

ԵՐԵՎԱՆԻ ՊԵՏԱԿԱՆ ՀԱՍՏԱՆՍԱՐԱՆ
ԻՋԵՎԱՆԻ ՄԱՍՆԱՃՅՈՒՂ

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ԹԵՄՐԱԶՅԱՆ Է. Հ.**

ENGLISH FOR PSYCHOLOGISTS

**ԱՆԳԼԵՐԵՆ
ՀՈԳԵԲԱՆՆԵՐԻ ՀԱՄԱՐ
ԲՈՒՀԱԿԱՆ ՁԵՌՆԱՐԿ**

**ԵՐԵՎԱՆ
ԵՊՀ ՀՐԱՏԱՐԱԿԶՈՒԹՅՈՒՆ
2014**

ՀՏԴ 802.0:159.9(075.8)

ԳՄԴ 81.2Անգլ+88 ց73

Է 812

*Հրատարակության է երաշխավորել
ԵՊՀ անգլիական բանասիրության ամբիոնը*

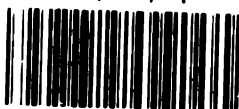
Գրախոսներ՝ բան. գիտ. թեկն., դոցենտ **Ք. ՀԱՐՈՒԹՅՈՒՆՅԱՆ**
բան. գիտ. թեկն., ասիստենտ **Ն. ՄԿՐՅԱՆ**

Է 812 ԷՎԻՆՅԱՆ Ս.Ս.

Անգլերեն հոգեբանների համար: Բուհական ձեռնարկ /Ս.Ս. Էվինյան Ս.Ս. Արթուրյան, Է.Հ. Թեմրազյան; – Եր.: ԵՊՀ հրատ., 2014. – 254 էջ:

Ուսումնական ձեռնարկը նախատեսված է «Հոգեբանություն և մանկավարժություն» մասնագիտության ուսանողների համար: Այն կարգացնի ոչ միայն անգլերենի իմացությունը, այլև կնպաստի մասնագիտական անգլերենով հաղորդակցվելու կարողությունների ձևավորմանն ու ամրապնդմանը:

ԵՊՀ Գրադարան



SU0224962

ՀՏԴ 802.0:159.9(075.8)

ԳՄԴ 81.2Անգլ+88 ց73

ISBN 978-5-8084-1858-5

237215

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ՀԵՐԻՆԱԿՆԵՐԻ ԿՈՂՄԻՑ

Ուսումնական ձեռնարկը նախատեսված է հոգեբանություն և մանկավարժություն մասնագիտացում ստացող ուսանողների, ինչպես նաև այդ գիտություններով հետաքրքրվողների համար:

Ձեռնարկը ներառում է 24 դաս, որի մեջ ընդգրկված են հոգեբանությանը և մանկավարժությանն առնչվող թեմաներ, ինչպիսիք են՝ զգացում և հուզումներ, հիշողություն, ուղեղ և ուղեղի աշխատանք, քուն և երազ, վարվելակերպ և պատիժ, երևակայություն և սնոտիապաշտություն, մտավոր հիվանդություններ, հաղորդակցության լեզու, ծնող-երեխա-ուսուցիչ փոխհարաբերություններ և այլն: Թեմաներ, որոնք կհետաքրքրեն մասնագիտական անգլերենով հաղորդակցվել ցանկացող ուսանողներին, ինչպես նաև ցանկացած անձի, որի համար կարևոր է լավ ճանաչել ոչ միայն ինքն իրեն, այլ նաև շրջապատող մարդկանց և միջավայրը:

Յուրաքանչյուր թեմա պարունակում է տեքստեր և նրանց համապատասխանող երկխոսություններ, վարժություններ, թեման ամփոփող հարցաշարեր, որոնք նպատակաուղղված են բառապաշարը զարգացնելու մասնագիտական անգլերենով, գրավոր և բանավոր խոսքը: Դրանք կնպաստեն հաղորդակցվելու կարողությունների ձևավորմանն ու ամրապնդմանը, բարելավելու լեզվական հմտությունները:

Ձեռնարկի վերջում կա նաև բառարան:

UNIT 1

PROFESSIONS

THEY ARE HAPPY MEN WHOSE NATURES SORT WITH THEIR VOCATIONS.

FRANCIS BACON

TO BECOME AN ABLE AND SUCCESSFUL MAN IN ANY PROFESSION, THREE THINGS ARE NECESSARY: NATURE, STUDY AND PRACTICE.

HENRY WARD BEECHER

STUDY UNTIL TWENTY-FIVE, INVESTIGATION UNTIL FORTY; PROFESSION UNTIL SIXTY...

THOMAS MOORE

THE ONE IMPORTANT THING I HAVE LEARNED OVER THE YEARS IS THE DIFFERENCE BETWEEN TAKING ONE'S WORK SERIOUSLY AND TAKING ONE'S SELF SERIOUSLY. THE FIRST IS IMPERATIVE AND THE SECOND IS DISASTROUS.

MARGARET FONTEY

A MAN MAY BE SO MUCH OF EVERYTHING THAT HE IS NOTHING OF EVERYTHING.

SAMUEL JOHNSON

THE BEST AUGURY OF A MAN'S SUCCESS IN HIS PROFESSION IS THAT HE THINKS IT THE FINEST IN THE WORLD.

GEORGE ELIOT

I. Read and translate the text.

THE PROFESSION I'VE CHOSEN

After finishing school there is a serious problem to solve - what profession to choose. It is one of the most important decisions we make in our life. But before making up our minds what career to choose we must know what traits of character are necessary for that profession, we must love our profession to devote ourselves to it and enjoy it.

All the professions are good and interesting, necessary and useful.

There are many wonderful professions around.

Factory **workers** make many useful things for people. **Engineers** and **architects** build beautiful houses, schools, factories.

To become a good **doctor** one must be patient, attentive, caring and kind. This profession requires great responsibility because it deals with the most precious thing that a person has - his health.

Detective's job is very stressful. He/she must be brave, fair, witty and strong.

Teacher's job is a noble profession. It is fantastic when you are in the pure and unimaginably surprising world, a world of sincere and charming smiles, appreciating and innocent glances, forgiving and grateful souls.

The teacher's job requires love for children, profound knowledge of subject. The teacher must go with the time, must find new approaches and methods of teaching. First of all he/she must be a good psychologist. The teacher must combine his/her skills, knowledge and experience to shape a right person because he/she brings up a new generation who is the continuation of our nation, the future of our country.

Nowadays there are also some new jobs such as computer programming, management, marketing, and others.

The profession of a **psychologist** is quite new and very interesting. Psychologists help people overcome the difficulties in their life. They help them understand their inside world and become confident, help people improve their quality of life after disasters, such as plane crash, flood, earthquake. Psychologists help victims and bystanders recover the shock of the event. They use scientific methods of observation, experimentation and psychoanalysis.

Psychologists deal with the different layers of society. I understand the difficulties of this profession but however I like it. I like working with people. I want to support them. I want to become a psychologist.

II. Find in the text the English equivalents of:

որոշում, բնավորության զիծ, նվիր(վ)ել, համբերատար, հոգատար, պատասխանատվություն, թանկարժեք, լարված, աներևակայելի, գնահատող, անմեղ, խորաթափանց, անկեղծ, հոգի, խոր(ը), մոտեցում, փորձ, ձևավորել, հմտություն, շուկայավարություն, աջակցել, հաղթահարել, աղետ, ջրհեղեղ, երկրաշարժ, գոհ, դիտարկում, հոգեվերլուծություն

III. a) Choose appropriate characteristic features for the following professions:

b) Add more qualifications.

teacher, doctor, judge, shop-assistant.

reasonable, experienced, reliable, alert, sensitive, honest, just, well-educated, sociable, modesty, persuasive, skilled, respectable, well-informed, determined.

IV. What field do the following words belong to?

science art sales business

architect, accountant, writer, computer-programmer, real-estate agent, baker, tailor, jeweler, travel agent, hairdresser, foreman, florist, fashion designer, pharmacist, surgeon, sculptor, cook, builder, lawyer, musician, physician, chemist, interpreter, clerk, psychiatrist, psychologist, pedagogue, vet, scientist, physicist, artist.

V. How do you see your future profession?

a) What kind of work are you interested in:

1. quiet
2. well-paid
3. prestigious
4. interesting

b) What position would you like to have?

1. to work for the state - state employee
2. to work for someone else – an employee
3. to manage people – manager
4. to be your own boss – self-employed, businessman
5. to be responsible for everything – director, top-manager

VI. Discuss with your group the advantages and disadvantages of your future profession.

1. Do you think that your future profession is prestigious?
2. How difficult is it to find a good job in your field?
3. Is there any competition in your group?
4. Do you think it is a good stimulus to study well?
5. Do you think the society you live in appreciates your future profession?

VII. Your opinion about a person ...

- who hopes to succeed in business.
(needs to have original ideas on how to market products, ...)
- who wants to become a journalist.
(should be able to write under pressure, ...)
- who is responsible for a large staff.
(has to be creative with scheduling, ...)
- who works as a detective.
(has to try to get inside the mind of a criminal, ...)
- who works in advertising.
(needs to be able to write catchy slogans, ...)
- who works as an inventor.
(is always looking for new ways of solving common problems, ...)

VIII. a) Which of these jobs would you most enjoy doing? Why?

1. All my friends seem to earn more than I do. I suppose it's easier if you have a 9 to 5 job. I work on people's houses and manage construction sites all day. I stay pretty fit doing that, and I enjoy being outside. But in the evenings, I have to make phone calls and do paperwork.
2. Working for yourself is hard because you are responsible for everything. If no one calls you and asks you to work for them, you have to go out and look for work. Luckily, I now have some regular clients. I paint pictures for some expensive hotels. Right now, I'm doing some paintings for the room of a new hotel in Hawaii.
3. My friends say my job is less demanding than theirs, but I work just as hard as they do. I spend a lot of time alone because my job can't begin until all the construction work is completed. Usually, the rooms look great when I have finished my work. Sometimes customers choose really ugly colours, but I have to do what they want.
4. The musicians I lead are extremely talented, and we work together to make sure they sound as good as possible. We often work evenings and weekends, and we travel a lot. Working with a large number of people can be challenging, and it really bothers me if someone is moody because it affects everyone else.

b) Write out the words and phrases that helped you find the answer.

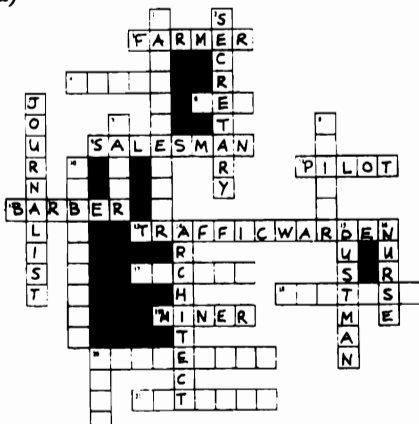
IX. What personality type do you think you are?

BEST JOBS BASED ON PERSONALITY TYPES.

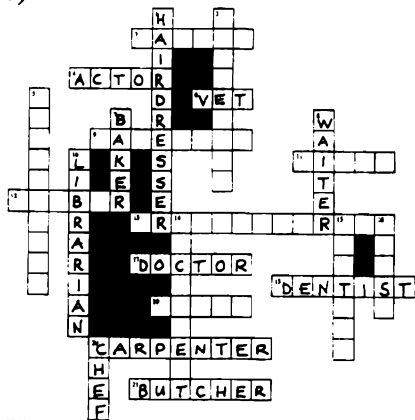
- 1. Artistic types** like working with designs and patterns.
Clothing designer
Architect
- 2. Investigative types** like figuring out problems.
Veterinarian
Pharmacist
- 3. Conventional types** like following instructions and routines.
Air traffic controller
Accountant
- 4. Realistic types** like working outside or with real-world materials.
Restaurant cook
Bus driver
- 5. Enterprising types** like leading people and making decisions.
Flight attendant
Lawyer
- 6. Social types** like working with other people.
High school coach
Child-care worker

X. Half crosswords: Jobs and occupations

a)



b)



c) Translate the following words and use them in the crosswords.

ատամնաբույժ, վարսահարդար, հացթուխ, գրադարանավար, բրժիշկ, մատուցող, հանքափոր, բուժքույր, ճարտարապետ, երթևեկության տեսուչ, ավագ խոհարար, անասնաբույժ, օդաչու, ատաղձագործ, մսավաճառ, ագարակատեր, վարսավիր, լրագրող, աղբահավաք, դերասան:

XI. Check your knowledge.

1. Was it easy for you to choose a profession?
2. Does anybody help you choose your profession?
3. Do you continue your parents' careers?
4. What other career would you choose?
5. What other modern jobs do you know?
6. A teacher first of all must be a psychologist, mustn't he/she?
7. What else does the teacher's job require?
8. What kind of person must a doctor be?
9. What kind of person must a psychologist be?
10. What scientific methods do psychologists use?

UNIT 2

PSYCHOLOGY

THE PURPOSE OF PSYCHOLOGY IS
TO GIVE US
A COMPLETELY DIFFERENT IDEA
OF THE THINGS
WE KNOW BEST.

PAUL VALE'RY

PSYCHOLOGY HAS A LONG PAST
BUT ONLY A SHORT HISTORY.

HERMAN EBINGHAUS

IT SEEMS A PITY THAT
PSYCHOLOGY
HAS DESTROYED ALL OUR KNOWLEDGE
OF HUMAN NATURE.

G. K. CHESTERTON

THERE IS NO PSYCHOLOGY:
THERE IS ONLY BIOGRAPHY
AND AUTOBIOGRAPHY.

THOMAS SZASZ

PSYCHOLOGY
KEEPS TRYING TO VINDICATE
HUMAN NATURE.

MASON COOLEY

I. Read and translate the text.

WHAT IS PSYCHOLOGY?

Psychology is the scientific study of mental processes and behaviour. The word psychology comes from two Greek words “Psyche” meaning mind or soul and “Logos” meaning “study of”. So, psychology means “study of mind”.

Psychology is a wide field that explores a variety of questions about thoughts, feelings and actions or behaviour from outside and inside. When psychologists study behaviour they study the action or activities of living things. They observe and record how people and animals relate to one another and to the environment. Psychology includes both research and practice.

Physical and mental activities are some sort of behaviour. So, to organize their work psychologists divide the study of behaviour into four wide groups:

- Physical characteristics
- Cognitive activity
- Emotional states
- Social and environmental factors.

A psychologist's main aim is to study human beings and they are interested in the following questions: “How do we see, hear, smell, taste and feel? What enables us to learn, think, and remember and why do we forget? What abilities are we born with and which must we learn? How do our abilities change as we grow older? How much does mind affect the body and how does the body affect the mind? Can we change our heart rate and temperature just by thinking about doing so? What can dreams tell us about our needs, wishes and desires? Why do we like the people we like? Why are some people bashful and others not shy at all? What causes violence? What is mental illness and how can it be treated?

Psychologists play an increasingly important role in dealing with the problems of society. Involved in all aspects of the world psychologists must keep up with what is happening around us. They specialize in different areas within the field of psychology.

Clinical psychologists diagnose and treat mental, emotional and behavioural disorders. Some clinical psychologists help people recognize

their strength and resources to fight with their problems. They believe that behaviour is affected by many things, such as qualities of the individual and environment.

Industrial/organizational psychologists apply psychological principles and research methods to the work place in the interest of improving productivity and the quality of work life. They work as management consultants.

Rehabilitation psychologists work with stroke and accident victims. They deal with issues of personal problems and interpersonal relations.

Educational or school psychologists study how effective teaching and learning take place.

Psychologists work directly with public and private schools. They deal with schoolchildren, students, parents and staffs.

Both psychologists and psychiatrists help people maintain and enhance their physical, intellectual, emotional, social and interpersonal functions. They provide psychotherapy and counseling services.

Studying psychology we'll learn about various theories.

Finally, perhaps the most important use we can make of psychology is to learn more about ourselves. Psychology can help us take a better look at ourselves and the unknown side of our personality.

II. Find in the text the English equivalents of:

նգի, հետազոտել, ճանաչողական, ազդել, ամաչել, բռնություն, մտավոր, առնչվել, խորհրդատու, ուժ, վերականգնողական, գոհ, պահպանել, միջավայր, շրջապատ, ներանձնային, անհատ:

III. Do you know?

Wilhelm Wundt created the first psychology laboratory in Germany. The year 1879 is considered to be the start of psychology.

William James, an American psychologist, started teaching a course on relationship between physiology and psychology at Harvard University. The Americans consider him the “founding father of psychology”. His

first book “Principles of Psychology” was a very important step in the history of psychology.

Jean-Martin Charcot, born in Paris, is considered the father of modern neurology. He is best known for his use of hypnosis.

Sigmund Freud was born in the Austro-Hungarian Empire in 1856. While he was still in University he decided to specialize in neurology. He made friends with another physician and psychologist Josef Breuer but then he went to Paris for further study under Jean-Martin Charcot, a neurologist known all over Europe for his studies of hysterics and use of hypnosis. Freud specialized in nervous and brain disorders. He published his “The Interpretation of Dreams” and introduced the public to the notion of the unconscious mind. In 1901 he published “The Psychology of Everyday Life” in which he theorized that forgetfulness or slips the tongue (now called “Freudian slips”) were not accidental at all but it was the “dynamic unconscious” telling us something meaningful.

Burrhus Frederic Skinner, born in 1904 in Pennsylvania, was a very active man, he did research work, wrote many books. While not successful as a writer of fiction and poetry he became one of our best psychology writers including the book “Walden II” which is fictional account of a community run by his behaviourist principles. He conducted work on experimental psychology and advocated behaviourism which seeks to understand behaviour entirely in terms of psychological responses to external stimuli. He became one of the most famous psychologists after Sigmund Freud.

Jung, Carl Gustav born, in 1875 in Switzerland, began his work on word association in which a patient's responses to stimulus words revealed what Jung called “complexes”. In 1921 he published a major work, “Psychological Types”, in which he dealt with the relationship between the conscious and unconscious and proposed the now well-known personality types – extrovert and introvert.

Ivan Pavlov was born in 1849 in Ryazan. Pavlov's research into the physiology of digestion led him logically to create a science of conditioned reflexes. This discovery made it possible to investigate by

experimental means the most complex interrelations between an organism and its external environment.

Carl Rogers, born in Illinois, was a psychologist who was instrumental in the development of non-directive psychotherapy (Rogerian psychotherapy). He made a significant impact upon Education Psychology. He developed a theory of experiential learning, which he contrasted to what he called “cognitive learning”.

IV. Read and discuss in groups.

GENERAL PURPOSES OF PSYCHOLOGY

Psychology has much broader and more meaningful purposes.

Psychologists generally try to serve four important purposes. They are:

- a. To acquire basic knowledge about behaviour for its own sake.
- b. To apply basic knowledge to specific situations.
- c. To apply basic knowledge to clinical situations.
- d. To apply basic knowledge to social problems.

V. Check your knowledge.

1. What is psychology?
2. What does the field of psychology include?
3. What famous psychologists do you know?
4. What do clinical and counseling psychologists do?
5. What do rehabilitation psychologists do?
6. What do educational or school psychologists do?
7. What are the general purposes that psychology tries to serve?
8. What famous psychologists do you know?
9. Who is considered the founding father of psychology?

UNIT 3

PERCEPTION AND SENSATION

YOU CAN DEPEND ON YOUR EYES
WHEN YOUR IMAGINATION
IS OUT OF FOCUS.

MARK TWAIN

WAKE UP WITH A SMILE
AND GO AFTER LIFE...
LIVE IT,
ENJOY IT,
TASTE IT,
SMELL IT,
FEEL IT.

JOE KNAPP

FAITH MEANS
BELIEVING THE UNBELIEVABLE,
AND HOPING MEANS
TO HOPE
WHEN THINGS ARE
HOPELESS.

G. K. CHESTERTON

I. Read and translate the text.

PERCEPTION AND SENSATION

While studying psychology we study the ways we discover the world around us. What we see around us depends on our perception of illustration.

Reception is a two-stage process. It begins with sensation. Sensation means that our senses pick up messages from the environment. We learn that the first step in the discovery process is to make senses out of the information coming in through five senses – sight, sound, touch, taste and smell. We see, hear, taste, feel and smell something and then interpret sensation.

First we sense the figures and shapes then try to figure out what the figures and shapes mean. This process of giving meaning to sensation is the second stage of perception. Perception is making sense out of sensation.

When we perceive anything many influences can affect our interpretation.

Some general factors can influence on perception. The first is the past and previous experience, the second is personal need. Another important influence on perception is a person's mood, attitude or values and so on. The perception of an object or event is often influenced by the surrounding environment too.

Perception is the psychological interpretation of physical events.

II. Find in the text the English equivalents of:

զգայական ընկալում, պատկեր (նկարագարդում), զգացողություն, ընկալել, միջավայր, մեկնաբանել, ձև, իմաստավորել, փուլ, գործոն, ազդեցություն, փորձ, ազդել, տրամադրություն, վերաբերմունք, նախորդ:

III. Learn the poem by heart.

THE FIVE SENSES

What a joy for a boy
To see the blue sky,
And the clouds sailing by;
To hear the bells ringing,
Children laughing and singing;
To smell the fresh flowers,
And fields damp after showers;
To taste chocolate and sweets,
And the good things he eats;
To touch these cold fountains,
The springs in the mountains.

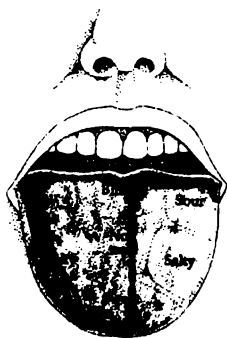
IV. Read and discuss in groups.

TASTE AND SMELL

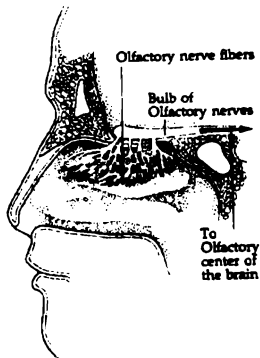
Taste and smell are sometimes called chemical senses because they respond to chemical sensation rather than to sensations produced by light or sound energy. Research indicates that there are only four basic taste sensations - sweet, sour, salty and bitter. These are centered in different areas of the tongue. The many different tastes we perceive are combinations of these four basic tastes.

Other research shows that there are six basic odors - flowery, putrid or rotten, fruity, spicy, burned and resinous. These odors enter your nose as gases. These gases are picked up by olfactory nerve fibers which signal the olfactory nerves to send impulses to the olfactory center of the brain.

Taste



Smell



V. Read and tell the text.

OTHER SENSES

Seeing and hearing are used so much but we know how important the other senses are. Without the cutaneous or skin sense people would not feel pain, cold or warmth. We pay even less attention to the balancing sense and the kinesthetic sense because they seem to be so automatic. The balancing sense gives us the directional ability that tells us whether or not we are right side up and warns us if we are about to fall. The kinesthetic or muscle sense makes us aware of pressure and movement inside us and lets us know the position of our arms and legs. Much of the time these sense carry messages that cause us not merely to feel the stimulus but to perceive its meaning and to respond in some way.

VI. Fill in the gaps with the words given in brackets.

THE ORIGIN OF PERFUME

A long time ago people found way to create a nice smell. They put nice smelling wood or leaves into a fire. A nice smell came the

smoke. That is how we got the word “perfume”. In Latin “per” means “through” and “fumus” means “smoke”.

Perfume is not ... simple today. A perfume expert can tell the difference between nineteen thousand different smells. Some of these smells are ... chemicals; they are not from ... flowers. For a very good perfume today, the expert mixes more than one hundred ingredients.

Today, perfume has other uses ... Plastic that smells ... leather is just one example. Also, scientists are finding that some smells make feel better. They help us relax, sleep or feel happier. ...found that smell of apples with spices can make our blood pressure go down. In the future we may use perfume in a completely new way.

(from, a, different, too, real, through, so, among, like, scientist)

VII. Do you know?

EXTRASENSORY PERCEPTION

Up to now we have been considering ideas about normal perception. But some things that happen seem to involve perception outside the field of what we think of as normal.

To parapsychologists – who study perceptions that appear to occur outside the normal sensory channels – this action, if it really exists, is known as an out-of-body experience. It is one of several types of extrasensory perception (ESP). ESP is perception that cannot be explained by ordinary sensory means.

Types of extrasensory perception - There are several types of ESP, including: telepathy, clairvoyance, premonition and psychokinesis.

Telepathy is mind-to-mind communication. Sometimes it is called mind-reading. It involves one person sending a message directly to another person's mind without the use of any of the normal five senses.

Clairvoyance, or second sight, involves knowing something about an object or event a person could not know about through any normal channels. For example, knowing that a friend was in an accident hundreds of miles away it was happening might be described as clairvoyance.

Premonition is knowledge of the future. It is being able to predict things before they happen.

Psychokinesis, or levitation, is control of objects by an act of thought or will. It may involve moving things with the power of the mind alone. These experiences are sometimes collectively referred to as **psi phenomena**.

Many people have a strong desire to believe that the impossible is possible.

When someone “reads” out thoughts, sometimes we are so impressed with the few correct answers that we tend to ignore the misses.

A person’s desire to communicate with a departed loved one also contributes to belief.

Until all types of ESP are more thoroughly investigated by neutral scientists, evidence for psychic power must be regarded as open to question. It may be that our “sixth” sense is really our other five senses playing tricks on us.

VIII. Read the text and discuss it.

THE VALUE OF A SENSE OF HUMOUR

There are troubles in everybody’s life, and very often the small ones are more irritating than the big ones. But the person who can face his difficulties with a sense of humour does not allow them to press upon him with an intolerable weight. He throws them off with a laugh, and emerges on the other side, scatheless.

When you are waiting in a bus queue in the boiling sun and bus after bus goes by full, you can either fidget and fret and grumble about the inadequacy of public transport, or you can amuse yourself by watching the various expressions on the faces of the other people in the queue and joking with your neighbors. If you do the first you will be cross and tired, and the rest of your day will be ruined, if you have chosen the second, you will have saved yourself from the worst of the ill-effects of lateness and tiredness, for your nerves will not have had to suffer from irritation.

People who have a sense of humour usually have the power of sympathy strongly developed. The misdeeds and failures of other people do not shock and revolt them, they see the funny side, and amusement cannot mix with hatred. It is more at home with tolerance and pity and

therefore the person with a sense of humour is a lovable and loving person, one who has a sense of kinship with his fellow men and women.

In a divided world laughter is a unifying force. Laughter is a very good tonic. There are many proverbs about salutary effect of laughter and its infectious nature and these, like most sayings of the people, are based on experience of life. The cheerful people are, as a rule, the healthiest, if not always physically, at least mentally. They do not suffer from melancholia and depression and other miserable afflictions of the mind that make their victims' lives hardly worth living. And laughter soon spreads. When a happy child gets into a bus and laughs at the delights which surround it, the long faces of the other passengers soon relax and soften. Humour has laid its healing touch on them.

IX. Fill in the gaps with the best choice and discuss the texts.

LAUGHTER AND ITS POWER

Some people say that laughter is the ... medicine. Scientists are beginning to agree this. They are studying laughter seriously and are finding it is really good for us.

...what happens when we laugh? We use fifteen different muscles in our face and laughing is good ...every organ in our body. When we laugh we breathe quickly and exercise the face, shoulders and chest. ...blood pressure goes down and our circulation gets better. Our heartbeat is lower and our brain makes natural painkiller called a beta – endorphin.

minute we laugh is the same as forty-five minutes relaxation. Many doctors the world believe that laughter helps us get better we are sick.

Of course, there are many ...of laughter. We may change the way we laugh in situations. But we all have a laugh that is special to us. How do you usually laugh?

(good, so, kind, our, different, around, every, for, to, when)

SMILE AND LAUGH ARE GOOD TO YOU

Smile and laugh as it (1) your life! All of you have certainly heard this phrase so many times. Are they just words or do they really work?

You have certainly (2) that when you smile everything seems to be easier and better as your emotional state influences you a lot more than you might like. Besides smile makes you more beautiful and (3) You cannot deny the fact that if you are happy and motivated you can do more than if you are (4) or depressed. I have recently read an article which was on smile therapy. Smile therapy which is sometimes called therapeutic smile uses the power of smiles and laughter to aid healing. Smile therapy helps you find ways to make yourself or others smile and laugh more. Scientists have been researching the (5) between the mind and the body, especially in connection with the body's ability to heal.

Laughter appears to change brain chemistry and may boost the immune system. Smile may allow a person to feel in control of a situation and make it seem manageable. It allows people to release fears, anger and stress, all of which can harm the body over time. Smile improves the quality of life.

- | | | | |
|-----------------|----------------|--------------|--------------|
| 1. a)long | b)prolongs | c)length | d)longevity |
| 2. a)noticeable | b)notice | c)noticed | d)noticeably |
| 3. a)kinder | b)kindly | c)kind | d)unkind |
| 4. a)boredom | b)bored | c)boring | d)bore |
| 5. a)relative | b)relationship | c)relatively | d)relation |

X. Read the text and give your own examples.

ANIMALS' SEVENTH SENSE

The people who live in the town of Concepcion, 250 miles south of Santiago in Chile, often talk about the curious episode which happened in 1935.

At about 10.30 one morning all birds in the town suddenly took to the air, swirling and screeching. This chaos lasted for about an hour

when, also suddenly, many more animals began to join in. First the horses started whinnying and running around as if they had gone crazy. Rats appeared from nowhere filling the streets. Dogs ran out of the houses, colliding with rats in their hurry. The human inhabitants had no idea of what was going on. Ten minutes later at 11.40 they found out: a major earthquake hit the town and destroyed it.

How could these animals have been warned that something was going to happen when people were not? The incident in Concepcion started a line of research which proved that animals and plants can have strange powers which human beings do not have.

Animals possess at least two senses that have never developed in humans. One is an electrical field which helps some fish to find food and to feel the difference between friend and enemy. The seventh sense, common to many animals, is called the "third eye". It allows the animals to see what their normal eyes cannot see.

XI. Check your knowledge.

1. What is perception?
2. What is sensation?
3. Name the senses that are usually called the "five senses".
4. What do you know about other senses?
5. What general factors influence on perception?
6. Do you believe extra senses?
7. What do you know about the origin of perfume?
8. Are you a humorous person?
9. Laughter is a unifying force, isn't it?
10. What happens when we laugh?
11. Each of us has a unique, specific laugh. Do you agree to it?
12. Smile and laugh make you beautiful and kind, don't they? If yes, bring examples.
13. Have you ever tried to overcome difficulties with a sense of humour in your life?
14. What two senses do animals have that humans don't?
15. Which is the animals' seventh sense and how is it called?

UNIT 4

EMOTION AND MOTIVATION

**BUT ARE NOT THIS STRUGGLE AND EVEN THE MISTAKES ONE
MAKE BETTER, AND DO THEY NOT DEVELOP US MORE, THAN
IF WE KEPT SYSTEMATICALLY AWAY FROM EMOTIONS?**

VINCENT VAN GOGH

**MOTIVATION IS WHAT GETS YOU STARTED.
HABIT IS WHAT KEEPS YOU GOING.**

JIM RYUH

**THE SECRET OF DISCIPLINE IS MOTIVATION. WHEN A MAN IS
SUFFICIENTLY MOTIVATED, DISCIPLINE WILL TAKE CARE OF
ITSELF.**

SIR ALEXANDER PATERSON

**WE ARE ALL MOTIVATED BY A KEEN DESIRE FOR PRAISE,
AND THE BETTER A MAN IS, THE MORE HE IS INSPIRED.**

CICERO

**HAPPINESS IS WHEN WHAT YOU THINK, WHAT YOU SAY AND
WHAT YOU DO ARE IN HARMONY.**

MAHATMA GANDHI

**THE ONLY THING WE HAVE TO FEAR ON THIS PLANET IS
MAN.**

CARL JUNG

KINDNESS AFFECTS MORE THAN SEVERITY.

AESOP

I. Read and translate the text.

EMOTIONS

Emotion and motivation are strongly linked. They act on each other and colour and direct behaviour.

Emotions usually are the same. But the actions can be very different. Suppose one's response in anger, in one hand s/he gets angry and quarrels, on the other hand s/he can keep it under control.

What makes the difference? – Motivation makes the difference. Motivations are the needs, desires and thought processes that cause our behaviour. Emotions are the feelings connected with behaviour. Emotions in themselves are not necessarily motivations.

One can feel any number of emotions – fear, anger, dread, worry, even love and excitement. The same physical responses occur for many different emotions.

A similar problem occurs when researchers attempt to use facial expressions as measures of emotions.

Certain facial expressions should be common and recognizable to all people of the world regardless of culture. The facial expressions as happiness, sadness, anger, fear, surprise and disgust were shown to people of many cultures. In all the cultures studied, the expressions were identified in the same way.

What comes first, emotion or behaviour?

According to James-Lange theory bodily changes come before emotions. An American physiologist Walter Cannon criticized the James-Lange theory.

According to Cannon-Bard theory our emotional functioning seems to be more complicated than first thought. The general view today is that emotions are controlled by many different interesting parts of the brain.

Emotions can have positive and negative effects on behaviour. Emotions help us organize and can also disorganize our behaviour. Emotions do affect but not cause behaviour. Sometimes an emotion is a motivation in itself. Sometimes emotions energize motivation. Emotions are the feelings associated with behaviour, motives are the reasons we behave as we do.

II. Read and translate the text.

MOTIVATIONS

What is a motivation?

Motivation is the thing that makes an individual try to attain a goal.

Understanding motivation is understanding the reason people behave as they do.

All behaviour is motivated in some way. Generally motivations fall into two groups. First there are the motivations necessary for your survival, such as hunger, thirst and need to sleep. You did not have to learn that you wanted to eat, drink and sleep. These **biological** motivations are inborn. All other motivations fall into the second category. These are the **social** and **psychological** motivations that affect your behaviour. Most of these are learned.

It is nearly impossible to completely separate learned motivations from inborn motivations.

Biological drives, forces arise from needs and push the organism to fulfill its needs. Drives motivate living things to regulate their own internal environments. They eat when they are hungry, drink when they are thirsty and sleep when they are tired. This drive to keep body conditions stable is called homeostasis.

Biological need is temporary, it is cyclical. Under normal circumstances you respond to cyclical biological motivation in social, psychological ways.

Our biological drives are being modified by other needs (such as attractive restaurant, good company). They are responding to eating as a social event. These motivations are called social and psychological.

Unlike biological drives psychological and social motives are much more variable and dependent on cultural learning.

Sometimes people are motivated by forces in their environment. Our culture encourages individual competition; being a "winner" enhances our self-esteem.

Motivations can be conscious and unconscious.

Curiosity and Exploration. The Need to Know. Curiosity is a strong motive in human behaviour, it is believed to be important to later

development. We may be curious but curiosity is influenced by our environmental opportunities.

Curiosity seems to be a good example of self-motivation. All curiosity-satisfying activities fulfill our need to learn.

The Need for Social Approval. It is a powerful motive too. Getting approval means we are accepted for what we are or for what we have done, we get other people to notice, appreciate, help or love us.

The Need for Achievement. All are motivated to achieve. Research has shown that goals you are set down to achieve are strongly related to the chance for success and the difficulty involved in achieving them.

Aggression has been defined as an act intended to injure or harm others.

We live in a culture that has come to accept that aggression and violence can occur in almost all aspects of life. Therefore, the study of aggression is one of the concerns for modern psychology.

Some scientists find that aggression is inborn while others argue that aggressive behaviour is consequence of learned experience. They point out that some people are never aggressive, even when angry. Not all nations go to war and in many cultures aggressive behaviour is virtually unknown. Aggression may be viewed as the consequence of not fulfilling other kinds of drives. It may be result of feeling frustrated. The person feels frustrated or perhaps even inferior and reacts aggressively in order to “feel better”.

III. Find in the texts the English equivalents of:

հույզ, հուզական, դրդապատճառ (խթան), վարք, պահանջ, հուզմունք, պատասխան (արձագանք), դիմային, բարդ, ազդեցություն, կենդանի մնալը, կենսաբանական, ժամանակավոր, ինքնազնահատում, հետաքրքրություն, հավանություն, նվաճում, խորտակված, անլիարժեք:

IV. Read and discuss in groups.

SPORTS AND VIOLENCE

Some writers maintain that organized athletics, especially body contact sports, “ritualize” violent behaviour in both player and spectator. According to this notion, people work off their aggressive impulses by taking part in or watching violence.

Why have some sports become so violent? Psychologists think that the competition to win at any price in a business that has grown to billion-dollar proportions has lessened the ideal of sportsmanship.

V. Read the text and tell it.

THEORIES OF MOTIVATION

Psychologists have tried to develop underlying principles of human behaviour to account for people’s drives and needs.

Drive Theory. According to drive theory there are consequences that cause a need to arise. You want to eat, it creates in you a **drive**, a desire to act. Then you act or respond. Your response is your **behaviour**, the action you take to reach your goal. You eat something and the **need** has been satisfied. Time passes and the cycle repeats. Drives which stimulate the organism to fulfill its biological needs are called primary drives. These are inborn – the drive to eat, sleep and drink.

Social and psychological drives are called secondary drives which are learned.

Behaviour theory holds that the actions of human beings are governed by rewards and punishments. Motives for behaviour are to seek pleasure (food, companionship) and avoid pain. Behaviour theory assumes that the consequences of an action determine behaviour. We seek out those experiences that have been rewarding to us in the past and avoid those that have not been rewarding.

Psychodynamic Theory. Developed by Sigmund Freud, psychodynamic theory is a more complex approach to motivation. For Freud, some of our most powerful motives are unconscious. We behave by instinct.

Cognitive Theories. Neither the unconscious nor inborn drives are seen as important sources of motivation. A person is not simply driven toward a goal, he chooses goals which fit his or her desires and needs and which are appropriate to a given time and place.

Humanistic Theory. Psychologist Abraham Maslow theorized that motivations fall into a natural hierarchy. First, people try to fulfill their most basic biological needs, those at the bottom level of the hierarchy – hunger and thirst. Then comes stimulation needs. After it people are capable of fulfilling still higher needs like safety, love, self-esteem and self-understanding. Humanistic theory stresses the importance of personal growth and self-fulfillment but does not deny the existence of innate drives.

Probably no one theory answers all the questions of why we do the things we do. There is no one theory that explains our needs to survive and at the same time fully explains our desire to seek the company of other people, to create, to achieve and to explore.

VI. Read and discuss in groups.

WHAT IS FEAR?

Fear is a painful emotion aroused by danger. Fear is an important protective instinct, and an emotion necessary for survival. A certain amount of anxiety or fear is normal.

When does fear stop being normal and become abnormal?

Babies are born with an instinctive fear of loud noises, it is normal and common. Such fears of darkness, heights, mice, punishment, doctors-meet in everyday life.

Doctors recognize three types of anxiety: “state”, “trait” and “phobic”.

“**State**” anxiety arises from stress, making speeches, meeting people for the first time. You may feel anxious accompanied by blushing, stammering or hand trembling but you get through it.

“**Trait**” anxiety refers to a personality type. The anxiety may be genetic nature or because of trauma in an early life. They have a slight, vague anxiety about everything.

“Phobia” anxiety is a very strong fear which may start in childhood. A person may forget the experience (closed room) which started the fear but the fear remains.

Phobias are the most common forms of anxiety disorder.

Most psychologists and psychiatrists divide phobias into three categories.

Social phobias – fears to do with other people and social relationship.

Specific phobias – fear of dogs, flying running water, fire.

Agoraphobia – fear of open space or of being in crowded, public places, leaving the safe place and of the inevitable panic attacks that will follow.

