**Контрольное задание**

**вариант 2**

**TEXT 1**

**Задание 1. Письменный перевод текста**

**attention**

Attention, in psychology, is the concentration of awareness on some phenomenon to the exclusion of other stimuli.

Attention is awareness of the here and now in a focal and perceptive way. For early psychologists, such as Edward Bradford Titchener, attention determined the content of consciousness and influenced the quality of conscious experience. In subsequent years less emphasis was placed on the subjective element of consciousness and more on the behaviour patterns by which attention could be recognized in others. Although human experience is determined by the way people direct their attention, it is evident that they do not have complete control over such direction. There are, for example, times when an individual has difficulty concentrating attention on a task, a conversation, or a set of events. At other times an individual’s attention is “captured” by an unexpected event rather than voluntarily directed toward it.

Attention has to do with the immediate experience of the individual; it is a state of current awareness. There are, of course, myriad events taking place in the world all the time, each impinging upon a person’s senses. There are also events taking place within the body that affect attention, just as there are representations of past events stored in one’s memory but accessible to awareness under appropriate circumstances.

While it might be expected that current awareness is the totality of all those events at any given moment, clearly this is not the case. Within this vast field of potential experiences, an individual focuses upon – or attends to – some limited subset of the whole. This subset constitutes the subjective field of awareness. It is possible to determine the reason for this limitation. Control and coordination of the many inputs and stored experiences and the organization of appropriate patterns of response are the province of the brain. The brain has impressive processing capabilities, but it has a limited capacity. A person cannot consciously experience all the events and information available at any one time. Likewise, it is impossible to initiate, simultaneously, an unlimited number of different actions. The question becomes one of how an appropriate subset of inputs, intermediate processes, and outputs are selected to command attention and engage available resources.

**TEXT 2**

**Задание 2. Устный пересказ текста (на родном или английском языке)**

**applied psychology**

Applied psychology is the use of methods and findings of scientific psychology to solve practical problems of human and animal behaviour and experience. A more precise definition is impossible because the activities of applied psychology range from laboratory experimentation through field studies to direct services for troubled persons.

Early emphases in applied psychology included vocational testing, teaching methods, evaluation of attitudes and morale, performance under stress, propaganda and psychological warfare, rehabilitation, and counseling. Educational psychologists began directing their efforts toward the early identification and discovery of talented persons. Their research complemented the work of counseling psychologists, who sought to help persons clarify and attain their educational, vocational, and personal goals. Concern for the optimum utilization of human resources contributed to the development of industrial-organizational psychology. The development of aviation and space exploration fostered rapid growth in the field of engineering psychology.

In response to society’s concern for treatment of the mentally ill and for development of preventive measures against mental illness, clinical psychology has shown tremendous growth within the broader field of psychology. Psychologists have studied the application and effects of automation, and in developing countries they have helped with the problems of rapid industrialization and human resources planning.

Regardless of applied psychologists’ professional focus, their job description is likely to overlap with those of other areas. The applied psychologist may or may not teach or engage in original research. In addition to drawing on experimental findings gleaned from psychological research, the applied psychologist uses information from many disciplines. The scope of the field is continually broadening as new types of problems arise. Other branches of applied psychology include consumer, school, and community psychology. Prevention and treatment of emotional problems have received a great deal of attention, as have medically related areas such as sports psychology and the psychology of chronic illness.

Psychometrics, or the measurement and evaluation of psychological variables such as personality, aptitude, or performance, is an integral part of applied psychology fields. For example, the clinical psychologist may be interested in measuring the traits of aggressiveness or obsessiveness; the industrial psychologist, work effectiveness under certain conditions of lighting or office design; or the community psychologist, the psychological effects of living in a high crime area.

**TEXT 3**

**Задание 3. Устный пересказ текста (строго на английском языке)**

**Stonehenge**

Stonehenge is a prehistoric stone circle monument, cemetery, and archaeological site located on Salisbury Plain, about 8 miles (13 km) north of Salisbury, Wiltshire, England. It was built in six stages between 3000 and 1520 BCE, during the transition from the Neolithic Period (New Stone Age) to the Bronze Age. As a prehistoric stone circle, it is unique because of its artificially shaped sarsen stones (blocks of Cenozoic silcrete), arranged in post-and-lintel formation, and because of the remote origin of its smaller bluestones (igneous and other rocks) from 100–150 miles (160–240 km) away, in South Wales. The name of the monument probably derives from the Saxon stan-hengen, meaning “stone hanging” or “gallows.” Along with more than 350 nearby monuments and henges (ancient earthworks consisting of a circular bank and ditch), Stonehenge was designated a UNESCO World Heritage site in 1986.

*Speculation and Excavation*

Stonehenge has long been the subject of historical speculation, and ideas about the meaning and significance of the structure continued to develop in the 21st century. English antiquarian John Aubrey in the 17th century and his compatriot archaeologist William Stukeley in the 18th century both believed the structure to be a Druid temple. This idea has been rejected by more-recent scholars, however, as Stonehenge is now understood to have predated by some 2,000 years the Druids recorded by Julius Caesar.

In 1963 American astronomer Gerald Hawkins proposed that Stonehenge had been constructed as a “computer” to predict lunar and solar eclipses; other scientists also attributed astronomical capabilities to the monument. Most of these speculations, too, have been rejected by experts. In 1973 English archaeologist Colin Renfrew hypothesized that Stonehenge was the centre of a confederation of Bronze Age chiefdoms. Other archaeologists, however, have since come to view this part of Salisbury Plain as a point of intersection between adjacent prehistoric territories, serving as a seasonal gathering place during the 4th and 3rd millennia BCE for groups living in the lowlands to the east and west. In 1998 Malagasy archaeologist Ramilisonina proposed that Stonehenge was built as a monument to the ancestral dead, the permanence of its stones representing the eternal afterlife.

In 2008 British archaeologists Tim Darvill and Geoffrey Wainwright suggested – on the basis of the Amesbury Archer, an Early Bronze Age skeleton with a knee injury, excavated 3 miles (5 km) from Stonehenge – that Stonehenge was used in prehistory as a place of healing. However, analysis of human remains from around and within the monument shows no difference from other parts of Britain in terms of the population’s health.

**Задание 4. Беседа по устной теме «My research»**