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Практикум з англійської мови для студентів спеціальності  
“Психологія”

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Пропоноване навчально-методичне видання призначене для студентів II 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 4 розділів ( “Відносини у сім’ї”, “Сни у нашому житті”, “Емоції”, “Навчання. Здібності. Пам’ять”), кожен з яких включає тексти, лексику, запитання до текстів, комунікативні ситуації, вправи на складання діалогів; 2 додатків, які вміщують різні завдання, пов’язані з парною та груповою роботою, рольовими іграми; додаткові тексти для читання.

Практикум з англійської мови для студентів II курсу спеціальності “Психологія” розроблений відповідно до навчальних планів для студентів-психологів.

## **Unit 1**

## **Family Interaction**

- 1. Read the text and do the tasks after it. Underline the verbs in the Present Simple Tense (active /passive).**

### **Family**

The family is the first and most important agent in socialization process. The personalities of each new generation are shaped within the family, so that, ideally, children grow to be well-integrated and contributing members of the larger societies. In industrial societies, of course, schools, churches, and the mass media are also important in the socialization of children. But this remains the primary function of the family. The family also contributes to the continuing socialization of people throughout their life cycle. Adults learn and change within marriage, and as anyone with children knows, parents are influenced by their children just as their children learn from them.

From a biological point of view, of course, the family is not necessary to have children. Within families, however, children are born not only as biological beings, but also as members of society. Many social statuses – including race, religion, and social class – are ascribed at birth through the family.

In ideal terms, the family protects and supports its members physically, emotionally, and often financially from birth until death. The family is usually a person's most important primary group, and the family members generally have intense and enduring relationships with one another. This concern for one another's welfare engenders an important sense of security in each individual. Living in families individuals tend to be healthier than those who live alone.

However, the intense character of family ties also means that families have the ability to undermine the individual's self-confidence, health, and well-being. This fact has become clear as researchers have studied patterns of family violence and, child abuse.

It is a well-known fact that marriage and family life are often perceived differently by various family members. Females and males are usually socialized quite differently in most cultures, so they have different expectations and perceptions of family life. Similarly, parents and children typically have different perceptions of the family because of their different positions in it. For example, children usually perceive their parents only as their mother and father, with little understanding of them as sexual partners. In addition, the experiences and perceptions of all family members change over time. Two people's expectations

when they exchange their wedding vows usually change considerably when they confront the daily realities of married life.

So family interaction is a process of negotiation in which people exchange socially valued resources and advantages. In other words, people enter into relationships prepared to offer something of themselves while expecting something in return.

### **List of vocabulary**

abuse – жорстоке поводження

adult – доросла людина

enduring – міцний

to engender – викликати

to exchange – обмінюватися

expectation – сподівання, надія

intense – напружений, сильний, значний

marriage – заміжжя

negotiation – переговори

to perceive – сприймати

perception – сприймання

to protect – захищати

society – суспільство

to support – підтримувати

to undermine – руйнувати

violence – насильство

vow – клятва

welfare – добробут, благополуччя

### **2. Answer the comprehension questions:**

1. What is family? Give your own definition of the family.
2. What is the primary function of the family?
3. Does the family protect and support its members? Why?

4. What is family interaction?

**3. Translate the words and make up sentences with them, using the Present Simple Tense (active or passive).**

Особистість, робити внесок, змінюватися, впливати, буття, раса, народження, смерть, безпека, реальність, розуміння, цінність, перевага.

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

to grow, friendly, to have children, to protect, marriage, enduring relationships, daily realities, to change, to take care of, welfare, expect something in return, to bring up.

**5. Comment on the following proverbs:**

V. Sukhomlinsky – “Family life is never an endless celebration. Learn to share not only joy, but also sorrow, grief, and misfortune.”

L. Tolstoy – “Happy is he who is happy at home.”

**6. Do Tasks 1–2 (Appendix 1) in writing.**

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

## Unit 2

## Dreams In Our Life

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

### Dreams

A person sleeps away one-third his life. Dreaming alone accounts for more than 5 years of the average lifespan.

Freud, one of the first to analyze dreams, dubbed dreaming as the royal path to the subconscious. Dreams reflect our desires and motivate our behavior.

Some people claim that they don't dream at all. That's not right. Everybody dreams. It is quite another matter if upon waking one forgets one's dreams. This depends on many factors, including family traditions.

Some people dream in black and white, others in colour. Dreaming in colour is more common among emotional people, with a flexible nervous system. Well-balanced, calm people sometimes dream in colour too, but pay less attention to it.

