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Кафедра іноземних мов професійного спілкування

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**Збірник англomовних текстів та завдань
для самостійної роботи студентів-психологів**

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В 48 Збірник англомовних текстів та завдань для самостійної роботи студентів-психологів служить основою для практичних занять та самостійної роботи для здобувачів вищої освіти першого (бакалаврського) рівня денної та заочної форми навчання спеціальності 053 «Психологія»: I-IV рік навчання / О.В. Березінська, В.В. Громовенко; Міжнар. гуманіт. Ун-т. – Одеса : 2024. – 50 с.

Дисципліна «Іноземна мова (за професійним спрямуванням)» вивчається сім семестрів. Представлений збірник охоплює матеріал 1-4 років навчання. Дисципліна «Іноземна мова (за професійним спрямуванням)» служить основою для вдосконалення комунікативних мовних компетенцій студентів на перехідному етапі від рівня А2 (передпорогового рівня, підготовчого середнього) до рівня В1+ (порогового середнього). Посібник сприяє формуванню необхідної комунікативної спроможності в сферах професійного та ситуативного спілкування в усній і письмовій формах, навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, що обумовлена професійними потребами.

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ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Створення Європейського простору вищої освіти висуває складні завдання щодо збільшення мобільності студентів, більш ефективного міжнародного спілкування, легшого доступу до інформації та більш глибокого взаєморозуміння. Студенти мають можливість розвивати мовну компетенцію і стратегію, які їм необхідні для ефективної участі в процесі навчання і в тих ситуаціях професійного спілкування, в яких вони можуть опинитися. В результаті навчання піднімається рівень їхнього володіння іноземною мовою, що в свою чергу, сприяє підвищенню конкурентоздатності на ринку праці.

Одним із основних напрямів розв'язання проблеми поліпшення мовної підготовки студентів ЗВО – це виховання і розвиток самостійності і творчості студентів, вдосконалення організації самостійної роботи студентів при вивченні іноземної мови.

Назва курсу **«Іноземна мова (за професійним спрямуванням)»** відображає його орієнтацію на поглиблене вивчення англomовного матеріалу в межах спеціальності «Психологія». Вимоги до професійної підготовки майбутніх кваліфікованих спеціалістів передбачають оволодіння іноземною мовою на рівні з іншими дисциплінами профільного спрямування. Окрім цього, курс передбачає поглиблене опрацювання різноманітних аспектів іншомовного мовлення, необхідних для професійної діяльності психолога.

Метою викладання курсу **«Іноземна мова (за професійним спрямуванням)»** є формування навчальних стратегій в процесі роботи з англomовними текстами, практичне оволодіння англійською мовою на рівні спілкування нею в обсязі тематики, обумовленої програмою, формування комунікативних англomовних умінь студентів для застосування їх у вирішенні професійних завдань та у повсякденному житті, а також формування навичок отримувати і передавати інформацію іноземною мовою.

Представлений текстовий матеріал та система вправ включають лінгвістичний, соціолінгвістичний та прагматичний компоненти, кожному з яких відповідають певні знання, вміння та навички. Комунікативна

компетенція в межах посібника реалізується у різних видах мовної діяльності, що з сприйняттям (читання), створенням мовних повідомлень (листування, говоріння), з інтерактивними діями (діалог), медіацією (переклад, реферування).

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PART I
UNIT 1
PSYCHOLOGY AS A SCIENCE

1. Read the text, translate and answer the questions.

Psychology as a science Psychology, scientific study of behavior and experience – that is, the study of how human beings and animals’ sense, think, learn, and know. Modern psychology is devoted to collecting facts about behavior and experience and systematically organizing such facts into psychological theories. These theories aid in understanding and explaining people’s behavior and sometimes in predicting and influencing their future behavior. Psychology, historically, has been divided into many branches of study such as physiological psychology, psychoanalysis, Gestalt psychology school, social psychology, industrial psychology, etc. Physiological psychologists, for instance, study the functioning of the brain and the nervous system, and experimental psychologists use tests and make research to discover how people learn and remember. Social psychologists, for example, are interested in the ways in which people influence one another and the way they act in groups. Industrial psychologists study the behavior of people at work and the effects of the work environment. School psychologists help students make educational and career decisions. Clinical psychologists assist those who have problems in daily life or who are mentally ill. Gestalt psychology, school of psychology that deals mainly with the processes of perception. Cognition Psychology includes attention, perception, memory, reasoning, judgment, imagining, thinking, and speech. The science of psychology developed from many diverse sources, but its origins as a science may be traced to ancient Greece. Modern psychology still retains many aspects of the fields from which it grew. Some psychologists, for example, are primarily interested in physiological research, others are medically oriented, and a few try to develop a more careful philosophical understanding of psychology as a whole. Although some practitioners still insist that psychology should be concerned only with behavior – and may even deny the meaningfulness of an inner, mental life – more and more psychologists would now agree that mental life or experience is a valid

psychological concern.

1. What are the main branches of psychology science?
2. What is modern psychology devoted to?
3. What influenced the psychology development?
4. What is psychotherapy?
5. What does Cognition psychology include?

2. Translate the sentences into English and write them down.

1. Вміння впливати на людину під час бесіди, дуже важливе в сучасному світі. 2. Промислова психологія, це галузь психології, що займається науковим вивченням поведінки людей на робочих місцях. Поведінка – здатність змінювати свої дії під впливом внутрішніх та зовнішніх факторів. 4. Деякі люди стверджують, що можуть передбачати майбутнє. 5. Заперечення – форма психологічного захисту.

3. Dwell with your classmates. Which psychological methods do you find the most effective? Advise the most effective tests, you have passed by yourself.
4. Write an essay. Psychology science in our life.

UNIT 2

HOW TO THINK LIKE A PSYCHOLOGIST

1. Read the text and translate. Answer the following questions.

How to Think Like a Psychologist Many people begin their study of psychology without a clear understanding of the subject. They may have images of a laboratory where scientists run rats through labyrinth, or they may assume that it deals only with abnormal emotional disturbances. These, however, are only small parts of the study of psychology. Psychology provides tools to help us in getting some idea about our own behavior, as well as our relationships with others. As you begin your study of psychology, you will find that it is different from any of your other classes. This is because psychology is connected to both the social sciences, such as history or economics, and the natural sciences, such as biology and chemistry. As a social

science, psychology studies the influences of society on individual behavior and group relationships. As a natural science, psychology looks for biological explanations for human behavior. You will learn more about the social and biological aspects of human behavior. Your course material will help you to understand your life and the lives of those around you. In your study of psychology, you will learn to think like a scientist. Scientists constantly question their own assumptions and look for alternative clearness and conclusions. Scientists, including psychologists, use the scientific method as a problem-solving tool. It teaches them to think critically by encouraging open-mindedness, intellectual curiosity, and evaluation of reasons. Using the scientific method will help you think critically and be objective when applying principles to everyday routine, people, and problems. The scientific method consists of five steps that help the scientist integrate theory and research, as well as compare empirical – or factual – data with common sense ideas. You need to identify the problem; Brainstorm possible solutions; Evaluate the proposed solutions; Choose and advice the best solution; Review the success of the solution in some period of time.

1. Is psychology connected to any other sciences? Name them.
2. Which method is the most effective to solve problems?
3. What are five steps of the scientific method?
4. How does psychology help people? 5. What is the main idea of the text?

2. Translate the sentences into English and write them down.

А) Психологія вивчає психічні відхилення. В) П'ять етапів наукового методу допомагають бути об'єктивним у пошуку вирішення проблеми. С) Люди починають вивчати психологію не розуміючи чітко предмета. D) Психологія пов'язана як із соціальними науками, так і з іншими. Е) Ви дізнаєтесь більше про соціальні та біологічні аспекти поведінки ялинки. F) Психологія дає нам інструменти, які допомагають нам зрозуміти нашу поведінку.

**3. How is a new information different from what you have already known?
Discuss it with your classmates.**

4. Write an essay. Why do you want to become a psychologist? Name ten reasons in your essay. How does the subject relate to your life?

