

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
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**Англійська мова. Збірник текстів і завдань
для самостійної роботи
студентів напряму
підготовки «Психологія»**

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посібнику серед інших запропоновано інтерактивні форми роботи: обмін думками; парні інтерв'ю; робота в малих групах; проектна робота; ситуативне моделювання.

Пояснювальна записка

Сучасні світові глобалізаційні процеси та тенденції економічного розвитку країн потребують навчання людини впродовж усього життя та спрямовують її на самоосвіту. Євроінтеграційні процеси в Україні передбачають створення єдиної Євросони вищої освіти задля забезпечення конкурентоспроможності українських фахівців у світі. Все зазначене вимагає від майбутніх професіоналів певного рівня володіння іноземною мовою, яка є важливим елементом професійної підготовки.

Методичний посібник «Англійська мова. Збірник текстів і завдань для самостійної роботи студентів напряму підготовки «Психологія» містить професійно-орієнтовані тексти різної тематики, що безпосередньо пов'язані з навчальним матеріалом профільюючих психологічних дисциплін. Основна мета посібника – забезпечення якісної підготовки студентів до вступного випробування до магістратури, що передбачає комплексну перевірку знань вступників з іноземної мови, визначення професійної іншомовної комунікативної компетентності, оцінку ступеня сформованості умінь володіти словниковим запасом та граматичними структурами.

Цей посібник також є додатковою частиною навчально-методичного комплексу дисципліни «Іноземна мова» для студентів напряму підготовки «Психологія». Робота з посібником забезпечує базу для досягнення освітньої мети навчання: формувати у студентів загальні компетенції (декларативні знання, вміння й навички, вміння вчитися); сприяти розвитку здібностей до самооцінки й здатності до самостійного навчання, що дозволить студентам продовжувати навчання в академічному й професійному середовищі як під час навчання у ВНЗ, так і після отримання диплома про вищу освіту.

Посібник призначений як для самостійної роботи студентів вдома, так і для роботи в аудиторії під керівництвом викладача. Для ефективної роботи з текстом у посібнику подано ряд завдань, спрямованих на більш глибоке засвоєння лексичного та граматичного матеріалу, а також перевірку лексичних та граматичних знань студентів-нефілологів протягом навчального року. Збірник містить два блоки, теми розподілено відповідно до теоретичного та прикладного розділів психології. Кожен урок представляє сукупність текстів і системи вправ, що включає етапи предтекстової та післятекстової роботи.

Професійна зацікавленість студентів у здобутті знань з психології англійською мовою і можливість висловитися з проблем майбутньої професії входять до методичного задуму посібника. Всі вправи діляться на предтекстові завдання до тексту і післятекстові, що передбачає різні фази мовної діяльності студентів – від прогнозуючої до контролюючої. Посібник містить граматичне тестування, що дає можливість контролювати засвоєння навчального матеріалу. У

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Part I. Psychology, its Branches and History

Unit I: Psychology. Object of Psychology Studying

*"Psychology is an expression in words of that
what cannot be expressed in them"*

John Galsworthy

Vocabulary

mind and behavior – розум та поведінка
scientific inquiry – наукове дослідження, науковий пошук
unique contribution – унікальний внесок
diversity – різноманітність
patterns of thought – напрям думок; спосіб думання (мислення)
consciousness – свідомість
conscious and unconscious – свідомий і несвідомий
sleuth – сищик
ergonomics – ергономіка (наукова дисципліна, що комплексно вивчає людину (групу людей) в конкретних умовах його (їх) діяльності в сучасному виробництві)
enhancement – поліпшення
different branches – різні гілки/напрями
depiction – опис, зображення
applied and academic – прикладний та теоретичний
mental health issues – проблеми психічного здоров'я

Pre-reading activities

Vocabulary drill.

Task 1. Fill in the gaps with appropriate words from the bank.

<i>mind</i>	<i>behavior</i>	<i>reduction</i>
<i>samples</i>	<i>to select</i>	<i>research</i>

1. She was ashamed of the ... of her children.
2. His ... was full of dark thoughts.
3. The new scientific ... proves that life on other planets is possible.
4. It is difficult to ... a good gift for someone you do not know well.
5. They gave me two ... of perfumes in the perfumery.
6. One of the most important steps towards a healthy diet is a ... of fat.

Task 2. Give the four forms of the following verbs:

to seek, to think, to study, to see, to explain, to capture, to represent, to solve, to predict, to contribute, to investigate, to devote, to apply, to evolve, to identify, to share, to come, to ramble on, to feel, to realize.

Discussion questions.

Task 3. Answer the questions.

1. Are you going to be a psychologist in your professional life? Why? Why not?
2. What kind of psychologist would you like to be? Why?
3. Have you ever received treatment from a psychologist?
4. Would you go to a psychologist or a psychiatrist if you had some problem? Why? Why not?

Task 4. Pair work

How would you formulate a scientific definition of what psychology is? Discuss your definitions in pairs. Then every pair is supposed to give their definitions for the benefit of the whole group. Discuss all the definitions and choose the best one that satisfies everybody. Read the text and decide how your definition of psychology differ from that in the text.

Reading

What is Psychology?

Psychology is the science or study of the mind and human/animal behavior. Psychology is presented in different branches of our lives, knowing about psychology may not give all the answers but it does help to ask the right questions.

Let's take a closer look at this common question. There's a lot of confusion out there about Psychology. Due to some popular television programs and movies, psychologists are supposed to be super-sleuths that can use their understanding of the human mind to solve crimes and predict a criminal's next move. Other popular depictions present the psychologist as a gray and bearded older gentleman, seated in a stately office lined with books, who spends his days listening to clients ramble on about their difficult childhoods.

Psychology is both an applied and academic field. Research in Psychology seeks to understand and explain how we think, act and feel. As most people already realize, a large part of Psychology is devoted to the diagnosis and treatment of mental health issues, but that's just the tip of the iceberg when it comes to applications for Psychology. In addition to mental health, Psychology can be applied to a variety of issues that impact health and daily life including performance enhancement, self-help, ergonomics, motivation, productivity, and much more.

There is a tremendous diversity in Psychology careers, and it is perhaps this enormous range of career paths that contributes to some of the misconceptions about Psychology and what psychologists do. Sure, there are psychologists who

help solve crimes and there are plenty of professionals who help people deal with mental health issues. But did you know that there are also psychologists who help create healthier workplaces or that design and implement public health programs? Or that there are other psychologists who investigate topics such as airplane safety, computer design, and military life?

Psychology is a broad and diverse field. There are a number of unique and distinctive branches of Psychology. Each branch looks at questions and problems from a different perspective. The following are some of the major branches of Psychology within the field today: 1) abnormal Psychology; 2) behavioural Psychology; 3) Biopsychology; 4) cognitive Psychology; 5) comparative Psychology; 6) cross-cultural Psychology; 7) developmental Psychology; 8) educational Psychology; 9) experimental Psychology; 10) forensic Psychology; 11) health Psychology; 12) personality Psychology; 13) social Psychology.

(<http://psychology.about.com/od/psychology101/f/psychfaq.htm>)

Post-reading activities

Task 4. Give Ukrainian equivalents of the following.

man is an active agent in his own development; some problems are of broad concern to psychologists; act of behaviour; this view focuses on some phenomena; observable behaviour; at random; basically; internalized values; higher values; area of the brain.

Task 5. Now decide whether these statements are true or false:

1. Psychology seeks to understand and explain thoughts, emotions and behaviour.
2. Psychology seeks to understand and explain human relationships.
3. There is a lot of confusion out there about Psychology.
4. There is a small diversity in Psychology careers.
5. Psychologists can only help solve crimes and help people deal with mental health issues.
6. Psychology is an applied field.
7. Psychology can be applied to a variety of issues that influence health and daily life.
8. Each branch of Psychology looks at questions and problems from similar perspective.

Task 6. Find the sentences in the text logically connected with the following:

1. There is a lot of confusion out there about Psychology.
2. Psychology is both an applied and academic field that studies the human mind and behaviour.
3. Psychology is a broad and diverse field.

Task 7. Complete the sentences:

1. Psychology studies... ..
2. The stereotypical images of the psychologists are
3. Psychology deals with
4. Psychologists help people to

5. Among the branches of Psychology I can emphasize
6. A large part of Psychology is dedicated to
7. Psychology can be applied to a variety of
8. Biopsychology is a

Task 8. Answer the questions.

1. What is Psychology?
2. What do usually people imagine when they hear the word *psychologist*?
3. What do psychologists do?
4. What are the some major branches of Psychology?
5. What are the common goals of all Psychology branches?

Task 9. Translate from Ukrainian into English.

1. Дослідження у царині психології дозволяє зрозуміти й пояснити думки, емоції та поведінку людини та тварини.
2. Важко назвати все, що включає в себе психологія, а такі теми як розвиток, особистість, мислення, почуття, емоції, мотивація і соціальна поведінка є лише частиною того, що психологія прагне зрозуміти і пояснити.
- 3) Існує багато незрозумілого у психології.
- 4) Завдяки телебаченню і кіно, вважається, що психологи – це люди з неймовірними здібностями, які використовують знання для розкриття злочинів і передбачення наступного кроку злочинців.
- 5) Величезна кількість різних професій, пов'язаних з психологією, призводить до неправильних уявлень про психологію і діяльність психолога.
- 6) Психологія є як прикладної, так і академічної наукою.
- 7) Більшість знає, що психологія присвячена діагностиці та лікуванню проблем психічного здоров'я.

Task 10. Correct the mistakes in the following sentences.

1. Many people are not quite so certain about what Psychology do.
2. Psychologists are also interesting in explaining behaviour.
3. Psychology considered to study the human mind and behaviour.
4. There is a number of unique and distinctive branches of Psychology.
5. Psychology can applied to a variety of issues.

Task 11. Say which of the ideas in the text attracted your attention most of all. Why?

1. About Psychology.
2. About psychologists.
3. The emergence of Psychology.
4. Different branches of Psychology.
5. Psychology can be applied to a variety of issues.

Task 12. Study the main idea of each passage and make a short summary of the text using them. Retell the text in short. Use any of the following phrases:

1. The subject of the text is
2. The author of the text says that

3. He points out that ...
4. Next the author emphasizes the idea that ...
5. The author goes on saying that ...
6. The text ends with ...

Let us laugh a little. Psychology jokes

- ❖ Johnny paid his way through college by waitering in a restaurant. “What’s the usual tip?” asked a customer. “Well,” said Johnny, “this is my first day, but the other guys said that, if I got five dollars out of you, I’d be doing great.” “Is that so?” growled the customer. “In that case, here’s twenty dollars.” “Thanks. I’ll put it in my college fund,” Johnny said. “By the way, what are you studying?” asked the customer. “Applied psychology.”
 - ❖ “After 12 years of therapy, my psychotherapist said something that brought tears to my eyes.” “What did he say?” “No hablo inglés.”
 - ❖ One day a guy went to a psychologist for the first time. After telling him his troubles, the man says, “So doc, what’s wrong with me?” The doctor replies, “Well, you’re crazy.” Indignant, the man replies, “I am not, I want another opinion.” To which the doctor replies, “OK... You’re also ugly.”
 - ❖ As he lay unconscious and bleeding, a psychologist, who happened to be passing by, rushed up to him and exclaimed, “My God! Whoever did this really needs help!”
- (<http://mytowntutors.com/2015/09/psychology-jokes-top-psychology-jokes/>)

Unit II: History of Psychology

“The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind.”
William James

Vocabulary

ancient – давній
 condition – умова
 approach – підхід
 subjective – суб’єктивний
 exclusively – виключно
 properly – правильно, належним чином

Pre-reading activities

Vocabulary drill.

Task 1. Give the four forms of the following verbs. Make a sentence using these words.

to emerge, to derive, to mean, to evolve, to refer to, to treat, to found, to establish, to dedicate, to rely on, to accompany.

Discussion questions.

Task 2. Pair work

What do you know about history of Psychology? Discuss this topic in pairs. Then every pair is supposed to give the most interesting facts about history of Psychology. Read the text and decide what new information you can get from the text.

Reading

History of Psychology

Psychology emerged in the nineteenth century. The very idea of this new science would have been unimaginable without earlier developments in philosophy.

Philosophical interest in the mind and behavior dates back to the ancient Egypt, Persia, Greece, China, and India but the history of psychology as a scholarly study began in the Ancient Greeks. Psychology is known to have evolved out of both Philosophy and Biology. Discussions of these two subjects date as far back as the early Greek thinkers including Aristotle and Socrates. The word Psychology is

derived from the Greek word *psyche*, literally meaning 'life' or 'breath.' Derived meanings of the word include 'soul' or 'self.'

