

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ
ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ**

Сотников Андрій

**АНГЛІЙСЬКА ДЛЯ ПСИХОЛОГІВ
(ЧАСТИНА 1)**

Практичний посібник для студентів

**Київ
Видавничий центр КНЛУ
2024**

УДК 811.111 + 159.9] (075.8)

С 67

*Друкується за рішенням вченої ради
Київського національного лінгвістичного університету
(протокол № 5 від 23.09.2024 року)*

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ISBN 978-966-638-389-4

Сотников, А.В.

С 67 English for Psychology Students (Part 1) / Англійська мова для психологів (частина 1). Навч. посібник. – Київ: Видавничий центр КНЛУ, 2024. – 197 с.

Практичний посібник призначений для додаткового використання на практичних заняттях студентами другого курсу спеціальності Психологія (спеціальність 053 «Практична психологія»). Даний посібник є виключно додатковим ресурсом, який відповідає робочій програмі та силабусу. Кожен розділ містить вправи на читання, говоріння, аудіювання та письмо. Посібник також можна використовувати для самостійної роботи. Посібник орієнтований на тих, хто вивчає англійську за професійним спрямуванням (психологія) та студентів 2 курсу.

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Preface

The given textbook is intended for second-year students of the "Psychology" specialty, for the discipline "The English language (English for Specific Purposes)". It contains additional texts on the main topics of the syllabus and is intended for self-study by students, and consists of 6 units. The main goal of this textbook is to provide students with the opportunity to use professional vocabulary in communicative situations. It goes without saying that it is impossible to get professional-orientated speaking skills without mastering the main vocabulary (it is provided in the first units). To achieve this goal, each section contains tasks to develop reading, speaking, writing, and listening skills. The most essential sections are followed by a list of vocabulary on the subject of the texts. The written assignment is aimed at developing the creative potential of students and improving the skills of independent written expression. As well, there are exercises aimed at the continuation of speaking: tasks include a brief discussion of the text, one's oral statement, and a conversation on the topic being studied. Each unit foresees tasks for the development and improvement of speaking skills. Each text is accompanied by post-text activities, and teachers can use the textbook in class to discuss the discussion questions contained in each unit. In addition, each chapter contains listening texts with exercises. Each chapter ends with a written project.

This textbook does not contain grammar material, as each lecturer decides for himself/herself which textbooks on English grammar to use in addition to those listed in the syllabus for "The English language (by professional direction, English for Specific Purposes)".

Post-text activities include tasks for general understanding of the text, consolidation of vocabulary, highlighting the main content of the text. At the same time, texts for listening have been recorded by the English languagenative speakers, which, in its turn, provides the students with the possibility of getting known withthe accent of native speakers of English. I do hope, that both our honorable lecturers and students will find thegiven textbook to be useful (if everything is OK, the second part is on the go).

ACKNOWLEDGEMENTS

I am deeply grateful to all my Teachers (all my University lecturers for the time of my studentship (who I will always remember with love and really deep words of gratitude), my first Head of the Department (late) Professor Margaryta Dvorzhetska (and my scientific supervisor for my PhD), my second Head of the department, who has enlightened me a lot in the fields of English Phonetics and who was my official opponent at my PhD thesis' defense, Professor Alla Kalyta, my colleagues from other educational

establishments I have worked for, without whom this textbook would have never appeared. I am grateful to the staff of the Department of Foreign Languages who participated greatly in discussions dedicated to the content of this textbook. I am grateful for the chance of having the possibility to teach English for specific purposes to Psychology students, which has provided me with the possibility to understand a lot regarding our unconscious sphere of mind, I am also grateful to our colleagues-psychologists (I have not been qualified as a psychologist), so, their pieces of advice regarding texts, terms, points of view were really important. I am also grateful to Professor Olexandr Khomenko for his useful pieces of advice regarding exercises. The words of deep gratitude also go to our honorable reviewers for their time spent on reviewing, their useful pieces of advice, and their valid criticism. As well, the words of gratitude belong to my editor, Dr. David Bish, who has evaluated the given textbook from the point of view of a native speaker, I have really appreciated his pieces of advice. I am grateful to our students who have turned out to be the first to read and listen to the texts and do exercises.

Unit 1. PSYCHOLOGY AS A SCIENCE OF CONSCIOUS EXPERIENCE

LEAD IN: Try to answer the following questions for yourself: 1) What do I know about Psychology as a science? 2) What is the scope of Psychology? 3) Can I enumerate the main classical schools of Psychology? If you can't, you'll be able to do it after working with this unit.

