Львівський державний університет
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ENGLISH FOR SPECIFIC PURPOSES: PSYCHOLOGY IN USE

Part II

Навчальний посібник

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Рекомендовано до друку та поширення через мережу Інтернет
Вченою радою Львівського державного університету внутрішніх справ
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Р е ц е н з е н т и :

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Навчальний посібник складається з передмови, 8 розділів (Units), які охоплюють широке коло психологічних тем, англійсько-українського глосарію та переліку використаної та рекомендованої літератури.

Структура підручника органічно поєднує широкий спектр видів розвитку мовленнєвої діяльності, таких як усне мовлення, читання фахової літератури та англійської писемності. Кожен урок містить текст з супроводжуючим тематичним словником та післятекстові завдання як лексичного, так і комунікативного характеру. Підбір вправ має на меті розвинути навички комунікативної компетенції у здобувачів вищої освіти, оволодіти навичками письма та розширити словниковий запас термінологічної лексики.

Видано в авторській редакції.

CONTENTS

ПЕРЕДМОВА

Пропонований навчальний посібник «*English for Specific Purposes: Psychology in Use. Part II*» призначений передусім для здобувачів вищої освіти факультету «Психологія», які вивчають англійську мову за професійним спрямуванням, хоча деякі уроки можна використовувати у викладанні англійської мови як практичної дисципліни для здобувачів вищої освіти інших спеціальностей. Посібник відповідає рівням *B1–B2 Intermediate / Upper Intermediate*.

Мета посібника – сформувати у здобувачів вищої освіти навички говоріння, читання, письма та перекладу, сприяти опануванню професійної англійської мови як системи та розширенню знань здобувачів вищої освіти з фаху на базі автентичних англомовних текстів.

Посібник містить 8 уроків (*Unit*), об'єднаних за тематикою: «*Thinking*» (Мислення), «*Behaviour*» (Поведінка), «*Motivation*» (Мотивація), «*Temperament*» (Темперамент), «*Psychotherapy*» (Психотерапія), «*Computers in Psychology*» (Комп'ютери у психології), «*Addiction*» (Залежність), «*Mental Health Problems in the Workplace*» (Проблеми психічного здоров'я на робочому місці). Тексти уроків адаптовані з сучасних англомовних навчальних джерел. Структура уроків посібника уніфікована. Кожен урок містить текст із супроводжуючим тематичним словником та післятекстові завдання як лексичного, так і комунікативного характеру. До кожного уроку подано матеріали для додаткового читання, які рекомендуються для самостійного опрацювання і містять інформацію, що доповнює і поглиблює вивчену тему.

Структура посібника дає викладачеві змогу зосереджувати увагу передусім на аналізі текстів і через читання закріплювати лексичний матеріал. Таким чином навчання англійської мови за професійним спрямуванням здійснюється за допомогою методу, який є дедуктивним (засвоєння словникового запасу) і водночас індуктивним (знайомство з оригінальними англомовними текстами). Самодостатність видання забезпечує англо-український глосарій найуживаніших виразів та психологічних термінів.

Unit 1

THINKING

STARTING UP

Look at and read the **quotes**:

Think higher. feel deeper.

Elie Wiesel

The positive thinker sees the invisible, feels the intangible, and achieves the impossible.

— Anonymous
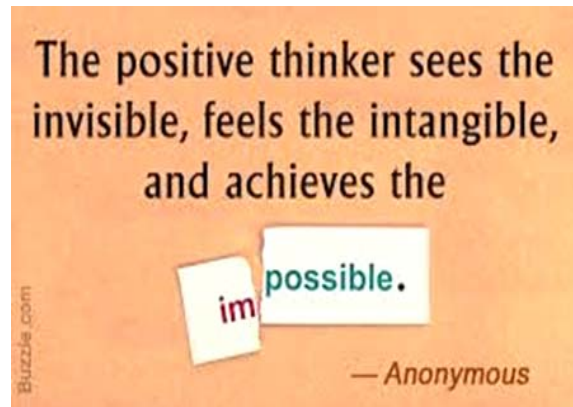
"Thinking: the talking of the soul with itself."

Plato

Comment on these quotation:
– How do you understand them?
– Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.
– Do you know the fact that the average person has 3000 thoughts a day? How do you feel about it?
– Give your own definition of thinking.

READING

Thinking is a mental process characterized by the use of symbols and concepts to represent both inner and outer reality. A **symbol** is a word, mark,

sign, drawing, or object that stands for something else. A **concept** is a basic tool of thought, it is a way in which we organize and simplify information.

Why do we think at all? One of the reasons we think is in order to solve problems.
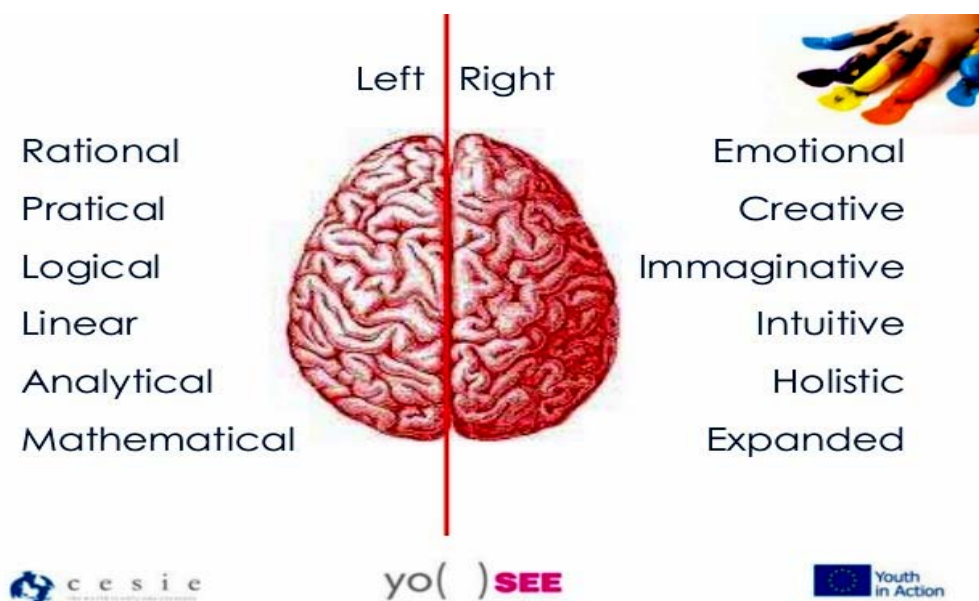
Human beings lead complex lives. Every day is filled with challenges. Two basic ways to solve problems are to employ either **algorithms** or **heuristic approaches**.

An **algorithm** is a formula. If followed carefully, it will always solve the problem. Formulas in math books are algorithms. So are recipes in cookbooks and step-by-step instructions for operating a microwave oven.

Let's say that you are given this problem: What is the square root of 12? You will probably turn to a calculator or you can look up the square root in a table in the appendix of a mathematics book. In a sense, you haven't solved the problem. You are relying on an algorithm that you may or may not know.

Solving a problem without a formula involves the use of **heuristic approaches.** Heuristic approaches employ principles, rules-of-thumb, and insights to solve problems. A heuristic approach is based on the attitude "I can solve this problem even if I can't solve it in an elegant way." *Obviously the square root of 12 must be between 3 and 4. It has to be a decimal fraction.* It is often essential to use heuristic approaches to solve problems when formulas are either not available or forgotten.

When **an orderly approach** to solving a problem is taken, psychologists have identified five important steps. These are (1) **definition of the problem**, (2) **preparation**, (3) **incubation**, (4) **illumination**, (5) and **verification**. This general approach can be applied to many problems. Usually a problem can be stated in question form. Examples include: "*How do I get a weed-free lawn?*" "*How do you raise a child to have high selfesteem?*" "*How do you study effectively for examinations?*" and "*How do you lose weight?*"

Left	Right
Rational	Emotional
Pratical	Creative
Logical	Immaginative
Linear	Intuitive
Analytical	Holistic
Mathematical	Expanded

In order to think effectively, it is necessary to think in a logical manner.

Logical thinking is thinking that employs valid reasoning to reach a correct conclusion. Logical thinking is the foundation of **rational thought,** thought that fits the real world and allows us to function well in it.

There are two basic kinds of reasoning involved in logical thinking: inductive reasoning and deductive reasoning.

Inductive reasoning is characterized by making observations and gathering information until a general conclusion is reached. It is the basic method of science.

Inductive reasoning also appears frequently in everyday life. *Rowena makes a series of observations about her fifteen-year-old daughter, Georgia. She is spending more time than usual talking secretively on the phone with one of her friends, she is dressing very carefully for school and she seems unusually dreamy-eyed. Perhaps Rowena, using inductive reasoning, reaches the conclusion that Georgia is developing an interest in adolescent males.*

Deductive reasoning is reasoning in which a conclusion follows from a premise. The underlying structure of deductive reasoning is *if-then. Rowena thinks, "If Georgia is getting interested in boys, then it won't be long before she will be asking me if she can go on a date."*

Creative thinking is an important factor in writing poems, books, and songs. It is also plays an important role in advancing human understanding in fields of study such as physics, biology, and psychology. It is also possible to speak of creative cooking, creative child rearing and so forth. It is clear that creative thinking often has a place in everyday life.
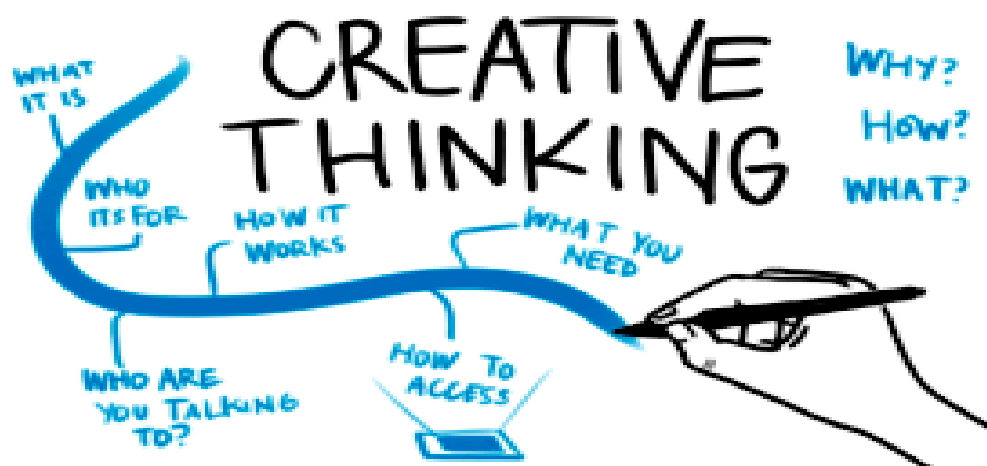
The core feature of the creative process is **divergent thinking,** thinking that follows new pathways and explores alternative possibilities. *Thomas Alva Edison (1847–1931*) provides an example of a person who manifested quite a bit of divergent thought. When he was a child, one of his teachers thought that he was mentally retarded because his answers to questions were so deviant and unexpected. He is well known for improving the electric light bulb. However, he

also invented wax paper and the phonograph. When he died he had patented 1,150 inventions, a record for American inventors that still stands.

Divergent thinking often involves breaking mental sets.

Convergent thinking, in contrast to divergent thinking, follows conventional thought pathways. It is the core feature in rational thought, thought that employs both inductive and deductive logic.

(adopted from — "Psychology: A Self-Teaching Guide" Frank J. Bruno)

Active Vocabulary: thinking, symbol, concept, to represent, inner, outer, to stand for, to solve a problem, human being, challenge, algorithm, heuristic approach, to rely on, rule-of-thumb, insight, an orderly approach, definition of the problem, preparation, incubation, illumination, verification, to apply, effectively, logical thinking, valid reasoning, rational thought, foundation, inductive reasoning, deductive reasoning, making observations, to reach the conclusion, method of science, a premise, creative thinking, core feature, divergent thinking, to explore, deviant, convergent thinking.

FOLLOW-UP

Task 1. *Decide whether the following statements are true (T) or false (F). Correct them if necessary.*
1. Thinking is a mental process characterized by the use of symbols and concepts to represent only outer reality.
2. Recipes in cookbooks aren't algorithms.
3. Solving a problem with a formula involves the use of heuristic approaches.
4. Logical thinking is an integral part of rational thought.
5. Deductive reasoning is one of two essential parts of reasoning usually employed by scholars.
6. Inductive reasoning is characterized by conclusions based on previous known facts.
7. Convergent thinking is thinking that follows new pathways and explores alternative possibilities.
8. The core feature of the creative process is divergent thinking.
9. Convergent thinking follows conventional thought pathways.
10. Rational thought employs both inductive and deductive logic.

Task 2. Look through the text again and answer the following questions. Then using your answers, give a short summary of the text.
1. What is thinking? Why do people need to think?
2. What is a concept?
3. What strategies can you use to solve problems?
4. How do you understand the heuristic approach?
5. What steps have psychologists identified in systematic problem solving?

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6. What is the difference between logical and creative thinking?
7. What is a rational thought?
8. What kinds of reasoning are involved in logical thinking?
9. What is the core feature of the creative process?
10. Explain the difference between convergent and divergent thinking.

WORD USE

Task 3. *Translate the following words and word combinations into Ukrainian.*

To represent both inner and outer reality, to stand for, to solve a problem, human being, to be filled with challenges, to rely on an algorithm, to involve, core feature, rule-of-thumb, insight, to apply, effectively, valid reasoning, rational thought, foundation, making observations, to reach the conclusion, a method of science, adolescent males, a premise, to follow new pathways, to explore alternative, possibility, divergent thought, deviant, conventional thought pathways.

Task 4. *Match the words to their meaning. Use a dictionary to help you.*

1. rule-of-thumb	a) a set of steps that are followed in order to solve a mathematical problem or to complete a computer process
2. algorithm	b) a previous statement from which another follows as a conclusion
3. premise	c) a method of procedure based on experience and common sense
4. rational	d) different from what is considered to be normal or morally correct
5. deviant	e) based on facts or reason and not on emotions or feelings

Task 5. *Complete the following sentences with an appropriate word from the list in Task 4.*

1. The gut wrenching pain left him unable to process any _____ thought.
2. As a general _____, children this age should not spend more than one hour on homework.
3. Cognitive theory contends that solutions to problems take the form of _____.
4. If the _____ is true, then the conclusion must be true.
5. Some studies show that many violent criminals begin exhibiting _____ behaviour in early childhood.

Task 6. *Translate the following words and word combinations into English using active vocabulary.*

Основний інструмент мислення, несподіваний, евристичний підхід, повсякденне життя, розумовий процес, проведення спостережень і збір інформації, думати логічно, спрощувати інформацію, основа раціональної думки, індуктивні міркування, використання символів і понять, творчий процес, практичне правило, визначення проблеми, підліток, важливий чинник, дивергентне мислення, винахід.

Task 7. *Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.*

A	B
important	process
core	life
mental	conclusion
gathering	problem
human	thinking
complex	thought
solving a	factor
rational	information
to reach a	being
logical	feature

Task 8. *Match the words 1–8 to their synonyms a–h.*

1.	inner	a)	readiness
2.	foundation	b)	external
3.	verification	c)	call
4.	thinking	d)	internal
5.	outer	e)	basis
6.	preparation	f)	confirmation
7.	valid	g)	reasonable
8.	challenge	h)	thought

WORD FORMATION

Task 9. *Complete the word-building table with the correct form of the words.*

| Verb	Noun	Adjective
		thinking
simplify		
	operating	
		employed
	reach	
approach		
		allowable
	underlying	
		effective
organize		

Task 10. *Fill in the gaps with a suitable word from those above.*

1. It was agreed that "lay assistants" were … (*allow*), but only in cases of necessity. 2. This alteration improved the … *(operate)* conditions in three ways. 3. The higher life of man is merely a fiction introduced by philosophers and rulers

to … (*simplify*) government and the relations of society. 4. Form your own opinions: don't let others do your … (*think*) for you. 5. You should find better ways to … (*employ*) your time. 6. Computers have had a profound … (*effect*) on our lives. 7. The topic is complex but the book itself is very … (*approach*). 8. And many women have difficulty paying for these procedures, which are even more expensive for those with … (*underlay)* health problems. 9. Scientists are still discovering the far … (*reach)* of the human mind. 10. He has been charged with engaging in … (*organize)* criminal activity, accused of coordinating the identity fraud.

DO YOU KNOW…?

Brainstorming is a group creativity technique where a group of people meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. People are able to think more freely and they suggest many spontaneous new ideas as possible. All the ideas are noted down and are not criticized and after brainstorming session the ideas are evaluated. The term was popularized by Alex Faickney Osborn in the 1953 book *Applied Imagination.*
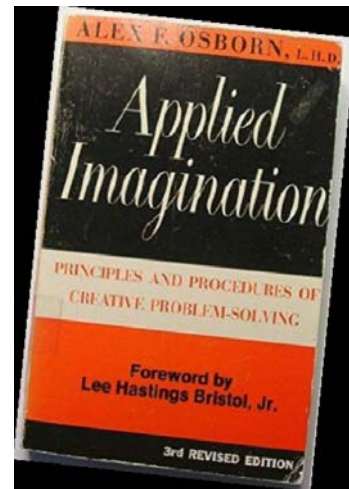
Advertising executive Alex F. Osborn began developing methods for creative problem-solving in 1939. He was frustrated by employees' inability to develop creative ideas individually for ad campaigns. In response, he began hosting group-thinking sessions and discovered a significant improvement in the quality and quantity of ideas produced by employees.

Osborn claimed that two principles contribute to "*ideative efficacy*":
– Defer judgment;
– Reach for quantity.
Consider some of the traditional guidelines for brainstorming…

Unit 2

BEHAVIOUR

STARTING UP

Look at and read the **quotes**:

Behavior is the mirror in which everyone shows their image.