UNIT 3 PARAPSYCHOLOGY

1. Read, look through the text and give the main idea. Answer the following questions.

Scientists sometimes study the behavior or events that seem to have fantastic origins. In psychology, this area of study is known as parapsychology. Parapsychology is not a basic branch of psychology, but its ideas hold interest of many people. Parapsychologists think that humans have senses other than the known seven –vision, hearing, taste, smell, touch, balance, and body senses. Skeptics point that there is no real proving of parapsychology. And it has to go through testing. In 1882, scientists established the first organization to study parapsychology, the Society of Psychical Research, in London. The American version of this society was formed in Boston three years later. These organizations focused on mediumship, or communication with those who have died. As time passed, other phenomena began to be studied, such as telepathy (the ability of people to communicate without using ordinary senses), clairvoyance (the ability to experience an event without physically being there), and psychokinesis is (controlling objects with the mind). Perhaps the most famous attempts to demonstrate psychokinesis were made by Uri Geller. Geller confirmed he could bend and break metal objects by using his mind. On nonscientifically controlled occasions, Geller did appear to bend or break objects without touching them. In 1974, psychologists filmed several meetings with Geller. In one instance, Geller unbalanced a precision scale, and in another, he bends a steel band. Many people believed Geller really did all this with psychokinetic power; however, skeptics ruined this myth. The events surrounding Geller were highly mysterious; for him, they were highly useful. He began making appearances in various locations, bending spoons or similar objects. He eventually received an invitation to appear on national television, but when it was time to come, Geller

didn't come. It was found out that he had access before all of his performances to the objects he was going to bend. On television, however, his personal set of objects had been switched with a new set, and Geller had to say that something was blocking his magic – abilities. Scientists accept the results of well-designed tests, whether their hypotheses are supported or not. Geller rejected skepticism and explained that this unsatisfying result illustrates the difference between science and belief. The effects produced by parapsychological phenomena have much simpler explanations – sleight of hand to bend spoons, hidden magnets to deflect compasses, and the like. Perhaps the study of parapsychology will ruin this one day. However, for now, healthy skepticism wins.

1. What is parapsychology?
2. What abilities did Geller claim to have?
3. Have he ever made any parapsychological experiments on public?
4. Did people believe him? 5. Why didn't he appear on TV?

2. Translate the sentences into English and write them down.

A) Парапсихологія цікавить багатьох людей. B) Геллера оточували містичні події. C) Силою розуму Геллер міг згинати та ламати залізні предмети. D) Психокінез, телепатія та передбачення – частини парапсихології. E) Парапсихологи вважають, що людина має більше, ніж відомі сім почуттів.

3. Do you believe that some people have parapsychological abilities? Why or why not? Discuss with your classmates.

4. Write an essay. Parapsychology in our life.

UNIT 4 DIFFERENT TYPE OF BRAIN

1. Read and translate the text. Answer the following questions.

Go into a busy newsagent's and have a look at what kind of things people are reading. The chances are that women are reading about fashion, beauty, romance or relationships and men are reading about cars, photography, equipment or sport. This

ought not to be a surprise. After all, these choices are also seen in typical male and female hobbies –men generally enjoy things such as looking after their cars, buying new parts for their stereos, bird-watching or playing computer games while women seem to prefer keeping in touch with friends and entertaining. For a long time, experts thought these differences between male and female interests depended on how parents brought up their children and indeed society in general. However, when we look at young babies, we see that boys and girls have interests which we can call typical ‘male’ or ‘female’ from a very early age. A baby girl, as young as 12 months old, is sympathetic when she sees She also looks sad and makes comforting sounds. Baby girls also make more eye contact and look longer at other people. Boys of the same age look longer at mechanical objects-toys that spin, light up or move. Later, when they become teen agers, boys usually enjoy putting things together and building towns or bridges or vehicles. Boys are often more selfish and aggressive when they play with other children while girls are better at joining in with others. Just like adults. So where do these difference between male and female behavior come from? Although it is true that culture and upbringing play an important role, many scientists now believe that the answers also lies in the amount of male and female hormones in the mother's body before a child's birth. Research has shown that this balance of hormones leads to three different types of brain: type E, type S and type B. People who are born with a type S or male brain are generally interested in systems: constructing and organizing things and working out how things work. They tend to be good at working out where they are, from maps, making things from plans or collecting things. Others have type E or female brain which means they are good at understanding other people’s emotions and treating people with care because they are sensitive themselves. Others are born with characteristics of both these male and female brains- this is called the type B or balanced brain.

Perhaps the most crucial thing that the researchers found out was that the type of brain you have does not have to depend on your sex. Not all men have the male brain. But on average, more males than females have a type E brain. So, does this mean that one sort of brain is superior? No, not at all. Some people find some things

easier to do than others but both sexes have their strengths and their weaknesses. Researchers hope that understanding how people are born with different type of brain can help make all of us more tolerant of difference.

1. Do the boys of baby age behave different to girls? In what ways? 2. In which ways do men and women differ in their hobbies and interests? 3. How many types of brain are there? 4. Does the type of brain you have depend on your gender? 5. Is there a type of brain which is better than the others?

2. Translate the sentences into English and write them down.

A) Вчені вважають, що вроджені якості мозку також важливі, як і виховання.
B) Жінки багато читають про моду та красу. C) Дослідження психологів показали, що поведінка та інтереси маленьких дітей схожі на інтереси дорослих. D) Жінки краще розуміють почуття та переживання інших людей.
E) Агресивна та егоїстична поведінка під час гри характерна для хлопчиків.

3. How balanced is your brain? Use the personality test, which can help you to find out your brain type. Discuss results with your classmates.

4. Write an essay. Think about the connection between upbringing and inborn qualities. Is our brain chemistry at birth as important as our upbringing?

UNIT 5 GENIUS AND TALENT

1. Read and translate the text. Answer the following questions.

Genius is a person of extraordinary intellectual power. The word genius is used in two closely related senses. In the first sense, as popularized by U.S. psychologist Lewis M. Terman, genius refers to higher intellectual ability as measured by performance on a standardized intelligence test. Terman set the intelligence quotient for – potential genius at 140 or over, a level reached by about 1 in 250 of the general population. Genius here means simply high intellectual ability and refers to potentiality rather than to attainment. In this sense, the term may be used to characterize – gifted children who have not yet had an opportunity to gain eminence by achievement. In the second sense (British scientist Sir Francis Galton),

– genius is used to designate creative ability of an exceptionally high order as demonstrated by actual achievement, always provided that such achievement is not merely of transitory value or the result of accident of birth, as in the case of hereditary rulers. Genius is distinguished from talent both quantitatively and qualitatively. Talent refers to a native aptitude for some special kind of work and implies a relatively quick and easy acquisition of a particular skill. Genius involves originality, creativeness, and the ability to think and work in areas not previously explored and thus to give the world something of value it would not otherwise possess. Although geniuses have usually left their unique mark in a particular field, studies of the early development of these people appear to show that their general intelligence is also exceptionally high. There have been a variety of attempts to explain the nature and source of genius. One theory holds that genius belongs to a separate psychobiological species, differing as much from ordinary man in his mental and emotional processes as man differs from the ape. Another theory looks upon genius as closely related to neurosis and psychosis.

1. How is person of extraordinary intellectual power called? 2. What is the word genius in the second sense? 3. What does talent refer to and imply? 4. What does genius involve and give the world? 5. How does one theory explain the nature and source of genius? 6. How does another theory explain the nature and source of genius?

2. Translate the sentences into English and write them down.

A) Бути генієм, отже, мати високі інтелектуальні можливості. B) Талант це особливе природне вміння чи навик. C) Геніальність близько пов'язана із психозом. D) Манія переслідування (persecution complex) – це психічне захворювання, коли людина впевнена в тому, що оточуючі хочуть нашкодити їй. E) Комплекс неповноцінності (inferiority) це нав'язлива думка про власній ущербності в порівнянні з оточуючими.

3. Dwell upon topic “Genius and Talent” with your classmates. What talent do you have? Do you consider yourself or someone you know genius?

4. Write an essay about the life of any famous genius person.

UNIT 6 HIDDEN TALENTS

1. Read and translate the text. Answer the following questions.

They often didn't learn to read and write until they were older. Their parents often thought they were stupid and their friends laughed at them. Some of them hated their schooldays and decided to drop out of school as soon as possible. In short, they had unhappy schooldays. Some of the world's greatest composers, writers and inventors had an unpleasant time at school like this. Later, when they became successful, nobody was more surprised than their old classmates. Were these people stupid? No, of course not! Some people believe that they had something in common – dyslexia. Dyslexia is a learning disability which means that people have problems with reading and remembering written words. It is often difficult for them to memories things. Studies show that people with dyslexia use a different part of their brain to read and remember. Experts think that the cause of dyslexia is genetic: probably somebody else in the family also had dyslexia. Statistically, about 15 percent of people are dyslexic, but not everybody who has dyslexia knows about it. Some people with dyslexia discover they have special, hidden talents, but only when they are older. A good example is Agatha Christie, one of the most successful writers in history- two billion books published in 44 languages! At school she had problems with writing and often got bad marks for essays. Her parents were disappointed and wanted Agatha to leave school early. She only started writing because her older sister said she couldn't do it! And even when she was already a famous crime writer, she sometimes felt embarrassed because she still couldn't spell. There are many more examples of people like Agatha Christie: Hans Christian Andersen, Albert Einstein, Leonardo da Vinci, Pablo Picasso and Thomas Edison; important and creative people who had problems with reading and writing when they were young. Of course, that doesn't mean that everybody with dyslexia is a genius, but it shows that sometimes people can be a lot more intelligent than they seem.

1. What is dyslexia?
2. What causes the dyslexia?
3. Were there any famous people with dyslexia?
4. Are all people with dyslexia genius?
5. Is it difficult for children with dyslexia to learn at school?
6. What is the percentage of dyslexic people in the world?

