами; если допущена одна ошибка /неточность/ ответ правильный, но не полный – 1 балл, если допущено более одной ошибки /ответ неправильный/ ответ отсутствует – 0 баллов.

Оценочные средства для проведения промежуточной аттестации (зачет)
(контролируемая компетенции УК-4):

1 семестр

1. Передайте основную идею текста в устной форме (не менее 5 предложений)

Gestures

A gesture is any action that sends a visual signal to an onlooker. To become a gesture, an act has to be seen by someone else and has to communicate some piece of information to them. It can do this either because the gesturer deliberately sets out to send a signal — as when he waves his hand — or it can do it only incidentally — as when he sneezes. The hand-wave is a Primary Gesture, because it has no other existence or function. It is a piece of communication from start to finish. The sneeze, by contrast, is a secondary, or Incidental Gesture. Its primary function is mechanical and is concerned with the sneezer's personal breathing problem. In its secondary role, however, it cannot help but transmit a message to his companions, warning them that he may have caught a cold.

Most people tend to limit their use of the term *gesture* to the primary form — the hand-wave type — but this misses an important point. What matters with gesturing is not what signals we think we are sending out, but what signals are being received. The observers of our acts will make no distinction between our intentional Primary Gestures and our unintentional, incidental ones. In some ways, our Incidental Gestures are the more illuminating of the two, if only for the very fact that we do not think of them as gestures, and therefore do not censor and manipulate them so

strictly. This is why it is preferable to use the term *gesture* in its wider meaning as an *observed action*.

A convenient way to distinguish between Incidental and Primary Gestures is to ask the question: Would I do it if I were completely alone? If the answer is “No,” then it is a Primary Gesture. We do not wave, wink or point when we are by ourselves; not, that is, unless we have reached the unusual condition of talking animatedly to ourselves.

Symbolic gestures. Symbolic gesture indicates an abstract quality that has no simple equivalent in the world of objects and movements. How, for instance, would you make a silent sign for stupidity? You might launch into a full-blooded Theatrical Mime of a drooling village idiot. But total idiocy is not a precise way of indicating the momentary stupidity of a healthy adult.

Instead, you might tap your forefinger against your temple, but this also lacks accuracy, since you might do precisely the same thing when indicating that someone is brainy. All the tap does is to point to the brain. To make the meaning clearer, you might instead twist your forefinger against your temple, indicating “a screw loose.” Alternatively, you might rotate your forefinger close to your temple, signaling that the brain is going round and round and is not stable.

Many people would understand these temple-forefinger actions, but others would not. They would have their own local, stupidity gestures, which we in our turn would find confusing, such as tapping the elbow of the raised forearm, flapping the hand up and down in front of half-closed eyes, rotating a raised hand, or laying one forefinger flat across the forehead. The situation is further complicated by the fact that some stupidity signals mean totally different things in different countries. To take one example, in Saudi Arabia stupidity can be signaled by touching the lower eyelid with the tip of the forefinger. But this same action, in various other countries, can mean disbelief, approval, agreement, mistrust, skepticism, alertness, secrecy, craftiness, danger, or criminality. The reason for this apparent chaos of meanings is simple enough. By pointing to the eye, the gesturer is doing no more than stress the symbolic importance of the eye as a seeing organ. Beyond that, the action says nothing, so that the message can become either: “Yes, I see,” or “I can’t believe my eyes,” or “Keep a sharp look-out,” or “I like what I see,” or almost any other seeing signal you care to imagine.

In such a case it is essential to know the precise “seeing” property being represented by the symbolism of the gesture in any particular culture. So we are faced with two basic problems where Symbolic Gestures are concerned: either one meaning may be signaled by different actions, or several meanings may be signaled by the same action, as we move from culture to culture. The only solution is to approach each culture with an open mind and learn their Symbolic Gestures as one would their vocabulary.

Ответьте на вопросы к тексту

- 1) What do a sneeze and a wave of the hand have in common?
- 2) What kind of gesture is a yawn?
- 3) What kind of gesture is a raised fist?
- 4) Write down three more examples of incidental gestures.
- 5) Write down three more examples of primary gestures.
- 6) Why is the phrase *unusual condition* used at the end of the first section?
- 7) How many different signs does the writer describe for stupidity?
- 8) What is the “local gesture” for stupidity in your country?
- 9) How many different meanings does the writer describe for the gesture of touching the lower eyelid with the tip of the forefinger?

- 10) What is the meaning of touching the lower eyelid in your country?
11) How does the writer suggest one should learn the gestures of different cultures?

2. Переведите следующие термины

1. Возможности трудоустройства
2. Будучи учёными
3. Творческий
4. Инноваторы
5. Практик
6. Быть разнообразным
7. Лечить
8. Интеллект, ум
9. Личность
10. Суд
11. Руководители
12. Исполнитель
13. Спортсмен
14. Уменьшать
15. Результативность
16. Суд присяжных
17. Катастрофа
18. Авиакатастрофа
19. Жертва
20. Прохожий
21. Восстанавливаться после шока произошедшего
22. Гибкость их расписания дня
23. Навык
24. Интерпретировать данные
25. Опыт
26. Дизайн эксперимента
27. Карьерные возможности
28. Заботиться о ком-то
29. расстройство
30. варианты
31. имеющиеся в наличии
32. клиническая психология
33. нарушение поведения
34. краткосрочный
35. шизофрения
36. страхи, фобии
37. молодежь
38. национальные меньшинства
39. престарелые
40. сильные стороны
41. этап жизни

42. пол
43. сексуальная ориентация
44. самочувствие
45. подвергаться влиянию
46. духовный
47. окружение, окружающая среда
48. разнообразие
49. Специалисты отдела кадров
50. Подбор персонала

2 семестр

1. Прочитайте текст и ответьте на вопросы

Mental disorders

Mental disorder is any illness with significant psychological or behavioral manifestations and that is associated with either a painful or distressing symptom or impairment in one or more important areas of functioning.

Mental disorders, in particular their consequences and their treatment, are of more concern and receive more attention now than in the past. Mental disorders have become a more prominent subject of attention for several reasons. They have always been common, but, with the eradication or successful treatment of many of the serious physical illnesses that formerly afflicted humans, mental illness has become a more noticeable cause of suffering and accounts for a higher proportion of those disabled by disease.

Moreover, the public has come to expect the medical profession to help it obtain an improved quality of life in its mental as well as physical functioning. And indeed, there has been a proliferation of both pharmacological and psychotherapeutic treatments in psychiatry in this regard, many of which have proved effective. The transfer of many psychiatric patients, some still showing conspicuous symptoms, from mental hospitals into the community has also increased the public's awareness of the importance and prevalence of mental illness.

There is no simple definition of mental disorder that is universally satisfactory. This is partly because mental states or behavior that are viewed as abnormal or pathological in one culture may be regarded as normal or acceptable in another, and in any case it is difficult to draw a line clearly demarcating healthy from pathological mental functioning. A narrow definition of mental illness would insist upon the presence of organic disease of the brain, either structural or biochemical; however, this condition does not pertain, as far as is known, to the majority of mental disorders.

An overly broad definition would define mental illness as simply being the lack or absence of mental health — that is to say, a condition of mental well-being, balance, and resilience in which the individual can successfully work and function and in which he can both withstand and learn to cope with the conflicts and stresses encountered in life. A more generally useful definition than either of the above is that a mental disorder is an illness with significant psychological or behavioral manifestations that occurs in an individual and that is associated either with a painful or distressing symptom, with impairment in one or more important areas of functioning, or with both. The mental disorder may be due to either a psychological, social, biochemical, or genetic dysfunction or disturbance in the individual. A mental illness can have an effect on every aspect of a person's life, including thinking, feeling, mood, and outlook and such areas of external activity as family and marital life, sexual activity, work, recreation, and management of material affairs.

Most mental disorders negatively affect how an individual feels about himself and impair his capacity for participating in mutually rewarding relationships. Psychopathology is the systematic study of the significant causes, processes, and symptomatic manifestations of mental disorders. The meticulous study, observation, and enquiry that characterize the discipline of psychopathology are in turn the basis for the practice of psychiatry — i.e., the science and practice of treating mental disorders, as well as dealing with their diagnosis and prevention.

