

ENJOY READING!

АНГЛИЙСКИЙ ЯЗЫК
для студентов II курса
факультета коррекционной педагогики
и специальной психологии

Е.В. Лушникова

доцент кафедры иностранных языков Педагогического инсти-
тута СГУ им.Н.Г.Чернышевского

2006

УДК 802.0 (075.8)
ББК 81.2 Англ. я 73
Л 87

Автор-составитель: доцент, к.филол.наук Е.В. Лушникова.

Л 87 ENJOY READING! Английский язык для студентов II курса факультета коррекционной педагогики и специальной психологии. – Саратов, Изд-во «Научная книга», 2006. – 69с.

Пособие предназначено для развития навыков чтения на английском языке для II этапа обучения иностранному языку в вузе. Пособие имеет специализированный характер и может быть рекомендовано для студентов факультета коррекционной педагогики и специальной психологии педагогических вузов. Подобранный текстовый материал с комплексом упражнений дает возможность развивать навыки чтения с разной полнотой извлечения информации. Обучение говорению на профессионально-значимые темы производится на базе изученных текстов. Саратов: Изд-во «Научная книга», 2006.

Рецензент: кандидат филологических наук, доцент кафедры методики обучения иностранным языкам и общего языкознания Осташева Л.П.

Пособие издано в авторской редакции

УДК 802.0 (075.8)
ББК 81.2 Англ.я 73

© Лушникова Е.В., 2006

Предисловие

Учебное пособие предназначено для обучения чтению спецлитературы на английском языке студентов факультета коррекционной педагогики и специальной психологии. Языковой материал отобран с учетом требований Госстандарта для педвузов и Программы по иностранным языкам для неязыковых специальностей (Москва, 2004). Предлагаемое пособие состоит из предисловия, 6 параграфов и приложения. Пособие рассчитано на 70 часов аудиторных занятий. Однако, необходимое количество часов зависит от степени подготовленности обучаемых.

Основной целью пособия является развитие навыков чтения и умение извлекать необходимую информацию из неадаптированных текстов на английском языке. Тексты для чтения взяты из различных источников: из статей ученых, научно-популярных журналов, а также из материалов научных конференций. По содержанию тексты охватывают проблемы педагогики, психологии и методики обучения детей с различного рода дефектами как ментального, так и физического характера.

Аутентичный текстовый материал, подвергшийся в некоторых случаях незначительной адаптации, подобран с учетом профессиональных и возрастных интересов обучаемых и дает возможность развивать навыки чтения с разной полнотой извлечения информации. Предусмотрены тексты для изучающего чтения, тексты для чтения на общее понимание прочитанного, тексты для письменного перевода со словарем. В ряде случаев перед текстами даются списки новых лексических единиц с переводом с целью облегчения понимания прочитанного. Формы проверки понимания текстов разнообразны и зависят от характера имеющейся в них информации и от вида чтения. Контроль понимания осуществляется путем тестового контроля, составления таблиц, схем, обсуждения дискуссионных вопросов, а также перевода с русского языка на английский. Обучение говорению на профессионально-значимые темы производится на базе изученных текстов. Объем текстов создает условия для интенсивного чтения.

Содержание

| | |
|---|----|
| Unit I. My Future Profession..... | 5 |
| Unit II. Famous Psychologists..... | 15 |
| Unit III. Stress: What is It?..... | 24 |
| Unit IV. Developmental Disabilities..... | 38 |
| Unit V. Physical Disabilities..... | 46 |
| Unit VI. Learning Disabilities..... | 51 |
| Appendix I | 64 |
| Список использованной литературы | 69 |

Саратовский государственный университет имени Н. Г. Чернышевского

UNIT I

MY FUTURE PROFESSION

Text A

Let Me Introduce Myself

to try hard – зд. очень стараться

Black Sea coast – побережье Черного моря

theatre-goer – театрал (-ка)

easy to be with - легкие в общении

to do well – зд. успевать

to be confident – быть уверенным

and hence – и потому

different layers of society – различные слои общества

to realize - осознавать

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

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

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

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

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

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

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

In May I finished school No 5. I **did well** in all the subjects but my favourite subjects at school were Biology and English. I also enjoyed lessons of Mathematics. My father always wanted me to be a biologist, like him. But I wanted to

work with people, not with animals. I want to help people to solve their problems. I want to help them to understand their inside world, to help them **to be confident**. I want to understand people better. And of course it will help me to understand myself better too. I love working with people and children. I think it's a difficult job, because one should love people, take care of them, support them. This profession is rather new **and hence** very interesting. Psychologists work with people from **different layers of society**. Also, I think that psychology is a fast developing science and I will always have an interesting job. I **realize** that my dream can come true only if I work hard.

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

EXERCISE 1.

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

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

Text B

Faculty of Psychology

solid background – твердая база, основание

currently - в настоящее время

to be enrolled - числиться в списках студентов

full-time students – студенты дневного отделения

part – time students - студенты вечернего отделения

to conduct – проводить

to chat - беседовать, болтать

affordable — доступная

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

studies. I am very happy that I study here. It is one of the finest country's higher educational institutions. Many famous people have graduated from my University, and not only economists or scientists, but many outstanding writers, actors, showmen and politicians. Studying at our University gives a **solid background** in all spheres of knowledge and prepares for practical work.

Our University is quite large but not very old, compare to other national institutions. It was founded in the beginning of the 20th century. In 1916, during the World War I the University of Warsaw was evacuated here. First it had only three faculties, but later it became the largest University in the region and it gave birth to other Institutions in the region. Nowadays it is a large school where more than 18 000 students **are currently enrolled**. The majority are **full-time students**, like me, and the rest are **part time-students**. There are also about 250 graduate students - aspirants and doctorants. They **conduct** independent research work and have pedagogical practice.

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

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

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

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

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

EXERCISE 2

Do you know?

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

EXERCISE 3

Do you agree or disagree with the following statements:

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

Text C

American Psychological Association

as a means of promoting health and human welfare – как средство содействия здоровью и благополучию людей

encouragement – поощрение

improvement of research methods – улучшение методов исследования

conduct – поведение

maintenance – поддержание (на уровне)

diffusion – распространение, рассеивание

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

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

EXERCISE 4

Please, find equivalents in Russian for the following:

Division of the American Psychological Association

1. Division of General Psychology
2. Division of the Teaching of Psychology
3. Division of Experimental Psychology
4. Division on Evaluation and measurement
5. Division on Physiological and Comparative Psychology
6. Division on Developmental Psychology
7. Division of Personality and Social Psychology
8. The Society for the Psychological Study of Social Issues
9. Division of Psychology and the Arts
10. Division of Clinical Psychology
11. Division of Consulting Psychology
12. Society for Industrial and Organizational Psychology
13. Division of Educational Psychology
14. Division of School Psychology
15. Division of Counseling Psychology
16. Division of Psychologists in Public Service
17. Division of Military Psychology
18. Division of Adult Development and Aging
19. The Society of Engineering and Applied Psychologists
20. Division of Rehabilitation Psychology
21. Division of Consumer Psychology
22. Division of Theoretical and Philosophical Psychology
23. Division for the Experimental Analysis of Behavior
24. Division of the History of Psychology
25. Division of Community Psychology
26. Division of Psychopharmacology
27. Division of Psychotherapy
28. Division of Psychological Hypnosis
29. Division of State Psychological Association Affairs
30. Division of Humanistic Psychology
31. Division of Mental Retardation
32. Division of Population and Environmental Psychology
33. Division of the Psychology of Women
34. Psychologists Interested in Religious Issues
35. Division of Child, Youth, and Family Services
36. Division of Health Psychology

37. Division of Psychoanalysis
38. Division of Clinical Neuropsychology
39. Division of American Psychology—Law Psychology
40. Division of Psychologists in Independent Practice
41. Division of Family Psychology
42. Society for the Psychological Study of Ethnic Minority Issues
43. Media Psychology
44. Exercise and Sport Psychology

Text D

My Plans for Future

to devote – посвящать

to apply – подавать заявление

graduate school – аспирантура (магистратура, докторантура)

tuition fee – плата за обучение

to broaden – расширять

food for thought – пища для ума

to hire – нанимать

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

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

One of the things I would like to do in the future is to do a research in medical psychology. After I finish my University I want **to apply** for a **graduate school** in Moscow. Education is better there and there are more opportunities for work. I also might want to study abroad. But it is not as easy as it sounds. You have to know English well enough to pass the test of English. Then, you should always remember education is not free in most of the countries. And it may be very expensive! Up to tens of thousands dollars a year. So, you need to find a source of finance to pay **the tuition fee**. And, besides, you always need some money to support yourself.

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

I am a very practical person. So I think about the employment opportuni-

ties in my field. It is still difficult to find a well paid job in psychology. Most of people still don't realize importance of psychology and hire them just because of a fashion.

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

And, like I wrote in one of the first units, I want to help people with their problems. In conclusion, I would like to say that university gives a very good background knowledge of subject. But this knowledge is too general. Most graduates are only theoretically spared for work. We don't have many practical courses. The only opportunity to work somewhere is during the summer vacation. But of course I want to rest a little after a whole year of studies and a hard exam session. That is what is called a dilemma!

Text E

Writing a Resume or CV (Curriculum Vitae)

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

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

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

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

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

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

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

Resume writing tips:

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

1. Use concise language

2. Minimize or omit everything which is irrelevant
3. Select and order the major categories so that the most relevant information is placed near the top of your resume where it will receive the majority of the reader's attention
4. Your resume must be free of typographical and grammatical errors
5. Have your resume critiqued by an experienced person
6. Print your resume on white paper

EXERCISE 5

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

1. What kind of work are you interested in:
 - a) well paid
 - b) interesting
 - c) large and famous company
 - d) quiet
 - e) in an industry which has a future
 - f) prestigious
 - g) not to sit all the time in office
 - h) to travel a lot
2. What position would you like to have:
 - a) to manage people - manager
 - b) to work for someone else - an employee
 - c) to be your own boss - self-employed, businessman
 - d) be responsible for everything - top manager, director
 - e) to work for the state - state employee

EXERCISE 6

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

1. Why did you choose psychology?
2. Is the profession of a psychologist a new one?
3. Do you think that your future profession is prestigious?
4. Do you think it will be still prestigious and well paid by the time you will graduate?
5. Whom are psychologists supposed to work with?
6. How difficult is it to find a good work in your field?
7. If you fail to get the job you want the most, what will you do?

8. Is there a competition in your group?
9. Do you think that competition is a good stimulus to study or it just makes communication between you more difficult?

EXERCISE 7

Self-Assessment

Read the list of tasks that most scientists have to be skilled at doing as part of their daily work. Check those that you need now.

Survey of Journal Reading/Writing Experience in Your Profession

| | <i>Yes</i> | <i>No</i> | <i>Doesn't Apply</i> |
|--|------------|-----------|----------------------|
| 1. Do you read professional journals for your work or studies? | | | |
| 2. Have you ever located an article in a professional journal through a computer (one that is also available in print)? | | | |
| 3. Have you ever read part a professional journal that is only available on an electronic network (electronic journal)? | | | |
| 4. Is it easy to find foreign professional journals in print (paper) in your country? | | | |
| 5. Have you ever had a special course on writing journal articles or research reports? | | | |
| 6. Have you ever read the guidelines for writing a professional journal article for a particular journal (for print or electronic journals)? | | | |
| 7. Have you ever written a professional article and submitted it for consideration in a professional journal? | | | |
| 8. Have you written term reports or research reports in your studies at the university or in other technical studies' programs? | | | |
| 9. Have you ever read or learned about a professional code of ethics in your area of specialization? | | | |

EXERCISE 8

Translate into English:

1. Как студенты факультета коррекционной педагогики и специальной

психологии, мы посещаем профессиональные собрания, поддерживаем профессиональные контакты, пишем доклады и статьи, обсуждаем публикации.

2. Психологию можно рассматривать как средство содействия здоровью и благополучию людей.

3. Я думаю, что работа психолога интересная и быстро развивающаяся, но, к сожалению, плохо оплачиваемая.