2. Translate the sentences into English and write them down.

A) Індійська складова абетка (Devanagari syllabary) може допомогти дітям, які страждають від дислексії. B) Читаючи на деванагарі, людина задіє обидві півкулі мозку (hemisphere), але англійською – лише ліве. C) Актор Том Круз, як і його мати, і три його сестри, писав деякі літери у дзеркальному відображенні. D) У школі Том не міг навчитися швидко розрізняти літери, що робило болісним процес читання і особливо письма. E) Крузу довелося поміняти понад десять шкіл, але це не вирішило його проблеми.

3. Dwell upon dyslexia with your classmates. Is spelling ability important for a person? Do you pay attention on written/oral mistakes?

4. Write an essay. Give ten ideas that can help dyslexic people to overcome dyslexia.

UNIT 7 FEARS AND PHOBIAS

1. Read and translate the text. Answer the following questions.

Fear is an important protective instinct. When there is a sign of danger certain chemicals are released into the blood. These produce physical effects that can help us to overcome danger. For example, blood is diverted to the muscles to make them stronger, sweating increases to cool the muscles and faster breathing provides more oxygen. This is why we can go – white with fear and feel sweaty and cold at the same time. All these symptoms are natural and healthy when we are faced with danger. For many people they can even be exciting and pleasurable so long as they can be controlled. That is why we enjoy fun-fair rides or horror films. But some

people experience fears for reasons that are not clear. This is very common in childhood. For example, Tom from Ealing writes, – I am nine years old and I have an awful fear of fire. I keep having nightmares about it. Alan from Gloucestershire is scared of being alone in a dark room. – When I go to bed I close my curtains and open my door wide and have all the lights on outside my room. Many of these childhood fears, such as fear of the dark or of storms, disappear as the child gets older. For some, though, the fear turns into a phobia. Phobias are unreasonable fears which can be so strong that they send your mind into panic and paralyse your body. The most common phobias are a fear of heights, closed spaces, spiders or flying. But there are endless uncommon phobias too, like the fear of going to the hairdressers. Most phobias can be treated often by discussing them and learning to be more rational about what you fear. There are many people who have phobias but lead normal lives by facing what they fear and learning to overcome it. The important thing is to do something about controlling the fear before it begins to control you.

1. What are three physical effects of fear?
2. What are two examples of childhood fears mentioned in a text?
3. What are the examples of uncommon phobias?
4. What is phobia?
5. How can phobias be treated?
6. What makes us go _white with a fear'?

2. Translate the sentences into English and write them down.

A) Хлопчик був наляканий і побілів від страху. B) Найпоширеніші фобії це страх висоти, темряви, павуків і дантистів. C) Обговорення страхів, допомагає контролювати їх та долати. D) Фобія – це страх ситуації чи дії. E) Не хвилюйся, ми подолаємо твої страхи. F) Більшість страхів з'являється у дитинстві.

3. Dwell upon this topic with your classmates. What kind of things make you afraid?

4. Write an essay. What fears are most common among teenagers? Determine the most common ones.

UNIT 8

HUMAN MEMORY

1. Read and translate the text. Answer the following questions.

Most people talk about memory as if it were a thing they have, like bad eyes or a good head of hair. But your memory doesn't exist in the way a part of your body exists - it's not a "thing" you can touch. It's a concept that refers to the process of remembering. Scientists do not yet understand many things about human memory and many of the ideas and theories about it are still quite controversial. In psychology, memory is an organism's ability to store, retain, and recall information and experiences. Traditional studies of memory began in the fields of philosophy, including techniques of improving memory. Most scientists agree that it is very useful to describe human memory as a set of – stores which are "places" to put information, plus a set of processes that act on the stores. A very simple model might contain 3 different stores: The Sensory Information Store (SIS) The Short-Term Store (STS), The Long-Term Store (LTS) and 3 processes Encoding (putting information into a store), Maintenance (keeping it "alive") Retrieval (finding encoded information). The sensory memories act as buffers for stimuli received through the senses. For instance, information in the SIS might indicate a bright red object somewhere ahead. Attending to this information might reveal that there it is a stop-sign. Once information is processed in this way, it can be encoded into the short-term store (STS). Short-term memory. Usually, the STS is described as having a limited storage capacity (seven, plus or minus two items) that "decay" and become inaccessible after a relatively brief interval (estimates range from 12 to 30 seconds). Short-term memory acts as a scratch-pad for temporary recall of the information under process. For instance, in order to understand this sentence, you need to hold in your mind the beginning of the sentence until you read the rest. Long-term memory can store a very large number of information and can hold that information for very long periods of time. Information from the working memory is transferred to it after a few seconds. There are two types of long-term memory: episodic memory and semantic memory. Episodic memory represents our memory of events and

experiences in a serial form. It is from this memory that we can reconstruct the actual events that took place at a given point in our lives. Semantic memory, on the other end, is a structured record of facts, concepts and skills that we have acquired. The information in semantic memory is derived from that in our own episodic memory, such that we can learn new facts or concepts from our experiences. Forgetting occurs because memory fades with time. To stimulate memory, use your memory to the utmost. Challenge a novelty. Learn new skills. If you work in an office, learn to dance. If you are a dancer, learn to deal with a computer; if you work with sales, learn to play chess; if you are a programmer, learn to paint. This could stimulate your brain's neural circuits to grow.

1. Which types of memory do we have?
2. How does the process of human memory work?
3. How are memories formed?
4. Why do we lose memories?
5. What are the techniques of improving memory?

2. Translate the sentences into English and write them down.

A) Пам'ять зберігає, накопичує та відтворює інформацію. B) Найкраще запам'ятовуються незавершені дії, завдання, недомовлені фрази. C) Метод Цицерону з поліпшення пам'яті заснований на використанні просторової уяви. D) Метод Айвазовського заснований на тренуванні зорової пам'яті. E) У давньогрецькій міфології є міф про царство смерті, в якому є ріка Літа. Тих, хто втратив пам'ять, можна вважати померлими. F) Існує багато методик покращення пам'яті.

7. Dwell upon this topic with your classmates. Which type of memory do you have? (make the quiz on page ... with your teacher and use the link given below to check your results at home.

8. Write an essay. Are there any tips to improve memory?

UNIT 9

ATTENTION

1. Read and translate the text. Answer the following questions.

Views on attention have passed through continuous evolution since the early work of the 1950s. The most widely known definition of attention goes back to the late 1800s. The psychologist and philosopher William James (1842–1910) defined it as "the taking possession of the mind, in clear and vivid form, of one out of what seem several possible objects or trains of thought". Since that time, the questions asked about attention, consciousness and control have changed. Rather than asking – What is attention? people now consider – Why does attentional behavior appear the way it is? Attention is the cognitive process of selectively concentrating on one aspect of the environment while ignoring other things. Attention has also been referred to as the allocation of processing resources. Examples include listening carefully to what someone is saying while ignoring other conversations in a room (the cocktail party effect) or listening to a cell phone conversation while driving a car. Attention is one of the most intensely studied topics in psychology and cognitive neuroscience. Attention can be organized in a model that includes such components as focused attention, sustained attention, selective attention, alternating attention, divided attention. This model has been shown to be very useful in evaluating attention in very different pathologies, correlates strongly with daily difficulties and is especially helpful in designing stimulation programs such as APT (attention process training), a rehabilitation program for neurologic patients.

1. What is attention?
2. What are the main types of attention?
3. Whose definition about attention is the most famous?
4. Are there any programs to stimulate attention?
5. What is – the cocktail party effect?

2. Translate the sentences into English and write them down.

A) Коли необхідно зробити вибір, а ви його не робите, це теж вибір. B) Найбільша користь, яку можна отримати з життя, - витратити життя на справу, яка переживе нас. C) У будь-якому проекті найважливішим фактором є віра в успіх. Без віри успіх неможливий. (William James). D) Як розвинути увагу? Ти знаєш ефективні вправи? E) Я знаю багато вправ, ось одна з них: «Дивишся хвилину і запам'ятовуєш розташування трьох предметів на столі, заплющуєш очі, помічник перемішує речі, після намагаєшся відновити як було. Щодня кількість предметів збільшується».