STARTING UP

Comment on the quotations given below

The mind is everything. What you think you become. –
Buddha (<https://www.quora.com/What-does-the-Buddhas-quote-what-you-think-you-become-mean>)

The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind. - William James
(<https://www.quora.com/What-is-the-explanation-of-the-greatest-discovery-of-any-generation-is-that-a-human-can-alter-his-life-by-altering-his-attitude>)

The only thing that interferes with my learning is my education. - Albert Einstein
(<https://www.quora.com/The-only-thing-that-interferes-with-my-learning-is-my-education-Albert->

Einstein-Do-education-system-really-put-you-in-a-framework-and-restrict-your-exploration-into-the-unknown)

The mind is its own place, and in itself can make a heaven of hell, a hell of heaven. - John Milton (<https://www.quora.com/What-is-your-interpretation-of-this-quote-the-mind-is-its-own-place-and-in-itself-can-make-a-Heaven-of-Hell-a-Hell-of-Heaven-from-Paradise-Lost-by-John-Milton>)

The mind is not a vessel to be filled, but a fire to be kindled.

- Plutarch (<https://www.quora.com/What-is-an-explanation-for-the-correct-meaning-of-Minds-are-not-vessels-to-be-filled-but-a-fire-to-be-kindled>)

Activity 1. Read the text

The Nature of Science

A science is an organized body of reliable information. Such a body of knowledge does not grow as a result of speculation alone, nor does it develop from random observations. Its accumulation depends on the use of special procedures, which constitute scientific method. In the early stages of a science, moreover, the importance of the procedure used far outweighs that of the information obtained.

Psychology, like every other science, acquired

scientific status when (1) its observations became systematic rather than aimless; (2) its observations became impersonal — that is to say, when psychologists honestly sought information instead of attempting to prove their own ideas by a prejudiced selection of facts, and (3) it became possible for any qualified investigator to repeat the observations of another, under essentially the same conditions, and to verify the results.

The requirements of science are most closely fulfilled when investigators use experimental methods, when instead of observing what occurs spontaneously, they change aspects of nature and note the effect of these changes on phenomena, which come within the range of their inquiry.

Psychology achieved scientific status when it became experimental. As we shall see, experimental procedure in psychology was first applied to analyses of conscious experience.

Analysis of Consciousness

The formal launching of psychology as a separate science occurred in 1879 when Wilhelm Wundt opened his Psychological Institute at the University of Leipzig. Wundt was a physiologist and philosopher who had contributed to both of these fields. In addition to his experiments in psychology, he was to continue making important contributions to

philosophy.

The new movement was not so much a revolt against mental philosophy as an attempt to get psychology out of an impasse, by utilizing the experimental method of physiology and physics.

No science is, in an absolute sense, independent of philosophy. Psychology has never completely broken away from philosophy and the two disciplines will always have much in common, since scientific endeavors psychological or otherwise, are preceded and followed by speculation. Today there is a flourishing branch of philosophy, the philosophy of science, which critically examines the aims, methods and conclusions of all sciences.

Scientific psychology at first took over the same apparatus and methods with which physiologists and physicists had been investigating behaviour and experience. Very soon, however, psychologists were finding new problems and devising apparatus and procedures of their own.

Most of the early psychological experiments dealt with experience. There was only incidental interest in a scientific study of behaviour as such: that is, in what persons said and did. Individual observers were trained to attend to and describe their experience while the experimenter made various changes in light, sound and other external conditions. He also made

experimental changes in physiological conditions (fatigue, hunger, thirst). The method of attending to and describing experiences under known external and internal conditions was called experimental introspection.

The chief aim of Wundt and his students was to discover the ingredients of conscious experience. It was claimed, that it could be analyzed into its elements (sensations and so on). Especially there was an effort to discover the relations between stimuli, physiological structures, and particular types of experience. Because of emphasis upon conscious experience, psychology was at that time designated the science of consciousness.

The Functions of Consciousness

While some psychologists were trying to discover what consciousness is by analyzing experiences and relating them to environmental and organic factors, other investigators of consciousness were more interested in what consciousness does; that is, in its functions. Perhaps the most important impetus for such a «functional» approach to the study of consciousness came from the Darwinian doctrine of evolution. Darwin, in discussing the struggle for existence, pointed out that organisms that have the most adequate means of adjusting to their environment are those most likely to survive. How consciousness

might aid the survival of organisms appeared, therefore, worthy of scientific study. Introspection revealed that learning a motor skill makes one vividly conscious at first of one's activities.

As the habit approaches perfection, however, consciousness gradually recedes. The perfected habit then is carried out automatically, without necessary participation of consciousness. Thus, it appeared that consciousness contributes to the survival of organisms by aiding them to learn.

