

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

СИСТЕМА УПРАВЛІННЯ ЯКІСТЮ
Сертифікована на відповідність ДСТУ ISO 9001:2015 (ISO 9001:2015, IDT)

Кафедра іноземної філології та перекладу

ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

FOREIGN LANGUAGE FOR SPECIFIC PURPOSES

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Ступінь вищої освіти	<u>«бакалавр» /</u>	<u>bachelor</u>
Галузь знань	<u>С Соціальні науки,</u> <u>журналістика,</u> <u>інформація та</u> <u>міжнародні відносини /</u>	<u>C Social sciences,</u> <u>journalism, information</u> <u>and international</u> <u>relations</u>
Спеціальність	<u>С4 Психологія /</u>	<u>Psychology</u>
Освітня програма	<u>Економічна та</u> <u>соціальна психологія /</u>	<u>Economic and social</u> <u>psychology</u>

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Обговорено та схвалено:

на засіданні кафедри іноземної філології та перекладу 17 серпня 2026 р.
пр. № 08;

на засіданні методичної комісії обліково-фінансового факультету 20 серпня
2026 р. пр. № 07.

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Комп'ютерна верстка: Шуляк Н.

Підп. до друку 17.09.2026 р. Формат 60х84/16. Папір офсетний
Друк ксероксний. Ум. друк. арк. 12,32.
Обл.-вид. арк. 9,53. Тираж 2. Зам. № 502.

Редакційно-видавничий відділ ВТЕІ ДТЕУ
21000, м. Вінниця, вул. Хмельницьке шосе, 25

I. ЗАГАЛЬНІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Самостійна робота є важливою складовою професійної підготовки майбутніх психологів та сприяє формуванню здатності самостійно здобувати, систематизувати й застосовувати знання у навчальній і майбутній професійній діяльності. У процесі вивчення іноземної мови за професійним спрямуванням самостійна робота набуває особливого значення, оскільки забезпечує систематичне вдосконалення іншомовних комунікативних умінь, розширення фахового словникового запасу, розвиток навичок роботи з англомовною професійною інформацією та формування готовності використовувати іноземну мову в різних ситуаціях професійної діяльності психолога.

Методичні рекомендації до самостійної роботи з освітнього компонента «Іноземна мова за професійним спрямуванням» призначені для здобувачів освітнього ступеня «бакалавр» спеціальності С4 «Психологія» освітньої програми «Економічна та соціальна психологія» та є складовою навчально-методичного забезпечення освітнього компонента. Методичні рекомендації покликані забезпечити послідовну організацію самостійної навчальної діяльності здобувачів, сприяти поглибленню знань, набутих під час практичних занять, та створити умови для розвитку професійної іншомовної компетентності майбутніх психологів.

Зміст методичних рекомендацій структуровано відповідно до тематичного плану робочої програми освітнього компонента та охоплює чотири роки навчання (вісім семестрів). Матеріал систематизовано за тематичними розділами (Units), передбаченими для кожного семестру, та спрямовано на послідовне формування професійної іншомовної компетентності майбутніх психологів. Кожен тематичний розділ містить матеріали для самостійного опрацювання, завдання на засвоєння фахової лексики та розвиток іншомовних комунікативних умінь, роботу з автентичними англомовними джерелами, професійно орієнтовані завдання та питання для самоконтролю.

Метою вивчення освітнього компонента «Іноземна мова за професійним спрямуванням» є формування у здобувачів вищої освіти професійних іншомовних компетентностей, що сприятимуть їхньому ефективному функціонуванню в полікультурному навчальному та професійному середовищі та стануть запорукою конкурентоспроможності випускників Вінницького торговельно-економічного інституту ДТЕУ на сучасному ринку праці.

Вивчення освітнього компонента спрямоване на розвиток здатності здобувачів використовувати іноземну мову в навчальній, науковій та майбутній професійній діяльності психолога; опановувати англомовну психологічну термінологію; здійснювати пошук, критичне опрацювання, аналіз та узагальнення професійно значущої інформації з різних джерел; читати й аналізувати фахові та наукові тексти; логічно й аргументовано формулювати власну думку; презентувати результати навчальної та дослідницької діяльності усно і письмово; ефективно взаємодіяти з колегами та іншими учасниками професійної комунікації з урахуванням культуральних особливостей співрозмовників.

Курс «Іноземна мова за професійним спрямуванням» для здобувачів вищої освіти освітнього ступеня «бакалавр» передбачає послідовний розвиток іншомовної комунікативної компетентності та орієнтований на досягнення випускниками рівня B2 – рівня незалежного користувача іноземної мови, що відповідає сучасній практиці мовної освіти у закладах вищої освіти. Критерії зазначеного рівня володіння мовою визначаються відповідно до дескрипторів Загальноєвропейських рекомендацій з мовної освіти.

Зміст методичних рекомендацій передбачає поступове ускладнення навчального матеріалу впродовж восьми семестрів та створює умови для послідовного розвитку іншомовної комунікативної компетентності здобувачів вищої освіти до рівня B2. Запропоновані матеріали також формують підґрунтя для подальшого вдосконалення професійної іншомовної компетентності та переходу до рівня C1 на наступному рівні вищої освіти.

Основними формами самостійної роботи здобувачів є опрацювання запропонованих навчальних матеріалів та автентичних англomовних джерел із психології; робота з професійною термінологією; читання та аналіз фахових текстів; перегляд тематичних відеоматеріалів; виконання лексико-граматичних і тестових завдань; підготовка усних і письмових повідомлень; виконання комунікативних і ситуаційних завдань; підготовка презентацій; висловлення й аргументація власної думки щодо актуальних питань психології та професійної діяльності психолога.

Виконання завдань для самостійної роботи передбачає не лише засвоєння мовного матеріалу, а й розвиток умінь самостійно знаходити та опрацьовувати професійно значущу інформацію, виокремлювати основні ідеї, узагальнювати отримані відомості, критично оцінювати інформацію з різних джерел та використовувати її для розв'язання навчальних і професійно орієнтованих завдань.

Самостійна робота є складовою поточної навчальної діяльності здобувачів вищої освіти та оцінюється відповідно до критеріїв, визначених робочою програмою освітнього компонента, у межах загальної 100-бальної системи оцінювання.

II. ОБСЯГ ОСВІТНЬОГО КОМПОНЕНТА В КРЕДИТАХ ТА ЙОГО РОЗПОДІЛ (ТЕМАТИЧНИЙ ПЛАН)

Назва теми		Кількість годин			Форми контролю	Бальна оцінка
		Усього годин/кредитів	з них			
			прат.	СРС		
1		2	3	4	5	6
1 курс I семестр						
Unit 1: Psychology		16	6	10		8
1. What is psychology? Branches of psychology	Introduction to Verb Tenses t - Overview of Present Tense Forms	4	2	2	ВПЗ, РМГ	2
2. Research methods in psychology	Affirmative Sentences	6	2	4	В, Т	3
3.Famous psychologists and their theories	Negative & Interrogative Sentences	6	2	4	УД, ГТ	3
Unit 2: The Central Nervous System		16	6	10		8
4. Structure of the brain	Adverbs of Frequency (usage with Present Simple)	4	2	2	РМГ, КТ	2
5. Functions of the spinal cord	Present Continuous – Form and Basic Usage	6	2	4	ПЗ, Т	3
6. Brain hemispheres and their functions	Present Continuous vs Present Simple (contrast in usage)	6	2	4	УТ	3
Unit 3 The Peripheral Nervous System		16	6	10		8
7. Somatic nervous system	State Verbs	4	2	2	П	2
8. Autonomic nervous system	Present Perfect – Form and Usage	6	2	4	ГТ, В	3
9. Sympathetic and parasympathetic systems	Present Perfect – Since/For, Just/Already/Yet	6	2	4	ВПЗ, Т	3

Unit 4: The Brain 1 (Structure)		14	6	10		8
10. Parts of the brain	Have been to / have gone to / have been in” – Differences and Usage	4	2	2	B	2
11. The cerebrum	Present Perfect Continuous – Form and Basic Usage	6	2	4	УТ	3
12. The cerebellum	Present Perfect Simple vs Continuous	6	2	4	PMГ, ДК	3
Unit 5: The Brain 2 (Functions)		16	6	10		8
13. Memory and the brain	Review and Practice: All Present Tenses	4	2	2	КТ	2
14. Emotions and the brain	Project Task: Using All Present Forms	6	2	4	ГТ, УД	3
15. Left brain vs right brain	Past Simple – Regular & Irregular Verbs	6	2	4	УТ	3
Unit 6: Chemical Messengers		16	6	10		9
16. Neurotransmitters	Past Simple – Negative & Questions	4	2	2	П, ВПЗ	3
17. Hormones	Past Continuous – Form and Usage	6	2	4	B, PMГ	3
18. The endocrine system	Interrupted Past Actions – When vs While	6	2	4	УТ	3
Unit 7: Perception and Sensation		16	6	10		9
19. Five senses	Past Habitual Actions – “Used to / Would”	4	2	2	КТ, PMГ	3
20. How perception works	Have gone to / been to / been in” – Past Context Review	6	2	4	B, ПГ	3
21. Illusions	Past Perfect – Form and Usage	6	2	4	ДК, ГТ	3
Unit 8: Biological Rhythms		16	6	10		9
22. Sleep cycles	Past Perfect Continuous – Form and Usage	4	2	2	ВПЗ, УД	3

23. Circadian rhythms	Past Perfect vs Past Perfect Continuous	6	2	4	П, PMГ	3
24. Dreams and their meaning	Expressing Previous and Subsequent Events	6	2	4	T, B	3
Unit 9: Consciousness		16	6	10		9
25. States of consciousness	Sequence of Tenses	4	2	2	П, ВПЗ	3
26. Meditation and hypnosis	Review and Practice: All Past Tenses	6	2	4	T, B	3
27. Altered states of consciousness	Mixed Tenses Practice – Present & Past	6	2	4	УТ	3
Unit 10: Memory		16	6	10		9
28. Types of memory	Communicative Project – Timeline of Personal Experiences	4	2	2	КТ, PMГ	3
29. How memory works	Game-based Review	6	2	4	В, РГ	3
30. Forgetting and memory improvement	Final Assessment	6	2	4	ДК, Т	3
Індивідуальне завдання		20		20	ІЗ	15
Всього		180/6	60	120		100
Підсумковий контроль		Екзамен				

1 курс II семестр						
Unit 1: Advanced Memory Processes		10	6	4		17
1. Memory disorders	Future Simple vs Be Going To	4	2	2	В, ГТ, УД	5
2. False memories	Present Continuous for Future vs Be Going To	3	2	1	ВПЗ, УД, П, ГТ	6
3. Techniques for improving memory	Future Continuous	3	2	1	УТ, РГ, ВПЗ	6
Unit 2: Learning		10	6	4		17
4. Types of learning (classical, operant conditioning)	Future Perfect and Future Perfect Continuous	4	2	2	В, ГТ, УД	5

5. Learning strategies	Future in the Past “Was going to,” “would,” “was about to”	3	2	1	БПЗ, УД, П, ГТ	6
6. Motivation and learning	Other Future Expressions “be bound to,” “be likely to,”	3	2	1	УТ, РГ, БПЗ	6
Unit 3: Intelligence and Testing		10	6	4		17
7. Types of intelligence	Future Time with Present Simple	4	2	2	В, ГТ, УД	5
8. IQ tests	Offers, Promises, Requests, and Arrangements	3	2	1	БПЗ, УД, П, ГТ	6
9. Emotional intelligence	Modals for Ability and Possibility	3	2	1	УТ, РГ, БПЗ	6
Unit 4: Language and Communication		10	6	4		17
10. Language acquisition	Modals for Obligation, Duty, Necessity	4	2	2	В, ГТ, УД	5
11. Language and thinking	Absence of Necessity and Prohibition	3	2	1	ПЗ, УД, П	6
12. Communication skills	Logical Assumption & Probability	3	2	1	УТ, РГ, БПЗ	6
Unit 5: Personality Psychology		10	6	4		17
13. Personality theories	Permission, Requests, Offers, Suggestions	4	2	2	В, РМГ, УД	5
14. Personality types	Advice, Criticism, Promises	3	2	1	БПЗ, УД, П, РМГ	6
15. Personality development	Expressions Similar to Modal Verbs and Final Review	3	2	1	УТ, РГ, БПЗ	6
Індивідуальне завдання		10		10	ІЗ	15
Всього		60/2	30	30		100
Підсумковий контроль		Залік				

2 курс ІІІ семестр						
Unit 1: Emotional Awareness		10	6	4		17
1. Types of Feelings	Introduction to the Passive Voice	4	2	2	ПЗ, П, РМГ	5

2. Recognizing Emotional Triggers	Transformation from Active to Passive	3	2	1	КТ, ДК, УД	6
3. Expressing Emotions in Words	Passive in Different Tenses	3	2	1	ПЗ, КТ, УД	6
Unit 2: Emotional Regulation		10	6	4		17
4. Managing Strong Reactions	Personal and Impersonal Passive Constructions	4	2	2	В, ГТ, УД	5
5. Techniques for Calming Down	Special Passive Constructions	3	2	1	ПЗ, УД, П	6
6. Building Emotional Control	Causative Constructions: "Have/Get Something Done"	3	2	1	УТ, РГ, ВПЗ	6
Unit 3: Personal Motivation		10	6	4		17
7. Setting Meaningful Goals	Passive Infinitives and Gerunds. <i>To be done, being done</i>	4	2	2	В, ГТ, УД	5
8. Intrinsic vs Extrinsic Motivation	Introduction to Reported Speech – Statements	3	2	1	ВПЗ, УД, П, ГТ	6
9. Overcoming Lack of Motivation	Reported Speech – Questions	3	2	1	УТ, РГ, ВПЗ	6
Unit 4: Stress Management		10	6	4		17
10. Causes of Everyday Stress	Reported Speech – Commands and Requests	4	2	2	ПЗ, П, РМГ	5
11. Healthy Coping Strategies	Tenses in Reported Speech – Full Overview	3	2	1	КТ, ДК, УД	6
12. Time Management Skills	Reporting Verbs – Variety and Style	3	2	1	ПЗ, КТ, УД	6
Unit 5: Social Interaction		10	6	4		17
13. Building Positive Relationships	Reported Speech vs Direct Speech	4	2	2	В, ГТ, УД	5
14. Communication Skills	Mixed Practice with All Types of Reported Speech	3	2	1	ПЗ, УД, П	6

15. Handling Conflicts Effectively	Group storytelling using passive and reported speech	3	2	1	УТ, РГ, ВПЗ	6
Індивідуальне завдання		10		10	ІЗ	15
Всього		60/2	30	30		100
Підсумковий контроль		Залік				
2 курс IV семестр						
Unit 1: Psychodynamic Psychology		10	6	4		17
1. The Structure of the Mind (Id, Ego, Superego)	Zero Conditional	4	2	2	ПЗ, П, РМГ	5
2. Defense Mechanisms in Daily Life	First Conditional	3	2	1	КТ, ДК, УД	6
3. The Role of the Unconscious	First vs Zero Conditional	3	2	1	ПЗ, КТ, УД	6
Unit 2: Evolutionary Psychology		10	6	4		17
4. Adaptation and Survival Behavior	Second Conditional	4	2	2	В, ГТ, УД	5
5. Theories of Natural Selection in Human	Third Conditional	3	2	1	ПЗ, УД, П	6
6. Evolution of Social Behavior	Mixed Conditionals (Past-Present)	3	2	1	УТ, РГ, ВПЗ	6
Unit 3: Behavioral Genetics		10	6	4		17
7. Heredity and Environment Interaction	Mixed Conditionals (Present-Past)	4	2	2	В, ГТ, УД	5
8. Twin and Adoption Studies	Conditional Review and Contrast	3	2	1	ВПЗ, УД, П, РМГ	6
9. Genetic Influence on Personality	Special Uses and Alternatives to If	3	2	1	УТ, РГ, ВПЗ	6
Unit 4: Humanistic Psychology		10	6	4		17
10. Self-Actualization and Personal Growth	Wish + Past Simple / Continuous	4	2	2	ПЗ, П, РМГ	5
11. The Concept of the Self	Wish + Past Perfect (Regrets)	3	2	1	КТ, ДК, УД	6
12. Client-Centered Therapy	Wish + Would	3	2	1	ПЗ, КТ, УД	6
Unit 5: Health Psychology		10	6	4		17
13. Psychological Factors in Physical Health	If Only + Structures	4	2	2	В, ВПЗ, УД	5

14. Stress and Its Impact on the Body	Wish + To-Infinitive and Other Forms	3	2	1	ПЗ, УД, П	6
15. Promoting Healthy Lifestyles	Final Integration – Wishes, Regrets & Conditionals	3	2	1	УТ, РГ, ВПЗ	6
Індивідуальне завдання		10		10	ІЗ	15
Всього		60/2	30	30		100
Підсумковий контроль		Залік				
3 курс V семестр						
Unit 1: Developmental Psychology		10	6	4		17
1. Stages of Lifespan Development	Countable and Uncountable Nouns.	4	2	2	ПЗ, П, РМГ	5
2. Cognitive Changes Across Age	Singular and Plural Nouns	3	2	1	КТ, ДК, УД	6
3. Emotional Growth in Childhood	Abstract vs Concrete Nouns	3	2	1	ПЗ, КТ, УД	6
Unit 2: Lifespan Development Studies		10	6	4		17
4. Adolescence and Identity Formation	Compound Nouns	4	2	2	В, ВПЗ, УД	5
5. Adult Development and Ageing	Noun Review and Practice	3	2	1	ПЗ, УД, П	6
6. Key Developmental Theories	Personal Pronouns.	3	2	1	УТ, РГ, ВПЗ	6
Unit 3: Cultural Psychology		10	6	4		17
7. Cultural Influences on Behavior	Reflexive Pronouns	4	2	2	В, Т, УД	5
8. Values, Norms, and Beliefs	Indefinite Pronouns	3	2	1	ВПЗ, УД, П, Т	6
9. Cross-Cultural Communication	Negative Pronouns and Review	3	2	1	УТ, РГ, ВПЗ	6
Unit 4: Social Psychology and the Individual		10	6	4		17
10. Attitudes and Persuasion	Specific and General Determiners	4	2	2	ПЗ, П, РМГ	5
11. Self-Concept and Identity	Indefinite Articles: ‘a’ and ‘an’	3	2	1	КТ, ДК, УД	6
12. Social Perception	Definite Article: ‘the’	3	2	1	ПЗ, КТ, УД	6

Unit 5: Social Psychology and Groups		10	6	4		17
13. Group Dynamics and Roles	Interrogative Determiners: ‘which’ and ‘what’	4	2	2	В, Т, УД	5
14. Conformity and Obedience	Quantifiers and Numbers	3	2	1	ПЗ, УД, П	6
15. Leadership and Decision-Making	Mixed practice of nouns, pronouns, and determiners	3	2	1	УТ, РГ, ВПЗ	6
Індивідуальне завдання		10		10	ІЗ	15
Всього		60/2	30	30		100
Підсумковий контроль		Залік				
3 курс VI семестр						
Unit 1: Research Design Basics		13	6	7		21
1. Types of Research Methods (qualitative vs quantitative)	Adjective Types and Comparison. Gradable and Non-Gradable Adjectives – <i>Cold vs freezing, tired vs exhausted</i>	3	2	1	В, УД, ВПЗ, РГ	7
2. Variables and Hypotheses	Degrees of Comparison. Rules for regular and irregular adjectives.	5	2	3	В, УД, ВПЗ, ДК	7
3. Reliability and Validity	Comparative Structures – “as...as”, “not as...as”	5	2	3	КТ, УТ, ПЗ	7
Unit 2: Experimental Methods		13	6	7		21
4. Controlled Experiments and Lab Studies	Advanced Comparative Patterns	3	2	1	В, УД, ВПЗ, РГ	7
5. Independent and Dependent Variables	Experimental Methods	5	2	3	В, УД, ВПЗ, ДК	7
6. Cause-and-Effect Relationships	Sentence transformations, comparisons in context	5	2	3	КТ, УТ, ПЗ	7
Unit 3: Methods of Studying Behavior		13	6	7		21
7. Observation of Human and Animal Behavior	Adverbs of Frequency, Time, Place, and Manner	3	2	1	В, УД, ВПЗ, РГ	7

8. Psychological Testing and Assessment	Adverbs of Probability, Degree, and Completeness	5	2	3	В, УД, ВПЗ, ДК	7
9. Case Study Method in Clinical Psychology	Connecting Adverbs – Part I	5	2	3	КТ, УТ, ПЗ	7
Unit 4: Analysis in Psychological Research		13	6	7		22
10. Statistical Methods in Psychology	Connecting Adverbs – Part II	3	2	1	В, УД, ВПЗ, РГ	7
11. Interpretation of Behavioral Data	Comparison of Adverbs + Adverbs of Degree (quite, rather, etc.)	5	2	3	В, УД, ВПЗ, ДК	7
12. Limitations and Errors in Psychological Studies	Review of Adverbs + Integration with Adjectives	5	2	3	КТ, УТ, ПЗ, РМГ	8
Індивідуальне завдання		8		8	ІЗ	15
Всього		60/2	24	36		100
Підсумковий контроль		Залік				
4 курс VII семестр						
Unit 1: Anxiety and Related Disorders		10	6	4		17
1. Generalized Anxiety and Phobias	Prepositions of Position and Movement	4	2	2	ПЗ, П, РМГ	5
2. Panic Attacks and Their Symptoms	Prepositions of Time	3	2	1	КТ, ДК, УД	6
3. Obsessive-Compulsive Behavior	Talking About Exceptions	3	2	1	ПЗ, КТ, УД	6
Unit 2: Mood Disorders		10	6	4		17
4. Depression and Its Types	Prepositions After Verbs (Listen to, depend on, agree with, belong to)	4	2	2	В, ВПЗ, УД	5
5. Bipolar Disorder	Prepositions After Nouns and Review (Reason for, interest in, increase in, damage to)	3	2	1	ПЗ, УД, П	6

6. Emotional Regulation Difficulties	Introduction to Phrasal Verbs	3	2	1	УТ, РГ, ВПЗ	6
Unit 3: Personality Disorders		10	6	4		17
7. Types of Personality Disorders	Separable and Inseparable Phrasal Verbs	4	2	2	В, РМГ, УД	5
8. Antisocial and Borderline Patterns	Phrasal Verb Families and Context Use – <i>Get (get up, get by, get over), take (take off, take up)</i>	3	2	1	В, УД, П	6
9. Impact on Social Functioning	Introduction to Relative Clauses	3	2	1	УТ, РГ, ВПЗ	6
Unit 4: Severe Mental Disorders		10	6	4		17
10. Schizophrenia and Psychotic Symptoms	Defining Relative Clauses (who, that, which)	4	2	2	ПЗ, П, РМГ	5
11. Delusions and Hallucinations	Non-Defining Relative Clauses	3	2	1	КТ, ДК, УД	6
12. Cognitive Disorganization	Relative Clauses with <i>Whose</i> and <i>Whom</i>	3	2	1	ПЗ, КТ, УД	6
Unit 5: Psychological Treatment		10	6	4		17
13. Psychotherapy Approaches	Relative Clauses with <i>Where</i> and <i>When</i>	4	2	2	В, ВПЗ, УД	5
14. Medication and Biological Treatment	Reducing Relative Clauses. Active and passive reduction	3	2	1	ПЗ, УД, П	6
15. Rehabilitation and Support Systems	Writing project using prepositions, phrasal verbs, and relative clauses	3	2	1	УТ, РГ, ВПЗ	6
Індивідуальне завдання		10		10	ІЗ	15
Всього		60/2	30	30		100
Підсумковий контроль		Залік				
4 курс VIII семестр						
Unit 1: Job Hunting in the Field of Psychology and Counseling		40	16	24		21
1. Writing a Professional CV and Cover Letter for Psychologists	What Are Non-Finite Verbs? (Overview)	5	2	3	В, ВПЗ	3

2. Preparing for Interviews in Clinics, Schools, and NGOs	Finite vs Non-Finite Forms	5	2	3	УД, Т	3
3. Soft Skills vs. Professional Competencies in Psychology	Non-Finite Forms: Function and Position	5	2	3	П, ВПЗ	3
4. Building a Professional Portfolio (certificates, case reflections, research work)	The Bare and Full Infinitive	5	2	3	PMГ, П	3
5. Job Platforms and Opportunities for Psychologists	Infinitive as Subject and Object	5	2	3	ВПЗ, УД	3
6. Networking in the Field of Psychology and Mental Health	Infinitive as Adjective and Adverb	5	2	3	КТ, ВПЗ	3
7. Online vs. In-person Work in Psychological Practice	Infinitive of Purpose and Result	5	2	3	П	2
8. Understanding Job Descriptions in Psychology: Roles, Responsibilities, and Requirements	Infinitive After Adjectives and Nouns	5	2	3	Т	1
Unit 2: Global Trends in Psychology and Mental Health		40	16	24		21
9. Emerging Trends in Psychology (digital therapy, AI in mental health, online counseling)	Review of the Infinitive	5	2	3	П, PMГ	3
10. Sustainable Approaches in Mental Health Care	The Objective Infinitive Complex (OIC) – Basics	5	2	3	УД, Т	3
11. The Rise of Freelance and Private Psychological Practice	OIC with Perception and Causative Verbs	5	2	3	П, ВПЗ	3

12. Globalization of Psychological Services and Remote Counseling	The Subjective Infinitive Complex (SIC) – Basics	5	2	3	PMГ, П	3
13. Data Privacy and Ethical Issues in Psychological Practice	Passive Constructions with SIC	5	2	3	БПЗ, УД	3
14. Diversity and Inclusion in Modern Psychology	Review of Infinitive Complexes (OIC + SIC)	5	2	3	КТ, БПЗ	3
15. The Role of Psychology in Organizational and Social Change	Present and Past Participles – Form and Use	5	2	3	П	2
16. Psychological Forecasting and Behavior Prediction	Participle Phrases as Modifiers	5	2	3	Т	1
Unit 3: Communication in the Digital World of Psychology		44	16	28		21
17. Digital Tools for Communication (Zoom, messaging apps, therapy platforms)	The Objective Participle Complex	5	2	3	П, PMГ	3
18. Email and Online Communication Etiquette	The Subjective Participle Complex	5	2	3	Б, БПЗ	3
19. Presentation Skills for Psychologists (talks, workshops, case reports)	Perfect and Passive Participles	5	2	3	П, БПЗ	3
20. Writing Professional Reports and Case Notes	Mixed exercises and writing integration	5	2	3	УД, PMГ	3

21. Communication with Clients from Different Cultures	Gerund as Subject and Object	6	2	4	Т, УД	3
22. Personal Image and Professional Presence Online	Gerund After Prepositions and Expressions	6	2	4	П, ВПЗ	3
23. Responding to Feedback and Supporting Clients Online	Gerund After Verbs and Adjectives	6	2	4	П	2
24. Online and Delayed Communication (messages, emails in counseling)	Possessive with Gerunds	6	2	4	Т	1
Unit 4: Professional Ethics in Psychology		36	12	24		22
25. Confidentiality and Client Privacy	Review of Gerund Usage	6	2	4	П, РМГ	3
26. Informed Consent in Psychological Practice	Complexes with the Gerund – Subject/Object Forms	6	2	4	В, ВПЗ	3
27. Ethical Use of Tests and Psychological Tools	Gerund vs Infinitive (Compare Use and Meaning)	6	2	4	П, В	4
28. Professional Behavior in the Workplace	Gerund vs Participle – Contrast and Connection	6	2	4	УД, ДК	4
29. Dealing with Ethical Dilemmas in Practice	Mixed Practice – Error Correction and Production	6	2	4	КТ, УД	4
30. Bullying, Harassment, and Ethical Behavior	Creative Integration Project. Writing/speaking activity using all non-finite forms in context (letters, stories, descriptions)	6	2	4	П, РГ	4
Індивідуальне завдання		20		20	ІЗ	15
Всього		180/6	60	120		100
Підсумковий контроль		Екзамен				

Перелік умовних позначень форм контролю та оцінка їх у балах:

ВПЗ – виконання практичних завдань – 1 бал

В – відповідь на практичних заняттях – 2 бали

УД – участь у дискусії – 2 бали

УТ – усна тема – 3 бали

Т – тестування – 1 бал

КТ – комп'ютерне тестування – 2 бали

ПЗ – письмові завдання – 2 бали

ТЕ – твори-есе – 2 бали

РГ – рольова гра – 2 бали

РМГ – робота в малих групах – 1 бал

ДК – диктант – 2 бали

П – презентація – 2 бали

ГТ – складання граматичних таблиць – 1 бал

ІЗ – індивідуальне завдання – 15 балів (підготовка проєктів на розвиток softskills / участь у наукових заходах)

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

III. МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ВИВЧЕННЯ КОНКРЕТНИХ ТЕМ

I СЕМЕСТР UNIT 1. PSYCHOLOGY

Topics:

What is Psychology? Branches of Psychology.

Methods of Psychology.

History of Psychology. Famous Psychologists.

Grammar: *Overview of Present, Past and Future Tense Forms.*

Питання до самостійного вивчення

1. The concept and subject matter of psychology.
2. Main branches of psychology and their areas of study.
3. Major methods of psychological research.
4. Observation, experiment, survey and case study in psychology.
5. Main stages in the development of psychology.
6. Famous psychologists and their contribution to the development of psychological science.
7. Present Tense Forms in describing psychological concepts and facts.
8. Past Tense Forms in discussing the history of psychology.
9. Future Tense Forms in discussing the development and future perspectives of psychology.

Рекомендовані джерела:

Literature: 1-11.

Recommended materials: 12-22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Scan the website presenting the article «*What Is Psychology?*» in the OpenStax. Psychology 2e. resource:



<https://openstax.org/books/psychology-2e/pages/1-1-what-is-psychology?utm>

Pay attention to the definition of psychology, the scientific method, and the skills that psychology students develop.

A) Match the terms with their definitions.

1. psychology
2. behaviour
3. mind
4. scientific method

5. hypothesis
6. observation
7. experiment
8. empirical
9. critical thinking
10. psychologist
- a) a possible explanation that can be tested;
- b) a person who studies behaviour and mental processes;
- c) the systematic process scientists use to investigate questions;
- d) actions and reactions of a person or an animal;
- e) based on observation or measurable evidence;
- f) the scientific study of the mind and behaviour;
- g) carefully watching and recording what happens;
- h) the ability to analyse and evaluate information;
- i) thoughts, feelings, memories and other mental processes;
- j) a scientific procedure used to test an idea.

B) Answer the questions.

1. What does psychology study?
2. Why is psychology considered a science?
3. How do psychologists acquire scientific knowledge?
4. What is a hypothesis?
5. Why should psychological research be based on measurable data?
6. What skills can students develop by studying psychology?

C) Vocabulary extension. Find the names of at least **five branches of psychology** in the OpenStax Chapter 1 materials



(<https://openstax.org/books/psychology-2e/pages/1-1-what-is-psychology?utm>)

Complete the table:

Branch of psychology	What does it study?	One example
Cognitive psychology	...	...
...	...	...

Task 2. Choose three branches of psychology that you find most interesting. Prepare a short oral presentation (2–3 minutes).

Use the questions as a guide:

- What does this branch of psychology study?
- What problems does it deal with?
- Who can benefit from the work of specialists in this field?
- Why is this branch important?
- Which branch would you personally like to learn more about?

Task 3. Complete the sentences using the correct form of the verbs in brackets.

1. Psychology _____ (study) human behaviour and mental processes.
2. Psychologists often _____ (use) observation in their research.
3. At present, researchers _____ (investigate) new ways of understanding human cognition.
4. Clinical psychologists _____ (work) with people experiencing psychological difficulties.
5. Psychology _____ (develop) rapidly as a scientific discipline.
6. Researchers usually _____ (collect) data before drawing conclusions.

Discussion: *Which branch of psychology is most important in modern society? Give reasons for your opinion.*

Task 4. Watch videos from Tutor2u Psychology Research Methods.

https://www.youtube.com/playlist?list=PLp8BSCLLWBUCduaL_SocVUSmCYoeLaJ6l



While watching, make notes on the research methods presented.

Complete the table:

Research method	What does the researcher do?	One advantage	One limitation
Experiment			
Observation			
Questionnaire / Survey			
Interview			
Case study			

After watching, answer the questions:

1. Why do psychologists use different research methods?
2. What is the purpose of observation?
3. What kind of information can psychologists obtain from interviews or questionnaires?
4. What is an advantage of an experiment?
5. Why might a psychologist choose a case study?
6. Which research method do you think provides the most reliable information? Why?

Task 5. Imagine that you are a psychology student planning a small research project.

Choose one of the following topics:

- ✓ social media and students' mood;
- ✓ sleep and academic performance;

- ✓ stress before examinations;
- ✓ communication in student groups;
- ✓ study habits and memory.

Write **100–120 words** describing your research project.

Include:

- ✚ the aim of your research;
- ✚ the participants;
- ✚ the research method;
- ✚ how you will collect information;
- ✚ what results you expect to obtain.

Grammar Focus – Past and Future Forms.

After writing your research plan, add:

Past: Write 3 sentences describing what researchers **did** in a previous imaginary study.

Example: The researchers interviewed 50 university students.

Future: Write 3 sentences explaining what you **will do** in your study.

Example: I will ask the participants to complete a short questionnaire.

Task 6. Read the OpenStax section “History of Psychology”. Choose one psychologist:

- ✓ Wilhelm Wundt;
- ✓ William James;
- ✓ Sigmund Freud;
- ✓ John B. Watson;
- ✓ B. F. Skinner.

Prepare a Psychologist Profile:

Information	Your notes
Name	
Country	
Years of life	
Psychological approach	
Main ideas	
Contribution to psychology	
One interesting fact	

Then write a short paragraph (80–100 words) entitled:

“Why was this psychologist important?”

Use mainly *Past Simple* and *Past Continuous* where appropriate.

Task 7. Create a simple timeline of the development of psychology. Include at least five important people, schools, discoveries or events from the material you have studied.

Use three time perspectives in your presentation:

Past:

Wilhelm Wundt established...

William James developed...

Present:

Today psychologists study...

Modern psychology includes...

Future:

In the future, psychologists will...

Psychology may become...

Present your timeline to the group in 3–4 minutes.

Finish your presentation by answering:

How has psychology changed since the nineteenth century, and how might it change in the future?

Перелік питань для самоконтролю:

1. What is psychology, and what does it study?
2. Why is psychology considered a science?
3. What are the main branches of psychology?
4. What is the difference between clinical and cognitive psychology?
5. What research methods do psychologists use?
6. What are the advantages and limitations of observation?
7. How is an experiment different from a case study?
8. Why are questionnaires and interviews useful in psychological research?
9. When did psychology develop as an independent scientific discipline?
10. Why is Wilhelm Wundt important in the history of psychology?
11. What contribution did William James make to psychology?
12. How did Sigmund Freud influence the development of psychology?
13. How did behaviourism change the study of psychology?
14. Which famous psychologist has had the greatest influence on modern psychology? Why?
15. What areas of psychology may become especially important in the future?

UNIT 2.

THE CENTRAL NERVOUS SYSTEM

Topics:

The Brain.

The Spinal Cord.

Brain Disorders.

Grammar: *The Passive Voice.*

Питання до самостійного вивчення

1. The central nervous system and its main components.
2. The brain as the control centre of the nervous system.
3. Major parts of the brain and their functions.
4. The cerebral hemispheres and lobes of the brain.
5. The structure and functions of the spinal cord.
6. The role of the spinal cord in transmitting information between the brain and the body.
7. Reflexes and the role of the spinal cord in reflex actions.
8. Common brain disorders and their effects on human behaviour and mental processes.
9. Anxiety and its relationship with brain functioning.
10. The use of the Passive Voice in describing the structure, functions and processes of the central nervous system.

Рекомендовані джерела:

Literature: 1-11.

Recommended materials: 12-22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read the section “The Brain” in the OpenStax resource <https://openstax.org/books/psychology-2e/pages/3-4-the-brain-and-spinal-cord?utm>



A) Match the terms with their definitions.

1. cerebral cortex
2. hemisphere
3. frontal lobe
4. parietal lobe
5. temporal lobe
6. occipital lobe
7. motor cortex
8. somatosensory cortex
9. corpus callosum
10. forebrain

- a) a part of the brain mainly involved in visual processing;
- b) one of the two halves of the brain;
- c) the outer surface of the brain associated with higher-level processes;
- d) a brain area involved in processing information from the body's senses;
- e) the largest and most obvious part of the brain;
- f) a lobe associated with hearing, memory and language;
- g) a thick band of neural fibres connecting the two hemispheres;
- h) a lobe involved in reasoning, motor control, emotion and language;
- i) an area involved in voluntary movement;
- j) a lobe involved in processing information about touch and spatial orientation.

B) Complete the table using information from the text.

Part of the brain	Main function(s)
Frontal lobe	
Parietal lobe	
Temporal lobe	
Occipital lobe	
Motor cortex	
Somatosensory cortex	

C) Answer the questions.

1. How is the brain divided?
2. What connects the left and right hemispheres?
3. What functions are associated with the frontal lobe?
4. Which lobe is mainly responsible for processing visual information?
5. What is the role of the motor cortex?
6. Why are different areas of the brain important for psychologists?

Task 2. Study the information about the brain in OpenStax (<https://openstax.org/books/psychology-2e/pages/3-4-the-brain-and-spinal-cord?utm>) and BrainFacts (<https://www.brainfacts.org/brain-basics?utm>)

A) Change the sentences from the Active Voice into the Passive Voice.

1. Scientists divide the cerebral cortex into four major lobes.
2. The corpus callosum connects the two hemispheres.
3. The occipital lobe processes visual information.
4. Researchers use brain imaging techniques to study brain activity.
5. Different areas of the brain control different functions.
6. Scientists study the relationship between brain activity and behaviour.

B) Prepare a 2–3 minute explanation entitled “How the Brain Works”.

Use at least **five Passive Voice constructions**.

You may use the following patterns:

The brain is divided into...

The hemispheres are connected by...

Visual information is processed by...

Different functions are controlled by...

Brain activity can be studied by...

Finish your presentation by answering:

Which part of the brain do you think is particularly important for human behaviour? Why?

Task 3. Read the section about the spinal cord in the OpenStax resource.

<https://openstax.org/books/psychology-2e/pages/3-4-the-brain-and-spinal-cord?utm>



A) Decide whether the statements are True or False. Correct the false statements.

1. The spinal cord is part of the peripheral nervous system.
2. The spinal cord connects the brain with the body.
3. Sensory information travels through the spinal cord.
4. All reflexes require conscious processing by the brain.
5. Motor information can travel from the brain through the spinal cord.
6. The spinal cord plays an important role in reflex responses.

B) Complete the sentences using the Passive Voice.

Use the verbs in brackets.

1. The spinal cord _____ (protect) by the vertebral column.
2. Information from the body _____ (send) to the brain through the spinal cord.
3. Motor commands _____ (carry) from the brain to different parts of the body.
4. Some reflex actions _____ (control) by the spinal cord.
5. Sensory signals _____ (process) by the nervous system.
6. The central nervous system _____ (form) by the brain and spinal cord.

C) Explain in 5–6 sentences. Use at least three Passive Voice constructions.

Why is the spinal cord important for communication between the brain and the body?

Task 4. Listen to the podcast “Anxiety & The Brain: Spillin’ the Anxie-Tea” from The Brain Tease. <https://podcasts.apple.com/us/podcast/anxiety-the-brain-spillin-the-anxie-tea/id1504933950?i=1000475411660>



May 22, 2020

Anxiety & The Brain: Spillin' the Anxie-tea



The Brain Tease >

▶ 7m

On this ep, we explore misconceptions of anxiety (0:33), Ariana Grande's hit single "breathin" (1:29), information about anxiety disorders (2:09), why we study the brain (3:49), and how anxiety affects brain regions involved in emotion and emotion control (4:16). Anxiety information and treatment resources: www.thebraintease.com/resources/ . Sources: go to <https://www.thebraintease.com/anxiety-and-the-brain/> for all articles referenced in this pod.

#MentalHealthAwarenessMonth

A) Before listening, discuss:

1. What is anxiety?
2. Is anxiety always harmful?
3. What parts of the body can be affected when a person feels anxious?
4. Do you think anxiety changes the way the brain works?

B) While listening, write down five key words or expressions connected with anxiety and the brain.

Word / expression	Meaning in your own words
1.	
2.	
3.	
4.	
5.	

C) After listening, answer the questions.

1. How is anxiety described in the podcast?
2. How is anxiety connected with the brain?
3. Which brain processes or areas are discussed?
4. How can anxiety influence a person's thoughts, emotions or behaviour?
5. What information from the podcast was new to you?
6. Why is understanding the brain important for psychologists who work with anxiety?

Task 5. Choose one brain or neurological disorder for a short information search, for example:

Alzheimer's disease, Parkinson's disease, epilepsy, stroke or another disorder discussed in a reliable English-language source.

Prepare a Brain Disorder Fact File:

Category	Information
Name of the disorder	
Part(s) of the brain affected	
Main symptoms	
Possible causes / risk factors	
Effects on behaviour or cognition	
Treatment / support	
Source of information	

Then prepare a 2–3 minute presentation. Use at least three Passive Voice structures:

The disorder is caused by / associated with...

The brain is affected by...

Memory can be impaired...

The condition is usually diagnosed by...

Symptoms can be treated with...

Discussion:

How can knowledge about the brain help psychologists better understand human behaviour and psychological disorders?

