

Львівський державний університет  
внутрішніх справ

Л. І. Кузьо

ENGLISH FOR SPECIFIC PURPOSES:  
PSYCHOLOGY IN USE

Part I

*Навчальний посібник*

Львів  
2018

УДК 81'276.6:159.9  
К89

Рекомендовано до друку та поширення через мережу Інтернет  
Вченою радою Львівського державного університету внутрішніх справ  
(протокол від 31 січня 2018 р. № 6)

Рецензенти:

**І. Ю. Сковронська**, кандидат філологічних наук, доцент, завідувач кафедри іноземних мов та культури фахового мовлення Львівського державного університету внутрішніх справ;

**Т. П. Дяк**, кандидат педагогічних наук, доцент кафедри іноземних мов Національного лісотехнічного університету України

**Кузьо Л. І.**

К89 English for Specific Purposes: Psychology in Use. Part I (Англійська мова для спеціальних цілей: Психологія у практиці. Частина I): навч. посібник. Львів: ЛьвДУВС, 2018. 88 с.

ISBN 978-617-511-250-2

Вміщено вісім уроків, що охоплюють низку питань, які стосуються психологічної тематики. Тексти адаптовано до сучасних англомовних навчальних джерел. Структуру посібника уніфіковано. Кожен урок містить текст із супроводжувальним тематичним словником та після-текстові завдання і лексичного, і комунікативного характеру.

Навчальний матеріал спрямовано на розвиток і закріплення навичок читання і перекладу оригінальної літератури з фаху, усного та писемного викладу професійних матеріалів, ведення бесіди на професійну тематику.

Для студентів закладів вищої освіти психологічних спеціальностей, а також для тих, хто використовує англійську мову в практичній діяльності в галузі психології.

*Видано в авторській редакції.*

УДК 81'276.6:159.9

ISBN 978-617-511-250-2

© Кузьо Л. І., 2018  
© Львівський державний університет  
внутрішніх справ, 2018

## CONTENTS

ПЕРЕДМОВА .....	4
Unit 1. THE NATURE OF PSYCHOLOGY .....	5
Unit 2. ARRANGEMENT OF THE NERVOUS SYSTEM .....	12
Unit 3. CONSCIOUSNESS.....	18
Unit 4. STATES OF CONSCIOUSNESS.....	25
Unit 5. COGNITION AND LANGUAGE.....	33
Unit 6. NONVERBAL COMMUNICATION .....	41
Unit 7. PERCEPTION.....	52
Unit 8. SOCIAL INTERACTION AND INFLUENCE .....	61
ENGLISH-UKRAINIAN DICTIONARY OF KEY PSYCHOLOGICAL TERMS AND CONCEPTS.....	70
LITERATURE INDEX .....	87

## ПЕРЕДМОВА

Навчальний посібник «*English for Specific Purposes: Psychology in Use*» являє собою університетський курс англійської мови для підготовки фахівців за спеціальністю «Психологія», а також всіх тих, хто бажає вдосконалити свої знання англійської мови професійного спрямування. Посібник розроблено відповідно до державного та галузевого стандартів з урахуванням Загальноєвропейських рекомендацій щодо мовної освіти. Він відтворює зміст навчальної та робочої програм нормативної навчальної дисципліни «Іноземна мова за професійним спрямуванням» для підготовки бакалаврів спеціальності «Психологія». Навчальний посібник призначено для розвитку навичок читання, перекладу, анотування, реферування аутентичних текстів англійською мовою у вказаній сфері, а також формування знань і вмінь професійного та повсякденного спілкування. Метою навчального посібника є розвиток мовленнєвих компетенцій у сфері професійного спілкування та набуття навичок і вмінь роботи з фаховою літературою у сфері психології. Навчальний посібник забезпечує цілісне послідовне засвоєння фахової лексики, розвиток навичок усного мовлення та набуття вмінь роботи з професійною термінологією. Навчальний матеріал розташований за принципом від простого до складного у послідовності, що забезпечує активне засвоєння лексики та формування тематичного фахового словника.

Посібник містить 8 уроків (Unit), об'єднаних за тематикою: «The Nature of Psychology», «Arrangement of the Nervous System», «Consciousness», «States of Consciousness», «Cognition and Language», «Nonverbal Communication», «Perception», «Social Interaction and Influence». Тексти уроків адаптовані з сучасних англомовних навчальних джерел. Структура уроків посібника уніфікована. Кожен урок містить текст з супроводжуючим тематичним словником та післятекстові завдання як лексичного, так і комунікативного характеру. Завершується урок практичними завданнями, максимально наближеними до реальних комунікативних ситуацій, пов'язаних з темою, що вивчається. До кожного уроку пропонуються матеріали для додаткового читання, які рекомендуються для самостійного опрацювання і містять інформацію, що доповнює і поглиблює вивчену тему.

Структура посібника дає можливість викладачеві вибрати оптимальні шляхи організації як аудиторної, так і самостійної роботи студентів з урахуванням рівня їх знань.

## Unit 1

### THE NATURE OF PSYCHOLOGY

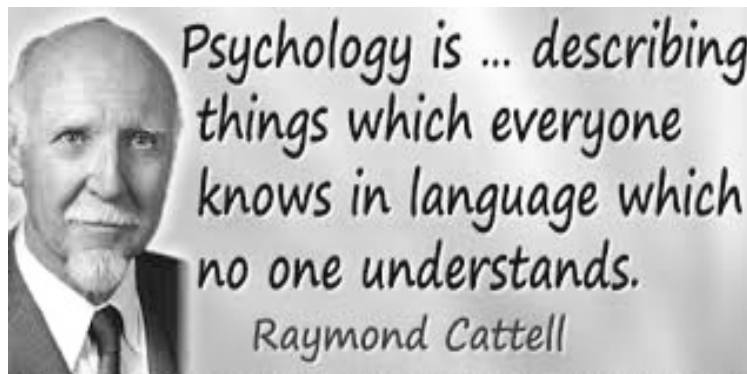
«Much learning does not ...»

#### APPROACHING THE TOPIC

The title is from a well-known saying. Can you complete it? What does it mean?

«*Much learning does not teach understanding*». – Heraclitus (544–483 B.C)

Look at the picture on this page. Read the **quote**:



How do you feel about it? Why?

Compare your ideas with the partner.

**Think and share your ideas:**

1. When have you heard about psychology for the first time?
2. What does psychology tell you?
3. What does psychology deal with?
4. What branches of psychology are you interested in?

#### READING

##### THE NATURE OF PSYCHOLOGY

*Psycho* – is a learned borrowing from Greek meaning breath, soul, spirit and the mind.

*Psychology* is

1. the science of the mind or of mental states and processes: the science of human nature;
2. the science of human and animal behaviour;
3. the sum of the mental states and processes of the person or of a number of persons, especially as determining action (e. g. the psychology of a soldier at the battle).

## PSYCHOLOGY AS A SCIENCE

Psychology is the scientific study of behaviour and mental processes in humans and animals. The goals of psychology are to describe, predict, explain and control behaviour.

**Behaviour** includes those activities of an organism which can be directly observed or recorded. **Mental processes** are cognitive operations which can be directly known only by the experiencing person, for example thinking, perceiving, dreaming. Some mental processes operate outside of conscious awareness and are called non-conscious or unconscious. They may include problem solving or emotions.

Psychology appeared as a science in the late 19<sup>th</sup> century. Historically it was influenced by Chinese philosophers such as Confucius and Greek philosophers such as Socrates and Aristotle.

In 1879, **Wilhelm Wundt** developed the first scientific psychology laboratory. Wundt used the approach that became known as **structuralism**. It emphasized the importance of conscious thought and classification of the mind's structures and elements of consciousness (sensations, images, feelings).

In the United States, **William James** used **functionalism**, the approach that emphasized the study of the functions of the mind and behaviour in adapting to environment. Mental phenomena were called processes or functions (thinking, feeling, perceiving). This school gave ideas of modern applied psychology.

In 1900 **Freud** created **psychoanalysis**. This approach emphasized the importance of thoughts and motives which are unconscious but strongly influence behaviour. Freud's theory of **personality dynamics** has been applied to development, abnormal behaviour, and psychotherapy.

A group of psychologists, including **John Watson**, used the approach that emphasized scientific study of stimuli and responses. This approach is called **behaviorism**. It dominated American psychology from the 1920s to the 1950s.

The experimental psychology, research technology helped to show the importance of neurobiological factors in behaviour. The use of computers as models for human intelligence helped popularize the field known as **cognitive psychology**.

The following 6 perspectives have dominated the development of psychology research:

1. <b>behavioral</b>	scientific study of observable responses
2. <b>psychoanalytic</b>	the unconscious aspects of the mind, early experiences, and conflict between instincts and society demands
3. <b>humanistic</b>	capacity for personal growth and freedom
4. <b>neurobiological</b>	the importance of the brain and nervous system in understanding behaviour, thought, and emotion
5. <b>cognitive</b>	the importance of mental processes
6. <b>socio-cultural</b>	the importance of culture, ethnicity and gender

## WHAT DO PSYCHOLOGISTS DO?

Who is a **psychologist**? A psychologist is a person who deals with psychology. Psychology is present in different branches of our life, knowing about psychology may not give all the answers but it helps to ask the right questions. A psychologist studies the mind and behaviour to learn more about it. He or she may also work with the people to help solve problems.

Psychologists may be divided into two groups:

**Academic psychologists** do research. In the research area specializations exist in the following areas: experimental and physiological, developmental, social, personality, cross-cultural psychology. **Professional psychologists**, on the other hand, use the results of research work and put them into practice.

Psychology is a science with many areas of specialization. The most practiced specialization is **clinical and counseling psychology**. A branch of medicine that specializes in abnormal behaviour and **psychotherapy** is psychiatry. Psychiatrists are doctors that use physical treatment like drugs. But clinical psychologists develop programmes to teach people better ways of coping with their lives. Counseling psychologists help people to deal with the stresses of everyday life.

Psychologists who study behaviour and mental processes in the life cycle are **developmental psychologists**.

**Educational psychologists** study children's learning and adjustment.

**Health psychology** is a very broad area. The aspects of it are health education problems, antismoking campaigns, anti-AIDS campaigns, healthy diets.

**Environmental psychologists** are specialists in how people are affected by the environment. They act as consultants for new architectural developments, in approaches to reducing crime through the design of the city.

**Forensic psychologists** deal with many aspects of crime: analyzing the reasons of committing crimes, rehabilitation of criminals.

**Sport psychologists** work with coaches and sportsmen, advise on how to reduce stress, develop better training systems.

**Consumer psychologists** study how people spend their money. They take part in designing shops, shelf lay-outs. They do advertising and market research, study how the products can come to the markets.

As we can see, professional psychologists can be found at work in almost any area of dealing with people.

**ACTIVE VOCABULARY:** science, scientific, research, brain, mind, mental state, human, personality, psychology, psychological, psychologist, psychoanalysis, psychotherapy, psychiatry, to emphasize, to behave, behaviour, behaviorism, awareness, to be conscious (of)/unconscious, consciousness, to apply, application, applied, to approach, approach, to observe, thinking, perceiving, dreaming, to deal (with), environment, to experience, experience, experienced, to treat, treatment, response, to respond.

## **FOLLOW-UP**

### ***Exercise 1. Read the sentences. Which don't you agree with?***

1. Psychology is the science of the behavior of organisms.
2. Animals have held an important place in psychological laboratories as experimental subjects.
3. Life span (тривалість життя) of most laboratory animals is longer than that of people.
4. Psychology achieved scientific status when it became experimental.
5. Psychology is the science of random observations.

### ***Exercise 2. Read the sentences and correct them if necessary:***

1. The goals of psychology are to describe, predict, explain and control behaviour.
2. Mental processes are those activities of an organism which can be directly observed or recorded.
3. Behaviorism appeared in the late 19<sup>th</sup> century.
4. Academic psychologists use the results of research work and put them into practice.
5. Psychiatry deals with many aspects of crime: analyzing the reasons of committing crimes, rehabilitation of criminals.
6. Wilhelm Wundt developed the first scientific psychology laboratory.

### ***Exercise 3. Answer the questions:***

1. Suggest the definition of psychology.
2. What do the psychologists do?
3. What are the main goals of psychology?
4. What are the basic psychological approaches?
5. What is behavior?
6. What aspects of behavior does psychology study?
7. What do the mental processes include?
8. What do the main branches of psychology deal with?

## **WORD USE**

### ***Exercise 4. Translate the following sentences and word combinations into Ukrainian:***

He **behaved** badly at the lesson; Bill, behave yourself! People behave differently in this situation; to study the behavior of man; what can you say about his behavior?

**To deal with** animals; to deal with man's behavior; to deal with the selection of animals for the experiment; to deal with the human brain.

**To apply** the results of the experiment to practice; to apply a new method; an **application** of new methods; the application of natural selection; the application of a law;



Natural **environment**; artificial environment; to study the **environmental** conditions;

the subjective **approach** to the problem; the objective approach; an artificial approach; the results will depend on our approach to the problems;

To study one's past **experience**; our behavior depends on our experience; experienced psychologist; to experience **psychiatry treatment**;

**Human mind**; the science of mind; a quick mind; to develop the mind;

**Science** of human nature; applied science; exact science; scientific experiment; scientific research;

The **response** was unexpected; to emphasize the response; personal response; to respond to the treatment;

**Observable** behavior; **psychoanalyst** observes attentively human behavior;

*Exercise 5. Which of these words go together? Use the expressions in the sentences of your own:*

	<b>environment</b>	<b>random</b>	<b>deal with</b>	<b>apply</b>
natural				
behavior				
conditions				
knowledge				
psychology				
approach				
consciousness				

*Exercise 6. Translate the following phrases into English using active vocabulary:*

Вивчати людську поведінку; спостерігати за навколишнім середовищем; втратити свідомість; реагувати на дослідження проблеми; застосовувати результати експерименту на практиці; мати справу з людським досвідом; суб'єктивний підхід до вивчення проблеми; добре поводитись; наголошувати на лікуванні людини; практична психологія; свідома думка; елементи свідомості; усвідомлення розумових станів; елементи мислення та сприйняття;

*Exercise 7. Complete the following sentences using the words from the active vocabulary:*

1. Psychology is the scientific study of behaviour and ... .. in humans and animals. 2. Freud's theory has been applied to development, abnormal behaviour, and .... 3. Psychology ... with the behavior of ... beings and groups, it also ... with the study of animal ... . 4. It is always difficult to adjust to new ... conditions. 5. Knowledge of neurology is becoming more and more important to the ... . 6. Various contacts with other people and the ... will help the child to develop an adaptable personality. 7. The new ... to that problem gave very important results.

8. ... is closely connected to both the biological and social sciences. 9. Psychology achieved ... status when it became experimental. 10. Psychiatrists are doctors that use physical ... like drugs. 11. It is difficult to translate laboratory and clinical findings directly into practical ... . 12. Because of emphasis upon conscious experience, psychology was at that time designated the science of ... .

### WORD FORMATION

**Exercise 8. Complete this table of words from the texts and active vocabulary. Add the words that you remember:**

Nouns	Adjectives	Verbs
psychologist		
		to experience
	conscious/ ...	
observation		
	applied	
behaviorism/...		
...		

**Exercise 9. Fill in the correct word derived from the word in bold:**

Some ... (psychology) were trying to discover what consciousness is. They analyzed experiences and related them to ... (environment) and organic factors. Darwin pointed out that organisms which have the most adequate means of ... (adjust) to their environment are those most likely to survive. Consciousness may aid to the ... (survive) of organisms. No science is absolutely ... (depend) from philosophy. ... (experiment) procedure in psychology was first applied to analyses of ... (consciousness) experience. Most of the early ... (psychology) experiments dealt with experience. Wundt made an effort to discover the relations between stimuli, ... (physiology) structures, and particular types of experience. Psychology achieved ... (science) status when it became experimental.

**Exercise 10. Which of the words (unconscious, to survive, to influence, random, environment, to approach, human, addition, to emphasize, contribution) means:**

1. to come near to in quality, character, time, condition;
2. to remain alive after some accident; continue to live;
3. made or occurring without definite aim, reason or pattern;
4. giving (money, time, knowledge, assistance) to a common supply, for a charitable purpose.
5. of or relating to the social aspect of people;
6. power to affect based on prestige, wealth, ability or position;
7. to stress something; to cause to appear important or deserving attention;
8. the process of joining something to something else, typically to make it larger;

9. lacking awareness and the capacity for sensory perception;
10. the totality of the natural world that affect and influence the growth, development, behavior and survival of organisms.

### **DO YOU KNOW ...?**



**Wilhelm Maximilian Wundt** (16 August 1832 – 31 August 1920) was a German physician, physiologist, philosopher, and professor, known today as one of the founding figures of modern psychology. Wundt, who noted psychology as a science apart from biology and philosophy, was the first person to ever call himself a psychologist. He is widely regarded as the «father of experimental psychology». In 1879, Wundt founded the first formal laboratory for psychological research at the University of Leipzig. This marked psychology as an independent field of study. By creating this laboratory he was able to explore the nature of religious beliefs, identify mental disorders and abnormal behavior, and find damaged parts of the brain. In doing so, he was able to establish psychology as a separate science from other topics. He also formed the first academic journal for psychological research, *Philosophische Studien*, in the year 1881.

Wundt concentrated on three areas of mental functioning: thoughts, perception and feelings. These are the basic areas studied today in cognitive psychology. This means that the study of perceptual processes can be traced back to Wundt. Wundt's work stimulated interest in cognitive psychology.

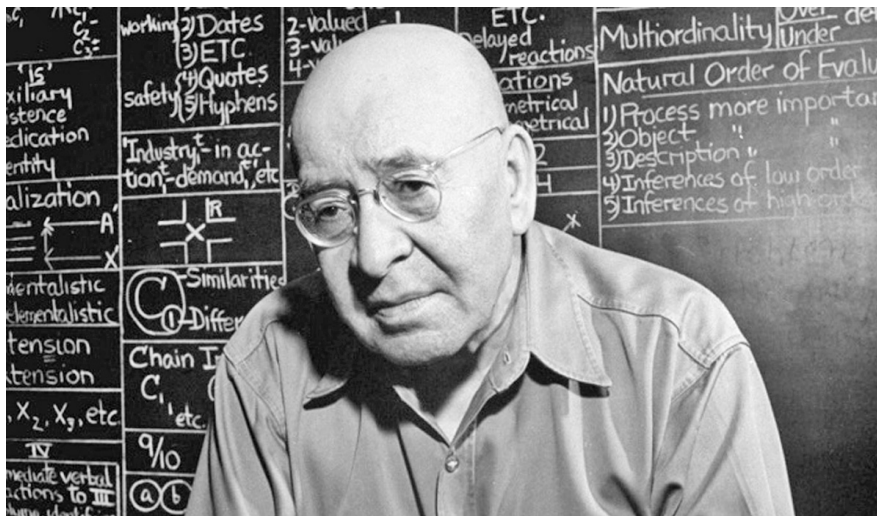
## Unit 2

### ARRANGEMENT OF THE NERVOUS SYSTEM

#### APPROACHING THE TOPIC

Look at and read the **quote** by **Alfred Korzybski**:

«**God may forgive your sins, but your nervous system won't**»



How do you feel about it? Why?

Compare your ideas with the partner.

#### **Think and share your ideas:**

1. Feeling nervous about something?
2. We're all full of nerves aren't we?
3. If you often feel worried or afraid it is a good idea to talk to one or more of your trusted adults.
4. If you feel sick or unhappy, it is important to tell your mum or dad, a teacher or another grown-up.

#### READING

##### THE NERVOUS SYSTEM

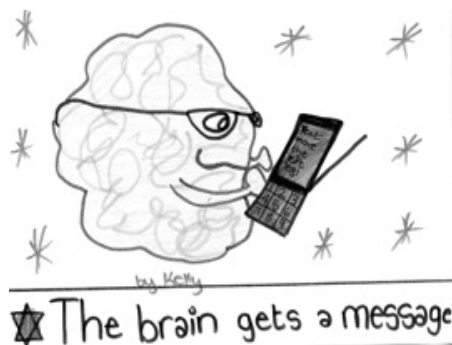
The nervous system is a complex network of nerves and cells that carry messages to and from the brain and spinal cord to various parts of the body.