7. How attentive are you? Look on page and pass the test to check. Dwell with your classmates about your results.

8. Write an essay. Make a list of ten exercises to improve attention level.

UNIT 10

HOW ATTENTION WORKS FOR AUDIENCES

1. Read and translate the text. Answer the following questions.

Getting and keeping an audience's attention is probably the most important thing that a presenter must be able to do. There are other things that are important, but if the audience members are daydreaming or not listening, they just aren't going to hear you. In addition, bored audiences are noisier, and are more distracting to the presenter since they tend to talk amongst themselves, get up and leave. Once you know the basic principles, you can modify your presenting behavior to increase interest and attention. The principle of Relevance: People will pay very close attention to something they perceive as having relevance to their own lives and concerns. The principle of Highlighting and Linking: People often will not see the relevance of what is being said without the implications being teased out for them, and highlighted. In other words, you may be presenting something that the audience should be seeing as relevant, or important, but they don't see it as such. You need to highlight by linking the fact or piece of information to the benefit it relates to. You need to explain the importance of what you are saying. The principle of Change:

People have difficulty attending to anything that does not change or is relatively constant or repetitive. We learn to tune out unchanging sound such as air conditioning, although we will notice when it goes off. That's why a monotone voice is so boring, or why it is more difficult to pay attention to a presenter at a podium than to one who is moving around (generally). The principle of Controlled Change: The key element in generating human attention is introducing controlled change in the environment. It is the presenter's role to change things up. use AV, move, change voice tone, speed, etc. This increases enthusiasm. Destructors: People may pay attention to things that are irrelevant or trivial, since many people have trouble identifying key points or issues. People will be distracted by little things that are out of the ordinary (try leaving your zipper undone or jiggling your keys). They also will miss key points unless you help them. Suggestions for presenters: Within the first five minutes of any presentation, the presenter must create the idea that what would be said to the audience. It is important that the presenter understand the concerns of the audience with respect to the topic and address them early. Always establish relevance from the point of view of the audience!

Even in the shortest presentation, the presenter "sends" a lot of information. The audience will only retain a portion of that information, so it is important that they retain the major points, not tangential details. Presenters can help the audience focus on the key points through verbal emphasis (tone, loudness, silence), use of overheads and diagrams for key points, etc. It is difficult for an audience to pay attention for long periods of time with little change in the speaker's behavior. The worst tactic is to stand still, and talk in a monotonous way, or showing slide after slide, or overhead after overhead. An expert presenter, using change elements, can keep attention for very long periods of time by using him/her self as a changing vocal point for attention.

1. Why is it so important to keep audience's attention?
2. What are the main principles of successful presentation?
3. What is the principle of Controlled Change about?
4. How does the principle of Relevance work?

5. Which destructors influence audience's attention?

6. Which suggestions give an author?

2. Translate the sentences into English and write them down.

A) Використання кілька простих принципів допоможе ефективніше впливати на аудиторію. B) Діаграми, слайди та відео допоможуть зробити презентацію ефективнішою. C) Завданням вправи було підкреслити дієслова у реченні. D) Майкл приїхав у місто лише для особистої вигоди. E) У перші п'ять хвилин виступу письменник розповів про ключові моменти свого життя.

7. Think about the lectures you find boring. Dwell with your classmates about the reasons it happens. What would you change to get more audiences's attention on this class?

8. Write an essay. Are there any tips to improve attention and ability to concentrate? Write a list of them and discuss with your classmates.

PART II

UNIT 1

TYPES OF PARENTING STYLES

1. Read and translate the text. Answer the following questions.

The way in which children seek independence and the way in which they resolve conflicts about becoming adults depend in large part on the parent-child relationship. Diana Baumrind (1971, 1973) observed and interviewed children and their parents. Follow-up observations when the children were 8 or 9 led to results about the impact of three parenting styles on children. In authoritarian family's parents are the bosses. They do not think that they have to explain their actions or demands. In fact, such parents may believe the child has no right to question parental decisions. In democratic or authoritative family's children participate in decisions affecting their lives. There is a great deal of discussion and negotiation in such families. Parents listen to their children's reasons for wanting to go somewhere or do something and make an effort to explain their rules and demands. The children make many decisions for themselves, but the parents still have the right to veto plans

of which they disapprove. In permissive or laissez-faire family's children have the final say. The parents may try to guide the children but give in when the children insist on having their own way. Or the parents may simply give up their responsibilities – setting no rules about behavior, making no demands, voicing no expectations, virtually ignoring the young people in their house. Psychologists (Maccoby & Martin, 1983) later identified a fourth parenting style: uninvolved parents. These parents were typically egocentric in raising their child and seemed quite distant.

1. What are the main known parenting styles?
2. Which parenting style seems to lead to more confident relations?
3. What is authoritarian style like?
4. What is democratic style like?
5. How do children behave in families with permissive style?

2. Translate the sentences into English and write them down.

A) У деяких дітей немає почуття відповідальності. B) У сім'ях авторитарного типу батьки беруть участь у прийнятті всіх важливих рішень. C) У сім'ях типу демократично-наказового, діти мають право на обговорення правил та вимог. D) Егоїстичні батьки не дуже близькі зі своїми дітьми. E) Стиль виховання дітей, має сильний вплив на їх майбутнє. F) Психологи вважають, що незалежність та можливість впливати на своє життя, вкрай важливі для формування особистості дитини. G) Батьки не завжди розуміють важливість виховання дітей у ранньому віці.

7. Determine how well your beliefs agree with those of your parents. How important do you think your early social raising was for what you believe?

8. Write an essay about the parenting style in your family. Discuss it with your classmates.

UNIT 2 EFFECTS OF PARENTING STYLES

- 1. Read and translate the text. Answer the following questions.**

Numerous studies suggest that youth who has grown up in democratic or authoritative families is more confident of their own values and goals than other young people. This seems to come because of two reasons – the establishment of limits on the child and responding to the child with warmth and support (Bukatko & Daehler, 1992). The children of democratic families are more likely to want to make their own decisions with or without advice. There are several reasons for this: First, the child is able to assume responsibility gradually. He or she is not afraid to exercise judgment (as in authoritarian families) or given too much responsibility too soon (as in permissive families). Second, the child is more likely to identify with parents who love and respect him or her than with parents who treat him or her as awkward or who seem uninterested. Finally, through their behavior toward the child, democratic parents present a model of responsible, cooperative independence for the growing person to imitate. Although the style parents adopt in dealing with their children influences youth development, it would be wrong to conclude that parents are the only ones responsible for the way their children turn out. Children themselves may adapt to the style their parents use, with effect for their own personal development. Parents may adopt a laissez-faire attitude simply because they find that style the easiest way to cope with a teenager who insists on having his or her own way. Youth experiencing quick physical and emotional changes may force their parents to make some regulations in their parenting style.

1. Why does it come that children grown up in democratic or authoritative families are more confident?

2. Does the parents' style influence a child?

3. What is the easiest way to cope with a teenager?

4. Which effect does permissive family has on a child?

5. Which effect does authoritarian family has on a child?

2. Translate the sentences into English and write them down.

A) Авторитарний стиль виховання, змушує дитину відчувати себе нездатним на самостійні рішення. B) Діти легко адаптуються до нових правил. C) Батьки з байдужим ставленням не мають належного впливу своїх дітей. D)

Я не бачу причини залишатися вдома в такому чудовому день. Е) Мені не потрібні твої поради, я зроблю по-своєму.

7. Dwell upon the proposed questions with your classmates. Should young children be treated as “little adults”? Based on what you have learned about development, do you think that is reasonable? Why or why not?

8. Write an essay. Do you think that the way parents treat their children influences how those children will turn out?

UNIT 3

THE CASE OF GENIE

1. Read and translate the text. Answer the following questions.

In 1970 an unusual discovery was made in California. A 13-yearold girl known as – Genie¹ had spent all 13 years of her life locked in a room isolated from the world. Her parents had kept her harnessed to a potty-chair, which allowed only small movements of her hands and feet. At night Genie was put in a type of straitjacket and forcefully placed in a wire cage. Her parents refused to communicate with her in any way and demanded Genie’s brothers and sisters avoid any form of communication with her as well. Genie was discovered by workers of social services and the police. When she was discovered, she had no bowel or bladder control, could not chew solid food, had severely damaged posture from years of sitting, and she could not speak or understand language. Nursing Genie back to physical health became the top priority. Then psychologists were to be called upon to evaluate her mental and emotional conditions, as well as to begin teaching her how to communicate. The unfortunate case of Genie provided psychologists with some clues in defining whether language can be learned at any point in time or if there is a specific stage of development in which humans need to learn language and communication skills. The function of language has been traced to the left hemisphere of the brain. However, it is undetermined if a time period exists in early

childhood that allows language to be learned easily. Placed in a hospital, Genie was described as being – pitiful, malformed, incontinent, unsocialized, and severely malnourished creature^{ll} (Pines, 1981). Genie was given various tests that were designed to measure social maturity and school-level placement. She scored at a level equal to that of a normal 1-year-old child. As time passed, Genie learned to recognize her written name. After 7 months passed, she began to develop spoken use of the phrases – stop it and – no more, one word spoken manner similar to what children use. One-word use progressed to two-word use; however, Genie’s development was slower than that of children with similar language skills. Genie made limited progress in language development. After 7 years had passed, she had learned as much language skill as a normal child learns in 2 to 3 years. When she was 24 years old, she had the language skills of a 5-year-old. Even though Genie learned much about language, she could not fully understand grammar or the use of pronouns and was unable to control the pitch of her voice. Perhaps Genie’s time for learning language had passed; thus, her brain could only understand language in an elementary form. However, the physical, emotional, and mental abuse that Genie had during her first 13 years of life played key roles in her development as a whole.

