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Практикум з англійської мови для студентів спеціальності
"Психологія"

навчально-методичне видання

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Пропоноване навчально-методичне видання призначене для студентів I курсу спеціальності "Психологія". Метою даного практикуму є формування у студентів навичок монологічного та діалогічного мовлення, опанування професійної іншомовної лексики.

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Вступ

Пропоноване навчально-методичне видання призначене для студентів-психологів, які вивчають англійську мову професійно. Метою даного практикуму є формування у студентів навичок монологічного та діалогічного мовлення, опанування професійної іншомовної лексики.

Практикум складається з 5 розділів ("Психологія", "Освітня психологія", "Особистість", "Емоції", "Мотивація"), кожен з яких включає тексти, лексику, запитання до текстів, комунікативні ситуації, вправи на складання діалогів; 3 додатків, які вміщують різні завдання, пов'язані з парною та груповою роботою, рольовими іграми; додаткові тексти для читання; запитання до заліку; словника психологічних термінів.

Практикум з англійської мови для студентів спеціальності "Психологія" розроблений відповідно до навчальних планів для студентів-психологів.

Unit 1.

1. Read the text and do the tasks after it. Underline the verbs and comment on the tense form.

Psychology

Psychology is the study devoted to discovering, understanding and explaining human nature – the behavior and mental processes that make us who we are. The word psychology is derived from the Greek word meaning “study of the mind and soul”. So in the definition of psychology there are three basic words: “ science”, “ behavior”, “ mental processes”.

Fields of psychology

Experimental psychology investigates basic behavioral processes that are shared by various species. Psychologists are interested in how species are interrelated and in the evolutionary significance of certain behavior.

Physiological psychology or neuropsychology. The researches investigate the workings of sensory system, the effects of brain damage on behavior, and the effects of various brain chemicals on memory, pain and motivation.

Psychopharmacology. Psychologists study the relationship between drugs and behavior (how drugs affect specific receptors in the brain – receptors that may be involved in such problems as pain, anxiety, depression, memory loss and schizophrenia).

Personality psychology. It is a field in which individual differences in behavior are studied. Not all people react the same way in the same situation, and personality psychologists attempt to explain why this is so.

Social psychology is concerned with the behavior of people in groups. Social psychologists are interested in the influence of other people on the individual. They study the ways in which interpersonal relationships develop. They want to know who likes whom – and why. Among the topics studied are friendship formation, romantic attraction, perception of other people, social influence, behavior in groups, conflict.

Clinical psychology. The study, diagnosis, and treatment of abnormal behavior are the province of this psychology. Some clinical psychologists who practice community psychology have the aim of preventing mental disorders, changing the aspects of the environment that lead to disorder (they can be found in outpatient clinics, advising community workers on how to handler psychological problems, staffing emergency services, and supervising halfway houses and hotlines.

Industrial psychology. The relationship between people and their jobs is studied. Psychologists investigate employee morale, job-related stress, the qualities that make a good boss, how to enrich jobs, and ways to make working hours more flexible.

Educational and school psychology investigates all the psychological aspects of the learning process. At just one professional conference, psychologists presented research on television's effect on study habits, anxiety in education, teacher's effects on students' behavior, attention in learning disabled children, and a host of other topics. Most educational psychologists work in colleges or universities, where they conduct research and train teachers and psychologists.

School psychology. Most school psychologists work at schools and they assess children with learning or emotional problems and work out ways for parents and teachers to help them. They also administer personality, intelligence, and achievement tests there.

List of vocabulary

achievement – досягнення, успіх
to administer – керувати, надавати допомогу
to affect – здійснювати вплив
anxiety – тривога, неспокій
attempt – спроба
to assess – дати оцінку
behavior – поведінка
brain – мозок
to conduct – керувати, проводити, поводитись
disabled – покалічений, немічний
disorder – розлад
intelligence – розум
to investigate – досліджувати
morale – моральний стан, дух
motivation – мотивація
mental – розумовий, психічний
pain – біль
perception – сприйняття
psychological aspect – психологічний аспект
receptor – рецептор, орган чуття
research – дослідження
science – наука

soul – душа

species – вид, рід, порода

2. Answer the comprehension questions:

1. What is psychology?
2. What do social psychologists study?
3. What are the differences between educational and school psychology?
4. What do personality psychologists try to discover?

3. Make up your own dialogues using the following words and word-combinations:

psychologist, to conduct, research, to investigate, to prepare a questionnaire, to be interested in, to fill in a questionnaire, to work on, to find out, good / bad / positive / negative influence on smb

4. Communicative situations:

1. You want to be a psychologist and you are going to enter the Psychology faculty but your parents are against this idea. Try to persuade them that psychology is one of the basic fields of knowledge and you like it
2. You are at the conference and you meet a famous psychologist. Think about the questions you would like to ask to know more about the development of psychology.

5. Comment on the following proverb:

“If you wish good advice, consult an old man.”

6. Do Task 1 (Appendix 1) in writing.

7. Read Text 1 (Appendix 2) and make a short summary to present the main idea.

Unit 2

1. Read the text and do the tasks after it. Underline the verbs in the Passive Voice and comment on the tense form.

Educational psychology and teaching education

Educational psychology is concerned primarily with the study of human behavior as it is changed or directed under the social process of education, and secondarily with those studies of processes that contribute to an increased understanding of how behavior is changed and directed through education.

The purpose of educational psychology is to provide teachers with certain basic understandings, attitudes, and skills that will enable them to better guide the learning and development of students. The teacher needs a wide range of knowledge and skills. She needs to understand students. Teachers cannot safely depend upon the imitation of others and error in their teaching activities. The task of the teacher is to guide and stimulate students in their development and learning. It has been pointed out: Good teachers will know how to select subject matter suitable to the children with whom they work, and how to present it in ways that will make it likely that it will be genuinely absorbed. Good teachers will always ask of themselves if their students have an opportunity to participate in determining problems on which they will work; if the students are given liberty in the development of projects; if they are free to discuss with their teachers their various problems.

