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ENGLISH FOR STUDENTS OF PSYCHOLOGY

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Задачей данного пособия является научить студентов лексическим основам чтения специального текста по тематике «Психологии» и активизировать речевую практику как в области теоретической, так и практической психологии.

Пособие предназначено для студентов и слушателей всех форм обучения с использованием дистанционных образовательных технологий.

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Введение

Данное учебное пособие (УПП) предназначено для студентов II курса, изучающих английский язык в условиях дистанционного обучения по специальности «Психология». Задачей УПП является отработка навыков чтения и понимания текста по специальности, усвоение терминологической лексики данной области специализации и грамматической структуры текста.

Пособие содержит оригинальные тексты по специальности, отражающие специфику лексики данного подязыка и грамматические структуры, типичные для специального текста. Терминологический слой текста раскрывает понятия, присущие данной области знаний. Термину свойственно наличие у него строгой, точной дефиниции и однозначности содержания. Для нахождения эквивалента термину в русском языке нужно пользоваться терминологическим словарем данной профессиональной области.

УПП состоит из 10 Units, Final Test, Практикума (Case Study, Supplementary Reading), Руководства по изучению дисциплины и Рабочей Программы. В Units включены тексты по специальности, Exercises, в некоторые - Tests. В разделе Exercises ставятся задачи выполнения языковых и речевых действий студента в широком спектре методических приемов и концепций. Перед началом выполнения упражнений во всех Units предполагается предварительное прочтение и устный перевод текстов студентами. Tests направлены на проверку усвоения студентами пройденного материала. Units завершаются итоговым тестом (Final Test). Объектом тестирования является знание лексических единиц, освоенных студентами в процессе изучения данного пособия, как на уровне отдельных слов и выражений, так и в контексте.

Следующий раздел пособия, Vocabulary, представляет собой англо-русский словарь, который включает наиболее часто встречающиеся лексические единицы. Полнота словаря

ного корпуса и его подача дает возможность студенту легко в нем ориентироваться и находить нужные русские эквиваленты с учетом контекста.

Раздел Практикум состоит из трех частей: Case Study, Supplementary Reading и Additional Test. Case Study введен в УПП для закрепления полученных знаний и навыков в процессе работы по разделам (Units). Кроме того, Case Study даёт дополнительную информацию о конкретных примерах из области прикладной психологии и способствует развитию речевой практики у студентов. Чтение текстов из раздела Supplementary Reading студент осуществляет параллельно изучению Units по смежной тематике. Раздел Additional Test позволяет студенту проверить свою эрудицию по психологии с учетом его владения английским языком.

Unit I

INTRODUCTION TO PSYCHOLOGY

Have you wondered why the full moon looks so much larger near the horizon than it does in the sky? Or what dreams mean? How about whether lie detectors really work or whether alcoholism is inherited? If so, you have entered the world of psychology, where scientists search for answers to these and many other questions.

Psychology is the science of behavior and mental processes. This means that psychologists conduct experiments and use other scientific methods to understand better the actions and thoughts of humans and animals, from the activity of a single nerve cell to the working of memory and to the social conflicts in a complex society.

The World of Psychology: An Overview

In 1879, in Leipzig, Germany, Wilhelm Wundt established the first formal psychology laboratory. Wundt, a physician and physiologist, used the methods of laboratory science, especially experiments, in an effort to identify the basic elements of human consciousness. Over the ensuing 115 years, psychologists expanded the range of their research to encompass hundreds of other phenomena – from colorblindness and racial prejudice to severe depression and job satisfaction. As a result of this diversity, psychology today has numerous areas of specialization, or *subfields*.

Subfields of Psychology

In March of 1991 television news programs aired a videotape showing four white police officers in Los Angeles kicking and severely beating Rodney King, an unarmed African-American motorist whom they were trying to arrest. A year later, when an all-white jury in the officers' state trial found the officers not guilty of assault, live broadcasts showed parts of Los Angeles exploding in riots. These

violent reflections of and reactions to prejudice against minorities in the United States provide but one example of the violence that is a distressing fact of public and private life in most countries around the world. In homes, children are abused and spouses are battered. In schools, there are fights and even shootings. Streets are the scene of murder and rape and conflicts between demonstrators and police. In some countries, rival militias clash, death squads torture and kill political opponents, and there is an endless procession of wars, large and small.

What causes violence? Why are some people so much more violent than others? What can be done to prevent violence? Some psychologists have addressed these important questions in their research (National Research Council, 1993). The particular aspects of violence they study illustrate the differences in the subject matter of psychology's subfields.

Experimental and cognitive psychologists, for example, study such basic components of behavior and mental processes as perception, learning, memory, motivation, and emotion, as well as judgment, decision making, and problem solving. Thus, their study of violence might focus on the effect of high temperatures on aggressiveness or how the information people recall about other people might affect the probability of physically attacking them. *Biological psychologists*, who are also called *physiological psychologists*, analyze how biology shapes behavior and mental processes. Their work has helped us understand, for example, how the brain controls physical movements, regulates eating, and receives information from the senses. With regard to violence, they have looked at whether differences in hormones account for the fact that men tend to be more violent than women; they also study how drugs or brain tumors can create episodes of aggression in normally peaceful people.

While some psychologists seek laws that govern the behavior of people in general, *personality psychologists* focus on the characteristics that make each person unique. They have identified, for example, the personality dimension known as introversion-extraversion, and they study relationships between people's scores on personality tests and their tendency to display vio-

lent, shy, bold, or fearful behavior. *Social psychologists* study how people influence one another, especially in groups. They have found that the presence and actions of others affect a wide range of behaviors, from individual athletic performance and jury verdicts to group problem solving and mob violence. The research of *clinical and counseling psychologists* on violence is just one example of their interest in all forms of abnormal behavior; they also provide direct aid to troubled people.

Behavior and mental processes are always changing. *Developmental psychologists* describe these changes and try to understand their causes and effects throughout the life span. They ask, for example, whether differences in temperament at birth or variations in parenting patterns might be tied to, say, differences in dependency or aggressiveness in adulthood.

Research in yet other subfields — such as community, industrial-organizational, and quantitative psychology — has also shed light on various aspects of violence, as well as on many other behaviors and mental processes.

Approaches to Psychology

Suppose you were a psychologist trying to understand the origins of violence. Where would you look for answers? Do the origins lie in hormonal imbalances or brain disorders? Is its source an ancient instinct once necessary for survival, or do learned habits create violence? Each of these questions reflects a different approach to psychology, a different set of guiding assumptions, questions, and methods for understanding behavior and mental processes. Some psychologists adopt only one approach, but many are *eclectic*, combining features of two or more approaches because they believe that no one perspective can fully account for all aspects of every psychological phenomenon. Though they differ in their influence today, the approaches that have been most significant throughout the history of psychology are the biological, evolutionary, psychodynamic, behavioral, humanistic, and cognitive approaches.

The Biological Approach. The possibility that violent behavior might stem from a hormonal imbalance or brain disorder

reflects the biological approach. Its roots can be traced back to Wilhelm Wundt. He studied biological processes only indirectly, by exploring, for example, how long it took people to react to a stimulus. Today, the biological approach focuses on biological processes more directly, examining how specific physiological processes shape behavior and mental processes.

As you might expect, the biological approach is prominent among biological psychologists, who study the psychological effects of hormones, genes, and electrical and chemical activity in the nervous system, especially the brain. However, psychologists in other subfields, such as cognitive or clinical psychology, may also take a biological approach. They try to understand how memories are stored in the brain; they look for patterns of physiological arousal associated with certain forms of thought; they analyse the degree to which a tendency toward mental disorder is affected by the genes inherited from one's parents.

Wilhelm Wundt and other early psychologists such as Edward Titchener and Hermann Ebbinghaus, used the term *experimental psychology* to distinguish their laboratory work from the endeavors of philosophers and others who thought and speculated about consciousness, memory, and other psychological matters but performed no experiments.

EXERCISES

A. Write out of the text nouns having the ending: -ness, -sion, -tion, -ty, -ist.

Translate them into Russian.

B. Write out of the text adjectives having the endings: -less, -ous, -ial, -ic, -al, -ful.

Translate them into Russian.

C. Write out of the text the sentences with grammar constructions:

- a) Participle I,
- b) Participle II,
- c) Gerund,
- d) Infinitive,
- e) Modal verbs.

Translate them into Russian.

D. Reread the text more carefully and complete the sentences given below.

- 1. Psychology is ...
- 2. Psychologists conduct...
- 3. Psychologists research ...
- 4. Psychologists expanded ...
- 5. Psychology has ...
- 6. Experimental and cognitive psychologists study ...
- 7. Biological psychologists, who are also called physiological psychologists, analyze ...
- 8. Personality psychologists focus on ...
- 9. Social psychologists study ...
- 10. Developmental psychologists describe ...
- 11. Approaches to psychology ...
- 12. The Biological Approach focuses on ...
- 13. Wilhelm Wundt was ...
- 14. Edward Titchner was ...
- 15. Hermann Ebbinghaus was ...
- 16. The term experimental psychology means ...

E. Make 20 sentences using the following words and word combinations:

experimental psychology, clinical and counseling psychologists, social psychologists, developmental psychologists, experimental and cognitive psychologists, biological psychologists, physiological psychologists, to perform an experiment, the research on violence, subfields of psychology, numerous areas of specialization, a single nerve cell, to conduct, to expand, focus on, behavior, mental processes, to account for, an approach to psychology, law.

F. Single out the main facts from the text and present them in an essay.

G. Sum up the text and presents your summary in class.

H. The enormous influence of the biological approach in modern psychology is evident in research. Discuss some basic principles of genetics and other biological aspects of behavior with your partner.

I. Examine the value and the limitations of the various approaches for understanding many psychological phenomena.

TEST

I. Supply the prepositions where necessary: in, on, to, for, of.

1. You have entered ... the world of psychology, where scientists search ... answers to many fascinating questions.
2. Wilhelm Wundt used the methods of laboratory science, especially experiments, ... an effort to identify the basic elements of human consciousness.
3. The particular aspects of violence some psychologists study illustrate the differences ... the subject... matter of psychology's subfields.
4. The study of violence might focus ... the effect of high temperatures ... aggressiveness or how information people recall about other people might affect the probability ... physically attacking them.
5. While some psychologists seek laws that govern ... the behavior of people ... general, personality psychologists focus ... the characteristics that make each person unique.
6. Personality psychologists have identified, for example, the personality dimension known as introversion-extraversion, and they study relationships between people's scores ... personality tests and their tendency to display violent, shy, bold, or fearful behavior.
7. Social psychologists study how people influence ... one another, especially ... groups.
8. The research of clinical and counseling psychologists ... violence is just one example of their interest ... all forms of abnormal behavior; they also provide direct aid to troubled people.
9. Some psychologists adopt only one approach ... psychology, but many are eclectic, combining features of two or more approaches because they believe that no one perspective can fully account for all aspects of every psychological phenomenon.
10. The biological approach focuses ... biological processes more directly, examining how specific physiological processes shape behavior and mental processes.

II. Complete the sentences given below, using the following words and word combinations:

human consciousness, experimental psychology, experiments, decision making, single nerve cell, mental processes, diversity, laws, influence, murder and rape, biological psychologists.

1. Wilhelm Wundt and other psychologists used the term to distinguish their laboratory work from the endeavors of philosophers and others who thought and speculated about consciousness, memory, and other psychological matters but performed no experiments.
2. Psychologists conduct ... and use other scientific methods to better understand the actions and thoughts of humans and animals, from the activity of a to the workings of memory to the social conflicts in a complex society.
3. Wilhelm Wundt, a physician and physiologist, used the methods of laboratory science, especially experiments, in an effort to identify the basic elements of
4. As a result of the ..., psychology has numerous areas of specialization, or subfields.
5. Streets are the scene of and conflicts between demonstrators and police.
6. Experimental and cognitive psychologists study such basic components of behavior and mental processes as perception, learning, memory, motivation, and emotion, as well as judgment,, and problem solving.
7. Biological psychologists analyze how biology shapes behaviors and ...
8. While some psychologists seek ... that govern the behavior of people in general, personality psychologists focus on the characteristics that make each person unique.
9. Social psychologists study how people ... one another, especially in group.
10. The biological approach is prominent among, who study the psychological effects of hormones, genes, and electrical and chemical activity in the nervous system, especially the brain.

III. Give the extensive answers to these discussion questions.

1. What is psychology?
2. What was Wilhelm Wundt?
3. What was Edward Titchner?
4. What was Hermann Ebbinghaus?
5. When was the first formal psychology laboratory established?
6. What subfields does psychology have?
7. What happened with Rodney King?
8. Why did an all-white jury in the officers' state trial find the officers not guilty of assault?
9. What causes violence?
10. Why are some people so much more violent than others?
11. What can be done to prevent violence?
12. What the particular aspects of violence?
13. What basic components do experimental and cognitive psychologists study?
14. What do physiological psychologists analyze?
15. What are personality psychologists interested in?
16. What do social psychologists research?
17. What do developmental psychologists describe?
18. What other subfields of psychology do you know?

Unit II

The Evolutionary Approach

Biological processes also figure prominently in the evolutionary approach. Charles Darwin's 1859 book, *The Origin of Species*, provided the foundation for this approach. Darwin argued that the forms of life we see today are result of *evolution* — of changes in life forms over many generations — and, more specifically, that evolution occurs through natural selection. In *natural selection*, said Darwin, individuals whose appearance and patterns of action allow them to elude predators, withstand the elements, find food, and mate successfully are able to survive and produce offspring with similar characteristics. In other words, the inherited characteristics that allow individuals to remain alive by successfully adjusting, or *adapting*, to changing conditions are likely to survive in the species as well. Other, less adaptive attributes die out of the species along with the unfortunate creatures who carry them.

The effects of natural selection can be seen in inherited physical characteristics such as the camouflage coloration that helps animals escape predators, as well as in instinctive or, more properly, species-specific behaviors. Spiders build web patterns specific to their species. Allen's hummingbirds perform a trademark courtship flight that features repeated hundred-foot dives. Rats show characteristic «boxing» behaviors when fighting, cats arch their backs, and dogs bark. The fact that many animals perform species-specific behaviors successfully, often perfectly, the first time they try, even if isolation at birth prevents prior exposure to the behavior, suggests that these are unlearned, inherited patterns. Evolutionary biologists and psychologists have identified the adaptive value of these behaviors for the animal and, thus, for the species.

It was not until after Darwin's death that the discovery of genes filled in the story of how characteristics are transmitted from parents to offspring. In modern biology, knowledge about genetics is combined with the principle of natural selection to explain evolution and the structure of contemporary organisms. In psychology, the evolutionary approach holds that the behavior of animals and humans today is the result of evolution through natural selection. Psychologists who take an evolutionary approach therefore try to understand (1) the adaptive value of behavior, (2) the anatomical and biological mechanism that make it possible and (3) the environmental conditions that encourage or discourage it. Looking at violent behavior in humans from an evolutionary perspective, then, psychologists might think of it as an instinctive pattern stemming from the activity of certain brain centers and hormones, triggered by events such as frustration and kept under control by societal rules and traditions.

One application of the evolutionary approach is sociobiology, which is the study of the relationship between a species' evolutionary heritage and its social behaviors, such as aggression, cooperation, child care, sexual behavior, and so on. Building from research on animal behavior, some sociobiologists have suggested that the genetically encoded results of evolutionary history have programmed women to be cooperative, nurturing, and monogamous — and men to be competitive, violent, and sexually promiscuous.

These ideas have aroused a storm of controversy, including accusations that they vastly underplay the role of learning in social behavior. Indeed, the ability to learn through experience adds a vital layer of adaptive capacity as individuals strive to meet the demands of a changing environment. This ability is relatively limited in insects and other invertebrates, is more significant in mammals, and is absolutely crucial in humans. People inherit a species-specific capacity to walk upright and speak a complex, grammar-based language, for example, but they must still learn to do both.

Along with controversy, the evolutionary approach has generated a growing body of research (DeKay & Buss, 1992).

According to the evolutionary approach to psychology, patterns of behavior -- like physical characteristics -- that help individuals adapt and survive tend to be passed on from generation to generation. In animals such as insects, birds, and fish, species-specific behaviors often appear as relatively rigid rituals, called fixed action patterns, which are not altered much by learning and which tend to be triggered by specific cues called sign stimuli. For example: herring gull chicks peck for food in a characteristic way, but only when they see the red spot on their parents' beaks that serves as a target.

Darwin's work, as well as that of ethnologists -- scientists who study animal behavior in the natural environment -- has provided thousands of examples from the animals world of how evolution, through natural selection, has sustained in a species those physical characteristics and behavior patterns that are adaptive for survival.

EXERCISES

A. Write out of the text the sentences with grammar constructions:

- a) Participle I,
- b) Participle II,
- c) Gerund,
- d) Infinitive,
- e) Modal verbs.

Translate them into Russian.

B. Single out the main facts from the text and present them in an essay.

C. Sum up the text and present your summary in class.

D. What can you add about increased influence of the evolutionary approach in psychology?

TEST

I. Supply the prepositions: *for, of, to, in.*

1. The effects of natural selection can be seen ... inherited physical characteristics such as the camouflage coloration that helps animals escape predators, as well as ... instinctive or, more properly, species-specific behaviors.
2. Evolutionary biologists and psychologists have identified the adaptive value of these behaviors ... the animal and, thus, ... the species.
3. In psychology, the evolutionary approach holds that the behavior ... animals and humans today is the result ... evolution through natural selection.
4. According ... the evolutionary approach ... psychology, patterns of behavior like physical characteristics — that help individuals adapt and survive tend to be passed on from generation ... generation.
5. Darwin's work, as well as that of ethnologists — scientists who study animal behavior ... the natural environment — had provided thousands ... examples from the animal world of how evolution, through natural selection, has sustained ... a species those physical characteristics and behavior patterns that are adaptive for survival.

II. Make 15 sentences using the following words and word combinations:

To provide the foundation for the approach, to argue, evolution, generation, to occur, natural selection, in other words, the inherited characteristics, to remain alive, to survive, evolutionary approach, sociobiology, a sociobiology, to meet the demands, a storm of controversy.

III. Give the extensive answers to these discussion questions.

1. When was the book «The Origin of Species» by Charles Darwin written?
2. Have you read this book?
3. What other books by Charles Darwin have you read?

4. What was Charles Darwin?
5. What research was Charles Darwin interested in?
6. What research are you interested in?
7. What is the result of evolution?
8. What allows individuals to remain alive?
9. What is knowledge about genetics combined with?
10. What do psychologists who take an evolutionary approach try to understand?
11. What is sociobiology?
12. What have sociobiologists suggested?

Unit III

The Psychodynamic and Behavioral Approaches

The Psychodynamic Approach

The idea that people's aggressiveness might stem from an inherited instinct was taken in a different direction by a Viennese physician Sigmund Freud, who began to work about fifteen years after the founding of Wundt's laboratory. Freud at first assumed that normal and abnormal behavior and mental processes have a physical cause somewhere in the nervous system. But Freud's work with people whose physical ailments had no apparent physical cause led him to create a new theory and form a treatment called psychoanalysis. His ideas are the foundation of the psychodynamic approach, which holds that all behavior and mental processes reflect constant and mostly unconscious struggles within each person. Usually, these struggles involve conflict between the impulse to satisfy instincts or wishes (for food, sex, or aggression, for example) and the restrictions imposed by society. From this perspective, a display of violence (or hostility, or even anxiety) reflects the breakdown of civilizing defenses against the expression of primitive urges.

The psychodynamic approach is far less influential in psychology today than in the past, and most of its adherents prefer a revised version of Freud's original theories (Youngstrom, 1992). Still, Freud's ideas are critical to an understanding of contemporary views of personality, psychological disorders, and treatment.

Sigmund Freud established the psychodynamic approach to human behavior and mental processes. In particular, he empha-

sized the role of instincts as a component of constant unconscious conflicts in the creation and alteration of human personality.

The Behavioral Approach

In 1913, while Freud was pursuing his psychodynamic approach and gaining favor among American psychologists, a Harvard psychology professor named John B. Watson published a book called *Psychology as a behaviorist Views It*. In it, Watson urged psychologists to ignore mental events (conscious as well as unconscious) and study instead only what they could observe directly. By focusing on observable, or overt, action, said Watson, psychologists would not have to rely on people's potentially distorted reports about themselves. He also argued that environmental influences — the things that happen after birth — are paramount in shaping who people are and what they do.

Watson's views gave rise to the behavioral approach to psychology, which emphasizes the idea that behavior and mental processes are primarily the result of learning. From this perspective, biological genetic, and evolutionary factors provide the raw material on which rewards, punishments, and other experiences act, molding each person. Thus, behaviorists examine a person's learning history, the pattern of rewards and punishments, to explain aggressive, dependent, or confident behavior. They assert that people can change problematic behaviors such as violence by unlearning old habits and developing new ones. For example, researchers using this approach have created programs to reduce antisocial behavior in children and to teach violent criminals the social skills they need to interact with other people.

Another Harvard psychologist, B.F. Skinner, spent decades perfecting methods for the functional analysis of behavior, mapping out the details of how rewards and punishments shape, maintain, and change behavior. His work helped explain, for example, how children's unruly behavior is sometimes inadvertently encouraged by the attention it attracts from parents and teachers, and how some people's virtual addiction to gambling can result

from the occasional and unpredictable rewards it brings. Skinner's contributions helped behaviorism maintain in the 1950s and 1960s the dominant position in psychological research it had enjoyed in the United States since the 1920s. For some psychologists, however, behaviorism's near-exclusive focus on overt actions made it incomplete. They argued that we can never fully understand the nature of violence or altruism or any other behaviors, for that matter, without learning something about the thoughts that accompany them.

