

Class 3

I. Vocabulary training

Task 1. Complete the dialog choosing corresponding words from the brackets

Reporter: Hello, James. People call you a strong personality. Why do you think that is?

The 1st Prize winner: I think they mean that my (temperament / character) is strong enough (to resist / to avoid) difficulties and hardships of a sportsman life.

Reporter: Is this ability to withstand the difficulties (inherited / independent)? Or you've learnt some (traits / coping strategies)?

The 1st Prize winner: I've come through many challenges such as traumas, victories and defeats, so I've got valuable (patterns / experience). A lot of people and events (influenced / occurred) my personality. I learnt (to encourage / to suppress) my wishes if they contradicted the goal. Finally I've (shaped / got) the character I have.

Reporter: Thank you for the answers. Our readers wish you all the best!

The 1st Prize winner: Thank you, it's mutual

Task 2. Look through the Vocabulary on the topic (Class 1). Make the lists of:

- a) factors that influence and shape the personality;
- b) any things that can express, reflect personality.

Task 3. Differentiate the qualities and abilities between the 5 aspects of the personality development:

Social	Emotional	Cognitive	Moral	Identity

A correct perception of the reality; acceptance of personal appearance; ability to govern the mood; ability to work in a group; compliance with rules and laws; ability to cope with emotions; respect for other people and their rights

Task 4. Make possible word combinations. Sometimes more than one combination may be with the same verb. Make sentences with the highlighted verbs in Continuous tenses.

to occur	emotions of anger and envy
to undergo	person's fears and wishes
to improve	children to be obedient and hardworking
to suppress	with clients
to evaluate	changes
to interact	through behavior and attitude
to encourage	memory by mnemonic exercises
to identify	the test results using psychological scales of assessment
to manifest	in childhood

II. Grammar

Task 5. Put the verbs in brackets into the Continuous tense. Then, ask the question to the words in bold.

a) Present Continuous

1) They (to refer) to **the latest event** in their report right now. 2) The scientist (to modify) the patterns of behavior during the experiment **at the moment**. 3) **We** (to improve) our ability to adapt to the social environment these days. 4) They (to evaluate) **the results** of their intentional efforts to improve perception this month. 5) The child (to manifest) **a strong sense of self** right now. 6) He (not to undergo) significant changes in his attitude towards **education** this year. 7) The teacher (to encourage) **students** to explore their memory for better learning at present.

b) Past Continuous

1) She (to suppress) **her emotions** during the argument yesterday. 2) He (to manifest) unusual behavior **when they met**. 3) They (to discuss) **moral** values during the meeting. 4) We (to encourage) our **friend** to become more self-reliant when she called. 5) The psychologist (to refer) to **genetics** during the presentation. 6) The boy (to interact) with his peers during recess. 7) The program (to improve) the social environment in the neighborhood when we arrived there.

Task 6. Find and correct the mistakes.

1) She is refers to the importance of inherited traits in her study at the moment. 2) They was improving their coping strategies during the workshop. 3) The children is interacting with their peers while playing outside. 4) The psychologist was analyze the participants' response yesterday when they met. 5) He was manifest self-confidence when we talked to him. 6) We were referring to genetics when the teacher is explaining the concept. 7) The program are encouraging children to be independent and self-reliant. 8) The researchers is studying patterns of behavior at the moment. 9) She was suppress her feelings during the argument yesterday. 10) Social medium was influencing young people's perception these days.

Home assignment – Подготовиться к контролю лексики