Teachers everywhere are confronted with tasks and problems which have a common psychological basis. During the past several decades, students of educational psychology have arrived more closely at the materials in the broad areas of educational psychology that are most useful to teachers. These materials include a better understanding of child dynamics, the social process, learning procedures, and guidance techniques.

Educational psychology is a recognized part of the teacher training program wherever the objectives are to cultivate more effective teaching through verified information, sound principles, and generalizations. Teaching is defined as “the process of structuring the environment so as to produce desired behavior”.

An educational psychologist is essentially a scientist studying the person whom society deems educable and wants educated. He discovers and verifies the best procedure that society’s agents, its teachers, through different educative agencies, may utilize to educate these persons.

List of vocabulary

to absorb – поглинати, захоплювати
attitude – відношення
to confront – зустрічатися
development – розвиток
to direct – спрямовувати
to discuss – обговорювати
to educate – виховувати, давати освіту
error – помилка
genuinely – непідробно, неудавано
to guide – керувати, спрямовувати
human – людський
imitation – імітування
to include – містити в собі
individual – особа, особистість
learning – учіння
liberty – свобода
objective – мета, завдання
opportunity – можливість
to participate – брати участь
to point out – виділяти
principle – принцип, основа, закон
procedure – методика проведення
project – проект
to provide – забезпечувати
purpose – мета, ціль
scientist – вчений
skill – уміння
task – завдання
technique – технічний прийом (спосіб, метод), методика
understanding – розуміння
to utilize – використовувати

2. Answer the comprehension questions:

1. What is the purpose of educational psychology?
2. What tasks and problems are teachers confronted with?
3. What should teachers know to be good ones?
4. What is educational psychology concerned with?

3. Ask your friend

1. a) if he wants to be a psychologist;
b) where and with whom he would like to work;
2. a) if he likes to conduct a survey;
b) how often he does it;
c) why he thinks it is necessary to do a survey;
d) what a survey reveals;
3. if he can give some advice what the person should know to be a good psychologist.

4. Communicative situations:

1. You meet your friend and speak on the teaching profession. You discuss why teachers should be good ones.
2. Your friend asks you to give him / her some advice how to practice-teach successfully at school.

5. Comment on the following statement:

“He teaches ill, who teaches all.”

6. Do Tasks 2-4 (Appendix 1).

7. Read Text 2 (Appendix 2) and make a short summary to present the main idea.

Unit 3

1. Read the text and do the tasks after it. Find adjectives and give their degrees of comparison.

Personality

The term that psychology uses to encompass the distinct qualities that make each person unique is personality, which we can define as the organization of a person's cognitive, motivational, and social characteristics. The development of a person's personality encompasses all the changes that take place in these characteristics over the course of his or her life, together with the continuities that have existed all along. Our personality influences most aspects of our social, emotional, and cognitive behavior. It affects our bonds with other people, our conformity to sex roles, our tendency to behave aggressively or cooperatively, and our moral and intellectual development. Psychologists are extremely interested in personality both as a result and a cause of human development.

The major approaches to personality and social behavior that psychologists have taken are the biological perspective, Freud's psychosocial theory, the cognitive-developmental perspective, and the behavioral perspective.

One aspect of personality that is influenced by biology is temperament, the individual's pattern of activity, response to stimuli, general mood.

Freud believed that the child has certain basic personality factors which develop as he grows older. If his environment is proper, his personality will mature in a normal manner. If his environment is not conducive to normal development, he may form habits, both mental and physical, which are inconsistent and may conflict with social custom. Such personalities can be psychoanalyzed and restructured. Freud believed that it is fundamental for a person to live in accordance with his innate nature.

According to Freud, each person has an instinctive desire for sex and sex-related pleasures as well as a learned desire to curb these instinctive pleasures and satisfy them only in accordance with social customs. It is somewhat analogous to the religious theory of conflict between carnal evil and spiritual good. Freud believed that repressed or subconscious conflicts should be "psychoanalyzed" into conscious realization so as to avoid their manifestation in compensations, rationalizations, obsessions, projections, sublimations, and other bad personality habits. Each personality should be honest with itself and uncover any repressed desires in its sub-consciousness.

Freud believed that dreams, errors, and word associations, often symbolized the nature of repressed desires. The problem is to interpret them properly.

Some children are much more active than others, they will need more food to furnish the energy used in various activities. Some children will need more rest than others; some will require more of certain mineral content than others; while some will need more sunshine than others. There are many organic needs that appear less important for immediate survival. Some of these include sexual gratification; the craving for sweets; the need for relief from pain; the need to avoid intense light or excessive noise.

List of vocabulary

approach – підхід
to avoid – уникати
to behave – поводитися
bond – зв’язок
carnal – плотський
cognitive – пізнавальний
conductive – сприятливий
conformity – підпорядкування
to curb – приборкувати
course – курс, напрям
desire – бажання
to encompass – охоплювати, включати (в себе)
environment – оточення
factor – фактор
to furnish – забезпечувати
to grow – рости
habit – звичка, характер, схильність
in accordance with – відповідно до
innate – природний, природжений
instinctive – підсвідомий
to mature – цілком розвинутися
mood – настрій
obsession – нав’язлива ідея
pattern – зразок, спосіб, модель
pleasure – задоволення
qualities – якості
response – відповідь, реакція
sub-consciousness – підсвідомий
stimuli – стимул

sublimation – піднесення

susceptibility – сприйнятливість, вразливість

tendency – тенденція

2. Answer the comprehension questions:

1. How can personality be defined?
2. What aspects of behavior does our personality influence?
3. What do you know about Freud's theory?
4. What desires has each person?

3. In pairs, discuss the following:

Have you ever ...

- 1) been in a bad mood?
- 2) complained about your friend's character to someone?
- 3) quarreled with your friend about marks?
- 4) had a desire to be ill-bred, lazy, unsympathetic?
- 5) had bad habits?
- 6) helped people?

4. Work with your partner. Give advice to these people.

Mary: "I'm always tired after work."