Since the 1970s, many behaviorists have come to endorse a cognitive-behavioral view, which adds the study of reportable mental processes to the traditional behavioral emphasis on overt behavior (Hawkins et al., 1992; Thyer, 1992). Thus, the cognitive-behavioral approach explores how learning affects the development of thoughts and beliefs and how, in turn, these learned cognitive patterns affect overt behavior.

B.F. Skinner was the most notable contemporary champion of the behavioral approach to psychology. In spite of his reputation for being interested only in overt behaviors, Skinner recognized that mental events took place, and could be important, but argued that they could not be studied directly.

EXERCISES

- A. Write out of the text nouns having the ending: -ness, -sion, -tion, -ty, -ist.
Translate them into Russian.
- B. Write out of the text adjectives having the endings: -less, -out, -ial, -ive, -ic, -al, -ful.
Translate them into Russian.
- C. Write out of the text the sentences -with grammar constructions:
- e) Participle I,
 - f) Participle II,
 - g) Gerund,
 - h) Infinitive,
 - i) Modal verbs.
- Translate them into Russian.*
- D. Single out the main facts from the text and present them in a short essay.
- E. Sum up the text and present your summary in class.
- F. What can you add about Sigmund Freud's theories?

Unit IV

The Cognitive and Humanistic Approaches

The Cognitive Approach

Recognition by many behaviorists of the importance of cognitive factors reflects a broader trend in the history of psychology. Nineteenth-century psychologists such as Wundt were interested in analyzing the basic elements of consciousness, much as chemists of the time were determining the basic elements of physical matter. Other psychologists, such as William James (1890), worked to understand how mental processes such as learning and memory function to help people get along in the world. Research on consciousness and cognitive activity all but ceased in the United States during the decades when the behavioral approach held sway. But dissatisfaction with the limitations of behaviorism and a renewed emphasis on mental processes have made the cognitive approach as influential today as behaviorism once was.

The cognitive approach not only emphasizes the importance of thoughts and other mental processes but also seeks to understand what they are and how they work. Specifically, the cognitive approach focuses on how people take it, mentally represent, and store information; how they perceive and process that information; and how integrated patterns of behavior occur. From this perspective, violent behavior is the outcome of a rapid sequence of mental events, components of which may occur outside of awareness. Thus, a person might (1) perceive that someone has cut into a theater line, for example, (2) use stored memories and concepts to decide that this act is inappropriate, (3) attribute the act to culprit's obnoxiousness, (4) consider possible responses and their likely

consequences, (5) decide that shoving the person is the best response, and (6) execute that response.

Psychologists taking the cognitive approach are interested in the role of information processing in areas ranging from decision making and interpersonal attraction to intelligence testing and group problem solving, to name but a few. Some of them work with researchers from computer science, the biological sciences, engineering, linguistics, philosophy, and other disciplines in a multidisciplinary field called cognitive science, which analyzes intelligent system. Cognitive scientists attempt to discover the buildings blocks of cognition and to determine how these components produce complex behaviors such as remembering a fact, naming an object, or writing a word (Margolin, 1991).

Cognitive scientists, including cognitive psychologists, try to understand intelligence and intelligent systems. They work on such projects as a «computational theory of the mind» in which computer programs model how humans perceive, remember, reason, and otherwise process information.

Carl Rogers, who died in 1987, was the most famous proponent of what came to be called the humanistic approach to psychology. Rogers believed that people's unique perceptions of the world and their innate tendency toward healthy growth were more important determinants of behavior than biological processes, unconscious conflicts, or learning. Behavior problems, from anxiety to violence, occur, said Rogers, when the environment – including other people – block this growth.

The Humanistic Approach

Another slant on the role of mental events in psychology was offered in the early 1940s by Carl Rogers. Though trained in psychoanalysis, Rogers gradually rejected its assumptions that people are controlled by instincts, just as he rejected the notion that people are controlled mainly by biological forces or rewards and punishments. He advanced what has come to be called the humanistic approach (also known as the phenomenological approach).

It holds that people control themselves and that each person is essentially good, with an innate tendency to grow toward his or her potential.

According to this approach, behavior is determined primarily by each person's capacity to choose how to think and act. These choices are dictated, say humanistic psychologists, by each individual's unique perception of the world. If you perceive the world as a friendly place, you are likely to feel happy and secure. If you view it as dangerous and hostile, you will probably be defensive and anxious. Seen from the humanistic perspective, then, aggressive behavior stems from the perception that aggression is justified in a given situation. However, unlike the cognitive approach, the humanistic approach does not lead to a search for laws that govern the perceptions, judgments, decisions, and actions of people in general. The humanistic approach celebrates immediate, individual experience. Many of its proponents, assert that behavior and mental processes can be understood not through universal laws but, rather, through appreciating perceptions and feelings that can be fully experienced only by the person involved.

The humanistic approach was endorsed and elaborated by Abraham Maslow, Viktor Frankl, and others who became prominent theorists; but its influence in psychology today is limited, mainly because many psychologists find humanistic concept and predictions too vague to be expressed and tested scientifically.

Unity and Diversity in Psychology

Psychology's numerous subfields and approaches have led psychologists to varied activities and work settings. They conduct research; they apply the results of research to treat people with psychological disorders and to alleviate social problems; they teach and write about research findings and psychological knowledge. Beneath this diversity, however, lies a unity stemming from psychologists' common commitment to science and their tradition of linked interests (Kimble, 1989; Staats, 1991).

Environmental psychologists study the effects of the physical environment on behavior and mental processes (Paulus & Nagar, 1989). Their research on how differing floor plans and other build-

ing features, such as the availability of natural light, affect occupants' behavior, mood, energy, and productivity helps architects create optimal designs for workplaces, nursing homes, schools, prisons, dormitories, and other structures. Psychology's many subfields offer a remarkably wide range of opportunities for careers in research and service relating to all stages of the lifespan and to all aspects of behavior.

Here is a sample of general questions and issues that typically interest psychologists in various subfields. These subfields are not isolated, however. Each is linked to many others by psychologists' interests in different aspects of the same psychological phenomenon. For example, cognitive psychologists are not the only ones interested in memory; biological psychologists are concerned with the storage of memories in the brain, developmental psychologists might ask how memory changes with age, and social psychologists want to know how the presence of others influences what people remember.

You may find memory research especially valuable as you prepare for tests. Because behavior and mental processes do not fit neatly into specific subfields, the work of many, perhaps most, psychologists overlaps with and is linked to that of their colleagues in other areas of psychology and in other disciplines as well.

Research: The Foundation of Psychology

Psychology's historical roots in philosophy are reflected in the fundamental assumptions about behavior and mental processes that underlie its various approaches. But because psychology is a science, all of its subfields emphasize empirical research — in other words, research that goes beyond philosophical speculation and reasoning about behavior and mental processes to carefully gather and systematically analyze information about psychological phenomena.

EXERCISES

- A. Write out of the text nouns having the ending: -ness, -sion, -tion, -ty, -ist.
Translate them into Russian.
- B. Write out of the text adjectives having the endings: -less, -ous, -ial, -ic, -al, -ful.
Translate them into Russian.
- C. Write out of the text the sentences -with grammar constructions:
1. Participle I,
 2. Participle II,
 3. Gerund,
 4. Infinitive,
 5. Modal verbs.
- Translate them into Russian.*
- D. Single out the main facts from the text and present them in a short essay.
- E. Quote examples from publications, newspapers, TV programs to illustrate the progress that cognitive scientists have made in creating artificial intelligence in computers.

Unit V

Psychology Careers: Hot Jobs in Psychology

It's an age-old question—why do people do what they do? The scientific study of that question is psychology. The psychology field is fairly young—only about 125 years old—and has already had nearly as many schools of thought as there have been psychologists. Psychology concerns itself with both the biology and the sociology of human behavior, and studies both human and non-human animals. The psychology field is also home to some of the top careers available today.

Many psychologists are researchers, and many others are practicing clinicians. But there is literally no limit to how the study of psychology can be utilized in the workforce. For instance, three of the ten “hot” jobs for 2007 utilize a degree in psychology:

- **School Psychologist.** This hot job in psychology has risen to the top thanks to the combined facts of the latest federal education legislation, a retiring workforce, and an increased focus on children's mental health. School psychologists are desperately needed across the country, making this a top psychology career. In fact, colleges with programs to train school psychologists cannot keep up with the demand. A typical program consists of two years of graduate courses and a one-year internship. Students from these programs, however, have no problem getting jobs and usually find their work extremely rewarding. Many school psychologists feel that they have an opportunity to tackle society's problems early on, making them feel deep satisfaction in their work.

- **Genetics Counselor.** The psychologists that have this hot job in psychology help families understand genetic disorders and to provide information and support to those families. They may also serve as patient advocates by referring individuals or families to

local services that can be of assistance. Genetic research is a powerful tool for treating medical conditions, but it is still a new tool. Many people whose families are affected by genetics disorders don't understand how it will affect their lives. Even genetic researchers and doctors don't fully understand how genes cause all genetic disorders. Genetic counselors work with doctors and families to help families get the information they need to understand the disorder. While genetics counselors often require a Masters degree in genetics, a Bachelors degree in the psychology field is preferred. Demand is high for this position, making it a top psychology career.

- **Animal-Assisted Therapist.** This hot job in psychology is a type of therapy that involves using pets to help treat patients. Animal-assisted therapy (AAT) is designed to improve the physical, social, emotional, and/or cognitive functioning of the patient, as well as provide education and motivation. AAT is provided on both an individual or group basis. Many kinds of animals are used in therapy, including dogs, cats, birds, dolphins, rabbits, lizards, and other small animals (although AAT with horses is known as equine-assisted therapy or therapeutic horseback riding). AAT has been found to be especially helpful with children suffering with autism spectrum disorders, and demand is very high, making this a top psychology career.

But there are many other fascinating careers available to anyone in the psychology field. There are a variety of different jobs available to therapists—being a clinical psychologist, a cognitive psychologist, or working as counselors. Here are just a few of the more unusual psychology careers available according to the American Psychological Association:

- **Engineering psychologists** conduct research on how people work best with machines. For example, how can a computer be designed to prevent fatigue and eye strain? What arrangement of an assembly line makes production most efficient? What is a reasonable workload? While still in the psychology field, most engineering psychologists work in industry.

- **Evolutionary psychologists** study how evolutionary principles such as mutation, adaptation, and selective fitness influence human thought, feeling, and behavior. Because of their focus on genetically shaped behaviors that influence an organism's chances of survival, evolutionary psychologists study mating, aggression, helping behavior, and communication. Evolutionary psychologists are becoming increasingly interested in aging, especially in researching and problems of evolution. In the current political climate, this might be a hot job in psychology for a variety of reasons.

- **Forensic psychologists** apply psychological principles to legal issues. Their expertise is often essential in court. They can, for example, help a judge decide which parent should have custody of a child or evaluate a defendant's mental competence to stand trial. Forensic psychologists also conduct research on jury behavior or eyewitness testimony. Some forensic psychologists are trained in both psychology and the law. Demand is particularly high for this psychology field.

- **Sports psychologists** help athletes refine their focus on competition and winning. They help athletes become more motivated and learn to deal with the anxiety and fear of failure that can often come with sports. This psychology field is becoming more and more popular as sports become more competitive and attracts younger children.

The need for those with a psychology degree is expected to grow faster than average over the next decade, thanks to the continued growth of the psychology field. Luckily, because the field is so diverse, almost anyone can find something fascinating to do with their psychology degree!

Undergraduate Psychology Degree: Psychology Career Options

The instinctive answer to the question of what to do with a psychology degree is, "Be a psychologist!" But in order to become a professional psychologist, you need a master's or even a doctoral degree. So, if you only have a bachelor's degree, what are your op-

tions in psychology? What are the psychology career professions? How about the job outlook in psychology?

Explore Your Psychology Career Options

The wonderful thing about a psychology degree is that it is much more flexible and adaptable than any other degree—in other words, you have options in psychology! After all, no matter what career path you are on, other people are sure to be involved—as customers, co-workers, employees, and bosses. A quality undergraduate education in psychology prepares you to be a good citizen and a critical thinker, and the skills and abilities that psychology majors acquire through their coursework and out-of-class experiences make them marketable for a wide variety of employment options. Even though the bachelor's degree in psychology is not a professional degree, it is still a great way to become a well rounded, well-educated citizen and person—and who doesn't want to hire a person like that? With a degree in psychology, career options abound.

Here are just a few of the professions that value those with a psychology degree:

- **Human Services.** Federal and local governments as well as many non-profit organizations are eager to hire those with an undergraduate degree in psychology.
- **Administration.** Any administrative position in government or in other organizations can utilize those with a psychology degree. Throw in a business double major or minor, and any company will find you indispensable.
- **Community Relations.** This fascinating field covers a wide range of jobs—working as an advocate, an outreach coordinator, an event coordinator and more.
- **Public Relations.** As a public relations specialist, you'll work with the media, write press releases and other materials, do research and fundraising, organize events and more.
- **Advertising & Market Research.** More and more Advertising Agencies are hiring those with a psychology background to help formulate advertising strategies.

- **Teaching.** If you also obtain a teaching certificate along with your degree, you can teach in both public and private schools.
- **Retail and Sales.** Every retail organization understands the power that a psychology degree can bring to their bottom line; these companies are always eager to hire those with a background in psychology!

Earn a Graduate Degree in Psychology

Just because your bachelor's degree is in psychology doesn't mean you have to earn a master's in the same field for a successful career! You might be surprised to know that nearly 40% of those with a bachelor's degree in psychology go on to law school, business school, or some other professional school. It shouldn't seem so odd—if you are practicing law, having a degree that involves the study of the human brain and human behavior can only help. The same is true for business—since most businesses are providing services to humans, knowing how people think can make you a more effective businessperson. Having a degree in psychology can be an excellent foundation for any advanced degree you pursue.

If you do want to work as a psychologist, usually a doctoral degree is required. There are two doctoral degrees available in the field of psychology. Psychologists with a Ph.D. qualify for a wide range of teaching, research, clinical, and counseling positions in universities, elementary and secondary schools, private industry, and government. Psychologists with a Psy.D. (Doctor of Psychology) qualify mainly for clinical positions.

There are many other options in psychology. Those with a master's degree in psychology can administer tests as psychological assistants. Under the supervision of doctoral level psychologists, they can conduct research in laboratories, conduct psychological evaluations, counsel patients, or perform administrative duties. They may teach in high schools or 2-year colleges or work as school psychologists or counselors, and they may also work as counselors in the field of addiction.

In other words, you can do anything you want to do with a psychology degree—the job outlook in psychology is very good.

Alumni surveys of college undergraduates show that there are firemen, marketing directors, ministers, teachers, pilots and business executives working with their degrees in psychology. Additionally, psych majors are especially well positioned in the job market because they are trained to think critically and creatively and are skilled in communications.

Those with a psychology degree are incredibly versatile—they have the same skills that you'd need as a business executive, architect, librarian or social worker. There are not many jobs that require skills that psychology majors don't have. The options in psychology are endless!

EXERCISES

- A. Write out of the text nouns having the ending: -ness, -sion, -tion, -ty, -ist.
Translate them into Russian.
- B. Write out of the text adjectives having the endings: -less, -ous, -ial, -ic, -al, -ful.
Translate them into Russian.
- C. Write out of the text the sentences with grammar constructions:
- j) Participle I,
 - k) Participle II,
 - l) Gerund,
 - m) Infinitive,
 - e) Modal verbs.
- Translate them into Russian.*
- D. Reread the text more carefully and complete the sentences given below.
- 1. Genetic research is...
 - 2. Animal-assisted therapy (AAT) is designed to...
 - 3. AAT with horses is known as...
 - 4. Engineering psychologists conduct...
 - 5. Evolutionary psychologists are becoming increasingly interested in...
 - 6. Forensic psychologists can, for example, help a judge decide...
 - 7. Sports psychologists help athletes become...
- E. Single out the main facts from the text and present them in an essay.
- F. Sum up the text and presents your summary in class.
- G. Which of "hot jobs" mentioned above would you prefer? Why?

Unit VI

The History of Psychometrics: The Study of the Human Mind

In psychology history (psychology is, of course, the study of the human mind) there hasn't always been an emphasis on rigorous assessment and evaluation. After all, psychology is, typically, about the inner workings of the mind of the individual and how it impacts life and behavior. The desire to not just study the inner working of the mind, but to actually measure things like function and intelligence gave rise to the branch of psychology known as psychometrics.

Psychometrics is a popular psychology specialty, and has become a popular focus for psychology students at the graduate level. Psychometricians are in high demand, are needed in both the public and private sectors.

History of Psychometrics

In 1879, Sir Francis Galton published an article in which he described an experiment in "mental operations." The experiment he conducted would later be called "free association," where he assessed reaction to a list of 75 words. According to a paper by Larry Ludlow of Boston College,

He threw his resulting thoughts into a "common statistical hotch-pot" and determined (a) the rate at which ideas were formed (50 per minute), (b) the frequency of recurrent associations (about one half), (c) the frequency within periods of his life that associations could be attributed (showing "in a measurable degree, the large effect of early education in fixing our associations"), and (d) the character of associations that occurred (verbal, sensory, "histrionic")."

The impact of this first venture into psychometrics is still relevant today.

Thirty years later, Charles Spearman took Galton's idea to the next level. He developed the idea of measuring human intelligence while studying with Wilhelm Wundt, the founding father of a different branch of psychology known as psychophysics. L. L. Thurstone, a contemporary of Charles Spearman, developed the idea of comparative judgment (a theoretical approach to measurement). Alfred Binet of France became the first psychologist to apply psychometrics when he was asked to create an intelligence test that would evaluate children. (This led to the Binet Scale.)

The work of all of these men contributed to the emerging field of psychometrics and planted the seeds that would eventually grow into more specific intelligence testing, personality testing, and vocational testing as well as many other areas of psychological measurement. There you have it: a brief history of psychometrics.

Psychometricians: Who They Are, and Where They Work

Psychologists who specialize in psychometrics are called psychometricians. Career psychologists, these scientists design tests that make an attempt to measure human characteristics. The field has enjoyed rapid growth since its early days. Psychometric testing is employed now in schools, organizations, businesses, government, the military, and of course in many clinical settings and hospitals.

In recent years, psychometricians are in such high demand they can be found working in industrial and organizational settings performing job analyses and consumer surveys, making hiring determinations, and conducting market research. Psychometricians are highly valued and found in every sector from business to health care to education.

Education, Salary, and Job Outlook

All psychometricians hold at least a Master's degree, and most have a doctoral degree. Because psychometrics is considered

a branch of psychology, a bachelor's degree in psychology is not an uncommon first step. Graduate work is in the psychology department, although you will find that many psychometricians also study statistics.

According to a recent article in Washington Monthly Magazine, psychometricians (often called "test makers") are in even higher demand of late, thanks to legislative changes such as the No Child Left Behind Act, which has had a huge impact on education in the United States. More testing is required, and there are not enough career psychometricians to fulfill demand. Any psychologist specializing in psychometrics should have no difficulty finding employment.

Salary varies greatly. Because of the substantial educational investment, many psychometricians prefer to work in the commercial world where pay is much higher than in government or education. But as demand continues to rise, so will salaries.

Psychometrics is a fast-developing and in-demand field of psychology; if you are interested in learning more about the study of the human mind, perhaps this field is the right one for you.

EXERCISES

- A. Write out of the text nouns having the ending: -ness, -sion, -tion, -ty, -ist.
Translate them into Russian.
- B. Write out of the text adjectives having the endings: -less, -ous, -ial, -ic, -al, -ful.
Translate them into Russian.
- C. Write out of the text the sentences with grammar constructions:
n) Participle I,
o) Participle II,
p) Gerund,
q) Infinitive,
e) Modal verbs.
Translate them into Russian.
- D. Reread the text more carefully and complete the sentences given below.
1. Psychometrics is...
2. Alfred Binet of France became the first psychologist to...
3. Psychometric testing is employed now in...
4. All psychometricians hold...
5. There are not enough career psychometricians to...
- E. Single out the main facts from the text and present them in an essay.
- F. Sum up the text and presents your summary in class.

Unit VII

Linkages Within Psychology and Beyond

Psychology's subfields are not isolated areas of inquiry but overlapping frontiers of interest. Psychologists from many subfields may address a specific topic such as violence or language or an overarching issue such as how biological and cultural influences interact (Plomin & Neiderhiser, 1992). This overlap is exemplified by psychologists who work in more than one subfield and apply more than one approach (Cacioppo & Bernston, 1992). It is not surprising, for example, to meet a cognitive psychologist who combines biological and cognitive approaches in conducting research on the brain-wave patterns associated with thinking.

Even when psychologists do not themselves conduct research across sub-fields, they often draw on, and contribute to, the knowledge developed in other subfields. Their theories, methods, findings, and applications to daily life are inextricably linked.

Much as psychology's subfields are linked to one another, psychology is linked to many other academic disciplines. Sometimes these linkages occur because psychologists and researchers from other disciplines have common interests in a broad topic. Cognitive science is one example. Another is neuroscience, a multidisciplinary research enterprise that examines the structure and function of the nervous system, in animals and humans, at levels ranging from the individual cell to the behaving organism. This integrated field includes biological psychologists as well as specialists in neuroanatomy, neurophysiology, neurochemistry, genetics, and computer science. Some observers predict that biological psychologists, like the colleagues with whom they work, will soon be known simply as «neuroscientists».

Psychology is also linked with other disciplines because research and theory from one discipline is applicable to another. For

example, psychologists are beginning to apply chaos theory – which was developed in physics and mathematics to understand natural system such as weather – to detect underlying order in apparently random patterns of violence, drug abuse, or family conflict (Abraham, Abraham & Shaw, 1991; Chamberlain, 1990; Hawkins, 1990). Similarly, political scientists have applied research by social psychologists on cooperation, conflicts, and negotiation to help them understand international tensions (for example, Tetlock, 1986; Worchel & Simpson, 1993).