Johann Goethe
Germany
1749 // 1832

www.wordsandquotes.com

Your *Beliefs* don't make you a *better person;* your *Behavior* does.

"The sign of *great parenting* is not the **child's behavior.**

The sign of truly *great parenting* is the **parent's behavior.**"

– *Andy Smithson*
truparenting.net

Comment on these quotation:

– How do you understand them?

– Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.

– Do you know the fact that the average person tells 4 lies a day or 1460 a year; a total of 87,600 by the age of 60. And the most common lie is: I'm Fine! How do you feel about it?

– Give your own definition of behaviour.

READING

In scientific research, human behaviour is a complex interplay of three components: *actions, cognitions and emotions.*

Let's address them one by one.
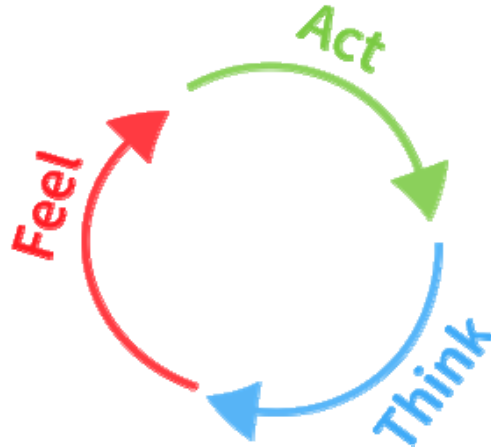
Actions are Behaviour

An action denotes everything that can be observed, either with bare eyes or measured by physiological sensors. Behavioural actions can take place on various time scales, ranging from muscular activation to sweat gland activity, food consumption, or sleep.

Cognitions are Behaviour

Cognitions describe thoughts and mental images you carry with you, and they can be both verbal and nonverbal. "*I have to remember to buy groceries,*" or "*I'd be curious to know what she thinks of me,*" can be considered verbal cognitions. In contrast, imagining how your house will look like after remodelling could be considered a nonverbal cognition.

Cognitions comprise skills and knowledge – knowing how to use tools in a meaningful manner (without hurting yourself), sing karaoke songs, etc.

Emotions are Behaviour

Commonly, an emotion is any relatively brief conscious experience characterized by intense mental activity, and a feeling that is not characterized as resulting from either reasoning or knowledge. This usually exists on a scale, from positive (pleasurable) to negative (unpleasant).

Actions, cognitions and emotions do not run independently of each other – their proper interaction enables you to perceive the world around you, listen to your inner wishes and respond appropriately to people in your surroundings. However, it is hard to tell what exactly is cause and effect – turning your head (action) and seeing a familiar face might cause a sudden burst of joy (emotion) accompanied by an internal realization (cognition):

*action = emotion (joy) + cognition (**"hey, there's Peter!"**)*
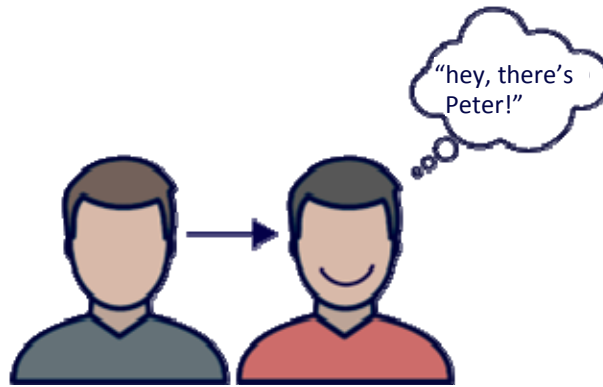
In other cases, the sequence of cause and effect might be reversed: Because you're sad (emotion) and ruminating on relationship issues (cognition), you decide to go for a walk to clear your head (action).

*emotion (sadness) + cognition ("**I should go for a walk**") = action*
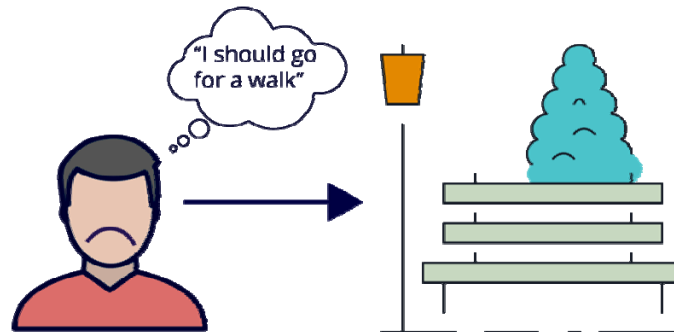
Human behaviour is quite complex as it is influenced, modulated and shaped by multiple factors which are often unrecognized by the individual: *conscious or unconscious, overt or covert, logical or illogical, voluntary or involuntary*.

Conscious vs. Unconscious Behaviour

Consciousness is a state of awareness for internal thoughts and feelings as well for proper perception for and uptake of information from your surroundings.

A huge amount of our behaviours are guided by unconscious processes. Just like an iceberg, there is a great amount of hidden information, and only some of it is visible with the naked eye.
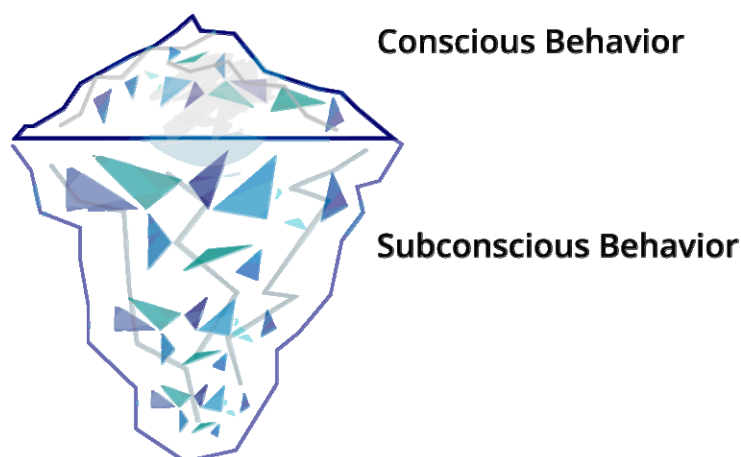
Overt vs. Covert Behaviour

Overt behaviour describes any aspects of behaviour that can be observed, for example body movements or (inter-)actions. Also, physiological processes such as blushing, facial expressions or pupil dilation might be subtle, but can still be observed. Covert processes are thoughts (cognition), feelings (emotion) or responses which are not easily seen. Subtle changes in bodily processes, for instance, are hidden to the observer's eye.

Rational vs. Irrational Behaviour

Rational behaviour might be considered any action, emotion or cognition which is pertaining to, influenced or guided by reason. In contrast, irrational behaviour describes actions that are not objectively logical.

Patients suffering from phobias often report an awareness for their thoughts and fears being irrational ("*I know that the spider can't harm me*") – but they still cannot resist the urge to behave in a certain way.

Voluntary vs. Involuntary behaviour

Voluntary actions are self-determined and driven by your desires and decisions. By contrast, involuntary actions describe any action made without intent or carried out despite an attempt to prevent it. In cognitive-behavioural psychotherapy, for example, patients are exposed to problematic scenarios, such as spiders, social exhibition or a transatlantic plane ride.

Many of our behaviours appear to be voluntary, rational, overt, and conscious – yet they only represent the tip of the iceberg for normal human behaviour. The majority of our actions are involuntary, potentially irrational, and are guided by our subconscious. The way to access this other side of behaviour is to examine the covert behaviours that occur as a result.

<div align="right">(adopted from —https://imotions.com/blog/human-behavior/)</div>

Active Vocabulary: behaviour, interplay, actions, cognition, emotion, to denote, to measure, physiological sensors, mental images, verbal, nonverbal, to consider, to comprise, intense mental activity, pleasurable, unpleasant, to enable, to perceive, the sequence of cause and effect, conscious, unconscious, overt, covert, logical, illogical, voluntary, involuntary, state of awareness, visible, body movements, facial expressions, pupil dilation, rational, irrational, to suffer from, self-determined, desire, decision, intent, to carry out, to prevent, be exposed to, to access.

FOLLOW-UP

Task 1. *Read the following statements, translate them and correct if necessary.*

1. Human behaviour is a complex interplay of three components: actions, cognitions and thoughts.

2. Cognitions describe thoughts and mental images you carry with you.

3. An emotion is any relatively lasting conscious experience characterized by intense mental activity.

4. Actions, cognitions and emotions run independently of each other.

5. Human behaviour is quite simple as it is influenced, modulated and shaped by multiple factors.

6. Consciousness is a state of awareness for external thoughts and feelings.

7. A huge amount of our behaviours are guided by unconscious processes.

8. Covert behaviour describes any aspects of behaviour that can be observed.

9. Covert processes are thoughts (cognition), feelings (emotion) or responses which are not easily seen.

10. The majority of our actions are voluntary, potentially rational, and are guided by our subconscious.

Task 2. *Look through the text again and answer the following questions. Then using your answers, give a short summary of the text.*

1. What is human behaviour?

2. What does an action denote?

3. What do cognitions describe and comprise?

4. What is an emotion?

5. Do actions, cognitions and emotions run independently of each other?

6. How do you understand the concept "consciousness"?

7. What is the difference between overt and covert behaviour?

8. What is rational behaviour?

9. What kinds of factors is human behaviour influenced, modulated and shaped?

10. Explain the difference between voluntary and involuntary behaviour.

WORD USE

Task 3. *Translate the following word combinations into Ukrainian.*

Human behaviour, cognition describes thoughts and mental images, brief conscious experience, muscular activation, to suffer from phobias, complex interplay, food consumption, sweat gland activity, various time scales, irrational behaviour, intense mental activity, to exist on a scale, to listen to your inner wishes, internal thoughts and feelings, naked eye, comprise skills and knowledge, to perceive the world, to examine the covert behaviour, facial expressions, subtle changes, self-determined, voluntary actions.

Task 4. *Match the words to their meaning. Use a dictionary to help you.*

1. cognition	a) not involving or using words or speech
2. behaviour	b) the mental action or process of acquiring knowledge
3. nonverbal	c) to bring to a successful issue
4. awareness	d) made, shown, or done in a way that is not easily seen or noticed :secret or hidden
5. covert	e) the way in which one acts or conducts oneself, especially toward others
6. physiological	f) knowledge or perception of a situation or fact
7. to carry out	g) characteristic of healthy or normal functioning of the body

Task 5. *Complete the following sentences with an appropriate word from the list in Task 4.*

1. Facial expressions are very important for _____ communication.

2. An acceptable social _____ in one country may be unacceptable in another country.

3. But growing scientific evidence suggests that your physical states can shape your emotions and _____ in surprising ways.

4. He has taken part in a number of _____ military operations.

5. They hope to raise _____ of endangered species, encouraging donations and attracting tourists to the region to support conservation efforts.

6. The research offers a _____ mechanism for how a person's psychological state could help to stall cancer progression.

7. She _____ the task efficiently and cheerfully.

Task 6. *Translate the following word combinations into English using active vocabulary.*

Складна взаємодія, поведінкові дії, відбуватися, споживання їжі, активність потової залози, пізнання включає навички та знання, короткий свідомий досвід, поведінка людини є досить складна, інтенсивна розумова діяльність, належна взаємодія, наша поведінка керується несвідомими процесами, раціональна поведінка, більшість наших дій є мимовільними, реагувати відповідним чином, на поведінку людини впливають численні фактори, прихована інформація, фізіологічні процеси, представляти верхівку айсберга, розширення зіниць, в результаті.

Task 7. *Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.*

A	B
physiological	research
conscious	sensors
scientific	experience
mental	behaviour
human	activity
multiple	awareness
state of	movements
pupil	dilation
naked	factors
body	eye

Task 8. *Match the words 1–8 to their synonyms a–h.*

1. unintended	a) strong
2. to comprise	b) endangered
3. consumption	c) to consist of
4. behaviour	d) involuntary
5. to prevent	e) to enter
6. exposed	f) to stop
7. to access	g) conduct
8. intense	h) use

WORD FORMATION

Task 9. *Complete the right-hand column with opposites of the adjectives, using a prefix* un-, il-, non-, in-, ir-, ab-, *or a different word. Translate and memorize them.*

Adjective	Opposite
verbal	
conscious	
logical	

voluntary
visible
internal
appropriate
familiar
overt
recognized
rational
resistible
normal

Task 10. *Use one of the adjectives or its opposite to complete the following sentences.*

1. Scientists worry that because of the rise in social media the _____ communication will decline because there's no need to speak in person when you can type instead.

2. Bill's_____ behavior convinced Jenna to stop dating him.

3. Arachnophobia is an _____ fear of spiders.

4. The interplay among _____ pressure and outside pressure is complex, activists said.

5. Mia wasn't _____ with the astrophysics but after reading a few textbooks on the subject she learned quickly.

Task 11. Look at the five words. How many different words can you form with each one? What part of speech (verb, noun, adjective, adverb, etc.) is each word you have formed? What part of speech is the original word?

1. behaviour
to behave, behavioural, behaviourism, misbehaviour
2. thought

_____

3. observe

_____

4. interaction

_____

5. consider

_____

DO YOU KNOW...?

10 Interesting Facts about Human Behaviour

1. When people are being watched, they behave better. And the illusion of being watched works too.

2. People with low self-esteem tend to humiliate others.

3. People sincerely believe that their negative opinions about others are truthful and have no connection with their self-confidence. In fact, the humiliation of others helps them restore their own self-esteem.

4. Lying requires a lot of mental effort. A person who is lying has to keep in mind at the same time the lie – that it to say, and the truth – in order to hide it. As a result, he uses simple sentences and finds it more difficult to cope with mental tasks.

5. Not all risks are the same. The same person can train tigers, but feel embarrassed when talking to a pretty woman.

6. Attractive and honest appearance can easily be misleading. People tend to trust appearance more than sincerity.

7. More successful and rich people are considered to be more intelligent and wise, and vice versa.

8. People constantly compare themselves with others and feel satisfied if they are superior in some respect.

9. People regret quick decisions, even if the results are satisfying.

10. The more complex the decision to be taken is, the more people tend to leave things as they are.

Unit 3

MOTIVATION

STARTING UP

Look at and read the **quotes**:

Comment on these quotation:
– How do you understand them?
– Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.
– Do you know the fact that 47% of European employee respondents cite pay and remuneration as their biggest motivator at work? How do you feel about it?
– Give your own definition of motivation.

READING

Human beings spend most of their time during the day engaged in actions. They drive cars, raise children, have vocations, spend time with hobbies, and so forth. Why some people seem to be very successful, highly motivated individuals? Where does the energy, the drive, or the direction come from? Why do we do what we do? These are great questions associated with the subject of motivation.

Motivation is defined by psychologists as a need or desire that energizes and directs behaviour toward a goal.

There are **five major theories of motivation**.

Instinct Theory

Instinct theory is derived from our biological make-up. All creatures are born with specific innate knowledge about how to survive. Babies are born with the ability to cry and also with particular reflexes which promote survival. The most important of these include sucking, swallowing, coughing, blinking.

Drive Reduction Theory

According to *Clark Hull (1943, 1952)*, humans have internal biological needs which motivate us to perform in a certain way. These needs, or drives, are defined by Hull as *internal states of arousal* or tension which must be reduced. A prime example would be the internal feelings of hunger or thirst, which motivates us to eat.

Arousal Theory

Arousal theory states that we are driven to maintain a certain level of arousal in order to feel comfortable. Arousal refers to a state of emotional, intellectual, and physical activity. It also explains why people climb mountains, go to school, or watch sad movies.

Psychoanalytic Theory

According to Psychoanalytic theory, everything we do, every thought we have, and every emotion we experience has one of two goals: to help us survive or to prevent our destruction. Freud believed that the vast majority of our knowledge about these drives is buried in the unconscious part of the mind.

Humanistic Theory

Humanistic theory is perhaps the most well-known theory of motivation. According to this theory, humans are driven to achieve their maximum potential and will always do so unless obstacles are placed in their way. These obstacles include hunger, thirst, financial problems, safety issues, or anything else that takes our focus away from maximum psychological growth.

Maslow's Hierarchy of Needs

Abraham Maslow (1908–1970), an American psychologist best known for his belief in Humanistic Psychology, presented a description of human motivation. His *Hierarchy of Needs* has been applied to many professional fields outside of psychology, including sociology, business, medicine, and others.

The Hierarchy is **a set of five stages** that each individual passes through in his or her search for Self-Actualization. The Hierarchy of Needs shows that at the lower level, we must focus on basic issues such as food, sleep, and safety. Without food, without sleep, how could we possible focus on the higher level needs such as respect, education, and recognition?

Need for Self Actualization
Need to realize our fullest potential

Esteem Needs
Need for achievement, education, competence, and respect

Belonging and Love Needs
Need for love, acceptance, and belonging

Safety Needs
Need for safety and security

Physiological Needs
Need for food, water, shelter, oxygen, and sleep

Maslow's Hierarchy of Needs

Throughout our lives, we work toward achieving the top of the pyramid, self-actualization, or the realization of all of our potential. According to Maslow, nobody has ever reached the peak of his pyramid. We all may strive for it and some may even get close, but no one has achieved full self-actualization. Self-actualization means a complete understanding of who you are, a sense of completeness, of being the best person you could possibly be. As we progress through life, we are presented with obstacles that cause us to either grow or slip backward. After which we can choose to either learn from the event and continue climbing or give up. Despite the challenges of life, most people choose to continue their climb.