Peter: "I can't stop drinking 4 or 5 cups of coffee a day."

Susan: "I'm always late for lessons."

Nick: "My younger brother is naughty and noisy."

5. Comment on the following proverb:

"You can't tell a book by its cover."

6. Do Tasks 5-7 (Appendix 1).

7. Read Text 3 (Appendix 2) and make a short summary to present the main idea.

Unit 4

1. Read the text and do the tasks after it. Underline the nouns and put them in plural.

Emotions

Emotions are important in our lives. Nature developed our emotions over millions of years of evolution. As a result, our emotions have the potential to serve us today as a delicate and sophisticated internal guidance system. Our emotions alert us when natural human need is not being met. For example, when we feel lonely, our need for connection with other people is unmet. When we feel afraid, our need for safety is unmet.

Our emotions are a valuable source of information. Our emotions help us make decisions. Studies show that when a person's emotional connections are severed in the brain, she can't make even simple decisions. Why? Because she doesn't know how she will feel about his choices.

When we feel uncomfortable with a person's behavior, our emotions alert us. If we learn to trust our emotions and feel confident expressing ourselves we can let the person know we feel uncomfortable as soon as we are aware of our feeling. This will help us set our boundaries which are necessary to protect our physical and mental health.

Happiness. The only real way to know that we are happy is when we feel happy. When we feel happy, we feel content and fulfilled. This feeling comes from having our needs met, particularly our emotional needs. We can be warm, dry, and full of food, but still unhappy. Our emotions and our feelings let us know when we are unhappy and when something is missing or needed. The better we can identify our emotions, the easier it will be to determine what is needed to be happy.

David Leonhardt: "Finding happiness is like finding yourself. You don't find happiness, you make happiness. You choose happiness. Self-actualization is a process of discovering who you are, who you want to be and paving the way to happiness by doing what brings YOU the most meaning and contentment to your life over the long run" Bette Davis: " You will never be happier than you expect. To change your happiness, change your expectation". Samuel Johnson: " Hope is itself a species of happiness, and perhaps, the chief happiness which this world affords.

Depression. When all sense of hope is lost and the desire to live a full, healthy, goal-oriented life has diminished, depression takes over every aspect of the person's being, including eating and sleeping habits, thought processes, and the ability to form and sustain positive relationship. While signs of depression itself

can be identified, what leads up to the depression and who is more apt to become depressed remains yet to be determined. A combination of events as well as a single experience can cause depression, and all personality types are susceptible. In just a one-year period, approximately 18.8 Americans adults suffer some form of depression. Most do not seek treatment, mainly in part because many people do not recognize the signs.

Anxiety. Anxiety is the tense feeling you get when you are worried about bad things that might happen in the future. Anxiety is categorized into two types: objective and neurotic. Objective is what Freud described as a person's realistic approach to the situation causing the anxiety. The person is prompted to act in order to get rid of the anxiety he or she feels. Neurotic anxiety, on the other hand, is anxiety that Freud believed to be caused by unconscious-driven intentions that the person does not recognize, therefore is unable to understand or control. Fear, worry, dread, and a feeling of urgency are all types of anxiety and exist on many levels, some of which can cause serious disorders.

Stress. Physiological reactions to stress include increased heart rate, blood pressure, and breathing rate; tensing of the muscles; dry mouth; and shaking. Physical health begins to deteriorate when stress is continually experienced. Ulcer and heart disease may develop, and the immune system can weaken if the stress isn't treated efficiently.

Type A behavior. Type A behavior is the term used to describe individuals who find it extremely difficult to relax. If you are often under strain it can lead to heart disease.

List of vocabulary

ability – здатність, уміння
to alert – попереджати
anxiety – тривога, неспокій
to be apt to – бути схильним до
blood pressure – кров'яний тиск
breathing rate – частота дихання
confident – упевнений
content – задоволення
depression – депресія
to determine – визначати
to discover – виявляти
dread – жах, страх
emotion – емоція
fear – страх

to get rid of – позбутися
happiness – щастя
immune system – імунна система
intention – намір
to lead – вести
need – потреба
neurotic – нервовий, невротичний
objective – об'єктивний
to protect – захищати, відвертати
self actualization – самореалізація
to sever – відокремлювати
sophisticated – витончений, оманливий
to suffer – страждати
susceptible – вразливий
to sustain – підтримувати
tense – напружений
ulcer – виразка
to be worried about – турбуватися

2. Answer the comprehension questions:

1. Why are emotions important in our life?
2. What can cause depression?
3. How can you define happiness?
4. What is Type A behavior?

3. Speaking

- 1) Which of these things do you have in your life at the moment?
(happiness, success, stress, good health, anxiety, luck, calm, depression)
- 2) In pairs, discuss these questions:
 - a) Which things would you like to have more /less of? Decide on the three most important.
 - b) What, if anything, can we do to change things?

4. Communicative situations:

1. Your group-mate is depressed at the thought of so many exams.

Work with your partner and give recommendations to your group-mate how to cope with this problem.

2. You have just come from the conference of the International Psychological Society. What would you like to tell your partner about?

5. Comment on the following proverb:

“Crisis is composed of two characters – one means danger, and the other, opportunity.”

6. Do Tasks 8-9 (Appendix 1).

7. Read Text 4 (Appendix 2) and make a short summary to present the main idea.

Unit 5

1. Read the text and do the tasks after it.

Motivation

The various experiments on motivation and learning show clearly that there are no special tricks to motivation. Motivation of learning is not something mysterious which the teacher can draw upon for teaching different subjects. The teacher's personality, the nature and dynamics of the group, the interests of the pupils, the home and school environments, and various forces within the community, will have important effects upon motives of the individual pupils. There are, however, certain school practices which tend to enhance motivation in learning, while other school practices have a detrimental effect.