Перелік питань для самоконтролю:

1. What are the two main components of the central nervous system?
2. What are the major parts of the brain?
3. How are the two cerebral hemispheres connected?
4. What are the main functions of the frontal lobe?
5. What functions are associated with the parietal lobe?
6. What is the role of the temporal lobe?
7. Which part of the brain is mainly responsible for visual processing?
8. What is the main function of the spinal cord?
9. How does information travel between the brain and the body?
10. What is a reflex?
11. What role does the spinal cord play in reflex actions?
12. How can disorders of the brain affect human behaviour and cognition?
13. How is anxiety related to brain functioning?
14. Why is knowledge of the central nervous system important for psychologists?
15. How is the Passive Voice used when describing the structure and functions of the nervous system?

UNIT 3. THE PERIPHERAL NERVOUS SYSTEM

Topics:

Somatic Nervous System

Autonomic Nervous System

Sympathetic and Parasympathetic Systems

Grammar:

State Verbs

Present Perfect – Form and Usage

Present Perfect – Since/For, Just/Already/Yet

Питання до самостійного вивчення

1. The peripheral nervous system and its major functions.
2. The main divisions of the peripheral nervous system.
3. The structure and functions of the somatic nervous system.
4. Sensory and motor functions of the somatic nervous system.
5. The autonomic nervous system and involuntary body processes.
6. The role of the autonomic nervous system in regulating internal organs and maintaining body functions.
7. The sympathetic nervous system and the *fight-or-flight* response.
8. The parasympathetic nervous system and the *rest-and-digest* response.
9. The interaction between the sympathetic and parasympathetic nervous systems.
10. The role of the autonomic nervous system in physiological responses to emotions.
11. State Verbs in describing states, feelings, perceptions and mental processes.
12. Present Perfect in describing processes, changes and experiences connected with the nervous system

Рекомендовані джерела:

Literature: 1-11.

Recommended materials: 12-22.

Internet sources: 26, 27, 28, 29, 30.

Перелік індивідуальних завдань

Task 1. Read the materials “Peripheral Nervous System (PNS): Parts and Function” and “Somatic Nervous System: Definition, Function and Examples”.



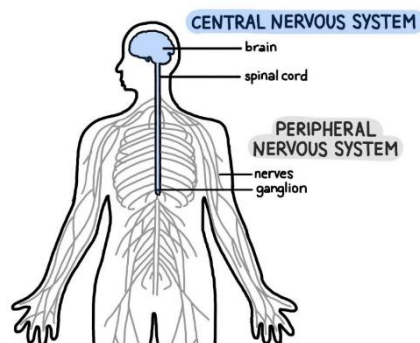
<https://www.simplypsychology.org/peripheral-nervous-system.html?utm>



<https://www.simplypsychology.org/somatic-nervous-system.html?utm>

A) Match the terms with their definitions.

1. peripheral nervous system
2. somatic nervous system
3. sensory neuron
4. motor neuron
5. skeletal muscle
6. sensory information
7. voluntary movement



8. receptor

- a) information received through the senses;
- b) a cell that carries information from sensory receptors toward the central nervous system;
- c) a division of the nervous system involved in voluntary movement and sensory information;
- d) movement that is consciously controlled;
- e) a structure that detects a stimulus;
- f) the nerves outside the brain and spinal cord;
- g) a neuron that carries commands toward muscles;
- h) a muscle generally involved in voluntary body movement.

B) Complete the information pathway.

Using the information from the reading, put the following elements into a logical sequence:

sensory receptor → sensory neuron → central nervous system → motor neuron → skeletal muscle

Then explain the pathway in **4–5 sentences** in your own words.

C) Give one everyday example of the somatic nervous system at work. Explain what sensory information is received and what voluntary action follows.

Task 2. Compare the somatic and autonomic nervous systems.

A) Complete the table.

Feature	Somatic Nervous System	Autonomic Nervous System
Type of control		
Main functions		
Organs / muscles involved		
Example of activity		
Conscious or automatic?		

B) Complete the sentences with the appropriate form of the verbs:

know – understand – feel – need – believe – belong – seem – depend

1. The somatic nervous system _____ to the peripheral nervous system.
2. Psychologists _____ that physiological processes can influence behaviour.
3. A person usually _____ pain when sensory receptors respond to a harmful stimulus.
4. The body _____ both voluntary and involuntary systems to function effectively.
5. Our response to a stimulus often _____ on the situation.

6. Scientists _____ more about the nervous system today than they did in the past.

7. This process _____ automatic, but it involves complex neural communication.

8. Students who study psychology _____ the connection between the nervous system and behaviour.

C) Discussion: Which everyday activities depend on both voluntary and involuntary nervous system processes? Give examples.

Task 3. Read the section on the autonomic nervous system in the Simply Psychology resource. <https://www.simplypsychology.org/peripheral-nervous-system.html?utm>



Identify which activities are mainly controlled by the somatic nervous system (SNS) and which by the autonomic nervous system (ANS).

1. Your heart beats faster before an important examination.
2. You pick up your phone from the table.
3. Your pupils change size when you enter a dark room.
4. You walk across the classroom.
5. Your digestive system processes your lunch.
6. You turn your head when somebody calls your name.
7. Your breathing changes when you become frightened.
8. You write an answer in your notebook.

Task 4. Imagine you are explaining to another psychology student how scientific understanding of the nervous system has developed.

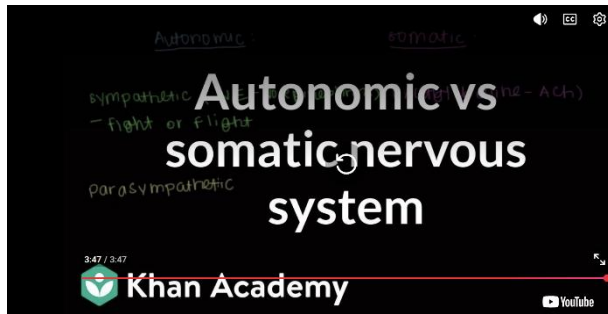
Complete the sentences using the Present Perfect form of the verbs in brackets.

1. Scientists _____ (study) the nervous system for many years.
2. Researchers _____ (discover) important connections between the brain, body and behaviour.
3. Modern technology _____ (change) the way scientists investigate the nervous system.
4. Psychologists _____ (use) knowledge about physiological responses to understand emotions.
5. Researchers _____ already _____ (identify) many functions of the autonomic nervous system.
6. Scientists _____ not _____ (answer) every question about the human nervous system yet.



Task 5. Watch the Khan Academy video “Autonomic Nervous System and Physiologic Markers of Emotion.”
<https://www.khanacademy.org/science/health-and-medicine/advanced-muscular-system/x6e556f83:muscle-innervation/v/autonomic-somatic-nervous-system?utm>

A) Before watching



Imagine you are about to give an important presentation in front of a large audience.

Which changes might happen in your body?

Choose from the list and add two ideas of your own:

faster heartbeat – slower heartbeat – sweating – changes in breathing – dry mouth – relaxed muscles – changes in pupil size

B) While watching

Complete the table with information from the video.

Body function	Sympathetic response	Parasympathetic response
Heart rate		
Breathing		
Pupils		
Digestion		
Energy use		

C) After watching. Answer the questions.

1. What is the autonomic nervous system responsible for?
2. What happens when the sympathetic nervous system becomes active?
3. Why is this reaction called *fight or flight*?
4. What is the main role of the parasympathetic nervous system?
5. Why is it sometimes described as *rest and digest*?
6. How are physiological changes connected with emotions?

Task 6. Read the situation:

Anna is waiting outside a room before an important job interview. Her heart is beating quickly, her palms are sweating, and her breathing has become faster. After the interview, she sits quietly for several minutes. Her heartbeat gradually slows down, her breathing becomes calmer, and she begins to feel relaxed.

Analyse the situation.

A) Answer the questions.

1. Which division of the autonomic nervous system is dominant before the interview?
2. Which physiological signs support your answer?
3. Why does Anna's body react in this way?
4. Which division becomes more active after the interview?
5. What changes indicate that her body is returning to a resting state?

B. Discuss in pairs or small groups:

“Why should psychologists understand the relationship between emotions and physiological responses?”

Use at least five of the following expressions:

I believe that...

In my opinion...

It seems that...

I understand that...

This response depends on...

The body needs...

Researchers have found that...

Psychologists have studied...

Finish by formulating three conclusions about the relationship between the autonomic nervous system, emotions and behaviour.

Перелік питань для самоконтролю:

1. What is the peripheral nervous system?
2. What are the main divisions of the peripheral nervous system?
3. What is the main function of the somatic nervous system?
4. What is the difference between sensory and motor neurons?
5. How does the somatic nervous system control voluntary movement?
6. What is the autonomic nervous system responsible for?
7. Which body functions are regulated automatically?
8. What are the two main divisions of the autonomic nervous system?
9. What happens when the sympathetic nervous system is activated?
10. What is the *fight-or-flight* response?
11. What is the role of the parasympathetic nervous system?
12. What does *rest and digest* mean?
13. How do the sympathetic and parasympathetic systems work together?
14. How can emotions produce physiological changes in the body?
15. Why is knowledge of the peripheral nervous system important for psychologists?
16. What are State Verbs? Give examples related to psychology.
17. How is the Present Perfect formed and when is it used?
18. How are since, for, already, just and yet used with the Present Perfect?

UNIT 4
THE BRAIN 1 (STRUCTURE)

Topics:

Parts of the Brain.

The Cerebrum.

The Cerebellum.

Grammar: *Have been to / have gone to / have been in: Differences and Usage. Present Perfect Continuous: Form and Basic Usage. Present Perfect Simple vs Present Perfect Continuous.*

Питання до самостійного вивчення:

1. The brain as the main organ of the central nervous system.
2. The major parts of the human brain and their location.
3. The cerebrum, cerebellum and brainstem as the main structural divisions of the brain.
4. The general structure of the cerebrum.
5. The cerebral cortex and cerebral hemispheres.
6. The major lobes of the cerebrum and their location.
7. The structure and location of the cerebellum.
8. The connection of the cerebellum with other parts of the nervous system.
9. Basic anatomical terminology used to describe the structure of the human brain.
10. Have been to / have gone to / have been in: differences in meaning and usage.
11. Present Perfect Continuous: form and basic usage.
12. Present Perfect Simple and Present Perfect Continuous: differences in meaning and usage.

Рекомендовані джерела:

Literature: 1-11.

Recommended materials: 12-22.

Internet sources: 23-30.

Перелік індивідуальних завдань

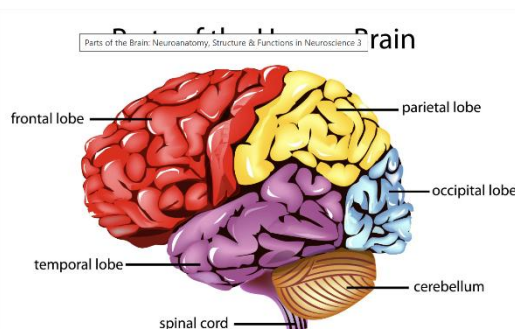
Task 1. Read the introductory sections of *“Parts of the Brain: Neuroanatomy, Structure & Functions in Neuroscience”*. Focus on the general anatomical organisation of the brain.



<https://www.simplypsychology.org/anatomy-of-the-brain.html?utm>

A) Match the terms with their definitions.

1. brain
2. cerebrum
3. cerebellum
4. brainstem
5. cerebral cortex
6. hemisphere
7. grey matter
8. white matter



- a) one of the two halves of the
- b) the largest part of the human brain;
- c) the outer layer of the cerebrum;
- d) the organ of the central nervous system located inside the skull;
- e) a structure located at the back and lower part of the brain;
- f) brain tissue containing mainly myelinated nerve fibres;
- g) the part connecting the brain with the spinal cord;
- h) brain tissue containing large numbers of neuronal cell bodies.

cerebrum;

B) Complete the table using information from the resource.

Brain structure	Location / structural characteristics
Cerebrum	
Cerebellum	
Brainstem	
Cerebral cortex	
Left hemisphere	
Right hemisphere	

C) Complete the diagram. Draw or use a simple outline of the human brain and label:

cerebrum – cerebellum – brainstem – frontal lobe – parietal lobe – temporal lobe – occipital lobe.

Then write **one sentence** describing the location of each structure.

Use:

at the front of...

at the back of...

above...

below...

between...

behind...

Task 2. Complete the Brain Trivia Quiz: Basic Anatomy on BrainFacts.

<https://www.brainfacts.org/brain-anatomy-and-function/anatomy/2022/brain-trivia-quiz-basic-anatomy-071222?utm>



After completing the quiz:

1. Record your result.
2. Write down **five anatomical terms** from the quiz.
3. Choose **three questions** that you found most difficult.
4. Explain the correct answers in your own words.
5. Write one new fact about brain anatomy that you have learned.

A) Choose the correct form.

1. Our psychology students **have been to / have gone to** the university laboratory several times this semester.
2. Anna isn't here. She **has been to / has gone to** the library to find a book about brain anatomy.
3. The researchers **have been in / have gone to** the laboratory since early morning.
4. I **have been to / have gone to** several online lectures about neuroscience.
5. The professor isn't in her office. She **has gone to / has been to** a scientific conference.
6. The students **have been in / have gone to** the computer room for an hour.

Explain the difference between:

She has been to the laboratory.

She has gone to the laboratory.

She has been in the laboratory for two hours.

Task 3. Return to the Simply Psychology resource and study the information about the cerebrum and cerebral cortex.

[https://www.simplypsychology.org/anatomy-of-the-](https://www.simplypsychology.org/anatomy-of-the-brain.html?utm)

[brain.html?utm](https://www.simplypsychology.org/anatomy-of-the-brain.html?utm)



A) Complete the fact file.

THE CEREBRUM: FACT FILE

Category	Information
Relative size	
Number of hemispheres	
Outer layer	
Main tissue types	
Number of major lobes	
Names of the lobes	

B) Identify the lobe. Match each description with:

frontal – parietal – temporal – occipital

1. It is situated at the front of the cerebrum.
2. It is located at the back of the brain.
3. It is situated approximately behind the frontal lobe.
4. It is located on the sides of the brain, near the temples.

C. Compare the cerebral hemispheres.

Write **5–6 sentences** describing the general structure of the cerebrum. Use at least five of these words:

hemisphere – cortex – lobe – grey matter – white matter – left – right – connected – surface – structure.

Task 4. Complete the sentences using the Present Perfect Continuous.

1. Scientists _____ (study) the structure of the human brain for centuries.
2. Neuroscientists _____ (investigate) different areas of the cerebral cortex for many years.
3. Researchers _____ (use) new technologies to examine the living brain.
4. Scientists _____ (develop) more accurate methods of brain imaging.
5. Psychologists and neuroscientists _____ (work) together to understand the brain.
6. Researchers _____ (collect) information about brain structure since the development of modern imaging techniques.

A) Now imagine that you are a young researcher working in a neuroscience laboratory. Write a short research diary entry (80–100 words) entitled:

“What Have We Been Studying?”

Use at least **five Present Perfect Continuous forms**.

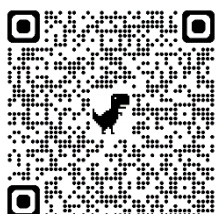
You may begin:

Our research team has been studying the human brain for... We have been examining...

Finish with:

One question we are still trying to answer is...

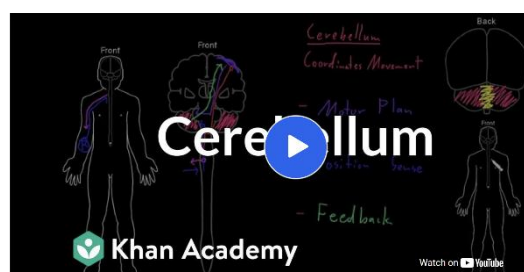
Task 5. Watch the Khan Academy video “Cerebellum.”
<https://www.khanacademy.org/test-prep/mcat/behavior/biological-basis-of-behavior-ner/v/cerebellum?utm>



A) Before watching

Look at a diagram of the brain and predict:

1. Where is the cerebellum located?
2. Is it larger or smaller than the cerebrum?
3. Which structures is it close to?
4. What do you already know about the cerebellum?



B) While watching, complete the notes.

Category	Notes
Location	
Size	
Main structural features	
Connection with the brainstem	
Connection with other parts of the nervous system	
New terminology	

C) After watching, answer the questions.

1. Where is the cerebellum located?
2. How is it different in size from the cerebrum?
3. What does the word *cerebellum* mean?
4. What structures are located near the cerebellum?
5. How is the cerebellum connected with other parts of the nervous system?
6. What new information about the cerebellum did you learn from the video?

Task 6. Choose the correct form.

1. Scientists **have studied** / **have been studying** the cerebellum for many years.

2. Researchers **have identified** / **have been identifying** several important anatomical regions of the brain.
3. Neuroscientists **have used** / **have been using** brain imaging technologies for decades.
4. Scientists **have discovered** / **have been discovering** a great deal about brain anatomy in recent decades.
5. Researchers **have examined** / **have been examining** the relationship between different brain structures since the beginning of the study.
6. Modern neuroscience **has developed** / **has been developing** rapidly over recent decades.

A) Then complete the comparison:

Present Perfect Simple	Present Perfect Continuous
Focuses mainly on _____	Focuses mainly on _____
Example: Scientists have discovered...	Example: Scientists have been studying...

B) Final speaking task – “A Tour of the Human Brain”

Imagine that you are explaining a model of the brain to a group of first-year psychology students. Prepare a 3-minute guided tour.

Include:

- ✓ the three major parts of the brain;
- ✓ the structure of the cerebrum;
- ✓ the cerebral hemispheres;
- ✓ the four major lobes;
- ✓ the location and structure of the cerebellum.

Перелік питань для самоконтролю:

1. What are the major structural parts of the human brain?
2. Where is the cerebrum located?
3. Why is the cerebrum easy to identify in a diagram of the brain?
4. What is the cerebral cortex?
5. What are the two cerebral hemispheres?
6. What are the four major lobes of the cerebrum?
7. Where is the frontal lobe located?
8. Where are the parietal, temporal and occipital lobes located?
9. What are grey matter and white matter?
10. Where is the cerebellum located?
11. How does the cerebellum differ structurally from the cerebrum?
12. Where is the brainstem located?
13. How are the major structures of the brain connected?
14. Why is knowledge of brain anatomy important for psychology students?
15. What is the difference between *have been to*, *have gone to* and *have been in*?
16. How is the Present Perfect Continuous formed?

17. When do we use the Present Perfect Continuous?
18. What is the main difference between the Present Perfect Simple and Present Perfect Continuous?

UNIT 5 THE BRAIN 2 (FUNCTIONS)

Topics:

Memory and the Brain.
Emotions and the Brain.
Left Brain vs Right Brain.

Grammar: *Review and Practice: All Present Tenses. Project Task: Using All Present Forms. Past Simple – Regular and Irregular Verbs.*

Питання до самостійного вивчення:

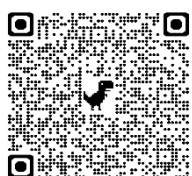
1. Memory as a cognitive process and its relationship with brain activity.
2. The main brain structures involved in memory processes.
3. The role of the hippocampus and cerebral cortex in memory.
4. Working memory and the role of the prefrontal cortex.
5. The relationship between emotions and brain activity.
6. The limbic system and its role in emotional processes.
7. The role of the amygdala, hypothalamus and hippocampus in emotional responses.
8. The interaction between memory and emotion.
9. Functional specialization of the cerebral hemispheres.
10. The concept of left-brain and right-brain dominance.
11. Scientific evidence and popular beliefs about left-brained and right-brained personalities.
12. Present Tense Forms in describing current knowledge, ongoing research and developments in psychology and neuroscience.
13. Past Simple in describing previous research, discoveries and scientific findings.

Рекомендовані джерела:

Literature: 1-11.
Recommended materials: 12-22.
Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read the BrainFacts material “Different Facets of Memory.”



<https://www.brainfacts.org/thinking-sensing-and-behaving/learning-and-memory/2012/different-facets-of-memory?utm=>

A) Match the terms with their definitions.

1. memory
2. working memory

3. declarative memory
4. hippocampus
5. prefrontal cortex
6. cerebral cortex
7. information
8. recall
- a) the ability to bring previously learned information back to mind;
- b) a brain structure important for the formation of certain memories;
- c) information that can be consciously remembered and described;
- d) the ability to store and retrieve information;
- e) a system that temporarily holds information while it is being used;
- f) facts, ideas or details received and processed by a person;
- g) the outer layer of the cerebrum;
- h) an area at the front of the brain associated with complex cognitive processes.

B) Complete the table using information from the resource.

Type / aspect of memory	Brain structure(s) involved	Main characteristic
Working memory		
Declarative memory		
Long-term memory		

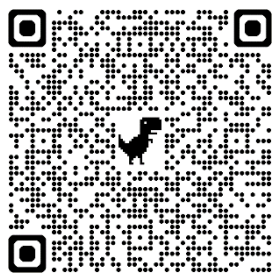
C) Answer the questions.

1. Why is memory not considered a single process?
2. What role does the hippocampus play in memory?
3. How is the prefrontal cortex connected with working memory?
4. What is declarative memory?
5. Why are different parts of the brain involved in different aspects of memory?
6. Why is understanding memory important for psychologists?

Task 2. Complete the sentences using the appropriate Present Tense form.

1. The hippocampus _____ (play) an important role in memory.
2. Scientists currently _____ (investigate) how memories are formed and stored.
3. Researchers _____ already _____ (identify) several brain regions involved in memory.
4. Neuroscientists _____ (study) memory processes for many years.
5. Working memory _____ (allow) people to hold information temporarily.
6. Scientists _____ recently _____ (develop) new methods for studying the living brain.
7. Researchers _____ (use) brain-imaging technologies more actively in recent decades.
8. Our understanding of memory _____ (change) as new evidence becomes available.

Task 3. Watch the Khan Academy video “Emotions: Limbic System.”
<https://www.khanacademy.org/science/health-and-medicine/executive-systems-of-the-brain/emotion-lesson/v/emotions-limbic-system?utm>



A) Before watching

Answer briefly:

1. What emotions can you name in English?
2. Do emotions begin in one specific part of the brain?
3. Which brain structures do you already associate with emotions?
4. Can emotions influence memory?

B) While watching, complete the table.

Brain structure	Role / connection with emotions
Limbic system	
Amygdala	
Hypothalamus	
Hippocampus	
Thalamus	

C) After watching, answer the questions.

1. What is the limbic system?
2. Which structures are associated with emotional processing?
3. What role does the amygdala play?
4. How is the hypothalamus involved in emotional responses?
5. Why is the hippocampus relevant to both memory and emotion?
6. How can brain activity influence emotional behaviour?

Task 4. Choose one emotion:

fear – happiness – anger – sadness – surprise – anxiety

Prepare a mini-project entitled:

“What Happens in the Brain When We Feel ...?”

Your project should include:

- ✓ a short definition of the emotion;
- ✓ situations that commonly produce this emotion;
- ✓ brain structures associated with the emotion;
- ✓ possible physiological responses;
- ✓ effects on behaviour;
- ✓ one interesting research fact.

Present your project in **3–4 minutes**.

Grammar requirement: use all four Present Tense forms.

Examples:

Fear is a basic human emotion.

Researchers are currently studying...

Scientists have discovered...

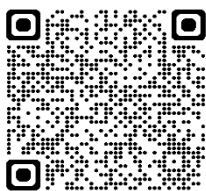
Psychologists have been investigating...

At the end, ask your group one discussion question related to the emotion you have presented.

Task 5. Before reading, decide whether you think these statements are True or False:

1. Creative people mainly use the right side of their brain.
2. Logical people mainly use the left side of their brain.
3. The two hemispheres perform exactly the same functions.
4. Some functions show a degree of brain lateralization.
5. A person can be classified scientifically as “left-brained” or “right-brained”.

Task 6. Now read “Right brain/left brain, right?” from Harvard Health.



<https://www.health.harvard.edu/blog/right-brainleft-brain-right-2017082512222?utm>

After reading, return to the answers for «Task 5» and correct them where necessary.

Task 7. Complete the table:

Popular belief	What does the scientific evidence suggest?
Left-brained people are logical.	
Right-brained people are creative.	
People mainly use one hemisphere.	
The hemispheres have some specialized functions.	

Then answer:

1. Where did the popular left-brain/right-brain idea come from?
2. Are some brain functions lateralized?
3. What did researchers examine?
4. What did the study find?
5. Why is the idea of a completely “left-brained” or “right-brained” personality misleading?
6. Why should psychology students distinguish scientific evidence from popular psychological claims?

Task 8. A. Put the verbs into the Past Simple.

1. Researchers _____ (study) brain activity in a large group of participants.
2. Scientists _____ (use) brain-imaging techniques in the study.
3. The researchers _____ (find) differences between particular brain regions.
4. The results _____ (show) that people did not simply use one hemisphere more than the other.
5. Popular culture _____ (make) the left-brain/right-brain idea widely known.
6. Many people _____ (believe) that personality depended on hemisphere dominance.
7. Scientific research _____ (challenge) this popular belief.
8. Researchers _____ (draw) conclusions from the collected data.

B. Write 100–120 words on:

“Left-Brained or Right-Brained: Scientific Fact or Popular Myth?”

Structure your answer:

Paragraph 1: Explain the popular belief.

Paragraph 2: Describe what scientific research found.

Paragraph 3: Give your conclusion.

Use at least **five Past Simple forms** when describing the research.

Перелік питань для самоконтролю:

1. What is memory?
2. What brain structures are involved in memory processes?
3. What role does the hippocampus play in memory?
4. What is working memory?
5. How is the prefrontal cortex related to working memory?
6. Why are different areas of the brain involved in different types of memory?
7. What is the limbic system?
8. What brain structures are associated with emotional processing?
9. What role does the amygdala play in emotions?
10. How is the hypothalamus connected with emotional responses?
11. How are memory and emotion related?
12. What does brain lateralization mean?
13. Do the left and right cerebral hemispheres have identical functions?
14. What is the popular left-brain/right-brain theory?
15. What does scientific research suggest about “left-brained” and “right-brained” personalities?
16. Why is critical evaluation of popular psychological claims important for future psychologists?
17. When do we use the Present Simple, Present Continuous, Present Perfect and Present Perfect Continuous?
18. How is the Past Simple formed with regular and irregular verbs?
19. How can Past Simple be used when discussing psychological research?
20. How has scientific research changed our understanding of the human brain?

UNIT 6

CHEMICAL MESSENGERS

Topics:

Neurotransmitters.

Hormones.

The Endocrine System.

Grammar: *Past Simple: Negative and Questions. Past Continuous: Form and Usage. Interrupted Past Actions: When vs While.*

Питання до самостійного вивчення:

1. Chemical messengers and their role in the human body.
2. Neurotransmitters and neural communication.
3. Major neurotransmitters and their basic functions.
4. Dopamine, serotonin, acetylcholine, GABA, glutamate and norepinephrine.
5. The relationship between neurotransmitters, behaviour and psychological processes.
6. Hormones as chemical messengers.
7. The influence of hormones on physiological processes, emotions and behaviour.
8. The role of hormones in the human stress response.
9. The endocrine system and its major functions.
10. Major endocrine glands and the hormones they produce.
11. The pituitary, thyroid, pineal and adrenal glands.
12. The interaction between the nervous and endocrine systems.
13. Similarities and differences between neurotransmitters and hormones.
14. Past Simple negative and interrogative forms in describing previous psychological and neuroscientific research.
15. Past Continuous in describing ongoing physiological and psychological processes in the past.
16. *When* and *while* in describing simultaneous and interrupted past actions.

Рекомендовані джерела:

Literature: 1-11.

Recommended materials: 18, 19, 20, 21.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read the section about neurotransmitters in “Cells of the Nervous System”.



<https://openstax.org/books/psychology-2e/pages/3-2-cells-of-the-nervous-system?utm>

A. Match the terms with their definitions.

1. neurotransmitter
2. synapse
3. receptor
4. dopamine
5. serotonin
6. GABA
7. glutamate

8. acetylcholine

- a) a neurotransmitter associated with muscle action, memory and learning;
- b) a chemical messenger used for communication between neurons;
- c) a neurotransmitter associated with mood and sleep;
- d) the small space between neurons where chemical communication occurs;
- e) a neurotransmitter involved in several processes, including mood, sleep and learning;
- f) a structure that receives a particular chemical signal;
- g) a major inhibitory neurotransmitter;
- h) a major excitatory neurotransmitter associated with learning and memory.

B. Complete the table using information from the resource.

Neurotransmitter	Main function / process associated with it
Acetylcholine	
Dopamine	
GABA	
Glutamate	
Norepinephrine	
Serotonin	

C. Answer the questions.

1. What is a neurotransmitter?
2. How do neurotransmitters help neurons communicate?
3. What happens at a synapse?
4. Which neurotransmitters are associated with mood?
5. Which neurotransmitters are associated with learning and memory?
6. Why is knowledge about neurotransmitters important for psychologists?

Task 2. A. Change the sentences into the negative form.

1. Researchers studied only one neurotransmitter.
2. Scientists understood all functions of dopamine immediately.
3. The experiment examined serotonin levels.
4. The researchers found the same results in every participant.
5. Scientists connected every behaviour with a single neurotransmitter.

B. Make Past Simple questions for the answers.

1. What _____?

The researchers studied dopamine.

2. _____ serotonin?

Yes, they examined serotonin.

3. Which neurotransmitter _____?

They investigated GABA.

4. _____ the same results?

No, the participants did not show the same results.

5. Why _____ the experiment?

The scientists conducted the experiment to investigate neural communication.

C. Imagine that you are interviewing a neuroscientist after a research project. Write five Past Simple questions about the study.

Use:

What did...?

Why did...?

How did...?

Did you...?

What did you find...?

Then write short possible answers to your questions.

Task 3. Watch “Endocrine System and Influence on Behavior, Part 2” from Khan Academy.



https://www.khanacademy.org/science/health-and-medicine/advanced-endocrine-system/biological-basis-of-behavior-endocrine-system/v/endocrine-system-and-influence-on-behavior-part-2?utm_source=chatgpt.com

A. Before watching

Discuss or answer briefly:

1. What is a hormone?
2. How do hormones travel through the body?
3. Can hormones influence emotions and behaviour?
4. What happens to the body when a person experiences fear or stress?

B. While watching, complete the notes.

Aspect	Notes
Hormones	
Endocrine glands	
Bloodstream	
Physiological response	
Behaviour	
Stress / fear response	

C. After watching, answer the questions.

1. What is the endocrine system?
2. How are hormones transported through the body?
3. How can hormones affect physiological processes?

4. How can physiological changes influence behaviour?
5. What happens in the body during a stress or fear response?
6. Why is the relationship between hormones and behaviour important in psychology?

Task 4. Read the situation:

Yesterday, a psychology student was waiting outside the examination room. She was thinking about the questions and was feeling increasingly nervous. Her heart was beating faster, and she was breathing more quickly. Other students were discussing the examination while she was trying to relax.

A. Find all examples of the Past Continuous.

For each example identify:

subject + was/were + verb-ing

B. Complete the sentences using the Past Continuous.

1. The student _____ (wait) for her examination.
2. She _____ (think) about possible questions.
3. Her heart _____ (beat) faster.
4. She _____ (breathe) more quickly.
5. Other students _____ (talk) about the examination.
6. Her body _____ (respond) to the stressful situation.

C. Write 80–100 words describing a situation entitled:

“The Body Was Responding to Stress”

Describe what was happening:

- ✓ in the person's thoughts;
- ✓ in their emotions;
- ✓ in their body;
- ✓ in their behaviour.

Use at least **six Past Continuous forms** and appropriate vocabulary from the Unit.

Task 5. Read “The Endocrine System” in OpenStax Psychology 2e.

[https://openstax.org/books/psychology-2e/pages/3-5-the-](https://openstax.org/books/psychology-2e/pages/3-5-the-endocrine-system?utm)

[endocrine-system?utm](https://openstax.org/books/psychology-2e/pages/3-5-the-endocrine-system?utm)

A. Complete the table.



Endocrine gland	Hormone(s) / substances associated with it	Main role
Pituitary gland		
Thyroid gland		
Pineal gland		
Adrenal glands		
Pancreas		
Ovaries / testes		

B. Work with the diagram in the resource. Locate the major endocrine glands and write sentences describing their position.

For example:

The pituitary gland is located..

The thyroid gland is situated...

The adrenal glands are located...

C. Complete the comparison using information from the OpenStax materials.

Feature	Neurotransmitters	Hormones
What are they?		
Where are they released?		
How do they travel?		
Speed / duration of action		
Examples		
Connection with behaviour		

Task 6. Read the case:

Mark was waiting to give an important presentation. While he was sitting outside the classroom, he was thinking about everything that could go wrong. His heart was beating quickly and his hands were sweating. When the teacher called his name, he stood up and entered the room. While he was giving the presentation, his body was gradually adapting to the situation. When the presentation ended, he began to feel calmer.

A. Analyse the situation.

1. What was Mark doing before the presentation?
2. What emotion was he probably experiencing?
3. What physiological changes occurred?
4. Which endocrine glands may be involved in a stress response?
5. What chemical messengers may participate in the body's response to stress?
6. How did Mark's state change during and after the presentation?

B. Choose *when* or *while*.

1. _____ Mark was waiting, his heart was beating quickly.
2. _____ the teacher called his name, he stood up.
3. His hands were sweating _____ he was thinking about the presentation.
4. _____ he entered the room, the presentation began.
5. _____ Mark was speaking, his body was responding to the situation.
6. He began to relax _____ the presentation ended.

Перелік питань для самоконтролю

1. What are chemical messengers?
2. What is a neurotransmitter?

3. How do neurotransmitters transmit information between neurons?
4. What is a synapse?
5. What functions are associated with dopamine?
6. How is serotonin related to psychological functioning?
7. What are GABA and glutamate?
8. What is a hormone?
9. How do hormones travel through the body?
10. What is the endocrine system?
11. What are the major glands of the endocrine system?
12. What is the role of the pituitary gland?
13. What is the role of the pineal gland?
14. How are the adrenal glands connected with the stress response?
15. What is the relationship between the endocrine system and behaviour?
16. What are the main differences between hormones and neurotransmitters?
17. Why are both hormones and neurotransmitters called chemical messengers?
18. Why should psychologists understand the relationship between chemical messengers, emotions and behaviour?
19. How are negative sentences and questions formed in the Past Simple?
20. How is the Past Continuous formed and when is it used?
21. What is the difference between *when* and *while* when describing past events?
22. How can Past Simple and Past Continuous be combined to describe an interrupted action?

UNIT 7

PERCEPTION AND SENSATION

Topics:

Five Senses.

How Perception Works.

Illusions.

Grammar: *Past Habitual Actions: Used to / Would. Have gone to / been to / been in – Past Context Review. Past Perfect: Form and Usage.*

Питання до самостійного вивчення

1. Sensation and perception as psychological processes.
2. The difference between sensation and perception.
3. The five traditional senses and their role in receiving information from the environment.
4. Sensory receptors and their role in detecting stimuli.
5. Vision, hearing, smell, taste and touch.
6. Other human sensory systems beyond the traditional five senses.
7. The basic stages of sensory processing.
8. Bottom-up processing and its role in perception.
9. Top-down processing and the influence of previous experience and knowledge.
10. The interaction between sensory information and cognitive processes.

11. Perceptual illusions and their main characteristics.
12. The role of context and previous experience in perceptual illusions.
13. The psychological significance of studying perceptual illusions.
14. *Used to* and *would* in describing habitual actions and experiences in the past.
15. *Have gone to* / *have been to* / *have been in* in context.
16. Past Perfect: form and usage in describing the sequence of past events and experiences.

Рекомендовані джерела:

Literature: 1-11.

Recommended materials: 12-22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read “Sensation versus Perception” in OpenStax Psychology 2e.

<https://openstax.org/books/psychology-2e/pages/5-1-sensation-versus-perception?utm>



A. Match the terms with their definitions.

1. sensation
2. perception
3. stimulus
4. sensory receptor
5. vision
6. audition
7. olfaction
8. gustation
9. somatosensation
 - a) the sense of hearing;
 - b) a specialized cell or structure that responds to a particular type of stimulus;
 - c) the process through which sensory information is detected;
 - d) the sense of smell;
 - e) something in the environment that produces a response in a sensory receptor;
 - f) the sense of sight;
 - g) the process of organizing and interpreting sensory information;
 - h) the sense of taste;
 - i) sensory experiences associated with touch and bodily sensations.

B. Complete the table.

Sense	Sensory system	organ /	Example stimulus	of	Example from everyday life
Vision					
Hearing					
Smell					
Taste					
Touch					

C. Answer the questions.

1. What is sensation?
2. What is perception?
3. How are sensation and perception different?
4. What are sensory receptors?
5. What are the five traditional human senses?
6. Do humans have sensory systems beyond the traditional five senses? Give examples.
7. Why are sensation and perception important for understanding human behaviour?

Task 2. Think about how your sensory experiences and habits have changed since childhood.

A. Complete the sentences using *used to* or *would*. In some sentences both forms may be possible.

1. When I was a child, I _____ notice sounds that I do not pay attention to now.
2. My family _____ listen to music together in the evenings.
3. I _____ dislike certain smells when I was younger.
4. During summer holidays, we _____ spend a lot of time outdoors.
5. I _____ be afraid of loud noises.
6. As a child, I _____ recognize familiar people by their voices.
7. We _____ visit places where there were many new sights, sounds and smells.
8. I _____ have different food preferences when I was younger.

B. Complete the rule.

Used to can describe past _____ and _____ that are no longer true.

Would can be used to describe repeated _____ in the past but is generally not used in the same way for past states.

Task 3. Watch “Bottom-up vs. Top-down Processing” from Khan Academy.

<https://www.khanacademy.org/test-prep/mcat/processing-the-environment/sensory-perception/v/bottom-up-versus-top-down-processing>



A. Before watching

Consider the following situation:

You see an unfamiliar object from a distance. At first, you notice its colour, size and shape. A few seconds later, you recognize what the object is.

Answer:

1. What sensory information did you receive first?
2. What helped you recognize the object?
3. Can previous experience influence what you perceive?

B. While watching, complete the comparison.

Feature	Bottom-up processing	Top-down processing
Starting point		
Role of sensory information		
Role of previous knowledge		
Role of expectations		
Example		

C. Answer the questions.

1. What is bottom-up processing?
2. Where does bottom-up processing begin?
3. What is top-down processing?
4. How can previous knowledge influence perception?
5. What role do expectations play in top-down processing?
6. Do bottom-up and top-down processes always operate separately?
7. Why is the distinction important for psychologists?

Task 4. Read the situations and explain whether bottom-up or top-down processing is especially important. Give a brief reason for each answer.

1. You taste an unfamiliar fruit for the first time.
2. You recognize a familiar song after hearing only the first few notes.
3. You see an unclear word in a sentence but understand it from the context.
4. You touch an unknown object inside a bag and try to identify it.
5. You recognize a friend from a long distance.
6. You smell an unfamiliar perfume and try to describe it.

Task 5. Complete the sentences with the correct form. Have been to / Have gone to / Have been in

1. The students _____ the psychology laboratory several times.
2. Maria isn't in the classroom. She _____ the library to find a book about perception.
3. The researchers _____ the laboratory since nine o'clock.
4. Our group _____ the science museum twice this year.
5. The professor isn't here. She _____ a conference.
6. The participants _____ the experimental room for thirty minutes.

Then explain the difference:

The students have been to the laboratory.

The students have gone to the laboratory.

The students have been in the laboratory for an hour.

Follow-up: Write three sentences of your own using the three structures correctly.

Task 6. Explore The Illusions Index developed by the University of Glasgow.

<https://www.illusionsindex.org/>



Choose three different perceptual illusions. Before reading the explanation, observe each illusion carefully and record your first impression. Complete the table:

Illusion	What did I perceive first?	What is actually presented?	What may explain the illusion?
1.			
2.			
3.			

Then answer:

1. Which illusion surprised you most?
2. Did you immediately understand what was happening?
3. Did your perception change after you had read the explanation?
4. Did previous knowledge influence what you saw?
5. What do these illusions demonstrate about human perception?

Task 6. Choose one illusion from The Illusions Index. Show it to 3–5 people without explaining the illusion.

Ask:

- ✓ *What do you see?*
- ✓ *What did you notice first?*
- ✓ *Did your perception change after looking at the image for longer?*

Record the results.

Participant	First perception	Later perception	Did perception change?
1			
2			
3			
4			
5			

A. Complete the sentences using the Past Perfect.

1. Before I read the explanation, I _____ (interpret) the image differently.
2. After the participants _____ (look) at the illusion, I asked them to describe it.
3. Some participants changed their opinion after they _____ (observe) the image for a longer time.
4. Before I explained the illusion, several participants _____ (notice) only one interpretation.
5. After we _____ (compare) our answers, we discussed individual differences in perception.
6. I understood the illusion better after I _____ (read) the scientific explanation.

B. Write a short report (100–120 words):

“What Did Our Perception Experiment Show?”

Include:

- ✓ which illusion you selected;
- ✓ what participants initially perceived;
- ✓ whether their perceptions were similar or different;
- ✓ whether their perception changed;
- ✓ what you learned about human perception.

Use at least **four Past Perfect forms**.

You may use:

Before the participants had read...
After they had looked at...
Some participants had noticed...
I had expected..., but...

Перелік питань для самоконтролю

1. What is sensation?
2. What is perception?
3. What is the difference between sensation and perception?
4. What is a stimulus?
5. What is a sensory receptor?
6. What are the five traditional senses?
7. Do humans have more than five sensory systems? Give examples.
8. How does sensory information contribute to perception?
9. What is bottom-up processing?
10. What is top-down processing?
11. How does previous experience influence perception?
12. What role do expectations play in perceptual processing?
13. What is a perceptual illusion?
14. Why can different people perceive the same stimulus differently?
15. What can perceptual illusions tell us about the way the brain processes information?
16. Why is the study of sensation and perception important for psychologists?
17. What is the difference between *used to* and *would* when describing the past?
18. What is the difference between *have been to*, *have gone to* and *have been in*?
19. How is the Past Perfect formed?
20. When is the Past Perfect used?

