

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ВІННИЦЬКИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ ІНСТИТУТ**

СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ

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**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ /
FOREIGN LANGUAGE FOR SPECIFIC PURPOSES**

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Ступінь вищої освіти	«бакалавр» /	«bachelor»
Галузь знань	05 «Соціальні та поведінкові науки» /	«Social and Behavioral Studies»
Спеціальність	053 «Психологія» /	«Psychology»
Освітня програма	«Економічна та соціальна психологія» /	«Economic and Social Psychology»

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1. ЗАГАЛЬНІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Методичні рекомендації до самостійної роботи з курсу «Іноземна мова за професійним спрямуванням» призначені для здобувачів освітнього ступеня «бакалавр», які навчаються на спеціальності 053 «Психологія» за освітньо-професійною програмою «Економічна та соціальна психологія».

Самостійна робота здобувачів базується на засадах проблемно-орієнтованого навчання та є засобом самостійного засвоєння здобувачем вищої освіти навчального матеріалу в позааудиторний час, що включений до навчального плану для вивчення дисципліни «Іноземна мова за професійним спрямуванням» або в аудиторії під безпосереднім керівництвом і супроводом викладача. Самостійна робота здобувачів становить 62% часу, відведеного на вивчення освітнього компоненту (ОК).

Вивчення ОК курсу «Іноземна мова за професійним спрямуванням» має на меті сформувати в здобувачів вищої освіти професійні іншомовні компетентності, що сприятимуть їхньому ефективному функціонуванню в полікультурному навчальному та професійному середовищі та стануть запорукою успішної конкурентоспроможності на сучасному ринку праці.

Міждисциплінарні зв'язки: програма упорядкована відповідно до анотації освітньо-професійної програми підготовки бакалаврів, тісно пов'язана з іншими нормативними дисциплінами гуманітарного спрямування, зокрема «Іноземною мовою спеціальності». Дисципліна також дає можливість розширювати фахові знання у процесі оволодіння професійними дисциплінами.

Метою самостійної роботи здобувачів є системне і послідовне засвоєння в повному обсязі навчального матеріалу в межах програми дисципліни «Іноземна мова за професійним спрямуванням» та формування навичок самоорганізації і самоосвіти як здатності здобувати освіту протягом життя, що є невід'ємною передумовою успішності та професійної реалізації сучасного фахівця.

Головними **завданнями** самостійної роботи студентів з курсу «Іноземна мова за професійним спрямуванням» є сформувати вміння планувати власну стратегію навчання, раціонального таймменеджменту, працювати з комп'ютеризованими системами, цифровими джерелами інформації, здійснювати науково-дослідну роботу.

Формами самостійної роботи студентів з ОК «Іноземна мова за професійним спрямуванням» є: самостійна робота в аудиторії під безпосереднім керівництвом викладача і в його присутності; позааудиторна робота, яка здійснюється здобувачем самостійно, без викладача, але під його загальним керівництвом і контролем, у т.ч. дистанційно.

2. ОБСЯГ ОСВІТНЬОГО КОМПОНЕНТУ В КРЕДИТАХ ТА ЙОГО РОЗПОДІЛ (ТЕМАТИЧНИЙ ПЛАН)

Назва теми	Кількість годин			Форми контролю	Бальна система
	Усього годин/кредитів	з них			
		практичні заняття	СРС		
1	2	4	5	6	
I семестр					
Unit1. The Growth of psychology. The Noun. The Article.	28	14	14		14
1. Psychology disciplines. Formation of nouns. Classification of nouns.	4	2	2	РМГ	1
2. Goals of Psychology. The Category of Number. Countable and uncountable nouns	4	2	2	УО,Т	3
3. Major historical figures in psychology. Regular plurals. Compounds. Irregular plurals.	4	2	2	УТ	2
4. Theoretical approaches to describing behavior. Singularia tantum. Pluralia tantum nouns. Invariable nouns.	4	2	2	Д, УД	3
5. Branches of psychology. Category of Case. Possesive case, of-phrases.	4	2	2	РМГ	1
6. A variety of research methods used by psychologists. The Article. Kinds of Articles.	4	2	2	УО	1
7. Ethical guidelines. Use of articles with set expressions.	4	2	2	В,Т	3
Unit 2. Biopsychology. The Pronoun	24	14	10		14
8. Neural communication. Classification of pronouns.	3	2	1	В,Т	3
9. The nervous system and endocrine system. Personal and possessive pronouns.	3	2	1	ПЗ	2
10. Parts of the brain. Reflexive pronouns.	3	2	1	УО	1
11. The limbic system and other brain areas. Reciprocal pronouns.	3	2	1	В, РМГ	2
12. Brain imaging. Interrogative pronouns.	4	2	2	В,Т	3
13. Nature and nurture. Demonstrative pronouns.	4	2	2	РМГ	1
14. Gene-environment interactions. Indefinite and negative pronouns. Pronouns: <i>some, any, all, most, no, none of</i> . Defining pronouns. <i>Both, either, neither; each, every</i> .	4	2	2	УТ	2

Unit 3. State of Consciousness. The Adjective.	24	14	10		14
15. Consciousness and biological rhythms. Adjectives with nouns.	3	2	1	В	1
16. Sleep and sleep stages. Adjectives with verbs.	3	2	1	ПЗ	2
17. Dreams and dreaming. -ed and -ing forms of the Adjectives.	3	2	1	PMГ,УД	2
18. Sleep problems and disorders. Order of adjectives; stronger and weaker meanings.	3	2	1	В, Т	3
19. Drugs and consciousness. Degrees of comparison of adjectives.	4	2	2	УО, ПЗ	3
20. Hypnosis and meditation. Comparative and superlative forms of adjectives.	4	2	2	УТ	2
21. Cognitive psychology domain. Comparative structures: <i>as...as, not so..as, the more...the less, the same as</i> with adjectives. The structures: <i>the+ comparative, so and such, enough and too</i> with adjectives.	4	2	2	УД	1
Unit 4. Sensation and Perception. The Adverb. The Numeral.	24	14	10		14
22. Sensation and perception. Word order.	3	2	1	В	1
23. Vision. Adverb. Types of averb.	3	2	1	PMГ, УД	2
24. Hearing. Adverbs of frequency, time, place and manner.	3	2	1	П	2
25. Taste and smell. Adverbs of probability, degree, and completeness.	3	2	1	В,Т	3
26. Touch and pain. Connecting adverbs (<i>so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even</i>). Comparison of adverbs.Adverbs of degree: <i>quite – rather</i> .	4	2	2	ПЗ	2
27. The vestibular sense. The Numeral. Cardinal numerals. Ordinal numerals.	4	2	2	УТ	2
28. Perception. Illusions. Fractions. Expressing quantity, reading figures. Telling the time, dates, telephone numbers, addresses.	4	2	2	Д	2
Unit 5. Thinking and Intelligence. The Sentence. Questions, negatives and answers.	25	14	11		15
29. What Is Cognition? The Sentence. Simple / compound/ complex, extended/ unextended sentences.	3	2	1	PMГ	1
30. Solving problems. The Subject. The Predicate. The Object	3	2	1	В, Т	3
31. Language and language use. The Attribute.	3	2	1	PMГ,ПЗ	3
32. Language and language use. The Adverbial Modifier.	4	2	2	УД	1

33. Intelligence and creativity. Word order in statements. Questions, negatives and answers. Yes/No questions. Wh-questions. Subject/object questions.	4	2	2	ПЗ	2
34. Measures of intelligence. Prepositions in wh-questions. Negative statements.	4	2	2	УТ	2
35. The Source of intelligence. Negative questions. Question tags. Alternative Questions. Disjunctive Questions.	4	2	2	В, Т	3
Unit 6. Memory. The Verb. Present Tense Forms.	25	14	11		14
36. How does memory work? Regular verbs and Irregular verbs.	4	2	2	УО	1
37. Three stages of the learning/memory process: encoding, storage, and retrieval State verbs and event verbs.	4	2	2	ПЗ	2
38. Types of long-term memory: episodic, semantic, procedural. Time, tense and aspect. <i>Be, have and have got.</i>	4	2	2	РМГ	1
39. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Present Simple (Indefinite).	4	2	2	УТ	2
40. Forgetting. Present Continuous (Progressive).	3	2	1	В,Т	3
41. Ways to enhance memory. Present Perfect and Present Perfect Continuous.	3	2	1	П, В	3
42. Memory in the digital world. Present Perfect and Present Perfect Continuous.	3	2	1	ПЗ	2
Індивідуальні завдання	30		30	ІЗ	15
Разом за І семестр	180/6	84	96		100
Підсумковий контроль – екзамен					
ІІ семестр					
Unit 1. Personality. Past Forms.	28	14	14		14
1. What is personality? Past Simple (Indefinite).	4	2	2	РМГ	1
2. Personality theories in psychology. Past Continuous (Progressive).	4	2	2	УО,Т	3
3. Types of personality in psychology. Interrupted past action.	4	2	2	УТ	2
4. Personality traits. Past Habitual: <i>used to. Have gone to / have been to / have been in.</i>	4	2	2	Д, УД	3
5. Cultural understandings of personality. Past Perfect.	4	2	2	РМГ	1
6. Personality assessment. Past Perfect Continuous.	4	2	2	УО	1
7. Personality development. Sequence of Tenses.	4	2	2	В,Т	3
Unit 2. Emotions and Motivation. Future Forms. Other ways of expressing future.	24	14	10		14
8. Emotions. Major theories of emotion. Future Simple/ Be Going to.	3	2	1	В,Т	3

9. Classification of emotions. Future Simple/ Present Continuous. Future Continuous.	3	2	1	ПЗ	2
10. Basic and complex emotions. Future Perfect. Future Perfect Continuous.	3	2	1	УО	1
11. What is emotional intelligence. Future time words + Present Simple.	3	2	1	В, РМГ	2
12. Benefits of understanding emotions. Future time words + Present Simple.	4	2	2	В,Т	3
13. Motivated behaviour. Offers, promises, requests. Arrangements	4	2	2	РМГ	1
14. Social motivation. Constructions: <i>be about + infinitive, be on the point + -ing form, be due to + infinitive</i>	4	2	2	УТ	2
Unit 3. Social Psychology. Modals	24	14	10		14
15. Social psychology and influences on behavior Prohibition (<i>mustn't – can't</i>). Logical assumption (<i>must – can't/ couldn't</i>).	3	2	1	В	1
16. Social norms and scripts Probability (<i>should/ ought</i>). Possibility (<i>can - could/ may - might</i>).	3	2	1	ПЗ	2
17. Attitudes and persuasion Permission (<i>can/ could/ may /might</i>). Request (<i>can/ could/ will/ would/ may/ might</i>).	3	2	1	РМГ,УД	2
18. Group behavior Offers (<i>I'll/ shall/ can/ could</i>).	3	2	1	В, Т	3
19. The bystander effect and altruism Suggestions (<i>shall/ can/ could</i>). Advice (<i>should/ ought to/ must</i>).	4	2	2	УО, ПЗ	3
20. Attraction and love Criticism (<i>should/ ought to</i>). Promise (<i>will</i>).	4	2	2	УТ	2
21. Prejudice and discrimination. Aggression Expressions similar to modal verbs.	4	2	2	УД	1
Unit 4. Industrial-Organizational PsychologyThe Passive voice.	24	14	10		14
22. Industrial-organizational psychology. Transformation from Active to Passive.	3	2	1	В	1
23. Selecting employees. Personal/ impersonal constructions	3	2	1	РМГ, УД	2
24. Job satisfaction. Special passive constructions.	3	2	1	П	2
25. Leadership and organization. <i>Have something done. Get something done.</i>	3	2	1	В,Т	3
26. Human factors psychology and workplace design. <i>Have something done. Get something done.</i>	4	2	2	ПЗ	2
27. Mental and physical health domain. <i>To be done/ being done.</i>	4	2	2	УТ	2
28. Mental and physical health domain. <i>To be done/ being done.</i>	4	2	2	Д	2
Unit 5. Economic Psychology. Sequence of Tenses. Conditionals.	25	14	11		15
29. Introduction to economic psychology. Direct speech and reported speech.	3	2	1	РМГ	1

30. Research methods for economic psychology. Present and future conditionals.	3	2	1	В, Т	3
31. The psychological meaning of money. Unlikely/ unreal conditions.	3	2	1	РМГ, ПЗ	3
32. Saving behaviour. Past conditionals. Mixed conditionals. <i>I wish, if only, it's time.</i>	4	2	2	УД	1
33. Volunteer organizations: motivating with awards. Time clauses. Clauses of result. Clauses of reason. Clauses of purpose.	4	2	2	ПЗ	2
34. Economic socialization: childhood, adolescence, and early adulthood.	4	2	2	УТ	2
35. Life satisfaction and emotional well-being: psychological, economic and social factors.	4	2	2	В, Т	3
Unit 6. Stress, Lifestyle, and Health Non-finite forms of the Verb.	25	14	11		14
36. Why it matters: stress, lifestyle, and health. The Infinitive. Forms of the Infinitive and their meaning.	4	2	2	УО	1
37. What is stress? The Objective infinitive complex.	4	2	2	ПЗ	2
38. Regulating stress. The Subjective infinitive complex.	4	2	2	РМГ	1
39. Job burnout: how to spot it and take action. Participle 1.	4	2	2	УТ	2
40. Social support and stress reduction. Participle II.	3	2	1	В, Т	3
41. The pursuit of happiness. Forms of Gerund and its Features.	3	2	1	П, В	3
42. Positive psychology. Forms of Gerund and its Features.	3	2	1	ПЗ	2
Індивідуальні завдання	30		30	ІЗ	15
Разом за II семестр	180/6	84	96		
Підсумковий контроль - екзамен					
Усього	360/12	168	192		100
Перелік навчальних робіт та оцінка їх у балах: В – відповідь на практичних заняттях – 1 бал. УД – участь у дискусії – 1 бал. КТ – комп'ютерне тестування – 1 бал. К – кейс-стаді – 2 бали. РМГ – робота в малих групах – 1 бал. Д – доповідь – 2 бали. П – презентація – 2 бали. К – створення кейсу – 3 бали. П – презентація – 2 бали. УО – усне опитування – 1 бал. УТ – усна тема – 2 бали. Т – тестування – 2 бали. ПЗ – письмові завдання – 2 бали. ОН – онлайн навчання – 1 бал. ІЗ - Індивідуальні завдання – 15 балів: (Курси на платформі Prometheus по 2,5 бали за кожен. (2 онлайн курси) Участь у наукових заходах – 10 балів) Загальна сума за поточну навчальну роботу (аудиторну та самостійну) за семестр – 100 балів.					

3. МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ВИВЧЕННЯ КОНКРЕТНИХ ТЕМ

I семестр

Unit 1. The Growth of psychology.

The Noun. The Article

Psychology disciplines. Goals of Psychology. Major historical figures in psychology. Theoretical approaches to describing behavior. Branches of psychology. A variety of research methods used by psychologists. Ethical guidelines.

The Noun. Formation of nouns. Classification of nouns. The Category of Number. Countable and uncountable nouns. Regular plurals. Compounds. Irregular plurals. Singularia tantum nouns. Pluralia tantum nouns. Invariable nouns. The Category of Case. Possessive case, of-phrases. **The Article.** Use of articles with common nouns. Use of articles with nouns of material and abstract nouns. Use of articles with proper nouns (geographical names, names of places, buildings, public organizations, etc., names of persons). Special difficulties in the use of articles (names of month and days, seasons, meals, languages). Use of articles with set expressions.

Питання до самостійного вивчення

Questions for self-study:

What is growth in psychology?
How has psychology improved over time?
What did psychology grow out of?
What are the 5 goals of psychology?
What is the goal of a psychological theory?
What are the 18 branches of psychology?
What are the various research methods used by psychologists?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 6.

Recommended materials: 8, 10, 11, 12, 14, 16, 24.

Internet sources: 31

Перелік індивідуальних завдань

List of individual tasks:

1. List of Vocabulary

adulthood — дорослий, зрілий вік
to administer — керувати, надавати допомогу
to affect — здійснювати вплив
agerelated — пов'язаний з віком
anxiety — тривога, неспокій
attempt — спроба
attitude — ставлення

to assess — дати оцінку
behaviour — поведінка
capability — здібність
to conduct — керувати, проводити, поводитись
conscious — свідомий
consistency — послідовність, узгодженість
damage — збиток, ураження, дефект
to differ — відрізнятися
disabled — покалічений, немічний
discipline — галузь, наука
disorder — розлад
diverse — розмаїтий, різноманітний
to emerge — з'явитися, виникнути
emergency — непередбачений випадок, невідкладна допомога
to explore — досліджувати
fertile — плідний, багатий, сприятливий
flexible — гнучкий
to flourish — процвітати, бути у розквіті
halfway house — придорожній готель
to handle — контролювати, керувати
to identify — визначати, встановлювати
to influence smb / to have an influence on smb — здійснювати вплив
intricate — заплутаний, складний
to investigate — досліджувати
life span — тривалість життя
morale — моральний стан, дух
numerous — численний
observable — помітний, що піддається спостереженню
perception — сприйняття
to prevent — відвернути, попередити
province — сфера діяльності
to reason — мислити, роздумувати, переконувати
receptor — рецептор, орган чуття
research — дослідження
sensation — відчуття
shared — набутий
significance — важливість
species — вид, рід, порода
to staff — забезпечувати персоналом
stringently — достеменно, переконливо
to untangle — розплутувати
urge — стимул, інстинкт, домагання
various — різноманітний
violence — жорстокість, насилля
vision — бачення
visual — видимий, візуальний
wideranging — широкодіапазонний

2. Read the text

THE GROWTH OF PSYCHOLOGY

It has been more than a hundred years since psychology broke away from philosophy and physiology to emerge as a separate discipline. In the past century this young and fertile area of study has undergone a series of expansions in subject matter as well as in research methods. During this period even the basic nature of psychology has been at issue: Is it the study of conscious experience? The study of unconscious processes? The study of individual differences, or of observable behaviour? As we will discover when we examine a few of these basic ideas, these differences of opinion have contributed to the tremendous growth of psychology.

Psychology as the Study of Conscious Experience

Psychology had its formal beginnings in Leipzig, Germany, where Wilhelm Wundt founded the first psychological laboratory in 1879. Wundt is considered the first psychologist. He stringently limited the subject to the study of conscious experience. Wundt believed that all our conscious experiences are merely intricate combinations of elemental sensations — that is, intellectual towers made of sensory building blocks. Wundt attempted to use introspection to find the basic sensations. He also tried to discover the principles by which those sensations combine to become conscious experience.

Psychology as the Study of Unconscious Processes

For Sigmund Freud conscious experiences were only the tip of the iceberg. Beneath the surface, he believed, lay primitive biological urges that seek expression but are in conflict with the requirements of society and morality. According to Freud, these unconscious motivations and conflicts are powerful influences on our conscious thoughts and actions; they thus are responsible for much human behaviour.

Psychology Today

Psychology's roots can be traced back to ancient Greece and to speculations about the nature of sensation, perception, reason, emotion, dreams, and memory. Developments in many countries over many years have contributed to the modern science of psychology, which now flourishes around the world: in Germany, where Wundt established his laboratory; in England, where Galton worked; in Russia, where Pavlov discovered the conditioned reflex; in Japan, where the discipline is still relatively new; and in numerous other countries. Psychology has gained wide public acceptance in the United States. While American psychology still dominates the world scene, several other countries have proportionately as many psychologists as the United States. These countries include Spain, Finland, Israel, the Netherlands, Belgium, and Denmark.

Fields of Specialization

Experimental psychology investigates basic behavioural processes that are shared by various species. Experimental psychologists have sought answers to such questions as: What is the basis for love between mother and baby? Can animals reason? What is the role of the brain in memory? How do visual experiences during infancy affect later vision? They are also interested in how species are interrelated and in the significance

of certain behaviour. Researchers in the fields of physiological psychology or neuropsychology attempt to untangle the connections between the nervous and endocrine systems and behaviour. There has been a recent explosion of interest in the way that the brain works. The researchers in this area, which is called neuroscience, investigate the workings of sensory systems, the effects of brain damage on behaviour, and the effects of various brain chemicals on psychological phenomena such as memory, pain, and motivation.