This approach to the study of consciousness failed to advance an understanding of what consciousness is, or even, to any appreciable extent, what consciousness does. Nevertheless, it proved very important in shaping the further development of psychology. Seeking to discover the functions of consciousness in adjustment, psychologists were led to investigate the learning process itself. They eventually paid attention less to consciousness and more to the environmental and organic conditions that produce efficient learning. Such a change of emphasis made psychology what had previously been regarded as a science of the functions of consciousness, a science of behaviour.

(<https://lingualeo.com/et/jungle/psychology-as-a-science-of-conscious-experience-278359>)

Activity 2. Answer the following questions:

1. What is a science?
2. What does the accumulation of scientific knowledge depend on?
3. When did psychology acquire scientific status?
4. What is the main method of psychological investigations?
5. What contribution did Wundt make to the development of psychology?
6. What does psychology have in common with philosophy?
7. What did the early psychological experiments deal with?
8. Why may psychology at the beginning of this century be called the science of consciousness?
9. Whose doctrine contributed to the study of consciousness?
10. What does the Darwinian Theory say about survival in the struggle of organisms for existence?
11. Does consciousness aid survival of organisms?
12. In what way does consciousness contribute to the survival of organisms?
13. What did the attempt to discover the functions of consciousness in adjustment lead psychologists to?

Activity 3. Put the words into their correct spaces in the text: *Nervous, derived, investigation, functions,*

emotionally, soul, behaviour, mental, throughout, strategic.

Scope of Psychology

Psychology as a science studies ... (1) activity and human behaviour. Psychologists study basic ... (2) such as learning, memory, language, thinking, emotions and motives. They investigate development ... (3) the life span from birth to death. They are involved in mental and physical care. They treat people who are ... (4) distressed.

Psychology occupies a ... (5) position between natural and social sciences on the one hand, and between sciences and humanities, on the other.

The word “psychology” is ... (6) from the Greek word meaning “study of the mind and ... (7)” So in the definition of psychology there are three basic words: “science”, “... (8)”, “mental processes”.

“Science” means rational ... (9) of processes and phenomena. By “behaviour” psychologists mean everything that people and animals do: action, emotions, ways of communication, developmental processes. “Mental processes” characterize the work of the mind and the ... (10) system. (chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://maup.com.ua/assets/files/lib/book/angl_for_psy.pdf. P. 12)

Activity 4. Read and translate the text given below into Ukrainian:

Scope of Psychology

Psychology as a science studies mental activity and human behaviour. Psychologists study basic functions such as learning, memory, language, thinking, emotions, and motives. They investigate development throughout the life span from birth to death. They are involved in mental and physical health care. They treat people who are emotionally distressed.

Psychology occupies a strategic position between natural and social sciences on the one hand, and between sciences and humanities, on the other.

Major Specialists in Psychology

SPECIALIST	PRIMARY ACTIVITIES
Clinical psychologist	Assesses and treats people with psychological problems; conducts research
Counseling psychologist	Counsels people with adjustment problems and promotes achievement in educational and work settings; combines research, consultation and treatment

Industrial (organizational)	Combines research,
psychologist	consultation, and program development to enhance morale and efficiency in the workplace
Educational psychologist	Develops, designs, and evaluates materials and procedures for educational programs
Social psychologist	Studies how people influence one another
Developmental psychologist	Studies change in behaviour with age
Experimental psychologist	Conducts research
School psychologist	Establishes programs, consults, treats youngsters' problems, and does research in the school setting
Cognitive psychologist	Studies mental processes
Community psychologist	Treats distressed people within the community; initiates community action and develops community programs to enhance mental health
Engineering psychologist	Designs and evaluates environments, machinery, training devices, programs, and systems to improve relationships between people and the environment

Personality psychologist	Studies how and why people differ from one another and how those differences can be assessed
Physiological psychologist	Studies the physical bases of behaviour and cognition

Psychometric (quantitative) psychologist	Develops and evaluates tests; designs research to measure psychological functions
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(the text is taken from <https://studfile.net/preview/7809347/>)

Activity 5. Read the text given below.

Sigmund Freud

Sigmund Freud was a famous doctor and thinker. He was born in 1856 in a place called Austria. Freud is best known for creating something called psychoanalysis. Psychoanalysis is a way to help people understand their thoughts and feelings.

Freud believed that many of our thoughts and feelings come from things that happened to us when we were children. He thought that when bad things happen, we sometimes push those memories deep into our mind. These hidden memories can cause problems later in life. Freud would talk to his patients to help them find and understand

these hidden memories.