4. Работу частного психолога найти очень трудно, но я буду стараться.

5. Работа психоаналитика очень популярна за границей и хорошо оплачиваемая.

6. У психологов очень высокие стандарты профессиональной этики и поведения.

Unit II

FAMOUS PSYCHOLOGISTS

Text A

Famous Psychologist Sigmund Freud

half-brother – брат только по одному из родителей
to reject - отвергать

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

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

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

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

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

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

EXERCISE 1

Find the true statements and correct the false statements, please:

1. Sigmund Freud had eight younger siblings.
2. When Freud was four or five the family moved to Freiberg.
3. A brilliant child, always at the head of his class Freud went to technical school.
4. Ernst Brucke believed in reductionism.
5. Brucke and Charcot were investigating the use of hypnosis with hysterics.
6. In Vienna Freud set up a practice in neuro-physiology with the help of Joseph Breuer.
7. Freud emigrated to England after World War II.

Text B

Dr. Sigmund Freud's Museum in London

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

treatment - лечение

brain - мозг

hysteria - истерия

to cough - кашлять

determined - зд. решив

unconscious - бессознательный

forbidden - запрещенный

nightmares – ночные кошмары

to come true - сбываться

to disguise - скрывать

to make sense – иметь смысл

riddle – загадка, тайна

disappointment - разочарование

couch - кушетка

by relating – зд. соотнося

to affect - влиять

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

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

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

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

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

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

But sometimes you are not allowed to have an ice-cream. Freud said that the wish is often forbidden, so it becomes unconscious and repressed. So part of you wants to make the wish come true and part of you wants to stop the wish. Because of this the wish is **disguised**, which means that the dream has to be interpreted before it makes sense. That's why Freud called his book *The Interpretation of Dreams*.

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

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

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

EXERCISE 2

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

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

EXERCISE 3

Find the English equivalents in the text B:

лечение _____
мозг _____
нервная система _____
истерия _____
быть слепым _____
быть парализованным _____
физический симптом _____
с раннего детства _____
ночные кошмары _____
Эдипов комплекс _____
теория психоанализа _____
специализироваться в неврологии _____
новая область науки _____
метод помощи людям _____

Text C

Jung, Carl Gustav (1875-1961)

clergyman - священник

stimulus – стимул, побудитель

to reveal – показывать, обнаруживать

to give up – отказаться от

inherited feelings – унаследованные чувства

confronting death – противостояние смерти

choosing a mate – выбор пары

He was born on July 26, 1875, in Kesswil, Switzerland, in the family of a Protestant **clergyman**. After graduating in medicine in 1902 from the universities of Ba-

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

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

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

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

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

EXERCISE 4

Translate the following words and word-combinations without dictionary:

word association _____

stimulus _____

complexes _____

psychotic fantasies _____

human motivation _____

creative energy _____

the International Psychoanalytic Society _____

analytical psychology _____

psychological types _____

extrovert _____

introvert _____

individual's life _____

analytical methods _____

psychotherapy _____

Text D

Wilhelm Max Wundt (1832-1920)

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

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

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

EXERCISE 5

Test

1. Wilhelm Max Wundt was

- a) the founder of scientific philosophy
- b) the founder of scientific psychology
- c) the founder of scientific physiology

2. At the University of Leipzig he was

- a) professor of psychology
- b) professor of physiology
- c) professor of philosophy

3. Wundt offered the first academic course

- a) in physiology
- b) in philosophy
- c) in psychology

4. His more than 500 published works include

- a) Principles of Physiological Philosophy
- b) Interpretation of Dreams
- c) Principles of Physiological Psychology

Text E

Translate without dictionary

Binet, Alfred (1857-1911)

French psychologist known for his achievement in developing a standard intelligence test.

Binet was born on July 11, 1857, in Nice. He was educated at the Sorbonne, where he studied law. However, he decided to continue his studies in medicine and psychology. In 1889, at the Sorbonne, he helped to found the first psychological research laboratory in France. As director of the laboratory, Binet tried to develop experimental techniques to measure intelligence and reasoning ability. In 1895, he founded the first French psychological journal, *L'Annee Psychologique* (The Psychological Year), and used it to publish the results of his research studies.

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

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

Text F

William James (1842—1910)

a theologian - теолог

retirement - уединение

the immortality of the soul - бессмертие души

free will - свобода воли

ethical values - этические ценности

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

James's first book, the monumental *Principles of Psychology* (1890), established him as one of the most influential thinkers of his time. The work was devoted to the principle of functionalism in psychology, thus removing psychology from its traditional place as a branch of philosophy and establishing it among the laboratory sciences based on experimental method.

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

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

EXERCISE 6

Scanning

Look at the text F to find the answers:

William James is an _____ psychologist. He attended private schools in the _____ and _____, the Lawrence Scientific School at _____ University, and the Harvard _____ School. After _____ he taught psychology and philosophy at _____. James's first book, _____, established him as one of the most influential thinkers of his time.

Text G

Translate without dictionary

Jean-Martin Charcot (1825-1893)

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

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

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

Charcot believed that hysteria was due to a congenitally (врожденно) weak

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

Charcot died in France, on August 16, 1893.

EXERCISE 7

Translate into English, please:

1. Я думаю, что психолог должен обладать тонким умом и хорошим чувством юмора.
2. Мне бы хотелось получить грант, чтобы поучиться в Европе, например, в Швейцарии.
3. Иногда мне снятся ночные кошмары. Мне было бы интересно узнать, что они означают.
4. Студенты факультета коррекционной педагогики и специальной психологии изучают теорию психоанализа и методы помощи людям.
5. Психологи применяют тестирование для определения умственных способностей детей.
6. Частные школы в Европе и США очень популярны.
7. Психологи успешно применяют гипноз, например, для лечения людей, страдающих таким психологическим нарушением как истерия.

UNIT III

STRESS: WHAT IS IT ?

Text A

Stress - What You Need to Know about It

tense – напряженный

overeating – переедание

nausea – тошнота

temper – настроение

threatening – угрожающий

challenge – вызов

What is stress?

Stress is your body's normal reaction to the pressures and challenges of life. Too much stress can make you unhappy or sick.

Signs of stress

When you are under stress you may have **tense** muscles, sweaty hands, a fast heartbeat or sleeplessness. Stress can cause a loss of appetite or **overeating**, frequent headaches, stomachaches, **nausea**, nervous tics or stuttering (неряшливость). People experiencing stress may lose their **temper** easily, get frustrated about little things, fight or argue a lot, have more accidents and get colds more frequently.

There are two basic types of stress:

Positive stress comes from things you enjoy or look forward to. For example, making new-friends, playing a sport or acting in a play.

Negative stress comes from things you find unpleasant or **threatening**. There is no way to avoid negative stress completely. Positive stress helps make our life interesting.

Sources of stress

Anything that makes you feel excited or uneasy is a source of stress. This happens when you face a **challenge** or a change. In order to reduce your stress levels you should find out what is causing you to feel stressed. Here are some common causes of stress.

You may feel stressed if you have to take a test, learn a new routine when you change classes or schools, make new friends or break up with someone, have trouble at home, feel anxious about your future not knowing what direction to take in life, etc.

Some advice for reducing stress

blame – считать виновным

to be upset – быть расстроенным

- *Think about what makes you feel stressed*

Avoid these things when you can.

- *See problems for what they are*

Do not let your reaction to a problem confuse the situation.

Focus on the problem and think about how to solve it.

- *Make up your own mind*

Do not let others push you into doing something that is not right for you.

When you make up your own mind, you will feel better about yourself, and less "stressed out."

- *Set goals that you can attain*

Ask yourself if there are some things you do not need to do.

- *Be a positive thinker*

Keeping a positive attitude can reduce your stress level.

When you look beyond your problems, you will see that the world is full of opportunities.

- *Learn to plan your time*

Create an action plan to handle a worrying challenge. List what you have to do.

Set priorities. Focus on one task at a time.

Divide the task into parts you can manage. A one-step-at-a-time approach divides and conquers anxiety.

- *Prepare for stressful events*

Being well prepared for a test, for example, will strengthen your confidence and help you stay calm on the day of the test.

- *Do not be afraid to fail*

Mistakes are an important part of personal growth.

Learning from failures allows you to go on to greater success!

- *Analyse how you explain failure*

Do you **blame** yourself? Laying blame and taking responsibilities are two different things. Pessimists blame themselves; optimists do not. Do not say, "I failed because I am stupid or incompetent." Do say, "I failed because the test covered material I didn't focus on when studying." In the latter situation you are in control of changing things for the better.

- *Do something you enjoy*

Set aside time to have fun every day. You could read, listen to music, dance, play an instrument, play sport, work on a hobby or spend some time with your friends. In short, do anything that helps you to relax - as long as it is healthy! Laughing is a great way to relieve tension and avoid feeling overwhelmed (чувство подавленности). Make sure you are able to laugh at yourself sometimes too.

- *Find out about relaxation techniques*

Knowing how to relax is one of the most valuable skills a young person can have. The following techniques can help:

1. *Deep breathing*: Find a quiet place to sit or lie down. Close your eyes and take deep breaths through your nose. Feel your stomach expand as you inhale. Breathe out slowly through your mouth.

2. *Progressive muscle relaxing*: This means tensing and then relaxing your muscles, one muscle, or group of muscles, at a time. Start at your feet and work up to your head.

3. *Meditation*: Basically, all you do is sit still, keeping your back straight, and try to quieten your mind. Most people do this by focusing on their breathing or on a single word or image.

- *Ask for help*

You do not have to handle everything on your own. If you **are upset** with someone or something, talk about your feelings and concerns with someone you trust. A friend, parent, school counsellor or teacher are just some of the people you can turn to.

- *Good health is an important defence against stress*

Be sure to:

Eat healthy food. It takes energy to deal with the stresses of daily life.

Good nutrition can help supply the energy you need.

Get plenty of sleep. Being rested is essential to good health, both mental and physical. Get in the habit of going to bed on time. You'll feel better in the morning and all day long.

Exercise regularly. Try an activity like walking, swimming, jogging, bicycling, skating, skiing, tennis or any kind of physical activity that you enjoy.

They are good for your peace of mind.

And finally,

- *Keep a diary/journal*

Keeping a diary/journal is a helpful way to express your anger, sadness or disappointment. When you write it down, you are, in effect, transferring an emotion out of your body and onto paper.

This process also helps you to understand what is behind your emotions. Good luck!

EXERCISE 1

Answer the following questions, please:

1. What is stress? Do you know the signs of stress?
2. What are the basic types of stress?
3. What are the sources of stress?
4. When may you feel stressed? It is a positive or negative stress?
5. What do you do to reduce negative stress?

EXERCISE 2

Use this checklist to see how well you deal with stress:

| | | yes | no |
|---|--|-----|----|
| 1 | Do you often feel overwhelmed by schoolwork or problems? | | |
| 2 | Do you often lay awake at night worrying? | | |

| | | | |
|----|--|--|--|
| 3 | Have you lost interest in things you once enjoyed? | | |
| 4 | Are you spending a lot more time alone than you used to? | | |
| 5 | Do you often feel like you're about to "snap"? | | |
| 6 | Do you seem to get sick more than you used to? | | |
| 7 | Do you often wake up in the morning feeling tired? | | |
| 8 | Do you have trouble concentrating? | | |
| 9 | Do you feel like you need more time to do all the things you want to do? | | |
| 10 | Are you having a hard time getting along with people? | | |
| 11 | Is your mood affected by little things? | | |
| 12 | Do you often feel you just want the world to go away? | | |

If you answered "yes" to any of these questions, you may need help dealing with stress.

Text B

Teenage Stresses at School

impact – влияние, воздействие

hay fever – сенная лихорадка

anxiety – беспокойство, тревога

resistance – сопротивляемость (организма)

exhaustion - истощение

exhilarated – веселый, оживленный

to be unfair – быть несправедливым

Today stress makes up an important part of our lives. A lot of information about it is available. Moreover, every time stress is mentioned the first thought that occurs in our minds is that stress is always something evil that does harm to a person. And it certainly does at times.

