

НАРОДНАЯ УКРАИНСКАЯ АКАДЕМИЯ

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ENGLISH FOR SOCIAL MANAGERS

Издательство НУА

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ENGLISH FOR SOCIAL MANAGERS

Учебное пособие
Для студентов III–IV курсов факультета
«Социальный менеджмент»

Харьков
Издательство НУА
2020

УДК 811.111:316(075.8)
В16

*Утверждено на заседании общеакадемической кафедры
иностраных языков Харьковского гуманитарного университета
«Народная украинская академия» в качестве учебного пособия
для студентов, обучающихся по специальности 054 «Социология».
Протокол №3 от 21.10.19*

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Навчальний посібник призначений для студентів соціологічних і суспільствознавчих факультетів. Робота з оригінальними текстами проблемного характеру ставить своєю метою навчити читання наукової літератури, написанню есе по даній тематиці і участі в дискусіях.

Валюкевич, Татьяна Викторовна
В 16 English for Social Managers : учеб. пособие : для студентов III–IV курсов фак. «Социальный менеджмент» / Т. В. Валюкевич ; Нар.укр. акад. – 2-е вид. – Харьков : Изд-во НУА, 2020. – 114 с.

Учебное пособие предназначено для студентов социологических и обществоведческих факультетов. Работа с оригинальными текстами проблемного характера ставит своей целью научить чтению научной литературы, написанию эссе по данной тематике и участию в дискуссиях.

УДК 811.111:316(075.8)

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ПРЕДИСЛОВИЕ

Настоящее пособие предназначено для студентов социологических факультетов, владеющих английским языком в объеме программы средней школы. Оно рассчитано приблизительно на 136 часов аудиторных занятий и соответствует действующей программе по английскому языку для неязыковых специальностей.

Пособие состоит из двух разделов: глав: социология (12 уроков); психология (10 уроков). Каждая глава заканчивается толковым словарем терминов.

Каждый урок состоит из следующих разделов: 1. Основной текст с предтекстовыми упражнениями и вопросами. 2. Лексические упражнения. 3. Разнообразные упражнения, в том числе творческого характера.

Пособие снабжено англо-русским словарем, включающим основные лексические единицы, использованные в учебных текстах и упражнениях.

Отличительной особенностью настоящего учебного курса является то, что он построен на основе оригинальных текстов проблемного характера, вызывающих интерес, которые могут быть хорошим стимулом для дискуссии.

CHAPTER 1. SOCIOLOGY

UNIT 1

Pre-reading task

1. Do you know any problems that sociology tries to solve?
2. Why is sociology so important in our life? Why do we need some knowledge of this science in our everyday life?

I. Check the meaning of the following words in your dictionary.

get (v) along

ancient (adj.)

value (n)

society (n)

thinker (n)

deal (v) with

environment (n)

groundwork (n)

find (v) out

behavioral (adj.)

effect (v)

communicate (v)

behavior (n)

limitation (n)

II. Read the text.

What Is Sociology?

Every day of your life you live, work, and have fun with other people. In order to do this you must understand others and be able to get along with them. You should also know how you fit into the groups of people in your environment. In other words, you need to understand what your relationship is to other people and to different groups in society. That is why Sociology is important to you.

Sociology is the systematic study of people's behavior in groups. Like Anthropology and Psychology, Sociology is a behavioral science because it is about human behavior.

The questions sociologists ask today are very old. The ancient Greeks were asking the same questions thousands of years ago. The word "Sociology" comes from a Latin word, *socio*, meaning "people together" and a Greek word, *logy*, meaning "the study of". And yet, the science of Sociology itself is rather new. In

the early 1800s, a French mathematician and thinker named Auguste Comte gathered together the questions which the ancient Greeks and others had been asking for centuries and put them into one new science. It was Comte who named the science “Sociology” using Greek and Latin words. Comte laid the groundwork for other people to make contributions to the science of Sociology.

III. Match the words and with their definitions.

- | | |
|---------------------|--|
| 1. environment (n) | a. the things that a person or animal does |
| 2. relationship (n) | b. something that you give or do in order to help something be successful |
| 3. society (n) | c. one of the 100-year periods |
| 4. behavior (n) | d. conditions or circumstances of living |
| 5. century (n) | e. people in general, considered in relation to the laws, organizations, etc that make it possible for them to live together |
| 6. groundwork (n) | f. something that has to happen before an activity or plan can be successful |
| 7. contribution (n) | g. the way in which two people or two groups feel about each other and behave towards each other |

IV. Answer the questions:

1. What does sociology study?
2. What kind of science is sociology? Why?
3. What does the word sociology mean?
4. Is it a new or an old science?
5. Who is the founder of sociology?
6. Is there any difference between the people’s behavior when they are alone and when they are with other people?

V. Are the sentences true (T) or false (F)? Correct the false sentence.

1. Sociology is a very old science.
2. Auguste Comte decided to gather questions which people had been asking for many years.
3. Sociology is a behavioral science because it studies difficult psychological problems.

VI. Complete the following sentences using the words in Ex. I.

1. The ... people were asking the same questions many years ago.
2. It's necessary to find out our ... and the way we use them in ... other people.
3. Comte laid the ... for other people to make contributions to the science of Sociology.
4. We'll see how people ... with each other.
5. Sociology is the systematic study of people's ... in groups.

VII. Translate the following sentences into English:

1. Конт использовал латинское слово *socio* и греческое слово *logy* и назвал науку "Социология".
2. Конт был первым, кто назвал эту область науки социологией.
3. Социология – это наука о поведении.
4. Мы тщательно рассмотрели наши ценности и ценности людей в нашем окружении.
5. Древние греки задавали те же вопросы тысячи лет назад.

VIII. Fill in the gaps with prepositions:

1. People live, work and have fun ... other people.
2. Comte laid the groundwork ... other people to make contributions ... the science of Sociology.
3. We will take a close look ... your environment.
4. We will also try to see how people communicate ... each other.
5. Sociology is a science ... human behavior.
6. You must understand other people ... to do this.
7. There are certain limitations groups put ... your behavior and the reasons ... those limitations.

IX. Complete the following sentences, using your own words.

1. Sociology is important for any person because
2. The questions sociologists ask are old but the science of Sociology itself
3. Sociology studies human behavior, that's why
4. You must understand others
5. Auguste Comte was

UNIT 2

Pre-reading task

1. Is it possible for a person to live alone? Why?
2. What kinds of groups can people live in?

I. Check the meaning of the following words in your dictionary:

nonhuman (n)	accomplish (v)	loyal (adj.)
be in charge of	close (adj.)	perform (v)
supply (v)	search (v) of	injured (pp)
extreme (adj.)	fulfill (v)	belong (v) to
oppose (v)	confidence (n)	common (adj.)
purpose (n)	strength (n)	local (adj.)
goal (n)	take (v) care of	make (v) up

II. Read the text.

Why Do People Live in Groups?

In human societies there are many types of groups. In a **primary group** people usually have a very close relationship over a long period of time. They are emotionally involved with one another. They are loyal to each other and fulfill for each other the needs for love and “belongingness”. Primary groups give the individual confidence and strength to deal with “the outside world”. primary groups include families and close friends.

Secondary groups are usually larger and less loving than primary groups. Secondary groups are often no more than groups of people who need to do a job. A company or a business is a secondary group. The people in this group are usually not so close to each other as members of a family are. And yet, there is a purpose for the secondary group: to get something done. Your city government is a kind of

a secondary group. So is your school (except for your very close friends). What makes these groups “secondary groups”? What other secondary groups do you belong to?

A **community** is a group of people (or many groups of people) who live close to each other and who work together for common goals. Your town or city is a community. What goals do the groups in your town have in common? What primary and secondary groups are in your community? Could we call the local government a community? Would you call the people who go to school with you a community?

The largest kind of a group is called the **society**. A society is made up of many primary and secondary groups, and two or more communities. A nation, such as the United States, is an example of a society.

III. Match the words and with their definitions.

- | | |
|-------------------|--|
| 1. injure (n) | a. to take the necessary action, especially in order to solve a problem |
| 2. government (n) | b. to provide people with something that they need or want |
| 3. community (n) | c. the feeling that you can trust someone or something to be good |
| 4. accomplish (v) | d. to hurt yourself or someone else |
| 5. oppose (v) | e. to look at someone or something for a period of time, paying attention to what is happening |
| 6. supply (v) | f. the group of people who govern a country or state |
| 7. confidence (n) | g. to disagree with something such as a plan or idea and try to prevent it from happening |
| 8. except | h. the people who live in the same area, town |
| 9. deal with (v) | i. used to introduce the only person, thing, action, fact about which a statement is not true |
| 10. watch (v) | j. to succeed in doing something, especially after trying very hard |

IV. Answer the questions:

1. What is the purpose of living in groups?
2. Are there any groups that are exactly alike?
3. Why do nonhumans live in groups?
4. What does the term “primary group” mean? Give examples of primary groups.
5. What is a secondary group?
6. What is a community?
7. What is the largest kind of a group?

V. Are the sentences true (T) or false (F)?

1. Nonhumans live in groups because they can't do their job by themselves.
2. People can supply all the things they need.
3. The purpose of a primary group is to help people find close friends.
4. Your school can't be your primary group.
5. A community is a group of people who live nearby.

VI. Complete the following sentences using the words in Ex. I.

1. When one ant is ... , other ants try to help it and take it back home.
2. Everyone has an individual job to
3. The ... of the secondary group is to get something done.
4. A society is ... of many primary and secondary groups.
5. People in a primary group are very ... to each other.

VII. Translate the following sentences into English:

1. Человек не может обеспечить себя всеми необходимыми ему вещами.
 2. В обществе много типов групп.
 3. Первичные группы дают человеку уверенность и силу.
 4. Общество – это группа людей, которые живут и работают для достижения общей цели.
 5. Ни одна группа не похожа на другую.
 6. Местные власти являются вторичной группой.
- Общество – это самая большая группа.

VIII. Fill in the gaps with prepositions:

1. No individual ... our society can supply all ... the things he needs or wants.

2. People usually have a very close relationship ... a long period ... time.
3. Primary groups give the individual confidence and strength to deal ... “the outside world”.
4. People in secondary groups are usually not so close ... each others as members ... a family are.
5. There is a purpose ... the secondary group.
6. A society is made up ... many primary and secondary groups.

IX. Complete the following sentences, using your own words.

1. People live in groups because
2. A primary group is very important because
3. The purpose of a secondary group is
4. Unlike animal and insect groups,
5. People work in groups
6. Primary groups give
7. Secondary groups give
8. Members of a family are closer to each other than

X. What do you think?

1. Are there any disadvantages of living in groups? If so, name them.
2. Do you know any people who live alone? Are they lonely?

UNIT 3

Pre-reading task

1. What do rules exist for?
2. What kind of punishment do people set for breaking different rules?

I. Check the meaning of the following words:

consider (v)	punish (v)	evil (adj.)
obey (v)	reward (v, n)	offense (n)
allow (v)	obvious (adj.)	enforce (v)
break (v) a rule	circumstances (n)	protect (v)
condemn (v)	disobedience (n)	

II. Read the text.

Rules, Roles, and Socialization

As we have seen, people live in groups. Living in groups is much different than living alone. When you live in a group, such as your family, you have to consider not only your own needs and wishes, but also the needs and wishes of other members of your family. Your family probably has certain rules which you are expected to obey. Some of the rules may never be spoken, but you somehow know what you are allowed to do and what you are not supposed to do. How did you learn the rules?

Every baby who enters the world also enters a society. The society she or he is born into has many communities, with many secondary groups and primary groups. Each of the groups which the baby belongs to – the primary group (family), secondary group, community, and society – has a set of rules by which people are expected to live. Members of each group teach the growing child the rules of the group. If the rules are broken in a group, someone who has authority will punish or correct the child. The child is usually rewarded for obeying the rules. By rewards and punishments a group, or society, makes sure that the child grows up knowing what to do and what not to do.

This process of learning the rules is called socialization. Sometimes the rules are obvious such as the rule against killing other people. Most societies hold this rule, except in time of war or other unusual circumstances. Most often, however, the rules are less obvious than this and need to be taught.

Socialization also includes learning which rules or standards, are to be taken more seriously than others. Sociologists call these social rules or standards **norms**. Norms tell us how to behave in the society. There are three types of norms:

1. **Folkways** are norms of politeness, or customs, such as eating properly or addressing a person by the right title – Mr., Ms., Dr., etc. If you break a folkway, you are not considered an evil person. After several offenses you might, however, find yourself with fewer friends, or be punished by your family or by some other group.

2. **Mores** are norms which are taken much more seriously than folkways. If you break such a norm, you may be punished severely or even sent out of the society. Breaking mores against stealing and killing human beings is considered very serious by most societies. Such actions carry a moral judgment

against the person who does the act. Those who break mores are considered “bad” by others in the society.

3. Laws are norms made and enforced by the government of a society. Laws are formal rules which are supposed to protect the people in a society from each other and from outsiders. A law may or may not be a more. For example, you park your car at a parking meter and let the meter run overtime. When you come back to your car, you find a ticket on the windshield. You have broken a law, but not mores. No one would call you a “bad” person for breaking that law. But if you murdered someone, society would condemn you for your action. In that case, you would have broken both mores and a law.

The socialization process teaches us the society folkways, mores and laws. Socialization also does something else. It teaches us roles. A role is a name given to the kind of behavior that a person is supposed to have in a particular group or society. An actor in a play or movie acts out a role. You know what to expect of a person playing the role of a detective or a doctor or a lawyer. If the actor does not act like the character she or he is supposed to be, you may be disappointed. The people in any social group expect its members to act out certain roles, too. As long as these roles are acted out as the members expect them to be, everything is fine. When someone acts outside of his or her role, it may cause confusion or trouble.

Everyone plays many roles in life. The roles you play depend on your groups. You probably don’t act the same way around your family as you do when you are with close friends. Your behavior in school is different from your behavior in the family and your behavior with friends. That is because you have different roles and rules in each group.

III. Match the words and with their definitions.

- | | |
|------------------|---|
| 1. rule (n) | a. a standard, pattern or type |
| 2. obey (v) | b. a rule established in a community by authority or custom |
| 3. community (n) | c. the power or right to enforce obedience |
| 4. reward (n) | d. a person pursuing law as a profession |
| 5. norm (n) | e. a statement of what can, must, should be done in a certain set of circumstances |
| 6. authority (n) | f. to try to show one’s best manners |
| 7. title (n) | g. a group of people living in one place; a group having a religion, race, profession in common |

- | | |
|------------------|--|
| 8. lawyer (n) | h. something given or received for what was done or for a service or merit |
| 9. law (n) | i. to do what is commanded |
| 10. behavior (n) | j. a form of nomenclature indicating a person's status |

IV. Answer the questions:

1. What's the difference between living in a group and living alone?
2. How do we learn the rules which we are expected to obey?
3. How is the process of learning rules called?
4. What does socialization include?
5. How do sociologists call social rules?
6. Why do we need norms?
7. What happens if you break a folkway?
8. What happens if you break a norm?
9. What happens if you break a law?
10. What is a role?
11. What does the role you play depend on?
12. What is a positive sanction?
13. What is a negative sanction?

V. Are the sentences true (T) or false (F)? Correct the false sentence.

1. A person can survive alone.
2. If a person breaks a rule he is always punished.
3. Folkways are norms which are taken more seriously than laws and mores.
4. If someone has murdered a person, he has broken a law and will be condemned by the society.
5. Everyone has many roles he has to play.
6. A reward is a "negative sanction" which is given to a person for obedience.

VI. Complete the following sentences using the words in Ex. I.

1. People who break a law must be
2. Society ... those who murder people.
3. Some rules are ... , but others need to be taught.
4. Everyone knows what he ... to do.
5. The government of a society ... and makes laws.
6. You are not considered an ... person if you break a folkway.