1. How old was Genie when she was found?
2. Was she able to communicate?
3. Why, when found, was Genie unable to speak and understand language?
4. What was the stage of her development?
5. How did Genie’s case help scientists?
6. How much progress in language development did Genie make?

2. Translate the sentences into English and write them down.

- A) Ранні роки життя відіграють ключову роль у розвитку людини. B) Незвичайний випадок дівчинки допоміг вченим дізнатися більше про роботу лівої півкулі мозку. C) Якщо ти не сидітимеш рівно, ти зіпсуєш свою поставу. D) У ранньому віці дитина може вивчити більше, ніж доросла людина. E)

Цуценя було налякане, опинившись у залізній клітці. F) Нещодавно я пошкодила зуб і не можу жувати тверду їжу.

7. What conclusions can you draw from this case about the time period to learn language? Prove your ideas and discuss in class.

8. Write an essay. How did you become who you are? Which events have influenced your life the most?

UNIT 4 NONVERBAL COMMUNICATION

1. Read and translate the text. Answer the following questions.

Central to the development and maintenance of a relationship is the willingness to communicate aspects of yourself to others. Communication involves at least two people: a person who sends a message and a person who receives it. The message sent consists of an idea and some emotional component. Messages are sent verbally and nonverbally. – I like to watch you dance is a verbal message, while a warm smile is an example of nonverbal communication. Although most people are aware of what they are saying verbally, they are often unaware of their nonverbal messages. They are more aware of the nonverbal messages when they are on the receiving end of them. You have probably heard someone say, – It doesn't matter, speaking in a low voice and looking away; the unspoken message is – My feelings are hurt. You do not need to be told in so many words that a friend is cheered or depressed, angry or pleased, nervous or reserved. You sense these things. People communicate nonverbally, not only through facial expressions but also through their use of space and body language (posture and gestures). The way you carry your body also communicates information about you. This is your body language. If you stand tall and erect, you make the impression of self-assurance. If you sit and talk with your arms folded and legs crossed – a closed body position – you communicate that you are protecting yourself. When you unfold your arms and stretch out, your open body position may be saying that you are open to people. Although the use of body language is often unconscious, many of the postures we adopt and gestures we make

are governed by social rules. These rules are very subtle. Touching, for example, has rules – not just where, but who. Your teacher or boss is much more likely to touch you than you are to touch him or her. Touching is considered a privilege of higher status.

1. What is nonverbal communication?
2. Do we use any particular part of the body for nonverbal communication?
3. Are nonverbal messages conscious?
4. How does psychology help people?
5. Are there any social rules while using body language?

2. Translate the sentences into English and write them down.

A) Знання значення жестів та міміки на Заході є обов'язковим для менеджерів, починаючи із середньої ланки. B) Правильне читання жестів людини може дати більше інформації, ніж слова. C) Жінки більш чутливі до всіх жестів язика рухів тіла, ніж чоловіки. D) Багато жестів використовуються людьми підсвідомо. E) Один і той же жест може бути невинним в одній країні і вульгарним в іншій.

7. Dwell upon body language gestures. Which gestures (poses) were not mentioned in the topic? Tell your classmates about their meaning.

8. Write an essay. Make a list of gestures you frequently use. What do these gestures (poses) mean?

UNIT 5 FIRST IMPRESSIONS

1. Read and translate the text. Answer the following questions.

Imagine that it is the first time you are meeting someone. How do you treat that person? Why do you behave this way? Your first impression of someone is usually based on that person's physical appearance. You instantly make certain judgments based on how he or she looks. For example, if you meet a well-dressed woman in an office building, you might assume that she is a well-paid corporate executive. Should you meet a waiter in a local restaurant, you might assume that he

does not make as much money as the corporate executive. You might interact with these people differently, just as you might interact differently with people of different genders, races, or socioeconomic classes. These initial judgments may influence us more than later information does. For example, one researcher invited a guest lecturer to a psychology class. Beforehand, all the students were given a brief description of the visitor. The descriptions were identical in all characteristics except one. Half the students were told that the speaker was a rather cold person, as well as being industrious, critical, practical, and determined; the others were told he was a very warm person, along with the other four attributes. After the lecture, the researcher asked all the students to evaluate the lecturer. Reading their impressions, you would hardly know that the two groups of students were describing the same person. The students who had been told he was cold saw a humorless, ruthless, self-centered person. The other students saw a relaxed, friendly, concerned person. The students used cold or warm to influence the meaning they picked to the other four words, so cold and warm – the first words heard – showed a primacy effect on the other, previously neutral, words. The students interpreted the common words practical and determined in terms of the different words warm and cold, giving them greater, or primary, impact. Thus, to be warm and determined was perceived as dedicated; to be cold and determined was perceived as rigid. It also affected their behavior. Students in the – warm group were warm themselves, initiating more conversations with the speaker than did the students in the other group. What was your first impression of your teacher? Did that first impression ever change? These impressions sometimes become a self-fulfilling prophecy; that is, the way you act toward someone changes depending on your impression of him or her, and this in turn affects how that person interacts with you. For instance, suppose you showed up on the first day of class in a terrible mood. During the class period, you did not really pay attention to the lecture and even made a few jokes in class. Your teacher immediately labeled you as the class troublemaker and, therefore, did not treat you as an attentive and good student. You may have responded to that treatment by not studying nor caring about your grade in class. In reality, you may be a great student;

you just had a bad day on the first day of class and now cannot seem to please your teacher. On many situations we take first impressions into account. For example, when you first start dating someone, you try to look nice. When going for a job interview, you dress well.

1. What is first impression based on?
2. Do people take first impressions into account?
3. What kind of experiment was done in class?
4. Was teacher's evaluation similar in both groups?
5. How to make a good first impression?

2. Translate the sentences into English and write them down.

A) Будь-яке судження виразне пропозицією, але не всяка пропозиція може висловлювати судження. B) У мого батька твердий характер. Йому важко догодити. C) Його хвороба набула дуже серйозного (grave) характеру. D) Перше, що ми бачимо та оцінюємо в людині, коли вперше її зустріли – це зовнішність. Тому зовнішність дуже важлива для початку знайомства. E) Чому ти так до мене ставишся? Ти ніколи не зважаєш на мою думку.

7. Dwell with your classmates. What was your first impression of your teacher? Did that first impression ever change? Give a brief description.

8. Write an essay. What influences your first impression about the person? What are your initial judgments based on?

UNIT 6

WHY SLEEP IS THE BEST MEDICINE?

1. Read and translate the text. Answer the following questions.

It's late at night and you have an important exam in the morning. You're sitting with your notes and books and you're beginning to feel tired. Should you listen to your mother's advice and go to bed? Or should you stay up all night and try to learn? Well, scientists say that our mothers are probably right – it's better to go to bed early before a big exam. Last year in Germany, scientists looked into the effects of sleep on university students. They found out that students who had at least four

hours of sleep did better in exams. It also turned out that the students who had a lot of sleep had better scores in IQ tests. So why is sleep good for our brains? First of all, scientists believe that after a hard day of thinking our memories are very messy. Sleep helps to tidy up our thoughts and memories and to put everything in the right place again. Because of this it's easier to remember facts clearly which of course is important in exams. When we sleep, our brains also continue thinking about our problems of the previous day. We can sometimes come up with the answers after sleeping. There are many examples of this in history. In the nineteenth century the chemical structures of benzene were still a big mystery to scientists. The German chemist Friedrich von Kekule fell asleep. He had a strange dream- snakes were coming towards him with their tails in their mouths! When he woke up, von Kekule knew that he had the answer to his problem- the atoms were arranged in a circle like his funny snakes! But sleep does not only improve our memories and help us to find the answer to problems. Scientists believe that we are more creative after sleep too. Keith Richards, the guitarist of Rolling Stones, came up with the melody for Satisfaction, their biggest hit, as he was taking a nap in a London hotel room. The Irish writer Bram Stoker also got the idea for his masterpiece Dracula, the classic horror story, while he was sleeping. He ate crabs late at night before going to bed, had some strange nightmares and kept on waking up! So, take my advice – do you want to remember more in your exam tomorrow? The answer is simple – go to bed early!

1. Why sleep is the best medicine?
2. Is it true that answers to difficult questions appear in a dream?
3. Are there any examples to prove the mystery of sleep?
4. Which advice does an author give about sleep?
5. What do scientists say about the effect of sleep?

2. Translate the sentences into English and write them down.

A) Дітям потрібно більше часу для сну, ніж дорослим. B) За 8 годин сну ми втрачаємо 35 калорій, така сама кількість калорій наше тіло втрачає за 10 хвилин ходьби. C) Тепле молоко допомагає заснути. D) Якщо ти не можеш

заснути, встань і займись якоюсь справою. Е) Найбільше сні потребує наш мозок. F) Двадцять відсотків студентів недостатньо сплять.

7. Dwell with your classmates. How well do your class-mates sleep? Does she sleep in the afternoon? Does she remember her dreams? Talk about a dream you remember.