Freud also had some interesting ideas about dreams. He believed that dreams were a way for our minds to show us our hidden thoughts and wishes. Freud wrote a book called "The Interpretation of Dreams." In this book, he explained how to understand and use dreams to uncover our hidden thoughts.

Freud thought that our minds were divided into three parts: the id, the ego, and the superego. The id is the part of our mind that wants things, like food and comfort, right away. The ego is the part that helps us deal with reality. It tries to keep the id happy without getting into trouble. The superego is the part that tells us what is right and wrong. Freud's ideas were very new and different in his time. Not everyone agreed with him, but his work has had a big impact on how we understand the mind. Today, many of Freud's ideas are still studied and talked about.

(the text is taken from
<https://studfile.net/preview/7809347/page:3/>)

Activity 6. Answer the following questions to the text.

- 1) What is Sigmund Freud best known for creating?
- 2) According to Freud, where do many of our thoughts and feelings come from?
- 3) How did Freud believe hidden memories from childhood could cause problems later in life?
- 4) What did Freud think dreams were a way for our minds to do?

- 5) In "The Interpretation of Dreams," what did Freud explain how to understand and use?
- 6) How did Freud believe our minds were divided?
- 7) Despite not everyone agreeing with him, what impact has Freud's work had on understanding the mind?

Activity 7. Decide if the statements are true or false.

1. Freud was born in Austria in 1856.
2. Psychoanalysis helps people understand their childhood memories.
3. Freud believed that dreams have no connection to our hidden thoughts.
4. The id is the part of the mind that deals with reality.
5. Freud's ideas were widely accepted during his time.
6. The superego is responsible for our sense of right and wrong.
7. Freud's work continues to influence the study of the mind today.

Activity 8. Choose the correct variant of an answer.

1. What was Sigmund Freud's main contribution to the field of psychology?

A) Developing a new form of psychotherapy

- B) Conducting extensive research on dream analysis
- C) Establishing a new theory about the structure of the mind
- D) All of the above

2. According to the passage, what did Freud believe was the source of many of our thoughts and feelings?

- A) Our current life experiences
- B) Our genetic makeup
- C) Our subconscious memories from childhood
- D) Our interactions with others

3. Which of the following best describes Freud's view on the role of dreams?

- A) Dreams are random and meaningless
- B) Dreams reveal our hidden desires and fears
- C) Dreams are a reflection of our physical health
- D) Dreams are a way to communicate with the supernatural

4. What was the purpose of Freud's theory about the id, ego, and superego?

- A) To explain the different stages of human development
- B) To understand the connection between the mind and body
- C) To describe the different parts of the human personality
- D) To create a new approach to psychiatric treatment

5. How did the passage characterize the reception of Freud's ideas during his lifetime?

- A) They were widely accepted and implemented
- B) They were completely rejected by the scientific

community

C) They were considered new and unconventional for the time

D) They had a limited impact on the field of psychology

6. In what country was Sigmund Freud born?

A) Germany

B) Austria

C) United States

D) United Kingdom

7. What method did Freud use to help his patients, according to the passage?

A) Prescribing medication

B) Analyzing their dreams

C) Conducting hypnotherapy

D) Engaging in talk therapy

Activity 9. Make up dialogues based on situations given below

1. You are going to enter the Psychology Faculty but your parents object to it. You are trying to persuade them that psychology is one of the basic fields of knowledge.
2. Ask your friends if they know the differences in the specialties of a psychologist, psychiatrist and psychoanalyst. If they do not, enlighten them.

3. You are interviewing a famous psychologist. What possible questions could you ask about the development of psychology as a separate discipline?

Activity 10. Read the material given below and be ready to discuss it.

When psychology first emerged as a science separate from biology and philosophy, the debate over how to describe and explain the human mind and behavior began. The different schools of psychology represent the major theories within the field of psychological science.

The first school of thought, structuralism, was advocated by the founder of the first psychology lab, Wilhelm Wundt. Almost immediately, other theories began to emerge and vie for dominance.

The main schools of psychology are structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, humanism, and cognitivism.

In the past, psychologists often identified themselves exclusively with one single school of thought. Today, most psychologists have an eclectic outlook on psychology. They often draw on ideas and theories from different schools rather than holding to any singular perspective.

This article discusses some of the major schools of thought that have influenced our knowledge and

understanding of psychology.

The Structuralist School of Psychology

Structuralism is widely regarded as the first school of thought in psychology. This outlook focused on breaking down mental processes into the most basic components. Major thinkers associated with structuralism include Wilhelm Wundt and Edward Titchener.

The focus of structuralism was on reducing mental processes down into their most basic elements. The structuralists used techniques such as introspection to analyze the inner processes of the human mind.