UNIT 8 BIOLOGICAL RHYTHMS

Topics:

Sleep Cycles.

Circadian Rhythms.

Dreams and Their Meaning.

Grammar: *Past Perfect Continuous: Form and Usage. Past Perfect vs Past Perfect Continuous. Expressing Previous and Subsequent Events.*

Питання до самостійного вивчення

1. Sleep as a biological and psychological process.
2. The main stages of human sleep.
3. NREM and REM sleep and their characteristics.
4. Changes in brain activity during different stages of sleep.
5. Sleep cycles and their changes during the night.
6. Biological rhythms and their role in human functioning.
7. Circadian rhythms and the internal biological clock.
8. Factors influencing the sleep-wake cycle.
9. The influence of light and daily routines on circadian rhythms.
10. The relationship between circadian rhythms, sleepiness and wakefulness.
11. Dreams as psychological phenomena.
12. Freud's theory of dreams: manifest and latent content.

13. The activation-synthesis hypothesis of dreaming.
14. Different psychological explanations of dreams.
15. Past Perfect Continuous in describing processes continuing up to a particular moment in the past.
16. Past Perfect Simple and Past Perfect Continuous: differences in meaning and usage.
17. Language structures for expressing previous and subsequent events.

Рекомендовані джерела:

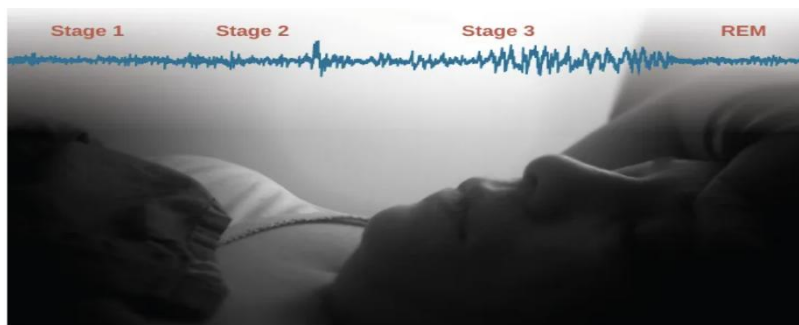
Literature: 1-11.

Recommended materials: 12-22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read “Stages of Sleep” in OpenStax Psychology 2e.



<https://openstax.org/books/psychology-2e/pages/4-3-stages-of-sleep?utm>

A. Match the terms with their definitions.

1. sleep cycle
 2. NREM sleep
 3. REM sleep
 4. brain waves
 5. sleep spindle
 6. delta waves
 7. hypnogram
 8. dreaming
- a) a visual representation of sleep stages during a period of sleep;
 - b) electrical patterns of brain activity;
 - c) a stage of sleep characterized by rapid eye movements;
 - d) the experience of images, thoughts or emotions during sleep;
 - e) a sequence of different sleep stages that repeats during the night;
 - f) non-rapid eye movement sleep;
 - g) slow brain waves characteristic of deep sleep;
 - h) a short burst of rapid brain-wave activity occurring during sleep.

B. Complete the table using information from the text.

Sleep stage	Type of brain activity / main characteristics	Depth of sleep
NREM Stage 1		
NREM Stage 2		
NREM Stage 3		
REM sleep		

C. Answer the questions.

1. What is the difference between REM and NREM sleep?
2. What happens during NREM Stage 1?
3. What are sleep spindles?
4. Which brain waves are associated with deep sleep?
5. What happens during REM sleep?
6. How do sleep cycles change as the night progresses?

Task 2. Complete the sentences.

1. The participant _____ (sleep) for some time before entering deep sleep.
2. The researchers _____ (record) brain activity before the participant entered REM sleep.
3. The person _____ (experience) NREM sleep before the next sleep cycle began.
4. Scientists _____ (monitor) the participant for several hours before the final REM period occurred.
5. The participant _____ (move) through different stages throughout the night.

C. Complete the rule.

The Past Perfect Continuous is formed with:

had + _____ + verb-ing

It is used to emphasize an activity that _____ before another event or point in the past.

Task 3. Watch “Sleep Stages and Circadian Rhythms” from Khan Academy.

<https://www.khanacademy.org/science/health-and-medicine/executive-systems-of-the-brain/sleep-and-consciousness-lesson/v/sleep-stages-and-circadian-rhythms?utm>

A. Before watching



Answer the question:

1. Do you usually become sleepy at approximately the same time every evening?
2. When do you normally alert?
3. What happens when your normal sleep schedule changes?
4. What do you understand by the term biological clock?

B. While watching, complete the notes.

Concept	Key information
Circadian rhythm	
Biological clock	
24-hour cycle	
Body temperature	
Sleepiness	
Wakefulness	

C. After watching, answer the questions.

1. What is a circadian rhythm?
2. Why is it described as a 24-hour rhythm?
3. What physiological changes occur throughout the day?
4. How are circadian rhythms connected with sleep and wakefulness?
5. What can happen when a person's normal daily rhythm is disrupted?
6. Why are circadian rhythms important for psychologists?

Task 4. Keep a simple sleep diary for three days. Do not include information you would prefer to keep private.

Day	Bedtime	Wake-up time	Approx. duration	sleep	Morning energy (1–5)
Day 1					
Day 2					
Day 3					

After completing the diary, identify **two patterns or differences**.

Task 5. Choose the appropriate form.

1. Before I woke up, I **had slept** / **had been sleeping** for approximately eight hours.
2. I felt tired because I **had slept** / **had been sleeping** poorly for several nights.
3. By the end of the observation period, I **had recorded** / **had been recording** information for three days.
4. Before my normal bedtime arrived, I **had already become** / **had already been becoming** sleepy.
5. My sleep schedule changed because I **had stayed** / **had been staying** up late during the previous days.
6. By the third day, I **had noticed** / **had been noticing** a pattern in my sleep routine.

Then write **80–100 words**:

“What Did I Notice about My Sleep-Wake Pattern?”

Use at least:

- ✓ two Past Perfect forms;

✓ two Past Perfect Continuous forms.

The purpose is **language practice and observation of routine**, not medical interpretation.

Task 6. Watch “Dream Theories: Freud and Activation-Synthesis Hypothesis.”

<https://www.khanacademy.org/test-prep/mcat/processing-the-environment/sleep-and-consciousness/v/dream-theories-freud-activation-synthesis-hypothesis?utm>



If necessary, use the additional Simply Psychology material to clarify Freud's terminology.

[Read about Freud's Dream Theory —](#)

[Simply Psychology](#)

<https://www.simplypsychology.org/sigmund-freud-dream-theory.html?utm>



A. Before watching

- ✓ Which statement is closer to your current opinion?
- ✓ Dreams contain psychological meaning.
- ✓ Dreams are mainly a result of brain activity during sleep.
- ✓ Both explanations may contain useful ideas.
- ✓ I am not sure.

Explain your choice briefly.

B. While watching, complete the comparison.

	Freud's theory	Activation-synthesis hypothesis
Main idea		
Why do we dream?		
Role of the brain		
Meaning of dreams		
Key term(s)		

C. Explain the following terms in your own words:

manifest content – latent content – unconscious – activation – synthesis

D. Answer the questions.

1. How did Freud explain dreams?
2. What is manifest content?
3. What is latent content?
4. How does the activation-synthesis hypothesis explain dreaming?

5. What is the major difference between the two explanations?
6. Why should psychological theories of dreams be distinguished from established scientific facts?

Task 6. Read the situation:

A student had been preparing for an important examination for several days. Before going to bed, she had reviewed difficult material again. After she had fallen asleep, she experienced a vivid dream about the examination. When she woke up, she remembered several parts of the dream.

A. Put the events in chronological order.

- ✓ She remembered the dream.
- ✓ She prepared for the examination.
- ✓ She went to sleep.
- ✓ She reviewed the material.
- ✓ She experienced a dream.
- ✓ She woke up.

B. Connect the events using:

before – after – by the time – when – until – as soon as

Example:

After she had reviewed the material, she went to bed.

Write at least **five sentences**.

C. Critical Thinking

Consider the student's dream from two perspectives.

Freudian perspective:

How might the dream be interpreted?

Activation-synthesis perspective:

How might the same dream be explained?

Write **3–4 sentences for each explanation**.

Then answer:

“Which explanation do you find more convincing, and why?”

Support your answer with information from the studied materials rather than treating either theory as a proven fact.

Перелік питань для самоконтролю:

1. What is a sleep cycle?
2. What is the difference between NREM and REM sleep?
3. What are the main stages of NREM sleep?

4. What happens to brain activity during different stages of sleep?
5. What are sleep spindles?
6. What are delta waves?
7. What is a hypnogram?
8. How do sleep cycles change during the night?
9. What is a biological rhythm?
10. What is a circadian rhythm?
11. Why are circadian rhythms often described as approximately 24-hour cycles?
12. How are circadian rhythms related to sleep and wakefulness?
13. What factors can influence a person's sleep-wake rhythm?
14. What is a dream?
15. How did Freud explain dreams?
16. What is the difference between manifest and latent content?
17. What is the activation-synthesis hypothesis?
18. How does the activation-synthesis hypothesis differ from Freud's approach?
19. Why should different theories of dreams be evaluated critically?
20. How is the Past Perfect Continuous formed?
21. When is the Past Perfect Continuous used?
22. What is the difference between the Past Perfect and Past Perfect Continuous?
23. Which linking words can be used to show that one past event happened before or after another?

UNIT 9 CONSCIOUSNESS

Topics:

States of Consciousness.

Meditation and Hypnosis.

Altered States of Consciousness.

Grammar: *Sequence of Tenses. Review and Practice: All Past Tenses. Mixed Tenses Practice: Present and Past.*

Питання до самостійного вивчення

1. Consciousness as a psychological phenomenon.
2. Awareness of internal and external stimuli.
3. Different states and levels of consciousness.
4. Wakefulness, sleep and daydreaming as states of consciousness.
5. Changes in attention and awareness across different states of consciousness.
6. Meditation as a state and practice involving focused attention and awareness.
7. Basic characteristics of meditation and its psychological aspects.
8. Hypnosis as a state of focused attention and increased responsiveness to suggestion.
9. Similarities and differences between meditation and hypnosis.
10. The concept of altered states of consciousness.
11. Psychological characteristics of altered states of consciousness.

12. Changes in perception, attention, awareness and responsiveness during altered states.
13. The importance of studying consciousness in psychology.
14. Sequence of Tenses in reporting statements, observations and research findings.
15. Review of Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous.
16. Present and Past Tenses in describing psychological phenomena, experiences and research.

Рекомендовані джерела:

Literature: 1-11.

Recommended materials: 12-22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read “What Is Consciousness?” in OpenStax Psychology.

<https://openstax.org/books/psychology/pages/4-1-what-is-consciousness?utm>



A. Match the terms with their definitions.

1. consciousness
2. wakefulness
3. internal stimulus
4. external stimulus

5. daydreaming

6. sleep

7. state of consciousness

- a) a condition in which a person is awake and able to respond to the environment;
- b) a physical or psychological change occurring inside the body;
- c) awareness of internal and external stimuli;
- d) a particular pattern or level of conscious experience;
- e) a condition characterized by reduced awareness of the external environment;
- f) the ability to notice and understand what is happening;
- g) a stimulus originating in the environment;
- h) a state in which attention temporarily moves away from the immediate environment towards internal thoughts or images.

environment towards internal thoughts or images.

B. Complete the table using information from the resource.

State of consciousness	Level/type of awareness	Example
Wakefulness		
Daydreaming		
Sleep		
Meditation		
Hypnosis		

C. Answer the questions.

1. What is consciousness?
2. What is meant by awareness?
3. What are internal stimuli?
4. What are external stimuli?
5. Can consciousness have different states or levels?
6. How is wakefulness different from sleep?
7. Why is consciousness an important subject of psychological research?

Task 2. Read the statements.

Direct statement:

"I feel fully awake and focused."

Reported statement:

The participant said that she felt fully awake and focused.

Change the sentences into reported speech:

1. The participant said, "I feel tired."
2. The researcher explained, "Consciousness includes awareness of internal and external stimuli."
3. The student said, "I am thinking about something else."
4. The participant reported, "I had a strange experience."
5. The researcher said, "We are examining different states of consciousness."
6. The participant explained, "I have experienced this state before."

Then complete the table.

Direct speech	Reported speech
Present Simple	
Present Continuous	
Present Perfect	
Past Simple	

Task 3. Imagine that you conducted a short interview with a participant about their everyday states of consciousness.

Ask:

- ✓ *When do you feel most alert?*
- ✓ *Do you often daydream?*
- ✓ *When is it difficult for you to concentrate?*
- ✓ *What helps you focus your attention?*

Report **four of the person's answers** using reported speech.

Task 4. Watch "Hypnosis and Meditation" from Khan Academy.

<https://www.khanacademy.org/science/health-and-medicine/executive-systems-of-the-brain/sleep-and-consciousness-lesson/v/hypnosis-and-meditation?utm>



A. Before watching

Decide whether you think the statements are True or False.



1. Meditation and hypnosis are exactly the same.
2. Both can involve changes in attention.
3. Hypnosis always means that a person is asleep.
4. Suggestion can be important in hypnosis.
5. Meditation can involve

focusing attention.

B. While watching, complete the comparison.

Characteristic	Meditation	Hypnosis
Attention		
Awareness		
Role of suggestion		
How the state is induced		
Main characteristic		

C. After watching

Return to the five statements from Part A and correct your answers.

Then answer:

1. What is meditation?
2. What happens to attention during meditation?
3. What is hypnosis?
4. What role does suggestion play in hypnosis?
5. Is hypnosis the same as ordinary sleep?
6. What similarities can be identified between meditation and hypnosis?
7. What are the main differences between them?

Task 5. Read the situation.

A student had been feeling stressed for several days before she attended a short meditation session. When the session started, she was sitting quietly and listening to the instructions. She focused on her breathing and gradually became calmer. She had never practised meditation before, so the experience was new to her.

A. Find examples of:

- ✓ Past Simple;
- ✓ Past Continuous;
- ✓ Past Perfect;

- ✓ Past Perfect Continuous.

Explain why each tense is used.

B. Complete the sentences using an appropriate Past Tense.

1. The student _____ (feel) stressed for several days before the session.
2. She _____ never _____ (try) meditation before.
3. While she _____ (listen) to the instructions, she focused on her breathing.
4. The session _____ (begin) at ten o'clock.
5. She gradually _____ (become) calmer.
6. Before the session ended, she _____ (sit) quietly for approximately fifteen minutes.

Task 5. Read the APA Dictionary definition of altered state of consciousness and selected information from OpenStax “Other States of Consciousness.”

<https://dictionary.apa.org/altered-state-of-consciousness?utm>



<https://openstax.org/books/psychology-2e/pages/4-6-other-states-of-consciousness?utm>



A. Complete the definition in your own words.

An altered state of consciousness is a condition in which...

Use at least three terms:

awareness – attention – perception – responsiveness – environment – experience

B. Consider the following states:

- ✓ normal wakefulness;
- ✓ daydreaming;
- ✓ deep sleep;
- ✓ meditation;
- ✓ hypnosis.

Complete the table.

State	Main characteristic	Attention/awareness	Ordinary or altered?
Normal wakefulness			
Daydreaming			
Deep sleep			
Meditation			
Hypnosis			

Support each classification with information from the studied resources.

C. Discuss:

1. Does an altered state necessarily mean that a person is unconscious?
2. Can attention increase while awareness of some external stimuli decreases?
3. Why might psychologists study altered states of consciousness?
4. Why should scientific descriptions of altered states be distinguished from popular beliefs about them?

Перелік питань для самоконтролю:

1. What is consciousness?
2. What does awareness mean?
3. What are internal and external stimuli?
4. What are the main states of consciousness?
5. How does wakefulness differ from sleep?
6. What is daydreaming?
7. Can levels of awareness change during the day?
8. What is meditation?
9. How can meditation influence attention and awareness?
10. What is hypnosis?
11. What role does suggestion play in hypnosis?
12. Is hypnosis the same as sleep?
13. What similarities exist between meditation and hypnosis?
14. What are the main differences between meditation and hypnosis?
15. What is an altered state of consciousness?
16. How can attention, awareness and perception change in altered states?
17. Why do psychologists study different states of consciousness?

UNIT 10 MEMORY

Topics:

Types of Memory.

How Memory Works.

Forgetting and Memory Improvement.

Grammar / Communicative Focus: *Communicative Project: Timeline of Personal Experiences. Game-based Review. Final Assessment.*

Питання до самостійного вивчення

1. Memory as a fundamental cognitive process.
2. The main processes involved in memory: encoding, storage and retrieval.
3. Sensory memory and its main characteristics.
4. Short-term memory and its role in processing information.
5. Working memory and its role in cognitive activity.
6. Long-term memory and its main characteristics.
7. Explicit and implicit memory.
8. Episodic and semantic memory as types of explicit memory.

9. Procedural memory and learned skills.
10. Recall, recognition and relearning as forms of memory retrieval.
11. The main causes and mechanisms of forgetting.
12. Encoding failure and memory decay.
13. Proactive and retroactive interference.
14. The forgetting curve and changes in information retention over time.
15. Strategies for improving memory.
16. Rehearsal, chunking and mnemonic devices.
17. Distributed practice and effective learning.
18. The role of memory strategies in academic and everyday activities.

Рекомендовані джерела

Literature: 1-11.

Recommended materials: 12-22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read “How Memory Functions” in OpenStax Psychology 2e.

<https://openstax.org/books/psychology-2e/pages/8-1-how-memory-functions?utm>



A. Match the terms with their definitions.

1. memory
2. sensory memory
3. short-term memory
4. long-term memory
5. working memory
6. explicit memory
7. episodic memory
8. semantic memory
9. procedural memory
 - a) memory for facts and general knowledge;
 - b) a system that briefly retains incoming sensory information;
 - c) consciously remembered information;
 - d) memory for personally experienced events;
 - e) the processes involved in retaining and retrieving information;
 - f) a relatively permanent system for storing information;
 - g) memory for skills and learned actions;
 - h) a system for temporarily holding a limited amount of information;
 - i) temporary storage and active processing of information needed for a current task.

B. Complete the table.

Type of memory	Main characteristic	Your own example
Sensory memory		
Short-term memory		
Working memory		
Episodic memory		
Semantic memory		
Procedural memory		

D. Answer the questions.

1. What are the major memory systems?
2. What is sensory memory?
3. How is short-term memory different from long-term memory?
4. What is working memory?
5. What is the difference between explicit and implicit memory?
6. How are episodic and semantic memory different?
8. What is procedural memory?

Task 2. Create a simple timeline entitled:***“A Timeline of Memorable Experiences”***

Choose **5–6 neutral or positive events** from your life. If you prefer not to use personal information, create a fictional timeline.

For example:

started school → learned to ride a bicycle → travelled to a new place → finished secondary school → entered university

For each event write:

- ✓ approximate time;
- ✓ what happened;
- ✓ what you remember;
- ✓ why the event was memorable;
- ✓ which type of memory is involved.

Example:

When I was seven, I started school. I remember my first classroom and my teacher. This is an example of episodic memory because it is connected with a personal experience.

Task 3. Return to “How Memory Functions.”

<https://openstax.org/books/psychology-2e/pages/8-1-how-memory-functions?utm>



Study the three main processes:



A. Complete the table.

Memory process	What happens?	Simple example
Encoding		
Storage		
Retrieval		

B. Match the situations with the memory process.

1. A student repeats a new psychological term several times.
2. Information remains available after the lesson.
3. A student remembers the definition during an examination.
4. You connect a new English word with an image.
5. You remember information that you learned last week.
6. You organize new material into meaningful categories.

Task 4. Work individually or with a partner. Look at the following words for 40 seconds:

brain – memory – neuron – perception – stimulus – sleep – emotion – hormone – attention – consciousness – behaviour – sensation – stress – dream – learning

Then cover the list.

Round 1 – Free Recall

Write as many words as you can remember.

Score: ____ / 15

Round 2 – Recognition

Which words were included in the original list?

brain – motivation – sleep – stimulus – personality – hormone – attention – intelligence – emotion – perception – consciousness – language – learning – dream – neuron – stress – memory – culture – sensation – behaviour

Score: ____ / 15

Round 3 – Chunking

Now organize the original words into meaningful categories.

For example:

Brain and biology: ...

Cognitive processes: ...

States / experiences: ...

Study the categorized words again for 40 seconds.

Cover them and repeat the recall task.

New score: ____ / 15

Compare your results.

Answer:

1. Was recall or recognition easier?
2. Did you remember more words after categorizing them?
3. How did chunking influence your performance?
4. What does this activity demonstrate about encoding and retrieval?
5. Which strategy would you use when learning professional vocabulary?

Write a short conclusion of 50–70 words:

“What Did My Memory Challenge Show?”

Task 5. Read selected sections of “Problems with Memory.”

<https://openstax.org/books/psychology-2e/pages/8-3-problems-with-memory?utm>



A. Match the concepts with their explanations.

1. forgetting
2. encoding failure
3. memory decay
4. proactive interference
5. retroactive interference
6. retrieval failure
 - a) previously learned information interferes with new information;
 - b) information becomes less accessible over time;
 - c) difficulty accessing information that has previously been stored;
 - d) loss or inability to retrieve previously learned information;
 - e) new information interferes with information learned earlier;
 - f) information was not effectively processed into memory.

B. Complete the situations. Identify the possible explanation for each example.

1. You cannot remember information because you were not paying attention when it was presented. _____
2. You repeatedly write your old password instead of your new one.

3. After learning a new phone number, you find it difficult to remember the old one. _____
4. You know that you studied a term but cannot remember it during the test.
5. _____

C. Examine the forgetting curve presented in the material.

Answer:

1. What happens to retention shortly after learning?
2. Is forgetting equally rapid at all stages?
3. When does the greatest decrease in remembered information occur?
4. What does the curve suggest about revision?
5. Why might repeated review help learners?

D. Give at least two arguments and support your opinion with examples.
“Is Forgetting Always a Problem?”

Task 6. Read “Ways to Enhance Memory.”

<https://openstax.org/books/psychology-2e/pages/8-4-ways-to-enhance-memory?utm>



Choose five strategies that you consider useful. You may select:
rehearsal – chunking – mnemonic devices – elaborative rehearsal – self-reference – distributed practice – practice testing – adequate sleep

Complete your personal Memory Toolkit.

Strategy	What is it?	How can it help memory?	Example	How can I use it in my studies?
1.				
2.				
3.				
4.				
5.				

Перелік питань для самоконтролю

1. What is memory?
2. What are the main processes involved in memory?
3. What is encoding?
4. What is storage?
5. What is retrieval?
6. What is sensory memory?
7. What is short-term memory?
8. What is working memory?
9. What is long-term memory?
10. What is the difference between explicit and implicit memory?

11. What is episodic memory?
12. What is semantic memory?
13. What is procedural memory?
14. What is the difference between recall and recognition?
15. What is relearning?
16. Why do people forget information?
17. What is encoding failure?
18. What is proactive interference?
19. What is retroactive interference?
20. What does the forgetting curve demonstrate?
21. What is chunking?
22. How can mnemonic devices improve memory?
23. What is distributed practice?
24. Why can practice testing support learning?
25. How can organization and meaningful associations improve encoding?
26. Which memory strategies can be useful when learning professional English vocabulary?
27. How can knowledge about memory help future psychologists understand learning and behaviour?

II СЕМЕСТР

UNIT 1

ADVANCED MEMORY PROCESSES

Topics:

Memory Disorders.

False Memories.

Techniques for Improving Memory.

Grammar: *Future Simple vs Be Going To. Present Continuous for Future vs Be Going To. Future Continuous.*

Питання до самостійного вивчення

1. Memory disorders and their influence on everyday functioning.
2. Amnesia as a disorder of memory.
3. Anterograde and retrograde amnesia.
4. Differences between difficulties in remembering past information and forming new memories.
5. Psychological cases of memory impairment.
6. Memory as a reconstructive cognitive process.
7. False memories and memory distortions.
8. Factors that can influence the accuracy of memories.
9. The influence of post-event information on memory.
10. Eyewitness memory and its reliability.
11. Elizabeth Loftus's research on false memories.

12. The role of suggestion in the formation and modification of memories.
13. Evidence-based techniques for improving memory.
14. Retrieval practice as an active learning strategy.
15. Spaced practice and the distribution of learning over time.
16. Practical application of memory strategies in learning professional vocabulary.
17. *Future Simple* and *be going to* for predictions, intentions and future decisions.
18. *Present Continuous* and *be going to* for future plans and intentions.
19. *Future Continuous* for activities that will be in progress at a particular time in the future.

Рекомендовані джерела

Literature: 1-11.

Recommended materials: 16, 19, 21, 22.

Internet sources: 23-30

Перелік індивідуальних завдань

Task 1. Read the section on amnesia in “Problems with Memory”.

<https://openstax.org/books/psychology-2e/pages/8-3-problems-with-memory>



A. Match the terms with their definitions.

1. amnesia
 2. anterograde amnesia
 3. retrograde amnesia
 4. memory loss
 5. long-term memory
 6. memory impairment
 7. recall
 8. new memory formation
- a) the process of creating new memories;
 - b) difficulty remembering information or experiences;
 - c) the ability to bring previously learned information back into conscious awareness;
 - d) a general term for significant loss of memory;
 - e) difficulty forming new memories after a particular event or injury;
 - f) memory storage that can retain information for long periods;
 - g) loss of memories for events that occurred before a particular event or injury;
 - h) reduced ability to remember or use stored information.

B. Compare the two major types of amnesia.

Feature	Anterograde amnesia	Retrograde amnesia
What is affected?		
Which memories are difficult to access/form?		
Relation to the event/injury		
Simple example		

C. Case Analysis

Read the cases.

Case A

After an accident, Daniel can clearly remember his childhood and university years. However, he has difficulty remembering new conversations and events that happened after the accident.

Case B

Anna can learn new information and remember recent conversations, but she cannot remember some events that occurred before her injury.

Answer:

1. Which type of amnesia is illustrated in Case A?
2. Which type is illustrated in Case B?
3. What evidence supports your answers?
4. What is the main difference between the two cases?
5. How could memory difficulties influence everyday functioning?

Task 2. Choose *will* or the correct form of *be going to*.

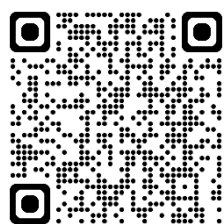
1. The psychologist has prepared a memory diary. The client _____ use it every day next week.
2. "I can't remember this appointment." — "Don't worry. I _____ write it down for you."
3. The specialist thinks regular practice _____ help the client organize everyday activities.
4. They have already made a plan. They _____ practise simple memory tasks three times a week.
5. "The client looks tired." — "I _____ finish the activity now."
6. The psychologist believes digital reminders _____ be useful in everyday life.

B. Complete the rule.

Be going to is commonly used for future _____ that have already been decided and for predictions based on present evidence.

Will can be used for predictions, spontaneous _____ and offers.

Task 3. Watch selected parts of Elizabeth Loftus's TED Talk "*How Reliable Is Your Memory?*" [Elizabeth Loftus: How reliable is your memory? | TED Talk](#)



Use the transcript if necessary.

A. Before watching

Decide whether you agree or disagree:

1. Memory works like a video recording.
2. People can remember an event differently from how it actually happened.
3. Information received after an event can influence memory.
4. A confident eyewitness is always an accurate eyewitness.
5. Questions can sometimes influence what a person remembers.
6. Do not check your answers yet.

B. While watching, complete the notes.

Aspect	Notes
False memory	
Memory as a reconstructive process	
Information received after an event	
Eyewitness memory	
Suggestion	
Possible consequences of inaccurate memory	

C. After watching, answer the questions.

1. What is a false memory?
2. Why does Loftus argue that memory does not work like a recording?
3. How can information received after an event influence later recollection?
4. What role can suggestion play?
5. Why is eyewitness memory psychologically important?
6. Why should psychologists be careful when asking people about past events?
7. Can a person be confident about a memory that is inaccurate?

Task 4. Future Plans – Present Continuous vs Be Going To

Imagine that a group of psychology students is planning a small classroom demonstration about memory.

Complete the sentences using the *Present Continuous* or *be going to*.

1. We _____ (meet) our group at 10 a.m. tomorrow.
2. We _____ (prepare) a short demonstration about false memories.
3. Maria _____ (present) the introduction on Friday at 11 a.m.
4. We _____ (use) several neutral pictures in the activity.
5. Our lecturer _____ (join) us after the presentation.
6. We _____ (compare) the participants' answers.

Complete the rule.

The **Present Continuous** can describe a future _____ that has been arranged.

Be going to commonly expresses a future _____ or intention.

Task 5. Study the material about retrieval practice.

<https://www.learningscientists.org/learning-scientists-podcast/2017/9/6/episode-2-retrieval-practice>



Then explore the material about using spacing and retrieval practice.

[The Learning Scientists — How Students Can Use Spacing and Retrieval Practice](https://www.learningscientists.org/learning-scientists-podcast/2017/9/6/episode-2-retrieval-practice)

A. Complete the table.

Strategy	What does it involve?	Example
Retrieval practice		
Spaced practice		

B. Which strategy would you recommend?

Match each situation with an appropriate strategy. More than one answer may be possible. Explain your choices.

1. A student has to learn 20 new psychological terms.
2. A student has one week to prepare for a test.
3. A student repeatedly rereads a text but cannot explain it without looking at the page.
4. A student needs to remember the stages of a psychological process.
5. A student wants to check what they really remember after a lesson.

Перелік питань для самоконтролю

1. What is a memory disorder?
2. What is amnesia?
3. What is anterograde amnesia?
4. What is retrograde amnesia?
5. What is the main difference between anterograde and retrograde amnesia?
6. How can memory disorders influence everyday functioning?
7. What is a false memory?
8. Why is memory described as reconstructive?
9. Can information received after an event influence a person's memory?
10. What role can suggestion play in memory?
11. Why is eyewitness memory important in psychological research?
12. Can confidence in a memory guarantee its accuracy?
13. Why is Elizabeth Loftus's research important for understanding memory?
14. What is retrieval practice?
15. How is retrieval practice different from simply rereading material?
16. What is spaced practice?
17. How can spacing support long-term learning?
18. How can retrieval practice be used when learning psychological terminology?
19. What is the difference between *will* and *be going to*?
20. When can the Present Continuous refer to the future?
21. What is the difference between the Present Continuous for future arrangements and *be going to* for intentions?
22. How is the Future Continuous formed?
23. When is the Future Continuous used?
24. Which memory strategy would you recommend for learning professional English vocabulary and why?

UNIT 2 LEARNING

Topics:

Types of Learning (Classical and Operant Conditioning).

Learning Strategies.

Motivation and Learning.

Grammar: *Future Perfect and Future Perfect Continuous. Future in the Past: was going to, would, was about to. Other Future Expressions: be bound to, be likely to.*

Питання до самостійного вивчення

1. Learning as a psychological process and its role in human behaviour.
2. Classical conditioning and learning through association.
3. Stimulus and response in classical conditioning.
4. Basic principles and examples of classical conditioning.
5. Operant conditioning and learning through consequences.
6. Reinforcement and its influence on behaviour.
7. Punishment and its role in changing behaviour.
10. Similarities and differences between classical and operant conditioning.
11. Learning strategies and their role in effective learning.
12. Metacognition as awareness and regulation of one's own learning.
13. Planning, monitoring and evaluating the learning process.
14. Selection and adaptation of learning strategies to different learning tasks.
15. Motivation and its influence on learning behaviour.
16. Intrinsic and extrinsic motivation.
17. The relationship between goals, interest, effort and persistence in learning.
18. Individual differences in learning motivation.
19. Future Perfect and Future Perfect Continuous in describing future learning outcomes and processes.
20. *Was/were going to, would and was/were about to* in expressing future actions viewed from a past perspective.
21. *Be likely to and be bound to* in expressing probability and expected outcomes.

Рекомендовані джерела

Literature: 1-11.

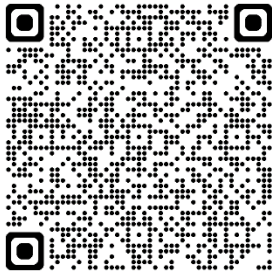
Recommended materials: 16, 19, 21, 22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read the material on classical and operant conditioning.

<https://www.khanacademy.org/test-prep/mcat/behavior/learning-slug/a/classical-and-operant-conditioning-article>



Use the OpenStax materials for additional information if necessary.

A. Match the terms with their definitions.

1. learning
2. classical conditioning
3. operant conditioning
4. stimulus
5. response
6. reinforcement
7. punishment
8. consequence
- a) an event or change that produces a reaction;
- b) a relatively lasting change associated with experience;
- c) something that happens as a result of behaviour;
- d) learning through associations between stimuli;
- e) an action or reaction to a stimulus;
- f) a consequence that increases the likelihood of behaviour;
- g) learning in which behaviour is influenced by its consequences;
- h) a consequence intended to decrease the likelihood of behaviour.

B. Complete the comparison.

Feature	Classical Conditioning	Operant Conditioning
What is learned?		
Main association		
Role of behaviour		
Role of consequences		
Example		

Task 2. A. Complete the sentences using the Future Perfect.

1. By the end of the lesson, students _____ (learn) the difference between classical and operant conditioning.
2. By Friday, we _____ (analyse) six examples of learned behaviour.
3. By the end of the experiment, the participant _____ (form) an association between the stimuli.
4. By the end of the course, students _____ (study) several theories of learning.
5. By next week, the group _____ (complete) the project.

B. Complete using the Future Perfect Continuous.

1. By the end of this semester, we _____ (study) psychology in English for several months.
2. By Friday, the students _____ (work) on their learning project for a week.
3. By the end of the activity, the participant _____ (practise) the new behaviour for several days.
4. Next month, she _____ (use) the new learning strategy for six weeks.

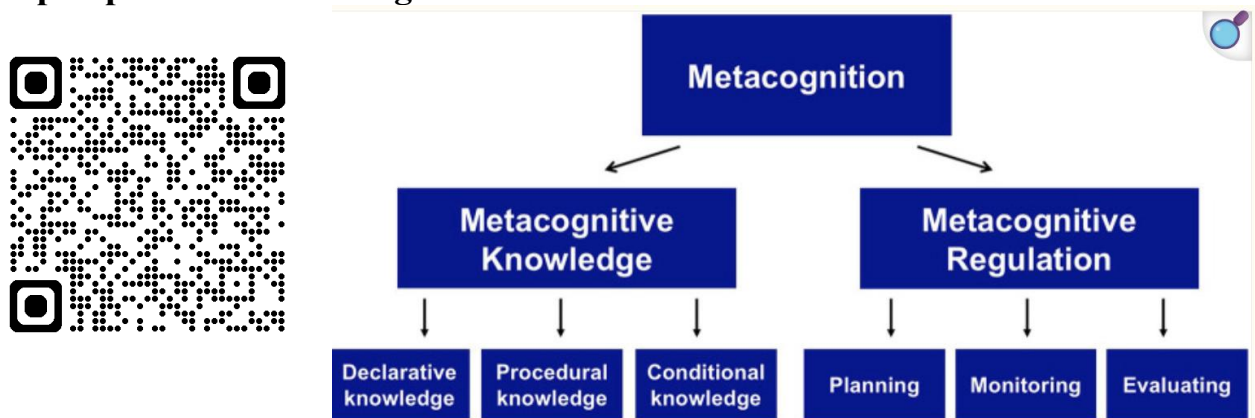
C. Complete the rule.

The **Future Perfect** emphasizes an action that _____ before a particular point in the future.

The **Future Perfect Continuous** emphasizes the _____ of an activity continuing up to a particular future point.

Task 3. Read selected sections of “*Fostering Metacognition to Support Student Learning and Performance.*”

<https://pmc.ncbi.nlm.nih.gov/articles/PMC8734377/?utm>



A. Complete the learning cycle.

PLAN → **LEARN** → **MONITOR** → **EVALUATE** → _____

For each stage, write one question a learner can ask themselves.

Complete the table.

Learning situation	My usual strategy	Does it work well?	What could I change?
Learning English vocabulary			
Reading a psychology text			
Watching a psychology video in English			
Preparing for a test			
Remembering psychological concepts			

C. Answer the questions.

1. What is metacognition?
2. Why is it important for learning?
3. Why should learners monitor their understanding?
4. What can a learner do when a strategy does not work?
5. Should the same learning strategy be used for every task?
6. How can metacognitive skills support independent learning?

Task 4. Read the situation:

Anna was going to prepare for her psychology test by rereading the textbook. She thought she would study for three hours on Sunday evening. When she started working, however, she realized that she could not remember much of the material. She was about to reread the chapter again when she decided to change her strategy. She created questions and tested herself instead.

A. Find examples of:

- *was/were going to;*
- *would;*
- *was/were about to.*

Explain what each structure expresses.

B. Complete the sentences.

1. Anna _____ reread the whole chapter, but she changed her plan.
2. She thought she _____ remember the material easily.
3. She _____ start reading again when she decided to use another strategy.
4. The students believed they _____ finish the task quickly.
5. We _____ study together, but our plans changed.

C. Complete the meanings.

Was/were going to → a past _____ or intention concerning the future.

Would → a future event viewed from a _____ point in time.

Was/were about to → an action that was going to happen very _____.

D. Write 80–100 words entitled:

“A Learning Plan That Changed”

Task 5. Read the cases.

Case A

Mark studies psychology because he finds human behaviour fascinating. He often reads additional materials even when they are not required for assessment.

Case B

Emma works hard because she wants high grades and hopes to receive an academic award.

Case C

Daniel originally chose psychology because his family encouraged him to do so. During his studies, however, he became interested in cognitive psychology and started reading research articles for his own interest.

A. Complete the table.

Student	Main source of motivation	Intrinsic / Extrinsic / Both	Evidence
Mark			
Emma			
Daniel			

B. Answer the questions.

1. What is intrinsic motivation?
2. What is extrinsic motivation?
3. What motivates Mark?
4. What motivates Emma?
5. How did Daniel's motivation change?
6. Can intrinsic and extrinsic motivation exist at the same time?
7. How can motivation influence effort and persistence?

C. Consider these possible reasons for learning:

- ✓ interest;
- ✓ curiosity;
- ✓ grades;
- ✓ future career;
- ✓ praise;
- ✓ personal development;
- ✓ competition;
- ✓ desire to understand something new.

Classify them as mainly **intrinsic**, **extrinsic**, or **possibly both**.

Explain your decisions.

Перелік питань для самоконтролю

1. What is learning?
2. What is classical conditioning?
3. What is a stimulus?
4. What is a response?
5. What is operant conditioning?
6. What is reinforcement?
7. What is punishment?
8. What is the main difference between classical and operant conditioning?
9. How can consequences influence behaviour?
10. What is a learning strategy?
11. What is metacognition?
12. Why is planning important for effective learning?
13. What does monitoring one's learning involve?
14. Why should learners evaluate their learning strategies?
15. What can a learner do when a strategy is ineffective?
16. What is intrinsic motivation?

17. What is extrinsic motivation?
18. Can intrinsic and extrinsic motivation occur together?
19. How can motivation influence learning?
20. What is the relationship between motivation and persistence?

UNIT 3 INTELLIGENCE AND TESTING

Topics:

Types of Intelligence.

IQ Tests.

Emotional Intelligence.

Grammar: *Future Time with Present Simple. Offers, Promises, Requests and Arrangements. Modals for Ability and Possibility.*

Питання до самостійного вивчення

1. Intelligence as a psychological construct.
2. Major approaches to understanding intelligence.
3. Analytical, creative and practical intelligence in Sternberg's theory.
4. Gardner's theory of multiple intelligences.
5. Linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, 6. interpersonal, intrapersonal and naturalistic intelligences.
7. Scientific discussion and criticism of multiple intelligences theory.
8. Intelligence testing and its purposes.
9. The concept of intelligence quotient (IQ).
10. Historical development of intelligence testing.
11. Standardization of psychological tests.
12. Reliability and validity as important characteristics of psychological assessment.
13. Strengths and limitations of intelligence tests.
14. Factors that should be considered when interpreting intelligence test results.
15. Emotional intelligence as a psychological construct.
16. Perceiving, using, understanding and managing emotions.
17. The role of emotional abilities in interpersonal interaction.
18. Emotional intelligence in the professional activity of a psychologist.
19. Present Simple for scheduled future events.
20. Language structures for making offers, promises, requests and arrangements.
21. Modal verbs for expressing ability and possibility.

Рекомендовані джерела

Literature: 1-11.

Recommended materials: 16, 19, 21, 22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read selected sections of “What Are Intelligence and Creativity?” in OpenStax Psychology 2e. <https://openstax.org/books/psychology-2e/pages/7-4-what-are-intelligence-and-creativity>



A. Match the terms with their definitions.

1. intelligence
 2. analytical intelligence
 3. creative intelligence
 4. practical intelligence
 5. linguistic intelligence
 6. interpersonal intelligence
 7. intrapersonal intelligence
 8. spatial intelligence
- a) the ability to understand and interact effectively with other people;
 - b) the ability to analyse information and solve academic or clearly defined problems;
 - c) the ability to understand one's own feelings, motives and psychological states;
 - d) the ability to use language effectively;
 - e) the ability to deal effectively with new situations and produce original ideas;
 - f) a broad psychological capacity related to learning, reasoning, problem-solving and adaptation;
 - g) the ability to understand and work with visual and spatial information;
 - h) the ability to apply knowledge effectively to everyday situations.