Sleep is composed of rapid and slow phases. One dreams several times per night, but only during a rapid phase of sleep. Dreams are so important, that if deprived of dreams, a person can experience serious psychic changes.

A person can be deprived of dreaming by waking at the beginning of a rapid phase. This moment can be recorded, heart beat becomes more frequent, irregular breathing patterns emerge, eye movements become more rapid.

Dreaming is a vital mechanism of psychological safeguard against difficulties of everyday life. At night, life seems unbearable, but comes morning the sun emerges inspiring hope and resolving problems. There is a Chinese saying – “ We can sneeze away all our problems in our sleep.”

Nowadays there is an abundance of books on interpreting dreams. But the same images are interpreted in completely different ways depending on the book you choose, much is based on mere assumption, and stretches the imagination too far.

Books that interpret dreams are based on certain observations, but statistically they are not verified, one cannot generalize proceeding from the information therein. Interpreters of dreams try to foretell a person's future while the scientific research is to understand the essence of an individual, to penetrate into the subconscious.

### List of vocabulary



abundance – велика кількість

assumption – припущення

to deprive – позбавляти

to dub – називати

to foretell – провіщати

interpreter – тлумач

lifespan – тривалість життя

mere – явний

subconscious – підсвідомий

to pay attention to – звертати увагу

to penetrate – проникати

to sneeze – не сприймати серйозно

unbearable – нестерпний

vital – життєвий

wake – прокидатися

## **2. Answer the comprehension questions:**

1. What do our dreams reflect?
2. How does Freud define dreams?
3. Why are dreams so important for people?
4. What does the Chinese saying state?

## **3. Give English equivalents for these words and word-combinations. Make up sentences with them.**

Забувати сни, фаза, психічні зміни, психологічна гарантія, базуватися на, простягатися, уява, перевіряти, узагальнювати, провіщати майбутнє, проникати у підсвідомість.

## **4. In pairs, develop the following situations:**

1. On the eve of the exam your friend saw a dream in which he failed his exam. Now he feels afraid. You ask him about the state and try to support him.

Ask him:

- if he is ready for the exam or not;
- if he thinks that dreams can reflect future events;
- what dream he saw on the eve of the last exam;
- what he experienced in dreaming.

2. You are writing a report on topic “Dreaming”. Your work is more theoretical than practical but still you are going to carry out a poll. What questions would you like to include into your questionnaire?

Ask a respondent:

- what dreams he sees more often;
- if he remembers his dreams;
- if he dreams in black and white or in colour;
- if his dream depends on his mood on the eve;
- if he sees bad dreams.

**5. Describe:**

- a) your most pleasant dream (amazing, fascinating, overwhelmed by emotions, puzzling)
- b) the most unpleasant dream (feel panic, anxiety, worry, horror, awful)

**6. Do Tasks 3 –5 (Appendix 1).**

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

## Unit 3

## Emotions

1. Read the text and do the tasks after it. **Underline the verbs in the Past Simple Tense (active /passive).**

### Emotions

There are negative and positive emotions. Among negative ones we know – fear, anger, rage, horror, agony, anxiety, jealousy, shame, grief, boredom, embarrassment and dejection. Positive emotions are love, joy, amusement, elation, ecstasy, pleasure and happiness.

At birth there are just a few basic emotional reactions that develop and combine in different ways, through learning and maturation, to cover the full spectrum of emotional experience as we know it at adults. The behaviourist, John Watson postulated three basic emotions in children – fear, rage, and love.

Robert Plutchik has proposed a theory of emotional mixture. He assumes that there are eight basic emotional reactions – anticipation, anger, joy, acceptance, surprise, fear, sorrow, and disgust. According to him, each primary emotional reaction can vary in intensity producing different shades of emotional experience. For instance, fear can vary in intensity from timidity, through apprehension, fear and panic, up to terror. So we may have annoyance, anger, and rage as well as calmness, pleasure, happiness, joy and ecstasy.

Other psychologists took a more descriptive approach to the classification of emotions. This approach involves the isolation of one or more basic dimensions along which emotional reactions can be placed. Three main dimensions were described by various authors: intensity, pleasantness-unpleasantness, and approach-avoidance. The intensity dimension is the one most psychologists agree upon. It was also called a level of arousal or activation.

Emotions at the same level of intensity may be pleasant or unpleasant. Among the more aroused emotions appear joy, astonishment, hopefulness, and ecstasy on the pleasant side and disgust, fear, rage and terror on the unpleasant one. Among the less aroused emotions there are the pleasantness of material feeling and the unpleasantness of grief.