The use of marks and grades are important motivating devices. For many years a large percentage of elementary and secondary schools advanced pupils from grade to grade on the basis of marks earned from subject-matter tests. Failure of from 20 to 30 percent of pupils in the first-grade was quite common, and the failure practice was used quite extensively throughout the grades. The fear of low marks and the threat of failure was considered by many as a desirable motivating device. There is good evidence that children held back with younger children do not as a general rule do as well with their school achievement as children of the same educational ability who proceed through the grades with their own age group. Furthermore, the social and emotional effects of non-promotion are likely to be harmful to many children.

Grades are designed to give the pupil a knowledge of how well he is getting along with his school learning. They also give pupils information about their relative standing in class in comparison with the other members of the class. When the student receives a grade of A, and he realizes that only a few students received such a grade, he is at once made aware that he ranks as one of the best in the class; whereas a grade of D or F leads him to realize that he is among the poorest students. He is less worried about a low grade if there are many other students receiving a like grade.

A definite goal and a clear knowledge are very important motivating forces. A boy who is trying to gain weight will be motivated to eat a well-balanced diet in order to achieve his goal. He will be further motivated if he can note from time to time the progress that he is making toward reaching his goal. This form of motivation is built upon the notion that "Success breeds success". Success in making progress toward one's goal is one of the most important motivating forces

for the individual. This success can vary well be brought to the student's attention from time to time through giving him information about the progress he is making.

List of vocabulary

device – засіб, механізм
detrimental – шкідливий
to earn – заробляти
to effect – впливати
to enhance – посилювати
failure – неуспіх, невдача
force – вплив
grade – ступінь, клас
harmful – шкідливий
in comparison with – у порівнянні з
knowledge – знання
low – низький
mark – оцінка
motivation – мотивація
nature – природа, характер
to proceed – йти далі, діяти
to rank – класифікувати
to realize – усвідомлювати
to receive – одержувати
rule – правило
threat – загроза, небезпека
trick – трюк, уміння

2. Answer the comprehension questions:

1. What motivating devices do you know?
2. Why are grades designed?
3. What does a person realize when he /she receives a grade of A?
4. What important effects upon the motives of the individual pupils can you name?

3. Make up your own dialogues using the following words and word-combinations:

(to discuss, to give some advice, fear, to get rid of, to achieve, success, to enlarge, Psychology, knowledge, task, confident, to work hard, motivation, a grade of A).

4. Communicative situations:

1. Your younger sister doesn't want to study English. What can you suggest to her?
2. Peter gets low marks. He doesn't worry about it, but his mother wants him to get good marks and to receive a grade of A. Give her some advice how to interest her son.

5. Comment on the following statement:

“Success breeds success.”

6. Do Tasks 10-11 (Appendix 1) in writing.

7. Read Text 5 (Appendix 2) and make a short summary to present the main idea.

Appendix 1.

Additional Tasks

1. Project Time

- 1) Make an advertisement for your Psychological Council. Include drawings.
- 2) Display your poster in your classroom. Comment on it.
- 3) Decide what council is better to visit.

2. Reading and speaking

1. Questionnaire “Are you a good English language learner?”

1. Answer the questions from the questionnaire below and add up your score to find out if you are a good English learner.
2. Speak with your partner on “The Importance of Learning English.”

“Are you a good English language learner?”

1. How many stories in English did you read last year?
a) more than 10; b) 5 to 9; c) fewer than 5;
2. How many stories in English have you read this year?
a) more than 10; b) 5 to 9; c) fewer than 5;
3. Are you going to read any English books or comics in the holidays?
a) definitely; b) I might; c) no;
4. You are reading a story and you find unknown words. What do you do?
a) guess or look them up in a dictionary;
b) ask your teacher or a friend;
c) panic and stop reading.
5. Do you talk about the stories you have read with your friends?
a) often; b) sometimes; c) never;
6. How often do you read a book with the same story as a film that you have seen?

a) often; b) sometimes; c) never;

Score

“a” answer – 5; “b” answer – 3; “c” answer – 1;

26-30 – Well done! You’re trying hard with your reading. Keep it up.

16-25 – Read some more stories in English. If you read books, your English will improve.

1-15 – Don’t give up! And don’t worry if you do not understand every word that you read. Just enjoy the story.

3. Speaking quiz

1. Work with your partner. Quiz each other about what a good pupil should do.

2. Give your recommendations how to become a better student.

1) You are given some homework. Should you

a) do it a few minutes before the lesson?

b) do it on the same day?

2) You have to write a composition. Should you

a) start to write it immediately?

b) make plan of your composition?

3) You are going to have an exam. Should you

a) start to study on the night before the exam?

b) start to study a few days before the exam?

4) You have to take an exam tomorrow. Should you

a) stay up late to revise?

b) go to bed early?

5) Your teacher is explaining something new. Should you

a) ask your friend to explain it to you?

b) listen carefully and tell the teacher if you don’t understand?

Score

Mostly “a” answers – Not good!

Mostly “b” answers – Well done!

4. Project Time

- 1) Imagine your idea of future profession. Make a poster including drawings.
- 2) Display your poster in your classroom. Comment on it.
- 3) Look at other students’ posters and listen to their comments and decide who you think the winners should be.

5. Quiz Time

How polite are you?

1. You want to use your friend’s phone. What do you say?
 - a) Could I use your phone?
 - b) Where’s the phone?
2. You can’t hear what your friend says on the phone. What do you say?
 - a) Say again.
 - b) Could you say that again?
3. You want a taxi. What do you ask the hotel doorman?
 - a) I want a taxi.
 - b) Could you call a taxi, please?
4. How does the doorman reply to question 3?
 - a) Yes, of course.
 - b) Yes, I could.
5. You ask the hotel receptionist “Could I pay by credit card?” How does he / she reply?
 - a) No.

b) Sorry, I'm afraid we only accept cheques.

6. You ask a business client to tell you where a good restaurant is. What do you say?

a) Tell me about a good restaurant.

b) Could you recommend a good restaurant?

7. You're having dinner with friends and you want some salt. What do you say?

a) Could you pass the salt, please?

b) Salt, please.