B. Sternberg's Theory. Complete the table.

Type of intelligence	Main characteristic	Example
Analytical		
Creative		
Practical		

Then decide which type of intelligence may be especially important in each situation:

- ✓ analysing the results of a psychological study;
- ✓ developing an unusual solution to a problem;
- ✓ adapting communication to a difficult real-life situation;
- ✓ comparing two psychological theories;
- ✓ finding several new ways to explain a concept to a client.
- ✓

C. Gardner's Multiple Intelligences. Complete the table with a short example.

Type	Example of an activity
Linguistic	
Logical-mathematical	
Spatial	
Musical	
Bodily-kinaesthetic	
Interpersonal	
Intrapersonal	
Naturalistic	

D. Answer:

1. Why are there different theories of intelligence?
2. How does Sternberg's approach differ from Gardner's approach?
3. Why might interpersonal intelligence be relevant to psychology?
4. Can one person demonstrate different intellectual abilities?
5. Why should Gardner's multiple intelligences be described as a theory rather than as an established classification of independent forms of intelligence?

Task 2. Future Time with Present Simple

The psychology department is organizing an Intelligence and Cognition Week. Study the programme.

Event	Day	Time
Lecture: Understanding Intelligence	Monday	10:00
Workshop: Intelligence Testing	Tuesday	12:00
Student Discussion	Wednesday	14:00
Emotional Intelligence Seminar	Thursday	11:00
Final Quiz	Friday	13:00

A. Complete the sentences using the Present Simple.

1. The lecture _____ (start) at 10:00 on Monday.
2. The intelligence testing workshop _____ (take place) on Tuesday.
3. The student discussion _____ (begin) at 14:00.
4. The seminar on emotional intelligence _____ (finish) at 12:30.
5. The final quiz _____ (be) on Friday.

B. Complete the rule.

The Present Simple can refer to the future when we talk about fixed _____, timetables and scheduled events.

C. Ask and answer five questions about the programme.

For example:

When does the workshop start? What time does the seminar finish?

Task 3. Read selected sections of “Measures of Intelligence.”

<https://openstax.org/books/psychology-2e/pages/7-5-measures-of-intelligence>

**A. Match the concepts with their explanations.**

1. intelligence test
2. IQ
3. standardization
4. reliability
5. validity
6. test score

- a) the consistency of a measurement;
- b) a numerical result obtained from a test;
- c) the extent to which a test measures what it is intended to measure;
- d) the use of consistent procedures for administering and interpreting a test;
- e) intelligence quotient;
- f) an assessment designed to measure aspects of intellectual functioning.

B. Can We Trust the Test?

Read the situations and identify the main problem.

Use: **standardization – reliability – validity**

Situation 1:

A person takes the same test twice within appropriate testing conditions and receives very different results.

Problem: _____

Situation 2:

A test claims to measure general intelligence, but most of its tasks assess only vocabulary knowledge.

Problem: _____

Situation 3:

One group receives 40 minutes to complete a test, while another group receives 70 minutes.

Problem: _____

Situation 4:

Different psychologists give participants different instructions before the same test.

Problem: _____

Explain each answer.

C. Answer the questions.

1. What is an intelligence test?
2. What does IQ stand for?
3. Why is standardization important?
4. What does reliability tell us about a test?
5. What does validity tell us?
6. Can a test be reliable but have problems with validity?
7. Why should intelligence test results be interpreted carefully?
8. Can a single IQ score describe every aspect of a person's intellectual abilities?

Task 4. Read the definition of emotional intelligence in the APA Dictionary of Psychology. <https://dictionary.apa.org/emotional-intelligence?utm>



Use the following simplified framework:

PERCEIVE → USE → UNDERSTAND → MANAGE EMOTIONS

A. Match the abilities with the situations.

1. perceiving emotions
2. using emotional information
3. understanding emotions
4. managing emotions
 - a) recognizing that a person's irritation may be connected with anxiety;
 - b) noticing changes in another person's facial expression and voice
 - c) regulating one's own emotional reaction during a difficult conversation;
 - d) taking emotional information into account when deciding how to communicate.

B. Complete the table.

Emotional ability	What does it involve?	Example
Perceiving emotions		
Using emotions/information		
Understanding emotions		
Managing emotions		

C. Psychologist–Client Case Study. Read:

During a conversation, a client suddenly becomes quiet. Their voice becomes softer and they avoid eye contact. The psychologist notices these changes but does not immediately know why the client's behaviour has changed.

Answer:

1. What changes can the psychologist observe?
2. What emotions might the client be experiencing?
3. Can the psychologist know the client's emotion with certainty only from these signals?
4. What could the psychologist do to clarify the situation?
5. Which emotional abilities might be useful here?
6. Why is it important to avoid making immediate assumptions about another person's emotions?

D. Discussion: “Why Is Emotional Intelligence Important for a Psychologist?”

Consider:

- ✓ recognizing emotions;
- ✓ listening;
- ✓ understanding emotional information;
- ✓ managing one's own reactions;
- ✓ communicating appropriately;
- ✓ avoiding assumptions.

Give at least **three arguments**.

Перелік питань для самоконтролю

1. What is intelligence?
2. Why are there different theories of intelligence?
3. What are the three types of intelligence proposed by Sternberg?
4. What is analytical intelligence?
5. What is creative intelligence?
6. What is practical intelligence?
7. What is Gardner's theory of multiple intelligences?
8. What types of intelligence did Gardner propose?
9. Why should multiple intelligences be described as a theory rather than an established scientific classification?
10. What is an intelligence test?
11. What does IQ mean?

12. What is standardization?
13. Why is reliability important in psychological testing?
14. What is validity?
15. What is the difference between reliability and validity?
16. Why should IQ scores be interpreted carefully?
17. Can a single test measure every aspect of human intelligence?
18. What is emotional intelligence?
19. What does perceiving emotions involve?
20. What does understanding emotions involve?
21. What does managing emotions involve?
22. Why can emotional intelligence be important in psychological practice?
23. Why should psychologists avoid making assumptions based only on another person's emotional expressions?

UNIT 4

LANGUAGE AND COMMUNICATION

Topics:

Language Acquisition.

Language and Thinking.

Communication Skills.

Grammar: *Modals for Obligation, Duty and Necessity. Absence of Necessity and Prohibition. Logical Assumption and Probability.*

Питання до самостійного вивчення

1. Language as a cognitive and communicative system.
2. Basic components of language: phonemes, morphemes, lexicon and grammar.
3. Language acquisition and language development.
4. Main stages of early language development.
5. Babbling and early vocal development.
6. One-word and two-word stages of language development.
7. Development of increasingly complex language structures.
8. Biological and environmental factors in language acquisition.
9. Language and thinking as interconnected cognitive processes.
10. The relationship between language and cognition.
11. Linguistic relativity and the influence of language on thinking.
12. Language differences in the perception and description of space, colour and time.
13. The distinction between language determining thought and language influencing thought.
14. Communication skills and their importance in professional interaction.
15. Verbal and non-verbal aspects of communication.
16. Active listening as a professional communication skill.
17. Open-ended questions, clarification, paraphrasing and summarising.
18. Reflection of feelings and appropriate feedback.

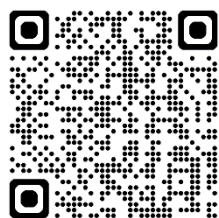
19. The importance of avoiding premature assumptions and judgement in psychological communication.
20. Modal verbs for expressing obligation, duty and necessity.
21. Language structures for expressing absence of necessity and prohibition.
22. Modal verbs and structures for expressing logical assumptions and degrees of probability.

Рекомендовані джерела

Literature: 1-11.
 Recommended materials: 12-22.
 Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read selected sections of “Language” in OpenStax Psychology 2e.
<https://openstax.org/books/psychology-2e/pages/7-2-language>



A. Match the terms with their definitions.

1. language
2. phoneme
3. morpheme
4. lexicon
5. grammar
6. language acquisition
7. babbling
8. vocabulary
 - a) the process through which language is acquired and developed;
 - b) the smallest unit of sound in a language;
 - c) a system used for communication through symbols and rules;
 - d) the words used or understood by a person;
 - e) an early stage of language development involving repeated speech-like sounds;
 - f) the rules governing how language elements are combined;
 - g) the vocabulary of a language or individual; h) the smallest meaningful unit of language.

B. Complete the table.

Stage	Main characteristic	Example
Babbling		
One-word stage		
Two-word combinations		
Increasingly complex language		

C. Answer the questions.

1. What is language?
2. What is the difference between a phoneme and a morpheme?

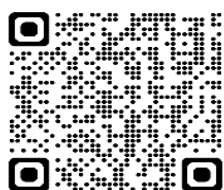
3. What does the term *lexicon* mean?
4. What is language acquisition?
5. What are some major stages of early language development?
6. Why is interaction with other people important for language development?
7. Why should individual differences be considered when discussing language acquisition?

Task 2. Complete the sentences with an appropriate form:

must – have to – should – need to

1. Researchers _____ follow ethical principles when studying children's language development.
2. Adults _____ provide children with opportunities for meaningful communication.
3. A researcher _____ consider individual differences before interpreting developmental data.
4. Students _____ understand that children do not all develop language at exactly the same rate.
5. Researchers _____ obtain appropriate permission when research involves children.
6. Adults _____ listen and respond to children's attempts to communicate.

Task 3. Watch Lera Boroditsky's TED Talk “How Language Shapes the Way We Think.”



https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think

Use the transcript or TED-Ed activities if necessary.



<https://ed.ted.com/lessons/WzWvOfAY>

A. Before watching

Consider the statement:

“The language we speak influences the way we think.”

Do you:

agree – partly agree – disagree – not know yet?

Write one reason for your initial answer.

B. While watching. Complete the table.

Area	Example from the talk	Possible connection between language and cognition
Space/orientation		
Colour		
Time		

C. After watching

Answer:

1. What central question does Boroditsky discuss?
2. How can languages differ in describing space?
3. What examples connected with colour are presented?
4. How can languages organize or describe time differently?
5. What do these examples suggest about language and cognition?
6. Does the talk demonstrate that speakers of different languages are unable to understand the same concepts?
7. What is the difference between saying that language **determines** thought and saying that language **influences** thought?

Task 5. Read the material on Active Listening.

<https://www.usm.edu/faculty-development/active-listening.php>



A. Match the communication skills with their descriptions.

1. active listening
2. open-ended question
3. clarification
4. paraphrasing
5. summarising
6. non-verbal attending
7. withholding judgement
- a) restating the main meaning of what another person has said;
- b) asking for additional information when something is unclear;
- c) giving another person full attention and demonstrating interest;
- d) bringing together the main points of a conversation;
- e) avoiding immediate evaluation or criticism;
- f) a question that encourages a fuller answer rather than only *yes/no*;
- g) using appropriate eye contact, posture and other non-verbal signals of attention.

B. Complete the Active Listening Toolbox.

Skill	Purpose	Example phrase / behaviour
Open-ended question		
Clarification		
Paraphrasing		
Summarising		
Non-verbal attending		
Withholding judgement		

Перелік питань для самоконтролю

1. What is language?
2. What is a phoneme?
3. What is a morpheme?

4. What does *lexicon* mean?
5. What role does grammar play in language?
6. What is language acquisition?
7. What are the main stages of early language development?
8. What is babbling?
9. What characterizes the one-word stage?
10. How does children's language become more complex?
11. What is the relationship between language and thinking?
12. What is linguistic relativity?
13. What is the difference between saying that language determines thought and that it influences thought?
14. How may languages differ in representing space, colour or time?
15. Why should conclusions about language and cognition be formulated cautiously?
16. What is active listening?
17. Why is active listening important in professional communication?
18. What is an open-ended question?
19. What is clarification?
20. What is paraphrasing?
21. What is summarising?
22. What role does non-verbal behaviour play in communication?
23. Why is withholding judgement important when listening?
24. What is the difference between observation and assumption?
25. Why should psychologists avoid premature interpretations during communication?
26. Which modal verbs express obligation and necessity?
27. What is the difference between *must*, *have to* and *should*?
28. How do we express absence of necessity?
29. What is the difference between *don't have to* and *mustn't*?
30. Which modal verbs can express logical probability?
31. How can *must* be used for a strong logical assumption?

UNIT 5

PERSONALITY PSYCHOLOGY

Topics:

Personality Theories.

Personality Types.

Personality Development.

Grammar: *Permission, Requests, Offers and Suggestions. Advice, Criticism and Promises. Expressions Similar to Modal Verbs. Final Review.*

Питання до самостійного вивчення

1. Personality as a psychological construct.
2. Major theoretical approaches to personality.
3. The psychodynamic approach to personality.
4. The humanistic approach to personality.
5. The trait approach to personality.

6. The social-cognitive approach to personality.
7. Similarities and differences between major personality theories.
8. Personality traits and individual differences.
9. The Five-Factor Model of personality.
10. Openness, conscientiousness, extraversion, agreeableness and neuroticism.
11. Personality traits as dimensions rather than fixed personality types.
12. Factors influencing personality development.
13. Biological and environmental influences on personality.
14. The role of social interaction, learning and life experience in personality development.
15. Stability and change in personality across the lifespan.
16. Permission, requests, offers and suggestions in interpersonal communication.
17. Advice, criticism and promises in professional interaction.
18. Modal and modal-like expressions for cautious psychological interpretation.
19. The importance of avoiding rigid labels and unsupported conclusions when describing personality.
20. The role of personality knowledge in the professional activity of a psychologist.

Рекомендовані джерела

Literature: 1-11.

Recommended materials: 12-22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read selected sections of the OpenStax Psychology 2e materials about personality and major theoretical approaches.



<https://openstax.org/books/psychology-2e/pages/11-1-what-is-personality>

A. Match the approaches with their main focus.

1. Psychodynamic approach
2. Trait approach
3. Humanistic approach
4. Social-cognitive approach
 - a) personal growth, self-concept and human potential;
 - b) relatively stable personality characteristics and individual differences;
 - c) unconscious processes and early experiences;
 - d) interaction between cognitive processes, behaviour and the social environment.

B. Answer the questions.

1. What is personality?
2. What does the psychodynamic approach emphasize?
3. What role do early experiences play in psychodynamic theories?
4. How does the trait approach describe personality?

5. What concepts are particularly important in the humanistic approach?
6. How does the social-cognitive approach explain personality?
7. Why have psychologists developed different theories of personality?

C. Read the statements and identify the theoretical approach they most closely represent.

psychodynamic – trait – humanistic – social-cognitive

1. *Early childhood experiences may influence adult personality.*
2. *People can be described in terms of relatively stable personality characteristics.*
3. *Personal growth and self-concept are important for understanding personality.*
4. *Behaviour is influenced by interaction between the person and the environment.*
5. *Some psychological processes operate outside conscious awareness.*
6. *People learn patterns of behaviour through interaction with their social environment.*

Explain your choices.

D. Imagine that you are discussing personality theories with another psychology student.

Write four sentences:

- one asking for **permission**;
- one making a **request**;
- one making an **offer**;
- one making a **suggestion**.

Use structures such as:

May I...? Could you...? Shall I...? Shall we...? We could...



Task 2. Watch the video “The Big Five Personality Traits”.

<https://www.youtube.com/watch?v=IB1FVbo8TSs&t=16s>



Before watching, remember that the Five-Factor Model describes personality using five broad dimensions known by the acronym **OCEAN**.

A. Before Watching

Complete:

O – _____
C – _____
E – _____
A – _____
N – _____

B. While Watching

Choose the correct answer A, B, C or D.

1. What is the main purpose of the Big Five model?

- A. To diagnose psychological disorders
- B. To describe personality using five broad dimensions
- C. To measure intelligence
- D. To divide people into five fixed personality types

2. What does the “O” in OCEAN stand for?

- A. Organization
- B. Optimism
- C. Openness
- D. Observation

3. A person with a high level of openness is more likely to:

- A. enjoy new ideas and experiences
- B. avoid unfamiliar situations completely
- C. dislike creativity
- D. prefer exactly the same experience every time

4. Which trait is particularly associated with organization and goal-directed behaviour?

- A. Agreeableness
- B. Conscientiousness
- C. Extraversion
- D. Neuroticism

5. Extraversion is mainly related to differences in:

- A. social interaction and engagement
- B. intelligence
- C. memory performance
- D. academic ability

6. Which characteristic is most closely associated with agreeableness?

- A. Curiosity
- B. Organization
- C. Cooperation
- D. Emotional reactivity

7. Neuroticism is associated with individual differences in:

- A. mathematical ability
- B. emotional reactivity and responses to stress
- C. language ability
- D. creativity

8. According to the Big Five approach, people:

- A. belong to only one personality category
- B. possess only their strongest personality trait
- C. differ in the degree to which they show each of the five traits
- D. can be divided into five fixed psychological types

9. Why is the acronym OCEAN useful?

- A. It measures personality.
- B. It helps remember the five personality dimensions.
- C. It identifies psychological disorders.
- D. It predicts intelligence.

10. Which statement best represents the Big Five approach?

- A. A person is either extraverted or introverted.
- B. Each personality characteristic is either present or absent.
- C. People can show different levels of each personality trait.
- D. Personality consists of five separate personality types.

C. After Watching. Complete the table.

Personality trait	Key characteristics
Openness	
Conscientiousness	
Extraversion	
Agreeableness	
Neuroticism	

Answer:

Which of the Big Five traits may be particularly relevant to professional communication? Explain your opinion without describing any trait as simply “good” or “bad”.

Task 3. Prepare a 3–5 minute mini-presentation on: “Is Personality Stable or Can It Change?”

Address the following questions:

1. What factors can influence personality development?
2. What role may biological factors play in personality?
3. How can family and social environment influence personality development?
4. What role can learning and life experiences play?
5. Are personality traits completely stable throughout life?
6. Can people's behaviour change while some personality characteristics remain relatively stable?
7. How can important life experiences contribute to personality-related changes?

8. Why should psychologists avoid using rigid personality labels?

Use at least **five items of professional vocabulary** from the Unit:

personality – personality trait – individual differences – personality development – environment – life experience – behaviour – stability – change.

Перелік питань для самоконтролю

1. What is personality?
2. What are individual differences?
3. What are the major theoretical approaches to personality?
4. What does the psychodynamic approach emphasize?
5. What role do early experiences play in psychodynamic theories?
6. What is the main focus of the humanistic approach?
7. What is self-concept?
8. How does the trait approach describe personality?
9. What does the social-cognitive approach emphasize?
10. What is a personality trait?
11. What is the Five-Factor Model of personality?
12. What does OCEAN stand for?
13. What is openness to experience?
14. What is conscientiousness?
15. What is extraversion?
16. What is agreeableness?
17. What is neuroticism?
18. Why are the Big Five considered personality dimensions rather than five fixed personality types?
19. Why should personality traits not simply be classified as “good” or “bad”?
20. What factors can influence personality development?
21. What role can biological factors play in personality development?
22. How can social environment and life experience influence personality?
23. Can personality demonstrate both stability and change across the lifespan?
24. Why is context important when interpreting personality-related behaviour?
25. Why should psychologists avoid rigid personality labels?
26. How can permission, requests, offers and suggestions be expressed?
27. Which structures can be used for giving advice and constructive criticism?
28. Which modal and modal-like expressions can be used for cautious psychological interpretation?

III СЕМЕСТР UNIT 1 EMOTIONAL AWARENESS

Topics:

Types of Feelings.

Recognizing Emotional Triggers.

Expressing Emotions in Words.

Grammar: *Introduction to the Passive Voice. Transformation from Active to Passive. Passive Voice in Different Tenses.*

Питання до самостійного вивчення

1. Emotions and feelings as psychological phenomena.
2. Basic types of emotions and feelings.
3. Positive and negative emotional experiences.
4. Subjective, physiological and behavioural components of emotional experience.
5. Verbal and non-verbal expression of emotions.
6. The difference between emotions and moods.
7. Emotional triggers and their role in emotional reactions.
8. Internal and external emotional triggers.
9. Individual differences in responses to emotional triggers.
10. Physical and emotional signs that may help identify a trigger.
11. Emotional awareness and its role in understanding one's reactions.
12. Emotional vocabulary and accurate identification of feelings.
13. The importance of naming and describing emotions.
14. The role of emotional awareness in interpersonal and professional communication.
15. The Passive Voice: formation and basic functions.
16. Transformation of sentences from the Active into the Passive Voice.
17. The use of the Passive Voice in different tenses.

Рекомендовані джерела

Literature: 1-11.

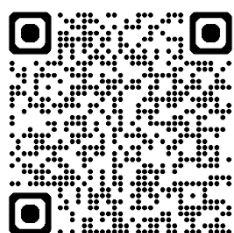
Recommended materials: 15, 19, 21, 22.

Internet sources: 23-30.

Перелік індивідуальних завдань

Task 1. Read selected sections of “*Emotion*” in *OpenStax Psychology 2e*.

<https://openstax.org/books/psychology-2e/pages/10-4-emotion?utm>



A. Answer the questions.

1. What is an emotion?
2. What components are involved in emotional experience?
3. What is the difference between an emotion and a mood?
4. How can emotions be expressed?
5. What information can facial expressions, tone of voice and

body language provide about emotions?

B. Match the situations with the most appropriate emotion:

happiness – sadness – fear – anger – surprise – disgust

1. A student unexpectedly receives very good news.
2. A person suddenly hears a loud noise behind them at night.
3. Someone discovers that an important personal object has been lost.
4. A person sees something they find extremely unpleasant.
5. A student learns about an unexpected change in the examination date.
6. Someone becomes upset because they believe they have been treated unfairly.

Task 2. Find the Passive Voice structures and underline them:

1. *Emotions are influenced by different factors.*
2. *Feelings can be expressed verbally and non-verbally.*
3. *Emotional expressions are recognized through different social cues.*

Complete the rule:

Passive Voice = subject + _____ + past participle (V3).

Task 3. Watch the video “How to Identify Triggers” by Momentous Institute.

<https://momentousinstitute.org/resources/how-to-identify-triggers?utm>



Choose the correct answer A, B, C or D.

1. An emotional trigger can be described as:

- A. an event or experience that produces an emotional reaction
- B. a type of personality trait

C. a memory disorder

D. a communication technique

2. Why is recognizing emotional triggers useful?

- A. It helps people avoid all emotions.
- B. It can increase awareness of emotional reactions.
- C. It prevents stressful situations completely.
- D. It makes emotions disappear immediately.

3. Which can help a person recognize an emotional trigger?

- A. Ignoring physical reactions
- B. Paying attention to feelings and reactions
- C. Avoiding thinking about emotions
- D. Comparing their emotions with everyone else's

4. Emotional triggers are:

- A. identical for all people
- B. always caused by other people
- C. individual and may differ from person to person
- D. always easy to recognize

5. When people become aware of their triggers, they may be better able to:

- A. understand their emotional responses
- B. eliminate every negative emotion
- C. control other people's behaviour
- D. avoid all difficult situations

6. Which statement best reflects emotional awareness?

- A. Strong emotions should always be ignored.
- B. Emotional reactions have exactly the same cause for everyone.
- C. Recognizing triggers can help people understand their own reactions.
- D. Emotional triggers are always obvious.

Task 4. Transform the sentences into the Passive Voice.

1. Different situations can trigger emotional reactions.
→ Emotional reactions _____.
2. People often express emotions through words and behaviour.
→ Emotions _____.
3. Previous experiences may influence emotional responses.
→ Emotional responses _____.

Task 5. Read the short resource about understanding and differentiating emotions.

[https://medicine.yale.edu/news-article/advancing-emotion-](https://medicine.yale.edu/news-article/advancing-emotion-understanding-ability/?utm)

[understanding-ability/?utm](https://medicine.yale.edu/news-article/advancing-emotion-understanding-ability/?utm)



Prepare a 2–3 minute mini-presentation on:

“Why Is It Important to Name Our Emotions?”

Address the following questions:

1. Why is “*I feel bad*” not always a precise description of an emotional experience?
2. Why can it be useful to distinguish between emotions such as *sadness*, *disappointment*, *frustration*, *anxiety*, *loneliness* and *anger*?
3. How can a richer emotional vocabulary support communication?
4. Why may the ability to identify and describe emotions be useful for a future psychologist?

Use at least five words or expressions connected with emotions:

emotional awareness – emotional response – feeling – emotional vocabulary – recognize – identify – describe – express – trigger.

Перелік питань для самоконтролю

1. What is an emotion?
2. What is a feeling?
3. What is the difference between an emotion and a mood?
4. What components may be involved in an emotional experience?
5. How can emotions be expressed verbally?
6. How can emotions be expressed non-verbally?
7. What is an emotional trigger?
8. What factors can act as emotional triggers?
9. Why can the same situation produce different emotional reactions in different people?
10. How can a person recognize an emotional trigger?
11. Why is emotional awareness important?
12. Why is it useful to name emotions accurately?
13. What is emotional vocabulary?
14. How can a richer emotional vocabulary support interpersonal communication?
15. Why is emotional awareness important for a future psychologist?

UNIT 2

EMOTIONAL REGULATION

Topics:

Managing Strong Reactions.

Techniques for Calming Down.

Developing Emotional Self-Control.

Grammar: *Personal and Impersonal Passive Constructions. Special Passive Constructions. Passive Voice Review.*

Питання до самостійного вивчення

1. Emotional regulation as a psychological process.
2. The role of emotional regulation in everyday life.
3. Strong emotional reactions and their influence on behaviour.
4. The relationship between emotions, thoughts and behaviour.
5. Emotional self-regulation and self-control.
6. Factors influencing the ability to regulate emotions.
7. Recognizing strong emotional reactions before responding.
8. The difference between reacting immediately and responding thoughtfully.
9. Strategies for managing strong emotional reactions.
10. Mindfulness and its role in emotional regulation.
11. Cognitive strategies for managing emotions.
12. Techniques for calming down during emotional overload.
13. Individual differences in the effectiveness of emotion regulation strategies.
14. The importance of emotional self-control in interpersonal and professional communication.
15. Personal and Impersonal Passive Constructions.
16. Special Passive Constructions.
17. The use of Passive Voice structures in psychological discourse.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the article “*Self-regulation for adults: Strategies for getting a handle on emotions and behavior*” by Harvard Health Publishing.

<https://www.health.harvard.edu/mind-and-mood/self-regulation-for-adults-strategies-for-getting-a-handle-on-emotions-and-behavior?utm>



A. Answer the questions.

1. What is self-regulation?
2. Why is self-regulation important when people experience strong emotions?
3. What skills and qualities are involved in self-regulation?
4. How can mindfulness support emotional self-regulation?
5. What does the **Stop–Breathe–Reflect–Choose** approach involve?

B. Complete the sentences with the words from the box.

impulses – mindfulness – react – self-regulation – emotions

1. _____ helps people manage their thoughts, behaviour and emotional responses.
2. People cannot always avoid unpleasant _____.
3. It is useful to think before we _____ to a difficult situation.
4. _____ involves focusing attention on the present moment.
5. Learning to manage _____ can help people respond more thoughtfully.

*The Harvard Health material defines self-regulation broadly as managing behaviour, thoughts, emotions, choices and impulses, and presents mindfulness and the **Stop–Breathe–Reflect–Choose** approach as practical ways to strengthen it.*

Task 2. Rewrite the sentences using Passive constructions.

1. Psychologists believe that emotional regulation can be developed.
→ Emotional regulation **is believed** _____.
2. Researchers consider mindfulness an effective self-regulation strategy.
→ Mindfulness **is considered** _____.
3. People say that strong emotions can influence decision-making.
→ Strong emotions **are said** _____.

Complete:

It is believed that...

→ **Emotional regulation is believed to...**

It is considered that...

→ **Emotional regulation is considered to...**

Task 3. Watch the video “Emotion Regulation Hacks: Two Powerful Calming Techniques” by Dr Tracey Marks.

https://www.youtube.com/watch?v=3Gr2_4RSnEY



The video introduces two techniques — **Half-Smile** and **Willing Hands** — as skills for reducing emotional overload. It also explains the idea of facial feedback and the relationship between facial expression and emotional experience.

Choose the correct answer A, B, C or D.

1. What is the main purpose of the techniques presented in the video?

- A. To eliminate emotions completely
- B. To reduce emotional overload
- C. To improve memory
- D. To increase motivation

2. Which two techniques are presented?

- A. Half-Smile and Willing Hands
- B. Deep Breathing and Visualization
- C. Meditation and Exercise
- D. Reappraisal and Distraction

3. What does the Half-Smile technique involve?

- A. Laughing loudly
- B. Avoiding facial expressions
- C. Relaxing the face and gently turning the corners of the mouth upward
- D. Trying to look extremely happy

4. The Half-Smile technique is connected with the idea that:

- A. emotions and facial expressions can influence each other
- B. facial expressions have no connection with emotions
- C. emotions are controlled only by thoughts
- D. strong emotions should be suppressed

5. What is an important purpose of the techniques discussed in the video?

- A. Pretending that negative emotions do not exist
- B. Helping reduce the intensity of emotional distress
- C. Preventing people from experiencing emotions
- D. Replacing negative emotions with happiness immediately

6. Which statement best represents the message of the video?

- A. Difficult emotions should always be avoided.
- B. Calming techniques can help people manage intense emotional experiences.
- C. One technique works equally well for every person.
- D. Emotional regulation means suppressing emotions.

Task 4. Transform the sentences using Passive Voice structures.

1. Psychologists use different techniques to regulate emotional reactions.

→ Different techniques _____.

2. Researchers have studied the relationship between facial expressions and emotions.

→ The relationship between facial expressions and emotions _____.

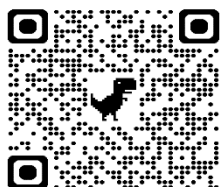
3. People can learn emotional regulation skills.

→ Emotional regulation skills _____.

4. Psychologists may recommend different strategies in different situations.

→ Different strategies _____.

Task 5. Prepare a 2–3 minute mini-presentation on: “Healthy Ways to Regulate Strong Emotions”



You may use the Harvard Health and video materials from Tasks 1 and 3. For additional information, you may consult APA materials on emotion regulation. Research in this area emphasizes that no single regulation strategy is equally helpful for every person or every situation. <https://www.apa.org/topics/emotions>

Address the following questions:

- 1. Why is it important to recognize a strong emotional reaction before acting?
- 2. What strategies can help a person calm down?
- 3. Why may different strategies work for different people and situations?
- 4. Why are emotional regulation skills important for a future psychologist?

Use at least five words or expressions:

emotional regulation – self-regulation – emotional reaction – impulse – mindfulness – coping strategy – emotional awareness – calm down – respond – self-control.

Try to use **two Passive Voice structures** in your presentation.

For example:

Emotional regulation skills can be developed through practice.

Different strategies may be used in different situations.

Перелік питань для самоконтролю

1. What is emotional regulation?
2. What is self-regulation?
3. Why is emotional regulation important?
4. How can strong emotions influence behaviour?
5. What is the difference between reacting and responding?
6. What factors can influence emotional self-regulation?
7. How can people become more aware of strong emotional reactions?
8. What is mindfulness?
9. How can mindfulness support emotional regulation?
10. What does the Stop–Breathe–Reflect–Choose approach involve?
11. What techniques can help people calm down?
12. What is the Half-Smile technique?
13. How are facial expressions connected with emotional experience?
14. Why may different emotional regulation strategies work for different people?
15. Why are emotional regulation skills important for a future psychologist?

**UNIT 3.
PERSONAL MOTIVATION**

Topics:

Setting Meaningful Goals.

Intrinsic vs Extrinsic Motivation.

Overcoming Lack of Motivation.

Grammar: *Passive Infinitives and Gerunds (“to be done”, “being done”).*

Introduction to Reported Speech – Statements. Reported Speech – Questions.

Питання до самостійного вивчення

1. Motivation as a psychological process.
2. The role of motivation in human behaviour and achievement.
3. Goals and their role in directing behaviour.
4. Meaningful and realistic goals.
5. The basic principles of effective goal setting.
6. The SMART approach to goal setting.
7. Intrinsic motivation and its main characteristics.
8. Extrinsic motivation and its main characteristics.
9. Differences between intrinsic and extrinsic motivation.
10. The role of rewards and external factors in motivation.

11. Autonomy, competence and relatedness in Self-Determination Theory.
12. Individual differences in motivation.
13. Factors that may contribute to a lack of motivation.
14. Strategies for maintaining motivation and persistence.
15. The role of realistic goals and progress in maintaining motivation.
16. Passive Infinitives and Gerunds: *to be done* and *being done*.
17. Reported Speech: reporting statements.
18. Reported Speech: reporting questions.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the article “The Science & Psychology of Goal-Setting 101”.

https://positivepsychology.com/goal-setting-psychology/?utm_source=chatgpt.com#hero-single



A. Answer the questions.

1. Why is goal setting important for motivation?
2. How can goals give direction to behaviour?
3. What does the acronym **SMART** stand for?
4. Why should goals be achievable and relevant?
5. Why may goals need to be reviewed or adjusted?

B. Rewrite the general goals so that they become clearer and more achievable.

1. *I want to improve my English.*
2. *I want to study psychology more.*
3. *I want to read more books.*

Example:

I want to improve my English.

→ *I will learn 15 new psychology terms every week for the next two months.*

Task 2. Complete the sentences using the correct form of the Passive Infinitive or Passive Gerund.

Use **to be + V3** or **being + V3**.

1. A meaningful goal needs _____ (define) clearly.
2. Students usually appreciate _____ (encourage) when they are working towards a difficult goal.
3. Realistic goals are more likely _____ (achieve).
4. People may dislike _____ (tell) what they have to do.
5. Progress needs _____ (monitor) regularly.

Complete the rule:

Passive Infinitive = **to + _____ + V3**

Passive Gerund = **_____ + V3**

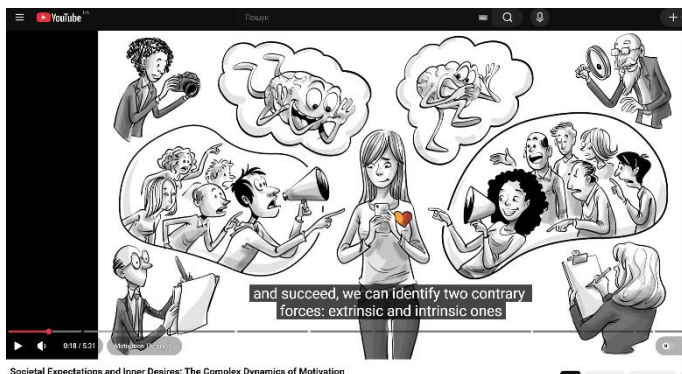
Task 3. Watch the video “Extrinsic vs. Intrinsic Motivation” by Sprouts.
<https://www.youtube.com/watch?v=HLiasZwWTjA&t=8s>



Choose the correct answer A, B, C or D.

1. Intrinsic motivation occurs when a person:

- A. performs an activity because it is interesting or enjoyable
- B. works only because someone gives an order
- C. wants to avoid every difficult task
- D. receives a financial reward



2. Extrinsic motivation is mainly connected with:

- A. enjoyment of the activity itself
- B. external rewards or consequences
- C. curiosity only
- D. personal interest without external influence

3. Which is an example of intrinsic motivation?

- A. Studying only to receive a high grade
- B. Reading about psychology because the subject is interesting
- C. Working to receive a salary
- D. Completing a task to avoid punishment

4. Which is an example of extrinsic motivation?

- A. Learning a language because you enjoy communicating
- B. Painting because you find it relaxing
- C. Completing an assignment to receive a good grade
- D. Reading because you are curious about a topic

5. Which statement best describes the difference between intrinsic and extrinsic motivation?

- A. Intrinsic motivation comes from interest in the activity itself, while extrinsic motivation involves an external outcome.
- B. Intrinsic motivation is always stronger than extrinsic motivation.
- C. Extrinsic motivation has no effect on behaviour.
- D. Only intrinsic motivation can influence learning.

6. Which conclusion is the most appropriate?

- A. Extrinsic motivation is always harmful.
- B. People should never use rewards.
- C. Motivation can be influenced by both internal and external factors.
- D. Everyone is motivated by exactly the same factors.

Task 4. Rewrite the sentences in Reported Speech.

A. Reported Statements

1. The student said, “*I don't feel motivated to study.*”

→ The student said that _____.

2. Anna said, “*I want to set a more realistic goal.*”

→ Anna said that _____.

3. Mark said, “*External rewards help me stay motivated.*”

→ Mark said that _____.

B. Reported Questions

1. The psychologist asked, “*Why is this goal important to you?*”

→ The psychologist asked _____.

2. The teacher asked, “*What motivates you to learn?*”

→ The teacher asked _____.

3. The psychologist asked, “*Do you enjoy working towards this goal?*”

→ The psychologist asked _____.

Task 5. Prepare a 2–3 minute mini-presentation on: “*What Can We Do When Motivation Is Low?*”

You may use the materials from Tasks 1 and 3. For additional information, you may consult the material on Self-Determination Theory.



[APA — Self-Determination Theory and Human Motivation](#)

Address the following questions:

1. Why can people lose motivation?
2. How can clear and realistic goals help maintain motivation?
3. What is the difference between intrinsic and extrinsic reasons for doing something?
4. What strategies can help a person continue working when

motivation is low?

Use at least five words or expressions:

motivation – goal – intrinsic motivation – extrinsic motivation – reward – effort – autonomy – achievement – progress – persistence.

*Try to use **one reported statement and one reported question** in your presentation.*

For example:

A student said that it was difficult to stay motivated when progress was slow.

The psychologist asked what made the goal personally meaningful.

Перелік питань для самоконтролю

1. What is motivation?
2. How does motivation influence human behaviour?
3. Why is goal setting important?
4. What is a meaningful goal?
5. What does SMART stand for?
6. Why should goals be realistic and achievable?
7. What is intrinsic motivation?
8. What is extrinsic motivation?
9. What is the main difference between intrinsic and extrinsic motivation?
10. What role can external rewards play in motivation?

11. What are autonomy, competence and relatedness?
12. Why can motivation differ from person to person?
13. What factors can contribute to a lack of motivation?
14. How can realistic goals help maintain motivation?
15. What strategies can help a person continue working when motivation is low?
16. How is the Passive Infinitive formed?
17. How is the Passive Gerund formed?
18. How are statements changed into Reported Speech?
19. How are questions changed into Reported Speech?

UNIT 4 STRESS MANAGEMENT

Topics:

Causes of Everyday Stress.

Healthy Coping Strategies.

Time Management Skills.

Grammar: *Reported Speech: Commands and Requests. Tenses in Reported Speech: Full Overview. Reporting Verbs: Variety and Style.*

Питання до самостійного вивчення

1. Stress as a psychological and physiological response.
2. Stressors and their role in everyday life.
3. Common causes of everyday stress.
4. Academic, social, financial and personal stressors.
5. Physical, emotional and behavioural signs of stress.
6. Individual differences in responses to stressful situations.
7. Coping and coping strategies.
8. Healthy ways of responding to stress.
9. The role of social support in coping with stress.
10. The importance of attitudes and beliefs in the perception of stress.
11. Time management as a strategy for reducing everyday stress.
12. The role of planning and prioritizing in managing workload.
13. Procrastination and its relationship with stress.
14. The importance of realistic deadlines, breaks and balanced workload.
15. Reported Speech: commands and requests.
16. Changes of tenses in Reported Speech.
17. Reporting verbs and their use in professional communication.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the material about stress and its influence on psychological and physical functioning. <https://www.apa.org/topics/stress?utm>



A. Answer the questions.

1. What is stress?
2. What is a stressor?
3. What physical signs may accompany stress?
4. How can stress influence emotions and behaviour?
5. What situations in students' everyday lives may act as stressors?

B. Classify the stressors. Put the examples into the appropriate

categories:

academic – social – financial – environmental – personal

1. Having several assignments due on the same day.
2. Experiencing a conflict with a friend.
3. Worrying about the cost of accommodation.
4. Trying to study in a very noisy environment.
5. Having unrealistic expectations of yourself.

Task 2. Rewrite the commands and requests in Reported Speech.

1. The psychologist said to the student, *"Take a short break."*
→ The psychologist advised the student _____.
2. The teacher said, *"Please organize your tasks by priority."*
→ The teacher asked the students _____.
3. The psychologist said, *"Don't ignore the signs of stress."*
→ The psychologist advised the client _____.
4. The lecturer said, *"Please ask for help when you need it."*
→ The lecturer encouraged the students _____.

Task 3. Watch Kelly McGonigal's TED Talk *"How to Make Stress Your Friend"*. [Kelly McGonigal: How to make stress your friend | TED Talk](#)



Choose the correct answer A, B, C or D.

1. What happens to the body during a typical stress response?

- A. The heart rate may increase.
- B. All physical activity stops.
- C. Breathing always becomes slower.
- D. Blood circulation stops changing.

2. According to the speaker, how people think about stress may:

- A. have no relationship with their response
- B. influence how they experience stress
- C. eliminate every stressful situation
- D. prevent all physical reactions

3. What alternative interpretation of physical stress responses does the speaker discuss?

- A. They always indicate psychological illness.
- B. They may be viewed as the body preparing to meet a challenge.
- C. They should always be suppressed.

D. They mean that a person should avoid the situation.

4. What role does social connection play in the talk?

A. It can be part of the way people respond to stress.

B. It makes people more vulnerable to every stressor.

C. It has no connection with stress.

D. It should be avoided during stressful periods.

5. What does the speaker suggest people may do when they experience stress?

A. Hide their feelings from everyone.

B. Reach out to other people for support.

C. Stop communicating with others.

D. Ignore all physical reactions.

6. What is one of the central messages of the talk?

A. A meaningful life should contain no stress.

B. Stress should always be avoided.

C. How people understand and respond to stress can matter.

D. Stress is useful in every situation.

Task 4. Rewrite the sentences in Reported Speech using an appropriate reporting verb.