The introspective experimental technique used by the structuralists involved having trained observers examine their inner responses. Using this approach, also known as experimental self-observation, experimenters like Wundt trained people to analyze their thoughts as carefully and objectively as possible.

While these methods were understandably not the most empirically rigorous, the structuralist school of thought played an important role in the development of experimental psychology.

The Functionalist School of Psychology

Functionalism formed as a reaction to the theories of the structuralist school of thought and was heavily influenced by the work of William James. It functioned on the mind's functions and adaptations.

Instead of focusing on the mental processes themselves, functionalist thinkers were interested in the role that these processes play.

In a functionalist approach, for example, instead of trying to understand the underlying processes that cause mental states, the focus would be on understanding the function that those states serve. Gaining a better understanding of the purpose would allow psychologists to better understand how the mind allows people to respond and adapt to their environments.

The functionalist school was interested in the purpose of thoughts and behaviors, whereas structuralism was concerned with the elements that make up consciousness. While functionalism largely disappeared as a school of thought, its influence persisted in applied psychology, behaviorism, and educational psychology.

Unlike some of the other well-known schools of thought in psychology, functionalism is not associated with a single dominant theorist. Instead, a number of functionalist thinkers are associated with this outlook, including John Dewey, James Rowland Angell, and Harvey Carr.

Some historians have questioned whether functionalism should be considered a formal school of psychology, given its lack of a central leader or formalized ideas.

The Gestalt School of Psychology

Gestalt psychology was a school of psychology based upon the idea that people experience things as unified wholes. This approach to psychology began in Germany and Austria during the late 19th century in response to the molecular approach of structuralism.

Some thinkers associated with the Gestalt school of thought included Max Wertheimer, Wolfgang Köhler, and Kurt Koffka.

Instead of breaking down thoughts and behavior to their smallest elements, the gestalt psychologists believed that you must look at the whole of experience. According to Gestalt thinkers, the whole is greater than the sum of its parts, a philosophy known as holism.

Some examples of Gestalt thinking include explanations for optical phenomena, such as visual illusions. Wertheimer described the phi phenomenon by observing how alternating railway lights created the illusion of movement. The phenomenon suggests that a succession of images seen in rapid sequence are perceived as moving.

The Behaviorist School of Psychology

Behaviorism became a dominant school of thought during the 1950s. It was based upon the work of thinkers such as John B. Watson, Ivan Pavlov, and B. F. Skinner.

Behaviorism suggests that all behavior can be explained by environmental causes rather than by internal forces. Behaviorism is focused on observable

behavior. Examples of behavioral theories that emerged during this time include:

Classical conditioning: This is a type of learning that involves associating a previously neutral stimulus with a stimulus that naturally and automatically triggers a response. For example, pairing the sound of a bell with the presentation of food. After an association is formed, the previously neutral stimulus will produce the same response as the natural stimulus. Operant conditioning: This type of learning involves using rewards and punishments to create an association between the behavior and the consequences of that behavior.

The behavioral school of psychology significantly influenced the course of psychology. Many ideas and techniques that emerged from this school of thought are still widely used today. Behavioral training, token economies, aversion therapy, and other methods are frequently used in psychotherapy and behavior modification programs.

The Psychoanalytic School of Psychology

Psychoanalysis is a school of psychology founded by Sigmund Freud. This school of thought emphasized the influence of the unconscious mind on behavior. Other major psychoanalytic thinkers included Anna Freud and Otto Rank and neo-Freudians such as Erik Erikson, Alfred Adler, and Karen Horney.

Freud believed that the human mind was composed of three elements: *the id, ego, and superego*.

The **id** consists of primal urges.

The **ego** is the component of personality charged with dealing with reality.

The **superego** is the part of the personality that holds all the ideals and values we internalize from our parents and culture.

Freud believed that the interaction of these three elements was what led to all of the complex human behaviors.

Other important theories within the psychoanalytic school included the idea of the conscious and unconscious, Freud's psychosexual approach to personality development, and the concept of life and death instincts.

Freud's work also played an important role in the development of talk therapy as an approach to treating mental illness. Many traditional Freudian approaches to treatment are no longer in favor, but modern psychoanalytic therapy continues to play an important role in psychology today. Research has shown that using self-examination can play an important role in emotional growth.

Recap

Freud's school of thought was enormously influential, but also generated considerable debate. This

controversy existed not only in his time but also in modern discussions of Freud's theories.

The Humanistic School of Psychology

Humanistic psychology developed as a response to psychoanalysis and behaviorism. The development of this school of thought in psychology was heavily influenced by the work of humanist thinkers such as Abraham Maslow, Carl Rogers, and Clark Moustakas.