8. Write an essay. Give tips for non-sleepers how to fall asleep.

UNIT 7 THE UKRAINIANS

1. Read and translate the text. Answer the following questions.

Modern Ukrainian culture has a lot in common with Russian and Belarusian cultures. It is quite understandable. All three nations have their historical roots and origination from Kievan Rus. Many times, history separated them and brought them together again. Today each nation has its own state, its own home. But all of them have the same historical and cultural roots. All of them are Slavs. Every country has its own "appropriate" and "not appropriate" things to do in public. Ukraine is not an exception. Ukrainians are traditionally family-oriented people. Pretty often parents (or grandparents) live together with their children and help them to raise the kids. This tradition was a necessity when just a couple generations ago the majority of Ukrainians lived in the villages. Ukrainian customs and traditions determine the style of public behavior. Ukrainians are brought up to avoid attracting attention to themselves. They usually speak quietly in public. To sit or lay on the floor is inappropriate in public places. It is very typical for Ukrainians to avoid "standing out". Generally, Ukrainian culture is non-individualistic. We often say: "One is not a soldier in the battlefield". Parents usually teach their kids: "Be like everybody else. Don't stick out!" Most of the time Ukrainians keep their emotions inside. But if they feel necessity to express their indignation in public, they do not hesitate to say what they think. In general, Ukrainian people are much more spontaneous and straightforward than Westerners. Don't expect them often to say: "How are you? Nice to meet you". The way of doing things in Ukraine is to go straight to the point.

Ukrainians seem a bit cold and reserved at first glance. Especially in the big cities. Foreigners are usually confused not seeing smiling faces around. But it is just at first sight. Ukrainians are very friendly and well known for their hospitality. It is common for people to invite you to their home, where they will put on the table their best food and drink, trying to impress guests with a great variety of prepared dishes. Ukrainian parties are not about food only. It is a long process with plenty of eating, drinking, and socializing. One of foreign travel advisers gives such information – According to Ukraine traditions of hospitality it is quite acceptable to ask very personal questions about your life, earnings, and relationships. Even if you are not used to such types of questions, try not getting angry and do not shy away. People are sincere and just do not know that in your country it might not be considered very polite. Drinking in Ukraine is a cultural phenomenon. It doesn't mean that everybody can be considered as being an alcoholic, but drinking in company is encouraged. Heavy drinking is customary in business settings in Ukraine. Many business deals are closed while drinking together. Though this feature of Ukrainian business often causes some difficulties for foreigners. Especially if they are non-drinkers. Here is a typical joke about it. "Yesterday I was drinking with my Ukrainian business partners. I thought I was going to die ... Today they came to visit me, and said we should "opokhmelitsya". I wish I would've died yesterday..."

1. Why does Ukrainian culture have a lot in common with Russian and Belarusian cultures?
2. What do Ukrainians avoid doing in public?
3. What are the examples of uncommon phobias?
4. Is hospitality common in Ukraine?
5. Which Ukrainian traditions are not appropriate for foreigners?

2. Translate the sentences into English and write them down.

A) Офіційні зустрічі вимагають відповідного одягу. B) Скритні люди уникають спілкування з людьми. C) Кожна країна має свої звичаї, культурні особливості. D) Він іноземець, що помітно за акцентом. E) Гостинність одна з

характерних рис українського народу. F) Для українських сімей типово, щоб діти жили разом із батьками, бабусями та дідусями в одному будинку.

7. Dwell with your classmates. Can you recognize a foreigner at first side? What gives out (выдавать) foreigners?

8. Write an essay about traditional Ukrainian food.

UNIT 8

AN AMERICAN AND EUROPEAN

1. Read and translate the text. Answer the following questions.

Nationality is a large group of people with the same race, origin and language. Nationalism is the belief that your own country is better than any other country – Cultural nationalism consists of encouraging expressions of national characteristics through nonpolitical activities such as art, literature, music, dance and other forms of culture. Almost every nation has a reputation (the opinion that people have about a particular person or thing because of what has happened in the past) of some kind. The French are supposed to be amorous, gay, fond of champagne; Germans dull, formal, efficient, fond of military uniforms and parades; the Americans boastful, energetic, gregarious and vulgar. The English are reputed to be cold, reserved, rather haughty people who do not yell in the street, make love in public or change their governments as often as they change their underclothes. They are steady, easy-going, and fond of sport. What's the difference between an American and European really? There's the rhythm of life of course. Quite a civilized (being well organized and developed socially) American woman might say, – I always feel guilty if I read a book during the day, when I ought to be doing something. At night, in bed, it's different. In Europe there are people who have lived in the same house and been in the same job for twenty, thirty, forty years, and who would hate to pull up their roots and change to something new. That's not the American way of life. They love change, they call it – the spirit of adventure, a spirit that they think is more characteristic of American than of Europe. There was a very interesting remark in a book by an English writer giving what he thought was a reason for this American

characteristic He wrote –We English and the French, the German, the Italians, the Russians, have all got one thing in common- we are descended from the men who stayed behind. In the States they are descended from the folk who moved away.

- 1.What does every nation have?
2. What are the French supposed to be?
3. What are the Germans supposed to be?
4. What are the Americans supposed to be?
5. Do people in Europe like to pull their roots?
6. What do the Americans call – the spring of adventure?

2. Translate the sentences into English and write them down.

A) Роза завжди була зарозумілою і доброзичливою людиною. B) Мій дідусь не любить змін. C) Він живе у своєму будинку більше сорока років. D) Мій дідусь не любить змін. Він живе у своєму будинку більше сорока років.

3. Коли я йшла додому, мене налякав пронизливий крик.

3. Джеймс Браун вважається "крестним отцем соула".

4. Ниючий біль зводив мене з розуму.

5. Властивості цих товарів описані в інструкції.

6. Яростный (extreme) націоналізм –одна из проблем современной Украины.

7. Про Німців можна сказати, що вони педантичні та діловиті.

7. Dwell upon the topic “Nationality” with your classmates. What is typical for Russian and Ukrainian people?

8. Write an essay about the problem of Natalism.

UNIT 9

Psychological Man

1. Read and translate the text. Answer the following questions.

Sigmund Freud (1856-1939)- Austrian neurologist founder of Psychoanalysis. (Psychoanalysis-a way of treating someone who is mentally ill by talking to them about their past life, feelings etc., in order to find out the hidden cause of their problems.) His creation of psychoanalysis was at once a theory of the human psyche,

a therapy for the relief of its ills, and a new interpretation of culture and society. (Psyche is someone's mind, or their basic nature, which controls their attitudes and behavior.) Freud developed a method of helping people he called free association. With free associations, Freud simply asked his patients to lie on the couch and say anything that came into their heads. Despite repeated criticism and attempted refutations of Freud's work, its spell remained powerful well after his death and in fields far removed from psychology. If they say, – psychological man replaced such earlier notions as political, religious or economic man as the 20th century's dominant self-image, it is no small measure due to the power of Freud's vision and the intellectual legacy he left behind. (Self- image – the idea you have of your own abilities, physical appearance and character.) Freud came to the conclusion, based on his clinical experience with female hysteric, that the struggle between a sexual feeling and the psychic defenses against it was the etiology of neurotic symptoms. (Etiology – the cause of a disease or the scientific study of the cause of a disease.) He was able to bring that conflict to consciousness and stated that the symptom might be best understood as unwitting compromise between the wish and the defense. Freud also showed that the unconscious is full of memories and ideas from early childhood, but they are – repressed and made unconscious because they are things we don't want to think about, or they are forbidden. Freud believed in an idea which is still often heard today, that – the child is father to the adult. One of the most important things Freud discovered was what he called –The Oedipus myth about a man who killed his father, the king and married his mother.)

1. Who was Sigmund Freud?
2. What was his theory based on?
3. What was the etiology of neurotic symptoms?
4. What did he state?
5. What does it mean that – the child is father to the adult?
6. What is – Oedipus complex based on? 7. How does a method – free associations work?

2. Translate the sentences into English and write them down.

А) Робота Фрейда регулярно піддавалася критиці. В) Едіпів комплекс – найбільше відкриття Фрейда. С) Лікар, який лікує нервові розлади називається невролог. D) Ніхто не міг устояти перед чарами Анни. Е) Пацієнти часто спростовують наявність невротичних розладів. F) Етіологія-наука про причини захворювання.

7. Have you ever done anything without knowing the real reason until afterwards? What was it? Dwell upon this with your classmates.