Psychologists who specialize in psychopharmacology study the relationship between drugs and behaviour. Other psychopharmacologists explore the connection between psychopharmacology and various mental disorders. Much of this research is directed at identifying drugs that affect specific receptors in the brain — receptors that may be involved in such problems as pain, anxiety, depression, memory loss, and schizophrenia. All aspects of behavioural development over the entire life span are the concern of developmental psychology. Every psychological concept — learning, memory, motivation, perception, personality, thinking, and so on — can be examined from the standpoint of its change and development through life. Some developmental psychologists specialize in studying the capabilities of the newborn infant. Others concern themselves with the development of these capabilities in the child, and still others focus on changes through adulthood. There has been increasing interest in the developmental tasks connected with aging, and the past decade has seen the rapid growth of a lifespan developmental psychology, which focuses on age-related behavioural change from birth to death.

The study of the relation between personality and behaviour is an example of research in personality psychology, a field in which individual differences in behaviour are studied. Such differences reflect the fact that not all people react the same way in the same situation, and personality psychologists attempt to explain why this is so. They also try to discover why people tend to behave in a fairly consistent manner in various situations. It is this combination of differences among individuals and consistency within individuals that creates personality, so that each of us is known for having a specific set of characteristics, our own ways of behaving, of getting along in the world, and of interacting with others.

Attempts to assess the connection between violence in the mass media and aggressive behaviour are typical of the sort of research done in the field of social psychology, which is concerned with the behaviour of people in groups. Social psychologists are especially interested in the influence of other people on the individual. They study the ways in which interpersonal relationships develop. They want to know who likes whom — and why. They are interested in the attitudes that people have toward social issues and in the way those attitudes are formed and changed by society. They also want to know how those attitudes affect our thought processes.

Social psychology has become an extremely wideranging field of psychology. Among the topics studied are friendship formation, romantic attraction, perception of other people, social influence, behaviour in groups, bargaining, and conflict.

Educational and School Psychology investigates all the psychological aspects of the learning process. At just one professional conference, educational psychologists

presented research on creative thinking in fifth graders, gender differences in mathematical ability, television's effect on study habits, anxiety in education, teachers' effects on students' behaviour, the identification of gifted children, attention in learning disabled children, and a host of other topics.

Most educational psychologists work in colleges or universities, where they conduct research and train teachers and psychologists. A few work on curriculum development, materials, and procedures for schools, and in government agencies, business, and the military. Educational psychology differs considerably from school psychology.

Most school psychologists work in elementary and secondary schools, where they assess children with learning or emotional problems and work out ways for parents and teachers to help them. School psychologists also administer personality, intelligence, and achievement tests in the schools.

The workings of personnel departments and the factors that influence job selection are among the topics considered in industrial psychology, in which the relationship between people and their jobs is studied. Psychologists have given increasing attention to the conditions and effects of employment. They investigate employee morale, job-related stress, the qualities that make a good boss, how to enrich jobs, and ways to make working hours more flexible.

The study, diagnosis, and treatment of abnormal behaviour are the province of clinical psychology. Clinical psychologists have developed diverse ways of treating various disorders. In studying the basis of any disorder, they look for possible biological, biochemical, educational, and environmental causes. Some clinical psychologists who practice community psychology have the primary aim of preventing mental disorders. Their ultimate goal is to change the aspects of the environment that lead to disorder; they can be found in outpatient clinics, advising community workers on how to handle psychological problems, staffing emergency services, and supervising halfway houses and hotlines.

Task 3. Answer the questions on the text:

1. What is the contribution of Wilhelm Wundt into the psychological science?
2. How did Sigmund Freud's views on consciousness differ from those of Wilhelm Wundt?
3. How much popular has psychology become nowadays?
4. What are the scientists in the field of experimental psychology interested in?
5. Whose sphere of investigation is the workings of sensory systems, the effects of brain damage on behaviour?
6. What does personality psychology try to discover?
7. Why has social psychology become an extremely wideranging field of psychology lately?
8. What are the differences between educational and school psychology?
9. What other branches of psychological science have developed recently? What are their topics of research?

Task 4. Translate essential word phrases

Відділитися від філософії; розширити предмет дослідження; внести вклад у розвиток психології; вмотивована реакція; біологічний інстинкт; запити суспільства; роздуми про природу відчуттів; некерований мотив; умовний рефлекс; отримати громадське визнання; домінувати на світовій арені; зв'язок між нервовою та ендокринною системами; досліджувати роботу сенсорної системи; розумові розлади; втрата пам'яті; вікові зміни у поведінці; соціальні події; розвиток міжособистісних стосунків; процеси мислення; конфлікти та їх залагодження; творче мислення; гендерні відмінності; обдаровані діти; проводити дослідження / тестування; приділяти увагу; збільшити кількість робочих місць; гнучкий графік роботи; першочергове завдання; кінцева мета; амбулаторна клініка; девіантна поведінка; надавати консультативну допомогу телефоном.

Task 5. Complete the following sentences:

1. Wundt stringently limited the subject to the study of
2. According to Freud, our conscious thoughts and actions are influenced by
3. The researchers in physiological psychology or neuropsychology investigate the working
4. Developmental psychologists specialize in
5. A field in which individual differences in behaviour are studied is
6. Social psychologists are especially interested in
7. Industrial psychology deals with
8. Experimental psychologists have sought answers to such questions as
9. Clinical psychologists have developed diverse ways of
10. School psychologists also administer.....

Task 6. Match SPECIALISTS with their PRIMARY ACTIVITIES

SPECIALISTS	PRIMARY ACTIVITIES
1 Clinical psychologist	a Studies how people influence one another
2 Industrial psychologist	b Studies mental processes
3 Educational psychologist	c Studies the physical bases of behaviour and cognition
4 Social psychologist	d Develops and evaluates tests; designs research to measure psychological functions
5 Developmental psychologist	e Establishes programs; consults; treats youngsters' problems, and does research in the school setting
6 Experimental psychologist	f Develops, designs, and evaluates materials and procedures for educational programs
7 School psychologist	g Conducts research

8 Cognitive psychologist	h Studies change in behaviour with age
9 Community psychologist	i Combines research, consultation, and program development to enhance morale and efficiency on the job
10 Engineering psychologist	j Treats distressed people within the community; initiates community action and develops community programs to enhance mental health
11 Personality psychologist	k Assesses and treats people with psychological problems
12 Physiological psychologist	l Studies how and why people differ from one another and how those differences can be assessed
13 Psychometric (quantitative) psychologist	m Designs and evaluates environments, machinery, training devices, programs, and systems to improve relationships between people and environment

Task 7. Put the words into their correct spaces in the text:

Nervous, derived, investigation, functions, emotionally, soul, behaviour, mental, throughout, strategic.

Scope of Psychology

Psychology as a science studies ... (1) activity and human behaviour. Psychologists study basic ... (2) such as learning, memory, language, thinking, emotions and motives. They investigate development ... (3) the life span from birth to death. They are involved in mental and physical care. They treat people who are ... (4) distressed.

Psychology occupies a ... (5) position between natural and social sciences on the one hand, and between sciences and humanities, on the other.

The word “psychology” is ... (6) from the Greek word meaning “study of the mind and ... (7)” So in the definition of psychology there are three basic words: “science”, “... (8)”, “mental processes”.

“Science” means rational ... (9) of processes and phenomena. By “behaviour” psychologists mean everything that people and animals do: action, emotions, ways of communication, developmental processes. “Mental processes” characterize the work of the mind and the ... (10) system.

**Питання для самоконтроля:
Questions for self-study:**

Phrasal Verbs

Q1 If you want to join that club, you have to a form and send it to your secretary.

(a) fill up (b) fill out (c) fill into (d) fill over

Q2 Don't worry we'll have to wait a little longer because I'm sure he'll soon.

(a) turn up (b) turn in (c) turn into (d) turn down

- Q3 Last week I that book you wanted in a small shop.
 (a) came up (b) came into (c) came across (d) came by
- Q4 What you have to do is to a new idea that will enable us to make a lot of money.
 (a) think over (b) think out (c) think about (d) think up
- Q5 I need to find some kind of chemical that will the weeds in the garden.
 (a) keep off (b) keep out (c) keep down (d) keep on
- Q6 When spring comes, people often feel inclined to their houses.
 (a) do over (b) do through (c) do up (d) do in
- Q7 The time has now come when it will be necessary to making a plan.
 (a) see about (b) see over (c) see through (d) see into
- Q8 It's easy to see from the way the garden is looking that winter has
 (a) set out (b) set in (c) set up (d) set off
- Q9 You need not worry that you'll be left on your own because I'll always you.
 (a) stand for (b) stand to (c) stand by (d) stand from
- Q10 You can tell by the way she talks and behaves that she her mother.
 (a) takes to (b) takes in (c) takes back (d) takes after

Unit 2. Biopsychology.

The Pronoun.

Neural communication. The nervous system and endocrine system. Parts of the brain. The limbic system and other brain areas. Brain imaging. Nature and nurture. Gene-environment interactions.

The Pronoun. Classification of pronouns. Personal and possessive pronouns. Reflexive pronouns. Reciprocal pronouns. Demonstrative pronouns. Interrogative pronouns. Indefinite and negative pronouns. *Some, any, all, most, no, none of*. Defining pronouns. *Both, either, neither; each, every*. Quantitative pronouns. *Much/ many, a lot of, (a) little / (a) few*.

Питання до самостійного вивчення

Questions for self-study:

- What are the first three steps of neural communication?
- What are two types of neuronal communication?
- Which structure in your body is responsible for neural communication?
- What is an example of a nervous communication?
- What is a brain imaging?
- How do genes and environment nature and nurture work together?
- Is nature to genes as nurture is to environment?
- How do genes interact with the environment?
- What are the genetic factors nature vs nurture?
- What are the 5 brain imaging techniques?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 6.

Recommended materials: 8, 10, 11, 12, 14, 16, 24.

Internet sources: 31

Перелік індивідуальних завдань
List of individual tasks:

1. List of Vocabulary

1. Biopsychology - Біопсихологія
2. interdisciplinary - міждисциплінарний
3. branch - гілка
4. analyze - аналізувати
5. brain - мозок
6. neurotransmitters - нейротрансмітери
7. biology - біологія
8. influence - вплив
9. behaviors - поведінка
10. thoughts - думки
11. feelings - почуття
12. physiological - фізіологічний
13. neuroscience - нейронаука
14. cognitions - пізнавальні процеси
15. emotions - емоції
16. nervous system - нервова система
17. central nervous system - центральна нервова система
18. spinal cord - спинний мозок
19. cerebral cortex - коркова речовина
20. lobes - дольки
21. frontal lobe - лобова доля
22. occipital lobe - потилична доля
23. parietal lobe - парієтальна доля
24. temporal lobe - вісцеральна доля
25. sensory - сенсорний
26. tactile - тактильний
27. autonomic nervous system - автономна нервова система
28. sympathetic nervous system - симпатична нервова система
29. parasympathetic nervous system - парасимпатична нервова система
30. neurotransmitters - нейротрансмітери
31. dopamine - дофамін
32. movement - рух
33. learning - навчання
34. excessive - зайвий
35. psychological disorders - психологічні розлади
36. schizophrenia - шизофренія
37. Parkinson's disease - хвороба Паркінсона
38. treatments - лікування

2. Read the text

Biopsychology

Biopsychology is an interdisciplinary branch of psychology that analyzes how the brain, neurotransmitters, and other aspects of our biology influence our behaviors, thoughts, and feelings. This field of psychology is also sometimes known as physiological psychology, behavioral neuroscience, or psychobiology.

Biopsychologists often examine how biological processes interact with emotions, cognitions, and other mental functions. The field of biopsychology is related to several other areas, including comparative psychology and evolutionary psychology.

The Brain and Nervous System

The central nervous system (CNS) is composed of the brain and spinal cord. The outermost part of the brain is known as the cerebral cortex. This portion of the brain is responsible for functioning in cognition, sensation, motor skills, and emotions.

The brain is comprised of four lobes:⁶

- **Frontal lobe:** This portion of the brain is involved in motor skills, higher-level cognition, and expressive language.
- **Occipital lobe:** This portion of the brain is involved in interpreting visual stimuli and information.
- **Parietal lobe:** This portion of the brain is involved in the processing of tactile sensory information such as pressure, touch, and pain as well as several other functions.
- **Temporal lobe:** This portion of the brain is involved in the interpretation of the sounds and language we hear, memory processing, as well as other functions.

Another important part of the nervous system is the peripheral nervous system, which is divided into two parts:

- **The motor (efferent) division** connects the central nervous system to the muscles and glands.
- **The sensory (afferent) division** carries all types of sensory information to the central nervous system.

Another component of the nervous system is the autonomic nervous system, which regulates automatic processes such as heart rate, breathing, and blood pressure. There are two parts of the autonomic nervous system:

- **The parasympathetic nervous system:** This brings your body back to a state of rest and regulates processes such as digestion.⁷
- **The sympathetic nervous system:** This controls the "fight or flight" response, a reflex that prepares the body to respond to danger or stress in the environment.

Neurotransmitters

Also important in the field of biopsychology are the actions of neurotransmitters. Neurotransmitters carry information between neurons and enable chemical messages to be sent from one part of the body to the brain, and vice versa.

There are a variety of neurotransmitters that affect the body in different ways. For example, the neurotransmitter dopamine is involved in movement and learning. Excessive amounts of dopamine have been associated with psychological disorders such as schizophrenia, while too little dopamine is associated with Parkinson's disease.⁹

A biopsychologist might study the various neurotransmitters to determine their effects on human behavior. Understanding the effects of these neurotransmitters helps researchers learn more about what causes mental health conditions and develop new treatments that may help.

Task 3. Answer the questions on the text:

1. What is biopsychology, and what does it analyze?
2. Name two other terms used interchangeably with biopsychology.
3. What are the main components of the central nervous system (CNS)?
4. What is the function of the cerebral cortex?
5. List the four lobes of the brain and describe one function associated with each.
6. What are the two divisions of the peripheral nervous system (PNS), and what do they do?
7. Define the autonomic nervous system and its two main parts.
8. What are neurotransmitters, and what role do they play in the nervous system?
9. How is dopamine related to movement and learning, and what disorders are associated with its imbalance?
10. How does studying neurotransmitters contribute to understanding mental health conditions?

Task 4. Fill in the blanks with the appropriate vocabulary words from the text:

1. _____ is the study of how biological factors influence human behavior.
2. The _____ nervous system connects the central nervous system to the muscles and glands.
3. The _____ lobe of the brain is responsible for interpreting visual stimuli.
4. _____ is a neurotransmitter involved in movement and learning.
5. Excessive amounts of _____ have been associated with schizophrenia.

Task 5. Fill in the blanks with the appropriate words:

cerebral cortex; central, brain, spinal cord; Biopsychology, interdisciplinary, brain, behaviors, thoughts, and feelings; Excessive, disorders, schizophrenia; Dopamine, learning; frontal, higher; Neurotransmitters; sympathetic; autonomic; neurotransmitters, treatments.

1. _____ is an _____ branch of _____ that analyzes how the _____, neurotransmitters, and other aspects of our _____ influence our _____, _____, and _____.
2. The _____ nervous system is composed of the _____ and _____.
3. The outermost part of the brain is known as the _____.
4. The _____ lobe of the brain is involved in motor skills, higher-level _____, and expressive language.
5. _____ is a neurotransmitter involved in movement and _____.

6. _____ amounts of dopamine have been associated with psychological _____ such as _____.
7. The _____ nervous system regulates automatic processes such as heart rate and breathing.
8. The _____ nervous system controls the "fight or flight" response.
9. _____ carry information between neurons and enable chemical messages to be sent from one part of the body to the brain.
10. Understanding the effects of _____ helps researchers learn more about what causes mental health conditions and develop new _____.

Task 6. Match the vocabulary words from the left column with their definitions on the right:

1. Biopsychology	a. Chemical messengers that carry information between neurons
2. Cerebral cortex	b. Study of how biology influences behavior and mental processes
3. Autonomic nervous system	c. Part of the brain responsible for cognitive functions and emotions
4. Dopamine	d. Division of the nervous system responsible for automatic processes
5. Neurotransmitters	e. Excessive amounts of this neurotransmitter have been linked to schizophrenia

Task 7. Read the text and translate:

Career Opportunities in Biopsychology

If you are interested in a career in the area of biopsychology, then you have quite a few different options. Some who enter this type of field choose to work in research where they might work at a university, drug company, government agency, or other industry. Others choose to work with patients to help those who have experienced some type of brain damage or disease that has had an impact on their behavior and functioning.

The following are just a few of the career specializations that are related to biopsychology:

- **Behavioral neuroscientist:** Analyzes how the brain, nervous system, and other organs impact behavior
- **Cognitive neuroscientist:** Investigates brain activity and scans to research how people think, learn, and solve problems
- **Comparative psychologist:** Looks at the behaviors of different species and compares them to each other and to humans
- **Evolutionary psychologist:** Examines the evolutionary bases of behavior
- **Neurologist:** Treats patients with damage or disease that affects the brain and nervous system

Biopsychology is one way of thinking about human psychology. This perspective has allowed researchers to gain a greater understanding of how the brain and nervous system influence human behavior.

By studying normal brain functioning as well as how brain disease and injury influence behaviors, feelings, and thoughts, researchers are able to come up with new ways of treating potential problems that people may

Питання для самоконтроля:

Questions for self-study:

Prepositions of Time and Date

Q1 the seventeenth century, artwork in Europe was quite different from what you see today.

(a) (none) (b) In (c) On

Q2 Valentine's Day, I'm taking my girlfriend to a wonderful spot it's really remote and romantic. I hope she likes it.

(a) On (b) In (c) About

Q3 one week ago, she was told she couldn't have any more time off.

(a) For (b) (none) (c) In

Q4 next month, I'm expecting my family to visit from the Virgin Islands.

(a) On (b) (none) (c) In

Q5 Saturday night, we went to a great movie and then had supper with the Johnsons.

(a) For (b) On (c) In

Q6 Independence Day, we always go to the fair and watch the fireworks at 11 pm.

(a) About (b) On (c) (none)

Q7 Wednesday night, I'm going to take the staff out for dinner.

(a) About (b) In (c) On

Q8 tomorrow evening, we're going to have a surprise birthday party for Mitch.

(a) (none) (b) About (c) In

Q9 midnight, the tradition is to sing a traditional song to ring in the New Year.

(a) On (b) At (c) In

Q10 2005, I finished my degree and now I'm working with a small accounting firm.

(a) On (b) In (c) At

Unit 3. State of Consciousness.

The Adjective.

Consciousness and biological rhythms. Sleep and sleep stages. Dreams and dreaming. Sleep problems and disorders. Drugs and consciousness. Hypnosis and meditation. Cognitive psychology domain.

The Adjective. Adjectives with nouns and verbs; -ed and -ing forms. Order of adjectives; stronger and weaker meanings. Degrees of comparison of adjectives. Comparative and superlative forms of adjectives. Comparative structures: *as...as*, *not so...as*, *the more...the less*, *the same as*, *the+ comparative*, *so and such*, *enough* and *too* with adjectives.

Питання до самостійного вивчення

Questions for self-study:

What are the biological rhythms in consciousness?
How does circadian rhythm relate to consciousness?
What are the 4 types of biological rhythms?
What is consciousness in biology?
What are the 5 stages of sleep and dreams?
What are the different types of sleep?
What is sleep in psychology?
How to measure REM sleep?
What is the cognitive domain?
What are the five cognitive domains?
What are the 6 domains of cognition?
What is the main focus of cognitive psychology?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 6.

Recommended materials: 8, 10, 11, 12, 14, 16, 24.