8. You want a pen, but you don't have one. What do you say to the waiter?

a) Could I borrow your pen?

b) Give me your pen.

Answers: Score one point for each correct answer.

1a, 2b, 3b, 4a, 5b, 6b, 7a, 8a.

1-3 = not polite; 4-6 = polite; 7-8 = very polite.

6. Reading and speaking

Kate's Problem Page

1. Read Janice's letter and Kate's answer.

2. Look at the title.

1) What is Kate?

2) Why do people write to her?

3. You and your partner are psychologists. Give some advice to Janice.

Janice is writing to Kate to tell her about her problem.

Dear Kate,

I am 12. I'm in high school and the lessons are difficult. I have to work hard at school, but my mum doesn't understand that.

When I get home from school, I have to help with the housework and I get tired. Then I have to do my homework, so I don't have any free time.

My little brother has got a lot of free time, but he doesn't have to help at all. I think, this is very unfair, and my mother and I quarrel all the time.

Janice

Kate's answer

Dear Janice,

I can understand your problem, but if you quarrel with your mum, you won't find any solutions.

You should talk to your mum about your problems. Perhaps she hasn't understood them clearly. You work hard all the time and you don't have any free time. If you speak to her nicely, I'm sure she will understand.

If I were you, I would ask your mother to make a list of chores you have to do around the house. Look at the list carefully with your mum. I'm sure your brother can do some of them. Then you will have more time for your schoolwork.

Kate

7. Reading and speaking

1. Read about temperament types.
2. Work with your partner. Describe your friend's character and his / her temperament to each other using the following adjectives: polite – impolite, moody – joyful, friendly – unfriendly, tactful – tactless, generous – mean, clever – blockhead, hard-working – lazy, well-bred – ill-bred, sympathetic – unsympathetic, honest – dishonest, shy – confident.

Sanguine

The Sanguine temperament personality is fairly extroverted. People of a sanguine temperament tend to enjoy social gatherings, making new friends and tend to be quite loud. They are usually quite creative and often daydream. However, some alone time is crucial for those of this temperament. Sanguine can also mean very sensitive, compassionate and thoughtful. Sanguine personalities generally struggle with following tasks all the way through, are chronically late, and tend to be forgetful and sometimes a little sarcastic. Often, when pursuing a new hobby,

interest is lost quickly when it ceases to be engaging or fun. They are very much people persons. They are talkative and not shy. For some people, these are the ones you want to be friends with and usually they become life long friends. Sanguine can be sometimes emotional.

Choleric

A person who is choleric is a doer. They have a lot of ambitions, energy, and passion, and try to instill it in others. They can dominate people of other temperaments, especially phlegmatic types. Many great charismatic military and political figures were choleric. They like to be leaders and in charge of everything.

Melancholic

A person who is thoughtful ponderer has a melancholic disposition. Often very considerate and get rather worried when they could not be on time for events, melancholics can be highly creative in activities such as poetry and art – and can become occupied with the tragedy and cruelty in the world. A melancholic is also often a perfectionist. They are often self-reliant and independent; one negative part of being a melancholic is sometimes they can get so involved in what they are doing they forget to think of others.

Phlegmatic

Phlegmatic tend to be self-content and kind. They can be very accepting and affectionate. They may be very receptive and shy and often prefer stability to uncertainty and change. They are very consistent, relaxed, rational, curious, and observant, making them good administrators. However, they can also be very passive-aggressive.

8. Reading and speaking

1. Read about what other people do to get into a good mood.
2. In pairs, discuss what keeps you going, cheers you up, calms you down, makes you feel better, takes your mind off any problems, lets you relax, improves your mood.

Take It Easy

I like gardening. It keeps me going when I'm feeling stressed. It really helps to take my mind off any problems.

Werner, Konstanz, Germany

We have our newspapers delivered on Saturdays, and then we read them in bed. It's the best way to start the weekend.

Mike, Sydney, Australia

Spending time with my dog puts me in a good mood. I take for long walks at least three days a week.

Clara, Buenos Aires, Argentina

I eat chocolate to cheer myself up. I know I shouldn't because it's fattening, but it just helps me get through the day.

Marie, Paris, France

I have just a big CD collection, if I need to relax, I listen to classical music. It calms me down and I find I can completely lose myself in the music.

Regina, Recife, Brasil

If I am in a bad mood I like doing shopping. It improves my mood and makes me think of other things.

Anna, Kyiv, Ukraine

9. Role play

Carol has a psychological problem. She appeals to a psychologists' council for a piece of advice. The group of specialists gathered together to solve the problem. Five of them are giving their suggestions and recommendations.

1. Read and translate the texts. Role-play the client and the psychologists.

Carol is 175 cm tall and very self-conscious about her height. She hates the constant comments, and is concerned that she is taller than many men.

--- Carol, be proud of your height. Most people who comment are no doubt envious. Many men are much taller than you, but you should not make height such a trouble. You say you hate people remarking how tall you are. I'm sure these people are complimenting you. If you feel positive about yourself these complaints can't help but be radiated to others around you. Your confidence and positive body image is what people will notice and your height will take a back seat.

--- You never get used to it and on some days you can feel very hurt and angry about these comments. But keep a smile on your face. From what you say, there must be a lot of small men in your corner of the world but the vast majority I see are 175 cm at least. This gives you a great advantage over your shorter females: while talking you can actually have a little eye-to-eye contact.

--- I have many short friends and clothes just don't do them justice. When it comes to wearing clothes well, being tall definitely gives you the elegance needed to carry a sophisticated look. Tall is regal. How many 150 cm models have you seen lately? My advice to you is to stand tall and be proud of your height.

--- As for guys, if they genuinely like you, height is not going to matter. Shorter guys think themselves 'macho' for going out with the tall woman by their side. So start to enjoy yourself the way you are – being tall is not an illness.

--- Once you learn to deal positively with the comments, your problems will be solved. I suppose that saying 'thank you' to a comment passed on your height, in whatever context, will stop people from continuing the subject. A good sense of humor helps too. If people persist with 'how tall you are' tell them you hadn't noticed or that they are just short.