Psychiatry and its related disciplines in turn embrace a wide spectrum of techniques and approaches for treating mental illnesses. These include the use of psychoactive drugs to correct biochemical imbalances in the brain or otherwise to relieve depression, anxiety, and other painful emotional states. Another important group of treatments are the psychotherapies, which seek to treat mental disorders by psychological means and which involve verbal communication between the patient and a trained person in the context of a therapeutic interpersonal relationship between them. An important variant of this latter mode of treatment is behavioral therapy, which concentrates on changing or modifying observable pathological behaviors by the use of conditioning and other experimentally derived principles of learning.

2. Переведите следующие термины

3. Стратегическое планирование
4. Управление качеством
5. Реабилитация
6. Удар
7. Жертва
8. Умственная отсталость
9. Церебральный паралич
10. Эпилепсия
11. Аутизм
12. Улучшение производительности
13. Часто
14. Непосредственно
15. Оценивать
16. Персонал
17. (зд.) учение
18. Определение
19. Термин
20. Принадлежать
21. Отдельный
22. Отец-основатель
23. Опыт
24. Ощущение
25. Выживать
26. Приспосабливаться
27. Психоанализ
28. Бессознательный
29. Определять
30. Осознавать
31. Наблюдаемый

32. Объективная наука
33. Игнорировать
34. Обработка информации
35. Подтверждать
36. Доминировать
37. Цели
38. Эволюционный
39. Генетический
40. Представлять
41. Консультационные услуги
42. Ставить диагноз
43. Нарушение
44. Дисфункция
45. Расстройство личность
46. Быть наделенным правом
47. Поддержать
48. Расширять
49. Прописать
50. Лечение

3 семестр

1. Прочитайте текст и выполните задания после текста, выбрав нужный вариант ответа

Children's fears

1. Children's fears come and go, but most children experience similar types of fears at approximately the same age. For toddlers, the worst fears are often associated with separation and change. Toddlers want their own mommy, daddy, spoon, chair, and bed. They are profoundly conservative little people. The most daring toddlers feel content if they can hold onto what they already know. Yet, children's fears are a useful **index** of their development. Fear of **strangers** appears to be a consequence of their first specific attachment, and its ending is a sign that they have acquired a more inclusive schema of faces and people in general. A child who is afraid of cats but not of rabbits evidently can differentiate one small animal from another. Fear of a particular person implies recognition of that person.

2. Just as children learn to fear things, they can learn what not to fear. As long as fears do not become too intense, a child's natural impulse to explore and discover things will be of help. Parents can be of assistance, both in **overcoming** fears and in **preventing** their development. They can prepare a child through play, stories, and happy prognostications for dealing with new situations that might be **overwhelming**; give prompt and unstinted comfort after a frightening experience or a bad dream; provide a nightlight if the child is afraid of the dark; and devise ways in which a child can be gently and gradually — not abruptly — encouraged to take another look at feared objects and situations.

Avoidance of the feared object reinforces the fear, and the fear becomes increasingly intense. Children's fears should be taken seriously, never ridiculed or dismissed as silly or babyish. Often, if the caregiver can get the child to explain exactly what it is that is so frightening, the child

can be reassured. The one thing not to do is force children into confronting a feared situation before they are ready to do so.

3. Almost all children are afraid of something and, as with adults, these fears are often well-grounded. If we are in an open field during a thunderstorm, we probably have good reason to be afraid of lightning.

4. But occasionally fear of something gets out of control and becomes a phobia. A phobia is an **irrational** fear of something. A child may be afraid of the dark and hesitate to go up the stairs alone at night. But when the child refuses to remain in a place where there is no light, such as the movies or his or her bedroom, the fear is taking too great a toll on the child's development.

5. There are many different ways that phobias are treated in children. One of these techniques, commonly referred to as contact desensitization, is a behavioral technique designed to eliminate unnatural fears. The basic premise of the technique is that any fear is learned, and that anything that is learned can be unlearned. If a child is overly **sensitive** to something like water, for example, the gradual introduction of the feared object coupled with a pleasant experience can help reduce the strength of the fear, making it more manageable.

6. This exact technique was used in one study with fifty snake-avoidant children ranging in age from three to nine years. To see which technique was most effective, the fifty children were divided into five groups:

A. Members of the "contact **desensitization** group" were told about snakes and how to approach them, were encouraged by an adult to approach a snake, were given praise when they tried, and watched one adult hold the snake.

B. The "contact desensitization without touch group" received all that group A did, but no one touched the snake.

C. The "verbal input plus modelling group" received verbal input and modeling (when the adult touched the snake).

D. The "verbal input only" received only verbal assurances from the adult.

E. Finally, one group of children received no **treatment** and, hence, was called the "no treatment group."

7. The researchers used something called the Behavior Avoidance Test to see if there was a reduction in avoidance of the snake. Here, an adult reads a series of instructions to each child, asking him or her to do things such as approach the snake, pet it, pick it up, and hold it. The instructions go from little contact with the snake to increasing contact. This way the researchers can see which group of children has the most contact.

8. The results showed that 82 per cent of the children in the contact desensitization group reduced their fear of snakes. Children in the other groups also reduced their fear, but not as dramatically.

9. Fears are something we all have to live with. When they get out of hand, a technique like the one we described here can be very useful in assisting a child through a difficult experience.

1) Which of the following details best supports the authors' point that children can be helped to overcome fears?

a) Fear of strangers usually ends when a child develops a more inclusive schema of faces and people.

b) Children should never be forced to confront a feared situation before they are ready to do so.

c) A child can sometimes be reassured after a caregiver has encouraged the child to explain the fear.

d) Many of children's fears are well-grounded and reasonable.

2) In paragraph 1, the sentence "The most daring toddlers feel content if they can hold onto what they already know" can best be described as having which of the following effects on the reader?

- a) It focuses the reader's attention on the wide variety of children's fears
- c) It helps the reader understand children's fears from an adult perspective.
- d) It allows the reader to decide how best to handle children's fears.

3) Based on the information presented in this selection, a child can best be helped to overcome a fear of riding an escalator by:

- a) talking with an adult about why riding an escalator is frightening.
- b) watching an adult ride an escalator, being encouraged to try it, and being praised if he or she does.
- c) being allowed to avoid escalators until the fear has diminished naturally.
- d) watching an adult ride an escalator and receiving verbal assurances from the adult that it is safe.

4) Which of the following details from the passage is least relevant to the authors' main topic?

- a) Parents can help prevent the development of fears in their child.
- b) Just as children learn to fear things, they can learn what not to fear.
- c) A child's fears should be taken seriously; they should not be ridiculed.
- d) In one study of children's fears, fifty children were divided into five groups.

5) Which three main topics would best help outline the information in this selection?

- A. a) Universality of children's fears
- b) Helping children overcome fears
- c) Children's phobias and their treatment
- B. a) Types of fears in children
- b) Treatment of fears in children
- c) Comparison of fears in children and adults
- C. a) Normal fears experienced by toddlers
- b) Normal fears experienced by older children
- c) Phobias experienced by children
- D. a) Children's fears of people
- b) Children's fears of situations
- c) Contact desensitization as a treatment for phobias

6) What is the meaning of the word *index* as it is used in paragraph 1 of this selection?

