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ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ  
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**Прикладная психология.  
Тексты и задания по английскому языку**

Практикум

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Практикум предназначен для студентов факультета социальных наук ННГУ им. Н.И. Лобачевского. Комплекс заданий направлен на формирование и совершенствование навыков чтения и ведения устных дискуссий по заявленной теме, а также расширение словарного запаса обучающихся.

Материалы практикума соответствуют профессиональным интересам и уровню сформированности профессиональных компетенций обучающихся.

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# UNIT 1

## CHILDREN PSYCHOLOGY

### **Exercise 1. Answer the questions.**

- What is the difference between general psychology and children psychology?
- Is there any difference between developmental and children psychology?

### **Exercise 2. Suggest ages for these periods of human life.**



**Childhood**



**Adolescence**



**Adulthood**

### **Exercise 3. Check the pronunciation of the words.**

humans

fascinating

physical growth

creature

height and weight

youngster creativity

acquisition of language

intriguing characteristics

experiences

### **Exercise 4. Read the text to answer the questions below.**

#### **Text 1**

#### **CHILDHOOD AS THE PERIOD OF RAPID DEVELOPMENT**

In humans physical growth is greater in the first year than in any other single year. In fact, at the age of two most children have already attained one-half of their adult height and weight. Similarly, changes involving social interactions, the acquisition and use of language, memory and reasoning abilities and virtually all other areas of human functioning are the greatest in childhood.

An equally important reason for studying children is that the events and experiences of the early years have been shown to strongly affect the individual's later development. In fact, almost all psychological theories suggest that what we are today depends very much on our development and experiences as children.

The final and very important reason why so many developmentalists have directed their efforts toward understanding children is that the human child is a

fascinating creature. When we consider that the child has attracted attention of artists, poets, and scholars in many other fields of study, it is perhaps not surprising that psychologists, too, have found this subject matter to have great appeal. The ease with which the naïve two-year-old acquires her or his native language (while the adult often struggles in foreign language classes) and the creativity of a youngster playing with invisible friends are just two of the inherent and intriguing characteristics that all growing children display. Childhood is a period of rapid development and early experiences have a long-term effect. Complex processes are easier to understand when they are being formed. Besides, the knowledge of basic processes can help to solve some of the problems of childhood. Yet much of the child's development remains a mystery, and at this point science has more questions than it has answers.

1. Why is childhood believed to be a period of rapid development?
2. At what age does a child acquire language, memory and reasoning abilities?
3. What is one of the most important reasons to study children?
4. Who acquires a foreign and native language with great ease? Why?
5. How do children develop their creative abilities?
6. What can help to solve some problems of childhood?
7. Do early experiences have a long-term effect?
8. Do you remember what Freud used to say about adults' problems?

***Exercise 5. Find words of the opposite meaning.***

Spiritual, smaller, child, disability, insignificant, late, loose, difficult, foreign, visible, enemy.

***Exercise 6. Give English equivalents:***

Физический рост, социальные контакты, язык и память, важная причина, дальнейшее развитие, психологические теории, усилия, удивительное создание, привлечь внимание, двухлетний ребенок, родной язык, невидимые друзья, растущие дети, оставаться тайной, способность рассуждать.

***Exercise 7. Find the words in the text that mean the following:***

- 1) belonging to or concerning people, especially as opposed to animals or machines;
- 2) an increase in amount, size, or degree;
- 3) a fully-grown person or animal;
- 4) a system of communication by written or spoken words, which is used by the people of a particular country or area;
- 5) the ability to remember things, places, experiences etc.;
- 6) a process of thinking carefully about something in order to make a judgment;

7) the period of time when you are a child;

8) power to have an effect on the way someone or something develops, behaves, or thinks without using direct force or commands.

***Exercise 8. You are going to specialize in children psychology. Why? Give your reasons.***

## UNIT 2

### THE PERIOD OF ADOLESCENCE

**Exercise 1. Work in pairs or small groups. Which of the following do you consider the advantages and disadvantages of being a teenager? Discuss your ideas as a class.**

- undergoing physical, emotional and social changes
- taking on adult rights and responsibilities
- dating and first sexual experience
- parents' financial support
- ambitions and expectations
- gaining independence
- developing one's own identities
- learning social skills
- generation gap

**Exercise 2. Read the text quickly and complete the sentences using the words from the text.**

1. At 18 young people .....
2. During the period of adolescence.....
3. Teenagers and their parents often disagree over such things as.....
4. Many young people are engaged in.....
5. To earn money teenagers.....
6. Most young people look forward to.....

#### BEING A TEENAGER

At 18 years of age, young people can assume most of the rights and responsibilities of adulthood. Before this occurs, however, the teenager goes through the period of adolescence. Psychologists say that most young people experience conflict during this period of their lives. They are changing rapidly, both physically and emotionally and they are searching for self-identity. As they are growing up and becoming more independent, teenagers sometimes develop values which differ from those held by their parents. Teenagers begin to be influenced by the values expressed by their friends, the media and teachers. During this period of their lives, young people also begin to participate in social activities such as sporting events, as well to do more things in the company of members of the opposite sex and fewer things in the company of their families.

While the teenage years for most young people are nearly free of serious conflict, all youths face a certain number of problems, such as difficulties in their relationship with parents or problems at school. Most youths have a "comfortable" or "happy" relationship with their parents. Traditional disagreements are over such

things as curfew (time to come home at night), doing work around the house, and friends with whom the young person spends his/her leisure time.

Many young people make positive, important contributions to their communities, schools and society. They volunteer to help take care of the elderly, the handicapped and hospital patients, organize social activities to raise money for public welfare or help clean up the natural environment.

Many young people hold part-time jobs after school hours. Thousands earn money working part-time at a variety of jobs to help pay their expenses.

Most youths look forward to their future with hope and optimism. Teenagers place a high priority on education and careers. While filled with high hopes, today's students are not laboring under any misconception about what they must do to realize their aspirations. They admit that hard work lies ahead and claim they are willing to make the sacrifices needed to reach their goals.

**Exercise 3. Make a plan/ an outline of the text. Use it to briefly describe the young generation in Russia.**

**Exercise 4. Answer the questions.**

1. Why do young people experience conflict during the period of adolescence?
2. Whose values are they influenced by?
3. What problems do most teenagers face?
4. What are the traditional disagreements between teenagers and their parents?
5. What social activities are teenagers engaged in?
6. Why do many young people work part-time?
7. What jobs do they usually hold?
8. What are their aspirations?