(*adopted from* — "English for Mental Health Professionals"
Д. К. Кондратьев)

Active Vocabulary: motivation, to motivate, theory of motivation, Instinct Theory, Arousal theory, The Hierarchy of Needs, Self-Actualization, Esteem Needs, psychological growth, hunger, thirst, tension, need, drive, to direct, innate knowledge, highly motivated, to survive, ability to cry, to reduce, goal, a state of emotional activity, destruction, to achieve, obstacle, safety issues, recognition, to reach, to strive for, to give up.

FOLLOW-UP

Task 1. *Confirm or deny the following statements. Make use of the expressions below:* *That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right.*

1. Human beings spend most of their time during the day engaged in actions.

2. According to Drive Reduction Theory humans have external biological needs which motivate us to perform in a certain way.

3. Abraham Maslow, a British psychologist, presented a description of human motivation.

4. Psychoanalytic Theory is perhaps the most well-known theory of motivation

5. The Hierarchy of Needs shows that at the lower level, we must focus on basic issues such as food, sleep, and safety.

6. According to Clark Hull, nobody has ever reached the peak of his pyramid.

7. The Hierarchy is a set of four stages that each individual passes through in his or her search for Self-Actualization.

8. Humanistic theory is derived from our biological make-up.

9. According to Freud, humans have internal biological needs which motivate us to perform in a certain way.

10. Arousal theory states that we are driven to maintain a certain level of arousal in order to feel comfortable.

Task 2. Read the sentences below, translate them. Ask questions to the underlined words and word combinations.

1. <u>Motivation</u> is a need or desire that energizes and directs behaviour toward a goal.

2. There are <u>five </u>theories of motivation.

3. Instinct theory is derived from our <u>biological make-up</u>.

4. The internal feelings of hunger or thirst motivate us <u>to eat</u>.

5. Arousal Theory is different from Drive Reduction Theory <u>because it doesn't rely on only a reduction of tension, but a balanced amount</u>.

6. Humanistic theory is perhaps <u>the most well-known</u> theory of motivation.

7. <u>Abraham Maslow</u> presented a description of human motivation.

8. The Hierarchy of Needs has been applied to many professional fields outside of psychology, including <u>sociology, business, medicine</u>, and others.

9. The Hierarchy is a set of <u>five stages</u> that each individual passes through in his or her search for Self-Actualization.

10. <u>Self-actualization</u> means a complete understanding of who you are.

WORD USE

Task 3. *Translate the following word combinations into Ukrainian.*
Innate knowledge, engaged in actions, spend time with hobbies, to direct behaviour toward a goal, biological make-up, according to, internal needs, to perform in a certain way, psychological growth, description of human motivation, feeling of hunger, to maintain a certain level, to prevent our destruction, to reach the peak, sense of completeness, challenge of life, unconscious part of the mind, to focus on basic issues, full self-actualization, to progress through life, to slip backward.

Task 4. *Match the words to their meaning. Use a dictionary to help you.*

1. to reduce	a) an innate, biologically determined urge to attain a goal
2. drive	b) possession of the means or skill to do something
3. motivation	c) to make smaller or less in amount, degree, or size
4.ability	d) a thing that blocks one's way or prevents or hinders progress
5. obstacle	e) the process that energizes and/or maintains a behaviour
6. to derive from	f) the act of arousing someone or something
7. arousal	g) to come from something

Task 5. *Complete the following sentences with an appropriate word from the list in Task 4.*
1. This belated _____ of the hunting instinct seemed to make almost another man of him.
2. Cats have the _____ to see in the dark.
3. Perhaps you need some _____ to do what you should.
4. Such power may _____ an individual's physical strength, their economic resources, position, expertise, personal charisma etc.
5. It would remove the _____ between you and your mate.
6. He began first a short ascent, then a drop to a sharp curve he nearly missed, causing him to _____ his speed further.
7. His _____ and enthusiasm overcame all obstacles.

Task 6. *Translate the following word combinations into English using active vocabulary.*
Підтримувати певний рівень, високо мотивована людина, рефлекси, які сприяють виживанню, стан фізичної активності, активізувати і спрямовувати поведінку до мети, сприяти виживанню, моргання, мотивувати нас до виконання, теорія збудження, почуватися комфортно, перешкодами є голод і спрага, максимальне психологічне зростання, опис мотивації людини, пошук самоактуалізації, зосередитися на основних питаннях.

Task 7. *Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.*

A	B
arousal	mountains
to achieve	feelings
complete	understanding
climb	theory
psychological	growth
internal	potential
physical	activity
sense of	completeness
human	being
unconscious	part

Task 8. *Choose one of the words or phrases which is closest in meaning to the underlined word or phrase in a sentence.*

1. Instinct theory is <u>derived from</u> our biological make-up.

a) is made of; b) stems from; c) results in

2. Babies are born with innate ability that helps them <u>survive</u>.

a) concentrate; b) achieve goals; c) stay alive

3. We are driven to maintain a certain level of <u>arousal</u> in order to feel comfortable.

a) excitement; b) fear; c) worry

4. According to this theory people have only two basic <u>drives</u>.

a) needs; b) stimuli; c) obstacles

5. Until people satisfy their basic <u>needs</u> they will not start achieving their maximum potential.

a) goals; b) potentials; c) requirements

6. If some <u>obstacles</u> are placed in the way of humans they focus on overcoming them.

a) drives; b) impediments; c) needs

WORD FORMATION

Task 9. *Complete the word-building table with the correct form of the words.*

Verb	Noun	Adjective
	performance	
		survival
avoid		
	prevention	
reduce		
	maintenance	
		respectful
		motivated
describe		

Task 10. *Fill in the gaps with a suitable word from those above.*

1. The doctor had to …(perform) surgery immediately. 2 Without practice, hopes will be … (reduce) to zero. 3. While travelling abroad, take … (prevent) measures to avoid illness. 4. The catalogue gives a full … (describe) of each product. 5. She has managed to … (maintain) her youthful appearance. 6. A person's health improves with the … (avoid) of stress. 7. I am working with mostly highly … (motivate) people. 8. We need food and water for … (survive). 9. The children in our family are always … (respect) to their elders.

Task 11. *Complete the gaps with the correct prepositions. Translate and memorize these phrases. Use them in the sentences of your own.*

from (3)	**of**	**in**	**on** (2)	**to** (3)
to come…,			to be different …,	
a great deal….,			to rely …,	
to be derived …,			according …,	
to be similar …,			… one's way,	
to refer …,			to focus …	

Task 12. Discuss the following statements with your group mates making use of the expressions below:

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

Ways to Increase Your Motivation

1. Check your attitude; stay positive
2. Don't catastrophise!
3. Build awesome work relationships
4. Meet regularly with your personal board of directors
5. Plan to achieve; celebrate wins!
6. Plan variety; reenergise
7. Live outside your comfort zone
8. Understand your why
9. Live a balanced life

DO YOU KNOW...?

Once a middle-school teacher and wrestling coach, Erik Weihenmayer has become one of the most respected and well known athletes in the world. In 2001, Erik climbed to the top of Mount Everest, the world's highest peak. In 2002, he stood on top of Mount Kosciuszko, completing his seven-year journey to climb the Seven Summits, the highest mountain on each of the seven continents. During these adventures, he endured severe winds, –70°F weather, and countless life-threatening situations. Erik's quests were far from over.

Erik Weihenmayer, a blind man, climbed the Seven Summits, the tallest peak on every continent.

In 2003, he joined some of the world's best athletes to compete in the Primal Quest, the toughest multisport adventure race in the world, taking place over ten days across 457 miles of high elevation in the Sierra Nevadas. It involves intense kayaking, mountain biking, caving, white-water rafting, and trekking. Averaging only 2 hours of sleep a night, Erik and his team one of only about half of the teams to cross the finish line.

Erik accomplished these amazing feats while facing another major challenge: blindness. He is the only blind person in history to reach the summit of the world's highest peak, Mount Everest, and one of the youngest to climb the Seven Summits. Erik never allows his blindness to interfere with his pursuit of adventure and life fulfilment. For instance, his blindness is accompanied by increased eye pressure, which is exacerbated in high elevations. Erik described this pressure when he reached 19,000 feet during one of his climbs by saying, "It felt like someone stabbed me in the eye with a fork". Yet, he continued to the top of the peak.

Reporters who question Erik about why he risks his life to climb and pursue dangerous adventures are really asking about his motivation.

Motivation refers to the various physiological and psychological factors that cause us to act in a specific way at a particular time.

When you are motivated, you usually show three characteristics:

1. You are **energized** to do or engage in some activity.
2. You **direct** your energies toward reaching a specific goal.
3. You have differing **intensities** of feelings about reaching that goal.

Work in pairs and *answer the question*:

Can we observe these three characteristics in Erik's behaviour? Use information from the text to support your answers. Then compare your thoughts in small groups.

Unit 4

TEMPERAMENT

STARTING UP

Look at and read the **quotes**:

IT IS GOOD TO BE FIRM BY TEMPERAMENT AND PLIANT BY REFLECTION

LUC DE CLAPIERS

PICTUREQUOTES.com

PICTUREQU♥TES

"THE MOST IMPORTANT QUALITY FOR AN INVESTOR IS TEMPERAMENT, NOT INTELLECT.

WARREN BUFFETT

Temperament is the thermometer of character.

~ Honore de Balzac

AZ QUOTES

Comment on these quotation:

– How do you understand them?

– Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.

– Do you know the fact that the birth order can influence your personality?

– Give your own definition of temperament.

READING

Temperament is a set of individual human peculiarities that characterize the emotional and dynamic aspect of a person's activity (mental activity and behaviour).

The word "*temperament*" was introduced by the doctor of antiquity, Hippocrates. By "temperament" he meant anatomical, physiological, and psychological characteristics of an individual. Hippocrates explained types of temperament as behaviours determined by the prevalence of one of the **four bodily fluids:**

Phlegm (or lymph) makes a person calm and slow – **phlegmatic.**

Yellow bile (choli) makes people short-tempered and irritable – **choleric**.

Blood (sanguis) makes a person vivid and cheerful – **sanguine**.

Black bile (melena choli) makes a person sad and fearful – **melancholic.**
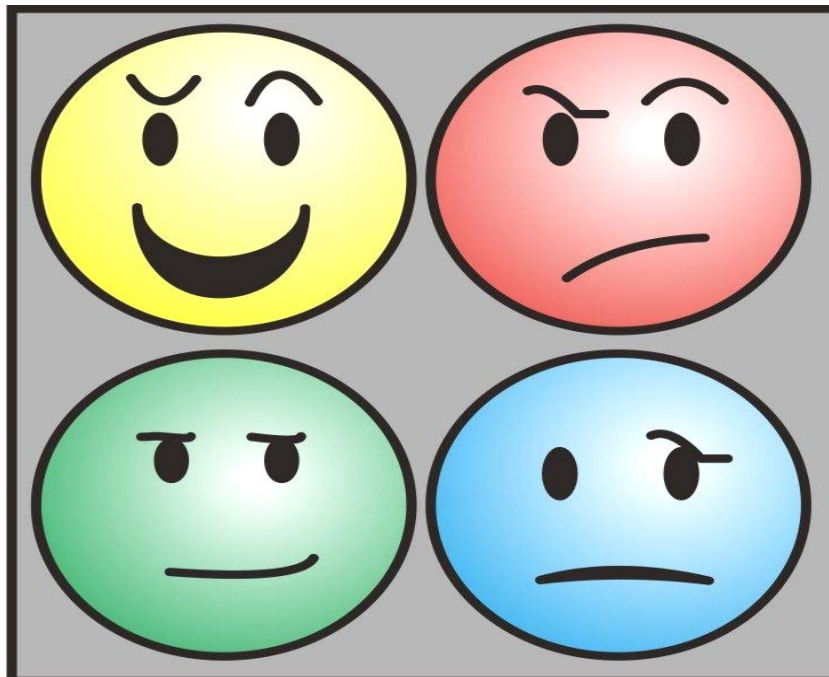
We can rarely see people with strongly pronounced features of a certain temperament. Mixed temperaments in various combinations are more common. However, an excess of features of any temperament makes it possible to attribute a person's temperament to a particular type.

– **Character** determines how a person acts; it is acquired and can be changed.

– **Abilities** determine speed, depth, and strength of gaining knowledge and skills.

Temperament is the basis of character development, has an impact on ways of communication and human behaviour. Temperament is an innate aspect of a person; it cannot be changed. The type of temperament does not influence the

person's abilities; one type of human temperament solves some vital objectives easier than another.

Adults should consider the type of their child's temperament in order to make educational methods and techniques effective and harmless.

Main Psychological Characteristics of the Four Temperaments – Strengths and Weaknesses

① *Choleric*

The type of the nervous system is unrestrainable, strong, unbalanced, and mobile.

Strengths:
– They work with enthusiasm, overcoming obstacles.
– They have an expressive mimicry.
– Their speech is lively and emotional.
– Choleric are able to make decisions quickly.
– They are open to new ideas and information.

Weaknesses:
– They are hasty, impatient, obstinate and cranky.
– They may provoke conflicts.
– They tend to be risky.
– Speech is rapid and sometimes inconsistent.
– Mood swings and breakdowns are common.

Choleric people should learn to control themselves, not to be arrogant.

② *Sanguine*

The type of the nervous system is strong, balanced, and mobile.

Strengths:
– This type is cheerful, energetic, and responsive.
– They are persistent in achieving goals.
– They quickly move from one activity to another.
– They control their emotions and feelings in stressful situations.

Weaknesses:
– If sanguine are not interested in what they do, they will stop doing it.
– Sanguine people do not like monotonous work.
– They tend to overestimate themselves and their capabilities.
– They are unstable in interests and hobbies.
– Hasty decisions, unstable mood.

In order to achieve success, sanguine people should be motivated.

③ *Phlegmatic*

The type of the nervous system is inert, strong, balanced, and sedentary.

Strengths:

– This temperament is calm, careful, patient, diligent and reliable.

– Phlegmatic people are persistent in achieving their goals.

– Speech is quiet, with pauses, without expressive emotions, gestures, and facial expressions.

– They are able to perform monotonous hard work.

– They get along with people of other temperaments.

Weaknesses:

– They cannot respond quickly to new situations.

– They hide their emotions and feelings.

– Facial expressions and movements are slow and inexpressive.

– They slowly move from one task to another.

– They adapt to new environment with great effort and do not want to get acquainted with new people.

It is necessary to develop such qualities as mobility and activity. Inertia and lethargy should be suppressed.

④ *Melancholic*

The type of the nervous system is weak, unbalanced, and immobile.

Strengths:

This type is characterized by increased sensitivity.

High demands on oneself and other people.

They feel others.

They are restrained and tactful.

Emotions and feelings are strong and durable.

Weaknesses:

– They do not share their thoughts and feelings with others.

– A melancholic is very timid, sensitive, modest, hesitant, and insecure, often pessimistic, rarely laugh.

– There is a tendency to loneliness, depression, suspicion. They are detached and unsociable.

– Speech is weak and quiet, sometimes they whisper. They are prone to crying.

– Before important events they always experience anxiety.

It is necessary to be more active, engaged in organizational activity and mentoring in order to feel one's importance and improve self-esteem.

(*adopted from* — http://undepress.net/temperament-and-its-four-types/)

Active Vocabulary: temperament, bodily fluids, phlegmatic, sanguine, melancholic, choleric, to gain knowledge, to solve, hasty, patient, obstinate, cranky, to tend to, persistent, to overestimate, to achieve, inert, sedentary, diligent, strengths, weaknesses, to get acquainted with, timid, sensitive, modest, hesitant, pessimistic, anxiety, to be interested in, to improve self-esteem, to have an impact, to get along with, to acquire, restrainable, arrogant, unstable mood.

FOLLOW-UP

Task 1. *Decide whether the following statements are true (T) or false (F). Correct them if necessary.*
1. The word "temperament" was introduced by the doctor of antiquity, Heracleides.
2. Blood (sanguis) makes a person vivid and cheerful – sanguine.
3. Mixed temperaments in various combinations are uncommon.
4. Character determines how a person acts; it is acquired and cannot be changed.
5. Temperament is an acquired aspect of a person.
6. The type of temperament influences the person's abilities.
7. Choleric people aren't hasty, impatient, obstinate and cranky.
8. Sanguine people like monotonous work.
9. Phlegmatic people are persistent in achieving their goals.
10. A melancholic people are very timid, sensitive and modest.

Task 2. *Look through the text again and answer the following questions. Then using your answers, give a short summary of the text.*
1. What is temperament?
2. Who introduced the word "temperament"?
3. What did Hippocrates mean by word "temperament"?

4. How did Hippocrates explain the types of temperament?
5. What does character determine?
6. What are the main types of temperament?
7. Explain the difference between phlegmatic and choleric.
8. What are the strengths of melancholic type of temperament?
9. What are the weaknesses of sanguine type of temperament?
10. What is your temperament type?

WORD USE

Task 3. *Translate the following word combinations into Ukrainian.*
Human peculiarities, mental activity, psychological characteristics, bodily fluids, stressful situations, expressive mimicry, to have an impact on communication, educational techniques, the type of the nervous system, increased sensitivity, to share one's thoughts, to hide emotions, monotonous work, to overcome obstacles, to achieve goals, quiet speech, to experience anxiety, to feel one's importance, high demands on oneself, to overestimate one's capabilities.