- a) an indicator or measurement of something
- b) a list or catalog of information
- c) an object used to point or indicate
- d) a relation or ratio of one quantity to another

2. Переведите следующие термины

- 3. Квалифицированы
- 4. Применять знания
- 5. Оценивать
- 6. Оценка

7. Академическая успеваемость
8. Состояние
9. Повреждение мозга
10. Первооткрыватель
11. Мысленная деятельность
12. Внутренний
13. Быть принятым
14. Психологическая мысль
15. Цель
16. Фокусироваться на чем-то
17. Подсознательный
18. Загадочный
19. Спрятанный
20. Основные моменты
21. Психический аппарат
22. Запрос
23. Внешний
24. Ограничение
25. Удовлетворение
26. Влияние
27. Образцы для подражания
28. Воздействие
29. Не давать себе отчета о происходящем
30. Обуславливать
31. Потенциал
32. Несчастье
33. Иметь взаимоотношения
34. Самооценка
35. Удалять
36. Лечить
37. Состояние
38. Этап
39. Собирать
40. Свободные ассоциации
41. Оговорки
42. Раскрывать
43. Сопротивление
44. Преодолевать
45. Вывод
46. Быть излеченным
47. Подвергать сомнениям
48. Ценность
49. Информация
50. Эффективность

**Оценочные средства для проведения промежуточной аттестации (экзамен)
(контролируемая компетенции УК-4):**

Задания на экзамен:

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста английского языка на русский и передайте основную идею в устной форме (не менее 5 предложений). Задайте к нему четыре типа вопросов в письменной форме.
2. Переведите устно термины по специальности с русского языка на английский (20 терминов)
3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

Приложение к билету 1

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

Stress and illness

In many stressful situations, the body's responses can improve our performance — we become more energetic, more alert, better able to take effective action. But when stress is encountered continually, the body's reactions are more likely to be harmful than helpful to us. As will be seen later in this unit, the continual speeding up of bodily reactions and the production of stress-related hormones seem to make people more susceptible to heart disease. And stress reactions can reduce the disease fighting effectiveness of the body's immune system, thereby increasing susceptibility to illnesses ranging from colds to cancer. Other diseases that can result at least in part from stress include arthritis, asthma, migraine headaches, and ulcers. Workers who experience the greatest degree of job pressures have been found to be especially likely to suffer from a large number of illnesses. Moreover, many studies have shown that people who have experienced major changes in their lives are at unusually high risk for a variety of illnesses.

Many sorts of events can be stressors, including disasters such as hurricanes or tornadoes, major life events such as divorce or the loss of a job, and daily hassles such as having to wait in line at the supermarket when you need to be somewhere else in ten minutes. What all these events have in common is that they interfere with or threaten our accustomed way of life. The Canadian physiologist Hans Selye has been the most influential researcher and writer on stress. Selye has proposed that both humans and other animals react to any stressor in three stages. These physical changes were identified by Selye as the General Adaptation Syndrome (GAS), a three stage process representing the attempts of the body to cope with the demands of adjusting to change. In the *alarm stage* of the GAS the body mobilizes its resources to combat the stressor. The outer layer, or cortex, of the adrenal glands enlarge and become hyperactive, the thymus and lymph nodes shrink, and bleeding ulcers may appear in the stomach and upper intestines. If the stressor continues to assault the body and the organism survives, the body enters the second, or resistance, stage of the GAS. During *resistance* physiological reactions stabilize as the body attempts to adapt to the stressor. The resistance stage is in many ways the opposite of the alarm stage. The adrenal cortex shrinks and lymph nodes return to normal size. However, the organism is also more sensitive to stressors as physiological bodily resources are eventually depleted and the exhaustion stage of the GAS is entered. The organism becomes fatigued and less able to deal with stressors.

All of us cycle through the alarm and resistance stages repeatedly throughout life as we attempt to deal with commonly encountered stressors. However, the *exhaustion* phase is entered only when stressors are unremitting, uncontrollable, and/or extremely intense. As an example of stress induced illness, take the case of stomach ulcers, small lesions in the stomach wall that afflict one out of twenty people at some point in their lives. Ulcers are a common disorder among people who work in occupations that make heavy psychological demands, from assembly line workers to airtraffic controllers. In many cases, stress is the culprit.

Stress leads to increased secretion of hydrochloric acid in the stomach. Hydrochloric acid normally helps to break down foods during digestion, but in excess amounts it can eat away at the stomach lining, producing ulcers. Stress may also contribute to disease in less direct ways, by influencing moods and behavior. People under stress may become anxious or depressed and as a result may eat too much or too little, have sleep difficulties, smoke or drink more, or fail to exercise.

These behavioral changes may, in turn, be harmful to their health. In addition, people are more likely to pay attention to certain bodily sensations, such as aches and pains, when they are under stress and to decide that they are “sick.” If the person were not under stress, the same bodily sensations might not be perceived as symptoms and the person might continue to feel “well.” Some researchers have suggested that assuming the role of a “sick person” is one way in which certain people try to cope with stress.

Instead of dealing with the stressful situation directly, these people fall sick. After all, it is often more acceptable in our society to be sick and to seek medical help than it is to admit that one cannot cope with the stresses of life.

2. Переведите термины с русского языка на английский (20 терминов).

1. Повреждение мозга
2. Дисфункция
3. Несчастье
4. Лечить
5. Удалять
6. Неврология
7. Понятие
8. Сочувствие
9. Раздражение
10. Обстоятельства
11. Тревога
12. Напряжение
13. Слабоумие
14. Подозрение
15. Усталость
16. Самовыражение
17. Желание
18. энергия
19. компонент
20. травма

3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

1. Зигмунд Фрейд был первым психологом, который осознал важность бессознательного разума
2. Зигмунд Фрейд разработал главные принципы, цели и методы психоанализа
3. Психоанализ фокусируется на бессознательном уровне разума
4. Согласно Зигмунду Фрейду, человеческая психика состоит из 3 частей: ид, его и супер-эго
5. Конфликт между этими частями приводит к несчастью и психическим заболеваниям
6. Психоанализ помогает избавиться от неврозов
7. Существует несколько этапов психоанализа
8. Первое, психоаналитик собирает материал из свободных ассоциаций, снов и оговорок пациента
9. Затем он строит гипотезы о том, что происходило с пациентом в прошлом
10. Наконец, психоаналитик и пациент делают выводы о проблемах

Приложение к билету 2

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

Introduction to Psychology

What is psychology? How is it connected to biology? What's the origin of the word? Read the definitions and try to explain in your own words. Psycho- is a learned borrowing from Greek meaning breath, soul, spirit, and mind. In Greek mythology Psyche (soul or butterfly) was the human bride of Eros, the god of love. Before she is allowed to marry Eros she is forced to undergo many difficult ordeals. Apuleius tells the story of Eros and Psyche in his *Metamorphoses*. Psychology was considered a study of the soul.

Psychology is 1) the science of the mind or of mental states and processes: the science of human nature; 2) the science of human and animal behaviour; 3) the sum of the mental states and processes of the person or of a number of persons, especially as determining action (e.g. the psychology of a soldier at the battle). Literally, the word psychology means the science of the mind. Most contemporary psychologists would define psychology as the science of the behaviour of organisms. By behaviour they mean activities and processes that can be observed objectively — both the isolated reactions of muscles, glands and other parts of the organisms and the organized, goaldirected patterns of reaction that characterize the organism as a whole.

Psychologists also interpret behaviour to include internal processes — thinking, emotional reactions and the like — which one person cannot observe directly in another but which can be inferred from observation of external behaviour. Behaviour is determined by a complex of factors that are partly biological, partly anthropological, partly sociological, and partly psychological. Therefore, psychology is closely connected to both the biological and the social sciences. Psychologists study basic functions such as learning, memory, language, thinking, emotions, and motives. They investigate development throughout mental and physical health care.

They also treat people who are emotionally distressed. So, it is very important for them to know all about social influences on individuals, the role of the brain and the nervous system in

such functions as memory, language, sleep, attention, movement, perception, hunger, anger and joy. Although psychology has been concerned primarily with the behaviour of human individuals and groups, it has also dealt with the study of animal behavior. Although great care is always necessary in interpreting human behavior in the light of findings from animal experiments, animal psychology has greatly contributed to study of human beings

2. Переведите термины с русского языка на английский (20 терминов).