The nervous system includes both the **Central nervous system** and **Peripheral nervous system**. The Central nervous system is divided into two major parts: **the brain** and **spinal cord**. The brain lies within the skull and is shaped like a mushroom. The brain weighs approximately 1.3 to 1.4 kg. It has nerve cells

called the neurons. There are two types of matter in the brain: grey matter and white matter. Grey matter receives and stores impulses. Cell bodies of neurons 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 controls many basic and sophisticated functions, including breathing, swallowing, perception, memory, and voluntary movements.

The spinal cord is along tube like structure which extends from the brain. Both motor and sensory nerves are located in the spinal cord. The spinal cord serves two major functions: 1) it carries impulses from the body to the brain or the brain to the body; 2) it controls many reflexes.

The peripheral nervous system carries messages to and from the central nervous system. It sends information to the brain and carries out orders from the brain.



Messages travel through the cranial nerves from the brain to many places in the head such as the ears, eyes and face. Messages can also travel through the spinal nerves from the spinal cord. The Peripheral nervous system is made up of the **somatic** and the **autonomic** nervous systems.

### The somatic system:



- sends sensory information to the central nervous system through peripheral nerve fibres. Sensory means that it sends the information coming from all your senses, touch, vision, hearing, taste, smell and position.



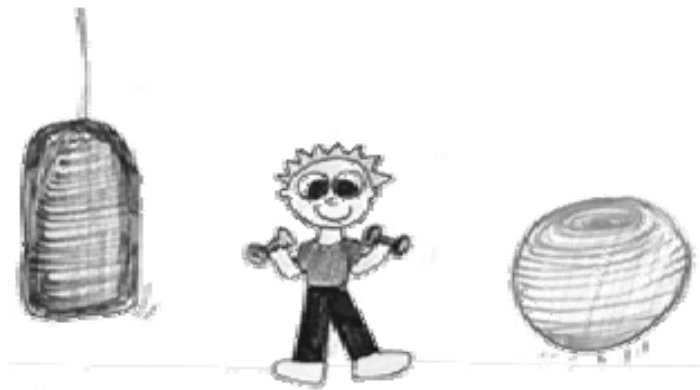
- sends messages to motor nerve fibers to get the muscles to move the body.

### **The autonomic system:**

– is responsible for making sure that all the automatic things that your body needs to do to keep you going, like breathing, digesting continue working smoothly without your having to think about them. (How hard would it be to have to keep thinking, «Breathe in, breathe out», or «Start digesting the food stomach!»)

You can help your nervous system work well and be healthy by being active, having a healthy diet and keeping yourself busy and happy.

- Exercise releases a chemical, called serotonin, in the brain which makes you feel good, relaxes muscles and gets rid of stress.
- Good food gives your body the vitamins and minerals needed to build healthy nerves and tissue.
- Keeping busy and happy helps you to deal with life when things go wrong.



**ACTIVE VOCABULARY:** central nervous system, peripheral nervous system, division, nerve, nerve fiber, neuron, a cell, to carry, brain, spinal cord, human body, protective bone, skull, backbone, to serve, impulse, reflex, to receive, to store, to consist of, breathing, swallowing, perception, memory, voluntary movements, somatic nervous systems, autonomic nervous systems, sensory and motor function, to transmit information about, skin, muscle, joint, pain, pressure, temperature variations, internal organ, to regulate, heart rate, to be responsible for, digestion, circulation.

### **FOLLOW-UP**

#### ***Exercise 1. Read the sentences and extend your knowledge:***

1. All parts of the nervous system are interrelated.
2. The neurons make up the nervous system of the human body.
3. 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.
4. The nerves of the autonomic system run to and from the internal organs and regulate such processes as respiration, heart rate, and digestion.
5. The autonomic nervous system is divided into the sympathetic and parasympathetic divisions.

6. The sympathetic system is involved primarily in aroused, or excited activity.

7. The parasympathetic system is involved in quiet, recuperative functions.

***Exercise 2. Read the sentences and correct them if necessary:***

1. A neuron is the basic structural unit of the nervous system.

2. The central nervous system has two subdivisions: the somatic system and the autonomic system.

3. The sympathetic system is involved primarily in quiet, recuperative functions.

4. The parasympathetic system is involved in aroused, or excited activity.

5. The brain as well controls many simple functions: perception, memory.

6. The autonomic system sends messages to motor nerve fibres to get the muscles to move the body.

***Exercise 3. Answer the questions:***

1. What is the basic structural unit of the nervous system?

2. What are the main functions of a cell and a nerve?

3. What are the basic subdivisions of the central nervous system?

4. What is the peripheral nervous system made up with?

5. What is the brain protected with?

6. What functions does the brain control?

7. What does the spinal cord serve to?

8. What is the somatic system responsible for?

9. What is the autonomic system responsible for?

10. What is the difference between the sympathetic and parasympathetic divisions?

## **WORD USE**

***Exercise 4. Translate the following words and word combinations of the active vocabulary into Ukrainian:***

Arrangement of the nervous system, to be interrelated with, neuron, to make up of, human body, cell body, division, central nervous system, peripheral nervous system, brain, spinal cord, protective bone, skull, backbone, to serve, impulse, reflex, perception, memory, voluntary movement, somatic system, sensory and motor functions, autonomic system, to transmit information about, skin, muscle, joint, pain, pressure, temperature variations, to carry, internal organ, to regulate, heart rate, digestion, circulation, to continue, unconscious, sympathetic, parasympathetic, to operate.

***Exercise 5. Which of these words go together? Use expressions in the sentences of your own:***

A. Internal, voluntary, to carry, protective, transmit, unconscious, temperature, spinal, to control, heart, excited, to regulate.

**B.** Cord, reflexes, behavior, circulation, information, variations, organ, rate, movement, impulse, bone, activity.

**Exercise 6. Translate the following phrases into English using active vocabulary:**

Зовнішній орган, периферійна нервова система, бути взаємозв'язаним з нервовою системою, поділ вегетативної нервової системи, зовнішній стимул, зміни температури тіла, регулювати кругообіг крові в організмі людини, біль у суглобі, передавати інформацію, мозкова активність, нейрон нервової системи, захищати мозок, служити сенсорній функції, продовжувати моторну функцію, контролювати травлення, діяти у спинному хребті, шкіра людини.

**Exercise 7. Complete the following sentences using the words from the active vocabulary:** *External, spinal cord, subdivisions, cells, transmit, sensory, neurons, body, made up, skull, regulates, peripheral, muscles.*

1. The nervous system is a complex collection of nerves and specialized cells known as .... 2. Neurons ... signals between different parts of the body. 3. Structurally, the nervous system has two components: the central nervous system and the ... nervous system. 4. The central nervous system is made up of the brain, ... and nerves. 5. The peripheral nervous system consists of ... neurons. 6. Functionally, the nervous system has two main ... : the somatic, or voluntary, component; and the autonomic, or involuntary, component. 7. The autonomic nervous system ... certain body processes, such as blood pressure and the rate of breathing. 8. The somatic system consists of nerves that connect the brain and spinal cord with ... and sensory receptors in the skin. 9. The nervous system is ... of all the nerve cells in your body. 10. The nervous system takes ... information through our senses. 11. There are many billions of nerve ... , also called neurons. 12. Each neuron has a cell ... and various extensions. 13. The brain is safely contained within the ...

## WORD FORMATION

**Exercise 8. Complete this table of words from the texts and active vocabulary. Add the words that you remember:**

Nouns	Adjectives	Verbs
nerve		
		to serve
	sensory	
	conscious	
		to be safe
arrangement		
...		

**Exercise 9. Fill in the correct word derived from the word in bold:**

The ... (nerve) system has two major ... (divide): the central nervous system (CNS) and the peripheral nervous system (PNS). The ... (centre) system is the primary



command center for the body, and is comprised of the brain and spinal cord. The two systems work together to collect ... (to inform) from inside the body and from the environment outside it. The PNS can also be ... (division) into smaller components: the somatic and autonomic systems. The somatic involves parts of the body a person can command at will, and the autonomic helps run ... (volunteer) functions such as pumping blood. These organs are ... (response) for the control of the body and communication among its parts. Sensory means that it sends the information coming from all your senses, touch, vision, ... (hear), taste, smell and position.

### **DO YOU KNOW ...?**

**Do you know the meaning of the words in the box? Can you explain where they are in your body?**

Bones	muscles	blood	lungs	alimentary canal	kidneys	skin
-------	---------	-------	-------	------------------	---------	------

The human body is fantastic and it has many parts: there is a skeleton of 208 bones; more than 600 muscles which make up 35–45 per cent of the body's total weight; a blood system contains between 9 and 12 pints of blood, operated by a heart which during a lifetime does enough work to have lifted a ton weight 150 miles up into the air; a nervous system dominated by a brain which makes the biggest computer look like a child's toy; a pair of lungs which handle 500 cubic feet of air a day; a cooling system to stop us getting too hot which has between two and three million sweat glands; a feeding system which can handle about 50 tons of food in an average lifetime (not to mention a 25-foot-long alimentary canal); a reproductive system that has all too successfully populated today's world with more than 4 000 million human beings; an excretory system with kidneys capable of filtering 45 gallons of fluid a day; and 17 square feet of skin to cover everything and, as one doctor put it, 'to keep the blood in and the rain out'.

This is the body, an extraordinary piece of machinery that we have taken to the depths of the ocean and up to the moon. It is the animal which has invented language, art, science, sport, architecture, politics and religion. It has conquered the world and may yet destroy it.

**- Twelve parts (or systems) of the body are listed in the text. What are they?**

**- Complete the following sentences with the words and information from the text.**

- The heart is incredible because \_\_\_\_\_.
- There are \_\_\_\_\_ in a human skeleton.
- The nervous system is dominated \_\_\_\_\_.
- The \_\_\_\_\_ filter liquid.
- The human body is covered \_\_\_\_\_.
- \_\_\_\_\_ weigh almost half of the total body weight.

## Unit 3

### CONSCIOUSNESS

#### APPROACHING THE TOPIC

Read the **quotes**:

*«We do not see things as they are. We see them as we are». – The Talmud*

**“THE FLOWER OF  
CONSCIOUSNESS  
NEEDS THE MUD  
OUT OF WHICH IT  
GROWS.”**



-ECKHART TOLLE

How do you feel about it? Why?  
Compare your ideas with the partner.

#### ***Think and share your ideas:***

1. What is the function of consciousness?
2. How rich is consciousness?
3. Are other animals conscious?
4. Are vegetative patients conscious?

#### READING

### CONSCIOUSNESS

Consciousness is what separates humans from animals. Consciousness refers to our awareness of our own mental processes, such as our thoughts, feelings, and sensations. It is possible that we are the only beings on this planet that have this type of self-awareness and the ability to look inward and examine these processes. For example, if you are angry, you can try to understand your anger, why you are angry, what that anger feels like. But can a cat?

Consciousness is the state or quality of awareness, of an external object or something within oneself. If you can describe something you are experiencing in words, then it is part of your consciousness. Consciousness is subjective, it is a private world. It is a separate, discrete function of the brain. It is different from memory and from motor control.

Some philosophers and religious practices argue that the mind (or soul) and the body are separate entities. They believe that the mind is separate from (although connected to) the physical body. In contrast to the dualists, psychologists believe that consciousness (and thus the mind) exists in the brain, not separate from it. In fact, psychologists believe that consciousness is the result of the activity of the many neural connections in the brain, and that we experience different states of consciousness depending on what our brain is currently doing.

Our experience of consciousness is functional because we use it to guide and control our behavior, and to think logically about problems. Consciousness allows us to plan activities and to monitor our progress toward the goals we set for ourselves. And consciousness is fundamental to our sense of morality – we believe that we have the free will to perform moral actions while avoiding immoral behaviors.

Because the brain varies in its current level and type of activity, consciousness is transitory. If we drink too much coffee or beer, the caffeine or alcohol influences the activity in our brain, and our consciousness may change. When we are anesthetized before an operation or experience a concussion after a knock on the head, we may lose consciousness entirely as a result of changes in brain activity. We also lose consciousness when we sleep. Our conscious experiences are constantly shifting and changing. For example, in one moment we may be focused on reading this article. Our consciousness may then shift to the memory of a conversation we had earlier with a co-worker. Next, we might notice how uncomfortable your chair is, or maybe we are mentally planning dinner. This ever-shifting stream of thoughts can change dramatically from one moment to the next, but our experience of it seems smooth and effortless.

In psychology, consciousness is occasionally confused with the conscience. It is important to note that while consciousness involves awareness of yourself and the world, your conscience is related to your morality and sense of right or wrong.

What aspects of consciousness do researchers study? Topics such as sleep, dreams, hypnosis, hallucinations, meditation and the effects of psychoactive drugs are just a few of the major topics related to consciousness that psychologists study. An individual may experience many types of consciousness: ideas, thoughts, feelings, sensations and perceptions and dreams. Consciousness is a function of brain activity and each individual may have several consciousnesses.

**ACTIVE VOCABULARY:** consciousness, to be conscious (of)/unconscious, to lose consciousness, awareness, to be aware of, conscience, to separate, brain, thought, feeling, sensation, ability, quality, quantity, external, internal, subjective, objective, separate, discrete, connection, to depend on, dependence, dependent, to guide, to monitor, goal, sense of morality, moral, immoral, to vary, transitory, to anesthetize, concussion, to shift, to confuse, to involve, hypnosis, hallucinations, psychoactive drugs.

## **FOLLOW-UP**

### ***Exercise 1. Answer the questions on the text:***

1. What is the proper definition of consciousness for you?
2. Why is it difficult to give a proper definition of consciousness?
3. What is the difference between consciousness and conscience?
4. What aspects of consciousness do researchers study?
5. What is the connection between the human body and the mind?
6. What external substances and chemicals can influence our consciousness?
7. How does consciousness change during sleep?
8. What is the main idea of «dualism»?

### ***Exercise 2. Confirm or deny the statements. Make use of the following phrases:***

*To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right, ...*

1. Consciousness is objective – a social world, accessible mainly through introspection.
2. Consciousness is the separate function of brain that differs from memory and other mental processes.
3. Consciousness can be defined as our subjective awareness of ourselves and our environment.
4. Some psychologists prove that the mind (or soul) and the body are separate entities.
5. We believe that we have control over, and are aware of most of our behaviors.
6. Consciousness can be defined as the flow of feelings, thoughts, images and emotions that is often called the stream of consciousness.
7. Our consciousness may change under the influence of caffeine or alcohol.

## **WORD USE**

### ***Exercise 3. Translate the following sentences and word combinations into Ukrainian:***

To involve awareness; to study the meditation; hypnotized person; separate function; unconscious decision; internal mental experience; to be aware of the

alcoholism; to shift memory; the flow of thoughts and emotions; to guide immoral behavior; the effects of psychoactive drugs; external object; discrete function of the brain; moral actions; the results will depend on the approach to the problem; we are dependent on the social morality; to study the dependence of behavior on unaware processes;

**Exercise 4. Translate the following phrases into English using active vocabulary:**

Потік думок та уявлень; спостерігати за несвідомою поведінкою; усвідомлення розумових процесів; втратити свідомість; мораль і совість; керувати внутрішніми здібностями; зовнішній зв'язок; точне визначення поняття; окрема функція; залежати від роботи мозку; бути відокремленим від тіла людини; відрізнитись від тварин; тимчасове усвідомлення; загіпно-тизована людина; гіпноз не є сном; змінити ціль; струс мозку.

**Exercise 5. Substitute the definitions for the words taken from active vocabulary: conscience, transitory, awareness, to shift, to confuse, drug, thought, brain, quality, hypnosis.**

1. The part of the body that controls thoughts, feelings and physical activity.
2. A sleep-like state in which person's mind and actions can be influenced by the person who produced this state.
3. Understanding or knowledge of a particular subject or situation.
4. An essential or distinctive characteristic, property, or attribute of something.
5. To cause someone to feel uncertain or unclear, or to make something difficult to understand.
6. Not permanent; temporary.
7. The act of thinking about something to form ideas and opinion; an idea produced by thinking.
8. To change direction or move from one person, position, or place to another.
9. The feeling that you know and should do what is right and should avoid doing what is wrong, and that makes you feel guilty when you have done something you know is wrong.
10. Any chemical that is used as a medicine.

**Exercise 6. Learn the difference between similar words and their derivatives:**

Conscious – свідомий  
Consciously – свідомо  
Subconscious – підсвідомий  
Subconsciously – підсвідомо  
Unconscious – несвідомий

Unconsciously – несвідомо  
Consciousness – свідомість  
Conscience – совість  
Conscientious – добросовісний  
Conscientiously – добросовісно  
To lose one's consciousness – втратити свідомість  
To regain consciousness – прийти до пам'яті

***Complete the sentences with the correct word from the list:***

1. Though being the most ... student of the group she failed the test.
2. I was ... that he was ill at ease, despite his efforts of conversation.
3. I had a guilty ... about not telling her the truth.
4. The experience helped to change her social ....
5. Two days ago Henry .... He had been lying ... for at least two hours before the doctor came.

***Exercise 7. Complete the following sentences using the words from the active vocabulary (Vary, lose, connection, immoral, human mind, consciousness, awareness, to guide, separate, conscious):***

**Consciousness** is defined as our subjective ... of ourselves and our environment. The experience of consciousness is fundamental to human nature. We all know what it means to be ..., and we assume (although we can never be sure) that other human beings experience their consciousness similarly to how we experience ours. Some philosophers and religious practices argue that the mind (or soul) and the body are ... entities. For instance, the French philosopher René Descartes (1596–1650) was a proponent of dualism, the idea that the mind, a nonmaterial entity, is separate from (although connected to) the physical body. In contrast to the dualists, psychologists believe that consciousness (and thus the mind) exists in the ..., not separate from it. In fact, psychologists believe that consciousness is the result of the activity of the many neural ... in the brain, and that we experience different states of ... depending on what our brain is currently doing. We also ... consciousness when we sleep. The amount of time spent asleep can ... from person to person. Jule's instincts took over, and he allowed them ... his sword and punches. He liked to dine and drink well, and though he considered it ... and humiliating could not resist the temptations of the bachelor circles in which he moved.

***Exercise 8. Which of these words go together? Use the expressions in the sentences of your own:***

**A.** Human, mental, the flow of, self, internal, external, separate from, sense of, psychoactive, hallucinogenic.

**B.** Awareness, object, drug, activity, effect, thoughts, physical body, feeling, morality, body.

## WORD FORMATION

*Exercise 9. Complete this table of words from the texts and active vocabulary. Add the words that you remember:*

Nouns	Adjectives	Verbs
subject		
		to confuse
	dependent	
	conscious	
		to vary
thought		
		to be able
hypnosis		

*Exercise 10. Fill in the correct word derived from the word in bold:*

1. It is extremely difficult to avoid the ... (subject) element in dealing with matters of fact, and the religious ... (treat) of history is influenced, however ... (conscious), by the mental environment of the writers. 2. His use of Guardian's words ... (confuse) her already drained mind. 3. Helen's ... (depend) on me for almost everything makes me strong and glad. 4. The last thing she saw before she lost ... (conscious) was a rock ledge coming at her. 5. They chatted amiably about a ... (vary) of things. 6. When she fell silent, he appeared ... (think) rather than surprised. 7. Tom definitely overestimates his own ... (to be able). 8. More and more attention is paid to ... (hypnosis) treatment of some disease.

## DO YOU KNOW ...?

*Read the story and give a short summary of it.*

During the night of May 23, 1987, Kenneth Parks, a 23-year old Canadian with a wife, a baby daughter, and heavy gambling debts, got out of his bed, climbed into his car, and drove 15 miles to the home of his wife's parents in the suburbs of Toronto. There, he attacked them with a knife, killing his mother-in-law and severely injuring his father-in-law. Parks then drove to a police station and stumbled into the building, holding up his bloody hands and saying, «I think I killed some people...my hands». The police arrested him and took him to a hospital, where surgeons repaired several deep cuts on his hands. Only then did police discover that he had indeed assaulted his in-laws.