Internet sources: 31

Перелік індивідуальних завдань

List of individual tasks:

1. List of Vocabulary

abruptly — раптово, різко
to attend to — приділяти увагу, стежити, пильнувати
awake — пробуджений, що не спить, пильний
accessible — досяжний, доступний
brain — мозок
coherent — зв'язний, послідовний
consumption — споживання, витрата
content — зміст, суть
crucial — вирішальний, критичний
to daydream — мріяти, фантазувати
deliberately — навмисно
desire — бажання, потяг
discrete — окремий
to disguise — маскувати, приховувати
to disrupt — руйнувати, підривати
distorted — спотворений, перекручений
environment — оточення, середовище
faint — слабкий, нечіткий
to focus — зосереджувати, концентрувати

frequency — частота, частотність
interference — інтерференція, завада, перешкода
introspection — самоаналіз, самоспостереження
to invade — охопити, нахлинати
lucid — ясний, прозорий, зрозумілий
to monitor — контролювати, перевіряти
oblivious — забутий, неуважний
obvious — очевидний, наявний
to occur — траплятися
to overwhelm — сповнювати, охоплювати
respiration — дихання
random — випадковий, безладний
to recall — згадувати, відтворювати
to reveal — відкривати, виявляти
to rouse — пробуджувати(ся), збуджувати (емоції, почуття)
to screen out — приховувати, демонструвати на екрані
to shape — формувати

2. Read the text

CONSCIOUSNESS

Consciousness is a separate, discrete function of the brain; it is different from memory, from motor control, and from processes in the lower parts of the brain. Yet, at the same time, consciousness has many aspects. No precise and satisfactory definition of “consciousness” has been produced. It can mean being awake as opposed to being unconscious; or being aware of something in the environment, as when we are conscious of someone’s presence; or choosing a course of action in contrast with being driven by unconscious decision. It can mean the flow of sensations, thoughts, images, and emotions — often called the “stream of consciousness” — or it can mean reflecting on that stream of consciousness. It can also refer to different states produced through drugs, meditation, hypnosis, or sleep. So the most general, workable definition for consciousness is an awareness of the mind’s operations.

The nature of consciousness. Consciousness is subjective — a private world, accessible mainly through introspection. Awareness is one aspect of consciousness; it also has the qualities of unity and selectivity. Our awareness is not an awareness of the world itself, or of our perceptual expectations and hypotheses; instead, we are aware of our perception of the world. Thus, when we talk about the “unity of consciousness”, we are referring to the integrated nature of experience. For example, we perceive whole words, not just frequencies and intensities of sounds; we derive the meaning of words from the way we synthesize sensory information and perceptual hypotheses.

Likewise, when we talk about the “selectivity of consciousness”, we are referring to the fact that our awareness is focused. We can choose our level of awareness; we can deliberately focus on an object’s colour, shape, identity, or function, or on the fact that we are categorizing objects in a particular way. This selectivity is crucial to our everyday functioning: so many sensations, feelings, thoughts, and memories are accessible at any given moment that attending to all of them would overwhelm us — and perhaps leave us unable to act at all. By screening out much of the information that is available to us, we can pay attention to some things and remain unaware of others.

Sleep and dreams. Few people consider sleep as a stage of consciousness, but despite our feeling that dreamless sleep is a mental vacuum, the mind remains relatively active during sleep. By investigating the nature of mental activity during sleeps and dreams, we can get some idea of the sort of complex cognitive activity that can take place outside normal waking consciousness. Studies have revealed the presence of five stages of sleep, through which the sleeper progresses — from wakefulness to deepest sleep and back again to light sleep. When a person is in a deep sleep, muscles relax and heart rate and respiration are slow and regular. Because it is difficult to rouse someone from deep sleep, we know little about the nature of consciousness during this stage. By the time a person is awake, it is difficult to tell whether whatever is recalled from sleep took place during waking period. Yet we know that the brain is active during this stage, because sleep disorders such as sleepwalking, sleep talking, and night terrors occur during this stage.

Consciousness changes in several ways during sleep. We continue to monitor the outside environment and respond to it, but we are unaware of such watchfulness. Without awakening, we frequently change our sleeping positions. We sleep peacefully through meaningless sounds, but wake quickly to a meaningful sound (such as our name) of the same intensity.

This continual monitoring of the environment explains a mother's ability to sleep soundly through a thunderstorm but waken to her baby's faintest cry. Not all people are able to monitor the environment while seemingly remaining oblivious to it. In some people, this ability is disrupted, and a form of insomnia may develop. During our sleep we all dream — even those of us who claim we never do. Most of us judge our dreams by the relatively coherent, interesting, and sexy dreams we remember and tell others about, but dreams collected in sleep laboratories tend to be dull. Either we recall dreams selectively, remembering the more exciting ones and forgetting the rest, or else — since the home dreamer remembers only the last dream before awakening — dreams from earlier periods are less interesting than the final dream.

Many of us wonder why we have the particular dreams that invade our sleeping consciousness. Do the environmental events that we monitor during sleep shape the content of our dreams? Perhaps our dreams are determined by our problems and conflicts. Sigmund Freud proposed that dreams express the hidden needs and desires of the unconscious mind. He believed that dreams had two levels of content — one obvious and the other hidden. The obvious, or manifest content, is a weaving of daily events, sensations during sleep, and memories. However, this manifest content actually disguises the dreamer's unconscious wishes, or the dreamer's latent content, which gives the dream its meaning. These wishes, which often rise from unresolved early emotional conflicts, are regarded by the dreamer as too evil to be expressed openly.

On the other hand, since dreams often seem to concern themselves with our daily activities and problems, it would seem that random stimulation of the brain is not a complete answer. Studies in sleep laboratories indicate that the four or five dreams that occur during a single night are related and may deal with the same theme or problem. The night's first dream is the most realistic; the middle dreams are the most distorted and fantastic; the last dream is often focused on solving the problem. Whether the solution carries over into waking life is not known, but perhaps dreams have a problem_solving function. Attempts have been made to gain awareness and control of dreams. Some people report having dreams in which they become aware that they are dreaming. Such dreams are called lucid dreams.

Some people always seem to have a new dream to report; others say that they rarely or never dream. Certain differences have been found between the two groups: those who often recall dreams tend to daydream frequently, to be good at creating visual imagery, and to have better visual memory than do people who rarely recall dreams.

Another reason for poor recall of dreams may be interference. Dreamers who awaken slowly, or whose attention is distracted as they awaken, are less likely to recall a dream than those who waken abruptly or who are not distracted. Dream recall may be a skill that develops through an interest in dreams, a custom of paying attention to them, and a habit of telling others about dream experiences.

Hypnosis. In the popular conception of hypnosis, the state of a hypnotized person resembles that of a sleepwalker — someone who has lost touch with waking awareness but behaves as if she or he were awake.

Yet the sleepwalker and the hypnotized person differ in dramatic ways. On a physiological level, their oxygen consumption differs. During sleep, oxygen consumption gradually decreases, but during hypnosis it remains unchanged. On a behavioural level, actions and memory differ.

Sleepwalkers seem unaware that other people are around and will not follow instructions; hypnotized persons are aware of others and will follow most instructions. On waking, sleepwalkers cannot recall any wanderings; on emerging from hypnosis, hypnotic subjects remember the details of the experience unless they have been instructed to forget. Hypnosis is obviously not sleep, but after years of research psychologists still cannot say exactly what it is.

Task 3. Answer the questions on the text:

1. Why is it difficult to give a proper definition of consciousness?
2. What are the main qualities of consciousness and what is meant by them?
3. Why can sleep be called a stage of consciousness?
4. How many stages of sleep have been revealed and what is the difference between them?
5. How does consciousness change during sleep?
6. Do the night's first and last dreams differ from each other?
7. Do the environmental events that we monitor during sleep shape the content of our dreams?
8. What are the reasons for poor recall of dreams?
9. How is the habit of daydreaming connected with the ability of recalling dreams?
10. What are common and different features of sleep and hypnosis?

Task 4. Fill in each sentence with the suitable word from the vocabulary list in the necessary form:

1. He suffered severe ... damage as a result of the accident.
2. The investigation has ... some serious faults in the system.
3. This instrument ... the patient's heartbeats.
4. The old man is confused most of the times but he still has some ... thoughts.

5. Sorry, I was not listening — I was ...
6. He couldn't ... his disappointment of the situation any more.
7. They seem to have no ... plan for saving the company.
8. The newspapers gave a ... accounts of what had happened.
9. It was ... to everyone that he was lying.
10. She ... ignored me when I passed her in the street.
11. Sudden rainstorms are ... in this part of the coast.
12. All children need a happy home ...

Task 5. Translate essential word phrases

Окрема функція; точне визначення поняття; керований несвідомим рішенням; потік думок та образів; потік свідомості; усвідомлення розумових операцій; комплексний характер пізнання; частота та сила звуку; синтезувати сприймувану та чуттєву інформацію; вибірковість свідомості; розумова діяльність; наявність п'яти фаз сну; частота серцевих скорочень; розлади сну; не усвідомлювати протікання процесів пильнування; згадувати сон; невиражені потреби; виражений та прихований рівні змісту; сплетіння буденних подій та відчуттів; нерозв'язаний конфлікт; створювати візуальну образність; відвернути увагу; споживання кисню; вийти з гіпнозу.

Task 6. Learn the difference between two similar words and their derivatives:

conscious — свідомий

consciously — свідомо

subconscious — підсвідомий

unconscious — несвідомий

unconsciously — несвідомо

subconsciously — підсвідомо

consciousness — свідомість

conscience — совість

conscientious — добросовісний

conscientiously — добросовісно

to lose one's consciousness — втратити свідомість

to regain consciousness — прийти до пам'яті

Task 7. Complete the sentences with the correct word from the previous exercise:

- 1 I had a guilty ... about not telling her the truth.
2. The experience helped to change her social ...
3. I was ... that he was ill at ease, despite his efforts of conversation.
4. Though being the most ... worker of the staff he was fired.
5. Yesterday David He had been lying ... for at least two hours before the doctor came.

Task 8. Translate into English:

1. Свідомість — це окрема функція мозку, яка відрізняється від пам'яті та інших процесів мозку.

2. Існує багато різних тлумачень терміна “свідомість”, але ніхто ще не дав його точного та переконливого визначення.

3. Свідомість може означати потік відчуттів, думок, уявлень та емоцій, що часто називається потоком свідомості.

4. Завдяки селективності нашої свідомості ми можемо приділяти більше уваги одним речам та не усвідомлювати інших серед різноманітної інформації, яку ми отримуємо.

5. Мало хто з людей розглядає сон як стан свідомості, але розум залишається відносно активним протягом сну.

6. Дослідження показали наявність п'яти різних стадій сну, через кожні з яких проходить той, хто спить дев'яносто хвилин.

7. Зигмунд Фрейд вірив, що сни мають два рівні змісту — виражений, який є сплетінням щоденних подій, та прихований, який передає несвідомі потреби та потяги індивіда.

8. Вивчення снів у лабораторіях показує, що чотири чи п'ять снів, які, як правило, сняться за ніч, взаємопов'язані й можуть стосуватися тієї ж самої теми чи проблеми.

9. Деяким людям сняться щоразу нові сни, інші ж кажуть, що вони взагалі не бачать снів.

10. Хоча стан загипнотизованої людини схожий на стан сновиди, очевидно, що гіпноз не є сном, все ж, незважаючи на багаторічні дослідження, психологи не можуть дати його точного визначення.

Питання для самоконтроля:

Questions for self-study:

Phrasal Verbs (T)

Q1 I decided to organic cooking.

(a) take up (b) take over (c) take about

Q2 Kristie was at Matt because of the things he said to her last week.

(a) ticked on (b) ticked about (c) ticked off

Q3 Marg wanted to the old sofa but her husband couldn't part with it.

(a) throw out (b) throw up (c) throw down

Q4 Leila was feeling blue so she went shopping to some new outfits.

(a) try at (b) try on (c) try in

Q5 Samantha was late for the basketball

(a) try out (b) try in (c) try up

Q6 Bryan tapped Pauline on her shoulder so she would and see the parade approaching behind them.

(a) turn in (b) turn over (c) turn around

Q7 The teacher asked her students to the assignments by Friday at noon.

(a) turn on (b) turn in (c) turn with

Q8 John tried to ask Cara out on a date but she

(a) turned him over (b) turned him through (c) turned him down

Q9 Keira can't bear people who can't make up their minds and is by procrastinators.

(a) turned in (b) turned up (c) turned off

Q10 Chris thinks dark hair is a real

(a) turn on (b) turn in (c) turn up

Unit 4. Sensation and Perception.

The Adverb. The Numeral

Sensation and perception. Vision. Hearing. Taste and smell. Touch and pain. The vestibular sense. Perception. Illusions.

The Adverb. Types of adverb. Adverb and word order. Adverbs of frequency, time, place and manner. Adverbs of probability, degree, and completeness. Connecting adverbs (*so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even*). Comparison of adverbs. Adverbs of degree: *quite – rather*.

The Numeral. Cardinal numerals. Ordinal numerals. Fractions. Expressing quantity, reading figures. Telling the time, dates, telephone numbers, addresses.

Питання до самостійного вивчення

Questions for self-study:

What is the difference between feeling and perception?

What is the sensation theory in psychology?

What are the differences and similarities between sensation and perception?

How do sensation and perception affect our daily life?

What is an example of sensation and perception?

How are sensation and perception connected?

If you were in a fight, which of your five senses would be most useful to you? Why?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 6.

Recommended materials: 8, 10, 11, 12, 14, 16, 24.

Internet sources: 31

Перелік індивідуальних завдань

List of individual tasks:

1. List of Vocabulary

to alight — виходити, спускатися, приземлятися

to appreciate — цінувати, визнавати, оцінювати

to blend — поєднувати, з'єднувати

blindfolded — із зав'язаними очима

to capture — захоплювати, полонити

contour — контур, обрис

core — серцевина, ядро, нутроші

to detect — виявляти, відкривати
eardrum — вушка перетинка
to eliminate — усувати, ліквідовувати, не брати до уваги
to emit odour — давати запах
to enable — уможливлювати
fragrance — аромат
fluid — рідина
to impinge on — звалюватися, впливати
impoverished — збіднілий
inference — висновок, умовивід
inner ear — середнє вухо
joint — суглоб
to monitor — контролювати, відстежувати
muscle — мускул, м'яз
neural — нервовий
neuron(e) — нервова клітина
olfaction — нюх, нюхання
pliable — гнучкий, податливий
posture — постава, положення
pressure — тиск
receptor — рецептор, орган чуття
to reflect — відбивати, відображати
to restrict — обмежувати
sensation — відчуття
shield — щит
to sniff — нюхати
stimulus/ _li — стимул, збудник
subtlety — гострота, тонка відмінність
tendon — сухожилля
texture — структура
to tilt — нахилитися
tongue — язик
to transduce — передавати, перетворювати
to transmit — передавати
vision — зір
vital — життєвий
void — пустота, порожнеча, вакуум
to ward off — відбивати, відвертати, запобігати

2. Read the text

SENSES AND PERCEPTION

Imagine a world without sensation. You would exist in a void, where there was neither light nor shadow, and where no sound disturbed the silence. Food would have no flavour, and you would know neither the fragrance of flowers nor the smell of decay. A

lover's caress could not excite you, nor could a cooling breeze relieve the summer heat — which you could not feel, no matter how badly sunburned you became. If you picked up a knife, you couldn't sense it in your hand; if you cut yourself, you would feel no pain. Even walking would be virtually impossible, because you could not tell where your feet were relative to the ground and each other.

Could you live very long without sensation? Your chances would be slim, because without your senses you would have no lifeline to reality. Your senses are specialized neural structures that put you in touch with the external world, enabling you to deal with the challenges of the environment. Whenever there is a large enough change in the environmental energies that impinge on you, your senses capture this change and transform it into information you can use to reach your goals. The change in energy is a stimulus: thanks to your senses, you can respond to it in some advantageous way.

Although most people believe that human beings have five senses, we actually have at least a dozen. We are all familiar with the five senses whose receptors are located in the eyes, ears, nose, tongue, and skin. But few people realize that within the skin are receptors for at least four kinds of sensation (touch, warmth, cold, and pain). This brings our sensory count to eight, but we are not finished. Deep within the ear is an organ that provides our sense of balance, and receptors in the muscles, joints, and tendons tell us about the movement and position of our body. Additional receptors within the brain monitor blood chemistry and temperature.

Each sense organ contains special receptors that are sensitive to particular types of stimuli. No matter what sort of sensation they deal with, however, all sense organs operate according to similar principles. The basic job of all sensory receptors is the same: to convert environmental stimuli into neural impulses, the language of the nervous system.

Vision. Vision is one of our richest senses; it provides us with the wealth of information. The eyes receive light reflected from objects in the world, and from this light we perceive shape, colour, depth, texture, and movement.

Hearing. Just as visual receptors in the eyes respond to light, transducing it into neural signals, so auditory receptors in the ears respond to sound waves to produce neural signals. Sound waves are caused by pressure changes in the atmosphere, which generate vibrations among the air molecules. The vibrations send waves of compressed and expanded air molecules through the air, striking the eardrum. Then the eardrum is rapidly pushed and pulled by the compressions and expansions so that it vibrates in a pattern that corresponds to the sound.

The skin senses. Our skin is a shield that contains us and protects us from the world. A six-foot man of average weight and body build has about twenty-one square feet of skin surface. This pliable shield keeps out bacteria, holds in body fluids, wards off harmful sun rays, and regulates the temperature of the body core. At various depths within the skin are a number of receptors that connect with neurons to inform the brain about environmental stimulation. These receptors transmit information about four different kinds of skin sensations: touch, warmth, cold, and pain. But not all such receptors are in the skin; touch and pain kinds of receptors are also found in the muscles and the internal organs.

The chemical senses: taste and smell. The chemical senses of taste and smell are so closely associated that we often confuse their messages. This confusion develops because receptors for these are located close together in the mouth, throat, and nasal cavity, causing smell and taste to interact. Without a sense of smell, the subtleties of food flavour cannot be appreciated. Many people consider olfaction, or the sense of smell, to be one of the “lower” senses. This view may stem from the fact that American culture has relatively few commonly used names for smells. Instead, we often give a smell the name of whatever object emits that odour, such as rose, lemon, or orange. But our sense of smell is extremely sensitive, possibly 10,000 times more sensitive than our sense of taste. Some animals have a sense of smell that is at least as sensitive. Police dogs have been used effectively by narcotics agents to sniff packages at post offices and airports in a search for contraband marijuana or hashish. Similarly, bloodhounds track criminals by following an odour trail.

Among human beings, smell serves a vital function: it warns us of possibly dangerous substances, such as gas leaks, smoke, or spoiled food. Odours are also involved with human pleasure. Our use of perfumes, deodorants, and fragrant flowers shows the premium we place on pleasant aromas.

Taste is a more restricted sense than olfaction. An odour can be detected and identified from a distance, but the source of a taste must be in contact with the tongue. Most people can identify and discriminate hundreds of odours, but when odour and other sensory qualities, such as texture, are eliminated, they perceive only four basic taste categories: sweet, sour, salty, and bitter. However, our experience of taste is not as impoverished as that fact might seem to indicate. The gourmet chef and wine taster will argue

that, just as in colour vision, a huge range of taste sensations can be composed by mixing and blending these primary tastes in various combinations.

In order to move about the world, we must maintain our balance, posture, and orientation in space. Our ability to orient ourselves is produced by the coordination of the vestibular and kinesthetic senses. The information these senses give us lets us know whether we are aligned with the pull of gravity — even when we are blindfolded. These senses also tell us how far to the side our head and body are tilted. The vestibular sense contributes to balance. The vestibular sense organ lies in the inner ear. A movement of the head causes the fluid in the canals to move against and bend the endings of the receptor. The hair cells connect with the vestibular nerve, which runs along beside the auditory nerve on its way to the brain.

Perception. It is impossible to completely separate perception from sensation. Traditionally, sensation refers to the physiological processes by which our nervous system registers stimuli. Perception, by contrast, refers to the processes by which our brains arrive at meaningful interpretations of basic sensations. Perception is an organism’s awareness of, or response to, objects and events in the environment brought about by stimulation of its sense organs. An adequate perceptual system must be able to isolate objects from their background, locate them in space, judge their movement, maintain a constant perception of the objects, and classify them. Perception is based on an active, constructive inference system that uses certain laws and regularities in the world to interpret stimuli. When sensory information is incomplete, the brain fills in missing details, as when it provides subjective contours.

Perception is also affected by our expectations, previous experiences, and motivations, which create perceptual set — a readiness to attend to and perceive certain stimuli in a specific way and ignore other stimuli.

Certain perceptual processes, such as size, shape, and depth perception, seem to develop during the organism's early life experience, especially when it includes active exploration of the environment.

Task 3. Answer the questions on the text:

1. What kind of world would we have if there were no sensation at all?
2. How many senses have we got? What are they?
3. Where are the receptors of person's basic senses situated?
4. What is the role of vision for people's life?
5. How does the process of producing the sound by means of auditory receptors in the ears take place?
6. What kind of receptors are there in the skin and what do they do?
7. Why isn't it right to call olfaction, or the sense of smell, one of the "lower" senses?
8. What are the basic taste categories?
9. How is sensation connected with perception?