Task 4. *Match the words to their meaning. Use a dictionary to help you.*

1. temperament	a) to value (someone or something) too highly
2. diligent	b) having an exaggerated sense of one's own importance or abilities
3. to overestimate	c) mode of emotional response
4. to get along with	d) showing steady and earnest care and effort
5. obstinate	e) have a friendly relationship
6. to acquire	f) refusing to change your behavior or your ideas
7. arrogant	g) buy or obtain (an object or asset) for oneself

Task 5. *Complete the following sentences with an appropriate word from the list in Task 4.*
1. The two women were opposite in _____.
2. I am afraid I _____ him. I don't think that he is a painter of the first rank.
3. She's first in her class, but she's not _____ about it.
4. From his youth he was _____ in his studies and a great reader, and during his college life showed a marked talent for extemporaneous speaking.
5. My brother _____ well with everybody.
6. I've never _____ a taste for spicy food.
7. He showed an _____ refusal to admit that things were bad.

Task 6. *Translate the following word combinations into English using active vocabulary.*

Певний темперамент, освітні методи, вроджений аспект, вирішувати деякі життєві завдання, ладити з людьми, познайомитися, перепади настрою, досягати цілей, ділитися почуттями з іншими, розглянути тип темпераменту, підвищена чутливість, мати вплив на спілкування, стресові ситуації, поліпшити самооцінку, спровокувати конфлікт, контролювати емоції і почуття, переоцінювати себе.

Task 7. *Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.*

A	B
innate	swings
mood	speech
stressful	situation
inconsistent	work
bodily	aspect
facial	temperament
monotonous	goals
human	expressions
to achieve	fluids
to hide	emotions

Task 8. *Match the words 1–8 to their synonyms a–h.*

1. temperament	a) worry
2. to whisper	b) be familiar with
3. sociable	c) personality
4. suspicion	d) doubt
5. to get acquainted	e) stubborn
6. obstinate	f) friendly
7. calm	g) peaceful
8. anxiety	h) to murmur

WORD FORMATION

Task 9. *Complete the right-hand column with opposites of the adjectives, using a prefix un-, in-, ir-, im-. Translate and memorize them.*

Adjective	Opposite
consistent	
restrainable	
patient	
responsive	

emotional
active
sensitive
possible
fearful
balanced

Task 10. *Use one of the adjectives or its opposite to complete the following sentences.*

1. She is never fretful or irritable, and I have never seen her _____ with her playmates because they failed to understand her.

2. Her speed was _____, her destination clear.

3. His expression was bland – his voice _____, as if he were discussing the weather.

4. A person who attends mass weekly and is involved with different religious programs is an example of an _____ church member.

5. Is it _____ to replace all our organs with freshly grown new ones created from our own cells?

Task 11. *Look at the five words. How many different words can you form with each one? What part of speech (verb, noun, adjective, adverb, etc.) is each word you have formed? What part of speech is the original word?*

1. attribution
to attribute, attributive, attributively
2. determining

_____

3. acquired

_____

4. obstinacy

_____

5. strength

_____

DO YOU KNOW…?

INTROVERTS VS. EXTROVERTS

Knowing if you have extroverted or introverted personality traits will not only improve your mental health, it can improve your professional and personal relationships!

Most of us are mostly introverts or extroverts by nature, but we all display either introverted or extroverted personality characteristics in different

circumstances. You could be **outgoing** and **friendly** (an extrovert's personality traits) at work where you're comfortable, and **quiet** and **reflective** (an introvert's personality traits) at a White House dinner because you feel out of your element. But, overall you probably lean more towards being either an extrovert or an introvert.

Extroverts are very comfortable in groups, and may be even happier as **the centre of attention**. Traditional extroverts' personality traits are **self-confident**, **enthusiastic**, **gregarious**, friendly, and outgoing. Extroverts love crowds: the more people around, the better life is! Extroverts like public demonstrations, community events, and other large social gatherings.

Introverts have an inward focus and aren't usually **the life of the party**. They have a strong sense of self that can make them feel highly **self-conscious** around other people – which makes walking into a crowded room a little nerve-wracking. Introverts have a hard time being silly in front of the camera and telling jokes to more than a couple of people at a time, but they can be extremely **witty**.

Extroverts are interested in what's happening outside themselves: their surroundings, people, noises. Extroverts don't tend to enjoy spending time alone, and they get their energy from other people. A significant extroverted personality trait is that energy flows outward (not inward like the introvert).

Introverts process their emotions, thoughts, and observations internally. They can be social people, but reveal less about themselves than extroverts do. Introverts are more **private**, and less public. Introverts need time to think before responding to a situation, and develop their ideas by reflecting privately. Introverts' personality traits can be **passionate**, but not usually aggressive.

Whether you're an extrovert or introvert, accepting and enjoying your dominant personality traits can lead to a happier, more fulfilled life!

(adapted from Suite101: http://l-pawlik-kienlen.suite101.com)

1. a. Name five character traits of extroverts. . . . .
   в. Name five character traits of introverts. . . . .
   c. Which personality type do you 'lean towards'? . . . .

2. Look at the list of adjectives from the text and match them to their opposites on the right:

1. outgoing	a. dull
2. passionate	b. hostile
3. self-confident	c. impulsive
4. witty	d. indifferent
5. self-conscious	e. reserved
6. reflective	f. secure
7. friendly	g. timid

Think of some of your friends or acquaintances. Describe their personality traits to your partner, using adjectives from this exercise. Try to use qualifying words and expressions where appropriate, e.g.

He/She tends to be rather …   *He/She is a bit on the … side.*

He/She is hardly ever …   *He/She can be a bit/rather/very/extremely … at times.*

3. We often use compound adjectives (adjectives made up of two or more words) for describing personality. In pairs, complete the sentences with the following words.

absent-minded	hot-tempered	narrow-minded
big-headed	level-headed	self-centred
thick-skinned	tight-fisted	two-faced
		warm-hearted

1. It's not easy to offend Jack. He's rather_____.

2. Jill is completely_____. She's pleasant to your face, but says nasty things about you behind your back.

3. Patrick's boss is terribly _____. Even the smallest mistakes make him angry.

4. Joe has become really _____ since he got promoted to the position of store manager.

5. Dianne is a very _____ lady. She's always ready to help the poor and needy.

6. John is the most _____ person I know. He never remembers where he puts things and always forgets about his meetings and appointments.

7. Bob is so _____. He'll never buy you a drink.

8. Amy is so _____. All she cares about is herself and her career.

9. Peter remained very calm during the difficult economic crisis. He is very _____.

10. Eva is extremely _____. She never accepts different points of view or lifestyles.

Choose five adjectives from this exercise. For each adjective, think of someone you know or someone famous. Tell your partner why the personality trait fits the person.

4. Study the sentences below. Try to guess the meaning of the idiomatic phrases in bold by answering the questions below.

– Tomek **keeps himself to himself.**

– Aran **has a chip on his shoulder.**

– Pablo is **set in his ways.**

– Anita tends to **rub people up the wrong way.**

– Joe is not afraid to **speak his mind.**
– Vera is **generous to a fault.**
– Sameer has **a fiery temper.**

1. Who has no problem being direct and honest?
2. Who should try to spend less money on other people?
3. Who is unwilling to change his/her opinions, beliefs and habits (probably because of old age)?
4. Who gets angry very easily?
5. Who does not socialize with other people?
6. Who feels inferior and therefore angry towards other people?
7. Who tends to annoy other people without intending to?

5. In pairs, discuss what personality traits you need to be the people below. Try to use words and expressions mentioned above.

a philanthropist	a successful businessman	a nurse
a politician	a stand-up comedian	a dictator

6. Discuss any of the following questions:
1. Does society reward extroverted behaviour more than introverted behaviour?
2. Do you think people can change their basic personality type?
3. What personality traits are best suited to your job or future career?
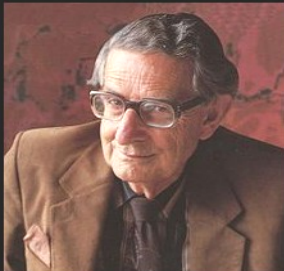
Unit 5

PSYCHOTHERAPY

STARTING UP

Look at and read the **quotes**:

THE PURPOSE OF
PSYCHOTHERAPY IS
TO SET PEOPLE FREE

Work is the best of all
psychotherapy, in my opinion. .
. . As well might we expect a
patient to recover without food
as to recover without work.

There thus appears to be an inverse correlation
between recovery and psychotherapy; the more
psychotherapy, the smaller the recovery rate.

(Hans Eysenck)

izquotes.com

Comment on these quotation:
– How do you understand them?
– Which of these quotations do you agree with? Which do you disagree
with? Why? Compare your ideas with the partner.
– Do you know the fact that psychotherapy is more effective than most
medical treatments and has lesser side-effects.?
– Give your own definition of psychotherapy.

READING

Psychotherapy is a set of techniques intended to improve mental health, emotional or behavioural issues of individuals, family members or a whole family's interactional climate. Mental health problems can have both psychological, social and somatic dimensions. These issues often make it hard for people to manage their lives and achieve their goals. Psychotherapy is aimed at these problems, and attempts to solve – or help people themselves to solve – them via a number of different approaches and techniques.

The term **counselling** is often used interchangeably with psychotherapy. Generally, counselling deals with ordinary everyday problems and issues, while psychotherapy deals with deeper life issues.

Commonly psychotherapy involves a therapist and client(s) – and in family therapy several family members or even other members from their social network – who discuss their issues in an effort to discover the underlying problems and to find constructive solutions. Because sensitive topics are often discussed during psychotherapy, therapists are expected, and usually legally bound, to respect client confidentiality.

In most countries, psychotherapists must be *trained, certified, and licensed*, with a range of different certification and licensing requirements in force internationally. Psychotherapists may be **psychologists, social workers, trained nurses, psychiatrists, psychoanalysts, counsellors** (e.g. school counsellors), or professionals of other mental health disciplines.

There are at least six main systems of psychotherapy:
– Psychodynamic
– Cognitive
– Humanistic/supportive
– Behavioural
– Brief therapy (sometimes called "strategic" therapy)
– Systemic Therapy (including family therapy & marriage counselling).

Psychodynamic psychotherapy is a type of psychotherapy, usually meeting about once or twice a week. It is different from other systems of psychotherapy, for instance psychoanalysis or cognitive therapy in that it uses a range of different techniques, applied to the client considering his or her needs.

Psychodynamics was born with the 1874 publication of *Lectures on Physiology* by German scientist *Ernst von Brucke* who supposed that all living organisms are energy-systems governed by the principle of the conservation of energy.

Most psychodynamic approaches are centred around the idea of a maladapted function developed early in life (usually childhood) which are at least in part unconscious. Psychodynamic psychotherapy involves a great deal of introspection and reflection from the client.

The "goal" of psychodynamic therapy is the experience of "truth." This "truth" must be *encountered* through the breakdown of psychological *defences*. Simply stated: *psychotherapy teaches the client to be honest.* Individuals suffering from "psychological disorders" or deep-rooted "personality disorders," often come from confusing, manipulative, dishonest, or even violent families in childhood. Being honest with ones "feelings" is a difficult, even terrifying process for these people.

Cognitive therapy or cognitive behaviour therapy is a kind of psychotherapy used to treat depression, anxiety disorders, phobias, and other forms of mental disorder. It involves recognizing unhelpful patterns of thinking and reacting, then modifying or replacing these with more realistic or helpful ones. Cognitive therapy is often used in conjunction with mood stabilizing medications to treat bipolar disorder.

Cognitive Behaviour Therapy (CBT) is based on the idea that how we think (cognition), how we feel (emotion), and how we act (behaviour) all interact together. Specifically, our *thoughts* determine our feelings and our behaviour. Therefore, negative thoughts can cause us distress and result in problems.

Humanistic psychotherapy is a positive approach that focuses on a person's individual nature. This therapy looks at the whole person, not only from the therapist's view but from the viewpoint of individuals observing their own behaviour. The emphasis is on a person's positive traits and behaviours, and the ability to use their personal instincts to find wisdom, growth, healing, and fulfilment within themselves. Humanistic therapy is used to treat depression, anxiety, panic disorders, personality disorders, schizophrenia, addiction and relationship issues.

Humanistic therapy is talk therapy that encompasses a gestalt approach. The humanistic therapist provides an atmosphere of support, empathy, and trust that allows the individual to share their feelings without fear of judgment. The therapist does not act as an authority figure; rather, the relationship between client and the therapist is one of equals.

Behaviour therapy is effective for phobias, anticipatory anxiety, some forms of panic anxiety, generalized anxiety, situational anxiety and obsessive-compulsive disorder.

Panic control therapy is a modification of cognitive behavioural therapy, which is an established treatment for depression. Panic control therapy involves reassessing expectations (cognitions) that the patient will have a panic attack. The patient is also taught to stop interpreting minor physical sensations (e.g., dizziness, shortness of breath from hyperventilation) as a sign of impending catastrophe.

Brief psychotherapy is short-term (usually 10 to 20 sessions) and focused on helping a person to resolve or effectively manage a specific problem or challenge, or to make a desired change. The therapy is typically solution-oriented, and sessions are more geared towards here-and-now aspects of the problem. Most often, those who practice brief therapy take a cognitive, behavioural, or cognitive-behavioural approach to treatment.

Systemic psychotherapy is a branch of psychotherapy focusing specifically on relationships. The quality of these relationships affects all aspects of our wellbeing, and especially our psychological and emotional health. In systemic psychotherapy, the relationships we have – with families, friends, work colleagues and others – are viewed as systems of interaction.

Systemic psychotherapy is primarily a talking therapy but sometimes the therapist will use non-verbal activities, including play techniques with younger children.

(*adopted from* — "English for Mental Health Professionals"
Д. К. Кондратьев)

Mind Full, or Mindful?

Active Vocabulary: Psychotherapy, behavioural issue, mental health, counselling, therapist, social network, psychologist, social worker, trained nurse, psychiatrist, psychoanalyst, counsellor, maladapted function, unconscious, introspection, reflection, to come from, to treat, pattern of thinking, mood stabilizing medications, bipolar disorder, distress, wisdom, anxiety disorder, phobia, schizophrenia, addiction, to encompass, empathy, panic attack, wellbeing.

FOLLOW-UP

Task 1. *Confirm or deny the following statements. Make use of the expressions below:* That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right.

1. Psychotherapy is a set of techniques intended to improve mental health, emotional or behavioural issues of individuals and family members.
2. Mental health problems can't have both psychological, social and somatic dimensions.
3. The term counselling is rarely used interchangeably with psychotherapy.
4. Because sensitive topics are often discussed during psychotherapy, therapists aren't expected to respect client confidentiality.
5. Psychotherapists may be psychologists, social workers, trained nurses, psychiatrists, psychoanalysts or counsellors.
6. Ernst von Brucke supposed that all living organisms are energy-systems governed by the principle of the conservation of energy.
7. The "goal" of psychodynamic therapy is the experience of "untruth.
8. Humanistic psychotherapy is a positive approach that focuses on a person's individual nature.
9. Humanistic therapy encompasses a gestalt approach.
10. Behaviour therapy isn't effective for phobias, anticipatory anxiety, some forms of panic anxiety and generalized anxiety.

Task 2. *Look through the text again and answer the following questions. Then using your answers, give a short summary of the text.*
1. What is psychotherapy?
2. What dimensions can mental health problems have?
3. Is any difference between the terms counseling and psychotherapy?
4. Why are psychotherapists expected to respect client confidentiality?
5. Do psychotherapists have to be medically qualified?
6. How may psychotherapists be subdivided?
7. What is psychodynamic therapy?
8. When and by whom was it developed?
9. What is the goal of psychodynamic therapy?
10. When is cognitive therapy used?

11. What idea is it based on?
12. When is behavior therapy used?
13. What does panic control therapy involve?
14. Why is psychotherapy so necessary today?
15. What is brief psychotherapy?
16. When is systemic psychotherapy used?

WORD USE

Task 3. **Translate the following word combinations into Ukrainian.**

Emotional issues of individuals, interactional climate, mental health problems, somatic dimensions, certified psychotherapist, psychodynamic psychotherapy, brief therapy, marriage counselling, to treat anxiety disorder, unhelpful patterns of thinking, person's positive traits, addiction issue, talk therapy, obsessive-compulsive disorder, reassessing expectations, impending catastrophe, to manage a problem, positive approach, the ability to find wisdom, an atmosphere of support and trust, an established treatment for depression.

Task 4. *Match the words to their meaning. Use a dictionary to help you.*

1. psychotherapy	a) a feeling of nervousness or worry
2. to treat	b) a very strong irrational fear
3. anxiety	c) person receiving or registered to receive medical treatment
4. phobia	d) the treatment of mental disorder by psychological rather than medical means
5. patient	e) a doctor who treats people suffering from mental illness
6. psychiatrist	f) the fact or condition of being addicted to a particular substance, thing, or activity
7. addiction	g) behave toward or deal with in a certain way

Task 5. *Complete the following sentences with an appropriate word from the list in Task 4.*

1. Dislike of snakes or spiders is a common _____.
2. She saw a _____who used hypnotism to help her deal with her fear.
3. Every form of _____ is bad, no matter whether the narcotic be alcohol or morphine or idealism.
4. She suffers from severe depression, alternating mania, which has been successfully stabilized over the years through medication and _____.
5. No one knew how _____ this dreaded disease.
6. Children normally feel a lot of _____ about their first day at school.
7. The nurse should try to develop empathy between herself and the _____.

Task 6. *Translate the following word combinations into English using active vocabulary.*

Конструктивні рішення, чутливі теми, дотримуватися конфіденційності клієнта, психоаналітик, дисципліна психічного здоров'я, когнітивна психотерапія, сімейна терапія, живі організми, лікувати депресію, точка зору особистості, гештальт підхід, деякі форми панічної тривоги, вирішувати конкретну проблему, невербальна діяльність, бажані зміни, наші думки визначають наші почуття, особистий інстинкт, співпереживання, почуття без страху осуду, когнітивно-поведінковий підхід, панічна атака, орієнтована на рішення терапія.