Agoraphobia is the only phobia regularly treated as a medical condition.

The name of a phobia generally contains a Greek word for what the patient fears plus the suffix-phobia:

bathophobia – fear of depth

batophobia – fear of height

algophobia – fear of pain

atycliphobia – fear of failure

gnosiophobia – fear of knowledge

bibliophobia – fear of books

chromatophobia – fear of colours

hemophobia – fear of blood

mastigophobia – fear of punishment

oneirophobia – fear of dreams

catoptrophobia – fear of mirrors

isolophobia – fear of solitude

Some terms are used in medical literature

cancerophobia – fear of cancer

necrophobia – fear of death and dead things

cardiophobia – fear of heart disease

dentophobia – fear of dentists

Everyone is mildly phobic about something but when your phobia spoils your life then it is time to do something about it.

VII. Read the text and discuss it.

WHAT IS HAPPINESS?

Everybody in the world is seeking happiness – and there is one sure way to find it. That is by controlling your thoughts.

Happiness depends on a combination of internal and external conditions. What makes you happy or unhappy? Satisfied or unsatisfied desires? If you give up desires, if you desire nothing, you will cease to be unhappy. Happiness doesn't come when you most eagerly expected. It is what you think about, it is because of a different mental attitude. In the same condition one may be miserable and the other happy.

“Nothing is good or bad”, said Shakespeare, “but thinking makes it so”.

Abraham Lincoln once remarked that “most folks are about as happy as they make up their minds to be”. He was right.

Whenever you go out of doors, draw the chin in, carry the crown of the head high and fill the lungs to the utmost, drink in the sunshine, greet your friends with a smile and put soul into every handclasp. Do not fear being misunderstood and do not waste a minute thinking about your enemies. Try to fix firmly in your mind what you would like to do and then without veering of direction, you will move straight to the goal. Keep your mind on the great and splendid things you would like to do and then as the days go gliding by, you will find yourself unconsciously seizing upon the opportunities that are required for the fulfillment of your desire. Picture in your mind the able, earnest, useful person you desire to be and the thought you hold is hourly transforming you into that particular individual...

Thought is supreme. To think rightly is to create.

VIII. Fill in the gaps with the words given in brackets.

There was an island where all the feelings lived: Happiness, Sadness, Knowledge and all the others, Love. One day it was to the

feelings that the island would sink, so all constructed boats and left, all except Love.

Love was the only one who stayed. Love wanted to hold out until the last possible moment. When the island had almost sunk, Love decided to ask for help.

Richness was passing by Love in a grand boat. Love said, "Richness, can you take me with you?"

Richness answered, "No, I can't. There is a lot of gold and silver in my boat. There is no here for you." Sadness was close by, so Love asked, "Sadness, ... me go with you". "Oh, Love, I am so sad that I need to be by myself!" Happiness passed by Love, too, but she was so happy that she did not even hear when Love called her.

Suddenly, there was a voice, "Come, Love, I will take you". It was an elder. So blessed and overjoyed, Love even forgot to ask the elder where they were going. When they arrived at dry land, the elder went her own way. Realizing how much was ... the elder, Love asked Knowledge, another elder, "Who helped me?"

"It was Time", Knowledge answered.

"Time?" asked Love. "But why did Time help me?"

Knowledge smiled with deep wisdom and answered, "Because only Time is ... of understanding how valuable Love is".

(obliged to, announced, room, including, let, capable)

IX. Read and discuss in groups.

Love has many different meanings from something that gives a little pleasure to something one would die for. It can describe an intensive feeling of affection, an emotion or an emotional state.

Due to its psychological relevance love is one of the most common themes in art and music. Love is inherent in all human cultures.

Expressions of love may include the love for a "soul", or mind, love for a body, love for nature, love of money, love for learning, love of fame, love for the respect of others and so on.

According to philosophers the only goal of life is to be happy. And there is only one happiness in life: to love and to be loved. Love is essentially an abstract concept, much easier to experience than to explain.

X. Fill in the gaps with the best choice.

The story goes that some time ago, a man punished his 3-year-old daughter for (1)... a roll of gold wrapping paper. Money was tight and he became (2)... when the child tried to decorate a box to put under the Christmas tree. (3)..., the little girl brought the gift to her father the next morning and said, "This is for you, Daddy".

After a while the man was embarrassed by his earlier reaction, but his anger flared again when he found out the box was empty. He (4)... at her, stating. "Don't you know, when you give someone a present, there is supposed to be something inside?" The little girl looked up at him with tears in her eyes and cried, "Oh, Daddy, it's not empty at all. I blew kisses into the box. They're all for you, Daddy."

The father was crushed. He put his arms around his little girl, and he begged for her forgiveness. An (5)... took the life of the child. It is also told that her father kept that gold box by his bed for many years and, whenever he was discouraged, he would take out an imaginary kiss and remember (6)... the love of the child who had put it there.

- | | | | |
|------------------|--------------|-------------|--------------|
| 1. a)spending | b)exhausting | c)wasting | d)expending |
| 2. a)discouraged | b)defeated | c)tempted | d)frustrated |
| 3. a)since | b)while | c)thus | d)moreover |
| 4. a)yelled | b)scolded | c)stammered | d)murmured |
| 5. a)incident | b)accident | c)event | d)case |
| 6. a)sorrowfully | b)seriously | c)curiously | d)hardly |

XI. Find in the texts the English equivalents of:

հանդիսատես, իրականացնել, հիմնական, հետևանքներ, մոտեցում, համապատասխան, ստորակարգություն, բնագդ, անհանգրստություն, վախ, կակազել, բնավորության գիծ, անորոշ (մշուշապատ), անխուսափելի, անբավարար, ցանկություն, թշվառ, ուղղությունը փոխել, գերագույն, ստեղծագործել, ծերություն, արժեքավոր, շփոթված, ներում, հուսալքված:

XII. Check your knowledge.

1. What is emotion?
2. What is motivation?
3. What are the differences between emotion and motivation?
4. How do emotions affect behaviour?
5. How many categories can motivations be grouped?
6. Is biological motivation cyclical?
7. How does biological motivation differ from social and psychological motivation?
8. Why do some people display more curiosity than others?
9. How can the need for social approval affect behaviour?
10. How do you learn the need for achievement?
11. How is aggression learned?
12. Is it possible to study biological, social and psychological motivations individually?
13. What theories of motivation do you know? Which are they?
14. What do you know about humanistic theory?
15. Can any theory answer all the questions of why we do the things we do?
16. What is fear?
17. How many categories are phobias divided to? Give examples.
18. What is happiness?
19. Do you think you are happy?
20. What is happiness according to philosophers?

UNIT 5

LEARNING

ONE LEARNS BY DOING THE THING; FOR THOUGH YOU THINK YOU KNOW IT, YOU HAVE NO CERTAINTY UNTIL YOU TRY.

SOPHOCLES

HE WHO WOULD LEARN TO FLY ONE DAY MUST FIRST LEARN TO STAND AND WALK AND RUN AND CLIMB AND DANCE; ONE CANNOT FLY INTO FLYING.

FRIEDRICH NIETZSCHE

LEARN TO SEE IN ANOTHER'S CALAMITY THE ILLS WHICH YOU SHOULD AVOID.

P. SYRUS

LEARN FROM THE MISTAKES OF OTHERS – YOU CAN'T LIVE LONG ENOUGH TO MAKE ALL YOURSELF.

MARTIN VANBEE

WISE MEN LEARN BY OTHER MEN'S MISTAKES, FOOLS BY THEIR OWN.

H. G. BOHN

FROM THEIR ERRORS AND MISTAKES THE WISE AND GOOD LEARN WISDOM FOR THE FUTURE.

PLUTARCH

I. Read the text and translate it.

LEARNING

Learning is an important field of study in psychology. Psychologists define learning as the process by which changes in behaviour result from experience or practice. By behaviour, psychologists mean any response that an organism makes to its environment. Thus, behaviour includes actions, emotions, thoughts and the responses of muscles and glands. Learning can produce changes in any of these forms of behavior.

Not all changes in behavior are the result of learning. Some changes result from maturation (physical growth).

Others, including those caused by illness or fatigue, are only temporary and cannot be called learning.

Psychologists have examined four kinds of learning in detail: 1) classical conditioning or respondent learning, 2) instrumental conditioning or operant learning, 3) multiple-response learning, and 4) insight learning.

Classical conditioning is based on stimulus-response relationships. A stimulus is an object or a situation that excites one of our sense organs. Often a stimulus makes a person respond in a certain way, as when a flash or light makes us blink. Psychologists say that in this instance the stimulus elicits (draws forth) the response and classical conditioning is often called respondent learning.

In classical conditioning, learning occurs when a new stimulus begins to elicit behavior similar to that originally produced by an old stimulus. Any condition that makes learning occur is said to reinforce the learning.

Instrumental conditioning is also called **operant conditioning** because the learned response operates on the environment to produce some effect.

Multiple-response learning. When we learn skills, we first learn a sequence of simple movement-patterns. We combine these movement-patterns to form a more complicated behavior pattern. In most cases, various stimuli guide the process. In verbal learning, such as memorizing

a poem or learning a new language, we learn sequences of words. We then combine these sequences of responses into a complex organization.

Learning that involves many responses requires much practice. When we learn a list of things, we usually find the beginning and end easier than the middle.

Insight learning. The term insight refers to solving a problem through understanding the relationships of various parts of the problem. Insight often occurs suddenly, such as when a person looks at a certain problem for some time and then suddenly grasps its solution.

II. Read the text and tell it.

THEORIES OF LEARNING

Theories of learning are based on facts obtained from experiments such as those on classical and instrumental conditioning. Psychologists differ in their interpretation of these facts. As a result, there are a number of learning theories. These theories can be divided into three groups.

One group of psychologists emphasizes stimulus-response relationships and has performed experiments with classical and instrumental conditioning. They say all learning is the forming of habits. When we learn, we connect a stimulus and a response that did not exist before, thus forming a habit. The stimulus-response approach has been used to explain and modify bad habits.

A second group of psychologists stresses cognition (the act of knowing) above the importance of habits. These experts feel that experiments with classical and instrumental conditioning are too limited to explain such complex learning as understanding concepts and ideas. This approach emphasizes the importance of the learner's discovering and perceiving new relationships and achieving insight and understanding.

A third group of psychologists has developed humanistic theories. According to these theories, much human learning results from the need to express creativity. The psychologists in this group believe that each person must become involved in challenging activities to have a satisfying life. The individual gains a sense of control, growth and knowledge from such activities.

For learning to occur, people must feel free to make their own decisions. They also must feel worthy, relatively free from anxiety, self-respecting and respected by others.

Under these conditions, their own inner drives will lead them to learn.

III. Read the text and discuss it.

EFFICIENT LEARNING

Learning occurs more efficiently if a person is ready to learn. This readiness results from a combination of growth and experience. Children cannot learn to read until their eyes and nervous systems are mature enough. They also must have a sufficient background of spoken words and prereading experience with letters and pictures.

Psychologists and educators also recognize that learning is best when the learner is motivated to learn. External rewards are often used to increase motivation to learn. Motivation aroused by external rewards is called extrinsic motivation. In other cases, people are motivated simply by the satisfaction of learning. Motivation that results from such satisfaction is called intrinsic motivation. This type of motivation can be even more powerful than extrinsic motivation.

Punishment, particularly the threat of punishment, is also used to control learning. Experiments have shown that intrinsic and extrinsic rewards serve as more effective aids to learning than punishment does. This is due largely to two factors: 1) learners can recognize the direct effects of reward more easily than the effects of punishment; and 2) the by-products of reward are more favourable. For example, reward leads to liking the rewarded task, but punishment leads to dislike of the punishment deed.

Psychologists also look at the motivation of learning from the point of view of the learner. They tend to talk about success and failure rather than reward and punishment. Success consists of reaching a goal that learners set for themselves. Failure consists of not reaching the goal. An ideal learning situation is one in which learners set progressively more difficult goals for themselves and keep at the task until they succeed.

IV. Find in the texts the English equivalents of:

նկատի ունենալ, փոփոխություն, հասունացում, ժամանակավոր, մանրամասն, նման, շրջակա միջավայր, բարդ, զանազան, ըմբռնում, մեկնաբանություն, մոտեցում, սահմանափակ, ձեռք բերել, ինքնահարգանք, արդյունավետ, բավարարվածություն, պատիժ, սպառնալիք, նպատակ, հաջողություն ունենալ:

V. Fill in the gaps with the words given in brackets.

SKILL LEARNING AND VERBAL LEARNING

Through research, ... have discovered some general rules designed to help a person learn.

The following rules apply particularly to learning skills. 1) Within a given amount of practice time, you can usually learn a task more easily ... you work in short practice sessions spaced widely apart, instead longer sessions held closer together. 2) You can learn many best by imitating experts. 3) You should perform a new activity yourself rather merely watch or listen to someone. 4) You learn better if you know immediately how good your performance was. 5) You should practice difficult parts of a task separately and then try to incorporate them into the task as a whole.

Two additional rules apply mainly to verbal learning. 1) The more meaningful the task, ... easily it is learned. You will find a task easier to learn if you can relate it to other things you have learned. 2) A part of a task is learned faster when it is distinctive. When studying a book, ..., underlining a difficult passage in makes the passage distinctive and easier to learn.

(tasks, the more, if, for example, of, red, psychologists, than)

VI. Read and discuss in groups.

LEARNING DISABILITIES

Learning disabilities are disorders that damage a child's ability to learn. Children with learning disabilities may have average or above-average intelligence and they also have normal hearing and vision. But they apparently cannot use information transmitted by the senses to the brain as accurately as most other children can. Therefore, they do poorly in school or not as well as they might.

Learning disabilities can interfere with the development of such basic skills as concentration, coordination, language and memory. Early diagnosis and treatment are important because specialized teaching techniques can help many of these students overcome their disabilities and succeed in school.

Physicians cannot always discover the specific cause of a child's leaning disability. But scientists believe that most learning disabilities result from minor damage to the brain or to major nerves leading to the brain.

There are many types of learning disabilities. For example, perceptual disorders hinder the brain's ability to organize and interpret sights and sounds. Another type of learning disability affects memory. Other learning disabilities interfere with the ability to behave properly and to concentrate. Disabilities that affect a child's concentration are known as attention deficit disorders. Distractible children cannot direct their attention to any topic for more than a few minutes. In contrast, children with a disability called perseveration cannot easily shift their attention from one activity to another. Hyperactive or hyperkinetic children cannot sit still. A child with emotional lability has changes in mood for no apparent reason.

An orientation-related disability damages a child's sense of direction, distance and space. Other types of learning disabilities interfere with effective muscle control. For example, dyspraxia is the inability to properly move the lips, tongue and other parts of the body in speech. Dysgraphia affects the brain's control of the small finger muscles used in writing.

Learning disabilities that block the development of language skills are called psycholinguistic disabilities. One such condition, called dysphasia, interferes with the ability to produce or understand human speech. Dyslexia damages a child's capacity to understand printed or written words.

Learning problems that hinder a child's progress in particular subjects, such as arithmetic or spelling, are specific learning disabilities.

Disorders called nonverbal learning disabilities interfere with a child's ability to understand the facial expressions and other gestures of the other people.

Not all learning and behavioural problems are caused by learning disabilities. Parents who suspect that their son or daughter may have a learning disability should have the child examined by a team of specialists. Special counseling is often helpful for families that include children with learning disabilities. Such counseling increases the families' ability to understand the children and to help the children deal with the stress that they experience in school as a result of their disorders.

VII. Check your knowledge.

1. What is learning?
2. What is behaviour?
3. What is maturation?
4. How many kinds of learning have psychologists examined in detail?
5. What is a stimulus?
6. What are theories of learning based on?
7. How many groups can learning theories be divided into?
8. How does learning occur?
9. What is extrinsic motivation?
10. What is intrinsic motivation?
11. What does success consist of?
12. What does failure consist of?
13. What is an ideal learning situation?
14. What kinds of learning do you know?
15. What are learning disabilities?
16. What can help students overcome their disabilities?

17. Can physicians always discover the cause of learning disability?
18. What types of learning disabilities do you know?
19. What increases the ability of the family to understand and help the children?
20. Have you ever helped anyone with learning disabilities?

UNIT 6

MEMORY

TO BE WRONGED IS NOTHING UNLESS YOU CONTINUE TO REMEMBER IT.

CONFUCIUS

A MAN'S MEMORY MAY ALMOST BECOME THE ART OF CONTINUALLY VARYING AND MISREPRESENTING HIS PAST, ACCORDING TO HIS INTEREST IN THE PRESENT.

GEORGE SANTAYANA

THOSE WHO CAN'T FORGET ARE WORSE OFF THAN THOSE WHO CAN'T REMEMBER.

ANONYMOUS

THE STUPID NEITHER FORGIVE NOR FORGET; THE NAIVE FORGIVE AND FORGET; THE WISE FORGIVE BUT DO NOT FORGET.

THOMAS SZASZ

NOT THE POWER TO REMEMBER, BUT IT'S VERY OPPOSITE, THE POWER TO FORGET, IS A NECESSARY CONDITION FOR OUR EXISTENCE.

SHOLEM ASCH

PRAISING WHAT IS LOST MAKES THE REMEMBRANCE DEAR.

WILLIAM SHAKESPEARE

1. Read and translate the text.

MEMORY

Usually we get information, but it is not clear just what part, or parts, of the brain are used to store information or how much information the brain can store. Estimate range from 200 million units of information in a life time to several billion. We know that memory takes in about ten “frames” of visual data a second during every waking hour.

How memory works and what memory is. How we remember: Psychologists separate the memory system into three parts: sensory, short-term and long-term.

Sensory memory lasts a very brief time less than a second. Information comes in through the senses and is held by sensory memory long enough to be used perceiving, comparing, judging and so on. The brain decides whether or not it needs the incoming information for present or future use. If it seems useful, it is passed on to short –term memory. If not it is discarded.

Sensory memory uses a “file or forget” approach to its job. Some people are able to remember visual images more clearly than information that comes in through other senses.

Short-term memory performs a second screening job as a sort of “desk-top” memory. Short-term memory lasts less than 30 seconds. But short-term memory can deal with no more than seven or eight items at any one time. Every few minutes the “desk-top” is cleaned off to make room for more information. In short –term memory what remains will be filed and sent to long-term memory.

Long-term memory files, stores the information until it is retrieved at some later date. Sometimes you say, “It’s right on the tip of my tongue. Give me a minute to think about it” or “I wouldn’t know that in a million years!” and so on.

Here your brain knows the material is there someplace and starts looking for it. The brain can scan its “memory index” in an instant and know whether the information you have been asked for is on file. This automatic process of knowing what you know is truly one of the mysteries of memory.

Memories can be **reproductive**, **productive** or **distorted**.

Learning vocabulary lists of foreign words, mathematical formulas, telephone numbers, and important dates – all are examples of **reproductive** memory at work.

But there are cases when you can't remember the details or exact sentences, you try to remember the most important ideas and vocabulary. Here your **productive** memory enables you to pick out a few key events or images and build your recall on them.

The active production of memories does have its problems. For many of us memory becomes so active that we tend to “remember” things that didn't happen, to create memories which aren't always accurate reproductions of the past.

After it the information passes on to another person and he/she passes it to someone else, the original information would be even further **distorted**. In fact this often happens when people spread gossip.

One's attitude toward an event, interest in it and even temperament affect memory. Things that are exciting and adventurous are recalled more easily and vividly than tiresome and boring experiences. The reason is that they are strong stimuli.

How do psychologists study memory? Psychologists have developed several techniques for studying memory. The four most common measures of memory are serial anticipation, recognition, relearning and recall.

Most of these techniques are already familiar to you. You do exercises nearly every day: such as multiple choice tests, fill-in the gaps, make up questions and so on.

II. Find in the text the English equivalents of:

նախահաշիվ, դասակարգել, պատկեր, հակիրճ, մոտեցում, տեսածրել (սկանավորել), ճշգրիտ, խեղաթյուրված, արկածային, գրանցել, պայծառորեն, ձանձրացնող, նախազգալը, ծանոթ, բազմակի:

III. Read and discuss in groups.

WHY WE FORGET AND HOW MANY CUES HELP US REMEMBER

If there is one fact about memory that all of us know, it is that we forget, we don't remember everything. Although the material is "forgotten", it is certainly not gone, for it may stay at an unconscious level even though we are unaware of it. One explanation of why we forget is the interference theory. Sometimes we are interrupted in the middle of a conversation and we forget what we were talking about. Often the people we were talking with will help out by giving us a cue. It refers to the fact that new material gets in the way of old material. New material overpowers the older learned material and becomes stronger and more dominant in our memory.

Another explanation of forgetting is referred to as dead storage – forgetting as loss of access to material. It is when you put something somewhere and forget where. You have to think back, to search for clues that associated the objects with something you do remember.

IV. Read the text and discuss it.

HOW TO BOOST YOUR MEMORY

Are you forgetful? There is a tremendous range of methods to boost your memory. Normal healthy people can improve their memories easily, using the following memory cues.

1. Make associations between one word and another or one person and another.
Try to connect the new information with something you already know.
2. Another cue is the use of mnemonic devices. The ancient Greeks invented memory system called mnemonics and they still work today. Mnemonics are tricks, jingles, poems which help us remember something more easily.

3. The next type of cue is the context in which material is learned and remembered. This cue may be the person's internal mood or body posture.
4. First of all learn to relax.
If you are overanxious you won't remember but relaxing will enhance your awareness and ability to concentrate.
5. Avoid being negative.
If you keep telling yourself that your memory is bad, your mind will come to believe it and you won't remember things.
6. Try to combine study with exercise.
Like your body your memory can be strengthened through exercises. In order to keep your memory in practice by exercising it regularly you will give it enough opportunity to become strong.
7. Do only one thing at a time. Study in a quiet place.
8. Be sure that you understand the information. It is difficult to memorize something you don't understand.
9. Divide the information into parts. Do not have more than seven parts. Learn one part and stop for a few minutes. Don't try to learn all the parts at the same time.
10. Practice the words a few more times, spend time on it.

V. Fill in the gaps with the words given in brackets.

HOW THE BODY REMEMBERS WHEN THE MIND FORGETS?

A person being ... by a dog feels his or her heart pound and pulse race. The unconditioned ... signals danger and elicits an unconditioned response. Extra ... is pumped through the person's system, helping him or her get away.

Later the person's ... still beats widely at the ... of a dog, even though it's quite friendly and show no sign of giving chase. The danger has ... but the adrenalin goes to work anyway.

Why does the rush of adrenalin take place? ..., this types of unconditioned ... can remain with us in the form of a conditioned response. The conditioned response continues to ... even though it may not be necessary. The original response was so useful that the action

organs still get ... even when the threat of danger is no longer real. The conditioned organ has learned too well, and there is little or no extinction.

(stimulus, response, chased, heart, disappeared, adrenalin, apparently, operate, sight, alarmed)

VI. a) Learn the poem by heart.

TO A FALSE FRIEND

Our hands have met, but not our hearts
Our hands will never meet again.
Friends, if we have ever been
Friends we cannot now remain.
I only know I loved you once,
I only know I loved in vain;
Our hands have met, but not our hearts
Our hands will never meet again.

Thomas Hood

b) Memory work

The more we study, the more we know;
The more we know, the more we forget;
The more we forget, the less we know;
The less we know, the less we forget;
The less we forget, the more we know.
Why study?

VII. Check your visual memory and find the differences.

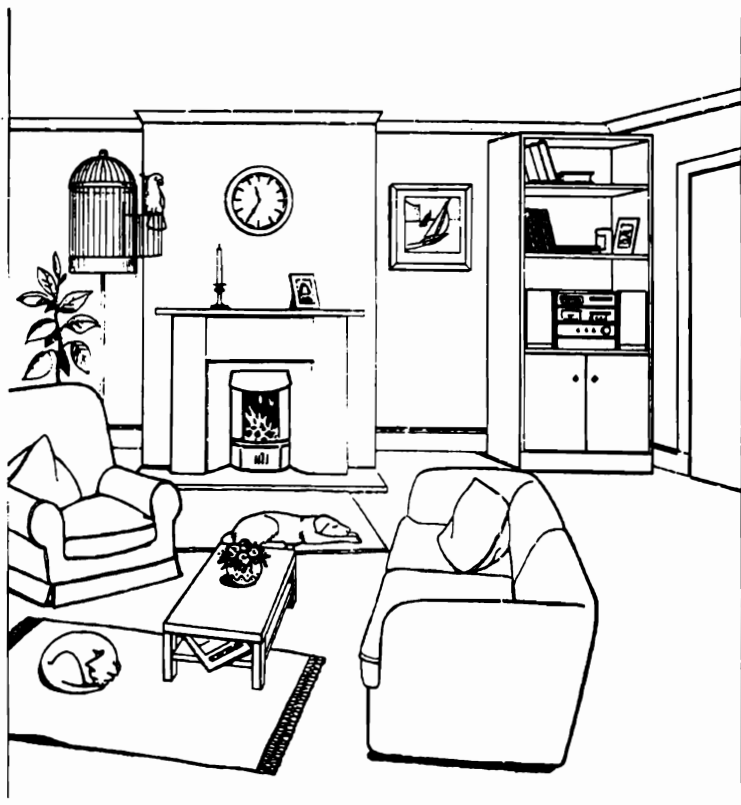
a) Find the Differences 1



b) Find the Differences 2



c) Check your visual memory



VIII. Check your knowledge

1. What is memory?
2. What organ stores the incoming information and how?
3. Which are the three parts of memory system? Describe them.
4. What's the problem of active production of memory?
5. How is memory distorted?
6. How do psychologists study memory?
7. Why do we forget?
8. What is dead storage? Give examples from your life.
9. How do memory cues help us remember?
10. What methods do you know to boost your memory?
11. How the body remembers when the mind forgets? Give examples from your life.
12. Is your visual memory strong or weak?
13. Have you a good or bad memory?
14. Which ways do you use to remember things?
15. Can you easily learn by heart or can you remember things when you say them over and over again?
16. How do you learn English words and expressions?

UNIT 7

INTELLIGENCE AND CREATIVITY

INSTINCT GUIDES THE ANIMAL BETTER THAN THE MAN. IN THE ANIMAL IT IS PURE, IN THE MAN IT IS LED ASTRAY BY HIS REASON AND INTELLIGENCE.

DENIS DIDEROT

ONE MUST NOT LOSE DESIRES. THEY ARE MIGHTY STIMULANTS TO CREATIVENESS, TO LOVE AND TO LONG LIFE.

ALEXANDER A. BOGOMOLETZ

WITH HAPPINESS COMES INTELLIGENCE TO THE HEART.

CHINESE PROVERB

ALL THAT WE ARE IS THE RESULT OF WHAT WE HAVE THOUGHT. THE MIND IS EVERYTHING. WHAT WE THINK, WE BECOME.

BUDDHA

WHEN ENTHUSIASM IS INSPIRED BY REASON; CONTROLLED BY CAUTION; SOUND IN THEORY; PRACTICAL IN APPLICATION; REFLECTS CONFIDENCE; SPREADS GOOD CHEER; RAISES MORALE; INSPIRES ASSOCIATES; AROUSES LOYALTY; AND LAUGHS AT ADVERSITY, IT IS BEYOND PRICE.

COLEMAN COX

WE ALL LIVE UNDER THE SAME SKY, BUT WE DO NOT ALL HAVE THE SAME HORIZON.

KONRAD ADENAUER

I. Read and translate the text.

INTELLIGENCE

Psychologists emphasize different aspects of intelligence. Probably the broadest definition of intelligence - the one most psychologists could agree with – is the ability to profit from experience and to adapt to new conditions in the environment.

Part of the problem with defining intelligence is that it is an abstract idea. It doesn't exist in one specific part of the brain. Like so much in psychology, it can only be inferred from the behaviour or performance of the individual. Many psychologists, therefore, have attempted to develop accurate measures of individual performance. Some psychologists argue that the only reliable definition of intelligence is "whatever intelligence tests test!" What do intelligence tests test?

Most intelligence tests are made up of tasks that have been developed based on common-sense ideas about what makes up "intelligent behaviour". Most of these tasks test such things as the ability to understand relationships among words, numbers and spatial patterns, memory skills, general information about the world and problem solving skills.

One of the first to do research in this field was psychologist Charles Spearman. His results suggested a two – factor theory of intelligence – a **general factor** of intelligence and a **specific factor**, different for each test.

Later researches found that these two factors were not detailed enough to explain all the types of intelligence.

Multiple-factor theories such as the one advanced by psychologists L.L. and Thelma Thurstone – are now widely accepted. The Thurstones classified intelligence into seven specific factors or abilities.

They are:

number factor – the ability to do arithmetic problems

space factor – the ability to visualize things in three dimensions and to see the relationships between various objects

verbal fluency – the ability to communicate and use words to make oneself understood

verbal comprehension – the ability to understand words

memory factor – the ability to recall past experiences

reasoning factor – the ability to solve problems logically

perceptual factor – the ability to see details and quickly notice differences in stimuli.

Later, psychologist J.P. Guilford identified 120 different intelligence factors.

The intelligence tests used most often today are based on the work of a Frenchman, Alfred Binet. One criticism of the Binet tests is that most of the items test verbal ability and abstract reasoning. In the 1950s, psychologist David Wechsler introduced tests which stress both the verbal and the non-verbal or performance aspects of intelligence.

One of the most basic criticisms of intelligence tests is not of the tests themselves but how test scores are often interpreted. Many factors besides intelligence can affect an IQ (intelligence quotient) score. This is another reason why many psychologists believe IQ scores should be viewed with caution as indicators of intellectual ability.

II. Find in the text the English equivalents of:

շեշտել, հարմարեցնել, եզրակացնել, հետևապես, փորձել, աշխատանք, վստահելի, սահմանում, տարածական, պատկեր, մանրամասն, առաջ քաշել, չափ, ազդակ, բառային, մտածողություն, մեկնաբանել, մտավոր զարգաման գործակից, հաշիվ (միավորների):

III. Read and translate the text.

CREATIVITY

Psychologists disagree about the relationship between creativity and intelligence.

Intelligence seems to be necessary for achieving success in creative fields, but it is not enough by itself.

When psychologists study creativity they look at four main aspects: the process of creating, the product that is created, the factors that influence creativity, and the nature of the creative person.

The process of being creative involves expressing one's thoughts or feelings in a new way. Novelty, unconventionality and freshness are essential ingredients of the creative process.

Originality in itself, however, does not guarantee the creative spark. What you create must have value for either yourself or others.

Creativity is always appropriate to the problem or situation. Value and appropriateness both characterize the creative product.

Many talented people grew up in families that were headed by talented parents. This **situational** factor is thought to be important in developing creativity.

Another important factor in creativity is thought to be **motivation**. It seems that positive reinforcement brings out certain creative abilities in people, under certain conditions.

What are the characteristics of creative people? Researchers have found that creative people have a great deal of curiosity. They also think flexibly and are more than usually energetic.

But since these qualities are often found in people who are not especially creative, what else is involved?

Psychologist D.W. Mac-Kinnon added these characteristics.

The creative person is 1) open to experience, 2) free from crippling restraints or inhibitions and 3) independent in thought and action.

All of this suggests that for most people creativity is not something we are born with. It grows out of personality traits that can be enhanced to some degree. With a little imagination nearly everyone can bring some originality to a valued task. Learning to act in this manner is itself a way of being creative.

IV. Find in the text the English equivalents of:

ազդել, ներգրավել, նորույթ, էական, բաղկացուցիչ մաս, բռնկում, համապատասխան, վարքագծային փոփոխություն, հետազոտող (գիտաշխատող), հետաքրքրասիրություն, ճկուն, թերաբժեք, սահմանափակում, բարդույթ, կատարելագործել:

V. Creativity quiz

- A. Creative people often answer “yes” to questions like these. Can you think of two more questions to add to the list?***

ARE YOU CREATIVE?

1. Do you like to take risks?
2. Do you often question the way things work?
3. Do you like to come up with ways of improving things?
4. Are you sensitive to beauty?
5. Do you think it's OK if your ideas don't work at first?
6. Do you excel in many different fields?
7. Are you curious about the world in general?
8. Do you have a creative sense of humour?
- 9.
- 10.

- B. Group work. Answer the questions in Exercise A. Give examples to explain your answers.***

VI. A. Read the text.

What questions do you think inspired the inventors of these products?

SILLY QUESTIONS, BRILLIANT ANSWERS

Several years ago, Masaru Ibuka, the chairman of Sony, was at a company planning meeting. Suddenly he had a brilliant idea. He stopped the meeting and asked everyone present what would happen if Sony removed the recording function and speaker and sold headphones with a tape player instead. Almost everyone thought he was crazy. Still Ibuka kept thinking about his idea and worked at refining it. The result, of course, turned out to be the widely successful Sony Walkman.

Good ideas often start with really silly questions.

Bill Bowerman was making breakfast one day. As he stood there making waffles for his son, he wondered what would happen if he poured rubber into his waffle iron. Later, he tried it and the result looked something like the bottom of most sports shoes we see today.

Still, when he took this idea to several existing shoe companies, he was literally laughed at.

In fact, every single company turned him down. Though rather discouraged, Bowerman persisted and went to form his own company, making NIKE athletic shoes.

Sometimes good ideas grow out of frustration.

When Fred Smith was a student at Yale University, he had some paperwork that he needed to have delivered across the country the next day. Smith was amazed to find out that overnight delivery was impossible. He sat for a long while wondering why. Why couldn't there be a reliable overnight mail delivery service?

He decided to design one. Smith did just that and turned his design into a class project. His business professor gave him only a C for his efforts. However, Smith was not through. He refined the ideas in that class project and eventually turned them into one of the first and most successful overnight mail service in the world – FedEx.

We know today, of course, that each of these ideas led to an incredibly successful product or service that has changed the way many of us live. The best questions are open-ended and are often silly. Children aren't afraid to ask such questions, but adults frequently are. Think how different the world might be if people never asked "silly" questions!

B. Group work. Discuss these questions.

Then share your answers with the class.

1. Why do you think so many people turned down Bowerman's idea?
2. Why do you think Smith's professor gave him a C on the project?
3. Which idea has led to the most imitations?
4. Do you have any ideas for new products or services? What are they?

VII. Creative solutions

a) Pair work. Read and think of at least three interesting suggestions for each of these situations.

1. You manage a sports club and want to attract new members. What are the best ways?
2. You have to entertain some preschool children for an afternoon. What will you do?
3. It's your friend's birthday, and you want to plan a surprise he or she will never forget. What can you come up with?
4. You have an empty closet in your apartment and want to use it for something other than storage. What can you do with such a small space?

A. What would you do to attract new members to a sports club?

B. Well, there are many people who are embarrassed to exercise in public. I would try to attract them by

b) Group work. Compare your ideas in groups. Which are the most creative?

VIII. Do you know?

CROSSWORDS

The crossword (puzzle) first appeared on December 21, 1913. Arthur Wynne created it for the New York World newspaper. Wynne gave 35 clues and called it a word-cross. The puzzle was a great success. The cross-word, as it is called today is the world's most popular game. Nearly 90 percent of the world's newspapers publish them. In the United States there are nearly thirty million fans of this game. Most forms of games require a partner. Crosswords do not. This is, perhaps, the reason why they attract so much attention.

Why do people do crosswords? Maybe for educational value? Most fans say that they play crosswords to check their abilities and their speed

in doing the puzzle. The more they play, the more eager they become to solve the most difficult crosswords.

But most experts doubt that puzzles teach anything. They say that the most evident reason why the crosswords are played is that they are done just for fun.

IX. Jobs that demand creativity.

a) Pair work. How much creativity do these jobs require? Rank them from 1 (most creative) to 6 (least creative), and then compare with a partner.

b) Ask and answer follow-up questions.

----- businessperson	----- fashion designer
----- chef	----- lawyer
----- radio DJ	----- teacher

A: I think being a businessperson takes a lot of creativity, especially if you have your own company.

B: How so?

A: Well, someone running a business has a lot of problems to solve...

c) Group work. Join another pair. Describe one more job that requires a high degree of creativity, one that requires medium degree and one that requires little creativity. Explain your choices and then share your answers with the class.

X. Check your knowledge.

1. What is intelligence?
2. What do intelligence tests test?
3. What did psychologist Ch. Spearman suggest?
4. How did psychologists L.L. and Th. Thurstone classify intelligence?
5. How many intelligence factors did psychologist J. P. Guilford identify?

6. Why do many psychologists believe IQ scores should be viewed with caution?
7. What is creativity?
8. How is creativity tested?
9. What are the characteristics of creative people?
10. Why do psychologists disagree about the relationship between creativity and intelligence?

UNIT 8

INFANCY AND CHILDHOOD

**CHILDREN ARE BAROMETERS OF THE CHAOS
THAT EXISTS WITHIN THEIR LIVES.**

ASA DON BROWN

**CHILDREN,
EVEN INFANTS,
ARE CAPABLE OF SYMPATHY
BUT ONLY AFTER ADOLESCENCE
WE ARE CAPABLE OF COMPASSION.**

LOUISE J. KAPLAN

**CHILDREN ARE LIKELY TO LIVE UP
TO WHAT YOU BELIEVE OF THEM.**

LADY BIRD JOHNSON

**CHILDREN ARE THE HANDS
BY WHICH WE TAKE HOLD OF HEAVEN.**

HENRY WARD BEECHER

**EVERY CHILD IS AN ARTIST.
THE PROBLEM IS**

**HOW TO REMAIN AN ARTIST
ONCE HE GROWS UP.**

PABLO PICASSO

I. Read and translate the texts.

INFANCY AND CHILDHOOD

Developmental psychology is the study of behaviour as it goes through stages of growth and change. Developmental psychologists study different aspects of human growth and development. Their studies include physical growth and emotional, social and cognitive development or development of thinking skills.

The physical characteristics of our parents combine to make each of us unique.

The mother's health during pregnancy is important to the child's general health at birth. Pregnant women should avoid stresses and diseases especially in the first three months, the latter even can cause the child being born blind, deaf or with damage to the brain and heart. Newborn babies come equipped with many ready-made responses to the environment. They are able to follow slow-moving objects with their eyes. They perceive different types of sounds, distinguish a sweet taste from a bitter or salty taste.

Each baby has an individual schedule of development. Three periods of development have been identified including early infancy, which extends from the first to the sixth month; middle infancy, from the sixth to the ninth month and late infancy from the ninth to the fifteenth month.

According to child-caring practices psychologists find that babies who receive much love and attention from their parents apparently are more likely to be warm and loving when they get older. By contrast, children who are punished constantly and severely tend to take on the role of punishers as adults when they have children of their own.

We think of babies as helpless. It is true that they must be fed and protected. But the way they learn by themselves, even in the first six months, is anything but helpless.

Babies naturally explore – at first by looking, reaching and grasping and later by creeping and crawling to the source of stimulation.

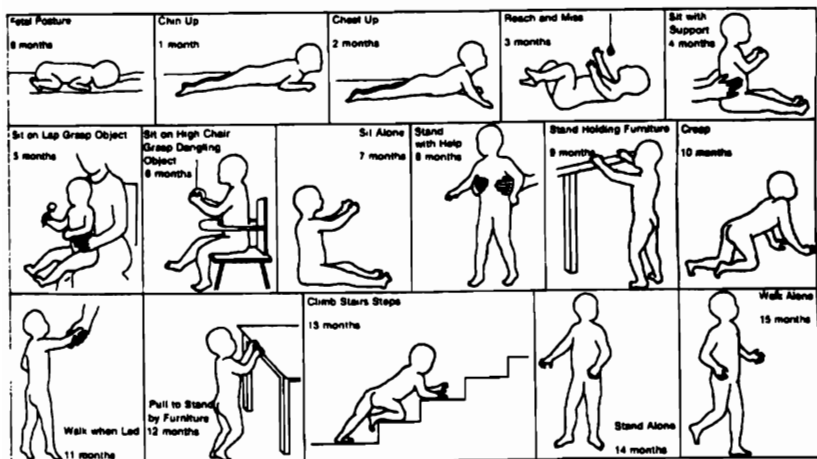
Psychological research indicates that infants and toddlers can be stimulated to learn in informal ways that will benefit their intellectual development and help their school achievement later.