The negative **impact** of stress might cause diseases such as nervous breakdowns, migraines, eating disorders, asthma, **hay fever**, depression, heart disease, eczema and many other medical and social problems. Nevertheless, at the same time it can play a very important role in our lives making us stronger and helping us to overcome numerous problems.

H. Selye, the author of stress theory first used the term "stress" in 1936. This meant "unusual reaction to a special request".

He described the positive and negative influence of stress and its three main stages: "**anxiety**", "**resistance**" and "**exhaustion**".

At the stage of "anxiety" there is a sensation of excitement and increased

mental concentration. The person feels **exhilarated**. Sometimes during the first stage stress-related illnesses such as migraines, hay fever and heart disease appear. The disease can return in the third stage of stress, when it is quite serious and might threaten one's health or even life.

In case the stressor is extremely strong, the second stage comes - "the stage of resistance". The person adapts to a stressful situation and changing circumstances, however this causes exhaustion. One doesn't feel as well as during the 1st stage. There is no excitement or increased mental concentration.

We all have to face the need to overcome these two stages quite often. However, if a person is under stress for too long his psychological and physiological defenses break down. He is extremely tired and has no energy. The person is not able to cope with difficulties and solve problems. This can lead to a psychological disease or a psychosomatic illness. That is why this stage is called "the stage of exhaustion".

However, in spite of all the negative effects sometimes stress can be positive. For example, it might aid people in getting to the top of their profession. In the initial stages of stress, as mentioned above, there is a feeling of excitement and increased mental concentration.

Nevertheless, too much stress is negative. It is harmful for an individual, and especially for a child. We can't suppose that only adults suffer from stress. So what can be done in order to help children fight stress? Recognising the fact that nowadays young people are under more pressure than ever before is the first step to take. Usually they are subjected to stresses at school, at home and when having complicated relationships with their friends. Also the peculiarities of the teenage period, which is usually considered to be full of different conflicts, should be taken into account. The next step is to determine the main reason for the stress.

In order to find out the most stressful situations for teenagers we have done research, in which 112 teenagers took part. They were asked to describe their emotions in 16 different situations, connected with their school life. Their answers were divided into 3 groups: the negative emotions, which might cause stress; positive and neutral.

According to the results the most stressful situations for teenagers are the following: when the teacher shouts at them (85%) or if he/she **is unfair** (83%), when they are not prepared for the lesson (70%), before a test (69%). Pupils' positive emotions and impressions are connected with the moment they come to school and meet with their friends (28%) and when it is five minutes until the end of the lesson (62%).

There are a lot of situations when an attentive and experienced teacher is able to reduce the harmful influence of stress on children or even to avoid its negative consequences. However, according to the results of our research, the relationships between teacher and pupils are still complicated and this problem demands further investigation.

EXERCISE 3

Answer the questions, please:

1. Who is the author of stress theory?

2. Enumerate, please, the stages of stress and describe them?
3. Can stress be positive? When?
4. What can be done in order to help children fight stress?
5. Enumerate the most stressful situations for children and for you.

EXERCISE 4

Read the tips which can help you to escape the children's stresses

How to talk to children

- a) Take the child aside in a tactful way.
- b) Be interested, many problems vanish when we have an open mind and interested attitude.
- c) Get rid of distractions, like noise or objects in your hand.
- d) Use body language, be alert, make eye contact, bend down or put yourself on the same level physically with younger children.
- e) Stop talking. The more we talk, the less listening we do.
- f) Find out how children feel, use nods, smiles, or simple statements.
- g) Validate feelings, let kids know it's not wrong, but even normal, to feel the way they do.
- h) Ask, reassure them of your interest, invite them to share their feelings.
- i) Invite reflection, encourage them to give you their ideas on what might help the situation.
- j) Share your own experiences, but keep it simple and remember most children just want to be heard! Guard against jumping to conclusions instead of listening.

How to teach

- a) Get organized! Prepare ahead. Lessons, skills or demonstrations are only successful when you present them in a planned way.
- b) Keep it simple! Step-by-step lessons are easier to teach, easier to follow, and easier to remember.
- c) Get to know the children you are working with. Learn names, what aspect of activity they are interested in, and what they already know.
- d) Let the kids show you what they already know. Give them credit for what they know.
- e) Notice how a child learns (watching, listening, doing).
- f) Talk with the kids about practice. Share with them how long it took you to learn.
- g) Share your own experience, including your mistakes. This may help children tolerate their own trial-and-error learning process.
- h) Using competition to motivate people works well sometimes, but can create strong negative feelings. Competing against the clock or against one's own previous performance may be more appropriate.
- i) Your enthusiasm is contagious! So is your apathy.

Text C

How Does It Feel To Be An American Teen?

One of the keys to a better understanding of the present is having a look into the past. For more information about the American teens of the late 70s-early 80s read a few stories written by Americans remembering their adolescent years.

While reading, fill out the following flow chart:

- a) The environment where this teen was living: _____
- b) The activities he was involved into: _____
- c) His relationships with the people around: _____
- d) The problems he faced: _____
- e) The feelings, aspirations, goals he had: _____

conscientious – добросовестный, старательный

to pick on – докучать, дразнить

bullies – хулиганы

compassion – сострадание, сочувствие, жалость

embarrassing – смущенный

I was blessed – мне повезло

to be addicted – увлекаться

scores – отметки

Joel (34):

My teenage years are full of good and bad memories, though mostly good.

I was a good student in school. I took my studies seriously and made straight A's. **Conscientious** students often get teased by others, and I was no exception. However, at that age most everyone gets teased and **picked on** at various times for various reasons, unless you happen to be the very strongest or "coolest" person in the class. I was far from being the strongest, and I never approached being "cool". But fortunately I rarely suffered at the hands of **bullies**, and most of the teasing was good-natured.

I remember I had a fear as a teenager that was at times paralyzing. I hated speaking in front of others in class. The reason I hated it is that I would get so nervous that I would shake like a leaf, and sometimes I lost my breath and could not continue. I remember that after failing on such attempts, I felt **compassion** from others rather than rejection. The teacher and students were all understanding, but it was still **embarrassing** nevertheless!

My best memories in my teenage years were those where I spent time together with my friends. **I was blessed** to have several good friends in Junior High and High School. We would eat lunches together, spend weekends together at each other's homes, and even go on vacations with one another's families at times to the beach, to Texas, etc. My friends were also good students, so our influence on each other academically was positive.

Of course, a big part of being a teenager is having fun. This normally takes

place in the context of friendships, and just "hanging out" together. To this day I consider my closest friends those that I made during my teenage years.

One of my friends and I loved to play video games. I did not have a video game system in my home, but we would go to stores and arcades and spend hours (and many coins) playing such games. **Was I addicted?** Yes! It's probably a good thing that I didn't have a video game system in my home, or I might have never done my homework!

Most teenagers have a little bit of hooligan inside. I was known by some as a "pyromaniac". I enjoyed playing with fire at times. I never did any major damage, but I did set some things on fire that were never intended to be (like tennis balls, basketballs, etc.).

A big part of my life as a teenager (and ever since) was my relationship with God. I spent some time each day talking to God and reading the Bible. I found help from the Lord through the hard times of youth, and I found a solid foundation to begin building my life on. It was helpful that my close friends also were Christians because together we grew in our faith.

Brian Napier (34):

An American teenager is usually focused on being accepted. On one level this means by peers. Even if the group of peers that you belong to is not accepted by other groups, it is important to belong to some group, or some "clique". Also, at my high school, 95% of the students graduated and went to college. As early as 9th grade you start thinking about how to get accepted by a good college. You need not only to have good grades and good **scores** on standardized tests, you must also choose challenging classes. I completed my physical education requirement in the summers so that I could take extra classes during the school year.

It is also important to show the universities that you are a well-rounded person, so many teens are involved in activities like sports or music or language clubs or the school yearbook staff. Some students also do volunteer work at hospitals or with children.

It is also important usually to have a car so that you can be more independent of others. But insurance for young people is very expensive - at least \$100 per month, so students often have some kind of part-time job. Often this is a grocery store or restaurant; sometimes it is some kind of landscaping or yard work.

Personally, I remember feeling very anxious when I didn't know what group I belonged to in some situation, or when I was somehow different - for example, in my clothing - from other people. Teens are expected to pull away from their families and have an independent life, so when I didn't think that I belonged to some group as a teen, I felt very lonely.

Because the group that you belong to can change, your preferences might change also to fit the group. So a teenager might like one kind of music and dress one way in the fall, but then look completely different and listen to different music in the spring.

EXERCISE 5

Discuss the following issues:

- 1) What aspects of teens' lives in the USA stand out in the stories? (school life, family relationships, peer relationships, adult-teen relationships, spare-time activities, aspirations, feelings and worries, values, etc.).
- 2) Compare yourselves with the teens from the stories: is your situation more like ...'s? Why? How?
- 3) Do you think the American teens are different from younger kids in America? From college students? From adults? How? If "yes", then why? Why not?
- 4) Are they more similar than different compared to the teens growing up in other countries? If "yes", then why? Why not?
- 5) Do racial, social, educational, economic, ethnic, or religious characteristics make any distinctions? Why?

Text D

Celebrities as Teens

to resemble – походить, иметь сходство

gadgets – безделушки

to date – назначать свидание

thrill – волнение

jealous – завистливый

an ugly duckling – гадкий утенок

unbearably skinny – невыносимо тощая

weird – странный

immature – незрелый

to be ostracized – подвергать остракизму, изгонять из общества

insistence – требование

brains – умственные способности

Everybody grows up in a certain cultural environment and adopts certain values and beliefs as well as patterns of behavior from their parents, friends, teachers, mass media, movies, and books. That is why those who are growing up in the USA accumulate a particular culture which shapes them into Americans.

We should also keep in mind that America's population is characterized by ethnic, religious, racial, social, educational, and political diversity. In some ways, those belonging to one group share the values and assumptions of that group. But everybody is a member of several different groups and **resembles** somehow each of them. Therefore, it is difficult to generalize about Americans.

On the other hand, the modern world has turned into a global village where nations and groups quickly pick up somebody else's fashions, style, **gadgets**, cuisine, words, music and other things. Common problems, natural disasters, or acts of terror also make people forget about their differences and unite.

Celebrities used to be teens too. *Read the names of the celebrities whose stories are presented and first make your guess about what kind of teens they were.*

Julia Roberts: "I grew up a nice Catholic girl in Smyrna, Georgia, a small southern town with friendly people. At Campbell High, I liked to run around and laugh and have fun. I wanted to be a veterinarian, because we had tons of animals at home, but the idea of acting was kind of in my mind all the time.

I wasn't the most popular girl, though I had many friends and **dated** quite a bit. The guys I liked best were athletes. I wasn't a dazzling beauty, but I did make a finalist in the Miss Panthera beauty contest, which was a big **thrill**. Other girls had perfect heart-top lips, which made me so jealous. I also felt restless, without focus, anxious. Three days after graduation I moved to New York to learn how to act."

Sharon Stone: "I was **an ugly duckling**, a tall, **unbearably skinny**, very intense, **weird** kid who wore thick glasses and had no sense of myself as a female. I was **immature** and naive, but I was always a great student. And I skipped ahead in school. My parents and teachers knew I was smart, so they tested me like I was a hamster running on a wheel. When I was fifteen and in eleventh grade, I was going to high school half a day and a nearby college the other half. So I felt like an alien."

Tom Cruise: "I'd never want to go back to high school. Not in a million years! When I was sixteen, my mother remarried and we lived in New Jersey. I worked in an ice-cream store. I never planned to go to college because I was an average student and we didn't have a lot of money. I hated peer pressure and not being invited to parties."

Richard Gere: "I wanted to be a biker. I had images in my head of punks, motorcycles, leather jackets, knives, violence. Maybe because that was so different from my real life. Ours was a normal, middle-class suburban family with five kids. We were Methodists, so there was a lot of singing in church. And we were all musical. I was really into piano, guitar, banjo. And drums (барабаны). To earn spending money, I played trumpet (играл на трубе) in a dance band at weddings and bars. At school, I usually performed too. But I was rebellious, everybody's bad boy. And I was a terrible student. I didn't go to classes, just read a lot. I was very much a dreamer."