Task 7. *Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.*

A	B
patterns of	expectations
systemic	thinking
bipolar	psychotherapy
social	solutions
reassessing	activity
constructive	health
client's	confidentiality
somatic	disorder
non-verbal	network
emotional	dimension

Task 8. *Choose one of the words or phrases which is closest in meaning to the underlined word or phrase in a sentence.*

1. It involves recognizing <u>unhelpful</u> patterns of thinking and reacting.
a) useful; b) successful; c) useless

2. Cognitive therapy is often used *in* <u>conjunction</u> with mood stabilizing medications to treat bipolar disorder.
a) together; b) separately; c) partially

3. If as a result they <u>escape</u> the negative thought pattern; they will already feel less depressed.
a) avoid; b) lose; c) find

4. Finally, the fourth column is used for <u>challenging</u> the negative thoughts on the basis of evidence from the client's experience.
a) relieving; b) causing; c) decreasing

5. <u>Adjunctive</u> behavioral techniques may be useful for patients who suffer from any type of anxiety.
a) additional; b) supportive; c) successful

6. Therefore negative thoughts can cause us <u>distress</u> and result in problems.
a) trouble; b) anxiety; c) sad

WORD FORMATION

Task 9. *Complete the word-building table with the correct form of the words.*

Verb	Noun	Adjective
improve		
	dimension	
		counselling
issue		
		expectative
	support	
		growing
observe		
	treatment	

Task 10. *Fill in the gaps with a suitable word from those above.*
1. The social … (*dimension)* of the problem must also be taken into account. 2. The man suffered minor injuries from the broken glass and … (*treat*) by firefighters at the station. 3. Few cases of the disease … *(observe*) in humans. 4. She … (*grow*) intellectually and emotionally in her first year at college. 5. This operation greatly … (*improve*) her chances of survival. 6. The case involves some complicated psychological … (issue)*.* 7. When the therapist … (*counsel*) the patients, he gives professional advice. 8. The least I can do is … *(support*) your decision. 9. This … *(expect),* however, was not realized, but in time the place grew popular as a health resort, the scenery in every direction being remarkably picturesque.

Task 11. *Complete the gaps with the correct prepositions. Translate and memorize these phrases. Use them in the sentences of your own.*

with (2)　　　**by**　　　**in** (2)　　　**on** (3)　　　　**at**　　**of** (2)

to impact …,	… that point,
to replace ….,	to be based …,
to be associated …,	… the basis …,
to be caused …,	…therapy,
to result …,	to think…,

Task 12. *Role play these situations:*
1. You are a family therapist. A young couple comes to you with their marital problems. Listen to them and give suitable advice to cope with the situation.

2. You are an industrial psychologist. You would like to organize a special relaxation room. Try to persuade the manager of its significance for his employees.

DO YOU KNOW...?

Types of Expressive Therapies

Today, Types of Expressive Therapies are universally accepted methods of treating people whose response to traditional therapies is limited.

Art Therapy employs media, images and the creative processes because they reflect the personalities and concerns of the patient. Therapists can identify themes of conflict or developmental lags through interpretation of the art produced.

Music Therapy makes physical changes in brain waves and can put patients in a relaxed state more receptive to talk therapy. It has been shown to be effective in treatment of PTSD, Alzheimer's, autism and other conditions.

Drama Therapy is the systematic and intended use of drama and theater processes to treat symptoms of mental illness. The client can use the format to safely tell his story.

Dance and Movement Therapy is based on a theory that the mind and the body are inter-related, a theory proven in the use of placebo medications.

Poetry or Bibliotherapy is the introduction of forms of literature into treatment.

Play Therapy is a method of working with non-verbal patients, or those with limited communication skills such as children. Through observation and interaction with patients, therapists may identify themes of play, fears and emotions that can be treated with directed play and intervention by the therapist to give positive outcomes.

Sandplay Therapy is a newer kind of play intervention that involves the use of a sandbox and miniature figures, allowing the client to illustrate issues and concerns.
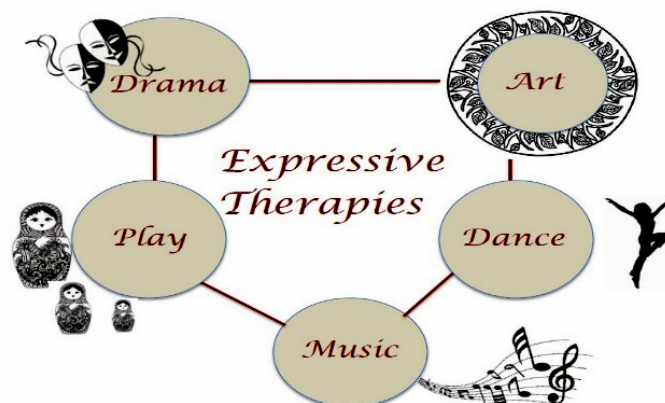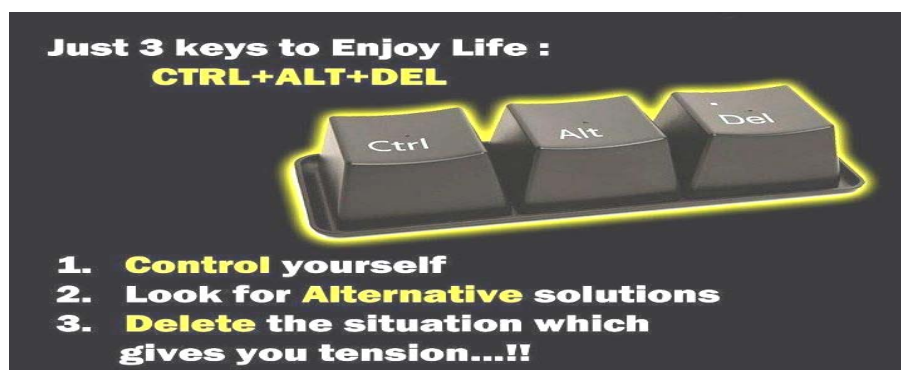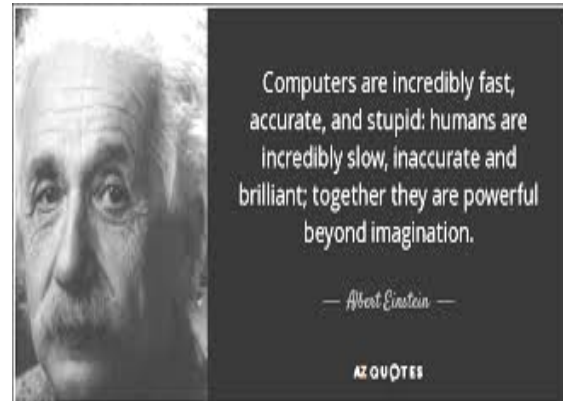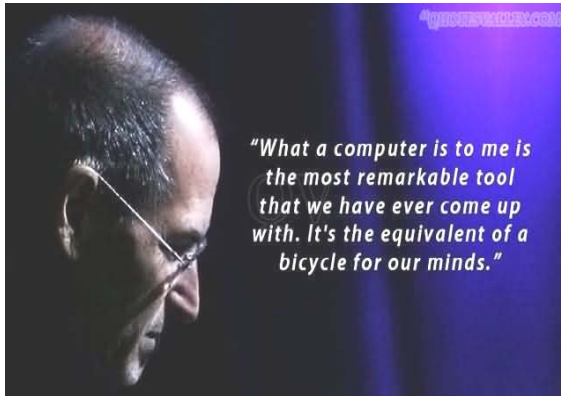
Unit 6

COMPUTERS IN PSYCHOLOGY

STARTING UP

Look at and read the **quotes**:

Comment on these quotation:
– How do you understand them?
– Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.
– Do you know the fact that if there was a computer as powerful as the human brain, it would be able to do 38 thousand trillion operations per second and hold more than 3580 terabytes of memory?
– Suggest your own application of computers in psychology.

READING

Psychology is the study of people, so it is natural to assume that computers have no role in this discipline. However, that would be misleading.

Psychology relies very heavily on the use of computers. Computers are important in providing psychologists with the tools and capabilities to study the human mind and human behaviour. They are necessary to expand psychological research and are present in almost all aspects of psychological practice.

EEG Imaging Techniques

EEG (*Electroencephalography*) is an important brain-imaging technique that could not be performed without the use of computers for recording and analysing the output. EEG is a technique that is performed on psychological and psychiatric patients to detect any abnormalities related to electrical activity in the brain. Brain cells communicate through the use of electrical impulses. These can in turn be detected and recorded at the surface of the scalp through an EEG procedure, which tracks and records these electric patterns in the brain. Normal activity in the brain produces electrical signals that form a recognizable pattern. Psychologists most often use EEG to diagnose and treat seizures and epileptic disorders, but EEG can also be used to identify causes of many other disorders, including sleep disorders and changes in normal behaviour, or problems in language development. It is also used when psychologists are evaluating brain activity after a severe physical trauma, to determine whether the patient has experienced any cognitive abnormalities due to the injury.

Electroencephalogram (EEG)

Electrodes

Brain

EEG reading
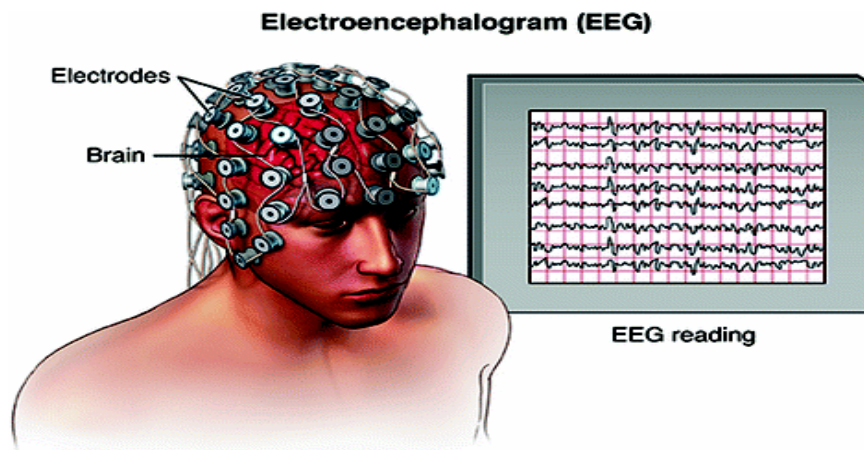
fMRI Techniques

Another significant brain-imaging technique that would not be possible without computers is fMRI – *functional magnetic resonance imaging*. This process uses an extremely powerful magnetic field, sound frequency pulses, and a computer to produce detailed images of the brain (and other organs) and to measure the small metabolic changes that are apparent when a part of the brain becomes active. fMRI is particularly important to the study of psychology because it allows researchers to match specific parts of the brain to specific cognitive tasks such as reading, memory and speech.

Functional MRI

Fox and Raichle 2007
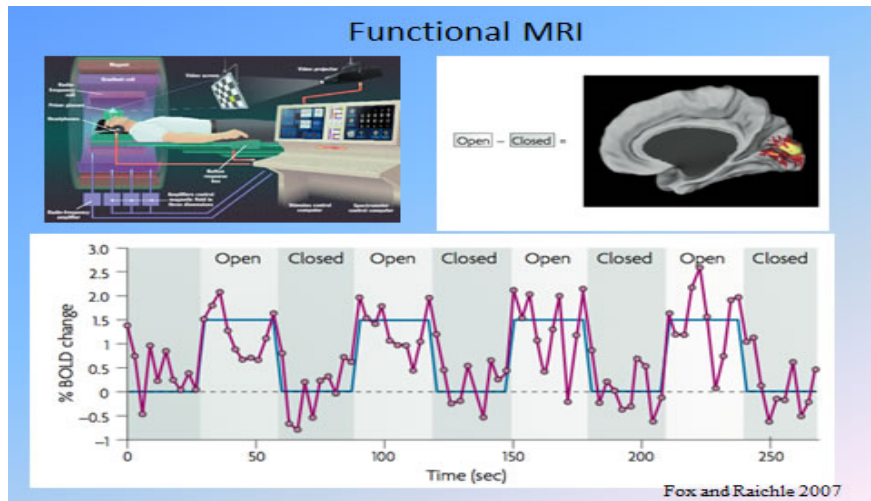
Educational Psychology

Instructional technology is a rapidly growing sub-field of educational psychology that is focused on studying the impact that digital media (such as computers) have on education and child development. Research in educational psychology focuses on the different implementations of computers for the benefit of classroom instruction. It studies digital whiteboards, video games, social networks, and digital mind-mapping programs – all of which could not exist without computers, and all of which are at the cutting edge of current educational theory and practice.

Research and Analysis

Computers are also very important in *psychological research*, particularly because contemporary psychological research is so statistically intensive. Computers are often used in conjunction with specialty software (such as SPSS and SAS) for processing and analysing large data sets. Psychological research, in many cases, is focused on studying large populations over long periods of time. Computers and software technology is necessary to process this data in a speedy and constructive way to facilitate psychological research and create a data store for future researchers to draw upon.

Computers make the lives of all professionals and researchers significantly better, but it is also possible to become overwhelmed with the many technological possibilities that computer present. Thus, sometimes, it is best to treat them as just one tool out of many and to not rely on them too heavily in designing psychological practices and research agendas.

(*adopted from* – https://careertrend.com/
about-5373614-computers-beneficial-psychology.html)

Active Vocabulary: to assume, to rely on, to provide, capability, to expand psychological research, electroencephalography (EEG), brain-imaging technique, to perform, to record, output, to detect, abnormality, electrical impulse, surface of the scalp, pattern, seizure, diagnose, trauma, to determine, injury, functional magnetic resonance imaging (fMRI), educational psychology, to focus on, digital media, implementation, benefit, digital mind-mapping program, cutting edge, in conjunction with, to facilitate, to draw upon, overwhelmed.

FOLLOW-UP

Task 1. *Read the following statements, translate them and correct if necessary.*
1. Psychology is the study of people.
2. Computers have no role in psychology.
3. Electroencephalography is an important brain-imaging technique that could be performed without the use of computers.
4. EEG is a technique that is performed on psychiatric patients to detect any abnormalities related to electrical activity in the brain.
5. EEG is used when psychologists are evaluating brain activity after a severe physical trauma.
6. Functional magnetic resonance imaging is possible without computers.
7. Research in educational psychology focuses on the different implementations of computers for the benefit of classroom instruction.
8. Psychological research is not focused on studying large populations over long periods of time.
9. Computers are often used in conjunction with specialty software for processing and analysing large data sets.
10. Computers make the lives of all professionals and researchers significantly better.

Task 2. *Look through the text again and answer the following questions. Then using your answers, give a short summary of the text.*
1. Does the study of psychology rely on the use of computers?
2. What is EEG?
3. What for do psychologists use EEG?
4. What is fMRI?
5. Why is fMRI important to the study of psychology?
6. What is educational psychology?
7. Why are computers important in psychological research?
8. On what is psychological research focused?
9. Do computers make the lives of all professionals and researchers significantly better? Why or why not?
10. How not to become overwhelmed with the many technological possibilities?

WORD USE

Task 3. *Translate the following word combinations into Ukrainian.*
To provide psychologists with capabilities, to study the human mind, to rely on the use of computer, to expand psychological research, an important brain-imaging technique, to analyse the output, to detect abnormalities, the use of electrical impulses, to record at the surface of the scalp, electrical signal, recognizable pattern, to diagnose seizures, to identify causes of disorders, language development,

cognitive abnormality, magnetic field, to produce detailed images, digital media, implementations of computers, digital mind-mapping programs.

Task 4. *Match the words to their meaning. Use a dictionary to help you.*

1. to expand	a) characterized by electronic and especially computerized technology
2. digital	b) to use as a source of supply
3. powerful	c) in combination with
4. brain	d) an abnormal state in which you become unconscious and your body moves in an uncontrolled and violent way
5. trauma	e) become or make larger or more extensive
6. in conjunction with	f) the organ of the body in the head that controls functions, movements, sensations, and thoughts
7. to draw upon	g) having a strong effect on someone or something
8. seizure	h) a serious injury to a person's body

Task 5. *Complete the following sentences with an appropriate word from the list in Task 4.*

1. She plans _____ the lecture series into a book.

2. The medicine is typically used _____ other treatments.

3. In this new _____ age, computers and the Internet are part of our everyday lives.

4. We are trying to build machines that _____ the highly successful designs used in biology.

5. The doctors gave him more _____ drugs in the vain hope that he might recover.

6. The left and right sides of the _____ have different functions.

7. Counselling is helping him work through this _____.

8. In many instances, the person with a major _____ will be confused after regaining consciousness.

Task 6. *Translate the following word combinations into English using active vocabulary.*

Використання комп'ютерів, розлад сну, фізична травма, вивчати поведінку людини, психологічна практика, записувати результат, вивчення людей, забезпечувати інструментами, електрична активність в мозку, записувати електричні зразки, нормальна активність в мозку, лікувати епілептичні розлади, функціональна магнітно-резонансна томографія (МРТ), пізнавальні завдання, підполе педагогічної психології, переваги навчання в класі, цифрова дошка, соціальна мережа, інновація, програмне забезпечення спеціальності, поліпшувати життя, обробляти дані, бути перевантаженим, дослідницька програма.