**Exercise 5. Fill in the correct preposition.**

1. to go ..... the period of adolescence
2. to search ..... self-identity
3. to participate ..... social activities
4. to be free ..... serious conflict
5. to agree ..... opinions and values
6. to take care ..... the elderly, the handicapped, etc.
7. to raise money ..... public welfare
8. to care ..... infants
9. to look forward ..... one's future
10. to place a high priority ..... education



**Exercise 6. Match the synonyms.**

take on	participate
happen	aspiration
take part	occur
show	goal
ambition	assume
aim	indicate

**Exercise 7. Fill in the words from the list.**

Goal, experience, face, assume, contribution, raise, rapidly, part-time, expenses, place, aspirations.

1. to ..... adult rights and responsibilities
2. to ..... conflict
3. to change .....
4. to ..... a problem
5. to make a .....
6. to .....money
7. to work .....
8. to pay one's .....
9. to ..... a high priority
10. to realize one's .....
11. to reach a .....

**Exercise 8. Make sentences using the completed phrases from Exercises 5 and 7.**

**Exercise 9. Read the article and render it into English.**

**БЕГУНКИ**

**5-ЛЕТНИЙ** Игорь страдал энурезом. Папа пытался "лечить" его: всякий раз, обнаруживая поутру, что сынишка сходил ночью в постель, сажал его на горячую сковородку...

Ваня попросил маму купить ему коньки. Купила, а Ваня вдруг обиделся: "Я не такие хотел, вон те лучше. Ты плохая мама..."

**Что общего между двумя этими пацанами? Оба они убежали из дому.**

СКОЛЬКО у нас в стране бегунков (так называют этих детей специалисты), не знает, пожалуй, никто. По каждому ведомству проходит своя статистика. МВД ведет учет тех, кто совершил правонарушение или кого разыскивают родители. Министерство труда и социального развития – тех, кто проходит через его приюты и центры. В прошлом году, например, в этих

спеучреждениях побывали 112 тысяч ребятшек. Но реально у нас около миллиона безнадзорных детей.

Что толкает их на бегство из дому? Первая причина – недостаток родительского внимания. Далее идут жестокое обращение и сложная семейная ситуация. Многих привлекает то, что за порогом дома им легко доступны наркотики и алкоголь. Возросло число случаев сексуального насилия в семьях, мириться с которым девочки не хотят.

Психолог Елена ВЕРЧЕНКО так интерпретирует проблему: ребенок бежит не от родителей, а от себя. Точнее – в поисках себя. Если говорить о подростках, то у 13-14-летних еще не сформирована понятийная система, у них нет той частицы своего "я", на которую они могли бы опереться. Родители в



этом смысле – важное для них подспорье, от них ждут поддержки. А что на деле? "Мама, почему взрослые обманывают друг друга, а я должна говорить правду?" – «Не болтай. Ты уроки сделала?»

– Для ребенка основной вид деятельности – общение, – считает Верченко. – Благодаря ему он самоутверждается, реализует себя. Подросток не самодостаточен, он не хочет и не может быть один. Если

общение с родителями не избавляет его от одиночества, остается улица.

Между прочим, дети из обеспеченных семей часто звонят на телефоны доверия – жалуются на чрезмерную родительскую опеку. От этой гиперопеки они бегут, от постоянных ожиданий и требований. Бегство в поисках свободы? Они говорят: "Вырваться". Вырваться – характерное слово. Вырываются из тюрьмы, из оков... В общем, из неволи, а никак не из родного дома.

Вырваться – главная задача. Но что взамен? За порогом дома проблемы не исчезают. Как правило, из одной неволи человек попадает в другую. Это может быть зависимость от группы, наркотиков, религиозной секты. А сколько бегунков вращается в криминальной среде, где взрослые эксплуатируют их по полной программе? Попрошайничество, проституция, торговля наркотиками – вот лидеры этого печального "хит-парада".

Есть бегунки, которым нравится сам процесс – постоянно двигаться, путешествовать. Существует даже термин, определяющий это увлечение, – дромомания. А бывают случаи, когда ребенок с помощью побега пытается решить не столько свою, сколько семейную проблему.

<...>Сережина мама – инвалид. Папа время от времени зарабатывает, а потом неделями пьет. Дело дошло до развода, и тогда Сергей решил убежать. "Я хотел, чтобы они помирились, пока будут искать меня" – так он объяснил свой поступок. Мальчика нашли, вернули. Своей цели он добился – родители не развелись. Живут вместе, но ссоры стали обычным явлением. Как реагирует на них Сергей? Каждый раз убегает из дому – на неделю, на две. Другого способа выразить свой протест "неправильному миру" взрослых он просто не знает.

*(Дмитрий Писаренко, АИФ)*

***Exercise 10. Discuss the following.***

- Identify the problems mentioned
- What can a psychologist do to reduce the problems mentioned in the article?
- Have you ever worked with runaways?
- Have you ever worked with disturbed children and their parents?
- In your opinion, who is it more challenging to work with – an adult or a child? Explain your answer.
- Deal with these cases.

## UNIT 3 CONSCIOUSNESS

### ***Exercise 1. Answer the questions:***

- What is the difference between conscious mind and unconscious mind?

### ***Exercise 2. Mind the pronunciation of the words.***

1. conscious – unconscious
2. consciousness – unconsciousness
3. external – internal
4. controlled – uncontrolled
5. complete – incomplete
6. ware – awareness
7. breath – breathing
8. require – requirements
9. interfere – interference
10. image – imagery – imagination

### ***Exercise 3. Read the text and explain the difference between sleeping, dreams and daydreaming.***

#### ***Text 1***

### CONSCIOUSNESS

***Consciousness*** is awareness of both external and internal stimuli or events. External events include what you attend to as you go through your day – for example, the comment your best friend has just made about your new hairstyle, the car in front of you that has just swerved to miss a dog, the music you are listening to. Internal events include your awareness of your internal sensations. “My headache has just returned”, “I’m breathing too fast”, “My ear hurts”, “Why am I missing so many lessons?”, “My God! I’m happy to have done it!” and your internal thoughts and feelings.

***Controlled*** processes represent the most alert state of consciousness in which individuals actively focus their effort to reach a goal.

***Automatic processes*** require minimal attention and do not interfere with other ongoing activities.

***Daydreaming*** is another form of consciousness that involves a low level of conscious effort.

Daydreaming lies somewhere between active consciousness and dreaming while we are asleep. It is a little like dreaming when we are awake. Daydreams usually start spontaneously when what we are doing requires less than our full attention. Mind-wondering is probably the most obvious type of daydreaming. We

regularly take brief trips into our own imagery and memory, even as we read, listen, or work. Sometimes daydreaming is triggered by sensations from the world around us, but often origins seem internal. When we daydream, we often drift off into parties, on television, at faraway places, at another time in our lives. At other times, our daydreams are about ordinary, everyday events, such as getting our hair done, dealing with someone at work, solving a problem with a friend. Even though daydreams occur while you are shaving, ironing, or walking to the store, planning and problem solving naturally occur in the daydreams. They can remind us of important things ahead. Daydreaming keeps our minds active helping cope up, create and fantasize.