Up to age two, an infant learns a great deal about the world by touching things, there is no thinking in the abstract sense, but a great deal of sensing. Babies take everything to their mouth because up to a year they perceive the world through their mouth.

In middle infancy, the baby concentrates on practicing a great many speech sounds. It loves to imitate actions and examine interesting objects. At about seven months, it begins to crawl, a skill that is masters at the end of middle infancy.

In late infancy, the baby takes an interest in games, songs and even books. Progress toward walking moves through standing, balancing, bouncing in place and walking with others. As soon as the baby walks well alone, it has passed from infancy into active toddler stage.

The picture below will be a great help to young mothers.



COGNITIVE DEVELOPMENT

Cognitive development is divided into 4 stages. The first stage is the beginning of casual thinking. Children learn to think. Between eight and fourteen months, a child's understanding and skills grow rapidly. Reading simple stories to the baby at bedtime is recommended. The infant should be allowed to roam about in a safe area and explore new

objects. Playing games such as hide-and-seek and placing easy obstacles between the baby and a favourite toy are recommended. All these approaches stimulate the infant's inborn curiosity.

During the next ten months a child will be able to understand simple cause-and-effect relationships. Parents shouldn't force learning on the child, they should build on the natural enthusiasm for learning and later encourage them to do things which are a little harder.

In the first two years of life the size of the brain increases rapidly. Good nutrition is very important to the infant's cognitive development because children who eat poorly have many problems in language ability and intellectual development.

HEREDITY AND ENVIRONMENT

Human development is determined both by what we are born with and what happens to us after we are born.

We all are born with certain physical characteristics, the characteristics of our parents. The characteristics passed on from generation to generation are said to be due to heredity. The tiny particles that carry the instruction from generation to generation are called genes, which are parts of larger particles known as chromosomes. The genes do the work of heredity.

Environment also influences on personality traits, it can play a vital part.

Heredity (key factors) and environment (social and cultural factors) work together to determine personality traits.

Some psychologists believe a person's personality is pretty much set by age three. Others think that a person can change sometimes a great deal – at any period in life. Yet almost all psychologists agree that infancy and early childhood should receive careful study.

II. Find in the texts the English equivalents of:

մանկություն, փուլ, հիվանդություն, զանազանել, ճանաչել, երեխայի մեծանալը, ակնհայտորեն, անկում, պաշտպանված, բռնել, սողալ, տոտիկ-տոտիկ, մտավոր, նվաճում, խրախուսել, արագո-

րեն, ժառանգականություն, սերունդ, կենսական, բնավորության
զիծ:

III. Read the text and discuss it.

PLAY BEHAVIOUR

More of a social person than at earlier ages, the average four – or five – year – old wants to get out and play with other children. They play of preschool children often imitates the work of grown-ups. Developmentally, games of pretending seem to be a necessary link between the relative helplessness of infancy and the growing responsibilities of the middle years of childhood. Play activities that might seem useless to an adult are necessary to a child.

Psychologists L. Joseph Stone and Joseph Church have described a number of ways play behaviour develops in a preschool child.

1. Almost everything a young child does become a game – eating, getting dressed, going to bed, taking a trip, even going to the bathroom.

Ordinary activities become silly events that often annoy a parent but delight the child.

2. Play becomes more purposeful and directed. Children become more serious.
3. Children recognize the world of make – believe as distinct from the real world where people exercise genuine power. Play lets a child invent a world he/she can control.
4. Play becomes more imaginative, as well as more social. New skills and knowledge make a child's play more creative.
5. Play becomes dramatic. Children assume roles from the real world of the family or society. They play “Mommy and Daddy” or “doctor and patient”.

By age five, a child's make – believe world reflects more and more of what is seen in the adult world. Children seek out realistic toys – the doctor's bag complete with pills, lifelike dolls, kitchen ranges, dump trucks that really work and other symbols of modern life. The new understanding of how things relate to each other grows as a child's

capacity to respond develops. Children make progress in understanding through a combination of their experiences with the environment and their ability to interpret these experiences in new ways. Past experience and thought are both necessary, neither is enough by itself.

Piaget stresses three principles of child development. A child is not a miniature adult. A child needs to take an active part in learning. Intellectual development involves changes in ways of organizing information, not just acquiring knowledge.

IV. Fill in the gaps with the words given in brackets.

Babies examine new toys, them around, then pick them up. But if the mother they are used to is absent, the infant withdraws and ignores these When the mother returns the baby to her, to her and then plays with the toys. A strong attachment bond seems to be necessary for the development of

When the babies are able to ... into another room to explore toys, they tend to do it as long as the mother is seated If the mother leaves the area, however, or a stranger appears, stops. is strong but ... is stronger.

(playthings, confidence, fear, push, toddle, curiosity, clings, nearby, rushes, exploring)

V. Fill in the gaps with the words given in brackets.

WHAT IS IN A NAME?

Your name is very important. When you think of yourself, you probably think of your name first. It is an important part of your identity.

A research by psychologists suggests that our name can have a direct on our happiness. Having a name, it seems, can make other people think you are and attractive even before they have met you. This is because people associate a particular name with a certain Popular names suggest, have positive effect, having an unpopular name can have the ... , negative effect.

Why do parents give their children ... names? The biggest ... is

Many people are named after a family Of course, opinions can change over time. A name that is unpopular now might become popular in the future.

(personal, opposite, image, tradition, intelligent, effect, popular, unpopular, reason, member)

VI. What can you tell about your name?

VII. Find in the text the English equivalents of:

նախադպրոցական, նմանակել, չափահաս, կապ (հանգույց), պատասխանատվություն, նպատակասլաց, առանձնահատուկ, երևակայական (պատկերավոր), բացատրել (մեկնաբանել), մանրիկ (նաև մանրանկարչություն), անտեսել, ետ մղել, վստահություն, կապել, ավանդություն:

VIII. Read and discuss in groups.

Children learn to say words and to understand the meaning of language by listening to adults. Gradually, often by the time are a year old, babies acquire a small vocabulary of useful morphemes.

By the age of eighteen months, most are combining morphemes into two-word sentences. By the age of two, most children have a vocabulary of about 50 words and are beginning to form sentences of three or four words.

By the time they are three years old, their vocabulary has grown to over 1000 words. By the age of five, the average child has mastered most the complex rules of language – all without any formal instruction.

A baby tries to imitate adult's speech and adults reward him or her with approval for correct speech production.

IX. Fill in the blanks with the best choice.

If you have children, there are certain things to remember when you are visiting somebody else's home. Children rarely behave well -1-

company and other people are likely to find them more annoying than you do. It's important that children are either included in -2- conversation or given something else to do.

If your children misbehave, you -3- discipline them immediately as your hosts -4- have stricter rules about behaviour than you do at home. Finally, if your children damage any of your hosts' possessions you must either replace the damaged object or offer -5- suitable gift -6- its place.

- | | | | |
|--------------|-------------|-----------|---------------|
| 1. a)in | b)among | c)during | d)with |
| 2. a)the | b)a | c)an | d)– |
| 3. a)mustn't | b)shouldn't | c)could | d)must |
| 4. a)cannot | b)have to | c)may | d)are able to |
| 5. a)the | b)a | c)an | d)– |
| 6. a)in | b)for | c)instead | d)form |

X. Check your knowledge

1. What is developmental psychology?
2. What three periods do developmental psychologists study?
3. Why is the first year of an infant important?
4. How do toddlers and preschool children grow and change?
5. Why is love and attention so important in an early infancy?
6. When do a child's understanding, skills and brain grow rapidly?
7. Do you find good nutrition is very important to the infant's cognitive development?
8. Do heredity and environment influence on personality traits and how?
9. Play makes a child more serious, imaginative and creative, doesn't it?
10. Which are the three principles of child development according to psychologist Piaget?
11. What is necessary for the development of confidence?
12. What approaches are recommended to stimulate the infant's inborn curiosity?
13. Do you find that name is important for a person or his/her career?
14. Why do parents give their children family names?
15. Does your name have any effect on your happiness? If yes, give examples.

16. Whom do children usually try to imitate?
17. How many words do children know by the age of two and three?
18. Who is guilty when the child misbehaves?

UNIT 9

ADOLESCENCE

ADOLESCENCE IS LIKE HAVING ONLY ENOUGH LIGHT TO SEE THE STEP DIRECTLY IN FRONT OF YOU.

SARAH ADDISON ALLEN

THE HARDEST THING ABOUT ADOLESCENCE IS THAT EVERYTHING SEEMS TOO BIG. THERE IS NO WAY TO GET CONTEXT OR PERSPECTIVE...

PAIN AND JOY WITHOUT LIMITS.

SARA PARETSKY

SNOW AND ADOLESCENCE ARE THE ONLY PROBLEMS THAT DISAPPEAR IF YOU IGNORE THEM LONG ENOUGH.

EARL WILSON

NO ADOLESCENT EVER WANTS TO BE UNDERSTOOD, WHICH IS WHY THEY COMPLAIN ABOUT BEING MISUNDERSTOOD ALL THE TIME.

STEPHEN FRY

COMMON SENSE IS THE COLLECTION OF PREJUDICES ACQUIRED BY AGE EIGHTEEN.

ALBERT EINSTEIN

... ADOLESCENCE WAS THE ONLY TIME WHEN WE EVER LEARNED ANYTHING.

MARCEL PROUST

1. Read and translate the text.

ADOLESCENCE

Adolescence refers to a person who is experiencing the period of development between childhood and adulthood. This period is often called adolescence. Many experts in human development believe adolescence begins at about the age of 10. They recognize adolescence as a period of growth with many distinctive features. These features involve changes in the individual's body, thinking abilities, psychological concerns, and place in society.

Human beings, like all mammals, go through a series of physical and biological changes, called puberty, that prepares them for sexual reproduction. As a biological phenomenon, therefore, adolescence has always existed as a period in human development. However, adolescence as a separate psychological and social stage is a concept that was developed in industrialized nations during the mid – 1800's.

By the early 1900's, adolescence in some societies and some social and economic classes had become a lengthy period of preparation for adulthood. During this time, young people remained grouped with people their own age, often referred to as their peers, and were economically dependent on adults. This role is still what is expected of adolescents in most societies today and social pressure from people their own age, known as peer pressure, is a major influence on many adolescents.

Psychological experts use the term identity crisis to refer to the psychological distress many adolescents feel as they seek a sense of purpose and an acceptable role in the world.

Compared with children adolescents begin to think in ways more like adults. Their thinking becomes more advanced, more efficient and generally more effective. These improvements appear in five chief ways.

- 1) An adolescent's thinking is less bound to concrete events than that of a child. Adolescents can better compare what they observe with what they can imagine.
- 2) During adolescence, individuals become better able to think about abstract things.

- 3) Adolescents think more often about the process of thinking itself. As a result, they can develop better ways to remember things and to monitor their own thinking.
- 4) Adolescents have the ability to think about things in several ways at the same time.
- 5) Adolescents often see things as relative while children tend to see things in absolute terms.

One by-product of these changing aspects of intellectual development is the tendency for adolescents to become self-conscious and self-absorbed. This tendency is sometimes called adolescent egocentrism.

II. Find in the text the English equivalents of:

պատանեկություն, հստակ, կաթնասուն, վերարտադրություն, վերաբերել, ճնշում, ինքնություն, վիշտ պատճառել, ընդունելի, առաջադեմ, վերահսկել, հակված լինել:

III. Read and translate the text.

ADOLESCENTS AND THEIR ENVIRONMENT

During adolescence, individuals gradually move from the dependency of childhood to the independence of adulthood. Older adolescents solve many problems on their own.

By late adolescence, children see their parents and interact with them as people – not just as mother and father and do not typically see their parents as all-knowing or all-powerful.

In general, decision-making abilities improve over the course of the adolescent years. During early adolescence conformity to parents begins to decline, while peer pressure and conformity to peers increase.

Adolescents yield more often to peer pressure when it involves day-to-day social matters, such as styles of dress, tastes in music, and choices among leisure activities.

But teen-agers are mainly influenced by their parents and teachers when it comes to long-range questions concerning educational or

occupational plans or decisions involving values, religious beliefs or ethics.

Becoming independent involves learning how to cope with peer pressure.

During middle adolescence, individuals begin to act the way they think is right rather than trying to impress their friends or please their parents.

Relationships with peers change in four important ways during the teen-age years:

- 1) There is a sharp increase in the amount of time adolescents spend with their peers compared to the time spend with adults or their families.
- 2) Peer groups function much more often without adult supervision than they do during childhood.
- 3) In most societies, there is much more contact with peers of the opposite sex.
- 4) Adolescents tend to move in much larger peer groups than they did in childhood.

The increased importance of peers during early adolescence coincides with changes in an individual's need for intimacy.

As adolescents begin to share secrets with their friends, a new sense of loyalty and commitment grows between them.

An adolescent's discovery that he or she thinks and feels the same way as someone else becomes an important basis of friendship and helps in the development of a sense of identity.

IV. Find in the text the English equivalents of:

կախվածություն, անկախություն, ամենագետ, ամենագոր, արժեքներ, կրոնական, գլուխ բերել, տպավորություն գործել, հարաբերություններ, ղեկավարում, համընկնել, մտերմություն, հավատարմություն, պարտավորություն:

V. Read the text and discuss it.

Career planning is part of the identity development process during adolescence. Occupational plans develop in stages.

Prior to adolescence, children express career interests that are often little more than fantasies and have little bearing on the plans they eventually make.

In adolescence, individuals begin to develop self-concepts and ideas about work that will guide them in their educational and occupational decisions.

Although adolescents may not settle on a particular career at this point, they do begin to narrow their choices according to their interests, values and abilities.

One problem all young people face in making career plans is obtaining accurate information about the labour market and the best ways of pursuing positions in various fields.

One goal of career education is to help adolescents make more informed choices about their career and to free them from misinformation that inhibits their choices.

Education is essential today for anyone who wants a well-paying job with a promising future. Young people need at least a high school education to compete in the job market. Most of the better jobs go to individuals with at least some college education.

However, getting a job is not the only reason for going to college. College plays a critical role in a young person's psychological development. College not only provides occupational advantages but also affects where individuals will live, who they will marry, who their lifelong friends will be, most important, who they will become.

VI. Find in the text the English equivalents of the given word-combinations:

մասնագիտական առավելություններ, զարգացման գործընթաց, ձեռք բերել տեղեկատվություն, զանազան բնագավառներ, ընտրություն կատարել, լավ վարձատրվող աշխատանք, խոստումնալից ապագա, հոգեբանական զարգացում, աշխատանքի շուկա, դիմակայել որևէ խնդիր, վճռորոշ (կրիտիկական) դեր, հավերժ (ողջ կյանքի) ընկեր:

VII. Fill in the gaps with the words given in brackets.

SUICIDE

The suicide rate among teen-agers ... dramatically since the mid - 1900's. Four ... in particular place an adolescent at risk for a ... attempt:

1. suffering from low ... or an emotional problems, such as ...;
2. being under stress, especially in school or a romantic relationship;
3. experiencing family disruption or family ...; and
4. having a history of suicide in the ... or a friend who ... suicide.

Any threat of suicide demands ... professional attention.

(suicide, because of, immediate, conflict, has risen, factors, family, self-esteem, depression, has committed)

VIII. Check your knowledge.

1. What is adolescence?
2. When does adolescence begin?
3. What changes take place during adolescence?
4. What is puberty?
5. When did the term "adolescence" appear?
6. What is a major influence on many adolescents?
7. What is identity crisis?
8. What is adolescent egocentrism?
9. How do adolescents appreciate their parents?
10. How do relationships with peers change during the teen-age years?
11. What becomes an important basis of friendship for adolescent?
12. What is career planning for adolescents?
13. What problem do all young people face in making career plans?
14. Why do young people need college education?
15. What is suicide?
16. Since when has the suicide rate among teen-agers risen?
17. What makes adolescents commit suicide?
18. What demands immediate professional attention?

UNIT 10

ADULT LIVING

REAL ADULTHOOD IS THE RESULT OF TWO QUALITIES: SELF-DISCIPLINE AND SELF-RELIANCE. THE PROCESS OF DEVELOPING THEM TOGETHER IN BALANCE IS CALLED MATURING.

J.W. JEPSON

WE HAVE NOT PASSED THAT SUBTLE LINE BETWEEN CHILDHOOD AND ADULTHOOD UNTIL ... WE HAVE STOPPED SAYING "IT GOT LOST", AND SAY "I LOST IT".

SYDNEY J. HARRIS

ONE OF THE SECRETS OF A LONG AND FRUITFUL LIFE IS TO FORGIVE EVERYBODY EVERYTHING EVERY NIGHT BEFORE YOU GO TO BED.

ANONYMOUS

NO ONE GROWS OLD BY LIVING, ONLY BY LOSING INTEREST IN LIVING.

MARIE BEYNON RAY

AS YOU GET OLDER IT IS HARDER TO HAVE HEROES, BUT IT IS SORT OF NECESSARY.

ERNEST HEMINGWAY

LET OTHERS PRAISE ANCIENT TIMES; I AM GLAD I WAS BORN IN THESE.

OVID (81 B.C.)

1. Read and translate the text.

Adult development is a relatively new branch of psychology, and much still needs to be learned.

The major stages of adult development are: **young adulthood**, **middle age** and the later years-old age.

It is not easy to tell when a person becomes an adult. Psychologist Bernice Neugarten, a pioneer in the study of adult life changes, notes that the change from adolescence to adulthood is marked by an increase in personal competence and independence.

Physically, a person in good health is aware of few changes during young adulthood.

Psychologically, young adults become more realistic about life than they were in their teens. They form new goals and seek personal achievements. Self-confidence is high. Young adults are pressured by social influences – how others expect them to behave.

When does the move from young adulthood to middle age take place? This varies in individuals, just as the stages of childhood and adolescence do. But even in general terms, psychologists do not agree about middle age. There is agreement, however, on many of the characteristics and tasks of middle age.

People in the middle years become more aware of time's passing than they were before.

In Neugarten's view, the middle-aged see themselves as bridges of generations. Efforts are directed toward family, job and community. Giving and helping become necessary.

People in the middle years become more conscious of biological change and sense, perhaps for the first time, their own mortality.

In a study of middle-aged men, four major developmental tasks of middle age were identified:

1. Achieving occupational success
2. Making marriage work
3. Adjusting to reality
4. Overcoming monotony and fear of change.

The study of old age, **gerontology**, is new to psychology. This is because old age itself is relatively new. By the beginning of the twentieth

century it was only about forty. Today it is around seventy. Within the next 100 years it could be pushed to ninety or more.

Being old is an individual matter. What people make of old age is influenced by the health and the viewpoint they bring to it. Cultural attitudes are important, too. Most cultures respect the aged.

The old age-related factors are:

1. Loss of role
2. Loss of intellectual functioning
3. Loss of interest in others

Psychologists Barbara M. Newman and Phillip R. Newman suggest three ways older people meet the losses that come with time:

1. Redirecting energy to new roles and activities.
2. Accepting life.
3. Developing a point of view about death.

II. Find in the text the English equivalents of:

Անկախություն, նվաճում, նպատակ, փնտրել, ինքնավստահություն, տեղի ունենալ, սերունդ, համայնք, մահկանացու լինելը (մահացություն), հարմարեցնել, հաղթահարել, համեմատաբար, տեսակետ, մասնագիտական, կորուստ, ընդունել, գործունեություն, իրազեկություն:

III. Fill in the blanks with the best choice.

Aging is one of the few things assured in this changing world. It is our grandparents, our parents and perhaps even you and I graying, balding and sagging, suffering a (1) – of indignities associated with our years.

Biologically speaking, aging is (2) – by the physiological weakening of cells and organs leading to a point where disease becomes (3) –.

“Old age”, said one old timer, “is like living on an island (4) – shrinking in size.”

But no matter how dreaded, old age is not without desirable aspects. Senior citizens, having been observers of life for several decades, carry with them a special wisdom tied to their years of experience. They

are often the heads of large families, enjoying the love and (5) – of their younger members of their clans. As grandparents, they can love the new children in the family while avoiding the burdens of parenthood. And, finally, as actor Maurice Chevalier noted when asked whether he minded growing old, “Not if I consider the alternative”.

- | | | | |
|-----------------|------------------|-----------------|------------------|
| 1.a)progressive | b)progression | c)progressing | d)progressively |
| 2.a)character | b)characterizing | c)characterized | d)characteristic |
| 3.a)inevitably | b)inevitable | c)inevited | d)evitable |
| 4.a)steady | b)steadiness | c)steadily | d)unsteadily |
| 5.a)respectful | b)respect | c)respectable | d)respectness |

IV. A. Pair Work. Discuss these questions with a partner. Then read the text to compare your ideas with the author's.

1. How would you define middle age?
2. What adjectives do you think of when you think of middle age?
3. Do you think middle age is more or less stressful time than youth? Why?
4. What things can middle-aged people give or do that younger people can't?

IT IS NOT SO BAD TO BE MIDDLE-AGED

Once, middle age was thought of as something to fear. Many thought of middle age as simply the time between youth and old age. Now, though, researchers claim that middle age can be the most fruitful time of life, full of new growth and development.

New studies show, for example, a sharp rise in people's altruism – their willingness to give to others – during middle age.

Several studies show that as people approach their midlife, they tend to experience fewer stressful events, such as losing a job. When they go through such a major change, the studies found that middle-aged people see it as much less upsetting than do younger people.

In fact, many of the middle-agers remember their youth as a particularly difficult time. Middle age for them is more peaceful. As a result, people shift their priorities and think again about what is important

to them. In middle age, many people no longer focus on themselves, but on the people around them.

Not all researchers agree on what constitutes middle age; most of them think it is the years between 45 and 65, but others claim it covers the years between 35 and 70.

A recent survey found that most people define middle age by life's landmarks, the things they've done and accomplished, rather than by age. The majority of those in the survey state that middle age is a time when people deepen their relationships and care more about other people. For example, 84 percent said that middle age is a time of becoming closer to family and friends, a time to be generous, a time to think more of others than one's self.

Why are older people more generous?

One man puts it this way: "In my twenties I learned how to get along with my wife. In my thirties I learned to get ahead in my job. In my forties I began thinking more about other people's needs."

This is typical. Although people's careers may still be blossoming in middle age, they often have more insight and perhaps time to devote to others. "When you're older," one woman says, "your career is settled and you have more time to give. Plus, you have more to give". So, if you are reading this while you are still young, do not fear. Middle age can be an exciting and rewarding time. If you are already in middle age, take a deep breath, then turn to those around you.

And if you are past middle age? Look back and count the good things you have done.

B. Group Work Discuss these questions.

Then share your answers with the class.

1. Can you summarize the main idea of the article in one or two sentences?
2. Can you think of other examples of older people who help younger people?
3. What sort of influences do you think you'll have on young people when you're older? Why?

V. Fill in the gaps with the words given in brackets.

MIDDLE AGE

Middle age refers to an arbitrary period in a person's life early adulthood and old age. In industrial societies this period now usually extends from about the age of 40 to 65. However, there is no noticeable change in physical or behavioural functioning at either of these ages.

Middle-aged people accept obligations and and work harder to develop a consistent pattern of relationships. They tend to place increasing value on their family life and friendships, even if they have successful careers.

... believe that some middle-aged people may not enjoy this part of life because they fear old age and value youth too much. However, studies of people moving from youth through middle age many sources of satisfaction.

Each new group of people enters middle age comes along at a particular point in social history with unique values, pressures and opportunities.

Characteristics of middle-aged people today include a greater number of in the labour force than ever before, a greater emphasis on physical fitness, and a ... divorce rate.

Middle-aged people today also face new These challenges include 1) major changes in the workplace due to the increasing use of computers and 2) increasingly permissive standards of sexual expression.

Thus, is far from a quiet, uneventful period of life. But many middle-aged people benefit from their broad life experience and ... skills. Many are also enrolling in college and finding other opportunities to make the most of their potential as vital, creative people.

(challenges, researchers, well-developed, women, between, that, middle age, responsibilities, higher, have found.)

VI. Read and translate the text.

DEATH AND DYING

Until a quarter-century ago, death was a taboo word in most western countries, and little attention was paid to the psychological needs of the dying. This attitude has changed dramatically in recent years and a new discipline, **thanatology**, has come into being.

Thanatology means the study of death. As the expected life span has grown to seventy-seven years for women and sixty-nine for men, more people are dealing with parents and other older relatives who contact lingering illnesses. Caring for elders, not only physically but emotionally, has brought many people face to face with an inevitable reality of life – death.

Psychologist Morton A. Lieberman found that entering an institution for the aged shortens life. Lieberman compared people between the ages of seventy and ninety-five in institutions with those of similar background who remained in the community. Of 1,000 patients who entered a home, 24 percent died within six months, two and half times as many as those who remained outside.

Lieberman concluded that the cause of their deaths was essentially psychological. For many of these people, the crisis of going into an institution, perhaps not by choice, weakened their will to live.

Deaths from illness or accident occur to people of every age and stage of life. In the elderly, however, studies have been made that point to some characteristics of the process of their dying. Social death takes place when the dying person is shunned by others.

This may occur if the individual is in the hospital, and possibly hooked up to various life-support systems so that the care the dying person receives is from machines – not humans. Under such conditions, the person is isolated from family and friends.

Gradually, psychological death sets in. This may happen if a person's faculties become clouded. The memory fails. Close relatives may not be recognized. But it may also come through isolation and false hope that is translated as deceit. ("You're all right; you'll live to be a hundred!")

Biological death occurs when the vital organs stop working. But there is a problem of which organs. Is a person alive because the heart is beating or dead because the brain has stopped working? With the increased use of life-support equipment, deciding just when a person is dead has become more difficult.

Psychiatrist Elisabeth Kübler-Ross identified five distinct stages or moods, through which dying people pass as they approach their death. Her book **On Death and Dying** has become the bible of the new **thanatology** movement.

The stages of adjustment to death are these five:

1. **Denial.** The person refuses to believe he or she is dying: "It can't be me."
2. **Anger.** The protest becomes a question: "Why does it have to be me?"
3. **Bargaining.** An individual bargains for time: there is unfinished business to be taken care of.
4. **Depression.** A person attempts to express sorrow and grief about himself or herself.
5. **Acceptance.** At the very end, a patient who has worked through the preceding stages may achieve an acceptance of death. It is no longer feared, and the person dies peacefully.

If you have ever had a death in your own family, you know how upsetting it is to everyone.

This is not only because you have lost someone dear to you, but also because the survivors are frequently confused about the role they should play in the dying process. If we share the concerns of the dying, as well as tend to their physical needs, death is easier for all.

VII. Find in the text the English equivalents of the following word-combinations.

Արգելված բառ, քառորդ դար առաջ, ուշադրություն դարձնել, վերջին տարիներին, մահվան ուսումնասիրություն, դեմ առ դեմ, անխուսափելի իրականություն, մնալ համայնքում, թուլացնել կամքը, այսպիսի պայմաններում, հոգեբանական մահ, անավարտ գործ, մահվան ընդունում, հրաժարվել հավատալ, ձեր սեփական ընտանիքում, կյանքի փուլ:

VIII. Do you know?

Perhaps the greatest American tour of all times was Sarah Bernhardt's farewell tour in 1916. By then she was successful and wealthy, and the most famous actress alive.

Although she was 71 years old, she had more energy than people half her age. She toured for eighteen months, giving 266 performances – some in town halls, some in broken-down theatres, some in a borrowed tent, and even once in a skating rink. She won fans wherever she went.

The tour earned over a million dollars, of which she received \$305,000 in profit. The great actress was also quite a moneymaker.

IX. Check your knowledge

1. Why does adult development need to be learned?
2. What are the major stages of adult development?
3. When does the move from young adulthood to middle age take place?
4. What is Newgarten's opinion of the middle-aged?
5. How many developmental tasks of middle age were identified?
6. What is gerontology?
7. What are old age-related factors?
8. Why was little attention paid to the psychological needs of dying?
9. What is thanatology?
10. What shortens life of the aged?
11. What is social death?
12. What is psychological death?
13. What is biological death?
14. What stages do dying people pass?
15. When is death easier for all?

UNIT 11

BRAIN

THE MIND IS NEVER RIGHT BUT WHEN IT IS AT PEACE WITHIN ITSELF.

LUCIUS ANNAEUS SENECA

THE TROUBLE WITH MOST PEOPLE IS THAT THEY THINK WITH THEIR HOPES OR FEARS OR WISHES RATHER THAN WITH THEIR MINDS.

WILL DURANT

THE STRONG MAN IS THE ONE WHO IS ABLE TO INTERCEPT AT WILL THE COMMUNICATION BETWEEN THE SENSES AND THE MIND.

NAPOLEON BONAPARTE

THE GREATEST DISCOVERY OF MY GENERATION IS THAT MAN CAN ALTER HIS LIFE SIMPLY BY ALTERING HIS ATTITUDE OF MIND.

WILLIAM JAMES

THE ONLY PRISON WE NEED TO ESCAPE FROM IS THE PRISON OF OUR OWN MINDS.

ANONYMOUS

THERE ARE MORE DEFECTS IN TEMPERAMENT THAN IN THE MIND.

FRANCOIS DE LA ROCHEFOUCAULD

I. Read and translate the text.

THE BRAIN AND ITS FUNCTION

The brain is the center of the nervous system in all vertebrate and invertebrate animals. Some primitive animals such as jellyfish and starfish have a **decontrolized** nervous system without a brain, while sponges lack any nervous system at all. In vertebrates the brain is located in the head, protected by the skull and close the primary sensory apparatus of vision, hearing, balance, taste and smell.

Brain can be extremely complex. The cerebral cortex of the human brain contains about 15-33 billion neurons, perhaps more depending on gender and age.

The brain controls the other organ system of the body, either by activating muscles or by causing secretion of chemicals such as hormones and neurotransmitters.

The brain is not a single organ, but rather a collection of organs. Some of the organs of the human brain are grouped into what is called the "old brain" or **subcortex**. It is called the old brain, because it is thought to have been the first part of the human brain to develop. The subcortex rests under the other organs of the human brain which are classified as the "new brain" or **neocortex**. The neocortex is the thinking brain. The cortex and the cerebrum make up the neocortex. The **cortex** is the thin outer layer that covers the cerebrum. The cortex is wrinkled into thousands of tiny folds. (The brain of lower animals are smooth or have far fewer folds). The cortex and the cerebrum are generally thought of a single working unit.

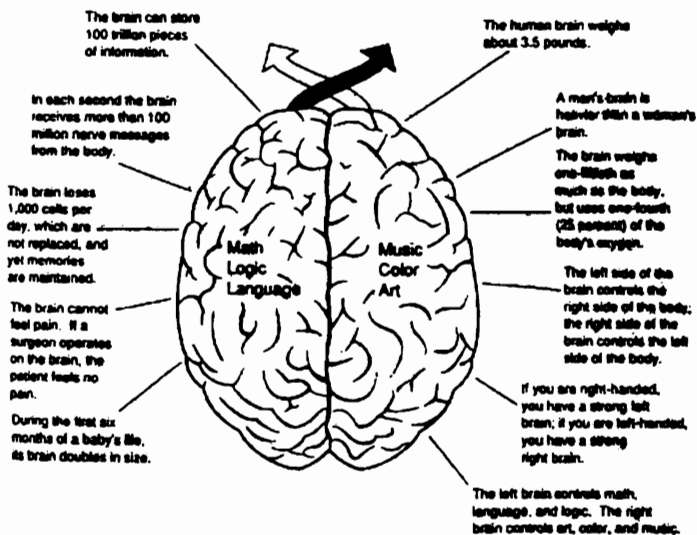
The cerebrum makes up 80 percent of the brain's mass. Together with the cortex that covers it, it is responsible for all the active thought and planning that goes on in the brain.

The cerebrum is divided into left and right hemispheres which are separated by a deep split. The left hemisphere manages the right side of the body, the right hemisphere manages the left side. A person who suffers a stroke in the left hemisphere may become paralyzed on the right side. Speech may also be affected because the motor nerves that control the vocal cords, lips and tongue are also located in the left hemisphere. Cortex divides the work so that each is responsible for specific functions.

Generally, the left hemisphere is responsible for logical, analytical thinking while the right hemisphere controls emotional, artistic and creative functions. In most people, one hemisphere is dominant, especially the left hemisphere is dominant.

Since the left side of the brain manages the right side of the body, left – hemisphere people write, throw, eat and deal their telephones with their right hands.

Since most people are right-handed, the majority of people have dominant left hemispheres. We could think that in the left-handed people the right hemisphere would be dominant. However, more than half of all left- handed people have dominant left hemispheres. Psychologists cannot explain this phenomenon. This is just one of countless unsolved mysteries of the brain.



II. Read and discuss the texts.

August 13, 2011 was the 20th anniversary of Left-Handers' Day. All year round the left-handed fit in the world designed for right-handers' comfort.

On Left-Handers' Day they use their chance to get their own back on their right-handed colleagues and family by designating their personal space as a Lefty Zone where everything must be done left-handed.

Left-handed people are often placed at a disadvantage by the prevalence of right-handed tools in society. Many tools and devices are designed to be comfortably used with the right hand.

The computer mouse is made to fit the right hand better. Many computer installations have the mouse placed on the right side, making it awkward for left-handers to use without moving the mouse to the other side of the keyboard. However, many left-handers can use the mouse right-handed because they learned it that way from the start. It can be said that this is an advantage as one can use the mouse with their non-dominated hand, leaving their left to do tasks such as taking notes.

Many well intentioned companies have manufactured products with left-handers in mind, such as scissors, knives, tennis rackets, etc. Left-handed adaptations have even bridged the world of music; guitars are often made especially for left-handers, though generally at a higher cost. Yet, no production cameras have been made for left-handed people. They are designed for the right-handed. When a left-handed person uses a camera the hand control can be less steady and hence produce camera shake leading to poorer pictures at low shutter speeds.

However, the great majority of individuals are right-handed, and so most objects in the world have been constructed, arranged and designed for the convenience of the right-handed person.

By and large, the left-hander has to struggle along as best as possible. Behaviourists consider that this fact – the pressure of the environment – may be the critical factor in the percentages of hand preference. In other words, in an 'unbiased' world, one where things were just as available to either handedness, or hand preference was left strictly to chance, probably many more children would become left-handed.

ARE YOU LEFT-HANDED?

Are you a left-handed individual in a right-handed world? How did that happen, and is it good or bad? Geneticists and behaviourists have studied this question extensively and have come up with some interesting and enlightening information.

If you are a twin, you have a greater chance of being left-handed than if you were a single birth, but there is no evidence that left-handers are clumsier than right-handers, and there is trifling evidence that hand preference has anything to do with intelligence. Leonardo da Vinci, one of the world's intellectual geniuses, was left-handed.

In human beings, hand preference begins to develop at about the seventh month following birth. Then one side of the brain initiates dominance over the other. The left side of the brain regulates the right portion of the body – hand, eye and foot. The right side of the brain supervises the left.

In 1998, a study suggested that approximately 7 to 10 percent of the adult population is left-handed, and that left-handedness is more common among males than females. Still only about 4 percent of the population is exclusively left or right oriented. Most right-handed people have things they do better with their left hands, while most south-paws have things they do with their right hands.

Though constituting less than 10 percent of the general population, 4 of the last 6 US presidents have been left-handed: Gerald Ford, Ronald Reagan, George H.W. Bush and Bill Clinton. President Barack Obama is also left-handed, as was his opponent, John McCain.

III. It's Your Turn.

TRY TO DO SOME BRAIN RESEARCH.

You can observe which hemisphere is at work at any given time simply by observing the direction in which a person looks when asked a certain type of question:

What is the total of 16 plus 38?

Which way did he or she look when thinking about the answer? This analytical question should activate the left hemisphere and cause the person to turn to the right.

Now try the question:

Which way does Abraham Lincoln face on a penny?

This spatial question should activate the right hemisphere and cause the person to shift to the left.

IV. Do you know?

The brain, as the body's control center, functions electrically.

As brain cells work, they give off tiny amounts of electrical energy. The general electrical activity of the brain can be measured by electroencephalograph or EEG machine. Wires from EEG machine taped to several points on the head. Electrical energy from the brain activates a pen on moving graph paper. Certain brain cells release electrical energy in rhythmus. These rhythms, or brain-wave patterns, are recorded on the paper. As the brain performs different functions, from sleeping to intense thought, the patterns change. In effect, the brain is "writing" out its messages.

Each person has different brain-wave patterns. A young child has a wave pattern quite different from an older person. The brain waves of no two people are exactly the same. Unlike fingerprints, brain waves change constantly.

V. Find in the texts the English equivalents of:

Ուղեղ, նյարդային համակարգ, ողնաշարավոր և անողնաշարավոր կենդանիներ, տեղակայված լինել, պաշտպանել, գանգ, պարունակել, գլխուղեղի կեղև, բջիջ, ձախ/աջ կիսագունդ, ձայնալարեր, ձախիկ, արտաքին շերտ, փոքրիկ ծալքեր, տրամաբանական և վերլուծական մտածողություն, զրանցել, մատնահետք:

VI. Read the text and make up questions.

ABOUT NERVOUS SYSTEM

Think of the body's nervous system as a vast network of electrical circuits. These circuits relay messages to and from the brain to and from all parts of the body. The nervous system is divided into two parts which perform different functions – the central nervous system and the peripheral nervous system.

These two systems together make up the complex power network that transmits messages throughout the body. The basic building block of this communications system is the single tiny nerve cell.

Our entire nervous system is made up of billions of nerve cells called neurons. Neurons come in all shapes and sizes; some are minute, some are as long as three feet.

Neurons are specialized by function. There are three kinds of neurons: sensory neurons, interneurons and motor neurons.

Sensory neurons gather information from inside and outside the body. Inside the body, they monitor such things as warmth pain, sugar or water levels; outside the body they receive information from the five senses – sight, hearing, smell, taste and touch.

Interneurons pass the signals along, routing them toward their appropriate destinations. They are not connected to muscles or organs, but instead communicate only with other neurons – the motor neuron.

Motor neurons carry return messages from the brain and spinal cord (the central nervous system) to the muscles, glands and organs.

VII. Check Your Knowledge.

1. How can you characterize the brain?
2. What can you say about the composition of the brain?
3. What do you know about “old brain” and “new brain”?
4. What is the role of cortex?
5. What are the functions of each hemisphere?
6. What is the function of EEG?
7. What do you know about the brain waves?

8. Tell the difference between central and the peripheral nervous systems?
9. Speak about neurons.
10. What is the role of each kind of neuron (sensory neurons, inter-neurons and motor neurons)?

UNIT 12

SLEEPING AND DREAMING

EACH DAY IS A LITTLE LIFE;
EVERY WAKING AND RISING A LITTLE BIRTH;
EVERY FRESH MORNING A LITTLE YOUTH;
EVERY GOING TO REST AND SLEEP
A LITTLE DEATH.

ARTHUR SCHOPENHAUER

WHEN AT NIGHT YOU CANNOT SLEEP,
TALK TO THE SHEPHERD AND STOP COUNTING SHEEP.