There are some examples of other ways in which psychological theories and research have been applied to fields as diverse as medicine, dentistry, law, business, engineering, architecture, aviation, public health, and sports. Cognitive psychologists' research on memory has influenced the ways in which attorneys question eyewitnesses and judges instruct juries; social psychologists' work on persuasion has shaped advertising campaigns for stemming the spread of AIDS; and research by industrial-organizational psychologists is helping budding businesses adjust to and survive in a market-driven economy.

Psychologists who specialize in engineering, or human-factors, psychology have helped to create computer-driven flight simulators like this one, which not only allow safer and more effective pilot training but also determine the arrangement of an airliner's vast array of instruments and warning lights so that the pilot can react to them quickly and correctly. Engineers and designers have applied experimental and cognitive psychologists' research on how people perceive the world and handle information as they strive to create computer keyboards, nuclear power plant control panels, and other vital equipment that is logically arranged and easy to use.

During Operation Desert Storm, many American soldiers were shocked by some of the cultural rules in Saudi Arabia, where alcohol is forbidden and women are not permitted to drive, much less vote. People differ greatly as a result of the culture in which they are raised. Particular ways of thinking and behaving that have been adaptive for the survival and satisfaction of certain

groups tend to be passed down, often by example, from one generation to the next. Learned, culture-based behaviors, such as fishing for a living, can change more quickly than inherited characteristics, but their roots in tradition often cause them to change more slowly for the group as a whole than for any individual. This is why young people who reject their culture's traditional values tend to leave that culture rather than trying to endure or change it. Psychologists have become increasingly sensitive to the role of sociocultural variables such as gender, ethnicity, and culture in shaping human behavior and mental processes.

The questions in this diagram illustrate some of the relationship between the topics under discussion.

Introducing Psychology
Linkages

HUMAN DEVELOPMENT	How is psychology's empirical tradition reflected in research on children's cognitive abilities?
MENTAL ABILITIES	What have psychologists done to make intelligence tests less culturally biased?
BIOLOGICAL ASPECTS OF PSYCHOLOGY	What have biological psychologists discovered about brain structures and memory?
SOCIAL BEHAVIOR AND GROUP INFLUENCES	How do differing approaches to psychology explain aggression?
TREATMENT OF PSYCHOLOGICAL DISORDERS	How have clinical psychologists become more sensitive to culturally diverse clients?
HEALTH, STRESS, AND COPING	How have psychologists in biological and personality psychology helped to prevent heart disease?

EXERCISES

A. Reread the text more carefully and complete the sentences given below.

1. Psychology's subfields are ...
2. It is not surprising ...
3. The theories, methods, findings and applications to ...
4. Psychologists and researchers have ...
5. Neuroscience examines ...
6. Biological psychologists research ...
7. Some observers predict...
8. Psychology is linked with ...
9. Natural systems such as ...
10. Political scientists have applied ..
11. 11. There are some examples of ...
12. Cognitive psychologists' research on memory has influenced ..
13. Psychologists specializing in engineering, or human — factors, psychology have helped ...
14. Engineers and designers have applied ...
15. During Operation desert Storm ...
16. Psychologists have become increasingly sensitive to ...

B. Make 20 sentences using the following word combinations: *psychology's subfields, biological and cultural influence, biological and cognitive approaches, neuroscience, neuroanatomy, neurophysiology, neurochemistry, genetics, computer science, cognitive psychologists, attorney, judge, juries, business, law, medicine, dentistry, in a market-driven economy, engineering psychology, human - factors psychology.*

C. Single out the main facts from the text and present them in a short essay.

D. Sum up the text and present your summary in class.

TEST

I. Supply the prepositions where necessary: *to, at, in, with.*

1. When psychologists do not themselves conduct research across subfield, they often draw on and contribute to the knowledge developed ... other subfields.
2. Their theories, methods, findings and applications ... daily life are inextricably linked.
3. Much as psychology's subfields are linked ... one another, psychology is linked ... many other academic disciplines.
4. Another science is neuroscience, a multidisciplinary research enterprise that examines the structure and function of the nervous system, ... animals and humans, ... levels ranging from the individual cell ... the behaving organism.
5. Psychology is also linked ... other disciplines because research and theory from one discipline is applicable ... another.

II. Complete the sentences given below, using the following words and word combinations:

attorneys, judges, biological psychologists, social psychologists, natural system, psychological theories.

1. Some observers predict that, like the colleagues with whom they work, will soon be known simply as «neuroscientists».
2. Psychologists are beginning to apply chaos theory – which was developed in physics and mathematics to understand such as weather – to detect underlying order in apparently random patterns of violence, drug abuse, or family conflict.
3. Political scientists have applied research by on cooperation, conflict, and negotiation to help them understand international tensions.
4. There are some samples of other ways in which and research have been applied to fields as diverse as medicine, dentistry, law, business, engineering, architecture,

aviation, public health, and sports.

5. Cognitive psychologists' research on memory has influenced the ways in which attorneys question eyewitnesses and judges instruct juries; social psychologists' work on persuasion has shaped advertising campaigns for stemming the spread of AIDS; and research by industrial – organizational psychologists is helping budding businesses adjust to and survive in a market – driven economy.

III. Give the extensive answers to these discussion questions.

1. How do biological and cultural influences interact?
2. What approaches does a cognitive psychologist combine?
3. What is psychology linked to?
4. What does neuroscience examine?
5. What do some observers predict?
6. What field have psychological theories and research been applied to?
7. What ways has cognitive psychologists research on memory influenced in?
8. What have psychologists specializing in engineering, or human - factors, psychology helped to create?
9. Who have become increasingly sensitive to the role of sociocultural variables such as gender, ethnicity, and culture in shaping human behavior and mental processes?
10. How could you answer six questions in the diagram?

Unit VIII

THE PRINCIPLES OF PSYCHOLOGY

The scope of psychology

Psychology is the Science of Mental Life, both of its phenomena and their conditions. The phenomena are such things as we call feelings, desires, cognitions, reasonings, decisions, and the like; and, superficially considered, their variety and complexity is such as to leave a chaotic impression on the observer.

The most natural and consequently the earliest way of unifying the material was, first, to classify it as well as might be, and, secondly, to affiliate the diverse mental modes thus found, upon a simple entity, the personal Soul, of which they are taken to be so many facultative manifestations. Now, for instance, the Soul manifests its faculty of Memory, now of Reasoning, now of Volition, or again its Imagination or its Appetite. This is the orthodox 'spiritualistic' theory of scholasticism and of common-sense. Another and a less obvious way of unifying the chaos is to seek common elements in the diverse mental facts rather than a common agent behind them, and to explain them constructively by the various forms of arrangement of these elements, as one explains houses by stones and bricks. The 'associationist' schools of Herbart in Germany, and of Hume the Mills and Bain in Britain have thus constructed a psychology without a soul by taking discrete 'ideas', faint or vivid, and showing how, by their cohesions, repulsions, and forms of succession, such things as reminiscences, perceptions, emotions, volitions, passions, theories, and all the other furnishings of an individual's mind may be engendered. The very Self or ego of the individual comes in this way to be viewed no longer as the pre-existing source of the representations, but rather as their last and most complicated fruit.

Now, if we strive rigorously to simplify the phenomena in either of these ways, we soon become aware of inadequacies in our

method. Any particular cognition, for example, or recollection, is accounted for on the soul-theory by being referred to the spiritual faculties of Cognition or of Memory. These faculties themselves are thought of as absolute properties of the soul; that is, to take the case of memory, no reason is given why we should remember a fact as it happened, except that so to remember it constitutes the essence of our Recollective Power. We may, as spiritualists, try to explain our memory's failures and blunders by secondary causes. But its successes can invoke no factors save the existence of certain objective things to be remembered on the one hand, and of our faculty of memory on the other. When, for instance, I recall my graduation-day, and drag all its incidents and emotions up from death's dateless night, no mechanical cause can explain this process, nor can any analysis reduce it to lower terms or make its nature seem other than an ultimate datum, which, whether we rebel or not at its mysteriousness, must simply be taken for granted if we are to psychologize at all. However the associationist may represent the present ideas as thronging and arranging themselves, still, the spiritualist insists, he has in the end to admit that something, be it brain, be it 'ideas,' be it 'association,' knows past time as past, and fills it out with this or that event. And when the spiritualist calls memory an 'irreducible faculty,' he says no more than this admission of the associationist already grants.

And yet the admission is far from being a satisfactory simplification of the concrete facts. For why should this absolute god-given Faculty retain so much better the events of yesterday than those of last year, and, best of all, those of an hour ago? Why, again, in old age should its grasp of childhood's events seem firmest? Why should illness and exhaustion enfeeble it? Why should repeating an experience strengthen our recollection of it? Why should drugs, fevers, asphyxia, and excitement resuscitate things long since forgotten? If we content ourselves with merely affirming that the faculty of memory is so peculiarly constituted by nature as to exhibit just these oddities, we seem little the better for having invoked it, for our explanation becomes as complicated as that of the crude facts with which we started. Moreover there is something grotesque and irrational in the supposition that the soul is equipped with elementary powers of such an ingeniously intri-

cate sort. Why should our memory cling more easily to the near than the remote? Why should it lose its grasp of proper sooner than of abstract names? Such peculiarities seem quite fantastic; and might, for aught we can see a priori, be the precise opposites of what they are. Evidently, then, the faculty does not exist absolutely, but works under conditions; and the quest of the conditions becomes the psychologist's most interesting task.

However firmly he may hold to the soul and her remembering faculty, he must acknowledge that she never exerts the latter without a cue, and that something must always precede and remind us of whatever we are to recollect. «An idea!» says the associationist, an idea associated with the remembered things; and this explains also why things repeatedly met with are more easily recollected, for their associated on the various occasions furnish so many distinct avenues of recall. But this does not explain the effects of fever, exhaustion, hypnotism, old age, and the like. And in general, the pure associationist's account of our mental life is almost as bewildering as that of the pure spiritualist. This multitude of ideals, existing absolutely, yet clinging together, and weaving an endless carpet of themselves, like dominoes in ceaseless change, or the bits of glass in a kaleidoscope, — whence do they get their fantastic laws of clinging, and why do they cling in just the shapes they do?

For this the associationist must introduce the order of experience in the outer world. The dance of the ideas is a copy, somewhat mutilated and altered, of the order of phenomena. But the slightest reflection shows that phenomena have absolutely no power to influence our ideas until they have first impressed our senses and our brain. The bare existence of a past fact is no ground for our remembering it. Unless we have seen it, or somehow undergone it, we shall never know of its having been. The experiences of the body are thus one of the conditions of the faculty of memory being what it is. And a very small amount of reflection on shows that one part of the body, namely, the brain, is the part whose experiences are directly concerned. If the nervous communication be cut off between the brain and other parts, the experiences of those other parts are non-existent for the mind. The eye is blind, the ear is deaf, the hand is insensible and motionless. And conversely, if the brain is injured, consciousness is abolished or

altered, even although every other organ in the body is ready to play its normal part. A blow on the head, a sudden subtraction of blood, the pressure of an apoplectic hemorrhage, may have the first effect; whilst a very few ounces of alcohol or grains of opium or hashish, or a whiff of chloroform or nitrous oxide gas, are sure to have the second. The delirium of fever, the altered self of insanity, are all due to foreign matters circulating through the brain, or to pathological changes in that organ's substance. The fact that the brain is the one immediate bodily condition of the mental operations is indeed so universally admitted nowadays that I need spend no more time in illustrating it, but will simply postulate it and pass on.

Bodily experiences, therefore, and more particularly brain-experiences, must take a place amongst those conditions of the mental life of which Psychology need take account. The spiritualist and the associationist must both be 'cerebralists,' to the extent at least of admitting that certain peculiarities in the way of working of their own favorite principles are explicable only by the fact that the brain laws are a codeterminant of the result.

Our first conclusion, then, is that a certain amount of brain-physiology must be presupposed or included in Psychology.

EXERCISES

- A. *Write sentences showing different meanings for each of the following words: ground, mind, blind, those, yet, like, one, fruit, faculty.*
- B. *Give plural of the following nouns: inadequacy, phenomenon, way, foot, datum, memory, faculty, property.*
- C. *Write out of the text the sentences with grammar constructions:*
 - a) Participle I,
 - b) Participle II,
 - c) Gerund,
 - d) Infinitive,

- e) The Passive Voice,
- f) Modal verbs.
- g) *Translate them into Russian.*

D. Reread the text more carefully and complete the sentences given below.

1. Psychology is ...
2. The phenomena are ...
3. Another and a less obvious way of ...
4. The «associationist» schools of ...
5. The very Self or ego of ...
6. The spiritualist insists ...
7. The admission is ...
8. Why should our memory cling to ...?
9. The faculty does not exist...
10. Brain-experiences must...

E. Make 20 sentences using the following word combinations:

the faculty of memory, grotesque and irrational, under conditions, the quest of the conditions, and the like, in a kaleidoscope, fantastic laws, a blow on the head, a sudden subtraction of blood, the pressure of an apoplectic hemorrhage, a very few ounces of alcohol, grains of opium or hashish, mental operation, universally admitted, brain-experiences, mental life, the order of phenomena, the nervous communication, brain-psychology, due to.

F. Single out the main facts from the text and present them in an essay.

G. Sum up the text and present your summary in class

H. Discuss the text with your partner.

TEST

I. *Supply the prepositions: by, of, in.*

1. Psychology is the Science ... Mental Life, both ... its phenomena and their conditions.
2. The Soul manifests its faculty ... Memory, now of Reasoning, now of Volition, or again its Imagination or its Appetite.
3. Another and a less obvious way of unifying the chaos is to seek common elements in the divers mental facts rather than a common agent behind them, and to explain them constructively ... the various forms of arrangement of these elements, as one explains houses ... stones and bricks.
4. The very Self or Ego of the individual comes ... this way to be viewed no longer as the pre-existing source of the representations, but rather as their last and most complicated fruit.
5. We may, as spiritualists, try to explain our memory's failures and blunders ... secondary causes.

II. *Complete the sentences given below, using the following words and word combinations:*

spiritualist, absolute properties, elementary powers, satisfactory simplification, brain-experiences.

1. The faculties themselves are thought of as of the soul; that is, to take the case of memory, no reason is given why we should remember a fact as it happened, except that so to remember it constitutes the essence of our Recollective Power.
2. When the ... calls memory an «irreducible faculty», he says no more than this admission of the associationist already grants.
3. And yet the admission is far from being a of the concrete facts.
4. Moreover there is something grotesque and irrational in the supposition that the soul is equipped with of such an ingeniously intricate sort.
5. Bodily experiences, therefore, and more particularly ..., must

take a place amongst those conditions of the mental life of which Psychology need take account.

III. Give the extensive answers to these discussion questions.

1. What is psychology by Willian Tames?
2. What are the «associationist» schools?
3. What are the main principles of their research?
4. When do researchers become aware of inadequacies in their method?
5. What may the associationest represent?
6. What have associationist to admit?
7. Why should the absolute god-given Faculty retain so much better the events of yesterday than those of last year?
8. Why should a grasp of childhood's events seem firmest?
9. What peculiarities seem quite fantastic?
10. What does the associationist say about an «idea»?

Unit IX

REMEMBER THAT NO ONE EVER KICKS A DEAD DOG

An event occurred in 1929 that created a national sensation in educational circles. Learned men from all over America rushed to Chicago to witness the affair. A few years earlier, a young man by the name of Robert Hutchins had worked his way through Yale, acting as a waiter, a lumberjack, a tutor, and a clothesline salesman. Now, only eight years later, he was being inaugurated as president of the fourth richest university in America, the University of Chicago. His age? Thirty. Incredible! The older educators shook their heads. Criticism came roaring down upon this «boy wonder» like a rockslide. He was this and he was that — too young, inexperienced — his educational ideas were cockeyed. Even the newspapers joined in the attack.

The day he was inaugurated, a friend said to the father of Robert Maynard Hutchins: «I was shocked this morning to read that newspaper editorial denouncing your son».

«Yes», the elder Hutchins replied, «it was severe, but remember that no one ever kicks a dead dog».

Yes, and the more important a dog is, the more satisfaction people get in kicking him. The Prince of Wales who later became Edward VIII had that brought home to him in the seat of his pants. He was attending Dartmouth College in Devonshire at the time — a college that corresponds to our Naval Academy at Annapolis. The Prince was about fourteen. One day one of the naval officers found him crying, and asked him what was wrong. He refused to tell at first, but finally admitted the truth: he was being kicked by the naval cadets. The commodore of the college summoned the boys and explained to them that the Prince had not complained, but he wanted to find out why the Prince had been singled out for this rough treatment.

After much hemming and hawing and toe scraping, the cadets finally confessed that when they themselves became commanders and captains in the King's Navy, they wanted to be able to say that they had kicked the King!

So when you are kicked and criticized, remember that it is often done because it gives the kicker a feeling of importance. It often means that you are accomplishing something and are worthy of attention. Many people get a sense of savage satisfaction out of denouncing those who are better educated than they are or more successful. For example, while I was writing this chapter, I received a letter from a woman denouncing General William Booth, founder of the Salvation Army. I had given a laudatory broadcast about General Booth; so this woman wrote me, saying that General Booth had stolen eight million dollars of the money he had collected to help poor people. The charge, of course, was absurd. But this woman wasn't looking for truth. She was seeking the mean-spirited gratification that she got from tearing down someone far above her. I threw her bitter letter into the wastebasket, and thanked Almighty God that I wasn't married to her. Her letter didn't tell anything at all about General Booth, but it did tell me a lot about her. Schopenhauer had said it years ago: «Vulgar people take huge delight in the faults and follies of great men».

One hardly thinks of the president of Yale as a vulgar man; yet a former president of Yale, Timothy Dwight, apparently took huge delight in denouncing a man who was running for President of the United States. The president of Yale warned that if this man were elected President, «we may see our wives and daughters the victims of legal prostitution, soberly dishonored, speciously polluted; the outcasts of delicacy and virtue, the loathing of God and man».

Sound almost like a denunciation of Hitler, doesn't? But it wasn't. It was a denunciation of Thomas Jefferson. Which Thomas Jefferson? Surely not the immortal Thomas Jefferson, the author of the Declaration of Independence, the patron saint of democracy? Yes, verily, that was the man.

What American do you suppose was denounced as a «hypocrite», «an impostor» and as «little better than a murderer»? A newspaper cartoon depicted him on a guillotine, the big knife

ready to cut off his head. Crowds jeered at him and hissed him as he rode through the streets. Who was he? George Washington.

But that occurred a long time ago. Maybe human nature has improved since then. Let's see. Let's take the case of Admiral Peary — the explorer who startled and thrilled the world by reaching the North Pole with dog sleds on April 6, 1909 — a goal that brave men for centuries had suffered and starved and died to attain. Peary himself almost died from cold and starvation; and eight of his toes were frozen so hard they had to be cut off. He was so overwhelmed with disasters that he feared he would go insane. His superior naval officers in Washington were burned up because Peary was getting so much publicity and acclaim. So they accused him of collecting money for scientific expeditions and then «lying around and loafing in the Arctic». And they probably believed it, because it is almost impossible not to believe what you want to believe. Their determination to humiliate and block Peary was so violent that only a direct order from President McKinley enabled Peary to continue his career in the Arctic.

Would Peary have been denounced if he had had a desk job in the Navy Department in Washington? No. He wouldn't have been important enough then to have aroused jealousy.

General Grant had an even worse experience than Admiral Peary. In 1862, General Grant won the first great decisive victory that the North had enjoyed — a victory that was achieved in one afternoon, a victory that made Grant a national idol overnight — a victory that had tremendous repercussions even in far-off Europe — a victory that set church bells ringing and bonfires blazing from Maine to the banks of the Mississippi. Yet within six weeks after achieving that great victory, Grant — hero of the North — *was arrested and his army was taken from him. He wept with humiliation and despair.*

Why was General U.S. Grant arrested at the flood tide of his victory? Largely because he had aroused the jealousy and envy of his arrogant superiors.

If we are tempted to be worried about unjust criticism, here is Rule 1:

Remember that unjust criticism is often a disguised compliment. Remember that no one ever kicks a dead dog.

EXERCISES

A. Write out of the text the sentences with grammar constructions:

- a) Participle I,
- b) Participle II,
- c) Gerund,
- d) Infinitive,
- e) The Passive Voice,
- f) The Subjunctive Mood.

Translate the sentences into Russian.

B. Reread the text more carefully and complete the sentences given below.

1. Robert Maynard Hutchins studied at...
2. Criticism came roaring down upon
3. The Prince of Wales who later became ...
4. Thomas Jefferson was ...
5. Admiral Peary was ...

C. Write down the questions that might be asked while discussing the text.

D. Single out the main facts from the text and present them in an essay.

G. Sum up the text and present your summary in class.

H. Discuss the text with your partner.

TEST

I. Supply the prepositions where necessary: upon, by, of.

1. A young man ... name of Robert Hutchins had worked his way through Yale, acting as a waiter, a tutor, and a clothes-line salesman.
2. Criticism came roaring down ... this «boy wonder» like a rockslide.
3. The day he was inaugurated, a friend said ... his father of Robert Maynard Hutchins: «I was shocked ... this morning to read that newspaper editorial denouncing your son».
4. «Yes», the elder Hutchins replied «it was severe, but remember that no one ever kicks a dead dog».
5. The Prince ... Wales was about fourteen, when one ... the naval officers found him crying, and asked him what was wrong.

II. Complete the sentences given below, using the following words and word combinations:

finally confessed, feeling at first, sense of savage satisfaction, largely.