Whitney Houston: "At the first school I attended in New Jersey, I **was ostracized**. People just didn't like me. This was a time when black meant black power and Afros, and I was a light-skinned with long hair. And my mother's **insistence** that I dress conservatively didn't help. Everybody else wore jeans and ripped sweat-shirts, and there I was standing out in skirts and sweaters, a definite object for harassment. A bunch, of girls used to chase me home.

Then I transferred to a Catholic high school, which was kind of strange, considering I am Baptist and sang in my church choir. Between sixteen and eighteen, I partied my **brains** out. I was a party monkey. I wouldn't want to be in high school again."

Michelle Pfeiffer: "It's amazing when you're a kid how something can alter the direction of your life. I had a high-school teacher who said one simple thing to me: "I think you have talent." And I never forgot it, partly because while growing up, I got very few compliments. Now, I didn't at that moment think, "Oh, I'll be an actress." Still, I came to feel very confident in that world because of that simple com-

ment."

EXERCISE 6

Discuss, please:

1. What features typical of teens do these stories reveal ?
2. What problems did the future stars face ?
3. How did they cope with their problems ?

EXERCISE 7

Find the true statements and correct the false statements, please:

6. Julia Roberts grew up a pretty Catholic girl in a small western town.
7. Sharon Stone had the idea of acting in her mind all the time.
8. Tom Cruise was sixteen when his mother remarried and they lived in New Jersey.
9. Richard Gere had a normal, middle-class family with kids.
10. Whitney Houston was an ugly duckling and wore jeans and sweat-shirts.
11. Michelle Pfeiffer got compliments from peers.

Text E

Read and translate without dictionary

Biorhythms

flesh - плоть

blood – кровь

internal – внутренний

cycle – цикл

obvious – очевидный

approximately – приблизительно

turbulence - дискомфорт

At the beginning of XX century medical scientists made a surprising discovery: that we are built not just of **flesh** and **blood** but also of time. They were able to demonstrate that we all have an **internal** "body clock" which regulates the rise and fall of our body energies, making us different from one day to the next. The idea of an internal "body clock" should not be surprising, since the lives of most living things are dominated by the 24-hour night-and-day **cycle**. The most **obvious** feature of this cycle is the way we feel tired and fall asleep at night and become awake during the day. If the 24-hour rhythm is interrupted, most people experience (ощущают) unpleasant side effects. As well as the daily rhythm of sleeping and waking we also have other rhythms which last longer than one day and which influence wide areas of our lives.

Most of us would agree that we feel good on some days and not so good on others. Scientists have identified the following three biorhythmic cycles: physical, emotional and intellectual. Each cycle lasts **approximately** 28 days and each is divided into a high energy period and a low energy period of equal length. During the low energy period we are less resistant to illness and tire more easily. The low period puts energy into our “batteries” for the next high period. During the high energy period of a physical biorhythm we are more resistant to illness, better coordinated and more energetic. The “critical” time usually lasts a day. On the critical day of a physical biorhythm, there is a greater chance of accident and illness. Human experience is always individual and we each have our own biorhythmic experiences. Some people experience such enormous **turbulence** on their “physically critical” days that they have to go to bed.

EXERCISE 8

Answer the questions, please:

1. What are biorhythms ?
2. What problems can people have if their 24-hour rhythm is interrupted ?
3. What three biorhythmic cycles have scientists identified ?
4. Which is the weakest part of a cycle ?
5. How long does each cycle last ?

EXERCISE 9

Translate into English please:

1. У нас есть внутренние часы, которые регулируют подъем и упадок энергии наших тел, делая нас разными изо дня в день.
2. Жизнь большинства живых существ определяется 24-часовым ночным и дневным циклом.
3. Существуют три цикла – физический, эмоциональный, интеллектуальный – которые длятся более одного дня и влияют на нашу жизнь.
4. Во время упадка энергии мы меньше сопротивляемся болезням, быстрее утомляемся, а также в это время велик шанс несчастного случая.

Text F

Read without dictionary, please

The British are too good to their pets

Perhaps the British are too good to their pets, but more interesting is a recent theory amongst psychologists that pets are very good for us. Dr. R. writes:

The basic meaning of “pet” is an animal we keep for emotional rather than economic reasons. A pet animal is kept as a companion, and we all need companions to keep us feeling happy. But pets offer us more than mere (простой) companionship; they invite us to love and be loved. Many owners feel their pets understand

them, for animals are quick to sense anger and sorrow (печаль, жалость). Often a cat or dog can comfort us at times when human words don't help. We feel loved, too, by the way pets depend on us for a home, for food and drink. Dogs especially look up to their owners, which makes them feel important and needed.

A pet can be something different to each member of the family, another baby to the mother, a sister or brother to an only child, a grandchild to the elderly, but for all of us pets provide pleasure and companionship. It has even been suggested that tiny pets should be sent as companions to astronauts on spaceships, to help reduce the stress and loneliness (одиночество) of space flights.

In this Plastic Age, when most of us live in large cities, pets are particularly important for children. A pet in the family keeps people in touch with the more natural, animal world. Seeing an animal give birth brings understanding of the naturalness of childbirth. Learning to care for a pet helps a child to grow up into a loving adult who feels responsible towards those dependent on him. Rightly we teach children to be good to their pets. They should learn, too, that pets are good for us human beings.

From "New Avenues in Reading"

EXERCISE 10

Test

Will You Make a Good Owner?

| | |
|---------------|--------------------------|
| mongrel - | дворняжка, помесь |
| pedigreed - | породистый |
| check – up - | осмотр |
| vet - | ветеринар |
| to be eager - | очень хотеть, стремиться |

So you decided to get a dog. Are you prepared to devote a little time to it? Will you make its life happy? Read the questions below and answer "yes" or "no":

1. A good owner must have a sense of responsibility.
2. A dog mustn't be aggressive.
3. Cross-breeds (**mongrels**) are not so clever as their **pedigreed** brothers.
4. A dog depends upon its owner for all its needs.
5. Small dogs live longer than big ones.
6. Dogs can eat the same food their owners have.
7. The normal temperature of the dog is between 38-39 degrees.
8. Daily exercises are not necessary for small dogs.
9. After a year, a dog can have two or even one meal a day.
10. Regular **check-ups** by a **vet** are not necessary for a healthy dog.

Check your score:

1, 2, 4, 5, 7, 9 – "yes". **3, 6, 8, 10** – "no".

Congratulations! You'll be a good owner. Or, perhaps, you are doing this test together with your faithful pet...

1, 2, 4, 5, 7, 9 – "yes". One of **3, 6, 8, 10** – "no".

You have a chance to become a good owner. Try to learn more about dogs.

1, 3, 6, 8 – “yes”. Three or more of **2, 4, 5, 7, 9** – “no”.

Stop! Are you really **eager** to have a dog? Start with a goldfish. And don't forget to ask your mum to feed it from time to time.

EXERCISE 11

Translate into English, please:

1. Стресс – это реакция организма на изменения в жизни.
2. Термин «стресс» впервые был использован в 1936 году.
3. Стресс может стать причиной отсутствия аппетита, частых головных болей и даже мигрени, нервных тиков, простуды и других заболеваний.
4. Подростки часто подвергаются стрессу, например, когда у них проблемы с родителями или в школе.
5. Многие знаменитости, когда они были подростками, испытывали стресс при общении со сверстниками.
6. Здорово, когда учитель может сказать Вам «Я думаю, Вы талантливы». Это может изменить Вашу жизнь.
7. Мне нравится получать комплименты, это помогает мне чувствовать себя уверенно.
8. Человеческий опыт всегда индивидуален, и каждый из нас имеет свои собственные биоритмические ощущения.

DEVELOPMENTAL DISABILITIES

Developmental disabilities are defined as being a constant disability of an individual, which can be attributed to a mental or physical disability or a combination thereof. Developmental disabilities develop before a person reaches the age of 18 and are likely to continue for the rest of his/her life.

Text A

Autism

approximately – приблизительно, почти

disorder – расстройство

distinctive – отличительный, характерный

heightened – повышенный

distracting – отвлекающий

impairment – ухудшение

mutual - общий

lack – недостаток

injurious – вредный, оскорбительный

viral – вирусный

Autism is a life-long developmental disability, which is usually identified or diagnosed before a child's third birthday. It occurs in **approximately** 10-15 of every 10,000 births and is four times more common in boys than in girls.

Autism has been found throughout the world in families of all racial, ethnic and social backgrounds. No known factors in the environment of a child have been shown to cause autism. Recent research suggests that autism is caused by a physical **disorder** of the brain.

One of the most **distinctive** symptoms of autism is a dysfunction in social behavior. Every autistic child and adult is different. Many individuals with autism suffer from **heightened** sensory perception making exposure to certain noises, lights, images, or colors uncomfortable or somewhat **distracting**.

Symptoms of autism may include, but are not limited to:

- Physical, social, and language skill disabilities
- Marked **impairment** in **mutual** social interaction
- Marked impairment in verbal and non-verbal communication
- **Lack** of imaginative play
- Limited range of activities and interests
- Unusual responses to sensory stimuli
- Repetitive, ritualistic behavior
- Aggressive and sometimes self-**injurious** behavior

Autism occurs by itself or in association with other disorders that affect the function of the brain such as **viral** infections, metabolic disturbances, and/ or epilepsy. Research indicates that many individuals with autism respond well to a highly structured, specialized education program.

EXERCISE 1

Test

1. Autism is a life-long developmental disability, which is usually identified or diagnosed before

- a) a child's second birthday
- b) a child's third birthday
- c) a child's fourth birthday

2. Autism is for times more common

- a) in girls than in boys
- b) in boys than in girls

3. Symptoms of autism may include

- a) a lot of imaginative play
- b) usual responses to sensory stimuli
- c) physical, social, and language skill disabilities

Text B

Brain Injury

anoxia – недостаток кислорода в крови

restlessness - нетерпеливость

decreased - пониженный

Brain injury can result due to a number of different circumstances such as a serious head injury or a lack of oxygen supply to the brain, which is otherwise known as "**anoxia**". Half of all reported brain injuries are the result of motor vehicle accidents. Other causes include falls, assaults, gun-shot wounds, sports and recreation-related injuries, work place accidents, and Shaken Baby Syndrome.

Emotional and behavioral effects of a brain injury can include:

- Fatigue
- Mood swings
- **Restlessness**
- **Decreased** motivation
- Lack of self-awareness
- Destructiveness
- Reading difficulties

- Short attention span

Physical dysfunction, cognitive impairments and emotional/behavioral difficulties are all common results of brain injury. Physical dysfunction can include speech, hearing, vision and other sensory loss. Lack of coordination, balance, muscle tone and movement can also be partially to severely affected.

"Cognitive" is defined as the mental process by which people take in, store and retrieve information. Perception, memory and concept formation, reasoning and problem-solving are all functions necessary for effective cognitive functioning, but may be difficult or impossible for someone with a brain injury. Deficits in communication, reading and writing skills, attention, concentration, planning and sequencing can also occur. Emotional and behavioral effects of brain injury can include fatigue, mood swings, self-centeredness, restlessness, decreased motivation and lack of self-awareness. Therefore social skills are often diminished.

EXERCISE 2

Match the following English words and word-groups with their Russian equivalents:

| | |
|----------------------|------------------------------|
| Physical dysfunction | недостаток кислорода в крови |
| brain injury | социальные навыки |
| anoxia | эмоциональный |
| causes | внимание |
| muscle tone | ухудшение |
| emotional | координация |
| fatigue | мышечный тонус |
| mood swings | пониженная мотивация |
| attention | усталость |
| impairment | причины |
| coordination | повреждение мозга |
| social skills | смена настроения |
| decreased motivation | физическая дисфункция |

Text C

Down Syndrome

Flattened bridge – плоская переносица

retardation – задержка, запаздывание

delay – задержка, замедление

openness – откровенность, прямота

stubbornness – упрямство

boundaries - границы

stature – рост

ailment – нездоровье

thyroid disease – заболевание щитовидной железы

kidney – почка

rough – хулиганский, грубый

silly – бесхитростный

Down Syndrome is a chromosomal disorder causing a developmental disability. It is the most common non-inherited genetic cause of developmental disabilities, occurring in approximately 1 in 700 births. It is caused by an extra copy of chromosome number 21 in the cells of the body. These extra genes are what cause the characteristics that we call Down Syndrome.