ANONYMOUS

DREAM OF YOUR BROTHER'S KINDNESSES
INSTEAD OF DWELLING IN YOUR DREAMS ON HIS MISTAKES.
SELECT HIS THOUGHTFULNESS TO DREAM ABOUT INSTEAD
OF COUNTING UP THE HURTS HE GAVE.

A COURSE IN MIRACLES

IT IS A COMMON EXPERIENCE,
THAT A PROBLEM, DIFFICULT AT NIGHT,
IS RESOLVED IN THE MORNING,
AFTER THE COMMITTEE OF SLEEP
HAS WORKED ON IT.

JOHN STEINBECK

I. Read and translate the text.

All of us know what sleep is. We drop off, toss and turn from time to time, have a few dreams (of which, we remember only fleeting fragments) and then wake up.

Sleep would seem to be a fairly simple matter. Yet, research over the last twenty-five years has shown that sleep is a complicated phenomenon. It is no longer believed that the brain merely goes to sleep during sleep. Using techniques, scientists have learned much about the physical and mental activity of the sleeper. There are variations in eye movement, in the rhythm of breathing, and in the electrical activity of the brain. Various stages of sleep have been discovered. These stages show changes in brain wave activity.

One sleep researcher, psychologist Barry Leichtling, has compared the sleep stages to a ladder that you begin climbing down when you fall sleep.

Sleep onset: This is the time when your temperature begins to drop, breathing becomes lighter and more regular, and the pulse rate slows. The brain, meanwhile, is relaxing. Although your eyes may be partly open during this pre-sleep period, you see nothing. You might, however, have a short dream, probably about events that took place earlier in the day.

Stage I sleep. This stage lasts about ten minutes. Breathing becomes irregular, body muscles relax, and heartbeat continues to slow down. The brain also loses its sense of time. A person often cannot tell whether sleep has lasted a few minutes or several hours.

Stage II sleep: It lasts about thirty minutes. Eye movement also begins during Stage II, as the eyes roll slowly from side to side.

Stage III sleep: Dreaming can take place during stage III, but the content of the dream is not likely to be remembered.

Stage IV sleep: This is "deep sleep". During this part of the cycle, which lasts from an hour to an hour and a half in most adults, we are "dead to the world". People sometimes walk or talk in their sleep at this time.

The second descent. Having “touched bottom”, the sleeper now begins to climb back up the ladder to the first level, after which the entire process will be repeated.

II. Read and discuss in groups.

Dreams are made up of a series of mental pictures that form during sleep. People, places and events in dreams often seem very real to the person who is dreaming. Anything that can happen to you in real life can happen in a dream. However, many times dreams do not seem to make sense. Time might be unimportant. In your dreams, you might be in one place one minute and the next minute you might be somewhere else.

The strong feelings you have during the day can influence the content of your dream. Dreams can be pleasant, or they can be very unpleasant. Unreal events often take place in dreams.

Some people think they dream only once in a while. Others think they don't dream at all. Sleep studies, however, indicate that everyone dreams every night. If you think you don't dream, you probably just forgot your dreams by the time you wake up.

Scientists do not know what causes dreams or why people need to dream. Some experts think that dreams help people sort out their feelings. Others think that dreams reflect recent experiences people have had.

III. Do you know?

You spend about one-third of your life sleeping. Sleep not only takes up a large part of your life but also is an essential part of your health. During the sleep your body gets a chance to rest. Your heart rate and breathing rate slow down. Your body temperature and blood pressure drop. Many of your muscles relax. Since many of your body's activities slow down, your body uses less energy while you sleep.

Some parts of your body remain quite active while you sleep. Body cells grow and repair themselves more rapidly during the sleep. Lack of sleep during the teenage years interferes with these processes and might interfere with proper growth.

Most people feel tired and cross if they don't get enough sleep. Lack of sleep can affect a person's ability to think clearly or perform

physical tasks safely. Sleep studies indicate that after several days without sleep, people become forgetful and confused. They have difficulty in the following directions. Sometimes they begin to see and hear things that do not exist. These changes in behaviour disappear when people sleep regularly again.

People differ in the amount of sleep they need. Babies sleep 16 or 18 hours a day. Very young children usually sleep about 12 hours every day. Most teenagers need 9-10 hours of sleep each night. You might need less sleep as you grow older. Many adults need only 7-8 hours of sleep a night to feel well rested.

IV. Read and make up questions

We spend about four years, or twenty percent of the sleep time of our lives, dreaming.

There are many ideas about why we dream and what dreams do to us. Some researchers feel that everyone needs to dream. An experiment was conducted with two groups of people. With the first group, each time a sleeping person appeared to begin dreaming, the researchers would wake him. It was found that, after a few days, that person became uneasy, upset and hungry. With the second group of people, interruptions were made during non-dreaming sleep, and these people did not seem to change. When the first group was allowed to sleep uninterrupted, they seemed to have more dreams than the second group. It was as if the first group was catching up on lost dreams.

It has been found that people who go without sleep for days have hallucinations and even show signs of mental illness. They believe this is because they can't have their usual number of dreams.

Sigmund Freud said dreams protect us from inner conflicts. Many people in the Western World think of dreams as interesting but of no value. Others think that they come from the unconscious mind. Whatever their real worth, the fact remains that everybody dreams.

V. Find in the texts the English equivalents of:

Ուղեղ, շնչառություն, անկանոն, երազ, մտավոր, իրական կյանք, զգացմունքներ, հաճելի, անկարևոր, մարմին, մոռացկոտ, շփոթված, տոկոս, հետազոտող, գոյություն ունենալ, անզիտակից, պաշտպանել, թուլանալ:

VI. Fill in the gaps with the words given in brackets.

How ... sleep do we need? We are all different. Some people need only three hours sleep night. Others need ten hours sleep a night. Most Americans sleep an average of seven to eight hours a night. ... fifty, the average sleep time goes ...to 6.5 hours a night.

Most people have a night when they cannot sleep. About one in three Americans has a problem with sleep. Many of these people cannotThe name of this problem is insomnia.

This is not a new problem. Many famous people in history had insomnia. Some of these people had special ideas to make them sleep. Benjamin Franklin, the famous statesman and inventor, had four beds. He ... from one to the other to fall asleep. King Louis XIV of France had 413 beds and hoped to fall asleep in one of Mark Twain, the famous American author, had a ... way. He lay on his side ... the end of the bed!

(across, much, after, at, of, different, down, them, to fall asleep, to move.)

VII. Avoiding Insomnia

a) Pair Work: What should you do if you have trouble getting to sleep? Think of four suggestions. Then read the text and compare your ideas to the author's.

TEN KEYS TO A BETTER NIGHT'S SLEEP

Sleep is a basic human need, as basic as the need of oxygen. Getting a good night's sleep is not only directly related to how we feel

the next day, but to our long-term health as well. Still many of us suffer from at least occasional insomnia. Even more of us report at least one night of restless sleep per week that leaves us feeling ill and irritable. This is a serious problem. If you think otherwise, consider this. People who sleep four hours or less per night are twice as likely not to survive in six years as those who sleep the normal eight hours or so.

Given the seriousness of sleep, how can we make sure that we rest well and stay healthy. While there are no foolproof methods, here are some suggestions from sleep experts. If you do have trouble sleeping and these methods don't help, it's important that you see a doctor before insomnia causes your health to suffer. Start with these suggestions, though.

- If you can't sleep in the middle of the night, don't get up. Exposing yourself to bright light will affect your body clock and worsen your insomnia. Stay in bed.
Avoid naps except for a brief ten- to fifteen – minute nap between 2:00 and 4:00 P.M.
- Restrict your time in bed to the average number of hours you've actually slept per night during the previous week. Don't try to make up for lost sleep. It can't be done.
Get regular exercise each day, but finish at least six hours before bedtime. Exercising in the evening can help keep you awake.
- Take a hot bath for thirty minutes within two hours of bedtime. The bath will warm you, relax you, and make you feel sleepy.
- Keep your bedroom dark, quiet, and well ventilated.
- Keep a regular schedule seven days a week. Avoid the urge to sleep late on weekends. Although it may feel good while you're doing it. Sleeping late on the weekends can lead to insomnia during the week.
- Get at least half an hour of sunlight within thirty minutes of waking. The morning sun helps set your body clock. Without the sunlight, your body doesn't know it's awake.
Don't drink alcohol. Although having a drink before bed makes you sleepy, alcohol changes its effect after a bit of time. These secondary effects of alcohol can wake you up during the second half of your night's sleep.

- Keep the face of the clock in your bedroom turned away, and don't find out what time it is when you awaken in the night.

Pleasant dreams!

b) Group Work: Discuss these questions. Then share your answers with the class.

1. Do you think the suggestions in the article are helpful? How many of them do you follow? Discuss each suggestion.
2. What other methods of getting to sleep do you know about? Do these methods work?

VIII. Getting to Sleep

a) How many hours do you sleep each night? Do you ever have difficulty in getting to sleep? What do you do? Read the text.

SLEEP

Most people need seven to eight hours of sleep a night. Some people need less than this, and some people need more.

According to sleep expert Dr. Robert Schachter, many people have difficulty sleeping, but they do not know why. Most people know it is important not to drink coffee or tea before they go to bed – both beverages have caffeine. Caffeine keeps people awake. However, not everybody knows that some medicines, such as cold tablets, also have caffeine in them. Stress can cause insomnia, too. Busy people with successful jobs may not be able to sleep at night.

Dr. Schachter suggests “You shouldn't use your bedroom as a TV room or an exercise room. You should use it for sleeping only. It's a good idea to have a regular sleeping schedule. Get up and go to bed at the same time every day. It's also important not to eat before bedtime. Eating may keep you awake”.

And if all this doesn't work, try counting sheep!

b) Discuss these matters

1. Everyone needs eight hours of sleep a night.
2. Caffeine helps you fall asleep.
3. Cold tablets can keep you awake.
4. Busy people may have trouble falling asleep.
5. It is a good idea to have a TV near your bed.
6. You should have regular sleeping hours.
7. You shouldn't eat just before you go to bed.
8. Counting sheep may help people sleep.

IX. Do you know?

HYPNOSIS

No one is sure exactly how or why hypnosis works. Several theories have been developed to explain the phenomenon, though none seems completely satisfactory. We know that hypnosis is not sleep. Under hypnosis people become deeply relaxed, both physically and mentally. There is a lessening of tension, anxiety, fear and a strong tendency to block out distractions. A hypnotized person can accept an imaginary situation as real or a real situation as imaginary.

Not everyone responds the same way to hypnotic suggestions. Some people cannot be hypnotized. Children seem to be the most receptive subjects.

(Some believe it is because they are able to lose themselves in a make-believe world).

Imaginative adults are also more responsive to hypnosis than are, say, highly analytical adults. Some think the ability to be hypnotized may be an inherited tendency. For example, identical twins are more similar in their hypnotizability than are brothers and sisters who are not twins.

Hypnotized people can not only be made to remember things they have forgotten, but to "forget" things they know or believe. Forgetting under hypnosis is called hypnotic amnesia.

When people are hypnotized they can be told to experience events that are not occurring or to change actual perceptions into imaginary ones. These are types of hallucinations

Hypnosis is also used to overcome pain. Often pain-killing drugs though effective, bring complications and undesirable side effects. Hypnosis has helped cancer victims deal with the pain of their disease, and those crippled by migraine headaches have felt relief after years of agony.

Hypnosis has also been used as an anesthetic during operations. Using mind control in surgery is often safer than using anesthesia, and it speeds up the patient's recovery time after the operation.

X. Check your knowledge

1. What do you know about sleep?
2. How can you characterize the stages of sleep?
3. What can you say about hypnotized people?
4. Who are much responsive to hypnosis?
5. What is hypnotic amnesia?
6. What can you say about hallucinations?
7. Speak about hypnosis as a means of overcoming pain.

UNIT 13

PERSONALITY

**MOST GREAT MEN AND WOMEN ARE NOT PERFECTLY
ROUNDED IN THEIR PERSONALITIES, BUT ARE INSTEAD
PEOPLE WHOSE ONE DRIVING ENTHUSIASM IS SO GREAT IT
MAKES THEIR FAULTS SEEM INSIGNIFICANT.**

CHARLES A. CERAMI

**THINK LIKE A MAN OF ACTION, ACT LIKE A MAN OF
THOUGHT.**

HENRI BERGSON

**IT IS THE NATURE OF A MAN TO RISE TO GREATNESS IF
GREATNESS IS EXPECTED OF HIM.**

JOHN STEINBECK

**KEEP AWAY FROM PEOPLE WHO TRY TO BELITTLE YOUR
AMBITIONS. SMALL PEOPLE ALWAYS DO THAT, BUT THE
REALLY GREAT MAKE YOU FEEL THAT YOU, TOO, CAN
BECOME GREAT.**

MARK TWAIN

THEY CAN BECAUSE THEY THINK THEY CAN.

VIRGIL

HE WAS A “HOW” THINKER, NOT AN “IF” THINKER.

ANONYMOUS

1. Read and translate the text.

SELF AND PERSONALITY

The sum total of what characterizes someone as an individual is called personality. The study of personality deals with what is unique about each person – what makes each of us different from others.

Personality is a term that has many general meanings. Sometimes the word refers to the ability to get along well socially. It also refers to the most striking impression that individual makes on another people. Many things make up your personality – your feelings and how you express them, your values and prejudices and what gets you into motion. These qualities make up the person that others recognize as you.

To a psychologist, personality is an area of study that deals with complex human behaviour including actions, emotions and cognitive processes.

Personality psychologists try to learn how these patterns develop, how they organized and how they change.

Discovering more about the personality of an individual is the goal of psychologists. Many methods are used to measure personality. To evaluate personality psychologists try to measure a person's feelings and attitudes.

The first approach is to look at person's personality from the outside. It is direct method.

The second is to attempt to probe more deeply into one's personality. It is the indirect method. Sometimes the person is not aware of it.

According to Sigmund Freud we are aware of only a small part of our feelings and thoughts, it is called the conscious mind. Another part of the human mind, made up of motives, needs and feelings we are unaware of is much larger. It is called the unconscious mind. Freud compared the mind to an iceberg, the conscious level of the mind was similar to the top of the iceberg which could be seen but the unconscious was mysterious and was hidden under the water.

The unconscious controls the deeper, irrational forces that lie below the level of mental awareness.

Psychoanalysis focuses on the unconscious aspects of personality. The unconscious factors may produce unhappiness.

II. Find in the text the English equivalents of:

Եզակի, վերաբեր(վ)ել, նախատրամադրվածություն, նպատակ, չափել, գնահատել, մոտեցում, փորձել, տեղյակ լինել, գիտակից, դրդապատճառ, խորհրդատու, ոչ բնական, ուժ, կենտրոնացնել, գործոն:

III. Read the text and discuss it.

ID, EGO AND SUPEREGO

Freud described three elements on working within the human mind. He called them the **id**, the **ego** and the **super-ego**.

They are elements in a dynamic process of thinking and feeling that Freud believed was behind all human activity.

The conflict between these parts produces unhappiness and mental illnesses.

The id represents the primitive part of our personality. It is unconscious and in the powerhouse of our selfish, natural urges. It speaks for our biological self. The id is said to operate on the **pleasure** principle. The id insists on what it wants, immediately.

The ego represents the purposeful mind, it is the visible part of the iceberg. The ego works on the **reality** principle. An important part of the ego's function is to settle disputes between the blind desires of the id and the real world – whatever makes sense in a given culture at a given time.

The superego unlike the id and the ego is not present at birth. It develops as a child. The superego holds society's values and moral attitudes. It tells us right from wrong, it combines conscience, and inspires us to make things better for all.

IV. Read the text and find out what type you are.

TYPES OF PEOPLE

For hundreds of years people have tried to group the vast differences among human beings into simple units. People are divided into personality types based on certain characteristics.

The ancient Greek physician Hippocrates divided individuals into such types as **sanguine** (cheerful) and **melancholic** (depressed).

The Swiss psychologist Carl G. Jung who studied psychological characteristics classified people as **introverts** and **extroverts**.

An introvert is a person who tends to look inward, they are less confident in dealing with people, they seek tranquil surroundings. Introverts are oriented toward themselves. They are shy and quiet.

Extroverts are the opposite. They tend to look outward and be outgoing and friendly. They are at ease with people, they take part in many activities, need a high level of outside stimulation.

Carl Jung believed that one aim of life was to bring these two tendencies together but most people remain one or the other.

V. Match the words with the definitions.

Then decide which are positive and which are negative.

- | | |
|------------------|--|
| 1. sociable | a. a person who won't accept other people's differences |
| 2. intolerant | b. someone who doesn't like giving things to people; ungenerous |
| 3. modest | c. someone who expresses a very high opinion of him – or herself |
| 4. temperamental | d. someone who is helpful and encouraging |
| 5. egoistical | e. a person who doesn't do what he/she promised |
| 6. easygoing | f. a person who enjoys being with other people |

- | | |
|---------------|--|
| 7. stingy | g. a person who has unpredictable or irregular moods |
| 8. unreliable | h. a person who doesn't worry much or get angry easily |
| 9. supportive | i. someone who doesn't brag about his or her accomplishments |

VI. Fill in the gaps with the words given in brackets.

PERSONALITY

Some of us seem to be infinitely kind, while others seem to down on everyone around them. Some of us never forget an argument, while others up and forgive easily. As we up, out personality develops and we find that we ... on with certain people more than others. Who we are seems to have a large genetic element, but is also influenced by those who ... us up.
(look, make, grow, get, bring)

VII. Describe the personality.

1. I hate having to wait for anything. I'm terribly i.
2. She never gets annoyed or upset if anything goes wrong. She is a very e - g person.
3. He has a very high opinion of himself. He is very b - h.
4. My husband and I love meeting people and going to parties. We are very s.
5. Ann wants to be a success and get on in life. She's very a.
6. Your friend is cheerful one minute and miserable the next. He is so m
7. Nick doesn't like his wife dancing with other men. He gets very j.
8. The grandmother is good at making up stories to tell her grandchildren at bedtime. She's so i.

VIII. Read and discuss in groups.

THE VALUE OF DIFFERENCE

Every person is unique. There are three basic ways that people differ from one another: values, temperament and individual diversity (gender, age ...).

We work with many people who are different. It is important to realize that differences are good, the strength of one worker can overcome the weakness of another. The balance created by such variety makes work successful.

IX. Read the story and give your own example.

THE OPTIMIST AND THE PESSIMIST.

The optimist sees doughnut, the pessimist – the hole.

There is a story of identical twins. One was a hope-filled optimist. The other twin was a hopeless pessimist. At school the optimist did much better than his brother twin, who was always sad and jealous.

The worried parents of the boys brought them to the psychologist. He thought of a plan to balance the twins' personalities. He advised the parents to give the pessimist the best, the optimist the worst presents for their birthday. The parents followed these instructions.

When in the morning they looked into pessimist's room they heard him saying: "I don't like the colour of this computer I hate this game ... I know someone who's got a bigger toy car than this ... "

The little optimist, anyhow, was happily looking through his pile of old torn magazines, laughing and saying: "That's exactly what I have always wanted to read!"

X. Read and discuss the text.

APPEARANCES AND CHARACTERS

The attitude of people to a person depends on many things: his character, mind, manner, behaviour, ability and appearance.

To be pretty and handsome doesn't mean to be happy, Very often beautiful people are stupid, wicked, jealousy, stubborn and unattractive people can be intelligent, kind, generous, honest, polite.

That's why people say: "Do not judge by appearance" or "Appearances are deceitful".

XI. Describe your close friend using the following vocabulary.

figure – tall, short, middle-sized, stout, fat, handsome, good-looking, thin, slim

face – plump, oval, round, ugly, attractive, freckled, wrinkled, beard

hair – long, short, straight, curly, wavy, blond, fair, chestnut

forehead – broad, narrow, high, low

eyes – dark, almond-shaped, shrewd

eye-lashes – long, short, curving

eye-brows – bushy, penciled, arched

nose – snub, turned-up, hooked, aquiline

lips – thin, full

cheek – hollow, plump, rosy, pale, dimpled

ill-bred, well-bred, well-fed, well-dressed, honest, modest, merry, clever, frank, cruel, lazy, faithful, boring, nervous, polite, sympathetic, sensitive, sensible, willing, bad-tempered, generous, greedy, patient, hard-working, sincere, rude, obstinate, mean, ill-natured

XII. Test yourself.

I. First impression - What men and women notice first when they meet someone new?

1. What I notice first about people is their eyes.
2. What I'm interested in is their clothes
3. What's really important to me is a person's smile.
4. What I notice first in person is a person's hands.
5. What I generally look for is a nice pair of shoes.
6. What I notice first is a person's figure (or physique).
7. What strikes me first is the way they wear their hair.

8. I don't know what I notice first.

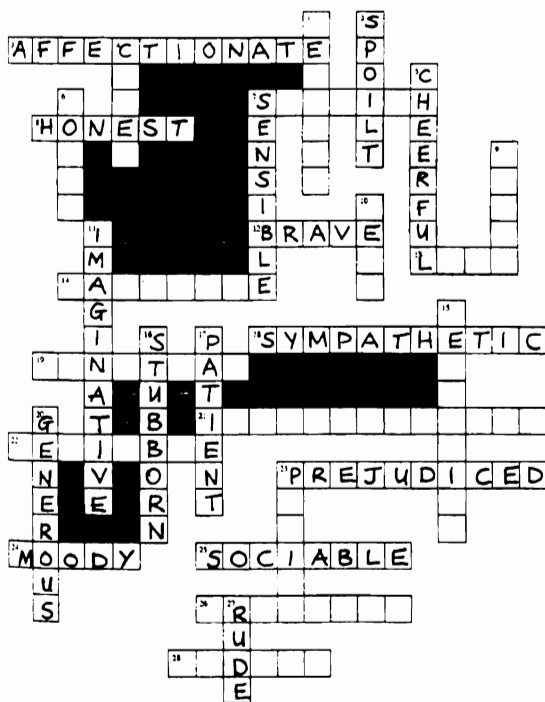
II. What other cues help you form an impression of a person?

XIII. Half a Crossword

ADJECTIVES TO DESCRIBE PEOPLE

Translate the following adjectives and fill in the crossword.

դաժան, համեստ (ամաչկոտ), ճշտապահ, եսասեր, վայելչակազմ, խանդոտ, ծույլ, ընկերասեր, խորաթափանց, քաղաքավարի, անպատասխանատու, վստահելի, զգայուն, գծուծ, իշխող



XIV. In what ways are you unique?

What would make you stand out from the crowd? Answer as many of these questions as you can with information that makes you unique.

myself most of friends

1. What kind of music do you listen to? **classical rock**
2. What do you like to do in your free time?
3. What makes you laugh?
4. What kind of people do you go out with?
5. What habits in other people irritate you ?
6. What do you like to wear?
7. What kinds of things do you like to read?
8. What kinds of food do you like to eat?
9. What types of movies do you hate?
10. What games or sports do you like to play?

XV. Check your knowledge.

1. What is personality?
2. What do personality psychologists study?
3. What methods are used to measure personality?
4. How did Freud describe a human mind?
5. What does psychoanalysis focus on?
6. What is id, ego and super-ego?
7. What types of people do you know?
8. Are you optimist or pessimist?
9. Does appearance say anything about a person?
10. Appearances are deceitful, aren't they?
11. Describe your close friend's personality?
12. What features of character do you appreciate in your close friend?

UNIT 14

PSYCHOANALYSIS AS A THEORY

**PSYCHOANALYSIS IS
CONFESSION
WITHOUT
ABSOLUTION.**

G. K. CHESTERTON

**THE AIM OF PSYCHOANALYSIS IS:
TO RELIEVE PEOPLE
OF THEIR NEUROTIC UNHAPPINESS
SO THAT THEY CAN BE
NORMALLY UNHAPPY.**

SIGMUND FREUD

**A WONDERFUL DISCOVERY,
PSYCHOANALYSIS!**

**MAKES QUITE SIMPLE PEOPLE FEEL
THEY ARE COMPLEX.**

S. N. BEHRMAN

I. Read and translate the text.

Freud's psychodynamic theory is based upon the idea that personality is the outcome of conflict. Conflict exists between the id, with its primitive impulses and the superego, with its conscience and ideals. To handle this conflict the ego builds defense mechanism. It depends itself against feeling anxiety about unacceptable urges. A number of these unconscious mechanisms were identified by Anna Freud, British psychoanalyst and daughter of Sigmund Freud.

In the field of psychology Sigmund Freud created the term 'psychoanalysis' and developed the principles of the psychoanalytic theory, which is now accepted by most schools of psychological thought.

Psychoanalysis focuses on the unconscious aspect of personality.

As a therapy, psychoanalysis is based on the concept that the individuals are unaware of the many factors that cause their behaviour and emotions. These unconscious factors have the potential to produce unhappiness and create unpleasant problems.

The method of psychoanalysis has several steps. First, analysts gather material from patient's free associations, dreams and slips of the tongue. Second, analysts begin to form hypothesis about what happened to the patients in the past and what is happening to them in their daily life.

If analysts reveal their conclusions to patients too soon using the methods, it will be possible to remove neuroses, overcome them and cure the patients which will require additional time and effort by both the analysts and the patients.

II. Find in the text the English equivalents of:

Ելք, մղում, գործ ունենալ, պաշտպանական, հասկացություն, առօրեական, բացահայտել, եզրահանգում, հեռացնել, լրացուցիչ, ջանք:

III. Read the text and discuss it.

STRESS

Many things we do every day are stressful to some degree. Stress is a fact of life – particularly adult life.

Most of these stresses are not serious and we readily adjust to them. For example, the water is too hot in the shower we turn up the cold water. At work the boss pressures us to do more work but we go along hoping to get a raise.

When psychologists and physicians speak of stress, they usually mean something negative. But it is not always necessarily harmful. It can also have positive excitement value as in sport, chess and work. However we are concerned with harmful effects of stress. Stress sets off an alarm in the brain which responds by preparing the body for defensive action. The nervous system is aroused and hormones are released to sharpen the senses, quicken the pulse, deepen the respiration and tense the muscles. This response is important because it helps us defend against threatening situations.

Stress is an unavoidable consequence of life. As Hans Selye noted "Without stress there would be no life".

A traffic jam is a stress situation. Having to make a tough decision, worrying about bills and having a nightmare are stress situations, too. Family tensions are a common source of stress.

Loneliness, boredom and monotony are also stressful. The ordinary stress of life is useful because it nudges us to work out new approaches to different situations. Stress keeps us adapting to an overcharging environment. But when we must cope with too many changes at one time or adapt to radical changes we are not ready for, stress becomes serious. Even little things like a baby crying, noisy street and neighborhood can make people irritated

Anything that requires a major adjustment on our way of life can turn stress into distress.

Some situations in our life really shook us up. It is important to avoid stresses but there are stresses we can't avoid: such as the death of a relative or a best friend, changes in health of family member, change in

living condition, financial state, day's weather, conflicts, divorce, job stress, great ambition and so on.

Scientists and doctors are starting to realize that ordinary cold weather can bring depression, severe headaches and asthma. Growing numbers of people are being diagnosed as weather sensitive. The hazards of hot climate are well-known particularly the danger of the sun's rays leading to skin cancer. High temperatures can lead to strokes and heart attacks.

All these stresses can lead to poor health, even they can kill.

As we cannot avoid some degree of stress we should know how to cope with it effectively.

Physician Hans Selye suggests us different ways to prevent stress:

1. learn how to behave in various situations so as to minimize stress
We can learn to adapt the stressful situations on the basis of similar experiences in the past.

2. recognize the source of our stress
We must recognize its sources whether it is physical or emotional, we have a chance of bringing our response under control.

3. find the level of stress at which we are most comfortable
If you are doing something you like you are more likely to handle either frustration or conflict effectively.

IV. Find in the text the English equivalents of:

Չափահաս, արժեք, ահազանգ, պաշտպանական, շնչառություն, արձագանք, սպառնացող, անխուսափելի, մղձավանջ, մղել, արմատական, դժբախտություն, կանխել, աղբյուր (ակունք), հարմարվել, վնասակար:

V. Read and discuss in groups.

If you are feeling nervous and disappointed you must simply pretend that you are in a good mood and really enjoy everything. Your internal state will help you change the things. Imagine they are small obstacles on your way to success. You should throw away bad emotions and thoughts.

You should pretend that everything is OK, even you should ignore your problems and try to smile and laugh. It is strange but it's a fact.

VI. Fill in the gaps with the words given in brackets.

Noise is an ... sound. Loud noises ... signal danger to organism with a hearing mechanism including human being. In response heartbeat and ... accelerate, blood vessels constrict, the ... pales and muscles tense.

Noise may be a serious threat to physical and psychological ... and well-being, causing ... not only to the ear and brain but also to the heart and stomach.

Noise may increase nervousness, ... , tension and affecting the quality of rest and the efficiency of activities in life.

(irritability, health, unwanted, respiration, damage, anxiety, skin, instinctively)

VII. Do you know ?

AMBITION

Doctors say that great ambition is usually accompanied by increased worry. The combination of these two factors results in states of nervous tension which very often leads to heart trouble and stomach problems.

An over-ambitious and worried person is always afraid that something unexpected and rather unpleasant may happen to him. He might suffer from serious non-bodily harm such as a broken heart against which he is insured. He might say a wrong word to an important person or offend an influential friend and never be able to win his friendship back. He is afraid to lose his reputation as a successful man.

That probably explains why heart disease is frequent among professional groups whose work has more stress caused by ambition and worry.

VIII. Fill in the gaps with the words given in brackets.

Weather a powerful effect people. It health, intelligence and feelings. In August it is very hot and wet in the southern part of the United States. Southerners have heart attacks and other kinds of heart problems during this month.

Weather can also influence intelligence. Hurricanes can increase the intelligence. Very hot weather, on the other hand, lower it. Students in many universities of the United States often do badly on exams ... the hot months of the year (July and August).

Weather also has a strong influence on people's feelings. Winter may be a bad time for thin people. They usually ... cold during these months. They might feel depressed during cold weather. On hot summer weather on the other hand, fat people may feel unhappy. At about 65 degrees F people feel Low air pressure people. It also forgetfulness. There is a "perfect weather" for work and health. People feel ... at a temperature about 64 degrees F.

Are you feeling sick, forgetful, tired, sad or very intelligence today? The weather may be the cause.

(on, in, good, strong, can, to have, to feel, to relax, to influence, to increase)

IX. Learn the poems by heart.

When the weather is wet
We must not fret,
When the weather is cold
We must not scold.
When the weather is warm
We must not storm,
But be thankful together,
Whatever the weather.

Man is a fool:
When it's hot, he wants it cool;
When it's cool, he wants it hot;
He always wants what he has not.

X. Check Your Knowledge

1. What is psychodynamic theory based on?
2. What is psychoanalysis as a therapy based on?
3. Do you find stress unavoidable in life?
4. How does the nervous system respond in stressful situations?
5. In what situations did you experience stress?
6. What stressful situations do you know?
7. What can help you cope with stress?
8. Do you find noise a serious threat to health?
9. Can ambition cause stress? Give examples.
10. Has the weather an effect on people's feelings?
11. What is the best method of avoiding stress for you?

UNIT 15

PSYCHOANALYSIS AS A THERAPY

THE PSYCHOTHERAPIST LEARNS
LITTLE OR NOTHING
FROM HIS SUCCESSES.

THEY MAINLY CONFIRM HIM
IN HIS MISTAKES,
WHILE HIS FAILURES,

ON THE OTHER HAND,
ARE PRICELESS EXPERIENCES
IN THAT

THEY NOT ONLY
OPEN UP THE WAY
TO A DEEPER TRUTH,
BUT FORCE HIM
TO CHANGE
HIS VIEWS
AND
METHODS.

CARL JUNG

WORK CURE IS THE BEST OF ALL PSYCHOTHERAPY.

RICHARD C. CABOT

I. Read and translate the text.

LEISURE FOR PLEASURE

We all need to reduce the stress in our life. One of the best methods to avoid, to go out of conflicts or possible stressful situations is to devote your time and energy to something interesting, to enjoy your leisure activities.

Everyone should do all he can to stay healthy in order to avoid other more dangerous problems which lead to serious stresses later.

Leisure should be refreshment, it should send a man out with fresh spirits to battle with the problems of life. Sometimes this freshness comes not from doing something but filling one's mind with fresh springs of beauty.

A man gets full value from his leisure by contemplating nature, listening to music or reading noble books or going in for leisure activity.

Lately psychiatrists use the latest methods of treating their patients to solve their psychological problems.

II. Read and discuss the texts.

ART THERAPY

Art therapy is an effective treatment for the patients with developmental, medical, educational, social or psychological problems. Art therapy is a human service profession. It is practiced in mental health, rehabilitation, medical, educational and forensic institutions, schools, cooperate structures, art studios, nursing homes. Population of all ages, races are served by art therapists. They are skilled in the application of drawing, painting, clay and other mediums for treatment and assessment. Art therapy positively reflects an individual's development, abilities, personality, interests, concerns and conflicts.

Until the 1930's art therapy doesn't exist as a distinct profession. At the beginning of the 20th century psychiatrists began to get interested

in the art work done by patients and found out that there was connection between the art and the illness of patient. Since then the profession of art therapy has grown and now there are dance therapy, music therapy, poetry therapy and others.

DANCE THERAPY

Dance therapy is another method of treating people's mental, emotional, cognitive and physical problems. It was not until 1996, dance therapy gained professional recognition when American Dance Therapy Association (ADTA) was founded. Today the ADTA has nearly 1200 members in 46 states and 20 countries around the world. Dance as a therapy became a combination of modern dance and psychiatry.

Martin Chase's dance classes provided unique opportunities for self-expression, communication, interaction.

It takes people out of isolation, generates the good feelings being with others. People of many cultures have used dance to express powerful emotions, treat illnesses. Dance therapists believe that state of body can affect attitude and feelings.

On a **physical level** dance therapy provides the benefits of exercise: improved health, coordination and muscle tone.

On an **emotional level**, it helps people feel more joyful and confident and allows them to explain such issues as anger, frustration.

On a **mental level** dance therapy seeks to enhance cognitive skills, motivations and memory.

Dance movements help people a lot.

Moving **rhythmically** eases muscular rigidity, diminishes anxiety and increases energy.

Moving **spontaneously** helps people learn to recognize and trust their impulses.

Moving **creatively** helps self-expression and opens new ways of thinking and doing.

Different dance therapists have different styles. You need absolutely no previous dance training to benefit from dance therapy.

III. Find in the texts the English equivalents of:

Նվազել, ոգևորություն, դիտել-զննել, վերականգնում, իրավա-
պահպան, ծերանոց, կիրառում, հասկացություն, յուրահատուկ,
ճանաչողական, եզակի, մեկուսացում, արթնացնել, օգուտ, խա-
փանում, բարձրացնել, պակասեցնել, անբռնազբոսիկ, դրդա-
պատճառ, ներքին մղում:

IV. Fill in the gaps with the words given in brackets.

The dancer Isadora Duncan, the wife of the great Russian poet Sergey Esenin, was a brave and creative person. She was not very successful ... teaching her highly personal style of dance to others but she taught a generation of dancers to believe in their own forms of expression.

She ... against the formal style ... classical ballet. Influenced by the ... art she usually danced barefoot in a loose dress. She studied nature and used dance movements to mirror the waves of the sea and passing clouds.

Isadora Duncan was born in San Francisco in 1878. She gave her first performance in 1899. At first she was not a success but ... gave brilliant performances in Budapest, Berlin, London and ..., in 1908 back in the United States. She lived in Europe most of her life ... dancing schools for children there.

She died in 1927 near Nice, France, in an ... when her long scarf ... in the wheel of an open sports car in which she

(Greek, in, to set, to ride, of, finally, to catch, to fight, Greece,
accident)

V. Read and discuss in groups.

MUSIC THERAPY

Music therapy is also a kind of method of healing people. It was born together with people and it reflects the world around by means of combinations of tones.

Music is art of combining sounds that has rhythm, harmony and melody. It is an integral part of our life. People can't live without it. Music is heard everywhere.

You can hardly find a person who doesn't like music. It is true that all of the people need music. When you hear your favorite music you feel much better, relax and gradually you throw away from your mind heavy thoughts and unpleasant emotions, you even begin to sing in your mind. Then you find out that it reflects your mood. It affects and provokes your deepest emotions filling your heart with kindness, joy and happiness.

Music can relax, treat, cure and inspire. Music is beauty in sounds. It is our magic source of inspiration. Many creative people create many different kinds of music.

Researchers have shown that music has many uses besides recreation.

WE STUDY MUSIC BECAUSE...

- **To study music is to study a basic form of communication.**
Music, like reading, writing and speaking, conveys thoughts, ideas, and feelings. It is used for such mundane purposes as selling commercial products and for such noble purposes as inspiring and elevating our appreciation of life.
- **To study music is to study the world's people.**
Music is an important means of learning about and transmitting cultural heritages. Music helps us to learn about ourselves, our traditions, and our ways of thinking and acting. It also helps us to learn about others, their traditions, and their behaviours.
- **To study music is to study the learning process.**
Through music, people become engaged in the learning process and develop keener insights into how knowledge, skills, attitudes, feelings, and the senses interrelate.
- **To study music is to study the imagination and self-expression.**

Music provides an avenue for developing self-expression and creativity.

To study music is to study the basics.

Through its study, students come into contact with other basic areas of the curriculum: math, science, social studies, languages, and physical education.

- **To study music is to study art.**

Music offers us an opportunity to develop aesthetic sensitivity. The study of music teaches people to appreciate quality – those products of human creativity that represent the highest order of thinking, feeling, and technical achievement.

VI. Fill in the gaps with the words given in brackets.

AVE MARIA

Once Schubert some piece of music in his small room when his friend Joseph entered the room, approached him, looked at the notes and read “Ave Maria”.

“Well, “ exclaimed Joseph, “You tell that you don’t like to pray.” Schubert raised his head and looked back: “I never pray myself but I try to make my prayers true. But this time I think it’s a failure.” Schubert took notes off the table, and threw them into the basket. When they were leaving the room Joseph the notes from the basket and put them into his pocket.

Two days ..., Schubert’s friend took him to church saying: “We’ll pray and you’ll listen to church music.” All of sudden beautiful music came from the organ and it was followed by a song. Schubert He heard ... wild beating of his heart. He felt ... his own thoughts, sufferings and emotions sounded. “Ave Maria”. The melody made you go down and pray.

Schubert suddenly remembered that he hadn’t been alone in the room ... that day. He looked back and in the eyes of his friends he read everything. “Ave Maria” in the church carrying you away higher and higher.

(to hear, to lift, like, a, to shock, in, to create, the, to be used to, on, to pick up, used to, as if, soon, late)

VII. Do you know?

THE MOONLIGHT SONATA

I threw open the shutters and the moon shone brightly in through the windows. The room was as light as before. "I will improvise a sonata to the moonlight, said Beethoven, looking up thoughtfully to the sky and stars. Then his hands dropped to the keys and he began playing sad and lovely music.

When Beethoven finished playing he said: "We have to hurry back so that I may write out that sonata while I can yet remember it."

We did so and he sat working over it till dawn. And this was the origin of that Moonlight Sonata with which we are so fondly acquainted.

VIII. Read the texts and discuss in groups.

COLOURS

The human eye works like a camera – even more accurate and sensitive than most cameras. The lens of the eye focuses light on the retina. The retina has layers of tissue that pick up signals through sensory cells called rods and cones. They make vision possible. These cells change light energy into nerve energy and send to the brain. The most important part of the visual process takes place in the brain. It receives and decodes them. We see images upside down but the brain perceives in its real position.