While early schools of thought were primarily centered on abnormal human behavior, humanistic psychology differed considerably in its emphasis on helping people achieve and fulfill their potential. Humanistic psychology instead focused on topics such as:

Becoming a fully functioning person: A person who is in touch with their innermost desires and trusts their own instincts;

Individual free will: The capacity that individuals have to make choices, select courses of action, and control their own lives;

Hierarchy of needs: A theory introduced by Maslow suggesting that people were motivated by a series of increasingly complex needs, starting with their basic physiological needs up to the need to achieve an individual's full potential;

Peak experiences: Moments of pure, transcendent joy that play an important part in the reaching self-actualization;

Self-actualization: A state of reaching one's full potential.

Humanistic psychology remains quite popular today and has significantly influenced other areas of psychology including positive psychology. This particular branch of psychology is centered on helping people live happier, more fulfilling lives.

The Cognitive School of Psychology

Cognitive psychology is the school of psychology that studies mental processes, including how people think, perceive, remember and learn. As part of the larger field of cognitive science, this branch of psychology is related to other disciplines such as neuroscience, philosophy, and linguistics.

Cognitive psychology emerged during the 1950s, partly as a response to behaviorism. Critics of behaviorism noted that it failed to account for how internal processes impacted behavior.

Examples of theories that grew out of the cognitive school of thought include:

Stages of cognitive development: A theory proposed by Jean Piaget, which suggested that children go through a series of progressive stages of intellectual development.

Sociocultural theory: This theory, introduced by Lev Vygotsky, looked at how the interaction of cultural and social factors contributed to cognitive development.

Informational processing theory: This theory suggests

that the mind functions much like a computer to process and interpret information about the world.

Cognitive-behavioral therapy (CBT) was also heavily influenced by this psychological perspective. CBT is an approach to treatment that focuses on how automatic negative thought patterns influence behavior and psychological problems.

This period is sometimes referred to as the "cognitive revolution" as a wealth of research on information processing, language, memory, and perception began to emerge.

(By Kendra Cherry,
<https://www.verywellmind.com/psychology-schools-of-thought-2795247>)

Activity 11. Answer the following questions:

1. How did functionalism form and what influenced its development?
2. What was the main focus of functionalist thinkers in contrast to structuralists?
3. Instead of understanding the underlying processes that cause mental states, what did functionalist thinkers focus on?
4. Why was it important for functionalist psychologists to understand the function of mental states?
5. How did the interests of the functionalist school differ from those of the structuralist school?
6. Which areas of psychology were influenced by

functionalism?

7. Who are some notable thinkers associated with the functionalist outlook?

8. Is functionalism considered a formal school of psychology? Why or why not?

What is the focus of structuralism in psychology?

9. How did the structuralists analyze the inner processes of the human mind?

10. Who were some major thinkers associated with structuralism?

11. How did functionalism differ from structuralism in terms of their approach to studying mental processes?

12. What was the main interest of functionalist thinkers?

13. Which areas of psychology were influenced by functionalism?

14. Who were some influential thinkers associated with functionalism?

15. What is the main idea behind gestalt psychology?

16. How do gestalt psychologists view thoughts and behavior?

17. Can you provide an example of a phenomenon explained by gestalt thinking?

18. What is the main principle of behaviorism?

19. How does classical conditioning work?

20. What is operant conditioning and how does it influence behavior?

21. Who founded the Psychoanalytic School of

Psychology?

22. What did Freud believe were the three elements of the human mind?

23. How did Freud explain complex human behaviors?

24. Besides Sigmund Freud, who were other major psychoanalytic thinkers?

25. What are some important theories within the psychoanalytic school of psychology?

26. How did Freud's work contribute to the development of talk therapy?

27. What is the main focus of humanistic psychology?

28. Who were some influential thinkers in the field of humanistic psychology?

29. What are some key concepts in humanistic psychology?

30. What is cognitive psychology and how does it differ from behaviorism?

Activity 12. Read the article quickly and give a short summary of it: ***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, and 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 the 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. Activity 13. Answer the following questions.

1. What is the traditional history of psychology?
2. Who were some of the Greek intellectuals who observed and discussed the relationships between man and his environment?
3. How did Empedocles characterize the cosmos, and how did Hippocrates translate these elements into bodily humours?
4. According to Plato, where do ideas come from, and how are they related to things?
5. What were Aristotle's interests, and how did he explain learning?
6. What method of study did St. Augustine develop, and what was it later called?
7. According to St. Thomas Aquinas, what should

scientific truth be based on?

8. Which scientists made important contributions to psychology during the 15th and 16th centuries?
9. What was the mind-body problem, and which theories emerged during the 17th and 18th centuries to address it?
10. What were the main theories developed by the associationists or empiricists, and who were their founders?