Task 7. *Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.*

A	B
digital	technique
social	whiteboard
epileptic	signal
physical	abnormalities
brain-imaging	network
mind-mapping	agenda
electrical	edge
to detect	program
research	disorder
cutting	trauma

Task 8. *Match the words 1–8 to their synonyms a–h.*

1. cutting edge
2. data
3. patient
4. cognitive
5. study
6. tool
7. output
8. abnormality

a) case
b) learning
c) information
d) instrument
e) anomaly
f) reasoning
g) progressive
h) production

WORD FORMATION

Task 9. *Complete the word-building table with the correct form of the words.*

Verb	Noun	Adjective
diagnose		
	determination	
		measurable
	implementation	
facilitate		
		provided
overwhelmed		
		expandable
	injury	

Task 10. *Fill in the gaps with a suitable word from those above.*
1. The service produces clear, … *(measure)* benefits to people's health. 2. New ways to treat arthritis may … *(provide)* an alternative to painkillers. 3. Here the experienced and highly … *(facilitate)* 'master' coach creates a space where a group of coaches share insights and experience. 4. Opportunism is claimed to be particularly relevant to the … *(implement)* of decisions. 5. In breathing the chest

muscles … *(expand)* the rib cage and allow air to be sucked into the lungs. 6. The good news is that mental disorders are … *(diagnose)* and treatable – we have the ability to return people to productive lives and positive relationships in the majority of cases. 7. We may know that authors work within … *(determine)* social and cultural conditions, but we still emphasize the fact of individual production. 8. He has exhibited symptoms of anxiety and … *(overwhelm)* worry. 9. He suffered a serious … *(injure)* that obliged him to give up work.

DO YOU KNOW…?

Interesting Virtual Reality Facts

Virtual reality, also referred to as VR is a technology that uses a headset to generate images and sounds and other cues that help to make the user believe they are in an imaginary environment. A person using a virtual reality headset is able to move their head and see the artificial world as if it was real.

Virtual reality began in the 1960s when a head mounted display was created but it took many years before the consumer market began to be truly interested in it. It wasn't until the 2010s that a virtual reality device truly peaked consumer interest.

– Virtual reality is being used in health care. It allows medical students to practice dangerous procedures and gain experience without actually operating on a human. It can also help surgeons determine the best point of entry for surgeries.

– Scientists with NASA can use virtual reality to enable robot arms in space to perform gestures that are being done on earth with an operator.

– Militaries are now using virtual reality to train soldiers in ways that will help better prepare them when they are actually deployed in combat.

– Oculus VR is a company that launched a Kickstarter project to release virtual reality goggles in the 2010s. Their goggles brought a lot of interest to virtual reality after many years of not a lot of interest by industry or consumers.

– With the use of Oculus, people are able to travel via virtual reality without actually having to pack, fly, and spend the money on a real trip.

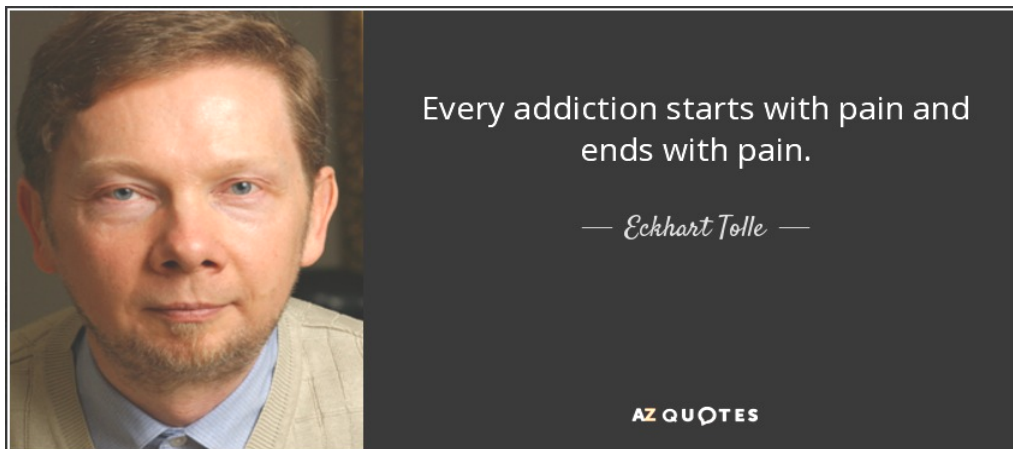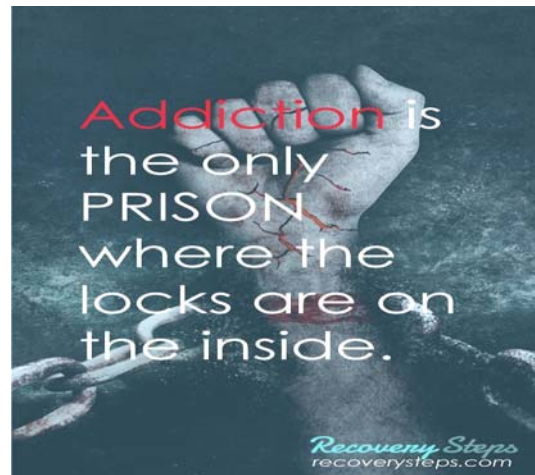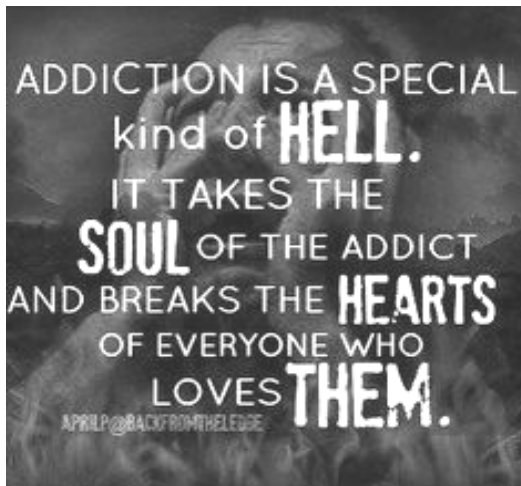– Virtual reality has been added to some theme park roller coasters since 2015.

Unit 7

ADDICTION

STARTING UP

Look at and read the **quotes**:

Comment on these quotation:

– How do you understand them?

– Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.

– Do you know the fact that 100 people die every day from drug overdoses? This rate has tripled in the past 20 years.

– Give your own definition of addiction.

READING

Addiction is a condition in which a person engages in use of a substance or in a behaviour for which the rewarding effects provide a compelling incentive to repeatedly pursue the behaviour despite detrimental consequences. Addiction may involve the use of substances such as alcohol, inhalants, opioids, cocaine, nicotine, and others, or behaviours such as gambling.

There is scientific evidence that the addictive substances and behaviours share a key neurobiological feature – they intensely activate brain pathways of reward and reinforcement, many of which involve the neurotransmitter dopamine.

Because addiction affects the brain's executive functions, individuals who develop an addiction may not be aware that their behaviour is causing problems for themselves and others. There is no one cause of addiction. Although genetic or other biological factors may contribute to vulnerability to the condition, many social, psychological, and environmental factors have a powerful influence on substance use. There is no one personality type associated with addiction, either.
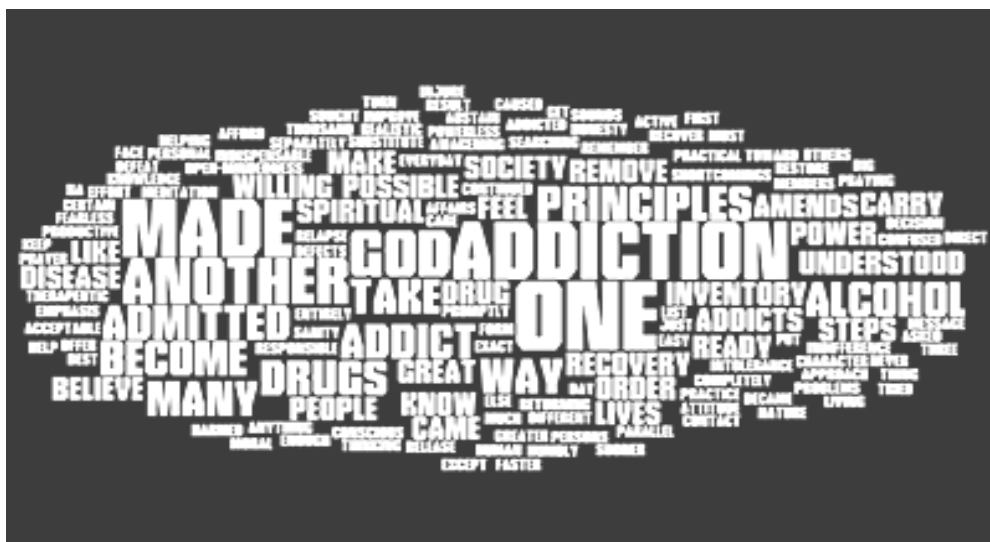
The road to recovery is seldom straight. Relapse, or recurrence of substance use, is common – but definitely not the end of the road. For those who achieve remission of the disorder for five years, the likelihood of relapse is no greater than that among the general population.

TYPES OF ADDICTION

Alcohol Addiction

Alcohol is a highly addictive substance and one that can cause a number of health problems. Those who abuse alcohol are in danger of developing a physical and psychological dependence that will mean they continue to drink even though doing so has harmful consequences.

Drug Addiction

The powerful effects of drugs such as heroin and cocaine often lead to addiction, with those affected being unable to control their urge to take the substance. Drug addiction often leads to the breakdown of relationships, job losses, financial struggles, and homelessness. It can have a devastating effect on family members and can result in a host of mental and physical health issues.

Prescription Drug Addiction

Prescription medication is typically given to those who suffer from conditions such as chronic pain. These medications must only be taken in the short term. Abuse of prescription painkillers can lead to devastating addictions that can be very hard to break.

Gambling Addiction

Gambling addiction is often referred to as a 'hidden' addiction because of the fact that there are no outward physical signs. In most cases, the loved ones of gambling addicts do not realise the problem exists until it is very far advanced and the addict is in serious financial trouble.

Eating Disorders

Eating disorders are also known as food addictions. The most common eating disorders are anorexia and bulimia. Those who suffer from *anorexia* tend to severely restrict the number of calories they consume, which can lead to devastating health consequences. *Bulimia* sufferers will binge eat and then purge themselves or exercise excessively to burn off the calories consumed. Eating disorders are mental health issues and are notoriously difficult to treat.

Gaming Addiction

Many teenagers socialise through the internet and find it difficult to interact with people on a face-to-face basis. Online gaming becomes a problem when it begins to affect the lives of those who take part in it. Many gaming addicts will spend hours at a time playing online and will forego sleep, which can result in health problems.

The above are just a few of the various types of addiction that people can be affected by. One thing they all have in common is the fact that they have harmful consequences for those affected. Addiction is an illness that can be treated with professional help.

(*adopted from* – https://www.psychologytoday.com/
us/basics/addiction)

Active Vocabulary: addiction, to engage in, substance, rewarding effect, compelling incentive, detrimental consequences, inhalant, opioid, gambling, addictive substance, neurobiological feature, reinforcement, neurotransmitter, dopamine, affect, cause, vulnerability, recovery, relapse, recurrence, remission, likelihood, alcohol addiction, drug addiction, food addiction, breakdown of relationships, devastating effect, painkiller, anorexia, bulimia, to consume.

FOLLOW-UP

Task 1. *Confirm or deny the following statements. Make use of the expressions below:* That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right.
1. The road to recovery from any type of addiction is straight.
2. Prescription medication must be taken in the long term.
3. For those who achieve remission of the disorder for five years, the likelihood of relapse is greater than that among the general population.
4. Eating disorders are also known as food addictions.
5. Many teenagers socialise through the internet and find it difficult to interact with people on a face-to-face basis.
6. Those who suffer from bulimia tend to severely restrict the number of calories they consume.
7. Those who abuse alcohol are in danger of developing a physical and psychological dependence.
8. Addiction is a condition in which a person engages in use of a substance.
9. Eating disorders aren't mental health issues.
10. Alcohol isn't a highly addictive substance.

Task 2. *Look through the text again and answer the following questions. Then using your answers, give a short summary of the text.*
1. What is the addiction?
2. The use of what substances addiction may involve?
3. What does addiction affect?
4. What is the cause of addiction?
5. What factors have a powerful influence on substance use?
6. What personality type is associated with addiction?
7. Describe the road to recovery?
8. What types of addiction do you know?
9. What do they have in common?
10. What is the difference between bulimia and anorexia?

WORD USE

Task 3. *Translate the following word combinations into Ukrainian.*

To engage in use of a substance, compelling incentive, brain pathways of reward and reinforcement, cause of addiction, genetic factor, powerful influence, the road to recovery, relapse of substance use, to achieve remission, alcohol addiction, addictive substance, health problem, physical dependence, harmful consequences, breakdown of relationships, financial struggles, prescription drug addiction, devastating addiction, gambling addiction.

Task 4. *Match the words to their meaning. Use a dictionary to help you.*

1 addiction	a) continue or proceed along
2. to pursue	b) the act of strengthening or encouraging something
3. consequence	c) the quality of being easily hurt or attacked
4. reinforcement	d) the return of an illness after a period of improvement
5. vulnerability	e) the practice of risking money in a game or bet
6. gambling	f) a strong and harmful need to regularly have something (such as a drug) or do something (such as gamble)
7. relapse	g) a conclusion derived through logic

Task 5. *Complete the following sentences with an appropriate word from the list in Task 4.*

1. His life has been ruined by heroin _____.
2. Many women _____ higher education and careers, thus delaying marriage and childbirth.
3. He had to borrow money to pay off his _____ debts.
4. The slightest error can have serious _____.
5. You should encourage good behavior with positive _____.
6. Taking long-term courses of certain medicines may increase _____ to infection.
7. Everyone thought she was well until a sudden _____ sent her back to the hospital.

Task 6. *Translate the following word combinations into English using active vocabulary.*

Обмежити кількість калорій, ефект, що задовольняє, речовина, що викликає залежність, нейробіологічна особливість, нейротрансмітер дофаміну, виконавча функція головного мозку, спричиняти проблему, біологічний чинник, тип особистості, рецидив використання речовин, загальне населення, зловживання алкоголем, психологічна залежність, наркоманія, руйнівний ефект, ліки по рецепту, хронічний біль, харчова залежність, зовнішні фізичні ознаки, фінансові проблеми, проблеми психічного здоров'я, професійна допомога.

Task 7. *Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.*

A	B
rewarding	incentive
compelling	pain
detrimental	pathways
addictive	addictions
devastating	remission
brain	effect
chronic	substance
to achieve	consequences
financial	struggle

Task 8. *Match the words 1–8 to their synonyms a–h.*

1.	disorder	a)	influence
2.	incentive	b)	illness
3.	detrimental	c)	relapse
4.	affect	d)	harmful
5.	recurrence	e)	external
6.	likelihood	f)	fight
7.	outward	g)	probability
8.	struggle	h)	inducement

WORD FORMATION

Task 9. *Complete the word-building table with the correct form of the words.*

Verb	Noun	Adjective
addict		
	consumption	
		relapsed
		prescriptive
achieve		
		suffering
	play	
restrict		
	pain	

Task 10. *Fill in the gaps with a suitable word from those above.*
1. Divorce is very … (*pain*), especially when children are concerned. 2. Don't … (*play)* by the river in case you fall in and drown! 3. He feels this new

law will … *(restrict)* his freedom. 4. Antibiotics are only available on … *(prescribe).* 5. We should always … *(consume)* sufficient calories to keep the metabolism buoyant. 6. The drug … (*addict*) loses the sense of dignity, responsibility, self-esteem and self- respect. 7. Sufferers in … *(relapse)* do not necessarily return to use of the substance or behaviour of addiction. 8. I warmly congratulated him on the marvellous …(*achieve*). 9. Many children *… (suffer*) racial abuse at school.

DO YOU KNOW…?

INTERNET ADDICTION

Internet addiction is becoming increasingly recognized as a mental health concern. It first began to be studied in the United States in the mid-1990s.

The actual cause of Internet addiction is not known, but potential factors are varied.

Types of Internet addiction may include sexting or cybersex addiction, online gaming addiction, addiction to chat rooms or blog sites, and others. Some individuals may spend all of their time online surfing websites or reading blog entries. Others may use the Internet to shop compulsively or participate in online gambling.

In some cases, gender may play a role in the type of addiction one experiences. Men may be more likely to become addicted to online games, cybersex or porn, and gambling online, while women may be more likely to use social media, test or quiz websites, and online stores in a problematic manner.

A person who is experiencing Internet addiction may:

– Use the Internet more and more frequently.

– Be unable to stop or cut back on Internet use.

– Feel moody, irritable, low, or restless as a result of attempts to cut back on Internet use.

– Use the Internet to regulate mood or gain relief from the negative effects of problems.

– Risk losing employment, romantic relationships, friendships, or academic standing in order to spend more time online.

– Lose sleep, experience fatigue, feel apathetic.

– Lie to family members, friends, or mental health professionals about Internet use or time spent online.

– Currently, Internet addiction is not a diagnosis in the Diagnostic and Statistical Manual.

Internet addiction differs from some other types of addiction in that some level of Internet use is generally necessary for function in society. Cognitive behavioural therapy, self-help treatment groups, group therapy and family therapy have all been shown to be effective methods for the treatment of Internet addiction.