1. Возможности трудоустройства
2. Будучи учёными
3. Творческий
4. Инноваторы
5. Практик
6. Быть разнообразным
7. Лечить
8. Интеллект, ум
9. Личность
10. Суд
11. Руководители
12. Исполнитель
13. Спортсмен
14. Уменьшать
15. Результативность
16. Суд присяжных
17. Катастрофа
18. Авиакатастрофа
19. Жертва
20. Прохожий

3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

1. Практическая психология использует результаты исследований для решения разнообразных задач.
2. Будучи учёными, психологи используют научные методы.
3. Наблюдение, эксперимент и анализ-это примеры научных методов.
4. Психологи зачастую инноваторы. Они разрабатывают теории и тестируют их в своих исследованиях.
5. Психологи занимаются исследованиями, работают консультантами, преподают психологию в школах и университетах.
6. Практикующие психологи работают в клиниках, лабораториях, больницах, судах, школах, тюрьмах и корпорациях.
7. Психологи работают со спортсменами и бизнесменами, помогая им снимать стресс и улучшать показатели.
8. Профессиональные психологи вынуждены постоянно совершенствоваться, держаться в ногу со временем.
9. Психологи напряженно работают, чтобы найти ответы на разнообразные

исследовательские вопросы.

10. Психология очень разнообразна с огромным количеством возможных видов занятости.

1. Practical psychology uses the results of research to solve a variety of problems.
2. As scientists, psychologists use scientific methods.
3. Observation, experiment and analysis are examples of scientific methods.
4. Psychologists are often innovators. They develop theories and test them in their research.
5. Psychologists are engaged in research, work as consultants, teach psychology in schools and universities.
6. Practicing psychologists work in clinics, laboratories, hospitals, courts, schools, prisons and corporations.
7. Psychologists work with athletes and performers, helping them to relieve stress and improve performance.
8. Professional psychologists are forced to constantly improve, keep up with the times.
9. Psychologists work hard to find answers to a variety of research questions.
10. Psychology is very diverse with a huge number of possible types of employment.

Приложение к билету 3.

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

The sense of hearing

A bell rings, a baby cries, and a dog barks. Every day we hear thousands of sounds. Our world is full of sound. What causes sound? How do our ears let us hear sounds? Sound is caused by vibrations, the quick back-and-forth movements of an object. The vibrations move through air, water, the ground, or some other substance. The vibrations move in waves. They are called sound waves. In order to understand how people hear sound waves, you must understand how the ear works.

There are three important parts of the ear: the ear canal, the eardrum, and the small bones. Each part is important for hearing. Sound waves enter the ear through the ear canal and hit the eardrum. The eardrum is a thin skin that is stretched tightly across the inside of the ear. It is like the material that is stretched across the top of a drum. The eardrum begins to vibrate, or move back and forth quickly. This vibration causes three very small bones in the ear to vibrate. These little bones are called the hammer, anvil, and stirrup.

They get their names because they look like these objects. How do you hear? These vibrations of the eardrum cause more vibrations in a liquid that fills the deepest part of the ear. The moving liquid presses on the hearing nerves. These nerves pass the sound message on to the brain. When the message reaches the brain, the person can hear the sounds. It is important for humans to be able to hear sound. Sounds can warn of danger and emergencies.

If you see a person cross the street into the path of an oncoming car, you would call to the person to watch out. The driver of the oncoming car would honk the horn to warn the person. Fire alarms warn people of fire. Sirens on ambulances and police cars tell you to move to the side. Some people cannot hear. They are deaf and cannot be warned of danger in the same way. In this

Reading you learned about the sense of hearing, about the ear and how humans hear. Next you will learn about two more senses. These are the senses of taste and smell

2. Переведите термины с русского языка на английский (20 терминов).

1. Навык
2. Опыт
3. расстройство
4. варианты
5. краткосрочный
6. шизофрения
7. молодежь
8. престарелые
9. пол
10. самочувствие
11. духовный
12. окружение
13. разнообразие
14. Реабилитация
15. Удар
16. Жертва
17. Эпилепсия
18. Аутизм
19. Часто
20. Непосредственно

3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

1. Клинические психологи лечат эмоциональные и поведенческие нарушения.
2. Некоторые клинические психологи занимаются исключительно специфическими проблемами, такими как страхи и депрессии.
3. Национальные меньшинства также являются специфическими группами для клинических психологов в США.
4. Консультирующие психологи помогают людям распознать проблемы в семье и на работе.
5. Они уделяют огромное внимание тому, на каком этапе жизни находится пациент.
6. Консультирующие психологи также относятся с уважением к окружению и личным качествам пациента.
7. Многие индустриальные психологи работают в отделах кадров крупных фирм и занимаются подбором персонала, тренингами и развитием работников.
8. Реабилитационные психологи оказывают помощь людям, пострадавшим от инсультов, и жертвам несчастных случаев.
9. Пациентами реабилитационного психолога являются люди, перенесшие инсульты, умственно отсталые, страдающие церебральным параличом, эпилепсией, аутизмом.
10. Школьные психологи консультируют школьников и учителей

1. Clinical psychologists treat emotional and behavioural disorders.

2. Some clinical psychologists treat specific problems, such as phobias and clinical depressions.
3. National minorities are also specific groups for clinical psychologists in USA
4. Counseling psychologists help people recognize problems in the family and at work.
5. They pay great attention to what stage of the life the patient is at.
6. Counseling psychologists also relate the environment and personal qualities of the patient with respect.
7. Many industrial psychologists work in the human departments of large firms and are engaged in staffing, training and employee development.
8. Rehabilitation psychologists provide assistance to people affected by strokes and accident victims.
9. The rehabilitation psychologist's patients are people who have suffered strokes, the mentally retarded, suffering from cerebral palsy, epilepsy, autism.
10. School psychologists advise students and teachers.

Приложение к билету 4.

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

The senses of smell and taste

Why does a potato chip taste salty? Why does sugar taste sweet? There are two sense organs you use to taste. One of these sense organs is the tongue. If you look in the mirror and stick out your tongue, you will see little bumps on it. These bumps are called papillae. Inside each of these bumps are tiny taste buds. Taste buds are cells that are connected to nerves. The nerves carry messages about the food you eat to the brain. The nerves tell your brain how something tastes. You can taste if something is bitter, sour, sweet, or salty.

Look at the picture below to see where the taste buds are located and the different tastes you experience. You taste bitter things at the back of your tongue, sour and salty things on the sides, and sweet things on the tip. The tongue is only one part of the sense of tasting. The other sense organ you use to taste is your nose. The nose is also the sense organ you use to smell. The smell of food plays a big part in how food tastes. If food smells good, it usually tastes good! Sometimes when you have a cold and your nose is stopped up, you cannot smell anything. When this happens, nothing you eat will taste very good either. Everything that has a smell gives off a small amount of gas. This gas is called an odor. When you breathe in, the odor enters your nose. Some things have a weak odor.

When things have a weak odor, you have to sniff to bring the odor into your nose. There are special nerves in the nose that send the "smell message" to the brain. The picture below shows how the sense of smell works. Odor enters through the nose and passes to the nerves. The nerves send a "smell message" to the brain. Is it important to be able to smell things? Your sense of smell protects you from danger. You smell smoke when there is a fire. Food begins to smell bad when it is no longer good to eat. Animals such as skunks spray a liquid that has a bad odor to protect them from danger. In this reading you learned about the senses of taste and smell and their two sense organs, the tongue and the nose. You also learned why these two senses are important.

How do smell and taste work? Smell and taste belong to our chemical sensing system, or chemo sensation. The complicated processes of smelling and tasting begin when molecules released by the substances around us stimulate special nerve cells in the nose, mouth or throat.

These cells transmit messages to the brain, where specific smells or tastes are identified. Olfactory (smell nerve) cells are stimulated by the odours around us — the fragrance from a rose, the smell of bread baking.

These nerve cells are found in a tiny patch of tissue high up in the nose, and they connect directly to the brain. Taste cells react to food or drink mixed with saliva and are clustered in the taste buds of the mouth and throat. Many of the small bumps that can be seen on the tongue contain taste buds. These surface cells send taste information to nearby nerve fibers, which send messages to the brain. Taste and smell cells are the only cells in the nervous system that are replaced when they become old or damaged. Scientists are examining this phenomenon while studying ways to replace other damaged nerve cells. A third chemosensory mechanism, called the common chemical sense, contributes to our senses of smell and taste. In this system, thousands of free nerve endings — especially on the moist surfaces of the eyes, nose, mouth and throat — identify sensations like the sting of ammonia, the coolness of menthol and the “heat” of chili peppers.