When we sleep and dream, our awareness level is lower than when we daydream, but remember that we no longer think of sleep as the complete absence of consciousness.

**Exercise 4. Answer the questions.**

1. What is consciousness?
2. What are external (internal) events?
3. What is the difference between controlled and automatic processes?
4. What is daydreaming?
5. In what way do daydreams usually start?
6. What is the most obvious type of daydreaming?
7. Is the origin of daydreaming internal or external?
8. What can our dreams be about?
9. When do planning and problem solving naturally occur?
10. What do daydreaming and sleeping have in common?

**Exercise 5. Agree or disagree with the statements. Use the following phrases to express your agreement or disagreement. For more, see Appendix 1.**

<i>Agreement</i>	<i>Disagreement</i>
You are quite right.	I don't think so.
I agree with you.	I wouldn't say so.
I think so.	I don't quite agree.
I believe you are right.	I see your point, but...
That's quite true.	I doubt it very much.
It goes without saying.	That's very unlikely.
I don't doubt it at all.	I'm not so sure about it.

1. Consciousness is awareness of external and internal events.
2. Internal events include what you attend to through your day.
3. Automatic processes represent the most alert state of consciousness.
4. Daydreaming is one of the forms of consciousness.
5. Daydreaming is the state between dreaming and awakening.

6. Daydreams require our full attention.
7. Sleep is a complete absence of consciousness.
8. The origin of daydreaming is external.
9. Daydreams may occur when you are sleeping.
10. Planning and problem solving occur in the daydreams.

***Exercise 6. Give definitions to the following.***

Sleeping, dreaming, daydreaming, mind-wondering, controlled processes, automatic processes, consciousness, awareness, unconsciousness.

***Exercise 7. Translate the words into Russian.***

Daydreaming, consciousness, sleeping, awakening, dream, mind-wondering, imagination, imagery, sensations, fantasy, awareness.

***Exercise 8. Find the wrong words in the sentences and substitute them by the correct ones.***

1. External events exclude what you attend to as you go through your day.
2. Internal events include your awareness.
3. Controlled processes require minimal attention.
4. Automatic processes are the most alert state of consciousness.
5. Mind-wondering is the most vague type of daydreaming.

***Exercise 9. Read the text to find out more about the concepts of consciousness, unconsciousness and preconsciousness.***

***Text 2***

**FREUD'S THEORY**

Freud did not exactly invent the idea of the conscious versus unconscious mind, but he certainly was responsible for making it popular. The conscious mind is what you are aware of at any particular moment, your present perceptions, memories, thoughts, fantasies, feelings, what you have. Working closely with the conscious mind is what Freud called the preconscious, what we might today call “available memory” – anything that can easily be made conscious, the memories you are not at the moment thinking about but can readily bring to mind. Now no one has a problem with these two layers of mind. Nevertheless, Freud suggested that these are the smallest parts.

The largest part by far is the unconscious. It includes all the things that are not easily available to awareness, including many things that have their origins there, such as our drives or instincts, and things that are put there because we cannot bear to look at them, such as the memories and emotions associated with trauma.

According to Freud, the unconscious is the source of our motivations, whether they be simple desires for food or sex, neurotic compulsions, or the motives of an artist or scientist. And yet, we are often driven to deny or resist becoming conscious of these motives, and they are often available to us only in disguised form.

**Exercise 10. Comment on the following:**

- Concepts of consciousness, unconsciousness and preconsciousness – explain the difference;
- Is there any connection between daydreaming and problem solving?

**Learn the vocabulary:**

1. sensations – ощущение
2. consciousness – сознание
3. awareness – сознание, восприятие, осознание
4. require – требовать
5. interfere – вмешиваться
6. effort – усилие
7. alert – настороженный, тревожный, бодрствующий
8. to reach a goal – достигать цели
9. imagery – образность
10. to take trips into imagery – погружаться в фантазии
11. occur – происходить, случаться
12. remind – напоминать
13. obvious – очевидный
14. mind-wondering – блуждание мысли
15. daydreaming – грёзы, сон наяву
16. drift off – мысленно переноситься

## UNIT 4 DREAMING

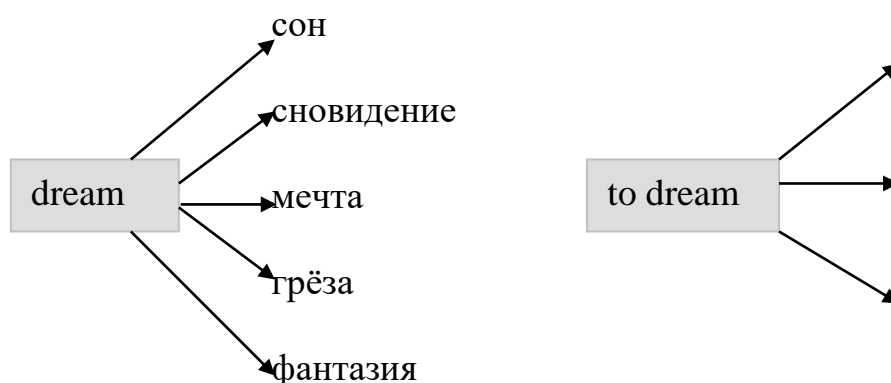
**Exercise 1. Find the wrong words in the sentences and substitute them by the correct ones.**

The origin of daydreaming is external.

Daydreaming lies between sleeping and dreaming.

Sleeping is a complete presence of consciousness.

**Exercise 2. Study the scheme and make one in the analogy with the word “to dream”.**



**Exercise 3. Look through the text and express the main idea in Russian.**

### *Text 1*

As long as time has been recorded, dreams have had historical, personal, and religious significance. Preserved Babylonian clay tablets reveal that, as early as 5000 B.C., dreams and their interpretations were recorded.

Today we are still trying to figure out what dreams mean. Many of us dismiss the nightly excursion into the world of dreams as a second-rate mental activity. In Freud’s theory, the reason we dream is wish fulfillment. Freud believed that in disguising wish fulfillment, dreams contain a great deal of symbolism. A second view of dreaming states that dreams are a form of thinking and solving life’s problems.