8. Write an essay. “The child is a father to the adult”.

UNIT 10 THE CASE OF RAT MAN

1. Read and translate the text. Answer the following questions.

Sigmund Freud used psychoanalysis with a patient he called Rat Man. A 29-year-old man came to Freud complaining of fears and obsessions, which had been occurring nearly six years. These symptoms had stopped the man from finishing his university studies and having success at work. Freud focused on Rat Man's uncontrollable fantasy in which the man would see his father and girlfriend tied down and being tortured by hungry rats. Freud's earliest hypothesis was that Rat Man had a conflict over whether he should marry his girlfriend or not. Since Rat Man was unable to decide consciously, he decided this issue through his unconscious mind. These unconscious thoughts produced disturbing pictures in his mind, thus making him unable make everyday activities such as school and work. Freud also theorized that past love and hate issues between Rat Man and his father caused the father to be in Rat Man's dreams and fantasies. Freud began therapy with Rat Man by using a psychoanalytic technique called free association. Freud asked Rat Man to free associate with the word rats. Rat Man came up with the word rates, referring to installments or money. In an earlier session, Rat Man said that his girlfriend had little money and his father had always wanted him to marry a wealthy woman. Freud

theorized the rat fantasies related to the father's opposition to Rat Man's girlfriend. In another day during therapy, Rat Man described an event, which had taken place when he was around four years of age. As a little boy, he had once bitten the nurse who was taking care of his father. As Rat Man's father had to punish him, he began to beat him immediately. Rat Man responded to the beatings with angry and harsh words directed toward his father. After hearing those words, Rat Man's father never beat him again. Freud theorized that the act of Rat Man biting the nurse was a sexual action. Since his father beat him for indulging in his sexual needs (biting), Rat Man's fear of fulfilling his needs for a relationship based on a fear that he would be punished. A major breakthrough happened when Rat Man told another fantasy he had been having. In this fantasy, Rat Man was persuaded to marry Freud's daughter. These wishes came directly from Freud himself (according to Rat Man's fantasy). Freud interrupted and theorized that Rat Man was replacing the role of his father with Freud. Moments later Rat Man became emotionally enraged at his therapist, and this rage ended with an intense fear that Freud would beat him. This helped to make a chief discovery. Freud convinced Rat Man he was reliving the event with his father by placing the therapist in the father's role. Before therapy, Rat Man had never consciously experienced anger toward his father. This anger came out in therapy sessions. To Freud, the rats biting into and destroying Rat Man's father and girlfriend symbolized important past events – Rat Man biting his first love, or the nurse, and in another essence biting his father with angry words. According to Freud, Rat Man's conscious understanding of the feelings of fear and anger toward his father would lead to a recovery. However, Rat Man was never able to enjoy the newly found insights. Shortly after his sessions with Freud, Rat Man was killed in World War I.

1. Why did Rat Man seek therapy?
2. What kind of obsessions and fears did he have?
3. What was Freud's strategy in treating Rat Man?
4. Which situation was the key one in Rat Man's childhood?
5. Was he able to understand his anger toward his father consciously?
6. Was a Rat Man able to enjoy life after recovery?

2. Translate the sentences into English and write them down.

A) Мій друг схилений на відеоіграх та комп'ютерах. B) Метод “вільні асоціації” допомагає проаналізувати неусвідомлені страхи. C) Смачна їжа – одна з моїх небагатьох слабкостей. D) Нав'язливий страх – це один з різновидів фобій. E) У 1997 році фільм "Англійський пацієнт" отримав 9 нагород Оскар і став найкращим фільмом року. F) Вчені всього світу будують гіпотези про існування життя (possible life) на Місяці.

7. Dwell with your classmates. How did Rat Man demonstrate the unconscious transference? How did it help in a therapy?

8. Write an essay. Analyze the case of Rat Man.

КОРОТКИЙ СЛОВАНИК АНГЛОМОВНИХ ТЕРМІНІВ

ability – ability to hear, ability in doing smth., ability to do smth., to do smth. to the best of one's ability, to show ability, abilities for music, ability to adapt. Each man will be paid according to his ability. We made an attempt to get in touch with them.

access – direct access, free access, to have access to smth., access control, access time, remote access, to get access, to deny access. This report can be accessed via the Internet at www...

aggressive – aggressive treatment, aggressive growth, aggressive music. Aggressive skating ain't exactly the safest sport around but it sure is one of the most exciting and impressive.

allocation – random allocation, memory allocation. Let's allocate a room to be used for storage.

appear – appear daily, appear in print, to appear far away. She appeared to him in a dream. Homo sapiens appeared about 400 000 years ago. Speech appears in the child's first or second year. She appeared on television with the President. It appears (to me) that they will not come.

appear – to appear far away, suddenly a face appeared at the window. Homo sapience appeared about 400 000 years ago. It appears, he is right.

aptitude – aptitude for irony, to show (an) aptitude for smth., great aptitude, natural aptitude. By the use of aptitude tests, psychological questionnaires, even blood-sampling and cranial measurements, he hoped to discover a method of gauging student-potential.

Assume – let us assume that..., to assume responsibility, to assume control, to assume office, an assumed name, assuming (that). His illness assumed a very grave character. The entire length of our route is assumed to be about thirty-two miles.

attainment – scientific attainments, educational attainment, attainment of majority(совершеннолетия), goal attainment, outstanding achievement. Scholarship is given to the best students for their educational attainments.

attempt – rude attempt, successful attempt, to make an attempt, to attempt a difficult task, to attempt an excuse, to attempt swimming across the river. Don't

attempt impossibilities. He attempted the life of the former Prime Minister. We made an attempt to get in touch with them.

attention – to pay attention to one's appearance, a new matter has come to our attention. Individual attention is given to each child.

audience – appreciative audience, passive audience, enthusiastic audience, educated audience. These teachers easily found attentive audience.

balanced – self-balanced person, a well-balanced diet, balance wheel, balance bridge. Some people are born with characteristics of both male and female brains- this is called the type B or balanced brain.

behavior – to be on one's best behavior, to behave oneself, behave yourself, knowledgeable behavior, stable behavior.

benefit – educational benefit, personal benefit, for the benefit, for smb.'s benefit, for your special benefit, I think the boy would benefit by further study. Did you benefit from your holiday?

brain – disease of the brain, on one's brains, to have (got) smb., to have (got) smth. on the brain, to pick smb.'s brains. Excuse me, can I pick your brain for a moment? The power of thinking depends upon the brain.

branch – branch office, branch of science. The bookshop has decided to branch out into selling music and records. I'm glad to see that Jim has branched out into more varied sports these days.

challenge – challenge to fight a duel. The job doesn't really challenge her; to face the challenge; accept a challenge.

capacity – storage capacity, capacity for making friends, capacity for work, temporary, available capacity, memory capacity.

childhood – to be in second childhood, childhood disease, childhood friend, the childhood of the human race, institute of maternity and childhood protection, since (from) childhood. Nostalgia for one's childhood does not necessarily mean that the childhood was a happy one.

comforting – comfort station, creature comforts, find comfort in smth., (it's) cold comfort, to comfort a criminal, comfort temperature.

communication – communication service, vocal communication, to be in communication with smb., communication style, interactive communication, global communication, nonverbal communication. The best way to develop communication skills is practice.

concept – general concept, key concept, basic concept, in concept. Memory is a concept that refers to the process of remembering.

concern – to have a concern in smth., to whom it may concern. The novel concerns three soldiers. The problem concerns us all. As concerns their demands. Don't concern yourself with matters that are not your business.

conclusion – to come to a conclusion, in conclusion, to arrive at a conclusion, foregone conclusion, to try conclusions with smb. Psychologist reached a conclusion that patient's illness assumed a very grave character no matter his quiet behavior.

confirm – to confirm smb. in his decision, to confirm decision, to confirm smb. in office. Please, confirm your message. Twenty boys and girls were confirmed in the Christian Church. The President confirmed that a conference would take place.

danger – out of danger, danger-signal, on the danger list, to create danger, there's no danger of that, to face danger, There was a danger that fire would break out.

demand – payable on demand, to demand higher pay, a demand for labor, this problem demands attention, to demand too much of smb. I have many demands on my purse. I have many demands on my time. I demand my money back. 'Is it true?' he demanded angrily.

divided – divided country, divided road, divide into two parts, to divide money equally. We reached the spot at which our ways divided.

deny – to deny a request, to deny one's signature, to deny one's words. She denies ever having met the patient.

devote – to be fully devoted to smth., devoted heart and soul, to devote attention, devoted feminist, devoted disciple, to devote one's life to smth. This book I devote to my parents.

disability – learning disability, physical disability, mental disability, credit disability. Disability to spell is known as dyslexia.

disapprove – to disapprove completely, strong disapproval, to express (one's) disapproval. She pursed up her lips in disapproval. Jim's father disapproved of his marriage to Mary.

discover – to discover a solution to the problem. She had once discovered him playing cards with his teacher. The island was discovered by Captain Cook in 1775. I discovered I was out of water.

disturbance – to cause a disturbance, to create a disturbance, to put down a disturbance, disturbance of sound perception, disturbance of the function, speech disturbance, vision disturbance.

dyslexia – Dyslexia is a learning disability. No two people with dyslexia are exactly alike. Difficulties with spelling, sounding out unknown words and slow reading are classic symptoms of dyslexia.

embarrass – It embarrassed him to be caught cheating. It was embarrassing to fail the exam. Agatha was embarrassed for spelling disability.