The word *psychologia* was first used the late 15th century or early 16th century. The earliest known reference to the word psychology in English was by Steven Blankaart in 1694 in *The Physical Dictionary* which refers to "Anatomy, which treats the Body, and Psychology, which treats of the Soul."

Psychology was a branch of philosophy until the 1870s, when it developed as an independent scientific discipline in Germany and the United States. Psychology as a self-conscious field of experimental study began in 1879, when Wilhelm Wundt founded the first laboratory dedicated exclusively to psychological research in Leipzig, Germany. Wundt was also the first person to refer to himself as a psychologist. Wundt's work was focused on describing the structures that compose the mind. This perspective relied heavily on the analysis of sensations and feelings through the use of introspection, a highly subjective process. Wundt believed when individuals were trained properly, they would be able to accurately identify the mental processes that accompanied feelings, sensations and thoughts.

In 1890, William James defined psychology as "the science of mental life, both of its phenomena and their conditions" In the 1890s, Hugo Münsterberg began writing about the application of psychology to industry, law, and other fields. Lightner Witmer established the first psychological clinic in the 1890s. James McKeen Cattell adapted Francis Galton's anthropometric methods to generate the first program of mental testing in the 1890s. In Vienna, meanwhile, Sigmund Freud developed an independent approach to the study of the mind called psychoanalysis.

Post-reading activities

Task 3. Now decide whether these statements are true or false :

1. The word psychology derives from Greek roots where *psyche* means spirit or soul and *logia* means study or research.
2. Psychology as a separate and independent field of study truly came about when Wilhelm Wundt established the first experimental Psychology lab.
3. Psychology is the science actually joining Philosophy and Biology.
4. The first person referred to himself as a psychologist was Sigmund Freud.
5. Psychology has never been considered an independent scientific discipline.
6. Wilhelm Wundt focused on understanding the human mind and its links to the brain.
7. Wundt established the first psychological clinic in Leipzig, Germany in 1879.
8. James McKeen created the first program of mental testing.
9. Wundt noted psychology as a science apart from philosophy and biology.

Task 4. Find in the text sentences logically connected with the following.

1. The word *Psychology* is derived from two Greek words. 2. Psychology has ancient roots. 3. Wundt's work focused on describing the structures that compose the mind. 4. His works depicted the sensations and feelings through the use of introspection 5. The first psychological clinic was established in the 1890s. 6. Freud's revolutionary theory of psychoanalysis. 7. Psychology is a relatively young science with its experimental roots in the 19th century, compared to human physiology which dates much earlier.

Task 5. Answer the questions.

1. What did Psychology evolve out of? 2. What is the etymology of the word "psychology"? What does it mean? 3. When did the emergence of Psychology as a separate and independent field of study come about? 4. What did the perspective of Wilhelm Wundt's work rely on? 5. Where did a scholarly study of psychology begin? 6. What is the earliest known historical reference of psychology? 7. Who founded the first laboratory dedicated exclusively to psychological research? 8. What did Wilhelm Wundt's research deal with? What did he believe in? 9. When did Lightner Witmer establish the first psychological clinic? 10. What methods were adapted to generate the first program of mental testing? 11. What method did Freud invent? How popular is it nowadays?

Task 6. Translate from Ukrainian into English.

1. Відомо, що психологія сформувалася з двох наук: філософії та біології. 2. Висловлювання про ці дві науки відомі за часів давньогрецьких мислителів Аристотеля і Сократа. 3. Слово «психологія» походить від грецького слова психіка, що буквально означає «життя» або «дихання». 4. Вундт вважав, що при правильному навчанні людина зможе точно визначати психічні процеси, які супроводжують почуття, емоції та думки.

Task 7. Put questions to the following sentences.

1. Psychology is the scientific study of the mind and behaviour. (Why? Special Question)
2. Many different theories have emerged to explain various aspects of human behaviour throughout Psychology's history. (Why? Special Question)
3. Some theories focus on just a small aspect of human behavior. (Alternative question)
4. Another major goal of Psychology is to make predictions about how we think and act. (Disjunctive question)
5. Psychology is expected to change, influence, or control behavior. (General question)
6. Research in Psychology seeks to understand and explain thought, emotion and behaviour. (What? Special Question)

7. There is a tremendous diversity in Psychology careers. (General question)
8. Psychology is a broad and diverse field. (General question)
9. Prediction can also allow psychologists to make guesses about human behaviour. (What? Special Question)
10. Researchers might take what they know about the link between scores on an aptitude test and dropout rates. (Disjunctive question)

Task 8. Say which of the ideas of the text attracted your attention most of all. Why?

1. Witmer's first psychological clinic.
2. Psychology is known to have evolved out of both Philosophy and Biology.
3. Psychology as a self-conscious field of experimental study began in 1879.
4. The word "*psychologia*" was firstly used the late 15th century or early 16th century.

Task 9. Summarize the general ideas of two texts in English.

a) Study the following conversational Model, showing your interest and surprise :

1) A: Psychology is the study of the mind and behaviour.

H: Oh! Is it?

2) A: Psychology is not only a talk therapy.

H: Oh! Isn't it?

b) Read **Dialogue** and fill in the gaps with missing constructions as in the Model.

c) Find out your partner's point of view on the role of Psychology in our life, using the sample **Dialogue**.

d) Complete the following fragments of the dialogue. Read the dialogue and reproduce it. Act as a translator.

Dialogue

Ann: Hello, Nick! How are you? Where have you been?

Nick: Привіт Ганно. Я щойно відвідав цікаву лекцію з психології в університеті.

Ann:? OK. I wish I had listened too. Well, can you tell me something about this branch of science?

Nick: Із задоволенням! Психологія це наука, що вивчає психіку і поведінку. Психологія розкриває такі теми як розвиток, особистість, мислення, почуття, емоції, мотивації, соціальна поведінка.

Ann:? Now tell me, please, who is a psychologist? Is it a person who spends his days listening to his clients ramble on about their difficult childhood?

Nick: О, ні, психологія – це не просто словесна терапія. Ні, це просто стереотипне зображення психологів, через яке виникають непорозуміння. Психологи допомагають людям впоратися з проблемами психічного здоров'я, оздоровити психологічну атмосферу в колективі. Вони підтримують усі програми в галузі охорони здоров'я.

Ann:? When was Psychology found, I wonder?

Nick: Психологія з'явилась в якості окремої й незалежної галузі знань, коли Вільгельм Вундт заснував першу експериментальну лабораторію психології в Лейпцигу в 1879 році.

Ann:? And what are the main goals of Psychology?

Nick: Наскільки я розумію, існують чотири основні цілі психології: описати, пояснити, передбачити і змінити поведінку.

Ann: Thank you very much for your information, Nick. It was very useful for me. I've learned many things about Psychology and I find it quite interesting. Probably, I will connect my future profession with Psychology.

Nick: Прошу! Завжди радий допомогти!

Task 12. Role-playing. You want to discuss some Psychology topics with your fellow-students from the University of Oxford. Some of you are ready to tell them about Psychology and psychologists: the rest are to be ready to answer guests' questions. Make use of the following phrases.

As a far as I know; as far as I'm concerned, as a far as I understand; just on the contrary; I dare to say that ...; that's quite wrong; to make a long story short; I am afraid that's not quite true; talking, speaking of ...; personally, I ...; if you ask me...; I am inclined to think...; it's not to the point...; I don't quite follow you...

Let us laugh a little. Psychology jokes

❖ Receptionist to psychologist: "Doctor, there's a patient here who thinks he's invisible." "Tell him I can't see him right now."

❖ What did the hippocampus say when it retired?... "Thanks for the memories."
(<http://mytowntutors.com/2015/09/psychology-jokes-top-psychology-jokes/>)

Unit III: The Nervous System

“In a person who is open to experience each stimulus is freely relayed through the nervous system, without being distorted by any process of defensiveness.”
Carl Rogers

Vocabulary

to transmit signals – передавати сигнали

spinal cord – спинний мозок

aware – свідомий, підготовлений, чуйний

equipotential – з однаковим потенціалом

Pre-reading activities

Vocabulary drill.

Task 1. Give the four forms of the following verbs. Make a sentence using the words.

To include, to carry out, to subdivide, to continue, to transmit, to think, to connect, to constrict, to participate, to digest.

Discussion questions.

Task 2. Pair work

How would you formulate a scientific definition of what the nervous system is? Discuss your definitions in pairs. Then every pair is supposed to give their definitions for the benefit of the whole group. Discuss all the definitions and choose the best one that satisfies everybody. Read the text and decide how your definition of the nervous system differ from that in the text.

Reading (Part 1)

Organization of the Nervous System

The nervous system is a network of cells called neurons that coordinate actions and transmit signals between different parts of the body.

All parts of the nervous system are interrelated. The central nervous system includes all the nerves in the brain and spinal cord, and it contains the majority of the body's neurons. Some of the very simplest stimulus-response reflexes are carried out within the spinal cord. The peripheral nervous system consists of the nerves leading from the brain and spinal cord to the other parts of the body. The peripheral nervous system is further subdivided into somatic system and the autonomic system.

The nerves of the somatic system transmit information about external stimulation from the skin, muscles, and joints to the central nervous system; they make us aware of pain, pressure, and temperature variations. Nerves of the somatic system also carry impulses from the central nervous system back to the body parts, where they initiate action.

The nerves of the autonomic system run to and from the internal organs regulating such processes as respiration, heart rate and digestion. It derives its name from the fact that many of the activities it controls are autonomous or self-regulating – such as digestion and circulation, which continue even when a person is asleep or unconscious.

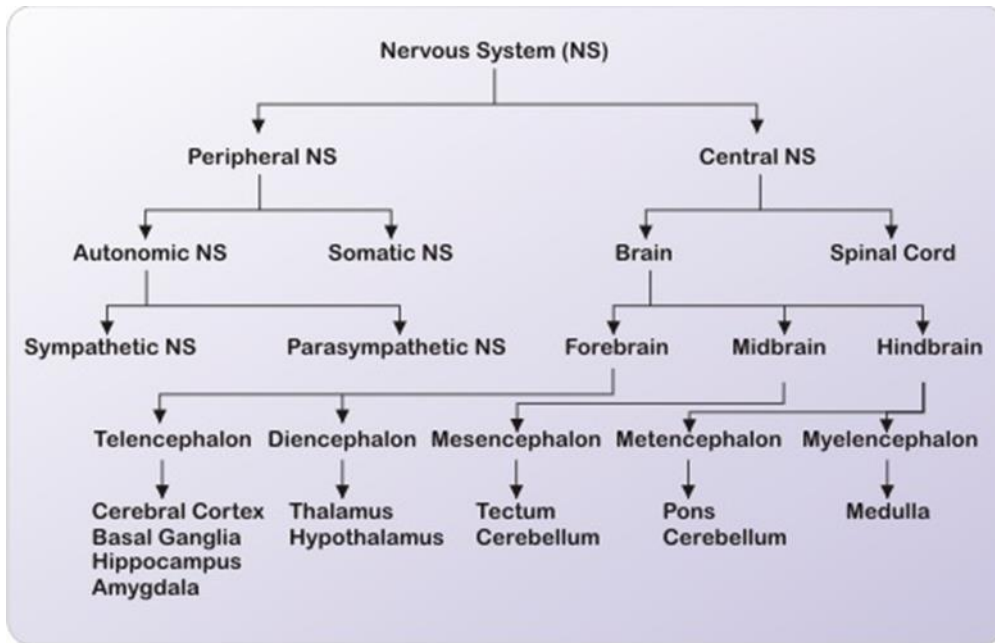
Post-reading activities

Task 3. Answer the following questions

1. What is the nervous system? 2. What is the main function of the nervous system? 3. What does the central nervous system include? 4. Where is the majority of the body's neurons concentrated? 5. What reflexes are carried out within the spinal cord? 6. What does the peripheral nervous system consist of? 7. What do the nerves of the somatic system transmit? 8. What do the nerves of the somatic system initiate? 9. What kind of nerves usually regulate the digestion process. 10. Why do the scientists call the nervous system autonomic?

Task 4. Now decide whether these statements are true or false.