**Exercise 4. Look through the text and retell it using the underlined words as points of a plan.**

### *Text 2*

## INSOMNIA

Insomnia is a common sleep problem; put simply, it is the inability to sleep. Insomnia may involve a problem in falling asleep, waking up during the night, or waking up too early.



As many as one in five Americans has insomnia, and it is more common among females, older adults, thin people, depressed or stressed individuals, and individuals with low income. We spend large sums of money trying to sleep better. Many sleep experts believe that, in the past, physicians were too quick to prescribe sedatives for individuals who had insomnia. There is a danger of overdose and, over time, sedatives lose their power, requiring even greater dosages to achieve the same effect.

Rather than turn to sleeping pills to help your sleep problems, what can you do? Next time you have trouble falling asleep, try drinking a glass of milk. Avoid large quantities of alcohol before going to bed. Other suggested remedies for insomniacs include adopting a regular schedule so that you go to sleep and wake up at approximately the same time each day; doing something relaxing before you go to bed, like listening to soft music.

***Exercise 5. Make up a dialogue with your partner. Discuss the following:***

- A friend of yours suffers from insomnia. Help him.
- Dream interpretations. Do you believe in them?

***Exercise 6. How well do you remember your dreams? Work in pairs.***

Student A: Tell your partner one of your dreams.

Student B: Explain / interpret the dream using as many theories as you can.

Student A: How far do you agree with the interpretation?

## UNIT 5

### ALTERED STATES: HYPNOSIS

***Exercise 1. Discuss the questions with your partner.***

- What is hypnosis? Have you or your friend ever been under hypnosis?
- In what spheres of life is it of great use?

***Exercise 2. Check the pronunciation of the words.***

- |                 |                  |                 |
|-----------------|------------------|-----------------|
| 1. hypnosis     | 8. associated    | 15. ceremony    |
| 2. suggestion   | 9. erroneous     | 16. recognised  |
| 3. supernatural | 10. induced      | 17. distracting |
| 4. legitimate   | 11. concentrate  | 18. experience  |
| 5. stimulus     | 12. amnesia      | 19. dentistry   |
| 6. occurring    | 13. anesthetic   | 20. enhance     |
| 7. anxiety      | 14. somnambulism | 21. suicidal    |

***Exercise 3. Guess the meaning of the word combinations.***

Psychological state, altered attention, recorded history, religious ceremonies, erroneous theories, legitimate process, distracting stimuli, imagined scene, posthypnotic amnesia, criminal investigation, suicidal tendencies, terminally ill, crime suspects, crime witness, athletic performance.

***Exercise 4. Read the text to define the main ideas of the text and answer the questions:***

- What is hypnosis?
- What is suggestion?
- Where is hypnosis used?

### HYPNOSIS

Hypnosis is a psychological state of altered attention and awareness in which an individual is unusually receptive to suggestion. Hypnosis has been used since the beginning of recorded history. It has been associated with religious ceremonies, magic, the supernatural, and many erroneous theories. Today hypnosis is recognized as a legitimate process in psychology and medicine, although much is yet to be learned about how it works.

Four elements are present when hypnosis is induced. First, the hypnotist makes the subject comfortable and minimizes distracting stimuli. Second, the hypnotist tells the subject to concentrate on a specific thing, such as an imagined scene or the ticking of a watch. Third, the hypnotist makes suggestions to the subject about what he/she is expected to experience in the hypnotic state (e.g., relaxation or a pleasant

floating sensation). Fourth, the hypnotist suggests certain events or feeling that he knows will occur or observes occurring (e.g., “your eyes are getting tired”).

When individuals are hypnotized, they readily accept and respond to ideas offered by the hypnotist.

Posthypnotic suggestion is a suggestion, made by the hypnotist while the subject is in a hypnotic state that the subject experiences after the hypnotic state.

Posthypnotic amnesia, induced by the hypnotist’s suggestion, is the subject’s inability to remember what took place during hypnosis.

### **Applications of Hypnosis**

Hypnosis is widely used in psychotherapy, medicine and dentistry, criminal investigation and sport. The use of hypnosis in psychotherapy has been applied to alcoholism, somnambulism, suicidal tendencies, overeating, and smoking.

In medicine, hypnosis has been used to treat the psychological aspects of disease, including the control of pain, the reduction of fear and anxiety, and the management of chronically or terminally ill patients.

In dentistry, hypnosis has been used to control fear and as an anesthetic. Another use of hypnosis has been to enhance the memory of crime suspects and witnesses. Hypnosis has had varying degrees of success in this regard.

Hypnosis has also been used to improve athletic performance. The main benefit of hypnosis in sports is its ability to instill confidence and induce relaxation.

#### ***Exercise 5. Read the text more carefully to answer the questions.***

1. How long has hypnosis been used?
2. What did hypnosis use to be and what is it now?
3. What are the four elements of hypnosis?
4. What happens to the subject when he or she is hypnotized?
5. What is posthypnotic suggestion (amnesia)?
6. How is hypnosis used in psychotherapy?
7. Is hypnosis used in medicine and dentistry?
8. Has it always been used in sports? How?
9. Do you think hypnosis is legitimate in all its applications?
10. Where do you think it is forbidden?

#### ***Exercise 6. Agree or disagree with the statements (see Appendix 1).***

1. Hypnosis is a psychological state of altered attention and awareness.
2. Hypnosis is a modern phenomenon.
3. Three elements are used when hypnosis is induced.
4. When individuals are hypnotized they readily accept the ideas offered by the hypnotist.
5. Posthypnotic amnesia always takes place after hypnosis.

6. Hypnosis is widely used in show business.
7. Hypnosis is the unique method of treating drug abuse and alcoholism.
8. Hypnosis has recently been used in sport and criminology.

**Exercise 7. Find English equivalents to these words and phrases in Text 1.**

Постгипнотическая амнезия, ошибочная теория, воображаемая сцена, отвлекающий стимул, воображаемая сцена из жизни, легитимный процесс, приятный поток ощущений, выйти из гипнотического состояния, внушение, стоматология, уголовное расследование, попытка самоубийства, булимия, лунатизм, амнезия, неизлечимый больной, болевой контроль, помощь хронически больным пациентам, анестезия, подозреваемый, очевидец, вселить уверенность, вызвать расслабление.

**Exercise 8. Find derivatives to the following words. Translate them into Russian.**

hypnosis	record
apply	legal
manage	sense
control	science

**Exercise 9. Translate the text from Russian into English. Reproduce the text in English.**

Гипнотическое состояние – это состояние сознания, которое наступает после того, как человек закрывает глаза и собирается заснуть, затем плавно переходит в зону полубессознательного состояния (twilight), в которой осознание внешнего мира уменьшается. Этот переход между состоянием бодрости (wakefulness) и сна, дремотное (drowsy), приятное состояние, во время которого люди иногда видят живые (vivid) зрительные образы, такие как яркие вспышки геометрических рисунков.