Use:

explain – suggest – recommend – advise

1. “*Planning can help reduce unnecessary stress,*” the psychologist said.

→ The psychologist _____.

2. “*Try dividing a large task into smaller steps,*” the lecturer said.

→ The lecturer _____.

3. “*Students should take regular breaks when studying,*” the psychologist said.

→ The psychologist _____.

4. “*Don't leave all your assignments until the last day,*” the teacher said.

→ The teacher _____.

Task 5. Prepare a 2–3 minute mini-presentation on: “How Can Better Time Management Reduce Student Stress?”

For additional information, you may use the Harvard Health material on managing daily stress. https://www.health.harvard.edu/healthy-aging-and-longevity/top-ways-to-reduce-daily-stress?utm_source

[to-reduce-daily-stress?utm_source](https://www.health.harvard.edu/healthy-aging-and-longevity/top-ways-to-reduce-daily-stress?utm_source)



Address the following questions:

1. Why can poor time management become a source of stress?

2. How can planning and prioritizing tasks help?

3. Why are realistic deadlines and regular breaks important?

4. Which time-management strategies would you recommend to university students?

Use at least five words or expressions:

stress – stressor – coping strategy – workload – deadline – priority – schedule – procrastination – distraction – planning.

Try to use at least two reporting verbs in your presentation.

For example:

Psychologists recommend taking regular breaks during periods of intensive work.
Experts suggest dividing large tasks into smaller steps.

Перелік питань для самоконтролю

1. What is stress?
2. What is a stressor?
3. What are common causes of everyday stress?
4. What academic factors can cause stress?
5. What physical signs may accompany stress?
6. How can stress influence emotions and behaviour?
7. Why do people respond differently to the same stressor?
8. What is a coping strategy?
9. What are some healthy ways of coping with stress?
10. How can social support help people cope with stress?
11. Why can a person's attitude towards stress be important?
12. How can poor time management contribute to stress?
13. Why is prioritizing tasks useful?
14. How can procrastination increase stress?
15. Why are realistic deadlines and regular breaks important?

UNIT 5 SOCIAL INTERACTION

Topics:

Building Positive Relationships.

Communication Skills.

Handling Conflicts Effectively.

Grammar: *Reported Speech vs. Direct Speech. Mixed Practice with All Types of Reported Speech. Group Storytelling Using Passive and Reported Speech.*

Питання до самостійного вивчення

1. Social interaction and its role in human relationships.
2. Positive interpersonal relationships and their psychological importance.
3. Factors influencing the formation of interpersonal relationships.
4. Proximity, similarity and reciprocity in relationship development.
5. Self-disclosure and its role in interpersonal relationships.
6. Effective communication and its main components.
7. Verbal and non-verbal communication.
8. Active listening as an important communication skill.
9. The role of questions and feedback in effective communication.
10. Conflict as a part of interpersonal relationships.
11. Common causes of interpersonal conflicts.
12. Emotional awareness and self-control during conflicts.

13. Active listening and respect in conflict resolution.
14. Constructive strategies for handling interpersonal conflicts.
15. Direct Speech and Reported Speech.
16. Statements, questions, commands and requests in Reported Speech.
17. Passive Voice and Reported Speech in describing interpersonal situations.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the material about interpersonal attraction and relationships in *OpenStax Psychology 2e*.

[https://openstax.org/books/psychology-2e/pages/12-7-prosocial-](https://openstax.org/books/psychology-2e/pages/12-7-prosocial-behavior?utm)



[behavior?utm](https://openstax.org/books/psychology-2e/pages/12-7-prosocial-behavior?utm)

A. Answer the questions.

1. What factors can influence the formation of interpersonal relationships?
2. How can proximity contribute to relationship formation?
3. Why is similarity important in interpersonal attraction?
4. What role does reciprocity play in relationships?
5. Why is self-disclosure important for developing relationships?

B. Match the concepts with the examples.

proximity – similarity – reciprocity – self-disclosure

1. Two students become friends after discovering that they have similar interests.
2. A person shares personal thoughts and feelings with a close friend.
3. Two people often communicate because they study in the same group.
4. One person shows interest and warmth, and the other responds in a similar way.

Task 2. Rewrite the sentences in Reported Speech.

1. Anna said, "*I trust my close friends.*"
→ Anna said that _____.
2. Mark said, "*Good relationships require effort.*"
→ Mark said that _____.
3. Kate said, "*I don't like discussing personal problems with strangers.*"
→ Kate said that _____.
5. The student said, "*Communication is important in every relationship.*"
→ The student said that _____.

Task 3. Watch the video “Active Listening Skills” by Alexander Lyon. [Active](#)



[Listening Skills — Alexander Lyon](#)

Choose the correct answer A, B, C or D.

1. What is the main purpose of active listening?

- A. To prepare your answer while another person is speaking
- B. To understand and respond effectively to the speaker

C. To control the conversation

D. To avoid asking questions

2. Which can demonstrate that a person is listening?

A. Appropriate verbal and non-verbal cues

B. Frequently interrupting the speaker

C. Looking at a mobile phone

D. Immediately changing the subject

3. Why are questions important in active listening?

A. They help clarify and understand what the speaker means.

B. They allow the listener to dominate the conversation.

C. They make conversations shorter.

D. They help avoid difficult topics.

4. During active listening, the listener should primarily focus on:

A. their own experiences

B. the speaker and the speaker's message

C. preparing a different topic

D. correcting every mistake

5. An informed response should:

A. ignore what the speaker has said

B. demonstrate understanding of the speaker's message

C. introduce an unrelated topic

D. end the conversation immediately

6. Which statement best describes active listening?

A. It involves only remaining silent.

B. It combines attention, appropriate responses and efforts to understand the speaker.

C. It means agreeing with everything another person says.

D. It is mainly used to give advice.

Task 4. Rewrite the sentences in Reported Speech.

Pay attention to **statements, questions, commands and requests.**

1. “*I don't agree with you,*” Anna said.

→ Anna said that _____.

2. “*Why are you upset?*” Kate asked Mark.

→ Kate asked Mark _____.

3. “*Please let me finish,*” the student said.

→ The student asked _____.

4. “*Listen to each other carefully,*” the psychologist said.

→ The psychologist advised them _____.

5. “We need to find a solution,” Mark said.

→ Mark said that _____.

6. “Can you explain what happened?” the psychologist asked.

→ The psychologist asked _____.

Task 5. Read the material “Conflict Resolution Skills” and prepare a 2–3 minute mini-presentation.



[HelpGuide — Conflict Resolution Skills](#)

“How Can We Handle Interpersonal Conflicts Effectively?”

Address the following questions:

1. Why are conflicts a normal part of interpersonal relationships?
2. Why is emotional self-control important during a conflict?
3. How can active listening help resolve disagreements?

4. What communication strategies can help people find a constructive solution?

Use at least five words or expressions:

conflict – disagreement – active listening – misunderstanding – compromise – respect – emotional awareness – communication – resolve – relationship.

Include at least **one Passive Voice structure and one example of Reported Speech.**

For example:

Conflicts can be resolved through constructive communication.

The psychologist suggested that both people should listen to each other.

Перелік питань для самоконтролю

1. What is social interaction?
2. Why are positive interpersonal relationships important?
3. What factors can influence relationship formation?
4. What is proximity?
5. How can similarity influence interpersonal attraction?
6. What is reciprocity?
7. What is self-disclosure?
8. What is effective communication?
9. What is the difference between verbal and non-verbal communication?
10. What is active listening?
11. How can a person demonstrate active listening?
12. Why are questions important in communication?
13. What is interpersonal conflict?
14. What factors can cause interpersonal conflicts?
15. Why is emotional self-control important during a conflict?
16. How can active listening contribute to conflict resolution?
17. What strategies can help people resolve conflicts constructively?
18. What is the difference between Direct and Reported Speech?
19. How are statements and questions changed into Reported Speech?
20. How are commands and requests reported?

IV СЕМЕСТР
UNIT 1
PSYCHODYNAMIC PSYCHOLOGY

Topics:

The Structure of the Mind (Id, Ego, Superego).

Defense Mechanisms in Daily Life.

The Role of the Unconscious.

Grammar: Zero Conditional. First Conditional. First vs Zero Conditional.

Питання до самостійного вивчення

1. Psychodynamic psychology and its basic principles.
2. Sigmund Freud and the development of the psychodynamic perspective.
3. Conscious and unconscious processes in psychodynamic theory.
4. The structure of personality according to Freud.
5. The id and the pleasure principle.
6. The ego and the reality principle.
7. The superego and moral standards.
8. Interaction between the id, ego and superego.
9. Psychological conflict within the psychodynamic model.
10. Defense mechanisms and their role in managing psychological conflict.
11. Repression, denial and projection.
12. Displacement, rationalization, reaction formation and sublimation.
13. Defense mechanisms in everyday behaviour.
14. The role of the unconscious in thoughts, emotions and behaviour.
15. The historical significance and limitations of Freud's psychodynamic theory.
16. Zero Conditional: formation and use.
17. First Conditional: formation and use.
18. Differences between Zero and First Conditionals.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the material “Freud and the Psychodynamic Perspective” in *OpenStax Psychology 2e*. <https://openstax.org/books/psychology-2e/pages/11-2-freud-and-the-psychodynamic-perspective?utm>



A. Answer the questions.

1. What is the id?
2. What principle does the id follow?
3. What is the main function of the ego?
4. What role does the superego play?

5. How do the id, ego and superego interact?

B. Match the concept with the example.

id – ego – superego

1. A student wants to watch a film instead of preparing for an exam because it would be more enjoyable.
2. A student decides to study first and watch the film after completing the assignment.
3. A student feels that studying is the responsible thing to do because academic obligations should be taken seriously.

Task 2. Complete the sentences using the Zero Conditional. Put the verbs in brackets into the correct form.

1. If the id _____ (want) immediate satisfaction, it _____ (follow) the pleasure principle.
2. If the ego _____ (consider) reality, it _____ (try) to find a realistic solution.
3. If the superego _____ (evaluate) behaviour, it _____ (use) internalized moral standards.
4. If psychological conflict _____ (occur), people sometimes _____ (use) defense mechanisms.

Complete the rule:

Zero Conditional = If + _____, _____.

Task 3. Watch the video about Freud's defense mechanisms.
[ABWEHRMECHANISMEN nach Freud aus der PSYCHOLOGIE mit Beispielen \(einfach erklärt\) | ERZIEHERKANAL](#)



Choose the correct answer A, B, C or D.

1. What are defense mechanisms in the psychodynamic perspective?

- A. Conscious plans for solving practical problems
- B. Psychological processes that help manage anxiety or internal conflict
- C. Techniques for improving memory
- D. Personality assessment methods

2. What happens in repression?

- A. Distressing thoughts or impulses are kept outside conscious awareness.
- B. A person openly expresses every impulse.
- C. A person copies another person's behaviour.
- D. An unpleasant situation is immediately solved.

3. Which statement best describes denial?

- A. Accepting an unpleasant reality immediately
- B. Refusing to acknowledge a difficult or threatening reality
- C. Attributing one's feelings to another person
- D. Redirecting emotions toward another target

4. What happens in projection?

- A. A person forgets all emotional experiences.
- B. A person attributes their own unacceptable thoughts or feelings to someone else.
- C. A person consciously changes their behaviour.
- D. A person expresses an impulse directly.

5. What is displacement?

- A. Redirecting feelings from their original source towards another person or object
- B. Refusing to accept reality
- C. Creating logical explanations for behaviour
- D. Transforming an impulse into socially acceptable activity

6. According to the psychodynamic perspective, defense mechanisms mainly help people:

- A. increase intelligence
- B. avoid all negative emotions permanently
- C. manage anxiety and psychological conflict
- D. improve communication skills

Task 4. Complete the sentences using the Zero or First Conditional. Put the verbs in brackets into the correct form.

1. If a person _____ (use) projection, they _____ (attribute) their own unacceptable feelings to someone else.
2. If people _____ (deny) an unpleasant reality, they _____ (refuse) to acknowledge it.
3. If a person _____ (recognize) an unhealthy behavioural pattern, they _____ (be) more likely to respond differently in the future.
4. If students _____ (learn) to recognize defense mechanisms, they _____ (understand) psychodynamic concepts more clearly.
5. If psychological tension _____ (become) difficult to manage, a person _____ (use) a defense mechanism according to psychodynamic theory.

Write **ZC** for Zero Conditional or **FC** for First Conditional next to each sentence.

Task 5. Prepare a 2–3 minute mini-presentation on: “How Can Unconscious Processes Influence Human Behaviour?”

Use the materials from Tasks 1 and 3.

Address the following questions:

1. What did Freud mean by the unconscious?
2. How may unconscious processes influence thoughts, emotions and behaviour?
3. How are defense mechanisms connected with unconscious processes?
4. Why should Freud's ideas be considered in their historical and scientific context?

Use at least five words or expressions:

unconscious – conscious – id – ego – superego – defense mechanism – repression – psychological conflict – impulse – behaviour.

Try to use **one Zero Conditional and one First Conditional sentence**.

For example:

If a person uses projection, they attribute their own feelings to another person.

If people become more aware of their behavioural patterns, they may understand their reactions better.

Перелік питань для самоконтролю

1. What is psychodynamic psychology?
2. Who developed the psychodynamic approach?
3. What is the id?
4. What is the pleasure principle?
5. What is the ego?
6. What is the reality principle?
7. What is the superego?
8. How do the id, ego and superego interact?
9. What is a defense mechanism?
10. What is repression?
11. What is denial?
12. What is projection?
13. What is displacement?
14. What is rationalization?
15. What is sublimation?
16. What role does the unconscious play in Freud's theory?
17. How may unconscious processes influence behaviour?
18. Why are Freud's ideas historically important for psychology?

UNIT 2 EVOLUTIONARY PSYCHOLOGY

Topics:

Adaptation and Survival Behavior.

Theories of Natural Selection in Humans.

Evolution of Social Behavior.

Grammar: *Second Conditional. Third Conditional. Mixed Conditionals (Past–Present).*

Питання до самостійного вивчення

1. Evolutionary psychology as an approach to understanding human behaviour.
2. The basic principles of evolutionary psychology.
3. Adaptation and its role in evolution.
4. Survival and reproduction from an evolutionary perspective.
5. The influence of physical and social environments on adaptation.
6. Natural selection and its basic principles.
7. The relationship between natural selection and adaptation.
8. Human behaviour from an evolutionary perspective.

9. Survival-related behaviours and responses.
10. Social behaviour as a subject of evolutionary research.
11. Cooperation and its possible adaptive functions.
12. Altruism and reciprocal altruism.
13. The possible role of cooperation in survival and reproduction.
14. Limitations of evolutionary explanations of human behaviour.
15. The importance of distinguishing evolutionary hypotheses from established causal explanations.
16. Second Conditional: formation and use.
17. Third Conditional: formation and use.
18. Mixed Conditionals: past conditions and present consequences.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the section about evolutionary psychology in *OpenStax Psychology 2e*.

<https://openstax.org/books/psychology-2e/pages/1-3-contemporary-psychology?utm>



A. Answer the questions.

1. What does evolutionary psychology study?
2. What is adaptation?
3. How can physical and social environments be relevant to survival?
4. What areas of human behaviour have been studied from an evolutionary perspective?
5. Why is it difficult to prove that a particular human behaviour is an evolutionary adaptation?

B. Match the terms with their definitions.

adaptation – natural selection – survival – reproduction – environment

1. The process through which certain heritable characteristics become more common across generations.
2. The physical and social conditions in which an organism lives.
3. A characteristic that may increase an organism's ability to function in a particular environment.
4. Continuing to live under particular environmental conditions.
5. Producing offspring and passing genetic information to subsequent generations.

Task 2. Complete the sentences using the Second Conditional. Put the verbs in brackets into the correct form.

1. If humans _____ (not / cooperate), social life _____ (be) very different.
2. If people _____ (live) completely independently, they _____ (have) fewer opportunities for social cooperation.

3. If an environment _____ (change) dramatically, some existing adaptations _____ (become) less useful.
4. If you _____ (study) human behaviour from an evolutionary perspective, which behaviours _____ you _____ (investigate)?

Complete the rule:

Second Conditional = If + _____, would + _____.

Task 3. Watch the educational material about natural selection and use the additional OpenStax material to review the basic concepts.

<https://openstax.org/books/psychology-2e/pages/3-1-human-genetics?utm>



Choose the correct answer A, B, C or D.

1. What is natural selection?

- A. A process through which certain heritable characteristics may become more common across generations
- B. A conscious decision to change behaviour
- C. A psychological therapy technique

D. A process that occurs only in humans

2. An adaptation is best described as:

- A. any behaviour learned during childhood
- B. a characteristic shaped in relation to environmental conditions and reproductive success
- C. a temporary emotional reaction
- D. a conscious strategy for solving problems

3. Why are survival and reproduction important in evolutionary theory?

- A. They are related to the transmission of heritable characteristics across generations.
- B. They determine a person's intelligence.
- C. They explain every individual behaviour directly.
- D. They eliminate environmental influences.

4. How can a heritable characteristic become more common across generations?

- A. If it contributes to differential survival or reproductive success in a particular environment
- B. If every individual consciously chooses it
- C. If it is learned at university
- D. If it appears during adulthood

5. Evolutionary psychologists are interested in:

- A. evolutionary perspectives on psychological characteristics and behaviour
- B. only physical characteristics
- C. only psychological disorders
- D. behaviours that have no relationship with environmental pressures

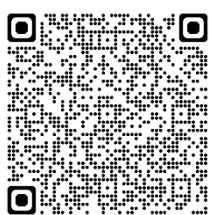
6. Why should evolutionary explanations of particular human behaviours be interpreted cautiously?

- A. Human behaviour cannot be studied scientifically.
- B. Evolution has no relationship with psychology.
- C. Demonstrating that a particular behaviour is specifically an evolved adaptation can be difficult.
- D. All human behaviours have already been fully explained.

Task 4. Complete the sentences using the Third or Mixed Conditional.

1. If early humans _____ (not / cooperate), they _____ (face) greater survival difficulties.
2. If humans _____ (not / develop) complex forms of social cooperation in the past, human societies _____ (be) different today.
3. If certain environmental pressures _____ (be) different in the past, different characteristics _____ (become) advantageous.
4. If early human groups _____ (not / share) resources, some members _____ (have) fewer opportunities to survive.

Write **TC** for **Third Conditional** or **MC** for **Mixed Conditional** next to each sentence.



Task 5. Read the material about social behaviour and prepare a 2–3 minute mini-presentation on: “Why Do Humans Cooperate?”

<https://openstax.org/books/biology/pages/45-7-behavioral-biology-proximate-and-ultimate-causes-of-behavior?utm>

Address the following questions:

1. Why can cooperation be useful for individuals living in social groups?
2. What is reciprocal altruism?
3. How might cooperation contribute to survival?
4. Why should evolutionary explanations of human social behaviour be interpreted carefully?

Use at least five words or expressions:

evolution – adaptation – natural selection – survival – reproduction – cooperation – social behaviour – altruism – reciprocal altruism – environment.

Try to use one Third Conditional and one Mixed Conditional sentence.

For example:

If early humans had not cooperated, some groups might have faced greater survival difficulties.

If complex forms of cooperation had not developed in the past, human social life might be different today.

Перелік питань для самоконтролю

1. What is evolutionary psychology?
2. What does evolutionary psychology attempt to explain?
3. What is adaptation?
4. What is natural selection?
5. How are adaptation and natural selection related?
6. Why are survival and reproduction important in evolutionary theory?
7. How can the environment influence evolutionary processes?
8. What aspects of human behaviour can be studied from an evolutionary perspective?

9. Why is social behaviour important in evolutionary psychology?
11. What is cooperation?
12. How can cooperation potentially contribute to survival?
13. What is altruism?
14. What is reciprocal altruism?
15. Why might repeated social interactions support cooperation?
16. Why should evolutionary explanations of human behaviour be interpreted cautiously?
17. Why is it difficult to demonstrate that a particular human behaviour is an adaptation?
18. How is the Second Conditional formed?
19. When is the Third Conditional used?
20. What is a Mixed Conditional?
21. How can a past condition be connected with a present result?

UNIT 3 BEHAVIORAL GENETICS

Topics:

Heredity and Environment Interaction.

Twin and Adoption Studies.

Genetic Influence on Personality.

Grammar: *Mixed Conditionals (Present–Past). Conditional Review and Contrast. Special Uses and Alternatives to If.*

Питання до самостійного вивчення

1. Behavioral genetics as a field of psychological research.
2. The role of heredity and environment in human development.
3. Interaction between genetic and environmental influences.
4. Genes, environment and individual differences.
5. The concept of heritability in behavioral genetics.
6. Gene–environment interaction.
7. Gene–environment correlation.
8. Epigenetics and gene expression.
9. Twin studies as a method of behavioral genetics research.
10. Identical and fraternal twins in behavioral genetics.
11. The role of adoption studies in studying heredity and environment.
12. Twins reared together and twins reared apart.
13. Genetic and environmental influences on personality.
14. The role of twin studies in personality research.
15. Heritability and the problem of genetic determinism.
16. Mixed Conditionals: present conditions and past results.
17. Review and contrast of Conditional sentences.
17. Alternatives to if: unless, provided that, as long as, even if and inversion with had.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the material “Genetics and Environment” in OpenStax Lifespan Development.

<https://openstax.org/books/lifespan-development/pages/2-1-genetics-and-environment?utm>



A. Answer the questions.

1. What does behavioral genetics study?
2. How can genes and environment interact in human development?
3. What is heritability?
4. Why should heritability not be interpreted as the percentage of an individual's trait caused by genes?

5. What is gene–environment interaction?

B. Match the terms with their definitions.

genes – environment – heritability – phenotype – epigenetics

1. The observable characteristics of an individual resulting from genetic and environmental influences.
2. The physical and social conditions in which a person develops.
3. Units of heredity that contain biological information.
4. The study of changes in gene expression that do not involve changes to the DNA sequence itself.
5. A statistical estimate describing variation in a characteristic within a population that is associated with genetic differences.

Task 2. Complete the sentences using the correct Mixed Conditional forms.

1. If the twins _____ (grow up) in the same environment, their experiences might be more similar now.
2. If genetic factors _____ (not / influence) some psychological characteristics, researchers would not have found certain patterns in earlier twin studies.
3. If the participants _____ (not / have) different childhood environments, researchers might know less today about environmental influences.
4. If genes and environment _____ (not / interact), developmental outcomes might have been easier to predict in previous studies.

Complete the pattern:

Mixed Conditional (Present–Past):

If + Past Simple, would/could/might + _____.

Task 3. Study the material about twin and adoption studies and watch the video material on twins and epigenetics provided in the OpenStax section.

<https://openstax.org/books/psychology-2e/pages/3-1-human-genetics?utm>



Choose the correct answer A, B, C or D.

1. Why are twin studies useful in behavioral genetics?

A. They allow researchers to examine genetic and environmental influences.

B. They prove that genes determine all behaviour.

C. They eliminate environmental differences completely.

D. They are used only to study physical appearance.

2. Identical twins generally:

- A. develop from two different fertilized eggs
- B. share a very high degree of genetic similarity
- C. have completely different genetic backgrounds
- D. always have identical personalities

3. Fraternal twins are genetically:

- A. more similar than identical twins
- B. identical in all inherited characteristics
- C. comparable in genetic relatedness to ordinary biological siblings
- D. completely unrelated.

4. Why can studying twins raised apart be particularly informative?

- A. They have exactly the same experiences.
- B. It may help researchers examine similarities despite different rearing environments.
- C. It removes genetic influences from the study.
- D. It proves that the environment has no influence.

5. Why can identical twins become different from each other over time?

- A. Their DNA becomes completely unrelated.
- B. Environmental experiences and differences in gene expression can contribute to differences.
- C. Identical twins cannot become different.
- D. Only education can produce individual differences.

6. What do twin and adoption studies generally help researchers investigate?

- A. Whether behaviour is caused only by genes.
- B. Whether the environment is irrelevant.
- C. How genetic and environmental influences contribute to individual differences.
- D. Whether personality remains unchanged throughout life.

Task 4. Complete the sentences using an appropriate conditional structure or an alternative to *if*.

Use:

unless – provided that – even if – as long as – had

1. _____ identical twins share much of their genetic variation, their life experiences can differ.
2. Researchers can compare groups effectively _____ appropriate data are available.
3. Environmental influences cannot be ignored _____ a psychological characteristic shows substantial heritability.
4. Researchers cannot draw reliable conclusions _____ the study is carefully designed.
5. _____ researchers studied only twins raised together, it would have been more difficult to examine some environmental influences.

Task 5. Read the material about biological approaches to personality and prepare a 2–3 minute mini-presentation on: “Genes or Environment: What Shapes Our Personality?”



<https://openstax.org/books/psychology-2e/pages/11-6-biological-approaches?utm>

Address the following questions:

1. What does behavioral genetics tell us about personality?
2. What can twin studies tell us about genetic influences on personality?
3. How can environmental experiences contribute to personality differences?
4. Why does heritability not mean that personality is genetically determined?

Use at least five words or expressions:

behavioral genetics – heredity – environment – heritability – identical twins – fraternal twins – personality trait – gene expression – individual differences – epigenetics.

Try to use one Mixed Conditional and one alternative to *if*.

For example:

If genetic influences were irrelevant, researchers would not have observed some of the similarities found in earlier twin studies.

Even if identical twins share much of their genetic variation, their personalities and experiences can differ.

Перелік питань для самоконтролю

1. What is behavioral genetics?
2. What is heredity?
3. How can genes and environment interact?
4. What is heritability?
5. Why does heritability refer to variation within a population rather than to an individual?
6. What is gene–environment interaction?
7. What is gene–environment correlation?
8. What is epigenetics?
9. What is a twin study?
10. What is the difference between identical and fraternal twins?
11. Why are twins raised apart useful for behavioral genetics research?
12. What is an adoption study?
13. What can twin and adoption studies tell researchers about individual differences?
14. How can genetic factors influence personality?
15. How can environmental experiences influence personality?
16. Why does genetic influence not mean genetic determination?

UNIT 4

HUMANISTIC PSYCHOLOGY

Topics:

Self-Actualization and Personal Growth.

The Concept of the Self.

Client-Centered Therapy.

Grammar: *Wish + Past Simple / Continuous. Wish + Past Perfect (Regrets). Wish + Would.*

Питання до самостійного вивчення

1. Humanistic psychology and its main principles.
 2. The development of the humanistic approach in psychology.
 3. Abraham Maslow and the concept of self-actualization.
 4. Self-actualization as the realization of personal potential.
 5. Personal growth and psychological development.
 6. Maslow's hierarchy of needs.
 7. The role of basic needs in personal development.
 8. Carl Rogers and the humanistic approach to personality.
 9. The concept of the self in Rogers' theory.
 10. The real self and the ideal self.
 11. Congruence and incongruence.
 12. Unconditional positive regard and personal development.
 13. Client-centered therapy and its basic principles.
 14. Empathy, genuineness and unconditional positive regard in the therapeutic relationship.
 15. The role of the client in client-centered therapy.
 16. *Wish + Past Simple / Continuous* for wishes about present situations.
 17. *Wish + Past Perfect* for regrets about the past.
- Wish + Would* for desired changes in behaviour or situations.

Рекомендовані джерела

Literature: 1–12.

Recommended materials: 18, 19, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the section “*Humanistic Approaches*” in *OpenStax Psychology 2e*.



[OpenStax Psychology 2e — Humanistic Approaches](#)

A. Answer the questions.

1. What are the main ideas of humanistic psychology?
2. What did Maslow mean by self-actualization?
3. What is the hierarchy of needs?
4. Why is personal growth important in the humanistic approach?
5. How does humanistic psychology view an individual's potential for development?

B. Match the concepts with their definitions.

self-actualization – personal growth – hierarchy of needs – potential – humanistic psychology

1. The process of developing one's abilities and becoming more fully oneself.
2. An approach that emphasizes personal experience, choice, growth and human potential.
3. Maslow's organization of human needs from basic needs toward higher-level needs.
4. The capacities and possibilities that a person may be able to develop.
5. The process of realizing one's abilities and potential.

Task 2. Complete the sentences using wish + Past Simple / Past Continuous.

1. Anna is afraid to express her own opinions.
→ Anna wishes she _____ (be) more confident.
2. Mark does not have enough time for personal development.
→ Mark wishes he _____ (have) more time for personal development.
3. Kate constantly compares herself with other people.
→ Kate wishes she _____ (not / compare) herself with others so often.
4. A student is worrying about other people's expectations instead of concentrating on personal goals.
→ The student wishes they _____ (not / worry) about other people's expectations.

Complete the rule:

wish + Past Simple / Continuous is used when we want a _____ situation to be different.

Task 3. Watch the material about Carl Rogers and the humanistic approach to personality. Use the OpenStax section to review the key concepts before or after watching.



[OpenStax Psychology 2e — Humanistic Approaches](#)

Choose the correct answer A, B, C or D.

1. According to Carl Rogers, the self-concept refers to:

- A. a person's understanding and perception of themselves
- B. unconscious biological instincts only
- C. external rewards received from society

D. inherited characteristics only

2. The ideal self represents:

- A. the person someone would like to be
- B. another person's expectations only
- C. unconscious conflict
- D. a person's physical characteristics

3. Congruence occurs when:

- A. there is reasonable consistency between one's self-concept and experience
- B. a person completely ignores their experiences
- C. the real and ideal self are always completely different
- D. behaviour is controlled only by external rewards

4. Incongruence refers to:

- A. perfect psychological adjustment
- B. a mismatch between aspects of self-concept and experience
- C. the absence of personal goals
- D. biological adaptation

5. What is unconditional positive regard?

- A. Acceptance and valuing that are not dependent on meeting particular conditions
- B. Agreement with every action a person takes
- C. A reward for socially acceptable behaviour
- D. A method of punishment

6. Which statement best represents Rogers' humanistic perspective?

- A. People have the capacity for growth and development.
- B. Personality is determined entirely by unconscious conflict.
- C. Human behaviour depends only on reinforcement.
- D. Personal experience is unimportant.

Task 4. Complete the sentences using wish + Past Perfect or wish + would.

1. The client did not express their feelings during the previous session.
→ The client wishes they _____ their feelings more openly.
2. Anna ignored her own needs for many years.
→ Anna wishes she _____ more attention to her own needs.
3. Mark's friend constantly interrupts him when he is speaking.
→ Mark wishes his friend _____ interrupting him.
4. A client wants their family to listen more carefully.
→ The client wishes their family _____ more carefully.
5. The student did not ask for support when it was needed.
→ The student wishes they _____ for support.

Task 5. Read about Carl Rogers' humanistic approach and prepare a 2–3 minute mini-presentation on: “Why Is the Therapeutic Relationship Important in Client-Centered Therapy?”

Use the OpenStax material from Task 3.

Address the following questions:

1. What is client-centered therapy?
2. What role does the client play in the therapeutic process?
3. Why are empathy and genuineness important?
4. What is unconditional positive regard?
5. How can a supportive therapeutic relationship contribute to personal growth?

Use at least five words or expressions:

client-centered therapy – empathy – genuineness – unconditional positive regard – self-concept – congruence – personal growth – self-actualization – therapeutic relationship – acceptance.

Use at least **one structure with wish**.

For example:

A client may wish they were more confident in expressing their feelings.

A person may wish they had understood their own needs earlier.

Перелік питань для самоконтролю

1. What is humanistic psychology?
2. What distinguishes the humanistic approach from some other approaches to psychology?
3. Who was Abraham Maslow?
4. What is self-actualization?
5. What is Maslow's hierarchy of needs?
6. What is personal growth?
7. Why is human potential important in humanistic psychology?
8. Who was Carl Rogers?
9. What is the self-concept?
10. What is the difference between the real self and the ideal self?
11. What is congruence?
12. What is incongruence?
13. What is unconditional positive regard?
14. What is client-centered therapy?
15. What is the role of the client in client-centered therapy?
16. Why is empathy important in the therapeutic relationship?
17. Why is genuineness important in Rogers' approach?
18. How can client-centered therapy support personal growth?

UNIT 5 HEALTH PSYCHOLOGY

Topics:

Psychological Factors in Physical Health.

Stress and Its Impact on the Body.

Promoting Healthy Lifestyles.

Grammar: *If Only + Structures. Wish + To-Infinitive and Other Forms. Final Integration: Wishes, Regrets & Conditionals.*

Питання до самостійного вивчення

1. Health psychology and its main areas of study.
2. The relationship between psychological and physical health.
3. Psychological factors influencing physical health.
4. The role of behaviour in maintaining health and well-being.
5. Healthy and unhealthy health behaviours.
6. The relationship between emotions, stress and physical health.
7. Stress as a psychological and physiological response.
8. Acute and chronic stress.
9. The physiological stress response.
10. The impact of prolonged stress on the body.
11. Psychological approaches to stress management.
12. Healthy lifestyle and its main components.
13. Health behaviour and behaviour change.

14. Psychological factors influencing the development of healthy habits.
15. The role of realistic goals and social support in lifestyle change.
16. The role of psychologists in promoting healthy lifestyles.
17. If only structures for present situations and past regrets.
18. Wish + to-infinitive and other forms with wish.
19. Integration of wish, if only and Conditional structures.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the material about behavioral health and the relationship between psychological, behavioural and physical factors.



[American Psychological Association — Behavioral Health](#)

A. Answer the questions.

1. What does health psychology study?
2. How can psychological factors be related to physical health?
3. What role does behaviour play in maintaining health?
4. Which everyday behaviours can influence physical health?
5. Why is it important to consider both psychological and physical factors when studying health?

B. Classify the behaviours. Put the following examples into two categories: *Healthy Behaviour or Unhealthy Behaviour.*

1. Getting enough sleep regularly.
2. Being physically inactive for long periods.
3. Eating a balanced diet.
4. Ignoring persistent signs of stress.
5. Taking regular breaks during intensive work.
6. Using healthy strategies to manage stress.

Task 2. Rewrite the sentences using If only.

1. I don't get enough sleep.
→ If only _____.
2. The student doesn't take regular breaks when studying.
→ If only _____.
3. I ignored the signs of stress for too long.
→ If only _____.
4. Anna didn't develop healthier habits earlier.
→ If only _____.
5. Mark spends too much time sitting and does not exercise regularly.
→ If only _____.

Complete:

If only + Past Simple expresses a wish about the _____.

If only + Past Perfect expresses regret about the _____.

Task 3. Watch the TED-Ed video “How Stress Affects Your Body” by Sharon Horesh Bergquist.



[TED-Ed — How Stress Affects Your Body](#)

For additional information, you may use the APA material:



[APA — Stress Effects on the Body](#)

Choose the correct answer A, B, C or D.

1. What is the body's stress response designed to do in term?

the short

A. Help the body respond to a challenge or threat

B. Stop all physiological activity

C. Prevent the heart from working faster

D. Eliminate all emotional reactions

2. Which hormone is discussed in connection with the stress response?

A. Melatonin

B. Cortisol

C. Insulin

D. Estrogen

3. What can happen when the stress response remains active for a long time?

A. The body becomes permanently immune to stress.

B. Chronic stress can negatively affect different body systems.

C. All physiological responses disappear.

D. Physical health always improves.

4. How can chronic stress affect the cardiovascular system?

A. It can contribute to increased strain on the heart and blood vessels.

B. It permanently slows the heart rate.

C. It prevents changes in blood pressure.

D. It has no connection with cardiovascular functioning.

5. Why is chronic stress different from a short-term stress response?

A. Chronic stress involves prolonged activation of stress-related processes.

B. Chronic stress lasts only a few seconds.

C. Short-term stress is always harmful.

D. There is no difference between them.

6. What is the main message of the video?

A. Stress affects only psychological functioning.

B. Stress has no biological effects.

C. Prolonged stress can influence both psychological and physical health.

D. People should avoid every challenging situation.

Task 4. Complete the sentences using an appropriate form of wish, if only or a Conditional.

1. I don't exercise regularly.

→ I wish _____.

2. The student ignored the signs of chronic stress.

→ If only _____.

3. If people _____ (manage) chronic stress effectively, they may reduce some health risks.
4. If I _____ (develop) healthier habits earlier, I would feel better now.
5. Anna wants her friend to stop working without taking breaks.
→ Anna wishes her friend _____.
6. If people _____ (sleep) enough, they usually function better during the day.

Task 5. Read the material about lifestyle and behavioural change and prepare a 2–3 minute mini-presentation on:



[APA — Making Lasting Lifestyle and Behavioral Changes](#)

“How Can Psychology Help People Develop Healthier Lifestyles?”

Address the following questions:

1. What everyday behaviours can influence physical health?
2. Why can changing unhealthy habits be difficult?
3. How can realistic goals help people change their behaviour?
4. What role can social support play in lifestyle change?
5. How can psychologists help people develop and maintain healthier habits?

Use at least five words or expressions:

health psychology – physical health – health behaviour – lifestyle – stress – chronic stress – healthy habit – behaviour change – social support – well-being.

Try to use at least **one structure with wish or if only and one Conditional sentence.**

For example:

Some people wish they had developed healthier habits earlier.

If people set realistic goals, they may find behaviour change easier to manage.

Перелік питань для самоконтролю

1. What is health psychology?
2. What is the relationship between psychological and physical health?
3. How can psychological factors influence physical health?
4. What is health behaviour?
5. What everyday behaviours can contribute to better health?
6. How can stress affect physical health?
7. What is the stress response?
8. What is the difference between acute and chronic stress?
9. What is cortisol?
10. How can chronic stress affect the body?
11. Why is stress management important for health?
12. What is a healthy lifestyle?
13. Why can changing an unhealthy habit be difficult?
14. How can realistic goals support behaviour change?
15. What role can social support play in developing healthy habits?
16. How can psychologists contribute to health promotion?
17. When do we use if only + Past Simple?
18. When do we use if only + Past Perfect?
19. What forms can be used after wish?
20. How can Conditional sentences be used when discussing health behaviour?

V CЕMECTP
UNIT 1
DEVELOPMENTAL PSYCHOLOGY

Topics:

Stages of Lifespan Development.

Cognitive Changes Across Age.

Emotional Growth in Childhood.

Grammar: *Countable and Uncountable Nouns. Singular and Plural Nouns. Abstract vs Concrete Nouns.*

Питання до самостійного вивчення

1. Developmental psychology and its main areas of study.
2. Lifespan development as a continuous process.
3. The main stages of human development across the lifespan.
4. Physical, cognitive and psychosocial domains of development.
5. Physical development and age-related changes.
6. Cognitive development across the lifespan.
7. Learning, memory, attention and thinking as aspects of cognitive development.
8. Executive function and self-regulation skills.
9. The development of cognitive abilities from childhood to adulthood.
10. The influence of environmental factors on cognitive development.
11. Emotional development in childhood.
12. The development of emotional awareness and emotional regulation.
13. The role of caregivers and relationships in children's emotional development.
14. The influence of the environment on children's emotional growth.
15. The importance of emotional development for later social and psychological functioning.
16. Countable and uncountable nouns in psychological vocabulary.
17. Singular and plural forms of nouns.
18. Abstract and concrete nouns.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the material “What Is Lifespan Development?” in OpenStax Psychology 2e.

<https://openstax.org/books/psychology-2e/pages/9-1-what-is-lifespan-development?utm>



For additional information about developmental periods, you may also use:

<https://openstax.org/books/psychology-2e/pages/9-3-stages-of-development?utm>



A. Answer the questions.

1. What is lifespan development?
2. What are the three main domains of development?
3. What does physical development include?

4. What psychological processes are included in cognitive development?
5. What does psychosocial development involve?

B. Match the examples with the appropriate domain of development.

physical development – cognitive development – psychosocial development

1. A child learns how to solve a new problem.
2. An adolescent develops closer relationships with peers.
3. A baby's motor skills improve.
4. An older adult experiences changes in memory.
5. A child learns to understand and express emotions.
6. A teenager experiences physical changes during puberty.

Task 2. Divide the nouns into Countable (C) and Uncountable (U).

child – development – emotion – behaviour – skill – information – stage – research – experience – knowledge

Complete the sentences with **much**, **many**, **a few** or **a little**.

1. Developmental psychologists conduct _____ studies of human development.
2. Children acquire _____ new skills during early childhood.
3. Researchers need _____ information about the child's environment.
4. There is still _____ research to be done on some aspects of human development.
5. Young children may need _____ time to adapt to a new environment.

Task 3. Watch the video “How Children and Adults Can Build Core Capabilities for Life” by the Center on the Developing Child at Harvard University. [How Children and Adults Can Build Core Capabilities for Life](#)



How Children and Adults Can Build Core Capabilities for Life

Choose the correct answer A, B, C or D.

1. Which abilities are described as important core capabilities?

- A. Executive function and self-regulation
- B. Physical strength and speed
- C. Reading and writing only
- D. Musical and artistic abilities

2. Why are executive function and self-regulation skills important?

- A. They help people manage information, make decisions and regulate behaviour.
- B. They prevent all difficult experiences.
- C. They are needed only during childhood.
- D. They determine physical development.

3. When do these core capabilities begin to develop?

- A. Only in adulthood
- B. During early development
- C. After university
- D. Only during adolescence

4. What happens to these capabilities after childhood?

- A. Their development stops completely.
- B. They disappear during adolescence.
- C. They can continue developing into adolescence and early adulthood.
- D. They become unrelated to behaviour.

5. What can influence the development of these capabilities?

- A. Only genetic factors
- B. Experiences and environmental conditions
- C. Only formal education
- D. Physical appearance

6. What can make it more difficult to develop or use core capabilities effectively?

- A. Supportive relationships
- B. Opportunities to practise skills
- C. Excessive or prolonged stress
- D. Appropriate guidance

Task 4. Complete the grammar tasks.