Task 4. Fill in each sentence with the suitable word from the vocabulary list in the necessary form:

1. Their son's death left a painful ... in their lives.
2. His abilities were not properly ... in his job.
3. The affects of the recession are ... on every aspect of our lives.
4. The belief in free enterprise is at the ... of their political thinking
5. I have had my eyes tested and the optician says that my ... is perfect.
6. Their daring escape has ... the imagination of the whole country.
7. Brushing teeth regularly helps ... tooth decay.
8. Our conclusions were arrived at by ..., not by direct evidence.
9. We had ... the number of students on this course.

Task 5. Translate essential word phrases:

Порушити тишу; практично неможливий; не мати спілкування з реальністю; зв'язувати когось із зовнішнім світом; відчуття рівноваги; хімічний склад крові; реагувати на подразник; перетворювати зовнішні подразники у нервові імпульси; зорові/ смакові /нюхові/ слухові/ тактильні рецептори; відчуття; реагувати на звукові хвилі; породжувати коливання; захищати від згубного впливу сонячного проміння; переплутати повідомлення; носова порожнина; йти по сліду запаху; витік газу; в першу чергу вирізняти приємні запахи; розрізняти пахощі; утримувати рівновагу; координація вестибулярних та кінестетичних відчуттів; притягуватися силою тяжіння; відділяти сприймання від відчуття; система умовиводу; сприймання розміру, форми, глибини.

Task 6. Translate the sentences into English:

1. Пізнавальна діяльність людини завжди починається з чуттєвого відображення світу у відчуттях та сприйманні.
2. Відчуття — це відображення окремих властивостей предметів і явищ при безпосередній дії подразників на органи чуття.
3. Відображаючи предмети та їхні властивості, сприймання і відчуття являють собою різні за повнотою, глибиною й адекватністю ступені чуттєвого пізнання невичерпного багатства світу.
4. Неповними є уявлення про наявність у людини лише п'яти органів чуття — зору, слуху, смаку, нюху та дотику. Насправді відчуттів у людини значно більше. Самостійним різновидом є, наприклад, температурні відчуття, що відіграють важливу роль у процесах теплообміну між організмом і середовищем.
5. Органи чуття і рецептори щомиті отримують, фільтрують, перетворюють і передають у мозок величезні потоки інформації, яка дає можливість орієнтуватися у світі.
6. Слухові відчуття — відображення звуків різного походження, викликане дією на слуховий рецептор їхніх фізичних характеристик. Це різні за частотою, формою й амплітудою коливань звукові хвилі, які трансформуються у нервові імпульси, що передаються слуховим нервом у відповідні нервові центри.
7. Смакові відчуття виникають внаслідок подразнення рецепторів, що розташовані на поверхні язика і ротової порожнини, у відповідь на хімічні властивості їстівних речовин.
8. Смакові відчуття, як і нюхові, мають важливе значення для життя — вони сигналізують про міру придатності харчових продуктів для вживання.
9. Кінестетичні відчуття координують рухи та стани окремих частин тіла — рук, ніг, голови, корпусу. Рецепторами цих відчуттів є спеціальні органи, розміщені у м'язах і суглобах.
10. Гравітаційні відчуття відображають положення нашого тіла у просторі — лежання, стояння, сидіння, рівновагу, падання. Рецептори цих відчуттів містяться у вестибулярному апараті внутрішнього вуха.

Питання для самоконтроля:

Questions for self-study:

Phrasal Verbs (T to W)

Q1 Kevin all of the information and then gave the note to his wife so she could put it into a computer file.

(a) took on (b) took down (c) took over

Q2 Ethan asked his girlfriend to the music so he could clearly hear the music they were listening to in the car.

(a) turn over (b) turn up (c) turn in

Q3 Krista her ill husband all day long.

(a) waited on (b) waited in (c) waited down

Q4 Neil liked to early on Saturdays.

(a) wake on (b) wake up (c) wake over

- Q5 Rayleen her little brother all the time.
 (a) watched out for (b) watched out about (c) watched out
- Q6 Chris was afraid the inexpensive tires would quickly.
 (a) wear on (b) wear over (c) wear out
- Q7 Lilly likes to early in the morning so that she's fit for work.
 (a) work on (b) work over (c) work out
- Q8 Rob looks because he's working two jobs at the moment.
 (a) worn on (b) worn in (c) worn out
- Q9 We are getting close to the meeting so are there any final questions or concerns?
 (a) wrapping down (b) wrapping over (c) wrapping up
- Q10 Jim didn't have much time to the contract.
 (a) write about (b) write over (c) write up

Unit 5. Thinking and Intelligence.

The Sentence. Questions, negatives and answers

What Is Cognition? Solving problems. Language and language use. Language development. Intelligence and creativity. Measures of intelligence. The Source of intelligence.

The Sentence. Simple / compound/ complex, extended/ unextended sentences. The Subject. The Predicate. The Object. The Attribute. The Adverbial Modifier. Word order in statements. **Questions, negatives and answers.** Yes/No questions. Wh-questions. Subject/object questions. Prepositions in wh-questions. Negative statements. Negative questions. Question tags. Alternative Questions. Disjunctive Questions.

Питання до самостійного вивчення

Questions for self-study:

- What is cognition and problem-solving?
- What is cognition in language?
- What do you mean by cognition?
- What is intelligence and cognition?
- What is the relationship between intelligence and language development?
- Why is language important in psychology?
- Why is intelligence important in psychology?
- Is language the basis of intelligence?
- What is IQ for Mensa?
- What are the major approaches to measuring intelligence?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 4, 7.

Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20.

Internet sources: 26, 27, 29, 30, 32-35.

Перелік індивідуальних завдань List of individual tasks:

1. *List of Vocabulary*

to acquire — набувати
ad hog — на конкретний випадок
to accomplish — виконувати, досягати
appropriate — відповідний, придатний
blindfolded — із зав'язаними очима
bully — задирака, хуліган
cognition — пізнання
comprehension — розуміння, охоплення, пресуппозиція
to convey — передавати, повідомляти
to cope with — справлятися, упоратися з чимось
diverse — інший, відмінний, різноманітний
to devise — придумати, виробити
essential — обов'язковий
flanked — розташований збоку
flexible — гнучкий, податливий
fuzziness — неясність, непевність
hive — вулик
hostile — ворожий, вороже налаштований
impenetrable — непроникний, недоступний, незбагненний, недосяжний
infinite — безконечний, безмежний
instance — зразок
integrity — цілісність
judgement — судження
jumble — купа, безладна суміш
nubbly — вузлуватий
to predict — передбачати
property — властивість
proposition — пропозиція судження, диктум
resemblance — подібність
retarded — відсталий
rigid — грубий, позбавлений образів
rind — шкірка
sanity — здоровий розум, нормальна психіка
species — вид, рід
spur_of_the_moment — миттєвий, експромтний, інстинктивний
tool — знаряддя
to utter — промовляти
utterance — висловлення
to vary — змінюватися, різнитися

2. Read the text

COGNITION AND LANGUAGE

Cognition is essentially the process of thinking, decision making, judging, imagining, problem solving, categorizing, and reasoning — all the higher mental processes of human beings. These diverse mental activities may seem to be a jumble of topics without any common elements, but a common ground underlies them all: they all depend on knowledge that derives from learning and memory.

Much of our knowledge is encoded in our memory in verbal form, so that language is essential to learning, thinking, and remembering. But imagine how impossible language would be if everything had a unique name. One way the mind reduces its work is by grouping similar objects and events under the heading of a single concept. Classifying similar things together by concepts or categories enables us to cope with the task of naming and representing the infinite variety of things in our world.

How do we recognize an object as a member of a category? We check to see whether it shares a number of typical features, or properties, of that concept. All oranges, for example, share such properties as yellowish_red colour, baseballish size, spherical shape, nubby texture, and peelable rind — in addition to their unique, unmistakable smell and taste. When we consider an object that might be an orange, we check to see whether it has at least a few of these features. Once we have decided that the object does belong to a given class, we can then make inferences about it on the basis of these shared properties. If you are blindfolded and presented with a round, pebbly_surfaced object that smells like an orange, you can predict its other features — colour, taste, and so on. Even this simple example shows how categories simplify the world's diversity and reduce the mind's work.

No one comes into the world with a ready_made stock of concepts; we acquire them slowly, and they reflect our knowledge about the world. Concepts can be learned by direct teaching or by observation. In either process we learn the concept in terms of a collection of features and the relationships among the features.

Each concept consists of a prototype, or central core, which encompasses the very best examples of the concept. The prototype may be thought of as the collection of the most typical features characterizing the category as a whole. Surrounding the prototype is a collection of instances that are more or less typical of the category.

Just what makes an instance more or less typical of a category? Eleanor Rosch and Carolyn Mervis investigated this question and found that family resemblance was the key: the more closely an instance, let's say "apple", resembled many other category members, the more typical it was judged to be.

Psychologists have also investigated the way we learn and use the prototypes that lie at the hearts of our categories. If subjects are shown only instances that vary in minor ways from the central prototype, they quickly come up with a good conception of that central prototype. The social and personality categories we use every day are called stereotypes.

They seem to be constructed like most other natural categories: the category consists of a prototypic instance, flanked by members of decreasing similarity. The fuzziness of these categories is reflected in our culture's personality prototypes or

stereotypes — the introvert, the extrovert, the hostile child, the lonely person, the bully, and so on: there are extreme and moderate examples of all these types. Similarly, fuzzy categories exist for ethnic groups and for psychiatric diagnostic categories, such as mentally retarded and schizophrenic. Indeed, they exist for insanity (or sanity) itself.

Rosch's studies concern common categories, those for which our language has devised as a label. But not all the categories we use have labels. People continually make up ad hoc categories, spur_of_the_moment categories constructed to handle particular functions, often as a part of goal_directed plans. But ad hoc categories differ from common categories in an important way: typical members may bear little resemblance to other members of the category family. A major reason for categorizing people, places, and objects is so that we can make appropriate judgments about them and then decide how to act towards them. On the job we behave differently if we believe we are talking to one of our bosses or one of our subordinates. Obviously, our categories and judgments play a basic role in the decisions we make about how to behave in given situations.

Language is a social tool, and its principal function is to coordinate our actions and exchanges with others in our social group. We use human language to communicate information from one person to another and to influence one another's actions. Many other species also have simple communication systems: bees dance on the floor of a hive to tell other workers where nectar has been found, seagulls use distinct cries to communicate the location of food or the presence of danger. But such animal signaling systems are simple and rigid. By contrast, human language is incredibly flexible and complex.

Language is a tool used by human beings — a tool for manipulating the social environment. We can look at any tool from two different points of view: in terms of its structure, or in terms of its function. The study of language's structure is the province of linguistics.

Our system of language forms a sort of bridge, or chain of relationships, between our thoughts and the sounds we make in order to communicate. We pack our thoughts together and find ways of expressing them in accordance with the grammar of our language — the rules that describe the levels of speech in our language and the way those levels are interrelated. We follow the rules that govern the way we connect our thoughts before we speak them. We usually speak in order to express a thought or convey an intention. But the thought is not the same as the actual sentence we utter. The thought occurs in our consciousness in the form of a proposition, consisting of a subject with a predicate. But most of our thoughts are complex. So in order to express these complex relationships in an utterance, we often package several propositions in a single sentence, following the rules of grammar.

Psychologists are interested in grammatical phrases (which are also called constituents), because people treat them as perceptual chunks that have unity and integrity. Speakers tend to utter whole constituents in bursts separated by pauses, and listeners tend to "hear" whole constituents at a time.

If we could not get our ideas across to other people and discover what they had in mind themselves, each of us would exist inside a virtually impenetrable shell. Human interaction would be almost impossible, and if people could not interact with one another, societies could not exist, and cultures could not be transmitted from one generation to the next.

Psychologists are interested not only in language's structure, but also in its function, or how it is used — the field of psycholinguistics. As a tool for social communication, language coordinates the thoughts and actions of the speaker and the listener. A speaker uses language for a purpose: to arrange a date, perhaps, or to offer a cup of coffee to a guest, warn an intruder to leave, or thank a friend for a gift. The study of the way a speaker uses language to accomplish some goal that depends on a listener's comprehension is known as pragmatics.

Task 3. Answer the questions on the text:

1. How is cognition connected with learning and memory?
2. What helps us cope with the task of naming and representing the infinite variety of things in the world?
3. How do categories simplify the world's diversity and reduce the mind's work?
4. What is a prototype?
5. Who is the author of the theory of prototype?
6. Do only people have their language?
7. What stages does the thought go through before it is verbalized?
8. What do psycholinguistics and pragmatics study?
9. Is the world possible without language?
10. How do we recognize an object as a member of a category?

Task 4. Translate essential word phrases:

Класифікувати та обґрунтовувати; розумова діяльність; нескінченне розмаїття речей; мати спільні ознаки; зробити умовивід; готовий поняттєвий апарат; формувати поняття шляхом спостереження; родова подібність; прототипна ознака; розмитість категорій; розумова відсталість; виконувати функцію; виявляти незначну схожість; гнучка і розгалужена система; сфера лінгвістики; передати намір; з'являтися у формі пропозиції; смислова група; передаватися з покоління в покоління; досягнути мети.

Task 5. Fill in the blank with the vocabulary word that best suits the meaning of each sentence:

1. Have you noticed that he hasn't ... a word for the last 24 hours?
2. This rare bird has become an endangered
3. The factory ... very well with the sudden increase in demand.
4. The fortune_teller ... that I would marry a doctor.
5. Lucy is very ... and can't read yet though she is nine.
6. I don't feel our visit really ... anything.
7. We can visit you any time you want — our plans are fairly
8. The programme deals with subjects as ... as pop music and ancient Greek drama.
9. Words are the ... of his trade.
10. Our government's anger was ... to their ambassador.
11. Many plants have medical
12. I think this is an ... moment to raise the question of my promotion.

Task 6. Translate into English:

1. Процес пізнання включає в себе різні види розумової діяльності людини: мислення, прийняття рішень, судження, уяву, вирішення проблем, категоризацію та аргументацію.
2. Мова — це соціальний інструмент, який ми використовуємо для того, щоб передавати інформацію та впливати на дії одне одного.
3. Більшість наших думок є складними і вони з'являються в нашій свідомості у формі тверджень.
4. Багато наших знань закодовані в нашій пам'яті у словесній формі, тож мова є надзвичайно суттєвою для процесів навчання, мислення та запам'ятовування.
5. Як інструмент соціального спілкування, мова координує думки та дії не лише того, хто говорить, а й того, хто слухає.
6. Багато інших видів мають системи спілкування, проте вони є простими й ригідними порівняно із надзвичайно гнучкою та складною мовою людей.
7. Вищою формою пізнання людиною дійсності є абстрактне пізнання, що відбувається за участю процесів мислення та уяви.
8. Важливу роль у пізнавальній діяльності людини відіграє пам'ять, яка відображає, фіксує й відтворює те, що відображається у свідомості у процесі пізнання.
9. Психологи зацікавлені не лише структурою мови, а й її функцією, що є сферою психолінгвістики.
10. Як правило, ми говоримо, щоб виразити думку чи привернути увагу, проте часто наші думки — це не те, що ми говоримо насправді.

Питання для самоконтроля: Questions for self-study:

Phrasal Verbs (R to T)

- Q1 Heidi an old friend while she was shopping last week.
(a) ran over (b) ran down (c) ran into
- Q2 The corner store often bread near the end of the week.
(a) runs out over (b) runs out of (c) runs down on
- Q3 The night before the play, the crew the stage.
(a) set up (b) set down (c) set in
- Q4 The assembly line problem was a minor for the company last week.
(a) set about (b) set down (c) set back
- Q5 The girl with the purple hair wants to from the group.
(a) stand out (b) stand in (c) stand over
- Q6 Bob's father taught him to be firm and to for what he believes.
(a) stand down (b) stand up (c) stand in
- Q7 People are getting tired of Seth because he always late.
(a) shows (b) shows up (c) shows over
- Q8 The "T" in the acronym Time.
(a) stands about (b) stands over (c) stands for
- Q9 Kelly her mother. They have many of the same interests.
(a) takes after (b) takes over (c) takes on
- Q10 Leslie decided to early from the party.
(a) take in (b) take off (c) take on

Unit 6. Memory.

The Verb. Present Tense Forms

How does memory work? Three stages of the learning/memory process: encoding, storage, and retrieval. Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Forgetting. Ways to enhance memory. Memory in the digital world.

The Verb. Types of verbs. Regular and irregular verbs. State verbs and event verbs. Time, tense and aspect. *Be*, *have* and *have got*. **Present Tense Forms.** Present Simple (Indefinite). Adverbs of frequency. Present Continuous (Progressive). State Verbs. Present Perfect. Have been (to) /have been (to). Present Perfect Continuous (Progressive).

Питання до самостійного вивчення

Questions for self-study:

- What are the three steps in the memory information processing model?
- What are the three 3 types of memory for storage?
- What are the three steps in the memory information processing model?
- What are the stages of learning encoding storage retrieval?
- What are the types of long-term memory?
- What is the difference between central executive and episodic buffer?
- What is the central executive model of working memory?
- What is the working memory model of memory?
- What is the phonological loop according to the working memory model?
- What does the episodic buffer do in the working memory model?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 4, 7.

Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20.

Internet sources: 26, 27, 29, 30, 32-35.

Перелік індивідуальних завдань

List of individual tasks:

Task 1. List of Vocabulary:

- acquisition — надбання, здобуття
- ambiguous — двозначний, невизначений, непевний
- to blink — кліпати
- concept — поняття
- to convert — перетворювати
- cue — натяк, знак
- to decay — руйнувати(ся), гаснути, слабнути
- to deposit — відкладати

distinct — чіткий, ясний
to enable — давати змогу
encoding — шифрування, кодування
to encompass — містити в собі
equation — рівняння
errand — доручення
to fade — в'янути, поступово зникати
fleeting — швидкоплинний
generic — родовий, генетичний
intense — напружений
to jog one's memory — дати поштовх, розворушити, допомогти пригадати
long_term — довготривалий
to maintain — утримувати
persistent — тривалий, утримуваний
prior — попередній, раніше
to recollect — згадувати
relevant — доречний, що стосується суті справи
to rely on — покладатися, довіряти
repository — вмістилище, сховище, склад
to retain — утримувати, пам'ятати, зберігати
retrieval — відновлення, повернення
rote — механічне запам'ятовування, зазубрювання
self_esteem — самооцінка
semantic — семантичний, концептуальний
short_term — короткочасний
skill — вміння, вправність
temporary — тимчасовий
tiny — мініатюрний, крихітний
trace — слід, відбиток, знак
tremendous — величезний
unattended to — залишений поза увагою

Task 2. Read the text:

MEMORY

Sometimes, when we think of our memory, we imagine it as a mental “filling cabinet” in which we deposit isolated facts that we want to be sure to retain — such as the dates of the revolutions, or our mother's birthday, or the errands we must be sure to do on the way home from work. But that is only a partial description of our memory. Our memory encompasses everything we have recently perceived and everything we know or can recollect — about people, places, music, pictures, ways of doing things, languages, emotional feelings, dreams, actions, and skills.

In analyzing memory, William Brewer and J. R. Pani have suggested that the contents of our memory can be seen as falling into three broad categories.

- *Personal memories* consist of distinct episodes we have witnessed, such as this morning's breakfast. When we remember such episodes, we can "see" the event taking place, and our mental images carry a sense of the past.

- *Generic memories*, by contrast, include memories that are abstract and are not tied to any particular time or place; we do not usually remember where we learned them. They include memories that are primarily semantic, or meaning-related, rather than being scenes. Concepts such as "love" or "constitutional monarchy" are generic memories. Generic memories also include perceptual memories of the way things look, sound, and so on.

- *Skill memories* consist of cognitive skills, such as our ability to solve quadratic equations; motor skills, such as our knowledge of how to ice skate or put in a light bulb; and rote verbal sequences we have memorized, such as our phone number.

Memory is an ambiguous concept. One meaning of the concept refers to a repository of our accumulated knowledge of specific and general things, but another meaning refers to processes — "memorizing" and "remembering". Psychologists analyze the memorizing-remembering cycle into three distinct processes: *acquisition*, *retention*, and *retrieval*. Acquisition is the process by which we initially perceive, register, and record information in our memory. If you do not pay attention and register something in the first place, you will never be able to remember it.