Colour vision is handled by the cones in the retina. Each of about eight million cones picks out wavelengths of light that make up only one primary colour – red or blue or yellow. These primary colours are thought to be mixed to form the hundreds of colours of the spectrum.

In each colour that we see three aspects can be perceived. The first is the hue. This is the family of colour. The second aspect is the colour's brightness. This refers to the lightness or darkness of the colour. The third aspect of a colour is its saturation – the purity of the hue.

Certain people can't see differences among colours. These people are colour –blind.

And the people who are totally colour-blind they see everything in shades of grey.

Lighter, darker or greyer mixtures of any combination of hues make many colours possible. Many aspects of colour affect people in different ways.

Colours have a strong effect on us. Some psychologists and physicians use colours to help them treat patients with emotional and psychological problems.

COLOURS SOLVE OUR PSYCHOLOGICAL PROBLEMS.

According to colourgenics experts (people who study the language of colours) colours not only are a mirror of ourselves but they have an effect on us as well. They believe colours can be used to heal people. By giving them what is called the Lescher colour test in which people select the colours they like and dislike, doctors can learn many things about a person's personality. Character tests on colour sensibility are now in fashion all over the world.

We are all sensitive to colour. There are some colours we like a lot and some we don't like at all.

Some colours soothe us, others excite us, some make us happy and others make us sad. People are affected by colour more than they realize, because colour is tied to all aspects of our lives.

THE ONES WHO CHOOSE...

Green – It is the middle of red and blue. Who chooses green has a character between the red and the blue.

They can be active when working as well as calm when thinking. They won elegance and sense concurrently.

Green indicates a jealous attitude. They earn deep trust from others, and will accept other's request and consignment with pleasure. Wearers of green have a love of nature and enjoy peaceful moments, they often like to be alone with their thoughts.

Green has a calming and restful effect, it is supposed to be good for heart conditions.

Brown – Brown is a deep and frugal colour. Who likes brown, he chooses not luxury but charming style clothes.

Though their existence doesn't catch everybody's eyes, they have an excellent internal potential. Owing to their honesty and responsibility, they are easily accepted by others. They will often be so earnest that meaningless thoughts are often made.

Brown is the colour of wealth and it shows a need for independence and material security.

Blue – Blue is the colour of sky and ocean. It symbolizes calmness and romance.

Seeing blue your temper will be calmed down and your imagination will also be boosted.

Females who like blue always possess goodness of female and abundant receptivity. They have a fragile nerve and also sensitive attitude to others. They like to be surrounded by tender love.

Red - Red is the colour that symbolizes elaboration and action. Those who love red colour have active individuality, they are full of physical energy. They have strong mind and won't give in easily. People who wear red like to take life at a fast pace.

It is stimulating and exciting colour. Red colour raises one's spirits and refreshes. They will be depressed when they failed their plan.

Orange – Orange is always not liked by people. But those who like orange have a superior sociability character.

They get well along with others and don't like being lonely. They like the new and their enthusiasm never decreases.

White - White stands for purity. It's the symbol of deity and ideal. Those who like white won't treat things by their brilliant appearance but explore into the inner essence. There are many nice characteristics of them. They have an earnest attitude toward working, a strong responsibility.

White light is said to be cleansing, it can balance the body's entire system.

Yellow – Yellow is a colour of intellect for theoretical thinking. Seeing yellow, one's self-restriction and notice ability can be easily enhanced. Yellow stimulates the mind and creates a positive attitude, so it can help against depression.

IX. Find in the texts the English equivalents of:

Բուժել, ներդաշնակություն, անբաժան, ներշնչանքի աղբյուր, հանգիստ, հետազոտել, ճշգրիտ, հիմնական, հասկանալ, անարդարություն, դալտոնիկ, զգայուն, տնտեսող, շնորհիվ, ապահովություն, խառնվածք, բարձրանալ, ընկալունակություն, փխրուն, կատարելագործում, աստվածություն, ինքնասահմանափակում:

X. Do you know?

CAN DOGS SEE TELEVISION ?

We often think they can, But animals do not see as much as we do. They don't see the many colours that we see, for they are colour-blind. All they see in grey.

On television they see moving grey shadows but cannot understand what they see or what the shadows stand for. But dogs have a good sense of smell and hearing and they can tell by the smells from our body and the sounds we make if e are happy or angry.

When you get excited by the picture you see on television your dogs smell and hear this and they too may get excited. When this happens you may think it is the picture on television which is making them excited but this is not really so.

XI. Check your knowledge.

1. Do you agree that leisure will take you out and reduce the stress?
2. What latest methods do psychiatrists use?
3. What is art therapy and what does it apply to?
4. What institutions is art therapy practiced on?
5. What is dance therapy?
6. When did dance therapy gain professional recognition?
7. Do dance therapy help healing people and how?
8. Do you find that music therapy affects and provokes our deepest emotions?
9. Why do we study music? Do they have other meanings?
10. Can music be a source of inspiration? Give examples.
11. Are character tests on colour sensibility in fashion?
12. Can colours be used to learn about person's personality?
13. Can colours be used to treat people?
14. What is your favorite colour and does it describe your character correctly?

UNIT 16

MENTAL ILLNESSES

I CAN FEEL

GUILTY ABOUT THE PAST,

APPREHENSIVE ABOUT THE FUTURE,

BUT ONLY IN THE PRESENT CAN I ACT.

THE ABILITY

TO BE IN THE PRESENT MOMENT

IS A MAJOR COMPONENT OF MENTAL WELLNESS.

ABRAHAM MASLOW

PEACE OF MIND IS THAT MENTAL CONDITION

IN WHICH YOU HAVE ACCEPTED THE WORST.

LIN YUTANG

WORDS ARE THE PHYSICIANS OF A MIND DISEASED.

AESCHYLUS

MENTAL HEALTH PROBLEMS

DO NOT AFFECT

THREE OR FOUR

OUT OF EVERY FIVE PEOPLE

BUT ONE OUT OF ONE.

WILLIAM MENINGER

I. Read and translate the text.

Mental illness is any disease of the mind or brain that seriously affects a person's thoughts, emotions, personality, or behaviour. Symptoms of mental illness may include extreme moods, such as excessive sadness or anxiety, or a decreased ability to think clearly or remember well.

Mental illness has many forms, and it affects people in all nations and all economic levels.

(In the United States, approximately 3 percent of the population have a severe mental illness.)

Treatment methods used today usually help people recover from their symptoms more quickly than in the past. Effective treatment helps to reduce the fear, disgrace, and shame. Most people with mental illness can return to leading normal, productive lives after obtaining appropriate treatment.

Mental health professionals sometimes refer to mental illness as mental disorders or psychiatric illness.

The term neurosis and psychosis are sometimes used to describe the severity of various mental illnesses. A neurosis is a mild disorder that causes distress but does not interfere greatly with a person's everyday activities. A psychosis is a severe mental disorder that prevents an individual from functioning in a normal manner.

II. Read the text and make up questions.

KINDS OF MENTAL ILLNESSES

There are different kinds of mental illness. The standard classification system describes more than 100 types of mental disorders. These categories include delirium, dementia schizophrenia, mood disorders, anxiety disorders, dissociative disorders, somatoform disorders, personality disorders, eating disorders and substance use disorders.

Let's speak about some of them.

Delirium is a disorder in which a person loses awareness of his or her surroundings. People with delirium are easily distracted and confused.

At times they do not know where they are or who they are, and they act and speak in a disorganized manner. People usually develop this disorder during a serious physical illness. Causes of delirium include infection, head injury, liver or kidney disease, and drug use or drug withdrawal. Most delirium cases begin suddenly and last no longer than a week.

Dementia is characterized by a decrease in mental ability, especially memory and judgment. People with dementia may forget names, conversations, or recent events.

Dementia occurs mainly in elderly people.

Schizophrenia is a severe mental disorder that affects mainly aspect of thinking, emotion, perception, and behaviour. Characteristic symptoms are hearing voices when no one is around or irrationally feeling persecuted.

Characteristic symptoms of schizophrenia can be divided into 1) positive symptoms and 2) negative symptoms.

Positive symptoms include hallucinations, delusions, disorganized speech and disorganized or peculiar behaviour.

Negative symptoms represent a decrease in or loss of normal emotions or mental abilities. They include decreased speech, dulled emotions, and difficulty in beginning and completing goal-directed activities.

Schizophrenia usually strikes during the late teens or early 20's. The cause of schizophrenia remains unknown, but evidence suggests that the disease results from physical or chemical changes in the brain.

Mood disorders, also known as affective disorders, mainly involve disturbances in the person's mood. People with mood disorders typically return to normal levels of functioning after treatment.

Most people with depression feel sad, hopeless and worthless. Many also suffer from insomnia and loss of appetite and have trouble concentrating. Some people with depression move and think slowly, but others feel restless. Some feel so hopeless and discouraged that they consider or attempt suicide.

About 15 percent of people who seek treatment for depression commit suicide.

A person with a mania appears happy and confident. The happy mood may shift suddenly to irritability, sometimes leading to angry outburst. The person's thought may jump from one topic to another.

People with mania move quickly, work energetically and need little sleep. They shift restlessly from project to project but seldom complete any particular task. Most periods of mania begin suddenly, last for a few days or weeks, and then end abruptly.

Anxiety disorders are mental illnesses in which a person experiences excessive and unreasonable fear and anxiousness.

Dissociative disorders involve a loss or change of memory or identity. In a dissociative disorder a person forgets his or her past.

Eating disorders include anorexia nervosa and bulimia. Both of these disorders are characterized by an extreme fear of gaining weight or becoming fat. Both are much more common in women than men and are especially common in the teen years.

A girl with anorexia nervosa has a distorted image of her body, believing that she is fat even though her weight is below normal. She will do whatever she can to lose more weight, including dieting, fasting or exercising. In severe cases, this condition is life-threatening.

People with bulimia have frequent and uncontrollable periods of overeating called binges. After bingeing, most people with bulimia make themselves vomit or use laxatives to prevent weight gain.

Substance use disorders involve the abuse of alcohol and other drugs, including amphetamines, barbiturates, cocaine, and heroine. Because drug abuse physically affects the brain, it can cause extreme changes in a person's behaviour, mood and personality. Mental illnesses that may result from substance abuse include delirium and mood disorder.

After continued use of drugs, people may become addicted to them. This drug dependence can be psychological, physical, or both. People who use such drugs as alcohol and heroine may develop withdrawal symptoms if they stop using them. Typical withdrawal symptoms include nausea, vomiting, seizures, dizziness, and fever.

III. Read and describe the work of psychologists.

TREATING OF MENTAL ILLNESSES

There are many techniques for treating mental disorders from drug therapy to hypnotherapy. However regardless of the approach used, the

general goal of psychotherapy is to help people become more self-accepting and develop personal satisfaction and competence.

Many types of psychotherapists help people deal with emotional and mental problems.

The first group is **psychiatrist**.

There are physicians who have completed medical school. They have a specialty in the field of mental, emotional and neurological illness. As physicians, psychiatrists are permitted by law to use drugs and other physical means of treatment for mental problems.

Psychoanalysts are specialists in the particular form of therapy developed by Freud and his followers.

This treatment Freud called “talking cure”. Psychoanalysis consists of interview sessions between patient and analyst. The two meet for about fifty minutes from one to five times a week. These sessions may continue for years, until the patient is significantly improved. The purpose of these interviews is to uncover the unconscious motivations behind the patient’s troubling behaviour. The analyst uses several methods.

Clinical psychologists cannot prescribe any form of medication but rely on verbal and behavioural forms of therapy.

IV. Read the text and discuss it.

TREATMENT OF MENTAL ILLNESSES

Mental health professionals use a number of treatments for mental illness. The two main types of treatments are: 1) somatic therapy and 2) psychotherapy.

Somatic therapy usually involves the use of medications. These medications provide the foundation for the treatment of severe mental illnesses. Most of them work by changing the balances of the brain’s neurotransmitters.

Another form of somatic therapy is electroconvulsive therapy, which involves passing an electric current through the brain.

Medications called antianxiety drugs help relieve the tension caused by anxiety disorders. Psychiatrists use antipsychotic drugs to treat schizophrenia. These medication help relieve certain positive symptoms of schizophrenia, such as hallucinations and delusions.

Electroconvulsive therapy (ECT) is used primarily for the treatment of severe depression. Psychiatrists usually use it to treat hospitalized patients who remain depressed and suicidal in spite of medication treatment and psychotherapy. Typically, a patient receives such treatments two or three times a week, with a total of 6 to 10 treatments. Most psychiatrists believe it is an effective form of treatment for severe depression.

Psychotherapy is a form of treatment that uses psychological methods. Psychotherapy may be used alone or in conjunction with medication treatment. The chief kinds of psychotherapy include (1) psychodynamic, (2) behavioural, (3) cognitive, (4) supportive, (5) group, (6) rehabilitative, and (7) play.

Psychodynamic psychotherapy is based on the theory that symptoms of mental illness result from conflicts between conscious and unconscious forces in the mind.

The best-known form of psychodynamic therapy is called psychoanalysis. Psychoanalysts try to make their patients aware of unconscious mental conflicts and help them find ways to resolve these conflicts. Many analysts use a method called **free association**, in which the patient talks about anything that comes to mind. A psychoanalyst may also explore dreams and childhood memories, which can provide insight into unconscious thoughts and feelings.

Behavioural therapy: Behavioural therapists help patient develop appropriate behaviour through such methods as rewarding desirable responses and ignoring undesirable ones.

Cognitive therapy: Cognitive therapist help patients to eliminate negative and undesirable thoughts and to improve self-esteem.

Supportive psychotherapy: The patient and the therapist work reassured as a team to solve problems. Supportive therapists provide reassurance and try to help patients appreciate and accept themselves.

Group therapy: Under the leadership of a group therapist, patients (from 4 to 12 people) are encouraged to express their real feeling. Many patients learn about their own problems by sharing experiences with people who have similar conflicts. The group members also encourage and support one another.

Rehabilitative therapy focuses on teaching patients new skills and abilities.

Play therapy is used in treating mentally disturbed children. A therapist gives the child dolls and other toys and asks the youngster to tell a story about them. The child generally uses the toys to act out personal conflicts. The therapist then helps the young patient relate these play actions to his or her own situation.

V. Read and discuss in groups.

CAUSES OF MENTAL ILLNESSES

Mental illnesses have various causes. Some mental illnesses are due to physical changes in the brain resulting from illness or injury. Genetic factors and psychological and social factors also may play important roles in certain mental illnesses. Most researchers believe that the majority of mental disorders result from a combination of two or more causes.

Physical changes in the brain may cause a number of severe mental disorders, including delirium and dementia... Brain damage can result from head injuries, infections or inherited defects.

Chemical imbalances in the brain may also trigger mental illnesses, particularly schizophrenia, mood disorders, and some of the anxiety disorders. These imbalances occur when brain processes involving chemicals called neurotransmitters develop a malfunction. Neurotransmitters act as chemical messengers and enable nerve cells in the brain to communicate with one another.

Genetic factors. Research has shown that schizophrenia and mood disorders sometimes run in families. The evidence indicates that children who inherit certain genes from their parents may develop these mental illnesses. These genes probably control the production of chemicals in the brain or the way nerve cells form connections with one another in the brain. The disorder may not occur, however, unless certain environmental conditions are also present. Thus, a variety of factors may determine whether a person with an inherited tendency will become mentally ill.

Social and psychological factors may increase the probability of mental illness, such as early life experience (it may be the loss of a parent) and various types of stress (it may be difficulties in school or at work, poor health, financial problems, or family responsibilities).

VI. Read the text and tell it.

HISTORY OF MENTAL ILLNESSES

Prehistoric people apparently believed mental illness were caused by evil spirits that possessed the body. They may also have believed that drilling a hole into the person's skull would release the evil spirits. Scientists have found fossils of drilled skulls that date back as far as 10 000 years.

About 400 B.C., the Greek physician Hippocrates stated that mental disorders resulted from an imbalance of four body fluids: blood, phlegm, yellow bile, and black bile. The ancient Greek name for this fluid, melan chole, is the origin of the word melancholy, which means sadness.

During the Middle Ages, a belief on witchcraft spread throughout Europe. Many people with mental illness were consider to be witches and were killed by burning, hanging or drowning. Mentally ill people were also put in prison or in poorhouses.

During the 1500's European nations built special institutions to separate the mentally ill from the rest of society. One of the most famous of these institutions was St. Mary or Bethlehem in London, which as widely known as Bedlam. The inmates there suffered from unsanitary conditions, beating and other harsh treatment.

Today, the word bedlam means uproar and confusion.

Human treatment of mentally ill people gained importance in the late 1700's.

During that period, Philippe Pinel, a French physician, and William Tuke, a British merchant, worked to improve the conditions of mental institutions in their countries. Through their efforts many mental hospitals introduced treatment programs that included fresh air and pleasant surroundings.

VII. Fill in the gaps with the words given in brackets.

STAYING MENTALLY HEALTHY

Your best health insurance, physical and _____ is a set of good living habits. This can help ... trouble before it starts.

Staying _____ physically, through exercise, sleep and good nutrition, does not guarantee freedom from mental problem. But it gives the system, along with the rest of the body, strength to resist trouble. You are least likely to fall victim to _____ disorders during periods when you feel strong and full of ..., or are busy with your friends. Author John Steinbeck referred to the absence of this kind of resistance when he wrote "the line ... hunger and anger is a thin line."

James Lynch pointed out with statistics, in his book "The Broken Heart", that many occur at a greater rate among he isolated. For example ... disease, strokes and cancer occur twice as often among the .. as among the married. Get yourself a few friends and take good care of them.

In the 1960s, magazine editor Norman Cousins was suffering from a serious blood He was given one chance in 500 to live. With the ... of his doctor, he directed his own recovery. For his success he gave major credit to laughter and his unshaken conviction that he was going to live.

(mental, prevent, strong, nervous, emotional, vigor, between, psychologist, heart, divorced, disease, cooperation)

VIII. Find in the texts the English equivalents of:

Բուժում, մտավոր հիվանդություն, զառանցանք, ցրված, դադարեցում, տկարամտություն, տազնապ (անհանգստություն), սրբոխառնոց, փսխում, նոպա, զլխապտույտ, տենդ, ունակություն, ինքնասպանություն, անկայունություն, մաղձ, կախարդություն, ժխոր (իրարանցում), ժառանգական գործոն:

Check your knowledge.

1. What are the symptoms of mental illness?
2. What kind of mental illnesses do you know?
3. What types of psychotherapists do you know?
4. Which are the main types of treatments of mental illness?
5. What types of treatment is used for treating children?
6. How did prehistoric people treat mental illnesses?
7. What was the opinion of Hippocrates about mental disorders?
8. Which are the causes of mental illnesses?
9. How to help yourself stay mentally healthy?

UNIT 17

SOCIAL PSYCHOLOGY

IF WE WANTED TO BE HAPPY IT WOULD BE EASY; BUT WE WANT TO BE HAPPIER THAN OTHER PEOPLE WHICH IS ALMOST ALWAYS DIFFICULT, SINCE WE THINK THEM HAPPIER THAN THEY ARE.

CHARLES DE MONTESQUIEU

FRIENDS ARE LOST BY CALLING OFTEN AND CALLING SELDOM.

SCOTTISH PROVERB

DO ALL THE GOOD YOU CAN,
BY ALL THE MEANS YOU CAN,
IN ALL THE WAYS YOU CAN,
IN ALL THE PLACES YOU CAN,
AT ALL THE TIMES YOU CAN.

ANONYMOUS

TO MAKE THE WORLD A FRIENDLY PLACE, ONE MUST SHOW IT A FRIENDLY FACE.

JAMES WHITCOMB RILEY

LIFE IS THE FIRST GIFT, LOVE IS THE SECOND AND UNDERSTANDING THE THIRD.

MARGE PIERCY

EVERYONE NEEDS HELP FROM EVERYONE.

BERTOLD BRECHT

I. Read and translate the text.

SOCIAL PSYCHOLOGY

Social psychology is the study of how people influence each other, how individuals affect groups and how groups affect individuals. Social psychology deals with the individual's social behaviour and relationships with others in a society.

First, they study how people's attitudes and actions are shaped (in groups) by face-to face contact with others.

Second, they look at the more remote influences in society (books, magazines, movies and television, social customs and other media events that try to persuade us to change our minds about something).

Finally, they pay attention to the psychological bases of social conflict.

There are many reasons why people affiliate, or join, with others in groups. We are members of a family group by birth or adoption. We join clubs because we like to sing, ski, hike.

If you go to a crowded football game, you have a kind of fun you could not have by yourself. People tend to join groups when danger threatens because in associating with others they feel more secure.

It is only joining others and working together that people can achieve certain goals. In many instances people are willing to take greater risks when acting with a group than they would by themselves, the degree of risk taking for the group as a whole is increased when others share the consequences and when responsibility for the act is spread out among the entire group.

Groups always take bigger risks than the individuals in the group would take. Groups are not simply collections of people, we know that they exist for a purpose. To achieve this purpose each member contributes something to the functioning of the group. The various members usually offer ideas, discuss alternatives, divide up the tasks. Members are expected to participate in carrying out the group's purpose.

Groups are not random collections of people. Groups function as distinct entities, each with its own personality, objectives and ways of acting.

When you join a group, your individual behaviour can be affected in four ways:

1. The group's goal can be important. You are influenced to share the objective of the group. Even though holding this objective may have been the principal reason you joined, your reason will be strengthened when you take part in the group's activities designed to achieve that goal
2. Group pressure works on you. You are influenced to be a team player – and possibly to go along with collective actions that you might not go along with if you were alone.
3. The group identity becomes an influence. You tend to behave as the people do in the group. In your actions and appearance you tend to resemble the others in your group.
4. Group perceptions affect your thinking. You may become to believe something that you might otherwise disagree with, because the majority of the group sees it this way. You often trust the group's judgement more than your own.

II. Read the text and discuss it.

INDIVIDUAL AND GROUP

When a group exists to solve a specific problem or determine what action to take in a situation, suggestions from the various members become valuable in arriving at a final decision.

By combining the strengths of the individual members, the group as a whole has a better ideal of what its options are. Two heads are better than one – the proverb says.

There are three reasons that people join groups – influence, achievement and affiliation.

People need friends. They need to affiliate with others. Having others to compare themselves with or being accepted helps people feel successful and have a sense of accomplishment.

People generally want to be able to influence others. They want some control over the things that happen to them and overcome the difficulties easily. They need a sense of achievement, people are willing to take greater risks when acting with a group than they would by themselves.

The individual who is tempted to “go for broke” is held back by the others in the interest of reducing risk for the group. There is a practical limit to the number of people who can take an active part in making a decision. As groups increase in size, the potential for group interaction decreases and the role of the leader becomes more important.

III. Find in the text the English equivalents of:

Ձևավորել, հեռու, միանալ (անդամ ընդունվել), սպառնալ, նպատակ, իրագործել, պատահական, ընտրություն, նվաճում (հասնելը), փորձության ենթարկել, անկում (ընկճվածություն), նվազել, սահմանափակում, որոշում:

IV. Read and discuss in groups.

LEADER

Leaders are usually popular with the group. They know how to get along with people and make friends. They usually demonstrate an ability to take charge, show signs of good judgement and are reasonably intelligent. Ambition is also present. They take the first step in achieving the group's goals.

The leaders must be knowledgeable, they ought to solve all the conflicts, must hold an official position that carries power, they must be able to encourage or punish others in the group. Everything the group does is decided by the leader. The best leader must combine efficient group work and individual happiness.

YOU HAVE TO HAVE FRIENDS

How do you choose friends? What qualities do you look for in a friend?

People use the word “friend” in a variety of ways. A friend can mean anything from a casual acquaintance to someone you've known your whole life. Whoever they are, friends are an important part of life at every stage. They provide companionship and emotional support. Of all

our relationships, friendships are the most voluntary. We choose our friends.

Making new friends

It's easy to stay in a circle of friends you're comfortable with. But as you get older, friendships may be lost – people move away or you just lose track of them. Building friendships is lifelong, but worthwhile, job. New friendships can bring opportunities to experience new things.

A few pointers for making new friends:

- Reach out to others. Try to be open to new experiences and relationships.
- Participate in classes, clubs, or volunteer organizations. These activities will bring you into contact with people who share similar interests.
- Stick with it – even if you feel uncomfortable. It takes time to build friendships.

Keeping friends

Whether friendships are old or new, you can't neglect them if you want them to last. Even though it's sometimes hard to spend time together, it's important to keep in touch. Two other keys are flexibility and respect. Be understanding when plans change. If you find yourselves fighting, try to look at things from the other person's point of view.

Some tips for keeping friends:

- Be good listener. Don't be judgmental and don't offer advice unless you're asked.
- Respect the other person's opinion, even when you don't agree.
- Never break a confidence. Your friends need to know they can trust you.

Be supportive of your friends. It's important to live them despite their faults!

V. Choose the correct meaning.

- a) 1. When you lose track of someone, you *can't locate* / *can't follow* him or her.
2. When you reach out to people, you try to *physically touch* / *connect with* them.
3. If you stick with something, you *give up on* / *continue to do* it.
4. When you keep in touch, you *communicate with* / *stay near to* someone.
5. If you break a confidence, you *tell a secret* / *depend on* someone.
- b) **What other ways can you think of to make new friendship? To keep friends?**

VI. Correct the false statements.

The Art of Making Friends

1. Some people make friends easily because they know how to connect with others.
2. People who make friends easily are always clever and charming.
3. For someone to like you, you have to look good.
4. To succeed in making friends, you should show an interest in others.
5. Good friends usually look the same.

VII. Comment on and bring examples from your life.

1. "Whenever someone hurts us we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it on stone where no wind can ever erase it".
2. A friend in need is a friend indeed.

VIII. Read the text and tell it.

SOCIAL BEHAVIOUR

Social psychologists usually work with small groups and observe attitude change, conformity, leadership, morale and other forms of behaviour.

Authority, attitude formation, group affiliation, conformity, persuasion and conflict are some of the topics that make up the field of social psychology.

Persuasion. The research demonstrates that social forces in the environment in which we live, work and play have power to overwhelm individual personality and even morality.

Generally our responses are shaped by subtle forms of social programming. We are trained to be obedient children, to respect authority and to oblige a request for a favour. We should make no trouble, complete tasks we begin, stay where we're told. But it is the society that trains to blindly obey. Social forces have effect on individual behaviour but there is difference between reasoned compliance and blind obedience.

Group pressure is a powerful force but only when we are in the presence of the group. Moreover the group is most likely to cause conforming behaviour when it is unanimous.

Conformity. The research shows that individuals with low self-esteem are more easily pressured and more ready to defer to authority than individuals with high self-esteem.

The most powerful forces that influence conformity are the laws, rules, standards and customs built into our particular society. These expected standards of conduct are called social norms. They allow us to expand behaviour within a general framework. Norms allow each person in society to anticipate how others will enter a social situation, for example, what they will wear. Social norms are likely to accept from us without ridicule or rejection. Norms suggest possibilities for action, as well as, limits.

Norms influence us from early childhood. People who travel to many countries become keenly aware that certain norms are limited to particular cultures. In Turkey, a dinner guest compliments the host by

belching after the meal, in most other countries belching publicly is considered rude.

IX. Fill in the gaps with the words given in brackets.

PRACTICAL APPLICATIONS

The studies on persuasion and conformity have many important applications in everyday situations. Most people are strongly by authority figures.

Most of us are easily We often face situations where we conform or ... a group. Situations in which we conform may be ones that an ... faces daily. For example, we have all probably been in a position of going along with a group. Even if you are not particularly fond of hiking, you may go along in order to be part of the You may even take an active in planning the trip or speak ... about it, to your position in the group.

Individuals with low may feel more ... in this type of group. People with low self-esteem are also especially susceptible to the methods of ... and

(persuasion, enthusiastically, go along with, role, conformity, persuaded, group, strengthen, secure, influenced, self-esteem, individual)

X. Read the text and make up questions.

ATTITUDE

An attitude differs from an opinion, a belief or simply a point of view. An attitude implies a feeling about something as well as knowledge of it. Attitudes have a dynamic, motivational impact that the other concepts lack.

When beliefs or opinions are emotionally tinged, when they involve existing situations, and when they cause us to respond in a consistent way toward people or events, they become attitudes. Thus attitudes have three parts:

- beliefs, ideas or knowledge about the way things are or ought to be.
- emotions and feelings, associated with the beliefs
- actions – a readiness to respond in specific ways.

An attitude is a learned tendency to respond in a certain way because of beliefs, feelings and readiness to act.

We get our attitudes from many sources (from books, observing models, from being rewarded or punished for conforming or not conforming to standards). You may change and adopt new attitude.

But what changes attitude.

- the source of message – who says it is in ads (famous people sell products to make people believe it, make it trustworthy)
- The message itself – what is said and it must be believable, understandable, it depends on the style it is presented.
- yourself or the nature of audience who listens (mainly it depends on the audience receptivity)

XI. Read and discuss in groups.

CONFLICT

Conflicting attitudes make us uncomfortable. We have a strong desire to do a little changing and bring them into line. The term used to describe this adjustment of the conflict is **dissonance** reduction. To solve dissonance, you must change one of the two things in your mind that conflict.

Depending on the situation, the ways people resolve conflict may be classed as either external or internal. We find external justifications to explain things we say or do that are out of character.

Internal justification is that you convince yourself that you are having fun in spite of everything, it helps to reduce the inconsistency or cognitive dissonance.

XII. Find in the text the English equivalents of:

Դիրք, համաձայնություն, համոզմունք, անդամագրվել, աննկատ, պատրաստակամություն, միաձայն, հարգանքով վերաբերվել,

նախատեսել (կանխատեսել), ծաղրել, մերժում, ուժաբանական (ակտիվ), հարված, դրդող, հետևողականություն, արդարացում, անկայուն:

XIII. Match the information in columns A and B. Then rewrite each pair to form one sentence. Use a relative pronoun if necessary.

A

1. I don't want to have a partner

2. I'd like to meet people ...

3. I'd prefer a roommate ...

4. I don't like to be with people ...

5. I want to discuss my problems with friends...

6. I'd rather have a boss...

7. I'd prefer to have teachers ...

B

a. These people are organized and intelligent.

b. This person has good leadership qualities.

c. These people have a good sense of humour.

d. I have nothing in common with this person.

e. These people are warm and sensitive.

f. I don't feel comfortable around these people.

g. This person is quiet and considerate.

XIV. Read and discuss in groups.

The makeup of the group also makes a difference. If you're working experts in a particular field, the chances are you will accept their judgement, as a group, even when it does not agree with your individual judgment.

Group attractiveness also influences conformity. The more desirable the group the harder you work to gain admittance and the more likely it is that you will comply with its standards. "Members only" is a powerful force for conformity.

XV. Check your knowledge.

1. What does social psychology deal with?
2. Why do people join groups?
3. Which are the three reasons that people join?
4. How do people interact in groups?
5. How can the individual behaviour be affected?
6. What qualities should a leader have?
7. What is persuasion?
8. What is conformity?
9. Which are the most powerful forces that influence conformity?
10. What are social norms and their influence?
11. What is an attitude?
12. How do we acquire attitudes?
13. What forces change the attitude?
14. What is conflict?
15. What is cognitive dissonance and how it is solved?

UNIT 18

BEHAVIOUR

**HUMAN BEHAVIOUR FLOWS FROM THREE MAIN SOURCES:
DESIRE, EMOTION AND KNOWLEDGE.**

PLATO

**EXAMPLE IS NOT THE MAIN THING
IN INFLUENCING OTHERS.
IT IS THE ONLY THING.**

ALBERT SCHWEITZER

**EVERYBODY THINKS OF
CHANGING HUMANITY
AND NOBODY THINKS
OF CHANGING HIMSELF.**

LEO TOLSTOY

**MUCH THAT I SOUGHT, I COULD NOT FIND;
MUCH THAT I FOUND, I COULD NOT BIND;
MUCH THAT I BOUND, I COULD NOT FREE;
MUCH THAT I FREED RETURNED TO ME.**

LEE WILSON DODD

**WE BECOME JUST BY PERFORMING
JUST ACTIONS,
TEMPERATE BY PERFORMING
TEMPERATE ACTIONS,
BRAVE BY PERFORMING
BRAVE ACTIONS.**

ARISTOTLE

I. Read and translate the text.

Behaviour is the way human beings and other organism act. Many people use the word behaviour to mean conduct – that is how person's actions fit society's idea of right and wrong. But in psychology and other behavioural sciences, behaviour is regarded as any activity of a person or other living thing.

Most human behaviour results from a combination of many factors. Although behaviour has many causes, most scientists seek to isolate single causes.

Many researchers in psychology use controlled experiments in which they can examine the effect of one factor at a time on a particular kind of behaviour.

Behaviourist psychologists study observable behaviour. Observing behaviour outside controlled experiments cannot prove that one thing causes another. They argue that the experiment has a very strong influence on our behaviour.

Psychologists study individuals or small groups of people in controlled games or tasks to understand many aspects of behaviour including the reasons for people's feelings, thoughts and motives. These studies help to establish principles that can be used to explain, predict and modify behaviour.

II. Read the text and discuss it.

FACTORS THAT AFFECT BEHAVIOUR

Human behaviour is determined partly by heredity and partly by environment.

Heredity is determined by genes. The extent to which heredity influences behaviour is hard to determine. For example, a person might inherit the genes to be an excellent pianist. But the person may never learn to play the piano well without early and continual training and a piano on which to practice. In this way, genetic and environmental influences are interturned in a person's behavioural development. Most scientists agree that genes have some influence over general intelligence

and special aptitudes in such activities as athletics, mathematics, music and science.

But heredity is not the only factor involved in producing these characteristics. The majority of behaviour is learned from the environment after birth.

Environment consists of conditions and forces that surround and influence an organism. It can cause certain behaviour. For example, unfamiliar surroundings may arouse curiosity or fear depending on the circumstances. An intermediate level of arousal tends to have the most favourable effect on behaviour. Extremely high or low levels of arousal may have a negative effect.

Psychologists who study learning methods believe changing an environment can cause changes in behaviour. Environmentists see human nature as something that can be molded. Human beings seem to modify much of their behaviour by leaning.

Learning is the process by which behaviour changes as a result of experience or practice. Learning affects behaviour. It is a relatively permanent change in behaviour that results from direct or indirect experience. After we have learned, we are somehow different from what we were before – for better or worse.

A person learns much behaviour through new environments that give examples of new behaviour, provide instruction or opportunity to practise new behaviour and reward or punish new behaviour.

III. Find in the text the English equivalents of:

Վարք, հասարակություն, համապատասխանել, փնտրել, առանձնացնել, վերահսկողություն, սկզբունք, գուշակել, փոփոխել, ժառանգականություն, միջավայր, գեն, աստիճան (չափ), միահյուս(վ)ել, ընդունակություն, անձանոթ, շրջապատ, հանգամանք, արթնացում, ծայրահեղ հրահանգ, հնարավորություն, խրախուսանք, պատիժ:

IV. Do you know?

Psychologist Albert Bandura offers the view that factors of environment are not alone in affecting the person's behaviour. This social learning theory stresses that personal factors, choices affect the environment. Our environment is somewhat of our own making. This view denies that people are either helplessly driven by inherited forces or helpless victims of their surroundings. Instead, they can make moves toward taking charge of their lives, influencing their own behaviour.

V. Read the text and tell it.

HABIT

The concept of habit has a long history in experimental psychology. It played a central role as an established response tendency. Habit is any instrumentally learned response that occurs with regularity and in response to specific environmental cues.

Habit is something a person learns to do over and over again without thinking about how to do it. Most habits begin as actions that a person is aware of. The more the person performs an action, the easier it becomes. Many everyday actions are habits.

But not all learned responses are considered habits. To be considered a habit a stimulus (something that starts an action) must be present each time the habit is carried out. A stimulus may be internal and external.

Many psychologists believe that people will learn a habit only if it benefits them. If the habit satisfies people (eg. smoking) they tend to keep it. When a habit offers no rewards or becomes unpleasant, they may break it.

Some habits are simple and require only movements of muscles. The movements seem quite natural. Some habits are more, they are thoughts and attitudes. Some of these habits are "good" and others are "bad" depending on how they affect other people.

We learn "good" habits to act as others expect us to act (neat appearance and pleasant manners). We learn "bad" habits, thinking

something can be gained from them. But such habits may be annoying to others.

A habit is different from an instinct. An instinct is behaviour that is inborn, instead of learned.

VI. Read and translate the text.

INSTINCT

Instinct is a term used to categorize behaviour that appears to develop largely independent of experience. Instinctive behaviours are determined by the genetic makeup of the organism. They differ from learned behaviours which gradually develop as a result of experiences by the organism in its environment. Behaviours develop as a result of interaction of genetic and environmental influences but some may be affected more by genetic factors and others more by experience.

Even today, it is common to label as instinctive unconscious or habitual acts (as when somebody says, "He instinctively avoided hitting the other car").

We all know "maternal instinct" expression very well.

Most instinctive behaviour is released (brought about) by a stimulus.

VII. Find in the texts the English equivalents of:

Միտում, նպաստող (օժանդակող), արձագանք, ակնարկ, տեղյակ լինել, օգուտ բերել, բավարարել, հատուցում (վարձատրում), մկան, զայրացնել, ի ծնե, բնագոյ, անկախ, փոխադարձ ներգործություն, պիտակավորել, խուսափել, առաջնալ, մայրական բնագոյ:

VIII. Read the text and make up questions.

REFLEX

If you accidentally touch a hot stove, you jerk away before you have time to think what you are doing. Actions of this kind which are not planned or decided beforehand, are called reflex actions.

Most reflex acts are very complicated. But in the simplest forms, four events are involved. Briefly, these events could be called (1) reception, (2) conduction, (3) transmission, (4) response.

Stimulation is received by receptors or sensitive nerve endings. These may be in the eye, ear, nose, tongue or skin. In the above example, the hot stove was the stimulus and the jerking away was the response.

Reflex actions are quite common and easy to notice. If light is directed at a person's eye, the pupil of the eye will become smaller. When the light is removed and the person's eye is shaded, the pupil becomes larger again. The light acts as a stimulus and the reaction of the pupil is the eye's response. Doctors often test a person's reflex actions (eg. knee jerk).

Scientists call these kinds of reflexes unconditioned reflexes. They occur in all normal people and many animals.

Unlike most of human behaviour, unconditioned reflexes occur with no specific learning or experience. They are considered involuntary acts, because a response always occurs when a stimulus is presented. Reflex acts are quicker than voluntary acts. You jerk your hand away from a hot stove before you feel pain. You do not have to **take the time** to decide exactly what you are going to do.

People have many reflex reactions to emotional stimuli. These include changes in blood pressure and respiration. A lie detector measures certain body reactions to emotional stimuli. A person telling a lie usually has smaller emotional reactions that can be detected because of these reflex reactions.

IX. Fill in the gaps with the words given in brackets.

CONDITIONED REFLEX

Conditioned reflex, another kind of reflex action, works by association. For example, a dog's begins to water when the animal smells food. The Russian psychologist Ivan Pavlov showed that the flow of saliva though originally an reaction to the of food - can become a reflex. Pavlov a bell each time he brought food to a dog. Eventually, the dog's mouth began when Pavlov merely rang the bell

with ... food being present. The dog associated the ringing of the bell with the food, just as it associated the ...with the food.

(conditioned, no, automatic, to water, odor, smell, mouth, rang)

X. Fill in the gaps with prepositions given in brackets.

PAVLOV'S BIRDS

A student spent an entire summer going to the football field every day wearing a black and white striped shirt, walking ... and ... the field for ten or fifteen minutes, throwing birdseeds all the field, blowing a whistle and then walking off the field. ... the end ... the summer, it came time ... the first football game, the referee walked ... the field and blew the whistle but the game had to be delayed for a half hour to wait the birds to get ... of the field.