VII. Translate the following sentences into English.

1. Если человек живет в группе, ему необходимо думать не только о своих потребностях и желаниях, но также о желаниях других членов группы.
2. Ребенка обычно поощряют, если он подчиняется правилам.
3. Роли, которые Вы играете, зависят от Ваших групп. В каждой группе Ваши роли различны.
4. Поощрения иногда называют “позитивными санкциями”, а наказания – “негативными”.
5. Социализация – это процесс познания правил.
6. Некоторые правила следует соблюдать строго.
7. Нормы определяют наше поведение в обществе.
8. Законы призваны защищать людей от тех, кто их нарушает.
9. Каждый человек ведет себя по-разному в различных группах.
10. Общество должно быть уверено, что ребенок знает, что он может делать и что ему нельзя делать.

VIII. Fill in the gaps with prepositions:

1. The society a person is born into has many communities, ... many secondary groups and primary groups.
2. Each ... the groups which the baby belongs ... – has a set ... rules ... which people are expected to live.
3. The child is usually rewarded ... obeying the rules.
4. Laws are norms made and enforced ... the government ... a society.
5. A role is a name given ... the kind ... behavior that a person is supposed ... have ... a particular group or society.
6. Our behavior at work is different ... our behavior ... the family and our behavior ... friends.
7. You know what to expect ... a person playing the role ... a doctor.

IX. Complete the sentences using your own words:

1. Each family has certain rules which its members are expected to obey. For example
2. Such rules, as ... are obvious.
3. Society gives rewards for obedience and punishments for disobedience because
4. You probably don't behave the same way around your family
5. Mores are taken much more seriously than folkways because
6. A law may or may not be a more as
7. Those who break mores are considered “bad” by others in the society because
8. When someone acts outside his or her role ...

9. Everyone plays many roles in life
10. Society makes us obey its norms

X. Complete the gaps using the best suitable word.

1. Some of the rules are never ... about.

- a) speak
- b) spoke
- c) spoken
- d) be spoken

2. Laws are rules which ... people in a society from each other.

- a) protects
- b) protect
- c) are protected
- d) protection

3. A role is a name ... to a kind of behavior.

- a) giving
- b) was given
- c) given
- d) gave

4. The society she or he is born into ... many communities.

- a) have
- b) has
- c) is

5. Members of each group teach the ... child the rules of the group.

- a) growing
- b) grow
- c) grown

XI. What do you think?

1. Is it possible for a person to live in a group and consider only his or her needs and wishes? Why?
2. Can we act the same way in our family as we do when we are with close friends? Why?

UNIT 4

Pre-reading task

1. Why do people live in groups?
2. What kinds of institutions can you think of?

I. Check the meaning of the following words:

worship (v)

belongingness (n)

throughout (prep)

smoothly (adv)

II. Read the text.

Institutions

People live in groups in order to satisfy their needs. These needs may be satisfied in many ways. Over the centuries, most societies have found five ways of obtaining their most important needs. These ways are called **institutions**. Each of the five major institutions serves a particular need of the society.

The **Institution of the Family** meets the need for socializing children. The family (or marriage) also provides for the physical and “belongingness” needs of its members.

The **Institution of Education** helps the family teach children the society’s values. Education (or schools) helps prepare children to enter the adult world.

The **Institution of Government** makes and enforces laws based upon the mores of the society. Government is supposed to keep the society running smoothly. It protects the members of the society from harm and punishes those who break the law.

The **Institution of Religion** (sometimes called the Church) meets the need of people to worship God in a group.

The **Economic Institution** (or business) makes it possible for us to specialize in our work. Everyone can do a different job and produce different things. We can then “trade” our products for other things we need.

These five institutions – Family, Education, Government, Religion, and Economics – have been important parts of almost every society throughout the centuries. What roles do you play in each of these institutions in your society?

III. Match the words and with their definitions.

- | | |
|----------------|---|
| 1. satisfy (v) | a. to idolize, to regard with adoration |
| 2. need (n) | b. to impose action or one’s will |
| 3. socializing | c. to give a person what he wants, demands or needs |
| 4. values (n) | d. requirement or want |
| 5. enforce (v) | e. to behave sociably, to make social |
| 6. worship (v) | f. one’s principles or standards |

IV. Answer the questions:

1. What’s the reason of the fact that the institutions mentioned have been important parts of almost every society throughout the centuries?
2. Are they important nowadays? How can you prove it?
3. What is the most important institution for you?

V. Are the sentences true (T) or false (F)? Correct the false sentence.

1. All the people’s needs may be satisfied only in one way.
2. Each institution serves a particular need of the society.
3. The Institution of Government does not make laws.
4. The Institution of Education helps prepare children to enter the adult world.
5. There are seven ways of obtaining most important needs.

VI. Complete the gaps using the best suitable word.

1. Each institution ... a particular need for socializing children.

- a) serve
- b) serves
- c) serving

2. The family provides for the ... needs of its members.

- a) psychological
- b) economical
- c) physical

3. The Institution of Government protects the members of the society from

....

- a) law
- b) harm
- c) need

4. We can ... our products for other things we need.

- a) buy
- b) take
- c) trade

VII. Translate the following sentences into English:

1. Потребности людей могут быть удовлетворены многими способами.
2. Институт образования помогает семье в обучении детей.
3. Правительство защищает членов общества.
4. Каждый институт служит определенной потребности общества.
5. Существует пять основных институтов в каждом обществе.

VIII. Fill in the gaps with prepositions:

1. Marriage provides ... belongingness needs ... its members.
2. Government laws are based ... the mores ... the society.
3. This institution makes it possible ... us to specialize ... our work.
4. E can trade our products ... other things.
5. What roles do you play ... the Economic Institution?

IX. Complete the sentences using your own words:

1. People live in groups in order to
2. Marriage provides for
3. Education helps
4. Government keeps
5. Institutions serve

UNIT 5

Pre-reading task

1. What types of families do you know?
2. Which of them does your family belong to?
3. Are there any advantages of extended families?
4. Are you the only child in the family?

I. Check the meaning of the following words in your dictionary:

encounter (v)

appear (v)

marriage (n)

sibling (n)

observe (v)

approve (v) of

generation (n)

heredity (v)

categorize (v)

run (v) a family

share (v)

arrangement (n)

more (n)

II. Read the text.

The Institution of the Family

The first group you encounter is your family. Your father and mother (or their substitutes) care for your needs from the moment you are born. You are fed, clothed, and housed by them. You are socialized first by your family, then by other groups. Your parents and siblings (brothers and sisters) teach you very early in life what you should and should not do. The folkways and mores of the society are passed on from one generation to the next by the family. You were taught the “right” way of acting by your parents. Your parents received their instruction from

your grandparents and so on, back many hundred of generations. Thus, the mores and folkways of our society did not appear overnight. They were developed over many generations by millions of people.

In addition to teaching you the norms of this society, your family was the first to teach you about roles. Of course, when you were a baby, your parents did not give you lectures on how a father or mother or child should behave. They showed you these things by example. If you have observed a child closely (perhaps your sibling), you know how children like to imitate older people. That is how they learn roles. By playing roles they also learn about society's norms.

There are many types of families. Sociologists define a family as a group of people who are related by heredity. We often call the people in a family group "blood relatives". Sometimes, the family is just the mother, father, and their child or children. This small type of family is very common today. Sociologists call such group a **nuclear family**. The word "nuclear" comes from "nucleus" which means "the center". If a nuclear family is considered the center, then an extended family is one in which the nuclear family lives with grandparents, aunts, and uncles, nieces and nephews. The extended family is much larger than the nuclear family.

Marriage is the legal joining of two or more people, making a family. It may surprise you to think of more than two people being united in one marriage. And yet, although this form of marriage is illegal in our society, some societies throughout the world still approve of such marriages. This type of marriage is generally called *polygamy*. When a man has more than one wife, the marriage is called *polygyny*. When a woman has more than one husband (which is very rare) it is called *polyandry*.

We can also categorize marriages on the basis of who rules the family. When the woman dominates the family, including her husband, we say that the marriage is *matriarchal*. On the other hand, a *patriarchal* marriage is one in which the man dominates the family. Many marriages today in our society are moving away from both extremes. Instead, they are tending toward a more democratic arrangement in which both husband and wife run the family and share in the decision making.

III. Match the words and with their definitions.

- | | |
|-------------------|--|
| 1. imitate (v) | a. during the course of the night |
| 2. heredity (n) | b. contrary to the law |
| 3. overnight (n) | c. reaching a high or the highest degree |
| 4. illegal (adj.) | d. to take something / someone as an example |

5. dominate (v) e. the property of organic beings by which offspring have the nature and characteristics of their parents
6. extreme (adj.) f. to have a commanding influence over

IV. Answer the questions:

1. Who are babies taught by?
2. How do folkways and mores appear?
3. In what way do parents teach their children?
4. What is a family?
5. What is a marriage?
6. How can we categorize marriages (on what basis)?

V. Are the sentences true (T) or false (F)?

1. Mores and folkways of our society are usually changed by generations.
2. A family is a group of people who live together and take care of each other.
3. Extended family is a type of family which is very common today.
4. There should be the head in the family.
5. The husband should be the head in the family.

VI. Complete the following sentences using the words in Ex. I.

1. Your family is the first group you....
2. Family passes folkways and mores from one ... to the next one.
3. ... is a legal joining of two or more people, making a family.
4. Many marriages today try to be more democratic and ... in the decision making.
5. People who are related by ... are defined as a family.

VII. Translate into English:

1. Ваша семья заботится о Вас с момента рождения.
2. На протяжении многих поколений вырабатывались правила и нормы поведения.
3. Ваша семья учит вас нормам вашего общества.
4. Родители обычно показывают своим примером, как следует ребенку вести себя.
5. Дети любят подражать старшим.
6. Семья – это группа людей, связанных родственными отношениями.
7. Сейчас семья из трех человек – самый распространенный вид семьи.

8. Брак – это узаконенное объединение двух человек.
9. При матриархате женщина руководит всей семьей, включая мужа.
10. Существует много типов семьи.

VIII. Fill in the gaps with prepositions:

1. Children are taught ... their parents.
2. Mores and folkways ... our society were developed ... many generations ... millions ... people.
3. An extended family is one ... which the nuclear family lives ... grandparents or other blood relatives.
4. Some societies ... the world still approve ... more than two people being united ... one marriage.
5. Marriages can be categorized ... the basis ... who rules the family.
6. Many marriages today are tending ... a more democratic arrangement ... which both husband and wife run the family.

IX. Complete the following sentences with your own words:

1. You are socialized by
2. People receive their instruction from
3. Your family was the first to teach you
4. Parents teach you
5. Children learn roles by
6. There are many types of families
7. Blood relatives are
8. A nuclear family is
9. An extended family is
10. Marriage is

What do you think?

Do you agree that the institution of the family is the most important? Why?

UNIT 6

Pre-reading task

1. Is it necessary to have good education to be successful in life nowadays?
2. What are the opportunities of getting good education now?
3. Why have you chosen a fee-paying institute?

I. Check the meaning of the following words in your dictionary:

get (v) along with	shelter (n)	variety (n)
survive (v)	rapidly (adv)	assist (v)
take (v) care	weakened (pp)	device (n)
complicated (pp)	doomed (pp)	limited (pp)
develop (v)	supplies (n)	enormous (adj.)
pass (n)	evaluate (v)	take (v) up
honestly (adv)	maintain (v)	ancestor (n)
tax (n)	mix (v)	generation (n)

II. Read the text.

The Institution of Education

In societies of long ago, extended families taught their youngsters everything they needed to know in order to get along in the world. Generally, the men instructed the boys in the arts of fishing, hunting, weapon-making and means of survival. The women taught the girls to take care of the home and perform their role in the family.

As societies became more complicated, the family was no longer able to teach the youngsters everything. The idea of education and formal schooling

developed. The school then continued the child's education which began at home. People from the society became teachers to instruct the young people of the society.

Today, schools teach a variety of subjects in a great many ways your grandparents never dreamed of. Teachers and students are assisted in the learning process by films, computers, tape recordings, calculators, and many other devices.

In the first year of public education many teachers were expected to teach all subjects from math to English and physical education. Today, teachers in our schools are trained to teach only a limited number of subjects. One reason for this is the enormous amount of knowledge in each field which has been developed in just past few years. One teacher cannot possibly know everything about all subjects.

The institution of education in any society has three basic functions. First, education passes on the values, norms and roles of the society from one generation to the next. Education takes up where the family leaves off in the socialization of the young.

Secondly, education teaches young people how to adapt themselves to their environment and survive in it. In ancient times this meant teaching the young how to provide food, clothing, and shelter for themselves and their families. The young were educated in hunting animals, picking plants, and catching fish. Today, the methods of education are different but the purpose is the same – survival in society. Education trains young people in specific fields, so they can get and keep a job. Money earned by working at a job pays for the food, clothing, and shelter, which our ancestors had to get directly from the environment.

Thirdly, education teaches young people about the ideas and things of the past. Most societies are usually in the state of change. Societies which change too rapidly may lose much of the wisdom and experience of past generations. Those societies which take the best of the past and mix it with wise decisions for the future have a good chance to grow and be healthy. Education, therefore, helps the society to grow, develop, and survive.

III. Match the words and with their definitions.

- | | |
|------------------|---|
| 1. youngster (n) | a. to give sth to somebody |
| 2. survival (n) | b. a place to live |
| 3. schooling (n) | c. when saying that something may be true or likely |

- | | |
|--------------------|--|
| 4. variety (n) | d. a machine or tool that does a special job |
| 5. device (n) | e. the people and things that are around you |
| 6. possibly (adv) | f. school education |
| 7. pass on (v) | g. a child or young person |
| 8. adapt (v) | h. the state of continuing to live or exist |
| 9. environment (n) | i. to gradually change your behaviour and attitude |
| 10. shelter (n) | j. a lot of things of the same type |

IV. Answer the questions:

1. How did the idea of education appear?
2. What did teachers have to teach pupils in the first years of public education?
3. What do they do now?
4. What are the basic functions of education?
5. What is the purpose of education?
6. In what way does education help the society?
7. Is education for the young only?
8. What kind of education do American adults get today?

V. Are the sentences true (T) or false (F)?

1. The family has always been able to teach the youngsters everything.
2. It was a good idea to have one teacher to deliver all the subjects.
3. Education teaches young people about the ideas and things of the past.
4. Millions of adults go back to school because they have plenty of free time.
5. It is not obligatory to be an educated person to become successful at work.

VI. Complete the following sentences using the words in Ex. I.

1. Girls were taught to ... the home and perform their role in the family.

2. Eventually societies became more
3. Nowadays school teach ... of subjects.
4. The ... amount of knowledge does not allow one teacher to teach many subjects.
5. We should take the best of the past and ... it with wise decisions for the future.
6. Every year over \$40 billion is paid for ... schools, paying teachers and administrators, buying books and

VII. Translate the following sentences into English.

1. Сначала детей воспитывала семья, затем школа.
2. В настоящее время учителя преподают ограниченное количество предметов.
3. Одна из целей института образования – передать ценности, нормы и роли в обществе от одного поколения к другому.
4. Компьютеры, аудиокассеты, калькуляторы помогают преподавателям в процессе обучения.
5. Огромный объем знаний в каждой области привел к тому, что учителя преподают только ограниченное число предметов.
6. Институт образования имеет три основные функции.
7. Институт образования учит молодежь адаптироваться в окружающей среде и выживать в ней.
8. Общество обычно находится в состоянии изменения.
9. Общество не должно терять опыт прошлых поколений.
10. Чтобы развиваться и быть здоровым, общество должно взять все лучшее из прошлого и соединить его с мудрыми решениями на будущее.

VIII. Fill in the gaps with prepositions:

1. Today schools teach a variety ... subjects ... a great many ways your grandparents never dreamed
2. The institution ... education ... any society has some basic functions.
3. Money earned ... working ... a job is used to pay ... the food, clothing and shelter.
4. Education passes ... the values, norms and roles ... the society ... one generation ... the next.