Retention is the process by which we maintain information in storage in our memory; you may register a piece of information such as an address, but it may decay over time, or similar material placed into memory may interfere with its retention. Retrieval is the process by which we get information out of storage and bring it back into our awareness. You may register a piece of information and store it, but then find yourself unable to bring it back to mind — until someone gives you a good cue that "jogs your memory".

The gatekeeper to our memory is a process known as selective attention. In attending to the world around us, we cannot possibly respond to all the thousands of stimuli that bombard us every second. Instead, we constantly select from the stream of stimuli just a limited number of sights, sounds, and other sensations — and ignore the rest. Only those few stimuli that we select for focused attention will be registered firmly in our memory: the others, registered weakly and unattended to, will quickly fade from our memory. What guides selective attention? Some factors are universal.

For example, the simple properties of the stimulus may make it an attention-getter: anything that is intense, large, loud, or strikingly colourful attracts attention. Other factors in the selection process are very personal.

We pay attention to anything that is relevant to our own motives. Stimuli that arouse our emotions, whether these signals are violent, sexy, horrifying, or beautiful, attract our attention. Stimuli that affect our goals and self-esteem, or those of our loved ones, interest us. Events that are relevant to our interests also attract our attention. If a stimulus gets past the "gatekeeper" and you do pay attention to it, your memory processes will begin to operate. The result may be a memory that lasts for just a second or two, a memory that lasts for several minutes, or a memory that lasts for hours, days, or years. What happens when our memory processes operate within these three different time frames?

Sensory memory. Virtually every moment of your waking life you have memories that are simply the aftereffects of your sensory processes. These fleeting sense impressions, known as sensory memories, last for just a tiny interval of time. Our visual world maintains its stability even though we blink frequently as we look about us. This phenomenon is related to our sensory memory. Similar sensory aftereffects exist for touch and hearing.

We rely on auditory aftereffects in conversation: the persisting auditory images enable us to process speech sounds after the speaker has gone ahead with his or her remarks.

Short-term memory. Many of our sensory memories simply fade almost immediately. But if we pay close attention to a sensory memory, that record enters a more durable phase, we call it short-term memory. Short-term memory is a temporary form of memory that lasts many seconds; it is also known as active memory or primary memory. Here is how short-term memory operates. While we are attending to a sensory event, we may also retrieve associations to that event from more durable parts of our memory.

These retrieved associations themselves become active as part of our memory of the event. In essence, we have converted the information from one form to another prior to recording it in memory; this process is called encoding.

Long-term memory. Now try to remember your mother's maiden name. Do you have it as an active trace? Before you remembered it, the name was inactive; it was in what is called long-term memory, out of your consciousness.

Then, when you retrieved it, the name was aroused into your consciousness, into short-term memory. This description is metaphorical. You did not actually move the name from one place to another in your mind, because memory is not a set of places. Instead, a given item can be either active or inactive: it can be in your consciousness, or it can be out of your consciousness for a moment.

Long-term memory is what most people think of when they talk about memory: the total content of our long-term memory encompasses that tremendous range of knowledge, ideas, images, skills, and feelings that we have gathered in the course of our experience. All these items of knowledge are inactive for the moment, but they can be retrieved, given an appropriate request, and "brought into" short-term memory. So short-term and long-term memories have a close, dynamic connection with each other.

Task 3. Answer the questions on the text:

1. What is deposited in a mental "filling cabinet", called memory?
2. What kind of memories does the generic one include?
3. What does the ambiguity of memory mean?
4. What are the three distinct processes in the memorizing - remembering cycle?
5. What guides selective attention?
6. Does sensory memory pass away fast or last for a long period of time?
7. Encoding is a process of converting the information from one form to another, isn't it?
8. How can long-term memory turn into short-term memory?

Task 4. Fill in the blank with the vocabulary word that best fits the meaning of each sentence:

1. Learning by ... is applicable only in a few cases.
2. We have had a ... amount of worry recently.
3. The course ... the whole of English literature since 1850.
4. Flowers will soon ... when they have been cut.
5. His answer was so ... that we couldn't understand what he meant.
6. His nationality isn't ... to whether he's a good lawyer.
7. The Latin term "Vulpes" is the ... term for the various types of fox.
8. He is a ... of all sorts of out-of-the-way knowledge.
9. I'm in a hurry — I've got some ... to do.
10. In such complicated situation she was able ... her self-control.
11. It is difficult to grasp the ... of the infinite space.
12. He handled the negotiations with great ...
13. The studio manager gave me the ... when it was time to sing.

Task 5. Translate essential word phrases:

Зберігати окремі факти; пов'язаний з конкретним місцем та часом; значимий; осмислений; роз'язувати квадратне рівняння; нагромаджені знання; перешкоджати утримуванню інформації; відкластися у пам'яті; стертися з пам'яті; викликати емоції; часовий вимір; свідоме життя; сенсорна пам'ять; наслідки процесів сприймання та відчуття; тривала фаза; охоплювати величезний обсяг знань.

Task 6. Translate into English:

1. Усе, що людина безпосередньо відображає за допомогою процесів відчуття і сприймання, фіксується, упорядковується, зберігається в її мозку, утворюючи індивідуальний досвід, і за потреби використовується у подальшій діяльності.
2. Пам'ять — це складний, але єдиний і безперервний процес, який детермінується діяльністю особистості та її спрямованістю на досягнення мети.
3. Сенсорна пам'ять характеризується дуже коротким часом збереження матеріалу. Вона має різні підвиди, серед яких помітну роль відіграє слухова та зорова сенсорна пам'ять.
4. Короткочасна пам'ять характеризується швидким запам'ятовуванням матеріалу, негайним його відтворенням і коротким строком зберігання.
5. Довготривала пам'ять виявляється у процесі набуття й закріплення знань, умінь і навичок, розрахованих на їх тривале зберігання та наступне використання в діяльності людини.
6. Запам'ятовування — це процес пам'яті, внаслідок якого відбувається закріплення нового матеріалу.
7. Збереження — процес пам'яті, що забезпечує утримування результатів запам'ятовування впродовж більш чи менш тривалого часу.
8. Відтворення — процес пам'яті, який полягає у відновленні матеріалу, що зберігається.

9. Пригадування — довільне відтворення, пов'язане з активним пошуком, відновленням і добуванням з довготривалої пам'яті матеріалу, необхідного індивіду.

10. Забування — процес пам'яті, який призводить до втрати чіткості й зменшення обсягу закріпленого у тривалій пам'яті матеріалу, а інколи й неможливості відтворити його.

Task 7. Render the text into English:

ПАМ'ЯТЬ

Пам'ять — це відображення предметів і явищ дійсності у психіці людини в той час, коли вони вже безпосередньо не діють на органи чуття. Пам'ять — це низка складних психічних процесів, активне оволодіння якими надає людині здатності засвоювати і використовувати потрібну інформацію.

Пам'ять включає такі процеси: запам'ятовування, зберігання, відтворення та забування. Запам'ятовування — це закріплення образів сприймання, уявлень, думок, дій, переживань і зв'язків між ними. Збереження — це процес утримання в пам'яті відомостей, одержаних у ході набування досвіду. Цей процес великою мірою залежить від якості та глибини запам'ятовування. Забування — процес протилежний збереженню, виявляється у тому, що актуалізація забутих образів чи думок ускладнюється або стає взагалі неможливою. Пам'ять включається в різні види людської діяльності, в них формується і виявляється.

Особливості вияву пам'яті закріплюються, передаються генетично, розвиваючись у діяльності людини, розкривають собою певні властивості особистості й складають певні види пам'яті.

Види пам'яті розрізняють за такими критеріями: 1) залежно від того, що запам'ятовується й відтворюється, яка діяльність переважає, пам'ять розподіляють на рухову, емоційну, образну, словесно-логічну; 2) за тривалістю закріплення й збереження матеріалу — на короткочасну (оперативну) і довготривалу; 3) залежно від того, як процеси пам'яті включаються у структуру діяльності, як вони пов'язані з її цілями та засобами, — на мимовільну і довільну; 4) за усвідомленням (розумінням) змісту матеріалу — на смислову і механічну.

Питання для самоконтроля:

Questions for self-study:

Phrasal Verbs (P to R)

Q1 Emily when she suddenly saw the burglar enter her home.

(a) passed out (b) passed in (c) passed over

Q2 Ken the best fruit at the supermarket.

(a) picked in (b) picked down (c) picked out

Q3 Steve was always trying to girls at the nightclub.

(a) pick down (b) pick up (c) pick by

Q4 The kids Trent because he is different.

(a) pick on (b) pick over (c) pick down

Q5 The whole community to make the playground safe and aesthetic.

(a) pitched on (b) pitched in (c) pitched over

Q6 After weeks of planning the escape, Sue finally started to believe they could

(a) pull it off (b) pull it forward (c) pull it up

Q7 Jeremy didn't want to the wedding any longer.

(a) put over (b) put by (c) put off

Q8 Kathleen felt like she had to with a lot from her family.

(a) put up (b) put over (c) put

Q9 That store is really expensive. It's a

(a) rip down (b) rip off (c) rip over

Q10 If you the numbers, it will be easier to calculate the estimate.

(a) round with (b) round over (c) round off

II семестр

Unit 1. Personality. Past Forms.

What is personality? Personality theories in psychology. Types of personality in psychology. Personality traits. Cultural understandings of personality. Personality assessment. Personality development.

Past Forms. Past Simple (Indefinite). Past Continuous (Progressive). Past Habitual: *used to. Have gone to / have been to / have been in.* Interrupted past action. Past Perfect. Past Perfect Continuous. Sequence of Tenses. Previous and subsequent events.

Питання до самостійного вивчення

Questions for self-study:

- What is the personality type theory in psychology?
- What is the most used personality theory?
- What are the cultural understandings of personality?
- What are the 4 components of personality in psychology?
- What is the culture of personality?
- What are the cultural theories of personality?
- What are the four elements of personality assessment?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 4, 7.

Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20.

Internet sources: 26, 27, 29, 30, 32-35.

Перелік індивідуальних завдань

List of individual tasks:

Task 1. List of Vocabulary

to absorb — вбирати, всмоктувати, поглинати

adolescence — підлітковий вік

to adopt — засвоїти, переймати

arbitrary — довільний

attribute — характерна риса, властивість

available — наявний, доступний

blighted — зіпсований, розбитий

bond — зв'язок

conformity — відповідність, узгодженість

continuity — безперервність, постійність

to decline — зменшуватися, спадати, занепадати

discrete — роз'єднаний, окремий

to encompass — охоплювати, включати (в себе), стосуватися

enduring — стійкий, тривалий

to equate — прирівнювати
to evaluate — оцінювати
to exert — докласти зусиль, проявляти, демонструвати
gratification — задоволення, винагорода
to hinder — заважати
to incorporate — об'єднувати
insight — розуміння, проникливість
maturity — зрілість
mortality — смертність
onset — початок, напад
peer — рівня
petty — дрібний
plight — жалюгідне становище
puberty — статева зрілість
reinforcement — підмога, підкріплення
sensitivity — чутливість, вразливість
sophisticated — ускладнений, витончений
substantive — самостійний, незалежний
susceptibility — сприйнятливість, вразливість
transition — перехід, зміна
to vary — різнитися
vicarious — заміщувальний
violation — порушення
undue — надмірний, несвоєчасний

Task 2. Read the text

PERSONALITY AND SOCIAL DEVELOPMENT

The term that psychology uses to encompass the distinct qualities that make each person unique is personality, which we can define as the organization of a person's cognitive, motivational, and social characteristics. The development of a person's personality encompasses all the changes that take place in these characteristics over the course of his or her life, together with the continuities that have existed all along. Our personality influences most aspects of our social, emotional, and cognitive behaviour. It affects, for example, our bonds with other people, our conformity to sex roles, our tendency to behave aggressively or cooperatively, and our moral and intellectual development.

Psychologists are extremely interested in personality both as a result and a cause of human development. The major approaches to personality and social behaviour that psychologists have taken are the biological perspective, Freud's psychosocial theory, the cognitive-developmental perspective, and the behavioural perspective. One aspect of personality that is influenced by biology is temperament, the individual's pattern of activity, response to stimuli, susceptibility to emotional stimulation, and general mood.

Sigmund Freud's theory of psychosexual development has had a dominant influence on research into personality and social development. Although many of

Freud's ideas, as originally stated, have not been supported by substantive empirical investigation, his insights have stimulated some of this century's most important investigations into personality and social development.

The cognitive perspective on how personality and social behaviour develop is based on the concept of developmental stages. But instead of emphasizing the conflict between demands for gratification and the requirements of society, cognitive theorists emphasize thinking, reasoning, and role taking. Cognitive theorists are especially interested in social cognition, the child's understanding of the social world and the process by which the child comes to understand why people (including himself or herself) behave the way they do in social situations.

Physiologists have also tried to explain the development of personality and social behaviour on the basis of the principles of learning. Such behavioural psychologists regard the unique qualities and enduring characteristics of each person as patterns of behaviour that have been learnt through reinforcement, punishment, or imitation. In this view, development is continuous, not broken into discrete stages.

Specific characteristics are acquired in two ways: on the basis of direct experience, in which the person receives reinforcement or punishment connected with particular behaviour; or, according to social learning theory, through vicarious experience, in which the person observes and imitates a model's behaviour. As children grow, the parents' primary role switches from physical care, in which children absorb society's attitudes, to values, and customs. With socialization, the child incorporates these standards so that their violation produces a sense of guilt. Children grow up in families, each unique and each with its own strengths and weaknesses. And families, in turn, live in communities — rich or poor, simple or sophisticated, comfortable or chaotic. Family and the wider community also exert a powerful influence on the child's development. The world outside the family also affects the developing child. There is, first of all, the sort of school that is available.

Does the school give children individual attention and expect them to perform well? Does the school offer ways for parents to become involved in their children's education? Beyond the school lies the larger community, and it, too, may help or hinder children's development. For example, a city that allows large geographical areas to become blighted, "giving up" certain neighbourhoods to petty criminals, gangs, or drug dealers, is ensuring that a certain number of its children will grow up in a stressful and dangerous environment.

As children grow, they acquire gender roles, adopting attitudes and patterns of behaviour that society considers acceptable for their own gender. Some aspects of gender roles are determined by biology; other aspects are arbitrary and vary from culture to culture. Biology and socialization both play important parts in the development of gender roles. Temperamental differences between boys and girls appear to exist at birth, and tend to center on activity, sensitivity to stimuli, and social interaction. Peer relationships are important because they are between equals. Through interactions with their peers, children learn social skills, learn to evaluate themselves in comparison with others, develop a sense of their own identity, and develop a sense of belonging to a group. Children's play has an essential role in development because it minimizes the consequences of a child's actions and gives children a chance to try out behaviour that would never be attempted under the pressure of daily life. Children's friendships change in meaning, depth, and complexity as children grow.

A child's susceptibility to peer influence increases with age, peaking in early adolescence and then declining. Although peer pressure toward antisocial behaviour becomes stronger during the school years, children often behave in altruistic ways, sharing their toys or coming to the rescue of another child. Such actions are examples of prosocial behaviour — action intended to benefit another person, taken without expectation of external reward, and generally involving some cost to the individual. When prosocial behaviour springs from a combination of emotional distress at another's plight and understanding of her or his needs, it is called altruism. As children grow, their concepts of altruism, justice, and morality change, as do the reasons that they give for their moral and ethical acts. These changes are the result of cognitive and social development. Adolescence begins with the onset of puberty. Although some cultures equate adulthood and reproductive maturity, Western societies admit the transitional period of adolescence, which allows young people to try out different roles. The major developmental task of adolescence is the establishment of identity: the individual's sense of personal sameness and continuity.

According to Erik Erikson, the physical, sexual, and social demands on the adolescent often produce internal conflict, an identity crisis, which requires the adolescent to develop a new selfconcept. To resolve this crisis, adolescents must incorporate their new physical and sexual attributes, developing a sense of continuity between what they were in the past and what they will become. Adulthood has sometimes been described as the period of life that begins when we stop growing up and start growing old. It has also been characterized as a period of little change in personality. Work can affect intellectual development and personality, and personality and life circumstances can affect work. People's personal concerns change across the life span, and genderrelated attitudes and behaviour appear to be affected by the stages of family life. As people become middleaged, they develop a concern with introspection, and there is a shift in time perspective that brings an awareness of personal mortality.

Most people cope with major life transitions without undue stress; transitions become traumatic only when they are not anticipated or when they occur at an unexpected time of the life cycle. Most old people do not fit the stereotype of the aged, and people are now vigorous until very late in life.

Task 3. Answer the questions.

1. How can personality be defined?
2. What aspects of behaviour does our personality influence?
3. Has Sigmund Freud's theory anything to do with the investigation of personality?
4. How do physiologists try to explain the development of personality?
5. What is temperament?
6. What do cognitive theorists deal with?
7. How does socialization influence the developing of the child?
8. Is altruism positive or negative feature?
9. When does adolescence begin?
10. How do personal concerns change across the life span?

Task 4. Translate the essential phrases.

Конкретні риси; охоплювати зміни за весь період життя; міжсуб'єктні зв'язки; модель поведінки, відповідь на стимул, емоційна подразнюваність; дослідження особистості та соціальної поведінки; стадії розвитку; отримати підтвердження з практики; акцентувати увагу на ролевих відношеннях; засвоювати модель поведінки; підтримка; покарання; імітація; опосередкований досвід; перевести увагу на цінності; викликати почуття провини; сильні та слабкі сторони особистості; впливати на розвиток дитини; засвоювати гендерні ролі; факультативна роль; стосунки індивідів у групі; почуття само ідентифікації; прийти на допомогу; давати пояснення етикоморальним вчинкам; ототожнювати період дорослого віку з репродуктивною функцією; набути нових ознак; відчуття неперевершеності; життєві обставини; усвідомлення вічності; долати перехідні періоди; не відповідати стереотипу літньої людини.

Task 5. Fill in each blank with the vocabulary word that best fits the meaning of each sentence:

1. The fashion magazines show what the ... woman is wearing this year.
2. The picture consisted of a lot of ... spots of colour.
3. Parents usually inform their children about the changes at... and it is also taught at school.
4. Our problems seem ... when compared to those of people who never get enough to eat.
5. This unfortunate incident may ... the progress of the peace talks.
6. So many ideas! It's all rather too much for me ... all at once.
7. We are all moved by the... of these poor homeless children.
8. Her life was ... by ill health.
9. The opinions of his ... are more important to him than his parents' ideas.
10. His family's success was a great ... to him in his old age.
11. The course ... the whole of English literature since 1850.
12. They ... her suggestions into their plans.

Task 6. Confirm or deny the following statements. Make use of the following phrases:

That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not.

You are not quite right, I'm sorry to say it. Far from it.

1. Temperament is an acquired, not inherent feature of each person.
2. The major approaches to personality, namely the biological perspective, Freud's psychosocial theory, the cognitive developmental perspective, and the behavioural perspective contradict each other.
3. Family and the wider community exert a powerful influence on the child's development.
4. Gender roles are predetermined only by biology.
5. Social skills can be learnt by children only through interactions with their peers.
6. Adolescence is a transitional period between childhood and adulthood.
7. The major developmental task of adolescence is the establishment of identity.
8. Adulthood starts with the beginning of marital life of both men and women.
9. Major life transitions are coped with by most people traumatically.

Task 7. Complete the following sentences:

1. The biological perspective, Freud's psychosocial theory, the cognitive developmental perspective, and the behavioural perspective are
2. Cognitive theorists are interested in
3. Physiologists explain the development of personality through
4. Family, school, yard, city have great influence
5. Through interactions with their peers
6. As children grow, their concepts of altruism
7. The major developmental task of adolescence is
8. Adulthood can be characterized as a period

Питання для самоконтроля:

Questions for self-study:

Phrasal Verbs (L to P)

Q1 I hardly ever gamble but I was at the casino yesterday.

- (a) lucky (b) lucked (c) lucked out

Q2 He is different so many children him.

- (a) made fun at (b) made fun over (c) make fun of

Q3 The couple decided to kiss and after the day long argument.

- (a) make out (b) make on (c) make up

Q4 Even though she squinted, she couldn't what he had written.

- (a) make out (b) make over (c) make about

Q5 He decided to his past mistakes by doing some good in his community.

- (a) make up about (b) make up for (c) make up over

Q6 The department store has its prices since the last time I was here.