(off, onto, for, down, over, at up, of)

XI. Read the text and discuss it.

ETIQUETTE

Etiquette is a code of behaviour that helps people get along with one another. Etiquette deals with a wide range of behaviour. We live in a society and have to deal with other people all the time. That is why it is necessary to remember about it every day.

Not every person is easy to get along because each of us has his own interests and manners. To make everybody comfortable there exist special rules of behaviour for every person. These rules are called etiquette.

The first rules for proper special behaviour were developed in ancient Greece and Rome when people began to live in groups, began to interact with one another, they learned to behave in ways that made life easier and more pleasant.

Each culture has its own system of etiquette, and they are sometimes different. Behaviour considered proper in one culture, may be

considered improper in another. Our language and our manners must be appropriate to the situation.

Much of today's formal etiquette originated in the French royal courts during the 1600's and 1700's. King Louis XIV drew up a daily list of events, giving time, place and proper dress. It was posted in his palace at Versailles as an etiquette, a French word meaning ticket to help the nobles know what to do. It brought order to court society and other monarchs adopted the code of behaviour for their own courts. In time, upper classes throughout the Western world adopted the code.

Etiquette today concerns itself less with rigid rules governing formal occasions and more with everyday living. The goal is to help people of all lifestyles get along well with one another. Etiquette today is based on common sense and consideration of the other person, Etiquette also changes and adapts along with changes in society.

XII. Read and discuss in groups.

ETIQUETTE IN DAILY LIFE

Introduction etiquette

Proper etiquette requires that introductions be made whenever necessary. If someone you know joins your conversational group, you should introduce that person to the group

- a man is introduced to a woman
- a young person is introduced to an older person
- a less important person is introduced to a more important person

When introducing someone, include some information about that person. This helps the people being introduced to engage in further conversation.

Always shake hands when you are introduced to someone. Look the person in the eyes and use a firm grip. If you are seated when a newcomer enters the room, stand up to be greeted or introduced.

Invitation etiquette

Invitation may be extended in the form of a written note, a printed or engraved card, a telephone call or even an e-mail message. Your choice of form may depend on the size and formality of the event and the time available for organizing it.

It is important to reply promptly to any invitation sent to you. A guest should respond to an invitation by telephone or by mail within five days of receiving it.

Dating etiquette

Today, the rules of dating etiquette are much more flexible. Women can ask out men, and many couples share the cost of the date and decide together what they will do.

Telephone etiquette

Courtesy is as important when speaking over the telephone as when talking face to face. Keep greetings and messages brief. It is impolite to talk on a phone while in a restaurant, theatre, cinema, meeting and library, turn off your phone when silence or respect is required.

Internet etiquette

With the growing popularity of the Internet and e-mail in the 1990's, new rules of etiquette developed. Internet etiquette closely refers the rules for mail and telephone interaction. For instance, e-mailers should be courteous when sending messages and prompt when responding. E-mailers should not send unwanted electronic files or chain letters. Always respect the customs and focus of any Internet chat room (specialized discussion forum) that you enter.

XIII. Check your knowledge.

1. What is behaviour?
2. What behaviour do behaviourist psychologists study?

3. What factors affect behaviour?
4. What is heredity?
5. Does environment cause changes in behaviour?
6. Does learning affect behaviour and how?
7. What is habit?
8. What is instinct?
9. What is reflex?
10. Who is Ivan Pavlov and what is he famous for?
11. What is etiquette?
12. What daily life etiquettes do you know?
13. What other etiquette rules do you know?
14. Where does the word etiquette come from?
15. Does etiquette depend on culture? Are they the same in each culture?

UNIT 19

PUNISHMENT AND ENCOURAGEMENT

THERE ARE ONLY TWO STIMULANTS
TO ONE'S BEST EFFORTS:
THE FEAR OF PUNISHMENT
AND THE HOPE OF REWARD.

JOHN M. WILSON

THERE IS NO GREATER GLORY THAN LOVE,
NOR ANY GREATER PUNISHMENT THAN JEALOUSY.

LOPE DE VEGA

FLATTER ME, AND I MAY NOT BELIEVE YOU.
CRITICIZE ME, AND I MAY NOT LIKE YOU.
IGNORE ME, AND I MAY NOT FORGIVE YOU.
ENCOURAGE ME, AND I WILL NOT FORGET YOU.

WILLIAM WARD

NO PERSON WAS EVER HONOURED
FOR WHAT HE RECEIVED.
HONOUR HAS BEEN THE REWARD
FOR WHAT HE GAVE.

CALVIN COOLIDGE

I. Read and translate the text.

PUNISHMENT AND ENCOURAGEMENT

A major aspect of psychology called behaviourism developed from research on learning.

During the mid – 1900's, the American behavioural psychologist B. Skinner became known for his studies of how rewards and punishment can influence behaviour. He believed that rewards or positive reinforcements might include praise, food or simply a person's satisfaction with his or her own skill. Punishment discourages the behaviour they follow. But punishment also encourages people to avoid situations in which they might be punished. Skinner concluded that positive reinforcement is more effective in teaching new and better behaviours.

In procedures called behaviour modifications, therapists use positive reinforcers to shape behaviour in desired ways. The children may receive smiles, hugs or food for doing their schoolwork and behaving properly.

II. Read, discuss and bring your own examples.

Punishment in the presentation of an unpleasant stimulus after a response. It makes the response less likely to occur in the future.

Punishment is often an effective way of stopping a specific behaviour, like shouting during the lesson. It is less effective in stopping a general type of behaviour, "being incooperative".

Being uncooperative can mean anything from reading an English book at mathematic lesson to interrupting the teacher.

THE EFFECTS OF PUNISHMENT

The problem is that punishment may do more harm than good. Research has shown that punishment has certain effects:

1. In the process of learning punishment for errors may slow down learning instead of speeding it up. The learner needs to identify

the differences between right and wrong answers, but giving punishment for this purpose may just create anxiety.

2. In getting rid of “bad” behaviour, punishment may suppress “bad” behaviour but “good” behaviour, too. The young schoolchild who is repeatedly humiliated in class may lose all desire to please the teacher or do well in school.
3. The punished behaviour may disappear only when the punisher is not around. You have probably known a child who was a “little angel” at home, but a bully outside. Parents who punish are often surprised to learn that their child is troublemaker at school.
4. When human beings, especially children, are punished there is a danger that they will come to think that they - rather than their behaviours - are bad, stupid, or clumsy. With such an attitude, they expect to fail... Children who are humiliated often become more concerned with protecting themselves against anxiety than with taking positive action. Such children may become withdrawn. Or they may strike out in relation, thereby inviting a new round of punishment. In either case, the punishment becomes self-defeating.
5. If punishment is routinely used as the way to enforce good behaviour, children learn no other training method. They see punishment as the appropriate way for those in power to behave. So when they grow up, they treat their own children the same way. Studies have shown that the parents of battered children were usually abused themselves as children.
6. Punishment has an unfortunate effect on the punisher. If the punishment is used, it should be clear that certain behaviour will also be rewarded.

III. Read and compare your ideas to the author's.

LITTLE LIES

“Little lies” sometimes come so easily to us that we don’t even consider them to be lies.

Read about these common lies of everyday life:

- Lying about your age or your kid's age to get a cheaper ticket.
 - Telling the host of a dinner party that the awful food he prepared was wonderful.
 - Lying to your aunt about how much you love the gift she gave you – the one that you really hate.
 - Telling a friend with a terrible haircut that she looks fantastic.
 - Lying to a friend about how much you want to see her again when you really don't .
- Telling the salesperson who calls when you're watching TV that you're extremely busy.

Are these serious lies? Probably not, but if you would lie about your age to a stranger, what's going to stop you from lying about something more serious later? If we tell a lie or act dishonestly and get what we want, that might make us feel good today. But what about tomorrow? The future effects of our lies are uncertain.

Still, no one is saying that everyone can or should be completely honest all the time. Most people lie, often for a good reason. Lies are told all the time and are part of our everyday social life. Many times people lie to protect the feelings of other people, and there's nothing wrong with that. So it might be all right to tell a cook you loved the dinner even if you could barely eat it, or to tell a friend you loved the shirt you got as a gift even though you know you'll never wear it. And who would criticize a child's piano playing even if it were truly annoying? Honesty is usually the best policy, but like any other policy, you have to make exceptions.

IV. Read the text and make up questions.

Professor Jerald Jellison of the University of California has recently made a scientific study of lying. According to his research, women are better liars than men are. They are especially good at telling "white lies", such as when a woman at a party tells another woman that she likes her dress, even though she really thinks it is awful. However this is only one side of the story. Other researchers say that men are more likely to tell more serious lies, such as making a promise, which they do not intend to keep. This is the kind of lie politicians and some

businessmen are supposed to be good at; the kind of lie they can profit from in some way.

Some psychologists believe that certain gestures show that one is lying. For example they may make sudden, unconscious movements when they tell a lie. This suggests that they are thinking: "I wish I were not here".

They may also touch their lips or rub their noses. Perhaps these gestures are caused by mental stress. However, we should remember that they can tragically mislead us in other ways.

In Miami, a man was recently found guilty of murdering his wife who had a love affair with another man. When denying this, she had rubbed her nose several times. He believed this was proof that she was lying. Her doctor later said that he had seen her the day before she was killed. She had come to him because she was suffering from a rare skin disease. This is just one small example of how gestures can deceive people often with a tragic end.

V. Find in the text the English equivalents of:

Խրախուսանք, պատիժ, գովեստ, գրկախառնվել, անհամատեղելի, դանդաղեցնել, ընդհատել, նշանակել, վնաս, նույնացնել, անհանգստություն, ազատվել բնավորության վատ գծերից, ստորացնել (նվաստացնել), ընկճել (ճնշել), հրեշտակ, անկարգ (կռովարար), անշնորհք, նահանջած, կապերը խզել, սովորական, համապատասխան, քննադատված, չարաշահել:

VI. Check your knowledge.

1. What is psychologist B. Skinner famous for?
2. What are the effects of punishment?
3. Do you think it is possible for people to be honest all the time?
4. What are some examples of common, everyday lies that most people tell without thinking?
5. Is there ever a good reason to tell a lie? If so, what is that reason?
6. Do you agree that there is nothing wrong with lying to protect people's feelings?

7. Which of the little lies do you think are acceptable? Which are not?
8. Do you think certain gestures show that the person is lying? Which are these gestures?

UNIT 20

IMAGINATION

A ROCK PILE CEASES TO BE A ROCK PILE THE MOMENT A SINGLE MAN CONTEMPLATES IT, BEARING WITHIN HIM THE IMAGE OF A CATHEDRAL.

ANTOINE DE SAINT-EXUPERY

IF ONE ADVANCED CONFIDENTLY IN THE DIRECTION OF HIS DREAMS, AND ENDEAVOURS TO LIVE THE LIFE WHICH HE HAS IMAGINED, HE WILL MEET WITH A SUCCESS UNEXPECTED IN COMMON HOURS.

HENRY DAVID THOREAU

ALL ACTS PERFORMED IN THE WORLD BEGIN IN THE IMAGINATION.

BARBARA GRIZZUTI HARISON

IMAGINATION HAS ALWAYS HAD POWERS OF RESURRECTION THAT NO SCIENCE CAN MATCH.

INGRID BENGIS

THE MOMENT OF ENLIGHTENMENT IS WHEN A PERSON'S DREAMS OF POSSIBILITIES BECOME IMAGES OF PROBABILITIES.

VIC BRADEN

YOU CAN DEPEND ON YOUR EYES WHEN YOUR IMAGINATION IS OUT OF FOCUS.

MARK TWAIN

I. Read and translate the text.

IMAGINATION

Imagination is the capacity to consider objects or events in their absence or as they might be.

Imagination may refer to many things, such as ingenuity, daydreaming, make-believes and others. But it often involves the use of mental imagery which is the ability to call to mind the sensations of sights, sounds, tastes, smells and touches that have been experienced.

Through mental imagery, people can also create mental sensation of situations or conditions they have not actually experienced.

Imagination plays an important role in creativity, including the formation of abstract ideas. Mental images can substitute for the real thing, allowing a person to plan how to paint a picture, compose a song and so on.

Mental imagery is produced by the same parts of the brain used in actual perception. This fact sometimes leads people to mistake objects in their mental images for real objects. Brain damage can also disrupt mental imagery and perception in the same ways.

People differ widely in their abilities and tendencies to use different aspects of imagery. For example, some people are better than others at moving objects in images. They can visualize one thing changing into another when rotated to a certain point. In addition, some people are better than others at picturing more objects in their images or at creating new objects in images.

Imagination plays an important role in a child's life. Children tend to use imagery in thinking more than adults do. But children have more difficulty than adults in using imagery effectively. This difficulty contributes to the problems that children experience in reasoning about objects and ideas

II. Read and translate the text.

Imagination refers to fiction, fantasy, hallucination, dream and creativity.

Fiction is a story created from an author's imagination. It may be written in prose and verse.

Novels and short stories are the most popular forms of fiction. Other forms of fiction include dramas and narrative poems (poems that tell a story)/ Fiction differs from biographies, histories and other non-fiction which is created entirely from facts. The word fiction comes from the Latin word *fictio*, which means a making or a fashioning.

Characteristics of fiction. All fiction contains elements that are partly or entirely imaginary. Such elements include characters and setting. In some fiction the imaginary elements are obvious. Fiction does not necessarily differ much from reality. Many fictional works feature true-to-life characters and realistic settings and some fiction is based on real people and real events. The factual elements in fiction are always combined with imaginary situations and incidents.

The chief purpose of most fiction is to entertain. But a serious work of fiction also stimulates the mind. By creating characters, placing them in specific situations and establishing a point of view, writers of serious fiction set forth judgments. These judgments may involve moral, philosophical, psychological or social problems. They may also concern the relationship between imagination and reality.

Fantasies can be defined as stories that involve beings and events that could not exist in real life. These works may begin realistically but soon turn into stories that could never really happen. The most famous fantasy in children's literature is Lewis Carroll's "Alice's Adventures in Wonderland" (1865). This masterpiece describes the adventures of a girl named Alice, who reaches a magic land after she follows a white rabbit down a hole in the ground.

Hallucination is a mental state in which a person sees, hears, tastes, smells or feels something that is not present. Hallucinations may indicate the presence of a mental or physical disorder. But normal people also may hear voices or see visions when deprived of stimuli, such as in solitary confinement or when under the influence of drugs.

Dream is a story that a person "watches" or appears to take part in during sleep. Dream events are imaginary, but they are related to real experiences in the dreamer's life. They seem real to dreamer while they are taking place. There are many types of dreams. Some are pleasant, others are annoying and still others are frightening.

Everyone dreams but some people never recall dreaming. Others remember only a little about a dream, they had just before awakening and nothing about earlier dreams. No one recalls every dream and, in general, dreams are very easily forgotten.

What dreams consist of? The events of a dream usually form a story. In some dreams, the dreamer takes part in the story. In others, the dreamer merely “watches” the tale unfold. In most dreams, the dreamer cannot control what is happening, there is little logical thought, and events occur that could not happen in real life.

Occasionally, the dreamer will realize that he/she is dreaming and may be able to alter what happens in the dream without waking up. This is known as a lucid dream.

People see in most dreams and they may also hear, smell, touch and taste in them. Most dreams occur in colour, though the colour is often recalled only vaguely. Dreaming thought seems to put things together in new and unexpected ways. In some cases, this has led to important scientific discoveries or highly imaginative creative works.

III. Find in the texts the English equivalents of:

Երևակայություն, մտավոր պայմաններ, վերապրել, վերացական գաղափարներ, փոխարինել, իրական, վնասել, երևակայել (պատկերացնել), նպաստել, ամբողջովին, շրջապատող միջավայր, հնարովի, հնարք, բացատրել (շարադրել), դատողություն (կարծիք), արկած, զրկել, միայնակ, բանտարկություն, վերհիշել (մտաբերել), մշուշոտ, ստեղծագործական:

IV. Fill in the gaps with the words given in brackets.

Fiction makes up one of the largest categories of literature. There are many kinds of children's ..., including 1. fantasies 2. ...stories 3. stories about ... 4. stories that describe how people live in other countries 5. ... fiction 6. ...and detective stories 7.... and science fiction and 8. realistic fiction. In most children's fiction, the ... are young people with whom the reader can identify.

(fantasy, children's, historical, heroes, mystery, animals, adventure, fiction)

V. Do you know?

A SMILE IN THE SKY

Rainbows are created by a combination of refraction and reflection in raindrops. As the rainbow is viewed, violet always appears on the bottom and red on the top.

THE ORIGIN OF THE RAINBOW

A rainbow! Nothing in the sky has captured the human imagination more than a rainbow. Rainbow is a circular arc of colours that appears in the sky. It is not a physical object. It is simultaneous sunshine and rain. It may spread across the entire sky and its ends may seem to rest on the earth.

You are at the center of rainbow you see. A person standing next to you would be at the center of a different rainbow – that is, a rainbow to which a different set of raindrops contributes. Thus, no two people ever see the same rainbow. The center of the rainbow is directly opposite the sun. Always stand with your back to the sun to look for a rainbow.

You need six colours to draw a picture of a rainbow. You may have been told that there are seven colours in a rainbow. As a result the observer sees a primary rainbow with its colour in the following order from outer edge to inner edge: red, orange, yellow, green, blue, violet.

Sometimes indigo is named as one of the rainbow colours. Indigo is reddish blue.

Sometimes you can see two rainbows in the sky. If there are two rainbows, one is brighter than the other. In the brighter rainbow, red is at the top of the band of colours and violet is at the bottom. In the second rainbow violet is at the top and red is at the bottom.

To understand some of the general features of rainbows, it helps to pretend that sunlight can be divided into many parallel rays. The rays are uniformly spaced when they arrive at the surface of a raindrop. It also helps to know about the wave nature of light and how a prism bends sunlight. Sunlight has a mixture of wavelengths. We see this mixture as

white light. People often specify the colours in sunlight, from the longest wavelength to the shortest.

When you look at a rainbow from an airplane high up in the air, the rainbow is a circle. When you look at a rainbow from the ground it is only a part of a circle.

VI. Complete the sentences using these words. Use one of the words twice.

imaginary, imaginative, imagination, fantastic, fantasy

1. He wrote a science fiction novel about a/an ... planet.
2. We saw a/an ... film last night, you should go and see it.
3. I'm not going to tell you how to solve the problem; use your
4. She is a very ... child, she's always making up wonderful stories.
5. Her favorite ... is that one day she'll win the Lottery.
6. It was a/an ... dream, full of strange people and exotic places.

VII. Read the text and make up questions.

THE POWER OF IMAGINATION

Mr. Brown got to a hotel late in the evening after a long journey. He asked the hall-porter whether there were any vacant rooms in the hotel. At that moment another traveler came to the hotel and asked the hall-porter for a room, too. The only vacant room was a double room, that is, a room with two beds in it.

"Do you mind if you spend the night in that room together?" the hall-porter asked. "It'll be less expensive for you, you'll each pay half".

At first the travelers didn't like the idea, but just then it began raining hard, and they were too tired to go to another hotel, so they changed their minds. They spoke to each other and then told the porter that they agreed to spend the night in the same room.

Their things were carried in, and soon the two men went to sleep to the accompaniment of the rain. Suddenly Mr. Brown was woken up by a loud noise. It was quite dark. "What's the matter?" Mr. Brown asked in surprise. "Is anything the matter?" In a weak voice the second traveler

answered, "I'm sorry, but I had to wake you up. I've got asthma. I feel very bad. In addition I've got a terrible headache. If you don't want me to die, open the window quickly".

Mr. Brown jumped out of bed and began looking for his matches, but he couldn't find them in the dark, and the sick man went moaning, "Air, air, I want fresh air. I'm dying."

Mr. Brown still couldn't find the matches, so he tried to find the window. It took him some time, and at last he thought he had found it. But he was unable to open it. As the voice of the traveler grew weaker and weaker, Mr. Brown in horror took a chair and broke the window with it. The sick man immediately stopped moaning and said that he was very grateful and felt much better now. Then the two of them slept peacefully until morning.

When they woke up next morning they were surprised to see that the only window in the room was still closed, but the large looking-glass was broken to pieces.

VIII. Check your knowledge

1. What is imagination?
2. What may imagination refer to?
3. Does imagination play an important role in a child's life?
4. What is fiction and where does it come from?
5. What is fantasy?
6. What is hallucination?
7. What can you say about dreams?
8. Does everyone dream and what about you?
9. Do you believe in dreams?
10. Can dreams lead to important scientific discoveries and creative works?
11. What do people mean saying "A smile in the sky?"
12. Do you know the origin of the rainbow?
13. Rainbow is a circular arc of colours, isn't it?
14. How many colours are there in a rainbow and which are they?
15. Do you believe in the power of imagination? If yes, bring examples.

UNIT 21

SUPERSTITION

FEAR IS THE MAIN SOURCE OF SUPERSTITION AND ONE OF THE MAIN SOURCES OF CRUELTY. TO CONQUER FEAR IS THE BEGINNING OF WISDOM.

BERTRAND A. RUSSELL

A BELIEF WHICH LEAVES NO PLACE FOR DOUBT IS NOT A BELIEF; IT IS A SUPERSTITION.

JOSE BERGAMIN

A FOOL'S BRAIN DIGESTS PHILOSOPHY INTO FOLLY, SCIENCE INTO SUPERSTITION, AND ART INTO PEDANTRY. HENCE UNIVERSITY EDUCATION.

GEORGE BERNARD SHOW

CONSCIENCE WITHOUT JUDGMENT IS SUPERSTITION.

BENJAMIN WHICHCOTE

HUMANITY HAS THE STARS IN ITS FUTURE, AND THAT FUTURE IS TOO IMPORTANT BE LOST UNDER THE BURDEN OF JUVENILE FOLLY AND IGNORANT SUPERSTITION.

ISSAC ASIMOV

I. Read and translate the text.

Many people in the world are superstitious especially people who live in the country or older people. However, quite a few young people also believe in superstitions.

One common superstition is called "the evil eye". This means that if you say something good about someone you will bring them bad luck. This probably began when people believed that if you praise someone a lot the devil becomes envious and finds ways of spoiling that pleasure. For example, if you tell parents their child is very beautiful or very clever then something bad happens to that child, the parents will blame you and say "you gave it the evil eye". So superstitious people often say to the child "Let me give you the devil eye. People also think they can protect themselves from the evil eye by not boasting about their success.

Other superstitions are linked to objects. Many people believe that a rabbit's foot brings good luck. So whenever they go in a journey they take a rabbit's foot with them.

Another superstition is that if a woman sits at the corner of the table she will never get married.

Not everybody takes superstitions seriously, but somehow they make life more interesting.

II. Do you know anything about superstitions?

a) Thirteen

In most hotels all over the world, you will not find a room with the number thirteen, and if the hotel is a skyscraper it will go from twelve to floor fourteen. The superstition that thirteen is unlucky can be traced back to a Scandinavian myth. There were originally only twelve gods and then along came the god Locki to make thirteen, Locki was a mischievous god who brought suffering to people. Nowadays, people avoid planning important events on Friday 13th (or Tuesday 13 in some cultures) and if things go wrong on that day, like the loss of a wallet or a key, they blame it on the date.

b) Cats

Cats have always been surrounded by superstitions. In Ancient Egypt cats were considered sacred, but in medieval Europe many people believe cats were witches in disguise. A popular superstition about cats is that a black cat, crossing your path from left to right will bring you bad luck. However, in some cultures a black cat is thought to be a good omen rather than a bad one.

c) Breaking a Mirror

The superstition that if you break a mirror, you will have seven years' bad luck comes from the belief in ancient times that a person's reflection was part of their soul. As a result, people used to think that if you broke anything with this reflection on it, such as a mirror, you would harm the soul.

d) Touching Wood

In many Christian countries "Touch wood" is a superstitious expression that is supposed to prevent bad luck. Other people **actually** touch wood as they say it, and if there is nothing made of wood as they say it, they touch their head or someone else's head instead. If someone asks "Have you ever had a car accident?" you might reply "No, touch wood", meaning "I hope it never happens" The origin of this custom dates from the time when people wore a crucifix made of wood and touched it as if to say "May Christ protect me".

e) The Bride's Dress

There are some customs connected with the marriage ceremony which go back thousands of years. When the bride puts on her white dress, she is wearing the sacred innocence. Like a modern bride, the ancient Greek bride wore a veil and a crown and was carried over the threshold by the groom. On the day she gets married, a woman is supposed to wear "something old, something new, something borrowed and something blue". Blue in the rhyme stands for truth.

f) Rice

In some cultures rice is thrown at wedding to protect the couple from evil spirits. It was believed that evil spirits appeared at weddings and had to be fed to keep them from doing harm to the newlyweds. Rice is also thrown at weddings because it represents fertility and is a symbolic way of wishing the couple many children.

g) Double ring ceremony

The double ring ceremony is quite common today, with bride and groom placing identical rings on each other's fingers. The ring, a circle with no beginning and no end, is a familiar symbol of unending love and loyalty. It is worn on the fourth finger of the left hand because of a very old (and incorrect) idea that a vein or nerve runs from this finger directly to the heart.

h) Wedding Car

Sometimes, the couple's car is decorated with cans, paper streams, or old shoes, along with a "Just Married" sign. The tin cans and shoes are a modern version of the ancient idea that noisemakers will scare away evil spirits and bring the couple good luck.

III. Have you heard?

1. It is said that amber beads worn around the neck can protect you against illness.
2. If you make a wish and then blow out all the candles on your birthday cake on your first try, your wish will come true.
3. Some people claim that you should never take a broom with you when you move to a new house. Throw it out and buy a new one.
4. Farmers in some countries believe that a cricket in the house brings good luck.
5. In the U.S. it is sometimes said that if your right ear itches, someone is saying good things about you.
6. Many people admit that they would never start a trip on a Friday.
7. If a black cat walks toward you, it will bring you good luck.

IV. Read the text and answer the questions.

Are The British More Superstitious Than Other Nations?

One of the experiments in a recent survey provided some evidence to support this theory.

Many people believe it is unlucky to walk under a ladder. So the people who were doing survey put one up against a wall in a busy London street and filmed foot-passengers reaction.

Most people started at the ladder leaning against the wall and avoided walking under it. They had to step out into a very busy road, but they preferred to do this despite the danger.

The camera team interviewed these people afterwards and very few were able to give a reasonable explanation for their reactions. Nearly all of them denied being superstitious. Of course, some people simply did not see the ladder and continued walking along the pavement. One or two saw it and deliberately walked under it.

Now give your answer.

V. Do you know?

The Navajo Indians live in the north-eastern part of the state of Arizona in the United States.

The Navajos have very strong traditions from centuries ago. One of these traditions is sand painting.

There are rocks of many beautiful colours in Arizona. A Navajo sand painter finds rocks of several different colours. He grinds each rock into sand. Then, he is ready to make a sand painting.

He always makes the painting on the floor inside a small Navajo house. He takes some coloured sand in his hand and puts it on the floor in a line.

He changes to different colours and slowly makes a picture. Sand paintings are very important to Navajos. Only a medicine man or a singer can make them. He knows how, because his father or grandfather taught him.

The Navajos use sand painting as part of their religion. They use it to help sick people. The singer always makes the picture exactly the same

way. He does not make new pictures. He always makes the ones he learned from his father.

Navajos believe that when the picture is finished, the person's sickness goes into the picture. Then, the medicine man erases the picture from the floor. The picture and the sickness are gone.

VI. Are you superstitious?

Pair Work. Take turns interviewing each other and complete the questionnaire. Then calculate your scores.

1. Do you have a piece of clothing that brings you good luck?
2. Are there any particular days that you consider unlucky?
3. Do you have any lucky numbers?
4. Do you think some colours bring good luck?
5. Do you avoid walking under ladder because it might bring you bad luck?
6. Are there any animals you consider unlucky?
7. Do you believe in certain actions before a wedding bring you good or bad luck?
8. Do you carry any good luck charms?
9. Do you keep any good luck charms in your house?
10. Do you avoid having specific items in your house because they might bring you bad luck?

Score

8-10 Wow! You are really superstitious.
superstitious, but...

5-7 You're fairly superstitious, aren't you?
of luck to you!

2-4 You are not very

0-1 Life is not a matter

VII. Read these statements. Who do you agree with most, and who do you agree least? Why?

- a) "People who have superstitions seem to feel that the world is ruled by chance. This is, as we all know, completely false".
- b) "Before you claim that superstitions are silly, you should study their origins. Many superstitions regarding health, for example, have some truth to them".
- c) "Many people say that they are not superstitious, but I don't believe there's anyone alive who doesn't have at least a couple of superstitious beliefs".

I agree most with c. I believe that everyone has at least a few superstitions.

VIII. Read the stories and rate them from 1 to 4.

1 = probably true 3 = unlikely
2 = plausible 4 = unbelievable

A woman in Spain says she has been receiving messages from her husband, who died 20 years ago. It is reported that the woman receives messages once a week in the form of voices that speak to her in dreams.

Villagers in Cambodia have discovered a cow that they believe is sacred and can cure illnesses. It is claimed that the cow has cured over 100 people with serious illnesses by licking the affected area.

A family living in an old house in England has made a video of a ghost that appears in the house at night. It is believed that the ghost is that of a man who lived in the house 200 years ago and disappeared one day without a trace.

A couple in the United States reported that they were driving along a country road at 10:00 P.M. when they were blinded by very bright light

in the sky. The next thing they remember is that they woke up at 6:00 A.M. - 300 miles away. They believe they were abducted by aliens.

IX. Find in the texts the English equivalents of:

Մնահավատություն, հավատալ, հավատ, մեղադրել, հպարտանալ, լուրջ ընդունել, տառապանք, խուսափել, շրջապատված լինել, հին ժամանակներ, արտացոլում, անմեղություն, հարսնացու, փեսացու, քող, նորապսակներ, պտղաբերություն, հավատարմություն, պարանոց, մոմերը փչել:

X. Check your knowledge.

1. What do you know about superstitions?
2. What can you say about a) thirteen b) cats, c) breaking a mirror, d) touching a wood?
3. What customs connected with the marriage ceremonies do you know?
4. What types of superstitions do you know?
5. Are the people in your country superstitious?
6. Are you superstitious?
7. Have you anything special that brings you good luck?

UNIT 22

THE QUALITY OF LIFE

LEARN AS IF YOU WERE GOING TO LIVE FOREVER. LIVE AS IF YOU WERE GOING TO DIE TOMORROW.

ANONYMOUS

THE MOST DIFFICULT THING IN LIFE IS TO KNOW YOURSELF.

THALES

THE ERROR OF THE PAST IS THE SUCCESS OF THE FUTURE. A MISTAKE IS EVIDENCE THAT SOMEONE TRIED TO DO SOMETHING.

ANONYMOUS

**YESTERDAY IS A CANCELED CHECK.
TOMORROW IS PROMISSORY NOTE.
TODAY IS CASH IN HAND. SPEND IT!**

JOHN W. NEWBERN

PROGRESS IS IMPOSSIBLE WITHOUT CHANGE, AND THOSE WHO CANNOT CHANGE THEIR MINDS CANNOT CHANGE ANYTHING.

GEORGE BERNARD SHAW

BUT WHAT IS HAPPINESS EXCEPT THE SIMPLE HARMONY BETWEEN A MAN AND A LIFE HE LEADS?

ALBERT CAMUS

I. Read and translate the text.

Life expectancy is a statistical measure of average number of years that a group of people of a certain age may expect to live.

Life expectancy varies from country to country because of differences in public health and standards of living. In general, the industrialized nations have the highest life expectancy, and the developing countries, especially those in Africa, have the lowest. With very few exceptions, females have a higher life expectancy than males. In Armenia the life expectancy is the following: for male 71, for female 78.

Since 1900, three major changes have taken place in the expectancy in the United States. First, the average life expectancy at birth has increased by nearly 30 years, from 47,3 years in 1900 to 76,7 years in 1998.

Second, the gap in life expectancy between the sexes has widened. In 1900 newborn girls could be expected to live two years longer than newborn boys.

In 1998, girls could be expected to live almost six years longer. Third, the difference in life expectancy between White Americans and Americans of other races has decreased. In 1900, whites could be expected to live 14.6 years longer than other Americans. In 1995, this difference was 4.6 years.

II. Read the text and discuss it.

WHY DO WOMEN LIVE LONGER THAN MEN?

Women generally live about six years longer than men. Evidence suggests that boys are the weaker sex at birth, which means that more die in infancy. Also women do not have as much heart disease as men. In terms of lifestyle, men smoke more than women and thus more die of smoking – related diseases. They drink more and more aggressive in behaviour, particularly when

driving cars, so they are more likely to die in accidents. Also they generally have more dangerous occupations.

Historically, women died in childbirth and men in wars. Philosophers often lived to great ages. Now childbearing is less risky and there are fewer wars. The country with the highest life expectancy is Japan, where the average age for men is 76 and for women 82.

III. Read and discuss in groups.

CAN WE LIVE LONGER?

Scientists say that in the future people will live longer. With healthier lifestyles and better medical care the average person will live to 90 or 100 instead of 70 and 75 like today. When the human genome is decoded, we'll probably live up to 150. Incurable diseases will be cured and "bad" genes replaced.

But that's tomorrow. And today, we continue to stuff ourselves with fast food – chips and pizzas, hamburgers and hotdogs. We are always in a hurry. We have no time to enjoy a home-cooked dinner with family and friends. We want to eat now and we want to eat fast.

What is tasty is not always healthy. Doctors say that chips and pizzas are fattening, cola spoils our teeth and coffee shortens our lives.

If we eat too much, we'll become obese, and obesity leads to heart disease, diabetes and other serious illnesses. But the world today is getting fatter and fatter. America is the world's leader in obesity, but Europe is quickly catching up.

Lack of exercise is another serious problem. We spend hours in front of our computers and TV-sets. Few of us do morning exercises. We walk less, because we prefer to use cars or public transport.

Research shows, however, that young people who don't take enough exercise often suffer from heart attack.

It's common knowledge that smoking and drinking can shorten our lives dramatically. Cigarette-smoking, for example, kills about 3 million people every year. Many of them die from lung cancer. Some aren't even smokers. They are people who live or work with heavy smokers.

Yet many young people smoke and drink. Why? One answer is that tobacco and drinks companies invent enormous sums of money in advertising their products. For them cigarettes and alcoholic drinks mean money. For us they mean disease and even death.

We all know that the healthier we are, the better we feel. The better we feel the longer we live. So why not take care of ourselves.

IV. Read the text and give your own examples.

THE SECRET OF LONGEVITY

There are several places in the world that are famous for people who live a very long time.

These places are usually in mountainous areas, far away from modern cities. Doctors, scientists and public health experts often travel to these regions to solve the mystery of a long, healthy life, the experts hope to bring to the world the secret of longevity.

Hunza is high in the Himalayan Mountains of Asia. There, many people over one hundred years old are still in good physical health. Men of ninety are new father and women of fifty still have babies. What are the reasons for this good health?

Scientists believe these three benefits:

1. physical work, usually in the fields or with animals;
2. a healthful environment with clean air and water;
3. a simple diet high in vitamins and nutrition but low in fat, sugar and chemicals.

People in the Caucasus Mountains are also famous for their longevity. In this area there are amazing examples of very long-lived people. Although birth records are not usually available, a woman called Tsurba probably lived until age 160, a man called Sherali may have lived until age 168. In general the people not only live a long time, but they also live well. They are almost never sick and when they die, they have not only their own teeth, but also a full head of hair and good eye-sight.

Inhabitants in these two regions have more in common than natural food, their mountains and their distance from modern cities. Because these people live in the countryside and are mostly farmers, their lives are physically hard. Thus, they do not need to go to health clubs, because they get a lot of exercise in their daily work.

In addition, although their lives are hard, the people do not seem to have the worries of the city people. Their lives are quiet. Consequently, some experts believe that physical exercise and freedom from worry might be the two most important secrets of longevity.

V. Do you agree?

LIFE IN THE 21ST CENTURY

We've entered a new era: the twenty-first century. Of course, it's exciting and we are trying to predict what our life will be like in the future.

It will certainly become better – I'm sure of it.

Robots will do all the dangerous and dirty work for us and our daily life will become easier. They'll sweep the floor, dust the furniture, wash the dishes and even cook! It doesn't mean we'll become lazier, no. When everything is automated, we'll be able to do more creative jobs.

We'll be able to call our friends on a videophone and type up homework by talking to a small gadget that understands human voice.

Scientists (or probably computers?) will find solutions to our most urgent problems. People will stop dying from cancer and AIDS and will live to be 150 years old.

There will be no more famine on our planet and no more hungry children.

Our cities will become cleaner, greener and safer. We'll drive electric cars and live in houses with lots of plants and special air-cleaning gadgets.

Atmospheric pollution will be stopped and our planet will be saved.

There will be no more wars, no more criminals and no more terrorists. People will learn to live in peace and understand each other.

We'll have more free time and longer holidays. We'll be able to travel in space and – who knows? – one day we'll be able to spend our holiday on Mars.

I'm really optimistic about the future. After all, we are becoming wiser. The superpowers are disarming, governments are waking up to Green issues...

Anyway, it's up to us to look after our planet and try to make it better place to live.

VI. Read and discuss the texts.

WHAT WILL OUR LIFE BE LIKE?

What will life on earth be like fifty years from now? What changes can we expect to have taken place? Here are a few glimpses of what the future holds.

The life expectancy at least in developed countries will be 100 years or more because cures for many diseases, including

AIDS and some forms of cancer, will have been found. Scientists having figured out the human genetic code will allow many genetic defects to be repaired before a baby is born.

Computerization will enable more and more people at home while being connected to the office via computer. Developments in engineering will make it possible for icebergs to be towed to dry areas and for a bridge to be built across the Strait of Gibraltar. Nations will be able to reduce their dependence on petroleum because alternative sources of energy will have been developed. Ultra light "hyper cars" will be able to travel across the United States on one tank of gas.

Overpopulation will have become a tremendous problem. By the year 2050, demographers expect the world's population to have doubled. Many people will be living and traveling in space. Within fifty years, thousands of people are expected to be living and working on space colonies.

If things go as researchers plan, by 2050 computer and Internet connection will be in every room in the home, and so will robots!

Your office will be wherever you are. It'll be possible to have a virtual meeting instantly. Simply say to your computer "I want to have a meeting with team at 11 o'clock" and they'll appear before your eyes on the screen of your wearable computer.

By 2050 we will have cars that drive themselves. By 2040 we could be driving fully automated highways. Some scientists believe one day there will be flying cars, too.

In near future, progress in technology, electronics and genetic engineering will make it possible to regulate DNA. We'll become healthier and will be able to live longer.

In the next thirty years, we may all know someone who has traveled in space. Space travel is really expensive at the moment, but scientists are trying to find a solution.

“Fly me to the moon” may become a common demand, with package tours to lunar resorts.

By the end of the century we could travel to Mars easily as we do to New York. Mars could be base for space exploration into the outer regions of the solar system and the Earth may even become a quieter planet.

Scientists claim they are close to discovering how people could live to be 400.

They believe they are near to producing drugs, which would almost stop the aging process. But horrified experts said that stopping aging would result in millions of smooth-faced individuals waiting for death as the only relief from boredom.

People wouldn't marry until they were 60. Women would be giving birth at 80. Laws would have to be passed to stop them having more than two children. At the age of 395, most people's memory banks would be full. They would have to be extended.

In the era of the Roman Empire life expectancy was 22 years. It is found out that today the average age is 75 and people over 85 make up the fastest growing part of the population.