1. The cells of the nervous system are called proteins.
2. The nervous system transmit signals between different parts of the body.
3. There is a connection between all parts of the nervous system.
4. The central nervous system includes the majority of the body's neurons.
5. The somatic system and the autonomic system are the parts of the spinal cord.
6. The nerves of the somatic system warn us about temperature variations.
7. The nerves of the autonomic system run only from the organs.
8. Respiration is the external body process.
9. There are no body processes that are regulated autonomously.
10. This nervous system controls the nerves of the inner organs of the body on which humans have no conscious control.
11. The somatic nervous system consists of peripheral nerve fibers that pick up sensory information or sensations from the peripheral or distant organs (those away from the brain like limbs) and carry them to the central nervous system.



Reading (Part 2)

Divisions of the Autonomic Nervous System

The autonomic nervous system has 2 divisions – the sympathetic and the parasympathetic – which are often antagonistic in their action. The sympathetic division tends to act as a unit. During emotional excitement it simultaneously contracts muscles, heart, dilates the arteries of the skeletal muscles and heart, and constricts the arteries of the skin and digestive organs; its action also leads to perspiration and to secretion of certain hormones that increase emotional arousal.

Unlike the sympathetic system, the parasympathetic division tends to affect one organ at a time. If the sympathetic system is thought of as dominant during violent and excited activity, the parasympathetic may be thought of as dominant during quiescence. It participates in digestion and, in general, it maintains the functions that conserve and protect bodily resources.

When both sympathetic and parasympathetic fibers are connected to the same muscles or gland, they usually act in opposite manners. Thus, one speeds the heart rate, the other slows it; one inhibits digestive processes, the other facilitates them, one dilates the pupils of the eyes, the other constricts them. Both systems are usually exerting some influence, but one temporarily dominates the other. Their interaction is very complex though, and not fully understood.

The nervous system has three broad functions: sensory input, information processing, and motor output.

Post-reading activities

Task 5. Answer the following questions.

1. What are the divisions of the autonomic nervous system?
2. What are the functions of the sympathetic division?
3. When is the parasympathetic division more active?
4. How are the sympathetic nerves connected with the spinal cord?
5. What is the structure of the sympathetic nervous system?

Task 6. Now read text and decide whether these statements are true or false.

1. The sympathetic and parasympathetic fibers act in opposite manners.
2. The parasympathetic fibers speed the heart rate and slow it.
3. The sympathetic fibers dilate the pupils of the eyes and constrict them.
4. The sympathetic and the parasympathetic systems never dominate over each other.
5. The autonomic nervous system has already been entirely studied by the scientists.

Discussion questions.

Task 7. In pairs, distribute the functions of the sympathetic and the parasympathetic divisions of the Autonomic Nervous System. Explain your choice.

Sympathetic Division	Parasympathetic Division

Task 8. Discuss the basic concepts.

1. The nervous system is a complex network of nerves and cells that carry messages to and from the brain and spinal cord to various parts of the body.
2. The nervous system includes both the central nervous system and peripheral nervous system.
3. The central nervous system is made up of the brain and spinal cord and the peripheral nervous system is made up of the somatic and the autonomic nervous systems.
4. The central nervous system is divided into two major parts: the brain and the spinal cord.

Reading (Part 3)

The Brain. How the Brain is Studied

The brain lies within the skull and is shaped like a mushroom. The brain consists of four principal parts:

- ❖ the brain stem;

- ❖ the cerebrum;
- ❖ the cerebellum;
- ❖ the diencephalon.

The brain weighs approximately 1.3 to 1.4 kg. It has nerve cells called the neurons and supporting cells called the glia. There are two types of matter in the brain: *grey matter and white matter*. Grey matter receives and stores impulses. Cell bodies of neurons and neuroglia are in the grey matter. White matter in the brain carries impulses to and from grey matter. It consists of the nerve fibers (axons).

The brain is a very complex structure and great ingenuity is required to discover how it operates. Historically, the question of localization of brain function — whether certain brain areas control specific acts or functions — has been a topic of debate.

Technological advances in recent years have made it possible to study the brain more precisely than ever before. It is now well established that some functions are localized in fairly circumscribed brain areas: speech, recognition of spoken words, and the production of motor responses are examples. All areas of the human brain are not equipotential. On the other hand, many different brain regions are involved in such higher mental processes as reasoning and problem solving. In addition many functions are duplicated in more than one brain area. Thus, if one part of the brain is damaged by concussion or stroke, other areas can often take over its functions.

The following *methods* are the ones used most often by physiological psychologists and neurophysiologists in studying the brain.

1. Injury or surgical ablation.

2. Electrical or chemical stimulation. Stimulating parts of the brain with mild electrical currents produces effects on behavior. Chemical stimulation has also been widely used to affect behavior.

3. Electrical effects of neural activity. When neural action occurs, slight electrical currents are produced. By inserting at appropriate places electrodes connected to measuring devices, the experimenter can detect whether impulses starting at, say, the ear reach the part of the brain where the electrodes are inserted.

The brain as a whole also produces rhythmical electrical discharges.

Task 9. Answer the questions.

1. What are the principal parts of the brain? 2. What cell types are there in the brain? 3. What are the types of the brain matter? 4. What are the functions of grey/white matter? 5. What are the brain areas? 6. What are the methods of studying the brain?

Reading (Part 4)

Major and Minor Hemispheres

It has long been known that the human brain consists of two so-called hemispheres that appear, superficially at least, to be identical. These two halves, which we will call LH (Left Hemisphere) and RH (Right Hemisphere) have quite distinct functions. In righthanded people the LH may be said, at least roughly, to control the right half of the body, and the RH the left half. Most importantly, the two halves of the brain appear to have two quite distinct modalities of thought.

The distinct functions of the hemispheres of the brain began to be dramatically illustrated by patients who, after suffering from extremely severe forms of epilepsy, had their two brain halves surgically separated. In normal people the two hemispheres are connected by a part of the brain called the corpus callosum. When this is cut, no direct communication between the two halves remains possible.

Studies with so-called split-brain subjects have made clear the striking differences between the functions of the two hemispheres. The major, LH governs our ability to express ourselves in language. It can perform many complicated sequential and analytic activities and is skilled in mathematical computation. The minor, RH can comprehend very simple language. It can respond to simple nouns by selecting object such as a nut or comb, and it can even respond to associations of these objects. But it cannot comprehend more abstract linguistic forms. If the RH is presented with such simple commands as “wink”, “nod”, “shake head”, or “smile”, it seldom responds. The RH can add simple two-digit numbers, but can do little beyond this in the way of calculation.

Discussion questions.

Task 10. Look through the text and single out the main problems raised.

State what a topic of debate is;

Give examples of functions localized in circumscribed brain areas;

Prove that many functions (of the brain) are duplicated in more than one brain area;

Say what may give clues about brain functions:

- when ablation operations are performed on human patients;
- how the surgeon can tell which area to remove;

Point out what furthers our psychological understanding.

Reading (Part 5)

Task 11. Read the text to the end and say when you think brain starts to slow down. Why? What are the symptoms?

Decide whether you agree with the writer on all points.

Brains Begin To Slow Down At Age 24

When it comes to the cognitive decline of your brain, is 24 the new 50? A 2014 study shows that our cognitive-motor skills begin declining at much younger age than previously thought

If you're 24 or older, there's good news. While your brain is starting to slow down, that doesn't mean you're losing your intelligence. Instead, you're starting to compensate by relying on experience and mental "shortcuts." As the study explains, relying on simplified strategies or experience with the game interface was likely lessening the cognitive load for older volunteers. See, guys? We just get more efficient with age. Your next question might be, why does this happen? Scientists say: great question! While they're not exactly sure why our brains slow down with age, Geoffrey A. Kirchner, a neurologist at Stanford University, says it could be a mixture of risk factors, genetics, and general wear and tear. A 2014 German study claims that our brains are similar to computer hard drives. There's only so much information we can hold before we start to slow down. Kirchner recommends regular aerobic exercise, a healthy diet, and lifelong learning to preserve a sharp mind. (That's why you're on Curiosity, after all!)

Post-reading activities

Discussion questions

Task 12. Pair work

What makes your brain happy? When you are always stressed, you need sometimes to make you brain happy. How could you do it? What techniques of improving your brain activities do you know? Discuss them in pairs. Prepare the list of activities to make your brain happier.

1st way is curiosity

Curiosity Makes Your Brain Happy

When you're very curious about a topic, that curiosity affects the chemistry of your brain. It prompts the release of dopamine, activates the reward system, and ups your motivation to learn. Not only that, but it increases your capacity to learn, too.

The 2nd is to get in the "flow"

To Be Your Happiest, Get In The "Flow"

You've got some downtime at the end of a long week, and you have a couple options: you could break out your trusty guitar and play for a few hours, or crash on the couch and catch up on your favorite TV show.

The 3d way...

The 4th way ...

Unit IV: Mental Disorders

Vocabulary

disorder – розлад, хвороба

cope with – справлятися з

susceptibility – чуттєвість

substance abuse – зловживання алкоголем або наркотиками

to link – з'єднувати, зв'язати, пов'язати

Pre-reading activities

Vocabulary drill.

Task 1. Use an appropriate word from the box to complete the text.

<i>mental</i>	<i>problems</i>	<i>studies</i>	<i>major</i>
<i>disorders</i>	<i>knowledge</i>	<i>include</i>	<i>methods</i>
			<i>conduct</i>

Today, psychologists prefer to use more objective scientific 1) _____ to understand, explain, and predict human behavior. Psychological 2) _____ are highly structured, beginning with a hypothesis that is then empirically tested.

Psychology has two 3) _____ areas of focus: academic psychology and applied psychology. Academic psychology focuses on the study of different sub-topics within psychology including personality psychology, social psychology, and developmental psychology.

These psychologists 4) _____ basic research that seeks to expand our theoretical 5) _____, while other researchers conduct applied research that seeks to solve everyday problems. Applied psychology focuses on the use of different psychological principles to solve real world 6) _____. Examples of applied areas of psychology 7) _____ forensic psychology, ergonomics, and industrialorganizational psychology. Many other psychologists work as therapists, helping people overcome 8) _____, behavioral, and emotional 9) _____.

Discussion questions.

Task 2. Pair work

How would you formulate a scientific definition of mental health? Discuss your definitions in pairs. Then every pair is supposed to give their definitions for the benefit of the whole group. Discuss all the definitions and choose the best one that satisfies everybody. Read the text and decide how your definition differs from that in the text.

Reading

Mental health

According to the World Health Organization, mental health is defined “as a state of well-being in which every individual realizes his or her own potential,

can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

In its constitution the World Health Organization defines health as a “complete physical, mental and social well-being and not merely the absence of disease or infirmity”. Therefore, well being is defined by the presence of physical mental and social health.

Main mental Disorders. Reasons of Mental Disorders

Generally, the cause of most mental illnesses is the combination of biological, psychological, and environmental factors.

The factors that may be involved in the development of mental illness include:

Genetics (heredity): Mental illnesses sometimes run in families, suggesting that people who have a family member with a mental illness may be somewhat more likely to develop one themselves. Experts believe many mental illnesses are linked to abnormalities in many genes rather than just one or a few and that how these genes interact with the environment is unique for every person (even identical twins).

Infections: Certain infections have been linked to brain damage and the development of mental illness or the worsening of its symptoms. For example, a condition known as pediatric autoimmune neuropsychiatric disorder (PANDA) associated with the Streptococcus bacteria has been linked to the development of obsessive-compulsive disorder and other mental illnesses in children.

Brain defects or injury: Defects in or injury to certain areas of the brain have also been linked to some mental illnesses.

Prenatal damage: Some evidence suggests that a disruption of early fetal brain development or trauma that occurs at the time of birth -- for example, loss of oxygen to the brain -- may be a factor in the development of certain conditions, such as autism spectrum disorder.

Substance abuse: Long-term substance abuse, in particular, has been linked to anxiety, depression, and paranoia.

Poor nutrition: Exposure to toxins, such as lead, may play a role in the development of mental illnesses.

Types of Mental Illness

Anxiety disorders: People with anxiety disorders respond to certain objects or situations with fear and dread, as well as with physical signs of anxiety or panic, such as a rapid heartbeat and sweating. An anxiety disorder is diagnosed if the person's response is not appropriate for the situation, if the person cannot control the response, or if the anxiety interferes with normal functioning. Anxiety disorders

include generalized anxiety disorder, panic disorder, social anxiety disorder, and specific phobias.

Mood disorders: These disorders, also called affective disorders, involve persistent feelings of sadness or periods of feeling overly happy, or fluctuations from extreme happiness to extreme sadness. The most common mood disorders are depression, bipolar disorder, and cyclothymic disorder.