Individuals with Down Syndrome also have all the other genes passed down from their parents. As a result, they have a combination of features typical of Down Syndrome as well as the dominant features from their parents. Some of the physical traits that are common but not always present are a **flattened bridge** of the nose, wide set eyes, weight problems, decreased muscle tone and heart conditions. Some degree of mental **retardation** and other developmental **delays** and characteristics such as **openness**, affection, **stubbornness** and mood swings are also common. Keep in mind that you may be working with both adults and children so it will become necessary to set adult **boundaries**.

Many children with down syndrome are small in **stature**, regardless of their parents' height. Because this is so common, special growth charts have been developed for them. If rate of growth decreases, it could be a symptom of a serious **ailment**, such as **thyroid disease**, a mal-absorption syndrome, or a chronic disease such as heart, **kidney**, lung or liver disease.

Children with Down Syndrome often have difficulty breathing because airways in the nose and mouth are often smaller than normal. As a result, children with Down Syndrome may have a number of breathing problems, most of which occur during sleep. Under-developed neck and back muscles are also common and can make some "**rough housing**" or "**rough play**" particularly dangerous for them.

People with Down Syndrome have the ability to leave a lasting impression on those whose lives they touch. Often you may find that they are **silly**, playful, adoring, and entertaining people to be around. Many people that have worked with individuals with Down Syndrome feel that they have been shown a wonderful new way to approach life.

EXERCISE 3

Answer the following questions, please:

- 6) What is Down Syndrome?
- 7) What is Down Syndrome caused by?
- 8) Which physical traits of Down Syndrome do you know?

- 9) If many children of Down Syndrome are small in stature?
 10) May children with Down Syndrome have breathing problems? Why?

EXERCISE 4

Translate the following words and word-combinations without dictionary:

Down Syndrome _____
 chromosomal _____
 genetic _____
 chromosome _____
 genes _____
 characteristics _____
 individuals _____
 symptom _____
 syndrome _____
 chronic _____
 normal _____
 physical _____
 muscle tone _____
 special _____
 serious _____

Text D

Epilepsy/Seizures

seizures - припадки

abnormally – неправильно, аномально

intense - сильный

burst – внезапное появление

consciousness – сознание

rigidity – неподвижность

jaw - челюсть

jerking – судорога

twisting – изгибание, извивание

recovery – выздоровление, восстановление

blink – закрытые, прищуренные

twitching – подергивание, судорога

haziness – туманность, неясность

aura – аура, предвестник эпилептического припадка

Epilepsy affects people of all ages and races. Epilepsy is caused by an **abnormally intense** electrical charge that is sent between nerve cells within the brain to different parts of the body. Such **bursts** of electrical energy, or seizures, can effect a person's **consciousness**, bodily movements, or sensations for a short period of time. When seizures continue to occur for an unknown reason, the condition is known as epilepsy.

Epilepsy is characterized by seizures, but not all convulsive seizures are due to an epileptic condition. Seizures, are classified by varying degrees of severity, duration, frequency and warning.

Grand Mal. Grand Mal seizures are easily recognized by **rigidity**, loss of consciousness and falling. Biting of the tongue may occur from strong contraction of the **jaw** muscles. **Jerking, twisting**, involuntary cries and complete amnesia are also characteristic of this type of seizure. The seizure itself may last for only a few minutes, but the deep sleep that follows may last several hours. Upon waking from a Grand Mal seizure, the person may experience weakness, mental dullness, or headaches.

Petit Mal. In a Petit Mal seizure, a short lapse into unconsciousness occurs, followed by immediate **recovery**. The eyes usually **blink**, roll or fix upon some object. Fine muscular **twitching** may go unnoticed.

Grand and Petit Mal are the major types of seizures, but there are a number of others that can occur. Here are some basic instructions that you should follow if a person is experiencing a Grand Mal seizure.

1. Place the person on the floor, away from furniture, obstruction, hot/sharp objects, or remove these hazards from the victim's environment.

2. DO NOT ATTEMPT TO PUT ANYTHING IN THE PERSON'S MOUTH. To ensure a clear air passage, turn the person's head to the side.

3. Calm others who show excitement and prevent them from restraining the person's movement, or from immediately moving the victim to another place.

4. Remember that seizures naturally stop in a few seconds or a couple of minutes. When a person regains consciousness they may lapse into sleep. If so, allow the person to rest and be sure that they are kept warm. If the person awakens with **haziness**, they should be moved to a quieter place.

Seizures will usually be over before you have a chance to react. That is okay, just remember that the person may feel very tired and need sleep afterwards. The person may also have an "**aura**". This means that the person may have some advanced warning that a seizure is about to happen. An aura could be minutes or even seconds before the seizure occurs.

EXERCISE 5

Scanning

Look at "Epilepsy/Seizures" to find the answers as quickly as possible:

1. Epilepsy affects people of _____ ages and _____.
2. Epilepsy is characterized by _____.
3. Seizures can effect a person's _____, _____ or _____.
4. Seizures are classified by _____.
5. The _____ and _____ are the major types of seizures.
6. The seizure itself may last for only _____ minutes.
7. The person may also have an " _____ ", this means that the person may have _____.
8. An aura could be _____ or even _____ before the seizure occurs.

Text E

Read and translate without dictionary

Developmental Disabilities

discourage from – отговаривать

seclusion – уединение

inactivity – бездеятельность, инертность

moderate – средний

sophisticated – усложненный, утонченный

Developmental disabilities cover a large range of different, specific disabilities. It normally becomes apparent during the adolescent years and is generally described as having a learning ability that develops significantly slower than average. Reasoning and judgement may also develop at a slower pace. For some, it is not the ability to learn that is missing, but the speed at which things are learned is slower.

People with developmental disabilities are often overprotected and **discouraged from** exploring the world or interacting with others. Often, these people are limited to participating in programs that are designed "especially for their needs" and allowed to socialize with only "their own kind". After finishing a specialized education program as a child or young adult, many may spend their adult years in **seclusion** or **inactivity**. In the United States, there are many camps designed specifically for children and teenagers with learning disabilities or emotional disturbances. There, programs are provided to help them develop skills and interact socially.

People with mild to **moderate** developmental disabilities will not usually

behave very differently from their peers. They may be more interested in things that are perceived to be more appropriate for younger people and some social skills may be below their expected age level. Their emotional life, sense of humor and sensitivity to others may be more **sophisticated** than expected.

EXERCISE 6

Match the following English words and word-groups with their Russian equivalents:

| | |
|---------------------|---------------------------|
| muscular dystrophy | нарушение кожного покрова |
| progressive disease | посылать импульсы |
| communicable | улучшать |
| muscle mass | мышечная дистрофия |
| weakness | прогрессирующая дистрофия |
| curable | спинной мозг |
| improve | слабость |
| skin disorders | передающийся |
| spinal cord | излечимый |
| send impulses | мышечная масса |

EXERCISE 7

Reread the texts A, B, C, D and fill the following table in your copy-book, please:

| Developmental disabilities | symptoms | problems |
|----------------------------|----------|----------|
| | | |
| | | |

PHYSICAL DISABILITIES

Physical disabilities refer to any disability that affects a person's body. This ranges from Cerebral Palsy and Muscular Dystrophy to spinal cord injuries (повреждение спинного мозга) and amputees. There are no set measures for working with people with physical disabilities. However, one of the most important things to always remember is that the person has a **PHYSICAL** disability and not a **MENTAL** disability. The person may not be able to communicate well with you but they can still understand what you are saying, there is no need to simplify instructions. Give them all the independence that they want. Sometimes you will be surprised by what they are able to do and how well they do it!

Text A

Muscular Dystrophy (MD)

voluntary muscles – мышцы произвольных движений

respiration – дыхание

circulation – кровообращение

Muscular Dystrophy is a chronic, progressive disease of the muscles resulting in the gradual weakening of the voluntary muscles. Muscular Dystrophy itself is not fatal or contagious. However eventually, all of the **voluntary muscles** become affected and the muscles are unable to perform their functions of **respiration** and **circulation**. Symptoms of MD often include falling down, a side-to-side movement while walking, and difficulty in walking up stairs or standing up from a reclined position. People with MD may need extra care in lifting and movement. People with MD typically have very poor muscle tone. They will most likely lose muscle mass year to year. It is possible that last year they could walk or dress themselves and this year they cannot. It is important to give people with muscular dystrophy as much independence as possible because many will be used to having previously done things on their own.

EXERCISE 1

Answer the following questions, please:

- 1) What is Muscular Dystrophy?
- 2) Is MD is contagious itself?
- 3) Enumerate the symptoms of MD, please.
- 4) What is important for people with MD?

Text B

Cerebral Palsy (CP)

communicable – заразный, передающийся

curable – излечимый

tightness – напряженность

sore – рана, язва

Cerebral Palsy is a term used to describe a group of chronic conditions which affect body movement and muscle coordination. It is caused by damage to one or more specific areas of the brain during development. The word "cerebral" refers to the brain and the word "palsy" refers to muscle weakness and poor control. Cerebral palsy itself is not progressive (i.e. it does not get worse) however, secondary conditions can develop which may become worse over time. Cerebral palsy is not **communicable**, nor is it a disease. Although cerebral palsy is not **curable**, training and therapy can help improve function.

Cerebral palsy is characterized by an inability to fully control motor functions, particularly muscle control and coordination. Depending on which areas of the brain have been damaged, one or more of the following may occur:

- Muscle **tightness** or spasm
- Involuntary movement
- Disturbances in gait and mobility
- Abnormal sensation or perception
- Visual, hearing, or speech disabilities
- Seizures
- Problems with breathing due to postural difficulties
- Skin disorders because of pressure **sores**

Text C

Spinal Cord Injuries

Spinal cord injuries are generally caused by trauma as opposed to developing before birth. Diving and motorcycle accidents are the most frequent causes of trauma, followed by auto accidents and falls. Depending on the level of the injury, a person is either a quadriplegic (quad meaning four) where all limbs are impaired or paralyzed, or paraplegic ('para' meaning two) where two limbs (the legs) are affected. When the spinal cord is damaged or severed, sensory and motor nerves are not able to send impulses below the level where the injury occurred.

Text D

Amputation

Amputees are individuals who have lost a limb(s) or part of a limb. Usually the person has lived without use of the limb for sometime and has adjusted their daily rou-

tine to cope with this and is often very independent.

EXERCISE 2

Find the English equivalents in the texts B, C, D, please:

церебральный паралич _____

мозг _____

развитие _____

заразный _____

болезнь _____

излечимый _____

терапия _____

координация _____

походка _____

припадки _____

причины травмы _____

нервы _____

конечность _____

независимый _____

Text E

Visual Impairments

There are many different types of visual impairments. Legal blindness means that a person has 20/200 vision. This means they can see at 20 feet, what a normally sighted person can see at 200 feet. Visual impairment however, does not mean that a person is totally blind. Someone with low vision can usually travel during the day and is able to have a visual understanding of their surroundings.

When giving instructions to someone with a visual impairment be sure to use very concrete terms. Terms such as "over there" or "just down the path" may not be descriptive enough when trying to give directions. A visually impaired individual may want to hold your hand or take your arm when walking with you from one place to another. It is important to always offer your assistance but to also respect a person's wishes to remain independent. Don't be embarrassed (не смущайтесь) if you say "see you around" or "that looks good", these words are part of your everyday vocabulary and people with visual impairments use them too.

Text F

Hearing Impaired

A hearing impairment can affect one or both ears. A person may have mild to complete hearing loss, which in some cases may also affect their speech. Physically, people with hearing impairments are usually very active and able-bodied. In fact, at times you may forget that the person even has a disability. Remember that it is helpful to have eye contact with the person so they are aware that you are trying to communicate with them. It will be necessary to demonstrate any new task for them, but remember, they are hearing impaired, not developmentally delayed. You do not need to communicate with them at a lower than average level. Lots of eye contact and facial expressions help when communicating with deaf persons. Attempt to learn the ASL (American Sign Language) alphabet and you will find that most people with hearing impairments are very excited to teach you their language.