There are now over 36.000 centenarians in the U.S. In thirty years there would be 266.000. One of the scientists has even announced that as they learned to control the genes involved in aging, the possibility of lengthening life appears practically unlimited.

VII. What Does the Future Hold?

What does the future hold? What is our life going to be like in the 21st century? Some people are rather optimistic about the future others predict the end of the world.

Here is what pessimists say

- Our planet will be invaded by aliens. Those who survive will become their slaves.
- There will be a nuclear war and our planet will become uninhabitable.
Atmospheric pollution will be so awful that people will have to live in underground cities.
- People will be replaced by robots. There will be more unemployed. Life will be harder.
- There will be more criminals. Terrorist groups will be more powerful. It will be dangerous to go out. People will be killed by remote control.
- Our simple pleasures will become a thing of the past. We'll take food in the form of capsules, tablets and pills.

Here is what optimists say

People will be able to travel in space. They will be able to spend their holidays on other planets.

- We'll be stronger and healthier. Scientists will invent anti-ageing pills and people will live much longer than now.
Air pollution will be stopped. Special underground pipes will carry smoke and fumes from factories to air-cleaning plants.
- Robots will do all the dangerous and dirty jobs. Our working hours will be shorter and our holidays will be longer.
- There will be no more wars, no more criminals. The world will become more democratic.
Our daily life will become easier. Everything will be automated. We'll shop, pay our bills and even cook with the help of computer.

VIII. Do we live to eat or do we eat to live?

How much food do you think you will eat by the time you are seventy nine?

The average woman, for example, will eat:

25 cows	9000litres of orange juice
40 sheep	6000litres of mineral water
35pigs	1, 37 tones of apples
1200 chickens	768kg of oranges
2, 07 tones of fish	430 bags of carrots
5, 05 tones of potatoes	720 kg of tomatoes
30, 000liters of milk	1, 300 lettuces
13, 000 eggs	hundreds of packets of coffee, sugar, spaghetti etc.
50, 000 loves of bread	
12, 000 bottles of wine	8 kg of dirt

Scientists say that we eat about half-a-ton of food a year – not counting drink!

Some people eat even more.

According to WHO (World Health Organization), Americans are the fattest people on the world. 55% of women and 63% of men over 25 are overweight or obese.

Britain has replaced Germany as Europe's most overweight nation. Russia, the Czech Republic and Finland also have some of the heaviest people in Europe.

Even in such countries as France, Italy and Sweden, Europe's slimmest nations, people (especially women) are being fatter. The epidemic is spreading!

So think twice before you start eating!

IX. Find in the texts the English equivalents of:

Կենսամակարդակ, զարգացող երկրներ, թույլ սեռ, միջին տարիքի, անբուժելի հիվանդություն, բուժել, գիրություն, մոլի ծխող, գերբնակեցում, ժողովրդագրական տվյալներ, մայրուղի, լուսնային, արեգակնային համակարգ, այլմոլորակային, առողջ միջավայր, երկարակեցություն, դեղահաբ, տեսողություն, բնակիչ, լեռնային շրջաններ:

X. Check your knowledge

1. Do you think people will live longer in the future?
2. Do you believe that one day genetic engineers will be able to correct “gene” mistakes?
3. What can you say about fast food? Why is it bad for us?
4. What illness does obesity lead to?
5. Why is smoking dangerous?
6. In what placed of the world people live longer?
7. Which are the most important secrets of longevity?
8. What do the optimist (pessimist) think of future?

UNIT 23

THE LANGUAGES OF COMMUNICATION

**KINDNESS IS THE LANGUAGE WHICH THE DEAF CAN HEAR
AND THE BLIND CAN SEE.**

MARK TWAIN

**WE HAVE TOO MANY HIGH SOUNDING WORDS, AND TOO FEW
ACTIONS THAT CORRESPOND WITH THEM.**

ABIGAIL ADAMS

**SPEAK WHEN YOU ARE ANGRY AND YOU WILL MAKE THE
BEST SPEECH YOU WILL EVER REGRET.**

AMBROSE BIERCE

**LANGUAGE IS THE ARMORY OF THE HUMAN MIND, AND AT
ONCE CONTAINS THE TROPHIES OF ITS PAST AND THE
WEAPONS OF ITS FUTURE CONTENTS.**

SAMUEL TAYLOR COLERIDGE

**TALK TO PEOPLE ABOUT THEMSELVES AND THEY WILL
LISTEN FOR HOURS.**

BENJAMIN DISRAELI

**LANGUAGE IS A CITY TO THE BUILDING OF WHICH EVERY
HUMAN BEING BROUGHT A STONE.**

RALPH WALDO EMERSON

I. Read and translate the text.

CONTACT WITH OTHERS

All children, especially at an early age, need care, love and attention. Parents and caretakers should provide their children with love and attention which are very necessary for their emotional development. But if parents and caretakers ignore them they become victims of neglect.

Children who are left emotionally scarred for life, often facing adulthoods of loneliness, depression, violence or even suicide.

It shows that human beings necessarily need human contact. Human beings seem to go through responding to conflicting needs – the need for human contact and the need for human independence. These needs seem to pull us in different directions at almost every stage of life.

In mother's presence two-year-olds will explore unknown surroundings readily without requiring her involvement. But if she should leave the room, exploring ceases and anxiety sets in.

The same kind of thing is true of adults in relationships. Each partner needs the love, protection and security provided by the other but he/she also needs independence, self-fulfillment and self-esteem.

Good mental health, stability and the ability to adjust in later life depend a great deal upon the degree of which the need for contract and the need for independence are fulfilled during childhood. If a balance is not struck between these two drives, maladjustment and personality disorders can often follow.

Relationships that are established during a lifetime either between friends or between lovers all are influenced by this primary bond between parent and child.

The child of a loving, supportive family usually learns to trust others, to share with them and to enjoy their companionship. Such a child also develops a strong regard for self and approaches life with a strong sense of security. He/she needs human contact but also needs and is comfortable with privacy.

Privacy is much more than physical isolation. Privacy is a psychological state. Privacy enables us to process all the information that

has been going through our minds, to make decisions and to plan for the future.

A person who is anxious but is unaware of the source of his or her anxiety prefers privacy to being with others. And a person who is fearful of a specific event wants to be with others.

Human beings have no specific need to sort things out. They need communication.

II. Read and tell the text.

NONVERBAL COMMUNICATION

Individuals communicate using many different modes – that is, in many different ways. For example, they may communicate through gestures and facial expressions as well as by speaking and writing.

The spoken word is only one of the languages we use to communicate with others. Another form of communication is our body language. Each part of body conveys messages, it can speak even without moving.

If you have ever shrugged your shoulders or raised your eyebrow, then you are probably a master at a language you weren't even aware of knowing.

An erect posture – shoulders back, hand up – conveys confidence and self-assurance. A slumped posture suggests insecurity. Shoulder shrugging might say, “I don't care” and finger or foot tapping spells out nervousness or impatience. The eyes are the most expressive of all. A mere suggestion of a look can reveal truth that words would never divulge. When feeling vulnerable or threatened, individuals often protect themselves with crossed-arm barriers.

There are many ways of communicating without using speech. Signals, signs, symbols may be found in every known culture. Waving and hand shaking are also communicating certain cultural messages.

Many linguists believe that human beings communicated with gestures long before languages were ever formed.

It is estimated that we can produce, through facial and body movement, close to 700.000 different gestures – an astounding number

when compared to the eight or ten thousand words in our everyday vocabulary.

When avoiding contact with others, people bodies close up and their eyes become guarded. Conversely, when people want to make contact with others, the opposite happens: - arms are open, free from barricade positions. Posture is relaxed. Eye contact is made easily. Glances are held longer but not so long that they become rude or embarrassing.

III. Read and discuss in groups.

SMILING INVITES HUMAN INTERACTIONS

Whether or not they are aware of doing so, people read others' body language and respond to it accordingly.

For example, suppose two friends are at a dance. One of the friends is not particularly beautiful by Hollywood standards, but has a winning smile and likes meeting new people. The other friend is handsome by any standards but is shy and fearful of meeting new people. Someone approaches. The not-so-beautiful friend is asked to dance repeatedly. The beautiful one is not approached but desperately wants to be. What is the difference?

When approaching the two friends one can easily recognize that the smiling face and corresponding open posture welcome newcomers. Persons who approach are assured of acceptance or at least a warm reception. The beautiful friend's posture says to the world, "I am afraid. I will feel self-conscious if you approach me. I will be tongue-tied and will sound stupid if you try to talk to me." People recognize these danger signals and know if they approach, they will surely face the embarrassment of rejection, so they steer clear.

When two people have established a close bond and like and trust each other, body language changes. Postures seem to mirror each other's. Over lunch when one friend leans forward with elbows on the table, the other one echoes the movement. When one leans back, the other does the same. When friends meet face-to-face they often assume almost identical body language.

IV. Find in the text the English equivalents of:

Խնամատար, միայնություն, դաժանություն, ինքնասպանություն, անկախություն, ներգրավում, իրագործում, մտավոր, հարմարվել, մղում, ոչ ճիշտ հարմարեցում, ապահովություն, մենություն (մեկուսացում), կեցվածք, փոխանցել (հաղորդել), անկում, հավասարագոր, գաղտնիքը բացել, խոցելի, ապշեցուցիչ:

V. Read and discuss in groups.

VERBAL AND NONVERBAL COMMUNICATION WORK TOGETHER

Body language and spoken language are dependent upon each other. As psychologist Julius Fast noted, "If we listen only to the words when someone is talking, we may get as much distortion as we would if we listened only to body language". You know this to be only too true if you have hurt another's feelings and after you apologized, the friend said, "That's all right," but you could plainly see by the eyes that the hurt was still there. When body language messages conflict with spoken messages, we often tend to believe the message the body relays.

Sometimes this disagreement between body language and spoken language can spell trouble for a child. For example, a parent who behaves one way but verbally communicates a different attitude can cause great confusion in a child.

Double messages or contradictions between verbal and nonverbal messages, can leave children anxious and, in extreme cases, mentally ill in their adult years.

VI. Read and tell the text.

VERBAL COMMUNICATION

Body language changes as people get to know each other better from nervous barricading at first to mimicking movement as friendship deepens.

According to one theory, verbal communication follows a similar progression.

First, comes an initial **awareness** of the other interest. Something makes us know more about him or her.

Then begins the **surface** contact. Real feelings and attitudes are disguised under a lot of smiling and politeness. For the relationship to continue, masks must be dropped. Usually this begins with an exchange of personal information.

Finally, real feelings and opinions are ventured. If feelings and opinions and frankness are met with understanding and a return of honesty, then trust builds and the stage **mutuality** begins. You talk about yourself, your feelings, your worries, your goals.

Each person's actions and attitudes are strongly influenced by the other. You talk from your innermost self and you listen as your friend does the same. There is great interdependence.

We all need to make friends, to like and be liked. To like someone means that you like him or her for certain unique qualities that fit your own interests and needs.

What factors, characteristics are considered important in choosing companions – physical attractiveness, personality, intelligence...

Sincerity, honesty, stability, intelligence and variety of personality and character traits are given high ranks.

People who like each other and establish long-term relationships tend to share similar backgrounds, socio-economic status, religion, education, attitudes, values and beliefs.

VII. Read the text and make up questions.

THE NEED FOR SPACE

People need psychological space, they need to surround themselves with a certain amount of physical space.

According to anthropologist Edward Hall each of us wears an invisible protective bubble of space to ensure that others keep their distance. This bubble differs from culture to culture, inflates and deflates when we are in different situations.

There are four zones to keep distance between speakers.

1. **Intimate distance** – we reserve this distance for intimate relationships between close friends and family members. Intimate distance ranges from actual contact to eighteen inches (1 inch = 2.5cm) (in an elevator, in a crowd).
2. **Personal distance** – it ranges from eighteen inches to about four feet (1 foot = 12 inches = 0,3048 meter) (a conversation at a party, a confidence shared)
3. **Social distance** – it is generally from four to seven feet (during impersonal and personal business, in a library, certain parking place, at the dinner table).
4. **Public distance** – it is between you and the teacher in class, a politician to his audience).

Professional roles, age differences, social status and ethnic background all seem to affect the amount of space we put between ourselves and others.

VIII. Find in the texts the English equivalents of:

Աղավաղում, պարզորոշ, հակասություն, ծայրահեղ դեպքում, ըստ, նման, սկզբնական, իրազեկություն, մակերեսային, վտանգի ենթարկել, անկեղծություն, վստահություն, փոխադարձ կապ, գրավչություն, տարածություն, պաշտպանողական, փուլիկ, ուռչել, օդը դուրս գալ:

IX. Read the text and discuss it.

STUTTERING

Stuttering, also called stammering, is a form of speech characterized by repetition of sounds or syllables, by prolonged sounds by hesitations or by complete verbal blocks when no sound is produced. Stuttering may be accompanied by distracting bodily movements. People often lose some fluency when they try to speak rapidly, when they are upset and excited or when they have trouble thinking of the word they want to say. These problems occur with many people and should not be confused with stuttering.

Stuttering generally starts before the age of 3. More males stutter than females. The average child learns to speak by imitating other people. It is important that a child hear proper speech. Parents should note any speech difficulties in their children.

Stuttering can become so serious that it can interfere with a person's social life, education and career. Showing patience when the child speaks helps the child establish fluency and self confidence.

In general people who stutter find it difficult to speak on the telephone, in public or in any situation in which they feel insecure.

Various methods are used to reduce the problem of stuttering. There are several ways in which many people who stutter can speak with complete fluency. These include reading aloud with others, singing, speaking in comfortable situations or speaking to a pet.

X. Check Your Knowledge.

1. Why is it necessary to provide children with care, love and attention?
2. Do human beings need human contact and why?
3. Why do people choose to be with certain people?
4. Why do people choose to be alone?
5. Do you find that people need human contact as well as privacy?
6. What languages of communication do you know?
7. What is nonverbal communication and what ways of nonverbal communication do you know?
8. What gestures and facial expressions have you ever used? Give examples.
9. How many different gestures are used through body language?
10. What other ways of communicating without speech do you know?
11. Do body language and spoken language depend on each other?
12. Why are double messages dangerous?
13. How does friendship deepen?
14. What character traits do you find primary in your friend?
15. Do you make friends easily?
16. Why do people need psychological space?

17. How many zones are there to keep distance between speakers?
18. According to Edward Hall, how do people use zones of space?
19. What do you know about stuttering?
20. What methods are used to reduce stuttering?

UNIT 24

PARENT – CHILD – TEACHER

CHILDREN TODAY ARE TYRANNS. THEY CONTRADICT THEIR PARENTS, GOBBLE THEIR FOOD AND TYRANNIZE THEIR TEACHERS.

SOCRATES (470-399 B.C.)

GENERALLY THE MAN WITH A GOOD WIFE, OR THE WOMAN WITH A GOOD HUSBAND, OR THE CHILDREN WITH GOOD PARENTS DISCOVER TOO LATE THE GOODNESS THEY OVERLOOKED WHILE IT WAS IN FULL BLOSSOM.

JAMES DOUGLAS

PARENTS CAN ONLY GIVE GOOD ADVICE OR PUT THEM ON THE RIGHT PATHS, BUT THE FINAL FORMING OF A PERSON'S CHARACTER LIES IN THEIR OWN HANDS.

ANNE FRANK

HAPPINESS IS USUALLY ATTRIBUTED BY ADULTS TO CHILDREN, AND BY CHILDREN TO ADULTS.

THOMAS SZASZ

THE BEST TEACHERS OF HUMANITY ARE THE LIVES OF GREAT MEN.

CHARLES H. FOWLER

I. Read and translate the text

Parent is a father or mother. There are two types of parents, biological parents and social parents. A child's biological parents are the man and woman who physically produce the baby. They contribute the mental and physical characteristics that the child inherits. The child's social parents – who may not be the same as its biological parents – are the ones who raise the child.

Parents play a major role in a process called socialization, by which children learn to become independent members of society.

Parents can promote their children's development in three major ways. They can do so by (1) understanding a child's basic needs, (2) motivating the child's behaviour, and (3) serving as models of appropriate behaviour.

Although parents greatly influence a child's development, they are not completely responsible for his or her strengths and weaknesses. Other influences, over which parents have little control, also affect a child's attitudes and development. These influences may include friends, teachers, and even characters of television.

Two main forces- heredity and environment – account for the individual differences among children. Heredity is the process by which children inherit physical and mental traits from their parents. Environment consists of all the things in a child's surroundings that affect the child's development of the inherited traits.

Individual differences among children are caused by heredity and environment acting together, not separately. In general, heredity limits what the environment can do in influencing a child's development. The two forces together also account for individual differences in intelligence.

Differences in intelligence among children are usually measured by IQ (intelligence quotient) test. These tests are designed to indicate a child's general mental ability in relation to other children of the same age.

Some children develop patterns of behaviour that are a problem to themselves and to the people around them. Under certain conditions, such behaviour may be a symptom of a deeper psychological or physical disorder.

A child's behaviour is a symptom of a psychological disorder if it (1) differs widely from normal behaviour, (2) has undesirable

consequences or side effects and (3) distresses the child. All three conditions must be present before behaviour becomes a symptom.

A number of childhood problems may be symptoms of deeper physical or psychological disorders. Two of the most common such problems are (1) unrealistic fears and (2) aggressive and antisocial behaviour.

Other special problems may also be symptoms of psychological or physical disorders. These problems include (1) hyperactivity (extreme restlessness); (2) poor performance in school; (3) extreme shyness; and (4) bed-wetting.

II. Find the English equivalents of the following word combinations in the text.

Կենսաբանական ծնող, սոցիալական ծնող, մտավոր բնութագիր (խառնվածք), ֆիզիկական բնութագիր, մեծացնել երեխա, մեծ դեր կատարել, դառնալ անկախ, հասարակության անդամ, խթանել երեխայի զարգացմանը, հիմնական կարիքներ, երեխայի վարքագիծը, ծառայել որպես օրինակ, մեծապես ազդել, ամբողջովին պատասխանատու լինել, հեռուստատեսային կերպարներ, անհատական տարբերություններ, նույն տարիքի երեխաներ, անցանկալի հետևանքներ, մի շարք խնդիրներ, հակահասարակական վարքագիծ, ծայրահեղ ամաչկոտություն:

III. Read the text and give your own characteristics of an ideal teacher.

Teaching is helping other people learn. It is one of the most important ways that people relate to one another. Teaching helps people acquire the knowledge they need to become responsible citizens, to earn a living, and to lead useful, rewarding lives. Teaching also transfers knowledge from one generation to the next. Without teachers, people would have to learn everything for themselves. Few people could learn enough on their own to get along in the world. Society would change greatly as human beings lost the knowledge, skills and ideals inherited from past generations.

Much teaching takes place outside school. In homes, for example, parents communicate values and teach their children many types of skills and habits. Business and industries teach their employees necessary job skills. Children eagerly share new abilities and information with one another. But when most people speak of teaching, they mean the instruction provided in schools by professional teachers.

More people engage in teaching than in any other profession. About 48 million men and women throughout the world are teachers.

Teachers' skills and attitudes influence everything that happens in their classrooms. During the years that young people spend in school, teachers are among the most important people in their lives. Good teachers know their subjects and understand material that they are teaching. They present lessons in creative ways that help students of different ability levels and learning styles master the material.

Teachers often help students as much by personal example as they do by offering instruction. Students who see their teachers demonstrate patience, trustworthiness, attention to work, and love of learning may be encouraged to develop similar qualities in themselves. Students may also accept assistance more readily from a teacher whom they respect and admire.

For elementary and high-school teachers, practical day-to-day aspects of their jobs include (1) preparing to teach classes; (2) guiding and assisting student learning; (3) checking student progress; and (4) duties outside the classroom.

A person who wants to become a teacher should like people and get satisfaction from helping them succeed.

IV. Fill in the gaps with the words given in brackets.

To be a good teacher you need some of the gifts of a ...actor. You must be able to hold the attention and interest of your audience, you must be a clear speaker, with a good , strong, pleasing voice which is fully your control, and you must be able to act what you are teaching ... make its meaning clear. Watch a good teacher and you will see that he does not sit before his class. He the whole time he is teaching. He walks about, using his arms, hands and fingers to help him in his explanations,

and his face to express feelings. Listen to him and you will hear his voice changing ... what he is talking about.

The fact that a good teacher has some of _____ of a good actor does not mean that he will indeed be able to act well in the stage, for there are very _____ differences between the teacher's work and the actor's. The actor has to speak words which he has learned He has to repeat ... the same words each time he plays a certain part. A good teacher cannot learn his part by heart, but must invent it as he goes along.

(qualities, by heart, good, exactly, under, according to, stands, motionless, many, in order to)

V. Fill in the gaps with the best choice.

Today's children (1) _____ tomorrow's civilization. Bringing a child into the world today is a little bit like dropping one into a tiger's cage. Children can't handle their environment and they have no real resources. They (2) ... love and help to make it.

There are almost as many theories on how to raise a child or not raise him as there are parents. Some try to raise children the way they (3) ... themselves, others attempt to exactly the opposite, many (4)... to an idea that children should just be let grow on their own.

A child is a little bit like a blank slate. If you write the wrong things on it, it (5)... the wrong things. But, unlike a slate, a child can begin to do the writing; the child (6)... to write what (7) ...already.

- | | | |
|----|---------------------------------|-------------------------------|
| 1. | a)have become
c)would become | b)had become
d)will become |
| 2. | a)are needing
c)needed | b)need
d)have needed |
| 3. | a)raised
c)had been raised | b)had raised
d)were raised |
| 4. | a)hold
c)are held | b)held
d)were held |

- | | | |
|----|------------------------------------|-------------------------------------|
| 5. | a)will say
c)is saying | b)would say
d)said |
| 6. | a)has tended
c)would tend | b)tends
d)tended |
| 7. | a)is written
c)has been written | b)was written
d)had been written |

VI. Fill in the blanks with the best choice.

If you have children, there are certain things to remember when you are visiting somebody else's home. Children rarely behave well (1)... company and other people are likely to find them more annoying than you do. It's important that children are either included in (2)... conversation or given something else to do.

If your children misbehave, you (3)... discipline them immediately as your hosts (4)... have stricter rules about behaviour than you do at home.

Finally, if your children damage any of your hosts' possessions you must either replace the damaged object or offer (5)... suitable gift (6)... its place.

- | | | | |
|--------------|-------------|-----------|---------------|
| 1. a)in | b)among | c)during | d)with |
| 2. a)the | b)a | c)an | d)— |
| 3. a)mustn't | b)shouldn't | c)could | d) must |
| 4. a)cannot | b)have to | c)may | d)are able to |
| 5. a)the | b)a | c)an | d)— |
| 6. a)in | b)for | c)instead | d)form |

VII. Home-schooling

- A. In some countries, there are children who are educated by their parents at home instead of by teachers at school. Do you think this is a good or a bad idea? Think of two advantages and two disadvantages.**

B. Read the article and find the information that answers these questions.

1. How many children in the United States learn at home?
2. Why do some parents prefer to teach their own children?
3. How do the Gutersons choose what to teach their children?
4. What are the criticisms of homeschooling?

PARENTS ... AND TEACHERS TOO!

All children in the United States have to receive an education, but the law does not say they have to be educated in a school. A growing number of parents prefer not to send their children to school. Children who are educated at home are known as "homeschoolers." It is estimated that there are now between 1.5 and 1.9 million homeschoolers in the United States, about 4 percent of school-age children.

Some parents prefer to teach their children at home because they do not believe that schools teach correct religious values. Others believe they can provide a better education for their children at home. There are now many Web sites about homeschooling, and many parents who teach their children at home use the Internet to exchange ideas and resources. Interestingly, results show that homeschooled children often do better than average on national tests in reading and math.

David Guterson and his wife teach their three children at home. Guterson says that his children learn very differently from children in school. A lesson starts with the children's interests and questions. If the Brazilian rain forests are in the news, it could start a discussion about how rain forests influence the climate, how deserts are formed, and how the polar ice caps affect ocean levels.

Home-schooling is often more interesting than going to a traditional school, but critics say that the home-schoolers can become social outsiders who are uncomfortable mixing with other people in adult life. Another criticism is that many parents are not well qualified to teach. However, most parents don't have the time or the desire to teach their children at home, so most children still get their education at school.

C. What could Gustersons teach their children if the TV news showed ...?

1. people without enough food to eat
2. a space robot landing on Mars
3. doctors announcing a cure for the common cold

D. After reading the newspaper article, would you make any changes to the advantages and disadvantages in part A?

VIII. Fill in the blanks with the best choice.

British parents (1) find it difficult to help their children (2) their Science and Technology homework. Since the implementation of the National Curriculum in (3)... late 1980s, (4)... teaching of these disciplines has changed radically.

Science is no longer presented as Physics, Chemistry and Biology to be learnt parrot fashion, but as a practical discipline requiring communication skills. Pupils now (5)... behave like scientists in and (6)... the classroom. They learn to communicate, whether working alone or contributing to a group effort.

- | | | | |
|-------------|-----------|-----------|------------|
| 1. a)may | b)should | c)have to | d)couldn't |
| 2. a)about | b)in | c)with | d)without |
| 3. a)the | b)a | c)an | d)– |
| 4. a)the | b)a | c)an | d)-- |
| 5. a)cannot | b)have to | c)might | d)needn't |
| 6. a)about | b)between | c)out | d)outside |

IX. Home or away?

A. Answer these questions. Then read the passage.

1. At what age do most young people leave their parents' home in your country?

2. Do some young people live with their parents after they get married?

LEAVING HOME

Young people leave their parents' homes at different ages in different parts of the world.

In the United States, a lot of college students do not live at home. They often choose to go to college in different cities – away from their parents. At college, many live in university housing. After college, most people prefer to live in their own homes. They often live alone, but some people rent apartments with others. These people are called roommates. By the age 22, few young people in the United States live with their parents.

Families stay together longer in many Asian countries and cities. In Hong Kong, for example, nearly all university students live with their parents. Rents in the city are very expensive, and few students have the money to pay for their own apartments. Very few young people live alone or become roommates in a shared apartment. Many young people in Hong Kong continue to live with their parents even after they marry.

B. True or False. For statements that are false, give the correct information.

In the United States

1. Very few students live in university housing.
2. Some young adults share apartments with roommates.
3. Nearly all young adults live with their parents.

In Hong Kong

1. Not many university students live with their parents.
2. Few young people live alone.
3. Most young married couples have enough money to live in their own apartments.

X. Check your knowledge.

1. How many types of parents are there?
2. Who are biological parents?
3. Who are social parents?
4. What is socialization?
5. How many major ways can parents promote their child's development?
6. What other influences affect a child's attitudes and development?
7. What is heredity?
8. What are individual differences among children caused by?
9. What is IQ test?
10. What three conditions must be present before a child's behaviour becomes a symptom?
11. What are the two most common problems of childhood?
12. What other special problems may also be symptoms of psychological or physical disorders?
13. What is teaching?
14. Where does teaching take place?
15. How many teachers are throughout the world?
16. What are practical aspects of teacher's job?
17. What is homeschooling?
18. What characteristics must a good teacher have?
19. What characteristics must a good parent have?
20. What characteristics must a good child have?

GLOSSARY

UNIT 1.

alert	[ə' lɜ:t]	adj 1. սթափ, ուշիմ, ողջամիտ, 2. զգոն, ուշադիր, v զգուշացնել, տեղյակ պահել, n տազնապի ազդանշան, ահազանգ
appreciate	[ə' pri:ʃieɪt]	v 1. հասկանալ, զգալ, գիտակցել, 2. գնահատել, երախտապարտ լինել
bring up	[brɪŋ ʌp]	v մեծացնել, դաստիարակել
caring	[ˈkeərɪŋ]	adj բարի, հոգատար, կարեկից
catchy	[kæʃi]	adj գրավիչ, հեշտ հիշվող (մեղեդի)
devote (to)	[di'vəʊt]	v նվիրել, հատկացնել
disaster	[di'zɑ:stə]	n 1. աղետ, արհավիրք, 2. տհաճ իրավիճակ
earthquake	[ɜ:θkweɪk]	n երկրաշարժ
fair	[feə]	adj 1. արդար, արդարացի, 2. խելամիտ, ազնիվ
flood	[flʌd]	n հեղեղ, ջրհեղեղ, վարարում
innocent	[ˈɪnəsənt]	adj 1. անմեղ, 2. միամիտ
observation	[ɒbzə'veɪʃn]	n դիտում, գնում
patient	[ˈpeɪʃənt]	n 1. բուժվող հիվանդ, 2. adj համբերատար
persuasive	[pə'sweɪsɪv]	adj համոզիչ
precious	[ˈpreʃəs]	adj թանկարժեք
profound	[prə'faʊnd]	adj 1. շատ մեծ, 2. հիմնավոր, խելացի

psychiatrist	[sai'kaiətrist]	n հոգեբույժ
schedule	[ʃedju:l]	n ժամանակացույց
sincere	[sin'siə]	adj անկեղծ, ազնիվ
stimulus	[ˈstimjʊləs]	n խթան, շարժառիթ, դրդապատճառ
witty	[witi]	adj սրամիտ

UNIT 2.

advocate	[ædvə'keit]	1adj հրապարակորեն պաշտպանել, 2n պաշտպան, ջատագով
bashful	[bæʃfəl]	adj ամաչկոտ, երկչոտ
behaviour	[bi'heivjə]	1n վարք, վարքագիծ, 2adj հատկություն
cognitive	[ˈkɒgnitiv]	adj իմացական, ճանաչողական
conscious	[ˈkɒnʃəs]	1adj գիտակցող, զգացող, 2.զգոն, սթափ, 3.միտումնավոր
consider	[kən'sidə]	1v մտածել, 2.համարել, 3. հաշվի առնել, նկատի ունենալ
counsel	[kaunsəl]	1v խորհուրդ տալ, 2n փաստաբան, դատապաշտպան
digestion	[daɪdʒestʃən]	n մարսողություն
disorder	[dis'ɔ:də]	1n խանգարում, 2.անկարգություններ, 3.խառնաշփոթ
enhance	[in'ha:ns]	v ավելացնել, մեծացնել, ուժեղացնել

entirely	[in'taiəli]	adv ամբողջովին, լիովին
impact	[im'pækt]	1. ազդեցություն, հետևանք, 2. հարված, զարկ
increasingly	[in'krsi:ŋli]	ավելի ու ավելի
keep up with	[ki:p ʌp wi:ð]	տեմպը պահել, համընթաց շարժվել
mental	[mentəl]	adj 1. մտավոր, 2. խանգարված, խելքը թոցրած
non-directive	[direktiv] [dairektiv]	ոչ պաշտոնական կար- գադրություն
rehabilitation	[ri:əbili'teɪʃən]	ո վերականգնում
response	[ri'spɒns]	ո պատասխան
slips of tongue	[slips]	լեզվական արատ
variety	[və'raɪəti]	ո բազմազանություն
violence	['vailəns]	ո բռնություն

UNIT 3.

affliction	[ə'flikʃən]	ո հիվանդություն, հոգս, վիշտ
bitter	['bitə]	adj 1. դառնացած, վիրավորված, 2. դառը, դառնահամ
collide	[kə'laid]	բախվել, հարվածել
emerge	[i'mɜ:ʒ]	v 1. դուրս գալ, հայտնվել, 2. դժվար վիճակից դուրս գալ, ազատվել, 3. հայտնի դառնալ, ճանաչում ստանալ
failure	[feɪljə]	ո 1. անհաջողություն, ձախողում, 2. թերացում, 3. խանգարում, անբավարարություն

fiber	[faibə]	n fibre-ի ամերիկյան գրելաձևը
fibre	[faibə]	n 1.բջջանյութ, 2.գործվածք, 3.մկանաթել, նյարդաթել
hatred	[ˈheitrid]	ատելություն
heal	[hi:l]	v 1.սպիտակալ, առողջանալ, բուժվել, ապաքինվել, 2. հաշտեցնել
immune	[iˈmju:n]	adj իմուն, վարակամերժ
interpret	[intɜ:pɪt]	v 1.բանավոր թարգմանել, 2.մեկնաբանել, 3. բացատրել
irritate	[ˈiriteit]	v 1.բարկացնել, 2.զգոել, բորբոքել
kinship	[kɪnʃɪp]	n ազգակցական կապ
motivate	[məʊtiˈveɪt]	v դրդել, մղել, ստիպել
olfactory	[ɒlˈfæktəri]	n հոտոտելիք, հոտառություն
perceive	[pəˈsi:v]	v 1.ընկալել, ըմբռնել, գիտակցել, 2.կռահել
pressure	[preʃə]	n ճնշում, հարկադրում, նեղսրտություն
putrid	[pju:trɪd]	adj նեխած, հոտած
resinous	[ˈrezɪnəs]	adj խեժանման, խեժոտ
reception	[riˈsepʃən]	n 1.ընդունարան, 2.պաշտոնական ընդունելություն, 3.ընդունելություն
rotten	[rɒtən]	adj փտած, նեխած
screech	[skri:tʃ]	v ճչալ, աղմկել, ճղճղալ
sensation	[senˈseɪʃən]	n զգայողություն
spicy	[spaisi]	adj սուր, կծու
swirl	[swɜ:l]	v պտտվել առանցքի շուրջը
weigh	[wei:]	v կշռել

weight	[weit]	n կշիռ, քաշ
whine	[wain]	v 1. նվնվալ, տրտնջալ, 2. վնգստալ, կաղկանձել

UNIT 4.

according to	[ə'ɔ:diŋ tu]	ըստ, համաձայն
achievement	[ə'ʃivmənt]	n 1. նվաճում, ձեռք բերում, 2. հաջողություն, հաղթանակ
appreciate	[ə'pri:ʃieit]	v 1. հասկանալ, գիտակցել, 2. գնահատել, երախտապարտ լինել
approval	[ə'pru:vəl]	n հավանություն
attain	[ə'tein]	v ձեռք բերել, հասնել
complicated	[kəmpli'keɪtɪd]	adj բարդ
consequence	[ˈkɒnsɪkwəns]	n հետևանք, արդյունք
curiosity	[kjʊəri'ɔsəti]	n հետաքրքրասիրություն
disgust	[dis'gast]	n 1. զզվանք, սրտխառնոց, 2. զայրույթ, վրդովմունք
dread	[dred]	v սարսափել, զարհուրել, սոսկալ
drive	[draɪv]	n ներքին՝ բնազդային մղում, խթան, շարժառիթ
exploration	[eksplə'reɪʃən]	n հետազոտություն, ուսումնասիրություն
facial	[feɪʃəl]	adj երեսի, դիմային
frustrated	[frʌ'streɪtɪd]	adj հուսախաբ, զայրացած, անհամբեր, դժգոհ
goal	[gəʊl]	n նպատակ

hierarchy	[haiəra:ki]	n ստորակարգություն
hunger	[hʌŋgə:]	n քաղց, սով
identify	[ai'dentɪfaɪ]	n ճանաչել, ինքնությունը հաստատել
inferior	[in'fɪəriə]	adj ցածրորակ
injure	[ɪndʒə:]	v վիրավորել
link	[lɪŋk]	v 1.կապ ունենալ, առնչվել, փոխկապակցված լինել, 2. բացատրել, պատճառաբանել, 3.կապել, միացնել
motivation	[məʊtɪveɪʃən]	n 1.մղում, 2.պատճառ, դրդում
oblige	[ə'blaɪdʒ]	v 1.պարտադրել, հարկադրել, 2. ընդառաջել, օգնել
quarrel	[kwɔrəl]	n վեճ, v վիճել
regardless	[ri'ga:dləs]	adv առանց ուշադրություն դարձնելու, անկախ
ritual	[rɪtʃuəl]	n ծես, արարողություն
stummer	[stæmə:]	v կակազել, կմկմալ
survival	[sə:'vaɪvəl]	v կենդանի մնալ, գոյատևում
thirst	[θɜ:st]	n 1.ծարավ, 2.տենչանք, ձգտում
violence	[vaɪələns]	n 1.բռնություն, 2.ուժգնություն
virtually	[vɜ:tʃuəli]	adv փաստորեն, ըստ էության
work off	[wɜ:k]	v ազատվել, գլուխն ազատել

UNIT 5.

blink	[blɪŋk]	n առկայծում
by-product	[baɪ prɒdʌkt]	n կողմնակի արտադրանք
define	[dɪˈfaɪn]	v սահմանել
distinctive	[dɪˈstɪŋktɪv]	adj բնորոշ, տարբերակիչ
elicit	[ɪˈlɪsɪt]	v դուրս հանել, ստանալ
excite	[ɪkˈsaɪt]	v հուզել, խթանել
fatigue	[fəˈtiːɡ]	n հոգնածություն,
grasp	[ɡrɑːsp]	v ճանկել, փխր. ըմբռնել,
hinder	[haɪndər]	v խանգարել, արգելք հարուցել
incorporate	[ɪnˈkɔːpəreɪt]	v միանալ, միացնել
insight	[ˈɪnsaɪt]	n ներըմբռնում, ինտուիցիա
interfere	[ˌɪntəˈfɪə]	v խառնվել, միջամտել, բախվել
modify	[ˈmɒdɪfaɪ]	v փոփոխել
obtain	[əbˈteɪn]	v ստանալ, ձեռք բերել
pattern	[ˈpætn]	n նախշանկար, նմուշ, ձև
reinforce	[ˌriːɪnˈfɔːs]	v ամրացնել, ուժեղացնել
response	[rɪˈspɒns]	n պատասխան, հակազդում
reward	[rɪˈwɔːd]	v պարգևել n վարձատրություն
sequence	[ˈsiːkwəns]	n հերթականություն
temporary	[ˈtempərəri]	adj ժամանակավոր
transmit	[trænzˈmɪt]	v փոխանցել, հաղորդել

UNIT 6.

access	[ˈækses]	ն մուտք, օգտվելու՝ օգտագործելու հնարավորություն
accurate	[ækjʊrət]	adj ճիշտ, ճշգրիտ, ճշտապահ
anticipation	[æntisiˈpeɪʃən]	ն ականկալություն, լավ բանի կանխագագում
boast	[bəʊst]	v1. հպարտանալ, պարծենալ, զլուխ գովել, 2ո պարծենկոտություն
device	[diˈvaɪs]	ո1.մեխանիզմ, հարմարանք, սարք, 2. ռումբ
discard	[dɪskɑːd]	v դնել նետել, թողնել, հրաժարվել
distort	[diˈstɔːt]	v 1.աղավաղել, խեղաթյուրել, 2. այլանդակել
desktop	[deskˈtɒp]	ո համակարգչի էկրան (որի վրա կան առկա ծրագրերի պայմանական նշանները)
dominant	[dɒmɪnənt]	adj իշխող, գլխավոր գերիշխող, գերակշռող
elicit	[ɪˈlɪsɪt]	v հարուցել, առաջացնել
estimate	[ˈestɪmeɪt]	v մոտավորապես հաշվարկել՝ գնահատել
extinct	[ɪkˈstɪŋkt]	adj վերացած, այլևս գոյություն չունեցող
file	[faɪl]	ո 1.փաստաթղթի համալիր, գործ, 2.ֆայլ, համակարգչային ինֆորմացիայի հավաքածո
gossip	[ˈɡɒsɪp]	ո 1.բամբասանք, 2.բամբասել

instant	[ˈɪnstənt]	ն պահ, վայրկյան, ակնթարթ
jingle	[dʒɪŋɡl]	վ գնգզնգալ
posture	[pɒstʃə:]	ն դիրք, կեցվածք
pump	[pʌmp]	1 ռ պոմպ, 2 Վ մղել, արտանետել
retrieve	[riˈtri:v]	վ 1. գնալ հետ բերել, 2. հսկրգ որոնել, փնտրել, գտնել
scan	[skæn]	վ 1. ուշադիր լինել, գննել, 2. աչքի անցկացնել, դիտել
search	[sɜ:tʃ]	վ որոնել, փնտրել
sensory	[ˈsensəri]	adj զգայական
temperament	[ˈtemprəmənt]	ն բնավորություն, խառնվածք
tiresome	[taɪə:səm]	adj ձանձրալի, տաղտկալի