### List of vocabulary

acceptance – прихильність

amusement – задоволення

anger – гнів

annoyance – роздратування

anticipation – передчуття, сподівання

anxiety – тривога, страх

to assume – вважати

boredom – нудьга

dejection – пригніченість

dimension – вимір

disgust – роздратування, відраза

elation – піднесений настрій

embarrassment – розгубленість, нерішучість

grief – горе, сум, печаль

horror – жах, страх

jealousy – заздрість, ревності

maturation – досягнення повного розвитку

rage – гнів

shame – сором, ганьба

## **2. Answer the comprehension questions:**

1. What kinds of emotions do you know?
2. What basic emotions did J.Watson postulate?
3. What theory did R. Plutchik propose?
4. What are three main dimensions of emotions?

## **3. Give English equivalents for these words and word-combinations. Make up sentences with them using the Past Simple Tense (active or passive).**

Пропонувати, теорія, відрізнятись, сором'язливість, спокій, пробудження, напруженість, збуджені емоції, матеріальне почуття, емоційна реакція, підхід.

## **4. What would you feel if ...**

- a) you won the first prize;
- b) you didn't pass your exam;

c) you quarreled with your best friend;

d) found money;

e) heard bad news.

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

To feel, pleasant/unpleasant emotions, anxiety, jealousy, embarrassment, joy, elation, amusement, to have, to show, emotional reaction, to agree, to be called.

**6. Do Tasks 6 – 7 (Appendix 1).**

**7. Read Texts 3–4(Appendix 2) and make a short summary to present the main idea.**

## Unit 4

## Learning. Abilities. Memory

### 1. Read the text and do the tasks after it. Underline the Possessive Case.

#### Learning

On August 15<sup>th</sup>, 1977, the world lost one of its greatest psychologists Alexander R. Luria. Honored and respected in many countries of the world, Luria's 300 scientific works have been translated into English and have influenced thinking in the fields of psychology, neurology and neuropsychology, education and speech pathology.

Luria's first translated work, "Nature of Human Conflicts" (1932), supported the idea that human behaviour could not be reduced to a sum of neurological reflexes. He urged the study of the specific systems of behaviour produced in the process of the individual's social and historical development.

Luria's psychology concentrates on the development of mental capacities through learning. The correct organization of a child's learning leads to mental development. One does not wait for a child to be "ready" to learn to read, for example, but teaches the child the pre-reading skills at the level at which he or she is functioning. In turn, the child's knowledge influences the structure of his intellectual processes. Learning is a social-historic process.

Luria and his team investigated such mental processes as perception, ability to generalize, logical reasoning, imagination and self-awareness. Luria's team discovered that new structures of cognitive activity appeared. Human consciousness was developing to a higher level as the society was transformed.

Luria was a true scientist and a true humanist who contributed to a social progress and to the development of human capacity.

#### Learning By Heart

Some people have good memories, and can learn easily long poems by heart. But they often forget them as quickly as they learn them. There are other people who can only remember things when they repeat them many times, and then they don't forget them.

Charles Dickens, the famous English author, said he could walk down any long street in London and then tell you the name of every shop he had passed. Many of the great men of the world have had wonderful memories.

A good memory is a good help in learning a language. Everybody learns his own language by remembering what he hears when he is a small child, and some children – like boys and girls who live abroad with their parents – seem to learn two languages almost as easily as one. In school it is not so easy to learn a

second language because the pupils have so little time for it, and they are busy with other subjects as well.

The best way for most of us to remember things is to join them in our mind with something which we know already, or which we easily remember because we have a picture of it in our mind. That is why it is better to learn words in sentences, not by themselves; or to see, or do, or feel what a word means when we first use it.

The human mind is rather like a camera, but it takes photographs not only of what we see but of what we feel, hear, smell and taste. And there is much work to be done before we can make a picture remain forever in the mind.

Memory is the diary that we all carry about with us.

### **List of vocabulary**

capacity – здібність

to carry about – носитися

cognitive – пізнавальний

consciousness – свідомість

diary – записна книжка-календар

easily – легко

education – освіта, навчання

field – галузь

to generalize – узагальнювати

humanist – гуманіст

to investigate – вивчати

knowledge – знання

mind – пам'ять, думка

reflex – рефлекс

to repeat – повторювати

scientist – науковець

skill – уміння

to smell – відчувати запах

subject – предмет

to urge – доводити до відома

to use – використовувати

## **2. Answer the comprehension questions:**

1. When did the world lose Alexander R. Luria?
2. What was Luria's first translated work?
3. What did Luria and his team investigate?
4. What is the best way for most of us to remember things?