1. The Prince of Wales refused to tell the naval officer ... , but finally admitted the truth: he was being kicked by the naval cadets.
2. After much hemming and hawing and toe scraping, the cadets ... that when they themselves became commanders and captains in the King's Navy, they wanted to be able to say that they had kicked the King!
3. So when you are kicked and criticized, remember that it is often done because it gives the kicker a ... of importance.
4. Many people get a ... out of denouncing those who are better educated than they are or more successful.
5. General Grant was arrested ... because he had aroused the jealousy and envy of his arrogant superiors.

III. Make 10 sentences using the following word combinations:

a feeling of importance, finally admit, to inaugurate as President, to be worthy of attention, to take huge delight, as a hypocrite, to accuse smb. of smth., money for scientific expedition, to arouse the jealousy and envy, unjust criticism.

Unit X

THE SECRET OF SOCRATES

In talking with people, don't begin by discussing the things on which you differ. Begin by emphasizing — and keep on emphasizing — the things on which you agree. Keep emphasizing — if possible — that you are both striving for the same end and your only difference is one of method and not of purpose.

Get the other person saying, «Yes, yes», at the outset. Keep him, if possible, from saying «No».

«A 'No' response», says Professor Overstreet in his book, *Influencing Human Behavior*, «is a most difficult handicap to overcome. When a person has said 'No,' all his pride of personality demands that he remain consistent with himself. He may later feel that the 'No' was ill-advised; nevertheless, there is his precious pride to consider! Once having said a thing, he must stick to it. Hence it is of the very greatest importance that we start a person in the affirmative direction».

The skillful speaker gets «at the outset a number of 'yes responses.' He has thereby set the psychological processes of his listeners moving in the affirmative direction. It is like the movement of a billiard ball. Propel it in one direction, and it takes some force to deflect it; far more force to send it back in the opposite direction».

The psychological patterns here are quite clear. When a person says 'No' and really means it, he is doing far more than saying a word of two letters. His entire organism — glandular, nervous, muscular — gathers itself together into a condition of rejection. There is, usually in minute but sometimes in observable degree, a physical withdrawal, or readiness for withdrawal. The whole neuro-muscular system, in short, sets itself on guard, against acceptance. Where, on the contrary, a person says «Yes», none of the withdrawing activities take place. The organism is in a forward

moving, accepting, open attitude. Hence the more 'Yeses' we can, at the very outset, induce, the more likely we are to succeed in capturing the attention for our ultimate proposal.

«It is a very simple technique — this yes response. And yet how much neglected! It often seems as if people get a sense of their own importance by antagonizing at the outset. The radical comes into a conference with his conservative brethren; and immediately he must make them furious! What, as a matter of fact, is the good of it? If he simply does it in order to get some pleasure out of it for himself, he may be pardoned. But if he expects to achieve something, he is only psychologically stupid.

Get a student to say 'No' at the beginning, or a customer, child, husband, or wife, and it takes the wisdom and the patience of angels to transform that bristling negative into an affirmative».

The use of his «yes, yes» technique enabled James Eberson, teller for the Greenwich Savings Bank, New York City, to save a prospective customer who might otherwise have been lost.

«This man came in to open an account», said Mr. Eberson, «and I gave him our usual form to fill out. Some of the questions he answered willingly, but there were others he flatly refused to answer.

Before I began the study of human relations, I should have told this prospective depositor that if he refused to give the bank this information, we should have to refuse to accept his account. I am ashamed that I have been guilty of doing that very thing in the past. Naturally, an ultimatum like that made me feel good. I had shown who was boss, that the bank's rules and regulations couldn't be flouted. But that sort of an attitude certainly didn't give a feeling of welcome and importance to the man who had walked in to give us his patronage».

«I resolved this morning to use a little horse sense. I resolved not to talk about what the bank wanted but about what the customer wanted. And above all else, I was determined to get him saying «yes, yes» from the very start. So I agreed with him. I told him the information he refused to give was not absolutely necessary.

«However', I said, 'suppose you have money in this bank at your death. Wouldn't you like to have the bank transfer it to your next kin who is entitled to it according to law?»

«Yes, of course», he replied.

«Don't you think,' I continued, 'that it would be a good idea to give us the name of your next of kin so that in the event of your death, we could carry out your wishes without error or delay?»

Again he said, «Yes».

«The young man's attitude softened and changed when he realized that we weren't asking for this information for our sake but for his sake. Before leaving the bank, this young man not only gave me complete information about himself but he opened, at my suggestion, a trust account naming his mother as the beneficiary for his account and he gladly answered all the questions concerning his mother also.

I found that by getting him saying 'yes, yes' from the outset he forgot the issue at stake and was happy to do all the things I suggested».

«There was a man, on my territory that our company was most eager to sell», said Joseph Allison, salesman for Westinghouse. «My predecessor had called on him for ten years without selling anything. When I took over the territory, I called steadily for three years without getting an order. Finally, after thirteen years of calls and sales talk, we sold him a few motors. If these proved to be all right, I felt sure of an order for several hundred more. Such was my expectation».

«Right? I knew they would be all right. So when I called three weeks later, I was stepping high»

«But I didn't step high very long for the chief engineer greeted me with this shocking announcement: Allison, I can't buy the remainder of the motors from you».

«'Why?' I asked in amazement. 'Why?»

«Because your motors are too hot. I can't put my hand on them».

I knew it wouldn't do any good to argue. I had tried that sort of thing too long. So I thought of getting the 'yes yes' response.

«Well, now look, Mr. Smith,' I said. I agree with you a hundred per cent; if those motors are running too hot, you ought not to buy any more of them. You ought not to buy any more of them. You must have motors that won't run any hotter than standards set by the regulations of the National Electrical Manufacturers' Association. Isn't that so?»

He agreed it was. I had gotten my first 'yes.'

«The Electrical Manufacturers' Association regulations say that a properly designed motor may have a temperature of 72 degrees Fahrenheit above room temperature. Is that correct?»

«Yes», he agreed. «That's quite correct. But your motors are much hotter».

I didn't argue with him. I merely asked: «How hot is the mill room?»

«Oh, he said, about 75 degrees Fahrenheit».

«Well, I replied, 'if the mill room is 75 degrees and you add 72 to that, that makes a total of 147 degrees Fahrenheit. Wouldn't you scald your hand if you held it under a spigot of hot water at a temperature of 147 degrees Fahrenheit?»

Again he had to say «yes».

«Well, I suggested, 'wouldn't it be a good idea to keep your hands off those motors?»

«Well, I guess you're right» he admitted. We continued to chat for a while. Then he called his secretary and lined up approximately \$35,000 worth of business for the ensuing month.

It took me years and cost me countless thousands of dollars in lost business before I finally learned that it doesn't pay to argue, that it is much more profitable and much more interesting to look at things from the other man's viewpoint and try to get him saying 'yes, yes.'

Socrates, «the gadfly of Athens,» was a brilliant old boy in spite of the fact that he went barefooted and married a girl of nineteen when he was bald-headed and forty. He did something that only a handful of men in all history have been able to do: he sharply changed the whole course of human thought; and now, twenty-three centuries after his death, he is honored as one of the wisest persuaders who ever influenced this wrangling world.

His method? Did he tell people they were wrong? Oh, no, not Socrates. He was far too adroit for that. His whole technique, now called the «Socratic method», was based upon getting a «yes, yes» response. He asked questions with which his opponent would have to agree. He kept on winning one admission after another until he had an armful of yeses. He kept on asking questions until finally, almost without realizing it, his opponent found himself embracing a conclusion that he would have bitterly denied a few minutes previously.

The next time we are smarting to tell a man he is wrong, let's remember barefooted old Socrates and ask a gentle question — a question that will get the «yes, yes» response.

The Chinese have a proverb pregnant with the age-old wisdom of the changeless East: «He who treads softly goes far».

They have spent five thousand years studying human nature, those cultured Chinese, and they have garnered a lot of perspicacity: «He who treads softly goes far».

IF YOU WANT TO WIN PEOPLE TO YOUR WAY OF THINKING, THE RULE IS:

Get the other person saying «yes, yes» immediately.

EXERCISES

- A. Write sentences showing different meanings for each of the following words: admit, call, pregnant, letter, teller, run, custom.
- B. Write sentences showing how each of the words – use, call, tread – may be used as different parts of speech.
- C. Write out of the text the sentences with grammar constructions:
- Participle I,
 - Participle II,
 - Gerund,
 - Infinitive,
 - The Passive Voice,
 - Modal Verbs,
 - The Subjunctive mood.

Translate the sentences into Russian.

- D. Reread the text more carefully and complete the sentences given below.

- The psychological patterns are ...
- The psychological processes are ...
- We are to succeed in ...
- At the outset...
- The skillful speaker...
- A physical withdrawal ...
- The Electrical Manufacturers Association regulations say ...
- Socrates, «the gadfly of Athens» was ...
- «Socratic method» was based upon ...
- Socrates kept on winning ...

- E. Make 20 sentences using the following words and word combinations: difficult handicap, to overcome, ill-advised, precious pride, in the affirmative direction, the skilful speaker, psychological processes, psychological patterns, to be psychologically stupid, at the beginning, teller, to open an account, human relations, prospective depositor, to accept the account, to be guilty of, bank's rules, accord-

ing to low, to carry out, the beneficiary for smb's account, at stake, to get an order, an order for, «Socratic method».

F. *Single out the main facts from the text and present them in an essay.*

G. *Sum up the text and present your summary in class.*

H. *Discuss the text with your partner.*

TEST

I. *Supply the prepositions where necessary: by, at, in, into, of, without, upon, with, on.*

1. In talking ... people, don't begin ... discussing the things on which you differ.
2. Begin by emphasizing — and keep on emphasizing — the things ... which you agree.
3. She skillful speaker gets ... the outset a number of «yes» responses; he has thereby set psychological processes of his listeners moving ... the affirmative direction; it is like the movement of a billiard ball.
4. The more «yeses» we can ... the very outset, induce, the more likely we are to succeed ... capturing the attention for our ultimate proposal.
5. Get a student to say «No» ... the beginning, or a customer, child, husband, or wife, and it takes the wisdom and the patience of angels to transform that bristling negative ... an affirmative.
6. Socrates, «the gadfly ... Athens», was a brilliant old boy in spite of the fact that he went barefooted and married a girl ... nineteen when he was bald-headed and forty.
7. Socrates did something that only a handful of men ... all history have been able to do: he sharply changed the whole course of human thought; and now, twenty-three centuries after his death, he is honored as one ...the wisest persuaders

who ever influenced this wrangling world.

8. His whole technique, now called the «Socratic method», was based ... getting a «yes, yes» response.
9. Socrates kept on asking questions until finally, almost ... realizing it, his opponent found himself embracing a conclusion that he would have bitterly denied a few minutes previously.
10. The next time we are smarting to tell ... a man he is wrong, let's remember barefooted old Socrates and ask a gentle question — a question that will get the «yes, yes» response.

II. Complete the sentences given below, using the following words and word combinations:

psychological processes difficult handicap, psychological patterns, open an account, willingly, teller for, accept his account, guilty, fill out, customer, very start, prospective depositor, trust account, beneficiary for his accountant.

1. A «No» response is a most to overcome. When a person had said «No», all his pride of personality demands that he remain consistent with himself.
2. The skillful speaker gets «at the outset a number of 'yes responses'; he has thereby set the of his listeners moving in the affirmative direction.
3. The here are quite clear. When a person says «No» and really means it, he is doing for more than saying a word of two letters.
4. The use of his «yes, yes» technique enabled James Eberson, the Greenwich Savings Bank, New York City, to save a prospective customer who might otherwise have been lost.
5. The prospective customer came to the Greenwich Savings Bank, New York City, to ; he was given the usual form to ; some of the questions he answered ..., but there were others he flatly refused to answer.
6. Before I began the study of human relations, I should have told this that if he refused to give the bank this information, we should have to refuse to
7. I am ashamed that I have been ... of doing that very thing in

the past; naturally, an ultimatum like that made me feel good.

8. The teller for the Greenwich Savings Bank, New York City, resolved not to talk about what the bank wanted but about what the ... wanted.
9. The teller for the Greenwich Savings Bank was determined to get him saying «yes, yes» from the
10. Before leaving the bank the young man not only gave the teller complete information about himself but he opened a ... naming his mother as the ... and he gladly answered all the questions concerning his mother also.

III. Give the extensive answers to these discussion questions.

1. What is the secret of Socrates?
2. What are the psychological processes?
3. What are the psychological patterns?
4. What was James Eberson?
5. What bank did James Eberson work for?
6. What did James Eberson's job deal with?
7. What was Joseph Allison?
8. What did Joseph Allison's job deal with?
9. How did Joseph Allison resolve the problems?
10. What proverb do the Chinese have?

FINAL TEST

I. Supply the prepositions where necessary

1. You have entered ... the world of psychology, where scientists search ... answers to many fascinating questions.
2. While some psychologists seek laws that govern ... the behavior of people ... general, personality psychologists focus ... the characteristics that make each person unique.
3. According ... the evolutionary approach ... psychology, patterns of behavior like physical characteristics — that help individuals adapt and survive tend to be passed on from generation ... generation.
4. Much as psychology's subfields are linked ... one another, psychology is linked ... many other academic disciplines.
5. Another science is neuroscience, a multidisciplinary research enterprise that examines the structure and function of the nervous system, ... animals and humans, ... levels ranging from the individual cell ... the behaving organism.
6. Psychology is the Science ... Mental Life, both ... its phenomena and their conditions.
7. The Soul manifests its faculty ... Memory, now of Reasoning, now of Volition, or again its Imagination or its Appetite.
8. The Prince ... Wales was about fourteen, when one ... the naval officers found him crying, and asked him what was wrong.
9. The more «yeses» we can ... the very outset, induce, the more likely we are to succeed ... capturing the attention for our ultimate proposal.
10. Get a student to say «No» ... the beginning, or a customer, child, husband, or wife, and it takes the wisdom and the patience of angels to transform that bristling negative ... an affirmative.

II. Give the extensive answers to these discussion questions in writing.

1. What is psychology?
2. What subfields does psychology have?
3. What can be done to prevent violence?
4. What do developmental psychologists describe?
5. What is knowledge about genetics combined with?
6. What are the psychological processes?
7. What are the psychological patterns?
8. What are the «associationist» schools and what are the main principles of their research?

9. *What do psychologists who take an evolutionary approach try to understand?*
10. *What is sociobiology?*
11. *How do biological and cultural influences interact?*
12. *What approaches does a cognitive psychologist combine?*
13. *What is the secret of Socrates?*

III. Make 30 sentences using the following words and word combinations:

1. *clinical and counseling psychologists*
2. *experimental and cognitive psychologists*
3. *the research on violence*
4. *subfields of psychology*
5. *a single nerve cell*
6. *mental processes*
7. *an approach to psychology*
8. *to provide the foundation for the approach*
9. *natural selection*
10. *the inherited characteristics*
11. *evolutionary approach*
12. *sociobiology*
13. *a storm of controversy*
14. *psychology's subfields*
15. *biological and cognitive approaches*
16. *genetics*
17. *judge*
18. *engineering psychology*
19. *human - factors psychology*
20. *the quest of the conditions*
21. *a very few ounces of alcohol*
22. *brain-psychology*
23. *a feeling of importance*
24. *as a hypocrite*
25. *to arouse the jealousy and envy*
26. *unjust criticism*
27. *psychological patterns*
28. *prospective depositor*
29. *beneficiary for his accountant*
30. *a blow on the head*

VOCABULARY

A

Ability	способность
Abnormal	ненормальный, аномальный
Accomplish	завершать, выполнять
Accusation	обвинение
Accuse	обвинять
Acknowledge	признавать, подтверждать
Adapt	адаптировать, приспособливать
Adaptive	приспосабливаемый
Addiction	пристрастие
Adherent	приверженец
Adjust	настраивать, подгонять
Admission	вход, доступ; признание
Admit	допускать, признавать; принимать
Adopt	усыновлять; усваивать; принимать
Adroit	ловкий, искусный
Adulthood	зрелость, возмужалость
Advance	продвижение; продвигать
Advertise	рекламировать
Affair	дело; роман
Affiliate	присоединять, принимать в члены
Affirmative	утвердительный
Affirm	утверждать
Aid	помощь, поддержка; помогать
AIDS	СПИД
Ailment	болезнь, нездоровье
Air	воздух; эфир; проветривать
Alive	живой
Alleviate	облегчить
Allow	позволять, разрешать
Alter	изменять
Alteration	изменение
Ancient	древний

Announcement	объявление
Antisocial	антиобщественный
Anxiety	беспокойство, тревога
Apoplectic	апоплексический
Apparent	очевидный
Apparently	очевидно
Application	применение; заявление
Apply	применять, обратиться за
Appreciate	высоко ценить
Approach	подход
Approximately	примерно, приблизительно
Arch	выгнуть; игривый, главный
Argue	спорить, ссориться
Arousal	пробуждение
Array	собрание, коллекция; наряд
Arrogant	высокомерный
Asphyxia	удушье, асфиксия
Assault	атака; нападать; насиловать;
Assert	утверждать; отстаивать
Assume	предполагать, допускать
Assumption	предположение
Attain	достигать, добиваться
Attitude	отношение
Attorney	адвокат
Attract	привлекать
Attraction	привлечение
Attribute	свойство, черта; приписывать
Availability	наличие
Awareness	осознание

B

Bark	лаять
Beak	клюв
Behavior	поведение
Behavioral	поведенческий
Behaviorist	бихевиорист

Beneficiary	бенефициарий, доверенное лицо
Bewilder	сбивать с толку, озадачивать
Birth	рождение
Blunder	ошибка, оплошность; блуждать
Bold	жирный шрифт; смелый
Brain	мозг
Breakdown	поломка; расстройство
Brethren	собратья, братья
Broadcast	транслировать; передача

C

Camouflage	камуфляж
Capacity	мощность, объём
Capture	захватить
Career	карьера
Cause	вызывать, быть причиной
Cease	прекращать
Cell	клетка
Chaos	хаос
Chaotic	хаотичный
Charge	обвинять; нагружать; нагрузка
Chemist	химик
Clash	столкнуться; дисгармонизировать
Cockeyed	косоглазый; дурной
Cognition	познание
Cognitive	познавательный
Coloration	окраска
Colorblindness	дальтонизм
Commitment	обязательство
Common	общепринятый, распространённый
Common-sense	чувство здравого смысла
Competitive	конкурентный, соперничающий
Complex	комплекс; сложный
Complexity	сложность
Concern	беспокоиться; беспокойство,
Conduct	проводить, осуществлять

Confess	признавать
Confident	уверенный
Conscious	сознательный
Consciousness	сознание
Consequence	следствие; важность, значение
Consequently	следовательно
Consistent	последовательный
Constant	постоянный
Constitute	составлять, учреждать
Constructively	конструктивно
Contemporary	современный; современник
Contribution	вклад, содействие
Controversy	полемика, спор
Cooperative	сотрудничающий
Council	совет; муниципалитет
Counseling	совещание
Courtship	ухаживание
Creation	создание
Creature	существо
Criminal	преступник
Crucial	решающий
Cue	реплика, намёк
Culprit	виновник
Customer	клиент, заказчик

D

Datum	данные
Decade	десятилетие
Decisive	решающий, решительный
Defensive	оборона; оборонительный
Degree	степень; градус
Delicacy	утончённость, деликатность
Delirium	бред
Demand	спрос, требование; требовать
Denounce	осуждать; доносить
Dentistry	стоматология

Denunciation	осуждение; донос
Depict	изображать
Desert	пустыня
Detect	обнаруживать
Determine	определять
Dimension	размер, объём; измерение
Directly	прямо
Disaster	катастрофа, бедствие
Discourage	обескураживать; отговаривать
Discovery	открытие
Dishonor	бесчестье; позорить
Disorder	расстройство, нарушение
Distinguish	различать, отличать
Distort	искажать, искривлять
Distressing	огорчительный
Diverse	вносить разнообразие
Diversity	разнообразие
Dormitory	общежитие
Drag	тормоз, препятствие; тянуть
Drug	лекарство; наркотик

Е

Eclectic	эклектичный, эклектический
Elaborate	разрабатывать; искусно сделанный
Elect	избирать
Elude	избегать, ускользать
Embrace	объятие; обнимать; включать
Emphasis	акцент, ударение
Emphasize	подчёркивать
Encode	кодировать, шифровать
Encompass	окружать; охватывать; заключать
Encourage	ободрять, поощрять
Endeavor	старание; стараться
Endorse	поддерживать; расписываться
Endure	терпеть; длиться
Enfeeble	ослаблять, расслаблять

Engender	порождать
Enterprise	предприятие
Entitle	давать право; озаглавить
Entity	существо, организм
Environment	окружение, окружающая среда
Equipment	оборудование, оснащение
Establish	учреждать, устанавливать
Ethnologist	этнолог
Execute	выполнять, исполнять; казнить
Exemplify	служить примером
Exhaustion	истощение
Existence	существование
Expectation	ожидание; надежда
Explore	исследовать, изучать
Exposure	выставление, разоблачение
Eyewitness	очевидец

F

Failure	провал, неудача
Faint	обморок
Fault	вина; недостаток; ошибка
Favor	благосклонность; польза
Fearful	страшный; робкий, боязливый
Feature	черта; особенность
Fever	лихорадка, жар
Fit	подходить
Flout	попирать, насмехаться
Folly	безрассудство, глупость; каприз
Forbid	запрещать
Foundation	основание
Frontier	граница, предел
Frustration	разочарование, фрустрация
Furious	яростный
Furnishings	обстановка; принадлежность

G

Gadfly	овод, слепень
Gain	выгода; извлекать выгоду
Gambling	азартные игры
Gather	собирать
Gender	род
Gene	ген
Generation	поколение
Genetic	генетический
Genetics	генетика
Glandular	железистый
Govern	управлять
Grasp	хватка; схватывать
Gratification	удовлетворение
Gull	чайка