- (a) marked over (b) marked up (c) marked about

Q7 The items are because the manager wants to make more room for the incoming spring line.

- (a) marked under (b) marked down (c) marked over

Q8 Everyone laughed at the between the twin brothers at the party.

- (a) mix in (b) mix up (c) mix over

Q9 Billy was so tired that he was in class.

- (a) nodding in (b) nodding on (c) nodding off

Q10 Her father when she was just a kid.

- (a) passed over (b) passed away (c) passed down

Unit 2. Emotions and Motivation.

Future Forms. Other ways of expressing future

Emotions. Major theories of emotion. Classification of emotions. Basic and complex emotions. What is emotional intelligence. Benefits of understanding emotions. Motivated behaviour. Social motivation.

Future Forms. Future Simple/ Be Going to. Future Simple/ Present Continuous. Future Continuous. Future Perfect. Future Perfect Continuous. Future-in-the Past tense forms. **Other ways of expressing future.** Future time words + Present Simple. Offers, promises, requests. Arrangements. Constructions: *be about + infinitive*, *be on the point + -ing form*, *be due to + infinitive*, *be sure to/ be certain to/ be bound to + infinitive*, *to be (un)likely to + infinitive*, *to be sure to + infinitive*.

Питання до самостійного вивчення

Questions for self-study:

What is the 5 emotion theory?
What is the basic theory of emotion?
What are the three historical theories about emotion?
What is the central theory of emotion?
What are the basic emotion classification?
What are the four major categories of emotion?
What is a basic emotion?
What does it mean to have complex emotions?
What is the meaning of emotional intelligence?
What is your emotional intelligence?
What are the 4 types of emotional intelligence?
What is emotional intelligence in short summary?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 4, 7.

Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20.

Internet sources: 26, 27, 29, 30, 32-35.

Перелік індивідуальних завдань

List of individual tasks:

Task 1. List of vocabulary.

Emotion — емоція
Love — любов
Happiness — щастя
Terror — страх
Hate — ненависть
Joy — радість
Pleasure — задоволення
Anxiety — тривога
Fear — страх
Hurt — завдати болю
Learn — навчатися
Experience — досвід
Rewards — винагороди
Punishments — покарання
Society — суспільство
Harm — шкода
Help — допомога
Support — підтримка
Human relationships — людські відносини
Friends — друзі

Enemies — вороги
Marriage — шлюб
Affection — прихильність
Companions — товариші
Bonds — зв'язки
Culture — культура
Survival — виживання
Adaptation — адаптація
Categorize — класифікувати
Objects — об'єкти
Sensory aspects — сенсорні аспекти
Social consensus — соціальний консенсус
Emotional reactions — емоційні реакції
Loyalty — лояльність
Morality — мораль
Pride — гордість
Shame — сором
Guilt — вина
Greed — жадібність
Feelings — почуття
Mild — легкий
Intense — інтенсивний
Embarrassment — збентеження
Frustration — розчарування
Joy — радість
Anguish — страждання
Empathize — співпереживати
Psychological phenomena — психологічні явища
Arousal — збудження
Expression — вираз
Experience — досвід
Autonomic nervous system — автономна нервова система
Behavioural acts — поведінкові акти
Rage — лють
Subjective feeling — суб'єктивне відчуття
Sympathetic division — симпатичний відділ
Heart rate — частота серцевих скорочень
Respiration — дихання
Muscular tension — м'язова напруга
Brain — мозок
Perception — сприйняття
James Lange theory — теорія Джеймса-Ланге
Visceral organs — внутрішні органи

Task 2. Read the text.

Emotions

Imagine a world in which there was suddenly no emotion — a world in which human beings could feel no love or happiness, no terror or hate. People might not be able to stay alive: knowing neither joy nor pleasure, neither anxiety nor fear, they would as likely to repeat acts that hurt them as acts that were beneficial. They could not learn: they could not benefit from experience because this emotionless world would lack rewards and punishments.

Society would soon disappear: people would be as likely to harm one another as to provide help and support. Human relationships would not exist: in a world without friends or enemies, there could be no marriage, affection among companions, or bonds among members of groups. Our culture's richness would be lost: since people would have no taste for beauty there would be no art, and since people could not be amused or entertained, there would be no music, theatre, books, television, or movies. In such a world, the chances that the human species would survive are near zero, because emotions are the basic instrument of our survival and adaptation.

Emotions structure the world for us in important ways. As individuals, we categorize objects on the basis of our emotions. True, we consider their length, shape, size, or texture, but object's sensory aspects are less important than what it has done or can do to us — hurt us, surprise us, infuriate us, or make us joyful. We also use emotiontinged categorizations in our families, communities, and overall society. Out of our emotional experiences with objects and events comes a social consensus that certain things and actions are “good” and others are “bad”, and we apply these categories to every aspect of our social life — from what food we eat and what clothes we wear to how we keep promises and which people our group will accept. In fact, society exploits our emotional reactions and attitudes, such as loyalty, morality, pride, shame, guilt, fear, and greed, in order to maintain itself. If emotions were colours, we would each have a rainbow. We are all familiar with a broad span of feelings, some mild, some intense; they range from the momentary and trivial (embarrassment at being unprepared in class, frustration at an automobile breakdown when we are late for an appointment) to the profound and lifealtering (joy when we fall in love, anguish when someone we love dies).

Our emotional experiences lend their hues to every moment of our day, and they are so much a part of our life that we can easily empathize with the emotions of others. But as familiar as emotions are, it is not easy to formulate a definition of them — to describe exactly what all these different feelings have in common. Emotions are complicated psychological phenomena that we cannot sum up in everyday, commonsense terms. Psychologists have therefore approached them from another angle. They have noted that no matter what the source or the quality of the emotion is, all emotions share three basic aspects, or components: arousal, expression, and experience.

Psychologists use the term “arousal” to refer to the series of psychological changes — primarily in the autonomic nervous system — that take place when an individual has an emotion. “Expression” refers to behavioural acts that are elicited by

the emotion, such as baring the teeth in a moment of rage. “Experience” is the subjective feeling that accompanies the emotion — the individual’s perception and realization of the emotional state. Strong emotions are associated with internal changes resulting from activation of the autonomic nervous system. The sympathetic division dominates during emotionarousing situations, and when it is activated, heart rate, respiration, and muscular tension increase. The brain coordinates the activation of the autonomic nervous system as it triggers emotional arousal. Much of the behaviour accompanying strong emotion can be observed directly, and there is general agreement concerning its meaning, with the role of prominent facial features charted for at least six basic emotions. The extent to which people agree in rating a common experience helps establish the degree of consistency in our subjective emotional experiences. A debate continues over the relationship between the bodily changes that characterize emotions and a person’s perception of those changes and the situation that produced them.

The James Lange theory of emotion postulates that the perception of bodily changes is emotion.

This theory has been challenged because

- 1) physiological changes do not necessarily produce emotions;
 - 2) the speed with which emotions are felt makes it doubtful that the visceral organs could be their source; and
 - 3) similar bodily changes occur in conjunction with differing emotional states.
- However, the perception of physiological changes does play a significant role in the experience of emotions.

Task 3. Answer the questions.

1. What would happen if the world were emotionless?
2. Are emotions coloured?
3. What functions do they perform?
4. What are the three basic phases of an emotion state?
5. What does the JamesLange’s theory deal with?

Task 4. Confirm or deny the following statements. Make use of the following phrases:

That’s it! Precisely. Very true. I fully (quite) agree with you. I’m afraid not.

You are not quite right, I’m sorry to say it. Far from it.

1. Emotions play an important role in our life.
2. The perception of physiological changes plays the most significant role in the experience of emotions.
3. Society exploits our emotional reactions and attitudes, such as loyalty, morality, pride, shame, guilt, fear, and greed, in order to maintain itself.
4. No matter what the source or the quality of the emotion is, all emotions form three basic aspects, or components: arousal, expression, and experience.

Task 5. Translate the sentences into English:

1. Емоції — це специфічна форма взаємодії індивіда з навколишнім світом, із середовищем, спрямована на пізнання світу та свого місця в ньому через самого себе.
2. Згідно з теорією Джеймс Ланге, емоції є не причиною, а наслідком фізіологічних змін в організмі.
3. Глибина емоційних явищ залежить від того, чи викликана вона пересічними, чи життєво важливими подіями, а також від того, в якому зв'язку між собою перебувають ці явища.
4. Об'єднуючи в ціле всі функції організму, емоції сигналізують про корисні або шкідливі впливи на організм.
5. Емоції становлять складну реакцію організму, в якій беруть участь майже всі відділи нервової системи людини.
6. Зовнішні вираження емоцій виявляються в рухах, позах, інтонації мовлення, рухах очей тощо. Внутрішня їх вираженість яскраво виявляється у прискореному серцебитті, підвищеному кров'яному тиску, змінах в органах травлення тощо.

Task 6. Read and translate the text:

Classification of Emotions

The list of feelings and reactions we include under the term emotion is almost infinite. A few that come to mind readily are: fear, anger, rage, horror, terror, agony, anxiety, jealousy, shame, embarrassment, grief, boredom, and dejection. These tend to be negative emotions, but positive ones can be added: love, joy, amusement, elation, ecstasy, pleasure, and happiness. It is quite clear that the list could be extended indefinitely, depending on one's introspective skill and vocabulary range.

At birth there are just a few basic emotional reactions that develop and combine in different ways. The behaviourist, John Watson postulated three basic emotions in children — fear, rage, and love.

Robert Plutchik has proposed a theory of emotional mixture. He assumes that there are eight basic emotional reactions — anticipation, anger, joy, acceptance, surprise, fear, sorrow, and disgust. According to him, each primary emotional reaction can vary in intensity producing different shades of emotional experience. For instance, such basic reaction like fear can vary in intensity from timidity, through apprehension, fear and panic, up to terror. So we may have annoyance, anger, and rage as well as calmness, serenity, pleasure, happiness, joy, and ecstasy.

Other psychologists took a more descriptive approach to the classification of emotions. This approach involves the isolation of one or more basic dimensions along which emotional reactions can be placed. Three main dimensions were described by various authors: intensity, pleasantness/ unpleasantness, and approach/ avoidance. The intensity dimension is the one most psychologists agree upon. It was also called a

Positive	Negative
joy	anguish
love	hatred

level of arousal or activation. And Elizabeth Duffy suggested that the term emotion be replaced by arousal or energy mobilization.

Emotions at the same level of intensity may be pleasant or unpleasant. Among the more aroused emotions appear joy, astonishment, hopefulness, and ecstasy on the pleasant side and disgust, fear, rage, and terror on the unpleasant one. Among the less aroused emotions there are the pleasantness of material feeling and the unpleasantness of grief.

Task 7. Answer the following questions:

1. What types are emotions differentiated between?
2. How do basic emotional reactions develop?
3. What basic emotions did John Watson postulate?
4. What theory did Robert Plutchik propose?
5. How can each primary reaction vary?
6. What does the descriptive approach involve?
7. What are three main dimensions of emotions?
8. How are emotions differentiated at the same level of intensity?
9. What theory do you think to be the most influential? Give your reasons.

Task 8. Explain:

- what you understand by positive emotions;
- what you mean by negative emotions;
- the essence of John Watson's theory;
- the importance of Robert Plutchik's theory;
- what emotions you experience more often: positive or negative;
- what circumstances give rise to your positive emotions and negative ones accordingly.

Task 9. Make up a list of pleasant and unpleasant emotions choosing them from the words below. Arrange them according to the degree of intensity:

Acceptance, agony, amusement, anger, annoyance, anticipation, anxiety, apprehension, astonishment, boredom, calmness, dejection, disgust, ecstasy, elation, embarrassment, fear, grief, happiness, hopefulness, horror, jealousy, joy, love, panic, pleasure, rage, serenity, shame, sorrow, surprise, terror, timidity.

Питання для самоконтроля:

Questions for self-study:

Phrasal Verbs (L)

Q1 Jeff felt as if he had been when he lost his job.

- (a) let on (b) let down (c) let over

Q2 At long last the storm is starting to look like it's going to

- (a) let in (b) let down (c) let up

Q3 He started to his life and then decided to take another trip.

- (a) look back on (b) look back in (c) look back down

Q4 The rich family poor people in this area.

- (a) looks down in (b) looks down on (c) looks down back

Q5 She started to the upcoming trip.

- (a) look forward to (b) look forward about (c) look forward over

Q6 Norma promised she would Cara's children while she was away on a business trip.

(a) look in over (b) look in on (c) look down on

Q7 The sheriff said he would the crime a bit more thoroughly.

(a) look down (b) look on (c) look into

Q8 You can't tell them apart — Elena her mother.

(a) looks just alike (b) looks just like (c) looks just over

Q9 Before Sheila died from a long cancer battle, she asked her sister to her children.

(a) look down (b) look over (c) look in

Q10 Ray hadn't seen his friend in years but he decided to anyway.

(a) look him up (b) look him down (c) look him in

Unit 3. Social Psychology.

Modals

Social psychology and influences on behavior. Social norms and scripts. Attitudes and persuasion. Group behavior. The bystander effect and altruism. Attraction and love. Prejudice and discrimination. Aggression

Modals. Ability (*can - could - be able to*). Obligation/ Duty. Necessity (*must - have to - should/ ought - need*). Absence of necessity (*needn't/ don't have to / don't need to - didn't need to - needn't have done*). Prohibition (*mustn't - can't*). Logical assumption (*must - can't/ couldn't*). Probability (*should/ ought*). Possibility (*can - could/ may - might*). Permission (*can/ could/ may /might*). Request (*can/ could/ will/ would/ may/ might*). Offers (*I'll/ shall/ can/ could*). Suggestions (*shall/ can/ could*). Advice (*should/ ought to/ must*). Criticism (*should/ ought to*). Promise (*will*). Expressions similar to modal verbs.

Питання до самостійного вивчення

Questions for self-study:

What are the social factors that influence behavior?

What is social influence on behaviour in applied psychology?

What influences behaviour in psychology?

What is behavior social psychology?

What are social norms roles and scripts?

What is the bystander effect altruism?

What is the bystander effect in group behavior?

What is the social norms theory of altruism?

What is the difference between prejudice and discrimination?

What are the similarities between prejudice and aggression?

What is the psychology behind prejudice?

What is the frustration aggression theory of discrimination?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 4, 7.

Recommended materials: 9, 11, 13, 14, 15, 17, 18, 19, 20.

Internet sources: 26, 27, 29, 30, 32-35.

Перелік індивідуальних завдань List of individual tasks:

Task 1. List of vocabulary:

Social psychology - соціальна психологія
Society - суспільство
Individuals - особистості
Personal attitudes - особисті установки
Life experiences - життєвий досвід
Social cognition - соціальне пізнання
Mental processes - розумові процеси
Impression formation - формування враження
Social comparison - соціальне порівняння
Biases - упередження
Person-positivity bias - упередження позитивного сприйняття людей
Cognitive dissonance - когнітивний дисонанс
Theories of attribution - теорії атрибуції
Actions - дії
Formal biases - формальні упередження
Fundamental attribution error - фундаментальна помилка атрибуції
Actor-observer effect - ефект актора-спостерігача
Self-handicapping - самоперешкоджання
Self-fulfilling prophecy - самоздійснюване пророцтво
Group behavior - поведінка групи
Social facilitation - соціальне полегшення
Social inhibition - соціальне гальмування
Group polarization - групова поляризація
Groupthink - групове мислення
Conformity - конформність
Compliance - поступливість
Obedience - послух
Altruism - альтруїзм
Deindividuation - деіндивідуалізація
Bystander effect - ефект стороннього спостерігача
Diffusion of responsibility - дифузія відповідальності

Task 2. Read the course description:

Social Psychology and the Individual

In this course, we will study the important field of **social psychology**. In general, this branch of psychology studies how society influences individuals. We will focus on the way society shapes personal attitudes. In this course, students are encouraged to share their own life experiences.

The first half of the course addresses social cognition. This area of social psychology focuses specifically on mental processes. Our discussions will concentrate

heavily on the process of impression formation. This includes one of the major drivers of human behavior: social comparison. We will also examine the biases that occur during impression formation, including person-positivity bias. Then we'll analyze the complex factors that contribute to cognitive dissonance.

The second half of the course will focus on theories of attribution. These examine how people explain their own actions and those of others. A major component of this field is the influence of formal biases. As we'll discuss, people often overemphasize environmental factors in attribution. This occurs in both the fundamental attribution error and the actor-observer effect. Finally we'll review a recent study on self-handicapping. This is a type of self-fulfilling prophecy in which people prevent their own success.

Task 3. Answer the questions:

1. What does the field of social psychology study?
2. How does society influence individual personal attitudes?
3. Why are students encouraged to share their own life experiences in this course?
4. What is the focus of the first half of the social psychology course?
5. What is included in the process of impression formation?
6. What is the role of social comparison in human behavior?
7. What biases occur during impression formation?
8. What is cognitive dissonance, and what factors contribute to it?
9. What is the focus of the second half of the social psychology course?
10. How does group behavior affect individual behavior, particularly in the context of social facilitation and social inhibition?

Task 4. Identify if the statements true or false:

- 1 The course lets students discuss personal experiences.
- 2 Person-positivity bias occurs during social comparison.
- 3 Students will examine a recent study on a type of self-fulfilling prophecy.

Task 5. Match the words or phrases with the definitions.

- | |
|---|
| <ol style="list-style-type: none">1. Personal2. Attribution3. Social psychology4. Actor-observer effect5. Person-positivity bias6. Self-fulfilling prophecy7. Fundamental attribution error |
|---|

A the process of causing something by believing it to be true

B the act of overemphasizing the role of personality in behavior

C relating to the attitudes or characteristics of an individual

- D** the study of society's influences on people's minds and behaviors
- E** the act of forming more positive attitudes about individuals than groups
- F** the act of attributing one's own behavior to events, not personality
- G** an explanation of the cause of something

Task 6. Fill in the blanks with the correct words or phrases from the word bank.

social comparison	social cognition	cognitive dissonance
impression formation	attitude	self-handicapping

- 1** Intentionally not preparing for an exam can be a type of
- 2** The woman's conflicting opinions caused a state of ... in her mind.
- 3** ... can create a general idea about a person within a few seconds.
- 4** The study on ... examined how relationships affect thought processes.
- 5** Many people use ... to measure their own success.
- 6** The woman has a generally negative ... about her coworkers.

Task 7. Complete the conversation with the words from the word bank:

compare your success	does that mean	helping you right now
I don't understand	social comparison	you have a point

Psychologist: Okay, Nancy. Last week, we discussed your dissatisfaction with your job.

Patient: Right. I just feel like I can't do well in that environment.

Psychologist: I believe there are a couple of factors affecting you. For one, you're relying too much on (1).....

Patient: What (2)?

Psychologist: You always (3) to your coworkers' success. In particular, you focus too much on Tim.

Patient: But Tim always does so well. (4) why he gets so much attention.

Psychologist: Well, analyzing Tim isn't (5) You need to focus on your own work.

Patient: Okay, I guess (6) After all, he doesn't even work in my department.

Psychologist: Right. Now, the other problem is a little trickier. I think I see some self-handicapping in your behavior.

Patient: Self-handicapping? You mean, I'm stopping myself from succeeding?

Psychologist: That's exactly right. You keep saying that you don't care about this job.

Patient: I don't. How is that preventing my success?

Psychologist: I believe it's a self-fulfilling prophecy. If you change your attitude, it might improve your performance.

Patient: Hmm. That's a lot to think about.

Task 8. Use the course description the the conversation from the 7th task to write the psychologist's notes about the patient.

Include: the patient's problem, which social factors may be affecting him or her, and what you advised him or her to do.

Task 9. Read the text:

How groups behave

When people are in groups, their individual behavior changes. For example, two students are solving a simple problem. While solving it, they know they are being observed by others. Social facilitation causes one student to solve the problem quickly and without error. However, another student might fail in the same situation. Social inhibition causes this student to imagine the possibility of embarrassment. Both students were given the same task. But the presence of observers affected their behavior in different ways.

Group polarization and groupthink are especially common in groups sharing an interest. There's often a group belief system or agreed-upon approach to issues. This structure relies on conformity, compliance, and obedience. Members may share an interest in altruism. Consequently, they all donate funds to the same organization. On the other hand, the existence of a group can also be harmful. Extreme conformity can lead to deindividuation. In emergency situations, the larger the group, the less likely an individual is to act. The bystander effect occurs as a result of diffusion of responsibility. Each individual believes someone else will take a necessary action. Eventually, no one acts at all. But in any case, the existence of a group affects an individual's behavior. Sometimes the results are positive, and sometimes they are negative.