2. Переведите термины с русского языка на английский (20 терминов).

1. Оценивать
2. Персонал
3. учение
4. Определение
5. Термин
6. Принадлежать
7. Отдельный
8. Опыт
9. Ощущение
10. Выживать
11. Приспосабливаться
12. Психоанализ
13. Бессознательный
14. Определять
15. Осознавать
16. Наблюдаемый
17. Игнорировать
18. Подтверждать
19. Доминировать
20. Цели

3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

1. В 1879 году Вильгельм Вундт создал первую психологическую лабораторию.
2. В 1875 году Уильям Джеймс начал преподавать курс о взаимосвязи между физиологией и психологией.
3. Аткинсон определил психологию как изучение поведения и психических процессов.
4. Многие ученые не согласны с определением психологии.
5. Структурализм был первым подходом в психологии.
6. Функционалисты исследовали функции мыслей и поведения.
7. Психоанализ (учение о бессознательном) был разработан Зигмундом Фрейдом в

Австрии.

8. Когнитивные психологи заинтересованы в обработке информации.
9. Гуманистические психологи фокусируются на сознательном опыте и целях в жизни.
10. Биологический подход дает эволюционное и генетическое объяснение человеческого поведения

1. In 1879 Wilhelm Wundt created the first psychology laboratory.
2. In 1875 William James started teaching a course on the relationship between physiology and psychology.
3. Atkinson defined psychology as the study of behaviour and mental processes.
4. Many scientists disagree about of definition of psychology.
5. Structuralism was the first approach in psychology.
6. Functionalists investigated functions of thoughts and behaviour.
7. Psychonalysis(study about unconcious mind) was developed by Sigmund Freud in Austria.
8. Cognitive psychologists are interested in information processing.
9. Humanistic psychologistsfocus on the concious experience and aims in life.
10. The biological approach gives evolutionary and genetic explanation for human behaviour.

Приложение к билету 5.

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

The sense of sight

Which part of your body lets you read the book, check out a rainbow, and see a ball heading your way? Which part lets you cry when you are sad and makes tears to protect itself? Which part has muscles that adjust to let you focus on things that are close up or far away? If your guess is the eye, you are right! The eye is the sense organ of sight. You see with your eyes. Your eyes work like a very good camera. They can take pictures that are still or moving, in color or in black and white, and from a distance or close up. Of course, your eyes are better than a camera! In this reading you will learn how your eyes work and how you see. The eye is made up of different parts: the iris, pupil, eyelid, and retina. The picture below shows the different parts of an eye.

The iris is a muscle. It is the part of the eye that lets in the right amount of light. The big, coloured circle in the centre of the eye is the iris. Pigment gives the iris its color. The color of the iris is different in different people. Look at your classmates' eyes. What color irises do you see? In the centre of the iris there is a hole that lets in the light. This hole is the pupil. The iris muscle can change or adjust the size of the pupil. The pupil will enlarge if the light is dim and get smaller when the light is bright. The eyelid is another important part of the eye. It has two important functions. The eyelid controls the amount of light that enters the eye. When you want to keep out light, you can lower your eyelid. Also, raising and lowering the eyelids helps keep the eyes moist. Another important part of the eye is the retina. The retina is the part of the eye that receives the image and focuses the light. A picture forms on the retina in the back of the eye. The image on the retina is upside down. How does the image get right side up, so you see normally?

Light enters through the pupil in the eye and is received by the nerves in the retina. When the nerves in the retina receive the light, they send a "picture message" to the brain. This pic 28 Chapter 1. The sense organs ture message is upside down. The brain changes the message into a right-side-up picture. The brain performs a very important function in the sense of sight.

Sometimes people need glasses because they cannot focus the light properly. The picture is not clear. Three of the most common eye problems are being nearsighted, farsighted, or having an astigmatism. If you are nearsighted, you can see things clearly only if they are very near. If you are farsighted, you can see things clearly only if they are far away. If you have an astigmatism, things look blurry whether they are near or far. All three problems can be corrected with eyeglasses or contact lenses. Visual impairments can mean a number of things. If you are visually impaired it doesn't necessarily mean you are blind, it could mean you are blind or have impaired vision. A person who is totally blind can not see light or anything else. Some people use different things to help with their visual impairments by using adaptations such as glasses, Braille, seeing eye dogs, canes, and adaptive computer technology.

Eyeglasses or contact lenses help focus the light properly so that you can see clearly all the time. There are many devices such as screen readers, computers and many other inventions that were made and still being made to help people that are visually impaired. There are many inventions for computers that make other technological devices then usable to the Visually Impaired — and can change their lives forever. Seeing Eye dogs and canes are used more for helping people get around from place to place. A Seeing Eye dog is specially trained to help a visually impaired or blind person get back and forth from work, school, or even to the neighbor's house. The dogs go to a special school where they learn to obey traffic lights, veer the person out of the way of poles, and help him/her down steps. They wear a harness and the owner holds on to it and tells the dog where to go. Many people like Seeing Eye dogs for their ability to get the person where they're going pretty fast. Then again, some people dislike them because if the person wants to go somewhere new, the dog might not know how to get there. Seeing Eye dogs help people get where they're going though they are not for everyone.

2. Переведите термины с русского языка на английский (20 терминов).

1. Эволюционный
2. Генетический
3. Представлять
4. Ставить диагноз
5. Нарушение
6. Дисфункция
7. Поддержать
8. Расширять
9. Прописать
10. Лечение
11. Квалифицированы
12. Оценивать
13. Оценка
14. Состояние
15. Первооткрыватель
16. Внутренний
17. Цель
18. Подсознательный
19. Загадочный
20. Спрятанный

3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

1. Работа психолога и психиатра имеет много общего.
2. Как психологи, так и психиатры могут проводить психотерапию и диагностировать психические и невротические расстройства
3. Как психологи, так и психиатры помогают людям поддерживать и улучшать своё физическое, интеллектуальное, эмоциональное и социальное функционирование.
4. Существуют некоторые различия в работе и навыках психологов и психиатров
5. Психиатры, как врачи, могут назначать лекарства при психологических дисфункциях
6. Психологи не являются врачами, поэтому они фокусируются на лечении с помощью психотерапии.
7. Образование психологов позволяет им принимать решения о том, что помогает, и что не помогает разным людям в разнообразных ситуациях.
8. Психологам разрешено использовать психологические тесты.
9. Психологические тесты включают оценку стилей личности, интеллектуальные тесты(тесты IQ), тесты на успеваемость, тесты на возможное повреждение мозга и тесты на конкретные психологические нарушения.
10. Существуют важные различия в понимании психологических или эмоциональных проблем среди психологов и психиатров.

1. The work of a psychologists and a psychiatrists has much in common.
2. Both psychologists and psychiatrist can provide psychotherapy and diagnose psychotic and neurotic disorders.
3. Both psychologists and psychiatrists help people maintain and enhance their physical, intellectual, emotional and social functioning.
4. There are some differences in the work and skills of psychologists and psychiatrists
5. Psychiatrists, as medical doctors, can prescribe medications for psychological dysfunctions
6. Psychologists are not doctors, so they focus on treatment through psychotherapy.
7. The education of psychologists allows them to make decisions about what helps and what doesn't help different people with various situations.
8. Psychologists are allowed to use psychological tests.
9. Psychological tests include assessment of personality styles, intellectual tests (IQ tests), tests of academic achievement, tests for possible brain damage and tests for specific psychological disturbances.
10. There are important differences in the understanding of psychological or emotional problems among psychologists and psychiatrists.

Приложение к билету 6.

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

The sense of touch

Your skin can help if you are feeling too hot or too cold. Your blood vessels, hair, and sweat glands cooperate to keep your body at just the right temperature. If you were to run around in the heat, you could get overheated. If you play outside when it is cold, your inner temperature could drop. Either way, your skin can help. Your body is pretty smart. It knows how to keep your

temperature right around 37°C to keep you healthy. Your skin can respond to messages sent out by your hypothalamus, the brain's inner thermometer.