## **3. Give English equivalents for these words and word-combinations. Make up sentences with them.**

Патологія мови, людська поведінка, зосереджуватися, розумові здібності, по черзі, процес, впливати, сприймання, логічний хід думок, уява, пізнавальна діяльність, вчитися за кордоном, фотографувати, залишатися в пам'яті.

## **4. In pairs, develop the following situations:**

1. Your friend knows English very well. You would like to know it as well as he does. You ask him about his way of learning a language.

Ask your partner:

- when he started learning English;
- how he learned new words;
- what is the best way to remember things;
- if it is better to learn words or phrases;
- if different odors help memorize something;
- if attention plays any role in the process of memorizing.

2. It's a great problem for you sometimes to hold in your memory even the slightest things or data. And you envy your friend who can remember quite a number of them. You ask him how he manages to do it.

Ask your partner:

- what he memorizes more quickly: names or data;
- if he practises his memory in any way;
- if it is possible for him to remember things by repeating them;



- if he has got a special diary to put down some important facts;
- how he remembers telephone numbers;
- in what way he makes notes of the lectures.

**5. Learn the poem by heart.**

**I AM LEARNING**

I am learning the art of listening.

I wish to be an eternal student.

I am learning the art of believing.

I wish to be an eternal believer.

I am learning the art of serving.

I wish to be an eternal servant.

I am learning the art of becoming.

I wish to be

The father of my silver dreams.

I wish to be

The son of my golden realities.

**6. Do Task 8 (Appendix 1).**

**7. Read Texts 5–6(Appendix 2) and make a short summary to present the main idea.**

**Appendix 1.**

## **Additional Tasks**

### **Task 1. Project Time**

- 1) Imagine your ideal family. 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.

### **Task 2. Reading and speaking**

**Read the text and put the missing paragraphs (A –D) in the correct spaces (1 – 4). Retell the text.**

#### **A Day Out With The Family**

**My mum and dad love going on day trips! We go on a lot of trips every year, and we usually have a great time. However, the day doesn't always go as smoothly as we planned ...**

**1-----**

But thousands of other people seem to get up early too, and we usually end up in a traffic jam on the motorway. I remember our trip to the seaside a few years ago. We left the house at 5 a.m., but had to queue for hours on the motorway, so we didn't get to the beach until lunchtime!

**2-----**

Trips to the seaside are not the only trips that can go wrong. I'll never forget our day trip to London last year. The day started well. We went to Madame Tussaud's and saw the wax models of famous people, and Dad took a photo of me standing next to Robbie Williams!

**3-----**

We didn't go to London for a long time after that. Instead, on my birthday, Mum and Dad took us to Alton Towers, a fantastic theme park with lots of great rides. This time there were no disasters. We spent over an hour waiting to get on the new rollercoaster, "AIR". The ride only lasted for about two minutes, but as soon as it finished we joined the back of the queue again. It was fantastic!

**4-----**

**(A) – Things got worse in the afternoon. It was very hot on the beach, and Dad went to sleep and got sunburned. Then I was stung by a jellyfish while I**

was swimming. Finally, the car broke down on the way home, and we didn't get back till midnight. The whole day was a complete disaster.

- (B) – Mum and Dad don't understand why I enjoy rollercoaster rides, but I don't understand why they like going to boring museums. I suppose that's what family trips are about – doing things together, and learning to laugh when things go wrong.
- (C) – Mum plans the trips, and is always very organized. The night before the trip, she packs the car with maps, umbrellas, extra clothes and suntan lotion. Then, on the day of the trip, she makes us get up VERY early. "To avoid the traffic," she says.
- (D) – In the afternoon Dad wanted to go to the British Museum, and we decided to go by underground. The station was very crowded, and my little sister got separated from us. As the doors of the train closed, we saw that she was still on the platform! We went back to look for her, and someone told us that she had been taken to a police station. We went there straight away and found her chatting quite happily to a policewoman. We were so relieved.

### **Task 3. Reading and speaking**

#### **Dreams**

**Choose the statement you think to be correct. Give your arguments.**

1. Dreams reflect

- a) our hidden wishes;
- b) past events;
- c) future.

2. Our brains

- a) are busy while we are asleep;
- b) are at a rest;
- c) make up a future chain of events.

3. Dreams act as

- a) a safety valve;
- b) a warning;
- c) a means of relaxation.

4. To understand a dream you must

- a) note down it into a dream journal;
- b) study a number of books interpreting dreams;
- c) imagine what you would like to see in your dream.

5. The messages of our dreams revolve around

- a)strangers;
- b) familiar people;
- c) your future friends.