Task 10. Answer the questions:

1. How does individual behavior change when people are in groups?
2. What is an example given to illustrate the change in individual behavior in groups?
3. How does social facilitation affect a student solving a problem while being observed?
4. How does social inhibition affect a student solving the same problem in the presence of observers?
5. What is group polarization, and when is it especially common?
6. What role do conformity, compliance, and obedience play in group behavior?
7. How can shared interest in altruism influence group behavior?
8. What negative effect can extreme conformity have on individuals in a group?
9. How does the bystander effect manifest in emergency situations?
10. What causes the diffusion of responsibility in group settings?

Task 11. Match the words or phrases with the definitions:

compliance	social inhibition	conformity	groupthink
group polarization		diffusion of responsibility	

- A** the inclination to make extreme decisions as a group despite individual tendencies
B the tendency of a group of people to approach issues as one
C similar thoughts or behavior in line with members of a group
D the restriction of behavior to avoid embarrassment when observed by others
E the tendency to assume another member of a group will take action
F the process of acting as someone was requested or ordered

Task 12. Read the sentences/pairs. Choose which word or phrase best fits each blank:

1. *Group / altruism*
 - A. The professor started a(n) for new students.
 - B. The man exhibited by donating money to the charity.
2. *Obedience / social facilitation*
 - A. The student's performance improved as a result of
 - B. The leader of the group expected from the members.
3. *Bystander effect / deindividuation*
 - A. Nobody in the crowd took action, demonstrating the
 - B. The lecture on was about losing one's own individuality.

Task 13. Read and complete the conversation with the words from the word bank:

the bystander effect	they'd just watch	any other suggestions
what do you think	don't want to be	as an example

Professor: We're discussing the dynamics of groups next week. Did you prepare something yet?

Student: I came up with some scenarios to present.

Professor: Oh, great! Tell me about them.

Student: Take, for example, a person getting robbed on a busy street. What would you do in that situation?

Professor: (1) the students will say?

Student: I think we'll see a lot of altruism. Most people believe they would take action.

Professor: Right. However, studies show that (2) is very powerful.

Student: So, you're saying their actual behavior might be different. (3) the crime occur?

Professor: Exactly. In emergency situations, there's a diffusion of responsibility. Most people (4) held accountable.

Student: Hmm. That'll be interesting, then.

Professor: I agree. Did you have (5)?

Student: Yes. I wanted to use a fraternity (6)

Professor: Good. That's very familiar to college students too. And members often experience deindividuation.

Student: I see it in some of my friends in those organizations. They dress, act, and think alike.

Professor: And that's actually an example of conformity. Good job. You prepared well.

Питання для самоконтроля:

Questions for self-study:

Phrasal Verbs (L)

Q1 Jeff felt as if he had been when he lost his job.

(a) let on (b) let down (c) let over

Q2 At long last the storm is starting to look like it's going to

(a) let in (b) let down (c) let up

- Q3 He started to his life and then decided to take another trip.
 (a) look back on (b) look back in (c) look back down
- Q4 The rich family poor people in this area.
 (a) looks down in (b) looks down on (c) looks down back
- Q5 She started to the upcoming trip.
 (a) look forward to (b) look forward about (c) look forward over
- Q6 Norma promised she would Cara's children while she was away on a business trip.
 (a) look in over (b) look in on (c) look down on
- Q7 The sheriff said he would the crime a bit more thoroughly.
 (a) look down (b) look on (c) look into
- Q8 You can't tell them apart — Elena her mother.
 (a) looks just alike (b) looks just like (c) looks just over
- Q9 Before Sheila died from a long cancer battle, she asked her sister to her children.
 (a) look down (b) look over (c) look in
- Q10 Ray hadn't seen his friend in years but he decided to anyway.
 (a) look him up (b) look him down (c) look him in

Unit 4. Industrial-Organizational Psychology.

The Passive voice

Industrial-organizational psychology. Selecting employees. Job satisfaction. Leadership and organization. Human factors psychology and workplace design. Mental and physical health domain.

The Passive Voice. Transformation from Active to Passive. Personal/ impersonal constructions. Special passive constructions. *Have something done. Get something done. To be done/ being done.*

Питання до самостійного вивчення

Questions for self-study:

- What is industrial-organizational psychology?
- Is I-O psychology a good career?
- What is the highest paying I-O psychology job?
- What are the 3 major areas of industrial-organizational psychology explain?
- What is the human factors domain of psychology?
- What is human factors in job design in psychology?
- What are human factors in the workplace?
- What are the human factors in organizational psychology?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 3, 5.

Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24.

Internet sources: 28, 36, 37.

Перелік індивідуальних завдань

List of individual tasks:

Task 1. List of words:

Job Satisfaction - Задоволення роботою
Important - Важливий
Salary - Зарплата
Supportive team - Підтримуюча команда
Emotions - Емоції
Happiness - Щастя
Stress - Стрес
Anxiety - Тривога
Research - Дослідження
Organization - Організація
Psychological - Психологічний
Physiological - Фізіологічний
Environmental - Екологічний
Circumstances - Обставини
Communication - Спілкування
Culture - Культура
Security - Безпека
Leadership - Лідерство
Opportunities - Можливості
Career development - Кар'єрний розвиток
Working conditions - Умови праці
Employee personality - Особистість працівника
Proactive - Проактивний
Pay and benefits - Зарплата та пільги
Rewards and recognition - Винагороди та визнання

Task 2. Read the text:

What Is Job Satisfaction and Why Is It Important?

Determining whether you are satisfied with your job, whether it is right for you, and why that is important often involves personal intuition and circumstances. For some people, the right job might entail earning a certain salary. For others, the right job might involve having a supportive team. It makes us ask whether emotions like happiness, stress, and anxiety play an important role in job satisfaction.

With more than 21,000 participants in their study, researchers Dobrow, Ganzach, and Liu (2018) found that over a 40-year span, people who stayed in the same organization over time became less satisfied, and people who moved to different organizations over time became happier.

The aptly titled *Job Satisfaction* (Hoppock, 1935) defines job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person to truthfully say that they are satisfied with a job.

Let's take a look at what can be done to satisfy ourselves in a job:

1. Communication

Communication can be extremely important to retaining levels of satisfaction, on both a personal and professional level. It is exhibited in allowing employees to be open, collaborative, trustworthy, and even confrontational when needed.

2. Culture

Defining a company culture links to job satisfaction as it provides values and guidance about topics ranging from organizational goals to appropriate levels of interaction between employees.

3. Security

It's no surprise that once a culture is established in a workplace, satisfaction can then be enhanced by added feelings of security. Security may arise from knowing you work for a viable company with long-term goals, insinuating feelings of belonging to that company. This can be enhanced by having honest communication and transparency within a company.

4. Leadership

Tied into increased motivation for employees, leadership, or influencing a group toward the achievement of a vision or set of goals, can lead to job satisfaction by making sure communication and instruction of tasks is adequate and easily understood.

In turn, when employees feel that leaders can guide them through tasks, their motivation and satisfaction increases.

5. Opportunities

Employees can gain more satisfaction with their job when more challenging opportunities arise. This can lead to participation in interesting and diverse projects and get employees away from the monotony of a role.

6. Career development

Employees can become more satisfied with their job when they know there is an individualized plan for them. Beyond the formal nature of appraisals, if there is a path in place for growth, this can encourage employees to stay happier for longer.

7. Working conditions

Job satisfaction can be increased if a resilient workplace is a cooperative environment. This means a place with respect for diverse ideas and opinions, honest and constructive feedback, mentoring opportunities, and freedom from harassment.

8. Employee personality

The researchers discuss how job satisfaction can be determined by how proactive the employee is at work. Does the employee proactively seek out a manager for feedback? Does the employee go the extra mile to achieve tasks within a company? Does the employee try to stick to company goals, lead meetings, and ask questions when unsure about how to complete a task?

If yes, these employees are ones who can show more satisfaction in the workplace. Proactiveness in the workplace can lead to positive job appraisals, which when fed back to the employee, can lead to satisfaction.

9. Pay and benefits

Organizational success and job satisfaction are also linked to employees' perceptions of adequate pay and benefits.

While pay and benefits are not the only reason employees find satisfaction in their workplaces, research going back more than 30 years (e.g., Gerhart, 1987) shows that pay and benefits, at least according to how employees view themselves in their roles, has ranked high on lists of job satisfaction factors.

10. Rewards and recognition

Beyond monetary gain and being paid fairly for the work they do, job satisfaction for employees means that promotional policies are unambiguous and in line with their expectations.

A key finding is that satisfaction at a job is not exclusively linked to pay, but to the perceived fairness of how one is recognized at work for achievements.

Task 3. Answer the questions:

1. What factors might influence whether a person is satisfied with their job?
2. According to Dobrow, Ganzach, and Liu (2018), how does job satisfaction change over time for people who stay in the same organization compared to those who move to different organizations?
3. How does Hoppock (1935) define job satisfaction?
4. Why is communication important for job satisfaction?
5. In what ways can company culture impact job satisfaction?
6. How does a sense of security contribute to job satisfaction?
7. What role does leadership play in enhancing job satisfaction?
8. Why might opportunities for challenging work increase job satisfaction?
9. How can career development plans affect an employee's job satisfaction?
10. According to the text, what is the relationship between pay, benefits, and job satisfaction?

Task 4. Translate the following phrases into English:

Визначення задоволення роботою, чому це важливо, відповідна робота може включати зарібок певної, підтримуюча команда, роль емоцій в задоволенні роботою, люди, які залишалися в тій самій організації, ставали менш задоволеними, люди, які переходили до різних організацій, ставали щасливішими, поєднання психологічних, фізіологічних та екологічних обставин, задоволення роботою залежить від спілкування, Визначення культури компанії пов'язане з задоволенням роботою, відчуття безпеки може підвищити задоволення, лідерство може призвести до задоволення роботою, можливості для цікавих і різноманітних проєктів, кар'єрний розвиток може впливати на задоволення роботою, умови праці можуть підвищити задоволення, проактивність працівника впливає на задоволення роботою, зарплата та пільги впливають на задоволення роботою, винагороди та визнання важливі для задоволення роботою.

Task 5. Complete the sentences with the information from the text:

1. For some people, the right job might For others, ...
2. The aptly titled *Job Satisfaction* (Hoppock, 1935) defines job satisfaction as any combination

3. Communication is exhibited in allowing
4. Security may arise from knowing you work for a viable company with This can be enhanced by having
5. When employees feel that leaders can
6. Employees can gain more satisfaction with their job when
7. Employees can become more satisfied with their job when
8. Job satisfaction can be increased if a resilient workplace is a cooperative environment. This means
9. Proactiveness in the workplace can lead to
10. Organizational success and job satisfaction are also linked to

Task 6. Read and translate the text, make a list of essential vocabulary, pay attention to the highlighted phrases:

Honesty and communication about a company's objectives and goals can be vital and are linked to job satisfaction for employees. But do employees only care about company success? How does honest communication impact their own, individual success?

The importance of honesty and communication

Agarwal and Mehta (2014) were interested in employee job satisfaction within the IT industry.

Their curiosity stemmed from the idea that IT employees may largely be working in isolation, away from other employees, and the researchers wondered if employees valued appraisals more in such circumstances than in other industries. They discussed how performance appraisal was directly linked to satisfaction (or dissatisfaction) for the employee.

Additionally, they also discuss how honest and consistent communication and regular updates of employee progress (bi-annual rather than yearly appraisals) can not only increase employee satisfaction at work, but also help companies by decreasing the rate of attrition. Interestingly enough, Agarwal and Mehta (2014) did not discuss company goals or performance in their findings.

Let's take a look at some familiar companies:

Starbucks

Although the phrase "the customer is always right" may be common, it does not seem to ring all true behind the scenes (or the counter, in this case).

The CEO's mantra was that if managers look out for employees, employees will look after customers. To do this, he offered health insurance to all employees despite the excessive cost and being advised against it.

Is it surprising that good leadership strengths, recognition, and reward given to employees increased job satisfaction and in turn increased profits for Starbucks?

Google

While also producing satisfied end-users like us when using Google's products, Google puts a lot of work into job satisfaction for its employees as well.

It's interesting to note that Google does not care about employee titles, but more about what type of leaders its employees are, or emergent leadership. This draws us back to the importance of positive leadership in job satisfaction.

Gillett (2016) writes that Google attracts talent with competitive pay and keeps employees satisfied by allowing telecommuting. This may show an appreciation for work–life balance and retention.

Gillett also writes that according to compensation and data company PayScale, nearly three-quarters of Google employees find their jobs meaningful, citing that Google's mission is to organize the world's information and make it universally accessible and useful.

She describes Google employees thinking that their goal of working at Google is a moral rather than a business goal, which in turn creates motivation to innovate and push into new areas.

These sound like great organizational goals that drive profits. Furthermore, Google staff certainly demonstrate that job satisfaction can indeed lead to employees supporting the organization's goals and objectives.

Task 7. Answer the questions from a psychological perspective based on the text:

1. How do regular performance appraisals and honest communication impact employees' psychological well-being and motivation in different industries?
2. Why might employees who perceive their work as morally significant, such as those at Google, experience higher job satisfaction and motivation compared to those working primarily for financial rewards?
3. How does a sense of security and support from leadership (as seen at Starbucks) affect employees' psychological well-being and stress levels?

Task 8. Translate the following words and phrases into English:

Чесність та спілкування щодо цілей і завдань компанії, вплив чесного спілкування на індивідуальний успіх, Агарвал і Мехта (2014) досліджували задоволення роботою в ІТ-індустрії, цінність оцінки продуктивності в ізольованих умовах роботи, регулярні оновлення прогресу працівників можуть підвищити задоволення, зниження рівня плинності кадрів, догляд за працівниками збільшує задоволення роботою, пропонування медичного страхування всім працівникам, сильне лідерство, визнання та винагороди підвищують задоволення роботою, недооцінка посадових титулів, важливість лідерства, конкурентна заробітна плата і телеробота, баланс між роботою та особистим життям, місія Google: організація інформації та доступність, моральна мета роботи в Google, мотивація до інновацій та нових напрямків, підтримка цілей та завдань організації через задоволення роботою.

Питання для самоконтроля:

Questions for self-study:

Phrasal Verbs (G to H)

Q1 Rick's father and mother didn't with his grandparents and were always having disagreements.

(a) get about (b) get along (c) get

Q2 They rented a car so it would be easier to the new city.

(a) get on (b) get around (c) get

- Q3 Lucy was so busy that she didn't fixing the stereo.
 (a) get around (b) get around to (c) get with
- Q4 His salary is low so he's just right now.
 (a) getting in (b) getting about (c) getting by
- Q5 He worked hard to to Berkeley this past year.
 (a) get with (b) get in (c) get by
- Q6 The criminal tried to the evidence quickly.
 (a) get rid of (b) get rid about (c) get rid on
- Q7 The students when the teacher left the room.
 (a) goofed up (b) goofed off (c) goofed on
- Q8 You'll need to your assignments by Friday.
 (a) hand by (b) hand (c) hand in
- Q9 Beth's father is too proud to ask for
 (a) hand-ins (b) hand-overs (c) hand-outs
- Q10 Laurie decided to after the fourth ring.
 (a) hang up (b) hang down (c) hang over

Unit 5. Economic Psychology.

Sequence of Tenses. Conditionals.

Introduction to economic psychology. Research methods for economic psychology. The psychological meaning of money. Saving behaviour. Volunteer organizations: motivating with awards. Economic socialization: childhood, adolescence, and early adulthood. Life satisfaction and emotional well-being: psychological, economic and social factors.

Direct speech and reported speech. Conditionals. Present and future conditionals. Past conditionals. Mixed conditionals.

Питання до самостійного вивчення

Questions for self-study:

- What is the introduction of economic psychology?
- What is the economic perspective of psychology?
- Why is economic psychology important?
- What are the methods of economic research?
- What are the seven research methods in economics?
- What are the research methods for behavioral economics?
- What are qualitative research methods in economics?
- What is the Psychology behind money?
- What is the psychology of money mindset?

Рекомендовані джерела:

Resources:

Literature: 1, 2, 3, 5.

Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24.

Internet sources: 28, 36, 37.

Перелік індивідуальних завдань

List of individual tasks:

Task 1. List of vocabulary:

economic psychology - економічна психологія
biases - упередження
decision-making - прийняття рішень
goals - цілі
emotions - емоції
social interactions - соціальні взаємодії
motivation - мотивація
goal-setting - постановка цілей
cognitive biases - когнітивні упередження
emotional biases - емоційні упередження
regulating emotions - регулювання емоцій
financial well-being - фінансове благополуччя
social skills - соціальні навички
communication - спілкування
persuasion - переконання
trust - довіра
empathy - емпатія
conflict resolution - вирішення конфліктів

Task 2. Read the text

What is economic psychology?

Economic psychology is an interdisciplinary branch of science that combines economics, psychology, sociology, and neuroscience. It aims to explain how people make decisions in various economic contexts, such as saving, spending, investing, borrowing, and donating. It also examines how people perceive and respond to economic phenomena, such as prices, incentives, risks, uncertainty, and fairness. Economic psychology can help you understand the psychological factors that influence your financial behavior, such as your preferences, beliefs, attitudes, emotions, values, and goals.

How can economic psychology help you overcome biases?

One of the main contributions of economic psychology is to reveal the cognitive and emotional biases that can distort your financial decision-making. These are systematic errors or deviations from rationality that affect how you process information, evaluate alternatives, and form judgments. For example, you may suffer from confirmation bias, which is the tendency to seek and interpret information that confirms your existing beliefs. Or you may fall prey to loss aversion, which is the tendency to avoid losses more than seeking gains. Economic psychology can help you identify and correct these biases, and use strategies such as diversification, framing, and feedback to improve your decision quality.

Economic psychology plays a crucial role in uncovering the cognitive and

emotional biases affecting financial decisions, such as confirmation bias and loss aversion. By identifying these biases, individuals can employ strategies like diversification and positive framing to counteract irrational tendencies, leading to more informed and rational financial decisions. This self-awareness and application of psychological insights in economic behavior are essential for overcoming inherent biases and improving financial well-being.

Once we have understood that our financial decisions are influenced by our emotions, we can be mindful and intentional in our approach, so as to avoid any kind of behavioural biases. It's easier said than done. Also, through various interventions such as cognitive, financial, relational, emotional, etc. we can identify and overcome these biases.

How can economic psychology help you achieve your goals?

Another important aspect of economic psychology is to understand how you can motivate yourself and others to achieve your financial goals. These are the desired outcomes that you set for yourself, such as saving for a house, paying off debt, or retiring comfortably. Economic psychology can help you design and implement effective goal-setting and goal-pursuit processes, such as setting SMART goals, breaking down large goals into smaller subgoals, monitoring your progress, and rewarding your achievements. It can also help you cope with the challenges and obstacles that may arise along the way, such as procrastination, temptation, and self-control problems.

How can economic psychology help you manage your emotions?

A third key dimension of economic psychology is to explore how you can manage your emotions in relation to money and markets. Emotions are the subjective feelings that arise from your thoughts, experiences, and expectations. They can have positive or negative effects on your financial decision-making and well-being. For example, you may experience joy, satisfaction, or gratitude when you receive a bonus, make a profit, or donate to a cause. Or you may feel fear, anxiety, or regret when you face a loss, a risk, or a missed opportunity. Economic psychology can help you regulate your emotions, and use techniques such as mindfulness, reframing, and emotional intelligence to enhance your financial happiness.

Emotions and money make a potent mix, often leading to impulsive decisions and regrets. Thankfully, economic psychology can be your personal financial therapist, equipping you with tools to manage your emotions and make wiser choices. Remember, emotions are natural and valuable, but learning to manage them effectively is key to making sound financial decisions. Economic psychology provides the tools and understanding to become the master of your own financial decisions, not a slave to your emotions. So, take control of your financial well-being by harnessing the power of economic psychology.

How can economic psychology help you interact with others?