Unit 8

MENTAL HEALTH PROBLEMS
IN THE WORKPLACE

Starting up

Look at and read the **quotes**:
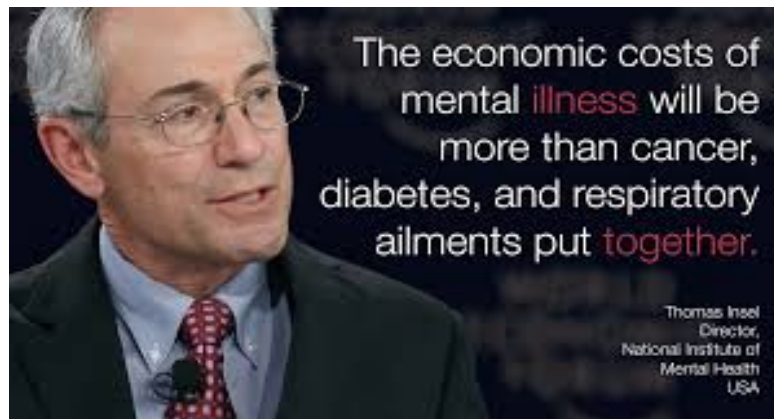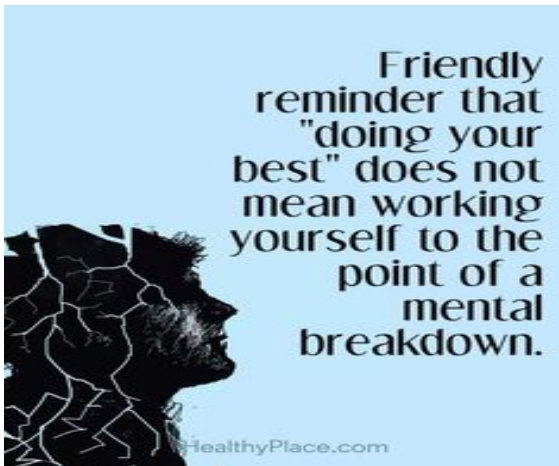
Comment on these quotation:
– How do you understand them?
– Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.
– Do you know the fact that in Japan public napping is a sign of hard work? It's called "*inemuri*", which means "sleeping on duty". How do you feel about it?
– Give your own definition of a job burnout.

Reading

Mental health problems affect many employees. Symptoms of common problems are depression, bipolar disorder, attention deficit hyperactivity disorder (ADHD), and anxiety.

Globally, more than 300 million people suffer from depression, the leading cause of disability. Unemployment is a well-recognized risk factor for mental health problems, while returning to, or getting work is protective. A negative working environment may lead to physical and mental health problems, harmful use of substances or alcohol, absenteeism and lost productivity. Workplaces that promote mental health and support people with mental disorders are more likely to reduce absenteeism, increase productivity and benefit from associated economic gains.

Work-related risk factors for health

There are many risk factors for mental health that may be present in the working environment. Most risks relate to interactions between type of work, the organizational and managerial environment, the skills and competencies of employees, and the support available for employees to carry out their work.

Risks to mental health include:
– inadequate health and safety policies;
– poor communication and management practices;
– limited participation in decision-making or low control over one's area of work;
– low levels of support for employees;
– inflexible working hours;
– unclear tasks or organizational objectives.

Risks may also be related to job content, such as unsuitable tasks for the person's competencies or a high and unrelenting workload. Some jobs may carry a higher personal risk than others (e.g. first responders and humanitarian workers), which can have an impact on mental health. Risk may be increased in situations where there is a lack of team cohesion or social support.

Bullying and psychological harassment (also known as "mobbing") are causes of work-related stress by workers and present risks to the health of workers. These health consequences can have costs for employers in terms of reduced productivity and increased staff turnover. They can also have a negative impact on family and social interactions.

Creating a healthy workplace

An important element of achieving a healthy workplace is the development of governmental legislation, strategies and polices. A healthy workplace can be described as one where workers and managers actively contribute to the working environment by promoting and protecting the health, safety and well-being of all employees.

The interventions should take a 3-pronged approach:

– Protect mental health by reducing work–related risk factors.

– Promote mental health by developing the positive aspects of work and the strengths of employees.

– Address mental health problems regardless of cause.

Interventions and good practices that protect and promote mental health in the workplace include:

– implementation and enforcement of health and safety policies and practices;

– informing staff that support is available;

– involving employees in decision-making, conveying a feeling of control and participation;

– programmes for career development of employees; and

– recognizing and rewarding the contribution of employees.

Supporting people with mental disorders at work

Organizations have a responsibility to support individuals with mental disorders in either continuing or returning to work. Flexible hours, job-redesign, addressing negative workplace dynamics, and supportive and confidential communication with management can help people with mental disorders continue to or return to work. Access to evidence-based treatments has been shown to be beneficial for depression and other mental disorders. Because of the stigma associated with mental disorders, employers need to ensure that individuals feel supported and able to ask for support in continuing with or returning to work and are provided with the necessary resources to do their job.

(*adopted from* — http://origin.who.int/mental_health/
in_the_workplace/en/)

Active Vocabulary: mental health problem, affect, employee, employer, bipolar disorder, attention deficit hyperactivity disorder (ADHD), anxiety, to suffer from, disability, leading cause, unemployment, well-recognized, environment, harmful, absenteeism, to promote, to support, to reduce, interaction, competency, to carry out, include, inadequate, participation, decision-making, inflexible, job content, workload, impact, team cohesion, bullying, harassment, mobbing, staff turnover, to contribute, intervention, a 3-pronged approach, regardless, implementation, enforcement, rewarding, career development, job-redesign, beneficial, stigma, to ensure.

Follow-up

Task 1. ***Decide whether the following statements are true (T) or false (F). Correct them if necessary.***

1. Mental health problems affect many employees.

2. Employment is a well-recognized risk factor for mental health problems.

3. Depression is the leading cause of disability.

4. A negative working environment may not lead to physical and mental health problems.

5. Workplaces that oppose people with mental disorders are more likely to reduce absenteeism and increase productivity.

6. There aren't many risk factors for mental health that may be present in the working environment.

7. Risks to mental health include inadequate health and safety policies.

8. Risks to mental health don't include inflexible working hours.

9. A healthy workplace is one where workers and managers actively contribute to the working environment.

10. Interventions include implementation and enforcement of health and safety policies and practices.

Task 2. *Look through the text again and answer the following questions. Then using your answers, give a short summary of the text.*

1. How do you understand the notion "mental health problem"?

2. What are the symptoms of mental health problems?

3. What is an unemployment?

4. What are the work-related risk factors for mental health?

5. How do you understand the notions "bulling" and "mobbing"?

6. Can you describe a healthy workplace?

7. Define a 3-pronged approach that the interventions should take.

8. How to protect and promote mental health in the workplace?

9. How to support individuals with mental disorders in returning to work?

10. Have you ever experienced a job burnout?

Word Use

Task 3. *Translate the following word combinations into Ukrainian.*

Mental health problem, a well-recognized risk factor, negative working environment, physical problems, harmful use of substances, lost productivity, to reduce absenteeism, increase productivity, work-related risk factors, the support available for employees, to carry out a work, inadequate health and safety policies, limited participation in decision-making, unsuitable tasks for the person's competencies, unrelenting workload, humanitarian workers, a lack of team cohesion, psychological harassment, a healthy workplace, to protect the well-being of all employees, evidence-based treatments, a negative impact on social interactions.

Task 4. *Match the words to their meaning. Use a dictionary to help you.*

1. absenteeism
2. employee
3. workload
4. enforcement
5. stigma

a) someone who is paid to work for someone else
b) the amount of work to be done by someone
c) a mark of disgrace associated with a particular circumstance, quality, or person
d) the practice of regularly staying away from work without good reason
e) the process of obeying something such as a law or rule

Task 5. *Complete the following sentences with an appropriate word from the list in Task 4.*

1. We are concerned about the physical and psychological well-being of our _____.
2. The high rate of _____ is costing the company a lot of money.
3. The doctors want stricter _____ of existing laws, such as those banning sales of cigarettes to children.
4. There is a social _____ attached to single parenthood.
5. Students do find that their _____ increases throughout the course.

Task 6. *Translate the following word combinations into English using active vocabulary.*

Симптоми загальних проблем, страждати від депресії, головна причина неспроможності, шкідливе вживання алкоголю, підтримувати людей з психічними розладами, робоче середовище, тип роботи, навички та уміння працівників, недостатнє спілкування, негнучкий робочий час, нечіткі завдання, мати вплив на психічне здоров'я, здоров'я працівників, сильні сторони працівників, впровадження політики охорони здоров'я та безпеки, винагороджувати внесок працівників, програми кар'єрного розвитку працівників, конфіденційне спілкування з керівництвом, необхідні ресурси для виконання своєї роботи.

Task 7. *Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.*

A	B
mental	substances
use of	the well-being
limited	hours
to protect	health
unrelenting	absenteeism
psychological	workers
working	treatments

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evidence-based	harassment
to reduce	workload
humanitarian	participation

Task 8. *Match the words 1–8 to their synonyms a–h.*

1.	harmful	a)	beneficial
2.	rewarding	b)	help
3.	support	c)	growth
4.	employer	d)	injurious
5.	increase	e)	comfort
6.	inadequate	f)	perform
7.	to carry out	g)	insufficient
8.	well-being	h)	manager

WORD FORMATION

Task 9. *Complete the word-building table with the correct form of the words.*

Verb	Noun	Adjective
		enforceable
employ		
	promotion	
		associated
	reduction	
relate		
	increase	
implement		
		contributive
	accessibility	

Task 10. *Fill in the gaps with a suitable word from those above.*
1. …. (*enforce*) of the park rules meant that people were not allowed in after dark. 2. The material is … (*access*) and does not require specialist knowledge. 3. This book makes an outstanding … (*contribute*) to its topic. 4. We need to … (*increase)* public awareness of the disease. 5. The writer recently went on a … (*promote*) tour of his homeland. 6. It is the job of the inspectors to … (*enforce*) compliance with the regulations. 7. One of the reasons for her success is that the characters in her books are so … (*relate*). 8. More and more young people are leaving rural areas to find … (*employ*) in the cities. 9. … (*implement*) of the reforms was kept to a very strict timetable. 10. Some problems of ageing are socially and psychologically constructed and may be … *(reduce*).

DO YOU KNOW...?

Job burnout: How to spot it and take action

Discover if you're at risk of job burnout – and what you can do when your job begins to affect your health and happiness.

Job burnout is a special type of job stress – a state of physical, emotional or mental exhaustion combined with doubts about your competence and the value of your work.

Could you be experiencing job burnout?

– Have you become cynical or critical at work?

– Do you drag yourself to work and have trouble getting started once you arrive?

– Have you become irritable or impatient with co-workers, customers or clients?

– Do you lack the energy to be consistently productive?

– Do you lack satisfaction from your achievements?

What causes job burnout?

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

– **Unclear job expectations.** If you're unclear about what your supervisor or others expect from you, you're not likely to feel comfortable at work.

– **Dysfunctional workplace dynamics.** Perhaps you feel undermined by colleagues or your boss micromanages your work.

– **Mismatch in values.** If your values differ from the way your employer does business.

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

– **Extremes of activity.** When a job is monotonous or chaotic, you need constant energy to remain focused.

– **Lack of social support.** If you feel isolated at work and in your personal life.

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

Who's at risk of job burnout?

– You identify so strongly with work that you lack a reasonable balance between your work life and your personal life

– You try to be everything to everyone

– You work in a helping profession, such as health care, counseling or teaching

– You feel you have little or no control over your work

– Your job is monotonous

What are the consequences of job burnout?

– Excessive stress

– Fatigue

– Insomnia

– A negative spillover into personal relationships or home life

– Depression

– Anxiety

– Alcohol or substance abuse

– Heart disease

– High cholesterol

– Type 2 diabetes, especially in women

– Stroke

– Obesity

– Vulnerability to illnesses

What's the best way to handle job burnout?

– Manage the stressors that contribute to job burnout.

– Evaluate your options.

– Adjust your attitude.

– Seek support.

– Assess your interests, skills and passions

– Get some exercise.

– Get some sleep

Keep an open mind as you consider the options. Don't let a demanding or unrewarding job undermine your health.
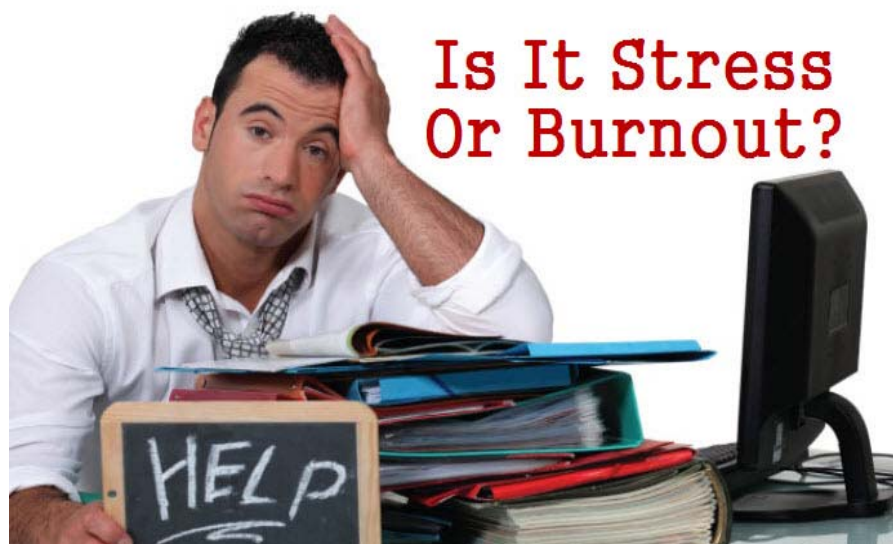
ENGLISH-UKRAINIAN GLOSSARY

Unit 1

Adolescent – підліток, юнак або дівчина 11–16 років; підлітковий, пубертатний, юнацький, юний;

algorithm – алгоритм;

apply – звертатися з проханням, просити (про що-небудь); подавати заяву (звич. про прийом на роботу, до навчального закладу); використовувати, застосовувати, вживати; направити (енергію); присвятити (себе);

appliance – пристосування, пристрій; електричний (побутовий) прилад;

applicability – застосовність, придатність;

applicable – застосовний, придатний, відповідний, підходящий;

challenge – виклик, виклик (на реванш); випробування, складне завдання; (to) викликати (на дуель); кидати виклик; спорт. викликати на змагання;

concept – поняття, ідея, загальне уявлення; концепція;

conventional thought pathways – традиційні способи мислення;

convergent thinking – конвергентне мислення;

core feature – основна функція;

creative thinking – творче мислення;

deductive reasoning – дедуктивне мислення;

definition of the problem – визначення проблеми;

define – визначати, давати (точне) визначення, характеризувати;

deviant – людина з відхиленням від норми, що-небудь дивне, який відхиляється від норми, аномальний;

divergent thinking – дивергентне (відмінне)мислення;

effect – результат, наслідок; здійснювати, виконувати; запроваджувати;

effectively – ефективно;

explore – досліджувати, вивчати, розвідувати, виявляти, з'ясовувати;

explored – вивчений, досліджений; розвіданий;

explorer – дослідник, мандрівник;

fill – (with) наповнювати (чим-небудь); переповняти; заповнювати; заповнювати (бланк – fill in);

follow – дотримуватися, іти слідом, уважно стежити (за ходом думки, словами); удар накатом, накат (більярд);

foundation – заснування (міста); закладка (фундамента), підґрунтя, основа, базис, база; організація, заснування, створення;

heuristic approach – евристичний підхід;

human being – людина;

Illumination – освітлення, супровід променем прожектора; роз'яснення, тлумачення; освіта;

incubation – інкубація, виведення курчат; біол., мед. інкубація, інкубаційний період, мед. догляд за недоношеною дитиною;

inductive reasoning – індуктивні міркування;

inner – внутрішня частина (чого-небудь), внутрішній, інтимний, таємний;

insight – проникливість; здатність проникнення в сутність; розуміння; інтуїція; псих. інсайт, раптовий здогад;

involve – включати, містити; мати на увазі, припускати, залучати, заглиблюватися;

logical thinking – логічне мислення;

method of science – метод науки;

observation – спостереження; вивчення, дослідження;

observe – спостерігати; стежити; помічати;

orderly approach – упорядкований підхід;

outer – зовнішній;

possibility – можливість, імовірність; pl можливості, перспективи, плани на майбутнє;

premise – посилка, передумова; вищевикладене, вищевказане;

preparation – (при)готування, підготовка; стан готовності, готовність;

prepare – підготовляти, готувати (заздалегідь) готувати, підготовляти (до іспитів);

rational thought – раціональна думка;

reach the conclusion – досягти висновку;

rely – покладатися, довіряти; бути впевненим (on, upon);

represent – зображувати або представляти (у якому-небудь аспекті); роз'яснювати;

rule-of-thumb – практичне правило;

solve a problem – вирішувати, розв'язувати; пояснювати; розплутувати (проблему);

stand for – становити (щось); бути кандидатом, балотуватися, виставляти кандидатуру; виступати за (щось);

symbol – символ; емблема;

thinking – міркування, думка мислячий; розумний, думаючий, вдумливий;

valid reasoning – вірне міркування;

verification – контроль, здійснення контролю; перевірка, підтвердження; установлення дійсності (чого-н.)