H

Habit	привычка
Handicap	помеха; чинить препятствия
Handle	рукоятка; обращаться
Hashish	гашиш
Haw	боярышник
Hem	подшивать; окружать
Heritage	наследство, наследие
Herring	сельдь
Hiss	шипение; освистывать
Honor	честь; чтить
Hormonal	гормональный
Hormone	гормон
Hostile	враждебный
Hostility	враждебность
Human	человеческий
Humanistic	гуманистический
Humiliate	унижать
Hypocrite	лицемер

I

Illness	болезнь
Imbalance	дисбаланс
Immediate	немедленный, срочный
Immortal	бессмертный; неувядаемый
Impose	вводить, налагать, облагать
Impostor	обманщик, самозванец
Inadequacy	недостаточность; неполноценность
Inadvertently	нечаянно, неумышленно, невольно
Inappropriate	несоответствующий
Inaugurate	вводить в должность; открывать
Incident	случай, инцидент
Incomplete	незаконченный
Indirectly	косвенно
Induce	убеждать; воздействовать
Inextricably	запутанно, сложно
Influence	влияние; воздействовать
Influential	влиятельный
Ingeniously	изобретательно, остроумно
Inherit	наследовать
Innate	врождённый, природный
Inquiry	справка, запрос
Insane	безумный, сумасшедший
Insanity	психическая болезнь, безумие
Insect	насекомое
Intelligence	ум, интеллект
Intelligent	умный, сообразительный
Interact	взаимодействовать
Interpersonal	межличностный
Intricate	запутанный, сложный
Introversion	замкнутость
Invertebrate	беспозвоночное животное
Invoke	призывать; молить
Involve	вовлекать
Irreducible	предельный, минимальный
Issue	вопрос, проблема; выпуск, номер

J

Jealousy	зависть
Jeer	насмешка; насмехаться
Judge	судья; судить
Judgment	суждение
Jury	жюри, присяжные
Justify	оправдывать

K

Keyboard	клавиатура
Kin	семья; родня; родственники

L

Latter	последний, второй
Laudatory	хвалебный
Layer	слой, пласт; наслаивать; несущка
Likely	вероятно
Limitation	ограничение
Link	связывать
Linkage	связь
Live	живой; прямой
Loath	to be loath to do-не хотеть ничего
Lumberjack	лесоруб

M

Maintain	поддерживать; содержать
Mammal	млекопитающее животное
Manifestation	проявление
Map	составить
Mate	друг; самка, самец; спариваться
Mean-spirited	нежизнерадостный
Mental	умственный; психический
Mill	мельница
Minority	меньшинство
Mob	толпа; нападать, осаждать
Mold	форма; формовать; плесень

Monogamous	моногамный
Mood	настроение
Multitude	множество, масса; толпа
Murder	убийство
Mutilate	увечить, калечить
Mysteriousness	таинственность

N

Natural	натуральный, естественный
Naval	морской, флотский
Neatly	аккуратно
Neglect	пренебрегать
Neuroanatomy	нейроанатомия
Neurochemistry	нейрохимия
Neurophysiology	нейрофизиология
Notion	понятие, представление
Nuclear	атомный, ядерный
Numerous	многочисленный
Nurture	питание, воспитание; питать

O

Obnoxiousness	противность, несносность
Observable	заметный, различимый
Observe	замечать; наблюдать; соблюдать
Observer	наблюдатель
Occasional	случайный
Occupant	житель; квартирант; захватчик
Occur	случаться, происходить
Oddity	странность; странное явление
Offspring	отпрыск
Opportunity	возможность
Origin	происхождение
Outcast	отверженный; изгнанный
Outcome	результат, исход
Outset	начало
Overcome	преодолеть; изнурять, истощать

Overlap	частично совпадать, покрывать
Overt	открытый, явный, очевидный
Overwhelmed	ошеломлённый

P

Paramount	первостепенный
Passion	страсть
Patience	терпение
Pattern	модель, образец, норма
Peck	клевать; клевок
Peculiarly	особенно; своеобразно; странно
Perception	восприятие
Permit	позволять
Personality	личность
Perspective	перспектива; вид; перспективный
Perspicacity	проницательность
Persuasion	убеждение; убедительность
Phenomena	феноменальные явления
Phenomenon	феномен
Physical	физический
Physician	врач
Physiologist	физиолог
Pollute	загрязнять
Predator	хищник
Predecessor	предшественник
Predict	предсказывать
Prediction	предсказание
Pregnant	беременная
Prejudice	предрассудок
Prevent	предотвращать
Prior	прежний; первоочередной
Prison	тюрьма
Process	обрабатывать
Prominent	выдающийся; выступающий
Promiscuous	неразборчивый, распущенный
Property	имущество

Proponent	поборник
Proverb	поговорка
Psychoanalysis	психоанализ
Psychodynamic	психодинамический
Psychological	психологический
Psychologist	психолог
Psychology	психология
Publicity	реклама, огласка
Punishment	наказание
Purpose	цель
Pursue	преследовать; добиваться; продолжать

Q

Quality	качество
Quantitative	количественный
Quest	поиски

R

Raise	поднимать, увеличивать
Random	случайный; наобум, наугад
Range	ассортимент, спектр
Rape	изнасилование; изнасиловать
Rapid	быстрый
Raw	сырой, необработанный
Rebel	мятежник; восставать
Recall	отзыв; память; напоминать
Recognition	признание
Recollection	память, воспоминание
Reduce	сокращать
Refer	ссылаться
Reflect	отражать
Reflection	отражение
Reject	отклонять
Relationship	отношения
Remain	оставаться

Remainder	остаток
Remarkably	замечательно
Reminiscence	воспоминание
Renew	возобновлять
Repercussions	последствия
Representation	изображение, представительство
Repulsion	отвращение
Research	исследование
Researcher	исследователь
Resolve	решимость; решать; разрешать
Restriction	ограничение
Resuscitate	приводить в сознание
Retain	удерживать; сохранять
Reward	награда, вознаграждать
Rigid	жёсткий, негнущийся
Rigorously	строго, сурово
Riot	беспорядки; бесчинствовать
Rush	стремительное движение; торо- пить

S

Sample	образец
Satisfaction	удовлетворение
Satisfactory	удовлетворительный
Satisfy	удовлетворять
Savage	дикарь; дикий; свирепый
Science	наука
Scientific	научный
Scientist	учёный
Search	искать
Seasoning	приправа; выдерживание
Secondary	вторичный; второстепенный
Secure	защищённый; закреплять
Seek	искать
Selection	отбор
Sense	чувство; смысл

Sensitive	чувствительный
Sequence	последовательность; порядок
Shed light	бросать свет на
Shove	толчок; толкать
Shy	застенчивый
Sign	знак; признак; примета
Significant	значительный
Simplification	упрощение
Simulator	имитирующее устройство
Skill	навык, умение
Skillful	искусный, умелый
Slant	точка зрения; косо; искажать
Soberly	трезво; здраво
Social	общественный
Society	общество
Sociobiologist	социобиолог
Sociobiology	социобиология
Solve	решать; разрешать
Soul	душа; воплощение
Source	источник
Span	промежуток времени; перекрывать
Species	вид
Speciously	благовидно
Spider	паук
Spiritual	духовный
Spouse	супруг, супруга
Spread	распространять
Squad	группа, команда, отряд, бригада
Starvation	голод
Stem	ствол; основа; произойти от
Storage	хранение
Store	хранить
Strengthen	усиливать
Strive	стремиться, стараться
Subfields	подраздел
Substance	субстанция; реальность; суть

Subtraction	вычитание
Succession	последовательность
Summon	призывать; вызывать; созывать
Superficially	поверхностно
Superior	старший; превосходящий
Survival	выживание
Survive	выживать
Sustain	поддерживать; выдерживать
Sway	колебание; влияние; качать

T

Target	цель
Teller	рассказчик; кассир
Tension	напряжение
Torture	пытка; пытать
Transfer	перевод, перенос; передавать
Treat	обращаться; лечить
Treatment	обращение; лечение
Tremendous	огромный, громадный
Trial	испытание, проба; пробный
Trigger	спусковой крючок; давать начало
Tumor	опухоль

U

Ultimate	окончательный
Unconscious	бессознательный
Underlie	лежать в основе
Underpay	недоплачивать
Unify	объединять
Unity	единство; сплочённость; согласие
Unjust	несправедливый
Unpredictable	непредсказуемый
Unruly	непокорный, буйный
Urge	стремление; призывать

V

Vague	неопределённый, смутный
Valuable	ценный
Value	ценность
Variable	переменная величина
Variety	разнообразие; множество
Vast	огромный
Vastly	очень, крайне
Victim	жертва
View	вид; видение
Violence	насилие
Violent	насиловственный
Virtual	фактический; виртуальный
Virtue	добродетель; основание
Vital	жизненный; насущный
Vivid	яркий, живой; чёткий, ясный
Volition	воля
Vote	голос; голосовать
Vulgar	простонародный; вульгарный

W

Warn	предупреждать
Web	паутина, сеть
Whiff	дуновение; душок; запах
Wisdom	мудрость
Wish	желание; желать
Withdrawal	снятие; отвод; прекращение
Withstand	устоять, выдержать
Witness	очевидец, свидетель
Worthy	достойный, почтенный

Практикум

Unit I. Introduction to Psychology

I. Case Study

Fast – Track Inc

Background

Fast-Track Inc., based in Boston, US, sells corporate training videos and management training courses. Fast-Track is looking for a new Sales Manager for its subsidiary in Warsaw, Poland. Fast-Track advertised the vacancy only inside the company as it believes in offering career opportunities to its staff.

The subsidiary's recent sales results were poor. Sales revenue was 30% below target. The reasons are:

- Sales representatives are not motivated and staff turnover is high.
- The previous manager had no clear strategy for developing sales in the area.
- Only a few sales contracts were made with client companies' senior managers.

A new appointment

There are three candidates for the position of Sales Manager, Central and Eastern Europe.

They all already work for Fast-Track either in Boston or in Poland. The successful candidate will be based in Warsaw. Here is an extract from the job description for the position.

The successful candidate will be responsible for:

- developing sales, achieving results and increasing customer numbers
- managing the sales team so that it is more motivated, dynamic and effective

He/She will be:

- a natural leader
- energetic, enthusiastic and determined
- confident and outgoing

He/She will have:

- strong sales ability
- organisational and interpersonal skills
- a good academic background and suitable experience
- numeracy skills and the ability to handle administration
- linguistic ability

The position will involve frequent travel throughout the region.

Profiles of the candidates

Joanna Pelc

Polish, aged 30

Education: Finished secondary school.

Diploma in Marketing.

Experience: Has worked for Fast-Track as a sales representative since leaving school. Has a good knowledge of computing.

Achievements: Has had the best sales results of the team during the last five years. She looks after some of the company's most important customers.

Languages: Excellent Polish and Russian. English - good vocabulary but not very fluent.

Interviewer's comments: Very strong personality. Energetic and confident. Sometimes appeared aggressive during the interview. Will she be a good team player?

Robert Kaminsky

Polish, aged 52

Education: University degree (Engineering)

Experience: Wide experience in a variety of industries. Joined Fast-Track five years ago as regional Manager for the south of Poland.

Achievements: Has been fairly successful, increasing sales by 12% over the five-year period.

Languages: Fluent Polish and English.

Interviewer's comments: Very calm and relaxed, he moves and talks slowly. A hard worker. He never leaves the office before seven in the evening. Not creative but happy to get ideas from the creative members of a team. Respected by previous staff. Current staff think he is practical and reliable.

Anna Belinski

German, aged 42

Education: University degree (History)

Experience: Over 15 years as a sales representative in Germany, the US and Poland. Joined Fast-Track a year ago. Has some experience designing websites for companies.

Achievements: A good sales record in all her previous jobs. In her first year with Fast-Track her sales results have been satisfactory.

Languages: Fluent German, English and Polish.

Interviewer's comments: Quiet but knows her own mind. Rather nervous at the interview. Might be good at team building but would probably depend too much on other people. Had some interesting ideas for developing our website. Good at computing and handling figures. Likes administration. Didn't seem to have many ideas about the future of the company.

Task

Work in groups. You are members of the interviewing team. Discuss the strengths and weaknesses of each candidate. Decide who to select for the vacant position. Note down your reasons for your choice. Meet as one group. Discuss your choices. Decide who should fill the vacant position.

Writing

Complete this memo from the head of the interviewing team to the Sales Director of Fast-Track.

Memo

To: Sales Director
From: Head, Interviewing team
Subject: Appointment: Sales Manager,

Central and Eastern Europe We recently interviewed three candidates for this position.

We have decided to appoint ...

I will briefly describe the candidate's strengths and explain the reasons for our decision. ...

II. SUPPLEMENTARY READING

Read this article and answer the questions.

The unspoken rules of career success

I had been to business school, but nothing I had learnt there provided an answer to what I saw in my first working year: I discovered that the person being promoted above others in my organization was not always the most knowledgeable or hardest working. New rules - 'unspoken 10 rules' - seemed to explain the differences between, say, an employee's performance review and the way his or her career actually developed. I realised that I needed to learn these rules fast or risk being left behind.

Here are five of the most important:

1. Understand how you are seen.
2. Ask for and give honest and direct feedback.
3. Play by the rules until you are in a position to change them.
4. Work with, not against, the style of the people you deal with.
5. Don't be a victim of your career - take charge and make your own choices.

1. Choose the alternative that means the same as the word(s) in *italics*.

- a) ... but nothing I had learnt there provided an answer to...
 - i) gave
 - ii) decided
 - iii) removed
- b) ... the person being promoted above others ...
 - i) given a job with the same importance as before
 - ii) given a job with less importance than before
 - iii) given a job with more importance than before
- c) ... unspoken rules ...
 - i) rules that employees did not know about
 - ii) rules that employees knew about but that they never talked about
 - iii) rules that employees knew about and talked about
- d) ... the way his or her career actually developed,
 - i) in fact
 - ii) right now
 - iii) presently
- e) I realised that I needed to learn these rules fast...
 - i) succeeded
 - ii) achieved
 - iii) understood
- f) ... or risk being left behind.
 - i) perhaps not succeed as well as others
 - ii) perhaps not work as hard as others
 - iii) perhaps not leave work when others left work

2. A company employee does these things, a)-e). Match each thing to one of the five unspoken rules in paragraph 2.

- a) I realised that a client had a good sense of humour, so I put some jokes in a proposal that I was writing for him.
- b) I thought I had good dress sense, but one day a colleague told me that my clothes were not suitable for the office.
- c) In a performance review, my manager told me I was not ambitious enough to succeed. And I told her that she was too aggressive.
- d) One day I realised that the company was not growing very fast, so I started looking for a job somewhere else.
- e) When I joined the company, I followed the rules even if I thought they were stupid. Then, when I got promoted, I started to change them.

Over to you

Do you agree with the advice in the article? Why or why not?

III. Additional Test.

Which term matches the definition?

Test 1

1. n. the state of being alone and not wanting to talk to other people

- 1. kinesthesia
- 2. withdrawal
- 3. correlation
- 4. fetish

2. n. a feeling that a particular event has happened before in the same way

- 1. attachment
- 2. déjà vu
- 3. self-esteem
- 4. empathy

3. v. become weak or bad, usually due to natural causes like aging or bacteria

1. decay
2. deprive
3. rehearse
4. identify

4. n. the metaphysical doctrine that there are two substances, i.e., distinct and independent types of being, one material and the other spiritual

1. dualism
2. obedience
3. acquisition
4. abide

5. v. prevent someone or something from reaching something necessary or important

1. inhibit
2. deprive
3. retrieve
4. stimulant

6. n. honesty and the ability to do or know what is morally acceptable

1. hallucination
2. coincidence
3. acrophobia
4. integrity

7. adj. obvious, exact, clear

1. explicit
2. idle
3. valid
4. down-to-earth

8. adj. happening without being planned

1. valid
2. random

3. spontaneous
4. egocentric

9. v. do something for someone in return for a similar behavior

1. reciprocate
2. diverge
3. pacify
4. dissociate

10. n. a quality, either positive or negative, in someone's personality

1. ethnocentrism
2. sociopath
3. delusion
4. trait

Tecr 1

1-2, 2-2, 3-1, 4-1, 5-2, 6-4, 7-1, 8-3, 9-1, 10-4

Unit II. The Evolutionary Approach

I. Case Study

How to select the best candidates - and avoid the worst

Discuss this question: Do people change during their working lives? If so, how?

Investing thousands of pounds in the recruitment and training of each new graduate recruit may be just 'the beginning. Choosing the wrong candidate may leave an organisation paying for years to come.

Few companies will have escaped all of the following failures: people who panic at the first sign of stress; those with long, impressive qualifications who seem incapable of learning; hypochondriacs whose absentee record becomes astonishing; and the unstable person later discovered to be a thief or worse.

Less dramatic, but just as much a problem, is the person who simply does not come up to expectations, who does not quite deliver; who never becomes a high-flyer or even a steady performer; the employee with a fine future behind them.

The first point to bear in mind at the recruitment stage is that people don't change. Intelligence levels decline modestly, but change little over their working life. The same is true of abilities, such as learning languages and handling numbers.

Most people like to think that personality can change, particularly the more negative features such as anxiety, low esteem, impulsiveness or a lack of emotional warmth. But data collected over 50 years gives a clear message: still stable after all these years. Extroverts become slightly less extroverted; the acutely shy appear a little less so, but the fundamentals remain much the same. Personal crises can affect the way we cope with things: we might take up or drop drink, drugs, religion or relaxation techniques, which can have pretty dramatic effects. Skills can be improved, and new

ones introduced, but at rather different rates. People can be groomed for a job. Just as politicians are carefully repackaged through dress, hairstyle and speech specialists, so people can be sent on training courses, diplomas or experimental weekends. But there is a cost to all this which may be more than the price of the course. Better to select for what you actually see rather than attempt to change it.

Read the article again and answer these questions.

1. What types of failures do companies experience, according to the article?
2. What does a fine future behind them mean?
3. What advice does the article give to managers?

In another part of the article (not included here), the writer suggests that selectors should look for three qualities:

a) intelligence and ability b) emotional stability c) conscientiousness.

- 1 Do you agree? Explain your opinion.
- 2 Divide the adjectives below into three groups:
 - Intelligence and ability
 - Emotional stability
 - Conscientiousness

Clever easy-going hard-working moody quick-tempered reliable responsible sharp slow astute bright calm neurotic punctual
What other words can you add?

II. SUPPLEMENTARY READING

Read this article and answer the questions.

Get a life

You have chosen to exchange a regular income for more time. Time to look for a better quality of life, rather than earn money that you don't have time to spend; time to think and work

out how you want to spend the rest of your life. You have decided to downshift. There are ten signs that tell you to downshift. You ...

- always get ill on holiday
- can't recall the last really interesting conversation with your partner
- have started to forget family birthdays
- often bring work home
- live mainly on junk food or ready-made meals
- wake up feeling tired, even at weekends
- have stopped reading books
- have not learned a new skill in years
- spend a fortune on luxuries to make yourself feel better
- think that no one can replace you at work.

How do you score? Score one point 30 for each sign that applies to you.

- No points? Congratulations!
- 1-2 points: You're coping but you may well need to work smarter, not harder.
- 3-7 points: Your health is suffering. It's time to take control, while you still have the energy.
- 8-10 points: You are heading towards trouble. Take tomorrow off and draw up a life plan.

1. Match the words 1-6 from paragraph 1 to the words a)-f) to make expressions.

- | | |
|-------------|--|
| 1. Exchange | a) a better way of living |
| 2. look for | b) money for time |
| 3. earn | c) what to do with the rest of your life |
| 4. spend | d) to live in a more relaxed way |
| 5. work out | e) money |
| 6. decided | f) money |

2. Look at paragraph 2. Number these topics in the order they appear.

- a) family relationships
- b) feeling tired

- c) food
- d) health when you're on holiday
- e) imagining that you are essential at work
- f) learning new things
- g) reading
- h) spending money on things
- i) talking to the person you live with
- j) working when you should be relaxing

Over to you

Do the quiz. How many points did you score? Do you agree with what the quiz says about you? Why or why not?

III. Additional Test.

Which term matches the definition?

Test 2

1. n. the theory which holds that the origin of all knowledge is sense experience; the method of observation and experiment used in the natural sciences

- 1. masochism
- 2. free will
- 3. echolalia
- 4. empiricism

2. adj. that can be applied, practical

- 1. down-to-earth
- 2. laudable
- 3. external
- 4. extrinsic

3. n. a disorder causing people to fall asleep in unusual times like while driving or eating

- 1. anorexia nervosa
- 2. narcolepsy

3. bulimia nervosa
4. delirium

4. adj. behaving in an unexpected way

1. rogue
2. egocentric
3. explicit
4. spontaneous

5. v. make easier; promote; expedite

1. inhibit
2. facilitate
3. reinforce
4. decay

6. v. treat someone unjustly because of his or her political choices, sex, race, religion, etc; spot a difference between two things

1. stimulate
2. discriminate
3. assimilate
4. justify

7. n. disagreement; difference; fighting

1. free will
2. ethnocentrism
3. abide
4. conflict

8. n. two things that happen at the same time without an evident reason

1. kleptomania
2. coincidence
3. threshold
4. incentive

9. n. a relationship between two or more things, actions, or factors

1. hierarchy
2. obsession
3. correlation
4. fecundity

10. adj. very serious

1. bipolar
2. earnest
3. egocentric
4. self-conscious

Тест 2

1-4, 2-1, 3-2, 4-1, 5-2, 6-2, 7-4, 8-2, 9-3, 10-2

Unit III. The Psychodynamic and Behavioral Approaches

I. Case Study

Genova Vending Machines

Genova Vending Machines (GVM) is part of a multinational company, based in Zurich, Switzerland. GVM merged with another company 18 months ago. As a result of the merger, the management:

- cut the workforce by 15%.
- introduced open-plan offices.
- proposed that salary payments and staff recruitment should be done by outside companies instead of by the Human Resources (HR) Department. If this happens, there will be redundancies in the department.