6. If in your dream you are passing your exam, it symbolizes

- a) your fear;
- b) your negative attitude towards this psychological testing;
- c) your failure.

#### **Task 4. Project Time**

- 1) Remember your last dream. 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 what dream is the most unforgettable.

#### **Task 5. Reading and speaking**

##### **The Dream Game**

##### **Pre-reading task**

Work in small groups and discuss the following:

- 1. Did you dream last night? Can you remember what you dream about?
- 2. Do you often dream? Do you often have the same dream? Describe your memorable dreams?
- 3. Do you think dreams are important? If so, why?

##### **Playing the dream game**

- 1. Read the introduction to the dream game. Do you agree with what the writer says about dreaming?

2. Play the dream game in pairs or small groups. Take turns to read the questions aloud. Make a note of your answers, then compare them. Use your dictionary if necessary.
3. Read the interpretation.
4. Discuss with the whole class. Do you agree or disagree with the interpretation of your personality?

## **Introduction**

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

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

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

## **Play the dream game**

1. You are asleep and you are dreaming. In your dream you find yourself in your perfect house. What is it like? Describe it in detail.
2. Now you are walking along a narrow path. Suddenly you find a cup /glass/ drinking vessel on the ground in front of you. What is it like? What is in it?
3. Now the path ends and you are walking in a wood. You walk quite a long way until you find a clearing. In the middle of the clearing is a building. What sort of building is it?
4. Around the building is a garden. Describe the garden.
5. You walk out of the garden and through the wood. At the edge of the wood there is a wall. The wall is too high to climb over, and it is too long to walk round. Suddenly you notice a small door in the wall. It slowly opens as you watch. What do you do? Do you go through the door?

6. On the other side of the wall is water. What does it look like? Do you want to swim in it?

### **Interpretation**

Now read about what the images represent and try to analyse your answers.

#### **The house**

The house is your idea of yourself. If your house is old, you probably do not like change, you like traditional things. If your house is large, it means you are quite confident, with a high opinion of yourself. If it is filled with light, you are optimistic. If it is dark, you are pessimistic. The number of rooms is the number of people you want in your life.

#### **The cup**

The cup is your idea of love. The more beautiful and valuable the cup, the more important love is in your life. You are a romantic person. The contents of the cup show what your experience of love has been so far.

#### **The building**

The building is your idea of religion and God. A strong building is a strong belief. A ruin would mean a lack of belief.

#### **The garden**

This is your idea of the world around you, your country, or the whole world. If the plants and flowers in your garden are dying, this might mean that you are worried about the environment and pollution in the world.

#### **The wall**

This is your idea of death. Is it the end or is there something after it? Do you go straight through the little door? Do you look and check before you go? Or don't you want to go through at all?

#### **The water**

The water is your idea of your future. If there is a sea with big waves, you feel positive and excited about your future. If you want to swim, you feel confident and want to take risks. If the water is a stagnant (стоячий) pool, you might fear your future and the future of the world.

### **Task 6. Quiz Time**

**How much do you worry?**

Each one is followed by two possible responses: **agree or disagree**. Read each statement carefully and decide which response best describes how you feel. Don't spend too long deciding. It's important that you answer each question as honestly as possible.

1. I will never lose my close friends. Agree A – Disagree B –
2. I am unattractive to many of the opposite sex. Agree A – Disagree B –
3. I never appear stupid to others. Agree A – Disagree B –
4. My future job prospects are not secure. Agree A – Disagree B –
5. My work is up to date. Agree A – Disagree B –
6. This country is in serious trouble. Agree A – Disagree B –
7. I open bills immediately. Agree A – Disagree B –
8. I might be a lot less healthy than I realize. Agree A – Disagree B –
9. The future will be better than the past. Agree A – Disagree B –
10. Something terrible could be about to happen. Agree A – Disagree B –
11. I shower and dress as quickly as my friends. Agree A – Disagree B –
12. I dislike touching people who are ill. Agree A – Disagree B –
13. I quickly forget my mistakes at work. Agree A – Disagree B –
14. I detest visiting hospitals. Agree A – Disagree B –
15. After locking a door, I do not return to check it. Agree A – Disagree B –
16. While on holiday I worry a lot about home. Agree A – Disagree B –
17. Human frailty is forgivable. Agree A – Disagree B –
18. I do it myself if I want it done well. Agree A – Disagree B –
19. I prefer eating out to staying in. Agree A – Disagree B –
20. I very rarely, if ever, use public toilets. Agree A – Disagree B –

### **Find out how you scored**

Work out your score by adding up the numbers of As and Bs you have ticked.