EXERCISE 3

Scanning

Look at "Visual and Hearing Impairments" to find the answers:

1. Legal blindness means that a person has _____ vision. This means they can see at _____ feet.
2. A normally sighted person can see at _____ feet.
3. Don't be embarrassed if you say _____ or _____.
4. A hearing impairment can affect _____ or _____ ears.
5. Remember that it is helpful to have _____ contact with the deaf person.
6. Remember, they are _____ impaired, not _____.
7. Facial _____ help when communicating with _____ persons.

EXERCISE 4

Read and translate following tips, please:

Tips on dealing with children with physical and mental disabilities

- 1) Offer help when it looks like it might be needed, but don't insist on it if the person refuses your assistance.
- 2) Don't hover or cling. People with disabilities don't want to be treated like babies.
- 3) If a person with a disability falls, don't panic. Wait for them to give you a sign about whether they want help or not. They may prefer to try to get up by themselves.

4) Crutches and wheelchairs are necessary accessories for those using them. Don't take them away unless the person shows you they want them out of the way. It is irritating to have your crutches grabbed away as soon as you sit down, leaving you stranded.

5) People with disabilities often need help with stairs. Let them tell you how. Those who can make it themselves usually have their own way of doing it. Don't pull on an arm or push from behind unless they ask you to do it. Otherwise, you could make them lose their balance.

6) Keep disabilities in perspective. "An arm is an arm" and nothing more. The disability is not the whole person.

7) Relax. No matter what you do, if you are friendly and kind, your children will like you.

8) Have fun and be yourself. Talk about the same things you would talk about with your other friends. Disabilities don't necessarily limit other interests or prevent a great sense of humor.

9) Let common sense and consideration guide you and you will never make a serious mistake.

Disabled people are like you and me – their physical or mental conditions don't mean that they feel differently from other people. When in doubt, ask: "may I help you" and "how can I help". Let people with disabilities, including children, be "experts" about their needs, their braces, their routines. They can teach you, which will allow for the development of a great relationship. They will make you feel their equal!

EXERCISE 5

Fill the table, please, in your copy-book:

| Physical disability | Symptoms | Problems |
|----------------------------|-----------------|-----------------|
| | | |
| | | |

UNIT VI

LEARNING DISABILITIES

Learning disability is a problem that impedes learning for many children, adolescents, and adults, affecting their schooling and adjustment to society.

There is a growing concern for children and youth with learning disabilities who have extreme difficulty in learning academic and other skills despite their mental capacity for doing so. The enigma of the youngster who encounters extreme difficulty in learning, however, is not new. Children from all walks of life have experienced such difficulties throughout the years. In fact, some of the world's most distinguished people had unusual difficulty in certain aspects of learning. In addition, the condition we call *learning disabilities* occurs in all cultures, nations, and language groups; it is a cross-cultural condition. It is not confined to the United States or to English-speaking countries. In all cultures there are children who have severe difficulty in learning oral language, reading, writing, or doing mathematics, despite the fact that they seem to have normal intelligence. Research reports about learning disabilities come from many parts of the world – among them Denmark, the United Kingdom, the Netherlands, New Zealand, Australia, Canada, Israel, Russia. Courses in learning disabilities for teacher training are taught in South Korea, Thailand, and South Africa. The problem appears in children learning either an alphabet-based system of written language, such as English, or a logographic (pictorial) system of written language, such as Chinese. A professional organization dedicated to fostering international research on learning disabilities is the *International Academy for Research in Learning Disabilities* (IARLD).

Text A

A Great Character

despair – отчаяние

to give in – сдаваться

to upset – расстраивать, огорчать

harm – вред

Life is not always easy. Sometimes it presents serious problems that make people sad and cause **despair**. At such times it might be good to think about the example of Helen Keller, born in America in 1880. She never **gave in**.

There was nothing wrong with Helen when she was born. Her parents were very proud of their pretty baby. She was able to walk when she was one and could even say a few words. But one day she refused to eat and started crying. She had a high temperature and they had to call the doctor. When she recovered, it was clear that little Helen would never again be able to see or hear. Before Helen Keller was even two she was blind and deaf.

Her parents were very **upset** and at first decided to let her grow up untaught. But soon they understood that their pity could not help her, but could do her a

lot of **harm**. They did their best to find a good teacher from the Institution for the Blind in Boston. It was a wonderful day for Helen Keller when Ann Sullivan came to their place. Ann by great effort and patience taught Helen the meaning of words.

When Ann arrived she was only 20, and Helen – 7. From the first day they became good friends. Helen turned out a very capable pupil: she quickly learned to communicate through sign language and later was good at reading, writing and typing in Braille. For fifty years they were good companions till 1936, when Ann died. It was due to the patience and skill of Ann Sullivan that Helen Keller developed into one of the most remarkable women of our time.

Miss Sullivan loved her pupil who was so quick to learn. She lived with Helen, played with her, and worked with her every hour of the day. By means of the hand language, Helen and her teacher were able to talk to each other. By this time she was also able to go on a vacation trip, to swim, to ride a pony, and to do many of the other things that any other child might do.

Helen was determined that she would learn to speak, too. At first she had difficulty with her speech, but Anne Sullivan understood what she was trying to say. Helen practiced speaking day after day until at last she developed a clear voice. Later she was able to speak before large crowds which came to hear her whenever she lectured.

When Helen Keller completed formal schooling she went on to college. She graduated from Radcliff with honours. One of Helen Keller's professors was so pleased with the things that she wrote for her English classes that he suggested she write the story of her life. Helen did write "The Story of My Life" while she was in college. It was such a cheerful account of how this young girl was able to live a happy, useful life in spite of terrible difficulties. In her writings and lectures Helen Keller did everything possible to help and encourage those who were blind.

EXERCISE 1

Test

1) We should look at the example of Helen Keller because

- a. her life was easy
- b. her life caused despair
- c. she refused to be defeated
- d. she was born in America

2) Helen was deaf and blind because

- a. she was born like that
- b. she had a complication after her illness
- c. she had had a car accident
- d. her parents were deaf and blind

3) Helen's parents found her a good teacher from Boston because

- a. they didn't want her to go to an ordinary school
- b. they wanted her to grow untaught
- c. they pitied Helen
- d. they knew the teacher could work with blind children

4) Helen was a very bright pupil. As a result she

- a. learnt the meaning of words and the hand language quickly
- b. invented the system of Braille
- c. began to teach herself
- d. helped Ann Sullivan

5) Helen Keller was a fast learner because

- a. she could see again
- b. she played every hour of the day
- c. she started talking
- d. her teacher always helped her

6) Later Helen could give lectures before large crowds as

- a. she developed a clear voice
- b. people understood sign language
- c. Ann Sullivan worked as an interpreter

7) In her book "The Story of My Life" Helen

- a. wrote about her friend Ann
- b. described her school life
- c. showed the way to overcome the difficulties
- d. gave a true picture of her cheerful friends

Text for Deep Reading

Text B

THE STORY OF MY LIFE

by Helen Keller

From the Foreword by Eleanor Roosevelt

to pay homage – отдавать должное

to arouse – пробуждать, вызывать

Unable to hear and unable to see, Helen Keller discovered the world through her finger tips. Her story will be read by many people with great interest. In her life and in her happiness in life, Miss Keller has taught an unforgettable lesson to us who have not had such difficulties to overcome".

"The Story of My Life" by Helen Keller and a supplementary account of her education including passages from the reports and letters of her teacher, Anne Mansfield Sullivan, was edited by John A. Macy, though the story is told by Helen Keller herself. What she overcame and her remarkable achievements were due, of course, to the extraordinary teacher that she had in Anne Mansfield Sullivan and the way in which between them they took advantage of every opportunity which could be found to give this talented woman a chance of self expression... This story will be read by many people with great interest, for it is a story that will never come to an end. The beauty of the human spirit when once realized is something we must never forget... I **pay homage** to her in my thoughts day after day as I realize the results of her work to help the blind and deaf children of the world and the grown-ups who sometimes

would give in if they did not think of her example, which gives them courage and **arouses** their fighting spirit. We can all say a prayer of gratitude for Helen Keller's life and we can all hope that more and more people will read about it, so that her inspiration will spread in ever widening circles.

earnestly - серьёзно

whenever - когда бы ни

delight - восхищать

painful - болезненный

definition - определение

precious - драгоценный

bore - утомлять

technicalities - подробности, частности

can't help remembering - не могу не запомнить

breadth - широта, ширина

odour - благоухание

little by little - постепенно, мало-помалу

sunlit - освещённый (залитый солнцем)

blend - смешивать, смесь

dig (dug.dug) - копать

valley - ущелье

leisurely - не спеша, лениво

unfold - разжимать

scarcely - едва

inmate - врождённый

being зд. - существо

possibility - возможность

is due - должен

belong - принадлежать

For a long time I had no regular lessons. Even when I studied most **earnestly** it seemed more like play than work. Everything Miss Sullivan taught me she illustrated by a beautiful story or poem. **Whenever** anything **delighted** or interested me she talked it over with me. What many children think to be a **painful** struggle through grammar, hard sums and harder **definitions**, is today one of my most **precious** memories. I cannot explain the **precious** sympathy Miss Sullivan had with my interests and wishes. She had a wonderful gift for description. She went quickly over uninteresting details and never **bored** me with questions to see if I remembered the day-before-yesterday's lesson. She introduced dry **technicalities** of science **little by little** making every subject so real that I **could not help remembering** what she taught.

We read and studied out-of-doors preferring the sunlit woods to the house. All my early lessons have in them the **breadth** of the woods - the fine **odour** of pine needles **blended** with the perfume of wild grapes.

We spent many happy hours playing at learning geography, made islands and

lakes, dug river-beds, all for fun, and never thought that I was learning a lesson. She made maps in clay, so that I could feel the mountains and **valleys** and follow with my fingers the courses of rivers. In this same **leisurely** manner I studied zoology and botany. Thus I learned from life itself. At the beginning I was only a little mass of **possibilities**. It was my teacher who **unfolded** and developed them. It was my teacher's genius, her quick sympathy, her loving tact which made the first years of education so beautiful. Any teacher can take a child to a classroom, but not every teacher can make him learn. My teacher is so near to me that I **scarcely** think of myself apart from her. How much of my delight in all beautiful things is **inmate**, and how much is due to her influence, I can never tell. I feel that her **being** is inseparable from my. All the best of me **belongs** to her - there is not a talent, or a thought or a joy in me that has not been awakened by her loving touch. I am sure the most important day in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I **consider** contrasts between the two lives which it connects.

EXERCISE 2

Choose the correct answer, please:

1. Helen Keller is
 - a) a teacher of the blind and deaf girl
 - b) the author of the book
 - c) a great scientist
2. Eleanor Roosevelt
 - 1) wrote the book
 - 2) was the wife of a great public figure
 - 3) wrote the preface of the book
3. Anne Mansfield Sullivan was
 - a) a great American writer
 - b) a teacher of the blind and deaf girl
 - c) deaf and blind
4. The book is unforgettable because
 - a) it contains important scientific data
 - b) it is written by an outstanding public person
 - c) it has shown the hard and beautiful life of a deaf and blind woman
5. Helen had no regular lessons because
 - a) such was her teacher's method
 - b) her teacher was often ill
 - c) she herself was often ill
6. Grammar
 - a) was a hard lesson for Helen
 - b) wasn't taught to Helen
 - c) was one of her favourite lessons
7. The day-before-yesterday's lesson
 - a) was answered by Helen regularly
 - b) was never asked

- c) was explained by the teacher several times
8. The teacher introduced new information
- a) little by little
 - b) very quickly
 - c) very seldom
9. Helen was learning
- a) at home
 - b) at school
 - c) out of doors
10. Helen learned quickly because
- a) she was very bright
 - b) the teacher had a special gift
 - c) Helen's parents asked her to do so
11. The most important day for Helen was
- a) her birthday
 - b) the one on which she got presents
 - c) the one her teacher came to her.