A. Write the plural form of the nouns.

- 1. child → _____
- 2. person → _____
- 3. ability → _____
- 4. experience → _____
- 5. process → _____

B. Divide the nouns into Abstract (A) and Concrete (C).

development – child – happiness – parent – knowledge – brain – growth – teacher – childhood – emotion

Abstract Nouns	Concrete Nouns
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Task 5. Read the material about children's emotional development and prepare a 2–3 minute mini-presentation on: Why Is Emotional Development Important in Childhood?"

Harvard Center on the Developing Child — Children's Emotional Development



Address the following questions:

- 1. When does emotional development begin?
- 2. How do children gradually learn to understand and regulate their emotions?
- 3. How can caregivers and relationships influence emotional development?
- 4. How can the environment affect children's emotional growth?
- 5. Why are emotional skills important for children's later development?

Use at least five words or expressions:

emotional development – childhood – emotional regulation – caregiver – environment – social relationship – development – emotion – behaviour – well-being.

Try to use at least **two abstract nouns and two concrete nouns** in your presentation.

For example:

Emotional development and self-regulation are important aspects of childhood.

Parents and caregivers can support children's emotional growth.

Перелік питань для самоконтролю

1. What is developmental psychology?
2. What is lifespan development?
3. What are the main stages of human development?
4. What are the three major domains of development?
5. What does physical development involve?
6. What is cognitive development?
7. What psychological processes are involved in cognitive development?
8. What is psychosocial development?
9. What are executive function skills?
10. What is self-regulation?
11. How do cognitive abilities change across the lifespan?
12. What factors can influence cognitive development?
13. What is emotional development?
14. When does emotional development begin?
15. How do children develop emotional regulation skills?
16. What role do caregivers play in children's emotional development?
17. How can the environment influence emotional growth?
18. Why is emotional development important for later life?

UNIT 2

LIFESPAN DEVELOPMENT STUDIES

Topics:

Adolescence and Identity Formation.

Adult Development and Aging.

Key Developmental Theories.

Grammar: *Compound Nouns. Noun Review and Practice. Personal Pronouns.*

Питання до самостійного вивчення

1. Adolescence as a stage of lifespan development.
2. Physical, cognitive and psychosocial changes during adolescence.
3. Identity formation during adolescence.
4. Erik Erikson's concept of identity versus role confusion.
5. The development of self-concept in adolescence.
6. The influence of family, peers and social environment on identity formation.
7. Exploration of values, beliefs and social roles during adolescence.
8. Adulthood as a period of continued development.
9. Physical and cognitive changes across adulthood.

10. Psychosocial development in adulthood.
11. Individual differences in the aging process.
12. Cognitive functioning and age-related changes.
13. The influence of lifestyle and environment on development in later life.
14. Major theories of human development.
15. Piaget's theory of cognitive development.
16. Erikson's psychosocial theory of development.
17. Vygotsky's sociocultural approach to development.
18. Compound nouns in psychological vocabulary.
19. Review of noun forms and their use.
20. Personal pronouns and their functions in English.

Рекомендовані джерела:

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected material about adolescence and identity development in *OpenStax Lifespan Development*.



[OpenStax — Lifespan Development](#)

A. Answer the questions.

1. What is identity formation?
2. Why is adolescence an important period for identity development?
3. What did Erikson mean by *identity versus role confusion*?
4. What factors can influence an adolescent's developing identity?
5. Why is the exploration of different roles, beliefs and values important during adolescence?

B. Match the terms with their definitions.

identity formation – adolescence – self-concept – role confusion – peer group

1. A person's understanding and perception of who they are.
2. A developmental period between childhood and adulthood.
3. A group of people of approximately the same age or social position.
4. The process through which a person develops a clearer sense of who they are.
5. Uncertainty about one's identity, values or future roles.

Task 2. Make compound nouns.

Match the words in **A** with the words in **B**.

A	B
1. peer	a. concept
2. role	b. development
3. self	c. stage
4. identity	d. group
5. life	e. model

Complete the sentences with the compound nouns from the exercise.

1. Friends of a similar age can form an important _____ during adolescence.
2. A teacher, parent or public figure may become a _____ for a young person.
3. A person's _____ includes beliefs and perceptions about themselves.
4. Adolescence is an important period of _____.
5. Each _____ involves different developmental tasks and experiences.

Task 3. Study the material about development in adulthood and aging.



[OpenStax — Lifespan Development](#)

Choose the correct answer A, B, C or D.

1. Which statement best describes development during adulthood?

- A. Development stops when adolescence ends.
- B. Physical, cognitive and psychosocial development can continue throughout adulthood.
- C. Only physical development occurs in adulthood.
- D. All adults develop in exactly the same way.

2. Cognitive changes during adulthood:

- A. are identical for every person
- B. always involve rapid decline
- C. can differ depending on the ability and the individual
- D. occur only in late adulthood

3. Which cognitive ability may change with age?

- A. Processing speed
- B. Blood type
- C. Eye colour
- D. Height in every adult

4. Which statement about knowledge and experience in adulthood is most appropriate?

- A. All knowledge disappears with age.
- B. Knowledge based on learning and experience may remain relatively strong in many adults.
- C. Adults cannot acquire new knowledge.
- D. Experience has no relationship with cognitive functioning.

5. What can contribute to differences in development during adulthood?

- A. Lifestyle and environmental experiences
- B. Age alone
- C. One single personality characteristic
- D. Physical appearance only

6. Why are individual differences important when discussing ageing?

- A. Because all older adults experience exactly the same changes
- B. Because development and ageing can vary considerably between individuals
- C. Because psychological development ends in adulthood
- D. Because environmental factors have no influence

Task 4. Complete the grammar tasks.

A. Choose the correct noun form.

1. Adolescence is an important **stage** / **stages** of development.
2. Young people may explore different social **role** / **roles**.
3. Researchers study age-related **change** / **changes** across the lifespan.
4. Social **experience** / **experiences** can contribute to identity development.
5. Development involves interaction between the individual and their social **environment** / **environments**.

B. Complete the sentences with an appropriate personal pronoun.

he – she – they – them – it

1. Erik Erikson developed a psychosocial theory. _____ described development across the lifespan.
2. Adolescents interact with peers, and these relationships can influence _____.
3. A developmental theory helps psychologists organize knowledge. _____ can provide a framework for understanding development.
4. Parents and peers can influence adolescents because _____ are important parts of the social environment.
5. A psychologist may study an adolescent and ask _____ about relationships, values and future goals.

Task 5. Review the material about developmental theories in OpenStax Lifespan Development and prepare a 2–3 minute mini-presentation on: “Which Developmental Theory Helps Us Understand Human Development?”



[OpenStax — Lifespan Development](#)

Choose **ONE** theory:

Piaget's Cognitive Development Theory

Erikson's Psychosocial Theory

or

Vygotsky's Sociocultural Theory

Address the following questions:

1. Who developed the theory?
2. What is the main idea of the theory?
3. Which aspects or stages of human development does it help explain?
4. What role do cognitive, psychological or social factors play in the theory?
5. Why can this theory be useful for psychologists?

Use at least five words or expressions:

developmental theory – lifespan – development – stage – cognitive development – psychosocial development – social environment – identity – experience – individual.

Try to use appropriate **personal pronouns** to avoid unnecessary repetition.

For example:

Erik Erikson developed the psychosocial theory. He proposed that people face different psychosocial challenges across the lifespan.

Перелік питань для самоконтролю

1. What is adolescence?
2. What major developmental changes occur during adolescence?
3. What is identity formation?
4. What did Erikson mean by identity versus role confusion?
5. What is self-concept?
6. How can family relationships influence identity development?
7. What role can peers play during adolescence?
8. Why is the exploration of roles and values important for identity formation?
9. Does human development stop after adolescence?
10. What kinds of changes occur during adulthood?
11. How can cognitive functioning change with age?
12. Why should aging not be understood only as cognitive decline?
13. Why are individual differences important in the study of aging?
14. How can lifestyle and environment influence development in adulthood?
15. What is a developmental theory?
16. What is the main idea of Piaget's cognitive developmental theory?
17. What is the main idea of Erikson's psychosocial theory?
18. What is the main idea of Vygotsky's sociocultural theory?

UNIT 3 CULTURAL PSYCHOLOGY

Topics:

Cultural Influences on Behavior.

Values, Norms, and Beliefs.

Cross-Cultural Communication.

Grammar: *Reflexive Pronouns. Indefinite Pronouns. Negative Pronouns and Review.*

Питання до самостійного вивчення

1. Culture as a psychological and social phenomenon.
2. Cultural psychology and its main areas of study.
3. The influence of culture on human behaviour.
4. Cultural influences on emotions, identity, relationships and decision-making.
5. Culture and the development of the self.
6. Independent and interdependent views of the self.
7. Cultural scripts and their influence on behaviour.
8. Cultural relativism and its importance in understanding behaviour.
9. Cultural values and their role in society.
10. Beliefs as elements of culture.
11. Social and cultural norms.
12. The relationship between values, beliefs, norms and behaviour.
13. Cultural differences in values and social expectations.
14. Cross-cultural communication and its main characteristics.
15. Cultural differences in communication styles.
16. Possible causes of cross-cultural misunderstandings.
17. Cultural awareness in professional communication.
18. The importance of cultural sensitivity in psychological practice.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected sections of “Culture” by Robert Biswas-Diener and Neil Thin in the Noba Project.

[Noba Project — Culture](#)



The material presents culture as a system of shared meanings and behaviours that are learned and transmitted across generations. It also explains how cultural processes can influence identity, emotions, relationships and decisions.

A. Answer the questions.

1. What is culture?
2. Why can culture be considered a psychological phenomenon?
3. How can culture influence people's behaviour and sense of self?
4. What is a cultural script?
5. Why is cultural relativism important when studying behaviour?

B. Match the terms with their definitions.

culture – cultural psychology – cultural script – cultural relativism – cultural intelligence

1. The ability to understand cultural differences and apply this awareness in interactions with others.
2. A pattern of shared meaning and behaviour that is transmitted across generations.
3. An approach that studies cultural processes from the perspective of people within a particular cultural context.
4. A learned guide for appropriate behaviour in a particular social situation.
5. An approach that encourages people to understand cultural practices in their cultural context rather than judge them only according to their own cultural standards.

Task 2. Complete the sentences with the correct reflexive pronoun.

myself – yourself – himself – herself – ourselves – themselves

1. People often define _____ through their relationships, values and cultural identities.
2. A psychologist should ask _____ whether cultural assumptions influence their interpretation of behaviour.
3. We can learn more about _____ through communication with people from different cultural backgrounds.
4. Anna found _____ thinking about how her cultural background influenced her beliefs.
5. Students should familiarize _____ with different approaches to cultural psychology.
6. When you enter a new cultural environment, you may find _____ adapting to unfamiliar social norms.

Task 3. Read the material “*Elements of Culture*” in *OpenStax Introduction to Sociology 3e*.



[OpenStax — Elements of Culture](#)

Pay particular attention to the sections about **values, beliefs and norms**. OpenStax distinguishes values as culturally important standards, beliefs as ideas people accept as true, and norms as expectations or rules that guide behaviour.

Choose the correct answer **A, B, C or D**.

1. Cultural values are:

- A. standards and principles considered important within a culture
- B. biological characteristics shared by all people
- C. individual habits with no social meaning
- D. rules of English grammar

2. Beliefs can be described as:

- A. physical reactions to the environment
- B. ideas or convictions that people accept as true
- C. formal laws only
- D. forms of non-verbal communication

3. Cultural norms are:

- A. personal memories
- B. biological instincts
- C. shared expectations or rules about behaviour
- D. individual personality traits

4. What is the relationship between values and beliefs?

- A. They are completely unrelated.
- B. Both can form important parts of a culture and influence how people understand the world.
- C. Values exist only in childhood.
- D. Beliefs always become formal laws.

5. How can cultural norms influence behaviour?

- A. They can provide expectations about what behaviour is considered appropriate in particular situations.
- B. They determine every person's behaviour in exactly the same way.
- C. They influence only written communication.
- D. They remove individual differences.

6. Which statement about cultural values and norms is most appropriate?

- A. All cultures have exactly the same values and norms.
- B. Values and norms can vary between and within cultural groups.
- C. Cultural norms never change.
- D. Every member of a cultural group follows the same norms in the same way.

Task 4. Complete the sentences with an appropriate indefinite or negative pronoun.

Use:

someone – anyone – everyone – no one – something – anything – nothing

1. _____ has cultural experiences, but these experiences are not identical.
2. _____ from another cultural background may interpret the same gesture differently.
3. A psychologist should not assume that _____ from one cultural group behaves in exactly the same way.
4. Is there _____ in this behaviour that may have a particular cultural meaning?
5. _____ should be judged only on the basis of cultural stereotypes.
6. Cultural awareness does not mean that we know _____ about every member of another culture.
7. If we know _____ about a client's cultural background, asking respectful questions may help us understand their perspective.

Task 5. Read the material about international and cross-cultural professional communication and prepare a **2–3 minute mini-presentation** on: ***“Why Is Cultural Awareness Important for a Psychologist?”***



[APA — Going International: A Practical Guide for Psychologists](#)

Address the following questions:

1. How can culture influence communication?
2. How can communication styles differ across cultural contexts?
3. Why may the same behaviour or message be interpreted differently by different people?
4. What can cause cross-cultural misunderstandings?
5. Why should psychologists consider a client's cultural background during professional communication?

Use at least five words or expressions:

culture – cultural awareness – cultural background – cultural values – communication style – cultural context – misunderstanding – cultural sensitivity – cross-cultural communication – psychologist.

Try to use at least **one reflexive pronoun** and **one indefinite or negative pronoun**.

For example:

A psychologist should ask themselves whether their own cultural assumptions influence communication.

No one should assume that every member of a cultural group communicates in exactly the same way.

Перелік питань для самоконтролю

1. What is culture?
2. Why is culture important for psychology?
3. What does cultural psychology study?
4. How can culture influence human behaviour?
5. How can culture influence emotions and identity?

6. What is a cultural script?
7. What is cultural relativism?
8. What is cultural intelligence?
9. What are cultural values?
10. What are beliefs?
11. What are cultural norms?
12. How can values, beliefs and norms influence behaviour?
13. Why may cultural values differ between groups?
14. What is cross-cultural communication?
15. How can culture influence communication styles?
16. What can cause cross-cultural misunderstandings?
17. Why is cultural awareness important for psychologists?
18. Why should psychologists avoid cultural stereotypes?

UNIT 4

SOCIAL PSYCHOLOGY AND THE INDIVIDUAL

Topics:

Attitudes and Persuasion.

Self-Concept and Identity.

Social Perception.

Grammar: *Specific and General Determiners. Indefinite Articles: “a” and “an”.
Definite Article: “the”.*

Питання до самостійного вивчення

1. Social psychology and the study of individual behaviour in social contexts.
2. Attitudes and their role in human behaviour.
3. Cognitive, affective and behavioural components of attitudes.
4. The relationship between attitudes and behaviour.
5. Cognitive dissonance and attitude change.
6. Persuasion as a process of attitude change.
7. Central and peripheral routes to persuasion.
8. Factors influencing the effectiveness of persuasive messages.
9. Self-concept and its role in personal and social identity.
10. Identity and its development in social contexts.
11. Self-presentation in everyday social interaction.
12. The influence of social situations on self-presentation.
13. Social perception and its role in interpersonal interaction.
14. Factors influencing the perception of other people.
15. Stereotyping and its influence on social perception.
16. Selective perception and interpersonal judgments.
17. The importance of accurate social perception in psychological practice.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Перелік індивідуальних завдань

Task 1. Read the material “Attitudes and Persuasion” in *OpenStax Psychology 2e*.
[OpenStax Psychology 2e — Attitudes and Persuasion](#)



A. Answer the questions.

1. What is an attitude?
2. What are the three components of an attitude?
3. What is cognitive dissonance?
4. What is persuasion?
5. What is the difference between the central and peripheral routes to persuasion?

B. Match the terms with their definitions.

attitude – cognitive component – affective component – behavioural component – persuasion

1. Feelings and emotions connected with an attitude.
2. Thoughts and beliefs about an object, person or issue.
3. An evaluation of a person, object or idea.
4. Actions or behavioural tendencies associated with an attitude.
5. The process of changing attitudes through communication.

Task 2. Complete the sentences with an appropriate determiner.

Use:

each – every – some – most – both – all

1. _____ person develops attitudes about people, objects and social issues.
2. _____ attitudes can change as a result of new information or experiences.
3. _____ component of an attitude contributes to the way a person evaluates something.
4. _____ people encounter persuasive messages in everyday life.
5. _____ three components — cognitive, affective and behavioural — are important for understanding attitudes.

Task 3. Watch the educational material about self-presentation and social behaviour.

Pay attention to how people may present themselves differently depending on the social situation.

Choose the correct answer **A, B, C or D**.

1. What is self-presentation?

- A. The process of influencing how other people perceive us
- B. A method of measuring intelligence
- C. A type of memory process
- D. A biological response to stress

2. Why may people present themselves differently in different situations?

- A. Social contexts can involve different expectations and goals.
- B. Personality disappears in social situations.



C. People always consciously pretend to be someone else.

D. Social situations have no influence on behaviour.

3. A person may behave differently with close friends and strangers because:

A. different social contexts can influence behaviour

B. identity exists only around friends

C. strangers always change personality

D. social behaviour is completely random

4. Self-presentation can influence:

A. how other people form impressions of us

B. only physical development

C. genetic inheritance

D. sensory perception only

5. Which statement about self-presentation is most appropriate?

A. It occurs only in formal situations.

B. It can be part of ordinary social interaction.

C. It always involves deliberate deception.

D. It has no relationship with identity.

6. Why is social context important when studying identity and behaviour?

A. People always behave identically in every context.

B. Behaviour and self-presentation can be influenced by the situation and the people present.

C. Social context determines personality completely.

D. Identity has no social dimension.

Task 4. Complete the sentences with a, an, the or — (no article).

1. _____ attitude is an evaluation of a person, object or idea.

2. Social psychologists study _____ behaviour in social contexts.

3. _____ psychologist may examine how people form impressions of others.

4. Persuasion can influence _____ attitude that a person already holds.

5. _____ social situation can influence how a person behaves.

6. Stereotyping can become _____ barrier to accurate social perception.

7. _____ perceiver and _____ situation can both influence social perception.

8. People often form _____ impressions of others very quickly.

Task 5. Read the materials about social perception and prepare a 2–3 minute mini-presentation on: “Why Can Our Perception of Other People Be Inaccurate?”

[OpenStax — The Perceptual Process](#)

You may also use:

[OpenStax — Barriers to Accurate Social Perception](#)



Address the following questions:

1. What is social perception?
2. What factors can influence how we perceive another person?
3. What is stereotyping?
4. How can selective perception influence our judgments?
5. Why is accurate social perception important for a future psychologist?

Use at least five words or expressions:

social perception – perceiver – impression – social situation – stereotyping – selective perception – judgment – behaviour – interpretation – psychologist.

Try to use **a/an/the** correctly when presenting your ideas.

For example:

A psychologist should be aware of the factors that can influence social perception.

A stereotype can influence the way a person interprets another individual's behaviour.

Перелік питань для самоконтролю

1. What is an attitude?
2. What are the three components of an attitude?
3. What is the cognitive component of an attitude?
4. What is the affective component of an attitude?
5. What is the behavioural component of an attitude?
6. What is cognitive dissonance?
7. What is persuasion?
8. What is the central route to persuasion?
9. What is the peripheral route to persuasion?
10. What is self-concept?
11. What is identity?
12. What is self-presentation?
13. Why may people present themselves differently in different social situations?
14. How can social context influence behaviour?
15. What is social perception?
16. What factors can influence social perception?
17. What is stereotyping?
18. What is selective perception?
19. Why can social perception sometimes be inaccurate?
20. Why is awareness of perceptual biases important for psychologists?

UNIT 5

SOCIAL PSYCHOLOGY AND GROUPS

Topics:

Group Dynamics and Roles.

Conformity and Obedience.

Leadership and Decision-Making.

Grammar: *Interrogative Determiners: “which” and “what”. Quantifiers and Numbers. Mixed Practice of Nouns, Pronouns, and Determiners.*

Питання до самостійного вивчення

1. Social groups and their main characteristics.
2. Group dynamics as a psychological phenomenon.
3. The influence of group membership on individual behaviour.
4. Group roles and their functions.
5. Formal and informal roles within groups.
6. Group norms and their influence on behaviour.
7. Group cohesion and interpersonal relationships within groups.
8. Social influence in group settings.
9. Conformity and its psychological mechanisms.
10. Normative and informational social influence.
11. Factors influencing conformity.
12. Asch's classical studies of conformity.
13. Obedience and the influence of authority.
14. Milgram's classical research on obedience.
15. The difference between conformity and obedience.
16. Leadership as a group process.
17. The role of a leader in group functioning.
18. Leadership and group decision-making.
19. Communication and cooperation in effective group work.
20. Interrogative determiners which and what.
21. Quantifiers and numbers in English.
22. Review of nouns, pronouns and determiners.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected material about groups and group behaviour.



[OpenStax Psychology 2e — Social Psychology](#)

Pay attention to the concepts of **social groups, group roles, group norms, group behaviour and social influence.**

A. Answer the questions.

1. What is a social group?
2. What is meant by group dynamics?
3. What roles can individuals perform within a group?
4. What are group norms?
5. How can group membership influence individual behaviour?

B. Match the terms with their definitions.

group dynamics – group role – group norm – group cohesion – group member

1. A person who belongs to a particular group.

2. An expected pattern of behaviour associated with a person's position in a group.
3. The processes and interactions that occur among members of a group.
4. A shared expectation about acceptable behaviour within a group.
5. The degree of connection and commitment among members of a group.

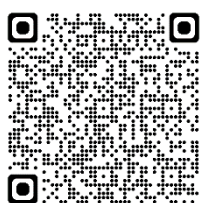
Task 2. Complete the questions with what or which.

1. _____ factors can influence group behaviour?
2. _____ role does this person perform in the group: leader or follower?
3. _____ group would you prefer to work with?
4. _____ characteristics contribute to group cohesion?
5. _____ of these two factors has a stronger influence on the group's decision?
6. _____ responsibilities does a group leader usually have?

Complete the rule:

What is generally used when the range of possible answers is _____.

Which is generally used when choosing from a _____ or specified set of alternatives.



Task 3. Study the material about conformity and obedience.

[OpenStax Psychology 2e — Conformity, Compliance, and Obedience](#)

Choose the correct answer A, B, C or D.

1. What is conformity?

- A. Changing one's behaviour to correspond with group expectations
- B. Making decisions without considering other people
- C. Refusing to participate in group activities

D. Following only formal laws

2. Normative social influence occurs when people conform because they:

- A. want to be accepted or avoid social rejection
- B. have forgotten the correct answer
- C. want to become group leaders
- D. have received new scientific information

3. Informational social influence occurs when people:

- A. use other people's behaviour as information about what may be correct
- B. always disagree with a group
- C. ignore other people's opinions
- D. follow only written instructions

4. What did Solomon Asch's classic research investigate?

- A. Memory development
- B. Conformity to group judgments
- C. Childhood attachment
- D. Personality disorders

5. Obedience differs from conformity because obedience usually involves:

- A. a direct request or command from an authority figure
- B. complete independence from other people
- C. interaction only with friends
- D. no form of social influence

6. Milgram's classic research is primarily associated with:

- A. attachment
- B. obedience to authority
- C. cognitive development
- D. emotional intelligence

Task 4. Complete the sentences with an appropriate word.

Use:

many – most – some – a few – each – every – they – their

1. _____ people may change their behaviour in response to group pressure.
2. _____ group members may disagree with the majority.
3. In some situations, _____ participants may express an independent opinion.
4. _____ member of a group can have a particular role.
5. _____ group develops norms that can influence its members.
6. Group members interact with one another, and _____ behaviour can influence
7. the group as a whole.
8. Leaders communicate with group members, and _____ may influence how decisions are made.
9. _____ decisions are made collectively rather than by one individual.

Task 5. Study the material about leadership and group processes and prepare a 2–3 minute mini-presentation on: “What Makes an Effective Group Leader?”



[OpenStax Organizational Behavior — Leadership](#)

Address the following questions:

1. What is leadership?
2. What role does a leader play in a group?
3. What qualities or behaviours can contribute to effective leadership?
4. How can a leader influence group decision-making?
5. Why are communication and cooperation important for effective leadership?

Use at least five words or expressions:

leadership – leader – group member – group dynamics – decision-making – responsibility – communication – cooperation – group goal – influence.

Try to use **at least two quantifiers or determiners** from the grammar material.

For example:

Each group member can contribute to the group's success.

Most effective leaders understand the importance of communication and cooperation.

Перелік питань для самоконтролю

1. What is a social group?
2. What is group dynamics?
3. What is a group role?
4. What are group norms?
5. What is group cohesion?

6. How can groups influence individual behaviour?
7. What is social influence?
8. What is conformity?
9. What is normative social influence?
10. What is informational social influence?
11. What factors can influence conformity?
12. What did Asch study in his conformity experiments?
13. What is obedience?
14. What is the difference between conformity and obedience?
15. What did Milgram investigate in his classic studies?
16. What is leadership?
17. What role does a leader play in a group?
18. How can leadership influence group decision-making?
19. Why are communication and cooperation important in groups?
20. Why are individual differences important when studying responses to group influence?

VI CYMECTP

UNIT 1

RESEARCH DESIGN BASICS

Topics:

Types of Research Methods (Qualitative vs Quantitative).

Variables and Hypotheses.

Reliability and Validity.

Grammar: *Adjective Types and Comparison. Gradable and Non-Gradable Adjectives. Degrees of Comparison. Rules for Regular and Irregular Adjectives. Comparative Structures: “as...as”, “not as...as”.*

Питання до самостійного вивчення

1. Psychological research and its role in psychology.
2. Research design and its basic components.
3. Qualitative and quantitative approaches to psychological research.
4. Characteristics of quantitative research.
5. Characteristics of qualitative research.
6. Numerical and non-numerical data in psychological studies.
7. Methods of data collection in qualitative and quantitative research.
8. The choice of a research method according to the research question.
9. Variables in psychological research.
10. Independent and dependent variables.
11. The relationship between variables in psychological studies.
12. Research questions and hypotheses.
13. Characteristics of a testable hypothesis.
14. The importance of clearly defining variables.
15. Measurement in psychological research.

16. Reliability as consistency of measurement.
17. Validity and accurate measurement of psychological constructs.
18. The relationship between reliability and validity.
19. Gradable and non-gradable adjectives.
20. Degrees of comparison of adjectives.
21. Regular and irregular comparative forms.
22. Comparative structures as...as and not as...as.

Рекомендовані джерела

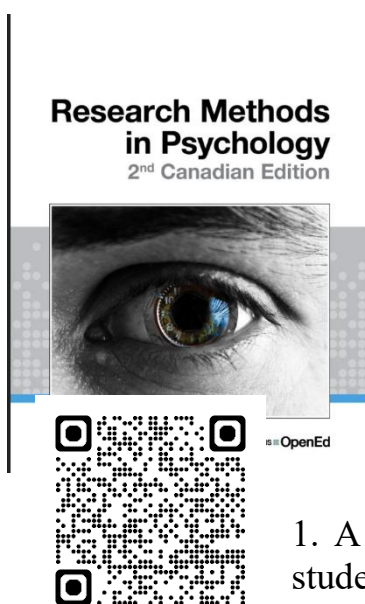
Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected sections of *Research Methods in Psychology* about quantitative and qualitative research.



[Research Methods in Psychology — Open Textbook](#)

A. Answer the questions.

What is quantitative research?

What type of data is usually collected in quantitative research?

What is qualitative research?

What kind of information can qualitative methods provide?

Why might psychologists choose different research methods for different research questions?

B. Decide whether each example is Qualitative (QL) or Quantitative (QN) research.

1. A psychologist measures the stress scores of 100 university students. _____
2. A researcher interviews students about their personal experiences of examination stress. _____
3. Researchers compare memory-test scores in two groups of participants. _____
4. A psychologist analyses participants' descriptions of loneliness. _____
5. Researchers calculate the average anxiety score of a group of participants. _____
6. A psychologist conducts in-depth interviews about people's experiences of adapting to a new workplace. _____

Task 2. Complete the grammar tasks.

A. Divide the adjectives into two groups: Gradable and Non-Gradable / Extreme.
useful – difficult – tired – important – accurate – exhausted – impossible – essential

Gradable Adjectives	Non-Gradable / Extreme Adjectives
---------------------	-----------------------------------

B. Choose the appropriate intensifier: very or absolutely.

1. The questionnaire was _____ useful for collecting information.
2. Conducting the interviews was _____ difficult.
3. The researchers were _____ exhausted after several long days of data collection.
4. It is _____ impossible to test this hypothesis with the available data.
5. Reliability is _____ important when psychologists select a measurement tool.

Task 3. Study the material about variables and hypotheses in psychological research.



[Research Methods in Psychology — Open Textbook](#)

Choose the correct answer **A, B, C or D**.

1. What is a variable in psychological research?

- A. A characteristic or condition that can take different values
- B. A final research report
- C. A type of psychological therapy
- D. A fixed characteristic that can never vary

2. An independent variable is:

- A. the variable that is measured as an outcome
- B. the variable manipulated or treated as the predictor in a study
- C. information that is excluded from the study
- D. always a personality characteristic

3. A dependent variable is:

- A. the variable measured as an outcome
- B. always controlled by the participant
- C. a researcher's personal opinion
- D. a variable that cannot be measured

4. What is a hypothesis?

- A. A testable prediction about variables or their relationship
- B. A list of participants
- C. A summary written after the research is completed
- D. A type of qualitative interview

5. Which is the best example of a testable hypothesis?

- A. Sleep is interesting.
- B. Memory is important for everyone.
- C. Students who sleep eight hours will perform better on a memory test than students who sleep four hours.
- D. People should sleep more.

6. Why should researchers define their variables clearly?

- A. To make the study longer
- B. To clarify what is being studied or measured
- C. To avoid collecting data
- D. To make every hypothesis correct

Task 4. Complete the sentences using the correct form of the adjective in brackets.

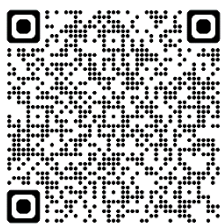
1. Interviews are usually _____ (flexible) than standardized questionnaires.
2. A well-designed psychological measure may be _____ (reliable) than a poorly designed one.
3. Quantitative data may be _____ (easy) to summarize numerically than detailed interview responses.
4. This questionnaire is _____ (good) than the previous version.
5. Of the three measures, this one produced the _____ (consistent) results.

B. Complete the sentences using as...as or not as...as and the adjective in brackets.

1. A reliable measure is not necessarily _____ another measure. (*valid*)
2. This questionnaire is _____ the previous one to administer. (*easy*)
3. A short interview may be _____ an in-depth interview. (*detailed*)
4. The second measurement was _____ the first one. (*consistent*)

Task 5. Read the material “Reliability and Validity of Measurement” and prepare a 2–3 minute mini-presentation on: “Why Are Reliability and Validity Important in Psychological Research?”

Reliability and Validity of Measurement



Learning Objectives

1. Define reliability, including the different types and how they are assessed.
2. Define validity, including the different types and how they are assessed.
3. Describe the kinds of evidence that would be relevant to assessing the reliability and validity of a particular measure.

[Research Methods in Psychology — Reliability and Validity of Measurement](#)

Address the following questions:

1. What is reliability?
2. What is validity?
3. What is the main difference between reliability and validity?
4. Can a psychological measure be reliable without being valid? Explain.
5. Why should psychologists consider both reliability and validity when choosing a measurement tool?

Use at least five words or expressions:

reliability – validity – measurement – psychological test – measure – consistency – research – data – construct – researcher.

Try to use at least **two comparative structures**.

For example:

A highly reliable measure is more consistent than an unreliable one.

A reliable measure is not necessarily as valid as another measure.

Перелік питань для самоконтролю

1. What is psychological research?
2. What is research design?
3. What is quantitative research?
4. What type of data is commonly used in quantitative research?
5. What is qualitative research?
6. What type of data is commonly used in qualitative research?
7. What is the main difference between qualitative and quantitative research?
8. Why does the choice of research method depend on the research question?
9. What is a variable?
10. What is an independent variable?
11. What is a dependent variable?
12. What is a research hypothesis?
13. What makes a hypothesis testable?
14. Why should variables be clearly defined?
15. What is measurement in psychological research?
16. What is reliability?
17. What is validity?
18. What is the difference between reliability and validity?
19. Can a measure be reliable but not valid?
20. Why are reliability and validity important in psychological research?
21. What is a gradable adjective?
22. What is a non-gradable adjective?
23. How are comparative and superlative forms of adjectives formed?
24. Which adjectives have irregular comparative forms?
25. How are *as...as* and *not as...as* used?

UNIT 2

EXPERIMENTAL METHODS

Topics:

Controlled Experiments and Lab Studies.

Independent and Dependent Variables.

Cause-and-Effect Relationships.

Grammar: *Advanced Comparative Patterns. Experimental Methods. Sentence Transformations. Comparisons in Context.*

Питання до самостійного вивчення

1. Experimental research as a method in psychology.
2. The main characteristics of a controlled experiment.
3. Laboratory experiments in psychological research.
4. Experimental and control conditions.
5. Experimental and control groups.
6. The importance of controlling research conditions.
7. Advantages of laboratory experiments.
8. Limitations of laboratory experiments.

9. Variables in experimental research.
10. Independent variables and their role in experiments.
11. Dependent variables and their measurement.
12. Identification of independent and dependent variables in psychological studies.
13. Manipulation and measurement in experimental research.
14. Control of extraneous variables.
15. Cause-and-effect relationships in psychological research.
16. The role of experimental design in establishing causal relationships.
17. The difference between correlation and causation.
18. The importance of control when interpreting experimental results.
19. Advanced comparative patterns in academic English.
20. The structure the + comparative..., the + comparative....
21. Sentence transformations with comparative structures.
22. Comparisons of research methods and experimental conditions.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected material about experimental research in *Research Methods in Psychology*.



Research Methods in Psychology — Experiments

A. Answer the questions.

1. What is an experiment in psychological research?
2. Why do researchers control conditions in an experiment?
3. What is the difference between an experimental condition and a control condition?

4. What are the main advantages of conducting controlled experiments?

5. What limitations should psychologists consider when conducting laboratory research?

B. Match the terms with their definitions.

experiment – laboratory study – experimental condition – control condition – experimental control

1. A research condition that does not receive the experimental manipulation and provides a basis for comparison.
2. A research method in which one or more variables are manipulated and their effects on another variable are measured.
3. A study conducted in a controlled research environment.
4. The condition in which the independent variable or experimental manipulation is introduced.
5. The process of keeping relevant conditions consistent so that alternative explanations can be reduced.

Task 2. Complete the sentences using the correct comparative form.

1. The _____ carefully researchers control experimental conditions, the _____ confidently they can interpret differences between conditions. (*carefully / confidently*)
2. The _____ the sample, the _____ information researchers may have about variation among participants. (*large / much*)
3. The _____ clearly the variables are defined, the _____ it is to understand what is being manipulated and measured. (*clearly / easy*)
4. The _____ complex the experiment becomes, the _____ carefully researchers need to plan the procedure. (*complex / carefully*)
5. The _____ accurately the dependent variable is measured, the _____ useful the results may be for answering the research question. (*accurately / useful*)

Complete the pattern:

The + comparative ..., the + comparative ...

Example:

The more carefully an experiment is designed, the easier it is to interpret its results.

Task 3. Study the material about independent and dependent variables in experimental research.



Research Methods in Psychology — Experiments

Consider the following example:

Research question: *Does background music influence concentration?*

One condition completes a concentration task while background music is played. Another condition completes the same task without background music. Researchers then compare performance on the

concentration task.

Choose the correct answer A, B, C or D.

1. What is an independent variable?

- A. The variable manipulated by the researcher
- B. The outcome measured by the researcher
- C. The final conclusion of the study
- D. The participant's identification number

2. What is a dependent variable?

- A. A variable that is never measured
- B. The outcome that researchers measure
- C. The researcher's personal opinion
- D. A variable that must always remain constant

3. In the example above, the independent variable is:

- A. the participants' age
- B. concentration-task performance
- C. the presence or absence of background music
- D. the final research report

4. What is the dependent variable in the example?

- A. background music
- B. performance on the concentration task
- C. the research hypothesis
- D. the laboratory

5. Why is it important to distinguish between independent and dependent variables?

- A. It clarifies what is manipulated and what outcome is measured.
- B. It guarantees that every hypothesis is correct.
- C. It eliminates the need to collect data.
- D. It makes a control condition unnecessary.

6. Which statement best describes a basic experiment?

- A. Researchers manipulate an independent variable and measure its effect on a dependent variable.
- B. Researchers change the dependent variable and ignore the outcome.
- C. Participants determine all experimental conditions themselves.
- D. Researchers collect opinions without defining variables.

Task 4. Rewrite the sentences without changing their meaning.

1. Laboratory experiments generally provide more control than many observational studies.

→ Many observational studies do not provide _____.

2. The experimental condition was more demanding than the control condition.

→ The control condition was not _____.

3. Experiment A was easier to control than Experiment B.

→ Experiment B was not _____.

4. When researchers control variables more carefully, alternative explanations can be reduced more effectively.

→ The more carefully researchers _____.

5. When an experimental procedure becomes more complicated, researchers need to plan it more carefully.

→ The more complicated _____.

Task 5. Read the material about experimental research and prepare a 2–3 minute mini-presentation on: “How Can Psychologists Study Cause and Effect?”



Research Methods in Psychology — Experiments

Address the following questions:

- 1. What is a cause-and-effect relationship?
- 2. Why are controlled experiments useful for studying causal relationships?
- 3. What roles do independent and dependent variables play in an experiment?
- 4. Why is it important to control alternative explanations?
- 5. Why does an association between two variables not automatically establish causation?

Use at least five words or expressions:

experiment – cause – effect – experimental condition – control condition – independent variable – dependent variable – manipulate – measure – relationship.

Try to use at least **two comparative structures**.

For example:

Controlled experiments allow stronger causal conclusions than many nonexperimental designs when the relevant conditions are met.

The more carefully alternative explanations are controlled, the more confidently researchers can interpret differences between experimental conditions.

Перелік питань для самоконтролю

1. What is experimental research?
2. What is a controlled experiment?
3. What is a laboratory study?
4. Why do researchers control experimental conditions?
5. What is an experimental condition?
6. What is a control condition?
7. What is experimental control?
8. What are the advantages of laboratory experiments?
9. What are some limitations of laboratory experiments?
10. What is an independent variable?
11. What is a dependent variable?
12. What is the difference between an independent and a dependent variable?
13. What does it mean to manipulate a variable?
14. What does it mean to measure a variable?
15. Why should researchers control alternative explanations?
16. What is a cause-and-effect relationship?
17. How can experiments help psychologists investigate causal relationships?
18. Why does correlation or association alone not establish causation?
19. Why is experimental design important for interpreting research results?

UNIT 3

METHODS OF STUDYING BEHAVIOR

Topics:

Observation and Case Studies.

Surveys and Interviews.

Ethical Considerations in Research.

Grammar: *Adjectives in Academic and Research Contexts. Comparative and Descriptive Structures. Review and Practice of Adjectives.*

Питання до самостійного вивчення

1. Methods of studying human behaviour in psychological research.
2. Observation as a research method in psychology.

3. Naturalistic and structured observation.
4. Advantages and limitations of observational research.
5. The influence of the researcher on observed behaviour.
6. Case studies as a method of psychological research.
7. Advantages and limitations of the case study method.
8. Surveys as a method of collecting psychological data.
9. Questionnaires and their use in psychological research.
10. Open-ended and closed-ended questions.
11. Interviews as a method of data collection.
12. Structured, semi-structured and unstructured interviews.
13. Advantages and limitations of surveys and interviews.
14. Self-report data and possible sources of bias.
15. Research ethics in psychology.
16. Informed consent and voluntary participation.
17. Confidentiality and protection of participants' information.
18. The right to withdraw from psychological research.
19. Protection of participants from unnecessary harm.
20. Deception and debriefing in psychological studies.
21. Ethical responsibilities of psychological researchers.
22. The use of adjectives for describing research methods and procedures.
23. Comparative structures for evaluating research methods.

Рекомендовані джерела

Literature: 1–11.

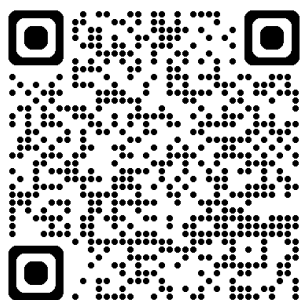
Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected materials about observation and case studies in *Research Methods in Psychology*.

Research Methods in Psychology — Observational Research



[Research Methods in Psychology — Other Research Methods](#)

A. Answer the questions.

1. What is observational research?
2. What is naturalistic observation?
3. Why might psychologists observe behaviour in a natural setting?
4. What is a case study?
5. What are some advantages and limitations of observation

and case studies?

B. Match the terms with their definitions.

naturalistic observation – structured observation – case study – observer – behaviour

1. Actions or responses that can be observed or recorded.
2. A detailed investigation of one person, group or particular case.

3. Observation of behaviour in its usual environment.
4. The person who watches and records behaviour during a study.
5. Observation conducted under conditions organized or specified by the researcher.

Task 2. Choose the appropriate adjective and complete the sentences.