IX. Complete the following sentences using your own words:

1. The family was no longer able to teach the youngsters everything because...
2. The main purpose of education is

3. Those societies which remember their past
4. In order to grow and be healthy, the society should
5. Education is not only for the young

UNIT 7

Pre-reading task

What do you think the main purpose of any government is?

I. Check the meaning of the following words in your dictionary:

preserve (v)

boundary (n)

harm (n)

umpire (n)

defend (v)

guilty (adj.)

possessions (n)

deal (v) with

provide (v) for

permission (n)

security (n)

II. Read the text.

The Institution of Government

The institutions of the family and education help to preserve the society and to educate its members. But without safety from harm for its members, no society can exist for long. The people in any society must feel that they are safe from each other and from outsiders. Otherwise, they will spend a lot of time and energy preparing to defend themselves and their possessions against the possibility of attack.

One of the main reasons why governments exist is to provide this protection for the members of their societies. In order to provide security for people, governments must do three things.

First, and most importantly, governments must protect themselves from harm. Every government rules a territory, with clear boundaries. Everyone living and working inside those borders is under the control of the government which rules the territory. Unless a government is safe, and unless it has some control over the members of the society, the government cannot protect the people it represents.

Secondly, the institution of government, like those of family and education, passes the norms of society from one generation to another. The government does not do this by teaching. It does this by making and enforcing laws that protect the norms. Government makes laws to protect members of the society from one another and from outsiders. In the event that two or more members or groups of the society have an argument, the government may act as “umpire” in settling the dispute. In many countries this is done through a system of courts and trials. Laws not only provide protection for the society, but also punishment for those who break the law. Most societies have a prison system to keep those people found guilty of breaking the law away from the rest of society. Unfortunately, many societies have been very slow in their efforts to help people who have broken the law, so that they can go back into society and live normal, productive, happy lives.

Thirdly, governments act as the representatives of their people in all dealings with foreign governments. You cannot make agreements with any other government without permission of the United States government, for example. This is done for the protection of the government and American society, as well as your own.

An important aspect of government control is territoriality. Territoriality is the tendency to protect a certain territory as your own. The “territory” may be a piece of land, or sky, or time, or even another person. Government tries to protect the territory of our country.

III. Match the words and with their definitions.

- | | |
|--------------------|---|
| 1. umpire (n) | a. the real imaginary line that marks the edge or a state, country etc. |
| 2. safety (n) | b. used when saying what bad thing will happen if something is not done |
| 3. outsider (n) | c. to end an argument or solve a disagreement |
| 4. otherwise (adv) | d. someone who is not accepted as a member of a particular social group |
| 5. possessions (n) | e. the person who makes sure that the players obey the rules in sports |
| 6. security (n) | f. something you own |
| 7. boundary (n) | g. not in danger |
| 8. settle (v) | h. things that are done to keep a person, building or country safe from danger or crime |

9. court (n) i. legal process in which a judge and often a jury in court of law examine information to decide whether someone is guilty of a crime
10. trial (n) j. the place where a trial is held

IV. Answer the questions:

1. What is the purpose of the institutions of family and education?
2. What is the purpose of any government?
3. What does the government do?
4. What do governments make laws for?
5. What is the purpose of laws?

V. Are the sentences true (T) or false (F)? Correct the false sentences.

1. The institution of government helps to preserve the society and to educate its members.
2. Governments exist to protect the members of their society.
3. If you want to make an agreement with a foreign government you should get a permission from the government.
4. The institution of government passes the norms of society from one generation to another by teaching its citizens.

VI. Complete the following sentences using the words in Ex. I.

1. People will have to spend a lot of time and energy to ... themselves and their ... against the possibility of attack.
2. Governments do certain things to provide ... for people.
3. Every government rules a territory with clear
4. You cannot make ... with any other government without the ... of the US government.

VII. Translate into English.

1. Одна из причин существования государства состоит в том, чтобы обеспечить защиту членов своего общества.
2. Институт государства передает нормы общества от поколения к поколению.
3. Государство издает законы, чтобы защитить членов общества друг от друга и от членов других обществ.
4. Государство не может защитить людей, которых оно представляет, если оно не защищает себя.
5. Законы не только защищают людей, но и наказывают тех, кто их нарушает.

VIII. Fill in the gaps with prepositions:

1. The people ... any society must feel that they are safe ... each other and outsiders.
2. Every government rules a territory ... clear boundaries.
3. Unless a government has some control ... the members ... the society, it cannot protect the people it represents.
4. Laws not only provide protection ... the society, but also punishment ... those who break the law.
5. Territoriality is the tendency ... protect a certain territory as your own.

IX. Complete the following sentences using your own words.

1. Governments exist to provide protection for the members of their societies so they
2. Territoriality is
3. No society can exist
4. Unless a government is safe
5. A prison system is

UNIT 8

Pre-reading task

1. Why do people work?
2. Why some of them don't?

I. Check the meaning of the following words in your dictionary:

satisfy (v)	lack (v)	look (v) down
needs (n)	skill (n)	shelter (n)
ancestor (n)	spend (v) on smth	recent (adj.)
improvement (n)	establishment (n)	share (v) in
common (adj.)	goal (n)	reward (n)
set (n) of rules	encourage (v)	luxury (n)
follow (v) the rules	exception (n)	essential (adj.) needs
		necessity (n)

II. Read the text.

The Economic Institution

As we have seen, social institutions throughout most of human existence have helped to satisfy people's needs and wants. One of the most basic needs of all people is the need to make a living – to survive in their environment. In the earliest days of the human race, “making a living” meant hunting and fishing for food and making animal skins into shelter and clothing. If you lacked the skill to do these things, you could not survive. Most of the day was spent simply trying to stay alive. There was probably very little time to have fun. Work was an absolute necessity.

Have the times changed very much? For most people today, work is still an absolute necessity. As a matter of fact, our society tends to look down on those who do not work. One difference between our ancient ancestors and us is the type of work we do. We (at least most of us) do not hunt or fish to stay alive. Most people work at job, either for themselves or for somebody else. Instead of taking home a catch of fish or a freshly killed animal at the end of the working day, most people today take home money earned at a job. They spend their money on food, clothing, and shelter. A lot of money is also spend on luxuries – things we don't really need for survival, but that make life more enjoyable. Americans, for example, work billions of hours at their jobs every year to pay for movies, TV sets, cars, vacation, perfumes and cosmetics, food for their pets, and many other things.

We have come a long way from the struggle-for-survival living of our ancestors. Something was responsible for this improvement in our way of life. It was the establishment of a rather recent social institution: the **economic institution**. This is also sometimes called “the economy”.

A major part of the economic institution in our society (and many others) is *industry*. Sometimes industry is called “business” or “the business world”. Industry brings many people together in one place to work for a common goal. The common goal is usually to make money for the business. Ideally, the workers in the business share in the good fortune of the business. The more they produce and the more the business makes, the more the workers should earn. Of course, that is the ideal situation. It often does not work that way. Included in the category of industry are businesses such as farming, manufacturing, trading, and banking. There are many businesses in addition to these four.

Every institution has a set of rules (or norms) which its members are encouraged to follow. Each institution has rewards for those who follow the rules,

and punishments for those who disobey. Industry, the economic institution, is no exception. If the workers in industry follow the rules of the place where they work, they are rewarded. But if the norms are disobeyed time after time, the worker is usually punished. What norms of industry can you think of? What rewards and punishments are there in the business world?

III. Match the words and with their definitions.

- | | |
|---------------------|--|
| 1. ancient (adj.) | a. a liquid with a strong pleasant smell |
| 2. ancestor (n) | b. something or someone that is not included in a general statement or does not follow a rule or pattern |
| 3. luxury (n) | c. belonging to a time long ago in history |
| 4. enjoyable (adj.) | d. to persuade someone or do something |
| 5. perfume (n) | e. a member of your family who lived a love time ago |
| 6. improvement (n) | f. something that you get because you have done something good or helpful or have worked hard |
| 7. encourage (v) | g. very great comfort and pleasure |
| 8. reward (n) | h. something that gives pleasure |
| 9. exception (n) | i. making something better |

IV. Answer the questions:

1. What is the most basic need of people?
2. What did the phrase “to make a living” mean centuries ago?
3. What’s the difference between the work our ancestors did and the work we do?
4. What is money spent on?
5. What is a major part of the economic institution?
6. What is included in the category of industry?
7. What does any institution have?

V. Are the sentences true (T) or false (F)?

1. The work our ancestors did is similar to the work we do nowadays.
2. Industry brings people to work for a common goal, which is to make money for the business.
3. Industry, the economic institution, doesn’t punish a person if he disobeys the rules because the person works for himself.

4. The economic institution is not so important as other institutions because not all people work.

VI. Complete the following sentences with the words from Ex.1.

1. Social institutions help to ... people's
2. One of the most basic needs of all people is the need to ... – to survive.
3. Money is ... food, clothing and
4. A person who ... , gets
5. Members of any institution are ... to follow a
6. Work was an absolute ... in the earliest times.

VII. Translate into English:

1. Одна из самых основных потребностей всех людей – заработать на жизнь – выжить в мире.
2. Много лет назад работа являлась абсолютной необходимостью.
3. Одно отличие наших предков от нас – это тип работы, которую мы выполняем.
4. Большое количество денег тратится на покупку вещей, которые не являются вещами первой необходимости.
5. Чем больше рабочие производят, тем больше они должны заработать .

VIII. Fill in the gaps with prepositions:

1. A lot of money is spent ... luxuries– things we don't really need ... survival.
2. Something was responsible ... improvement ... our way ... life.
3. Industry brings many people together ... one place ... work ... a common goal.
4. Ideally, the workers ... the business share ... the good fortune ... the business.
5. Each institution has rewards ... those who follow the rules, and punishments ... those who disobey.

IX. What do you think?

1. Is work an absolute necessity nowadays?
2. What are essential needs for you?
3. Can you name any luxuries for you?

UNIT 9

Pre-reading task

1. Could you think of some values you were taught in your childhood?
2. Have they changed through your life?

I. Check the meaning of the following words in your dictionary:

cheer (v) up	title (n)	survey (n)
judgment (n)	belief (n)	hypotheses (n)
peer (adj.) group	enforce (v)	courteous (adj.)
approve (v) by	attempt (n)	findings (n)
convince (v)	create (v)	emphasize (v)
obvious (adj.)	fit (adj.)	

II. Read the text.

Values

A **value** is an idea or belief about a goodness or badness of a person, thing, situation, or action. We have all made the thousands of value judgments. We hold our values as a result of the socialization process. From the time of birth, values are taught to us by other people and by institutions in our society. The teachers include the family, the Church, government, peer groups and many others.

One value this society teaches most of us is that it is good to work for a living. We are raised to believe that laziness is bad and should not be rewarded. We are taught the value of working hard to get material things such as cars, stereo equipment, color televisions and fashionable clothing. Even the titles we hold in our job is an important part of this “work value”.

How can you tell what our society values are? Just look at the norms. Norms usually develop from society’s basic beliefs, its values. When society feels that something is good or bad, it tends to make norms governing people’s behavior. For example, our society feels that human life is valuable. It believes that the life of an individual should be continued as long as possible. That value is expressed in several norms, including mores against murder and suicide.

Sociologists try to find out people's values by asking questions in surveys of public opinion. Another way to study values is to observe people's behavior in certain situations. By watching people carefully, sociologists can form hypotheses about the values upon which people act. A person who buys many fine oil paintings probably values that kind of art, for one reason or another. A child who is polite and courteous probably comes from a home where those traits are valued and therefore taught.

Another way sociologists determine the values of a society is by examining the ways in which people spend time and money. In our society people spend time working for a living. Society encourages this. People earn money for the time they work and spend it on the things society produces. This is also approved by society. If you work eight hours per day, you are actually trading about one-third of your life for the things you need or want.

Sociologists attempt to understand people's values by studying the way they spend money. industries often use findings of sociologists to determine how and what to produce and sell. The advertising industry, for instance, uses sociological data to make ads which will convince people to buy certain products. In doing this, advertising people actually *create* social values.

III. Match the words and with their definitions.

- | | |
|---------------------|--|
| 1. laziness (n) | a. a distinguishing feature in a character |
| 2. title (n) | b. polite, considerate person |
| 3. murder (n) | c. the name given to a particular book, play, rank or position |
| 4. suicide (n) | d. a general examination of a situation or subject |
| 5. survey (n) | e. the crime of deliberately killing someone |
| 6. trait (n) | f. the intentional killing of oneself |
| 7. courteous (adj.) | g. declining to work, doing little work, including idleness |

IV. Answer the questions:

1. What is a value?
2. What values does the society teach us?
3. How do norms arise?
4. How are values determined?

5. Who uses findings of sociologists?
6. Which two things can we notice in most ads?

V. Are the sentences true (T) or false (F)? Correct the false sentence.

1. The most important value the society teaches us is the value of work.
2. Some values lead to the establishment of norms.
3. The best way to find out people's values is to watch them carefully.
4. Sociologists work with advertising people because they are doing similar tasks.
5. Values cannot be created and sold.
6. People usually trust ads.

VI. Translate into English:

1. Со времени нашего рождения ценностям нас учит семья, учителя, окружающие нас люди.
2. Нормы, как правило, основаны на ценностях общества.
3. Один из способов изучения ценностей – наблюдать за поведением людей в определенных ситуациях.
4. Внимательно наблюдая за людьми, социологи формируют предположения о ценностях, согласно которым человек действует.
5. Другой способ изучения ценностей состоит в изучении того, как люди проводят свое время и тратят деньги.
6. Социологические данные часто используются рекламодателями, чтобы убедить людей купить определенные товары.
7. Рекламодатели часто “создают” ценности, пытаясь убедить потребителя купить те или иные товары.

VII. Fill in the gaps using prepositions:

1. ... the time ... birth, values are taught ... us ... other people and ... institutions ... our society.
2. Let's look ... the norms. Norms usually develop ... society's basic beliefs, its values.
3. Another way sociologists determine the values ... a society is ... examining the ways ... which people spend time and money.
4. People earn money ... the time they work and spend it ... the things society produces.
5. Many people ... our society put great importance ... looking young and physically fit because they are influenced ... such ads.
6. You should be ... the watch ... values ... the ads you see ... TV, ... magazines and newspapers and ... the radio.

VIII. What do you think?

Relationships change with time, partly because we continuously change our values. How do our values affect our friendships? Does it also work the other way around? In other words, do our friends and friendship affect the values we hold?

UNIT 10

I. Check the meaning of the following words:

rank (v)	weak (adj.)	occupation (n)
ladder (n)	species (n)	acquire (v)
strength (n)	salary (n)	vary (v)
possessions (n)	get (v) rid of	inherit (v)
consider (v)	fame (n)	charity (n)
majority (n)	suburbs (n)	semiskilled (adj.)
limited (adj.)	advance (v)	
despair (n)	lack (n) of	

II. Read the text.

Social Stratification and Status

Social values are also reflected in the ways the society ranks its members. This ranking is called **social stratification**. The position an individual holds on the ladder of social stratification is called **status**.

Our society ranks individuals according to the values of society. In our ranking system a lot of emphasis is placed on education, wealth, power, salary, where you live, and what your (or your parents') occupation is. Your level of stratification determines your roles, values, and relationships with others. While your status makes it easier to get along in a society, it also limits your opportunities.

Everyone is born into a social status. In our society you are born into the status of your father and mother. Later you may change your status. Changing status is called **mobility**. There are three kinds of mobility. *Upward mobility* is a move up in status. *Downward mobility* is a move down in status. *Horizontal mobility* is mobility “across” on the same status level. In horizontal mobility status is neither raised nor lowered. People who move horizontally usually go from one job to another job with similar status and salary.