2. Try to give your own advice using suitable words.

To be proud of, confidence, complaint, compliment, constant comments, to feel very hurt and angry, to get used to, a great advantage over, self-conscious, a sophisticated look.

10. Reading and speaking

1. Read the article about Feng Shui.

2. Work with your partner. Write your own list of advice.

3. Speak on Feng Shui's statement "You don't predict the future, you change it."

Want to change your life but don't know how?

Is Feng Shui the answer?

Feng Shui is an ancient Chinese philosophy for a healthy, happy and successful lifestyle. Read on for some advice.

- Take up a sport or start going to the park every day. Make sure you get some fresh air during the day.
- Start your day with a glass of water, you'll feel more energetic.
- Buy a fish tank – fish are considered lucky, so you may even become wealthy!
- Tidy your home and workplace every day and put all your trash outside.
- Use plants to create a calm atmosphere at home or work.
- Stop wearing grey clothes. Grey is neither black nor white; it's a sign of confusion.
- Try to avoid stressful situations, like crowded streets and noisy traffic.

11. Reading and speaking

1. Questionnaire “How ambitious are you?”

1. Answer the questions from the questionnaire below and add up your score to find out how ambitious you are.

2. Do you agree with the interpretations?

3. Choose one of the questions. Stand up and ask all the other students your question. Then report back to the class using (Everybody thinks...; Nobody wants...; Most of us would like...; Some people hope ..., but others don't want...)

“How ambitious are you?”

1. In 10 years do you hope to

a) be married?

b) have an interesting but not very well-paid job?

c) have a well-paid job that isn't very interesting?

2. In twenty years' time do you hope to

a) have enough money to pay your bills?

b) have quite a lot of money?

c) have a lot of money?

3. Here is a list of ten jobs. Which would you like to do? Choose 3 jobs and write 1, 2, 3 next to them.

Nurse, artist, journalist, politician, psychologist, engineer, builder, teacher, accountant, policeman/woman.

4. Is improving your standard of living important to you?

5. Do you think people who have a lot of money should help people who don't have it?

6. How old do you want to be when you have children?

a) 18-22

b) 23-26

c) 27-30

d) over 30

7. When you are playing a game, do you always want to win?

8. Can you say "a white lie"?

9. Do you think that rich people are happier and more interesting than other people?

10. Do you work hard because you want to be successful?

11. If you have a job to do, do you do it immediately, or do you wait until the last moment?

12. Would you like to have more money than your parents?

13. Do you agree to the policy "Every man for himself"?

14. Do you like hard work?

15. Which of the following is the most important to you?

love

happiness

money

health

Answers:

1. a) 0; b) 5; c) 10

2. a) 0; b) 5; c) 10

3. 0 - nurse/artist

2- builder/policeman or policewoman/teacher/journalist

5 - engineer/accountant

10- psychologist/politician

4. Yes – 10 No – 0

5. Yes – 0 No – 10

6. a) 0; b) 2; c) 5; d) 10

7. Yes – 10 No – 0

8. Yes – 10 No – 0

9. Yes – 10 No – 0

10. Yes – 10 No – 0

11. immediately – 10; last moment – 0

12. Yes – 10 No – 0

13. Yes – 0 No – 0

14. Yes – 10 No – 0

15. Love – 0; Happiness – 5; Money – 10; Health – 0

0 – 50 You aren't very ambitious! You are happy with a quiet life.

50 – 100 You are quite ambitious, but you don't want to work too hard!

Over 100 You are very ambitious! Good luck, and try to be nice to people...

Appendix 2.

Texts For Supplementary Reading

Text 1 The historical Background of Psychology

Psychology has both a traditional and scientific history, as any other science. Traditionally, psychology dates back to the earliest speculations about the relationships of man with his environment. Beginning from 600 B.C. the Greek intellectuals observed and discussed these relationships. Empedocles said that the cosmos consisted of four elements: earth, air, fire, water. Hippocrates translated these elements into four bodily humours and characterized the temperament of individuals on the basis of these humours.

Plato recognized two classes of phenomena: things and ideas. Ideas, he said, come from two sources: some are innate and come with a soul, others are product of observations through the sense organs. The giant of the thinkers was Aristotle. He was interested in anatomy and physiology of the body, he explained learning on the basis of association of ideas, he said knowledge should be achieved on the basis of observations.

After the birth of Christ, St. Augustine characterized the method of introspection and developed a field of knowledge, later called as faculty psychology. According to St. Thomas Aquinas, scientific truth must be based on observation and experimentation.

During the 15th and 16th centuries the scientific knowledge developed greatly. Among the most important scientific investigations were those of Newton in psychology of vision and Harvey in physiology.

The mind-body problem was a very important for the 17th and 18th centuries philosophers and entered recent psychology. Here appeared such theories as 1) occasionalism, according to which God is between a mind and a body; 2) double aspect theory, in which a mind and a body are different aspects of the same substance; 3) psychophysical parallelism, according to which a mind and a body are parallel in their actions.

The associanists, or empiricists, developed the doctrine of associations simple ideas form complex sensations and ideas (Thomas Hobbes and John Locke were founders of this theory). Opposed to the association theory was the doctrine of mental faculties.

Nowadays psychology is a separate discipline, a real combination of true knowledge of human nature.

Text 2 Alfred Binet

Binet, Alfred (1857-1911), French psychologist is known for his achievement in developing a standard intelligence test.

Binet was born on July 11, 1857, in Nice. He was educated at the Sorbonne, where he studied law. However, he decided to continue his studies in medicine and psychology. In 1889, at the Sorbonne, he helped to found the first psychological research laboratory in France as director of the laboratory, Binet tried to develop experimental techniques to measure intelligence and reasoning ability. In 1895, he founded the first French psychological journal, *L'Année Psychologique* (The Psychological Year), and used it to publish the results of his research studies.