### **16 or more Bs: high.**

You are scoring high on worrying. This means that, while you worry about the same sort of things as everyone else, you tend to worry for much longer. You are

convinced that you are unable to do much to change your fate, while also dreading what it might hold. One way of tackling anxiety is to investigate what you can do to resolve the problem. And remember that chronic worry might be a worse fate than your current fears.

**10 to 15 Bs: average.**

You aren't quite as worried as higher scorers, but your tendency to judge yourself, your concern over time and your perfectionism all combine for a stressful way of life. In fact, your performance at all things would improve if you worried less – although you believe that if you stop worrying, you won't do as well. It's true you might be able to avoid problems by anticipating them, but only if your concerns are realistic. Unrealistic worries are those which none of your friends or family understands or shares.

**6 to 10 Bs: low.**

You are fairly free from worry and are not preoccupied with your health in the same way as chronic worriers. But there are still days when you are apprehensive about finances and, perhaps, wider subjects like politics and current affairs. One aspect of your tendency to worry is that you frequently avoid the opportunity to take control of your life, and so you worry about how things will turn out.

**0 to 5 Bs: very low.**

You are scoring low on worrying, which means you are a lot less anxious than higher scores about health, money, relationships, jobs and family. While this means your life is more relaxed, the downside is that you are often unprepared for the worst. Worrying about something allows us to anticipate and prepare for an otherwise unforeseen problem. For those who do not worry enough, life is more full of unpleasant surprises.

**Task 7. Quiz Time**

1. Do the personality quiz to discover what type of person you are. Write **Y** for *Yes*, **N** for *No*, and **S** for *Sometimes*.

**What type of person are you?**

1. Do you usually smile?
2. Do you enjoy the company of other people?
3. Do you find it difficult to meet new people?
4. Do you have definite plans for your future career?
5. Does your mood change often and suddenly for no reason?



6. Do you notice other people's feelings?
  7. Do you think the future will be good?
  8. Can your friends depend on you?
  9. Is your room often a mess?
  10. Do you get annoyed if you have to wait for anyone or anything?
  11. Do you put off until tomorrow what you could do today?
  12. Do you work hard?
  13. Do you keep your feelings and ideas to yourself?
  14. Do you often give presents?
  15. Do you talk a lot?
  16. Are you usually calm and not worried by things?
2. Work with a partner. Ask your partner to do the quiz about you. Compare your ideas and your partner's ideas about you. Are they the same or different? Describe yourself (reliable, optimistic, talkative, shy, ambitious, lazy, generous, moody, hardworking, easygoing, untidy, cheerful, sensitive, impatient)
3. Describe someone in the class to your partner, but don't say who it is. Can your partner guess who it is?

### **Task 8 Get Rid of Stress**

Stress makes us vulnerable to everything from colds and flu to cancer and heart disease. It's time to examine the stress in your life and follow the stress-busting techniques.

#### **12 Stress Busters**

1. I get impatient easily.

(Get physically active)

2. I try to do everything myself.

(Learn to share the load – at work and at home)

3. I set goals that I never seem to achieve.

(Try the smart approach, that is your goals should be specific, achievable, rewarded, time-limited)

4. I fail to see the humour in the situations others find funny.

( A good laugh can help relieve teeth – clenching tension. Laughing relaxes muscles, lowers blood pressure; so you have to read funny books, watch funny movies, try to take everything easy)

5. I tend to make a big deal about everything.

(Keep things in perspective, do not always assume the worst, don't adopt a failure thinking)

6. I neglect my diet.

(You'd better cope with stress if your diet is low in fat and refined carbohydrates (sugar, white bread, etc.) Eat more bread and cereals, fruits and vegetables, lean or non-fat meat.)

7. I keep everything inside.

(Discuss your frustrations with family or friends, it will help dispel some of the most toxic effects of stress.)

8. I neglect exercises.

(Mind: it helps the body to release endorphins, brain chemicals that foster a sense of calmness. A 15 minute walk can have a greater calming effect than a tranquilizer.)

9. I have a few supportive relationships.

( Carve out time for friends and family, make sure your friendships are reciprocal; having a dog or cat to care for reduces stress.)

10. I get too little sleep.

(Practising relaxation exercises such as deep breathing or yoga promotes deep sleep.)

11. I fret about the past or future.

(Concentrate on living at the moment and you may find that other problems begin to evaporate.)

12. I fail to build relaxation into my day.

( Schedule time for relaxation every day, make it a routine and it will become your time-out.)