As a reward for climbing the ladder of social stratification the individual acquires **status symbols**. These are things which tell everyone what the person’s status is. Status symbols vary depending on the group to which one belongs. As an individual moves from one status to another, we say that he or she changes “class”. Generally speaking there are three classes in some societies. They are the *upper class*, the *middle class*, and the *lower class*. Each class can be identified by its own set of values and the actions and possessions of its members. In a relatively “open” society like the United States, it is much easier for an individual to move from one class to another. In closed societies such as India, mobility is almost impossible. The Indian class system has its origins in the Hindu religion, which most Indians practice. Although the government of India has tried to get rid of that class system (called the caste system), it has been difficult to change people’s attitude toward the custom. An Indian born into a certain caste tends to stay in that position for a lifetime. Indian children inherit their father’s caste and pass to their children.

For many people, social mobility and status symbols are not so important as living a happy, satisfying life. For these people, material things are not so important as kindness and love. And the opinions others have about them are not so important as the good feeling they have about themselves.

III. Match the words and with their definitions.

- | | |
|-----------------|---|
| 1. status (n) | a. the ability to move easily from one job, area or social class to another |
| 2. emphasis (n) | b. something that makes you feel very proud |
| 3. wealth (n) | c. the official legal position or condition of a person |
| 4. mobility (n) | d. a piece of equipment used for climbing up to or down from high places |
| 5. ladder (n) | e. to recognize and correctly name someone or something |

- | | |
|------------------|---|
| 6. custom (n) | f. a large amount of money, property etc. that a person or country owns |
| 7. honor (n) | g. the ability or right to control people or events |
| 8. power (n) | h. your ideas or beliefs about a particular subject |
| 9. opinion (n) | i. special attention or importance |
| 10. identify (v) | j. something that is done by people in a particular society because it is traditional |

IV. Answer the questions:

1. In what way are values of a society shown?
2. What is a status?
3. How does a human society rank individuals?
4. What does our level of stratification determine?
5. What do we acquire as a reward for climbing the ladder of social stratification?
6. What does a status symbol depend on/
7. What is a social class? How many classes are there in our society?
8. Is it difficult/easy for an individual to move from one class to another?

V. Are the sentences true (T) or false (F)? Correct the false sentence.

1. Human society ranks individuals on the basis of their intellectuality.
2. A person's status cannot be changed.
3. Status symbols are things which tell everyone what the person's status is.
4. Status symbols depend on a person's job.
5. It is easy for an individual to move from one class to another in any society.
6. Many people in the upper class give a lot of money to charities.

VI. Complete the following sentences using the words from Ex.1.

1. In our ranking system a lot of emphasis is placed on education, wealth, power, ..., where you live and what your ... is.
2. The position an individual holds on the ... of social stratification is called status.
3. Status symbols ... depending on the group to which one belongs.
4. Indian children ... their father's caste and pass to their children.
5. People who move horizontally usually go from one job to another job with similar status and

VII. Translate into English:

1. Символы статуса меняются в зависимости от группы, к которой принадлежит человек.

2. Во многих обществах существует три класса. Каждый из них характеризуется своими ценностями, действиями и имуществом членов того или иного класса.

3. Люди среднего класса составляют большую часть современного общества.

4. Они зарабатывают достаточное количество денег, чтобы содержать семью, иметь автомобиль, дом и дать своим детям хорошее образование.

5. Для многих людей социальный статус не так важен, как счастливая жизнь. Для них материальные ценности менее важны, чем доброта и любовь.

VIII. Fill in the gaps using prepositions:

1. ... our society you are born ... the status ... your father and mother.

2. ... our ranking system a lot of emphasis is placed ... education, wealth, power, salary, etc.

3. People ... the upper class often send their children ... private schools.

4. Middle class people make ... the majority ... American society.

5. They put great emphasis ... the value ... education ... themselves and their children.

6. Middle class people live ... a rather strict value system.

7. People ... the lower class do not live so long as those ... other classes, and they suffer ... poorer health.

X. What do you think?

What determines status in our society?

Look at some occupations.

How would you rank these occupations according to status? On a separate sheet of paper, write these ten jobs in order of highest to lowest status. Then try to find out:

1) How much each of these occupation pays;

2) If there is a connection between salary and status.

lawyer

teacher

doctor

architect

garbage collector

ballet dancer

mechanic
clergy (priest)

baker
Prime Minister

UNIT 11

Pre-reading task

How many levels of communication do you know? Which is the most important?

I. Check the meaning of the following words:

constantly (adv)

certain (adj.)

honestly (adv)

occur (v)

observe (v)

clue (n)

interact (v)

interpret (v)

obviously (adv)

actually (adv)

II. Read the text.

Communication

In your relationship with other people, you communicate constantly in many, many ways. As a matter of fact, you communicate with others even when you are not talking to them or writing letters. How many times have you thought that someone is angry or “didn’t care” because you hadn’t heard from that person? Communication with others is the main way you have of knowing what your relationships are with people. When you tell someone how you feel about him or her, you tell that person what kind of a relationship you have with each other. Or, you may be telling that person what kind of relationship you would *like* to have. Communication is basically a process of making, keeping, and changing relationship with others.

Communication isn’t always easy. How many times have you thought: “I just don’t understand him (or her). Why did she say that? Why did he do that?” Even when people try to communicate, they sometimes don’t understand each other. Let’s see *why*.

People communicate on two levels: the **verbal level** and **nonverbal level**. The verbal level is that which is communicated by written and spoken symbols.

Much communication takes place on nonverbal level. An important kind of nonverbal communication is called body language. The way you pose yourself or move your body tells other people much about what you think and feel. Sometimes body language tells people something quite different from what you actually say. For example, if you are frowning, few people would believe that you are excited and happy, no matter what words you used. Body language gives clues about how you really feel.

Obviously, in order for communication to take place, there must be at least two people interacting with each other. Both people must want to communicate. But communication in any situation takes place on both the verbal and nonverbal levels. Watch carefully the next time you see two people talking. Observe the words they use, and the way they both act. Do the same whenever you communicate with others. You will be surprised at how much better you understand them.

III. Match the words and with their definitions.

- | | |
|----------------------|---|
| 1. constantly (adv.) | a. to draw the hair-covered parts above or disapproval |
| 2. at last (adv.) | b. something that helps to find an answer to a question |
| 3. angry (adj.) | c. not less than |
| 4. verbal (adj.) | d. ever time |
| 5. frown (v) | e. filled with anger |
| 6. clue (n) | f. happening all the time |
| 7. whenever (conj.) | g. spoken not written |

IV. Answer the questions:

1. What is communication?
2. What is its purpose?
3. In what way do people communicate?
4. What is meant by body language?
5. What is necessary for communication to take place?

V. Are the sentences true (T) or false (F)? Correct the false sentence.

1. We do not communicate with others if we are not talking to them.
2. Communication is basically a process of receiving information.
3. People always understand each other because communication is always easy.
4. Body language tells people more than actual words.
5. There must be at least 3 people interacting with each other in order for communication to take place.

VI. Complete the sentences using the words from Ex.1.

1. Body language gives ... about how you really feel.
2. You communicate ... in many ways in everyday life.
3. In order for communication to take place, there must be at least two people ... with each other.
4. Watch carefully when you see two people talking. ... the words they use, the ... they use, and way they both act.

VII. Translate into English:

1. Мы постоянно общаемся с другими людьми, и наше общение происходит многими путями.
2. Общение – это процесс создания, поддержания и изменения отношений с другими людьми.
3. Люди общаются на вербальном и невербальном уровнях.
4. Должно быть по крайней мере два человека, общающихся друг с другом.
5. Немногие поверят, что вы счастливы.
6. Вы думали, что он сердится.
7. Иногда люди не понимают друг друга.

VIII. Fill in the gaps using prepositions:

1. You communicate ... others even when you are not talking ... them or writing letters.
2. Much communication takes place ... the nonverbal level.
3. Communicating ... others is the main way you have ... knowing what your relationships are ... people.
4. Communication is basically a process ... making, keeping, and changing relationships ... others.

UNIT 12

I. Check the meaning of the following words:

tend (v)	invisible (adj.)	defend (v)
claim (v)	means (n) of	hurt (v)
occupy (v)	equal (adj.)	apply (v) to
peers (n)	invade (v)	insult (v)
		approve (v)

II. Read the text.

Nonverbal Communication

How many times you have heard the old saying, “Actions speak louder than words?” Many behavioral scientists believe this is absolutely true. People tend to communicate more with their bodies than with words and other symbols. Some sociologists claim that over 90 per cent of all human communication is nonverbal (without words) but not spoken or written.

Nonverbal communication is done in many ways. You communicate by your clothing, the way you use space and time, the way you move and pose your body, and facial expressions.

People who work in the business world wear a certain kind of clothing, depending on the type of work they do. People who work with tools and machinery are called “blue-collar workers”. They wear rugged work clothes, which can be washed after a hard day’s work. “White-collar workers”, on the other hand, usually work less with their hands and more with papers and pens. Often, blue-collar workers are employees of white-collar workers.

The executive is a type of a white-collar worker. If the executive is a man, he must wear a shirt, a tie, and some kind of jacket or suit. Women executives are expected to wear similarly dressed-up clothing, though their styles may vary more than men’s.

The clothes you wear usually designed to make work, study, and play easier. They also communicate to others the roles you play and sometimes the level of social stratification you occupy.

The use of space is another way of communication. You have already discovered how territoriality and space invasion work. Often, without knowing it, people defend the invisible territory around them. Invading someone's territory may mean that you are friends, and therefore feel free to invade each other's personal space without causing trouble. Or, it could mean that you do not consider the person to be your equal, so you can invade his or her space at any time. You can also see how people communicate by the way they use space when talking to each other. In our society it is normal for people to stand closer to friends than to strangers. Lovers and very close friends tend to stand even closer to each other. Of course, two people who are about to have a fight also stand very close.

The principle of territoriality applies to the home "space". For example, some people feel it is impolite to visit without phoning ahead. Other people believe that one's home should be open to friends at any hour of the day or night. In Japan, overcrowding in the cities mean very little personal space is available. It is not surprising that in many heavily populated societies entertaining friends is done in restaurants or other public places and not at the home. The home is kept a very private place in Japan and other societies.

People also communicate by the use of time. For example, calling someone for a date at the last minute (especially to a formal dance, or other personal event) tells that person a lot about you and the opinions you hold about him or her.

Time is valued a great deal in our society. Lateness is not approved. Whenever you are late some kind excuse or apology is necessary. The later you are the better your excuse has to be. If you arrive late and offer no apology or excuse, you communicate something. Whoever is waiting for you will probably be insulted or hurt. Invading someone's time by making that person wait is usually considered offensive in society.

The use of clothing, space, and time are important ways of nonverbal communication. But the most important means of nonverbal communication is body movements. They can often communicate much more than words.

III. Match the words and with their definitions.

- | | |
|--------------|---|
| 1. body (n) | a. a well-known short statement that expresses an idea most people believe is true and wise |
| 2. space (n) | b. something that you say or write to show that you are sorry for doing something wrong |

- | | |
|---------------------|---|
| 3. invasion (n) | c. to amuse or interest people in a way that gives them pleasure |
| 4. overcrowded (pp) | d. the physical structure of a person or animal |
| 5. entertain (v) | e. statement that something is true, even though it has not been proved |
| 6. nonverbal (adj.) | f. the amount of an area, room, container that is empty or available to be used |
| 7. saying (n) | g. a manager in an organization or company who helps make important decisions |
| 8. claim (v) | h. filled with too many people or things |
| 9. executive (n) | i. not using words |
| 10. apology (n) | j. the arrival in a place where they are not wanted |

IV. Answer the questions:

1. In what way is nonverbal communication done?
2. What does clothing tell us?
3. Who do we call
 - “blue-collar” workers;
 - “white-collar” workers?
4. What does “the use of space” mean?
5. Why is time valued a great deal?
6. What is the most important means of nonverbal communication?

V. Are the sentences true (T) or false (F)? Correct the false sentence.

1. Your clothes do not really matter in the process of communication.
2. “Blue-collar” workers are people who wear uniform.
3. “White-collar” workers work more with their hands and papers.
4. Executives usually wear uncomfortable clothes.
5. In many heavily populated societies people entertain friends at home.
6. The use of clothing, space, and time are important ways of nonverbal communication.

VI. Complete the sentences using the words from Ex.1:

1. Lateness is not ... in our society.
2. Often, without knowing it, people ... the ... territory around them.
3. If you arrive late the person waiting for you will probably be ... or
4. ... someone’s territory may mean that you are friends.
5. The principle of territoriality ... to the home “space”.
6. People ... to communicate more with their bodies than with words and other symbols.

VII. Translate into English:

1. Дела говорят больше, чем слова.
2. Боле 90 % общения людей происходит на невербальном уровне.
3. Одежда, которую вы носите, говорит многое о вас.
4. «Белые воротники» работают больше с бумагами, чем с инструментами.
5. Руководитель должен носить на работе рубашку, галстук, пиджак.
6. Принцип территориальности относится и к домашнему пространству.
7. Некоторые считают, что дом должен быть открыт для друзей в любое время дня и ночи.
8. Другие считают невежливым прийти к кому-нибудь, не позвонив предварительно.
9. Время очень ценится в нашем обществе.
10. Если вы опаздываете, вы должны извиниться и объяснить причину опоздания.

VIII. Fill in the gaps with prepositions:

1. You communicate ... others ... the kind ... clothes you wear.
2. People who work ... the business world wear a certain kind ... clothes, depending ... the type ... work they do.
3. ... our society it is normal ... people ... stand closer ... friends than ... strangers.
4. Some people feel it is impolite to visit ... phoning ahead.
5. Calling someone ... a date ... the last minute tells that person a lot ... you and the opinions you hold about him or her.

IX. Find the ending of followings:

1. Some people feel it is impolite ...
2. Whenever you are late ...
3. In our society it is normal ...

X. Find the beginning:

1. ... in Japan and other societies.
2. ... are important ways of nonverbal communication.
3. ... usually work less with their hands and more with papers and pens.