Use:

detailed – natural – useful – flexible – systematic – objective

1. A case study can provide _____ information about an individual.
2. Naturalistic observation allows researchers to study behaviour in a relatively _____ environment.
3. Observation should be as _____ as possible.
4. Researchers need a _____ procedure for recording behaviour.
5. Case studies can be particularly _____ when researchers investigate unusual or rare cases.
6. Some observational methods are more _____ than highly standardized experimental procedures.

B. Complete the comparisons.

1. A case study may provide _____ (detailed) information than a short questionnaire.
2. Structured observation is usually _____ (systematic) than informal observation.
3. Naturalistic observation may be _____ (natural) than laboratory observation.
4. A case study is not always as _____ (easy) to generalize from as a large-sample study.

Task 3. Study the material about surveys, questionnaires and interviews in psychological research. [Chapter 9: Survey Research – Research Methods in Psychology – 2nd Canadian Edition](#)

Research Methods in Psychology — Survey Research



Choose the correct answer A, B, C or D.

1. What is a survey commonly used for?

- A. Collecting information from participants about their attitudes, experiences or behaviour
- B. Manipulating an independent variable
- C. Measuring brain activity only
- D. Eliminating all individual differences

2. A closed-ended question:

- A. allows completely unrestricted responses
- B. provides participants with a defined set of response options
- C. can only be used in experiments
- D. cannot be included in questionnaires

3. An open-ended question allows participants to:

- A. select only yes or no
- B. respond in their own words
- C. avoid providing any information
- D. choose only numerical answers

4. What is a structured interview?

- A. An interview conducted without any questions
- B. An interview in which participants determine the research design
- C. An interview using a predetermined set or sequence of questions
- D. An informal conversation unrelated to research

5. One advantage of interviews is that they can:

- A. provide detailed information about participants' experiences
- B. eliminate every source of bias
- C. guarantee completely accurate answers
- D. replace all other research methods

6. What is one possible limitation of self-report methods?

- A. Participants may not always report their experiences or behaviour accurately.
- B. They cannot be used to study attitudes.
- C. They never produce useful data.
- D. Researchers cannot ask participants questions.

Task 4. Rewrite the sentences using the adjective or comparative structure given.

1. Interviews allow researchers to adapt questions more easily than standardized questionnaires.

→ Interviews are **more** _____. (*flexible*)

2. A structured questionnaire follows a more consistent procedure than an informal conversation.

→ A structured questionnaire is **more** _____. (*systematic*)

3. An interview may provide more detailed information than a short closed-ended questionnaire.

→ A short closed-ended questionnaire may not be as _____. (*detailed*)

4. When questions are clearer, participants can understand them more easily.

→ The clearer the questions, _____.

5. When the interview procedure is more standardized, it may be easier to compare participants' responses.

→ The more standardized the interview procedure, _____.

Task 5. Read the material about ethics in psychological research and prepare a 2–3 minute mini-presentation on: “Why Is Research Ethics Important in Psychology?”

Research Methods in Psychology — Research Ethics

Address the following questions:

1. Why must psychologists protect research participants?
2. What is informed consent?
3. Why should participation in psychological research be voluntary?
4. Why are confidentiality and the right to withdraw important?
5. What is debriefing, and why may it be necessary after some psychological studies?

Use at least five words or expressions:

research ethics – participant – informed consent – voluntary participation – confidentiality – right to withdraw – harm – deception – debriefing – researcher.

Try to use at least two descriptive or comparative structures.

For example:

Clear informed-consent procedures make psychological research more transparent for participants.

Protecting participants is as important as collecting scientifically useful data.

Перелік питань для самоконтролю

1. What methods can psychologists use to study behaviour?
2. What is observational research?
3. What is naturalistic observation?
4. What is structured observation?
5. What are the advantages of observational research?
6. What are some limitations of observation?
7. What is a case study?
8. When can a case study be particularly useful?
9. What are the limitations of case studies?
10. What is survey research?
11. What is a questionnaire?
12. What is the difference between open-ended and closed-ended questions?
13. What is a research interview?
14. What is a structured interview?
15. How can interviews differ from questionnaires?

UNIT 4

ANALYSIS IN PSYCHOLOGICAL RESEARCH

Topics:

Statistical Methods in Psychology.

Interpretation of Behavioral Data.

Limitations and Errors in Psychological Studies.

Grammar: *Connecting Adverbs – Part II. Comparison of Adverbs. Adverbs of Degree (quite, rather, etc.). Review of Adverbs and Integration with Adjectives.*

Питання до самостійного вивчення

1. Statistical methods and their role in psychological research.
2. Descriptive statistics and their main functions.
3. The use of numerical data in psychological studies.
4. Measures of central tendency: mean, median and mode.
5. Variability in psychological data.
6. Tables and graphs as ways of presenting research data.
7. Statistical relationships between variables.
8. Correlation and its use in psychological research.
9. Positive and negative correlations.
10. Strength and direction of correlations.
11. Interpretation of behavioural data.

12. Statistical significance and interpretation of research findings.
13. The difference between correlation and causation.
14. The importance of cautious interpretation of psychological findings.
15. Research limitations and their role in scientific reporting.
16. Sampling and representativeness in psychological studies.
17. Measurement errors and their possible influence on research findings.
18. Bias in psychological research.
19. Reliability and validity as factors affecting research conclusions.
20. The influence of research design on the interpretation of results.
21. Connecting adverbs in academic and research English.
22. Comparison of adverbs.
23. Adverbs of degree in descriptions of research findings.
24. The distinction between adjectives and adverbs in academic writing.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected sections about descriptive statistics in *Research Methods in Psychology*.



[Research Methods in Psychology — Descriptive Statistics](#)

A. Answer the questions.

1. What are descriptive statistics?
2. Why do psychologists use descriptive statistics?
3. What are the mean, median and mode?
4. Why is variability important when describing psychological data?
5. How can tables and graphs help researchers present and understand data?

B. Match the statistical terms with their definitions.

mean – median – mode – variability – distribution – correlation

1. The value that occurs most frequently in a set of data.
2. A measure of how much scores differ from one another.
3. The arithmetic average of a set of scores.
4. A statistical relationship between two variables.
5. The middle value when scores are arranged in order.
6. The way scores or values are spread across possible values.

Task 2. Complete the sentences with an appropriate connecting adverb.

Use:

however – therefore – moreover – nevertheless – consequently – in contrast

1. The sample was relatively small. _____, the researchers identified a clear pattern in the data.

2. The two variables were strongly correlated. _____, this does not demonstrate that one variable caused the other.
3. The psychological measure showed good reliability. _____, previous studies provided evidence of its validity.
4. The experimental group received the intervention. _____, the control group did not receive it.
5. Several participants did not complete the study. _____, the final sample was smaller than originally planned.
6. The measurement procedure was inconsistent. _____, the results should be interpreted cautiously.

Task 3. Read the material “Analyzing Findings” in *OpenStax Psychology 2e*.

[OpenStax Psychology 2e — Analyzing Findings](#)



Choose the correct answer **A, B, C or D**.

1. What does a correlation indicate?

- A. A relationship between two variables
- B. A definite causal relationship
- C. An experimental manipulation
- D. A measurement error

2. A positive correlation means that:

- A. one variable increases while the other decreases
- B. the variables tend to change in the same direction
- C. there is no relationship between the variables
- D. one variable definitely causes the other

3. A negative correlation means that:

- A. both variables always increase
- B. the variables tend to change in opposite directions
- C. the research findings are incorrect
- D. there is always a weak relationship

4. What information does a correlation coefficient provide?

- A. The age of the participants
- B. The direction and strength of a relationship between variables
- C. The number of questions in a questionnaire
- D. The cause of participants' behaviour

5. Why do psychologists use statistical analysis?

- A. To organize and interpret collected data
- B. To guarantee that every hypothesis is supported
- C. To eliminate the need for research design
- D. To avoid comparing research findings

6. Why should researchers be cautious when interpreting correlations?

- A. Correlations cannot describe relationships between variables.
- B. A correlation does not by itself establish that one variable causes another.
- C. Positive correlations are always incorrect.
- D. Correlations can only be used in laboratory experiments.

Task 4. Complete the grammar tasks.

A. Complete the sentences with the correct comparative form of the adverb.

1. Group A completed the task _____ than Group B. (*quickly*)
2. The second study measured anxiety _____ than the first study. (*accurately*)
3. The researchers described the procedure _____ in the revised report. (*clearly*)
4. Participants in the second condition responded _____ than participants in the first condition. (*slowly*)
5. The limitations should be discussed _____ when the sample is small. (*carefully*)

B. Complete the sentences with an appropriate adverb of degree.

Use:

quite – rather – relatively – extremely

1. The sample was _____ small, so the findings should be generalized cautiously.
2. The correlation between the variables was _____ strong.
3. The difference between the groups was _____ large.
4. The researchers were _____ cautious when interpreting the unexpected finding.

C. Choose the correct form.

1. The researchers interpreted the results **careful / carefully**.
2. The questionnaire produced **consistent / consistently** results.
3. The findings were presented **clear / clearly** in the report.
4. This is a **significant / significantly** limitation of the study.
5. The two variables were **strong / strongly** correlated.

Task 5. Review the material about psychological research and prepare a 2–3 minute mini-presentation on: “Why Should We Be Careful When Interpreting Psychological Research?”



[Research Methods in Psychology — Open Textbook](#)

Address the following questions:

1. Why can a small or unrepresentative sample be a limitation?
2. How can problems with measurement influence research findings?
3. Why is it important to distinguish between correlation and causation?
4. How can bias or research design influence conclusions?
5. Why should psychologists report and discuss the limitations of their studies?

Use at least five words or expressions:

research limitation – research findings – sample – population – bias – measurement – reliability – validity – correlation – causation – error.

Try to use at least two connecting adverbs or adverbs of degree.

For example:

The sample may be relatively small; therefore, the findings may not represent the wider population.

Two variables may be quite strongly correlated. However, this relationship alone does not demonstrate causation.

Перелік питань для самоконтролю

1. What are descriptive statistics?
2. Why are statistical methods used in psychological research?
3. What is the mean?
4. What is the median?
5. What is the mode?
6. What is variability?
7. Why are tables and graphs useful for presenting psychological data?
8. What is a correlation?
9. What is a positive correlation?
10. What is a negative correlation?
11. What does a correlation coefficient describe?
12. Why does correlation not necessarily imply causation?
13. What is meant by the interpretation of behavioural data?
14. Why should psychological findings be interpreted cautiously?
15. What is a research limitation?
16. How can sample size influence a psychological study?
17. Why is sample representativeness important?
18. How can measurement problems affect research findings?
19. How can bias influence research conclusions?
20. Why are reliability and validity important when interpreting results?

VII CEMECTP

UNIT 1

ANXIETY AND RELATED DISORDERS

Topics:

Generalized Anxiety and Phobias.

Panic Attacks and Their Symptoms.

Obsessive-Compulsive Behavior.

Grammar: *Prepositions of Position and Movement. Prepositions of Time. Talking About Exceptions.*

Питання до самостійного вивчення

1. Anxiety as an emotional and psychological response.
2. The difference between normal anxiety and anxiety disorders.
3. Generalized anxiety disorder and its main characteristics.
4. Excessive and difficult-to-control worry in generalized anxiety disorder.
5. Psychological and physical symptoms associated with generalized anxiety disorder.
6. Phobias and their main characteristics.
7. Specific phobias and common sources of fear.
8. Phobic stimuli and avoidance behaviour.
9. The influence of phobias on everyday functioning.
10. Panic attacks and their main characteristics.
11. Physical symptoms of a panic attack.

12. Cognitive and emotional symptoms of a panic attack.
13. Panic disorder and recurrent panic attacks.
14. The influence of panic attacks on everyday behaviour.
15. Obsessive-compulsive disorder and its main characteristics.
16. Obsessions and intrusive thoughts.
17. Compulsions and repetitive behaviours.
18. The relationship between obsessions, anxiety and compulsions.
19. The influence of OCD symptoms on everyday functioning.
20. The difference between OCD symptoms and ordinary habits or preferences.
21. Prepositions of position and movement.
22. Prepositions of time.
23. The use of except, except for and apart from to talk about exceptions.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected sections about *Generalized Anxiety Disorder* and *Specific Phobias* in *OpenStax Psychology 2e*. [https://openstax.org/books/psychology-2e/pages/15-4-anxiety-disorders?](https://openstax.org/books/psychology-2e/pages/15-4-anxiety-disorders?ref=bookshelf)



[OpenStax Psychology 2e — Anxiety Disorders](https://openstax.org/books/psychology-2e/pages/15-4-anxiety-disorders?ref=bookshelf)

A. Answer the questions.

1. What is generalized anxiety disorder?
2. What kinds of things may people with GAD worry about?
3. What is a specific phobia?
4. What is a phobic stimulus?
5. How can avoidance associated with a phobia interfere with

everyday life?

B. Decide whether each situation is more closely connected with Generalized Anxiety Disorder (GAD) or a Specific Phobia (SP).

1. A person experiences persistent worry about several areas of everyday life and finds it difficult to control the worry. _____
2. A person experiences intense fear when they see a spider and actively avoids places where spiders may be present. _____
3. A student worries excessively about university, health, money and family matters for a prolonged period. _____
4. A person refuses to travel by plane because flying produces intense fear. _____
5. A person experiences continuing anxiety about many ordinary situations rather than one specific object. _____
6. A person becomes extremely frightened when approaching a particular animal and tries to move away from it. _____

Task 2. Complete the sentences with an appropriate preposition of position or movement.

Use:

in – opposite – towards – away from – into – out of

1. The psychologist sat _____ the client during the conversation.
2. The person quickly moved _____ the object that caused intense fear.
3. When the alarm sounded, she walked _____ the exit.
4. The client remained _____ the waiting room for several minutes.
5. He went _____ the room when the session began.
6. After the session, the participants walked _____ the laboratory.

Task 3. Watch the NIMH material about panic disorder and the symptoms of panic attacks.



[National Institute of Mental Health — Panic Disorder: The Symptoms](#)

Choose the correct answer A, B, C or D.

1. A panic attack is characterized by:

- A. a sudden episode of intense fear or discomfort
- B. a gradual improvement in mood

C. a permanent change in personality

D. a normal period of relaxation

2. How may a panic attack begin?

- A. It can occur suddenly.
- B. It always develops over several weeks.
- C. It only occurs during sleep.
- D. It always follows physical exercise.

3. Which of the following may occur during a panic attack?

- A. Rapid heartbeat
- B. Improved concentration
- C. Increased physical strength
- D. Complete emotional calm

4. Which breathing-related symptom may occur during a panic attack?

- A. A feeling of shortness of breath
- B. Permanently slower breathing
- C. Complete absence of breathing sensations
- D. Improved breathing capacity

5. Which additional sensations may accompany a panic attack?

- A. Dizziness or trembling
- B. Increased confidence only
- C. Improved memory
- D. Complete physical relaxation

6. How can recurrent panic attacks affect everyday life?

- A. They may lead to worry about future attacks and changes in behaviour.
- B. They always disappear without affecting behaviour.
- C. They improve social functioning.
- D. They prevent all other emotional reactions.

Task 4. Complete the grammar tasks.

A. Complete the sentences with an appropriate preposition of time.

Use:

before – during – after – at – for – since

1. Physical symptoms may become intense _____ a panic attack.
2. Some people experience increased anxiety _____ a stressful event.
3. A person may feel tired _____ an intense episode of anxiety.
4. The participant arrived _____ 10 a.m. for the assessment.
5. She had experienced persistent worry _____ several months.
6. He had experienced similar symptoms _____ the beginning of the semester.

B. Complete the sentences with **except**, **except for** or **apart from**.

1. All the participants completed the questionnaire _____ one.
2. _____ occasional anxiety, the participant reported no other difficulties.
3. Everyone attended the session _____ Anna.
4. The interview was completed successfully _____ a short interruption.
5. _____ the fear of flying, the client reported no other specific phobias.

Task 5. Read the material about *Obsessive-Compulsive Disorder (OCD)* and prepare a **2–3 minute mini-presentation** on: **“How Can Obsessions and Compulsions Affect Everyday Life?”**



[National Institute of Mental Health — Obsessive-Compulsive Disorder \(OCD\)](#)

1. Address the following questions:
2. What is an obsession?
3. What is a compulsion?
4. How can obsessions and compulsions be connected?
5. How can these symptoms interfere with everyday activities and functioning?
6. Why is OCD different from ordinary habits or preferences?

Use at least five words or expressions:

obsession – compulsion – intrusive thought – repetitive behaviour – anxiety – distress – ritual – daily functioning – avoidance – OCD.

Try to use vocabulary accurately and avoid describing every repeated behaviour or ordinary habit as a symptom of OCD.

For example:

An obsession may involve unwanted and intrusive thoughts that cause significant distress.

A compulsion is a repetitive behaviour or mental act that a person may feel driven to perform.

Перелік питань для самоконтролю

1. What is anxiety?
2. When can anxiety become a psychological problem?
3. What is generalized anxiety disorder?

4. What are the main characteristics of GAD?
5. What kinds of worries may occur in generalized anxiety disorder?
6. What is a specific phobia?
7. What is a phobic stimulus?
8. What is avoidance behaviour?
9. How can a specific phobia interfere with everyday functioning?
10. What is a panic attack?
11. What physical symptoms may occur during a panic attack?
12. What emotional or cognitive experiences may accompany a panic attack?
13. What is panic disorder?
14. How can recurrent panic attacks influence behaviour?
15. What is obsessive-compulsive disorder?
16. What is an obsession?
17. What is a compulsion?
18. What is the relationship between obsessions and compulsions?
19. How can OCD interfere with daily functioning?
20. Why should OCD not be confused with ordinary habits or preferences?
21. How are prepositions of position and movement used?
22. Which prepositions can be used to describe time?
23. How are *except*, *except for* and *apart from* used to express exceptions?

UNIT 2

MOOD DISORDERS

Topics:

Depression and Its Types.

Bipolar Disorder.

Emotional Regulation Difficulties.

Grammar: *Prepositions After Verbs. Prepositions After Nouns and Review. Introduction to Phrasal Verbs.*

Питання до самостійного вивчення

1. Mood and mood disorders as psychological phenomena.
2. Depression and its main characteristics.
3. Major depressive disorder and its main symptoms.
4. Emotional symptoms associated with depression.
5. Cognitive symptoms associated with depression.
6. Physical and behavioural changes associated with depression.
7. Loss of interest or pleasure in everyday activities.
8. The influence of depressive symptoms on everyday functioning.
9. Bipolar disorder and its main characteristics.
10. Mood episodes in bipolar disorder.
11. Manic episodes and their main characteristics.
12. Hypomania and its characteristics.
13. Depressive episodes in bipolar disorder.

14. Changes in mood, energy and activity during mood episodes.
15. The influence of bipolar disorder on everyday functioning.
16. Emotion regulation and its role in psychological functioning.
17. Emotional regulation difficulties.
18. Strategies people use to manage emotional responses.
19. The relationship between emotion regulation, behaviour and interpersonal relationships.
20. The importance of emotion regulation for psychological well-being.
21. Prepositions commonly used after verbs.
22. Prepositions commonly used after nouns.
23. Phrasal verbs and their basic structure and meaning.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected sections about depressive disorders in *OpenStax Psychology 2e*.



[OpenStax Psychology 2e — Mood and Related Disorders](#)

A. Answer the questions.

1. What is a mood disorder?
2. What is major depressive disorder?
3. What emotional and cognitive symptoms may occur in depression?
4. What physical or behavioural changes may accompany

depression?

5. How can depressive symptoms interfere with everyday functioning?

B. Put the symptoms into the most appropriate category.

persistent sadness – difficulty concentrating – loss of interest – changes in sleep – feelings of worthlessness – reduced activity

Emotional	Cognitive	Physical / Behavioural
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Task 2. Complete the sentences with the correct preposition.

Use:

from – with – to – on – about

1. Some people may suffer _____ persistent depressive symptoms.
2. People may find it difficult to cope _____ changes in mood.
3. A psychologist should listen _____ a client's description of their experiences.
4. Emotional reactions can depend _____ personal and environmental factors.
5. Psychological research often focuses _____ factors associated with emotional well-being.

6. Clients may talk _____ changes in their mood, sleep or everyday activities.

Task 3. Study the NIMH material about *Bipolar Disorder*.

[National Institute of Mental Health — Bipolar Disorder](https://www.nimh.nih.gov/health/topics/bipolar-disorder/index.shtml)



Choose the correct answer A, B, C or D.

1. Bipolar disorder is primarily associated with:

- A. significant changes in mood, energy and activity levels
- B. difficulties with vision
- C. changes in language ability only

D. a permanent state of sadness

2. During a manic episode, a person may experience:

- A. unusually elevated or irritable mood and increased activity
- B. only reduced physical activity
- C. complete emotional stability
- D. no changes in energy

3. Which change may occur during a manic episode?

- A. Increased energy and activity
- B. Permanent loss of memory
- C. Reduced sensory perception
- D. Complete absence of emotion

4. A depressive episode may involve:

- A. persistent low mood or loss of interest
- B. unusually increased energy only
- C. improved concentration in every situation
- D. increased activity without mood changes

5. Hypomania can be described as:

- A. a less severe form of elevated or irritable mood and increased activity than full mania
- B. another term for a specific phobia
- C. a complete absence of emotional reactions
- D. a type of memory disorder

6. How can bipolar disorder affect everyday life?

- A. Mood episodes can influence energy, concentration, behaviour and daily functioning.
- B. It affects physical appearance only.
- C. It has no influence on everyday activities.
- D. It always produces exactly the same symptoms in every person.

Task 4. Complete the grammar tasks.

A. Complete the expressions with the correct preposition.

Use:

for – in – on – with – between

1. an increase _____ energy
2. a reason _____ changes in behaviour
3. an effect _____ everyday functioning
4. difficulty _____ regulating emotions
5. the relationship _____ mood and behaviour
6. a decrease _____ interest in everyday activities

B. Complete the sentences with an appropriate phrasal verb.

Use:

calm down – go through – deal with – build up – carry on

1. People may _____ periods of intense emotional stress.
2. Different people use different strategies to _____ difficult emotions.
3. Stress can _____ gradually when several difficult situations occur at the same time.
4. Some relaxation techniques may help a person _____ after a stressful experience.
5. With appropriate support, people may be able to _____ with their everyday activities during difficult periods.

Note: Phrasal verbs are common in everyday English, but their use should always be appropriate to the professional context. For example, simply telling a person experiencing depressive symptoms to “*cheer up*” does not constitute appropriate psychological support.

Task 5. Study the material about emotion regulation and prepare a 2–3 minute mini-presentation on: “Why Is Emotion Regulation Important for Psychological Well-Being?”

Address the following questions:

1. What is emotion regulation?
2. Why do people need to regulate their emotional responses?
3. What difficulties may occur when emotions are difficult to manage?
4. How can emotion regulation influence behaviour and interpersonal relationships?
5. Why is understanding emotion regulation important for a future psychologist?

Use at least five words or expressions:

emotion regulation – emotional response – emotional intensity – emotional awareness – coping strategy – manage emotions – express emotions – behaviour – interpersonal relationship – psychological well-being.

Try to use at least **two verb + preposition or noun + preposition combinations** from the Unit.

For example:

People use different strategies to cope with difficult emotional experiences.

Difficulties with emotion regulation can have an effect on behaviour and interpersonal relationships.

Перелік питань для самоконтролю

1. What is a mood disorder?

2. What is depression?
3. What is major depressive disorder?
4. What emotional symptoms may be associated with depression?
5. What cognitive symptoms may occur in depression?
6. What physical or behavioural changes may accompany depression?
7. How can depressive symptoms affect everyday functioning?
8. What is bipolar disorder?
9. What is a mood episode?
10. What is a manic episode?
11. What changes in mood, energy and activity may occur during mania?
12. What is hypomania?
13. What is a depressive episode?
14. How can bipolar disorder affect everyday functioning?
15. What is emotion regulation?
16. Why is emotion regulation important?
17. What are emotional regulation difficulties?
18. How can difficulties with emotion regulation influence behaviour?
19. How can emotion regulation influence interpersonal relationships?
20. Why is emotion regulation important for psychological well-being?
21. Which prepositions are commonly used after verbs such as depend, listen, cope and focus?
22. Which prepositions are used in the expressions reason for, increase in, effect on, difficulty with and relationship between?
23. What is a phrasal verb?
24. Which phrasal verbs can be used to discuss emotions, stress and coping?

UNIT 3 PERSONALITY DISORDERS

Topics:

Types of Personality Disorders.

Antisocial and Borderline Patterns.

Impact on Social Functioning.

Grammar: *Separable and Inseparable Phrasal Verbs. Phrasal Verb Families and Context Use: Get (get up, get by, get over), Take (take off, take up). Introduction to Relative Clauses.*

Питання до самостійного вивчення

1. Personality and personality patterns in psychology.
2. Personality disorders and their general characteristics.
3. The influence of persistent personality patterns on everyday functioning.
4. Major types and groups of personality disorders.
5. Differences between personality traits and personality disorders.
6. The role of cognition, emotions and behaviour in personality functioning.
7. Antisocial personality patterns and their main characteristics.

8. Difficulties with social norms and interpersonal functioning in antisocial personality disorder.
9. Borderline personality patterns and their main characteristics.
10. Emotional instability associated with borderline personality disorder.
11. Interpersonal relationships in borderline personality disorder.
12. Self-image and identity difficulties associated with borderline patterns.
13. Individual differences in the manifestation of personality disorders.
14. Personality disorders and interpersonal communication.
15. The influence of personality difficulties on family and social relationships.
16. The influence of personality difficulties on work and study.
17. Social functioning and adaptation.
18. The importance of avoiding stereotypes and stigmatization when discussing personality disorders.
19. Separable and inseparable phrasal verbs.
20. Phrasal verbs with get and take.
21. Relative clauses and their basic functions.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected sections about personality disorders in *OpenStax Psychology 2e*.



OpenStax Psychology 2e — Personality Disorders

A. Answer the questions.

1. What is a personality disorder?
2. How can personality disorders influence thoughts, emotions and behaviour?

3. How can persistent personality patterns affect interpersonal relationships?
4. What major groups or clusters are traditionally used to organize personality disorders?
5. Why is it important to distinguish a personality disorder from ordinary individual personality differences?

B. Match the descriptions with the traditional personality disorder clusters.

Cluster A – Cluster B – Cluster C

1. Patterns traditionally characterized primarily by anxious or fearful features.
2. Patterns traditionally characterized primarily by dramatic, emotional or erratic features. _____
3. Patterns traditionally characterized primarily by odd or eccentric features.

Now put the disorders into the appropriate traditional cluster:

avoidant – antisocial – paranoid – borderline – dependent – schizoid

Cluster A	Cluster B	Cluster C
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Task 2. Study the phrasal verbs and complete the sentences.

Remember:

A **separable phrasal verb** can sometimes be separated by its object:

The psychologist wrote the information down.

The psychologist wrote it down.

An **inseparable phrasal verb** keeps the verb and particle together:

The client is dealing with a difficult situation.

Complete the sentences with:

write down – find out – deal with – look after – carry out – talk over

1. Researchers may _____ a study to investigate patterns of behaviour.
2. The psychologist asked the client to _____ important thoughts and feelings.
3. Professionals may help people _____ difficulties in everyday functioning.
4. The researcher wanted to _____ more about the participants' interpersonal experiences.
5. The psychologist and the client may _____ a difficult situation during the session.
6. Some people may need additional support from professionals who _____ their psychological well-being.

Task 3. Study the material about antisocial personality disorder and borderline personality disorder.



OpenStax Psychology 2e — Personality Disorders

Choose the correct answer A, B, C or D.

1. Antisocial personality disorder is associated with a persistent pattern involving:

- A. disregard for the rights of others and social norms
- B. fear of one specific object
- C. difficulties with memory only
- D. unusually strong mathematical abilities

2. Which feature may be associated with antisocial personality disorder?

- A. Persistent difficulties respecting the rights of others
- B. A specific fear of heights
- C. Recurrent panic attacks as its defining feature
- D. Loss of language ability

3. Borderline personality disorder is commonly associated with difficulties involving:

- A. emotional regulation, self-image and interpersonal relationships
- B. hearing and vision only
- C. mathematical reasoning
- D. physical coordination only

4. Which interpersonal pattern may occur in borderline personality disorder?

- A. Intense and unstable interpersonal relationships
- B. Complete absence of social interaction in every case

- C. Stable relationships without emotional difficulties
- D. Inability to recognize other people

5. Which statement is most appropriate?

- A. Everyone with a personality disorder behaves in exactly the same way.
- B. Personality disorder symptoms and their impact can vary between individuals.
- C. A diagnosis completely defines a person's personality.
- D. Personality disorders can be identified from one behaviour.

6. Why should psychologists avoid stereotypes when discussing personality disorders?

- A. Because individuals differ in their experiences, symptoms, strengths and functioning
- B. Because personality has no relationship with psychology
- C. Because all personality disorders are identical
- D. Because psychological assessment is unnecessary

Task 4. Complete the grammar tasks.

A. Complete the sentences with the appropriate phrasal verb.

Use:

get by – get over – get along with – take up – take on

1. Difficulties in emotional regulation may make it harder to _____ other people in some situations.
2. Some people need time and support to _____ a particularly difficult experience.
3. A person may _____ a new activity that supports social interaction and well-being.
4. When difficulties affect work, a person may find it harder to _____ without additional support.
5. A group member may _____ additional responsibilities in a professional setting.

B. Join the sentences using who, which or that.

1. A psychologist works with people. They may experience difficulties in interpersonal relationships.

→ A psychologist works with people
_____.

2. Emotional regulation is a psychological process. It can influence social interaction.

→ Emotional regulation is a psychological process
_____.

3. Personality patterns can influence relationships. These patterns are persistent and inflexible.

→ Personality patterns _____ can influence relationships.

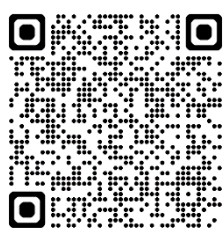
4. A professional may provide support. The professional understands individual differences.

→ A professional _____ may provide support.

5. Social functioning includes different areas of everyday life. These areas may include relationships, study and work.

→ Social functioning includes different areas of everyday life _____.

Task 5. Read the information about personality disorders and prepare a 2–3 minute mini-presentation on: “How Can Personality Difficulties Affect Social Functioning?”



[National Institute of Mental Health — Personality Disorders](#)

Address the following questions:

1. What is social functioning?
2. How can persistent personality patterns influence interpersonal relationships?
3. How can difficulties with emotional regulation or behaviour influence communication?
4. How may personality-related difficulties affect work, study or everyday activities?
5. Why should psychologists consider individual differences rather than rely on stereotypes?

Use at least five words or expressions:

personality pattern – social functioning – interpersonal relationship – emotional regulation – behaviour – communication – adaptation – everyday functioning – individual differences – psychological support.

Try to use at least one relative clause.

For example:

Social functioning includes the areas of everyday life that involve relationships, communication, study and work.

Psychologists who work with personality-related difficulties should consider the individual's experiences and functioning rather than rely on stereotypes.

Перелік питань для самоконтролю

1. What is personality?
2. What is a personality disorder?
3. How can personality disorders influence thoughts, emotions and behaviour?
4. How are personality disorders traditionally grouped into clusters?
5. Which personality disorders are traditionally included in Cluster A?
6. Which personality disorders are traditionally included in Cluster B?
7. Which personality disorders are traditionally included in Cluster C?
8. Why is it important to distinguish personality disorders from ordinary personality differences?
9. What patterns are associated with antisocial personality disorder?

10. How can antisocial personality patterns affect interpersonal functioning?
11. What patterns are associated with borderline personality disorder?
12. How can emotional regulation be affected in borderline personality disorder?
13. How can self-image be affected?
14. How can interpersonal relationships be affected?
15. Why can symptoms and functioning differ between individuals?
16. What is social functioning?
17. How can personality difficulties influence communication?
18. How can they influence relationships?
19. How can they influence work or study?
20. Why should psychologists avoid stereotypes and stigmatizing descriptions of people with personality disorders?
21. What is a separable phrasal verb?
22. What is an inseparable phrasal verb?
23. How are phrasal verbs with get and take used?
24. What is a relative clause?
25. How are who, which and that used in relative clauses?

UNIT 4

SEVERE MENTAL DISORDERS

Topics:

Schizophrenia and Psychotic Symptoms.

Delusions and Hallucinations.

Cognitive Disorganization.

Grammar: *Defining Relative Clauses (who, that, which). Non-Defining Relative Clauses. Relative Clauses with whose and whom.*

Питання до самостійного вивчення

1. Schizophrenia as a complex mental disorder.
2. The main characteristics of schizophrenia.
3. Psychotic symptoms and their main types.
4. Positive symptoms of schizophrenia.
5. Negative symptoms of schizophrenia.
6. Cognitive symptoms associated with schizophrenia.
7. The influence of psychotic symptoms on everyday functioning.
8. Hallucinations and their main characteristics.
9. Different sensory experiences involved in hallucinations.
10. Delusions and their main characteristics.
11. The difference between hallucinations and delusions.
12. The influence of hallucinations and delusions on perception and interpretation of reality.
13. Individual differences in psychotic experiences.
14. Cognitive disorganization and disorganized thinking.
15. The relationship between thought processes and speech.

16. Difficulties with attention and concentration.
17. The influence of cognitive disorganization on communication.
18. The influence of cognitive difficulties on everyday functioning.
19. The importance of clear and respectful professional communication.
20. The importance of avoiding stereotypes and stigmatizing language when discussing severe mental disorders.
21. Defining relative clauses with who, which and that.
22. Non-defining relative clauses and the use of commas.
23. Relative clauses with whose and whom.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected sections about schizophrenia in *OpenStax Psychology 2e*.



OpenStax Psychology 2e — Schizophrenia

A. Answer the questions.

1. What is schizophrenia?
2. What are psychotic symptoms?
3. What is meant by positive symptoms of schizophrenia?
4. What are negative symptoms?
5. How can schizophrenia affect everyday functioning?

B. Put the symptoms into the most appropriate category.

hallucinations – delusions – reduced emotional expression – reduced motivation – difficulties with attention – disorganized thinking

Positive Symptoms	Negative Symptoms	Cognitive / Disorganized Symptoms
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Task 2. Complete the sentences with who, which or that.

1. A psychologist is a professional _____ studies behaviour and mental processes.
2. Hallucinations are perceptual experiences _____ occur without a corresponding external stimulus.
3. Symptoms _____ affect thinking may interfere with everyday communication.
4. A person _____ experiences psychotic symptoms may need professional assessment and support.
5. Cognitive difficulties are problems _____ may affect attention, memory or thinking.
6. Psychologists may use assessment methods _____ help them understand a person's experiences and functioning.

Task 3. Study the NIMH material about schizophrenia and psychotic symptoms. Pay particular attention to *hallucinations* and *delusions*.

[National Institute of Mental Health — Schizophrenia](#)



Choose the correct answer A, B, C or D.

1. What is a hallucination?

- A. A sensory experience that occurs without a corresponding external stimulus
- B. A normal personality trait
- C. A type of research method
- D. A voluntary change in behaviour

2. Hallucinations can involve:

- A. only vision
- B. only hearing
- C. different sensory experiences
- D. only memory

3. What is a delusion?

- A. A strongly held belief that is not consistent with available evidence or shared reality
- B. A temporary problem with concentration
- C. A sensory experience such as hearing a sound
- D. A type of emotional regulation strategy

4. What is the main difference between a hallucination and a delusion?

- A. A hallucination involves perception, while a delusion involves belief.
- B. A hallucination is always physical, while a delusion is always emotional.
- C. There is no difference between them.
- D. A delusion only involves hearing.

5. How can psychotic symptoms affect a person's experiences?

- A. They may affect how a person perceives or interprets what is happening.
- B. They always improve concentration.
- C. They influence physical strength only.
- D. They have no influence on everyday functioning.

6. Which statement is the most appropriate?

- A. One unusual experience is sufficient to diagnose schizophrenia.
- B. Everyone with schizophrenia experiences exactly the same symptoms.
- C. Symptoms and their impact can vary, and professional assessment considers a broader pattern of experiences and functioning.
- D. Schizophrenia can be identified from a person's appearance.

Task 4. Complete the grammar tasks.

A. Join the sentences using a non-defining relative clause.

1. Schizophrenia can affect several areas of functioning. It is a complex mental disorder.

→ Schizophrenia, _____, can affect several areas of functioning.

2. Hallucinations may involve different senses. They are perceptual experiences.

→ Hallucinations, _____, may involve different senses.

3. The psychologist explained the assessment procedure. She had previously spoken to the client.

→ The psychologist, _____, explained the assessment procedure.

4. Cognitive disorganization can affect communication. It may involve difficulties organizing thoughts.

→ Cognitive disorganization, _____, can affect communication.

B. Complete the sentences with whose or whom.

1. A client _____ concentration is affected may find it difficult to follow a long conversation.

2. The psychologist _____ the client met during the assessment explained the procedure clearly.

3. A person _____ thought processes are disorganized may have difficulty expressing ideas clearly.

4. The specialist with _____ the client spoke provided additional information about the assessment.

5. Researchers study participants _____ experiences may help us understand psychological processes.

Task 5. Read the information about schizophrenia and cognitive symptoms and prepare a 2–3 minute mini-presentation on: “How Can Cognitive Disorganization Affect Communication?”



[National Institute of Mental Health — Schizophrenia](#)

Address the following questions:

1. What is cognitive disorganization?
2. How can difficulties organizing thoughts influence speech?
3. How can problems with attention or concentration affect communication?
4. How may cognitive difficulties influence everyday

functioning?

5. Why is clear, patient and respectful communication important when supporting a person experiencing these difficulties?

Use at least five words or expressions:

cognitive disorganization – disorganized thinking – thought process – speech – communication – attention – concentration – psychotic symptoms – daily functioning – psychological support.

Try to use at least one relative clause.

For example:

Cognitive disorganization may affect the thought processes that are necessary for clear communication.

A person whose concentration is affected may find it difficult to follow a long or complicated conversation.

Перелік питань для самоконтролю

1. What is schizophrenia?
2. What are psychotic symptoms?
3. What are positive symptoms of schizophrenia?
4. What are negative symptoms?
5. What cognitive difficulties may be associated with schizophrenia?
6. How can schizophrenia affect everyday functioning?
7. What is a hallucination?
8. Which senses can be involved in hallucinations?
9. What is a delusion?
10. What is the difference between a hallucination and a delusion?
11. How can psychotic symptoms affect perception or interpretation of reality?
12. Why can psychotic experiences differ between individuals?
13. What is cognitive disorganization?
14. What is disorganized thinking?
15. How can thought processes influence speech?
16. How can difficulties with attention affect communication?
17. How can concentration difficulties influence everyday activities?
18. How can cognitive disorganization affect social functioning?
19. Why is clear and respectful communication important in psychological practice?
20. Why should psychologists avoid stereotypes and stigmatizing language when discussing schizophrenia and other severe mental disorders?
21. What is a defining relative clause?
22. How are who, which and that used in defining relative clauses?
23. What is a non-defining relative clause?
24. Why are commas used with non-defining relative clauses?
25. How is whose used in relative clauses?
26. How is whom used in formal English?

UNIT 5 PSYCHOLOGICAL TREATMENT

Topics:

Psychotherapy Approaches.

Medication and Biological Treatment.

Rehabilitation and Support Systems.

Grammar: *Relative Clauses with Where and When. Reducing Relative Clauses: Active and Passive Reduction. Writing Project Using Prepositions, Phrasal Verbs, and Relative Clauses.*

Питання до самостійного вивчення

1. Psychological treatment and its main goals.
2. Psychotherapy as a form of psychological treatment.
3. Major approaches to psychotherapy.
4. Cognitive behavioural therapy and its main principles.

5. Behavioural approaches to psychological treatment.
6. Psychodynamic approaches to psychotherapy.
7. Humanistic approaches to psychotherapy.
8. Individual and group psychotherapy.
9. The therapeutic relationship and its role in psychological treatment.
10. Individual differences in response to psychological treatment.
11. Biological approaches to the treatment of mental disorders.
12. Medication as a component of mental health treatment.
13. Major groups of medications used in mental health care.
14. The role of qualified healthcare professionals in medication management.
15. Monitoring treatment effectiveness and possible side effects.
16. Combination of psychological and biological approaches.
17. Psychological rehabilitation and recovery.
18. Support systems in mental health care.
19. The role of family and social support in recovery.
20. Professional support and multidisciplinary mental health care.
21. Social participation and everyday functioning during recovery.
22. Quality of life as an important aspect of psychological rehabilitation.
23. Relative clauses with where and when.
24. Active and passive reduction of relative clauses.
25. The use of prepositions, phrasal verbs and relative clauses in professional writing.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the selected sections about different approaches to psychological treatment in *OpenStax Psychology 2e*.



OpenStax Psychology 2e — Treatment Modalities

A. Answer the questions.

What is psychotherapy?

What is the main focus of cognitive behavioural therapy?

What does behavioural therapy focus on?

What is the general focus of psychodynamic therapy?

How can different approaches to psychotherapy differ from one another?

B. Match the psychotherapy approach with its main focus.

cognitive behavioural therapy (CBT) – behavioural therapy – psychodynamic therapy – humanistic therapy

1. Focuses on changing problematic learned behaviours. _____

2. Explores how thoughts and behaviours are related and how changing them may help address psychological difficulties. _____
3. Emphasizes personal growth, self-understanding and the individual's subjective experience. _____
4. Explores psychological processes that may include unconscious conflicts and earlier experiences. _____

Task 2. Complete the sentences with where or when.

1. Group therapy is a setting _____ several people participate in therapy together.
2. A therapy session is a time _____ a client can discuss psychological difficulties with a therapist.
3. A rehabilitation centre is a place _____ people may receive professional support.
4. There may be periods _____ a person needs additional psychological support.
5. A therapeutic environment should be a setting _____ clients feel able to discuss their experiences.
6. Recovery may include stages _____ different types of support are needed.