Parks claimed that he could not remember anything about the crime. He said that he remembered going to sleep in his bed, then awakening in the police station with bloody hands, but nothing in between. His defense was that he had been asleep during the entire incident and was not aware of his actions.

Not surprisingly, no one believed this explanation at first. However, further investigation established that he did have a long history of sleepwalking, he had no motive for the crime and despite repeated attempts to trip him up in numerous interviews, he was completely consistent in his story, which also fit the timeline

of events. Parks was examined by a team of sleep specialists, who found that the pattern of brain waves that occurred while he slept was very abnormal. The specialists eventually concluded that sleepwalking, probably precipitated by stress and anxiety over his financial troubles, was the most likely explanation of his aberrant behavior. They also agreed that such a combination of stressors was unlikely to happen again, so he was not likely to undergo another such violent episode and was probably not a hazard to others. Given this combination of evidence, the jury acquitted Parks of murder and assault charges. He walked out of the courtroom a free man.

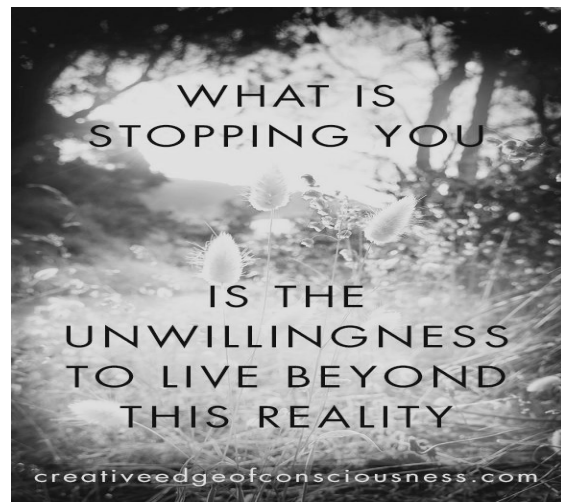
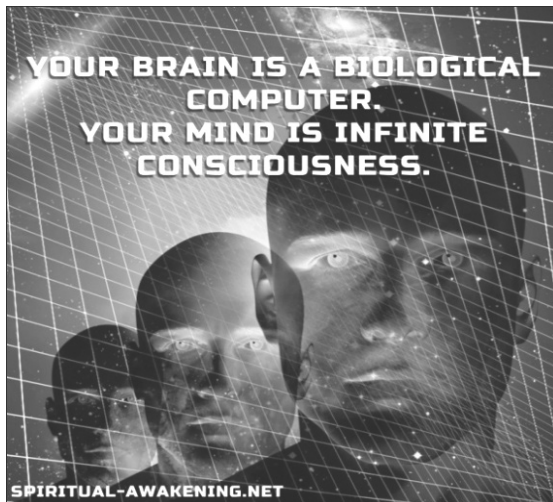


## Unit 4

### STATES OF CONSCIOUSNESS

#### APPROACHING THE TOPIC

Read the **quotes**:



How do you feel about it? Why?  
Compare your ideas with the partner.

#### ***Brain up activity:***

#### ***SIX LEVELS OF CONSCIOUSNESS***

*Your life is a journey from unconsciousness to higher consciousness:*

1. Life happens to you.
2. Life happens by you.
3. Life happens in you.
4. Life happens for you.
5. Life happens through you.
6. Life is you.

*Take a few minutes to explore each level of consciousness. I invite you, as you read, to keep on checking in with yourself.*

#### **READING**

#### **HYPNOSIS**

Hypnosis comes from the Greek word Hypnos, the Greek god of sleep.

Hypnosis is a state of consciousness characterized by increased suggestibility and associated with changes in thinking, perception and behaviour. There are no physiological changes: breathing, pulse, reflexes remain the same.

Approximately 10% of people have very high hypnotic capacity. Children are good hypnotic subjects while older adults (60+) are poor subjects.

There are **4 steps** used in hypnosis:

1. The hypnotist makes the subject feel comfortable.
2. The hypnotist tells the subject to concentrate on one specific thing.
3. The hypnotist gives the subject suggestions about what to expect.
4. The hypnotist suggests events that will happen.

**Stage hypnosis** is performed in entertainment places. It is conducted by non-professionals. Hypnotic behaviours in this context are exaggerated.

**Clinical hypnosis** is used by many clinical psychologists and psychiatrists in treating anxiety, phobias, depression. It is usually combined with other treatment.

Hypnosis may help smokers to quit and insomniacs to sleep. Some doctors use hypnosis to reduce the pain of medical procedures.

**Experimental hypnosis** is used by researchers to have a better understanding of perception, memory and learning.

## SLEEP AND DREAMS

On the average sleep takes one-third of our lives. When you first fall asleep, you enter **the phase of quiet sleep**. The brain is inactive. This is the deepest sleep of the night. Then comes **delta sleep**, during which you switch from deep to light sleep. During this phase muscles get more blood and the body repairs any damage that is done during the day. The body fights infections, improves the immune system. **REM** (rapid eye-movement) is the period when you dream most vividly. The periods of REM last 30 minutes. REM is the brain sleep. At this stage your mind sorts what you learnt during the day and imprints it in your memory.

Two theories exist why we sleep. The first one is the **repair theory**: sleep repairs our brains and bodies. The second, **ecological theory**, says that sleep keeps us from wasting energy in the situation when we are not adapted.

Sleep is very important. How you feel and behave tomorrow depends on how you sleep tonight. But there are some **sleep disorders**: insomnia, sleepwalking, sleep talking, nightmares, narcolepsy.

Insomnia is a common sleep disorder when a person can not sleep.

A sleep disorder when individuals walk in their sleep is called **sleepwalking**.

A **nightmare** is a frightening dream that wakes up a sleeper from REM sleep.

**Narcolepsy** is sudden and very strong desire to sleep.

When we sleep we have dreams. **Dreaming** is a mental experience that occurs during sleep and consists of vivid images.

Historically, dreams had historical, personal, and religious importance. According to psychoanalysts, the sexual and aggressive dreams represent wish fulfillment. Freud said that we hide our wish fulfillment using symbols. The second opinion is that dreams represent thinking activities and attempts to solve problems.

Although some people say that they dream only in black and white, everyone's dreams have colour.

## DRUGS

Every human society knows some drugs that change people's **state of consciousness**. Drugs can be everything from cigarettes and alcohol to heroin, opium, LSD and amphetamines. Drugs which can influence our state of consciousness are psychoactive drugs. All those drugs influence the nervous system and modify perception. Users of drugs may develop tolerance, psychological dependence, addiction.

We say that a user developed **tolerance** when he needs more and more drug to produce effect.

When users stop using a drug they feel great pain. When the body becomes physically dependent on a drug, this condition is called **addiction**. The psychological need to take a drug is called **psychological dependence**.

Some signs show that a person is taking drugs, for example, sudden changes of mood, aggression, loss of interest in hobbies or friends, loss of appetite, insomnia.

The most widely used drug in our society is alcohol. Alcohol is the substance most abused by adolescents and college students. Both genetic (heredity) and environmental factors can influence alcoholism.

What pushes people to take drugs? There are many reasons. Some people hope that they help relax and cope with the stress and problems. Some people have pressures at school, work, they feel frightened or frustrated. Others take drugs out of curiosity but often become addicted. Many people think that drugs are the way-out. However they don't realize how dangerous they are. They destroy personality, lead to serious diseases, psychological disorders and death. Many drug addicts become criminals.

**ACTIVE VOCABULARY:** state of consciousness; to alter; altered; hypnosis; hypnotic; clinical hypnosis; phase of quiet sleep; sleep disorder; nightmare; insomnia; sleepwalking; narcolepsy; drug addiction; psychological dependence; to abuse; to exaggerate; to fall asleep; to repair the damage; to adapt to the situation; to modify perception; to cope with stress; to destroy personality; to remain; adult; to suggest; event; entertainment; to treat; to quit; to reduce pain; to switch; to fight; infection; to improve; immune system; REM (rapid eye movement sleep); vividly; to print; to exist; to waste; fulfillment; to hide; to attempt; tolerance; sign; substance; adolescent; to push; to frustrate; curiosity; to lead; death; to dream.

### FOLLOW-UP

#### *Exercise 1. Answer the questions on the text:*

1. What types of drugs can change our state of consciousness?
2. What is psychological dependence?
3. How is hypnosis differentiated?
4. What pushes people to take drugs?
5. What psychological and physiological activities are changed during hypnosis?

6. What are the basic sleep disorders?
7. How can be dreaming characterized?
8. What is the influence of drugs on human body?

**Exercise 2. For the following questions answer true or false and give a reason why you think that way. Make use of the following phrases to support your answer:**

*To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right, ....*

1. Everyone dreams at night. \_\_\_\_ (T/F)
2. Taking sleeping pills is a good way to get relaxing sleep and wake up feeling refreshed. \_\_\_\_
3. Under hypnosis, a person will do whatever the person who put them under tells them to do, regardless of what it is. \_\_\_\_
4. We are most likely to sleepwalk and sleeptalk while we are dreaming. \_\_\_\_
5. Lack of sleep can produce hallucinations and even death. \_\_\_\_
6. If you die in your dream, you will die in real life. \_\_\_\_
7. People can actually stop breathing at night and fall back asleep without realizing it. \_\_\_\_
8. Without any external cues to know what time it is (clocks, daylight, TV, schedules, etc.) we would begin to function on a 25 hour day. \_\_\_\_

## **WORD USE**

**Exercise 3. Translate the following sentences and word combinations into Ukrainian:**

Physiological change; hypnotic capacity; concentrate on; treat anxiety; fight infection; repair body and brain; experience sleep disorder; mental helplessness; influence perception; substance abused by adolescents; heredity factors; cope with stress; destroy personality.

**Exercise 4. Translate the following phrases into English using active vocabulary:**

Психіатричне лікування; краще розуміння гіпнотичної поведінки; третина життя; покращувати імунну систему; чітко бачити сни; витратити енергію; страшний сон; сильне і різке бажання спати; здійснення мрії; психотропні ліки; наркозалежність; відчувати біль у м'язах; психологічна залежність; заради цікавості.

**Exercise 5. Substitute the definitions for the words taken from active vocabulary: alter, to destroy, adult, abuse, disorder, anesthesia, substance, immune system, addiction, nightmare.**

1. To use wrongly or improperly; misuse;

2. A disturbance in physical or mental health or functions; malady or dysfunction;
3. Terrifying dream in which the dreamer experiences feelings of helplessness, extreme anxiety, sorrow;
4. A person who is fully grown or developed or of age;
5. The state of being enslaved to a habit or practice to something that is physically habit-forming, as narcotics;
6. To change; become different or modified.
7. Injure beyond repair or renewal; demolish; ruin;
8. Physical matter or material;
9. General loss of the senses of feeling, as pain, heat, cold, touch, and other less common varieties of sensations.
10. A diffuse, complex network of interacting cells, that protects the body from pathogens and other foreign substances.

**Exercise 6. Complete the following sentences using the words from the active vocabulary** (*Blood, awaken, emergency, loses, headache, breathes, injuries, pale, vomiting, responsible for, move, regain*):

#### **Loss of Consciousness – Head Injuries**

When a child ... consciousness, you need to take the situation very seriously. Although unconsciousness can have several causes, head injuries are ... many cases. Quite often the child will ... consciousness just seconds after a blow to the head, but even so, she should still be examined by a doctor. While most head ... are relatively minor, contact your doctor if ... or clear fluid is draining from the ears or nose. Immediate examination by your physician is also necessary if your youngster fits any of the following descriptions: she complains of a ... or dizziness; acts agitated, irritable, or incoherent, or exhibits a decrease in mental alertness; ... oddly or noisily; has convulsions; has difficulty seeing or walking; looks sweaty and ...; or vomits more than twice. If your child wants to sleep after a minor head injury, your doctor may advise you to let her do so. During the first night, ... the child every two hours to make sure she can be aroused and recognizes you. Check that her breathing is normal, her color is fine and she is not .... If she cannot be aroused, or if any of these other signs are present, call 103 immediately. If the head injury appears to be a serious one, call for ... help at once. Do not ... the child except to prevent additional injury. Monitor her breathing and pulse until emergency help arrives.

**Exercise 7. Which of these words go together? Use the expressions in the sentences of your own:**

**A.** Cruel, stomach, college, widely, loss of, psychological, produce, lead to, drug, hypnotic, repair.

**B.** Need, used, disorder, addict, appetite, behavior, damage, abuse, disease, effect, students.

## WORD FORMATION

### **Exercise 8. Study the difference:**

Nightmares and Night Terrors

*Nightmare* – typical scary dream. Occurs during REM sleep, often influenced by the day's events. Occur about once or twice a month. Seems to occur more often in children. May happen because the world is more terrifying to kids.

*Night terror* – more intense nightmares. Heart races, blood pressure increases, though the sleeper does not fully wake up. Dreamer may have some recollection of vague or image as to what the dream was about.

Night terrors are more common in the early sleep cycles; nightmares are more common toward the morning.

**Real life** – it was August 1985, and Colin Kemp, a 33-yr-old salesman in England went to sleep as usual. About 2 hours later, two Japanese soldiers appeared in his room. They started to chase him. One soldier had a knife, the other a gun. Kemp ran as fast as he could but he was not fast enough. Kemp wrestled with the knife-wielding soldier. The other soldier pointed his gun at Kemp, but Kemp tripped him and began to choke him but he slipped away. The soldier pointed his gun at Kemp and fired. Kemp awoke in a state of panic, sweat pouring down his head. He turned to his wife, who was lying next to him in bed. She was dead. Kemp had strangled his wife, not a Japanese Soldier. 9 months later at his trial Kemp said that he was asleep when he killed his wife. He pleaded not guilty to the murder charge because he intended to kill a Japanese soldier not his wife.

\*\*Kemp had experienced night terrors on two occasions prior to the fatal event. Both times the intruders chased him during his sleep. In one he punched his wife. The second time he kicked her.

**Would you find Kemp guilty or not guilty? Verdict \_\_\_\_\_**

*Sleep Apnea* – breathing interruption during sleep. People may wake up grasping for air, and once they start breathing, go right back to sleep. Affects 1 in 20 people – usually overweight males. Can happen over 400 times a night. Most suffers do not know there is a problem. Often correlated with snoring or other blocked airway problems.

*Narcolepsy* – sleep problem where people fall sleep suddenly no matter what time it is or where they are. People go directly into REM sleep. Usually lasts less than 5 minutes. Affects roughly 1 in 2000 people.

**Exercise 9. Think about the derivatives to the underlined words in the text from Exercise 8 and complete this table. Add the words that you remember:**

Nouns	Adjectives	Verbs

## THE DREAM

Some people say that they never dream. But that is not possible. Everybody has dreams, but some people just have a better memory for them than others. Every one and a half hours throughout the night we live our private fantasies in our dreams – we can forget the good behavior of the day and we are free to behave in any way we want. Images from our past and present come together. But as soon as we wake, the dream starts to melt, and the more we try to remember the details, the more we forget.

«I had this amazing dream last night. I must tell you about it – now, I was in my old school, er ... but it wasn't a school, er ... it was a kind of a ... er ... I don't really know what it was».

So, why do we dream? Are dreams important? The experts tell us that they are, because they can help us prepare for the problems of everyday life. The images in our dreams have special meaning, and they can help us to understand our inner personality.

### DO YOU KNOW .....

**Read the text below. For questions 1–5, choose the correct answer (a, b, c, d).**

Roy was always tired when he woke up in the morning.

«I really can't understand it», his brother said. «You go to bed earlier than I do and you get up later. I know you sleep well because you snore a lot! In fact, you sometimes keep me awake half the night! So why are you tired in the morning? It doesn't make sense»!

«Perhaps it's because I dream so much», Roy suggested.

«But dreaming is good for you», his brother told him. «All the doctors and psychiatrists agree about that».

«Maybe», Roy replied. «But the trouble is, I always dream about hard work! Last night, for example, I dreamt I was a miner. I went down the mine almost as soon as I fell asleep – and I dreamt that I was digging coal all night long. I was worn out in the morning! Then, a few nights ago, I dreamt I was a sailor. I was on one of those old fashioned sailing ships. We were crossing the Atlantic and there was a terrific storm. We had to struggle for hours to stop the ship from going down. It's always like that. In the past few weeks, I've dreamt I was a waiter, a lorry driver and a football player. I never have a nice easy job»!

«I was reading an article about sleep in a magazine the other day», his brother said. «The writer's advice was: try to relax before you go to sleep».

«But how»?

«Well, why don't you listen to some music? Something pleasant».

Roy was willing to try anything. But what sort of music? He liked pop music, but that was probably too noisy. So he decided to play some classical music and, just before he went to bed that night, he put on a record of Mozart. In fifteen minutes he was fast asleep.

«Well»? his brother asked him at breakfast next morning. «Did it work»? Roy yawned. «Well», he said, «I didn't dream about hard work for once. I dreamt I was conducting an orchestra. The trouble was, the players weren't very good and we had to keep on playing the same piece again and again. In the end, we practiced all night! I can tell you, I feel more tired this morning than I usually do»!

1. Roy had a problem. He:
  - a) went to bed late;
  - b) was tired in the morning;
  - c) couldn't sleep;
  - d) worked very hard all day long.
2. In his dreams Roy:
  - a) was always in trouble;
  - b) had to work hard;
  - c) travelled a lot;
  - d) kept his brother awake.
3. Roy's brother advised him to:
  - a) listen to music;
  - b) sleep less;
  - c) read a magazine;
  - d) watch TV.
4. Roy chose classical music because it was:
  - a) quick;
  - b) easy;
  - c) quiet;
  - d) hazard.
5. Roy felt tired the next morning because:
  - a) he didn't like the players;
  - b) he didn't like the music;
  - c) he had to work hard all night;
  - d) the players didn't like him.



## Unit 5

### COGNITION AND LANGUAGE

#### APPROACHING THE TOPIC

Read the quotes:

«*Silence is the language of god, all else is poor translation*». –  
*Jalaluddin Rumi*

«*I know all those words, but that sentence makes no sense to me*». –  
*Matt Groening*

How do you feel about it? Why?

Compare your ideas with the partner.

#### **Think and share your ideas:**

1. Can we separate language and cognition?
2. Is the world possible without language?
3. What criteria can be used to determine whether a particular system of communication is a language?
4. Do people who speak different languages think differently?

#### READING

### COGNITION AND LANGUAGE

**Cognition** is the process of thinking, judging, imagining, categorizing, and reasoning – all the higher mental processes of human beings. Cognition, or thinking, involves mental activities such as understanding, problem solving, and decision making. Cognition also makes creativity possible. When humans think, they manipulate mental representations of objects, actions, events, and ideas. Humans commonly use mental representations such as **concepts, prototypes, and cognitive schemas**. A **concept** is a mental category that groups similar objects, events, qualities, or actions. Concepts summarize information, enabling humans to think quickly. (**Example:** *The concept «fish» includes specific creatures, such as an eel, a goldfish, a shark, and a flying fish.*) A **prototype** is a typical example of a concept. It is the collection of the most typical features categorizing the category as a whole. Humans use prototypes to decide whether a particular instance of something belongs to a concept.

(**Example:** *Goldfish and eels are both fish, but most people will agree that a goldfish is a fish more quickly than they will agree that an eel is a fish. A goldfish fits the «fish» prototype better than an eel does.*) **Cognitive schemas** are mental models

*of different aspects of the world. They contain knowledge, beliefs, assumptions, associations, and expectations. (Example: People may have a schema about New York that includes information they've learned about New York in school, their memories of New York, things people have told them about New York, information from movies and books about New York, what they assume to be true about New York, and so on).*

Some researchers emphasize the influences of learning on language acquisition, while others emphasize the biological influences.

Cognitive development refers to the change in children's patterns of thinking as they grow older. The scientist best known for research on cognitive development is **Jean Piaget**, who proposed that children's thinking goes through a set series of four major stages. Piaget believed that children's cognitive skills unfold naturally as they mature and explore their environment.

Psychologist **Lev Vygotsky** believed that children's sociocultural environment plays an important role in how they develop cognitively. In Vygotsky's view, the acquisition of language is a crucial part of cognitive development. After children acquire language, they don't just go through a set series of stages. Rather, their cognitive development depends on interactions with adults, cultural norms, and their environmental circumstances.