GLOSSARY OF TERMS

behavioral science	the study of human behavior; Psychology, Anthropology, and Sociology are referred to as the behavioral sciences
body language	a type of nonverbal communication in which body movements transmit messages, sometimes unconsciously, from one person to another
Church	a term generally used to describe organized religion or religious groups
class, social	a status level group, identifiable by its own set of values, and by the actions and possessions of the members
community	a group of people who live close to each other and who work together for common goals
Comte, Auguste	French mathematician and thinker who began the behavioral science of Sociology in the early 1800s
economic institution	one of the five major ways which every society needs for its survival; sometimes called <i>industry</i> in our society
education, instruction of	a major way a society survives, by training the young to take their place in the society as adults
extended family	family structure composed of husband and wife, children, and their relatives
family, institution of the	a group usually composed of at least a man, a woman, and their child or children; one of the five ways in which any society survives

folkway	a custom in the society which is followed by persons in the society who are considered polite; a less serious norm than mores
government, institution of	a formal organization within a society which regulates the activities of its members through a system of laws; one of the five ways in which any society survives
group	two or more persons together; may be either a primary group or a secondary group
inflection	the tone of voice; how something is said
institution, social	a rather unchanging way which a society has for survival; the family, government, education, economy, and religion are five major institutions in every society
interviewer	a person who conducts an interview, or popular opinion poll, or survey
language	a system of symbols having meaning, used in communication
law	a norm established and enforced by government for the smooth running of society
matriarchy	a type of family in which the wife dominates
mobility	a change in status within a society; mobility may be upward into a higher class, or downward into a lower class, or horizontal across the same status level
mores	serious norms, carrying a serious moral judgment against offenders

needs	what humans require for basic survival and for living
negative sanction	punishment for violating a social norm
nonverbal level of communication	the passing of thoughts from one person to another by ways other than language, including the use of space, time, clothing, and body movements
norms	rules of society which regulate the behavior of its members
nuclear family	family structure composed only of husband, wife and children
opinion poll	a systematic method of determining people's thoughts about certain issues at a specific time and place through interviewing; often called a <i>survey of public opinion</i>
patriarchy	a type of family in which the husband dominates
peer group	those of about the same age, social class, and interests
personal space	the space, or territory, around the individual
population, survey	the entire group of people represented in a survey or opinion poll
positive sanction	reward for obeying a social norm, or an inducement to obey a norm
prestige	the recognition which a person gets from others who consider him or her to be an outstanding person, worthy of honor and respect
primary group	a small group whose members have very close relationships over a long period of

	time, such as the family
religion, institution of	the organization of beliefs concerning spiritual matters and their relationships with human beings and the material world; one of the five ways a society survives
role	a specific set of behavior patterns by a particular person or group of people in a society, conforming to the expectations of the society
role conflict	when roles require totally different kinds of behavior from an individual
sample	a part of the survey population which supposedly represents the opinions of the larger population
sanction	a reward (positive sanction) or a punishment (negative sanction) which is used by a society to encourage its members to obey social norms
secondary group	a group which is usually larger and less loving than a primary group, and which is often designed to do a necessary job in the society
socialization	process by which an individual learns the rules of society
society	a large group made up of many primary and secondary groups and two or more communities
Sociology	a behavioral science which studies people's actions in groups
special invasion	the entry of a person or persons into the space territory of another person without her or his consent

Status	the position an individual holds on the ladder of social stratification in a society
stratification, social	the ranking of individuals in a society according to the values of the society
status symbol	visible reward given to an individual, which shows that person's status in the society
survey of public opinion	a method of a sociologist in which a specific set of questions are asked, in order to find out the opinions of the entire population; often called <i>opinion poll</i> or <i>interview</i>
territoriality	the tendency of governments and individuals to protect certain people, land, space, and objects as their own against invasion by others
value	an idea or belief about the goodness or badness of a person, thing, situation, or action
verbal level of communication	the passing of thoughts from one person to another by the use of symbols which may be written or spoken, such as language

CHAPTER 2. PSYCHOLOGY

UNIT 1

Before we begin this unit on Psychology, let's see how much you already know about the field of Psychology. On a separate sheet of paper answer the following questions, using the knowledge you already have about Psychology. All answers are either *true* or *false*.

1. The word "Psychology" comes from two Greek words meaning "the study of the mind".
2. Knowing who you are involves much more than knowing your name, age, and location.
3. Personality is another word for your physical appearance.
4. Heredity is much more important than environment in making you the person you are today.
5. Changing your behavior as situations change is called adaptation.
6. Adults have fewer emotions than people of your age.
7. It is good to feel emotions and to express them in ways that do not hurt yourself or others.
8. Approaching a problem with a positive attitude is a very important step in reaching a solution.
9. A person's actions are often based upon how he or she *thinks* he/she will perceive something, before it is actually perceived.
10. Creativity can be developed.
11. People need sleep and water more than they need to be safe or to be with other people.
12. There are advantages and disadvantages in every environment.
13. Parapsychology is the study of extrasensory perception (E.S.P.).
14. Good mental health is the ability to deal effectively with situations in life.

Pre-reading task

Is Psychology a behavioral science? Why?

I. Check the meaning of the following words:

spiritual (adj.)

explore (v)

refer (v) to

perceive (v)

fascinating (adj.)

ability (n)

II. Read the text.

What is Psychology?

For thousands of years people have wondered why they think and act the way they do. Only recently a science of human behavior has developed. The science is called **Psychology**. Like Anthropology and Sociology, Psychology is called a **behavioral science** because it is about human behavior. The word “psychology” comes from two Greek words meaning “the study of the mind”.

The ancient Greeks thought that every human being had two natures: a physical nature (the body) and a spiritual nature (the mind). It is the study of the spiritual side of humans that the ancient Greeks would call Psychology. Today we know that the two sides of human nature work together. For us, Psychology is the study of how the mind works together with the body to produce thoughts and actions.

We will discover how the mind affects perceptions, thoughts, and actions. We will *see why* we make certain Thought Patterns and Experience Patterns, and why we do not make others. We will see that no two people perceive exactly the same things, or think exactly the same thoughts, or act exactly alike.

You will find out a lot about yourself and the reasons why you think and act as you do.

III. Match the words and with their definitions.

- | | |
|------------------|---|
| 1. ancient (adj) | a. manner of behaving or conducting oneself |
| 2. healthy (adj) | b. Of great age; very old. |
| 3. behavior (n) | c. To have an influence on or effect a change in: |
| 4. mind (n) | d. the fundamental qualities of a person or thing; identity or essential character |
| 5. perceive (v) | e. to gain knowledge of (something); learn |
| 6. science (n) | f. To become aware of directly through any of the senses, especially sight or hearing |

- | | |
|-------------------|---|
| 7. nature (n) | g. direct personal participation or observation; actual knowledge |
| 8. find out (v) | h. Knowledge, especially that gained through experience. |
| 9. experience (n) | i. intelligence or the intellect |
| 10. affect (v) | j. Possessing good health. |

IV. Answer the questions:

1. What does the word “psychology” mean?
2. What are the two natures of every human being?

UNIT 2

Pre-reading task

1. Do you know everything about yourself?
2. Is it easy to get the necessary information about a person?

I. Check the meaning of the following words:

look (v) like	shape (v, n)	throughout (prep)
inner (adj.)	Encounter (v)	environment (n)
heredity (n)	argue (v)	

II. Read the text.

Discovering who you are

Probably the most difficult task you will ever have is learning who you are. You may think that this should be easy. After all, you know your name, age, the color of your hair and eyes, and your other physical features. You know what you

look like from standing in front of mirrors. But your physical appearance is only a small part of the total “you”.

What things and people are important to you? How do you act in many different situations? What Experience Patterns have you had? These make up the real you – inside your physical appearance. Some people call the inner you your personality. It is one thing that makes you different from all other people. No one has exactly the same personality as yours. How did you get to be the individual you are today?

Everyone has parents who bring them into the world. In the process of reproduction some characteristics of each parent were passed on to you. This is called **heredity**. You may, for example, have your father’s blue eyes and your mother’s brown hair. In some cases, your physical characteristics may go back to your grandparents. Psychologists have discovered that your heredity characteristics play an important part in making you “you”.

Another important factor in the development of your personality is your **environment** – your surroundings, people, places, and things. You are born with certain hereditary traits. But throughout your life your environment shapes your behavior. As you encounter different situations and people, your behavior changes. This process is called **adaptation**.

For years, psychologists argued about which was more important: heredity or environment. Today, most psychologists argue that heredity and environment are both very important in making every person who she or he is.

III. Match the words and with their definitions.

- | | |
|--------------------|--|
| 1. shape (v) | a. The genetic transmission of characteristics from parent to offspring. |
| 2. feature (n) | b. the sum total of all the behavioural and mental characteristics by means of which an individual is recognized as being unique |
| 3. personality (n) | c. manner of behaving or conducting oneself |
| 4. heredity (n) | d. the outward or visible aspect of a person or thing |

5. environment (n)	e. The circumstances or conditions that surround one
6. behavior (n)	f. To be transferred from one to another
7. adaptation (n)	g. relating to the soul, mind, spirit
8. appearance (n)	h. Change in behavior of a person or group in response to new or modified surroundings.
9. pass (v)	i. distinctive aspect, quality, or characteristic
10. inner (adj)	j. To give a particular form to; create

IV. Answer the questions:

1. What makes us different from other people?
2. Why is your physical appearance only a small part of the total “you”?
3. What plays an important part in making you “you”?
4. Why does our behavior change throughout our life?
5. What do you think is more important in making a person: environment or heredity?

V. Are the sentences true or false? Correct the false sentence.

1. It is not difficult to learn who you are because you know your age, name, race etc.
2. Your physical appearance makes up the real you.
3. Heredity and environment are two interchangeable things.
4. Adaptation is the process of getting more information about yourself.
5. It is impossible to choose either heredity or environment as the most important factors in making every person who she or he is.

VI. Complete the sentences using the words in Ex.I.

1. Personality is called the ... you.
2. Your behavior changes as you ... different situations and people.
3. Your environment ... your behavior throughout your life.
4. Your ... is your surroundings, people, places and things.

VII. Translate into English:

1. Индивидуальность – это то, что отличает Вас от других людей.
2. Сегодня психологи считают, что и наследственность, и окружающая среда одинаково важны в процессе формирования человека.
3. Внешность – это только малая часть Вашего “Я”.
4. Психологи обнаружили, что наследственные характеристики играют важную роль в формировании человека.
5. Ваше поведение меняется по мере того, как меняются люди, с которыми Вы общаетесь, и ситуации, в которых Вы оказываетесь.

VIII. Fill in the gaps with prepositions:

1. You know what you look ... from standing ... mirrors.
2. In the process ... reproduction some characteristics ...each parent were passed ... to you.
3. ... years, psychologists argued ... which was more important: heredity or environment.
4. No one has exactly the same personality ... yours.
5. Every person is born ... certain hereditary tendencies.
6. There are some things and people that are important ... you.

IX. Find the beginning of the following:

1. ... only a small part of the total you.
2. ... very important in making every person who she or he is.
3. ... your hair and eyes, your other physical features.

UNIT 3

Pre-reading task

What two types of emotions do you know? Why are they called so?

I. Check the meaning of the following words:

blend (n)	opportunity (n)	comfort (v)
cause (v)	share (v)	awareness (n)
regret (v)	hurt (v)	care (v) about

embarrass (v)	make (v) smb do smth	circumstances (n)
considerate (adj.)	treat (v)	frustration (n)
anger (n)	hide (v)	

II. Read the text.

Emotions and you

Can you imagine how dull it would be if you had no emotions? Emotions give your life excitement. Without them, we would be not much more than machines. Your particular blend of emotions gives you a personality of your own. Some emotions can cause problems for you. For that reason you should try to understand them. The development of other emotions, however, can help make you a more interesting and fuller human being.

Knowing how the other person feels is a very important part of living. It is usually not possible to feel the other person's emotions as fully as that person does. But it is important for you to try to understand and feel someone else's emotions. Have you ever tried to comfort a friend who was unhappy or disappointed? If you told your friend that you "know how he or she feels" you probably made your friend feel better. Emotional awareness can make any relationship stronger.

Emotions can also destroy friendship. Taking your frustration and anger out on a friend who has done you no harm can ruin a good relationship. Can you think of times when you should not have expressed an emotion? We all do this from time to time, and we regret it afterward. Teenagers often seem to have more emotions than adults. But this is not really true. Everyone feels emotions, but most people do not always show everything they feel. Many adults have found that certain ways of showing emotions may hurt people they care about. They may also be careful about hiding emotions that may embarrass them. So they have learned to hide some of their feelings. Even though they are hidden, emotions are felt by all people.

Not everybody feels the same emotions in the same situations. We have to consider this when we talk to others. What may make one person cry might cause another person to laugh or get angry. If we are truly considerate of other people's feelings, we will always put ourselves in their shoes. This is called **empathy**.

Does this mean that we should treat others as we would like to be treated? Yes, but that is not enough. We have to know how the other person might react. People may react differently because of different experiences in their lives. For example, a joke about red-haired people might not bother you if you don't have red hair. Talking about death may not make you sad, but it may sadden a person who has just lost someone in an accident.

You may have a completely different emotion in one situation than another. Differences in emotions are normal and natural. We should remember that we do have many different emotions depending on the circumstances. That way, it is easier to avoid hurting yourself and other people.

III. Match the words and with their definitions.

- | | |
|-----------------------|---|
| 1. angry (adj) | a. thoughtful towards other people; kind |
| 2. embarrass (v) | b. To cause mental or emotional suffering to |
| 3. true (adj) | c. feeling anger or strong resentment |
| 4. considerate (adj) | d. Real; genuine. |
| 5. circumstances (n) | e. The sum of determining factors beyond willful control |
| 6. empathy (n) | f. the state of being excited |
| 7. disappointed (adj) | g. the power of understanding and imaginatively entering into another person's feelings |
| 8. aware (adj) | h. Having knowledge |
| 9. excitement (n) | i. discouraged by the failure of one's hopes |
| 10. hurt (v) | j. to cause confusion to |

IV. Answer the questions:

1. What is good about emotions?
2. Are emotions always good for you?
3. Why is it important to try to understand someone's emotions?
4. Why do some people show emotions and others hide them?

5. Do teenagers really have more emotions than adults? Why?
6. Why do people react differently?

V. Are the sentences true or false? Correct the false sentence.

1. Emotions cannot cause any problems to you.
2. Sometimes emotions destroy friendship.
3. All of us show negative emotions from time to time.
4. Emotions shouldn't be shown.
5. There are some people who do not feel emotions at all.
6. If you want to know other people's feelings you put yourself in their shoes.
7. Circumstances do not affect our emotions.

VI. Complete the following sentences using the words from Ex. I.

1. Some emotions can ... problems to you.
2. Sometimes we ... about expressing negative emotions.
3. If we are truly ... of other people's feelings, we will always put ourselves in their shoes.
4. We should ... others as we would like to be
5. People have different emotions depending on the
6. Emotional ... can make any relationship stronger.

VII. Translate into English:

1. Без эмоций люди были бы не более, чем машины.
2. Нам следует стараться сдерживать эмоции, так как некоторые из них могут вызвать определенные проблемы.
3. Эмоциональная осведомленность может укрепить любые отношения.
4. Некоторые взрослые научились скрывать свои чувства.
5. Иногда нам необходимо ставить себя на место другого человека.
6. У вас могут быть совершенно различные эмоции в разных ситуациях, т.к. эмоции зависят от обстоятельств.

VIII. Fill in the gaps using the prepositions:

1. Some emotions can cause problems ... you.
2. We all take our frustration and anger ... on a friend who has done us no harm. We all do this ... time ... time.
3. Even though feelings are hidden, they are felt ... all people.
4. People may react differently because ... different experiences ... their lives.
5. We have many different emotions depending ... the circumstances.

6. Differences ... emotions are normal and natural.
7. It is important ... you ... try ... understand and feel someone else's emotions.

IX. Find the beginning of the following:

1. ... can help make you a more interesting and fuller human being.
2. ... emotions are felt by all people.
3. ... put ourselves in their shoes.

X. What do you think?

Emotions are felt by all people. What is the reason of hiding them?

Can you hide your emotions? Is it always easy?

How can we learn to hide emotions?

UNIT 4

Pre-reading task

Do all people have the same needs? Why (why not)?

I. Check the meaning of the following words:

alive (adj.)

safety (n)

nicely (adv)

harm (n)

confidence (n)

include (v)

reach (v)

liquid (n)

belong (v) to

desert (adj)

II. Read the text.

Taking Care of Your Needs

There is no one in the world exactly like you. And yet, there are many things about you that you have in common with everyone else. Everyone needs to eat,

sleep, and drink liquids in order to keep alive. Everyone needs to be loved and to have friends. Everyone needs to feel good about himself or herself.

A psychologist named Abraham Maslow studied these needs. Dr. Maslow believed that we care of our needs in steps. The first step is taking care of the needs of our bodies. These needs include getting enough of the right kinds of food, liquids, and air. Getting enough sleep and relaxation are other needs of our bodies. These needs must be taken care of before we consider the needs in step two.

Step two includes the need to protect ourselves from harm. We all have the need to live in a situation free from attack. Imagine how difficult it would be to live if you were always afraid of being hurt. You could not work or have fun. You would be always looking out for attack. Safety is a very important need, after body needs have been taken care of.

When the need of keeping alive and safe is met, we can consider the needs of step three. In this step, we find the need of feeling wanted and loved. Belonging to a group and having friends are needs of step three. Loving people and being loved are important parts of living.

Step four includes the need for a good reputation (having others think of you as being a good person). It also includes the need to have freedom to do what you think is right.