**Exercise 10. Speak on the following:**

- Applications of hypnosis in different spheres of our life
- Hypnosis as a psychological phenomenon
- Hypnotic and posthypnotic states

**Exercise 11. Make up dialogues on the following situations.**

- Hypnosis in ancient Olympic Games.
- You visited a circus performance and were amazed by the work of a hypnotist.

### **Learn the vocabulary:**

1. to alter – изменять
2. perception – восприятие
3. suggestion – внушение
4. erroneous [e'ɹəʊniəs] – ложный, ошибочный
5. error – ошибка
6. legitimate [li'dʒitəmət] – законный, легальный
7. to induce – вызывать
8. floating sensation – поток ощущений
9. to accept – воспринимать
10. to respond – отвечать
11. to offer – предлагать
12. to emerge (from) – выйти (из)
13. to experience – испытывать, переживать
14. somnambulism – лунатизм
15. overeating – булимия
16. suicide – самоубийство (suicidal [sjuɪ'saɪdl])
17. anxiety [æŋ'zaɪəti] – беспокойство, тревога
18. to enhance – увеличить, усилить
19. witness – очевидец
20. suspect – подозреваемый
21. to instill confidence – вселять уверенность
22. to induce relaxation – вызывать расслабление

## UNIT 6

### ALTERED STATES: ADDICTIONS

**Exercise 1**

- Do you think alcohol and drug addictions are diseases or bad habits?

**Exercise 2. Match the terms and the explanations.**

1. psychoactive drugs	A. psychoactive drugs that slow down the central nervous system, body functions and behaviors
2. tolerance	B. a psychological need to take a drug, as when individuals take drugs to help them cope with problems and stresses in their lives
3. addiction	C. the body's physical dependence on a drug
4. withdrawal	D. the undesirable intense pain and craving for an addictive drug
5. psychological dependence	E. means that a greater amount of the drug is needed to produce the same effect
6. depressants	F. act on the nervous system to alter our state of consciousness, modify our perceptions, and change our mood

**Exercise 3. Skim the text and formulate the main idea in a few sentences.**

#### ALCOHOL

We do not always think of alcohol as a drug, but it is an extremely potent one. Alcohol acts on the body primarily as a depressant and slows down the brain's activities.

Alcohol is the most widely used drug in our society. Alcoholism is the third leading killer in the US, with more than 13 million individuals classified as alcoholics. Alcohol costs the US more than \$40 billion each year in health coats, lost productivity, accidents, and crimes. Each year approximately 25,000 individuals are killed and 1.5 million are injured by drunk drivers.

With extreme intoxication, the individual may even lapse into a coma and die. Each of these effects varies with the ability of the individual's body to metabolize alcohol, body weight, the amount of alcohol consumed, and whether previous drinking has led to tolerance.

There is increasing evidence of a genetic predisposition to alcoholism, although it is important to remember that both genetic and environmental factors are involved.

**Exercise 4. Test your knowledge of drinking with this quick quiz. Choose True or False for each statement and then read the answers.**

### **Quiz**

1. Alcohol can help you relax and feel more confident and sociable.
2. You are more attractive to the opposite sex after a few drinks.
3. A cup of coffee and a cold shower can help you sober up (протрезветь).
4. Girls usually get drunk faster than young men.
5. Mixing drinks increases the risk of getting drunk more quickly – and having accidents or getting into fights.
6. If you are a teenager and drink too much, you may get stupid.
7. The best hangover (похмелье) cure is *hair of the dog* – a bit more alcohol the next day.
8. Drinking too much alcohol ("overdosing") may be fatal. You can even die.
9. Alcohol slows down your brain and makes you a potentially dangerous driver.
10. If you're out drinking with your mates, you've got to keep up with everyone else.
11. The more you drink, the fatter you'll become.
12. What I do with my time is my business. If I get a bit drunk, it will hurt no one but myself.

### **Some sobering stuff**

#### ***(Answers to the quick quiz)***

1. Drinking may make you feel relaxed, but it can also make you take foolish risks. You are more likely to do something stupid when you are drunk. Imagine ruining your whole life because you got drunk one night, slept with someone, and contracted AIDS!
2. After a few drinks you might feel more attractive, but it's nothing but an illusion. The sight of a person with a silly smile, zigzag walking and slurred speech will have the opposite effect.
3. Forget this myth. Alcohol is absorbed into your bloodstream within a few minutes and is carried to all parts of the body including the brain. Only time can remove alcohol from your bloodstream. Black coffee, cold showers and fresh air won't sober you up. You should, however, drink as much water as possible to clear the body. Having something to eat before going to a party is definitely a good idea.
4. Women get drunk faster than men. It has been proved that it's VERY VERY difficult for a woman to stop drinking. So it's best not to start.
5. It's true, mixing drinks increases the risk of getting drunk more quickly – and having accidents or getting into fights.
6. Students who drink heavily sometimes joke that they are killing a few brain cells. New research suggests that this is not funny. Teenagers who drink too much

may lose as much as 10% of their brainpower – the difference between passing and failing in school... and life.

7. The only real hangover is time.

8. Overdosing may make you lose consciousness. If this happens you could choke on your own vomit and die. Overdosing can also cause alcoholic poisoning, which again can be fatal. Drinking too much alcohol over many years can lead to serious liver, heart and stomach problems.

9. About half of all drivers aged 16 – 60 who are killed in road accidents have alcohol in their bloodstream.

10. If you're out drinking with your mates, it's silly to think you've got to keep up with everyone else. If you're in control of your own life, you decide how much you drink, not anyone else.

11. Alcohol is high on calories, so you may put on weight.

12. If you drink, everyone around you is affected. Family, friends, neighbors, everyone.

**Exercise 5. Complete the table below using the information from Ex. 5.**

<i>Signs &amp; Symptoms of Alcohol Use &amp; Intoxication</i>	<i>Consequences of Drinking</i>		
	Physical	Psychological	Social
...	...	...	...
...	...	...	...

**Exercise 6. Use the information above to report about the consequences of drinking.**

**Exercise 7. Translate these words and phrases from English into Russian:**

to take foolish risks; to contract AIDS; zigzag walking; to be absorbed into; bloodstream; to get into a fight; brain cells; hangover cure; to choke on one's own vomit; alcoholic poisoning; liver, heart and stomach problems; to keep up with sb; to be high on calories; to be affected.