Task 3. Study the information about medication and biological approaches to mental health treatment.



[National Institute of Mental Health — Mental Health Medications](#)

Choose the correct answer A, B, C or D.

1. Why may medication be used in mental health treatment?

- A. To help manage particular symptoms or mental health conditions
- B. To replace psychological assessment in every situation
- C. To produce exactly the same effect in every person

D. To eliminate the need for professional monitoring

2. Which of the following is a type of medication used in mental health care?

- A. Antidepressant medication
- B. Antibiotic treatment for every psychological disorder
- C. Vitamin treatment as the only psychological intervention
- D. Pain medication for all mental health conditions

3. Is the same medication or treatment appropriate for every person?

- A. Yes, because all people respond in the same way.
- B. No, treatment decisions depend on individual needs and professional assessment.
- C. Yes, if two people have one similar symptom.
- D. No, because medication is never used in mental health care.

4. Why is professional guidance important when medication is used?

- A. Because treatment may need to be selected and monitored according to the person's needs and response
- B. Because clients should never receive information about treatment
- C. Because medication works immediately in every case
- D. Because psychological symptoms never change

5. Why may treatment need to be monitored?

- A. To evaluate effectiveness and possible side effects
- B. To make every treatment identical
- C. To prevent communication with the client

D. To avoid making any changes to treatment

6. Which statement about mental health treatment is the most appropriate?

A. Psychological and biological approaches can sometimes be used together as part of an individualized treatment plan.

B. Medication is always the only effective approach.

C. Psychotherapy and medication can never be combined.

D. One treatment approach is equally suitable for every person.

Task 4. Reduce the relative clauses where possible.

Example:

Psychologists who work in rehabilitation centres support people during recovery.

→ *Psychologists working in rehabilitation centres support people during recovery.*

1. Professionals who provide psychological support may work as part of a multidisciplinary team.

→ Professionals _____ may work as part of a multidisciplinary team.

2. People who participate in rehabilitation programmes may receive different forms of support.

→ People _____ may receive different forms of support.

3. Treatment that is provided by qualified professionals should consider individual needs.

→ Treatment _____ should consider individual needs.

4. Services that are designed to support recovery may focus on different areas of everyday functioning.

→ Services _____ may focus on different areas of everyday functioning.

5. Psychologists who work with families may help them understand the recovery process.

→ Psychologists _____ may help them understand the recovery process.

6. Support that is offered in the community can help people participate in everyday activities.

→ Support _____ can help people participate in everyday activities.

Task 5. Study the information about psychological treatment and recovery and prepare a 2–3 minute mini-presentation on: “Why Are Support Systems Important in Psychological Recovery?”

Address the following questions:

1. What is psychological rehabilitation?

2. What types of support may a person need during recovery?

3. How can family and social support contribute to recovery?

4. What role can mental health professionals play?

5. Why are social participation and everyday functioning important aspects of recovery?

Use at least five words or expressions:

rehabilitation – recovery – support system – psychological support – social support – family support – mental health professional – daily functioning – social participation – quality of life.

Try to use at least **one relative clause with where/when** and **one reduced relative clause**.

For example:

A rehabilitation programme can provide an environment where people receive professional and social support.

Professionals working in mental health services can support different aspects of recovery.

Writing Project

Write **100–120 words** on: “***A Supportive Mental Health Environment***”

Describe what a supportive environment for a person experiencing psychological difficulties should include.

In your text:

- ✓ use at least **2 prepositions**;
- ✓ use at least **2 phrasal verbs**;
- ✓ use at least **2 relative clauses**;
- ✓ use at least **5 words from the professional vocabulary of Units 1–5**.

You may address:

professional support – communication – family and friends – treatment – rehabilitation – social participation – respect – everyday functioning.

Перелік питань для самоконтролю

What is psychological treatment?

What is psychotherapy?

What are some major approaches to psychotherapy?

What is cognitive behavioural therapy?

What does behavioural therapy focus on?

What is the general focus of psychodynamic therapy?

What does humanistic therapy emphasize?

What is the difference between individual and group therapy?

Why is the therapeutic relationship important?

What are biological approaches to psychological treatment?

Why may medication be used in mental health care?

What types of medication may be used in mental health treatment?

Why should medication be managed by qualified healthcare professionals?

Why is treatment monitoring important?

Why can treatment responses differ between individuals?

Can psychotherapy and biological treatment be combined?

What is psychological rehabilitation?

What is psychological recovery?
 What is a support system?
 How can family and social support contribute to recovery?
 What role do mental health professionals play in rehabilitation?
 Why is everyday functioning important during recovery?
 Why is social participation important?
 How can rehabilitation influence quality of life?
 How are where and when used in relative clauses?
 How can an active relative clause be reduced?
 How can a passive relative clause be reduced?
 How can prepositions, phrasal verbs and relative clauses be used in professional writing?

VIII CEMECTP

UNIT 1

JOB HUNTING IN THE FIELD OF PSYCHOLOGY AND COUNSELING

Topics:

Writing a Professional CV and Cover Letter for Psychologists.
 Preparing for Interviews in Clinics, Schools, and NGOs.
 Soft Skills vs. Professional Competencies in Psychology.
 Building a Professional Portfolio (certificates, case reflections, research work).
 Job Platforms and Opportunities for Psychologists.
 Networking in the Field of Psychology and Mental Health.
 Online vs. In-person Work in Psychological Practice.
 Understanding Job Descriptions in Psychology: Roles, Responsibilities, and Requirements.

Grammar: *Non-Finite Verbs. Finite vs Non-Finite Forms. Functions and Positions of Non-Finite Forms. The Bare and Full Infinitive. Infinitive as Subject and Object. Infinitive as Adjective and Adverb. Infinitive of Purpose and Result. Infinitive after Adjectives and Nouns.*

Питання до самостійного вивчення

1. Job hunting in psychology and counseling.
2. The main sections of a professional CV.
3. The purpose and structure of a cover letter.
4. Adapting application documents to a particular vacancy.
5. Preparing for a psychology-related job interview.
6. Common interview questions in clinics, schools and NGOs.
7. The STAR technique in behavioural interviews.
8. Soft skills required in psychological practice.
9. Professional competencies of a psychologist.
10. The relationship between soft skills and professional competencies.
11. Professional portfolios and their role in career development.
12. Certificates, research work and practical experience as portfolio evidence.

13. Reflective practice and confidentiality in professional portfolios.
14. Job platforms and sources of employment opportunities for psychologists.
15. Strategies for analysing psychology-related vacancies.
16. Professional networking in psychology and mental health.
17. The role of professional contacts in career development.
18. Online and in-person psychological practice.
19. Advantages and challenges of online professional communication.
20. Roles and responsibilities in psychology-related job descriptions.
21. Qualifications and requirements for psychology-related positions.
22. The distinction between essential and desirable job requirements.
23. Non-finite verb forms in professional English.
24. The main functions of the infinitive.
25. The bare and full infinitive.
26. The use of infinitives in CVs, cover letters, job descriptions and professional communication.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 15, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the material “*The Psychology Graduate’s Resume Guide*” and study the recommendations for preparing professional application documents.



[Psychology.org — The Psychology Graduate’s Resume Guide](https://www.psychology.org/psychology-graduate-resume-guide)

A. Answer the questions.

1. What information should a psychology graduate include in a professional CV or résumé?
2. What can students include if they have limited professional experience?
3. Why should application documents be adapted to a particular position?
5. What skills and competencies are particularly useful in psychology-related employment?
5. How can academic, volunteer and research experience strengthen a job application?

B. Match the information with the appropriate section of a professional application.

Education – Experience – Skills – Training / Certificates – Research / Projects

1. Bachelor’s Degree in Psychology _____
2. Volunteer work at a youth centre _____
3. Active listening and teamwork _____
4. Mental Health Training Certificate _____
5. Research project on student stress _____
6. Psychology internship _____

Task 2. Complete the sentences using the correct non-finite form of the verb.

1. I would like _____ for a psychology-related position. (*apply*)
2. _____ with people requires strong communication skills. (*work*)
3. Psychology graduates can _____ academic and volunteer experience in their CVs. (*include*)
4. I am interested in _____ more practical experience. (*gain*)
5. The skills _____ during my studies are relevant to this position. (*develop*)
6. A candidate should _____ the job description carefully before an interview. (*read*)
7. My goal is _____ my professional competencies. (*improve*)
8. Psychologists need appropriate skills _____ effectively with clients and colleagues. (*communicate*)

Identify the form:

I — Infinitive | G — Gerund | P — Participle

Then find:

- ✓ one **bare infinitive**;
- ✓ one **full infinitive**;
- ✓ one infinitive expressing **purpose**;
- ✓ one **gerund**;
- ✓ one **participle**.

Task 3. Study a psychology-related job advertisement from a professional job platform.

Choose a vacancy connected with one of the following settings:

school – clinic – NGO – rehabilitation centre – research project – mental health service.

Complete the Job Vacancy Analysis.

Category	Information from the Vacancy
Job title	
Organization	
Main responsibilities	
Education / qualifications	
Professional skills	
Soft skills	
Experience required	
Essential requirements	
Desirable requirements	
Online / in-person / hybrid	

Then answer:

1. What are the main responsibilities of the position?
2. Which professional competencies are required?
3. Which soft skills are mentioned or implied?
4. Which requirements do you already meet?
5. Which skills or qualifications would you need to develop?

Important: Students should analyse an actual vacancy rather than invent job requirements.

Task 4. Prepare a 2–3 minute professional self-presentation: “*Why Am I a Suitable Candidate for a Psychology-Related Position?*”

Imagine that you are attending an interview for the vacancy analysed in Task 3.

Address the following questions:

1. Why are you interested in this position?
2. What relevant education, experience or academic activities do you have?
3. What are your strongest soft skills?
4. What professional competencies have you already developed?
5. What would you like to develop further?
6. Why could you be a suitable candidate for this organization?

Use at least five words or expressions:

job opportunity – qualification – responsibility – professional competency – soft skill – relevant experience – teamwork – active listening – professional development – career goal.

Use some of the following expressions:

I am writing/applying for...

I am particularly interested in...

One of my strengths is...

My experience has helped me develop...

I am interested in gaining...

I would like to develop...

I believe I can contribute to...

My goal is to...

Use at least **three non-finite verb forms**.

Task 5. Create a Mini Professional Application Package.

Prepare **three short components** for the vacancy selected in Task 3.

A. One-page CV

Include:

Professional Profile – Education – Relevant Experience / Volunteering – Skills – Training / Certificates – Languages.

B. Short Cover Letter — 100–120 words

Explain:

- ✓ which position you are applying for;
- ✓ why you are interested;
- ✓ which skills and experience are relevant;
- ✓ why you would like to work for the organization.

C. Professional Portfolio Outline

List **5 items** that you could use as evidence of your professional development.

For example:

certificate – research project – conference participation – presentation – volunteer experience – academic project – training activity.

Do **not** include confidential or identifying information about clients or other individuals.

Перелік питань для самоконтролю

1. What are the main stages of job hunting?
2. What information should a professional CV contain?
3. What is the purpose of a cover letter?
4. Why should a CV and cover letter be adapted to a particular vacancy?
5. How can a psychology graduate demonstrate relevant experience?
6. How should a candidate prepare for a job interview?
7. What is the STAR technique?
8. What are soft skills?
9. Which soft skills are important for psychologists?
10. What are professional competencies?
11. Why do psychologists need both soft skills and professional competencies?
12. What is a professional portfolio?
13. What materials can be included in a psychology portfolio?
14. Why is confidentiality important when preparing portfolio materials?
15. Where can psychologists search for professional opportunities?
16. What information should be analysed in a job advertisement?
17. What is professional networking?
18. How can networking support career development?
19. What are the advantages of online psychological work?
20. What are the advantages of in-person psychological work?
21. What are job responsibilities?
22. What is the difference between essential and desirable requirements?
23. What are non-finite verb forms?
24. What is the difference between finite and non-finite verbs?
25. What is the difference between the bare and full infinitive?
26. What functions can the infinitive perform in a sentence?
27. How is the infinitive of purpose used?
28. How are non-finite forms used in professional communication?

UNIT 2

GLOBAL TRENDS IN PSYCHOLOGY AND MENTAL HEALTH

Topics:

Emerging Trends in Psychology (Digital Therapy, AI in Mental Health, Online Counseling).

Sustainable Approaches in Mental Health Care.

The Rise of Freelance and Private Psychological Practice.

Globalization of Psychological Services and Remote Counseling.

Data Privacy and Ethical Issues in Psychological Practice.
Diversity and Inclusion in Modern Psychology.
The Role of Psychology in Organizational and Social Change.
Psychological Forecasting and Behavior Prediction.

Grammar: *Review of the Infinitive.*

The Objective Infinitive Complex (OIC) – Basics.

OIC with Perception and Causative Verbs.

The Subjective Infinitive Complex (SIC) – Basics.

Passive Constructions with SIC.

Review of Infinitive Complexes (OIC + SIC).

Present and Past Participles – Form and Use.

Participle Phrases as Modifiers.

Питання до самостійного вивчення

1. Current global trends in psychology and mental health.
2. Digital transformation of psychological services.
3. Digital therapy and its possible applications.
4. Artificial intelligence in contemporary mental health care.
5. Online counseling and remote psychological support.
6. Advantages and limitations of digital mental health services.
7. Sustainable approaches to mental health care.
8. Accessibility and continuity of psychological support.
9. The development of freelance psychological practice.
10. Private psychological practice and professional responsibility.
11. Opportunities and challenges associated with independent practice.
12. Globalization of psychological services.
13. Cross-border and remote psychological counseling.
14. Cultural and linguistic factors in remote psychological services.
15. Data privacy in psychological practice.
16. Protection of confidential client information in digital environments.
17. Ethical issues related to digital psychological services.
18. Diversity and inclusion in contemporary psychology.
19. Culturally responsive psychological practice.
20. Psychology as a factor in organizational change.
21. The role of psychologists in promoting social change and well-being.
22. Psychological forecasting and behaviour prediction.
23. The responsible use of behavioural data and psychological predictions.
24. The Infinitive and Infinitive Complexes in professional English.
25. The Objective Infinitive Complex.
26. The Subjective Infinitive Complex.
27. Present and Past Participles.
28. Participle phrases as modifiers.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 12–17, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Read the professional article “Artificial Intelligence in Mental Health Care” by the American Psychological Association.



<https://www.apa.org/practice/artificial-intelligence-mental-health-care>

A. Answer the questions.

1. How is artificial intelligence currently being used in mental health care?
2. What potential benefits can AI offer psychologists and their clients?
3. What challenges and limitations should psychologists consider when using AI tools?
4. How may AI influence the professional work of psychologists?
5. What ethical, privacy and data-security issues should psychologists consider?

B. Complete the table.

Aspect of AI in Mental Health Care	Possible Benefit	Possible Challenge / Risk
Access to mental health support		
Support for psychologists		
Use of client data		
AI-generated information or recommendations		

C. Choose one trend and write 3–4 sentences expressing your opinion.

Use:

In my opinion...

One important advantage is...

However, psychologists should consider...

This trend may influence psychological practice by...

Task 2. Complete the sentences using the correct infinitive construction.

Use the verb in brackets.

1. Many clients expect psychological services _____ more accessible online. (*become*)
2. Psychologists may want digital tools _____ communication rather than replace professional judgement. (*support*)
3. The psychologist observed the client _____ differently during the online session. (*respond*)
4. New technologies are expected _____ psychological services in the future. (*influence*)
5. Online counseling is believed _____ access to psychological support for some clients. (*increase*)
6. Mental health professionals expect digital platforms _____ client information securely. (*protect*)

7. The psychologist made the participant _____ the instructions before beginning the task. (*read*)
8. Digital mental health services are considered _____ both opportunities and challenges. (*create*)

Task 3. Read the professional situations and identify the main issue.

Choose:

- A. *Data Privacy*
- B. *Diversity and Inclusion*
- C. *Sustainability*
- D. *Globalization / Remote Counseling*
- E. *Private Practice*
- F. *Ethical Use of Technology*

1. A psychologist provides online counseling to clients living in different countries and needs to consider professional, cultural and legal differences. _____
2. A mental health platform stores sensitive information about clients and must protect it from unauthorized access. _____
3. A psychologist opens an independent practice and becomes responsible for organizing services, professional development and communication with clients. _____
4. A mental health organization wants its services to be accessible to people from different cultural and social backgrounds. _____
5. A service introduces an AI-based tool but professionals must decide how it can be used without replacing professional judgement. _____
6. A community programme aims to provide accessible mental health support over a long period while using resources responsibly. _____

B. Choose TWO situations and answer:

1. What is the main professional challenge?
2. What should the psychologist consider?
3. What could be done to improve the situation?

Use at least four expressions:

professional responsibility – confidentiality – informed decision – accessibility – cultural diversity – ethical practice – digital technology – client information – professional judgement – psychological support.

Task 4. Complete the tasks with Present and Past Participles.

A. Choose the correct form.

1. Psychologists **working** / **worked** in organizations can contribute to positive workplace change.
2. Digital tools **using** / **used** in psychological services should be evaluated carefully.

3. Professionals **supporting** / **supported** organizational change may work with both individuals and teams.
4. Client information **collecting** / **collected** through digital platforms must be protected.
5. Research **examining** / **examined** patterns of behaviour may contribute to psychological forecasting.
6. Predictions **making** / **made** from behavioural data should be interpreted responsibly.

B. Rewrite using a participle phrase.

Example:

Psychologists who work with organizations may support workplace well-being.

→ *Psychologists working with organizations may support workplace well-being.*

1. Digital platforms that are used for counseling should protect confidential information.

→ Digital platforms _____ should protect confidential information.

2. Researchers who study behavioural patterns may identify important psychological trends.

→ Researchers _____ may identify important psychological trends.

3. Information that is collected during psychological assessment should be handled responsibly.

→ Information _____ should be handled responsibly.

4. Psychologists who participate in social programmes can contribute to community well-being.

→ Psychologists _____ can contribute to community well-being.

Task 5. Prepare a 2–3 minute presentation. “Psychology of the Future: Opportunities and Responsibilities”. Choose ONE current development:

AI in mental health

Digital therapy

Online counseling

Private psychological practice

Global psychological services

Diversity and inclusion

Psychology in organizational and social change

Behaviour prediction

Address the following questions:

1. What is this development?
2. Why is it becoming important in contemporary psychology?
3. What opportunities can it provide?

4. What professional or ethical challenges may arise?
5. How may it influence the future work of psychologists?
6. What responsibilities should psychologists have when using or applying this approach?

Use at least five words or expressions:

global trend – mental health care – digital technology – accessibility – professional responsibility – confidentiality – diversity – inclusion – ethical practice – behavioural data – psychological services – professional judgement.

Use at least:

- ✓ one infinitive;
- ✓ one Objective or Subjective Infinitive Complex;
- ✓ one Present Participle;
- ✓ one Past Participle.

For example:

*Digital technologies are expected **to influence** psychological practice.*

*Psychologists using digital tools need **to protect** confidential information.*

Information collected through digital platforms should be handled responsibly.

Short written conclusion

After the presentation, write **80–100 words**:

“One Trend That May Change Psychological Practice”.

Перелік питань для самоконтролю

1. What are some emerging trends in contemporary psychology?
2. What is digital therapy?
3. How can AI be used in the mental health field?
4. What is online counseling?
5. What are the possible advantages of digital psychological services?
6. What challenges can digital mental health services create?
7. What is meant by sustainable mental health care?
8. Why is accessibility important in psychological services?
9. What is freelance psychological practice?
10. What opportunities can private practice provide?
11. What responsibilities are associated with private psychological practice?
12. How has globalization influenced psychological services?
13. What is remote counseling?
14. What challenges can arise when psychological services are provided across countries or cultures?
15. Why is data privacy important in psychological practice?
16. What types of information should psychologists protect?
17. What ethical issues can arise when digital technologies are used in psychology?
18. What do diversity and inclusion mean in psychological practice?
19. Why should psychologists consider cultural and social diversity?

20. How can psychology contribute to organizational change?
21. How can psychologists contribute to social change?
22. What is psychological forecasting?
23. What is behaviour prediction?
24. Why should behavioural predictions be interpreted responsibly?
25. What is the Objective Infinitive Complex?
26. What is the Subjective Infinitive Complex?
27. How are perception and causative verbs used with the OIC?
28. What is the difference between Present and Past Participles?
29. How can participle phrases modify nouns?
30. How are infinitive and participle constructions used in professional psychological English?

UNIT 3

COMMUNICATION IN THE DIGITAL WORLD OF PSYCHOLOGY

Topics:

Digital Tools for Communication (Zoom, Messaging Apps, Therapy Platforms).

Email and Online Communication Etiquette.

Presentation Skills for Psychologists (Talks, Workshops, Case Reports).

Writing Professional Reports and Case Notes.

Communication with Clients from Different Cultures.

Personal Image and Professional Presence Online.

Responding to Feedback and Supporting Clients Online.

Online and Delayed Communication (Messages, Emails in Counseling).

Grammar: *The Objective Participle Complex.*

The Subjective Participle Complex.

Perfect and Passive Participles.

Mixed Exercises and Writing Integration.

Gerund as Subject and Object.

Gerund After Prepositions and Expressions.

Gerund After Verbs and Adjectives.

Possessive with Gerunds.

Питання до самостійного вивчення

1. Digital communication in contemporary psychological practice.
2. Digital tools used by psychologists for professional communication.
3. Video conferencing and messaging in psychological services.
4. Online therapy platforms and their communication functions.
5. Professional boundaries when using digital communication tools.
6. Email etiquette in professional psychological communication.
7. Formal and informal styles of online communication.
8. Clear, respectful and professional written communication.
9. Presentation skills for psychologists.
10. Preparing psychological talks, workshops and case presentations.

11. Structure and language of professional presentations.
12. Professional reports and case notes in psychological practice.
13. Accuracy, clarity and objectivity in professional documentation.
14. Confidentiality in professional reports and case notes.
15. Communication with clients from different cultural backgrounds.
16. Cultural differences in communication styles and expectations.
17. Cultural sensitivity in psychological communication.
18. Personal image and professional presence online.
19. Digital footprint and professional reputation.
20. Professional use of social media by psychologists.
21. Receiving and responding to professional feedback.
22. Supporting clients through online communication.
23. Boundaries of online psychological support.
24. Synchronous and asynchronous communication.
25. Messages and emails in counseling contexts.
26. Advantages and limitations of delayed communication.
27. Participles and participle complexes in professional English.
28. The Gerund and its functions.
29. The Gerund after verbs, adjectives, prepositions and expressions.
30. Possessive constructions with the Gerund.

Рекомендовані джерела

Literature: 1, 2, 3, 5, 6–11.

Recommended materials: 12, 13–17, 21.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Study the APA resource “*Guidelines for the Practice of Telepsychology*”.



[APA — Guidelines for the Practice of Telepsychology](#)

Focus on:

digital communication – videoconferencing – email – messaging – telepsychology – privacy – confidentiality – data security – professional communication.

A. Answer the questions.

1. What digital tools can psychologists use for professional communication?
2. What advantages can online communication provide for psychologists and clients?
3. What difficulties or risks may arise when psychologists communicate with clients online?
4. Why are privacy, confidentiality and data security important in digital communication?
5. Why should psychologists establish clear professional procedures and boundaries when using digital tools?

B. Match the communication tool with its most appropriate professional use.
video conferencing – professional email – secure messaging – therapy platform – presentation software

1. Conducting a scheduled remote consultation _____
2. Sending formal professional information _____
3. Providing short asynchronous communication _____
4. Organizing remote psychological services _____
5. Delivering a workshop or professional report _____

Task 2. Complete the grammar tasks.

A. Complete the sentences using an appropriate participle form.

1. The psychologist noticed the client _____ more confidently during the online session. (*speak*)
2. The information _____ in the case report must remain confidential. (*include*)
3. The psychologist observed the participants _____ with each other during the online activity. (*communicate*)
4. The presentation _____ for the professional workshop included several case examples. (*prepare*)
5. _____ the report, the psychologist sent it to the supervisor. (*complete*)
6. The recommendations _____ during the meeting were later included in the report. (*discuss*)

B. Identify the form.

Write:

PrP — Present Participle

PaP — Past Participle

PP — Perfect Participle

Then find:

- ✓ one Present Participle;
- ✓ one Past Participle;
- ✓ one Perfect Participle;
- ✓ one participle used in a professional documentation context.

Task 3. Read the professional situations and choose the most appropriate response.

1. A psychologist needs to send assessment information to a colleague. What is most important?

- A. Sending it through any available social media account
- B. Protecting confidential information and using an appropriate professional channel
- C. Including as much personal information as possible
- D. Posting the information in a group chat

2. A psychologist is preparing an online workshop. What should they consider?

- A. Clear structure, audience needs and appropriate presentation style
- B. Using as much technical terminology as possible
- C. Avoiding interaction with the audience
- D. Reading every slide word for word

3. A client from another cultural background communicates differently from what the psychologist expects. What is the most appropriate response?

- A. Assume that the client's behaviour is inappropriate
- B. Consider possible cultural differences and communicate respectfully
- C. Ignore cultural factors completely
- D. Ask the client to adopt the psychologist's communication style

4. A psychologist receives constructive professional feedback. What should they do?

- A. Ignore it immediately
- B. Consider the feedback and decide how it may support professional development
- C. Respond defensively
- D. Stop communicating with the colleague

5. A client sends a non-urgent message late at night. What should the psychologist consider?

- A. Professional boundaries and previously agreed communication arrangements
- B. The need to answer every message immediately
- C. Moving all communication to personal social media
- D. Avoiding any future communication

6. Why is professional online presence important for psychologists?

- A. Because online information may influence professional reputation and trust
- B. Because psychologists must share their private lives publicly
- C. Because professional qualifications are no longer important
- D. Because social media can replace professional practice

B. Choose TWO situations and explain your decision.

Use:

professional boundary – confidentiality – cultural sensitivity – professional image – feedback – digital communication – client support – ethical communication.

Task 4. Complete the sentences with the correct Gerund form.

1. _____ clearly is particularly important in online psychological practice. (*communicate*)
2. Psychologists are responsible for _____ confidential information. (*protect*)
3. Professional communication involves _____ appropriate language for the situation. (*use*)
4. A psychologist may be interested in _____ new digital communication tools. (*learn about*)
5. Effective online practice depends on _____ clear professional boundaries. (*establish*)

6. Many professionals benefit from _____ constructive feedback. (*receive*)
7. The supervisor appreciated the student's _____ the report carefully. (*prepare*)
8. The psychologist was concerned about the client's _____ personal information through an insecure channel. (*send*)

Identify examples of:

- ✓ Gerund as **Subject**;
- ✓ Gerund as **Object**;
- ✓ Gerund after a **Preposition**;
- ✓ Gerund after a **Verb/Expression**;
- ✓ **Possessive + Gerund**.

Task 5. Complete an integrated professional communication project. “Digital Communication Guide for a Future Psychologist”

Prepare a short one-page professional guide for psychology students beginning online professional communication. Your guide should contain five sections:

1. Choosing Digital Tools

What tools can psychologists use and what should they consider when choosing them?

2. Professional Email and Messaging

Write **three recommendations** for communicating professionally through emails or messages.

3. Online Communication with Clients

Give **three recommendations** concerning clarity, confidentiality and professional boundaries.

4. Cross-Cultural Digital Communication

Give **two recommendations** for communicating with clients from different cultural backgrounds.

5. Professional Online Presence

Give **three recommendations** for maintaining an appropriate professional image online.

Use at least **eight words or expressions**:

digital communication – professional boundary – confidentiality – privacy – online consultation – cultural sensitivity – professional image – digital footprint – feedback – professional etiquette – delayed communication – client support.

Перелік питань для самоконтролю

1. What digital communication tools can psychologists use?
2. What are the advantages of video communication in psychological practice?
3. What are the limitations of online communication?
4. Why are confidentiality and privacy important online?
5. What are professional boundaries in digital communication?

6. What rules should psychologists follow when writing professional emails?
7. What makes an online message professional?
8. What is online communication etiquette?
9. What skills are important when giving a professional presentation?
10. How should a psychologist structure a professional presentation?
11. What is a professional case report?
12. What information can be included in case notes?
13. Why should professional reports be clear and objective?
14. Why must identifying information be protected?
15. How can culture influence professional communication?
16. What is cultural sensitivity?
17. Why should psychologists adapt communication to culturally diverse clients?
18. What is a professional online presence?
19. What is a digital footprint?
20. How can online behaviour influence professional reputation?
21. Why is professional feedback important?
22. How should psychologists respond to constructive feedback?
23. What are the limitations of supporting clients through online messages?
24. What is synchronous communication?
25. What is asynchronous or delayed communication?
26. What are the advantages and disadvantages of email and messaging in counseling contexts?
27. What is the Objective Participle Complex?
28. What is the Subjective Participle Complex?
29. How are Perfect and Passive Participles formed and used?
30. What functions can the Gerund perform?
31. Which expressions and prepositions are followed by the Gerund?
32. What is the possessive construction with a Gerund?

UNIT 4

PROFESSIONAL ETHICS IN PSYCHOLOGY

Topics:

Confidentiality and Client Privacy.
 Informed Consent in Psychological Practice.
 Ethical Use of Tests and Psychological Tools.
 Professional Behavior in the Workplace.
 Dealing with Ethical Dilemmas in Practice.
 Bullying, Harassment, and Ethical Behavior.

Grammar: *Review of Gerund Usage.*

Complexes with the Gerund – Subject/Object Forms.

Gerund vs Infinitive – Comparison of Use and Meaning.

Gerund vs Participle – Contrast and Connection.

Mixed Practice – Error Correction and Production.
Creative Integration Project – Writing and Speaking Activities Using All Non-Finite Forms in Context (Letters, Stories, Descriptions).

Питання до самостійного вивчення

1. Professional ethics and its role in psychological practice.
2. Basic ethical principles in the work of psychologists.
3. Confidentiality in psychologist–client relationships.
4. Client privacy and protection of personal information.
5. Limits of confidentiality in professional practice.
6. Confidentiality in face-to-face and digital psychological services.
7. Professional responsibility for protecting client information.
8. Informed consent in psychological practice.
9. The main components of informed consent.
10. The client's right to receive clear and understandable information.
11. Voluntary participation and the right to withdraw consent.
12. Ethical principles of psychological assessment.
13. Appropriate selection of psychological tests and assessment tools.
14. Professional competence in administering and interpreting psychological tests.
15. Responsible interpretation and communication of assessment results.
16. Professional behaviour in psychological practice.
17. Professional boundaries in relationships with clients and colleagues.
18. Respectful communication in the workplace.
19. Professional responsibility and accountability.
20. Ethical dilemmas in psychological practice.
21. Identifying conflicting ethical principles.
22. Ethical decision-making and professional consultation.
23. Bullying and harassment in professional and educational environments.
24. Different forms of inappropriate workplace behaviour.
25. Professional responses to bullying and harassment.
26. Creating a respectful and psychologically safe professional environment.
27. The Gerund and its functions in professional English.
28. Gerund complexes with subject and object forms.
29. The difference between the Gerund and the Infinitive.
30. The difference between the Gerund and the Participle.
31. Non-finite verb forms in professional communication.

Рекомендовані джерела

Literature: 1–11.

Recommended materials: 12–17, 19, 21, 22.

Internet sources: 23–30.

Перелік індивідуальних завдань

Task 1. Study the APA “*Ethical Principles of Psychologists and Code of Conduct*”.



<https://www.apa.org/ethics/code>

Pay attention to:

confidentiality – privacy – informed consent – personal information – professional responsibility – voluntary participation – limits of confidentiality – professional boundaries – ethical practice.

A. Answer the questions.

1. What does confidentiality mean in psychological practice?
2. Why is protecting client privacy important?
3. What information should a client receive before giving informed consent?
4. Why should informed consent be based on information presented in reasonably understandable language?
5. Why should psychologists explain the limits of confidentiality?

B. Decide whether the situation is mainly related to Confidentiality (C) or Informed Consent (IC).

1. A psychologist explains the nature and purpose of an assessment before it begins. _____
2. A client's personal information is stored securely. _____
3. A client receives understandable information before agreeing to psychological services. _____
4. A psychologist avoids discussing identifiable client information in a public place. _____
5. A client receives information about the nature of therapy and the limits of confidentiality. _____
6. Professional records are accessible only to authorized persons. _____

Task 2. Complete the sentences using the correct Gerund or Infinitive form.

1. Psychologists are responsible for _____ confidential information. (*protect*)
2. Clients have the right _____ clear information about psychological procedures. (*receive*)
3. Professional practice involves _____ ethical principles. (*follow*)
4. A psychologist should avoid _____ confidential information unnecessarily. (*share*)
5. Clients may decide _____ their participation in a particular procedure. (*end*)
6. Psychologists need _____ appropriate assessment tools. (*select*)
7. Ethical practice requires _____ professional boundaries. (*maintain*)
8. Professionals should remember _____ informed consent when it is required. (*obtain*)

B. Gerund or Infinitive — Does the Meaning Change?

Explain the difference.

1.

*The psychologist stopped **talking**.*

*The psychologist stopped **to talk** to the supervisor.*

2.

Remember **protecting** the client's information carefully.

Remember **to protect** the client's information.

3.

The psychologist tried **using** a clearer explanation.

The psychologist tried **to explain** the procedure.

Choose **one pair** and explain how the use of the Gerund or Infinitive changes the meaning.

Task 3. Read the professional situations and choose the most ethical response.

1. A psychologist wants to use an assessment tool with which they have little professional experience. What is the most appropriate action?

- A. Use it immediately because all psychological tests are similar.
- B. Obtain appropriate training or supervision before using it professionally.
- C. Ask the client to interpret the results.
- D. Ignore the instructions.

2. A colleague asks about a client's case although they are not professionally involved. What should the psychologist do?

- A. Share all available information.
- B. Protect confidential information and consider whether disclosure is professionally justified.
- C. Send the entire client record.
- D. Discuss the case publicly.

3. A client does not understand part of the consent information. What should the psychologist do?

- A. Continue without explanation.
- B. Explain the information in clear and understandable language.
- C. Ask another client to explain it.
- D. Assume that signing the form is sufficient.

4. A psychologist faces an ethical dilemma and is unsure about the most appropriate action. What may be helpful?

- A. Ignoring the problem
- B. Consulting relevant ethical guidance and seeking appropriate professional consultation
- C. Making an immediate decision without considering alternatives
- D. Discussing confidential details publicly

5. A psychologist observes repeated humiliating comments directed at a colleague in the workplace. What should be considered?

- A. Whether the behaviour may constitute bullying or harassment and what appropriate professional procedures are available
- B. How to make the comments more public
- C. Whether everyone can ignore the behaviour
- D. How to repeat the comments online

6. Which behaviour best reflects professional ethics?

- A. Respecting boundaries, confidentiality and professional responsibilities
- B. Sharing client stories for entertainment
- C. Using assessment tools without appropriate competence
- D. Ignoring workplace harassment

B. Choose TWO situations and explain your decision.

Use:

ethical principle – professional responsibility – confidentiality – informed consent – professional competence – professional boundary – respectful behaviour – ethical dilemma.

Task 4. Gerund or Participle? Identify the bold form as:

G — Gerund

PrP — Present Participle

PaP — Past Participle

1. **Protecting** confidential information is a professional responsibility. _____
2. Psychologists **working** with sensitive information should follow professional standards. _____
3. Information **collected** during an assessment should be handled responsibly. _____
4. **Respecting** professional boundaries is essential in psychological practice. _____
5. Professionals **dealing** with an ethical dilemma may seek consultation. _____
6. Assessment tools **selected** for professional use should be appropriate for their intended purpose. _____

B. Correct the mistakes.

1. Psychologists should avoid **to share** confidential information unnecessarily.
→ _____
2. **Work** ethically requires professional responsibility.
→ _____
3. A psychologist interested in **to develop** professional competence should participate in appropriate training.
→ _____
4. Information **collecting** during psychological assessment should be protected.
→ _____
5. Professionals must **maintaining** appropriate boundaries.
→ _____
6. The psychologist decided **discussing** the ethical issue with a supervisor.
→ _____

Task 5. Complete the integrated professional project. “Ethical Practice Guide for a Future Psychologist”

Prepare a **one-page guide** for psychology students beginning professional practice. Include **five sections**:

1. Confidentiality and Privacy

Write three rules for protecting client information.

2. Informed Consent

Explain what information a client should receive before agreeing to a psychological procedure.

3. Ethical Assessment

Write three recommendations for selecting, using and interpreting psychological tests or tools.

4. Professional Behaviour

Write three rules concerning professional boundaries, respectful communication and responsibility.

5. Ethical Problems in the Workplace

Explain what a future psychologist should consider when encountering an ethical dilemma, bullying or harassment.

Use at least **eight words or expressions**:

professional ethics – confidentiality – privacy – informed consent – professional competence – ethical principle – professional boundary – psychological assessment – ethical dilemma – professional responsibility – respectful behaviour – harassment.

Перелік питань для самоконтролю

1. What is professional ethics?
2. Why is professional ethics important in psychology?
3. What is confidentiality?
4. Why is client privacy important?
5. What types of information should psychologists protect?
6. Why should psychologists explain the limits of confidentiality?
7. What is informed consent?
8. What information should be provided before consent is obtained?
9. Why must informed consent be voluntary?
10. Why should professional information be understandable to the client?
11. What does ethical psychological assessment involve?
12. Why should psychologists use appropriate assessment tools?
13. Why is professional competence important when using psychological tests?
14. Why should assessment results be interpreted responsibly?
15. What are professional boundaries?
16. What does professional behaviour involve?
17. Why is respectful communication important in the workplace?
18. What is professional responsibility?
19. What is an ethical dilemma?
20. What should a psychologist consider when dealing with an ethical dilemma?
21. Why can professional consultation be useful?
22. What is workplace bullying?
23. What is harassment?
24. Why should inappropriate professional behaviour not be ignored?
25. How can psychologists contribute to a respectful professional environment?
26. What functions can the Gerund perform?
27. How are Gerund complexes used?

28. What is the difference between the Gerund and the Infinitive?
29. How can the choice between Gerund and Infinitive affect meaning?
30. What is the difference between a Gerund and a Present Participle?
31. How are Past Participles used in professional English?
32. How can non-finite forms be integrated into professional writing and speaking?

IV. ПЕРЕЛІК ФОРМ КОНТРОЛЮ ТА ОЦІНКА ЇХ У БАЛАХ (КРИТЕРІЇ ОЦІНЮВАННЯ САМОСТІЙНОЇ РОБОТИ)

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

Поточна навчальна робота охоплює аудиторну (практичні заняття) та самостійну роботу здобувачів вищої освіти. Обсяг практичної та самостійної роботи, кількість навчальних тем і форми поточного контролю визначаються тематичним планом робочої програми освітнього компонента для кожного року та семестру навчання.

Упродовж чотирьох років навчання (восьми семестрів) максимальна кількість балів за поточну навчальну роботу в кожному семестрі становить 100 балів, з яких 85 балів здобувач може отримати за виконання передбачених видів навчальної діяльності та форм поточного контролю, а 15 балів – за виконання індивідуального завдання. Кількість балів за окремі види навчальної діяльності визначається відповідно до тематичного плану робочої програми освітнього компонента.

На практичному занятті оцінюються:

- рівень засвоєння тематичної та професійно орієнтованої лексики, а також граматичного матеріалу;
- повнота і правильність виконання практичних та письмових завдань;
- усні відповіді здобувачів вищої освіти та вміння логічно й послідовно висловлювати власну думку іноземною мовою;
- розуміння, аналіз та обговорення англомовних текстів і матеріалів професійного спрямування;
- активність та аргументованість висловлювань під час дискусій, рольових ігор і роботи в малих групах;
- правильність виконання тестових і лексико-граматичних завдань;
- змістовність, логічність та мовне оформлення письмових робіт і творів-есе;
- якість підготовки та представлення презентацій, усних повідомлень і професійно орієнтованих завдань;
- здатність використовувати набуті іншомовні знання й уміння для виконання навчальних і професійно орієнтованих завдань.

Крім того, здобувачі самостійно виконують індивідуальне завдання, за яке можуть отримати 15 балів. Індивідуальне завдання передбачає підготовку професійно орієнтованого проєкту, спрямованого на розвиток soft skills (15 балів), або участь у наукових та/або науково-практичних заходах за тематикою освітнього компонента (15 балів).

Перелік умовних позначень форм контролю та оцінка їх у балах:

ВПЗ – виконання практичних завдань – 1 бал

В – відповідь на практичних заняттях – 2 бали

УД – участь у дискусії – 2 бали

УТ – усна тема – 3 бали

Т – тестування – 1 бал

КТ – комп'ютерне тестування – 2 бали

ПЗ – письмові завдання – 2 бали

ТЕ – твори-есе – 2 бали

РГ – рольова гра – 2 бали

РМГ – робота в малих групах – 1 бал

ДК – диктант – 2 бали

П – презентація – 2 бали

ГТ – складання граматичних таблиць – 1 бал

ІЗ – індивідуальне завдання – 15 балів (підготовка проєктів на розвиток softskills / участь у наукових заходах)

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

Результати самостійної роботи здаються здобувачами вищої освіти поетапно протягом семестру відповідно до вивченого матеріалу за тематичним планом.

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

Результат підсумкового контролю (екзамен) з освітнього компонента «Іноземна мова за професійним спрямуванням» для здобувачів очної форми навчання визначається як середньоарифметична сума балів поточної роботи та екзамену. Кращим здобувачам, які повністю виконали програму з освітнього компонента, виявили активність у 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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