Step five is the final step. It is a goal that we always must try to reach. When all of the needs in the first four steps have been taken care of, you are on step five. Dr. Maslow called this the **self-actualization** step. This simply means that you know you are the best person you can possibly be. You have confidence in yourself. You use all of your talents wisely. You try to have a positive attitude at all times. Most of all, you really like yourself and other people. This is the best possible way to live, according to Dr. Maslow.

Dr. Maslow thought that you cannot take care of step three needs if there are needs at step one or two that haven't been taken care of. You have to take care of your needs one step at a time. Do you think he is right? Let's look at the following story. (After you have read the story, try to think of some other times when you must take care of certain needs before others.)

You have been on a desert island for two weeks. All your food and water are gone. If help doesn't come soon, you'll die of hunger or thirst. Suddenly, a ship arrives with food and water. Two people are coming ashore. They are bringing the food and liquids you need to keep alive. What would you do first? Would you take

the food and water? Or would you first take time to become good friends with the people? First things first! You need to keep alive. Friendship would not keep you alive at that point. Your step one needs for food and water must be taken care of before you make friends (a step three need). You have to take care of your needs one step at a time.

III. Match the words and with their definitions.

- | | |
|--------------------|---|
| 1. alive (adj) | a. aim, objective |
| 2. reputation (n) | b. full of activity; lively |
| 3. essential (adj) | c. A state of mind or a feeling |
| 4. safety (n) | d. generally held about a person or thing |
| 5. belong (v) | e. vitally important; absolutely necessary |
| 6. confidence (n) | f. to be a part of something else |
| 7. attitude (n) | g. the quality of being safe |
| 8. liquid (n) | h. physical or psychological injury or damage |
| 9. goal (n) | i. flowing like water |
| 10. harm (n) | j. belief in one's own abilities |

IV. Answer the questions:

1. What are our essential needs?
2. Why is safety a very important need?
3. Do you agree that loving people and being loved are important parts of living? Why? Could you live without love?
4. What does self-actualization mean?
5. Is it possible to have a positive attitude at all times?
6. Do you think Dr Maslow is right thinking that you cannot take care of step three needs if there are needs at step one or two that haven't been taken care of?

V. Are the sentences true or false? Correct the false sentence.

1. People are different. That is why you have nothing in common with others.
2. Our essential needs include food, liquids and air.
3. Self-actualization means the process of getting new information and meeting new people.
4. It doesn't matter which needs you take care of first.
5. Good reputation is the most important need for each person.

VI. Complete the sentences using the words from Ex.I.

1. Everyone needs to sleep, eat and drink ... in order to keep
2. Self-actualization is a ... that we always must try to
3. ... is a very important need, after body needs have been taken care of.
4. People who know that they are the best have ... in themselves and use all of their talents.
5. Step two ... all the needs to protect ourselves from

VII. Translate into English:

1. Каждый человек испытывает потребность в еде, сне и питье, чтобы жить.
2. Безопасность – очень важная потребность, после того, как были удовлетворены потребности тела.
3. Любить и быть любимым – очень важно для любого человека.
4. Что бы вы сделали прежде всего?
5. Это цель, которую мы должны пытаться достичь.

VIII. Fill in the gaps using prepositions:

1. Dr Maslow believed that we take care ... our needs ... steps.
2. It would be difficult to live if you were always afraid ... being hurt.
3. Belonging ... a group and having friends are needs ... step three.
4. We all have the need to live ... a situation free ... attack.
5. When all ... the needs ... the first four steps have been taken care ... , you are ... step five.

IX. What do you think?

Are love and friendship essential needs for people? Why? Are our needs changing during our life? What do our needs depend on?

UNIT 5

Pre-reading task

Which role does perception play in the process of learning?

I. Check the meaning of the following words:

mean (adj.)

apologize (v)

expectation (n)

yell (v)

trick (v)

imaginary (adj.)

discover (v)

mental set (n)

II. Read the text.

Perception and Learning

You probably discovered that perceiving correctly is not so easy as you thought it was. A lot of things get in the way of our perception of reality.

Something called mental set has a great deal to do with the way we perceive. A mental set is an expectation.

Mental sets can also affect the way you act toward other people. Here is an imaginary example. Mary has always been mean to you. Today, you see her coming towards you, calling your name. "Oh, no", you think, "here she comes! She is probably going to yell at me. She *always* yells at me!" You turn around and walk away from her. Later you discover that she was not going to yell or be mean. She wanted to apologize for her past behavior and ask to be friends with you. Your mental set was

Mary = mean, yelling, unfriendly
and you thought and acted as if this would always be true.

Our perceptions of truth and reality can be wrong. It is necessary for us to continually examine what we believe and think, to make sure it is true and real.

A process of learning depends on perceptions, thoughts and actions. When an Experience Pattern works for us or gets a good reaction from others, we repeat our behavior the next time. When an Experience Pattern gets a bad reaction from

others, or does not work, we are likely to change our behavior. We are constantly changing our behavior, often in small ways. We all try to change or to improve ourselves. This change of behavior is called learning.

III. Match the words and with their definitions.

- | | |
|----------------------|---|
| 1. perceive (v) | a. To learn about for the first time |
| 2. artist (n) | b. to become aware of (something) through the senses, esp the sight; recognize or observe |
| 3. expectation (n) | c. Unchanging |
| 4. repeat (v) | d. hope; anticipation |
| 5. affect (v) | e. A chart or graph |
| 6. discover (v) | f. A person whose work shows exceptional creative ability or skill |
| 7. apologize (v) | g. whole; complete |
| 8. entire (adj) | h. To have an influence |
| 9. diagram (n) | i. to make an apology |
| 10. constantly (adv) | j. To say again |

IV. Answer the questions:

1. What is a mental set?
2. In what way can it affect the way we act?
3. Why should we continually examine what we believe and think?
4. What does the process of learning depend on?
5. Why are we constantly changing our behavior?

V. Are the sentences true or false?

1. Our mental set doesn't affect the way we deal with other people.
2. There is no need examining what we believe and think.
3. The process of learning depends on perceptions, thoughts, and actions.
4. Everyone tries to change or improve himself or herself.

VI. Complete the following sentences using the words from Ex.I.

1. Something called ... is connected with the way we perceive.
2. A ... person is someone who is not very generous or kind.
3. To solve this problem let's look at the ... example.
4. In the text we will ... that the process of learning depends on perceptions, thoughts, and actions.

VII. Translate into English:

1. Правильно воспринимать не так легко, как вы думаете.
2. Она всегда плохо относилась к вам.
3. Она хотела извиниться за свое поведение.
4. Процесс познания зависит от восприятия, мыслей и действий.
5. Мы все пытаемся измениться в лучшую сторону.

UNIT 6

Pre-reading task

In what ways do people learn?

I. Check the meaning of the following words in your dictionary:

salivate (v)

stimulus (n)

neutral (adj.)

matter (v)

response (n)

satisfy (v)

roll (v) over

beg (v)

reward (n)

trick (n)

reinforcement (n)

gradually (adv)

error (n)

II. Read the text.

What is Learning?

One of the first persons to study the way we learn was Ivan Pavlov. He experimented with dogs. He wanted to make the dogs change their behavior. Pavlov knew that when the dogs were fed, they salivated (their mouths "watered"). Pavlov wanted to train the dogs to salivate any time he gave them a

signal. So every time he brought food to the dogs he rang a bell. The dogs developed the mental set:

Bell = Food

Pavlov noticed that, after a while, the dogs salivated every time he rang the bell. It no longer mattered whether or not he brought food at the same time! Psychologists call this kind of training **classical conditioning**. The term *classical* means standard or traditional. *Conditioning* is a process of training. Let's see exactly how classical conditioning works.

Something in the environment which causes you to act is called a **stimulus**. Your action is called **response**. What were the stimuli in Pavlov's experiment? What was the response?

There were actually two kinds of stimuli in the environment. The bell was a *neutral stimulus*. It is called "neutral" because it didn't mean anything to the dogs at first. The other stimulus, the food, had always meant something to the dogs. Food satisfied their hunger, and they normally salivated when it was brought to them. It did not take any training or conditioning to make them salivate for food, so we call the stimulus of food an *unconditioned stimulus*. Pavlov conditioned the dogs to salivate at the sound of the bell. He did this by making the dogs associate the neutral stimulus (bell) with the unconditioned stimulus (food). The response to *either* stimulus after a while was salivation. This can be diagrammed:

S → R

The S stands for stimulus, and the R stands for response.

If you have ever tried to train a dog to sit, or to roll over, or to beg, you probably used a method of conditioning similar to this. Every time the dog did anything close to what you wanted, you gave the dog a reward. Soon the dog began to understand what you wanted, and you gave the reward for "getting closer" to your idea. Finally you had the dog doing exactly what you wanted. Then, every time the dog did the trick you taught, you gave the dog a reward. The reward is called **reinforcement**. You reinforced, or strengthened, the dog's behavior pattern by giving it a reward. Can you think of ways in which your behavior patterns are gradually changed by reinforcement by your friends? By your teachers? By your parents?

III. Match the words and with their definitions.

- | | |
|--------------------------|--|
| 1. stimulus (n) | a. associated with the environment |
| 2. reward (n) | b. an object or event that is apprehended by the senses |
| 3. reinforce (v) | c. a reaction, as that of an organism or a mechanism, to a specific stimulus |
| 4. response (n) | d. accepted as a standard |
| 5. trial-and-error (adj) | e. relating to solving problems by experience rather than theory |
| 6. environment (n) | f. a mistake |
| 7. classical (adj) | g. very likely |
| 8. probably (adv) | h. to ask for |
| 9. error (n) | i. to reward |
| 10. beg (v) | g. something received in return |

IV. Answer the questions:

1. What was the idea of Pavlov's experiment?
2. What were the two stimuli in the experiment?
3. What are the two major kinds of learning?
4. Can you make a person do something without a stimulus/ reward?
5. What is your stimulus for English? What is the reward?

V. Are the sentences true or false? Correct the false sentence.

1. Ivan Pavlov wanted to train the dogs to sit, roll over and beg.
2. Something you receive for doing some work is called a stimulus.
3. If you want to train a dog, you should give it a reward each time it does what you want.
4. Our behavior never changes.
5. Trial-and-error learning is learning from your errors.

VI. Complete the following sentences using the words from Ex. I.

1. Something in the environment which causes you to act is called a

2. When your dog does anything close to what you want, you usually give it a Such reward is called

3. After each unsuccessful trial we try something in a different way, learning each time from our

4. In Pavlov's experiment food ... the dog's hunger and they normally ... when it was brought to them.

VII. Translate into English.

1. Павлов был первым человеком, который изучил процесс обучения.

2. Экспериментируя с собаками, он хотел заставить их изменить свое поведение.

3. Один из методов обучения чему-либо – метод проб и ошибок.

4. Еда утоляла голод, и собаки выделяли слюну, когда им приносили пищу.

5. Вы можете многому научиться, используя метод проб и ошибок.

VIII. Fill in the gaps using prepositions.

1. There were two kinds ... stimuli ... the environment ... Pavlov's experiment.

2. Pavlov conditioned the dogs to salivate ... the sound ... the bell.

3. Everyone can think ... ways ... which his or her behavior patterns are gradually changed ... reinforcement ... friends.

4. If the dog begins to understand what you want, you give the reward ... "getting closer" to your idea.

5. Stimulus is something ... the environment which causes you to act.

IX. What do you think?

What does the process of learning depend on? What ways of learning do you use? Have you ever tried to teach anyone? Did you succeed?

UNIT 7

Pre-reading task

Who do we call a creative person?

Do the words 'creative' and 'talented' mean the same?

I. Check the meaning of the following words.

twin (n)	suggestion (n)	switch (v)
Identical (adj)	pass (v) by	frequently (adj)
share (v)	discourage (v)	countdown (n)
develop (v)	gain (v)	layer (n)

II. Read the text.

What is Creativity?

No one knows exactly why some people have certain talents while others do not. Even identical twins, who have the same hereditary background, often do not share the same talents.

Creativity is a talent. Psychologists do not know exactly what makes a person creative. They do know, however, that some people are creative in one field while others are creative in other fields. Your mother may be creative in different ways than your brother or sister (if you have one). Perhaps you are creative in art, or music, or sports, or thinking.

You can develop creativity. How? Here are a few suggestions. Always try to be aware of what is happening to you and around you. Interesting things are happening around all the time. But unless you are aware and tuned into your environment, everything will pass you by. Practice being aware. Open up all your senses. Notice how much more you will suddenly become aware of.

While you are practicing awareness, be sure to keep your mind open to new ideas and new things. Try doing something, such as bathing or eating in several different ways. Be willing to change to a better way. Or just try a *different* way to make routine things more interesting.

Most important of all, don't allow others to discourage you from thinking and acting creatively. You can gain much by developing a creative mind.

Here are a few funny exercises to help develop creativity. Try them on your own.

- Find someone else who also wants to become more aware, and share with that person an experience you had in the past. It can be a funny experience or a sad one. Try to make your partner *feel* the way you did when you had the experience. Then your partner should share an experience with you. Your partner should close his or her eyes. As you give a description of the weather, the surroundings, or your feelings, your partner should try to paint in his or her mind what is being said. Then switch roles with your partner giving you descriptions of something.
- Everybody daydreams. Put your daydreaming to work for you. Concentrate on an activity which you do frequently. Imagine yourself doing this activity as you normally do it. Try to “see” yourself doing this activity as you might watch it on television. If you are able to do that, imagine yourself doing the same activity in a way which you have never tried. Then picture yourself doing the same things in impossible or nearly impossible ways.

For example, “see” yourself going to University in the morning as you normally do. Then “see” yourself going to University in a slightly different way, walking if you normally ride, or riding if you normally walk. Next, try to imagine yourself going to school in really unusual ways. For instance, “see” yourself going outside your home, getting into your rocket, giving the countdown, and blasting off toward your school at a very fast speed, landing safely outside the school, and going inside as you usually do. Or “see: yourself as a meteor high above the earth falling at an increasing speed right into your classroom. Or “see” yourself coming up from the center of the earth, crashing through layer after layer of rock, oil, sand, and water, finally crashing through the floor of your classroom, and then taking your seat. What expressions do you see on your friends’ faces? What does it feel like to do that? Awareness of *feeling* is just as important as picturing yourself doing these things. Make up some situations like these and practice “seeing” yourself doing the activities in different ways.

- To build awareness of everyday things which we all take for granted, try this. Go up to something you know very well. Examine it very carefully, as if you don’t know what it is. Pay close attention to every detail. Can you describe everything about it to someone else? Try it! You can also do this exercise by examining and describing your partner’s face or hands. Just make sure that your partner knows what you are doing. This exercise is especially good if your partner is your parent or a close friend. You may be amazed at how little you know about what they really look like, although you see them often.

Try these experiments many times in different situations. Have fun doing them, but take them seriously and really concentrate on what you are doing. Before very long, you may find yourself becoming more creative in almost everything you do.

III. Match the words and with their definitions.

- | | |
|---------------------|---|
| 1. creative (adj) | a. to form a mental picture or image of. |
| 2. frequently (adv) | b. having knowledge |
| 3. aware (adj) | c. to obtain through effort |
| 4. twin (n) | d. surprised |
| 5. routine (n) | e. exactly equal |
| 6. close (adj) | f. characterized by originality and expressiveness; imaginative |
| 7. imagine (v) | g. being near in relationship |
| 8. amazed (adj) | h. often; many times |
| 9. gain (v) | i. habitual; regular |
| 10. identical (adj) | j. one of two identical or similar people |

IV. Answer the questions.

1. Why do we need to develop creativity?
2. How can we practise awareness?
3. Is it easy to share one's past experience
 - if it is funny;
 - if it is sad?
4. Why do we know little about our close friends or our relatives? How can we find more about them?
5. In what way can we become more creative in almost everything we do?