The skin is the sense organ of touch. It has millions of nerves that make it sensitive to touch. When something touches the skin, the sensory nerves in the skin send messages to the brain. The brain receives the messages as unpleasant or pleasant feelings. There are five kinds of messages the brain can receive from the sensory nerves in the skin. These messages are pain, heat, cold, pressure, and light touch. The sense of touch is very important. You can learn about your body through the sense of touch. Babies learn much of what they know about the world through their sense of touch. If a baby touches a hot stove, the nerves in the skin send a message of pain and heat to the brain.

Almost immediately, the baby will remove his or her hand. If babies did not have this warning signal, they could seriously injure themselves. When you are injured, you often wish you could not feel pain; yet, it is important that you feel pain. Pain protects you and lets you know if there is something wrong in your body

2. Переведите термины с русского языка на английский (20 терминов).

1. Запрос
2. Внешний
3. Ограничение
4. Удовлетворение
5. Влияние
6. Воздействие
7. Обуславливать
8. Потенциал
9. Несчастье
10. Самооценка
11. Удалять
12. Лечить
13. Состояние
14. Этап
15. Собирать
16. Оговорки
17. Раскрывать
18. Сопротивление
19. Преодолевать
20. Вывод

3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

1. Зигмунд Фрейд был первым психологом, который осознал важность бессознательного разума.
2. Зигмунд Фрейд разработал главные принципы, цели и методы психоанализа.
3. Психоанализ фокусируется на бессознательном уровне разума
4. Согласно Зигмунду Фрейду, человеческая психика состоит из 3 частей: ид, эго и супер-эго.

5. Конфликт между этими частями приводит к несчастью и психическим заболеваниям.
6. Психоанализ помогает избавиться от неврозов
7. Существует несколько этапов психоанализа.
8. Первое, психоаналитик собирает материал из свободных ассоциаций, снов и оговорок пациента.
9. Затем он строит гипотезы о том, что происходило с пациентом в прошлом.
10. Наконец, психоаналитик и пациент делают выводы о проблемах.

1. Sigmund Freud was the first psychologist who recognized the importance of the unconscious mind.
2. Sigmund Freud developed the main principles, objectives and methods of psychoanalysis.
3. Psychoanalysis focuses on the unconscious level of the mind.
4. According to Sigmund Freud, there are 3 parts of the human psychic :the id, the ego and the super-ego.
5. The conflict between these parts produces unhappiness and mental illness.
6. Psychoanalysis helps to remove neuroses.
7. There are several steps of psychoanalysis.
8. First, the psychoanalyst gather material from patient's free associations, dreams and slips.
9. Then he forms hypotheses about what happened to the patient in the past.
10. Finally, the psychoanalyst and the patient make conclusions about the problems.

Приложение к билету 7.

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

The meaning of touch

Touch communication, also referred to as haptics, is perhaps the most primitive form of communication. Developmentally, touch is probably the first sense to be used; even in the womb the child is stimulated by behaviour touch. Soon after birth the child is caressed, patted, and stroked. In turn, the child explores its world through touch. In a very short time, the child learns to communicate a wide variety of meanings through touch. Five of the major meanings of touch are considered here. Positive effect. Touch may communicate positive emotions. This touching occurs mainly between intimates or others who have a relatively close relationship. Touch is such a powerful signaling system, and it's so closely related to emotional feelings we have for one another that in casual encounters it's kept to a minimum.

When the relationship develops, the touching follows along with it. Among the most important of these positive emotions are support, which indicates nurturing, reassurance, or protection; appreciation, which expresses gratitude; inclusion, which suggests psychological closeness; sexual interest or intent; and affection, which expresses a generalized positive regard for the other person. Playfulness. Touch often communicates our intention to play, either affectionately or aggressively. When affection or aggression is communicated in a playful manner, the playfulness deemphasizes the emotion and tells the other person that it is not to be taken seriously.

Playful touches serve to lighten an interaction. Control. Touch may also serve to direct the behaviors, attitudes, or feelings of the other person. Such control may communicate a number of

messages. In compliance, for example, we touch the other person to communicate “move over,” “hurry,” “stay here,” and “do it.” In attention-getting, we touch the person to gain his or her attention, as if to say “look at me” or “look over here.” Touching to control may also communicate dominance. Consider who would touch whom — say, by putting an arm on the other person’s shoulder or by putting a hand on the other person’s back — in the following dyads: teacher and student, doctor and patient, master and servant, manager and worker, minister and parishioner, police officer and accused, business person and secretary.

Most people brought up in our culture would say the first-named person in each dyad would be more likely to touch the second-named person than the other way around. In other words, it is the higher status person who is permitted to touch the lower status person. Ritual. Ritualistic touching centers on greetings and departures. Shaking hands to say “hello” or “goodbye” is perhaps the clearest example of ritualistic touching, but we might also hug, kiss, or put our arm around another’s shoulder in meeting someone or in anticipating the person’s departure. Task-relatedness. Task-related touching is associated with the performance of some function; this ranges from removing a speck of dust from another person’s face to helping someone out of a car or checking someone’s forehead for a fever.

2. *Переведите термины с русского языка на английский (20 терминов).*

1. Возможности трудоустройства
2. Будучи учёными
3. Творческий
4. Инноваторы
5. Практик
6. Быть разнообразным
7. Лечить
8. Интеллект, ум
9. Личность
10. Суд
11. Руководители
12. Исполнитель
13. Спортсмен
14. Уменьшать
15. Результативность
16. Суд присяжных
17. Катастрофа
18. Авиакатастрофа
19. Жертва
20. Прохожий

3. *Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.*

1. Behaviourist psychologists study observable behaviour.
2. Perceptions, thoughts, images, feelings are subjective and can never lead to an objective science.
3. They argue that the environment has a very strong influence on our behaviour.
4. Ivan Setchenov, Vladimir Bekhterev and Ivan Pavlov were the first behaviorists.

5. Vladimir Bekhterev founded the first psychological lab in Russia at the University of Kazan in 1885.
6. The Russian physiologist Ivan Petrovich Pavlov is primarily associated with conditioned reflex.
7. American behaviourists Watson, Thorndike and Skinner developed theories of learning drawing on the works of Pavlov.
8. They attempted to use these theories to explain all human behaviour.
9. Edward Lee Thorndike will always be remembered for his cats and his "puzzle boxes"
10. John Watson denied the existence of any human instincts, inherited capacities or talents, and temperaments.

1. Психологи-бихевиористы изучают наблюдаемое поведение.
2. Восприятие, мысли, образы, чувства субъективны и никогда не могут привести к объективной науке.
3. Они утверждают, что окружающая среда оказывает очень сильное влияние на наше поведение.
4. Иван Сеченов, Владимир Бехтерев и Иван Павлов были первыми бихевиористами.
5. Владимир Бехтерев основал первую в России психологическую лабораторию в Казанском университете в 1885 году.
6. Русский физиолог Иван Петрович Павлов в первую очередь связан с условным рефлексом.
7. Американские бихевиористы Уотсон, Торндайк и Скиннер разработали теории обучения, опираясь на работы Павлова.
8. Они попытались использовать эти теории для объяснения всего человеческого поведения.
9. Эдварда Ли Торндайка всегда будут помнить за его кошек и его "коробки с головоломками".
10. Джон Уотсон отрицал существование каких-либо человеческих инстинктов, унаследованных способностей или талантов и темпераментов.

Приложение к билету 8.

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

Scientists say aromas have major effect on emotions

Perhaps it has always been apparent, as plain as the nose on your face. But nobody was paying much attention. "From an evolutionary point of view, we typically don't think of the nose as very important," said Dr. Gary Schwartz, professor of psychiatry and psychology at the University of Arizona. "But it is stuck square in the middle of the face. Why would something that was less relevant to normal activities be so prominent? It implies there is something more important there than we may have realized."