**Exercise 8. Find the English equivalents to these words and phrases in the Unit:**

погубить свою жизнь; иллюзия; бессвязная речь; протрезветь; сильно пить; опохмеляться; передозировка; потерять сознание; вызвать/стать причиной; смертельный; приводить к ч-л; набрать вес.



## Supplementary Reading

**Exercise 1. Read the text and translate it using a dictionary.**

**Text 1**

### NATURE VERSUS NURTURE

The most basic and frequently encountered issue in child psychology is whether behavior and development primarily result from inborn, biological, nature factors, or environmental, experiential, nurture factors.

All child researchers today subscribe some form of integrationist position, in which both nature and nurture are assumed to contribute to human development. But two types of debate on this issue continue. First, some theorists, despite their overall interactionist philosophy, may contend that a specific aspect of behavior has a biological basis, whereas others believe that it is the result of environmental causes. The second source of debate is that even if a behavior is assumed to result from a combination of nature and nurture, many questions remain regarding the role that each plays in the process and the kinds of mechanisms that are involved.

The issue is well illustrated by the current controversy in the area of sex-role development. Once a sex difference in behavior has been established, explanations for the difference can take at least three different forms. The difference can be attributed to nature, as in the contention that the brains of males and females are structured differently. It can be attributed to environmental factors, as in the argument that boys receive more encouragement from parents and teachers to engage in activities that promote spatial skills. Or it can involve an interactionist explanation, such as the possibility that boys innately prefer activities involving spatial relations and, as a result, spend more time improving these skills.

**Exercise 2. Look through Text 2. Make a summary of the text.**

**Text 2**

### EFFECTS AND SIDE EFFECTS OF PUNISHMENT BY PARENTS OR TEACHER

Punishment is a consequence that decreases the likelihood of the behavior that it follows. We typically think of punishment as the discipline dispensed by parents, such as spanking, taking away television or other privileges, or confining the child to his or her room. Most parents use these techniques in the hope that punished behavior will not occur again. Indeed, moderate to strong punishment, if delivered clearly and consistently, is effective in reducing undesirable behavior. Mild punishment, in contrast, can actually increase the behavior, if the attention that comes with it is the only attention the child normally receives.

At the same time, punishment can produce a number of side effects that parents do not anticipate. First of all, strong punishers can elicit aggression and other

emotional behavior in children, including crying, tantrums, and head banging. Second, the individual who delivers the punishment sometimes becomes so closely associated with punishment in general that the child may begin to avoid interaction with that person. Third, punishment can reduce an entire class of responses – something including behavior that is not a problem. For example, the child who is punished by the teacher for speaking out of turn may react by decreasing the rate of all verbal participation in class.

Fourth, parents who use punishment may be serving as models for behavior that they do not want to see their children imitate. The fact that many delinquent children were exposed to physical punishment in childhood and that abused children frequently grow up to be abusing parents may reflect, in part, the children's imitation of aggression by the parents.

Fifth, punishment is not a good teaching device because it only tells children what they did wrong, not what they should be doing instead. Finally, punishment has an addictive quality. Because it often is successful in temporarily ending the child's aversive behavior, it negatively reinforces parents who use it and makes them more likely to use it again in similar situations.

Punishment should always be used in combination with reinforcement for the appropriate behaviors we wish the child to display. Even then, it should be used sparingly, and preferably as a negative consequence, such as removing something desirable, rather than as a positive consequence, such as slapping or spanking.

***Exercise 3. Read the texts. Translate them using a dictionary. Make a summary of some of them.***

***Text 3***

**ECOLOGICAL SYSTEM THEORY**

Ecological systems theory is based on the notion that to completely understand development we must consider how the unique characteristics of a child interact with that child's surroundings. The child possesses a variety of personal characteristics, the most important of which are those that Bronfenbrenner describes as developmentally instigative – that is, capable of influencing other people in ways that are important to the child. Examples include a child's physical appearance, social skills, intellectual abilities, and personality. The environment is viewed as a series of interrelated layers, with those closest to the child having the most direct impact and those farther out influencing the child more indirectly.

Bronfenbrenner contends that the child and the environment continually influence one another in a bi-directional, or transaction, manner. For example, suppose a child has the developmentally instigative characteristics of being bright and articulate. These may affect the environment to which she is exposed by causing her parents to send her to a better school, which in turn may influence her by improving

her academic skills, which again affects her environment by attracting friends who have high career aspirations, and forth in an ongoing cycle of interaction and development.

#### ***Text 4***

### **HEREDITARY DISORDERS**

Abnormal genes are passed along to offspring according to the Mendelian probabilities that hold for any trait. Whether these defective genes express themselves in the phenotype depends on whether they are dominant or recessive. If the defective gene inherited from one parent is recessive, the gene from the other parent usually assures functioning.

#### **Methods of Study**

How do researchers study the influence of genes on observable human traits, including behavior? As we see, this is an exceedingly complex problem. People are not pea plants, scientists are not free to mate humans of their choice to see how the offspring will turn out. Thus, they have had to depend on observation, experiments of nature, and careful analysis of their data. The methods that researchers use include family studies, adoption studies, twin studies, and combinations of these approaches.

At the same time, studies have shown that the environment also influences these behaviors. Even identical twins, who have exactly the same genetic endowment, may differ in whether they develop a mental disorder, in their intellectual performance, and in their personalities. Behavior genetics studies have demonstrated that differences in how twins (and others) experience the same environment affect some of these traits more than others.

#### ***Text 5***

### **ADDICTED BABIES**

***Nicotine.*** About one-fourth of child-bearing age population in North America smoke. The effects of nicotine and smoke on the fetus have been well investigated. Smoking impairs the functioning of the placenta, especially, oxygen exchange. Smokers, on average, have smaller babies. Mothers who smoke a pack a day or more face a greater risk that their babies will die at birth or soon after. The likelihood of premature delivery increases with the number of cigarettes smoked per day, as does the number of complications. Longitudinal studies have also found detrimental effects of smoking on the child's height and reading ability that last at least into early adolescence.

***Alcohol.*** Alcohol is the most widely used drug in the United States that is known to harm the fetus. Among the causes of birth defects in the US, alcohol ranks third, just behind Down's syndrome and spina bifida. It is thought to be the prime biological cause of mental retardation in the Western world.

A clear picture of the consequences of chronic maternal alcoholism on the fetus did not emerge until 1973, when investigators described the fetal alcohol syndrome, a unique set of features in the fetus caused by the mother's alcohol consumption. Limb and facial malformations, congenital heart disease, deformed ears, failure to thrive, anomalies of the external genitalia, growth retardation, mental retardation, and learning disabilities are associated with fetal alcohol syndrome. Babies are irritable, sleep less well, are difficult to feed, and frequently regurgitate.