V. Are the sentences true or false? Correct the false sentence.

1. We usually take everyday things for granted.
2. We should prevent other people from discouraging us.
3. Everything passes us by if we are aware of our environment.
4. We know a lot about our environment and people surrounding us.
5. It is not always easy to make routine things in a different way. And there is no need.
6. It is better not to share your experience with a close friend.

VI. Complete the following sentences using the words from Ex. I.

1. People who have the same hereditary background often do not ... the same talents.

2. Everything will ... you by unless you are aware of your environment.
3. Sometimes we are ... at how little we now about our friends and relatives.
4. In any situation you shouldn't ... things
5. You can ... a lot by developing a creative mind.

VII. Fill in the gaps using prepositions.

1. Your parents may be creative ... different ways than you. Perhaps you are creative ... art, or music, or sport and they have some other talents.
2. You should always try to be aware ... what is happening ... you and ... you.
3. Be sure to help your mind open ... new ideas and new things.
4. Don't allow others to discourage you ... thinking and acting creatively.
5. Concentrate ... an activity which you do frequently.
6. While examining something, try to pay close attention ... every detail.
7. Trying some experiments you will become more creative ... almost everything you do.

VIII. What do you think?

Are you a creative person?

Why do you think so? In what ways do you develop your talents?

UNIT 8

Pre-reading task

Do you often succeed? Do you have one more try if you fail? Why? Why not? Do you ask for help if you can't cope yourself?

I. Check the meaning of the following words:

succeed (v)	way out (n)	weak (adj)
accept (v)	quit (v)	spot (n)
opinion (n)	goal (n)	strength (n)
failure (n)	attitude (n)	consider (v)
		allow (v)

II. Read the text.

You Can Do It If You Think You Can!

Your mental attitude has a lot to do with *what* you do and *how* you do it. If you were one of the people who was told you had no “talent”, did you decide it was useless to try to develop the talent? Did you allow the teacher to make you believe that you had no talent? Did you give up before you really even began?

Many people don’t succeed because they allow others to tell them what they can and cannot do. They accept it before they even try to succeed. Sometimes, they think, it is easier to lose than to try to win.

Some people are not sure of themselves. They are afraid of people saying, “You have no talent!” so they take the easy way out. They quit before they begin. That way, nobody can hurt them or criticize their work. They would rather be sure of losing than take chance of winning.

Who really wants to lose? Do you? Of course, not. Everyone is born to win. Some people win in different ways than others. But everybody can win by building a **positive mental attitude**. Here are three steps you can use:

1. *Everyone can win – no one should lose.* If you always try to make the other person lose so you can win, you have already lost. You can make yourself win while helping others to win. They will probably do the same in return. A winner is someone who gives credit where credit is due. If someone has a talent, compliment him or her. It makes a person feel good. It should also make you feel good. She or he will probably like you more, too.

2. *If you think you can do something, you can do it!* You can do many things! If it is physically possible and if you have a positive attitude about it, you can do anything. It sounds crazy, but it’s true. if you don’t believe it, give it a try.

Sit down and *think* about what you would like to be successful at. Then *plan* how you will do it. be sure to give yourself enough time. Then, *start thinking positively* about realizing goals. Think “I will do it!” and you really *will* do it. If you keep that one secret – a positive attitude – it will be just a matter of time until you succeed. Whether it is getting better grades, or being closer to people, or getting a job, you can do it if you *think* you can! The most successful people in the world today became successful because they knew this secret. They thought positively.

3. *Recognize your own talents – And recognize your weak spots.* Why do you need anyone to tell you that you have no “talent” – or for that matter, any other kind of talent? Some of the greatest geniuses were not considered talented during their lifetime. Don’t be discouraged. Just consider what your own strengths are and work from that point. Know what your weaknesses are, too. Don’t try to hide them from yourself. Work on your weaknesses. Who knows, in time, they may become your strengths or even your greatest talents.

Those are three secrets of being a happier person. How many ways can you think of to use them in your own life?

III. Match the words and with their definitions.

- | | |
|-------------------|--|
| 1. failure (n) | a. a person or thing that wins |
| 2. winner (n) | b. a person of extraordinary intellect and talent |
| 3. positive (adj) | c. the condition or fact of not achieving the desired end |
| 4. secret (adj) | d. very sure; confident |
| 5. genius (n) | e. to give up |
| 6. quit (v) | f. to receive (something offered), especially with gladness or approval: |
| 7. sure (adj) | g. possibility or probability |
| 8. accept (v) | h. a state of mind or a feeling |
| 9. chance (n) | i. confident |
| 10. attitude (n) | j. not expressed |

IV. Answer the questions:

1. Why don’t many people succeed?
2. Why aren’t people sure of themselves?
3. Why is a positive mental attitude so important?
4. What do we need it for?
5. What are the three steps you can use to win?

V. Are the sentences true or false?

1. Sometimes it is easier to lose than to try to win.
2. Everyone is born to win.
3. If someone tells you that you have no “talent”, it is better to try to develop it.
4. All you need to be successful in any sphere is a positive mental attitude.
5. Our weaknesses usually become our strengths or even greatest talents.

6. All the greatest geniuses were not considered talented during their lifetime.

7. You shouldn't compliment a person who has some talent because he or she will be too proud of it.

VI. Complete the following sentences using the words from Ex.I.

1. Many people do not ... because they ... others to tell what they can and cannot do.

2. They accept ... before they even try to ...

3. Some people are afraid of people saying "You have no talent!" so they take the easy

4. Try to recognize your ... and consider what your own ... are.

5. Everybody can win by building a positive mental

6. To be ... you should start thinking positively about realistic

VII. Translate into English:

1. Некоторые люди принимают чье-либо мнение как факт. Они не уверены в себе.

2. Если вы бросаете делать что-либо прежде, чем начали, никто не сможет критиковать вашу работу.

3. Каждый человек рожден для того, чтобы победить.

4. Никогда не следует заставлять других проигрывать для того, чтобы выигрывать самому.

5. Необходимо обнаружить свои таланты и свои слабые стороны.

6. Чтобы добиться успеха, старайтесь всегда иметь положительное отношение к окружающим.

VIII. Fill in the gaps with prepositions:

1. Some people are not sure ... themselves.

2. You can do many things if you have a positive attitude ... everything.

3. First of all, you should sit ... and think ... what you would like to be successful...

4. Don't try to hide your weaknesses. Work ... them.

5. If you keep one secret – a positive attitude – it will be just a matter ... time until you succeed.

IX. What do you think?

Is it possible to have a positive attitude every time in any situation?

What do you need for it?

Do you agree with the statement that in some cases it is easier to lose than to try to win?

UNIT 9

Pre-reading task

Can you define a mentally ill person just looking at him or her?

I. Check the meaning of the following words:

suppose (v)

affect (v)

(to be) worth (adj)

pile (v) something up

accomplish (v)

effort (n)

take (v) care of

II. Read the text.

What Is Good Mental Health?

Psychologists help people work toward good mental health. When your body needs help from time to time, you go to a doctor. Likewise, when your mind needs help, you might decide to go to a psychologist. Let's suppose we asked some psychologists the question: What is good mental health? They might give us these answers:

Good mental health is the ability to recognize things for what they are. A mentally healthy person lives in the real world and enjoys it. He or she does not hide in a make-believe world.

Good mental health is being a winner and at the same time helping others to win. If everyone is a winner, how can you ever lose?

Good mental health is knowing that emotions are healthy and good. Putting your emotions to work for you is very important for good mental health.

Good mental health is having a positive attitude about your talents and your weaknesses. If you *think* you can do something, do it. You can if you *think* you can.

Good mental health is solving your problems as they come along. Try not to let them pile up. Take care of problems as soon as you can. People with good mental health know that they often cannot solve problems by themselves. So they get help. They also know that some problems cannot be easily solved. They do as much as they can to solve the problem. If it cannot be solved, they either put it away for a while or think about whether the goals are really worth the effort.

Good mental health is knowing who you are. It is knowing what your heredity is and how your environment has affected you.

Good mental health is becoming a self-actualizing person (the last step Dr. Maslow's "staircase") by becoming the very best person you can be. Think good things about yourself and others.

III. Match the words and with their definitions.

- | | |
|--------------------|--|
| 1. pile (v) up | a. to find the explanation for or solution to |
| 2. solve (v) | b. possessing good health |
| 3. winner (n) | c. the one who wins |
| 4. healthy (adj) | d. to accumulate. |
| 5. accomplish (v) | e. to act on the emotions of |
| 6. affect (v) | f. to manage to do; achieve |
| 7. environment (n) | g. a flight of stairs |
| 8. staircase (n) | h. a personal defect |
| 9. weakness (n) | i. the circumstances or conditions that surround one; surroundings |
| 10. heredity (n) | j. the genetic transmission of characteristics from parent to offspring. |

IV. Answer the questions:

1. Why and when do we go to a psychologist?
2. What are some answers to the question about good mental health?
3. Why is it better not to pile up problems as they come along?
4. Do you often solve all your problems on time?

V. Are the sentences true or false?

1. When your body needs help, you go to a psychologist.
2. Good mental health is ability to do everything on time.
3. People with good mental health know that sometimes it is impossible to solve problems by themselves.
4. If you think good things about yourself and others you are a mentally healthy person.
5. A mentally ill person lives in a make-believe world and hides from his or her problems.

VI. Complete the following sentences using the words from Ex.I.

1. When you have many problems try not to ... them
2. ... is having a positive attitude about your talents and your weaknesses.
3. Some goals are not really ... the effort.
4. Only a few people ... problems as soon as they come along.

VII. Translate into English:

1. Необходимо решать проблемы по мере их возникновения, не накапливая их.
2. Люди с хорошим психическим здоровьем знают, что иногда они не могут решить проблему самостоятельно.
3. Они прилагают все усилия для того, чтобы решить их.
4. Если не удастся решить проблему, подумайте, стоит ли прилагать усилия для ее решения сейчас.
5. Если мы зададим психологу вопрос: “Что такое хорошее психическое здоровье?”, мы получим несколько ответов.

VIII. Fill in the gaps with prepositions:

1. Putting your emotions to work ... you is very important ... good mental health.
2. Try not to let your problem pile ...
3. Take care ... problems as soon as you can.
4. When your body needs help ... time ... time, you go ... a doctor.
5. A mentally healthy person lives ... the real world and enjoys it.
6. Good mental health is having a positive attitude ... your talents and weaknesses.

IX. What do you think?

What is the best definition for “Good mental health”?

UNIT 10

I. Check the meaning of the following words:

pick (v) up	(to be) familiar with	perceive (v)
receiver (n)	evidence (n)	prove (v)
occurrence (n)	ability (n)	remain (v)

II. Read the text.

Parapsychology

Have you ever had the experience of walking into a room you had never seen before and knowing that you had been there before? Or of knowing when the phone rang who was on the other end, even before you picked up the receiver? Have you ever known what someone else was thinking, or have you ever communicated your thoughts to someone without words or body movements?

If you answered *yes* to any of these questions, you may have a form of E.S.P. – extrasensory perception. Although E.S.P. is not accepted by all psychologists as being a proven talent, there is evidence that five forms of extrasensory perceptions exist. They are telepathy, clairvoyance, precognition, telekinesis, and *deja vu*. Are you familiar with any of these terms? Here are their definitions.

1. **Telepathy** is the communication of one person's mind with the mind of another person, without the use of words or body movements. As a matter of fact, the two persons using telepathy may be miles away from one another.

2. **Clairvoyance** is knowing what is happening *as it happens*, even though your five senses do not perceive it. Again, you could be miles away from the occurrence and still know about it. You may know some people who have clairvoyance about accidents and deaths, especially when they happen to members of the family.

3. **Precognition** is knowing something will happen *before it happens*. "Telling the future" is perhaps not so common as the first two types of E.S.P., but there is evidence that it is just as real.

4. **Telekinesis** is the ability to move or change objects without touching them. Studies have been done with people who have the ability to bend keys, open locks, and move other objects without anyone touching them.

5. **Deja vu** is the experience of perceiving something or someone for the first time, yet knowing that you have seen or done it before.

It is the study of these and other E.S.P. abilities that we call parapsychology, a word meaning “beyond psychology”. In this class we will try to determine if you have E.S.P. abilities. We will use some experiments based on the work of Dr. J. B. Rhine and other pioneers in this exciting area of psychology. You may want to try an experiment yourself before class. Here is one: Try to send a simple message from your mind to the mind of a close friend, brother, sister, or parent. Choose a color and try to “send” your thought of that color to your partner. You both must concentrate hard on this, or it will probably have no chance of working.

Remember, it is very difficult to prove the existence of E.S.P. Much work remains to be done in parapsychology.

III. Match the words and with their definitions.

- | | |
|--------------------|---|
| 1. experience (n) | a. to change in position from one point to another |
| 2. ability (n) | b. to take place |
| 3. move (v) | c. Often encountered or seen |
| 4. evidence (n) | d. To convey information about |
| 5. accept (v) | e. To receive (something offered), especially with gladness or approval |
| 6. message (n) | f. Something indicative; an outward sign |
| 7. occur (v) | g. the totality of a person's perceptions, feelings, and memories |
| 8. communicate (v) | h. the quality of being able to do something |
| 9. familiar (adj) | i. a communication, usually brief, from one person or group to another |
| 10. talent (n) | j. a marked innate ability |

IV. Answer the questions:

1. Is it a good thing to have ESP abilities? Why?
2. Have you ever met a person with such abilities?
3. Isn't it frightening to know what will happen?
4. What are the advantages of having ESP skills? What are the disadvantages?

V. Are the sentences true or false? Correct the false sentence.

1. Every person has ESP abilities.
2. ESP abilities depend on your heredity.
3. Telepathy is knowing something will happen before it happens.
4. Telekinesis is the ability to move or change objects without touching them.
5. It is not very difficult to prove the existence of ESP.

VI. Complete the following sentences using the words from Ex. I.

1. Most people are ... existence of ESP.
2. Studies have been done with people who have the ... to ... keys, move other objects without anyone touching them, etc.
3. It is very difficult to ... the existence of ESP.
4. Precognition is not so common as telepathy and clairvoyance, but there is ... that it is just as real.
5. Much work ... to be done in parapsychology.

VII. Translate into English:

1. Вы когда-нибудь встречали людей с экстрасенсорными способностями?
2. Очень трудно доказать существование экстрасенсорных способностей и многое необходимо сделать в области парапсихологии.
3. Знакомы ли Вам термины “телепатия”, “ясновидение”, “предсказание” и “телекинез”?
4. Предсказание – это способность знать о том, что что-либо произойдет прежде, чем это произойдет.
5. Вы, вероятно, знаете людей, которые могут открывать замки, перемещать предметы, не прикасаясь к ним.

VIII. Fill in the gaps using prepositions:

1. Have you ever communicated your thoughts ... someone ... words or body movements?
2. Are you familiar ... these terms?
3. Two persons using telepathy may be miles away ... one another.
4. These experiments are based ... the work of Dr. Rhine and other psychologists.
5. Try to send a simple message ... your mind ... the mind ... a close friend, brother, or parent.
6. You have to concentrate hard ... the experiment, or it will probably have no chance ... working.

IX. What do you think?

Do you believe in E.S.P.?

Would you like to have such skills?