**Noam Chomsky** conceived language abilities as akin to a mental organ. According to this view, children are born with a language acquisition device and with specific linguistic knowledge. Chomsky argued that children do not learn to speak by imitating adults. A major proponent of the idea that language depends largely on environment was the behaviorist **B. F. Skinner**. He believed that language is acquired through principles of conditioning, including association, imitation, and reinforcement. According to this view, children learn words by associating sounds with objects, actions, and events. They also learn words and syntax by imitating others. Adults enable children to learn words and syntax by reinforcing correct speech.

**Language** is a system of symbols and rules that is used for meaningful communication. A system of communication has to meet certain criteria in order to be considered a language:

- A language uses **symbols**, which are sounds, gestures, or written characters that represent objects, actions, events, and ideas. Symbols enable people to refer to objects that are in another place or events that occurred at a different time.

- A language is meaningful and therefore can be understood by other users of that language.

- A language is **generative**, which means that the symbols of a language can be combined to produce an infinite number of messages.

- A language has rules that govern how symbols can be arranged. These rules allow people to understand messages in that language even if they have never encountered those messages before.

Language is organized hierarchically, from phonemes to morphemes to phrases and sentences that communicate meaning.

Children develop language in a set sequence of stages, although sometimes particular skills develop at slightly different ages:

- Three-month-old infants can distinguish between the phonemes from any language.

- At around six months, infants begin **babbling**, or producing sounds that resemble many different languages. As time goes on, these sounds begin to resemble more closely the words of the languages the infant hears.

- At about thirteen months, children begin to produce simple single words.

- By about twenty-four months, children begin to combine two or three words to make short sentences. At this stage, their speech is usually telegraphic. **Telegraphic speech**, like telegrams, contains no articles or prepositions.

- By about age three years, children can usually use tenses and plurals.

- Children's language abilities continue to grow throughout the school-age years. They become able to recognize ambiguity and sarcasm in language and to use metaphors and puns. These abilities arise from metalinguistic awareness, or the capacity to think about how language is used.

Children's ability to understand language develops faster than their ability to speak it. Receptive language is the ability to understand language, and expressive language is the ability to use language to communicate. If a mother tells her fifteen-month-old child to put the toy back in the toy chest, he may follow her instructions even though he can't repeat them himself.

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

Our system of language forms a sort of bridge, or chain of relationships between our thoughts and the sounds we make in order to communicate. We pack our thoughts together and find ways of expressing them in accordance with the grammar of our language. The thought occurs in our consciousness in the form of a proposition, consisting of a subject with a predicate.

As a tool for social communication, language coordinates the thoughts and actions of the speaker and the listener. Human interaction would be almost impossible without language; societies would not exist and cultures would not be transmitted from one generation to the next.

**ACTIVE VOCABULARY:** cognition, to cognize, cognitive, cognitively, language, judging, reason, understanding, problem solving, to make a decision, to decide, to create, creativity, concept, prototype, quality, quantity, to summarize, to be able, to enable, to include, to acquire, acquisition, flexible, hive, species, tool, to vary, infinite, to resemble, resemblance, instance, to belong, to contain, knowledge, to believe, belief, assumption, to assume, to expect, expectation, to emphasize, influence, to refer, crucial, interaction, akin, adult, to govern, to recognize, ambiguity.

### **FOLLOW-UP**

#### ***Exercise 1. Answer the questions on the text:***

1. What is the relationship between language and cognition?
2. What mental processes and activities does our cognition include?
3. What are the main functions of a concept?
4. Are people the only creatures that have their own language?
5. How do we recognize an object as a member of a category?
6. What can influence language acquisition?
7. How can language be defined?
8. What is human language characterized by?
9. What is the basic function of language?
10. What are the main types of language?

#### ***Exercise 2. Confirm or deny the statements. Make use of the following phrases:***

*To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right, ...*

1. Expressive language is the ability to understand language.
2. Prototypes contain knowledge, beliefs, assumptions and expectations.
3. At about thirteen years, children begin to produce simple single words.
4. Symbols and rules of language are used for meaningful communication.
5. Receptive language is the ability to use language to communicate.
6. Many other species also have complex communication systems.
7. Human interaction is a tool for social communication.
8. Language coordinates the thoughts and actions of the speaker and the listener.

### **WORD USE**

#### ***Exercise 3. Translate the following phrases into English using active vocabulary:***

Вирішення проблеми; приймати рішення; використовувати поняття; підсумовувати інформацію про взаємодію; вирішальна частина когнітивного розвитку; вірити у творчість; набуття мови; споріднений; бути схожим на мову; вплив навчання на мову; включати вид тварин; містити припущення;

очікування особи; пізнавально розвиватись; гнучке мислення та судження; засіб (знаряддя) спілкування.

**Exercise 4. Translate the following sentences and word combinations into Ukrainian:**

To believe in language abilities; to emphasize the associations; to belong to a social group; to enable to think; to govern child's behavior; to assume the resemblance; reason for adults' influence; infinite creativity; akin species; meaningless bubbling; to refer to human species; infinite number of messages; to recognize ambiguity; to acquire crucial knowledge; flexible interaction; to vary in problem solving; to fit the prototype.

**Exercise 5. Which of these words go together? Use the expressions in the sentences of your own:**

A. Language, to contain, crucial, receptive, social, to coordinate, cognitive, to emphasize, to belong to, particular.

B. Schemas, assumption, acquisition, tool, part, language, actions, influence, a concept, instance.

**Exercise 6. Substitute the definitions for the words taken from active vocabulary: quality, flexible, infinite, resemblance, to vary, tool, cognition, ambiguity, to assume, belief:**

1. Doubtfulness or uncertainty of meaning or intention;
2. Anything used as a means of accomplishing a task or a purpose;
3. A degree, kind, or point of likeness;
4. The act or process of knowing; perception;
5. To take for granted or without proof;
6. Unlimited or immeasurable in extent of space, duration of time;
7. An essential or distinctive characteristic, property, or attribute;
8. Confidence; faith; trust;
9. Susceptible of modification or adaptation; adaptable;
10. To change or alter, as in form, appearance, character, or substance.

**Exercise 7. Complete the following sentences using the words from the active vocabulary (Concept, adults, resemble, knowledge, abilities, acquisition, cognitive, believed, species, language):**

1. As a child grows up, his sounds ... more closely the words of the language that he hear every day. 2. Societies would not exist and cultures would not be transmitted from one generation to the next without .... 3. The ... of language is a crucial difference between humans and animals. 4. A ... is a mental category that groups similar objects. 5. ... scientists have debated whether language and cognition are separate mental faculties. 6. Children are born with a language acquisition device and with specific linguistic .... 7. Chomsky argued that children do not

learn to speak by imitating .... 8. The set of language – specific ... has been variously called the language acquisition device. 9. Skinner ... that language is acquired through principles of conditioning, including association, imitation, and reinforcement. 10. Many other ... also use distinct cries to communicate.

### WORD FORMATION

**Exercise 8. Search the text for the derivatives of the following words and complete this table. Add the words that you remember:**

Nouns	Adjectives	Verbs
		to cognize
belief		
	acquired	
	creative	
	various	
		to be able
resemblance		

**Exercise 9. Fill in the correct word derived from the word in bold:**

People don't always make rational ... (to decide). One ... (acquisition) bad habits very easily. The amount of time spent asleep can ... (various) from person to person. All happy families ... (resemblance) each other, each unhappy family is unhappy in its own way. We should try to avoid imposing our own ... (to believe) on others. Your ... (to assume) that his death was an accident seems to be wrong. Other peoples' ... (to expect) affect how we behave. Language ... (to be able) us to communicate with other people. I think Tom doesn't have the ... (to be able) to solve the problem. He made ... (refer) to my book. A proper ... (summarize) of an article does not include one's personal opinion on the topic.

### DO YOU KNOW ANY INTERESTING LANGUAGE FACTS?

**Language** is a complex and fascinating aspect of our lives that scientists believe to have evolved out of a series of grunts and hand gestures. From those primitive beginnings, languages have been born and have died, with complex systems of understanding built on basic foundations. Here are some of the most interesting language facts from around the world.

1. There **are 2,700 languages** with over 7,000 individual dialects spoken around the world today. The most widely spoken languages are Chinese, Spanish, English, and Hindi, in that order. Chinese, the most spoken language around the world, has over 50,000 characters. But you only need to know 2,000 of those characters to be able to read the newspaper.

2. Every two weeks, another language dies. Or, perhaps, a dialect. There are over 231 completely extinct languages and 2,400 of the world's languages are considered to be in danger of dying out.

3. The Bible is the most widely translated book available in 2,454 different languages. *Pinnocchio* is a close second. But the world's most translated author is Agatha Christie.

4. The language with the largest alphabet in the world belongs to the Cambodian language Khmer and is 74 characters long. The shortest alphabet is 12 characters long, and belongs to Rotokas. The language with the most words, however, is English, boasting over 250,000 words.

5. Over 300 languages are spoken in the United States, but South Africa holds the record for the country with the most official languages (11). Of the population of the United States, 21 percent of citizens five years and older speak another language at home. Of that 21 percent, 62 percent speak Spanish. And of those Spanish speakers, 56 percent speak English «very well».

6. The oldest known languages include Sanskrit, Sumerian, Hebrew, and Basque. But, the only reason we really know this is because there is a written record of those languages. The answer to the question, «What is the oldest language»? can never truly be answered, as it doesn't take spoken languages with oral traditions into consideration.

7. Language is thought to have originated 100,000 BC. The question of how old language is still being debated, but most linguists agree that it began around the time when modern humans (*homo sapiens*) evolved in Africa with modern skull shapes and modern vocal chords. With the proper tools in place – skull size, brain, and voice box – it should have meant the development of language. Some anthropologists even speculate that language could have developed prior to the physiological development of modern brains and larynges, but 100,000 BC is a good starting point from which to begin.

8. Language developed to strengthen social ties amongst our ancestors. A study of macaque monkeys supports the idea that languages may have evolved to replace grooming as a better way of forging interpersonal bonds. But another theory is that our ancestors began to develop language by imitating natural sounds, like bird calls and animal noises. And another theory is that human communication may have started with the emanation of involuntary sounds: distress sounds from pain or surprise, or wails of sadness, or cheers of joy or triumph.

9. Learning a second language can make you smarter. A number of scientists agree that becoming polyglot can boost your brainpower. Other studies also suggest that speaking more than one language can help to slow down the aging process of the mind.

10. Languages are constantly influencing each other. For example, the English language is, in itself, 30% French, as it has adopted words through lexical borrowings. This is particularly true when we think about ballet, as almost all of the words that describe that style of dance are in French.

11. There are over 200 artificial languages that have been invented for books, television, and movies, including 13 distinct languages in the Tolkien

universe. But «fake» languages date back centuries when languages were invented for the purposes of philosophical debate.

12. Despite that, onomatopoeias are not shared across languages. Rice Krispies in the United States go ‘snap, crackle, and pop.’ But in Germany, they go ‘Knisper! Knasper! Knusper!’ In France, they go ‘Cric! Crac! Croc!’ and in Spain, they go ‘Cris! Cras! Cros!’

Bees don’t buzz in Afrikaans, they go ‘zoem-zoem’. And while cats say «meow» in America, they say «meo-meo» in Vietnam, «nau» in Estonia, and «ngjau» in Malay.

Cows are scared in India, but they don’t say «moo» in Bengali, they say «hamba».

Thai owls say «hook hook» instead of «hoot», and Albanian pigs don’t say «oink», they say «hunk hunk».

Learning another language is important. Languages are a part of everyday life – whether you speak one or more, they are one of the main keys of communication.

### **Did You Know?**

- There are 24 working languages of the EU.
- There are 6 official UN languages.
- The bible is available in 2454 languages.
- The pope tweets in 9 languages.
- The US has no official language.



## Unit 6

### NONVERBAL COMMUNICATION

#### APPROACHING THE TOPIC

Read the **quote**:

«*What you do speaks so loud that I cannot hear what you say*». –

*Ralph Waldo Emerson*

«*The most important thing in communication is hearing what isn't said*». – *Peter F. Drucker*

How do you feel about it? Why?

Compare your ideas with the partner.

#### READING

##### NONVERBAL COMMUNICATION

A significant amount of the communication that goes on between people is non-verbal. Nonverbal communication involves the ability to recognize and accurately read other people's emotions, the ability to enact emotions to affect others, and ability to regulate and control our emotional displays (being a good emotional actor). Non-verbal communication is usually understood as the process of sending and receiving wordless messages. Such messages can be communicated through gesture, body language or posture, facial expression and eye gaze, object communication such as clothing, hairstyles or even architecture, symbols and infographics, features of speech such as intonation and stress and other paralinguistic features of speech such as voice quality, emotion and speaking style.

Non-verbal communication can occur through any sensory channel – through sight, sound, smell, touch or taste. Non-verbal communication can be conscious and purposeful or unconscious. Also, non-verbal communication comes in many forms at the same time. For example, a person's dress, tone of voice, attitude, and movement all contribute to the communication going on in a certain situation. It can be very helpful in facilitating communication or it can be very derisive.

Scientific research on nonverbal communication and behavior began with the 1872 publication of Charles Darwin's «*The Expression of the Emotions in Man and Animals*». Research has identified several types of nonverbal communication.

These nonverbal elements of communication are mostly uncontrolled and spontaneous; and can emphasize a verbal message, contradict it, call attention to important details and sometimes even distract from it. Nonverbal communication seems to be universally understood, and conveys the emotional context of the message. For example, we might combine a frown with crossed arms and unblinking eye gaze to indicate disapproval.

1. **Facial Expressions** are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. The look on a person's face is often the first thing we see, even before we hear what they have to say. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, indifference and fear are similar throughout the world.

2. **Gestures.** Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture. In courtroom settings, lawyers have been known to utilize different nonverbal signals to attempt to sway juror opinions. An attorney might glance at his watch to suggest that the opposing lawyer's argument is tedious or might even roll his eyes at the testimony offered by a witness in an attempt to undermine his or her credibility. These nonverbal signals are seen as being so powerful and influential that some judges even place limits on what type of nonverbal behaviors are allowed in the courtroom.

3. **Paralinguistics** refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest. A friend might ask you how you are doing, and you might respond with the standard «I'm fine», but how you actually say those words might reveal a tremendous amount of how you are really feeling. A cold tone of voice might suggest that you are actually not fine, but you don't wish to discuss it. A bright, happy tone of voice will reveal that you are actually doing quite well. A somber, downcast tone would indicate that you are the opposite of fine and that perhaps your friend should inquire further.

4. **Body Language and Posture.** Posture and movement can also convey a great deal on information. Research on body language has lately grown significantly, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing.

5. **Proxemics.** People often refer to their need for «personal space», which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, cultural expectations, situational factors, personality characteristics, and level of familiarity. For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

6. **Eye Gaze.** The eyes play an important role in nonverbal communication and such things as looking, staring and blinking are important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking

increases and pupils dilate. Looking at another person can indicate a range of emotions including hostility, interest, and attraction. People also utilize eye gaze a means to determine if someone is being honest. Normal, steady eye contact is often taken as a sign that a person is telling the truth and is trustworthy. Shifty eyes and an inability to maintain eye contact, on the other hand, is frequently seen as an indicator that someone is lying or being deceptive.

**7. Haptics.** Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Harry Harlow's classic monkey study demonstrated how deprived touch and contact impedes development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction. Touch can be used to communicate affection, familiarity, sympathy, and other emotions. Touch is also often used as a way to communicate both status and power. Researchers have found that high-status individuals tend to invade other people's personal space with greater frequency and intensity than lower-status individuals. Sex differences also play a role in how people utilize touch to communicate meaning. Women tend to use touch to convey care, concern, and nurturance. Men, on the other hand, are more likely to use touch to assert power or control over others.

**8. Appearance.** Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments, and interpretations. Just think of all the subtle judgments you quickly make about someone based on his or her appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers. Culture is an important influence on how appearances are judged. While thinness tends to be valued in Western cultures, some African cultures relate full-figured bodies to better health, wealth, and social status.

Although most people do not realize it, we are constantly using our bodies to send signs to each other. These signs can indicate what we are truly feeling at the time or we can be misinterpreted by the other person and misunderstanding can result. Thus, understanding your body language and correctly reading the body language of others can be critical in effective communication. Nonverbal communication plays an important role in how we convey meaning and information to others, as well as how we interpret the actions of those around us. The important thing to remember when looking at such nonverbal behaviors is to consider the actions in groups. What a person actually says along with his or her expressions, appearance, and tone of voice might tell you a great deal about what that person is really trying to say.

**ACTIVE VOCABULARY:** verbal; nonverbal; amount; numeric amount; ability; inability; to enact; to affect; emotion; emotional display; approval; disapproval; wordless; gesture; body language; posture; facial expression; eye gaze; haptics;

paralinguistics; proxemics; feature; voice; tone of voice; attitude; to contribute; to facilitate; derisive; to contradict; to call attention; to distract; to convey; pitch; deliberate; to wave; to point; arbitrary; to utilize; to glance; tedious; influential; loudness; inflection; hostility; hesitant tone; a lack of; subtle; space; steady; shifty; to evoke; to alter; mood; indifference; deceptive; to indicate;

## **FOLLOW-UP**

### ***Exercise 1. Read the sentences and correct them if necessary:***

1. Nonverbal communication is communication using the body or cultural symbols other than spoken words.
2. Nonverbal communication occurs only through touch.
3. Facial expressions can convey just limited range of human emotions: pain and indifference.
4. Eye contact is a widely used means of body language.
5. Proxemics includes pointing, waving and using fingers to indicate.
6. Paralinguistics refers to looking, staring, gazing and blinking.
7. The amount of space needed for casual conversation is similar to the personal distance needed for formal speaking to a crowd of people.
8. Shifty eyes are the indicators that someone is lying or being deceptive.
9. Defensive postures, arm-crossing and leg-crossing can also indicate feelings and attitudes.
10. The tone of voice has the limited effect on the meaning of a sentence.

### ***Exercise 2. Answer the questions on the text:***

1. How would you define nonverbal communication?
2. What are the means of conveying nonverbal communication?
3. What emotions do facial expressions convey?
4. Think about the examples that prove that nonverbal communication is culture-specific (gestures, posture, movements).
5. What does Paralinguistics signify?
6. What is the «personal space» influenced by?
7. What do the shifty eyes and steady eye contact indicate?
8. Why is appearance considered a means of nonverbal communication?
9. What does Haptics signify?
10. Is it easy or difficult to control nonverbal communication?

### ***Exercise 3. Read and translate the sentences. Make up questions of the following sentences:***

1. Nonverbal communication is based on the use of the body to convey information.
2. Facial expressions are crucial to nonverbal communication.
3. Eye contact is a widely used means of body language.
4. Hand gestures are also eloquent in communicating with people.

5. Hand gestures supplement spoken words.
6. Body language is largely culture specific.
7. Nonverbal communication is often difficult to control.

### **WORD USE**

#### ***Exercise 4. Translate the following word combinations into Ukrainian:***

Hand gestures; a person's tone of voice; numeric amount; to enact emotions; to contribute to the communication; emotional display; to facilitate sadness and depression; derisive smiling; tedious tone of voice; to contradict verbal message; to distract by loudness; to utilize signals; influential wordless body language; vocal communication; defensive posture; level of familiarity; the choice of posture with arm-crossing; to alter physiological reactions; the amount of paralinguistic signs can indicate the mood;

#### ***Exercise 5. Translate the following word combinations into English:***

Надсилати знаки один одному; обсяг простору; вказувати на ряд емоцій; сприяти ворожості; культурні очікування; використовувати візуальний погляд; оманливий жест; нездатність підтримувати контакт очей; стійкий контакт очей; бігання очей; тонкі судження; кольори можуть викликати різний настрій; значення дотику; значний обсяг досліджень; безсловесні повідомлення; емоційний актор; передати емоційний контекст; звернути увагу на байдужість;

#### ***Exercise 6. Which of these words go together? Use the expressions in the sentences of your own:***

**A.** Unblinking, to convey, to utilize, to send wordless, to evoke, to call, facial expression, to alter physiological, nonverbal, body.