Indeed, scientists are learning that fragrance affects us more than previously thought. New research indicates that smells influence our minds, our moods and our bodies. But smell remains one of the least-understood senses. Although we know a great deal about the eyes and ears, we only partly understand smell. According to olfactory scientists at the Chemical Senses Centre, we do know that an odor is first detected by the olfactory epithelium, a sort of receptor sheet located

in the nose. This starts a chain of events that leads to an information flow to the olfactory bulb and limbic system of the brain, which plays a key role in regulating body functions and the emotions. Smell, is the only sensory system to directly project into the limbic system, making it perhaps our most basic, primitive sense. (Other senses reach the limbic system, but travel first to other brain regions.) Some of the most significant new findings about smell and scent come from scientists at the University of Cincinnati. They concluded that scents can keep people more alert and improve performance of a routine task.

Subjects tackled a 40-minute vigilance test, which required them to watch a video screen and press a button whenever a certain line pattern appeared. While performing the task, some were intermittently given a whiff of peppermint or lily of the valley through oxygen masks. Those workers receiving the fragrances performed 25% better than those given only whiffs of pure air. Although it isn't clear exactly how fragrance works, this study may soon have practical applications. Truck drivers, even passenger car drivers, who need to keep alert while traveling long distances, could find it helpful. In Japan, fragrance is already used in the workplace. Japan's largest architectural, engineering and construction firm has developed an environmental fragrancing system that uses computerized techniques to deliver scents through air-conditioning ducts. The Japanese have found that scents enhance efficiency and reduce stress among office workers. In one experiment in Japan, 13 key-punch operators were monitored eight hours a day for a month.

When the office air was scented with lavender, errors per hour dropped 21%. They dropped by 33% with a jasmine fragrance and a stimulating lemon aroma reduced errors by 54%. The key-punchers enjoyed the fragrances. They reported feeling better than they did without it. Fragrances were selected based upon the principles of aromatherapy, an ancient form of herbal medicine. Aroma therapists believe that "essential oils," the distilled "essences" of flowers, herbs and plants, can be used to make people feel better. Oils such as lavender and chamomile are considered relaxing; lemon and jasmine — stimulating; pine and eucalyptus — invigorating.

Aromatherapy is widely practised in England, France, Belgium, Germany and Switzerland and now they're applying it in Japan. Other research is still in the laboratory phase. Scientists at Green State University are finding that even when you are sleeping; your nose is wide awake. They've worked with about 100 college subjects in the university sleep lab. Electrodes on test participants monitored brainwave activity, heart rate, respiration and muscle tension. What they've determined is that people respond to odours in sleep. Tests clearly showed subjects are able to detect the odours; typically their heart rate would increase slightly and their brain waves quicken slightly. In a separate study, respiration, muscle tension, heart rate and blood pressure were measured as a group of healthy volunteers were asked a series of stressful questions such as:

The kind of person I find sexually attractive is _____?

They received whiffs of spiced apple aroma, while a control group was given bursts of plain air. The spiced apple produced a drop in blood pressure, on average of 5 millimetres per person. It's not a big decrease, but could be the difference between taking medication and not taking medication; or reducing the dosage in medication. Chemists at the University of Arizona continue their work on scent. In one of the current studies, they are looking at "subliminal scent," scent below the level of awareness. They believe one of the reasons taking trips to pine forests makes people feel so good is the presence of the mixture of molecules in pine.

Equally important — if not more important — may be the absence of smog molecules, gasoline, carpet, paint putting a great strain on our nervous system. They point to so-called "sick" buildings as an example. They inhibit the circulation of fresh air, so people instead breathe a veritable soup of man-made chemicals. The idea is that the nose can detect those molecules and

that that information is fed to the brain and does activate brain centers to make people feel uneasy or uncomfortable. It is clear that the study of scent is positively blossoming. It's definitely on the increase. Scientists have learned

2. Переведите термины с русского языка на английский (20 терминов).

1. Ценность
2. Информация
3. Эффективность
4. Восприятие
5. Прежде всего
6. Особенно
7. Стимуляция
8. Пытаться
9. Загадка
10. Выход
11. Восстанавливаться после шока произошедшего
12. Гибкость их расписания дня
13. Навык
14. Интерпретировать данные
15. Опыт
16. Дизайн эксперимента
17. Карьерные возможности
18. Заботиться о ком-то
19. расстройство
20. варианты

3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

1. Термин «дежавю» с французского означает, дословно, «уже увиденное».
2. Феномен достаточно сложный, и существует много различных теорий, почему появилось дежавю.
3. Термин был представлен Эмилем Буараком (1851-1917), который проявлял большой интерес к феномену.
4. При дежавю, однако, мы чувствуем себя странно, потому что мы не думаем, что мы знакомы с нынешним восприятием.
5. Целых 70% населения рассказывает об испытании некоторых форм дежавю.
6. Большее количество инцидентов случается у людей от 15 до 25 лет, чем в любой другой возрастной группе.
7. С тех пор как дежавю появилось у личностей, существует много предположений, как и почему происходит этот феномен.
8. Некоторые психоаналитики приписывают дежавю к простой фантазии или исполнению желаний, в то время как другие думают, что это несоответствие в мозге.
9. Многие парапсихологи полагают, что это относится к опыту прошлой жизни
10. Очевидно, необходимо провести больше исследований.

1. The term "deja vu" from French means, literally, "already seen."
2. The phenomenon is rather complex, and there are many different theories why deja vu appeared.

3. The term was introduced by Emile Bouarac (1851-1917), who had strong interests in the phenomena.
4. In the déjà vu experience, however, we feel strange because we don't think we are familiar with the present perception.
5. As much as 70% of the population reports having experienced some forms of déjà vu.
6. A higher number of incidents occur in people 15 to 25 years than in any other age group.
7. Since déjà vu occurs in individuals, there is much speculations as to how and why this phenomenon happens.
8. Some psychoanalysts attribute déjà vu to a simple fantasy or wish fulfillment, while others think it's a mismatch in the brain.
9. Many parapsychologists believe it is related to a past life experience.
10. Obviously, there is more investigations to be done

Приложение к билету 9.

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

The mental edge

The mental edge The brain is the key to peak performance, in sports and life. There is a new emphasis in the sports world on training athletes' minds as well as their muscles. Once considered a form of psychic voodoo, sports psychology is rapidly becoming an important part of nearly every serious athlete's normal routine, right along with weight lifting and nutrition. The new focus on the "mental game" is increasingly finding an enthusiastic audience in business, medicine and the military as well. The implications go far beyond sports, whether it's an airline pilot, musician, or surgeon, everyone's goal is achieving a peak performance. The importance of controlling the power of the mind has long been part of folk wisdom. Today, scientists are revealing that such age-old wisdom has biological basis.

Over the years people have found that certain psychological techniques seem to work. Now we're beginning to find out that there is a basic "brain reason why." Scientists are showing, for instance, that one crucial aspect of peak performance — going into a state of intense concentration — is associated with profound changes in the brain. In the University of Maryland they gave skilled marksmen tiny electrodes that measure the brain's electrical activity and monitored their minds as they shot at a target. They found that just before an expert shooter pulls the trigger, the left side of the brain gives off a burst of so-called alpha waves, which are characteristic of a relaxed, dream-like state. Similar results have been found in golfers as they putt, archers releasing an arrow and basketball players shooting a free throw.

This sudden change in brain waves seems to reflect a dramatic change in the athlete's mental state at the moment of peak performance. Neuroscientists have long known that each hemisphere, or side, of the human brain specializes in certain activities. The left brain is better at language and analytical skills and the right brain is more adept at spatial relations and pattern recognition. Research suggests that during peak performance, the mind relaxes its analytical side and allows its right side to control the body. The result is the dreamlike "flow" state that many athletes, musicians and other people report experiencing when they are intensely engaged in an activity.