Unit 2

Access – доступ, підхід; прохід; наближення, настання, прихід; мати доступ (до чого-небудь);

actions – дія, робота, діяльність; in action – на ходу, діючий; у дії; to take action – починати діяти; вживати заходів;

behave – поводитися, робити, чинити;

behavioral deviation – відхилення у поведінці;

behaviour – поведінка; учинки; манери; гарні манери; вихованість; поводження; реакція на навколишнє оточення;

behavioural – поведінковий;

behaviourism – біхевіоризм;

behaviourism – психол. Біхевіоризм;

body movements – рухи тіла;

carry out – виконувати;

cognition – пізнання; пізнавальна здатність;

comprise – включати, містити в собі, становити; охоплювати; складатися з; входити до складу;

conscious – свідомий;

consciousness – свідомість, усвідомлення, розуміння, свідомість; самосвідомість;

considefable – маса; безліч; значна кількість;

consider – розглядати, обговорювати; обмірковувати, думати; вважати;

covert – прихований, завуальований, таємний;

decide – вирішувати;

decision – рішення;

denote – указувати; показувати; відмічати; показувати; свідчити;

desire – бажання, прохання; бажати; жадати; хотіти, (наполегливо) просити; висловлювати бажання;

emotion – почуття, емоція; душевне хвилювання;

emotional – пов'язаний з емоціями, емоційний, вилюючий;

enable – давати (кому-небудь) можливість або право (що-небудь зробити); уможливлювати; створювати можливість, полегшувати;

exposed to – виставляти, розкривати (таємницю); викривати (змову), показувати, виставляти напоказ, демонструвати; експонувати;

facial expressions – вираз обличчя, міміка;

illogical – нелогічний;

illogicality – нелогічність;

intense mental activity – інтенсивна розумова діяльність;

intent – намір; мета; with intent – навмисно;

interact - взаємодіяти; впливати, впливати один на одного;

interaction – взаємодія; вплив один на одного;

interactive – взаємодіючий; який впливає один на одного;

interplay – взаємодія;

involuntary – ненавмисний; мимовільний; мед. Рефлективний;

irrational – нерозумна істота; людина; позбавлена здорового глузду; недоумкуватий;

logical – логічний, послідовний; який неминуче випливає (з попереднього); розумний;

measure – міра; система вимірів;

mental images – ментальні образи;

nonverbal – несловесний, невербальний;

observable – помітний, видимий; доступний для огляду;

observance – дотримання;

observe – спостерігати, стежити (за чим-небудь); помічати;

overt – відкритий, публічний; несекретний, очевидний, явний;

perceive – розуміти; усвідомлювати; осягати;

physiological sensors – фізіологічні датчики;

pleasurable – який приноситься задоволення; приємний;

prevent – запобігати; попереджати; охороняти, (часто from);
pupil dilation – розширення зіниць;
rational – розумний, мислячий; розсудливий; розважливий; раціональний; доцільний;
self-determined – незалежний, який діє за своїм розсудом;
sequence of cause and effect – послідовність причин і наслідків;
state of awareness – стан усвідомлення;
suffer from – страждати від;
unconscious – що знаходиться без свідомості; що втратив свідомість;
unconsciousness – несвідомий стан;
unpleasant – неприємний, гидкий; відштовхуючий;
verbal – словесний, усний, словесний, буквальний, дослівний;
visible – видимий, зримий, явний, очевидний;
voluntary – добровільний, свідомий, навмисний;

Unit 3

Ability to cry – здатність плакати;
achieve – досягати; здобувати; успішно виконувати;
achievement – досягнення; успіх; перемога;
Arousal theory – Теорія збудження;
avoid – уникати, цуратися, ухилятися; скасовувати, анулювати; робити недійсним;
describe – описувати; зображувати; характеризувати;
destruction – зруйнування; знищення; умертвіння;
direct – прямий, безпосередній, прямо; відразу, безпосередньо, направляти, спрямовувати;
drive – їзда; прогулянка; стимул, спонукання, внутрішній імпульс; водити, вести, правити; керувати; їздити, їхати; водити машину;
Esteem Needs – Повага до потреб;
give up – відмовитися (від роботи, пропозиції); кинути (звичку); залишити; кидати;
goal – мета; завдання; мета; місце призначення; set goal – ставити ціль; pursue one's goal – переслідувати мету;
highly motivated – високо мотивований;
hunger – голод, відчуття голоду, потреба (у чому-небудь); (for, after) спрага, сильне бажання; голодувати; відчувати голод;
innate knowledge – вроджені знання;
Instinct Theory – Теорія інстинктів;
maintenance – підтримка; збереження; продовження;
motivate – спонукувати, мотивувати;
motivated – (в)мотивований, обґрунтований;
motivation – спонукання, мотивування, мотивація;
need – потреба, вимагати, відчувати необхідність (чого-небудь);
obstacle – перешкода, завада;
perform – виконувати, здійснювати; робити;
performance – виконання, дія, вчинок; поведінка;

psychological growth – психологічне зростання;

reach – протягування, простягання (руки); розмах; досяжність; доступність; простягати, досягати (місця призначення); доїжджати, доходити, добиратися;

recognition – дізнавання, узнавання; упізнавання, усвідомлення, визнання, схвалення;

recognizable – який може бути впізнаним; який упізнається

recognize – узнавати; упізнавати;

reduce – знижувати; зменшувати; скорочувати, послабляти, зменшувати;

reduction – зниження; зменшення, скорочення;

respectful – шанобливий; ввічливий;

safety issues – питання безпеки;

self-Actualization – самореалізація;

state of emotional activity – стан емоційної активності;

strive – намагатися, докладати зусилля боротися, (*for*) змагатися, сперечатися;

survival – виживання; виживаність; *the survival of the fittest* природний відбір;

survive – залишитися в живих, вижити, вціліти; продовжувати існувати, зберігатися;

tension – напруга; напруженість; напружені роздуми; напружений стан; напружувати; створювати напругу;

the Hierarchy of Needs – Ієрархія потреб;

theory of motivation – теорія мотивації;

thirst – спрага; *to suffer from thirst* – страждати від спраги; *to die of thirst* – умерти від спраги; *thirst for /after, of/ knowledge* – спрага знань;

thirsty – що відчував спрагу;

Unit 4

Achieve – досягати; домагатися; здобувати; успішно виконувати

achievement – досягнення; успіх; перемога; подвиг

acquire – здобувати; одержувати; досягати; опановувати;

acquired – придбаний; набутий;

active – діяльний; енергійний; активний;

anxiety – тривога, занепокоєння, боязнь; страх; (*мед.*) патологічний стан тривоги;

arrogant – зарозумілий; гордовитий; пихатий; самовпевнений;

attribute – відмітна; характерна риса; якість; властивість;

attribution – віднесення; атрибуція; встановлення авторства; справжності;

attributive – означення; атрибут;

balanced – урівноважений; збалансований;

interested in – зацікавлений, який цікавиться; уважний;

bodily fluids – біологічні рідини;

choleric – холерик;

consistent – сумісний; який відповідає; який узгоджується;

cranky – розхитаний, несправний (про механізм); роздратований; капризний; з примхами; ексцентричний;

determine – визначати, встановлювати; вимірювати, обчислювати;

diligent – старанний;

emotional – хвилюючий; темпераментний;

fearful – жахливий; страшний; страхаючий; який боїться; який відчуває страх; боязкий;

gain (*knowledge*) – одержувати, отримувати; здобувати (знання);

get acquainted with – познайомитися;

get along with – ладнати;

hasty – поспішний; квапливий; швидкий;

have an impact on – впливати на;

hesitant – який вагається; сумнівається; нерішучий;

improve self-esteem – поліпшити самооцінку;

inert – інертний; неактивний;

melancholic – схильний до меланхолії; меланхолійний;

modest – скромний; стриманий;

obstinacy – упертість; наполегливість; завзятість;

obstinate – упертий;

overestimate – оцінювати занадто високо; переоцінювати;

patient – терплячий; завзятий, наполегливий;

persistent – завзятий; наполегливий;

pessimistic – песимістичний;

phlegmatic – флегматичний, млявий; спокійний, безпристрасний;

possible – можливий; ймовірний;

responsive – чуйний; який швидко реагує, який відгукується (на заклики); який піддається (впливу, зусиллям);

restrainable – стриманий;

sanguine – сангвінічний; життєрадісний;

sedentary – сидячий, малорухливий;

sensitive – вразливий; чуйний; уразливий; образливий; педантичний; делікатний;

solve – вирішувати; розв'язувати; пояснювати; розплутувати;

strengths – сильні сторони;

temperament – темперамент; характер; вдача;

tend to – мати тенденцію; схилятись (до чогось); прагнути;

timid – сором'язливий; невпевнений; боязкий;

unstable mood – нестійкий настрій;

weaknesses – слабкі сторони;

Unit 5

Addiction – схильність, невигубна звичка;

anxiety disorder – тривожний розлад;

behavioural issue – поведінкова проблема;

bipolar disorder – біполярний розлад;

counselling – консультування; давання консультацій;

counsel – обговорення, нарада, порада; радити, давати пораду, рекомендувати;

counsellor – радник;

distress – горе, лихо; страждання; сильне нездужання; біль; заподіювати горе, страждання; мучити, тривожити; завдавати болю;

empathy – емпатія, співчуття; співпереживання;

expectative – вичікувальний; очікувальний;

growing – ріст; вирощування; який росте (напр., про дитину); який сприяє росту;

improve – поліпшувати, удосконалювати; розумно використовувати;

introspection – інтроспекція, самоспостереження, самоаналіз;

issue – випуск, видання, опублікування; екземпляр (газети, журналу); питання, проблема; випускати, видавати; виходити (про видання);

maladapted function – неадаптована функція;

mental health – психічне здоров'я;

mood stabilizing medications – медикаменти, що стабілізують настрій;

observe – спостерігати; стежити; помічати;

panic attack – панічна атака;

pattern of thinking – шаблон мислення;

phobia – страх, острах, фобія;

psychiatrist – психіатр;

psychoanalyst – психоаналітик, фахівець з психоаналізу;

psychologist – психолог;

psychotherapy – психотерапія;

reflection – відбиття, віддзеркалення; відблиск, рефлексія;

schizophrenia – шизофренія;

social network – соціальна мережа;

social worker – соціальний працівник;

support – підтримка, допомога; підтримувати, допомагати;

therapist – лікар; невропатолог; психіатр;

come from – виходити (про ініціативу); походити;

encompass – оточувати; обносити (стіною); оточувати (увагою); містити (в собі), стосуватися;

treat – задоволення, насолода; пригощання; звертатися, обходитися; відноситися, розглядати; трактувати, розглядати, обговорювати (питання); лікувати;

trained nurse – навчена медсестра;

treatment – звернення, поводження; трактування, обговорення; дослідження; висвітлення, лікування;

unconscious – що знаходиться без свідомості, несвідомий, **n** (*the unconscious*) підсвідомість;

wellbeing – благополуччя; добробут;

wisdom – мудрість, розважливість, здоровий глузд;

Unit 6

Abnormality – ненормальність, аномалія;

abnormal – ненормальний; аномальний; який відхиляється від норми;

assume – приймати, брати (на себе); уживати (напр., заходів); припускати, допускати;

benefit – перевага; привілей; користь; благо; вигода;

brain-imaging technique – техніка візуалізації мозку;

capability – здатність; здібність, обдарованість; придатність *pl* (невикористані, потенційні) можливості;

cutting edge – передовий;

detect – відкривати, знаходити, виявляти; розслідувати (злочин);

determination – рішучість; рішимість; визначення, встановлення (цін); вимірювання;

determine – визначати, встановлювати; вимірювати, обчислювати; обумовлювати;

diagnose – ставити діагноз, діагностувати; розпізнавати; встановлювати, констатувати; виявляти (помилки, несправності);

digital media – цифрові ЗМІ;

digital mind-mapping program – цифрова програма розпізнавання свідомості;

draw upon – спиратися на;

educational psychology – педагогічна психологія;

electrical impulse – електричний імпульс;

electroencephalography (EEG) – електроенцефалографія;

expand psychological research – розширити психологічне дослідження;

expand – розширювати, розвивати, поширювати;

expandable – розширюваний;

facilitate – полегшувати, допомагати, сприяти;

facilitation – полегшення, допомога;

focus on – зосередитися на;

functional magnetic resonance imaging (fMRI) – функціональна магнітно-резонансна томографія;

implementation – здійснення, виконання, реалізація (плану) постачання, забезпечення (інструментами);

implement – виконувати, здійснювати; запроваджувати в життя;

in conjunction with – в поєднанні з;

injury – тілесне ушкодження, рана, травма, шкода; (майновий) збиток; образа; наклеп;

measure – міра, система вимірів; вимірювати, міряти; відміряти; відраховувати; видавати за міркою; розподіляти;

measurable – вимірний;

output – продукція; випуск; вироблення, виробіток; виробляти; випускати, виводити (дані);

overwhelm – подолати; придушити, розбити; погубити, розорити; опановувати, переповняти (про почуття);

overwhelmed – пригнічений;

pattern – зразок, приклад; робити за зразком, копіювати;

perform – виконувати, здійснювати; представляти; грати (п'єсу); добре себе показати, зарекомендувати;

provide – (with) постачати; забезпечувати; (for) забезпечувати (засобами до існування) надавати, давати (against, for) вживати заходів, (при)готуватися (for) передбачати;

record – запис, записування; письмове згадування, письмовий слід (чого-небудь); рекордний; записувати, заносити до списку, до реєстру, реєструвати, фіксувати; показувати (про прилад);

rely on – покладатися на;

seizure – захоплення, оволодіння; напад; приступ;

surface of the scalp – поверхня шкіри голови;

trauma – травма;

Unit 7

addict – наркоман (drug addict); людина, схильна до чого-небудь (часто поганого); раб звички; шанувальник;

addiction – схильність, невигубна звичка; наркоманія (drug addiction);

addictive substance –речовина, що викликає звикання;

affect – афект; впливати (на що-небудь); хвилювати, розчулювати; завдавати шкоди;

alcohol addiction – алкогольна залежність;

anorexia – анорексія, відсутність апетиту;

breakdown of relationships – занепад відносин;

bulimia – булімія;

cause – причина, підстава (for, of) мотив, привід, причина; справа; бути причиною, бути приводом; викликати, спричиняти; заподіювати; змушувати; спонукувати; домагатися;

compelling incentive – переконливий стимул;

consume – винищувати, знищувати; споживати, витрачати; з'їдати, поїдати, поглинати; витрачати, марнувати;

consumption – споживання;

detrimental consequences – шкідливі наслідки;

devastating effect – руйнівний ефект;

dopamine – допамін;

drug addiction – наркотична залежність;

engage in – наймати, приймати на роботу; замовляти (квиток); (*in, on, with*) займатися (спортом, наукою); брати участь;

food addiction – харчова залежність;

gambling – азартна гра, гра на гроші;

inhalant – інгалятор; засіб, який застосовується при інгаляції;

likelihood – імовірність; правдоподібність;

neurobiological feature – нейробіологічна особливість;

neurotransmitter – медіатор; трансмітер;

opioid – препарат опію; опіат; наркотик;

pain – біль;

painkiller – болезаспокійливий засіб;

prescribe – пропонувати, рекомендувати; прописувати, рекомендувати (ліки);

prescriptive – який приписує; рекомендує;

recovery – повернення; отримання знову (втраченого); одужання; зцілення, вилікування; пробудження (після наркозу); прихід до тями (після непритомності);

recurrence – повернення; повторення;

reinforcement – зміцнення; посилення; підкріплення; поповнення;

relapse – знову захворіти, повторно занедужати; знову вдаватися (до пияцтва тощо); рецидив; повторення

relapsed – який вкорінився у своїх (злочинних) звичках;

remission – прощення, пробачення; зменшення; послаблення (болю); звільнення від сплати (від покарання); скасування (пом'якшення) (вироку);

restrict – обмежувати; (to) тримати в певних межах; зводити до чого-небудь;

rewarding effect – корисний ефект;

substance – речовина; сутність, суть, зміст;

vulnerability – у разливість; ранимість; ступінь захищеності;

Unit 8

3-pronged approach – 3-сторонній підхід;

absenteeism – абсентеїзм (відхилення від участі у виборах, відсутність на засіданнях); невихід (невиходи) на роботу;

affect – афект; впливати (на що-небудь); хвилювати, розчулювати;

anxiety – тривога; занепокоєння; боязнь; страх; патологічний стан тривоги;

attention deficit hyperactivity disorder (ADHD) – порушення гіперактивності дефіциту уваги;

beneficial – благотворний; корисний; цілющий;

bipolar disorder – біполярний розлад;

bullying – залякування, шантаж;

career development – розвиток кар'єри;

carry out – доводити до кінця, завершувати; виконувати (план, наказ, обіцянку);

competency – уміння, здатність; компетентність;

contribute – жертвувати (гроші); робити внесок (у науку); сприяти;

decision-making – прийняття рішення;

disability – нездатність, безсилля; непрацездатність, інвалідність;

employee – робітник; службовець; той, хто працює по найму;

employer – наймач; роботодавець; агент по найму;

enforcement – тиск; примус;

ensure – забезпечувати; гарантувати;

environment – середовище; оточення;

harassment – занепокоєння; турбота; роздратування;

harmful – шкідливий; згубний; небезпечний;

impact – удар, поштовх, імпульс; вплив; наслідки; (on) впливати;

implementation – здійснення; виконання; реалізація;

inadequate – неналежний; недостатній; невідповідний; некомпетентний; неадекватний;

include – містити; включати; охоплювати; мати у своєму складі;

inflexible – негнучкий; жорсткий;

interaction – взаємодія; вплив один на одного;

intervention – втручання; насильницьке втручання; інтервенція; вступ у справу;

job content – зміст роботи;

job-redesign – реорганізація роботи;

leading cause – головна причина;

mental health problem – проблема психічного здоров'я;

mobbing – нападати натовпом;

participation – участь; співучасть;

promote – просувати; сприяти, підтримувати, заохочувати; стимулювати; активізувати;

reduce – *(to)* знижувати; зменшувати; скорочувати; послабляти, зменшувати;

regardless – що не бере до уваги; що не зважає (*of*); не беручи до уваги; незважаючи на; попри;

rewarding – який винагороджує; путній, корисний;

staff turnover – плинність кадрів;

stigma – тавро ганьби; стигма;

suffer from – страждати на щось (або від чогось);

support – підтримка, допомога; підтримувати, підпирати;

team cohesion – командна згуртованість;

unemployment – безробіття;

well-recognized – добре впізнаваний;

workload – забезпеченість роботою; об'єм робіт до виконання;

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ENGLISH FOR SPECIFIC PURPOSES: PSYCHOLOGY IN USE

Part II

Навчальний посібник

Видано в авторській редакції