**B.** Reactions, attention to, behavior, of happiness, the emotional context, eye gaze, signals, different moods, messages, language.

#### ***Exercise 7. Substitute the definitions for the words taken from active vocabulary: to point, inability, to contradict, glance, mood, indifference, to indicate, approval, influential, shifty.***

1. A quick or brief look;
2. To show, as by measuring or recording; make known;
3. To direct attention to;
4. A distinctive emotional quality or character;
5. Being of great importance, having or exerting influence;
6. Formal permission or sanction;
7. Suggesting a deceptive or evasive character;
8. To speak or declare against; oppose;
9. Lack of interest or concern;
10. Lack of ability; lack of power, capacity, or means;

**Exercise 8. Complete the following sentences using the words from the active vocabulary (mood, shifty, inability, indicates, contradicts, indifference, display, features, influential, point):**

1. The thermometer ... air temperature. 2. The manager was asked to ... out the advantages of a proposal. 3. The ... of the music was almost funereal. 4. Three ... educators have been awarded a Nobel Prize. 5. She was obviously lying and tried to hide her ... look. 6. His way of life ... his stated principles. 7. We were shocked by their ... toward poverty. 8. He was dismissed of his position for his ... to make decisions. 9. When her gaze returned to Lisa, her ... softened into a warm smile. 10. His gaze went to the sunrise, a brilliant ... of reds and oranges over the desert.

### WORD FORMATION

**Exercise 9. Complete this table of words from the texts and active vocabulary. Add the words that you remember:**

Nouns	Adjectives	Verbs
contribution		
	influential	
		to facilitate
shift		
	effective	
	hesitant	
indifference		
	deceptive	

**Exercise 10. Fill in the correct word derived from the word in bold:**

1. He is capable of ... (deceptive) others to get what he wants. 2. «Tastes ..., (difference)» murmured the dragonette, slowly dropping its eyelids over its yellow eyes, until they looked like half-moons. 3. If there is anything you want, don't ... (hesitation) to ask me. 4. Patience is sometimes the most ... (effect) weapon. 5. Because its eyeball is fixed, the whale must move its huge body to ... (shifty) its line of sight. 6. A healthy diet, and regular exercise will ... (facilitation) loss of those unwanted pounds. 7. Don't drive under the ... (influential) of alcohol. 8. Nobody ... (contribution) to the understanding of dreams as much as Freud. 9. I trust your ... (judge) better than I do my own. 10. ... is the act of using something, like the utilization of your voice that enables you to sing a song.

**Exercise 11. Suggest your own ideas concerning the following activities: (Divide students into pairs)**

#### «Gestures List»

– How do we communicate without words?  
What are some common gestures?

Come up with as many ways of nonverbal communicate as you can in 1 minute (e.g.: shrug, hands on hips, finger to lips, shake head, nod head, make a face, smile, wink).

### «Silent Scene»

– Have each pair of students create a one-minute scene that takes place in one location and has a problem that needs to be solved. Neither person in the scene can talk. All communication has to be nonverbal. Can the audience guess the content of the scene without any dialogue to help? Students may refer to the gestures list.

### «Nonverbal Emotions»

– Students choose an emotion by drawing slips of paper out of a hat. Have them present the emotion listed on the slip of paper in a wordless performance where they enter a space, then sit, get up, and leave the space. Their goal is to «show» their emotion well enough that the audience can guess. (For example: Happiness, Sadness, Anger, Surprise, Fear, Jealousy, Boredom, Disgust, Nervousness, Excitement, Relaxation, Tenseness, Stress, Fatigue).

### «Nonverbal Picture Prompt»

Choose a picture of a person for each student. What is their body language communicating? Write an inner monologue for this character.



### «High Status/Low Status»

– Have students walk around the room and explore the physicality of high status and low status. What defines a high status body? What defines a low status body? How do they walk? How does this physicality affect how they interact? Divide students into pairs with one high status character and one low status character. Each pair presents a nonverbal scene that shows their status.



«High Power» body language (top row)

vs.

«Low Power» body language (bottom row)

### «Subtext Scene»

– Divide students into groups. Create a scene in which at least one character has lines that say one thing while their body language tells another thing (eg: a student tells another student they are happy that they won the contest, but their body language is tense, with arms folded across their body).

### «Good Listener/Bad Listener»

– Have two volunteers come up to the front. Person A has to tell Person B a story. The first time through, Person B is a «good listener». Ask students *what a good listener looks like? How do you communicate engagement nonverbally?* Do the scene again with Person B telling Person A a story. This time, Person A is a «bad listener». *What does a bad listener look like? What is their physicality? How do you communicate boredom nonverbally?* Ask the audience if they can see the difference.

### «One Talker/One Not»

– Divide students into pairs. Have each pair create a one-minute scene that takes place in one location and has a problem that needs to be solved. Person A is



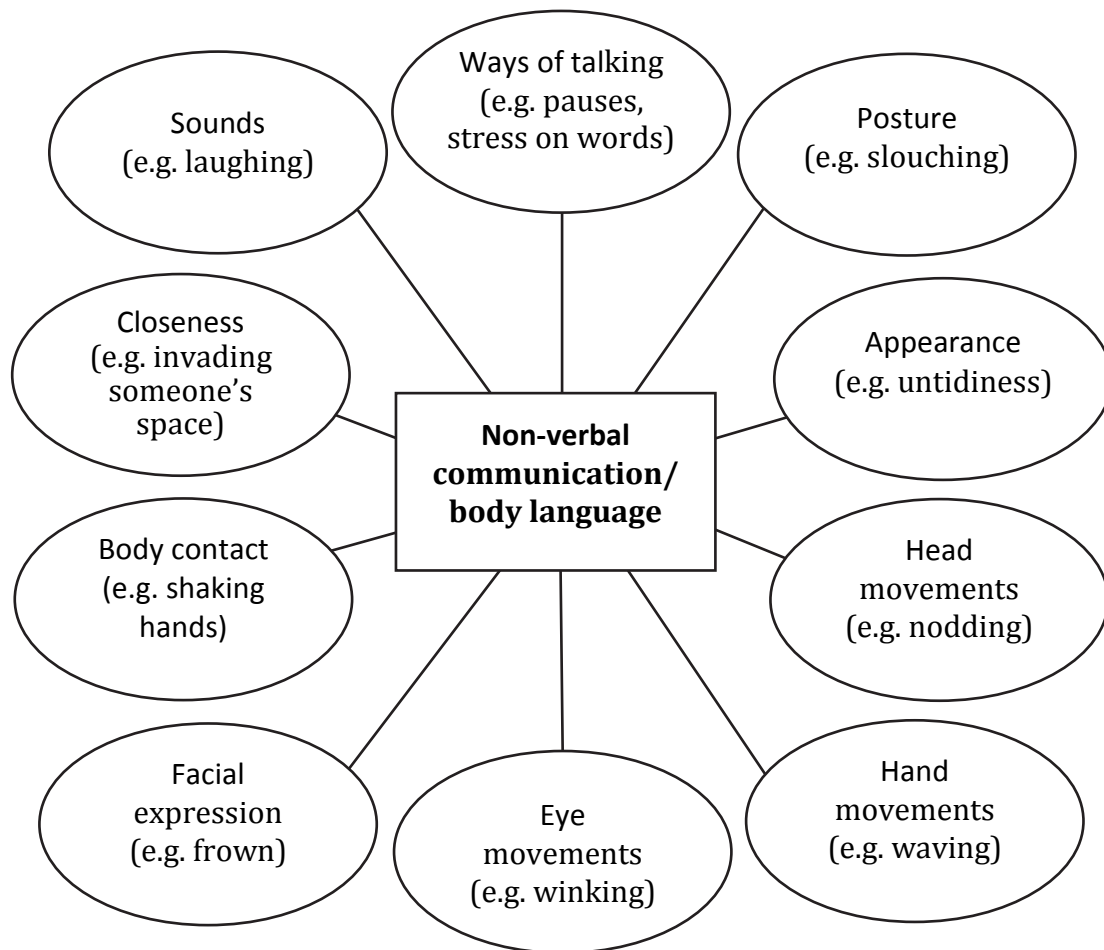
allowed to speak their lines but Person B can only use gesture, body language, and other nonverbal communication. Afterwards, switch sides so that Person A is the nonverbal communicator.

### «Judging»

- *Have you ever judged someone by what they look like or by how they move before you talk to them?*

- *What is it about someone's physicality that affects you?*

Have students create a scene in which a character is judged not by what they say but by their nonverbal communication.











Exercise 12. Study body language matters in order to avoid conflicts:



# Do's & Dont's:

## Interview Body Language Techniques



Do's	Dont's
 <p><b>Carry 1 item only</b> A combination of bags, briefcases and big coat makes you seem disorganized.</p>	 <p><b>Smile nervously</b> Smiling too much can make you seem nervous. Smile upon intro &amp; exit only.</p>
 <p><b>Shoes count</b> Many employers say the last thing they remember is the back of a candidate's shoes.</p>	 <p><b>Purse your lips</b> It makes you look like you're holding something back.</p>
 <p><b>Sit slightly angled</b> Sit an angle instead of directly across to show that "we're on the same side."</p>	 <p><b>Contract or expand</b> Claim your space (keep arms uncrossed) but don't be too territorial.</p>
 <p><b>Be poised</b> To help convey poise &amp; confidence, practice the "power pose" right before the interview.</p>	 <p><b>Touch your face &amp; hair</b> Try not to touch your face altogether -- it's a sign of nervousness.</p>

### DO YOU KNOW ...?

Read the texts below. Match choices (A-H) to (1-5). There are three choices you do not need to use.

- A. Cover bad breath
- B. Show that you are wrong
- C. Show that everything is fine
- D. Indicate approval or disapproval

- E. Making fun or just being focused
- F. Indicating a feeling of helplessness
- G. Guard against negative consequences
- H. Demonstrate your peaceful intentions

1 \_\_\_\_\_

Shaking hands is a polite gesture indicating friendship and acceptance. At one time, however, meeting with a stranger aroused suspicion and fear. To prevent each other from suddenly attacking, strangers joined right hands as a pledge of non-aggression, thus demonstrating that neither party was about to use a weapon. Handshaking is now the activity practiced by both men and women not only to greet one another, but to seal a contract as well.

2 \_\_\_\_\_

The American «OK» sign, the joining of the thumb and forefinger in a circle, indicates that all is well or perfect. The «OK» sign acquired its modern connotation from the ancient world, where in the circle itself was one of the oldest and most common symbols for perfection. The verbal expression «OK» is native to the United States and was formed in support of the letter «O» indicating that something was as perfect as a circle.

3 \_\_\_\_\_

When not used in hitchhiking, the thumbs-up gesture in American culture typically indicates «I like that», while the thumbs-down gesture indicates your negative feelings towards something. The gesture has been linked to the time of the Roman arena, where the emperor supposedly ordered life or death for a gladiator by turning thumbs up or thumbs down.

4 \_\_\_\_\_

Crossing one's fingers serves as protection from bad luck or from the penalties associated with lying. Thus, when people wish for good luck, they cross their fingers, and when they wish not to be held accountable for a lie, they cross their fingers and hide their arms behind their backs to not let on that they are lying.

5 \_\_\_\_\_

By sticking out their tongues, people react to the situations that may be unpleasant for them. Such displays indicate laughing or rejection. For example, children often stick out their tongues to tease each other. Or, they may also stick out their tongues in reaction to activities requiring close concentration; hence, the tongue-showing of children focused on their homework.

## Unit 7

### PERCEPTION

#### APPROACHING THE TOPIC

Look at and read the **quotes**:

*«Humans see what they want to see». – Rick Riordan*

**PERCEPTION  
AND REALITY  
ARE TWO  
DIFFERENT  
THINGS**

Life is based on perception.  
Perception is based on  
opinion. Opinion is based  
on thought. Thought comes  
from the mind. Change  
your mind, change  
your life.

YOUR  
PERCEPTION OF  
ME IS A  
REFLECTION  
OF YOU.

**I'M ONLY  
RESPONSIBLE  
FOR WHAT  
I SAY  
NOT FOR  
WHAT YOU  
UNDERSTAND.**

How do you feel about it? Why?  
Compare your ideas with the partner.

## READING

### PERCEPTION

Perception is a process by which a person interprets sensory stimuli. The sensory processes report about the stimulus environment; perception translates these sensory messages into understandable forms.

Perception comes between simple sensation and complex cognitional behaviour. By the time people are able to talk about it, perception has become so automatic that they hardly realize that seeing what they see, hearing what they hear, is an interpretation.

As well as perception of the external environment, there is perception of oneself. Information about one's position in space, for example, comes from vision, from vestibular receptors, and from somatic receptors in the skin and deep tissues.

Perception appears to be a function of experience. The world is made up of things people expect to see, hear, or smell, and any new sensory event is perceived in relation to what they already know. A subject who cannot or is not permitted to interact with the stimulus environment will not show normal perceptual development.

Two types of factors influence perception: external (stimulus) cues and internal (personal) cues. Both internal and external cues affect the way in which a subject will pay attention to, or attend to a stimulus. A subject must pay at least some attention to a stimulus in order for perception to occur.

External cues (learning, features of the environment) develop from the properties of a stimulus or groups of stimuli. Internal cues appear to be a function of a subject's cognitive processes. For example, inheritance, motivation of a subject, a subject's past experience or the expectations of a subject at a given time may all act as internal cues.

**Perception** can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. In order to receive information from the environment we are equipped with sense organs: eye, ear, and nose. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain.

Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself.

Perception is also necessary for us to survive in our environment. For example, before parents feed their babies microwaved food, they taste it in order to make sure that the temperature isn't too hot. This involves using sensory information (touch and taste) to make sure that the food is not dangerous for the

infant. Before we cross a busy street, we rely on our hearing and sight to make sure a car is not coming. Without the sensory information, we would not be able to judge which food was too hot or when an appropriate time to cross the street would be, which could put us and our children in danger.

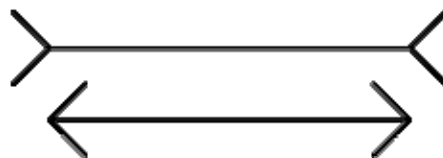
Perceptions vary from person to person. Different people perceive different things about the same situation. And we assign different meanings to what we perceive. And the meanings might change for a certain person. One might change one's perspective or simply make things mean something else.

This is a famous picture. What does it look like to you?



Some people see a young lady looking away. Others see an old lady looking down. Depending on how you look at it, part of the picture might be the young woman's nose and eyelash, or it might be a wart on the old woman's nose. What is the young woman's ear might be the old woman's eye. What is the young woman's necklace might be the old woman's mouth. The picture hasn't really changed. You just emphasize different parts of it and assign them different meaning.

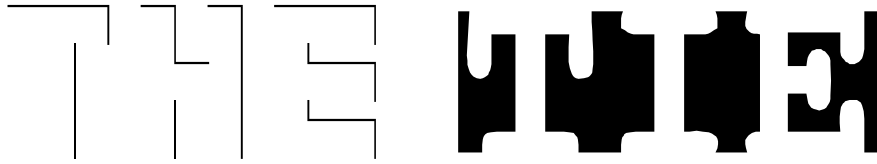
Look at these two arrows. Which horizontal line is the longest?



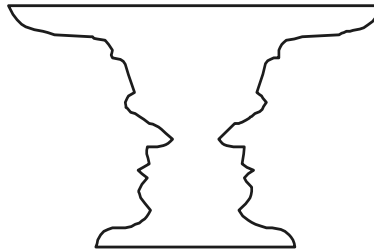
They are exactly the same size. However the top one looks longer than the bottom one. It is on optical illusion tricking us into assigning a different meaning to what we see.

We fill in a lot of blanks with our minds. If we have incomplete perceptions, which we practically always do to a certain extent, our minds fill in the rest.

Are those letters? Or are they just lines and blotches on the paper? How do you know?



Do you see a vase or do you see two faces looking at each other?



The meaning of something will change when you look at it differently. You can look at anything differently and it will have a different meaning.

There is no fixed meaning to anything. You can always change perspectives and change meanings. Why not change them to what you prefer them to be?

### **Summary**

- A lot of information reaches the eye, but much is lost by the time it reaches the brain (Gregory estimates about 90% is lost).

- Therefore, the brain has to guess what a person sees based on past experiences. We actively construct our perception of reality.

- Richard Gregory proposed that perception involves a lot of hypothesis testing to make sense of the information presented to the sense organs.

- Our perceptions of the world are hypotheses based on past experiences and stored information.

- Sensory receptors receive information from the environment, which is then combined with previously stored information about the world which we have built up as a result of experience.

- The formation of incorrect hypotheses will lead to errors of perception (e.g. visual illusions like the Necker cube).

**ACTIVE VOCABULARY:** perception; to perceive; perceptual; to interpret; interpretation; sensory; stimulus/stimuli; to report; to understand; understandable; sensation; complex; cognitional; cognitive; automatic; external; internal; vestibular; receptor; somatic; skin; tissue; deep; experience; to expect; expectation; in relation to; to permit; to interact with; influence; cue; to affect; to pay attention to; to attend; in order to; to occur; motivation; to define; definition; to recognize; recognition; to include; to equip; equipment; input; to transmit; argue; to direct; previous; available; to survive; to feed; to make sure; danger; dangerous; infant; to

rely on; appropriate; to vary; to assign; meaning; eyelash; wart; extent; to guess; to store; error; correct; incorrect; learning; inheritance; to inherit; inherited;

## **FOLLOW-UP**

### ***Exercise 1. Read the sentences and correct them if necessary:***

1. What we sense we interpret and this psychological process is called perception.
2. Our learning experiences help us to understand the differences in the sensations we receive.
3. Each sensory organ receives sensory inputs and transforms them into hypotheses.
4. Perception cannot differ from person to person.
5. If we have incomplete perceptions, our body fills in the rest.
6. Everything in the world has a fixed meaning.
7. All the information that reaches our sense organs reaches our brain.
8. Perception occurs when a person doesn't pay attention to a stimulus.
9. Internal cues develop from the properties of a stimulus.
10. External cues are the function of a subject's cognitive processes.

### ***Exercise 2. Answer the questions on the text:***

1. What is perception?
2. What factors may influence perception?
3. What does perception depend on?
4. Do our learning experience help us to interpret our sensations?
5. How may the features of environment influence the total process of perception?
6. What causes the perception to be incorrect?
7. In what way do we receive information from the environment?

### ***Exercise 3. Read and translate the sentences. Make up questions of the following sentences:***

1. The process of perception is complex and applies to the whole range of sensations.
2. The field of visual perception is the most frequently investigated and usefully discussed.
3. Perception is influenced by the condition or state of a person at the time.
4. We tend to perceive things as we need or want to be rather than as they are.
5. It is impossible to completely separate perception from sensation.
6. Before we cross a busy street, we rely on our hearing and sight to make sure a car is not coming.
7. Without the sensory information, we would not be able to judge the world around us, which could put us in danger.



## WORD USE

### ***Exercise 4. Translate the following word combinations into Ukrainian:***

Perception of colour; visual perception; we perceive those parts of the environment that interest us; to influence the results of the experiment; to inherit good sight; inherited qualities; the physical basis for learning; instrumental learning; awareness of danger; to assign the meaning to what we see; in relation to the person's expectations; stimulus environment; somatic receptor; the function of the internal cues; vestibular receptor; to direct the incorrect perception; to affect one's hearing;

### ***Exercise 5. Translate the following word combinations into English:***

Успадкована поведінка; для того, щоб вплинути на пізнавальну реакцію; звертати увагу на тлумачення соматичних відчуттів; зовнішні натяки; немовля покладається цілком на батьків; наявний попередній досвід; накопичувати та передавати попередні успадковані знання; неправильна гіпотеза приводить до помилок у сприйнятті; бути добре оснащеним; від соматичних рецепторів на шкірі; взаємодіяти з стимулами навколишнього середовища; складна когнітивна поведінка;

### ***Exercise 6. Which of these words go together? Use the expressions in the sentences of your own:***

A. To translate sensory messages, complex cognitional, external, position, deep, to interact with, perceptual, perceiver's, appropriate, to assign, optical.