Eminence – His Eminence graced the banquet by his presence.

experience – to know smth. from experience, an unpleasant experience, to experience the bitterness of smth., experienced scientist, lack of experience, previous experience. She has 10 years' experience in the job. We had never experienced this kind of holiday before and had no idea what to expect.

face - to face – the facts, to face reality, face to face, to laugh in smb.'s face. The man now facing me is my teacher. Let's face it! Faced with the possibility of losing their jobs, the workers decided to go back to work. Walker had arrived in London. His face was in every print shop. Get out of my face! It's written all over his face.

fade – to fade from the memory. The flower ripens, fades and falls. The colours of the photograph have faded from being kept in bright light. When the police arrived, the crowd faded away.

fear – to fear for, I fear to think what may happen. I fear for the safety of those mountain climbers in this sudden bad weather. All mothers fear for their children when they first leave home. It fears me.

genius – rare genius, man of genius, to demonstrate genius, musical genius, mathematical genius, the genius of our tongue. Mr. Gladstone has an extraordinary genius for finance. He has a genius (special talent) for getting into trouble. He had a genius for getting along with pupils.

hate – to hate deeply, to hate intensely. He hates to work. I hate to ask him. I hate being interrupted. I hate writing letters. I do hate the way Bill boasts about his new car. I hate to break my promise.

highlight – text highlighting, to be in the highlight. When I get my hair highlighted, I look like a giant roll of aluminum foil.

human – the human race, human interest, human life, human nature, human rights. Political organizations tend to uphold human rights.

implication – implication of events, general implication. People often will not see the relevance of what is being said without the implications being teased out for them.

increase – substantial increase, slight increase, increase in pay, to increase in number, to increase in size, to increase in volume. The physician increased the dosage from one to four pills.

independence – to live a life of independence, to lose one's independence, to achieve independence from, to declare one's independence from, Independence Day, political independence.

industrial – industrial area, industrial plant, Industrial and organizational psychology. Industrial music is a style of experimental music that draws on provocative themes. Industrial psychology deals with the study of workplace behavior.

influence – to influence smb., bad influence, good influence. They have enough influence to get the bill passed. TV has a bad influence on people.

influence – a person of influence, to exercise one's influence, under the influence of smth., to have influence with, cultural influence. They have enough influence to get the bill passed. Environment is an influence on character. I have little influence with him.

insist – insist on smth., to insist stubbornly. Throughout the trial, the prisoner insisted on his lack of guilt. I'm afraid I have to insist on the return of my book at once.

intellectual – intellectual facilities (умственные способности), intellectual property. Genius have high intellectual ability.

judgment – the ability to make considered decisions or come to sensible conclusions. A judge is a person who presides over a court.

linking – weak link, strong link, connecting link, to constitute a link. The prisoners were linked to each other by irons around their legs.

mental – mental health, mental illness. Mentality of Ukrainians was formed by historical events.

negotiation – to conduct negotiations, negotiations are under way, negotiations for smth., to enter into negotiations, to break off negotiations, negotiations for the sale, in democratic or authoritative families children participate in negotiation but the parents retain the right to veto plans.

nightmare – to have a nightmare, terrible nightmare, to have a nightmare, it's a real nightmare, there's an awful lot of people there. He woke up from the nightmare in a cold sweat.

novelty – a novelty wears off, absolute novelty. Seeing people queuing for food was a novelty.

observe – to observe the time, allow me to observe, it will be observed, to observe attentively, to observe a fast. She observed that almost all the chairs were occupied. Did he observe on your unusual appearance?

overcome – overcome one's fear, to overcome smb., to overcome obstacles, to overcome temptation to overcome difficulties, overcome one's laziness. He was overcome by sleepiness. We shall overcome. She managed to overcome her shyness.

participate – participating country, participate in smth., to participate voluntarily in a crime. I like the whole school to participate in the sports. I participate in their sufferings.

pathology – medical pathology, mental pathology, clinical pathology, cellular(клеточная) pathology, speech pathology, correlate- correlate with, correlate to. His story does not correlate with the facts.

perception – Perception is one of the oldest fields in psychology. There are many ways to influence visual perception.

performance – to give a performance, superb performance, listless performance, performance for performance. Have you ever performed a musical play on this stage? How well your daughter performs the piano!

phobia – computer phobia, phobic reaction, man with a phobia of women, list of phobias. What are the signs and symptoms of phobias? How can people cope with phobias? A phobia is a fear of a situation or an activity.

predict – predicted cost, as predicted, predicted behavior, predicted response, predicted change. The psychology tests can predict what person's response would be.

proving – proving corrections, not proven crime, proven fact, to give proof. This proves his fault. Which was to be proved. You will have to prove to the police that you were at home that night.

psychologist – consumer psychology, psychology is a study, that deals with human mind. She has a consultation with the psychologist at 3.00 pm today. Psychologist Dorothy Tennov says the average limerent love affair lasts about two years.

society- benefit-society, building society, debating-society, human society, to found a society, to set up a society. The couple quickly became a fixture of society pages.

psychosis – affective psychosis (аффективный психоз), circular psychosis, drug psychosis, paranoid psychosis, schizoaffective psychosis, senile psychosis.

Intelligence – high intelligence, to demonstrate intelligence, to show intelligence, low intelligence, intelligence service, Central Intelligence Agency. Our teacher is known as a person of high intelligence.

quotient – intelligence quotient (IQ). What is your IQ level? Mensa is the largest and oldest high-IQ society in the world. For many years Sharon Stone maintained

that she had an IQ of 148 and was a member of the high-IQ society, but in April 2002, she admitted she was not, and had never been.

reason – to give reasons for smth., by reason of, to bring to reason, to hear (to listen to) reason. The pupils understood the teacher's reasoning. The reason why she did it was a mystery. I'll do anything for you within reason.

recall – I know him well, but I can't recall his name to mind. I recall him as a very shy child. Short-term memory acts as a scratch-pad.

referred – refer to information. Refer to the dictionary when you do not know how to spell a word.

relevance – the principle of relevance, to have relevance to smth., relevance analysis. Dr. Desmond Clarke is at pains to emphasize the relevance of the curriculum of the school. Getting and keeping an audience's attention is very important for a presenter

research – to be engaged in research, research work, operational research, detailed research. Scientists have spent years researching into the effects of certain chemicals on the human brain.

resolve – to make good resolves, he resolved (up) on making an early start, events resolved them to leave, firm resolve. The question resolves itself into this. The committee resolved to authorize this step. I am resolved on leaving this country.

responsibility – a position of responsibility, to take the responsibility, great responsibility, to share (the) responsibility. Responsibility lies with me. Everyone has the responsibility to pay taxes. He has no sense of responsibility.

retain – retain in confidence, retain charge, retain control of smb., retain control of smth., This vessel retains water perfectly.

retain – retain one's rights, retain control of smb, retain control of smth. The sea retains the sun's warmth longer than the land.

scientific – scientific research, scientific and technical conference, scientific hypothesis, scientific theory, scientific and technological community. The growth of scientific knowledge helps with understanding of human nature.

selfish – a selfish old blighter, selfish motives. It's time this selfish habit died out. Don't bargain on getting any support from her, she's very selfish.

society – benefit-society, building society, debating-society, human society, to found a society, to set up a society. The couple quickly became a fixture of society pages.

sense – sense of smell, intuitive sense, a sense of duty, the five senses, to have keen (quick) senses, a sense of humour, it makes no sense. He felt a sense of insecurity. They don't have the sense to admit defeat.

spell – He gave his name and then spelt it. You can spell it either way. Sorry, I spelled it wrong. He spells the way he speaks. What word do these letters spell? The audience was completely under his spell. Do you know any magic spells?

store – to have in store, He possessed a vast store of knowledge. I have a surprise in store for you. There are many goods in a local department store. She works at (in) a store.

stupid – to become stupid. What a stupid waste of time! It was stupid of him to lie. I was stupid to agree. If my letter is very stupid, forgive me. We were at a stupid seaport town. It's not that he is stupid, but he is lazy.

successful – successful experiment, successful beginning, successful tests, to be successful in smth., highly successful. He is successful in everything. Disability needs not be a barrier to a successful career.

superior – superior officer, to be superior to smb. in smth., superior quality, superior smile. The new model is superior to the old one in many ways.

sustained – to sustain a case, to sustain a loss, sustain losses. Food sustains life. He sustained a stress. alternating- alternating motion, method of alternating, directions. Sunny weather alternated with rain. Her spirits alternated between hope and despair.

sympathetic – sympathetic strike, sympathetic audience, sympathetic vibration. It was not a sympathetic house and pictures were ugly.

tolerant – to be tolerant of criticism, be too tolerant, tolerable / acceptable prices, to develop a tolerant attitude. Understanding different types of brain can help make all people more tolerant to each other.

vision – to lose one's vision, beyond our vision, to have another vision, vision of the future, twenty-twenty vision impaired vision, acute(keen) vision. Our visions met. I had only a momentary vision of the sea.

upbringing – family upbringing, spartan upbringing, wrong upbringing, bad upbringing. She had a decent upbringing.

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для самостійної роботи студентів-психологів**

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