### ***Text 6***

#### **ABUSIVE PARENTS**

Although the family is typically a source of security and protection for the young child, sometimes it can be just the opposite. Child abuse is a tragic reality of some households, and it is a problem that may be growing.

Abuse and neglect lead to major developmental consequences for growing children. By one year of age, maltreated infants tend to lag in both social and cognitive development, and these problems typically continue into childhood and adolescence. Many developmental researchers have come to believe that these deficits result from the lack of a secure attachment relationship with the mother. As a result, a great deal of recent research has focused on the attachment process in infants who have been abused or are at risk for abuse.

Sensitive and responsive caregiving growing out of mutual infant-caregiver regulation is thought to provide the basis for secure attachment. But many abusive mothers fail to develop a smooth and effective communication system with their infants.

Although babies will become attached even to mothers whose quality of caregiving is poor, the low quality of attachment occurs more frequently among maltreated infants.

Some mothers maltreat their infants in ways that involve physical punishment, active hostility, and intrusiveness into the baby's world. Rather than synchronizing their behavior with that of the child, they often insensitively forge ahead with whatever they are doing (e.g., feeding a baby before he is hungry), focusing more on their own needs than those of the infant. This caregiving style has been referred to as overstimulating and has been linked to physical abuse, such as beating and battering, and to the anxious-avoidant pattern of attachment. In contrast, the insensitive care of other mothers takes the form of withdrawal and underinvolvement. This style, termed understimulation, has been associated with physical and emotional neglect and appears to be a cause of the anxious-ambivalent pattern of attachment.

## Supplementary Assignments 1

**Exercise 1. Work in pairs. With which age or ages do you associate the following? Use your dictionary and discuss together.**

- nappies
- a pension
- wrinkles
- moo cows and gee gees
- an inability to get up
- swotting
- going grey
- expecting a baby

- comics
- false teeth
- swings and roundabouts
- a satchels
- a mortgage
- going bold
- playing truant
- an inability to sleep

being

wise  
innocent  
mature  
responsible  
ambitious  
naughty  
absent-minded

**Exercise 2.** This is an extract from a Shakespeare play *As You Like It*. It is a famous speech, known as *The seven ages of man*, by a character called Jaques (pronounced /d'ʒeikwi:z/).

What are the seven ages that Jaques describes? Practice reading the speech aloud.



**“AS YOU LIKE IT”**  
**(by W. Shakespeare)**  
**Act II, Scene 7.**

Jaques All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances;  
And one man in his time plays many parts,  
His acts being seven ages. At first the infant,  
Mewling and puking in the nurse's arms;  
And then the whining school-boy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange oaths, and bearded like the pard,  
Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth. And then the justice,  
In fair round belly with good capon lin'd,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;  
And so he plays his part. The sixth age shifts  
Into the lean and slipper'd pantaloon,  
With spectacles on nose and pouch on side;  
His youthful hose, well sav'd, a world too wide  
For his shrunk shank; and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is second childishness and mere oblivion;  
Sans teeth, sans eyes, sans taste, sans everything.

**Exercise 3. Find a translation of the speech into Russian. Read and enjoy it.**

## Supplementary Assignments 2

**Exercise 1. Find synonyms in the lists of the words below.**

drug abuse	to use
to overcome problems	to do research
to identify	to recognize / to determine
to influence	to focus on
to emphasize	drug addiction
environment	efficiency
to apply	to assess / to estimate
to evaluate	to oversee
to conduct research	to affect
techniques	setting
to supervise	to solve problems
effectiveness	tools / instruments

**Exercise 2. Agree or disagree with the idea “*Punished behavior will not occur again*”. Give your reasons.**

**Exercise 3. Translate from Russian into English.**

1. Употребление алкоголя и наркотиков среди американской молодёжи является главной проблемой государственного здравоохранения.

2. Давление со стороны сверстников и желание быть принятым в группе часто становятся основной причиной, по которой молодые люди обращаются к наркотикам и алкоголю.

3. Подростки принимают наркотики, чтобы справиться со стрессом, избавиться от скуки или же чтобы "почувствовать себя хорошо" ("feel good").

4. Если употребление наркотиков среди американской молодёжи за последние 10 лет снизилось, то употребление алкоголя возросло.

5. В России некурящей молодёжи становится всё больше и больше. Постоянно курят лишь 29%, остальные делают это время от времени.

6. Половина опрошенных заявили, что употребляют горячительные напитки реже одного раза в месяц, и только 9% делают это еженедельно.

## Supplementary Assignments 3

**Exercise 1. Study the adjectives and verbs that can go with the word “problem”.**

<i>Adjectives</i>	
vital / acute / pressing / burning / urgent crucial / key / major typical / common involved / complicated / complex / knotty delicate high priority / top priority low priority / minor (yet) unsettled / unresolved unexpected social / health / behavioral / emotional / economic etc.	PROBLEM

<i>Verbs</i>		
to face / confront / [be faced / confronted with] to pose / present / raise / lead to / cause / create to determine to analyze to identify to consider / to tackle / to touch upon to solve / to resolve / to settle to deal with / to cope with to reduce/ to alleviate to prevent to be fraught with.../ to be full of...(problems)	P R O B L E M	arise(s) stem(s) from originate(s)

**Exercise 2. Use the words from Exercise 3 to describe social problems.**

**Select from the list:**

- substance abuse;
- smoking in public places;
- youth unemployment;
- teen pregnancy;
- juvenile delinquency.



## Supplementary Assignments 4

### **Exercise 1. Answer the following questions.**

- Have you ever drunk alcohol? If yes, how old were you when you first tried alcohol?
- Are you a social drinker?
- Have you ever been drunk?

### **Exercise 2. Match correspondences:**

blackout	пьяный
get one's bearings	вести себя как идиот
plastered	выпивка, спиртное
knock one's socks off	сориентироваться
booze	провал памяти
act like a prat	сразить, ошеломить

### **Exercise 3. Work in three groups.**

**Group A** Read the text "No New Year Party".

**Group B** Read the text "Blackout".

**Group C** Read the text "I'll Never Touch It Again".

**Read your text and answer the questions about your person.**

1. Who did the story happen to?
2. Where did he/she get drunk?
3. Why did he/she get drunk?
4. What did drinking cause?

### **Text 1 (for Group A)**

#### **NO NEW YEAR PARTY**

My friend Sara and I went to that huge New Year party. I had a glass of wine with ice and left it at that but Sara just kept drinking more and more. She told me that she felt more relaxed and that she could be the real Sara after a few drinks.