The ability to enter a state of deep concentration at the right moment is a key part of acquiring an athlete skill, even though people typically are not aware that they are doing it. So important is this flow state to peak performance that athletes can actually improve their performances by

learning to control their brain waves. The archers who learned to control the brain waves in their left hemisphere shot significantly better, while those who trained their right hemisphere did far worse. At the moment of peak performance, athletes, musicians and other performers speak of being “in the zone,” a state of total attention to the task at hand. One way to help reach this zone of deep concentration is to select several “focus” words to repeat to oneself. “Self-talk” — the running commentary that athletes carry on in their minds can have a profound effect on the body. Negative thoughts can lead to anxiety or depression, changing one’s breathing pattern and heart rate. Psychologists train athlete to think positively by reminding themselves of their past successes

2. Переведите термины с русского языка на английский (20 терминов).

1. имеющиеся в наличии
2. клиническая психология
3. нарушение поведения
4. краткосрочный
5. шизофрения
6. страхи, фобии
7. молодежь
8. национальные меньшинства
9. престарелые
10. сильные стороны
11. этап жизни
12. пол
13. сексуальная ориентация
14. самочувствие
15. подвергаться влиянию
16. духовный
17. окружение, окружающая среда
18. разнообразие
19. Специалисты отдела кадров
20. Подбор персонала

3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

1. Авраам Маслоу известен как основатель теории иерархии.
2. Маслоу изучал показательных людей, таких как Эйнштейн, Рузвельд, Дуглас больше чем психически больных или неврастеников.
3. Согласно Маслоу, существует несколько видов потребностей, которые могут быть удовлетворены, до того как человек начнёт действовать не эгоистично.
4. Психологические потребности основные нужды такие как воздух, вода, еда, сон, секс и т.д.
5. Когда они не удовлетворены, мы можем чувствовать болезнь, раздражение, боль, дискомфорт и т.д.
6. У людей есть желание принадлежать к группам: рабочие группы, религиозные группы, семья, кружки и т.д.
7. Любовь – это следующая ступень, нам нужно быть нужными

8. Потребности безопасности связаны с установлением стабильности и последовательности в хаотичном мире.
9. Сегодня всё больше людей имеет средства для жизни, но не имеют смысла жизни.
10. Живите так, как будто второй раз, как если бы вы поступили неправильно в первый раз.

1. Avraham Maslov is known for establishing the theory of hierarchy of needs.
2. Maslov studied exemplary people such as Einstein, Roosevelt, Douglas rather than the mentally ill or neurotic.
3. According to Maslow, there are general types of needs that must be satisfied before a person can act not selfishly.
4. Psychological needs are very basic needs such as air, water, food, sleep, sex, etc.
5. When these are not satisfied, we may feel sickness, irritation, pain, discomfort, etc.
6. Humans have a desire to belong to groups: work groups, religious groups, family, clubs, etc.
7. Love is the next on the ladder, we need to be needed
8. Safety needs have to do with establishing stability and consistency in a chaotic world.
9. Ever more people today have the means to live, but no have meaning to life for.
10. Live as if you were living a second time, and as though you had acted wrongly the first time.

Приложение к билету 10.

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста с английского языка на русский и передайте основную идею в устной форме (не менее 5-6 предложений). Задайте к нему четыре типа вопросов в письменной форме.

The bilingual brain

When Karl Kim immigrated to the United States from Korea as a teenager ten years ago, he had a hard time learning English. Now he speaks it fluently, and recently he had a unique opportunity to see how our brains adapt to a second language. Kim is a graduate student in the lab of Joy Hirsch, a neuroscientist at Memorial Center in New York. He and Hirsch have recently found evidence that children and adults don't use the same parts of the brain when learning a second language.

The researchers used an instrument called a functional magnetic resonance imager to study the brains of two groups of bilingual people. One group consisted of those who had learned a second language as children. The other consisted of people who, like Kim, learned their second language later in life. When placed inside the MRI scanner, which allowed Kim and Hirsch to see which parts of the brain were getting more blood and were thus more active, people from both groups were asked to think about what they had done the day before, first in one language and then the other. (They couldn't speak out loud, because any movement would disrupt the scanning.) Kim and Hirsch looked specifically at two language centers in the brain — Broca's area in the left frontal part, which is believed to manage speech production, and Wernicke's area, in the rear of the brain, thought to process the meaning of language. Both groups of people, Kim and Hirsch found, used the same part of Wernicke's area no matter what language they were speaking.

But their use of Broca's area differed. People who learned a second language as children used the same region in Broca's area for both languages. But those who learned a second language later in life made use of a distinct region in Broca's area for their second language — near the one activated for their native tongue. How does Hirsch explain this difference? "When language is being hardwired during development," says Hirsch, "the brain may intertwine sounds and structures from all languages into the same area." But once that wiring is complete, the

management of a new language, with new sounds and structures, must be taken over by a different part of the brain. A second possibility is simply that we may acquire languages differently as children than we do as adults. "If you watch mothers or family members teaching an infant to speak," says Hirsch, "it's very tactile, it's very auditory, it's very visual. There are a lot of different inputs. And that's very different from sitting in a high school class."

2. Переведите термины с русского языка на английский (20 терминов).

1. Стратегическое планирование
2. Управление качеством
3. Реабилитация
4. Умственная отсталость
5. Церебральный паралич
6. Эпилепсия
7. Улучшение производительности
8. Непосредственно
9. Оценивать
10. Персонал
11. Принадлежать
12. Отдельный
13. Отец-основатель
14. Выживать
15. Приспосабливаться
16. Психоанализ
17. Бессознательный
18. Определять
19. Наблюдаемый
20. Объективная наука

3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

1. Зигмунд Фрейд был первым психологом, который осознал важность бессознательного разума.
2. Зигмунд Фрейд разработал главные принципы, цели и методы психоанализа.
3. Психоанализ фокусируется на бессознательном уровне разума
4. Существуют некоторые различия в работе и навыках психологов и психиатров
5. Психиатры, как врачи, могут назначать лекарства при психологических дисфункциях
6. Психологи не являются врачами, поэтому они фокусируются на лечении с помощью психотерапии.
7. Многие индустриальные психологи работают в отделах кадров крупных фирм и занимаются подбором персонала, тренингами и развитием работников.
8. Реабилитационные психологи оказывают помощь людям, пострадавшим от инсультов, и жертвам несчастных случаев.
9. Пациентами реабилитационного психолога являются люди, перенесшие инсульты, умственно отсталые, страдающие церебральным параличом, эпилепсией, аутизмом.
10. Школьные психологи консультируют школьников и учителей

1. Sigmund Freud was the first psychologist who recognized the importance of the unconscious mind.
2. Sigmund Freud developed the main principles, objectives and methods of psychoanalysis.
3. Psychoanalysis focuses on the unconscious level of the mind.
4. There are some differences in the work and skills of psychologists and psychiatrists
5. Psychiatrists, as medical doctors, can prescribe medications for psychological dysfunctions
6. Psychologists are not doctors, so they focus on treatment through psychotherapy.
7. Many industrial psychologists work in the human departments of large firms and are engaged in staffing, training and employee development.
8. Rehabilitation psychologists provide assistance to people affected by strokes and accident victims.
9. The rehabilitation psychologist's patients are people who have suffered strokes, the mentally retarded, suffering from cerebral palsy, epilepsy, autism.
10. School psychologists advise students and teachers.

*Форма билета
по учебной дисциплине*

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ
КАБАРДИНО-БАЛКАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
им. Х. М. БЕРБЕКОВА
ИНСТИТУТ ПЕДАГОГИКИ, ПСИХОЛОГИИ И ФИЗКУЛЬТУРНО-
СПОРТИВНОГО ОБРАЗОВАНИЯ
ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1**

Дисциплина Иностранный язык (английский)

Задания на экзамен:

1. Прочитайте, переведите отрывок из профессионально-ориентированного текста английского языка на русский и передайте основную идею в устной форме (не менее 5 предложений). Задайте к нему четыре типа вопросов в письменной форме.
2. Переведите устно термины по специальности с русского языка на английский (20 терминов)
3. Переведите предложения с русского языка на английский, используя терминологию пройденных разделов.

« ____ » _____ 202 г.

Руководитель ОПОП _____ О.И.Михайленко