## **Appendix 2.**

### **Texts For Supplementary Reading**

#### **Text 1 Family: Parents and Children**

**(after Karen Hewitt)**

The number of single children in Ukraine astonishes many British visitors, especially the older ones. "Where are the brothers and sisters?" they ask. "Isn't that child in danger of being spoiled?" "Being spoiled" is a very British concept. Not every mother is suspicious of "too much indulgence" but it is certainly often mentioned as a worry.

Once the children are at school, most debates are essentially about rules and freedom. Both are necessary, but parents and children are in constant conflict about how much freedom, how many rules.

British parents take money seriously. Children from the age of 5 or 6 are normally given weekly "pocket money" – a few pence at first, increasing as they get older. Pocket money is often related to responsibilities about the house.

Teenage children are often given a clothing allowance (they must buy their own clothes) and budget accordingly. If they spend too much on a smart jacket or a fashionable dress, they will have no money for shoes. They are being taught "the value of money". Children from the age of 13 often take part-time jobs to pay for records, electronic gadgets and so forth.

They are not of course your problem. But this is a difference between Britain and Ukraine which is most often misunderstood by young Ukrainian citizens. Imitating the rich West does not mean owning videos and fashionable clothes. In a market economy basically there is no "blat". There is money. Or no money.

What about moral attitudes? How do parents in Britain teach their children the difference between "right and wrong"? If you talk to parents of all social groups you will find there is general agreement that children should be taught to be kind, to be honest and to be fair; and that it is wrong to be cruel, to steal or to destroy the happiness of other people.

The other moral appeal to the British child is to "be fair". Basic justice should be done. If there are three apples and three children, then the apples should be divided. Simple enough, and world-wide perhaps. But many advantages are divided on this basis.

In other western countries, different values are stressed. The Americans like to teach their children that everyone has the right to health, wealth, happiness, education, goods, etc. So it is your duty to insist on your rights and not to let other

people take them away. These values are not really ours. Because most of us get worried it seems that people aren't somehow trying to make things more fair.

It is easy to find Americans, for example, who are absolutely certain that they know what is right because it is the word of God or an inalienable part of the American constitution. But the English are hesitant, muddled, but content to live with the muddle, trying to do the right thing but persuaded that a different approach might be all right if it sounded fair.

## **Text 2 The Meaning of Dreams**

Nearly half of all women admit they dream several times a night but usually have no idea what the dreams mean. That's a pity because your dreams can tell you a lot about yourself. During an average night you'll drift into light sleep and then deep sleep. You'll go through five of these hour-long cycles. Before each new cycle – for between 10 and 30 minutes – you'll be in dreamland: an unstructured world where nothing is impossible.

By studying your dreams you can learn a great deal about yourself. Overweight people dream more than thin. Women dream more than men: 45 per cent of women say that they dream several times a night, but only 34 per cent of men say they dream that often.

It is possible to choose what to dream about. As you fall asleep, make sure that the last thing on your mind is the scene or person you want to dream about. But be warned. It is impossible to decide exactly what is going to happen. Your plans for a night of romantic passion could easily turn into something else.

A growing number of scientists believe that premonitions – either when you are awake or when you are in dreamland – may be just as real as other senses. But if you regularly have dreams about terrible things happening to you or those you love, you are almost certainly not dreaming about things that are going to happen but events that you are worried about.

If you dream of TV stars, this may mean that you want your life to be more exciting. If you felt inferior, then your confidence probably needs a boost.

A dream about death may signify you are looking forward to something about to happen – a new job or a new relationship, for example.

## **Text 3 Depression Among College Students**

Depression is widespread among college students. As many as 78 percent of college students suffer some symptoms of depression. Forty-six percent of the students have intense enough depression to make some professional help appropriate. At least twice the rate of suicides occur among college students each year as among nonstudents of similar age.

There are many possible reasons why students suffer from depression. Many students are living away from home for the first time. They must cope with situations that require new kinds of adaptive behaviours. In addition, because colleges bring together the most talented and achieving students from many high schools, staying at the top is much harder, and competition is fierce. Many students who have always been near the top of their classes can't face the prospect of a less outstanding position. Often students aren't sure what career they want to follow. They may spend time feeling guilty about the money their parents are spending on their education and feel an obligation to be successful even when they have no clear idea of what to do with their lives. At first, they may have few people to whom they can turn for comfort. Their old friends are back home, and the effort required to make new friends may cause some anxiety. Severe loneliness and feelings of isolation result.

Self-destruction is also a serious problem among college students. The suicide rate for the college population is 50 percent higher than for the general population. Each year 100,000 college students threaten suicide and some 1,000 actually kill themselves. This problem is found not only in the US, but in European countries, India, and Japan as well.