B. *Development, time, environment, into understandable forms, different meaning, expectations, illusion, behavior, tissue, in space, the stimulus environment.*

### ***Exercise 7. Substitute the definitions for the words taken from active vocabulary: infant, to guess, to store, skin, internal, cue, to permit, available, error, previous.***

1. A deviation from accuracy or correctness; a mistake, as in action or speech;

2. Situated or existing in the interior of something; interior;

3. To think, believe, or suppose;

4. Coming or occurring before something else; prior;

5. The external covering or integument of an animal body, especially when soft and flexible;

6. Suitable or ready for use; of use or service; at hand;

7. A child during the earliest period of its life, especially before he or she can walk; baby;

8. To allow to do something;

9. A hint; intimation; guiding suggestion;

10. To supply or stock with something, as for future use;

**Exercise 8. Complete the following sentences using the words from the active vocabulary** (*survive, occur, internal, influence, assign, interact, previous, expectations, transmits, cues, understandable, inheritance*):

1. A person who cannot ... with the stimulus environment will not show normal perceptual development. 2. Perception translates sensory messages into ... forms. 3. Different factors ... our perception. 4. A person must pay at least some attention to a stimulus in order for perception to ... 5. Internal ... are the function of a subject's cognitive processes. 6. ..., motivation and past experience of a subject may act as ... cues. 7. Each sense organ receives sensory inputs and ... sensory information to the brain. 8. Perceptual processes depend on the perceiver's ... and ... knowledge. 9. Perception is also necessary for us to ... in our environment. 10. Optical illusion makes us ... a different meaning to what we see.

## WORD FORMATION

**Exercise 9. Translate and memorize the following words and their derivatives. Single out noun, verb, adjective, adverb forming suffixes:**

Sense – sensory – sensation – sensitive – sensible – sensitivity – sensibility;

Perceive – perception – perceptual – perceptive – perceptible – perceptiveness;

Expand – expanse – expansive – expansion – expansionism;

Regulate – regular – regularity – regularly – regulation;

Receive – receptor – reception – receptive – receptionist – receptivity – receptiveness;

Taste – tasty – tasteful – tasteless – taster;

Explore – exploration – explorer – exploratory;

Feel – feeling – feelingly;

Olfaction – olfactory – olfactorily;

Image – imagine – imaginative – imagination – imaginable;

Vision – visual – visualize – visible – visionary;

Real – unreal – realistic – realize – realization – realizable – reality;

Consider – considerate – consideration – considerable;

Stimulus – stimulate – stimulation – stimulating;

Reflect – reflector – reflection – reflective – reflex.

**Exercise 10. Complete the sentences with the derivatives of the suggested words from the list: sense, stimulus, feel, taste, consider, real, reflect, perceive, explore, image**

1. Don't mention that she has put on weight – she is very ... about it.
2. I don't really know what to think – I've got very mixed ... on the subject.
3. There must be a full ... of all the possibilities before we decide.
4. The pantomime really captured the children's ... and they talked about it for weeks.

5. Taking everything into ..., the result is better than I expected.
6. I find swimming the most ... form of exercise.
7. Do you think this opinion is an accurate ... of the public mood?
8. ... involves integration of information into mental structures.
9. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve ... British food.
10. We were promised a trouble-free holiday, but the ... was rather different.

**Exercise 11. Complete this table of words. Which of the words in the completed table means:**

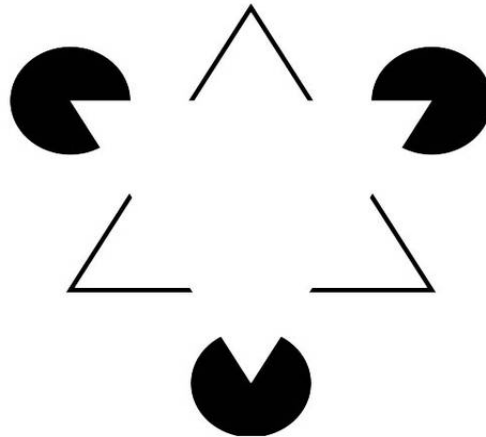
- a) To show that something is true;
- b) A system or method of doing something;
- c) Relating to ideas which might explain observed facts;
- d) To see, hear, smell, taste or touch something;
- e) A picture or design of any kind;

Nouns	Adjectives	Verbs
psychologist		xxxx
theory		
perception		
	outlined	
demonstration		
experience		
	sensory	
image		
process		

**Exercise 12. Select the appropriate verb for each of the following examples and say why it is appropriate:**

- a) We were walking home one night and suddenly we (saw/looked at) a shooting star.
- b) A: What are you (seeing/ looking at)?  
B: I'm just (seeing/watching) those birds building a nest.
- c) I don't (see/watch) television much these days.
- d) C: (See/Look at) those men. They are climbing through your window.  
D: Where? I can't (see/watch) them.
- e) E: Ssh. Did you (hear/listen to) that noise upstairs?  
F: Yes. (Hear/Listen): there it is again. Let's go and (see/look at) what's happening.
- f) By coincidence I (saw/looked at) my ex-husband in the street yesterday. He (saw/looked at) me as if I was a ghost!

## DO YOU KNOW ...?



Created by Italian psychologist Gaetano Kanizsa in 1955, the *Kanizsa Triangle* is a classic example of illusory contours. As shown in the image above, a white equilateral triangle can be clearly perceived even though there are no explicit lines or enclosed spaces to indicate such a triangle. The white triangle actually appears brighter than the surrounding white background, even in areas where there is no change in luminance or color.

Gestalt psychologists use the Kanizsa Triangle to describe the *law of closure*, which claims that objects grouped together are seen as a whole. This means that we perceive objects as being whole even when they are incomplete; we ignore gaps and we complete contour lines to form familiar figures and shapes. For example, in the Kanizsa Triangle Illusion we readily perceive three black circles and two triangles, even though there are technically no circles or triangles in the image.

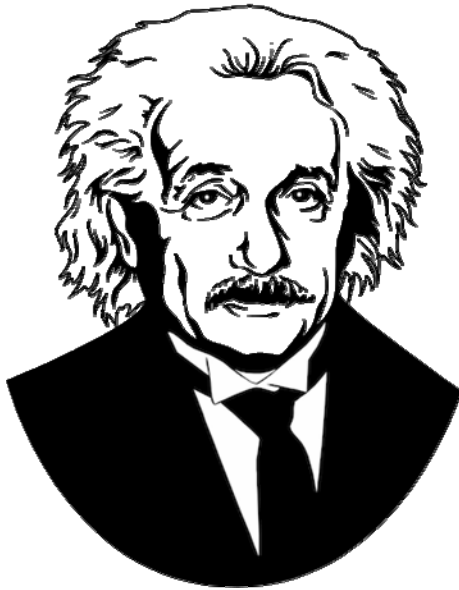
The illusion challenges the reductionist approach to vision as what we see in the image is not merely the sum of all its parts. We see something *more*. We actually perceive objects that are not really there.

## Unit 8

### SOCIAL INTERACTION AND INFLUENCE

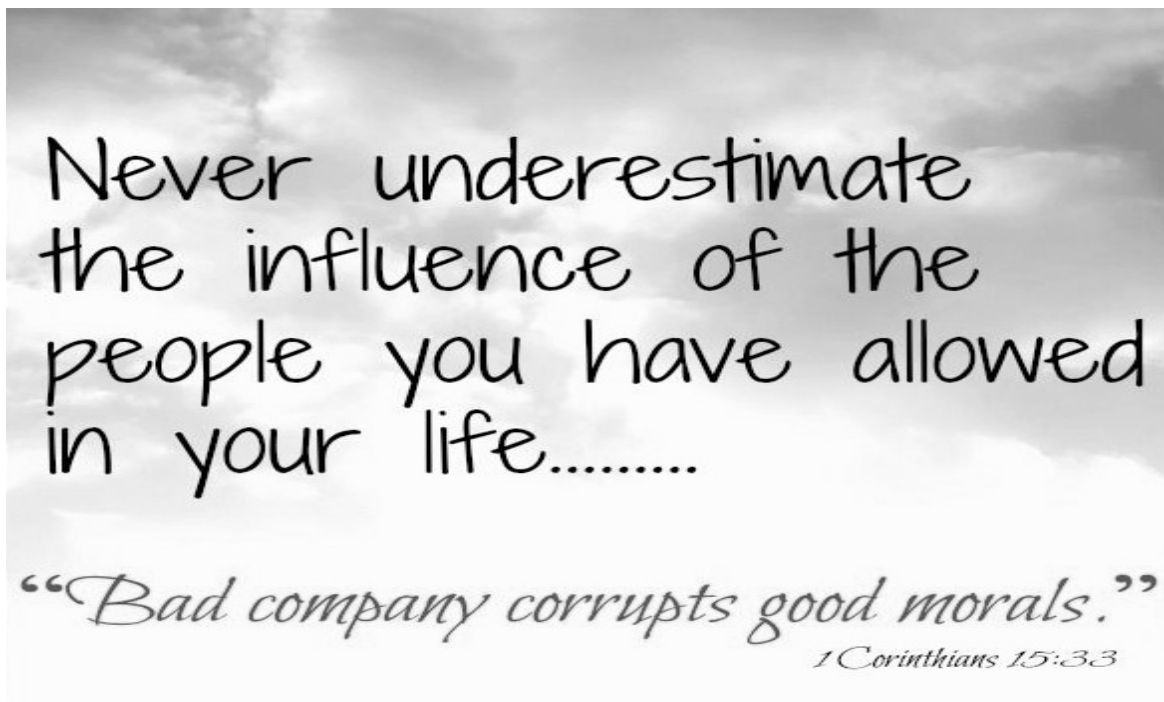
#### APPROACHING THE TOPIC

Look at the photo and read the **quote** by **Albert Einstein**:



«I fear the day that  
technology will surpass  
our human interaction.  
The world will have  
a generation of idiots.»

*Albert Einstein*



How do you feel about it? Why?  
Compare your ideas with the partner.

***Think and share your ideas:***

1. How do we form our impressions of people and come to interpret their actions?
2. What determines who we like, love, dislike, are indifferent to or even hate?
3. How do we influence one another?
4. What are the problems of the youth?
5. What are the reasons of misunderstanding between different groups of people (parents, friends, peers, teachers, etc.)?

**READING**

**SOCIAL INTERACTION AND INFLUENCE**

Social interaction is the basis of the whole social order. Social group is the product of social interaction. There is interaction among animals and birds also. Social interaction is the manner in which people talk to and interact with one another. Social interaction is dependent upon the structure in which the communications occur. *Social interaction is the process by which men interpret the minds of each other.*

*Social interaction* is a dynamic, changing sequence of social actions between individuals (or groups) who modify their actions and reactions due to the actions by their interaction partner(s). In other words they are events in which people attach meaning to a situation, interpret what others are meaning, and respond accordingly. Social relations derived from individual, form the basis of the social structure.

Social interactions can be differentiated into:

– *accidental* (also known as social contact) – not planned and likely not repeated. For example, asking a stranger for directions or shopkeeper for product availability.

– *repeated* – not planned, bound to happen from time to time. For example, accidentally meeting a neighbour from time to time when walking on your street;

– *regular* – not planned, but very common, likely to raise questions when missed. Meeting a doorman or a security guard every workday in your workplace, dining every day in the same restaurant, etc.

– *regulated* – planned and regulated by customs or law, will definitely raise questions when missed. Interaction in a workplace (coming to work, staff meetings, etc.), family, etc.

In sociological hierarchy, social interaction is more advanced than behavior, action, social behavior, social action and social contact, and is in turn followed by more advanced concept of social relation. In other words, social interactions, which consist of social actions, form the basis for social relations.

So the forms of social relation and interaction in social psychology may be described as follows: first and most basic are *animal-like behaviors*, i.e. various physical movements of the body. Then there are *actions* – movements with a meaning and purpose. Then there are *social behaviors*, or *social actions*, which address (directly or indirectly) other people, which solicit a response from another agent. Next are *social contacts*, a pair of social actions, which form the beginning of social interactions. Social interactions in turn form the basis of social relations.

Social interaction is an event that changes the behavior and attitude of the interacting persons. It is a social relationship among at least two persons. It changes the societal conditions of life of the people. Interaction is the soul of social life and relationship. It produces group which is the foundation stone of society.

*The elements of social interaction include:*

- two or more than two persons;
- reciprocal relationship among them;
- influence on the event, behavior, brain of the persons;

These three conditions interrelate the people among themselves and convert them into social groups.

*Types of social interaction:*

– Direct or physical interaction – it involves physical action among individuals. Beating, biting, pulling, pushing, killing are the examples of direct interaction;

– Symbolic interaction. It involves the use of language and symbols. Human beings convey their ideas through language and it is completed by reciprocal response. All cultures develop, expand and change only through language symbolic interaction. Through language man stores its previous experiences and transmits them to the following generation with a change. Gestures are also symbolic. Deaf and dumb convey their ideas through voice and gestures of hands and eyes.

*The forms of social interaction:*

- Between individual and individual;
- Between individual and group;
- Between group and group;
- Between individuals and culture. This form is found when people listen to the radio, read newspapers.

**ACTIVE VOCABULARY:** society, social interaction, to interact with, social order, manner, communication, to communicate, to interpret, sequence, due to, to modify, modification, to attach meaning, to respond accordingly, to derive from, accident, accidental, to repeat, repeated, a stranger, direction, to direct, regular, regulated, customs, law, staff, to consist of, to raise, movement, to move, meaning, purpose, to solicit, attitude, societal conditions, foundation, influence, reciprocal, to involve, to complete, to convey, to expand, to store, to transmit, generation, gestures, deaf, dumb.

## **FOLLOW-UP**

### ***Exercise 1. Answer the questions on the text:***

1. How can social interaction be defined?
2. How can social interaction be differentiated?
3. What forms the basis for social relations?
4. What is the difference between regular and regulated social interaction?
5. What are the basic forms of social relation in social psychology?
6. What do the elements of social interaction include?
7. What is direct or physical interaction characterized by?
8. What is symbolic interaction characterized by?
9. What are the gestures used for?

***Exercise 2. Read the sentences. Which don't you agree with? Make use of the following phrases: To my mind/opinion, I fully support..., I strongly disbelieve that ..., I completely agree/disagree with/that ..., I'm totally against ..., On the whole, That's right, ....***

1. Social interaction is the process of making sense to ourselves and to others of the world around us.
2. Symbolic interaction involves the use of physical action among individuals.
3. Actions are movements with the meaning and purpose.
4. Social contact is the process by which men interpret the minds of each other.
5. Social interaction is a social relationship only among a group of people.
6. Direct interaction involves the use of language and symbols.
7. Through gestures people store past experience.
8. Social interaction consists of social actions and forms the basis for social relationship.

***Exercise 3. Translate the following sentences. Confirm or deny the statements:***

1. According to Erikson's theory of development, the most important task of adolescence is to resolve the crisis of identity versus role confusion.
2. The social world of the adolescent requires achieving a balance between childlike dependence and adult like independence.
3. Adolescents typically move from a state of role confusion to a state of identity achievement.
4. Erikson based his theory on studies of males, who might place a greater premium on the development of self sufficiency than do females, who might place a greater premium on intimate relationships in which there is mutual caring.
5. Adolescents, in trying out various styles and values, are influenced by the cohort to which they belong.
6. Adolescent conflicts with parents generally have more to do with superficial stylistic questions than with substantive question about values.



**Exercise 4. Explain and expand on the following:**

1. The young are always questioning the assumptions of the adults, though the latter don't want their values to be doubted.
2. It's impossible that a generation gap can ever be bridged, but some concessions on both sides are possible.
3. It is true that tolerance is the pledge of friendship.
4. The development of positive self image, the influence and support of parents, teachers, age mates and other people help the young to gain a state of personal identity.

**WORD USE**

**Exercise 5. Translate the following word combinations into Ukrainian:**

Accidental interaction, physical action, to ask a stranger, to complete the task, to attach meaning to a situation, to transmit experience to the following generations, to store in memory, several generations, the older generation, to involve thinking, to involve new data, to store facts, stored information, regulated by customs and law, you must respond accordingly, to modify the actions under the influence of a stranger, sequence of events, reciprocal relationship.

**Exercise 6. Arrange the following words into pairs of word combinations.**

**Use expressions in the sentences of your own:**

- A.** To derive, to interact, to store, to expand, to transmit, generation, symbolic, animal, movements, meaningful.
- B.** *To the following generation, gap, previous experience, communication, like behavior, with purpose, with one another, from individual, interaction, through language.*

**Exercise 7. Match the words with their definitions:**

*To interpret, communication, deaf, staff, dumb, to repeat, language, generation, to involve, movement*

- a) to happen, or to do something, more than once;
- b) a change of position;
- c) all the people of about the same age within a society;
- d) to decide what the intended meaning of something is;
- e) the group of people who work for an organization;
- f) to include someone in something, or to make them feel part of it;
- g) unable to hear, either completely or partly;
- h) permanently or temporarily unable to speak;
- i) the act of communicating with people;
- j) a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work;

**Exercise 8. Translate the following phrases into English using active vocabulary:**

Залежати від спілкування, включати фізичні дії, пряма взаємодія, душа соціального життя, впливати на події, соціальні умови, змінювати реакцію, напрямок руху, реагувати відповідно на незнайомця, регулярна зустріч, випадкова дія, мета соціальної взаємодії, глухі і німі, передавати досвід наступним поколінням, складатись із звичаїв і законів, вплив на мозок людини.

**Exercise 9. Complete the following sentences using the words from the active vocabulary (communication, staff, interpret, deaf, generations, language, law, expand, movement, attitude, social):**

1. Life of each society is regulated by .... 2. Social interaction changes the behavior and ... of the interacting persons. 3. All cultures develop ... and change only through language symbolic interaction. 4. ... contacts form the beginning of social interactions. 5. To humans, words are more than a means of ..., they can shape our beliefs, behaviors, feelings and ultimately our actions. 6. Any change of behavior will be ... as a sign of weakness. 7. He made a sudden ... and frightened the birds away. 8. It's our duty to preserve our knowledge for future .... 9. There is a good relationship between ... and students at the university. 10. She is ... in her left ear. 11. One of the main reasons I came to England was to study the ....

## WORD FORMATION

**Exercise 10. Complete this table of words from the texts and active vocabulary. Add the words that you remember:**

Nouns	Adjectives	Verbs
		to repeat
direction		
		to mean
	accidental	
	interacting	
communication		
	stored	
		to regulate

**Exercise 11. Fill in the correct word derived from the word in bold:**

1. Lack of ... (to communicate) in a marriage causes serious problems. 2. This must be the reason the thick short candles were ... (to store) there. 3. She stood, wobbled, and then went the ... (to direct) he indicated. 4. He didn't believe she was ... (to interact) with real people and instead called the other online players invisible friends. 5. Making a conversation deep and ... (to mean), however, takes a little more. 6. Janice takes medicine to help ... (regular) her blood pressure. 7. Through language man stores its previous experiences and transmits them to

the following ... (to generate) with a change. 8. «If it bears any resemblance to me, it is purely ... (accident)», she said. 9. ... (to move) outside the window caught Carmen's attention. 10. Another method of genetic ... (modify), called mutagenesis, dates to the early part of the twentieth century.

***Exercise 12. Comment on the mottoes to live by:***

- Your life is what you make of it.
- God helps those who help themselves.
- Miracles happen to those who believe.
- If you want to be on top, don't let education stop.
- If you judge people, you have no time to love them.
- To make the world a friendly place, one must show it a friendly face.

***Exercise 13. Discuss the following statements with your group mates making use of the expressions below:***

*My point is that..., I am perfectly aware that..., I doubt if (that)..., It's hardly likely (that)..., I'm against it..., It must be admitted (noted, pointed out) that....*

1. Human behavior is a function of both the person and the situation.
2. There are a lot of things that can affect us.
3. Compliance with orders and requests often depends on our unwitting allegiance to social norms.
4. In the process of identification we obey the norms and adopt the beliefs, attitudes, and behaviors of groups that we respect and admire.
5. College students frequently move away from the views of their family reference group toward the college reference group.
6. After college we tend to select new reference groups that share our views.