EXERCISE 3

Answer the following questions:

1. Were Helen's lessons regular? Why?
2. How did Miss Sullivan use stories and poems?
3. Did the teacher and the pupil discuss things?
4. Was it difficult for Helen to learn grammar and do sums?
5. Was studying languages and maths at school "one of your most precious memories"? Why?
6. Did Miss Sullivan sympathise with Helen's interests and wishes?
7. Do you have sympathy with interests and wishes of your friends and relatives?
8. Who had a wonderful gift for description? Who of your acquaintances or teachers has the same gift? Is the gift for description necessary for a teacher?
9. Did Miss Sullivan pay much attention to uninteresting things?
10. Did she check her pupil's «day-before-yesterday lesson»? Was she right not doing it, in your opinion?
11. How did Miss Sullivan make the girl remember everything she taught?
12. Was there a special classroom in the house?
13. How did Helen learn geography?
14. Why did Miss Sullivan make maps in clay?
15. What other subjects did Helen study?
16. What traits of her teacher's character did Helen describe in her book?
17. Is it true that not every teacher can make a child learn?
18. What was Miss Sullivan's influence on her pupil?
19. What was the most important day for Helen in all her life?

20. How did Helen's life change after Miss Sullivan's arrival?

Text C

Some Eminent People with Learning Disabilities

affliction – несчастье, бедствие

mortification - унижение

vesper service – вечерняя служба

thoroughly – до конца

humiliation – унижение

ingenious – искусный

addled – взбалмошный

to get along – преуспевать

dunce – тупица

scholarly - ученый

to persist – оставаться, продолжать существовать

to caution – предостерегать

initial – первоначальный

Nelson Rockefeller, who served as vice president of the United States and governor of the state of New York, suffered from severe dyslexia, which is extreme difficulty in learning to read. His poor reading ability kept him from achieving good grades in school, and the **affliction** forced him to memorize his speeches during his political career. In describing his feelings about growing up with a learning disability, Rockefeller (1976) recalled: “I was dyslexic . . . and I still have a hard time reading today. I remember vividly the pain and **mortification** I felt as a boy of eight when I was assigned to read a short passage of scripture at a community **vesper service** and did a **thoroughly** miserable job of it. I know what a dyslexic child goes through ... the frustration of not being able to do what other children do easily, the **humiliation** of being thought not too bright when such is not the case at all. But after coping with this problem for more than 60 years, I have a message of hope and encouragement for children with learning disabilities – and their parents”.

As a child, Thomas Edison, the **ingenious** American inventor, was called abnormal, **addled**, and mentally defective. Writing in his diary that he was never able **to get along** at school, he recalled that he was always at the foot of his class. His rather thought of him as stupid, and Edison described himself as a **dunce**.

Auguste Rodin, the great French sculptor, was called the worst pupil in his school. Because his teachers diagnosed Rodin as uneducable, they advised his parents to put him out to work, although they doubted that he could ever make a living.

Woodrow Wilson, the **scholarly** twenty-eighth president of the United States, did not learn his letters until he was nine years old and did not learn to read until age eleven. Relatives expressed sorrow for his parents because Woodrow was so dull and backward.

Albert Einstein, the mathematical genius, did not speak until age three. His search for words was described as laborious and, until he was seven, he formulated each sentence — no matter how commonplace — silently with his lips before speaking it aloud. School work did not go well for young Albert. He had little facility with arithmetic, no special ability in any other academic subject, and great difficulty with foreign languages. One teacher predicted that "nothing good" would come of him. Einstein's language disabilities **persisted** throughout his adult life. When he read, he heard words. Writing was difficult for him, and he communicated badly through writing. In describing his thinking process, he explained that he rarely thought in words; it was only after a thought came that he tried to express it in words at a later time.

Of course, we must recognize that interpretations of the learning problems of these historic figures are derived from biographical information. Adelman and Adelman (1987) **caution** about the vulnerability of posthumous diagnoses. Yet we do know that some children with learning disabilities are also gifted (Waldron & Saphire, 1990; Vail, 1989). These persons of eminence fortunately were somehow able to find appropriate ways of learning, and they successfully overcame their **initial** failures. Many youngsters with learning disabilities are not so fortunate.

EXERCISE 4

Test

1. Nelson Rockefeller suffered from:
 - a) autism
 - b) blindness
 - c) dyslexia
2. As a child, Thomas Edison was called
 - a) ingenious
 - b) normal
 - c) mentally defective
 - d) dunce
3. August Rodin was called
 - a) the worst pupil in his school
 - b) the best pupil in his school
 - c) the mathematical genius
4. Woodrow Wilson did not learn to read
 - a) until twelve years
 - b) until nine years

- c) until eleven years
- 5. Albert Einstein did not speak until
 - a) age seven
 - b) age five
 - c) age three
- 6. Young Einstein had special ability to
 - a) academic subjects
 - b) foreign languages
 - c) arithmetic.

EXERCISE 5

Put down the Russian equivalents;

dyslexia _____
 difficulty in learning to read _____
 reading ability _____
 to be dyslexic _____
 abnormal _____
 mentally defective _____
 uneducable _____
 genius _____
 special ability _____
 language disabilities _____
 thinking process _____
 learning problems _____

Text D

Tony – The Puzzle of Learning Disabilities

The case of Tony shows the effects of learning disabilities and the problems that parents have identifying the problem.

to aware – знать, сознавать

garbled – искаженный

temper – характерный

tantrum – вспышка раздражения

immature – незрелый, недоразвившийся

succeeding – последующий

distraught – обезумевший

to alleviate – облегчать

to grow out – вырастать

The case of Tony illustrates the enigma of learning disabilities and the difficulty

parents encounter. Tony's parents have long been **aware** that their son has severe problems in learning. As an infant, Tony was colicky and had difficulty in learning to suck. His early speech was so **garbled** that no one could understand him, and frequently his inability to communicate led to sudden **temper tantrums**. The kindergarten teacher reported that Tony was "**immature**"; his first-grade teacher said he "did not pay attention"; and **succeeding** teachers labeled him "lazy" and then "emotionally disturbed". Tony's distraught parents attempted to find the source of his learning problems **to alleviate** his misery and theirs. They desperately followed suggestions from many sources, which led to a succession of specialists and clinics dedicated to treating such difficulties.

One clinic detected a visual problem, and as a result Tony received visual training exercises for several years. Another clinic diagnosed Tony's problem as a lack of neurological organization and instituted a lengthy series of motor exercises. An opinion of emotional disturbance at another agency led to years of psychotherapy for both Tony and his parents. A reading tutor analyzed the problem as a lack of instruction in phonics, and Tony received intensive phonics instruction for a period of time. The family pediatrician said that the boy was merely going through a stage and would **grow out** of it. Yet despite this wealth of diagnosis and treatment, Tony still cannot learn. He is unhappily failing in school, and, understandably, he has lost faith in himself.

The problems encountered by Tony and his parents are typical. Each specialty viewed Tony's problem from its own perspective and therefore saw only part of the picture. What is needed instead is a unified, interdisciplinary approach to the problem of Tony's learning disabilities – a coordinated effort, with each special field contributing its expertise to the analysis and treatment of the child. A unified procedure is required to mobilize the team and coordinate the efforts of the various participating professions.

EXERCISE 5

Arrange the sentences in the logical order according to the text:

____. Each specialty viewed Tony's problem from its own perspective and therefore saw only part of the picture.

____. The kindergarten teacher reported that Tony was "**immature**"; his first-grade teacher said he "did not pay attention"; and **succeeding** teachers labeled him "lazy" and then "emotionally disturbed".

____. Tony's early speech was so **garbled** that no one could understand him, and frequently his inability to communicate led to sudden **temper tantrums**.

____. Tony's parents attempted to find the source of his learning problems.

____. Tony's parents have long been **aware** that their son has severe problems in learning.

Text E

The Blind Men and the Elephant

There is an old story about six blind men who once tried to describe an elephant by touching only one part of the elephant. Each was so sure he had touched the whole elephant that they began to quarrel and shout at each other.

It was six men of Indostan
To learning much inclined,
Who went to see the elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The first approached the elephant,
And happening to fall Against his
broad and sturdy side,
At once began to bawl:
"God bless me! but the elephant
Is very like a wall!"

The second, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an elephant
Is very like a spear!"

The third approached the animal,
And happening to take
The squirming trunk within his
hands,
Thus boldly up and spake:
"I see," quoth he, "the elephant
Is very like a snake!"

The fourth reached out his eager hand,
And felt about the knee,
"What most this wondrous beast is
like
Is mighty plain," quoth he;
"'Tis clear enough the elephant
Is very like a tree!"

The fifth, who chanced to touch the ear,
Said, "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an elephant
Is very like a fan!"

The sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

By John G. Saxe

EXERCISE 6

Read the sentences below and fill in the missing part:

1. One had touched the tusk and thought the elephant was a

_____.

2. One had touched the tail and thought the elephant was a

_____.

3. One had touched a leg and thought it was a

_____.

4. One had touched the big floppy ears and was sure it was a

_____.

5. Another had touched the rough skin along its side and thought it was a

_____.

6. And the last man had touched the elephant's long trunk and thought it was a _____.

Text F

For your information

Digital Hearing Aids “Available To All” in UK by 2005

benefit – помогать, приносить пользу

tailored – специально приспособленный

feedback – обратная связь

extension – распространение

European Physical Society and represents UK and Ireland physicists in international organisations. In the UK the institute is active in providing support for physicists in all professions and careers, encouraging physics research and its applications, providing support for physics in schools, colleges and universities, influencing government and informing public debate.

By Ray Cooling

Tens of thousands of people in the United Kingdom who are deaf or hard of hearing will be entitled to the very latest digital hearing aids free on the National Health Service as part of a programme costing 94 million pounds sterling to modernise hearing aid services.

About 1.8 million people in England, including 18,000 children, use hearing aids. By April 2005 the very latest digital hearing aids will be available across the country for people who can **benefit** from them.

Digital hearing aids can process sound in ways not possible with the old analogue

circuit aids. Sound levels can be **tailored** to suit the individual. **Feedback** and background noise can be minimised and the aid can be adjusted for different sound environments. The widespread introduction of digital hearing aids will ensure National Health Service (NHS) staff can more accurately fit the right device for each patient.

The UK government began making digital hearing aids available on the NHS in 2000. From April 2003 almost a third of NHS audiology departments has been providing digital hearing aids. By April 2005 the devices will be available in every hearing-aid service throughout England.

Announcing the **extension** of digital hearing-aid services nation wide, Health Minister Alan Milburn said: "This is just the latest example of where investment coupled to reform of how services are delivered can bring real benefits for patients."

The Department of Health is working in partnership with the Royal National Institute for Deaf People (RNID) to introduce the changes in all parts of the country. At the same time the department is looking at different ways of making it easier and quicker for deaf and hard of hearing people to get access to the modernised digital service.

Welcoming the announcement, John Low, chief executive of the RNID, said: "The modernised audiology service will be based on digital hearing-aid technology which transforms the lives of people with hearing difficulties. Digital hearing aids offer an immensely better clarity of hearing, not possible with traditional aids. Research shows that digital hearing aids offer patients a 40 per cent improvement in hearing and quality of life."

EXERCISE 7

Translate into English, please:

1. Родители всегда гордятся своими детьми.
2. Очень трудно найти хорошего учителя для слепого ребенка.
3. Иногда в жизни появляются серьезные проблемы, которые заставляют людей отчаиваться.
4. Дети, неспособные видеть и слышать, познают мир с помощью кончиков пальцев.
5. Я люблю читать на открытом воздухе, предпочитая залитые солнцем леса с ароматом сосновых иголок дому.
6. Слепые дети с помощью глиняных карт изучают географию, исследуя горы, долины, течение рек.
7. Некоторые знаменитости страдали в детстве дислексией, им было тяжело научиться читать.
8. Я осознаю, что глухие дети испытывают проблемы в обучении.