Most staff are now worried about job security and morale is low. In particular, staff in the Human Resources Department complain of being overworked and severely stressed. Absenteeism is high and several staff have recently resigned.

Consultants' findings

The management has asked a group of consultants to study the problems in the HR Department. They have presented a report of their findings.

Space problems

The HR staff do not like the open-plan office. They don't have enough space or privacy. Many of them work in small areas without windows. The office is noisy and staff are often interrupted by colleagues.

Heavy workloads

Because of the redundancies, staff are working harder and longer hours. Also, they have to attend too many meetings and deal with too much paperwork. The company is monitoring their work more closely and controlling them more than ever before.

Pressure from the redundancy process

Since last year the HR staff have had to make many colleagues from other departments redundant. Some of the HR staff involved in this have suffered great emotional strain.

Further staff cuts

There is a new rumour about possible further redundancies. The unions have said that they will recommend strike action if this happens.

The new HR Director

The new Director of HR is extremely unpopular. She doesn't listen to people or try to understand their points of view. She often criticises staff and rarely praises them. She never mixes with staff outside office hours.

Career moves

Several good HR personnel say they will resign unless the situation improves.

TASK

You are members of the group of consultants studying the problems in the HR Department. Work in small groups to discuss these questions.

- Which problems do you think are the most serious?
- What should the management do to solve the problems?

Meet as one group. Work out an action plan to reduce the stress in the HR Department.

Writing

As leader of the Stress Management Team, write a memo to GVM's Managing Director outlining your recommendations for stress management in the company in both the short and long term.

II. SUPPLEMENTARY READING

Read this article and answer the questions.

Long hours, insecurity and low morale

Managers are unhappy about continued change and restructuring in British organisations, which is leading to long working hours, job insecurity and low morale.

That is one of the main findings of a survey published today by the Institute of Management and the University of Manchester Institute of Science and Technology. It aims to follow changes in the quality of working life in corporate Britain over the next five years. This first annual survey found that 82 per cent of UK managers regularly worked more than 40 hours a week. Thirty-eight per cent worked more than 50 hours a week, and 41 per cent said they regularly took work home at weekends.

Workplaces in the 1990s are in a state of constant change. Sixty-one per cent of managers said their organisations carried out a change programme in the past 12 months. The most common forms of change were: cost reduction, redundancies, culture change and performance improvement. Sixty-five per cent of respondents felt that employee morale and job security had decreased, while 50 per cent agreed that motivation and loyalty had been negatively affected.

However, reactions varied according to management level: 79 per cent of junior and 74 per cent of middle managers thought

morale in particular had suffered, compared with 60 per cent of senior managers and only 21 per cent of chief executives and managing directors.

Poor internal communication was one of the key reasons for managers' insecurity. Sixty per cent of junior and middle managers felt they were not kept informed about future strategies in their organisations. Moreover, 40 per cent of junior managers said senior executives were poor communicators.

When asked to indicate how satisfied they were with aspects of their job, managers rated the relationship with their other managers and their boss highest (80 per cent and 64 per cent were satisfied). Workload and recognition for performance were the two aspects causing most dissatisfaction: 36 per cent of managers thought their workload was too heavy and 33 per cent did not think their work was recognised.

Managers at all levels were concerned about not having sufficient time to get work done (64 per cent), lack of resources to do the job effectively (45 per cent), and information overload (42 per cent). Sixty-three per cent said they felt guilty about taking time off when sick.

Another significant finding was that restructuring had left organisations with a mix of skills that were badly suited to their needs. The survey concluded: 'Change management has not generally had its intended consequences, while headcount reduction has negatively affected morale and feelings about job security.'

1. The words 1-9 were used in the questions in the survey.

Match them with their definitions a-i.

- | | |
|------------------|--|
| 1 headcount | a) when companies are reorganised |
| 2 job insecurity | b) the amount of work you have to do |
| 3 loyalty | c) the number of people working in an organisation |
| 4 morale | d) the feeling that other people value what you do |
| 5 motivation | e) when people lose their jobs |
| 6 recognition | f) the feeling that you might lose your job |

- | | |
|-----------------|---|
| 7 redundancies | g) the feeling that your work is necessary |
| 8 restructuring | h) the general feeling of confidence in an organisation |
| 9 workload | i) the feeling that you belong in an organisation and that you want to do the best you can for it |

2. Go through the survey and imagine the questions containing the words below that managers were asked.

The first one has been done for you.

- a) hours / week / work

How many hours a week do you work?

- b) take work home / weekends
- c) your organisation / programme / past 12 months
- d) most common forms / change
- e) morale / motivation decreased
- f) motivation / loyalty / affected
- g) senior executives / communicators
- h) recognition / performance
- i) enough time / do / work given to you
- j) enough resources / do / work given to you
- k) guilty / time off work / sick

3. True or false?

- a) Most managers take work home at weekends.
- b) More senior managers than junior managers think that morale is worse now than before.
- c) More than half of junior managers think that senior managers are bad communicators.
- d) Most managers think relations with their bosses are good.
- e) Most managers think their work is recognised.
- f) Most managers feel they do not have the resources to do their work effectively.

4. Choose the correct alternative.

- a) Change management has
 - i) been a total disaster,

- ii) been a total success,
- iii) not had the effects that were intended.
- b) Reducing the number of people working in some organisations
 - i) has made morale worse.
 - ii) has improved morale.
 - iii) has had no effect on morale.
- c) Following restructuring changes, organisations
 - i) have too many people without skills.
 - ii) have people with the wrong combination of skills.
 - iii) have people with too many skills.

Over to you 1

Have you ever answered questions in a survey? What was it about? What were the questions and how did you answer them?

Over to you 2

Think of a big or small change that has happened recently in your own town, organisation or educational institution. Design a questionnaire with five or ten questions to get people's reactions to the change.

III. Additional Test.

Which term matches the definition?

Test 3

1. n. hidden memory; the origin of experiences that people believe to be original but which are actually based on memories of events they've forgotten
- 1. abide
 - 2. cryptomnesia
 - 3. déjà vu
 - 4. implosion

2. **n. therapeutic technique through which clients are encouraged to imagine the scenes connected with their feelings of anxiety**
 1. agnosia
 2. altruism
 3. intuition
 4. implosion
3. **v. send someone away as a punishment**
 1. dissociate
 2. suppress
 3. banish
 4. socialize
4. **n. an eating disorder characterized by excess control of eating**
 1. obsession
 2. anorexia nervosa
 3. cacophony
 4. withdrawal
5. **adj. relating to how people think, understand, and learn**
 1. explicit
 2. retarded
 3. cognitive
 4. laudable
6. **v. control feelings in order not to show**
 1. suppress
 2. rehearse
 3. discriminate
 4. aversion
7. **adj. relating to scientific methods of dealing with crime**
 1. forensic
 2. bipolar
 3. down-to-earth
 4. earnest

8. n. gradual weakening of intellectual capacity that leads to lack of concern, confusion, and state of unconsciousness

1. empiricism
2. dementia
3. dualism
4. intuition

9. n. unpleasant mixture of sounds

1. cacophony
2. regression
3. coincidence
4. amnesia

10. n. a disagreeable or irrational thought in a person's mind

1. adaptation
2. cryptomnesia
3. obsession
4. echolalia

Tecr 3

1-2, 2-4, 3-3, 4-2, 5-3, 6-1, 7-1, 8-2, 9-1, 10-3

Unit IV. The Cognitive and Humanistic Approaches

I. Case Study

Telephoning: making contact

Correct these telephoning expressions. One or two words are wrong in each expression 1-10. Replace the words that are wrong with the same number of words.

1. Can I talk on Beryl Yang, please?
2. I'll like to speak to Beryl Yang, please.
3. Just a moment. I'm putting you up.
4. Just a moment. I'll join you.
5. Are you Beryl Yang?
6. Beryl Yang talking.
7. Hello. I am Andres Solano, from Solano and Associates.
8. I'm phoning on the proposal you sent us.
9. The reason I'm call is that we want to discuss it further.
10. We've lost your e-mail address. May you give it to me?

Student A is Andres Solano, student B is Beryl Yang and student C is the operator. Role play this telephone conversation, using correct versions of the expressions above.

A: Say hello and say who you want to speak to.

C: Ask A to wait. Then say you will put A through.

A: Thank C.

B: Say hello, but don't give your name.

A: Ask who you are talking to.

B: Give your name.

A: Say why you are calling - about a proposal for a new office building.

B: Say you understand what A is talking about.

A: Say you want to discuss it further.

B: Agree. Say you have lost A's e-mail address. Ask A to give it to you.

Write complete sentences for the reasons people give on the phone for someone not being available. The first one has been done for you.

not at desk	<i>He's/She's not at his/her desk at the moment</i>
meeting holiday out of office	
lunch	
on a course	
take / afternoon off	

Write complete sentences for the things you can say if someone you want to speak to is not available.

message
I call later
ask him/her call me
I send fax. Fax number?
I send e-mail. E-mail address?

II. SUPPLEMENTARY READING

Read this article and answer the questions.

Hard day at home

The report says that offices will exist mainly to provide corporate identity and social interaction. IT departments will need to provide remote access to electronic mail (e-mail) and company information systems. They will need to ensure that people bringing in laptops can easily plug into network resources such as printers. And that there is a policy for fixing or replacing faulty equipment fast.

Companies will also need a strategy for protecting the security of information being carried around or logged in to remotely. Confidential data held on laptops might have to be encrypted.

There are three main approaches to introducing a home/mobile working scheme:

- The property-led approach, which focuses on reducing office space;
- The technology-led approach, which is driven by the ability of technology to change how people work;
- The business-led approach, which employs mobile technologies to improve business performance or to redesign the business process.

The last approach is most likely to bring big benefits because it focuses on productivity improvements. Having selected an approach, Pagoda recommends that companies try flexible working on a carefully chosen pilot group that reflects the whole business.

Generally speaking, home working is most suitable for work carried out alone at a PC or laptop, or for interacting with customers over the phone or by e-mail. The report reveals that up to 80 per cent of an average office employee's tasks are performed alone at a desk and could therefore be carried out anywhere.

Of course, remote working can be less than ideal. While it is easy to write memos on a train, it is more difficult, because of lack of privacy, to talk to customers. Travelling executives say it is 60 stressful to work on the move. Battery life for portables is limited, and laptops and spare batteries are heavy to carry around.

Home-based workers will feel isolated, and managers will be slower to find out about and solve their problems. There is also a number of legal and taxation issues, which companies must solve before encouraging workers to stay at home. Whatever the problems, however, the message of the report is that home and mobile working are here to stay.

1. Find this computer vocabulary which is important in home working.

- a) to get access to a computer system
- b) the company department that deals with computers
- c) a computer that you can carry easily
- d) the computer system in a company that everyone can use

- e) when you can get into a computer system even if you are not in the place where it is.

2. Number this information in the order it appears in the article.

- a) Information on laptop computers may need to be put into code.
- b) Organisations will need to have plans to make sure that information on computers is not available to people who don't have the right to see it.
- c) Offices will exist to give companies an identity and to allow people to meet and discuss things.
- d) Company computer staff will have to find ways of letting employees connect their computers to the company's computer system so that they can use equipment like printers.
- e) Company computer staff will have to find ways of repairing or replacing equipment that doesn't work.
- f) Company computer staff will have to find ways of letting employees look at their e-mail from outside the office.

3. True or false?

- a) There are two ways of starting up a system of people working away from the office.
- b) Eighty per cent of an average employee's time is spent in meetings.
- c) The technology-led approach is the one that will have the most benefits.
- d) When a company chooses an approach, all its employees should follow it immediately.
- e) Home working is good for people dealing with customers by phone or e-mail.

4. What 2-word expression is mentioned in the article to cover working at home and working while you are travelling?

5. Find the adjectives and adjective expressions used in the article to describe these things:

- a) remote working

- b) writing memos on a train
- c) talking to customers on a train
- d) working while travelling
- e) battery life for portables
- f) carrying laptops and spare batteries
- g) home-based workers

6. Does the report say that remote working is a fashion that will pass? (last paragraph)

Over to you 1

Look again at your answers to question 5. Add your own ideas about some of the other disadvantages of working away from the office. Then make a short written or spoken presentation about all these disadvantages.

Over to you 2

People say that you learn a lot about what's going on in an organisation in the canteen or at the coffee machine. Is this true in your organisation? What sorts of things do people talk about?

III. Additional Test.

Which term matches the definition?

Test 4

1. n. inner power that leads you to make your own decision without outside influence

- 1. hallucination
- 2. adaptation
- 3. free will
- 4. trait

2. v. meet other people socially

- 1. replicate
- 2. banish

3. aversion
4. socialize
3. **n. a person presenting socially unacceptable behavior**
 1. kinesthesia
 2. sociopath
 3. threshold
 4. obedience
4. **n. an inability to recognize objects or sometimes even parts of the body**
 1. self-esteem
 2. insight
 3. obedience
 4. agnosia
5. **n. put up with; wait; comply; obey**
 1. temperament
 2. abide
 3. altruism
 4. regression
6. **n. believing something although it is not true**
 1. gaffe
 2. narcolepsy
 3. delusion
 4. hypomania
7. **n. the ability to change behavior to suit new conditions**
 1. adaptation
 2. cohort
 3. delirium
 4. empathy

8. n. the component of your character affecting your moods and behavior

1. delusion
2. coincidence
3. empiricism
4. temperament

9. adj. existing or coming from outside

1. rogue
2. forensic
3. earnest
4. extrinsic

10. v. get something back from where it was left

1. diverge
2. pacify
3. reciprocate
4. retrieve

Тест 4

1-3, 2-4, 3-2, 4-4, 5-2, 6-3, 7-1, 8-4, 9-4, 10-4

Unit V. Psychology Careers: Hot Jobs in Psychology

I. Case Study

Participating in discussions

1. Three advertising agency managers are having a meeting about the problems of keeping their offices in London. Group the expressions a) to h) that they use under the headings 1 to 4.

1. Making suggestions; 2. Giving opinions; 3. Agreeing; 4. Disagreeing.

- a) How about introducing special payments to help younger staff buy a house in London?
- b) I agree with you when you say that London is a very expensive place to live.
- c) I feel that we are not being as productive here as we could be in a quieter place.
- d) I'm convinced that staying in London is absolutely necessary.
- e) I'm not sure I agree. I think with e-mail and the Internet we can have enough contact with the outside world wherever we are.
- f) We could offer to help staff with their travel costs.
- g) What about asking all employees to vote on where they would like the company to be based?
- h) Why don't we offer higher salaries to attract and keep the right people?

2. Work in groups of three. You are one of the directors at the advertising agency meeting in Exercise A above. Your teacher will give you a role card to tell you who you are and what your opinions are. Use appropriate expressions from above, as well as others, to discuss the problems of keeping their offices in London.

Managing Director

- You think you should stay in London despite the cost.
- You will lose touch with the advertising industry and with customers if you go elsewhere.
- You listen to the suggestions about moving out of London but politely disagree with them and say why.

Finance Director

- You are worried about the difficulty of recruiting new people to join the company. Young people cannot afford to live in London on the salaries the agency pays.
- Suggest moving to Newville, a small town about 100 km outside London.
- Talk about how the Internet means that it doesn't matter where the company is based.
- You happen to live in Newville and the move would be very convenient for you (no more commuting).

Human Resources Director

- You accept that the cost of living in London is becoming very high and that it is difficult to pay new recruits enough money to live there.
- But you also think that advertising agencies should stay in London if they want to expand and succeed.
- Personally, you like living in London because of its choice of activities but you realise other people may not.

II. SUPPLEMENTARY READING

Read this article and answer the questions.

The Mercenary Manager

Companies that have warned their workforces to confront the realities of job insecurity and limited careers are finding they have created a new type of mercenary manager prepared to move to the highest bidder, according to a new report. The survey by Ashridge Management Centre says the wave of insecurity

that affected managers during the corporate downsizings of the early 1990s was an unpleasant experience for many, but it has taught them to be more self-centered and independent about their careers.

The backlash for companies, according to Laurence Handy, Ashridge's director of research, is that many managers are now more likely to look elsewhere to further their careers if their current employer is not meeting their expectations. 'They are saying they want something that's interesting, and they want paying for it. You now have a very hard-nosed group of people who have got the message,' he said.

Nearly three-quarters of the 553 managers who responded to the survey said they felt in control of their jobs. 'This is a marked change from previous years' research when the message coming from managers was that they did not feel in control of anything,' said Mr Handy. 'Life has moved on and now managers are flexing their muscles,' he added. 'The pressure is moving over to the other side with the laws of supply and demand and now companies are screaming that they are spending a fortune on headhunters.

'Managers are keeping their options open, says the report. More turn to their partners for career advice than to the personnel specialist or to their immediate boss. Trust in senior management also appears to have declined in some companies. Many of the managers interviewed in the survey complained that fear and threats were the prime motivators in their companies.

1. Match 1-6 with a-f to form expressions from the first paragraph of the article.

- | | |
|--------------|----------------|
| 1 corporate | a) bidder |
| 2 highest | b) careers |
| 3 job | c) downsizings |
| 4 limited | d) experience |
| 5 mercenary | e) insecurity |
| 6 unpleasant | f) manager |

2. Now match the expressions to their meanings.

- a) occasions when companies reduce the number of employees
- b) the person or organisation willing to pay the most for something
- c) a manager who does something for money rather than for other reasons
- d) something that happens to you that is not nice
- e) when you cannot be sure of keeping the same job for long (two expressions)

3. Find:

- a) a noun that means a reaction to something that has negative results.
- b) a noun that means what someone hopes to obtain from something.
- c) a verb that is used to talk about developing your career.
- d) a verb that is used with the answer to b), meaning to satisfy what people hope to obtain.
- e) an adjective that means realistic and demanding.

4. Choose the correct alternative.

- a) A *marked change* in something is
 - i) a big change.
 - ii) a medium-size change.
 - iii) a small change.
- b) If someone flexes their muscles, they
 - i) do not show their real power.
 - ii) do body-building exercises.
 - iii) show how much power they really have.
- c) If you scream something, you say it very
 - i) clearly, ii) loudly, iii) softly.
- d) If you spend a fortune, you spend
 - i) a lot of money, ii) a little money, iii) an average amount of money.
- e) *Headhunters* are

- i) people who collect heads.
- ii) specialised recruiters who look for people to fill top-level jobs,
- iii) the most important hunters in a group.
- f) If you *keep your options open*, you decide to commit yourself to
 - i) something well in advance.
 - ii) something just before it happens.
 - iii) nothing for the moment.
- g) If you *turn to someone for advice*, you
 - i) ask them for advice, ii) refuse their advice, iii) give them advice.

5. 'The pressure is moving over to the other side with the laws of supply and demand'. The pressure to do what? What is the 'other side'? How do the laws of supply and demand apply here?

6. Use the words and phrases separated by slashes and add the missing words to make complete sentences which say the same thing as the last three sentences in the article. Each slash indicates one missing word, and the words in brackets have to be put into their correct grammatical form.

- a) Managers prefer to / their partners / career advice rather / go to someone (specialise) / personnel issues or to / person / work under
- b) Managers' trust / top management also (look) as if / (have) (go) down / some companies
- c) / large number / managers / were (question) in / survey (make) / complaint / fear and threats / what (motivate) people most in / organisations

Over to you 1

Make two lists: one of all the reasons you can think of for wanting to stay in a job and another of reasons for wanting to leave a job.

Over to you 2

Work with a partner. One of you is a headhunter. The other is someone who wants to stay in their job. (You can use your

own job situation or imagine one.) Simulate a phone conversation where the person who is happy in their job tells the headhunter why they do not want to leave. The headhunter tries to make them change their mind, but they resist politely for a few minutes and then end the conversation.

Then change roles. Imagine another job situation. This time the person wants to leave their job, and the headhunter arranges the time for a face-to-face interview. The other person shows interest in the offer, thanks the interviewer and ends the conversation by confirming the time and place of the interview.

If you're working on your own, write some of the dialogue from one of these phone conversations.

III. Additional Test.

Which term matches the definition?

Test 5

1. n. the level at which something starts to happen
 1. correlation
 2. prejudice
 3. libido
 4. threshold

2. adj. being too concerned with what others think about your behavior and appearance
 1. down-to-earth
 2. spontaneous
 3. random
 4. self-conscious

3. n. a feeling of worry or nervousness
 1. masochism
 2. gaffe
 3. libido
 4. anxiety

4. adj. done or chosen without any plan or system

1. random
2. earnest
3. external
4. valid

5. v. practice a play, dance, etc in order to prepare for a performance

1. deprive
2. rehearse
3. suppress
4. pacify

6. adj. from another place, not from inside; (coming or resulting from) outside

1. self-conscious
2. forensic
3. laudable
4. external

7. v. recognize somebody something; (...with) understand someone's feelings or thoughts, feel that you have similar thoughts

1. stimulant
2. condition
3. identify
4. banish

8. n. selfless concern for the happiness and welfare of other people

1. introspection
2. altruism
3. empathy
4. fecundity

9. v. make or become part of a new culture, society, etc.

1. assimilate
2. reinforce

3. dissociate
4. perceive

10. n. a strong, usually sexual interest in something unusual or strange

1. fetish
2. self-esteem
3. introspection
4. hypomania

Тест 5

1-4, 2-4, 3-4, 4-1, 5-2, 6-4, 7-3, 8-2, 9-1, 10-1

Unit VI. The History of Psychometrics: The Study of the Human Mind

I. Case Study

Negotiating: reaching agreement

A businesswoman is talking about a negotiation that she recently took part in. Match the negotiating tips 1 to 7 with the things she says a) to g).