Binet's most important work in intelligence testing. With his colleague, psychologist Theodore Simon, he developed a test to measure the mental ability of children. The Binet-Simon Scale first appeared in 1905. It was made up of problems designed to measure general intelligence, HI and items were graded according to age level. The child's score, based on the number of correct answers, showed the child's mental age.

Binet died in Paris on October 18, 1911. His work on intelligence measurement remained important among psychologists in other countries. The Stanford-Binet Scale, an adaptation of Binet's original test, was widely used for many years in the United States, where great importance was paid to intelligence testing.

Text 3 Sigmund Freud

Sigmund Freud (1856-1939) was born on May 6, 1856, in a small town Freiberg. His father was a wool merchant with a keen mind and a good sense of humor. His mother was a lively woman. Sigmund had two older half-brothers and six younger siblings. When he was four or five, the family moved to Vienna, where he lived most of his life.

A brilliant child, always at the head of the class, he went to medical school, where he became involved in research under the direction of a physiology professor Ernst Briicke. Briicke believed in reductionism: "No other forces than the common physical-chemical ones are active within the organism".

Freud concentrated on neurophysiology, but only a limited number of positions at the university were available. Briicke helped him to get a grant to study, first with the great psychiatrist Charcot in Paris, then with Bernheim. Both these gentlemen were investigating the use of hypnosis with hysterics.

After spending a short time as a neurologist and director of a children's ward in Berlin, he came back to Vienna, married his patient fiancée Martha Bernays, and set up a practice in neuropsychiatry, with the help of Joseph Breuer.

Freud's books and lectures brought him both fame and ostracism from the traditional medical community. He collected around him a number of very bright students who became the core of the psychoanalytic movement. Unfortunately, Freud rejected people who did not totally agree with him. Some separated from him on friendly terms; others did not, and continued research to found competing schools of thought.

Freud emigrated to England just before World War II when Vienna became an increasingly dangerous place for Jews, especially ones as famous as Freud. Not long afterward, he died of the cancer of the mouth and jaw that he had suffered from the last 20 years of his life.

Text 4 Jean-Martin Charcot

Jean-Martin Charcot (1825-1893) was born in Paris on November 29, 1825. He received his Master's degree at the University of Paris in 1853. In 1860 he became a professor at his alma mater. Two years later, he began to work at hospital as well. In 1882, he opened a neurological clinic and became known throughout Europe. Students came from everywhere to study the new field. Among them were Alfred Binet and a young Sigmund Freud.

Charcot is well known in medical circles for his studies of the neurology of motor disorders, resulting diseases and localization of brain functions. He is considered the father of modern neurology.

In psychology, he is best known for his use of hypnosis to successfully treating women suffering from the psychological disorder then known as hysteria.

Charcot believed that hysteria was due to a congenitally weak nervous system, combined with the effects of some traumatic experience. Hypnotizing these patients brought on a state similar to hysteria itself. He found that, in some cases, the symptoms would actually lessen after hypnosis, although he was only interested in studying hysteria, not in curing it. Others would later use hypnosis as a part of curing the problem.

Charcot died in France, on August 16, 1893.

Text 5 Ernst Weber

Ernst Weber (1795-1878) was born in Wittemburg, Germany, the third of 13 children. He received his doctorate from the University of Leipzig in 1815, in physiology. He began teaching there after graduation, and continued until he retired in 1871.

His research focused on the senses of touch and kinesthesia. He was the first to show the existence of kinesthesia, and showed that touch was a complex sense composed of senses for pressure, temperature and pain.

His chosen interests led him to certain techniques: first, there is the two-point threshold, which is a matter of measuring the smallest distance noticeable to touch at various parts of the body. For example, the tongue had the smallest threshold (1 mm), and the back had the largest (60 mm).

This is known as Weber's Law, and is the first such "law" relating a physical stimulus with a mental experience.

Ernst Weber also named and studied discipline psychophysics, which he defined as the study of the systematic relationships between physical events and mental events. In 1860 he published *The Elements of Psychophysics*. In this work Weber showed that psychological events are tied to measurable physical events in a systematic way, which everyone at that time thought impossible.

Appendix 3.

Examinational questions

Card 1

- 1) What is Psychology? Name the fields of Psychology you know.
- 2) Comment on the following proverb: “The best advice is found on the pillow.”

Card 2

- 1) What is Educational Psychology? What is the purpose of Educational Psychology?
- 2) Make up a dialogue between a psychologist and a patient. The patient complains about his persistent bad mood. The psychologist gives him / her advice what to do to get into a good mood.

Card 3

- 1) What is Teaching Education? Describe the qualities a person should have to become a good teacher.
- 2) Speak on situations in which you have experienced fear, happiness, stress or anxiety.

Card 4

- 1) Speak on: “Why are emotions important in our life?” Do you belong to Type A individuals? Ground your opinion.
- 2) You’re making up a questionnaire in order to find out a person’s attitude to Studying Psychology. What questions are you going to ask?

Card 5

- 1) What is motivation? Name motivating devices.
- 2) Describe your friend’s character and temperament.

Card 6

- 1) Speak on the historical background of Psychology.
- 2) Make up a conversation between two friends talking about their problems they face very often, and how they cope with them.

Card 7

- 1) Alfred Binet is known for his achievement in developing a standard intelligence test, isn't he? Speak on it.
- 2) Make up a conversation between two friends. They discuss the proverb: "A man is known by the company he keeps."

Card 8

- 1) Who is known for the studies of the neurology of motor disorders.
- 2) You've come from the conference of the International Psychological Society. Make up a list of problems raised there. What is the most important? Why do you think so?

Card 9

- 1) Speak on Ernst Weber and his research focused on the senses of touch and kinesthesia.
- 2) You receive a letter from your friend. She asks you to give her some advice. Her son is much addicted to computer games. What kind of advice can you give her?

Card 10

- 1) Speak on Freud's theory of personality development.
- 2) Make up a dialogue between Mary and you. She complains about her weight. She asks you to give her some advice.