It's all rubbish because the real Sara ended up sitting on the toilet floor. She was sick all over her beautiful red dress. It was a terrible sight.

I made her drink lots of water, washed her (which was extremely difficult), wrapped her in a clean towel and lay her on the sofa, with a bucket on the floor...

We returned home only in the morning. I'd rather not tell you what my dad said...

*Mary, aged 16*

***Text 2 (for Group B)***

**Answer the questions about your person**

1. Who did the story happen to?
2. Where did he/she get drunk?
3. Why did he/she get drunk?
4. What did drinking cause?

**BLACKOUT**

I woke up because something was digging in my face. As soon as I opened my eyes, my head started hurting, everything was really bright. When my eyes got used to the daytime I found that I had been lying face down in a car park.

I have no idea for how long or how the hell I got there. I remember going to a party with friends the night before but I really cannot remember anything else at all.

I picked myself up and wiped off bits of gravel that had stuck to my face. I had to wander round in the freezing cold for a while to get my bearings. I was in a car park on the other side of town. I wanted to get a taxi back home but I couldn't find my wallet or keys anywhere.

I eventually made it home by walking and phoned my friends who told me that they had said goodbye to me at 11 the night before and that I was pretty well plastered. What happened to me between then and waking up in the car park is a mystery.

*Jim, aged 18*

***Text 3 (for Group C)***

**Answer the questions about your person**

1. Who did the story happen to?
2. Where did he/she get drunk?
3. Why did he/she get drunk?
4. What did drinking cause?

**I'LL NEVER TOUCH IT AGAIN**

I know this might sound dumb but I'll never touch alcohol again.

The party was over and on the way home I was showing off to some of the girls with us by walking along a wall.

I don't think they were very impressed so I decided to knock their socks off by doing a handstand on the wall. I think they were even less impressed when I slipped off the wall breaking my arm in two places.

The booze that had made me act like a prat did nothing to hide the pain, or worse the shame.

*Ben, aged 17*

**Exercise 4.** When you have finished, find a partner from each of the other groups and go through the questions together, comparing information.

**Exercise 5.** Read the other two texts quickly. Help each other with the new words.

**Exercise 6.** Find the words in the texts that mean the same:

1. continue doing something (*text 1*);
2. nonsense (*text 1*);
3. very, highly (*text 1*);
4. in the end (*text 2*);
5. quite, rather (*text 2*);
6. stupid (*text 3*);
7. try to impress somebody (*text 3*).

**Exercise 7.** Act out dialogues between:

- a) Mary and her father;
- b) Jim and his friends;
- c) Ben and the doctor.

**Exercise 8.** Consider one of the cases in terms of psychology.

## APPENDIX 1

### AGREEMENT AND CONFIRMATION

I fully (quite) agree with you	That's it
I side with you	That's right
I fall in with you	That's true
I can't agree more	That's just it
I'm of the same opinion	That's the thing
It goes without saying	Quite so
Beyond all doubt	Exactly so
There's no denying that...	Naturally so
That's just I was going to say	Indeed so
	Absolutely so

### DISAGREEMENT AND PROTEST

Not exactly	On the contrary
Not really	Just the reverse
I shouldn't say so	Just the other way out
I'm afraid, you are mistaken	Far from it
I'm afraid, you are wrong	Nothing of the kind
Oh, but you've got it all wrong, I'm afraid	
I disagree with you on this point	
I differ from you	
I don't side with you	
I don't think so	
Do you really think so?	

### SUPPOSITION, DOUBT, HESITATION, UNCERTAINTY

Perhaps (not)	In a way
It's hard to tell	It looks like that
You can never tell	It seems so
I rather doubt	I'm in two minds
I'm not (quite) sure	It all depends
I should say so	
Who knows?	

## APPENDIX 2

### PHRASES USED IN DISCUSSION

1. To begin with...
2. I will start by saying that...
3. I shall mainly concentrate / focus on...
4. It is common knowledge that...
5. For all I know... / As far as I know (remember, can see) ...
6. If I'm not mistaken, ...
7. Speaking about...
8. My own feeling (impression, opinion, viewpoint) is that...
9. What really matters is...
10. My point is that.../ I mean to say...
11. I'd like to make it clear that...
12. The point I wish to stress is...
13. I don't want to press my point, but/ You are free to disagree with me, but
14. To some extent you are right
15. That doesn't sound convincing enough / That sounds very doubtful to me.
16. I suppose it's too much to say that...
17. That's all very well, but...
18. Much depends on who (when, how etc.)
19. On the one hand.../ On the other hand...
20. On the surface of it.... However, ...
21. It must be noted that.../ In this connection it is interesting to consider one more aspect
22. You are wandering from the point/ Keep to the point/ Don't get away from the point
23. May I have my say? / Let me have my say
24. Does it make any difference? / It makes all the difference
25. Let me see / Let me think
26. There are many pros and cons here
27. I don't catch what you are saying
28. To sum it up.../ In short...
29. Let's round off
30. I would like to summarize the discussion by saying that.../ In conclusion I'd like to say...

## **APPENDIX 3**

### **STRUCTURES FOR SUMMARIZING**

#### **To start with**

The title of the article is... / The article is entitled

The article (text / paragraph) is devoted to...

describes ... / deals with.../ focuses on...

is based on...

is concerned (with such issues as) ...

#### **To sum up the contents and introduce the information**

The author describes (the events in.../ the theory of .../ etc.)

tackles (the problem(s) of .../ etc)

considers (such issues as ...)

outlines / lists (the factors.../ the reasons/ etc.)

stresses (the importance of.../ the differences between.../ etc.)

emphasizes that...

focuses on ...

reveals a great interest in ...

expresses his/her concern about...

states that...

mentions sth

views sth as ...

argues / believes / considers / supposes that...

compares (contemporary approaches to...)

speculates on ...

defines / gives a definition of / offers his(her) own definition...

refers to (the most recent studies into.../ etc.)

#### **To refer to the source of information**

According to the article, .../ As it is said in the article...

As stated here...

As far as the author is concerned...

In the author's opinion, .../ In his(her) mind ...

#### **Linking your text**

- also/ too/ as well/ Moreover, ... / What is more, .../ More than that, ...

/Besides, ...

- First,... / Next,... / Then,.../ Further... / Finally.../ In conclusion,...

- However, .../ Nevertheless, .../ whereas...

- Despite smth.../ in spite of smth...

- On the one hand... / - On the other hand...

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### Images

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