Psychotic disorders: Psychotic disorders involve distorted awareness and thinking. Two of the most common symptoms of psychotic disorders are hallucinations -- the experience of images or sounds that are not real, such as hearing voices -- and delusions, which are false fixed beliefs that the ill person accepts as true, despite evidence to the contrary. Schizophrenia is an example of a psychotic disorder.

Eating disorders: Eating disorders involve extreme emotions, attitudes, and behaviors involving weight and food. Anorexia nervosa, bulimia nervosa, and binge eating disorder are the most common eating disorders.

Impulse control and addiction disorders: People with impulse control disorders are unable to resist urges, or impulses, to perform acts that could be harmful to themselves or others. Pyromania (starting fires), kleptomania (stealing), and compulsive gambling are examples of impulse control disorders. Alcohol and drug are common objects of addictions. Often, people with these disorders become so involved with the objects of their addiction that they begin to ignore responsibilities and relationships.

Personality disorders: People with personality disorders have extreme and inflexible personality traits that are distressing to the person and/or cause problems in work, school, or social relationships. In addition, the person's patterns of thinking and behavior significantly differ from the expectations of society and are so rigid that they interfere with the person's normal functioning. Examples include antisocial personality disorder, obsessive-compulsive personality disorder, and paranoid personality disorder.

Obsessive-compulsive disorder (OCD): People with OCD are plagued by constant thoughts or fears that cause them to perform certain rituals or routines. The disturbing thoughts are called obsessions, and the rituals are called compulsions. An example is a person with an unreasonable fear of germs who constantly washes his or her hands.

Post-traumatic stress disorder (PTSD): PTSD is a condition that can develop following a traumatic and/or terrifying event, such as a sexual or physical assault, the unexpected death of a loved one, or a natural disaster. People with PTSD often have lasting and frightening thoughts and memories of the event, and tend to be emotionally numb.

(<https://namica.org/resources/mental-illness/types-mental-illness/>)

Post-reading activities

Task 3. Answer the questions:

1. What is mental health?
2. What does well-being depend on?
3. What is the common view to the problem of the causes of mental disorders?
4. What is the Biopsychiatry’s view to this problem?
5. What have genetic studies indicated?
6. What may increase the risk of developing certain mental disorders?

Task 4. Now decide whether these statements are true or false.

1. Mental illness itself occurs from the interaction of multiple genes and other factors, such as stress, abuse, or a traumatic event.
2. Various sleep-related problems and many forms of dementia, including Alzheimer’s disease, are sometimes classified as mental illnesses, because they involve the brain.
3. People with personality disorders often experience other mental health problems, especially depression and substance misuse.
4. Changes in how a person feels and distorted beliefs about other people can lead to odd behaviour.

Discussion questions

Task 5. Pair Work

How are personality disorders treated? Discuss types of help available for different personality disorders. Treatment may include individual, group, or family psychotherapy. Discuss all the methods and choose the best one that satisfies everybody. In pairs, distribute the methods of treatment. Fill in the chart. Explain your choice.

Mental Illness	Treatmet
Anxiety disorders	
Mood disorders	
Psychotic disorders	
Eating disorders	
Impulse control and addiction disorders	
Personality disorders	
Obsessive-compulsive disorder	
Post-traumatic stress disorder	

Task 6. Work in group.

1. What is psychotherapy?

2. What do you know about it?

3. How is psychotherapy different from psychology or psychiatry?

Discuss these questions in groups of four or five students (you have ten minutes for discussion). After a group discussion, one student from each of the group will be requested to make a short presentation of the conclusions made.

Additional information.

Medications, prescribed by a patient’s physician, may also be helpful in relieving some of the symptoms of personality disorders, including problems with anxiety and perceptions.

Psychotherapy for patients with personality disorders focuses on helping them see the unconscious conflicts that are contributing to or causing their symptoms. It also helps people become more flexible and is aimed at reducing the behavior patterns that interfere with everyday living.

In **psychotherapy**, people with personality disorders can better recognize the effects of their behavior on others. Behavior and cognitive therapies focus on resolving symptoms or traits that are characteristic of the disorder, such as the inability to make important life decisions or the inability to initiate relationships.

Discussion questions.

Task 6. Make up your own dialogues, using the previous discussion material as a model and making some changes. Make use of the following conversational formulas.

Nice/glad to meet you. How are you getting on? What’s the matter with you? Do you have som personal problems? What made you come to the decision? What treatment did you choose? Did you choose where to receive treatment? I’m tremendously grateful to you. It’s very (terribly) good of you. I’m doing well.

Let us laugh a little. Psychology jokes

- ❖ “Doctor, I feel as though nobody understands me.”... “What do you mean by that?”
- ❖ At a job interview for a new receptionist: “I see you used to be employed by a psychologist. Why did you leave?” – “Well, I just couldn’t win. If I was late to work, I was hostile; if I was early, I was anxious; and if I was on time, I was obsessional.”
- ❖ The psychology instructor had just finished a lecture on mental health and had proceeded to give an oral quiz to the freshman class. Speaking specifically about manic depression, the instructor asked, “How would you diagnose a patient who walks back and forth screaming at the top of his lungs one minute, then sits in a chair weeping uncontrollably the next?” A young man in the rear of the room raised his hand and answered, “A basketball coach?”

- ❖ How many narcissists does it take to change a light bulb?... Just one. All he has to do is to hold it in place while the world revolves around him.
- ❖ “After 12 years of therapy, my psychotherapist said something that brought tears to my eyes.” “What did he say?” “No hablo inglés.”
- ❖ What’s the difference between a psychiatrist and a psychologist?... If you say, ‘I hate my mother’, a psychiatrist will ask, ‘Why do you say that?’, whereas a psychologist will say, ‘Thank you for sharing that with us.’
(<http://mytowntutors.com/2015/09/psychology-jokes-top-psychology-jokes/>)

Unit V: Basic Approaches to Psychology. Behaviorism

*“Authoritarian behaviour is the payment for weakness,
uncertainty and dissatisfaction”
Max Lüscher*

Vocabulary

rigid – жорсткий
neglecting – нехтування, зневага
ехерт – напружити, проявити

Pre-reading activities

Vocabulary drill

Task 1. Match the terms with their definitions

1. behaviorism	a) the process of looking inward and examining one's self and one's own actions in order to gain insight.
2. structuralism	b) the form of psychodynamic therapy which concentrates on bringing forward repressed unconscious thoughts.
3. gestaltism	c) a theory of mind and brain which studies how people integrate and organize perceptual information into meaningful wholes. The phrase "The whole is greater than the sum of the parts" is often used when explaining this theory.
4. introspection	d) the school of thought that stresses the need for psychology to be a science based on observable (and only observable) events, not the unconscious or conscious mind.
5. functionalism	e) the school of thought that sought to identify the components of the mind. Scientists believed that the way to learn about the brain and its functions was to break the mind down into its most basic elements.
6. psychoanalysis	f) the school of thought that focused on how the conscious is related to behavior, it focused on observable events as opposed to unobservable events (like what goes on in someone's mind).

Task 2. Translate the following sentences into Ukrainian,

a) paying attention to verb – to be – : 1) It is also clear that the research practices were driven by the intellectual imperative. 2) Behaviourism is a theory of learning. 3) Internal states are too subjective. 4) All it takes is the right conditioning. 5) Behaviourism was too rigid and limited. 6) It was dominant during the middle of the 20th century.

b) paying attention to tenses: 1) Many thinkers believed that it fell short by neglecting some important influences on behaviour. 2) Freud believed that behaviourisms failed by not accounting for the unconscious mind's thoughts, feelings, and desires that exert an influence on people's actions. 3) Other thinkers like Carl Rogers and the other humanistic psychologists believed that behaviourism was too rigid and limited.

Task 3. Translate the following verbal forms into Ukrainian correctly:

behaviours can be measured, theories could be used, behaviour can be studied, behaviours should be studied, any person could be trained, people and animals are able to adapt their behaviour.

Task 4. Give Ukrainian equivalents of the following words and word combinations and illustrate them in your own sentences:

dominant force, soil, to nourish, to theorize, to be driven by, conditioning, stimulus, observable manner, internal mental state, cognition, onedimensional approach, to account for, reinforcement, thinker, to neglect, unconscious mind, to exert, rigid, to take into consideration, genetics.

Discussion questions

Task 5. Before reading the text on man's behaviour decide whether the following statements are true or false:

- a) the differences among psychologists are theoretical rather than practical;
- b) psychologists are concerned with few problems;
- c) psychologists treat mental illnesses;
- d) if you take a healthy infant you can bring him up to be anything you wish;
- e) there is an intimate relation between brain activity and behaviour experience;
- f) unconscious forces are more important than conscious ones;
- g) behavior is often caused by factors outside our awareness.

Now read the text to see whether you were right. Choose the title that best suits it:

- a) the subject-matter of psychology;
- b) conceptual approach to psychology;
- c) the analysis of psychological phenomena.

Reading

Psychology Main Approaches. Behaviorism

Just as there are different ways of describing any act of behavior, there are also different approaches to psychology. Some of the most important historical schools of psychology include structuralism, functionalism, behaviorism, and psychodynamic psychology. Cognitive psychology, evolutionary psychology, and social-cultural psychology are some important contemporary approaches.

Behaviorism is a school of psychology that is based on the premise that it is not possible to objectively study the mind, and therefore that psychologists should limit their attention to the study of behavior itself. Behaviorists believe that the human mind is a “black box into which stimuli are sent and from which responses are received”. They argue that there is no point in trying to determine what happens in the box because we can successfully predict behavior without knowing what happens inside the mind. Furthermore, behaviorists believe that it is possible to develop laws of learning that can explain all behaviors.

The view that behavior should be the sole subject matter of psychology was first advanced by the American psychologist John B. Watson in the early 1900s. He believed that, although man may be at times an active agent in his own development and behavior, he is still what his environment makes him. Therefore, the basic problem is to find out how man behaves or responds because of changes or improvements in the environment or stimuli. This view focuses on the observable behaviours of man; that is, those factors that influence him in his environment and his reactions to these forces. This approach is often referred to as stimulus-response or S-R psychology. Perhaps the spirit of behaviourism is best seen in Watson's belief that he could take any healthy infant at random and, given his own specified world to bring him up in, bring him up to be anything he wished — doctor, prince, lawyer, criminal and so forth.

Watson was influenced in large part by the work of physiologist Ivan Pavlov (1849–1936), who had discovered that dogs would salivate at the sound of a tone that had previously been associated with the presentation of food. In his research Watson found that systematically exposing a child to fearful stimuli in the presence of objects that did not themselves elicit fear could lead the child to respond with a fearful behavior to the presence of the stimulus. In the best known of his studies, an 8-month-old boy named Little Nick was used as the subject. The boy was placed in the middle of a room; a white laboratory rat was placed near him and he was allowed to play with it. The child showed no fear of the rat. In later trials, the researchers made a loud sound behind Nick's back by striking a steel bar with a hammer whenever the baby touched the rat. The child cried when he heard the noise.

After several such pairings of the two stimuli, the child was again shown the rat. Now, however, he cried and tried to move away from the rat. In line with the behaviorist approach, the boy had learned to associate the white rat with the loud noise, resulting in crying.

The most famous behaviorist was Burrhus Frederick Skinner (1904–1990), who expanded the principles of behaviorism and also brought them to the attention of the public at large. Skinner used the ideas of stimulus and response, along with

the application of rewards or reinforcements, to train pigeons and other animals. And he used the general principles of behaviorism to develop theories about how best to teach children and how to create societies that were peaceful and productive. Skinner even developed a method for studying thoughts and feelings using the behaviorist approach.

Post-reading activities

Task 6. Now read text again and decide whether these statements are true or false:

1. Behaviourism was established in 1913.
2. Behaviourism is also known as behavioural Psychology.
3. Behaviour can be studied in a systematic and observable manner with consideration of internal mental states.
4. Not any person could potentially be trained to perform any task.
5. Behaviourism does not account for other types of learning.
6. People and animals are not able to adapt their behaviour when new information is introduced.
7. The first behaviorist was the American psychologist John B. Watson (1878–1958)
8. Behaviorism is as dominant today as it was during the middle of the 20th century.
9. Behaviourism remains an influential force in Psychology.

Task 7. Answer the following questions.

1. What does the term “behaviourism” mean?
2. When was it established?
3. Why did behaviourism become a powerful force in Psychology in the early 20th century?
4. What do behaviorists believe in?
5. What is behaviourism based upon?
6. What did Watson suggest?
7. Why do many critics argue about behaviourism?
8. What is one of the major benefits of behaviourism?
9. What did Freud think about behaviourism?
10. Why does behaviourism remain an influential force in Psychology?