Glossary

Adaptation – an adjustment in sensory capacity

Affect – emotional response

Aggression – any act that is intended to cause pain, damage, or suffering to another

Analytic Psychology – a school of psychoanalysis founded in 1913 by Carl Jung

Anxiety – a feeling of dread, apprehension or fear

Basic needs – fundamental physiological needs and intermediate psychological needs (safety and self-esteem)

Behavior – everything that a person does including thoughts, feelings and dreams

Behaviorism – the study of observable and measurable responses to specific stimuli

Beliefs – knowledge structures about objects and events

Central nervous system (CNS) – the part of the nervous system that is primary responsible for the transmission and storage of the information

Character – the combination of qualities which make a particular person different from others; nature

Clinical Psychology – the study of the diagnosis and treatment of the abnormal behavior

Cognition – the process of knowing which encompasses thinking, decision making, judging, problem solving, categorizing, and reasoning – all the higher mental processes of human being

Community Psychology – the study of the prevention of mental disorders

Consciousness – an awareness of the mind's operations

Consumer Psychology – the study of preferences, buying habits and responses to advertising

Creativity – the combination of previously unconnected ideas in new and unusual ways

Developmental Psychology – the study of the behavioral development over the life span

Drug – any inorganic substance that can interact with a biological system

Educational Psychology – the approach to psychology that investigates all the psychological aspects of the learning process

Emotions – complicated psychological phenomena which arise from biological, sensory and cognitive sources and consist of three aspects: arousal, expression, experience

Environmental Psychology – the approach to psychology that studies the relationship between people and their physical settings

Experiment – the comparison of two conditions that are identical in all respects except the factors being investigated

Experimental Psychology – investigation of basic behavioral processes shared by various species

Fear of success – the motive to avoid success

Field experiment – the research in the real world

Frustration – interference with any form of goal-directed behavior

Gender identity – the child's understanding that he or she is female or male and will always remain so

Gestalt – a meaningful pattern or figure into which human beings group perceptual information

Hormones – chemical substances used by the endocrine system to transmit messages

Hypnagogic state – the state lying between waking and sleep

Hypotheses – propositions to be tested

ID – the part of the psyche which is primitive and animal-like

Illusions – perceptions that do not correspond to real objects or events

Individual Psychology – the school of psychology founded by Alfred Adler in 1911

Industrial Psychology – field of psychology concerned with human behavior in the workplace

Kinesthesia – the sense of body movement and position

Lucid dream – dreams in which a person is aware that he or she is dreaming

Meditation – the change of consciousness by retraining attention

Memory – 1) repository of our accumulated knowledge of specific and general things; 2) the process of memorizing and remembering

Motivation – the process corresponding to the property of behavior called “motive”

Motive – the dynamic property of behavior that causes it to be initiated, gives it organization over time, defines its states, and influences its persistence

Motor neurons – cells that control muscle movements

Neuropsychology – the study of the connections between the nervous and endocrine system

Obsession – a recurring irrational thought

Organism – the total range of a person's possible experiences

Panic attack – a brief period during which tension and anxiety become completely disabling

Panic disorder – panic attacks preceded by no specific stimulus

Parapsychology – the psychology of events that go beyond what is probable

Parasympathetic nervous system – part of the nervous system, which conserves energy functioning during normal or relaxed situations

Perception – is an organism's awareness of, or response to, objects and events in the environment brought about by stimulation of its sense organs

Peripheral nervous system – part of the nervous system that carries our commands from the central nervous system

Personality – the organization of a person's cognitive, motivational, and social characteristics

Personality disorder – disorder involving inflexible and maladaptive personality traits that impair functioning

Personality psychology – the study of the relation between the individual attitudes and behavior

Personnel Psychology – a branch of industrial psychology. Personnel psychologists screen job applicants, evaluate job performance, and recommend employees for promotion

Phobia – anxiety that is irrationally focused on a particular object or situation

Physiological Psychology – the approach to psychology that attempts to untangle the connections between the endocrine and nervous systems and behavior

Progressive relaxation – a technique for reducing physiological arousal through deep breathing and muscle relaxation

Prototype – central core which encompasses the very best examples of the concept

Psychiatrist – a physician who specializes in the diagnosis and treatment of mental illness

Psychoanalysis – the process by which Freud attempted to bring unconscious material into the patient's awareness, where it could be examined rationally

Psycholinguistics – the field of psychology which studies the language function, or how it is used

Psychological test – an objective and standardized measure of a sample of behavior that provides a systematic basis for making inferences about people

Psychology – the study of behavior

Psychopharmacology – the study of the relationship between the drugs and behavior

Psychotherapy – a systematic series of interactions between a therapist trained to aid in solving psychological problems and a person who is troubled or who is troubling others

Reality anxiety – in Freud's terms, anxiety over danger that comes from the outside world

Receptor neurons – cells that receive sensory information from the environment

Stimulus – any form of energy that can evoke a response

Stress – 1) any stimulus that places a strain on a person's physical or psychological capacity to adjust; 2) an internal response to some disruptive and disquieting situation

Superego – according to Freud, that part of the personality that represents the moral standards of the society as conveyed to the child by the parents

Survey – method of collecting data in which researchers obtain information about people's characteristics, attitudes, opinions, or behavior by asking them questions

Sympathetic nervous system – a part of the nervous system, which expends energy in coping with stressful situations

Temperament – the individual's pattern of activity, response to stimuli, and general mood

Theory – a system of rules about natural phenomena that can be used to predict future events or to explain how these phenomena work

Two-factor theory of emotion – the theory which postulates that the labeling of an emotion is based on a physiological change plus a cognitive interpretation of that change

Type A personalities – people who are highly competitive, hostile when thwarted, and always seem to be working against the pressures of time

Unconscious – an aspect of personality unknown to the mind of the subject

Unconditioned stimulus – a stimulus that evokes a response without having been learned

Verbal encoding – naming or verbally describing material to be stored into short-term memory

Weber's Law – the law stating that the amount of stimulus needed to produce a just noticeable difference is a constant fraction of the intensity of the stimulus

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навчально-методичне видання

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