GLOSSARY OF TERMS

Adaptation	the change of behavior to meet the needs of a changing environment
behavioral science	the study of human behavior; Psychology, Anthropology, and Sociology are referred to as the behavioral sciences
Behavior pattern	a series of actions which are alike in their meaning or performance
Clairvoyance	the ability to know something is happening as it is taking place, without the use of five senses
classical conditioning	the process of bringing about specific behavior patterns through reinforcement and punishment; learning through patterns such as the stimulus-response pattern (see <i>stimulus, response, Pavlov</i>)
Creativity	the ability to see, think, or do things in many new and different ways
dǎja vu	the experience of perceiving something or someone for the first time, yet knowing that you have had that perception before
Emotions	“feelings” such as hate, love, anger, etc.
Empathy	“feeling” as another person does; putting yourself in someone else’s place
Environment	a person’s surroundings, including people, places and things; the nonhereditary part of a person’s personality (see <i>heredity, personality</i>)
Heredity	the passing of characteristics from parents to children through the process of reproduction (see <i>environment</i>)

Learning	a demonstrated change in behavior caused by Experience Patterns
Maslow, Abraham	psychologist who studied human needs, and listed five major types of needs in the order of their importance
mental set	an expectation which determines what you perceive and what you do not perceive; sometimes called simply <i>set</i>
Needs	what humans require for basic survival and for living
Parapsychology	“beyond psychology”; another word for extrasensory perception (E.S.P.)
Pavlov, Ivan	psychologist who pioneered in the psychological technique of conditioning through experimentation with dogs (see <i>conditioning</i>)
Perception	contact of the five senses with the environment
personality	the combination of Experience Patterns, hereditary factors, and environmental factors which make every human being a unique individual (see <i>environment, heredity</i>)
positive mental attitude	thinking and believing that you really can do something you want to do
precognition	the ability to foresee future happenings
Psychology	the study of how the mind and body work together
reinforcement	reward used to strengthen a pattern of behavior
Response	in conditioning, an action caused by a stimulus (see <i>Stimulus</i> and <i>classical</i>)

	<i>conditioning</i>)
self-actualization	the last step in Maslow's staircase of human needs; knowing you are the best person you can possibly be (see <i>Maslow</i>)
Shaping	a psychological technique used in training animals
Stimulus	in conditioning, something which causes a response (see <i>response</i> and <i>conditioning</i>)
telekinesis	the ability to change or move something without touching it
Telepathy	the ability to send or receive messages from your mind to the mind of another person without the use of words, symbols, or movements
trial-and-error learning	a method of learning by trying different ways of solving a problem

СЛОВАРЬ

A	
ability	способность
accept	понимать
access	доступ
account	счет
acquire	приобретать
actually	действительно, на самом деле
adhere	придерживаться
adjudge	объявить приговор
adjust	приспосабливать, регулировать
admit	признавать
advance	выдвигать, продвигать
advantage	преимущество
adverse	неблагоприятный, враждебный
advice	совет
affect	действовать, влиять
affluent	обильный, богатый
afford	позволять
alive	живой
allegation	заявление, утверждение
alleviate	облегчать
allow	позволять

Ancestor	предок
ancient	древний
anger	гнев
apologize	извиняться
appall	пугать
appear	появляться
application	применение
apply to	применяться, обращаться
appreciate	ценить; понимать
apprise	извещать
approach	подход
approve	одобрять
argue	спорить
arrangement	договоренность; расположение
array	облагать, выстраивать
assist	помогать
assume	принимать
astound	изумлять
attach	прикреплять, прилагать
attain	достигать
attempt	попытка
attend	посещать
attitude	отношение
autist	аутист

available	доступный
awareness	осознание
B	
be familiar with	быть знакомым с
be in charge	быть за старшего
be worth	стоять
beehive	улей
beg	просить
behavior	поведение
behavioral	поведенческий
belief	вера; убеждение
belong to	принадлежать
bend	смешивать; сочетать(ся); сгибать
beset	окружать, осаждать
blatantly	вульгарно, шумно
blend	смесь
boundary	граница
branch	ветвь; филиал
break a rule	нарушать правило
burden	груз
burden	бремя
bury	хоронить
C	
care about	заботиться

categorize	распределять по категориям
cause	быть причиной
certain	определенный
challenge	требование, внимание
charge	обвинение
charity	благотворительность
cheer up	развеселить(ся)
circumstances	обстоятельства
claim	утверждать, претендовать
clergy	духовенство
clue	ключ (к разгадке)
come up with	предлагать
comfort	утешать
commensurate	соразмерный, пропорциональный
commitment	обязательство
common	общий, обычный
communicate	общаться
compel	вынуждать
complain	жаловаться
complicated	сложный
concern	интерес, забота
condemn	осуждать
condone	прощать, отпускать грехи
conduct	поведение

confidence	уверенность
conform	приспосабливать
consent	согласие, разрешение
consequence	следствие, последствие
consider	рассматривать
considerate	заботливый
constantly	постоянно
controversy	спор, полемика
conventional	условный
convince	убеждать
countdown	отсчет
courteous	учтивый, вежливый
create	создавать
curse	ругать
D	
deal with	иметь дело с, решать (проблему)
death sentence	смертный приговор
decry	осуждать, принуждать
defend	защищать
delinquent	правонарушитель
desert	пустынный
desert	пустыня
despair	отчаяние
deteriorate	ухудшать, портить

determination	решение
detriment	вред
develop	развивать
deviance	отклонение от нормы
device	устройство, прибор
devotion	преданность
differently	иначе
diminish	уменьшать
disabled	с физическими недостатками
discourage	препятствовать; обескураживать
discover	обнаруживать, открывать
disenchanted	освобожденный от кар
disobedience	непослушание
disrupt	разрывать
doomed	обреченный
dropout	исключенный
dwindle	уменьшаться, терять значение
E	
effect	действовать
effort	усилие
efficiency	эффективность
embarrass	смущать
emphasize	подчеркивать
enamored	быть влюбленным, увлеченным

encounter	встречаться; сталкиваться
encourage	поощрять, поддерживать
endure	вынести, вытерпеть
enforce	следить за соблюдением
enhance	повышать, увеличивать
enormous	огромный
ensure	обеспечивать
entangle	запутывать
environment	окружающая среда
equal	равный
equally	одинаково; поровну
error	ошибка
essential needs	товары первой необходимости
establishment	убеждение, установление
esteem	уважать, считать
evaluate	оценивать
evidence	свидетельское показание
evidence	доказательство
evil	злой
exception	исключение
existence	существование
expectation	ожидание
explore	исследовать; изучать
extortion	вымогательство

extreme	крайний; сильнейший
F	
failure	провал; неудача
fair	справедливый
faith	вера
fame	слава
famine	ГОЛОД
fascinating	захватывающий; очаровательный
fatigue	усталость
feature	черта
fee	оплата
feel sorry for	сочувствовать
fill	наполнять
find out	обнаруживать; узнавать
findings	результаты
fit	в форме; пригодный
fit	подходить; быть впору
focus on	сосредоточиться на
follow the rules	соблюдать правила
foster	воспитывать
frequently	часто
frustration	крушение надежд, досада
fulfill	исполнять; осуществлять
furnish	обставлять

G	
gadget	приспособление
gain	приобретать; получать
generation	поколение
get along with	ладить
get rid of	избавиться
gimmicks	остроумный механизм
goal	цель
gossip	сплетня
gradually	постепенно
gratification	удовлетворение, удовольствие
groundwork	основа
guilty	виновный
H	
handicap	помеха, препятствие
handwriting	почерк
harm	вред
heredity	наследственность
hide	прятать(ся)
hinder	мешать, препятствовать
honestly	честно
hurt	причинять боль
hypotheses	гипотеза

I	
identical	идентичный
ignorance	незнание
illegitimacy	незаконное рождение
imaginary	вымышленный
improve	улучшать
improvement	улучшение
in spite of	несмотря на
include	включать в себя
undesirable	нежелательный
inevitable	неизбежный
inextricably	безнадёжно запутанный
inferior	подчиненный; низкого качества
inflection	модуляция; интонация
infringe	нарушать закон
inherit	наследовать
injured	раненый
inner	внутренний
instance	пример
insult	оскорблять
integrity	цельность
interact	взаимодействовать
interpret	толковать, переводить
interruption	остановка, перерыв

intimidate	запугивать
invade	вторгаться
invention	изобретение
investigate	расследовать
invisible	невидимый
involve	включать; вовлекать
J	
jeopardy	опасность
judgment	приговор; суждение
justice	справедливость
L	
lack of	недостаток, отсутствие
lack	испытывать недостаток
ladder	лестница
lay people	мирские люди, простые люди
layer	слой
legion	легион, множество
limitation	ограничение
limited	ограниченный
liquid	жидкость
local	местный
look down	смотреть свысока
look like	быть похожим
luxury	роскошь

M	
maintain	поддерживать
majority	большинство
make smb do smth	заставлять кого-л. делать что-л.
make up	составлять
marriage	брак
matter	иметь значение
mean	злой, скупой
means of	средства
melted	растаявший
mental set	психологическая установка
mix	общаться; смешивать
mocking	насмешливый
mores	мораль
murder	убийство
N	
necessity	необходимость
needs	нужды
neutral	нейтральный
nicely	мило, приятно
notify	извещать, уведомлять
nurture	воспитание, воспитывать
O	
obey	подчиняться

observe	наблюдать
obstacle	препятствие
obvious	очевидный
obviously	очевидно
occupation	занятие
occupy	занимать, захватывать
occur	происходить, случаться
occurrence	происшествие
offense	оскорбление
offensive	оскорбительный
opinion	мнение
opportunity	возможность
oppose	противиться
outcast	изгнанник, отверженный
outcome	исход
outright	полный, совершенный, отъявленный
P	
pariah	пария, отверженный
particular	определенный
pass (on)	передавать
pass by	проходить мимо
patience	терпение
pattern	модель
peers	ровесники

perceive	воспринимать
perform	выполнять, представлять
permission	разрешение
pick up	улучшать; поднимать; заезжать
plot	сюжет; участок (земли)
possessions	владение
postpone	откладывать
poverty	бедность
predominately	главным образом
preoccupation	озабоченность, поглощенность
preserve	сохранять
privacy	уединение, сохранение в тайне
prosper	преуспевать
protect	защищать
prove	доказывать
provide for	обеспечивать
prudent	осторожный, осмотрительный, благоразумный
punish	наказывать
purpose	цель
pursue	проводить (политику), преследовать
pursuit	занятия
put smth aside	откладывать
puzzle	головоломка, загадка
R	

rapidly	быстро
reach	достигать
rebel	повстанец
receiver	трубка (телефонная)
recent	недавний
reclaim	исправлять, восстанавливать
refer	относиться
regret	сожалеть
reinforcement	укрепление
reject	отвергать
rely on	полагаться на
remain	оставаться
remains	остатки; останки (человека)
respect	уважать
response	ответ; отклик
responsibility	ответственность
reward	награда
reward	награждать
roll over	переворачиваться
rugged	суровый
run	бежать
S	
safeguard	предосторожность
safety	безопасность

salary	зарплата
salivate	выделять слюну
satisfy	удовлетворять
scarify	наносить обиду
search for	искать
security	безопасность, обеспеченность
semiskilled	полуквалифицированный
set of rules	свод правил
shape	формировать; форма
share	делить
shelter	приют, убежище
sibling	родной брат, сестра
sick	больной
sign	знак; подписывать
significant	значительный
similar to	подобный, сходный
skill	навык
smoothly	гладко
society	общество
solicit	ходатайствовать
solution	решение
species	вид
spend on smth	тратить на
spiritual	духовный

spot	место
spouse	супруг
spread	распространять
starvation	ГОЛОД
stimulus	стимул
store	хранить
strength	сила
strict	строгий
suburbs	пригород
succeed	преуспевать
suggest	предлагать
suggestion	предложение
supplies	поставки; запас; снабжение
supply	поставлять, снабжать
support	поддерживать
suppose	предполагать
survey	обзор
survival	выживание
susceptible	впечатлительный
sustain	поддерживать, устоять
switch	переключать
T	
take care	заботиться
take up	заняться (хобби)

tax	налог
tend	иметь склонность
terminate	заканчивать, ограничивать
theft	кража
thief	вор
thinker	мыслитель
thoroughly	тщательно
threat	угроза
tie	связь
title	название; титул
touch	прикасаться
trader	торговец
treat	обращаться; лечить
trick	фокус; подвох
trick	подводить; разыгрывать
tune	настраивать; налаживать
turn	поворот
U	
unaware	не осознавать
unfortunately	к сожалению
unique	уникальный
unity	единство
uphold	поддерживать, придерживаться (взгляда)
utility	польза, выгода

V	
vagabond	бродяга
vagrant	бродяга
value	стоимость, ценность
variety	разнообразие
vary	отличаться
violate	нарушать
violation	нарушение, насилие
W	
way out	выход (из ситуации)
weak	слабый
wealth	богатство
weapon	оружие
weird	странный
welfare	благополучие
withdraw	удаляться, отходить
work out	разрешать (проблему), разрабатывать (план)
Y	
yet	еще

СПИСОК НЕСТАНДАРТНЫХ ГЛАГОЛОВ

arise	arose	arisen	возникать
be	was, were	been	быть
bear	bore	born	рождать
become	became	become	становиться
begin	began	begun	начинать (-ся)
bind	bound	bound	связывать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
burn	burnt	burnt	гореть; жечь
buy	bought	bought	покупать
catch	caught	caught	ловить, схватывать
choose	chose	chosen	выбирать
come	came	come	приходить
cut	cut	cut	резать
deal	dealt	dealt	иметь дело с
do	did	done	делать
draw	drew	drawn	тащить; рисовать
drink	drank	drunk	пить
eat	ate	eaten	есть, кушать
fall	fell	fallen	падать
feel	felt	felt	чувствовать

find	found	found	находить
forget	forgot	forgotten	забывать
get	got	got	получать, становиться
give	gave	given	давать
go	went	gone	идти, ехать
grow	grew	grown	расти, выращивать
have	had	had	иметь
hear	heard	heard	слышать
hold	held	held	держать
keep	kept	kept	держать. хранить
know	knew	known	знать
lead	led	led	приводить к; руководить
learn	learnt, learned	learnt, learned	учить
leave	left	left	оставлять; уезжать
let	let	let	позволять
lose	lost	lost	терять
make	made	made	делать; заставлять
mean	meant	meant	значить, подразумевать
meet	met	met	встречать
put	put	put	класть
read	read	read	читать
rise	rose	risen	подниматься
run	ran	run	бежать
say	said	said	говорить; скакать
see	saw	seen	видеть

send	sent	sent	ПОСЫЛАТЬ
show	showed	shown	ПОКАЗЫВАТЬ
sing	sang	sung	ПЕТЬ
sit	sat	sat	СИДЕТЬ
sleep	slept	slept	СПАТЬ
speak	spoke	spoken	ГОВОРИТЬ
spell	spelt, spelled	spelt, spelled	ПИСАТЬ ИЛИ ПРОИЗНОСИТЬ ПО БУКВАМ ТРАТИТЬ
spend	spent	spent	РАСПРОСТРАНЯТЬ (СЯ)
spread	spread	spread	СТОЯТЬ
stand	stood	stood	ПЛАВАТЬ
swim	swam	swum	БРАТЬ
take	took	taken	ОБУЧАТЬ, УЧИТЬ
teach	taught	taught	РАССКАЗЫВАТЬ
tell	told	told	ДУМАТЬ
think	thought	thought	ПОНИМАТЬ
understand	understood	understood	ВЫИГРЫВАТЬ
win	won	won	ПИСАТЬ
write	wrote	written	

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Навчальне видання

ВАЛЮКЕВИЧ Тетяна Вікторівна

ENGLISH FOR SOCIAL MANAGERS

Навчальний посібник для студентів III–IV курсів
факультету «Соціальний менеджмент»

2-е видання

в авторській редакції

Відповідальна за випуск Т.В. Валюкевич

Підписано до друку 19.06.2020. Формат 60×84/16.

Папір офсетний. Гарнітура «Таймс».

Ум. друк. арк. 5,58. Обл.-вид. арк. 6,74.

Тираж 5 пр. Зам. №

Видавництво

Народної української академії
Свідоцтво № 1153 від 16.12.2002.

Надруковано у видавництві
Народної української академії

Україна, 61000, Харків, МСП, вул. Лермонтовська, 27.