Activity 14. Choose the correct answer

1. According to the text, when did psychology traditionally begin?

- A) 600 B.C.
- B) After the birth of Christ
- C) During the 15th and 16th centuries
- D) Nowadays

2. What did Plato believe about the origin of ideas?

- A) They are innate and come with a soul.
- B) They are based on observations through the sense organs.
- C) They are a product of association of ideas.
- D) They are a result of introspection.

3. Who was interested in anatomy and physiology of the body?

- A) Empedocles
- B) Hippocrates
- C) Aristotle
- D) St. Augustine

4. Which theory suggests that a mind and a body are parallel in their actions?

- A) Occasionalism
- B) Double aspect theory
- C) Psychophysical parallelism
- D) Association theory

5. Who developed the doctrine of mental faculties?

- A) Thomas Hobbes
- B) John Locke
- C) Empedocles
- D) St. Thomas Aquinas

6. When did the scientific knowledge develop greatly?

- A) During the 15th and 16th centuries
- B) After the birth of Christ
- C) Nowadays
- D) During the 17th and 18th centuries

7. What is psychology considered nowadays?

- A) A traditional science**
- B) A combination of true knowledge of human nature
- C) A field of knowledge based on observation and experimentation
- D) A separate discipline

Activity 15. Decide if the statements are true or false

1. Psychology has a scientific history but not a traditional history.
2. The Greek intellectuals observed and discussed the relationships of man with his environment.

3. Empedocles believed that the cosmos consisted of five elements.
4. Plato recognized three classes of phenomena: things, ideas, and emotions.
5. Aristotle was primarily interested in the anatomy and physiology of the body.
6. St. Augustine developed the method of introspection.
7. St. Thomas Aquinas believed that scientific truth must be based on observation and experimentation.
8. Newton made significant contributions to the psychology of vision.
9. The mind-body problem was not a concern for philosophers in the 17th and 18th centuries.
10. Psychology is not considered a separate discipline nowadays.

Activity 16. Listening. Listen to the recording and do exercises

(<https://classroom.google.com/c/NzA4NDEwNTkxNTk5?hl=ru&cjc=wpyrujp>)

Activity 16.1. Answer the following questions.

1. Who developed the school of psychology known as psychoanalysis?
2. What are some key concepts in psychoanalysis, according to Freud?
3. How do behaviourists believe that all behaviour is learned?
4. What are the two main types of learning in

behaviourism?

5. What is the concept of 'self-actualization' in humanistic psychology?
6. How does humanistic psychology differ from psychoanalysis and behaviourism in terms of their view on human nature?
7. What are some differences in the approach to therapy between psychoanalysis, behaviourism, and humanistic psychology?

Activity 16.2. Choose the best answer.

1. Which school of psychology was developed by Sigmund Freud?

- A. Psychoanalysis
- B. Behaviourism
- C. Humanistic Psychology
- D. Cognitive Psychology

2. According to behaviourism, what are the two main types of learning?

- A. Classical conditioning and operant conditioning
- B. Positive reinforcement and negative reinforcement
- C. Pavlovian conditioning and Skinnerian conditioning
- D. Respondent conditioning and operant conditioning

4. Which concept in humanistic psychology emphasises the innate drive to fulfil one's potential?

- A. Self-actualisation
- B. Unconditional positive regard
- C. Intrinsic motivation

D. Person-centred therapy

5. Which school of psychology emerged as a reaction against the pessimistic view of human nature put forward by psychoanalysis and behaviourism?

- A. Cognitive Psychology
- B. Evolutionary Psychology
- C. Humanistic Psychology
- D. Neuroscience

6. What is the key difference between psychoanalysis and behavioural therapy in terms of their approach to therapy?

- A. Psychoanalysis focuses on changing specific behaviours, while behavioural therapy explores unconscious thoughts and feelings.
- B. Psychoanalysis is short-term and focused on immediate problem-solving, while behavioural therapy is long-term and explores past experiences.
- C. Psychoanalysis uses techniques like dream analysis and free association, while behavioural therapy uses techniques like exposure therapy and systematic desensitization.
- D. Psychoanalysis is more directive and prescriptive, while behavioural therapy is more client-centred and empathetic.

7. Which concept in psychoanalysis refers to the unconscious strategies the mind uses to protect

itself from anxiety and distress?

- A. Psychosexual stages
- B. Oral fixation
- C. Defence mechanisms
- D. Repression

8. Which school of psychology believes that all behaviour is learned through experience and that the study of the mind and internal mental processes is not necessary to understand human behaviour?