***Exercise 14. Answer the following questions using your active vocabulary:***

1. How do you feel in the presence of other people (your parents, friends, group mates, well known people, newcomers, unknown people, and highly ranked people)?
2. When you are in a crowd do you feel that you lose your identity and merge into the group?
3. Are you an easy person to persuade?
4. What would you prefer - to comply with another person's ideas or to compel him to your will?
5. What can affect your decision making?
6. Which source of information is more influential in your buying decision (the survey of several thousand owners of a car, for instance, or your neighbor or friend)?
7. Is it difficult for you to obey to authority?

8. Can you adjust your position to conform to that of the majority?
9. Is it possible to regulate your attitudes and behavior within your reference group?
10. Can you identify any changes in your beliefs and attitudes that have come about by being exposed to a new reference group?

**DO YOU KNOW ...?**

**NOT NEXT TO ME, PLEASE!**

*A) Read the article and match the headings with pictures and paragraphs A-D.*

**Space invaders**



**Small children**



**Conversation makers**



**Nervous fliers**



**When you are travelling by plane or train, there are some passengers you just don't want to have next to you ...**

A \_\_\_\_\_

Perhaps you normally like them, but when you are sitting next to them on a plane it's a different thing. They usually spend all the flight moving around and dropping their toys on the floor, and when they're drinking their orange juice it ends up on your trousers. Then they decide that they want to play with you, so you can't have the little siesta that you were planning.

B \_\_\_\_\_

You recognize this type as soon as you sit down. They immediately start talking about the plane, or the weather, or they ask you a personal question. It's very difficult not to talk to these people, and you'll probably have to continue talking until the plane lands.

C \_\_\_\_\_

These are the people with white faces who sit down and immediately ask for a double whisky. Every five minutes they call a flight attendant to ask if there are any problems with the plane. They also tell you about air disasters (which you are not interested in). The best thing to do is to buy them a few drinks or pretend to sleep.

D \_\_\_\_\_

These people are not necessarily very big, but they have a terrible habit of taking up all their room, and some of your room too. They usually sit so that you can't move, with their arms and legs in your space. They also have a lot of hand luggage which takes up all the room in the overhead locker

***B) What do the underlined words mean? Circle a or b.***

1. a) letting (toys) fall from your hand;  
b) putting (toys) somewhere;
2. a) say hello to;  
b) know and understand;
3. a) goes into the air;  
b) touches the ground;
4. a) try to do something;  
b) give the impression of doing something;
5. a) space;  
b) seat.

***C) Tick the things the writer says.***

1. You can't sleep if there are children next to you.
2. Children eat all your food.
3. Some people want to talk all through the flight.
4. «Space invaders» have long arms and legs.
5. Nervous fliers have a drink every five minutes.

***Read the text and give a short summary of it.***

### **PEOPLE MEET PEOPLE**

How different are the attitudes of different people to other people! One person, during a long train journey, will not observe other travelers. The other will analyze their character, try to guess about their circumstances, even discover secret histories of some of them.

Some people find almost everybody boring, others develop friendship. Take again such thing as travelling: some people will travel through many countries, always going to the best hotels, eating exactly the same food as they would eat at home, meeting the same rich people, discussing the same topics. When they get home, they feel happy that this boring journey is finished. Other people will meet local people, observe what is interesting historically or socially, eat food of the country, learn the customs and the language, and come home with new impressions and ideas.

In all these different situations the person who has the curiosity and interest in life has the advantage over the person who has none.

## ENGLISH-UKRAINIAN DICTIONARY OF KEY PSYCHOLOGICAL TERMS AND CONCEPTS

### A

- Ability – здатність, здібність, спроможність; be able (to do sth.) – мати можливість щось робити, бути здатним, умілим;
- abnormal psychology – патопсихологія;
- abuse – зловживання/ зловживати;
- accident – аварія, випадок, нещасний випадок;
- accidental – випадковий, несподіваний, побічний;
- accordingly – відповідно, згідно;
- activity – діяльність, активність;
- acquire – здобувати, досягати, набувати;
- acquisition – придбання, набуття; здобуття;
- adapt – пристосовувати, приганяти, прилаштовувати (до, для – to, for);  
адаптуватися; переробляти;
- adapt to the situation – пристосовуватися до ситуації;
- add – додавати, добавляти;
- addition – додаток, поповнення, приєднання;
- adjust (to) – пристосовуватись до, коректувати;
- adjustment (to) – пристосування, врегулювання;
- adolescence – юність, юнацтво;
- adolescent – юнак; дівчина; підліток; юний; юнацький; молодий;
- adult – дорослий, доросла людина, повнолітній;
- affect – афект; впливати, діяти; хвилювати, зворушувати;
- akin – близький, споріднений;
- alimentary canal – травний канал;
- alter – змінювати(ся), переробляти; to alter one's mind – передумати, прийняти інше рішення;
- ambiguity – неоднозначність; двозначність, неясність; невизначеність;
- amount – кількість, обсяг; сума; підсумок;
- anaesthetize – анестезувати, знеболювати;
- application – застосування, вживання, заява, звернення;
- applied – практичний, прикладний;
- applied psychology – практична психологія;
- apply – застосовувати, використовувати; прикладати; вживати; the medicine is to be applied twice a day – ліки слід приймати двічі на день;
- approach – підхід, наближення; настання;
- approach – підходити, наставати; наближатися, підходити; бути схожим (майже однаковим); робити пропозицію, починати переговори;
- appropriate – підхожий, відповідний; доречний, придатний (для чогось – to, for); властивий, притаманний (to);

approval – твердження, затвердження, схвалення; згода;  
arbitrary – довільний; випадковий;  
argue – сперечатися (з кимсь – with, against; про щось – about); аргумен-  
тувати; to argue against – виступати проти; to argue in favour of smth. –  
наводити доводи на користь чогось; обговорювати; переконувати, відгово-  
рювати доводити;  
assign – призначати; приписувати, вважати; доручати, передавати;  
визначати, встановлювати (термін, межі) надавати;  
assumption – припущення; самовпевненість; пихатість, зарозумілість;  
assume – вважати, припускати; набирати, набувати; приймати (брати) на  
себе;  
attach meaning – надавати значення;  
attempt – спроба, намір; пробуватись, робити спробу;  
attend – відвідувати, бути присутнім;  
attitude – відношення, ставлення до; позиція; attitude of mind – склад  
розуму, напрям думок;  
automatic – автоматичний, несвідомий;  
autonomic nervous systems – вегетативна нервова система;  
available – доступний, наявний; що є в наявності; придатний, корисний;  
дійсний;  
awareness – усвідомлення, розуміння; обізнаність; be aware of – розу-  
міти, усвідомлювати, бути проінформованим про;

## В

Back bone – спинний хребет, хребетний стовп; хребет, основа;  
behave – поводитись, вести себе; behave yourself! – поведься при-  
стойно!  
behaviour – поведінка; манери;  
behaviorism – біхевіоризм;  
belief – віра, довіра, переконання; вірування;  
believe – вірити; довіряти; думати, гадати;  
belong – належати; стосуватися;  
bleed – кровоточити, пускати кров; проливати кров;  
blindness – сліпота; засліплення;  
blood – кров;  
body – тіло;  
body language – мова тіла;  
bone – кістка; скелет; кістяк;  
brain – мозок (human brain – людський мозок); розум, глузд; розумові  
здібності; disease of the brain – захворювання мозку;  
breath – дихання, подих; to be out of breath – задихатися;  
breathe – дихати; перевести дух, передихнути; breathe in – вдихати;  
breathe out – видихати;  
breathing – дихання, віддих, подих;

## С

- Call attention (to smth.) – привертати увагу (до чогось);  
carry – нести, переносити; везти, перевозити; містити; продовжувати;  
cell – клітина;  
central – центральний;  
circulation – циркуляція, обіг, поширення; кругообіг; circulation of the blood – кровообіг;  
clot – грудка; згусток; тромб; скипатися, запікатися (про кров);  
cognize – пізнавати;  
cognition – пізнання, знання; пізнавальна здатність;  
cognitive – пізнавальний, когнітивний;  
cognitively – пізнавально, когнітивно;  
cognitive psychology – когнітивна психологія;  
coincidence – випадковий збіг обставин; співпадіння; тотожність;  
communication – зв'язок, комунікація, спілкування;  
communicate – повідомляти (когось – to); спілкуватись, підтримувати зв'язок;  
complete – повний, закінчений; завершувати, закінчувати; комплектувати;  
complex – група, комплекс, сукупність; складний, комплексний; заплутаний, важкий;  
concept – поняття, ідея, задум, уявлення; концепція;  
concussion – струс; поштовх, контузія; concussion of the brain – струс мозку; confuse – змішувати, сплутувати; збивати, спантеличувати; робити безладдя;  
connect – з'єднувати, сполучати; зв'язувати(ся); поєднувати(ся);  
connection – зв'язок; сполучення; in connection with – у зв'язку з;  
conquer – завойовувати; підкоряти; перемагати; переборювати;  
conscience – совість, сумління;  
be conscious / unconscious (of) – бути свідомим (з) / несвідомим;  
consciousness – свідомість; притомність; to lose consciousness – знепритомніти, втратити свідомість; to recover consciousness, to regain consciousness – опритомніти, прийти до пам'яті;  
consist of – складатись з;  
contain – містити, утримувати, містити в собі; вміщати;  
contradict – суперечити, заперечувати; спростовувати;  
contribute (to) – сприяти (чомусь – to); вносити; робити вклад (у науку); співробітничати, писати (для газети, журналу – to); зробити внесок у;  
contribution – вклад, внесок; сприяння;  
convey – передавати, виражати; перевозити, переправляти; повідомляти;  
convulsion – судома; конвульсія; хитання (грунту); потрясіння, заворушення;



cope with stress – впоратися зі стресом;  
correct – правильний; точний; ввічливий, коректний; виправляти;  
коригувати; робити зауваження; регулювати;  
cover – покривати; прикривати; вкривати; охоплювати, містити в собі; кришка, покришка; чохол; обкладинка; прикриття; конверт;  
create – творити; утворювати, створювати; справляти (враження тощо);  
creative – творчий;  
creativity – творчість;  
crucial – вирішальний, критичний;  
cue – натяк, сигнал;  
curiosity – цікавість; допитливість; рідкість; дивина;  
custom – звичай, звичка;

## D

Danger – небезпека; загроза;  
dangerous – небезпечний; ризикований;  
deaf – глухий; глухуватий;  
death – смерть;  
deal (with) – мати справу з; спілкуватися, мати справу (з – with) вести справу; розглядати питання (with);  
deceptive – оманливий;  
decide – вирішувати, виносити (приймати) рішення; врегульовувати; наважуватися;  
decision – рішення; рішучість;  
deep – глибокий; заглиблений; глибина, глибочінь; безодня; глибоко;  
define – визначати, характеризувати;  
definition – визначення, тлумачення; чіткість, виразність;  
degeneration – виродження, дегенерація; переродження;  
deliberate – навмисний, умисний; обережний, обачний; повільний (про рухи); обмірковувати; обговорювати; радитися;  
depend (on / upon) – залежати від;  
dependence – залежність; independence – незалежність;  
dependent – залежний; підлеглий, підвладний;  
deprive – позбавляти, відбирати, віднімати; усувати (з посади); не допускати;  
depth – глибина;  
derisive – глузливий; насмішуватий; іронічний;  
derive from – впливати з; походити; запозичувати; успадковувати; отримувати;  
describe – описувати; викладати; характеризувати;  
destroy – руйнувати, псувати, нищити;  
destroy personality – руйнувати особистість;  
developmental psychology – вікова психологія;

digest – переварювати, засвоювати, перетравлювати;  
digestion – травлення, засвоєння;  
direct – прямий; прямо, просто, безпосередньо; негайно;  
direct – скеровувати, управляти; спрямовувати; направляти, адресувати;  
direction – напрямок, галузь; керування, керівництво; адреса (на листі і т.п.); наказ; вказівка; інструкція; директиви, вказівки;  
disapproval – несхвалення; осуд, засудження;  
discrete – роз'єднаний, окремих; абстрактний, неконкретний дискретний, відірваний, переривчастий;  
disease – хвороба, захворювання;  
distinguish – розрізняти, відокремлювати; відрізняти(ся), відзначати(ся);  
distinction – відмінність; різниця; розбіжність; відмінність; характерна ознака, особливість, відмітна риса; розрізнення, розпізнавання; відзнака;  
distinctive – відмінний, характерний, розпізнавальний;  
distract – відволікати; відвертати, розвіювати (думки, увагу); бентежити; непокоїти; засмучувати, гнівити;  
disturbance – тривога, неспокій; порушення (порядку і т.д.); пошкодження;  
divide – ділити, поділяти; відділяти(ся); роз'єднувати(ся); розходити(ся) (у поглядах);  
division – поділ, розподіл; частина, розділ, відділ;  
dream – сон, мрія; снитись, мріяти; бачити сон, бачити у (уві) сні;  
dreaming – сновидіння; сон; мрія;  
drug – лікарський засіб, ліки, наркотик;  
drug addiction – наркоманія; вживання наркотиків, призвичаєння до наркотиків; фізична залежність від наркотику (наркотиків); наркотизм;  
due to – через, завдяки;  
dumb – німий; мовчазний, безсловесний; беззвучний;

## Е

Ear – вухо;  
educational psychology – педагогічна психологія;  
emotion – емоція, почуття; хвилювання, збудження;  
emotional display – емоційний прояв, вияв;  
emphasis – наголос, акцент; виразність;  
emphasize – наголошувати; робити наголос, підкреслювати; надавати особливого значення;  
enable – давати змогу, робити можливим, включати; полегшувати;  
enact – наказувати; постановляти; приймати, вводити в дію (закон); відбуватися;

entertainment – розвага, забава; прийом (гостей); вечір, вечірка; частування, гостинність;  
environment – навколишнє середовище, оточення; довкілля;  
equip – споряджати, устатковувати; постачати; екіпірувати (with); обладнувати;  
equipment – обладнання, устаткування; приладдя; оснащення;  
error – помилка, похибка;  
event – подія, випадок, пригода; наслідок, результат, вихід;  
evoke – викликати, спричиняти; вимагати;  
excretory system – вивідна, екскреторна система;  
exaggerate – перебільшувати; надмірно підкреслювати;  
exist – існувати; жити; бути;  
expand – розширювати; поширювати(ся); розвивати(ся);  
expect – очікувати, сподіватись; гадати, думати, припускати;  
expectation – очікування, сподівання;  
experience – досвід, кваліфікація, майстерність; стаж практичної діяльності; зазнавати (труднощів тощо); почувати, відчувати, знати з досвіду; дізнаватись, переживати;  
experienced – досвідчений, обізнаний, кваліфікований;  
experimental psychology – експериментальна психологія;  
external – зовнішній;  
extent – ступінь, міра, рівень;  
eye – око; зір, погляд;  
eyegaze – пильний погляд очей;  
eyelash – вія;

## F

Facial expression – вираз обличчя; міміка обличчя;  
facilitate – сприяти, полегшувати;  
fall asleep – засинати;  
feature – риса обличчя; особливість, характерна риса; ознака;  
feed – годувати, вигодовувати;  
feeling – почуття, переживання;  
fever – жар, гарячка; пропасниця, лихоманка; brain fever – запалення мозку; нервово збудження; fever heat – жар, гарячка; викликати (спричиняти) жар (пропасницю); кидати в жар; морозити, знобити;  
fight – бійка, боротьба; битись;  
filter out – відфільтрувати, очищати;  
finger – палець;  
flexible – гнучкий, піддатливий;  
fluid – рідкий, текучий; рідина;  
foundation – фундамент, база, заснування;

frustrate – розладнувати, зривати (плани); зводити нанівець; розчарувати; порушувати;  
fulfillment – виконання, здійснення; завершення;

## G

Generate – генерувати, породжувати; спричиняти, викликати; створювати;  
generation – покоління;  
generation gap – розрив поколінь;  
gesture – жест; рух тіла; міміка (facial gesture); жестикулювати;  
glance – блиск, виблискування, спалах; побіжний швидкий погляд; погляд; кинути погляд, зиркнути;  
goal – ціль, мета;  
govern – керувати, управляти;  
guess – припущення; здогадка, здогад; здогадуватись, вгадати, допускати;  
guide – путівник; посібник; підручник; керувати, вести;направляти;

## H

Haptics– вчення про відчуття дотику;  
have a well-developed sense of hearing (touch, ...) – мати добре розвинене чуття слуху (дотику, ...);  
hallucination – галюцинація;  
handle – ручка, держак; брати (рукою); тримати в руках; керувати; обходитися, поводитися (з кимсь); викладати, трактувати (тему і т. ін.); мати справу з;  
hear – чути; слухати, вислухувати; дізнаватися (про – of, about);  
hearing – слух; be within hearing distance – перебувати в межах чутності;  
heart – серце;  
heart rate – пульс, частота серцевих скорочень;  
hesitate – вагатись, роздумувати;  
hesitation – нерішучість, вагання;  
hesitant tone– нерішучий тон;  
hide – ховати(ся), переховувати(ся); схованка; прихований запас;  
hive – вулик; запасати, нагромаджувати; жити громадою;  
hostility – ворожість, неприязнь;  
human – людина, людство;людський; властивий людині;  
hypnosis – гіпноз;  
hypnotic – гіпнотичний; clinical hypnosis – клінічний гіпноз;

## I

Immoral – аморальний, неморальний;  
Immune system– імунна система;

impediment – затримка, перешкода, завада;  
impress – справляти враження; вселяти, навівати (комусь – upon, on);  
враження; слід (чогось);  
impression – враження; думка, уявлення; відбиток;  
impressive – що справляє глибоке враження; вражаючий; виразний;  
зворушливий;  
improve – вдосконалювати, покращувати, поліпшувати; впорядкову-  
вати;  
impulse – спонука, спонукання; поштовх; порив; імпульс;  
inability – нездатність, нездібність, неспроможність;  
include – містити в собі, охоплювати, обіймати; включати;  
incomplete – неповний, незакінчений, незавершений;  
incomplete mind – психічна недорозвиненість;  
incorrect – неправильний, неточний; некоректний; несправний;  
indifference – байдужість; нейтральність; незначність, неважливість;  
посередність;  
indicate – вказувати, позначати; показувати; означати, бути ознакою;  
вимагати, вказувати на необхідність (лікування, догляду тощо);  
infant – дитина, немовля; неповнолітній; дитячий;  
infection – зараження; інфекція; зараза; інфекційне захворювання;  
infinite – нескінченний, безмежний; незліченний; безліч;  
inflexion – згинання, згин; флексія; модуляція;  
influence – вплив; впливати;  
influential – впливовий;  
input – вхідні дані; вихідні дані; введення (інформації тощо); надання  
інформації (даних);  
inschemia – ішемія;  
insomnia – безсоння;  
instance – приклад, зразок; окремий випадок; вимога; at the instance of –  
на вимогу; ставити (правити) за зразок; бути зразком; for instance – напри-  
клад; in the first instance – по-перше; насамперед;  
insulate – відокремлювати; ізолювати;  
insulation – ізоляція; відокремлення;  
interaction – взаємодія, взаємодіяння;  
interact – взаємодіяти;  
internal – внутрішній; душевний, потаємний;  
interpret – перекладати (усно); тлумачити, пояснювати; інтерпрету-  
вати;  
interpretation – тлумачення; інтерпретація; переклад (усний);  
investigate – досліджувати; вивчати; розглядати (питання, справу  
тощо);  
involve – залучати, втягувати (у щось); включати (в себе); тягнути за  
собою, передбачати;

## J

Joint – об'єднаний, спільний; суглоб; out of joint – вивихнутий;  
join – з'єднувати, сполучати;  
judge – судити; оцінювати; вважати, гадати; скласти собі думку; при-  
ходити до висновку;  
judgment – думка, гадка; розсудливість, розважливість; in my  
judgement – на мою думку;

## K

Kidney – нирка; нирковий;  
knowledge – знання; пізнання; branches of knowledge – галузі науки;  
обізнаність;