Task 8. Translate from English into Ukrainian.

1) Очевидно, що науково-дослідна робота американських біхевіористів до середини 1950-х років була викликана потребою створити теорії, які можна було б використовувати для корисних суспільству прогнозів. 2) Формування умовних рефлексів безсумнівно відбувається через взаємодію з навколишнім середовищем. 3) «Принципові» біхевіористи дійсно вважають, що потенційно кожного можна навчити виконувати будь-яке завдання, незалежно від спадковості, особистісних якостей і світогляду. 4) Багато критиків стверджують, що біхевіоризм є одновимірним підходом до розуміння людської поведінки. 5) Фрейд дійсно вважав, що біхевіоризм не має успіху через те, що не враховує підсвідомість, почуття і бажання, які

впливають на вчинки людей. 6) Не дивлячись на те, що біхевіоризм сьогодні не є настільки домінуючим, як в середині 20-го століття, він безумовно має величезне значення в психології.

Discussion questions

Task 9. Read a dialogue.

a) fill in the gaps with the right choice as in the Model;

Nick: Does it study behaviours of people or animals (or anything else)?

Ann: All living creatures, I believe.

b) find out your partner's point of view on people behaviours. Fill in the gaps using the appropriate conversational formulas.

*True but ...In my opinion ...Don't you agree that ...I'd like to point out that ...
Would you agree that ...I fully agree.First of all you ...By the way,I believe...I will be obliged if ...As far as I know ...You don't say so!*

Dialogue

Ann: Hello, Nick! Glad to see you. How are you?

Nick: Hi, Ann! I'm fine, thanks. Glad to see you too. Have you revised the material for seminar about behaviourism?

Ann: I've been reading a book about behaviourism by Carl Rogers. And I've found a lot of useful information there.

Nick: Have you? I haven't read it yet. Unfortunately, I couldn't attend the lecture last Monday, _____ if you tell me about behaviourism in brief. Is it a ... science or a ... one? (classical,new, modern, ancient, traditional)

Ann: Mmm, _____ It's quite modern. It came into being with John Watson's publication in 1913.

Nick: Does it study behaviours of ... or ... ? (people, animals, children, adults, groups)

Ann: All living creatures, _____ It's a theory of learning based upon the idea that all behaviours are acquired through conditioning.

Nick: I wonder if there are any pros and cons?

Ann: _____ that many critics argue that behaviourism is a one-dimensional approach to

understanding human behaviour and that behavioural theories do not account for free will and internal influences such as moods, thoughts, and feelings.

Nick: And what's Rogers' point of view on it?

Ann: _____ Carl Rogers believed that behaviourism was too rigid and limited, failing to take into consideration things like free will.

Nick: _____ his definition doesn't give a full understanding of behaviourism, that it is just a supposition?

Ann: _____ with you. But behaviourism still remains an influential force in Psychology and it allows researchers to investigate observable behaviour in a scientific and systematic manner.

Nick: _____ today there is so much psychological literature on people behaviours, As for me I am really interested in methods of being less reactive in difficult situations. Even if you have some negative emotion, you can change it into positive one.

Ann: _____ It's like this, if you feel angry and upset with someone, _____ you should take a deep breath and count slowly to ten. Put cold water on your face if you feel nervous and anxious.

Nick: Yes, There are a lot of good tips, and I will tell you with great pleasure about them, if you are not busy. It's high time to have a bite. Would you like ... or... (coffee, tea, juice, mineral water, milkshake)?

Ann: I'd love to, _____ a hot cup of decaffeinated green tea helps when you feel under stress.

Let us laugh a little. Psychology jokes

- ❖ Pavlov's dog to his ladyfriend: "See that! Everytime I salivate, Pavlov smiles and scribbles something in his notebook."
- ❖ Dog #1. Does the name Pavlov ring a bell?
Dog #2 No, but it makes my mouth water.
- ❖ One behaviorist meets another one on the street. He says, "Hi. How am I feeling today?"
(<http://mytowntutors.com/2015/09/psychology-jokes-top-psychology-jokes/>)

Unit VI: Freud's Theory: The Three Faces of You

"Man perceives reality with the help of internal radar"
Max Lüscher

Vocabulary

primarily – насамперед
irritating state – стан дратівливості (астенічний стан)
to derive – походити, одержувати, брати початок
value – цінність, важливість
conscience – совість
outrageous – обурливий
experience – досвід
frustration – розчарування, фрустрація
self-actualization – самореалізація
gratification – задоволення, винагорода

Pre-reading activities

Vocabulary drill

Task 1. Make the following adjectives negative by adding prefixes *un-*, *in(im-*, *ir-*, *il-*). Find such derivatives in the text:

- a) receptive, fortunate, popular, practical, observable, scientific, important, happy, distracted;
- b) apparent, considerable, frequent, different, artificial, active, definite, experienced, effective;
- c) relevant, possible, regular, legal, responsible, logical.

Reading

Freud's Theory: The Three Faces of You

Freud's theory of personality is of interest primarily because it focuses on the processes involved in the expression and shaping of the human personality. Freud's theory, proposed in the early part of the twentieth century, has been highly influential, particularly among psychotherapists.

According to Freud, there are three parts to the human personality: *the id*, *the ego*, and *the superego*.

The id is inborn, and it is present at birth. It is the psychological expression of the biological drives such as hunger, thirst, the need for sleep, and so forth. The word *id* is derived from Latin, and means simply —it. In other words, the *id* of the human personality is not uniquely individual. It is impersonal and roughly similar in all of us. The *id* is present in the infant, and Freud said it follows the pleasure principle, indicating that the *id* seeks relief from hunger, thirst, and other irritating states.

The ego emerges with experience. It arises because of various frustrations and the need to cope with the world as it is, not as it is wished to be. The word ego is also derived from Latin, and means simply —I. The ego follows the reality principle, suggesting that the ego helps the individual tolerate frustration and devise ways around obstacles to gratification. The ego takes form around the age of two or three. Like the id, it too will become a part of the adult personality.

The superego emerges last. It reflects the influence of the family. The family is usually the agent that represents the values and norms of a larger culture to a growing child. This includes the family's religious beliefs and its participation in the rules and laws of a given nation. If a child identifies with the family, the superego will be introjected, meaning that it will become an integral part of the individual's personality.

Feelings of guilt arise when the demands of the superego are violated. This makes a reference to the conscience, one of the aspects of the superego. The conscience acts as a kind of inner police officer, guiding the individual in the direction of conforming to social expectations. The superego is relatively well established around the age of seven. Like the id and the ego, it is also a part of the adult personality.

Another aspect of the superego is the ego ideal, an image that sets forth what one should do with one's life in terms of a vocation, family responsibilities, and long term goals. The ego ideal, being a part of the superego, reflects the wishes of the parents. It should be noted that Freud's concept of the ego ideal is not the same as Maslow's concept of *self-actualization*. When one actualizes the ego ideal, one becomes what the parents wish for. When one actualizes the self, one becomes what one was meant to be. Of course, these two goals are not necessarily in conflict. But sometimes they are.

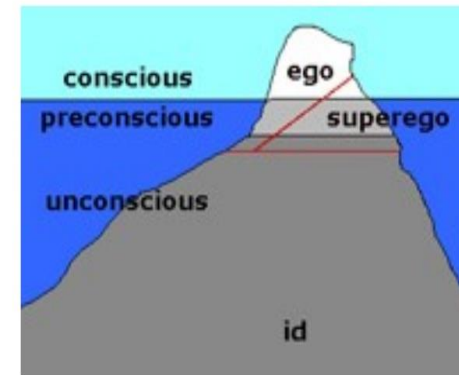
Of particular importance in Freud's personality theory is the concept of ego defense mechanisms. *Ego defense mechanisms* are involuntary mental acts designed to protect the ego from the —slings and arrows of outrageous fortune. In other words, they act as shields, protecting us from some of the emotional pain and damage that can arise from coping with life. In view of the fact that it is necessary to have a strong, functional ego in order to deal with reality, it is understandable that the ego tends to develop a protective system. Seven of the ego defense mechanisms are denial of reality, repression, projection, identification, fantasy, rationalization, and reaction formation. Denial of reality takes place when the individual thinks, —This isn't so. This can't be happening. Examples include refusing to believe that the car is out of gas, that one has a serious illness, or that a cherished dream will never come true.

Repression takes place when the ego pushes down unpleasant features of one's psychological world to an unconscious level. These typically consist of painful childhood memories and forbidden wishes associated with sexual and aggressive behavior. It is repression that defines the contents of the mind's unconscious domain. Projection takes place when the ego perceives in the outer world what is actually the reflection of the contents of the unconscious domain. Identification takes place when the ego attaches itself to a person perceived to have a desirable attribute such as power, status, or unusual ability.

Fantasy takes place when the ego imagines successes or accomplishments that are not presently obtainable in actual day-to-day living. The kind of emotional gratification associated with fantasy is called vicarious gratification, meaning substitute gratification.

Reaction formation is characterized by converting a repressed wish into its psychological opposite at the conscious level. The defense mechanisms overlap to some extent. For example, identification, as explained above, contains elements of fantasy.

Provinces of the Mind



Post-reading activities

Task 2. Decide if the following statements are true or false. Change the sentences so they are true.

1. According to Freud, there are four parts to the human personality: the id, the ego, the superego and the collective unconscious.
2. The ego deals with pleasure principle.

3. The ego ideal is associated with long-term goals and reflects the wishes of the parents.
4. Ego defense mechanisms prevent undesirable impulses from entering consciousness.
5. Denial acts to keep information out of conscious awareness.
6. Rationalization involves explaining an unacceptable behavior or feeling in a logical manner, avoiding the true reasons for the behavior.

Task 3. Complete the sentences.

1. The id is completely 2. Seven of the ego defense mechanisms are
3. Freud's concept of the ego ideal and Maslow's concept of self-actualization are
4. The moral and ideal aspects of personality is 5. The only region in the mind in contact with reality is
6. Levels of mental life are 7. The dynamics of personality are
8. Vicarious gratification occurs when

Task 4. Retell the text using the questions below as a plan.

1. What parts does the human personality comprise in accordance with Freud's theory?
2. What part of the human personality is inborn and present at birth according to Freud?
3. What principle does the ego follow?
4. What aspect of the superego reflects the wishes of the parents and associated with long-term goals?
5. What are ego defense mechanisms?
6. What mental process is involved when the ego pushes down unpleasant features to an unconscious level of one's mind?
7. When does identification take place?
8. What defensive mechanism takes place when unacceptable emotions and impulses are converted into the opposing tendency?

Let us laugh a little. Psychology jokes

- ❖ Why is psychotherapy a lot quicker for men than for women?... Because when it comes to going back to childhood, men are already there.
- ❖ A psychotherapist returned from a conference in the Rocky mountains, where the delegates spent more time on the icy ski slopes than attending lectures and seminars. When she got back, her husband asked her, "So, how did it go?" "Fine," she replied, "but I've never seen so many Freudians slip."
- ❖ A Freudian slip is when you say one thing and mean your mother.
(<http://mytowntutors.com/2015/09/psychology-jokes-top-psychology-jokes/>)

Part II. Psychology for everyone

Unit I. Body Language

*"The one who tells lie in the word language,
impersonating in body language,
which he does not pay attention".
Oswald Spengler*

Vocabulary

biological heritage – біологічна спадщина

species – вид, різновид, порода. клас

hurtful – болючий, шкідливий

putrid – гнилий, огидний, смердючий

a compliant exterior – відповідний зовнішній вигляд

Pre-reading activities

Vocabulary drill

Task 1 Give the four forms of the following verbs:

to navigate, to feel, to flush, to see, to stand, to achieve, to keep, to harm, to freeze, to clench, to accept, to feel, to acclimate, to surrender, to know

Task 2. Translate from English into Ukrainian:

through the use of nonverbal communications; to evolve a system; nonverbal communications; part of our biological heritage; to react to threats; to alert of any perceived danger; to need emotional icons; to die out as a species; to taste something putrid; to freeze in place; how others feel about us; is expressed with a smile; how to make you mad; it is different from occasionally being absent-minded; to appear eager to please; to keep reminding them; their remarks can be hurtful; to hide anger beneath a compliant exterior; their anger is so masked; their remarks can be hurtful.

Task 3. Translate from English into Ukrainian. Think about the ways to communicate effectively than ever before.