- 1 Be friendly.
 - 2 Prepare carefully before you negotiate.
 - 3 Have a lot of options.
 - 4 Never be the first to make an offer.
 - 5 Ask a lot of questions.
 - 6 Pay attention to the other side's body language.
 - 7 Summarise often the points you agree on.
-
- a) I waited for the other guy to name his price. I didn't tell him what my objective was.
 - b) I asked him exactly what his requirements were, who his current partners were and how long it would take him to reach a decision.
 - c) Every half hour, I tried to say what we had agreed on and what remained to be negotiated.
 - d) Before the negotiations, I spent days working on the figures.
 - e) I knew if he didn't accept my first option, we had two cheaper options to propose.
 - f) When the customer arrived, I asked if he'd had a good flight and offered juice and coffee.
 - g) I asked if that was his final offer and he went red in the face.

Negotiating: dealing with conflict

Correct these negotiating expressions. There is one wrong word in each expression.

Calming down

1. I understand that you're saying.
2. I can see your point of views.
3. Why don't we become back to that later?
4. You don't have to sorry about...

Creating solutions

1. A compromise shall be to ...
2. How around if...
3. Let's look at this other way.
4. Another possible is ...

Closing a negotiation

- 1 Let's see what we've get.
- 2 Can I go on what we've agreed?
- 3 I think that overs everything.
- 4 We's got a deal.

II. SUPPLEMENTARY READING

Read this article and answer the questions.

The stress-free diet

When a friend told Tony Cozzi that diet was the answer to the stress that he and his staff suffered from, he was sceptical. 'Massage, meditation, exercise, all seem likely to reduce stress, but not whether you eat nuts or crisps.'

Despite his scepticism, he went to a nutritionist and signed up the staff for two months of rice, salads, fresh fruit, yoghurts and nuts in place of the usual rolls, crisps, Mars Bars and the like.

The results at ASAP, the design and marketing company Cozzi owns, were miraculous. All the seven staff who took part lost weight; Cozzi started sleeping properly and stopped snapping at everyone. Everyone claims to have more energy, and the number of days when someone is sick has dropped from five a month to one. Only the one individual who went back to his chips and chocolate seems to get sick these days.

'This is a very stressful job,' says Cozzi. 'It's a great place to work and we all love it, but it's deadlines, deadlines, deadlines all the time. Everyone is stretched and when one person goes off sick everyone has to work twice as hard. For some time I'd been looking for ways of helping us all deal with stress better. Now I've found the answer.'

1. List all the types of food mentioned in the article.

2. True or false?

- a) If you suffer from something, it is good for you.
- b) If you are sceptical (line 4) about something, you believe it.
- c) Massage is a type of written communication.
- d) Meditation is when you try to relax by emptying your mind of all thoughts and feelings.
- e) Exercise is what you get when you participate in sport.
- f) Scepticism is the noun related to 'sceptical'.
- g) If you sign someone up to do something, you make an agreement that forces them to do it.

3. Look at paragraph 4. Number the following information about ASAP in the order it appears.

- a) Cozzi believes he has found a way of treating stress among employees.
- b) Cozzi had been looking for a way of treating stress among employees.
- c) Employees have to deal with a lot of time limits for finishing work.
- d) It's a nice place to work.
- e) People at ASAP have to work very hard.
- f) When one person is ill, the others have to work even harder.

Over to you: Should companies try to persuade employees to eat better, take more exercise, etc., or should this be left to individuals? What practical steps can companies take to persuade people to change their behaviour?

III. Additional Test.

Which term matches the definition?

Test 6

1. n. thinking only of oneself without considering any likely harm to others

1. egomaniac
2. déjà vu
3. fecundity
4. integrity

2. n. the state of thinking about a person or subject to an extreme degree

1. prejudice
2. fixation
3. hospice
4. sociopath

3. n. willingness to follow people's orders

1. egomaniac
2. fixation
3. obedience
4. kleptomania

4. n. a speech disorder in which the person improperly and automatically repeats the last words he or she has heard.

1. echolalia
2. agnosia
3. fetish
4. integrity

5. v. make a person or animal behave in a certain way by manipulating the way they think

1. facilitate
2. perceive
3. condition
4. assimilate

6. n. a branch of science that deals with disease and causes of death

1. pathology
2. delirium
3. acrophobia
4. cohort

7. n. the system in which everything is arranged according to their level of importance or power

1. hierarchy
2. insight
3. implosion
4. pathology

8. n. instinctive sex energy

1. cryptomnesia
2. amnesia
3. libido
4. conflict

9. v. a strong dislike for something

1. aversion
2. perceive
3. justify
4. stimulate

10. n. an emotional tie between two people

1. kinesthesia
2. attachment
3. hospice
4. pathology

Тест 6

1-1, 2-2, 3-3, 4-1, 5-3, 6-1, 7-1, 8-3, 9-1, 10-2

Unit VII. Linkages Within Psychology and Beyond

I. Case Study

Doing the right thing

Work in groups. Discuss the ethical questions below.

A different person should lead the discussion of each issue.

1 You have a shortlist of people for the post of Sales Manager. One of the female candidates is clearly the best qualified person for the job. However, you know that some of your best customers would prefer a man. If you appoint a woman you will probably lose some sales. What should you do?

2 Your company, a large multinational, has a new advertising campaign which stresses its honesty, fairness and ethical business behaviour. It has factories in several countries where wages are very low. At present it is paying workers the local market rate. Should you increase their wages?

3 A colleague in a company which tests medical equipment has been making bad mistakes recently at work. This is because she has a serious illness. You are her friend and the only person at work who knows this. She has asked you to keep it a secret. What should you do?

4 You are directors of a potato snack manufacturing company. Research has shown that any price increase causes an immediate dip in sales (although sales recover within six months). It has been suggested that you could maximise your profits by simply reducing the weight of the product in the packets and maintaining the current price. What should you do?

Do you agree with this statement? Give your reasons.

'If we face a recession we should not layoff employees. The company should sacrifice a profit. It's management's risk and management's responsibility. Employees are not guilty; why should they suffer?'

Akio Morita (1921-1999), co-founder of Sony

II. SUPPLEMENTARY READING

Read this article and answer the questions.

HRM: big hat but no cattle?

Managers responsible for personnel matters were asked to rate management-employee relations on a seven-point scale, ranging from very good to very poor. Six different aspects of HRM were analysed:

- the role of the personnel manager
- industrial relations procedures
- payment systems
- work flexibility
- employee involvement
- status of the workforce.

HRM specialists will not like the results.

Systems which link pay to performance of either the individual worker or the individual company have grown rapidly in the past few years. Now a quarter of all workplaces have job evaluation schemes and merit pay. And half have some form of profit sharing or employee share ownership scheme. Yet not one of these systems appears to improve employee-management relations.

HRM workplaces are more likely to treat their manual and non-manual employees in a similar way - the 'single status' policy. We studied seven different aspects of such policies covering, for example, pay, clocking-on, the availability of free or cheap meals, and pensions. On all but one of these indicators of single status, companies which practised them had worse industrial relations than those that did not.

We also studied how union strength and structure influences relations between management and labour. A weak union is the worst of all worlds. Workplaces with strong unions and those without unions both have better relations than workplaces where management simply recognises the union for collective bargaining.

1. Use the expressions from the text to complete the statements. The first one has been done for you.

a) The people who work in a company, apart from the managers, are its workforce

b) are used so that people's pay is organised in a systematic way.

c) When employees agree to do different kinds of work, and to change quickly from one type of work to another, there is

d) If..... are bad in a company, there may be a lot of times when employees stop working and go on strike.

e) When managers ask the opinions of workers before taking decisions, there is

2. Use these words to make two 2-word expressions, one 3-word expression and one 4-word expression. Each word is used once.

employee evaluation job merit ownership pay profit scheme schemes share sharing

Look again at the answers to question 2. Do these things work, according to the study?

The text says that the study looked at seven aspects of a 'single-status' policy. How many are actually mentioned here? What are they?

What 2-word expression is used in the last paragraph to talk about pay negotiations between managers and unions?

According to the study, do workplaces with weak unions have better relations than workplaces with strong unions and workplaces without unions?

Over to you 1

Are you surprised by these findings? Do you think they would apply in your country?

Over to you 2

Look again at your answers to question 2. Use these expressions to talk about your company, or one you would like to join, saying whether these things exist there or not.

III. Additional Test.

Which term matches the definition?

Test 7

1. n. perversion (especially sexual) characterized by enjoyment of one's own abuse and pain

1. masochism
2. withdrawal
3. narcolepsy
4. fetish

2. n. irrational fear of high places

1. acrophobia
2. incentive
3. regression
4. altruism

3. n. assuming that your group is superior to all others

1. gaffe
2. ethnocentrism
3. kleptomania
4. hypomania

4. v. produce or perform something again in exactly the same way

1. deprive
2. reinforce
3. stimulant
4. replicate

5. n. a long or short term loss of memory

1. anxiety
2. attachment
3. amnesia
4. dualism

6. **v. progress or develop in a different direction**
1. banish
 2. aversion
 3. diverge
 4. facilitate
7. **n. knowing something without being able to explain why**
1. denial
 2. cacophony
 3. intuition
 4. correlation
8. **n. something embarrassing**
1. denial
 2. gaffe
 3. delusion
 4. narcolepsy
9. **adj. the quality of being based on logical reasons or proper facts**
1. explicit
 2. self-conscious
 3. idle
 4. valid
10. **v. cause someone to feel interested and excited**
1. rehearse
 2. stimulate
 3. socialize
 4. suppress

Tecr 7

1-1, 2-1, 3-2, 4-4, 5-3, 6-3, 7-3, 8-2, 9-4, 10-2

Unit VIII. The Principles of Psychology

I. Case Study

European Campers

Todd Foster became Marketing Manager of European Campers a year ago. The company, which was founded by Charles Holden, its Chief Executive, is based in Bordeaux, France. It makes and sells camping and outdoor equipment.

Todd, aged 34, is an American with a Master's in Business Administration (MBA). Since Todd joined the company two years ago, profits have risen dramatically and the company is enjoying great success.

Olivier Moyon has three sales areas: France, Spain and Italy. He has been with the company 12 years, and everyone agrees that he is a brilliant salesman. His results are outstanding. In fact, the sales from his areas amount to 24% of the firm's total sales. Unfortunately, however, Olivier is very difficult to manage. Todd cannot control him properly and this is causing problems.

Here are some examples of Olivier's unacceptable behaviour.

- Olivier spends far too much money on entertainment and gifts for his customers. His expenses are much higher than all the other representatives.
- He only sent five sales reports last year instead of sending twelve (one each month).
- He crashed his company car. He blamed bad road conditions, but Todd believes he had drunk too much alcohol.
- He has still not introduced Todd to the biggest buyers in his areas. He says the buyer's are too busy to meet Todd.
- He often does not call back when Todd leaves messages on Olivier's mobile phone.
- He has missed several important meetings, saying that he is unwell or 'feels stressed'.

Two weeks ago, Olivier got a large order from a department store chain for some camping tables and chairs. However, the equipment had to be delivered by the end of the month, at the latest. When he telephoned the Production Manager, Jacques Picard, to arrange delivery of the goods, Jacques told him that he could not produce the goods and deliver them by that date. Olivier became very angry and was extremely rude to him. Jacques complained to Todd about Olivier's behaviour. Jacques explained that a very good customer had also placed an order for some tables and chairs, and this order had to be given priority. Jacques ended the conversation by saying, 'Olivier may be a good salesman, but no one likes him here. He's rude and cares only about himself. He's impossible to work with.'

TASK

1. You are negotiating as either:

- Charles Holden, Chief Executive

(You like both Todd Foster and Olivier Moyon. Olivier is a difficult employee, but you have been friends with him for five years. He is very valuable to the company. You'd like to keep Olivier if possible and to find ways of dealing with the situation.)

or

- Todd Foster, Marketing Manager

(You want Olivier Moyon to leave the company. Try to persuade Charles Holden to let Olivier go. If Charles doesn't agree, try to negotiate a suitable solution to the problem)

You disagree about how to handle the problem with Olivier Moyon. Try to negotiate a suitable solution. Read your role card, prepare for your meeting and then negotiate a solution to the problem.

2. Meet as one group and compare the decisions you have taken. Try to persuade your colleagues that your solution was the best.

WRITING

You are Head of Personnel at European Campers. Write a letter to Olivier Moyon, informing him of the result of the meeting between Charles Holden and Todd Foster.

European Campers
100 avenue de la Republique
33405 Bordeaux

Dear Mr Moyon

I am writing to inform you of the outcome of the recent meeting between Charles Holden and Todd Foster. .

II. SUPPLEMENTARY READING

Read this article and answer the questions.

Winning ways: Does it pay to be competitive in the workplace?

Judging how competitive we should be in today's workplace is one of the most difficult problems for job-starters, according to Sue Cartright, an organizational psychologist. 'We've inherited the values of the eighties, in which individualism and greed were rewarded,' she points out, 'yet the nineties encourage collaboration and cooperation.'

In fact, says Angela Baron of the Institute of Personnel and Development, a surprising number of people damage their career prospects on entering a new office because they misjudge how competitive they should be. There are solutions, however. The first step is to find out about the environment itself,' she suggests. 'Too often, secretarial staff forget that, while you may not be a cut-throat sales person yourself, the chances are that if you are working among them, it's a value likely to spread to the entire office.'

Watch how people work, she advises, because attitudes are not always predictable. For example, increasing numbers of orga-

nisations are attempting to create a non-hierarchical atmosphere. Among these is London-based ad agency St Luke's. 'Nobody has a desk; they can sit and work anywhere,' explains marketing manager Juliet Soskice. 'There's a collaborative atmosphere, with everyone encouraged to put forward ideas.' A secretary trying to prove herself by any means possible would hardly be welcome.

According to organisational psychologist Judy Rose, you're less likely to be competitive if you're female. In fact, new research by Peter York concludes that pushy women don't tend to make it to the top anyway. The study found that in very competitive environments, female staff could be anxious and intense. 'It sounds like a stereotype but research shows women's style tends to be one of cooperation rather than competitiveness,' Rose explains. 'Even as young children, boys are brought up with a focus on competitive sports, whereas girls are brought up to share and play in groups.' This, she believes, puts women at particular risk of being taken advantage of by more merciless colleagues.

Careers adviser Susan Jeffcock disagrees. 'Another recent study by Tuvia Melamid found that most successful female managers exhibited 'macho kick-ass' characteristics. One of the reasons for this difference is that the York research focused on Britain's most successful female chief executives, most of whom are over 40, while Melamid focused on managers who are mostly in their twenties and thirties. This shows how much age has to do with competitiveness the latter group are 1980s children whereas the older women weren't raised with such hard values.'

- 1 What were the work values of the 1980s? And the 1990s and the 2000s? In your experience, which values are 'winning' now?**
- 2 True or false? Correct the false statements.**
 - a) It's easy to know how competitive to be when you start work in a new office.
 - b) You should find out about the environment in order to know how to behave.
 - c) If you work with cut-throat salespeople, this will not affect

you.

- d) Some organisations are non-hierarchical, but their number is not increasing.
- e) One non-hierarchical organisation is St Luke's ad agency.
- f) People at St Luke's have their own offices.
- g) Everybody is encouraged to say what they think at St Luke's.
- h) Assertive, competitive people are welcome at St Luke's.

3 Find adjectives to complete these definitions.

Someone

- a) who is aggressive and determined to succeed is p ____.
- b) who is very worried is a ____.
- c) whose feelings are very strong is i ____.
- d) who is cruel and shows no kindness is m ____.
- e) usually a man, who behaves in a way that shows their strength and lack of concern for feelings is m ____.
- f) who reaches their goals and is admired by others is s ____.

4 Why, according to the text, are boys more competitive than girls? Why does Tuvia Melamid not believe this, at least in relation to women managers? What might explain this difference of opinion?

Over to you 1

You are a journalist working for a business magazine. You interview someone who works in an office very like the one at St Luke's. Find out what the advantages and disadvantages are.

If you are working on your own, write five questions and answers from this interview.

Over to you 2

Can you imagine St Luke's-type working arrangements in your organisation, or one you would like to join? Would it work more easily with companies in particular industries than in others?

Over to you 3

Do you think that men are naturally more competitive than women?

III. Additional Test.

Which term matches the definition?

Test 8

1. **n. the ability to sense the movements of the muscles**
 1. hospice
 2. kinesthesia
 3. empiricism
 4. insight

2. **n. an eating disorder characterized by lack of control**
 1. bulimia nervosa
 2. intuition
 3. conflict
 4. fixation

3. **n. a tempting urge to steal without a specific reason**
 1. sociopath
 2. amnesia
 3. dementia
 4. kleptomania

4. **v. try to make less angry or upset**
 1. socialize
 2. stimulate
 3. pacify
 4. justify

5. **v. make it harder for someone to do something**
 1. discriminate
 2. diverge
 3. inhibit
 4. assimilate

6. adj. deserving admiration

1. random
2. external
3. laudable
4. spontaneous

7. v. introduce a good reason to make others accept your point of view

1. justify
2. reciprocate
3. retrieve
4. condition

8. v. a drug that causing people to feel more energetic and wide awake

1. facilitate
2. discriminate
3. condition
4. stimulant

9. n. creative power

1. trait
2. anorexia nervosa
3. prejudice
4. fecundity

10. n. the process of learning or getting something

1. acquisition
2. adaptation
3. temperament
4. cacophony

Тест 8

1-2, 2-1, 3-4, 4-3, 5-3, 6-3, 7-1, 8-4, 9-4, 10-1

Unit IX. Remember That No One Ever Kicks a Dead Dog

I. Case Study

Slim Gyms

Background

SLIM GYMS owns and operates six health and fitness clubs in Manhattan, New York. The clubs aim to appeal to people of all ages and income groups.

All the clubs have a large gymnasium, with the latest equipment, an aerobics studio, a solarium, a swimming pool, sun decks, a cafe, bar and clubroom. There are always several fitness instructors on hand to advise people and provide them with personalised fitness programmes. A wide range of aerobic and relaxation classes run throughout the day and during the evening. The clubs try to create a friendly atmosphere, organising numerous social activities to bring members together. Three of the clubs are located in areas where large numbers of Spanish, Chinese and Italians live. Slim Gyms recently advertised for a General Manager.

Slim Gyms

General Manager

Required for our chain of Health and Leisure Clubs

- Salary negotiable
- Excellent benefits package

Apply to:

88 Harvey Place 11-C New York NY 10003-1324

The job

- Developing a customer-oriented culture in the organization in the clubs
- Increasing the revenue and profits of the six clubs in Manhattan
- Exploiting new business opportunities
- Liaising with and motivating our team of managers and their staff

- Contributing to marketing plans and strategies

The person

- Dynamic, enthusiastic, flexible
- A strong interest in health and fitness
- A good track record in previous jobs
- The ability to work with people from different cultural backgrounds
- Outstanding communication skills
- A flair for new ideas and sound organisational skills

TASK

You are directors of Slim Gyms. Study the file cards on the four short-listed candidate on the opposite page. Hold a meeting to discuss the strengths and weaknesses of each person. Try to agree on who seems to be the best candidate for the job.

Then come to a final decision who should get the job: Isabella Rosetti, Michael Bolen, Bob Wills or Stephanie Grant.

WRITING

Design a promotional leaflet to increase membership of the six Slim Gyms clubs. It will be sent to various sports goods stores in New York. It will also be included in specialist health and fitness magazines

Name: Stephanie Grant

Age: 30

Marital Status: married, no children

Education: New York University - BSc in Business Administration

Experience: Former swimming champion. Competed at Olympic Games. For last six years, highly successful presenter (children and sports programmes).

Outstanding achievement: Voted Top Sports Personality on a cable TV channel four years ago.

Skills: Exceptional sportswoman.

Personality/appearance: Beautiful, clever and successful. Good sense of humour. On television, handles people well. Presents an image of a caring, sympathetic person.

Comments: 'She'll do anything to get what she wants', wrote one journalist. At 24, she gave up competitive swimming, following rumours of drug-taking. Aptitude test - above average.

Name: Michael Bolen

Age: 36

Marital Status: Married, with three children

Education: Columbia University - Master's degree in Business Administration (MBA)

Experience: Four years with international sports goods manufacturer - Marketing Director Previous experience with a variety of firms (sales, administration). Wants to work for a smaller organisation.

Outstanding achievement: Successful product launch in previous job.

Skills: Numerate and good with computers. Only a few words of Spanish.

Personality/appearance: Forceful, determined, with strong views. Likes to 'keep his distance' from people until he knows them well. According to the letter of reference, 'Some women find him too assertive and cold.'

Comments: Unhappy in present position. He has often changed jobs. Aptitude test - average score.

Name: Isabella Rosetti

Age: 35

Marital Status: Single

Education: Princeton University - Master's degree in Business Administration (MBA)

Experience: Advertising agency for the last eight years. Important position liaising with clients and managing a team of 10 people. Previously worked as Sales Manager in a department store (Chinatown area).

Outstanding achievement: Got a contract with a major advertiser

Skills: Fluent Italian, judo expert, paints.

Personality/appearance: Well dressed and self-confident. Says she is usually successful when she wants to be. Thinks women are better managers than men: They listen more and use their intuition to solve problems.'

Comments: Positive reference, but employer suggested she sometimes took days off work with no good reason. Several good ideas for increasing revenue, e.g. by setting up beauty centres in our clubs. Didn't mention the cost of doing this! Above average score on our aptitude test.

Name: Bob Wills

Age: 40

Marital Status: Single

Education: Park High School

Experience: Twenty years in US army - Physical Fitness Instructor. Travelled all over the world. Left army three years ago. Has taken courses in marketing, management and computing. Over the last two years has run a fitness centre in Lower Manhattan very successfully.