A final important element of economic psychology is to understand how you can interact with others in economic situations, such as bargaining, negotiating, cooperating, or competing. These are the social aspects of financial decision-making, which involve the influence of other people's behavior, opinions, and expectations on

your own. Economic psychology can help you analyze and improve your social skills, such as communication, persuasion, trust, and empathy. It can also help you understand and resolve the conflicts and dilemmas that may arise from different interests, values, and perspectives, such as the prisoner's dilemma, the ultimatum game, or the tragedy of the commons.

Task 3. Answer the questions:

1. What is economic psychology, and how does it differ from traditional economics or psychology?
2. How does economic psychology help individuals overcome cognitive and emotional biases in financial decision-making?
3. Can you explain how goal-setting and goal-pursuit processes are influenced by economic psychology principles?
4. What are some common cognitive biases discussed in economic psychology, and how do they impact financial decisions?
5. How does economic psychology assist individuals in managing their emotions related to money and financial markets?
6. What strategies does economic psychology offer to improve social interactions in economic contexts?
7. How do emotions influence financial decision-making, and what techniques can economic psychology provide to regulate them?
8. Can you give examples of how economic psychology principles have been applied in real-life situations to improve financial decision-making?
9. How does economic psychology contribute to understanding and resolving conflicts or dilemmas in economic interactions?
10. In what ways can individuals apply insights from economic psychology to enhance their financial well-being and achieve their long-term goals?

Task 4. Fill in the gaps in the text:

A third key dimension of economic psychology is to explore how you can manage your _____ in relation to money and markets. Emotions are the subjective feelings that arise from your _____, experiences, and expectations. They can have positive or negative effects on your financial _____ and well-being. Economic psychology can help you regulate your _____, and use techniques such as _____, reframing, and emotional intelligence to enhance your financial happiness. Emotions and money make a potent mix, often leading to impulsive decisions and _____. Thankfully, economic psychology can be your personal financial _____, equipping you with tools to manage your emotions and make wiser choices. Remember, emotions are natural and _____, but learning to manage them effectively is key to making sound financial decisions. Economic psychology provides the tools and understanding to become the master of your own financial _____, not a slave to your emotions. So, take control of your financial well-being by harnessing the power of economic psychology.

Task 5. Indicate whether the statements are true or false:

1. Economic psychology is solely focused on economics and psychology.
2. Economic psychology aims to explain how people make decisions in various economic contexts, such as saving and spending.
3. Economic psychology does not consider how people perceive and respond to economic phenomena.
4. Economic psychology helps individuals identify and correct cognitive and emotional biases in financial decision-making.
5. Setting SMART goals is not a strategy recommended by economic psychology to achieve financial goals.
6. Economic psychology does not address how emotions influence financial decision-making.
7. Economic psychology does not provide techniques for managing emotions in relation to money and markets.
8. Economic psychology views emotions as irrelevant in financial decision-making.
9. Economic psychology does not play a role in improving social skills in economic situations.
10. Economic psychology does not help individuals understand and resolve conflicts in economic contexts.

Task 6. Translate the following sentences into English:

1. "Економічна психологія є міждисциплінарною галуззю науки..."
2. "Вона має на меті пояснити, як люди приймають рішення..."
3. "Одним із основних внесків економічної психології є розкриття когнітивних та емоційних упереджень..."
4. "Ще одним важливим аспектом економічної психології є розуміння того, як ви можете мотивувати себе та інших..."
5. "Третім ключовим виміром економічної психології є дослідження того, як ви можете керувати своїми емоціями..."
6. "Емоції та гроші створюють потужну суміш, яка часто призводить до імпульсивних рішень та жалю..."
7. "Останнім важливим елементом економічної психології є розуміння того, як ви можете взаємодіяти з іншими в економічних ситуаціях..."
8. "Одним із головних внесків економічної психології є виявлення когнітивних та емоційних упереджень, які можуть впливати на фінансове прийняття рішень..."
9. "Ще одним аспектом економічної психології є розуміння того, як ви можете стимулювати себе та інших до досягнення ваших фінансових цілей..."
10. "Економічна психологія також може допомогти вам керувати своїми емоціями відносно грошей та фінансових ринків..."

**Питання для самоконтроля:
Questions for self-study:**

Phrasal Verbs (D to F)

Q1 The custody battle for many months.

(a) dragged down (b) dragged on (c) dragged in

Q2 The architect some blueprints for you last week.

(a) drew on (b) drew up (c) drew down

Q3 I on my friend yesterday to surprise her.

(a) dropped (b) dropped over (c) dropped in

Q4 Cathy her mother's house for a visit this past week.

(a) dropped (b) dropped in (c) dropped by

Q5 Bruce of school when he was only fifteen years old and then took on a job.

(a) dropped (b) dropped out (c) dropped by

Q6 After a lot of fuss, Rose liking the new dish very much.

(a) ended up (b) ended (c) ended in

Q7 The manager was so afraid the multi-million dollar deal would

(a) fall up (b) fall down (c) fall through

Q8 The children tried to a way of getting to the concert on their own.

(a) figure out (b) figure about (c) figure up

Q9 Karen had to for Dave while he was away on vacation.

(a) fill up (b) fill (c) fill in

Q10 The couple many forms before they could immigrate to England.

(a) filled (b) filled about (c) filled out

Unit 6. Stress, Lifestyle, and Health.

Non-finite forms of the Verb

Why it matters: stress, lifestyle, and health. What is stress? Regulating stress. Job burnout: how to spot it and take action. Social support and stress reduction. The pursuit of happiness. Positive psychology.

Non-finite forms of the Verb. The Infinitive. The Objective infinitive complex. The Subjective infinitive complex. **Participles.** The Objective Participle complex. The Subjective Participle complex. **The Gerund.** Complexes with the Gerund.

Питання до самостійного вивчення

Questions for self-study:

What is the importance of stress in human life?

How did stress affect your daily living?

How does stress affect your mental health?

Is it possible to live without stress?

What is positive psychology?

What are the 5 points of positive psychology?

What is the main idea of positive psychology?

Рекомендовані джерела:**Resources:**

Literature: 1, 2, 3, 5.

Recommended materials: 13,14, 16, 18, 19, 21, 22, 23, 24.

Internet sources: 28, 36, 37.

Перелік індивідуальних завдань**List of individual tasks:*****Task 1. List of vocabulary:***

confident – впевнений, переконаний, надійний

self assured – самовпевнений

pattern – модель, шаблон, закономірність

disruptive – руйнівний

to threaten – загрожувати, залякувати

to cope with – впоратися з, справлятися з, подолати

arousal – збудження

to interfere – заважати, перешкоджати, втручатися, зашкодити

obsessive thoughts – нав'язливі думки

anxiety – тривожність, занепокоєння, хвилювання, страх

embarrassment – збентеження, ганьба, сором, конфуз

acute stress – гострий стрес

readjustment – переналаштування, перенасроювання

to regain emotional equilibrium – відновити емоційну рівновагу

helplessness – безпорадність

to devise a number of techniques – розробити ряд методів

to reduce physiological arousal – зменшити фізіологічне збудження

to enhance the ability – підвищити здатність

to cause stress – викликати стрес, призвести до стресу

stress hardy personality – стресостійка особистість

Task 2. Read the text:**Stress, Lifestyle, and Health**

Symptoms of stress are too familiar. Perhaps you have an interview for a job you have always wanted. You arrive five minutes earlier and take a seat in the reception area. You want to appear confident and self assured, but your heart is racing, your mouth feels dry, and your hands shake as you reach for a magazine.

Stress is a pattern of disruptive physiological and psychological reactions to events that threaten a person's ability to cope. The symptoms of stress include physiological arousal (increases in pulse rate, blood pressure, and respiration); higher levels of certain hormones; cognitive disorganization (inability to concentrate, obsessive thoughts); and emotional upset (fear, anxiety, excitement, anger, embarrassment, depression). A certain amount of stress is an inevitable part of life. But acute stress can interfere with emotional, cognitive, and psychological functioning. And chronic stress has been linked to degeneration of overall health, diseases of the upper respiratory tract, allergies, high blood pressure, and a greater risk of sudden cardiac death and heart disease.

At some times in our lives, most of us must cope with extremely upsetting events, such as death, losing a job, or divorce. All of us must deal with the annoyances and problems of daily life; we face traffic jams, noisy neighbours, “cash flow” problems, computer malfunctions, romantic breakups, too much work, and too little sleep. Is it possible to measure the impact of environmental events on our psychological and physical well being? Some years ago, Thomas Holmes and Richard Rahe asked medical patients to list stressful events they had experienced in the months before they became ill. They were surprised to discover that patients mentioned positive events such as Christmas or getting married and minor problems such as getting a traffic ticket as well as such clearly distressing events as the death of a spouse. Holmes and Rahe concluded that change is a major factor in stress. Even welcome events, such as an outstanding personal achievement, force people to make readjustments in their lives.

But stress also depends on psychological factors; on whether people believe that they can predict and control events in their environment. Those who believe they cannot control events develop learned helplessness.

Coping is the process of managing external and internal pressures that might otherwise lead to stress. Successful coping depends on a combination of problem solving ability and emotional self regulation. A person is coping well if he or she is able to change environmental conditions that are harmful or threatening (problem solving); to adjust to painful but unavoidable realities; and to regain emotional equilibrium after an upset, maintaining a positive self image and continuing satisfying relationships with others (emotional self regulation).

Psychologists have devised a number of techniques for assisting people who are not hardy by nature to control their reactions to stress. Three techniques for reducing physiological arousal are progressive relaxation (through deep breathing and muscle relaxation), autogenic training (based on self suggestion), and biofeedback. Stress management workshops combine these techniques with training in coping skills. Psychologists have also discovered relatively simple ways of restructuring stressful environments (such as nursing homes and hospitals) to give inhabitants more control over events, thus enhancing their ability to cope.

Task 3. Answer the questions:

1. Is stress a disruptive or a constructive process?
2. Do only negative situations of our life cause stresses?
3. Can a person cope with the stress himself?
4. Who can help people regain emotional equilibrium after an upset?
5. Is the help of a psychologist in teaching emotional self regulation effective?

Task 4. Confirm or deny the following statements. Make use of the following phrases:

That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not.

You are not quite right, I'm sorry to say it. Far from it.

1. Stress is a pattern of disruptive physiological and psychological reactions to events that threaten a person's ability to cope.

2. Chronic stress has been linked to degeneration of overall health, diseases of the upper respiratory tract, allergies, high blood pressure, and a greater risk of sudden cardiac death and heart disease.
3. Any stress affects all the spheres of the person's organism.
4. Helplessness is rather an innate than a shared feature of a person.
5. Stress management workshops are effective in instructing people how to cope with stress.

Task 5. Complete the following sentences:

1. Stress is
2. The symptoms of stress include
3. Thomas Holmes and Richard Rahe asked medical patients to list
4. Holmes and Rahe were surprised to discover
5. Holmes and Rahe concluded that change
6. Coping is the process of managing
7. Successful coping depends on
8. A person is coping well if
9. Psychologists have devised a number of techniques for assisting people who
10. Three techniques for reducing physiological arousal

Task 6. Translate the sentences into English:

1. Стрес — емоційний стан індивіда, який виникає в ситуаціях, що порушують усталений перебіг його життя.
2. Стрес може мати й позитивне значення, оскільки, як зауважував М. В. Гоголь, — “Цілковита свобода від стресу означає смерть”.
3. Зовнішні вираження емоцій виявляються в рухах, позах, інтонації мовлення, рухах очей тощо. Внутрішня їх вираженість яскраво виявляється у прискореному серцебитті, підвищеному кров'яному тиску, змінах в органах травлення тощо.
4. У стресовому стані поведінка значною мірою дезорганізується, спостерігаються безладні рухи, порушення мовлення, помилки у сприйманні, пам'яті та мисленні, виявляються неадекватні реакції.
5. Успішне подолання стресу значною мірою залежить від уміння вирішувати проблеми а також від рівня емоційної саморегуляції.

Task 7. Read and translate the dialogue. What is this dialogue about? Explain what are the stages of the stress response?

Psychologist: Have a seat, Cindy. How was your week?

Patient: I don't know. I feel really tired for some reason.

Psychologist: What's going on in your life right now?

Patient: I just started a new job. I like it, but there's a lot to learn.

Psychologist: That can be a very stressful life event. You're experiencing a normal stress response.

Patient: What do you mean?

Psychologist: The stress response is a three-stage process. First, you have heightened energy.

Patient: Oh, that's how I felt last week.

Psychologist: Right. But if the stress persists, you really feel the pressure.

Patient: And that's what makes me tired?

Psychologist: Right. Now, it's important to deal with the stress appropriately. Otherwise, it'll reach the point of exhaustion.

Patient: I see. I need to find some time to relax.

Task 8. Fill in the blanks with the correct words or phrases from the table:

stress response	Stress	deal with	secondary appraisal
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1 The is an assessment of what someone can do about a stressful event.

2 When something stressful occurs, the body immediately starts the

3 The psychologist helps people stressors more effectively.

4 is the feeling of nervousness or anxiousness.

Task 9. Complete the conversation below, with the phrases given. Then, take roles and act it out.

So, I need to find some time to take it easy.	That's not difficult.	I'm feeling pretty stressed out.	We just had a baby.	What do you mean?
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1. **A:** What's going on in your life right now?

2. **B:**

3. **A:** Why is that?

4. **B:** She's great, but there's so much to do!

5. **A:** I see. Life events are always somewhat stressful. You need to step back and make a primary appraisal.

6. **B:**

7. **A:** Well, first you need to determine the cause and extent of your stress.

8. **B:** I hardly have any time to sleep or relax.

9. **A:** Good. Then, you make a secondary appraisal. That's when you decide what to do about it.

10. **B:**

11. **A:** Yes, it's important to deal with the stress appropriately. Otherwise, it'll reach the point of exhaustion.

Task 10. Read and translate the text:

Ways to Control Stress and Make It Work for You

People often think of stress as something external that intrudes into life. Actually, stress is an interaction between a life situation requiring readjustment and the person's ability to cope. It is the way people react to events rather than the events themselves, that causes stress. Everyone is familiar with those life readjustment scales you see in magazines that rank events by degree of stress. The worst is death of a spouse, followed

by divorce, sickness, taking out a mortgage and so on. The relation between stressful events and reaction to such events is complex. Epictetus said centuries ago that we are not disturbed by things, but by our opinions about things.

Some people experience a large objective amount of life stress and handle it well, while others don't. A person can look at a difficult situation as a half empty glass or a half full glass. Or in the Chinese word, crisis is composed of two characters — one means danger and the other opportunity. That's a good way to look at potentially stressful situations.

Suzanne Kobasa, a researcher at the University of Chicago, talks about three characteristics of a stress hardy personality — challenge, commitment and control. Stress hardy people view a potentially difficult event as something challenging rather than something to be feared.

Fear may be at the basis of all kinds of stress. When the mind perceives fear, a coordinated system of events takes place that has been termed the fight or flight response.

Quite often, however, people perceive danger where there is none. They are not reacting to the reality of a situation as much as to associations they carry around internally based on past experience. They worry about what the future will bring, how long I will live, how I will pay the bills. Such fears produce a chronic fight or flight response. Constant arousal of the nervous system can also contribute to heart disease and other diseases.

But there are some active ways to relieve stress that stressprone people can take into consideration. One way is through meditation and relaxation training, evoking what Dr. Herbert Benson has called “the relaxation response”. Physiologically, it's the polar extreme of the fightorflight response.

Roughly 70 per cent of the physical problems that bring people to their doctor have to do with stress and lifestyle. By evoking the relaxation response people can participate in their own wellbeing, and in some cases reduce medical problems such as high blood pressure, headache and other conditions that are caused by or worsened by stress. It also gives people a sense of control and has been found to be very useful in reducing anxiety.

Task 11. Answer the following questions:

1. How is stress defined?
2. What are its causes?
3. Is the relation between stressful events and reaction to such events simple or complex?
4. What is a good way to look at a difficult situation?
5. What characteristics does Kobasa give in accordance with a stress hardy personality?
6. What is at the basis of all kinds of stress?
7. What do people worry about?
8. What can such fears produce?
9. What are the ways of overcoming stress?

Task 12. Explain what is meant by:

- Epictetus' saying: "We are not disturbed by things, but by our opinions about things";
- the Chinese saying: "Crisis is composed of two characters — one means danger and the other — opportunity";
- saying that fears produce a fight or flight response;
- the meaning of the relaxation response.

Task 13. Say whether you often experience stress, and if so, in what situations.

Task 14. Give your own recommendations to control stress.

Питання для самоконтроля:

Questions for self-study:

Phrasal Verbs

Q1 The couple of the hotel early this morning.

- (a) checked out (b) checked in (c) checked about

Q2 Randy always tried to on rainy days.

- (a) cheer everyone on (b) cheer everyone up (c) cheer everyone

Q3 Most of the kids at school thought he was scared and that he would of the race.

- (a) chicken out (b) chicken (c) chicken in

Q4 The supervisor asked everyone to for the manager's birthday present.

- (a) chip (b) chip over (c) chip in

Q5 He when the police officers started to question him about the robbery.

- (a) clammed (b) clammed up (c) clammed about

Q6 He wants to as a mean boss so his employees will work hard for him.

- (a) come in (b) come across (c) come about

Q7 Rick a terrible cold this week.

- (a) came up with (b) came about with (c) came down with

Q8 Lisa was her friends to help her move.

- (a) counting down (b) counting about (c) counting on

Q9 The new police chief is trying to on the current drug problem in the city.

- (a) crack down (b) crack over (c) crack

Q10 Lawrence is trying to on fatty foods.

- (a) cut down (b) cut up (c) cut about

4. ПЕРЕЛІК ФОРМ КОНТРОЛЮ ТА ОЦІНКА ЇХ У БАЛАХ (КРИТЕРІЇ ОПІНЮВАННЯ САМОСТІЙНОЇ РОБОТИ)

Оцінювання знань здобувачів вищої освіти компонента «Іноземна мова за професійним спрямуванням» здійснюється на основі поточного і підсумкового контролю знань.

Поточна навчальна робота включає аудиторну (практичні заняття) та самостійну. За перший та другий семестри здобувач може отримати в сумі по 85 балів за практичні заняття (5 тем x 14 балів, 1 тема x 15 балів).

На практичному занятті оцінюється:

опрацювання теоретичних джерел з тем, підготовка до практичного заняття;

усі відповіді здобувача вищої освіти;

повнота і правильність виконання практичного заняття;

участь в обговоренні результатів виконання практичного заняття;

формулювання висновків, їх повнота і обґрунтованість.

Самостійна робота здобувачів вищої освіти з освітнього компонента «Іноземна мова за професійним спрямуванням» оцінюється у 15 балів у кожному з семестрів (І та ІІ).

Зокрема, сюди входять такі види робіт:

виконання індивідуальних завдань — курси на платформі Prometheus, або на інших сервісах — 5 балів;

виконання індивідуальних завдань — участь у наукових заходах — 10 балів.

Перелік умовних позначень форм контролю та оцінка їх у балах:

В – відповідь на практичних заняттях – 1 бал.

УД – участь у дискусії – 1 бал.

КТ – комп'ютерне тестування – 1 бал.

К – кейс-стаді – 2 бали.

РМГ – робота в малих групах – 1 бал.

Д – доповідь – 2 бали.

П – презентація – 2 бали.

К – створення кейсу – 3 бали.

П – презентація – 2 бали.

УО – усне опитування – 1 бал.

УТ – усна тема – 2 бали.

Т – тестування – 2 бали.

ПЗ – письмові завдання – 2 бали.

ОН – онлайн навчання – 1 бал.

ІЗ - Індивідуальні завдання – 15 балів:

(Курси на платформі Prometheus по 2,5 бали за кожен. (2 онлайн курси)

Участь у наукових заходах – 10 балів)

Загальна сума за поточну навчальну роботу (аудиторну та самостійну) за семестр – 100 балів.

До екзамену допускаються всі здобувачі, які набрали за результатами поточної роботи протягом семестру 60 балів.

Результат підсумкового контролю (екзамен) з освітнього компоненту для здобувачів очної форми навчання визначається як середньоарифметична сума балів поточної роботи та екзамену.

Кращим здобувачам, які повністю виконали програму з освітнього компоненту, виявили активність в науково-дослідній роботі за відповідною тематикою, стали призерами студентських олімпіад, виступали на конференціях та за результатами поточної роботи набрали 90 і більше балів, науково-педагогічний працівник має право виставити результат екзамену без опитування (при усному екзамені) чи виконання екзаменаційного завдання (при письмовому екзамені).

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