1. They did so by communicating effectively their needs, emotions, fears, and desires with each other. 2. We evolved a system to immediately communicate to others how we feel and what we sense. 3. It is not just about survival or threats, although that is the primary reason we react to certain things so visibly. 4. Our brain also telegraphs our intentions. 5. Often when people sense that something is wrong in a relationship, what they are sensing are changes in body language displays. 6. They appear eager to please, but know exactly how to make you mad. 7. A co-worker keeps promising to help with a project but never comes through. 8. So when you doubt yourself, take a breath and try to let the doubt go. 9. Then move forward to improve communication. 10. If she is evasive or makes excuses, request clarification about how to solve the problem.

Discussion questions

Task 4. Discuss these statements and decide if they are true or false.

1. In France you are expected to shake hands with everyone you meet.
2. People in Britain shake hands just as much as people in Germany.
3. In France people prefer talking about business during meals.
4. It is not polite to insist on paying for a meal if you are in Italy.
5. Visitors to Germany never get taken out for meals.
6. German business people don't like to be called by their surnames.
7. Make sure you know what the titles of the German people you meet are.
8. Italian professionals are usually addressed by their titles.
9. A humorous remark always goes down well all over the world.
10. Good manners can make the deal.

Reading

Body language

For millions of years, our early ancestors ambled on this planet, navigating a very dangerous world. They did so by communicating effectively their needs, emotions, fears, and desires with each other. Impressively, they achieved this through the use of nonverbal communications such as physiological changes, gestures, noises and facial or body reactions. This has been part of our biological heritage for so long that we still primarily communicate nonverbally and why we need emotional icons in our written communication.

Fortunately for us we evolved a system to immediately communicate to others how we feel and what we sense. If we had to think, even for a few seconds, at every perilous encounter (imagine a coiled rattle snake by your leg) we would have died out as a species. Instead we evolved to react to threats or anything that might harm us and not to think. This system that evolved over time, which alerts us instantly of any perceived danger, also instantly communicates to others around us. Just as our brain forces us to freeze in place when we see an aggressive dog, it also communicates to others instantly, through our bodies, whether or not we are comfortable or uncomfortable, content or miserable, safe or unsafe.

The benefit is two-fold, we react to the world around us and others benefit from our early reactions even as we do from theirs. For example, when you tasted something putrid and everyone around you knew what you felt from your expression; they didn't need to taste it also. And it is not just about survival or threats, although that is the primary reason we react to certain things so visibly.

Our brain also telegraphs our intentions. This is why when you are talking to someone you like and suddenly you notice that one of their feet points toward their car or an elevator, you know that the person probably needs to go. Because they are running late, the body through the legs communicates that something

urgent is pressing (causing psychological discomfort) even though the person continues the conversation. That is why we say when it comes to communication, body language is more truthful than the spoken word.

So what is psychologically behind all of this? Simply this: our needs, feelings, thoughts, emotions, and intentions are processed elegantly by what is known as the «limbic system» of the brain. It doesn't have to think, it just reacts to the world in real time and our bodies show how we feel. Someone gives us bad news and our lips compress; the bus leaves without us and we are clenching our jaws and rubbing our necks. We are asked to work another weekend and the orbits of our eyes narrow as our chin lowers. These are discomfort displays that our limbic brain has perfected over millions of years, whether we are in China or Chile. Conversely, when we see someone we really like, our eyebrows will arch defying gravity, our facial muscles will relax, and our arms become more pliable (even extended) so we can welcome this person. In the presence of someone we love, we will mirror their behaviour, tilt our heads, and blood will flow to our lips making them full, even as our pupils dilate. Once again, our limbic brain communicates through our bodies precisely the true sentiments that we feel and orchestrates accurate corresponding nonverbal displays. In a way, our bodies don't really have to do these behaviours and yet we evolved to demonstrate them for a reason: we are social animals that need to communicate both verbally and nonverbally. (Abridged from

<https://www.psychologytoday.com/blog/spycatcher/201108/body-languagebasics>)

Post-reading activities

Task 5. Decide whether these statements are true or false.

1. Our early ancestors ambled on this planet by communicating their needs, emotions, fears, and desires with each other through the use of spoken communications.
2. Fortunately for us we devised a system to non-urgent communicate to others how we feel and what we sense.
3. This system that evolved over time, which prevents us instantly of any perceived danger, also instantly communicates to others around us.
4. Instead of thinking about danger, even for a few seconds we are able to react to threats or anything that might harm us.
5. Our brain hides our intentions.
6. Because of «limbic system» of the brain we can't react to the world immediately and our bodies can't show how we feel.

7. Thanks to nonverbal communications and body language we can appreciate others and it will in the end promote us in communicating more effectively and empathetically for a deeper understanding.

Task 6. Find the sentences logically connected with the following.

1. Nonverbal communications is a part of our biological heritage.
2. Our brain is able to signalize our objectives.
3. Body language is essential for effective human communicating.

Discussion questions

Task 7. Read the following point of view, agree or disagree with it, give more comments while expressing your own opinion on the topic.

Cultural differences influence business strategies and operations. Understanding them is difficult to overestimate. Many of these cultures are complex and different from ours. To be successful in international business means to be good citizens of international community. We should learn to honour and respect our own cultures and to develop tolerance and respect for other cultures. No one can learn all there is to know about a foreign culture. But to show an interest means to create a climate of understanding and respect. The mere willingness to accept differences is of great importance.

Task 8. Discussion questions.

1. Which of the ideas in the article do you disagree with?
2. What would you tell a foreign visitor about «good manners» in Ukraine?
3. How much do you think international business is improved by knowing about foreign people's customs?

Unit II. Psychological Challenges at Workplace. Job Burnout

“Worry is not only futile, it poisons the present.”

Karl Andrew Pillemer

Vocabulary

job burnout – професійне вигорання, виснаження на роботі

to be closely related – бути тісно пов'язаним

exhausted – виснажений, відпрацьований

grievance – нарікання, невдоволеність

Pre-reading activities

Vocabulary drill

Task 1. Fill in the gaps with the right form of the following words:

<i>noun</i>	<i>verb</i>	<i>adjective</i>
...	...	<i>practical</i>
...	<i>forget</i>	...
...	<i>perceive</i>	...
...	...	<i>observable</i>
<i>avoidance</i>
...	<i>irritate</i>	...

Discussion questions

Task 2. Pair work.

How would you formulate a scientific definition of what job burnout is? Discuss your definitions in pairs. Then every pair is supposed to give their definitions for the benefit of the whole group. Discuss all the definitions and choose the best one that satisfies everybody.

Task 3. Work in a group.

1. What are the main symptoms of burnout?
2. What causes job burnout? What are the reasons of burnout?
3. Who is at risk for burnout?
4. What measures can be taken to avoid or overcome job burnout? What helps to overcome job burnout?

Discuss the questions with your partners and fill in the chart. Explain your choice.

<i>Sign and symptoms of burnout</i>	
<i>Causes of burnout</i>	

<i>Persons who are at risk for burnout</i>	
<i>Ways to overcome job burnout</i>	
<i>Ways to avoid job burnout</i>	

Discuss these questions in groups of four or five students. Discuss all the methods to avoid job burnout and choose the best that satisfies everybody. After the group discussion, one student from each group will be requested to make a short presentation of the conclusions made.

Reading (Part1)

Job burnout: How to spot it and take action

Job burnout is a special type of job stress — a state of physical, emotional or mental exhaustion combined with doubts about your competence and the value of your work. Job burnout is not the same as depression, but the two are closely related. Psychiatrists do state that burnout is a separate disease.

Depression and burnout are very similar to each other. Here, there are *symptoms* that match the both of them. The following examples are among them:

- ❖ concentration issues;
- ❖ memory issues;
- ❖ sleeping issues;
- ❖ exhausted feeling.

But depression is more general. Burnout is generally work related. Of course the stress which you experience at work can affect your relationship, but in depression this is often more clearly seen.

Job burnout is a condition that involves different clusters of *symptoms*: emotional exhaustion, depersonalization, reduced personal accomplishment, physical, medical and psychological problems, increased use of alcohol and drugs, poor self-esteem, a sense of failure, dislike of people, conflicts in relationships, irritability, suspiciousness, paranoia, frustration and apathy.

Task 4. Write down the symptoms of classic burnout which is usually diagnoses using the MBI (Maslach Burnout Inventory):

Symptoms	Description
Emotional exhaustion	indicated by low emotional and physical energy toward one's work
Depersonalization	evidenced by increasing levels of cynicism

Low sense of personal accomplishment or meaning found in the work	described as reduced productivity or capability, low morale, and an inability to cope.
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Reading (Part2)

What causes job burnout?

Job burnout can result from various factors, including:

Lack of control. An inability to influence decisions that affect your job, such as your schedule, assignments or workload.

Unclear job expectations. If you're unclear about the degree of authority you have or what your supervisor or others expect from you, you're not likely to feel comfortable at work.

Dysfunctional workplace dynamics. Perhaps you work with an office bully, or you feel undermined by colleagues or your boss micromanages your work. This can contribute to job stress.

Mismatch in values. If your values differ from the way your employer does business or handles grievances, the mismatch can eventually take a toll.

Poor job fit. If your job doesn't fit your interests and skills, it might become increasingly stressful over time.

Extremes of activity. When a job is monotonous or chaotic, you need constant energy to remain focused — which can lead to fatigue and job burnout.

Lack of social support. If you feel isolated at work and in your personal life, you might feel more stressed.

Work-life imbalance. If your work takes up so much of your time and effort that you don't have the energy to spend time with your family and friends, you might burn out quickly.

Who's at risk of job burnout?

You might be more likely to experience job burnout if:

- ❖ you identify so strongly with work that you lack a reasonable balance between your work life and your personal life;
- ❖ you try to be everything to everyone;
- ❖ you work in a helping profession, such as health care, counseling or teaching;
- ❖ you feel you have little or no control over your work;
- ❖ your job is monotonous.

Post-reading activities

Discussion questions

Task 5. Remember or invent a story of a person who is suffering/was suffering from job burnout. Try to share the story with other students. Explain where that person worked/works, in what position, what he/she did/does in his/her job, what the cause/causes of burnout were, how it manifested itself (the symptoms), whether

the person looked for help or not, whether the help was given or not, and whether the relief was found or not.

Task 5. Invent your own case of job burnout. Imagine that the person in the case is your client to whom you were giving psychological advice how to cope with his/her problem. Imagine that your advice has really helped and the client is feeling much better now. Prepare your presentation of the case to your groupmate.

Three practical ways to avoid job burnout.

1. Use Your Vacation Days
2. Change Up Your Routine and Environment
3. Communicate with Your Employer

Psychological Test

Are you burning out?

To study the symptoms, we can offer you a test. Use a rating scale of 1 to 5, with 1 being rarely true and 5 being usually true.

1. I feel run down and drained of physical or emotional energy.
2. I have negative thoughts about my job.
3. I am harder and less sympathetic with people than perhaps they deserve.
4. I am easily irritated by small problems, or by my co-workers and team.
5. I feel misunderstood or unappreciated by my co-workers.
6. I feel that I have no one to talk to.
7. I feel that I am achieving less than I should.
8. I feel under an unpleasant level of pressure to succeed.
9. I feel that I am not getting what I want out of my job.
10. I feel that I am in the wrong organization or the wrong profession.
11. I am frustrated with parts of my job.
12. I feel that organizational politics or bureaucracy frustrate my ability to do a good job.
13. I feel that there is more work to do than I practically have the ability to do.
14. I feel that I do not have time to do many of the things that are important to doing a good quality job.
15. I find that I do not have time to plan as much as I would like to.

Add up your score:

1–25 – you're doing well;

26–50 – you're OK if you take preventive action;

51–65 – you're a candidate for job burnout;

66–75 – you're burning out.

(www.mindtools.com/pages/article/newTCS_08.htm)

Let us laugh a little. Psychology jokes

❖ What do you call sad coffee? ... Despresso.