Most of the students who feel depressed do not seek professional help either within the college or from outside sources. They try to handle the problem by working harder, by talking to friends, or by dropping out. Colleges have tried to cope with these problems in a variety of ways.

Perhaps one effective way to reduce this problem is to make students aware that what they are experiencing is not unique. The majority of students have the same discomforts. This might help them decide more intelligently how to deal with depression and where to seek help. Rather than attributing academic difficulties to intellectual deficiencies, the student might be made aware that emotional stress and depression may cause sadness and less motivated behaviour, which also might interfere with academic performance.

#### **Text 4 Fatigue**

Several factors cause fatigue, but in general, they come down to two main causes: lack of fuel or food, and the excessive accumulation of by-products of activity. Muscle activity uses up stores of glycogen or sugar. It also must have oxygen, for a muscle deprived of it will soon cease to contract. Lactic acid and carbon dioxide are the chief by-products of muscle activity, but there are also toxins from other sources which may help produce fatigue. Some of these toxins may come from bodily infections and some may be absorbed from breathing or from the digestive process. But in addition to these factors, there are certain causes of fatigue which are more or less obscure. Some of these are less physiological than psychological,

such as lack of interest in what you are doing. When you do something that bores you, you tire easily; if you are interested in your work, you forget the amount of energy you put into it. You also tire more quickly when you are walking, for in walking, each leg rests half of the time.

### **Text 5 Foreign Languages In Our Life**

During a lot of centuries people learn foreign languages. People in Europe started to learn languages in the 11<sup>th</sup> century.

One of the most popular foreign languages is English. Today it is the language of the world. Over 350 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the USA, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada, and South African Republic.

It is the major international language for communication in such areas as science, technology, business and mass entertainment. English is one of the official languages of the United Nations Organization and other political organization. It is the language of the literature, education, modern music, and international tourism.

People who speak English fall into one of three groups: those who have learnt it as their native language; those who have learnt it as a second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose – administrative, professional or educational.

Knowledge of foreign languages makes people educated and intelligent persons. I think English is worth studying. There is a proverb: "As many languages you know, as many times you are a person".

### **Text 6 University**

We are first-year students of Vasyl Stefanyk Precarpathian National University.

The history of our University began about 70 years ago. The former Ivano-Frankivsk Teachers' Training College opened its doors in 1940. It was established as the Teachers' Institute at that time and the first higher school of West Ukraine. Only three hundred students studied at 3 faculties of the day and extramural departments at that time. In 1972 the Institute got the status of the State Pedagogical Institute and was named in honour of the famous West-Ukrainian writer Vasyl Stefanyk. In September 1992 our higher school got a new and very honourable status – the status of a University.

In a short period of its existence the new University has developed into a leading scientific, cultural and educational centre in Precarpathian region. Now the University prepares Masters, Specialists and Bachelors in many specialities.

During the years of its existence this higher educational establishment has trained 42 000 professionals. They work in state administration , elected offices, different fields of education, science, culture, economy of Ukraine.

Educational activities and research work at the University are done by about 850 teaching assistants and professors. The teaching staff includes 74 Doctors of Science, professors, 480 candidates of sciences, senior lecturers. Some of them have their research schools.

An inseparable part of the activity of higher education is scientific-research work. There are 8 specialized Academic Councils in our University, so postgraduates from both our and other universities may defend their dissertations and receive the degree of Candidate of Sciences in such specialities as Psychology, Pedagogy, History, Biology, Physics, Ukrainian language and Ukrainian literature.

The University incorporates the following institutes, faculties and divisions: Pedagogical Institute, Institute of Philology, Institute of History and Politology, Institute of Law, Institute of Arts, Institute of Tourism, Natural Institute, Regional Research Institute, Faculties of Foreign languages, Economics, Philosophy, Mathematics, Physical Education, Preparatory Courses, College of Law, Computer center.

The University incorporates the following facilities: 7 buildings for classroom and laboratory activities, 5 hostels, a library with specialized reading rooms, 4 museums, culture club for students, dendrological park, "Plai" publishing office, gymnasium, sporting complex, stadium, "Zdorovia" health centre, "Smerichka" sport recreation centre.

The University course lasts from four to five years. There are 2 departments at the University: full-time and extramural. Training is based on scientific principles: lectures and theory are combined with practical classes in every subject. The best students receive state grants.

The University pays great attention to both scientific, educational work and the development of sports and amateur art. Folk groups "Verkhovynka", "Rosynka", "Usmishka" and others are known in many countries of the world.

The Precarpathian National University is a real temple of science, culture and education.

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