UNIT 7.

adapt	[əˈdæpt]	վ հարմարեցնել, փոփոխել
caution	[ˈkɔ:ʃn]	ն զգուշություն, ուշադրություն
closet	[kloʒɪt]	ն պատի պահարան
comprehension	[ˌkɒmpriˈhenʃn]	ն ըմբռնում
cripple	[ˈkripl]	վ խեղել, հաշմանդամ դարձնել
dimension	[daɪmənʃn]	ն չափ
embarrass	[ɪmˈbærəs]	վ շփոթեցնել, շվարեցնել
enhance	[ɪnˈhɑ:ns]	վ մեծացնել, ուժեղացել
excel	[ɪkˈsel]	վ գերազանցել, աչքի ընկնել

flexible	[ˈfleksəbl]	adj ճկուն, դուրաթեք
frustration	[frʌˈstreɪʃn]	n հիասթափություն, ձախտողում
identify	[aɪˈdentɪfaɪ]	v նույնացնել, ճանաչել
imitation	[ˌɪmɪˈteɪʃn]	n նմանակում, ընդօրինակում
infer	[ɪnˈfəː]	v եզրակացնել, հանգել
inhibition	[ˌɪnhɪˈbɪʃn]	n արգելք, զսպում
inspire	[ɪnˈspaɪə]	v ներշնչել, ոգևորել
involve	[ɪnˈvɒlv]	v ներգրավել, ներքաշել
literally	[ˈlɪtrəli]	adv տառացիորեն, բառացիորեն
quotient	[ˈkwəʊfnt]	n մաթ. քանորդ
rank	[ræŋk]	n շարք, տողան
reasoning	[ˈriːznɪŋ]	n դատողություն
recall	[rɪˈkɔːl]	v վերհիշել, մտաբերել
refine	[rɪˈfaɪn]	v զտել, մաքրել
reinforcement	[ˌriːɪnˈfɔːsmənt]	n ուժեղացում, ամրացում
reliable	[rɪˈlaɪəbl]	adj հուսալի, վստահելի
remove	[rɪˈmuːv]	v հանել, մաքրել, հավաքել
restrain	[rɪˈstreɪn]	v զսպել, պահել, սանձել
spark	[spɑːk]	n բռնկում, կայծ, նշույլ
spatial	[ˈspeɪʃl]	adj տարածական
unconventional	[ˌʌnknənˈvenʃnəl]	adj ոչ սովորական
verbal	[ˈvəːbl]	adj բանավոր, տառացի, բառացի

UNIT 8.

annoy	[ə'noi]	v նյարդայնացնել, անհանգստացնել
approval	[ə'pu:vəl]	n հավանություն, պաշտոնական թույլտվություն
assume	[ə'sju:m]	v 1.թույլ տալ, ենթադրել, 2.ստանձնել, 3.ձևացնել
blind	[blaind]	adj 1.կույր, 2 v կուրացնել
bounce	[bauns]	v 1.հետ թռչել, 2.թռչկոտել
casual	[kæʒuəl]	adj 1.հանգիստ, 2.հասարակ, 3.չկանխամտածված, 4.Ժամանակավոր
chromosome	[krəʊmə'səʊm]	n քրոմոսոմ
cling	[klin]	v 1.կաշել, կառչել, 2.փաթաթել
crawl	[kro:l]	v սողալ, չոչ անել
creep	[kri:p]	v սողալ, դանդաղ անադմուկ շարժվել
deaf	[def]	adj խուլ
distinguish	[dis'tingwiʃ]	v տարբերել
due to	[dju: tə]	շնորհիվ
explore	[ik'splo:]	v հետազոտել, ուսումնասիրել
genuine	[ˈdʒenjuin]	adj 1.իսկական, մաքուր, 2.ազնիվ, անկեղծ
grasp	[graisp]	v 1.ամուր բռնել, կառչել, 2.հասկանալ, ըմբռնել
heredity	[hə'redəti]	n ժառանգականություն
infancy	[ˈinfənsi]	n մանկություն

intelligent	[in'telidʒənt]	adj խելացի
nutrition	[nju:'trifən]	n սննդառություն
obstacle	['ɒbstəkəl]	n արգելք, խոչընդոտ
pregnancy	['pregnənsi]	n հղիություն
rear	[riə]	v խնամել, պահել, մեծացնել
roam	[rəʊm]	v թափառել, շրջել
toddler	[tɒdlə]	n տոտիկ-տոտիկ անող, նոր քայլեր սովորող երեխա
truck	[trʌk]	n բեռնատար

UNIT 9.

attempt	[ə'tempt]	v փորձել, փորձ կատարել
bearing	['beəriŋ]	n պտղաբերություն, վարքագիծ
bound	['baʊnd]	n սահման, ուսյուն, v ցատկել
coincide	[,kəʊin'said]	v համընկնել
commitment	[kə'mitmənt]	n պարտավորություն
conformity	[kən'fɔ:məti]	n համապատասխանություն
cope	[kəʊp]	v հաղթահարել, գլուխ բերել
decline	[di'kleɪn]	n անկում, իջեցում
disruption	[dis'rʌpʃn]	n խզում, պառակտում, ճեղքում
esteem	[i'sti:m]	n հարգանք, v հարգել
eventually	[i'ventʃuəli]	adv վերջիվերջո
inhibit	[in'hɪbɪt]	v խոչընդոտել, արգելել, գսպել
peer	[piə]	n հավասարակից, տարեկից

prior	[ˈpraɪə]	adj նախնական prep նախքան, առաջ
puberty	[ˈpjuːbəti]	n սեռական հասունություն
pursue	[pəˈsjuː]	v հետապնդել, հալածել, ձգտել
refer	[riːfəː]	v հղել, վերաբերել, հիշատակել
relative	[ˈrelətɪv]	n ազգական/ուհի
settle	[ˈsetl]	v բնակեցնել
suicide	[ˈsuːsaɪd]	n ինքնասպանություն
yield	[jiːld]	v բերք տալ, բերել

UNIT 10.

adjust	[əˈdʒʌst]	v ճշգրտել, կարգավորել, հարմարվել
alturism	[æltruɪzm]	n այլասիիրություն
arbitrary	[ˈɑːbɪtrəri]	adj ինքնակամ, անհիմն, կամայական
assure	[əˈʃʊː]	v հավաստիացնել, համոզել
avoid	[əˈvoid]	v խուսափել, խույս տալ
bargain	[bɑːɡɪn]	v սակարկել, գործարք կնքել, պայման դնել
benefit	[ˈbenɪfɪt]	n օգուտ, շահ
burden	[bɜːdn]	n բեռ, ծանրություն
challenge	[ˈtʃælɪndʒ]	n կանչ, մարտահրավեր, v վիճարկել, կանչել, ձայն տալ
claim	[kleɪm]	v պահանջել, պահանջ ներկայացնել

concern	[kən'sə:n]	v վերաբերել, առնչություն ունենալ
consistent	[kən'sistent]	adj հետևողական, կայուն, համատեղելի
constitute	[ˈkɒnstitju:t]	v նշանակել, հիմնել, հաստատել, կազմել
deceit	[di'si:t]	n խաբեություն, սուտ, նենգություն, խորամանկություն
dread	[dred]	v սոսկալ, սարսափել
enroll	[in'rəul]	v ցուցակագրել, անդամագրվել, գրանցել
faculty	[ˈfæklti]	n ձիրք, ընդունակություն
hook	[huk]	v կախել, բռնել
indignity	[in'dignəti]	n վիրավորանք, արհամարհանք
inevitable	[in'evitəbl]	adj անխուսափելի
lingering	[lingəriŋ]	adj երկարատև, տանջալից, ձգձգվող
mortality	[mɔ:tæləti]	n մահացություն
observer	[əb'zə:və]	n դիտող, դիտորդ, հսկող
occupational	[ˌɒkjʊ'peɪʃnəl]	adj մասնագիտական
permissive	[pə'misiv]	adj թույլատրելի, թույլ տրվող
priority	[praɪ'ɔrəti]	n առաջություն, առաջնահերթություն,
sag	[sag]	v ծովել, ճկվել, կորանալ
senior	[si:nɪə]	adj մեծ, ավագ, տարեց
sharp	[ʃɑ:p]	adj սուր, հատու, կտրուկ, խիստ
shift	[ʃɪft]	n հերթափոխ, փոփոխություն

shrink	[ʃrɪŋk]	վ նեղանալ, կարճանալ
shun	[ʃʌn]	վ խուսափել, զգուշանալ
span	[spæn]	ո ակնթարթ, վայրկյան, ժամանակամիջոց
state		դրություն, վիճակ
vital		կենսական, էական
wisdom		իմաստություն

UNIT 11.

appropriate	[ə'prɒprieɪt]	adj համապատասխան, հարմար, պատշաճ
artistic	[a:'tɪstɪk]	adj գեղարվեստական, արտիստական
cell	[sel]	ո բջիջ
cerebral	[serəbrəl]	adj ուղեղային
cerebrum	[sə'ri:brəm]	ո ուղեղ, մեծ ուղեղ
circuit	[sɜ:kuit]	ո 1. շրջապտույտ, 2. շղթայագիծ
cortex	[kɔ:teks]	ո կեղև, գլխուղեղի կեղև
creative	[kri'eɪtɪv]	adj ստեղծագործական
destination	[desti'neiʃn]	ո դեր, կոչում, նպատակակետ
dominant	[dɒmɪnənt]	adj իշխող, գերիշխող
fold	[fəuld]	ո ծալք, ծալվածք
gland	[glænd]	ո գեղձ
hemisphere	[ˈhemɪstɪə]	ո կիսագունդ
invertibrate	[ɪn'vɜ:tɪbrət]	adj անողնաշարավոր
jellyfish	[ˈdʒelifɪʃ]	ո մեղուկա

layer	[leɪə]	n շերտ
mystery	[ˈmɪstri]	n գաղտնիք, առեղծված
uncovered mystery		n չբացահայտված առեղծված
network	[netwɜ:k]	n ցանց
observe	[əbˈzə:v]	v դիտել, ուսումնասիրել, գննել
rout	[ru:t]	n երթուղի, ուղի, ընթացք
sensory	[sensəri]	adj զգայական
shift	[ʃɪft]	v տեղափոխել
since	[sɪns]	adv 1. սկսած, 2. քանի որ
skull	[skʌl]	n գանձ
spinal	[spainl]	adj ողնաշարավոր
split	[splɪt]	n ճեղքում
sponge	[spʌndʒ]	n սպունգ, լվացում
starfish	[sta:fiʃ]	n ծովաստղ
stroke	[strəʊk]	n հարված, կաթված, նոպա
vertebrate	[vɜ:tɪbrət]	n ողնաշարավոր կենդանի
vocal chords	[ˈkəʊkl]	n ձայնալարեր
wave	[weɪv]	n ալիք
wrinkle	[rɪŋkl]	n կնճիռ, խորշում

UNIT 12.

agony	[ˈægəni]	n տանջանք, չարչարանք
amnesia	[æmˈnɪziə]	n ամնեզիա, հիշողության կորուստ
analytical	[ænəˈlɪtɪkəl]	adj վերլուծական

block out	[blɒk]	ն ուրվագիծ
complicated	[kəmpli'keitid]	adj բարդ, խճճված
cripple	[kripl]	v խեղել, հաշմանդամ դարձնել
cross	[krɒs]	v հատել, անցնել
descent	[di'sent]	ն վայրէջք, զառիթափ
fairly	[feəli]	adj բավականին
fleeting	[fli:tiŋ]	adj վաղանցիկ, թուուցիկ
foolproof	[fu:lpru:f]	adj պարզ, հասկանալի
interfere	[intə'fiə]	v խառնվել, միջամտել
interruption	[intərəpʃən]	ն ընդհատում, դադար
insomnia	[in'sɒmniə]	ն անքնություն
ladder	[lædə:]	ն սանդուղք
meanwhile	[mi:nwail]	adv միևնույն ժամանակ, նույն միջոցին
merely	[ˈmiəli]	adv պարզապես, լոկ, միայն
occasional	[ə'keizənəl]	adj պատահական, ոչ մշտապես
oxygen	[ˈɒksidʒən]	ն թթվածին
receptive	[ri'septiv]	adj ընկալունակ, դյուրըմբռնող
relaxation	[ri:læks'eifən]	ն թուլացում, լարվածության նվազում
toss and turn		v քնի մեջ շուռումուռ գալ

UNIT 13.

accomplishment	[ə'kʌmplɪʃmənt]	ն կատարում, իրագործում, նվաճում
attempt	[ə'tempt]	1 ռ փորձ, մի բան անելու ճիգ, 2 Վ փորձել, ձեռնարկել
aware of	[ə'weə]	Վ տեղյակ լինել
brag about	[bræg]	Վ պարծենալ, գլուխ գովել
deal with	[di:l]	Վ գործ ունենալ, առնչվել
diversity	[daɪ'vɜ:sɪti]	ռ բազմազանություն
doughnut	[dəu'nʌt]	ռ փքաբլիթ
ease	[i:z]	ռ հեշտություն, թեթևություն, հանգստություն
ego	[i:gəu]	ռ մարդու ես-ը, սեփական անձի կարևորության գաղափարը
egotistical	[i:gəu'tɪstɪkəl]	adj եսասիրական
extrovert	[ˈɛkstrəvɜ:t]	շփվող, մարդամոտ
focus on	[ˈfəukəs]	ռ հատուկ ուշադրություն (որևէ բանի նկատմամբ)
iceberg	[ˈaɪsbɜ:g]	ռ այսբերգ, լողացող սառցալեռ
intolerant	[ɪn'tɒlərənt]	adj անհանդուրժող
introvert	[ˈɪntrəvɜ:t]	adj ինքնամիտի, չշփվող, ներանձնացած
personality	[pɜ:sə'nælɪti]	ռ 1.բնավորության գծեր,

		2.վառ անհատականություն
prejudice	[ˈpredʒʊdis]	ո նախատրամադրվածություն, նախապաշարմունք
stingy	[stɪndʒi]	adj ժլատ
temperament	[ˈtempərəmənt]	ո բնավորություն, խառնվածք, անհատականություն
tempremental	[temprˈməntl]	adj դյուրագրգիռ
tranquil	[træŋkwɪl]	adj հանգիստ, հանդարտ
ungenerous	[unˈdʒenərəs]	adj ժլատ
unique	[juːnɪk]	adj 1. եզակի, արտասովոր, 2. միակ, անզուգական, 3. հատուկ, առանձնահատուկ
urge	[ɜːdʒ]	v պնդել, հորդորել, համոզել

UNIT 14.

accelerate	[əkˈseləreɪt]	v 1. արագությունը ավելացնել, 2. արագանալ, արագացնել
adjust	[əˈdʒʌst]	v 1. հարմարեցնել, 2. հարմարվել
adult	[ˈædʌlt]	ո չափահաս մարդ՝ անձ
ambition	[æmˈbɪʃən]	ո 1. ձգտում, տենչ, 2. փառասիրություն
constrict	[kənˈstrikt]	v 1. սահմանափակել, ճնշել,

		2.սեղմել, փոքրացնել, նեղացնել
cope with	[kəʊp]	վ հաղթահարել
devote	[di'vəʊt]	վ նվիրել, հատկացնել, նվիրվել
diminish	[di'miniʃ]	վ պակասեցնել
distress	[di'stres]	ո 1. վիշտ, ցավ, դառնություն, 2. վտանգավոր դրություն, աղետ, փորձանք
fret	[fret]	վ շարունակ անհանգստանալ՝ նեղվել մի բանի համար
handle	[hændəl]	վ 1. զբաղվել, կարգավորել, լուծել, 2. կոթ, բռնակ
impulse	[influ'ensən]	ո ներքին մղում
influential	[inspaɪə]	adj ազդեցիկ, հեղինակավոր
inspire	['intigrəl]	վ 1. ոգեշնչել, ոգևորել, 2. ներշնչել
integral	[lenz]	adj 1. լրիվ, ամբողջ, 2. կից, կցված, մաս կազմող
lens	[ռաձ]	ո ոսպնյակ
leisure	['leɜə]	ո 1. ժամանց, 2. ազատ ժամանակ

UNIT 15.

nudge	[ռաձ]	վ թեթևակի հրել (արմունկով)
outcome	[autkʌm]	ո արդյունք, ելք, հետևանք
provoke	[prəvaʊk]	վ 1. դրդել, հրահրել, 2. առաջացնել

release	[ri'li:s]	v 1.ազատել, ազատ արձակել, 2.բաց թողնել, 3. թուլացնել
respiration	[resə'reiʃn]	n շնչառություն
retina	['retinə]	n ցանցաթաղանթ
rigidity	[ri'dʒiditi]	n 1.կոշտություն, կոպտություն, 2.խստություն, համառություն
saturation	[sætʃə'reiʃən]	n հագեցում, կշտացում
scold	[skəuld]	v հանդիմանել, կշտամբել
spectrum	['spektrəm]	n 1.համայնապատկեր, 2.լուսապատկեր, սպեկտր
set off	[set]	v 1.գործի գցել, միացնել, 2.հատուցել, առաջացնել
spontaneous	[spɒn'teniəs]	adj անմիջական, բնական
urge	[ɜ:dʒ]	n բուռն ցանկություն՝ մղում
vessel	[vesəl]	n 1.նավ, 2.անոթ

UNIT 16.

abus	[əbju:z]	ն չարաշահում
anorexia	[ænə'reksia]	ն անորեքսիա, ախորժակի բացակայություն
anxiety	[æŋ'zaiəti]	ն տաճնապ
attempt	[ə'tempt]	ν փորձ անել
bile	[bail]	ն լեղի, մաղձ
binge	[bindʒ]	ն կերուխում, խրախճանք, քեֆ
bulima	[bjulimia]	ն բուլիմա (հիվանդություն)
competence	['kɒmpitəns]	ն 1.ունակություն, 2.կարողություն
delirium	[diliriəm]	ն զառանցանք
delusion	[delu:ʒən]	ն մոլորություն
dementia	[dimenʃə]	ն տկարամտություն, թուլամտություն
disorder	[dis'ɔ:də]	ն խանգարում
distract	[distrækt]	adj մտացիր, ցրված
fluid	[flu:ɪd]	ն անկայունություն
inmate	['inmeɪt]	adj փակի տակ պահվող
insomnia	[in'sɒmniə]	ն անքնություն
irrational	[i' ræʃənəl]	adj անմիտ
laxative	[læksətɪv]	ն լուծողական
malfunction	[mæl' fʌŋkʃn]	ն անսարքություն
medication	[medikeɪʃn]	ն բուժման միջոց
nausea	[nɔ:siə]	ն սրտխառնոց

persecute	[pɜ:sɪkjʊ:t]	v հետապնդել, հալածել
phlegm	[flem]	n լորձ, մաղձ
reasure	[ri:əʃuə]	v հորդորել, հանգստացնել
seek	[si:k]	v ձգտել, դիմել
seizure	[si:ʒə]	n նուպա, ցնցում
uproar	[ʌprɔ:]	n ժխուր, աղմուկ, իրարանցում
verbal	[vɜ:bl]	adj խոսքային
vomit	[vɒmit]	v փսխել
witchcraft	[wɪf'kra:ft]	n կախարդություն
withdrawal	[wɪð'ðrɔ:əl]	n դադարեցում
worthless	[wɜ:θləs]	adj անօգտակար, անպետք

UNIT 17.

accomplishment	[ə'kʌmplɪʃmənt]	n 1.ազատում, 2.նվաճում, 3.կատարելություն
acquaintance	[ə'kweɪntəns]	n ծանոթություն
adjustment	[ə'dʒʌstmənt]	n հարմարեցում, կարգավորում
anticipate	[æn'tɪsɪpeɪt]	v նախազգալ, կանխատեսել
application	[æpli'keɪʃən]	n դիմում
authority	[ɔ:θɔ:rəti]	n իշխանություն, լիազորություն
associate	[ə'səʊʃieɪt]	v միացնել

be affiliated with	[əfilieitɪd]	v միացած լինել, միանալ
belch	[belʃ]	n զկոտոց, բխկոց
blindly	[blaɪndli]	adj կուրորեն, խարխափելով
casual	[ˈkæʒuəl]	adj պատահական, անկանոն
compliance	[kəmˈplaɪəns]	n համաձայնություն, պատրաստակամություն
comply	[kəmˈplaɪ]	v կատարել, ենթարկել
concept	[kənsept]	n հակասություն, գաղափար
confidence	[kənfidəns]	n վստահություն
conformity	[kənˈfɔ:məti]	n համապատասխանություն, համաձայնություն
considerate	[kənˈsɪdəreɪt]	adj քաղաքավարի, նրբազգաց
consistent	[kənˈsɪstənt]	adj հետևողական
convince	[kənˈvɪns]	v համոզել, հավաստիացնել
contribute	[kəntrɪbju:t]	v աջակցել, օժանդակել, ներդրում անել
defer to	[defə:]	v հարգանքով չվերաբերվել
distinct	[dɪstɪŋkt]	adj պարզ, հստակ, պարզորոշ
dissonance	[ˈdɪsənəns]	n անհամապատասխանություն

efficient	[i'fɪʃnt]	adj գործուն, արդյունավետ
entity	[entəti]	n էություն, էակ, անձ
fault	[fɔ:lt]	n սխալ, թերություն, արատ
favour	['feivə]	v հավանություն տալ
framework	[freimwɜ:k]	n շրջանակ, հիմք
get along with		v հարմարվել
identity	[ai'dentəti]	n նույնություն, ինքնություն
impact	[impækt]	n հարված, զարկ, բախում
imply	[implai]	v ենթադրել, ակնարկել
inconsistence	[inkənsistəns]	adj անհետևողական
judgement	['dʒʌdʒmənt]	n դատավճիռ, դատական որոշում
justification	[dʒʌstɪfɪkeɪʃən]	n արդարացում
keenly	['ki:nli]	adj սուր, խորը
knowledgeable	[nɔ:lidʒəbəl]	adj լավատեղյակ, խելացի, բանիմաց
likely	[laikli]	adj հավանական
morale	[mə'ra:l]	n բարոյական վիճակ
morality	[mərələti]	n խրատ
neglect	[ni'glekt]	v արհամարհել
obedience	[ə'bidɪəns]	n հնազանդություն
objective	[əb'dʒektiv]	n նպատակ, ձգտում
option	[ɔpʃən]	n ընտրություն
overwhelm	[əʊvə'welɪ]	v հեղեղել
particular	[pə'tɪkjələ]	adj հատուկ, յուրահատուկ

perception	[pəˈsepʃən]	n համոզմունք
persuade	[pəˈswid]	v համոզել
point of view		n տեսակետ
potential	[pəˈtenʃəl]	n ներուժ, պոտենցիալ
random	[ˈrændəm]	adj պատահական
receptivity	[riˈseptivəti]	n ընկալունակություն
reduce	[ˈridʒu:s]	v նվազեցնել, կրճատել
rejection	[riˈdʒekʃən]	n մերժում
remote	[riˈməʊt]	adj հեռու, հեռավոր
resemble	[ˈrizembəl]	adj խելամիտ, չափավոր
ridicule	[ˈridikju:l]	n ծաղր
secure	[siˈkju]	adj հուսալի, ապահով, անվտանգ
stick	[stɪk]	v խրել, մխել
subtle	[ˈsʌbtəl]	adj աննկատ
supportive	[səˈpɔ:tɪv]	v աջակցող, օժանդակող
susceptible	[səskeptɪbəl]	adj դյուրագգաց
tinged	[ˈtɪndʒd]	adj երանգավորված
to tempt	[tempt]	v փորձության ենթարկել
track	[træk]	v հետնել, հետքեր թողնել
unanimous	[ˌjʊnəˈnɪməs]	adj միաձայն
voluntary	[vɒləntəri]	n կամավոր, կամավորական
worthwhile	[wɜ:θwaɪl]	adj ուշադրության արժանի

UNIT 18.

annoying	[ə'noɪn]	adj տհաճ, անախորժ
aptitude	[æptɪtju:d]	n ընդունակություն
arouse	[ə'raʊz]	v արթնացնել
behaviour	[bi'heɪvjə]	n վարք, վարքագիծ
bring about	[brɪŋ]	v առաջացնել, հարուցել
consideration	[kənsɪdə'reɪʃən]	n քննում, քննարկում, դատողություն
cue	[kju:]	n ակնարկ
entire	[ɪn'taɪə]	adj լիակատար, ամբողջական
forum	[fɔ:rəm]	n ֆորում, համաժողով
grip	[grɪp]	v բռնել, պահել, ըմբռնել, հասկանալ
heredity	[hə'redɪti]	n ժառանգականություն
interaction	[ɪntə'rækʃən]	n փոխգործակցություն
intermediate	[ɪntə'mɪ:diət]	adj միջանկյալ, միջևորդ, միջևորդական
intertwine	[ɪntə'twɪn]	v միահյուսվել
isolate	[ˈaɪsəleɪt]	v մեկուսացնել, առանձնացնել
jerk away	[dʒɜ:k]	v ցնցվել
modify	[ˈmɒdɪfaɪ]	v փոփոխել, ձևափոխել
mold	[mɒld]	v ձևավորել
observable	[əb'zɜ:vəbl]	adj նկատելի, ուշագրավ
prompt	[prompt]	v զրգռել, հրահրել
reception	[ri'sepʃən]	n ընդունելություն

respiration	[respireifən]	ն շնչառություն
rigid	[ˈridʒid]	adj կոշտ, չթեքվող
stripe	[straip]	ն զով, շերտ, շերտագիծ
transmission	[trænzˈmɪʃn]	ն փոխանցում, ուղարկում

UNIT 19.

abuse	[əˈbju:s]	ն 1. դաժան վերաբերմունք, 2. չարաշահում, 3. անարգանք, վիրավորանք
angel	[ˈeɪndʒəl]	ն 1. հրեշտակ, 2. շատ բարի անձ
appropriate	[əˈprəpriət]	adj հարմար, համապա- տասխան, պատշաճ
avoid	[əˈvɔɪd]	v 1. կանխել, 2. խուսափել
battered	[ˈbætəd]	adj 1. հին, մաշված, 2. ընկած-ելած
bully	[buli]	v վախեցնել, ճնշել
clumsy	[kɫəmzi]	adj 1. անփույթ, անշնորհք, 2. մեծ, ծանր, 3. կոպիտ, անտաշ
deceive	[diˈsi:v]	v 1. դավաճանել, անազնիվ վարվել, 2. խաբել
deny	[diˈnai]	v 1. ժխտել, հերքել, 2. հրաժարվել ընդունել, 3. մերժել, զրկել
encourage	[inˈkʌrɪdʒ]	v 1. քաջալերել, 2. աջակցել
gesture	[ˈdʒestʃə]	v ժեստերով ձեռքի շարժումներով հաղորդակցվել

guilty	[ˈgɪltɪ]	adj մեղավոր
harm	[hɑ:m]	n վնաս, կորուստ
humiliate	[hju:ˈmɪliɛɪt]	v վիրավորել, նվաստացնել, ստորացնել
identify	[aɪˈdentɪfaɪ]	v 1.ճանաչել, ինքնությունը հաստատել, 2.ճանաչել, հասկանալ
interrupt	[ɪntəˈrʌpt]	v 1.ընդհատել, 2.խանգարել
lie	[laɪ]	v 1.պառկել, 2.գտնվել, 3.լինել, 4.ստել
mislead	[mɪsˈli:d]	v թյուրիմացության մեջ գցել
praise	[preɪz]	v 1.գովել, 2 n գովասանք, գովք
skin	[skɪn]	n 1.մաշկ, մորթի, 2.կճեպ
slow down	[sləʊ]	v դանդաղել
stupid	[ˈstju:pid]	adj 1.բուր, ապուշ, 2.հիմար, ձանձրալի
suppose	[səˈpəʊz]	v ենթադրել, կարծել
suppress	[səˈpres]	v 1.ճնշել, 2.սանձել
treat	[tri:t]	v 1.վարվել, վերաբերվել, 2.բուժել, 3.մշակել, 4. հյուրասիրել
withdrawn	[wɪðˈdrɔ:n]	adj սակավախոս, ինքնամիտ

UNIT 20.

accompaniment	[ə'kʌmpənɪmənt]	1. ուղեկցում, 2. հավելում, լրացում
band	[bænd]	1. նվագախումբ, 2. խումբ, ջոկատ, 3. շրջանակ, սահմաններ
capacity	[kə'pæsɪti]	1. տարողություն, 2. արտադրողականություն, 3. կարողություն, 4. պաշտոն, դիրք
nonfinement	[kən'fainmənt]	1. սահմանափակում, բանտարկություն
contribute	[kən'tribju:t]	1. ներդրում անել, օժանդակել, պատճառ հանդիսանալ
creativity	[kri:'e'tɪvəti]	1. ստեղծագործական կարողություն
deprive	[di'praɪv]	1. զրկել
disrupt	[dis'rʌpt]	1. ընդհատել, խանգարել
entirely	[ɪn'taɪəli]	1. ամբողջովին, լիովին
fiction	[fɪkʃən]	1. գեղարվեստական գրականություն, արձակ, 2. մտացածին բան, սուտ
indigo	[ɪ'ndɪɡəʊ]	1. մուգ կապտամանուշակագույն

ingenuity	[ɪndʒɜːnjuːəti]	ո հնարագիտություն, սրամտություն
judgement	[ˈdʒʌdʒmənt]	ո 1.կարծիք, 2.դատողություն, խորաթափանցու- թյուն, 3.դատավճիռ
lucid	[ˈluːsɪd]	adj 1.պարզ, հստակ, հասկանալի 2.հստակամիտ, պայ- ծառամիտ
moan	[məʊn]	v տրտնջալ, տնքալ, հառաչել, հոգոց հանել
narrative	[ˈnærətɪv]	ո պատմություն, պատմվածք
ray	[rei]	ո ճառագայթ, շող
reflection	[rɪˈflekʃən]	ո արտացոլանք
refraction	[rɪˈfrækʃn]	ո բեկում
rotate	[rəʊˈteɪt]	v 1.շրջանաձև պտտվել, 2.հերթափոխել
set forth	[fɔːθ]	v 1.շարադրել, բացատրել, 2. ճանապարհորդու- թյուն սկսել
setting	[setɪŋ]	ո 1.շրջապատ, շրջապատող միջավայր, 2. կարգավորիչ
stimulate	[ˈstɪmjʊˈleɪt]	v 1.խրախուսել, ոգևորել, 2.խթանել, հետաքրքրել

solitary	[sɒlətəri]	adj 1.մենասեր, 2. առանձնացած, մեկուսացած
tendency	[ˈtendənsi]	n 1.հակում, հակվածություն, 2.միտում
unfold	[ʌnˈfəʊld]	v բանալ, բաց անել
vaguely	[ˈvæɡjuəli]	adj 1.նշ պարզորոշ, աղոտ, 2.փոքր-ինչ թեթևակի
verse	[vɜːs]	n 1.տուն (ոտանավորի, երգի), 2.չափածո խոսք
visualize	[vɪʒuəˈlaɪz]	v պատկերացնել
wavelength	[weɪvˈleŋθ]	n ռադիո ալիքի երկարություն
be on the same wavelength	[weɪvˈleŋθ]	v նույն կերպ մտածել, իրար հասկանալ

UNIT 21.

abduct	[æbˈdʌkt]	v առևանգել
alien	[ˈeɪlən]	adj 1.օտար, անծանոթ, 2.այլմոլորակային
boast	[bəʊst]	v հպարտանալ, պարծենալ
cure	[kjʊə]	n դեղ, բուժում
deliberately	[dɪˈlɪbəɾətli]	adv դիտավորյալ
devil	[devəl]	n 1.սատանա, 2.չար ոգի, չարք
disguise	[dɪsˈgaɪz]	v 1.քողարկել, թաքցնել, 2.ծպտվել, 3.աղավաղել

envious	[enviəs]	ն նախանձ
erase	[i'reiz]	վ ջնջել, մաքրել
evil	[i:vəl]	adj 1.չար, դաժան, 2.շատ սևաճ
the evil of sth	[i:vəl]	ո որևէ բանի վնասակար ազդեցությունը
innocence	[ˈinəsəns]	ո 1.անմեղություն, 2.միամտություն
itch	[itʃ]	վ 1.քոր գալ, ո 2.քոր
mischievous	[mistʃivəs]	adj չար, չարաճճի
plausible	[plɔ:zəbəl]	adj հավանական, ճշմարտանման
praise	[preiz]	վ գովել, գովաբանել
rate	[reit]	ո 1.չափ, քանակ, աստիճան, 2.տեմպ, արագություն
sacred	[seikrid]	adj 1.հոգևոր, 2.սուրբ, սրբազան, 3.անձեռնամխելի
skyscraper	[skaɪskreɪpə:]	ո երկնաքեր
superstition	[su:pəstɪʃən]	ո սևահավատություն
survey	[sɜ:vei]	ո 1.հարցում, 2.դիտում, զննում
veil	[veil]	ո քող, շղարշ, ծածկոց
witch	[wɪtʃ]	ո կախարդ, վհուկ կին

UNIT 22.

alien	[eɪliən]	ո այլմոլորակային
average	[ævərɪdʒ]	adj միջին
boredom	[bɔ:dəm]	ո ձանձրույթ
cancer	[ˈkænsə]	ո քաղցկեղ
consequently	[ˈkɒnsɪkwəntli]	adv հետևաբար, ուստի

exploration	[ˌekspləˈreɪʃn]	ն ուսումնասիրություն, հետազոտություն
famine	[ˈfæmɪn]	ն սով, քաղց
fume	[fju:m]	ն թանձր ծուխ, գոլորշի
gadget	[ˈgædʒɪt]	ն հարմարանք, սարք
gap	[gæp]	ն ճեղք, բացվածք
genome	[dʒi:nəʊm]	ն գեների ամբողջություն
glimpse	[glɪmps]	ն ակնարկ, վայրկենական հայացք
highway	[ˈhaɪweɪ]	ն մայրուղի
infancy	[ˈɪnfənsi]	ն մանկություն, վաղ մանկական հասակ
lunar	[ˈlu:nə]	adj լուսնային, լուսնի
nutrition	[njuˈtriʃn]	ն սնունդ, սնուցում, կերակրում
obese	[əʊˈbi:s]	adj գեր
obesity	[əʊˈbi:səti]	ն գիրություն
package holiday	[ˈpækɪdʒ ˌhɒlədeɪ]	ն փաթեթով արձակուրդ, խմբակային արձակուրդ
pipe	[paɪp]	ն խողովակ, ծխամորձ
predicit	[priˈdɪkt]	v գուշակել, կանխագուշակել
relief	[riˈli:f]	ն թեթևություն, մեղմացում
remote	[riˈməʊt]	adj հեռավոր, հեռու
standard of living	[ˈstændəd əv lɪvɪŋ]	ն կենսամակարդակ
stuff	[stʌf]	ն նյութ, հումք, v խցկել

vary	[veəri]	v փոխ(վ)ել, փոփոխ(վ)ել
via	[vaɪə]	prep միջով, վրայով
virtual	[və:ʃʊəl]	adj իրական, իսկական
wearable	[weəərəbl]	adj կրելու ենթակա

UNIT 23.

astound	[ə'staund]	v ապշեցնել, գնցել
babble	[bæbəl]	n ժխոր
bond	[bɒnd]	n 1.կապ, սերտ հարաբերություն, v 2.սերտ կապեր ունենալ, 3. իրար միանալ, միացնել
caretaker	[keəteɪkə]	n բակապան, պահակ
cease	[si:s]	v դադարել, դադարեցնել
deflate	[di:'fleɪt]	v հափուցնել դուրս քաշել (օդը, գազը)
distract	[di'strækt]	v շեղել (ուշադրություն)
estimate	[ˈestimeɪt]	v մոտավորապես հաշվարկել՝ գնահատել
guard	[ga:d]	n 1.պահակ, ժամապահ, 2.հսկիչ
inflate	[in'fleɪt]	v փչելով լցնել, ուռեցնել
involvement	[in'vɒlvmənt]	n ներգրավում
maladjustment	[mælə'dʒʌstmənt]	n սխալ հարմարեցում
mode	[məʊd]	n եղանակ, կերպ, ձև, մեթոդ
mutual	[mju:ʃʊəl]	adj փոխադարձ, երկկողմանի, երկուստեք

neglect	[ni'glekt]	v անուշադրության մատնել, անտեսել
posture	[ˈpɒstʃə]	n դիրք, կեցվածք
privacy	[praɪvəsi]	n գաղտնիություն
regard	[rɪga:d]	n ուշադրություն, հոգատարություն, հարգանք
rejection	[ri'dʒekʃən]	n մերժում
relay	[ri'lei]	v փոխանցել, հաղորդել
scar	[ska:]	n սայի, v սայի թողնել
scutter	[skʌtə]	v փախչել
security	[sɪkjʊərɪti]	n 1.անվտանգություն, ապահովություն, 2.վստահություն
self-esteem		n ինքնագնահատում, արժանապատվություն
shrug	[ʃrʌɡ]	v ուսերը թոթվել
spell sth out	[spe aut]	v 1.հեզել, տառ-տառ ասել, գրել, 2.ոչ պարզ, մատչելի բացատրել
stage	[steɪdʒ]	n 1.փուլ, էտապ, 2.բեմ
suicide	[su:ɪsaɪd]	n 1.ինքնասպանություն, 2.ինքնասպան
tap	[tæp]	n 1.ծորակ, 2.թեթև թակոց
venture	[ventʃə]	n նոր բիզնես՝ գործունեություն
verbal	[vɜ:bəl]	1.խոսքային, բառացի, 2.բանավոր
vulnerable	[vʌlnərəbəl]	adj խոցելի

UNIT 24.

inherit	[in'herit]	v ժառանգել
account	[ə'kaunt]	v հաշվի առնել
distress	[di'stres]	n վիշտ, դառնություն, կսկիծ
estimate	['estimət]	n գնահատում
estimate	['estimateit]	v համարել, գնահատել
heredity	[hə'redəti]	n ժառանգականություն
outsider	[,aut'saɪdə]	n կողմնակի անձ
polar	['pəʊlə]	adj բևեռային
promote	[prə'məʊt]	v բարձրացնել, առաջ քաշել
rent	[rent]	n վարձավճար, v վարձույթով տալ
reward	[ri'wɔ:d]	n պարգև, պարգևատրում, հատուցում
rewarding	[ri'wɔ:diŋ]	adj արժանի, վճարվող, շնորհակալ
roommate	['ru:mmeɪt]	n միևնույն սենյակում բնակվող
socialize	['səʊʃəlaɪz]	v հանրայնացնել, ազգայնացնել, շփվել
trait	[treɪt]	n դիմագիծ, բնորոշ գիծ, հատկություն, հատկանիշ

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ENGLISH FOR PSYCHOLOGISTS

ԱՆԳԼԵՐԵՆ ՀՈԳԵԲԱՆՆԵՐԻ ՀԱՄԱՐ

Համակարգչային շարվածքը՝ Լիդա Մամաջանյանի
Գոհարիկ Առուշանյանի

Համակարգչային ձևավորումը՝ Կարինե Չալաբյանի
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