❖ What's the difference between a psychologist and a magician?... A magician pulls rabbits out of hats, whereas a psychologist pulls habits out of rats.
(<http://mytowntutors.com/2015/09/psychology-jokes-top-psychology-jokes/>)

Unit III: Stress and Ways to Fight it

"Stress is caused by being 'here' but wanting to be 'there.'"
Eckhart Tolle

Vocabulary

omnipresent — усеохоплюючий, повсюдний
to suppress — придушувати, тиснути, пригнічувати
vulnerable — вразливий
liable — схильний
to contract — нажити (хворобу)
disease — хвороба
jumpy — нервовий
alert — пильний
to quarrel — сваритися
to interfere — втручатися, заважати, впливати
to appraise — оцінювати
pace — темп, швидкість, крок
to complain — скаржитися
to equip — обладнати, облаштувати
to be overbooked — тут: бути перевантаженим роботою
beset — заклопотаний
prone — схильний
desire — бажання (дуже сильне)
to encourage — надати підтримку, заохотити, підбадьорити
self-esteem — самооцінка
the University of the Third Age — університет для людей пенсійного віку
to pursue — переслідувати
to acquire — набувати
to rid oneself of — позбутися
liable — схильний
devastating — руйнівний, спустошливий
muddle through — тут: пройти крізь
to handle — тут: керувати
diminish — зменшити
to entertain — тут: приймати

Pre-reading activities

Vocabulary drill

Task 1. Arrange the words given in A and B in pairs of synonyms.

A) to pursue; to acquire; to remain; to invent; to involve; to require; to verify; to contain; to pick out.

B) to need; to comprise; to select; to follow; to obtain; to stay; to include; to confirm; to create.

A) attribute; illumination; goal; approach; resemblance; obstacle; error; content.

B) inspiration; characteristic; aim; similarity; mistake; meaning; barrier; method.

A) efficient; fair; particular; precise; overly; vaguely.

B) reasonable; excessively; clear; effective; uncertainly; special.

Discussion questions

Task 2. Answer the questions.

1. Does stress influence our behaviour?
2. Is stress dangerous for our organism? In what way?
3. What are the main sources of stress in our lives?
4. Are retired people less prone to stress? What is their problem?
5. What can be done to make the lives of elderly people more interest-ing?
6. Why are students so often under stress?
7. What are the two types of coping methods mentioned in the text?

Reading (Part 1)

Stress and Ways to Fight it

Stress is one of the most studied areas of psychology, mainly because it is such a big problem in our society. Stress is omnipresent, we are exposed to it in every sphere of our lives starting from home to the place of work. Long-term stress suppresses the action of the body's immune system, making us more vulnerable to colds, infections and more serious illnesses. It can make us more liable to contract heart disease. Long-term stress also makes us very jumpy and alert to potential threats. Because we overreact to what people say or do, we become more likely to quarrel with people around us. And it interferes with our judgement, so that we are less likely to make sensible decisions or to appraise what is going on realistically.

One of the *main sources of stress* in our lives is the constantly increasing pace of life. Being overbooked is considered so natural that we even feel anxious or uneasy if we have more time to spare. However, the myth of faster - is - better really turns against us, as we never see the hours we have saved because we pack them with new activities.

We feel beset, upon, exhausted and we begin to hate work. Especially prone to stress are people with what is called «A personality»: they are driven by a desire to achieve success and become extremely frustrated when their plans fail. On the other hand, many retired people live under stress because they feel unneeded. Many old people think that society has simply thrown them away even though they are as fit as ever. Thus, it is very important to encourage retired people to find another source of self-esteem, for example, developing new hobbies, like gardening or learning languages. Organisations like the University of the Third

Age, help retired people to pursue new interests and are becoming more popular and successful all the time.

Another social group liable to stress is students. The fear of bad marks and exams is emotionally devastating for young people. Exams are a real horror for many students. They are accompanied by a sense of uncertainty and the powerlessness to control the situation. Exams are great anxiety-makers. But people have to muddle through exams during different stages of their lives. They know that the fact of passing or failing exams has a great impact on their whole future. People cannot eliminate stress altogether but it does not have to be bad if we know how to handle it. We can at least make stress work for us.

Post-reading activities

Discussion questions

Task 3. Pair work

The first step is to learn to recognize when you are stressed. In pairs, discuss common symptoms of stress and/or anxiety. Ask each other about problems related to anxiety and stress.

Common symptoms of stress and/or anxiety:

- ❖ trouble catching your breath;
- ❖ butterflies in your stomach;
- ❖ sweaty and/or trembling hands;
- ❖ feeling lightheaded;
- ❖ feeling nervous or jumpy;
- ❖ feeling overwhelmed;
- ❖ feeling tired all the time;
- ❖ having trouble concentrating;
- ❖ irritability and moodiness ;
- ❖ headaches;
- ❖ problems sleeping;
- ❖ feeling sad or depressed.

Identify a situation where you felt stressed or anxious this past week. In pairs, discuss and fill in the **Stress Worksheet**.

What did you feel like:	
What were your thoughts:	
What did you do about it:	
What would you do differently in the future:	

Reading (Part 1)

Coping Strategies for Stress

Psychologists suggest different coping strategies to lower the level of stress. Some of these are *physical* ones, which enable people to use adrenaline constructively, for exercising. People who play a lot of sports often do better in exams than people of the same intellectual level, who do not take regular exercise.

Some coping strategies, though, are *cognitive*, they involve controlling one's personal thinking. One of the most popular methods used to diminish stress is *visualisation*. People imagine themselves going through the whole activity successfully — winning the race or passing the exam. By concentrating only on positive thoughts the person refuses to entertain doubts and ideas which would add to the level of stress which they are experiencing.

Other people see themselves as able to control events by hard work or effort and do not give up. They are much less likely to become depressed and much more likely to do something about the situation, because they keep looking for ways to change it. These people have what is known as an internal locus of control. They believe that what happens to them is largely controlled by their own efforts.

To sum it up, there is a great deal that we can do to cope with stressful situations positively. Problems may be real and not likely to go away, but we can make their effects worse or better depending on how we go about it.

Post-reading activities

Task 4. Are these sentences true or false, according to the text?

1. All people, in one way or another, are prone to stress.
2. Stress causes all heart diseases.
3. When we are under stress, we make more sensible decisions.
4. We should do things faster to have more time for resting.
5. Retired people become depressed because other people hate them.
6. Stress is omnipresent in students' lives.
7. Visualisation is a method used to calm oneself down.
8. Sportsmen are wiser than ordinary people.
9. People can cope with stress.

Discussion questions.

Task 5. Answer the questions.

1. Do you know any other ways of coping with stress?
2. How do you react to stressful situations?
3. What physical exercises do you know to calm yourself down?
4. What can be done to diminish the level of stress in schools?
5. What is the situation of retired people in our country?

Task 6. Translate from Ukrainian into English.

Усі типи досліджень стресу, в лабораторних або реальних життєвих ситуаціях, вивчають механізми підвищення рівня збудження мозку.

Підвищення збудження – це стан, який оцінюють безпосередньо перед обстеженнями та визначають рівень екскреції адреналіну або норадреналіну. Дослідження кровотоку в мозку демонструють, що перелік днів тижня і місяців року збільшує кровообіг у відповідних областях, тоді як вирішення проблем, які потребують інтенсивної концентрації мислення, призводить до набагато більших змін у розподілі крові в мозку.

Discussion questions

Task 7. Group work.

Discuss the different coping strategies to lower the level of stress in groups of four or five students (you have ten minutes for discussion). Fill in a chart with your comments. After a group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made.

Coping Strategies for Stress	Description
<i>physical</i>	
<i>cognitive</i>	
<i>visualisation</i>	

Unit IV: Active Agent versus Passive Victim. Harrasement. Bulling

*“I was raised to be an independent woman, not the victim of anything.”
Kamala Harris*

Vocabulary

- to assert — стверджувати
- apparent — явний, очевидний
- approach — підхід
- attempt – спроба
- to advance — висувати /теорію/
- to be engaged in — займатись (чим-небудь)
- to extend — розширювати, поглиблювати
- to hide (hid, hidden) – приховувати
- inseparably — нерозривно
- in terms of — з точки зору
- to insist – наполягати
- to perceive — сприймати
- purely - чисто, тільки
- to respond — відповідати
- to refute — спростувати
- to refer to – посилались на
- ultimate — кінцевий
- to underlie (underlay, underlain) – лежати в основі
- bullying – залякування, переслідування

Pre-reading activities

Vocabulary drill

Task 1. Complete the table with the correct form of the word.

Verb	Noun	Noun	Adjective
to inspire		assumption	
to attempt			weak
	belief		real
	preparation		ultimate
to insist		approach	

Discussion questions.

Task 2. Work in a group.

Have you ever been around people who just have to make everything about themselves? And not in a narcissistic sort of way, no, but in a more depressing, "the world is out to get me", 'why does this always happen to me', 'I'm always wronged' sort of way. Draining, isn't it? These people seem to have the ability to

turn everything into a superlative form of suffering that always seems to affect them and *only* them—so if someone speaks about the bad day they're having, you can bet they have a story of an even worse day to trump that one.

Discuss these questions in groups of four or five students (you have ten minutes for discussion). After a group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made.

Reading

Active Agent versus Passive Victim

The three major psychological views of man — the behavioristic, the psychoanalytic, and the humanistic – differ most importantly on the issue of whether man is to be conceived primarily as passive or active. These two positions are often referred to as the «pull» and «push» theories of motivation. The pull theory finds most of man's motivation in the environment, in external forces such as rewards and punishments; the push theory finds most of man's motivation from within the individual, in internal forces represented by urges and growth tendencies. All three viewpoints recognize that man is both an active agent and a passive victim of motivational forces. The key difference is how man is seen primarily. If placed on a continuum from passivity to activity, the order of the three viewpoints would be behaviorism, psychoanalysis, and humanism. In the humanistic model there is a wholehearted belief that we will learn far more about man if we view him as an active agent rather than as a passive victim of external forces. The other two models of man, however, are gradually placing more emphasis on the importance of man as the single most important determiner of his behavior in order to explain how so much of human behavior is initiated by man.

Post-reading activities

Task 3. Answer the questions.

- 1) What are the three major psychological views of man?
- 2) How are they often referred to?
- 3) What does the pull theory find?
- 4) What does the push theory find?
- 5) What is the man according to these theories?

Discussion questions.

Task 4. Pair work

How bad is inequality in your country? How can we reduce it? Complete this table with your partner(s). Discuss the types of inequality and techniques to reduce them.

	How bad?	How to reduce it?
<i>Sexual</i>		
<i>Racial</i>		
<i>Wealth</i>		
<i>Education</i>		

<i>Social</i>		
<i>Pay</i>		

Task 4. Discussion questions.

- ❖ Imagine that a friend confides in you that he or she has been a victim of sexual harassment. What would you say to your friend? What would you tell your friend to do about the harassment?
- ❖ Suppose a boy repeatedly tells a girl, in public, that she has a great figure. While at first the girl is flattered, when he keeps talking about her figure publicly, she becomes increasingly uncomfortable. Do you think she has reason to feel uncomfortable? Is this an example of sexual harassment or positive attention? In our culture, do you think it is easy to confuse the two? Give reasons to support your ideas.
- ❖ Do you think there is a relationship between self-esteem and sexual harassment? Do you think people with low self-esteem would be more likely to be the harasser, the victim, or both? Give the facts to support your ideas?

Vocabulary Drill

Task 5. Match the words with their definition.

Word	Definition
1. provocative	a) relating to or associated with sex or the relationship between the sexes.
2. sexual	b) unwanted advances of a sexual nature.
3. sexual harassment	c) serving or tending to provoke, excite, or stimulate.
4. suggestive	d) tending to suggest something improper or indecent.

Task 5. Read, translate, and find these words in the context.

1. Looking at someone in a suggestive way or making an obscene gesture can be provocative and hurtful.
2. Touching someone in an inappropriate way is an example of sexual harassment.
3. Parents often object to songs with suggestive lyrics.
4. During the teen years, young people become more aware of behavior that is sexual in nature.

Discussion questions

Task 6. Read and translate the examples of sexual harassment. Give your examples of sexual harassment. You may suggest a few of the following incidents as examples of sexual harassment:

- ❖ Touching a student's private parts.
- ❖ Drawing sexually explicit pictures and passing them around.
- ❖ Rubbing up against someone in a provocative way.
- ❖ Telling sexual jokes.
- ❖ Spreading rumors about a person's sexual behavior.

❖ Calling other students names with sexual connotations.

Task 7. Put these words into the spaces in the paragraph below.

fairly rise fight everything classwork places movement female

Over 300 women in Hollywood have joined together to (1) _____ sexual harassment. They have started a (2) _____ called 'Time's Up'. They want men to know that time is up for women not being treated (3) _____ and equally. They are angry about the inequality in the movie industry and the amount of harassment working-(4) _____ women face around the USA. The women are famous actresses, as well as (5) _____ agents, directors, executives and producers. The group paid for a letter to be printed in newspapers. It said: "The struggle for women to break in, to (6) _____ up the ranks and to simply be heard and acknowledged in male-dominated (7) _____ must end". It added that "time's up" for men controlling (8) _____.