## L

Lack – нестача, брак; відсутність (чогось – of); lack of capacity – відсутність  
здібностей; for lack of – через відсутність (за браком) чогось; відчувати нестачу,  
потребувати; не мати; бракувати; he lacks knowledge – йому бракує знань;  
language – мова; формулювання; текст;  
larynx – гортань, глотка;  
law – закон; право;  
layer – шар, пласт; нашарування; нашаровувати; класти пластами;  
lead – керівництво; ініціатива; приклад; вказівка; вести, приводити;  
керувати, командувати; очолювати;  
loudness – гучність;  
lose consciousness – втрачати свідомість;  
loss – втрата, шкода, збиток;  
lungs – легені;

## M

Make a decision – приймати рішення;  
make sure – переконуватися;  
manner – спосіб; метод; манера (поведінки тощо); good manners –  
хороші манери; bad manners – погані манери; звичаї;  
meaning – значення; багатозначний; значущий;  
memory – пам'ять; спогад, спомин;  
mental state – психічний стан;  
mind – розум; розумові здібності; глузд; інтелект; думка; погляд; дух,  
душа; to change one's mind – передумати; to read smb.'s mind – читати чужі  
думки; пам'ятати; мати на увазі; мати щось проти, заперечувати;  
modify – змінювати, модифікувати; коригувати; modify perception –  
змінювати сприйняття;  
modification – видозміна; модифікація; зміна;

monitor – наставник; радник; монітор; наставляти; контролювати, перевіряти; здійснювати поточний контроль (або моніторинг), здійснювати нагляд;  
mood – настрій; спосіб; лад, тональність; to be in the mood for smth. – мати охоту до чогось; to be in no mood – не мати бажання, бути не в настрої (робити щось); a man of moods – людина настрою;  
moral – моральний; етичний; повчальний; добродесний; повчання, мораль;  
motivation – мотивація, мотивування, обґрунтування; викладення мотивів; спонування, стимулювання;  
motor function – моторна, рушійна функція;  
move – рухати(ся); пересувати(ся); надавати руху; зворушувати; хвилювати; спонукати до чогось; переїжджати; переселятися; розвиватися (про події);  
movement – рух; переїзд, переселення, переміщення;  
muscle – мускул; м'яз; сила; a man of muscle – силач;

## N

Narcolepsy – нарколепсія;  
nerve – нерв; нерви; нервовість; сила, енергія; бадьорість; a fit [an attack] of nerves – нервовий приступ;  
get on one's nerves – нервувати когось, дратувати;  
strain every nerve – напружувати всі сили; мужність; холоднокрівність, самовладання; зухвалість, нахабство;  
have the nerve to do smth. – мати мужність (мати нахабство) зробити щось;  
loose one's nerve – злякатися, втратити самовладання; a man of a nerve – людина з великим самовладанням, стримана людина;  
nerve fiber – нервове волокно;  
nervous system – нервова система;  
neuron – нейрон, нервова клітина;  
nightmare – жахливий сон; кошмар, страхіття;  
non-random – не випадковий;  
nonverbal – невербальний, безсловесний;  
nonverbal communication – невербальне, безсловесне спілкування;  
numeric – числовий, цифровий; numerical data – цифрові дані;

## O

Object – предмет, річ; об'єкт; ціль, мета, намір; a distant ~ віддалений предмет; an ~ of discussion об'єкт обговорення;  
object – заперечувати; протестувати, противитися; to ~ to/against smth. – протестувати проти чогось;  
objective – об'єктивний, неупереджений; предметний;  
observable – помітний; гідний уваги;  
observation – спостереження, нагляд; результати досліджень (спостережень); ~ data дані спостереження; ~ method метод спостереження;

observe – спостерігати; стежити; вести наукові спостереження; помічати; ~ the behavior спостерігати за поведінкою;

observer – спостерігач, спостережник; той, хто додержує (закону); an impartial ~ неупереджений спостерігач; a skilled ~ досвідчений спостерігач;

obtain – одержувати, діставати, здобувати; досягати, домагатися; існувати, бути визнаним;

occasion – випадок, нагода; причина; обставини; можливість, шанс; on ~ при нагоді; при певних обставинах;

occasional – випадковий; що трапляється час від часу; an ~ cause друго-рядна причина;

occur – відбуватися, траплятися; спадати на думку; to ~ in/at ... відбуватися в ...;

opinion – думка, погляд; in smb's ~ на чийсь думку; to form an ~ скласти думку; to express a bad/good ~ of smb./smth. – виразити погану/добру думку про когось/щось;

opportunity – слушна нагода, сприятлива можливість; have/find/create/ miss/take an ~ мати/знайти/створити/ упустити/ скористатися нагодою; in order to – аби; для того щоб;

organ – орган; ~s of speech органи мовлення; a sense ~ орган відчуття; the sense ~ of taste / smell / hearing... – орган відчуття смаку/нюху/слуху;

organic – органічний; організований; систематизований; погоджений;

organism – організм; предмет, що складається з частин;

origin – походження; джерело, початок;

original – початковий, вихідний; автентичний, оригінальний; новий, свіжий; the ~ state початковий стан; the ~ thought вихідна думка; the ~ copy оригінал;

originate – давати початок, породжувати; брати початок, походити (*від когось* – from, with; *від чогось* – from, in);

overcome – перемогти, побороти, подолати; охопити (*про почуття*); ~ one's egocentricity подолати свою егоїстичність;

## Р

Pain – біль, страждання; завдавати болю, боліти; my tooth doesn't pain me now – зараз зуб у мене не болить;

paralinguistics – паралінгвістика;

pay attention to – звертати увагу;

perceive – сприймати, розуміти, усвідомлювати; осягати; відчувати; почувати;

perceptible – відчутний, помітний; сприйманий;

perception – сприйняття, відчуття; розуміння, усвідомлення;

perceptive – сприйнятливий;

perceptivity – сприйнятливість; тямущість;



peripheral – зовнішній (периферійний) пристрій; окремих, другорядний;

peripheral nervous system – периферійна нервова система;

permit – дозвіл (письмовий); ліцензія; перепустка; дозволяти; допускати; давати можливість;

personality – особистість, індивідуальність; особисті риси; особливості характеру; відома особа; персона; діяч;

phase of quiet sleep – фаза спокійного сну;

pitch – ступінь, рівень, напруження; кидати; падати (on, into);

plaque – металевий (порцеляновий) диск, таріль (як стінна прикраса); почесний значок; дощечка з прізвищем (назвою установи); memorial plaque – меморіальна дошка; почесний знак (значок);

point – суть, головне; зміст; точка, місце, пункт; станція; момент (часу); особливість; показувати пальцем, вказувати; спрямовувати (на щось at); наводити; цілитися, прицілюватися; point of view – точка зору;

posture – положення; поза; постава; стан, настрої; становище; позувати; ставити в позу; the present posture of affairs – сучасний стан справ;

pressure – тиск; натиск; вплив; to put pressure upon smb. – тиснути на когось; тяжке становище, скрутні обставини; чинити тиск, впливати;

previous – попередній; що передував (to); передчасний, поспішний;

print – відбиток; слід; шрифт, друк; друкування; друкувати; (о)публікувати;

problem solving – вирішення проблеми, питання;

procedure – процедура, процес; спосіб (дій), (встановлений) порядок (дій тощо); методика; метод (методика) проведення; порядок проведення;

protective – захисний, охоронний, протекційний;

prototype – прототип;

proxemic – проксемічний;

psychiatric treatment – психіатричне лікування;

psychiatrist – психіатр;

psychiatry – психіатрія;

psychic = psychical – психічний;

psychoactive drugs – психоактивні препарати;

psychoanalysis – психоаналіз;

psychological – психологічний;

psychological drug dependence – психологічна залежність від наркотиків;

psychologist – психолог;

psychology – психологія;

psychotherapy – психотерапія;

purpose – мета; намір, замір, задум, призначення; воля, цілеспрямованість; мати на меті, мати намір;

purposeful – навмисний; який має намір; цілеспрямований; важливий;

purposely – спеціально, з метою; навмисно;  
push – поштовх; удар; тиск; напір; натиск; напруження; зусилля, енергійна спроба; штовхати; просувати; натискати;

## Q

Quality – якість; сорт, ґатунок; of good quality – високосортний, високого ґатунку; властивість; особливість; характерна риса; позитивна риса;

quantity – кількість; negligible quantity – незначна кількість; величина; unknown quantity – невідоме; велика кількість; a quantity of – безліч; in quantities – у великій кількості;

quit – звільнення; вільний; кидати (роботу, службу); звільнитись; залишати, припиняти;

## R

Raise – піднімати, ростити, виховувати, підніматися; вирощувати; підйом, підвищення, збільшення;

random – випадковий; безладний; at random – на(в)здогад, навмання, випадково;

reason – причина, привід, підстава; мотив, міркування; виправдання; аргумент; здоровий глузд; міркувати; аргументувати; доводити; переконувати;

receive – одержувати, отримувати; приймати; вміщувати, містити;

receptor – рецептор;

reciprocal – обопільний, взаємний; еквівалентний; відповідний; обернений;

recognition – упізнавання, розпізнавання; визнання; схвалення;

recognize – упізнавати; визнавати; усвідомлювати;

reduce – зменшувати, знижувати; скорочувати; послаблювати;

reduce pain – послаблювати біль, страждання;

refer – мати стосунок, стосуватися; звертатися; направляти; передавати на розгляд;

reflex – рефлекс; відображення, образ; відсвіт; відблиск; рефлекторний; мимовільний; відображений;

regular – правильний; регулярний; нормальний; постійний, систематичний; звичайний; кваліфікований; професійний;

regulate – регулювати; упорядковувати; пристосовувати (до вимог, умов); вивіряти;

regulated – регульований, врегульований, регламентований, контрольований; in relation to – стосовно, щодо;

rely on – покладатись на щось;

REM (rapid eye movement sleep) – активний сон; фаза швидкого/активного сну;

remain – залишатися; перебувати в колишньому стані (на колишньому місці);  
remains – залишок, рештки; руїни; останки, тлін;  
repair the damage – відновлювати, ремонтувати пошкодження, збитки;  
repeat – повторювати; повторюватися; говорити напам'ять; знову траплятися;  
repeated – повторний; частий;  
report – звіт; доповідь; рапорт; повідомляти; розповідати, описувати; доповідати, сповіщати (to);  
reproductive – відтворний, репродукційний; reproductive organs – органи розмноження;  
research – наукове дослідження; вивчення; дослідницька робота; ретельні пошуки (after, for); дослідницький; research work – науково-дослідна робота; досліджувати, займатися дослідженнями (into);  
resemblance – схожість (to, between); to have a strong resemblance to smb. – бути дуже схожим на когось;  
resemble – скидатися, бути схожим;  
respond – відповідати; робити у відповідь; відгукуватися, реагувати (to); to  
respond to treatment – піддаватися лікуванню;  
response – відповідь; взаємне почуття; відгук; реакція; be responsible for – бути відповідальним, відповідати;

## S

Sequence – послідовність; порядок, ряд; наслідок; результат;  
science – наука; exact science – точна наука; applied science – прикладна наука; natural science – природничі науки;  
scientific – науковий;  
seizure – апоплексичний удар; напад;  
sensation – відчуття; почуття; сенсація;  
sense – почуття; відчуття; чуття; настрої; відчувати, почувати; розуміти;  
sense organ – орган чуття (зору, слуху і т. ін.);  
sense of morality – відчуття моральності, моралі;  
sensory – чутливий, сенсорний;  
separate – окремий; ізольований; відокремлений; separate peace – сепаратний мир; особливий; індивідуальний, самостійний; відокремлювати(ся), відділяти(ся), розділяти(ся); розлучати(ся), розходитися; сортувати; відсіювати; розкласти (на частини);  
serve – служити; бути корисним; to serve as – служити (бути) кимсь (чимсь); обслуговувати; подавати (на стіл);  
shift – переміщати(ся); пересувати(ся); міняти; змінювати(ся);  
shifty – винахідливий; спритний; хитрий; мінливий; ненадійний; be short-/long-sighted – бути короткозорим/далекозорим;

sight – зір, погляд; поле зору; вид; точка зору, погляд; to see the sights – оглядати визначні місця; out of my sight! – геть з моїх очей! побачити, виявити; спостерігати; be in/out of sight – бути у полі зору/зникати, не бути в полі зору;

sign – знак, позначка, символ; in sign of smth. – на знак чогось; ознака, прикмета; ставити знак, відмічати; підписувати(ся); робити знак (рукою); make no sign of life – не подавати ознак життя;

skin – шкіра; шкура; mere [only] skin and bone – шкіра та кістки (про дуже худого);

skull – череп; thick skull – тугодум; skull and cross bones – череп і кістки;

sleep – сон; сплячка; спати, засинати; ночувати (at, in);

sleep disorders – порушення сну;

sleepwalking – сноходіння;

smell – запах; нюх; to take a smell [at] – понюхати; чути (відчувати) запах; нюхати (at); пахнути (of);

social interaction – соціальна взаємодія;

social order – суспільна система, суспільний устрій, суспільний лад; громадський (суспільний) порядок;

societal conditions – соціальні умови;

society – суспільство; громада; громадськість; товариство; об'єднання; організація; світське товариство; світський;

solicit – прохати, випрошувати; клопотатися; вимагати; підбурювати;

solve problems – вирішувати проблеми;

somatic – тілесний, соматичний;

somatic nervous systems – соматична нервова система;

space – проміжок, віддаль, відстань; площа, місце; термін; проміжок часу; інтервал;

species – вид; рід, порода; the [our] species – людський рід; різновид, вид;

speech – мова, мовлення; вимова; манера говорити;

spinal cord – спинний мозок;

staff – апарат; кадри; працівники; персонал; співробітник; співробітники; штат; укомплектовувати штати; забезпечувати персоналом;

states of consciousness – стани свідомості; altered state of consciousness – змінений стан свідомості;

stimulus/i – стимул, спонука; вплив; збудник, подразник;

stranger – чужоземець, іноземець; незнайомиць, стороння особа; відвідувач;

steady – стійкий; міцний, твердий; рівний; сталий; рівномірний; постійний, незмінний; твердий, вірний, непохитний;

store – запас; достаток; склад; магазин; велика кількість; запасати, накопичувати, зберігати на складі; відкладати;

stroke – удар; параліч; heat stroke – тепловий удар; гладити (рукою); погладжувати;

subjective – суб'єктивний;

substance – речовина; матерія, речовина, субстанція;  
subtle – тонкий, ніжний (про запах тощо); гострий, тонкий (про зауваження тощо); витончений; вправний, майстерний;  
suffer from – страждати на щось (або від чогось);  
suggest – пропонувати, радити; наводити на думку;  
summarize – підсумовувати; резюмувати; підбивати підсумок;  
surgery – хірургія; кабінет (приймальна) лікаря; амбулаторія;  
survival – виживання; доживання; survival of the fittest – природний добір;  
survive – виживати, залишатися живим; переживати;  
survivor – той, що вцілів (лишився живим);  
swallow – ковтати, проковтнути; поглинати; стерпіти; to swallow an insult – проковтнути образу; прийняти на віру, повірити; to swallow one's words – брати свої слова назад; ковток; ковтання; ластівка;  
sweat – піт, випоти; виділення (осідання) вологи (на поверхні чогось); потіти, пітніти; to sweat with fear – обливатися холодним потом від страху;  
sweat gland – потова залоза;  
switch – вимикач; перемикач; махати, розмахувати; вимикати; вмикати; змінювати напрям;

## Т

Taste – смак, відчуття смаку; пробувати на смак, покуштувати; відчувати смак; мати смак (присмак);  
tedious – нудний, стомливий;  
temperature variations – зміна температури, коливання температури;  
thinking – мислячий, розумний; міркування, розмірковування; думка;  
thought – думка; мислення; роздум, міркування; намір;  
tissue – тканина; павутина, сітка, сплетення;  
tolerance – терпимість, толерантність;  
tone – тон; deep [thin] tone – низький (високий) тон; вираз; характер, стиль;  
tongue – язик;  
tool – знаряддя, інструмент; засіб;  
touch – дотик; soft to the touch – м'який на дотик; to get in touch with smb. – зв'язатися з кимсь; to lose touch with smb. – втратити зв'язок з кимсь; торкатися, стосуватися;  
transitory – скороминущий; короткочасний, недовгочасний; тимчасовий;  
transmission – передача; пересилання;  
transmit – передавати; відправляти, посилати;  
transmit information about – передавати інформацію, повідомлення про щось;  
treat – поводитися; ставитися; лікувати (від чогось – for; чимось – with); пригощати, частувати (to); частування, пригощання to stand treat – пригощати, частувати, платити за частування;

treatment – ставлення, поводження; лікування; догляд; трактування, підхід;

take treatment – проходити курс лікування; manipulation treatment – лікувальні процедури;

## U

Unconscious – несвідомий; мимовільний; ненавмисний; що втратив свідомість, непритомний; the unconscious – підсвідоме;

understand – розуміти, зрозуміти; припускати, здогадуватися;

understandable – дохідливий, збагненний;

understanding – розуміння; розум; кмітливість; розумний; що розуміє; чуйний;

utilize – утилізувати, використовувати;

## V

Vary – варіювати; змінювати; вносити поправки;

verbal – вербальний, словесний; усний; буквальний (про тлумачення тощо);

vessel – судина; посудина; посуд;

vestibular – вестибулярний;

vestibule apparatus – вестибулярний апарат;

vision – зір, проникливість, чудовий вид, видіння, мрія;

vivid – яскравий; жвавий; палкий;

voice – голос, думка, звук; виражати (словами), висловлювати (щось), заявляти;

voluntary movement – добровільний рух, переміщення, пересування;

## W

Wart – бородавка; наростень (на дереві);

waste – шкода, збиток, втрата; даремно витратити (гроші, енергію); марнувати (час);

wave – хвиля; коливання, гойдання; махання, помах, змах (рукою тощо); розвіватися, майоріти (про прапори); колихатися, хвилюватися (про траву тощо); робити знак рукою (комусь – to) ; махати (рукою);

weigh – зважувати(ся); обдумувати, обмірковувати, оцінювати; порівнювати (against, with); важити; мати вагу (значення); впливати;

weight – вага; маса; значення, важливість; сила; вплив; навантажувати; збільшувати вагу; обтяжувати (чимсь – with); надавати ваги (сили);

wordless – без слів; безсловесний; мовчазний; невисловлений; невимовний;

## LITERATURE INDEX

1. Зеленська О. П. Psychology. Part 1: навчальний посібник з англійської мови для студентів факультету психології. К.: Вид-во Європейського університету, 2013. 150 с.
2. Зеленська О. П. Psychology. Part 2: навчальний посібник з англійської мови для студентів факультету психології. К.: Вид-во Європейського університету, 2014. 178 с.
3. Зеленська О. П., Кащук М. Г. Методичні поради і практичні завдання з лексики англійської мови для самостійної роботи студентів факультету психології. Львів: ЛьвДУВС, 2011. 51 с.
4. Коваленко П. И. Английский язык для психологов. Серия «Учебники и учебные пособия». Ростов н/Д: «Феникс», 2000. 352 с.
5. Никошкова Е. В. Английский язык для психологов. М.: Владос-Пресс, 2002. 160 с.
6. Одарчук С. І., Одарчук Н. А. Англійська мова для психологів. К.: МАУП, 200 с.
7. Jane Short. English for Psychology in Higher Education Studies. Course book Series editor: Terry Phillips.

Навчальне видання

---

**Кузьо Любов Іванівна**  
кандидат психологічних наук, доцент

ENGLISH FOR SPECIFIC PURPOSES:  
PSYCHOLOGY IN USE

Part I

*Навчальний посібник*

*Видано в авторській редакції*

Макетування  
*А. М. Радченко*

Друк  
*І. М. Хоминець*

---

Підписано до друку 04.06.2018 р.  
Формат 60x84/8. Папір офсетний. Умовн. друк арк. 10,23.  
Тираж 300 прим. Зам. № 11-18.

Львівський державний університет внутрішніх справ  
Україна, 79007, м. Львів, вул. Городоцька, 26.

Свідоцтво про внесення суб'єкта видавничої справи до державного реєстру  
видавців, виготівників і розповсюджувачів видавничої продукції  
ДК № 2541 від 26 червня 2006 р.