Outstanding achievement: Two decorations for bravery

Skills: Speaks Spanish fluently (his girlfriend is Puerto Rican). Is a successful disc jockey in a downtown club.

Personality/appearance: Correctly dressed in a dark suit, but has tattoos. Sociable, with a lot of friends. Enjoys parties and dancing.

Comments: Believes you should always stick to the rules. Values honesty and reliability. Can be quick-tempered if people are not doing their best. Very enthusiastic with many good ideas. High score on aptitude test.

II. SUPPLEMENTARY READING

Read this article and answer the questions.

Making the most of the midlife crisis

Feeling deeply bored and burnt out? If you are over 30, you may be showing the first signs of a midlife crisis. You could

completely change your career, as did Gauguin, the French painter who gave up his job as a stockbroker to travel the world and paint.

But there are many ways of 'doing a Gauguin'. For some it means going back to university, for others it may be opening a beach bar in the Caribbean or finding a new partner. Those who have the money may take a year off to sail around the world and think about the meaning of life. Whatever the exit, it usually takes courage to find it.

Midlife crises can happen at 31, at 56 or several times during one's life. As well as having a huge personal impact, they can have a significant impact on organisations. At midlife, executives are normally at the peak of their careers and charged with making critical decisions.

Manfred Kets de Vries, professor of management and leadership at Insead business school, Fontainebleau, France, interviewed 200 senior executives from around the world (average age 46) and published a study of what they went through in midlife.

One interviewee, the chief executive of a Swedish newspaper, explained his feelings: 'To my horror, I would begin to disappear emotionally in the middle of presentations ... People would see it. They would become nervous ... their attention would wander ... To this strange state of mind was also added my inability to listen to and function with other people.'

1. Imagine that each paragraph in the article has a heading. Choose the best heading for each paragraph from the list below and number them in the correct order.

- a) A business school professor interviewed 200 senior managers around the world about the midlife crisis
- b) An example of someone in a midlife crisis
- c) Different people have different ideas about what they would do if they had a midlife crisis
- d) Feeling bored may be the first sign of a midlife crisis
- e) Midlife crises can happen at almost any age from early 30s onwards

2. Choose the correct alternative. Then comment on the verb tenses in *italics*.

- a) Feeling deeply bored and burnt out? If you are over 30, you may be showing the first signs of a midlife crisis. This means that it is
 - i) certainly a midlife crisis,
 - ii) possibly a midlife crisis,
 - iii) certainly not a midlife crisis.
- b) Those who have the money may take a year off to sail around the world ... This means that they
 - i) will possibly sail around the world,
 - ii) have permission to sail around the world,
 - iii) will certainly sail around the world.
- c) Midlife crises can happen at 31, at 56 or several times during one's life. As well as having a huge personal impact, they can have a significant impact on organizations. This means that midlife crises
 - i) always happen in the way described,
 - ii) sometimes happen in the way described,
 - iii) never happen in the way described.
- d) 'I would begin to disappear emotionally in the middle of presentations ... People would see it. They would become nervous ... their attention would wander...' This means that people did these things
 - i) never,
 - ii) once,
 - iii) several times.

Over to you

A friend of yours is having a midlife crisis. Which of these things would you recommend, and why?

- sail around the world
- coach (= give advice to) young people in the organisation
- take a job in the same company, but in another country
- do voluntary work (= low-paid or unpaid work with social objectives)
- stay at home for a year, read a lot of books and work on the garden

III. Additional Test.

Which term matches the definition?

Test 9

1. **adj. being less capable in mental tasks than other people of the same age**
 1. retarded
 2. cognitive
 3. forensic
 4. bipolar

2. **v. claim or say that you have no connection with somebody or something**
 1. replicate
 2. decay
 3. retrieve
 4. dissociate

3. **adj. relating to two strong and opposing opinions or elements**
 1. extrinsic
 2. rogue
 3. retarded
 4. bipolar

4. **n. the quality of having belief in your qualities; sense of your own value**
 1. bulimia nervosa
 2. anorexia nervosa
 3. self-esteem
 4. dementia

5. **n. a supporter of someone else, especially a political leader**
 1. agnosia
 2. fixation
 3. cohort
 4. temperament

6. n. the ability to put yourself in other people's shoes, to try to think and feel like them

1. echolalia
2. anxiety
3. empathy
4. acquisition

7. n. deep understanding

1. acquisition
2. cryptomnesia
3. denial
4. insight

8. adj. interested only in oneself

1. idle
2. rogue
3. egocentric
4. cognitive

9. adj. lazy

1. retarded
2. idle
3. extrinsic
4. cognitive

10. n. thinking about your own thoughts and feelings

1. introspection
2. implosion
3. dualism
4. egomaniac

Тест 9

1-1 2-4, 3-4, 4-3, 5-3, 6-3, 7-4, 8-3, 9-2, 10-1

Unit X. The Secret of Socrates

I. Case Study

Profit or principle

Background

Nikos Takakis is the CEO of Livewire, an Australian manufacturer of electrical appliances. During the last three years, his General Manager Carl Thomson, has turned Livewire round from being a loss-making company into a profitable organisation with an exciting range of new products. Both men want the company to grow as fast as possible.

Problems

Valerie Harper is Personal Assistant to Carl Thomson. Valerie joined Livewire just over a year ago. In the beginning she was considered to be an outstanding employee. However, more recently she has been having difficulties working with Carl. They have been seen shouting at each other, and often Valerie appears upset when leaving his office. Nikos has received the following memo.

MEMORANDUM PERSONAL AND CONFIDENTIAL

To	Nikos Takakis
From	Valerie Harper
Date	2 July
Subject	Complaint about Carl Thomson

I would like to make a formal complaint about Carl Thomson's unprofessional behaviour.

1 Mr Thompson has been putting pressure on me to have a personal relationship. When I showed no interest he became aggressive and unpleasant. He gave me too much work, set impossible deadlines, and criticized me in front of the other staff.

2 Mr Thomson gives orders to me rather than polite instructions. He never encourages or praises me. I think he would like to hire a new Personal Assistant who would be more 'friendly' to him.

3 He has frequent long lunches with female staff. He returns to his office late in the afternoon, then expects me to work over-time (unpaid) in the evening.

I feel that unless the situation improves, I shall be unable to continue working for the company.

After receiving the memo, Nikos Takakis decided to consult Carl Thomson's personal file.

Although there was an incident involving a female employee which caused concern. The woman accused Mr Thompson of sexual harassment. There was a court case, but he was found not guilty.

The same day, Nikos Takakis had lunch in the staff canteen. First he spoke to a senior manager, Bob Dexter. Next he overheard a conversation between two female employees.

That evening, Nikos Takakis found out that Carl had advised a friend to buy shares in Livewire just before it announced excellent annual results. The share price rose sharply and the friend made a quick profit.

The next day Joan Knight, Livewire's Marketing Director, sent Nikos a message about an electrically operated can opener, code-named DC01, which Livewire is about to launch.

I read a report in Business Weekly about new products. Rochester Electronics have put a new can opener on the market. It's electronically operated and looks just like our DC01. Yesterday, I took a look at it in our local stores. It's very similar to ours, with just a few modifications to make it look different. This will cost us money. Do you think someone is leaking information to our rival? Or have we just been unlucky? What action do you think we should take?

Task

You are members of Livewire's board of directors. Hold a meeting to discuss these questions.

- What is the best way to deal with the bad relations between Valerie Harper and Carl Thomson?
- What action should you take concerning Carl's behaviour?
- What action should you take concerning the possible leak of information?

Writing Choose one of the tasks below. You are Nikos Takakis.

- 1 Write a letter to Carl Thomson informing him of any action you are taking concerning him, together with your reasons.
- 2 Write a letter to Valerie Harper telling her how you intend to solve her problem.

II. SUPPLEMENTARY READING

Read this article and answer the questions.

Taking away the need to lie

In the bad old days, working mothers had to learn to lie. Returning to work after having a baby, they had to prove that nothing had changed. On those black days when the child was ill or the childminder did not turn up, it was better to pretend to be sick

themselves than to admit to any problem at home. Some people still live like this. But most companies now recognise that employees may have families. They know, in theory at least, that the old way meant their workers were unhappy, stressed out and likely to leave. Yet despite the new family-friendly policies, most companies are still getting it wrong. At one extreme, individual managers consider that any woman who has a family is not serious; at the other, the new militant working mothers behave as if it is their right to put their families first and let their colleagues cover for them.

We need help, and today we are getting some Gary Cooper, professor of organisational psychology at University of Manchester Institute of Science and Technology, is publishing a pamphlet called 'Finding the Balance', containing 10 handy tips on how to balance work and family.

First, Prof Cooper says, you should alert your boss to the idea that you have family to look after. You should spell out how much you like your job and how committed you are. You should plan your approach in advance, thinking about what your employer's likely reaction is going to be. When problems arise you should give your employer an idea of how long it is going to take to sort them out, and maybe offer to take some of the time off as holiday. You should suggest a way around the particular crisis that will allow you both to be at home and get some work done at the same time. When you come back you should try extra hard, and then point out to your employer how being flexible has allowed you to deal with the crisis at home, without your work suffering.

1. Find adjectives that refer to

- a) working mothers who make 'unreasonable' demands (8 letters)
- b) working mothers who are under a lot of pressure (8 letters and 3 letters)
- c) the times when working mothers cannot go to work because their children are ill (5 letters)
- d) the actions that companies take to make it easier for working mothers (6 letters and 8 letters)

2. Are the following statements true or false, according to the writer?

- a) Before, working mothers had to behave as if the situation was exactly the same as before they had children.
- b) Before, working mothers were able to tell their boss and take time off work if their children were ill.
- c) The situation with working mothers that existed before has not changed at all.
- d) Some managers still think that women who have children are not committed to their work.
- e) All working mothers think that their colleagues should replace them when they cannot come to work.

3. Choose the correct alternative.

- a) If you publish a book, brochure, pamphlet, etc., you
 - i) make it available for people to obtain and read.
 - ii) advertise it.
 - iii) force people to buy it.
- b) If you alert someone to something, you
 - i) try to hide it from them,
 - ii) bring their attention to it.
 - iii) talk about it casually.
- c) If you spell something out, you
 - i) give a general outline of it.
 - ii) give the letters of the words in the sentences you are using,
 - iii) make it very clear.
- d) If a problem arises, it
 - i) occurs, ii) is solved, iii) goes away.
- e) If you suggest a way round a problem, you
 - i) tell someone else to solve it.
 - ii) suggest a way of solving it.
 - iii) refuse to deal with it.

4. Which of the following advice to working mothers is *not* given in the last paragraph?

- a) Find a reliable childminder.
- b) Tell your boss how motivated you are towards your work.
- c) When you have problems at home, never offer to take some of

the time off as holiday.

- d) Never try to estimate the time you will need to take off.
- e) Don't try to impress your boss with the amount of work you do after you come back.
- f) When you tell your boss about likely family problems, try to think what they will say.

Over to you 1

Would the advice to working mothers given in the article be useful in your country?

Over to you 2

These are some of the benefits offered to people in US companies. Number them in their order of value from your point of view.

- on-site childcare, and adult daycare for elderly relatives
- on-site primary school
- childcare for sick children
- childcare for employees travelling away on business
- work-family training for managers
- on-site shoe repair, pharmacy, car cleaning
- bring your dog to work
- all employees and their families invited to company-paid cruise or resort trip
- flexible schedules - alternative work arrangements, e.g. job-sharing telecommuting (working from home)

III. Additional Test.

Which term matches the definition?

Test 10

1. a special place where dying people live and are looked after
 1. conflict
 2. obsession

3. hospice
4. incentive
- 2. n. go back to an earlier, less advanced state**
 1. libido
 2. regression
 3. anxiety
 4. threshold
- 3. n. a psychological disorder characterized by over activity and insomnia.**
 1. Hypomania
 2. trait
 3. hierarchy
 4. bulimia nervosa
- 4. n. a brain syndrome in which consciousness is affected and the person is disoriented**
 1. delirium
 2. masochism
 3. free will
 4. déjà vu
- 5. n. refusing to accept an unpleasant truth, usually unconsciously**
 1. denial
 2. pathology
 3. dementia
 4. ethnocentrism
- 6. v. realize; see; sense; be aware of; distinguish; discern**
 1. decay
 2. identify
 3. perceive
 4. replicate

7. **v. make an existing opinion or idea stronger; strengthen**
1. reinforce
 2. identify
 3. reciprocate
 4. inhibit
8. **n. unreasonable dislike of one group over another**
1. integrity
 2. hallucination
 3. prejudice
 4. egomaniac
9. **n. seeing things or people or animals around that are really not there, usually as a result of a psychological disorder**
1. hallucination
 2. acrophobia
 3. attachment
 4. introspection
10. **n. something that can be used to encourage a person to act in a certain way**
1. incentive
 2. cohort
 3. hierarchy
 4. withdrawal

Тест 10

1- 3, 2- 2, 3-1, 4- 1, 5-1, 6- 3, 7- 1, 8-3, 9-1, 10-1

Руководство по изучению дисциплины

Unit 1

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «Introduction to Psychology» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать Vocabulary items.

Приобрести навыки беседы по теме «Introduction to Psychology».

При изучении темы «Introduction to Psychology» необходимо:

1. Читать текст;
2. Выполнить задания;
3. Акцентировать внимание на следующие термины:
 - social conflicts
 - mental processes
 - behavior processes
 - Subfields of Psychology
 - personality psychologists
 - physiological psychologists
 - approaches
 - experimental psychology

Для самооценки темы «Introduction to Psychology»:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «What is psychology?».

Unit 2

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «The Evolutionary Approach» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать Vocabulary items.

Приобрести навыки беседы по теме «The Evolutionary Approach»

При изучении темы «The Evolutionary Approach» необходимо:

1. Читать текст;
2. Выполнить задания;
3. Акцентировать внимание на следующие термины:
 - natural selection
 - evolution
 - natural environment
 - behavior patterns
 - physical characteristics

Для самооценки темы «The Evolutionary Approach»:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «What is the Evolutionary Approach?»

Unit 3

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «The Psychodynamic and Behavioral Approaches» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать Vocabulary items.

Приобрести навыки беседы по теме «The Psychodynamic and Behavioral Approaches»

При изучении темы «The Psychodynamic and Behavioral Approaches» необходимо:

1. Читать текст;
2. Выполнить задания;
3. Акцентировать внимание на следующие термины:
 - an inherited instinct
 - abnormal behavior
 - psychoanalysis
 - human personality
 - raw material
 - the pattern of rewards and punishments
 - psychological research
 - a cognitive-behavioral view
 - overt behavior

Для самооценки темы « The Psychodynamic and Behavioral Approaches»:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «What is the Psychodynamic Approach and What is Behavioral Approach?».

Unit 4

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «The Cognitive and Humanistic Approaches» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать Vocabulary items.

Приобрести навыки беседы по теме «The Cognitive and Humanistic Approaches».

При изучении темы «The Cognitive and Humanistic Approaches» необходимо:

1. Читать текст;
2. Выполнить задания;
3. Акцентировать внимание на следующие термины:
 - the basic elements of consciousness
 - integrated patterns of behavior
 - perceive and process information
 - a multidisciplinary field
 - unconscious conflicts
 - biological forces or rewards and punishments
 - an innate tendency
 - the humanistic perspective
 - unity and diversity
 - stages of the lifespan
 - fundamental assumptions
 - empirical research
 - psychological phenomena

Для самооценки темы « The Cognitive and Humanistic Approaches »:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «What is the Cognitive Approach and What is Humanistic Approach?».

Unit 5

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «Psychology Careers: Hot Jobs in Psychology» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать **Vocabulary items.**

Приобрести навыки беседы по теме «Psychology Careers: Hot Jobs in Psychology»

При изучении темы «Psychology Careers: Hot Jobs in Psychology» необходимо:

1. Читать текст;
2. Выполнить задания;
3. Акцентировать внимание на следующие термины:
 - Human Behavior
 - School Psychologist
 - Genetics Counselor
 - Animal-Assisted Therapist
 - Engineering psychologists
 - Evolutionary psychologists
 - Forensic psychologists
 - Sports psychologists
 - Doctor of Psychology

Для самооценки темы « Psychology Careers: Hot Jobs in Psychology»:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «What are Hot Jobs in Psychology?».

Unit 6

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «The History of Psychometrics: The Study of the Human Mind» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать Vocabulary items.

Приобрести навыки беседы по теме «The History of Psychometrics: The Study of the Human Mind»

При изучении темы «The History of Psychometrics: The Study of the Human Mind» необходимо:

2. Читать текст;
3. Выполнить задания;
4. Акцентировать внимание на следующие термины:
 - Psychometricians
 - Mental Operations.
 - Free Association
 - Human Intelligence
 - Psychometric Testing
 - Bachelor's Degree in Psychology

Для самооценки темы «The History of Psychometrics: The Study of the Human Mind»:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «What is Psychometrics?».

Unit 7

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «Linkages Within Psy-

chology and Beyond» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать **Vocabulary items.**

Уметь правильно переводить в тексте предложения, где употребляются модальные глаголы.

Приобрести навыки беседы по теме «Linkages Within Psychology and Beyond»

При изучении темы «Linkages Within Psychology and Beyond» необходимо:

1. Читать текст;
2. Выполнить задания;
3. Акцентировать внимание на следующие термины:
 - frontiers of interest
 - brain-wave patterns
 - an overarching issue
 - neuroscience
 - chaos theory
 - vital equipment
 - sociocultural variables

Для самооценки темы «Linkages Within Psychology and Beyond»:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «Linkages Within Psychology and Beyond».

Unit 8

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «The Principles of Psychology» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать Vocabulary items.

Приобрести навыки беседы по теме «The Principles of Psychology»

При изучении темы «The Principles of Psychology» необходимо:

1. Читать текст;
2. Выполнить задания;
3. Акцентировать внимание на следующие термины:
 - theory of scholasticism and of common-sense
 - the 'associationist' schools
 - reminiscences
 - volitions
 - pre-existing source of the representations
 - memory's failures
 - Recollective Power
 - the spiritual faculties

Для самооценки темы «The Principles of Psychology»:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «The Principles of Psychology».

Unit 9

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «Remember That No One Ever Kicks a Dead Dog» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать Vocabulary items.

Приобрести навыки беседы по теме «Remember That No One Ever Kicks a Dead Dog»

При изучении темы «Remember That No One Ever Kicks a Dead Dog» необходимо:

1. Читать текст;
2. Выполнить задания;
3. Акцентировать внимание на следующие термины:
 - a feeling of importance
 - to inaugurate as President
 - to be worthy of attention
 - to take huge delight
 - as a hypocrite
 - to accuse smb. of smth.
 - money for scientific expedition
 - to arouse the jealousy and envy
 - unjust criticism.
 - educational circles
 - rough treatment
 - the explorer
 - publicity and acclaim

Для самооценки темы «Remember That No One Ever Kicks a Dead Dog»:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «Remember That No One Ever Kicks a Dead Dog».

Unit 10

Цель изучения: научить студентов лексическим основам чтения специального текста по теме «The Secret of Socrates» и активизировать речевую практику в области данной тематики.

Изучив данную тему, студент должен:

Знать Vocabulary items.

Приобрести навыки беседы по теме «The Secret of Socrates»

При изучении темы «The Secret of Socrates» необходимо:

1. Читать текст;
2. Выполнить задания;
3. Акцентировать внимание на следующие термины:
 - difficult handicap
 - to overcome
 - ill-advised
 - precious pride
 - in the affirmative direction
 - the skilful speaker
 - to be psychologically stupid
 - human relations
 - prospective depositor
 - to be guilty of
 - according to law
 - to carry out
 - «Socratic method».

Для самооценки темы «The Secret of Socrates»:

1. Выполнить задания;
2. Ответить на вопросы по тексту;
3. Рассказать на английском языке как Вы понимаете «The Secret of Socrates».

РАБОЧАЯ ПРОГРАММА ПО КУРСУ «ENGLISH FOR STUDENTS OF PSYCHOLOGY»

№ п/п	ТЕМА	Количество часов
Unit 1		
1	1. Introduction to Psychology	2
2	2. Case Study 1 3. The unspoken rules of career success (Supplementary Reading)	2
Unit 2		
3	1. The Evolutionary Approach	2
4	2. Case Study 2 3. Get a life (Supplementary Reading)	2
Unit 3		
5	1. The Psychodynamic and Behavioral Approaches	2
6	2. Case Study 3 3. Long hours, insecurity and low morale (Supplementary Reading)	2
Unit 4		
7	1. The Cognitive and Humanistic Approaches	2
8	2. Case Study 4 3. Hard day at home (Supplementary Reading)	2
Unit 5		
9	1. Psychology Careers: Hot Jobs in Psychology	2
10	2. Case Study 5 3. The mercenary manager (Supplementary Reading)	2
Unit 6		
11	1. The History of Psychometrics: The Study of the Human Mind	2
12	2. Case Study 6 3. The stress-free diet (Supplementary Reading)	2
Unit 7		
13	1. Linkages Within Psychology and Beyond	2

14	2. Case Study 7 3. HRM: big hat but no cattle? (Supplementary Reading)	2
	Unit 8	
15	1. The Principles of Psychology	2
	2. Case Study 8	
16	3. Winning ways: Does it pay to be competitive in the workplace? (Supplementary Reading)	2
	Unit 9	
17	1. Remember That No One Ever Kicks a Dead Dog	2
	2. Case Study 9	
18	3. Making the most of the midlife crisis (Supplementary Reading)	2
	Unit 10	
19	1. The Secret of Socrates	2
	2. Case Study 10	
20	3. Taking away the need to lie (Supplementary Reading)	2
21	Final Test.	2

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