Put these words into the spaces in the paragraph below.

leaders expect gender moment awards top ceremony glamour

The Time's Up movement started in October, soon after many (9) _____ actresses reported that movie producer Harvey Weinstein had sexually harassed them. Its (10) _____ have asked actresses to wear black when they walk along the red carpet of The Golden Globes awards (11) _____ on Sunday. They want women to use the red carpet to speak out against (12) _____ and racial inequality. Actress Eva Longoria said: "For years, we've sold these (13) _____ shows as women, with our gowns and colors and our beautiful faces and our (14) _____." She added that: "This time, the industry cannot (15) _____ us to go up and twirl around. That's not what this (16) _____ is about."

(<https://breakingnewsenglish.com/1801/180104-sexual-harassment.html#top>)

Task 8. Answer the questions.

1. How many women have joined together to fight sexual harassment?
2. In what industry are the women angry about inequality?
3. Who did the group say is facing harassment around the USA?
4. Where did the group get its letter published?
5. What did the women say men should now stop controlling?
6. When did the Time's Up movement start?
7. What color clothes did the group want women to wear?
8. What awards show was mentioned in the article?
9. What is the name of the actress who spoke about gowns and glamour?
10. What did the actress say women cannot be expected to do?

Discussion questions

Task 9. Work in group

What is the best way to deal with harassment? Share your findings with your partners in a group of four or five students. Fill in a chart. Make a conclusion.

Discuss and tick the best way to deal with harassment

Method	Student 1	Student 2	Student 3	Student 4
Call the Police				
Record the Harassment				
Say No				
Talk to Colleagues				

Task 10. Pair work

Discuss with your partner their ideas about the difference between **bullying** and other forms of social conflict, and why it's important to identify bullying.

Read the sentences. Decide if you agree or disagree with each one. Share your opinions with a partner.

1. ___ People often spread rumours about each other or say mean things behind each other's back. It's normal. It's part of growing up.
2. ___ Calling someone names or teasing them is not bullying. It's just a bit of fun.
3. ___ One day the bully will get bored and stop bullying.
4. ___ People bully because they were born that way.
5. ___ It's best to stay friends with bullies so that they don't pick on you.
6. ___ Bullies are scary people. Bystanders should ignore them and stay safe.

Unit V. Think positively!

“A strong, positive self-image is the best possible preparation for success.”
Joyce Brothers

Vocabulary

superstitious — забобонний
frame of mind — настрої
to feel rotten — почуватися погано
to be regarded — вважатись
malcontent — незадоволений
dissatisfied with — незадоволений
sense of wrong — почуття кривди
to be convinced — бути впевненим
calamity — нещастя
unjustly — несправедливо
to lay claims — виставляти претензії
to blame on — винити, обвинувачувати
contentment — задоволення
to tend — мати тенденцію
Scapegoat — козел відпущення (фразеол.)
hostility — ворожість
approve — схвалювати
skilled — досвідчений
warmth — тепло
to encourage — заохочувати
confident — впевнений; самовпевнений
fears — страхи, побоювання
to respond — реагувати, відповідати
capability — здатність, здібність, обдарованість

Pre-reading activities

Vocabulary drill

Task 1. Use an appropriate word from the box to complete the text.

<i>positive</i>	<i>psychology</i>	<i>environment</i>	<i>negative</i>	<i>success</i>	
<i>fears</i>	<i>compared</i>	<i>brain</i>	<i>full</i>	<i>surrounded</i>	<i>confuse</i>
<i>body</i>	<i>respond</i>	<i>mind</i>	<i>capabilities</i>	<i>activity</i>	

The people nowadays are 1) _____ by so many worries and 2) _____ stemming from various issues related to relationships, finance, career, family life, office etc. that taking out time to think positively becomes a rare 3) _____. Positive thinking by its very meaning is all about the state of

one's 4) _____ rather than one's actions. Of course the state of mind eventually gets manifested in the form of actions, but it all starts from one's 5) _____. You must firmly believe and be confident about the fact that you are endowed with allsorts of 6) _____, health and attitude to taste 7) _____. This is also known as 8) _____ affirmation.

A synonym often used for positive affirmation is self-suggestion. However, self-suggestion refers to the method by which one can rid oneself of all the 9) _____ thoughts that stop him or her from thinking positive. Subjecting oneself to repeated self-suggestions can work wonders on the individual by leading a person to a life state 10) _____ of positive thoughts.

It is often commented in the 11) _____ parlance that what the mind visualizes, body is capable to achieve. It is the mind that is the center of one's existence and determines all the actions of a person. Thus, if you are able to visualize success in your mind, your 12) _____ and your surroundings start working towards the accomplishment of that goal in a very spontaneous manner.

The more positive thoughts you feed your mind with, the more positive results you will see in your 13) _____. It is very important that you do not 14) _____ positive thinking with daydreaming. Positive thinking is much more rooted in the reality of our day-to-day existence as 15) _____ to dreaming. It instills in us the ability to 16) _____ to the situations in a positive manner, thus helping us change the circumstances for better.

Discussion questions

Task 2. Work in group

Studies have shown that *positive thinking* can help with stress management and better health, two very important components that are needed to move through life with energy and enthusiasm. Do you believe in the power of positive thinking? How to improve your life with your thoughts?

Discuss these questions in groups of four or five students (you have ten minutes for discussion). After a group discussion, one student from each of the groups will be requested to make a short presentation of the conclusions made.

Reading

Think positively!

Ukrainian people are superstitious. They are afraid of calling themselves happy. When an American is asked about his frame of mind, he invariably answers: «I'm fine. Everything is O.K.» A Ukrainian says: «I feel rotten. Everything is going wrong.»

The Ukrainians are regarded as malcontents and pessimists. They are usually dissatisfied with life, they have a strong sense of wrong and they are convinced that all calamities happen only to them, of course unjustly. Therefore, they have a right to lay claims to everything and blame on everybody. Such negative thinking has a very negative impact on the person as well as on the people around. On the one hand, the person cannot achieve a state of contentment. On the other, those people cannot function normally. It has been proved by psychologists, that people need a positive interpersonal climate if they are to be open to developing new ideas and learning new things.

This fact is especially important for teachers to know. Teachers, irritated by everyday problems, often tend to make their students the scapegoats for their bad moods. But nobody learns well in a climate of hostility and sarcasm. At the same time, when people feel approved of and safe, they often surprise others with their results. Thus, one of the things which a skilled teacher should learn is how to create an atmosphere of interpersonal warmth in the classroom. Such an atmosphere will encourage the students to become confident and to learn positively.

Although many non-psychologists, including, unfortunately, some teachers, believe that we can team when we are tense or anxious. There is no psychological evidence for all that, not when it comes to education, anyway. It seems that the best way to become more happy and optimistic is to accept and make friends with yourself. People who consider themselves less clever, less interesting or less successful than others are not likely to ever be happy. At the same time, people pleased with their lives tend to lavish their positive energy upon people around them.

American psychologists have invented a simple therapy which helps change the negative attitude towards oneself. One should stand before a mirror, look at his or her own reflection and repeat to him-self: «I am great. I am satisfied with life». One should say it with a deep conviction not laughing or being ashamed.

It is also essential to realize that you are not the hub of the universe and there are many people around you who are less fortunate than you. People also should not expect other people to solve their problems but be active about their lives. They should remember that happiness overlooks passive and lazy people. One should not delude oneself that happiness is a permanent state. Fortune is fickle but one should not give up when something goes wrong. Another thing to remember is that people are not machines, they should have a break and let things slide and not be so strained. Optimists live longer, because they enjoy life and keep smiling.

Task 3. Answer the questions. Find out if you believe in your own power of thoughts.

- ❖ Do you (all or most people you know, including yourself) believe your lives are at the mercy of external influences like bosses, the economy, the government, jobs, family obligations, education, financial status, etc.?
- ❖ Do you operate in a state of learned helplessness, believing “what’s the use, no matter how hard I try, nothing ever changes”?
- ❖ Do you live for the weekend?
- ❖ Do you see life as a struggle?
- ❖ Do you find yourself blaming, complaining or condemning?
- ❖ Are you generally unhappy?

If you said “yes” to any of these – even on some level – you’re not alone. That’s what many of our lives are like.

Grammar Reference

TEST 1

The Simple Tenses There + be constructions , Active and Passive Voice, Complex Subject Constructions

Fill in the gaps choosing the necessary grammatical form:

- 1) There ... a lot of confusion out there about Psychology.
a) are; b) is; c) was
- 2) Psychology ... the human mind and behaviour.
a) studies; b) studied; c) will study
- 3) A large part of Psychology ... to the diagnosis and treatment.
a) devotes; b) is devoted; c) devoted
- 4) Psychology can ... to a variety of issues.
a) apply; b) have applied; c) be applied
- 5) There ... a number of unique and distinctive branches of Psychology.
a) were; b) are; c) will be
- 6) There ... major branches of Psychology within the field today
a) are; b) is; c) was
- 7) A psychologist spends his days listening to clients ramble on about their difficult childhoods.
a) spends; b) is spent; c) spend
- 8) Psychologists usually ... solve crimes.
a) help; b) is helped; c) are helping
- 9) Major branches of Psychology ... in conjunction with looking at questions and problems from a different perspective.
a) uses; b) used; c) are used

10) What purpose ... Psychology serve?

a) does; b) has; c) is

11) Psychologists ... in explaining behaviour.

a) interest; b) are interested; c) have interested

12) Throughout Psychology's history many different theories

a) emerged; b) emerge; c) have emerged

13) Psychology ... to change, influence or control behaviour.

a) strives; b) strive; c) strove

TEST II

The Simple Tenses There + be constructions , Active and Passive Voice, Complex Subject Constructions

Fill in the gaps choosing the necessary grammatical form:

1) There ... a lot of confusion out there about Psychology.

a) are; b) is; c) was

2) Psychology ... the human mind and behaviour.

a) studies; b) studied; c) will study

3) A large part of Psychology ... to the diagnosis and treatment.

a) devotes; b) is devoted; c) devoted

4) Psychology can ... to a variety of issues.

a) apply; b) have applied; c) be applied

5) Psychology ... of both philosophy and biology.

a) evolved out; b) will evolve out; c) is evolved out

6) The word Psychology ... from the Greek word psyche.

a) derived; b) will be derived; c) is derived

7) Wilhelm Wundt ... the first experimental Psychology lab in 1879.

a) has established; b) will establish; c) established

8) Wundt's work ... on describing the structures that compose the mind.

a) was focused; b) focused; c) has focused

9) There ... a number of unique and distinctive branches of Psychology.

a) were; b) are; c) will be

10) What purpose ... Psychology serve?

a) does; b) has; c) is

11) Psychologists ... in explaining behaviour.

a) interest; b) are interested; c) have interested

12) Throughout Psychology's history many different theories

a) emerged; b) emerge; c) have emerged

13) Psychology ... to change, influence or control behaviour.

a) strives; b) strive; c) strove

TEST III

Verb to be, Consequence of Tenses, Emphatic Constructions (do/did) .

Fill in the gaps choosing the necessary grammatical form:

1) Behaviourism ... established in 1913.

a) was; b) is; c) has been

2) Internal states ... too subjective.

a) were; b) are; c) will be

3) People and animals ... able to adapt their behavior when new information ... introduced.

a) are, is; b) were, was; c) is, are

4) Behaviourism ... not as dominant today as it ... during the middle of the 20th century.

a) was, is; b) is, had been; c) is, was

5) It ... also helpful to get fresh air and take deep breaths from the diaphragm.

a) is; b) was; c) will be

6) John A. Mills explained in his book that behaviourism ... the soil nourishing early American social science.

a) is; b) was; c) had been

7) Behaviourists believe that our responses to environmental stimuli ... our behaviours.

a) shaped; b) had shaped; c) shape

8) Many critics argue that behaviourism ... a one-dimensional approach to understanding human behavior.

a) is; b) was; c) had been

9) She said that she ... about it in future.

a) will think; b) would think; c) thought

10) He asked how he ... learn from that experience.

a) can; b) could; c) had been able to

2. Translate from English into Ukrainian:

1) Behaviourism did become a powerful force in Psychology.

2) Behaviourism did allow researchers to investigate observable behaviour in a scientific and systematic manner.

3) The cognitive school of Psychology does focus on mental processes.

3. Define the line where one adverb can also be an adjective:

1) early, clear, socially, potentially;

2) objectively, simply, instantly, slowly;

3) immediately, temporally, adversely, greatly.

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