APPENDIX

Reading Classics of Psychology

“CONSCIOUS, UNCONSCIOUS, PRECONSCIOUS”

by Sigmund Freud

The starting point for this investigation is provided by a fact without parallel, which defies all explanation or description - the fact of consciousness. Nevertheless, if anyone speaks of consciousness, we know immediately and from our own most personal experience what is meant by it. Many people, both inside and outside the science of psychology, are satisfied with the assumption that consciousness alone is mental, and nothing then remains for psychology but to discriminate in the phenomenology of the mind between perceptions, feelings, intellectual processes and volitions. It is generally agreed, however, that these conscious processes do not form unbroken series which are complete in themselves; so that there is no alternative to assuming that there are physical or somatic processes which accompany the mental ones and which must admittedly be more complete than the mental series, since some of them have conscious processes parallel to them but others have not. It thus seems natural to lay the stress in psychology upon these somatic processes, to see in them the true essence of what is mental and to try to arrive at some other assessment of the conscious processes. The majority of philosophers, however, as well as many other people, dispute this position and declare that the notion of a mental thing being unconscious is self-contradictory.

But it is precisely this that psychoanalysis is obliged to assert, and this is its second fundamental hypothesis. It explains the supposed somatic accessory processes as being what is essentially mental and disregards for the moment the quality of consciousness....

We are soon led to make an important division in this unconscious. Some processes become conscious easily; they may then cease to be conscious, but can become conscious once more without any trouble: as people say, they can be reproduced or remembered. This reminds us that consciousness is in general a very highly fugitive condition. What is conscious is conscious only for a moment. If our perceptions do not confirm this, the contradiction is merely an apparent one. It is explained by the fact that the stimuli of perception can persist for some time so that in the course of it the perception of them can be repeated. The whole position can be clearly seen from the conscious perception of our intellectual processes; it is true that these may persist, but they may just as easily in a flash. Everything unconscious that behaves in way, that can easily exchange the unconscious condition for the conscious one, is therefore better described as «capable of entering consciousness» or as conscious. Experience has taught us that there are hardly any mental processes, even of the most complicated kind, which cannot on occasion remain preconscious, though as a rule they press forward, as we say, into consciousness. There are other mental processes or mental material which have no such easy access to consciousness, but which must be inferred, discovered, and translated to conscious form in the manner that has been described. It is for such material that we reserve the name

of the unconscious proper.

Thus we have attributed three qualities to mental processes: they are either conscious, preconscious, or unconscious. The division between the three classes of material which have these qualities is neither absolute nor permanent. What is preconscious becomes conscious, as we have seen, without any activity on our part; what unconscious can, as a result of our efforts, be made conscious, though in the process we may have an impression that we are overcoming what are often very strong resistances. When we make an attempt of this kind upon someone else, we ought not to forget that the conscious filling up of the breaks in his perceptions—the construction which we are offering him—does not so far mean that we have made conscious in him the unconscious material in question. All that is so far true is that the material is present in his mind in two versions, first in the conscious reconstruction that he has just received secondly in its original unconscious condition.

Id, Ego, Super-ego

[The id is] ...a chaos, a cauldron of seething excitement. We suppose that it is somewhere in direct contact with somatic processes and takes over from them instinctual needs and gives them mental expression, but we cannot say in what substratum this contact is made. These instincts fill it with energy, but it has no organization and no unified will, only an impulsion to obtain satisfaction for the instinctual needs, in accordance with the pleasure-principle. The laws of logic—above all, the law of contradiction—do not hold for processes in the id. Contradictory impulses exist side by side without neutralising each other or drawing apart; at most they combine in compromise formations under the overpowering economic pressure towards discharging their energy. There is nothing in the id which can be compared to negation, and we are astonished to find in it an exception to the philosophers' assertion that space and time are necessary forms of our mental acts. In the id there is nothing corresponding to the idea of time, no recognition, of the passage of time, and (a thing which is very remarkable and awaits adequate attention in philosophic thought) no alteration of mental processes by the passage of time. Conative impulses which have never got beyond the id, and even impressions which have been pushed down into the id by repression, are virtually immortal and are preserved for whole decades as though they had only recently occurred. They can only be recognised as belonging to the past, deprived of their significance, and robbed of their charge of energy, after they have been made conscious by the work of analysis, and no small part of the therapeutic effect of analytic treatment rests upon this fact.

It is constantly being borne in upon me that we have far too little use of our theory of the indubitable fact that the repressed remains unaltered by the passage of time. This seems to offer us the possibility of an approach to some really profound truths. But I myself made no further progress here.

Naturally, the id knows no values, no good and evil, morality. The economic, or, if you prefer, the quantitative factor, which is so closely bound up

with pleasure - principle, dominates all its processes. Instinctual cathexes seeking discharge, — that, in our view, is all that the id contains. It seems, indeed, as if energy of these instinctual impulses is in a different condition from that in which it is found in the other regions of the mind. It must be far more fluid and more able of being discharged, for otherwise we should not find those displacements and condensations, which are characteristic of the id and which are so completely independent of the qualities of what is cathected...

As regards a characterization of the ego, in so far as it is to be distinguished from the id and the super-ego, shall get on better if we turn our attention to the relation between it and the most superficial portion of the mental apparatus; which we call the Pcpt-cs (perceptual-conscious) system. This system is directed on the external world, it mediates perceptions of it, and in it is generated, while it is functioning, the phenomenon consciousness. It is the sense-organ of the whole apparatus, receptive, moreover, not only of excitations from without but also of such as proceed from the interior of the mind. One can hardly go wrong in regarding the ego as that part of the id which has been modified by its proximity to the external world and the influence that latter has had on it, and which serves the purpose of receiving stimuli and protecting the organism from them, like the cortical layer with which a particle of living substance surrounds itself. This relation to the external world is decisive for the ego. The ego has taken over the task of representing the external world for the id, and so of saving it; for the id, blindly striving to gratify its instincts in complete disregard of the superior strength of outside forces, could not otherwise escape annihilation. In the fulfilment of this function, the ego has to observe the external world and preserve a true picture of it in the memory traces left by its perceptions, and, by means of the reality-test, it has to eliminate any element in this picture of the external world which is a contribution from internal sources of excitation. On behalf of the id, the ego controls the path of access to motility, but it interpolates between desire and action the procrastinating factor of thought, during which it makes use of the residues of experience stored up in memory. In this way it dethrones the pleasure-principle, which exerts undisputed sway over the processes in the id, and substitutes for it the reality-principle, which promises greater security and greater success.

The relation to time, too, which is so hard to describe, is communicated to the ego by the perceptual system; indeed it can hardly be doubted that the mode in which this system works is the source of the idea of time. What, however, especially marks the ego out in contradistinction to the id, is a tendency to synthesise its contents, to bring together and unify its mental processes which is entirely absent from the id. When we come to deal presently with the instincts in mental life, I hope we shall succeed in tracing this fundamental characteristic of the ego to its source. It is this alone that produces that high degree of organisation which the ego needs for its highest achievements. The ego advances from the function of perceiving instincts to that of controlling them, but the latter is only achieved through the mental representative of the instinct becoming subordinated to a larger organisation, and finding its place in a coherent unity. In popular language, we may say that the ego stands for reason and circumspection, while the id stands for untamed passions....

The proverb tells us that one cannot serve two masters at once. The poor ego has a still harder time of it; it has to serve three harsh masters, and has to do its best to reconcile the claims and demands of all three. These demands are always divergent and often seem quite incompatible; no wonder that the ego so frequently gives under its task. The three tyrants are the external world, the super-ego and the id. When one watches the efforts of the ego to satisfy them all, or rather, to obey them all simultaneously, one cannot regret having personified the ego, and established it as a separate being. It feels itself hemmed in on three sides and threatened three kinds of danger, towards which it reacts by developing anxiety when it is too hard pressed. Having originated in the experiences of the perceptual system, it designed to represent the demands of the external world, but it also wishes to be a loyal servant of the id, to upon good terms with the id, to recommend itself to the id as an object, and to draw the id's libido on to itself. In its attempt to mediate between the id and reality, often forced to clothe the Ucs. Commands of the id its own Pcs. Rationalisations, to gloss over the conflicts between the id and reality, and with diplomatic dishonesty to display a pretended regard for reality, even when the id persists in being stubborn and uncompromising. On the other hand, its every movement is watched by the severe super-ego, which holds up certain norms of behaviour, without regard to any difficulties comming from the id and the external world; and if these are not acted up to, it punishes the ego with the feelings of tension which manifest themselves as a sense of inferiority and guilt. In this way, goaded on by the id, hemmed in by the super-ego, and rebuffed by reality, the ego struggles to cope with its economic task of reducing the forces and influences which work in it and upon it to some kind of harmony; and we may well understand how it is that we so often cannot repress the cry: «Life is not easy». When, the ego is forced to acknowledge its weakness, it breaks out into anxiety: reality anxiety in face of the external world, normal anxiety in face of the super- ego, and neurotic anxiety in face of the strength of the passions in the id.

I have represented the structural relations within the mental personality, as I have explained them to you, in a simple diagram, which I here reproduce.

You will observe how the super-ego goes down into the id; as the heir to the Oedipus complex it has, after all, intimate connections with the id. It lies further from the perceptual system than the ego. The id only deals with the external world through the medium of the ego, at least in this diagram. It is certainly still too early to say how far the drawing is correct; in one respect I know it is not. The space taken up by the unconscious id ought to be incomparably greater titan that given to the ego or to the preconscious. You must if you please, correct that in your imagination..

And now, in concluding this certainly rather exhausting and perhaps not very illuminating account, I must add a warning. When you think of this dividing up of the personality into ego, super-ego and id, you must not imagine sharp dividing lines such as are artificially drawn in the field of political geography. We cannot do justice to the characteristics of the mind by means of linear contours, such as occur in a drawing or in a primitive painting, but we need rather the areas of colour shading off into one another that are to be found in modern pictures. After we have made our separations, we must allow what we have separated to merge again. Do not judge too harshly of

a first attempt at picturing a thing so elusive as the mind. It is very probable that the extent of these differentiations varies very greatly from person to person; it is possible that their function itself may vary, and that may at times undergo a process of involution. This to be particularly true of the most insecure and, from the phylogenetic point of view, the most recent of them, the differentiation between the ego and the superego. It is also incontestable that the same thing can come about a result of mental disease. It can easily be imagined, that certain practices of mystics may succeed in upsetting the normal relations between the different regions of the mind, so that, for example, the perceptual system becomes able to grasp relations in the deeper layers the ego and in the id which would otherwise be able to it. Whether such a procedure can put one in possession of ultimate truths, from which all good will flow, may be safely doubted. All the same, we must admit that the therapeutic efforts of psycho-analysis have chosen the same method of approach. For their object is to strengthen the ego, to make it more independent of the super-ego, to widen its field of vision, and so to extend its organisation that it can take over new portions of the id. Where id was, there shall ego be.

Список использованной литературы

1. Агапова Г., Агапова Н. Английский язык 2000. Учебное пособие для высших и средних учебных заведений. – М.Ж Издательство «Менеджер», 2000.
2. «Английский язык» газета Издательского дома «Первое сентября», 2004-2006 гг.
3. Коваленко П.И. Английский для психологов. Серия «Учебники и учебные пособия». Ростов н/Д: изд-во «Феникс», 2002.
4. Козырева Л.Г., Шадская Т.В. Английский язык для медицинских колледжей и училищ. Учебное пособие. Изд.2-е. – Ростов н/Д.: изд-во «Феникс», 2003.
5. Сипакова И.Н. Английский язык для студентов первого курса педагогических специальностей. – Саратов, ООО «Полиграф-Экспресс», 2006.
6. Camp Counselors USA International Staff Handbook. USA, Summer 2006.
7. Douglas K.Stevenson. American Life and Institutions. Revised edition./Ernst klett Verlag, Stuttgart, 1998.
8. James O’Driscoll. Britain. The Country and Its People: an Introduction for Learners of English. – Oxford University Press, 2003.
9. Norby R.F. Readings in American Culture to Promote English Proficiency. – Saratov, 2005.