- A. Psychoanalysis
- B. Behaviourism
- C. Humanistic Psychology
- D. Cognitive Psychology

Activity 16.3. Decide if the statements are true or false.

1. Sigmund Freud developed psychoanalysis in the late 19th century

1. Behaviourism was developed in the late 20th century.

2. Humanistic psychology emerged in the 1950s and 1960s as a response to the negative views of human nature in psychoanalysis and behaviourism.

3. Freud believed that unconscious thoughts have no impact on our daily lives.

4. Behaviourists think that understanding human behaviour does not require studying the mind or internal mental processes.

5. Humanistic psychologists think that individuals have no potential for growth or self-improvement.
6. Psychoanalysis emphasises unconscious processes and early childhood experiences, while behaviourism looks at observable behaviour and the effects of rewards and punishments.

Over to you

1. Give the brief outline of psychology as a science.
2. What field of Psychology would you like to work in and why?
3. You are going to make a PDF presentation about your favourite school of Psychology, make presentation and explain your reasons.

UNIT 2. SENSES AND THE SENSE ORGANS

LEAD IN: Try to answer the following questions for yourself: Is it possible to live without senses? How do our senses work? What is the difference between sensation and perception? Does a touch have any sense? If you can't, you'll be able to do it after working with the given unit.

STARTING UP

Comment on the quotations given below

The five senses are the ministers of the soul.

- Leonardo da Vinci (<https://www.quora.com/What-do-you-think-Leonardo-da-Vinci-meant-by-the-sense-waits-on-the-soul-and-not-the-soul-on-the-sense>)

The senses are the soul's ambassadors to the body.

- John Ruskin (<https://www.quora.com/How-do-the-senses-affect-the-soul>)

The senses are our bridge between the incomprehensible and the comprehensible.

- Ansel Adams (<https://www.quora.com/Albert-Einstein-once-said-The-most-incomprehensible-thing-about-the-universe-is-that-it-is-comprehensible-To-what-extent-do-you-agree-with>)

this-statement)

The senses are the means by which we receive impressions of the external world.

- Aristotle (<https://www.quora.com/What-was-David-Humes-view-of-the-physical-world-Was-it-just-impressions-of-sense-data-that-built-themselves-up-in-minds>)

The senses are the windows of the soul.

- Thomas Huxley (<https://www.quora.com/How-do-you-understand-Thomas-Henry-Huxleys-judgment-I-am-too-much-of-a-skeptic-to-deny-the-possibility-of-anything>)

Activity 1. Read the text given below and be ready to discuss it.

SENSES AND PERCEPTION

Imagine a world without sensation. You would exist in a void, where there was neither light nor shadow, and where no sound disturbed the silence. Food would have no flavour, and you would know neither the fragrance of flowers nor the smell of decay. A lover's caress could not excite you, nor could a cooling breeze relieve the summer heat — which you could not feel, no matter how badly sunburned you became. If you picked up a knife, you couldn't sense it in your hand; if you cut yourself, you would feel no

pain. Even walking would be virtually impossible, because you could not tell where your feet were relative to the ground and each other.

Could you live very long without sensation? Your chances would be slim, because without your senses you would have no lifeline to reality. Your senses are specialized neural structures that put you in touch with the external world, enabling you to deal with the challenges of the environment. Whenever there is a large enough change in the environmental energies that impinge on you, your senses capture this change and transform it into information you can use to reach your goals. The change in energy is a stimulus: thanks to your senses, you can respond to it in some advantageous way.

Although most people believe that human beings have five senses, we actually have at least a dozen. We are all familiar with the five senses whose receptors are located in the eyes, ears, nose, tongue, and skin. But few people realize that within the skin are receptors for at least four kinds sensation (touch, warmth, cold, and pain). This brings our sensory count to eight, but we are not finished. Deep within the ear is an organ that provides our sense of balance, and receptors in the muscles, joints, and tendons tell us about the movement and position of our body.

Additional receptors within the brain monitor blood chemistry and temperature. Each sense organ contains special receptors that are sensitive to particular types of

stimuli. No matter what sort of sensation they deal with, however, all sense organs operate according to similar principles. The basic job of all sensory receptors is the same: to convert environmental stimuli into neural impulses, the language of the nervous system.

Vision. Vision is one of our richest senses; it provides us with the wealth of information. The eyes receive light reflected from objects in the world, and from this light, we perceive shape, colour, depth, texture, and movement.

Hearing. Just as visual receptors in the eyes respond to light, transducing it into neural signals, so auditory receptors in the ears respond to sound waves to produce neural signals. Sound waves are caused by pressure changes in the atmosphere, which generate vibrations among the air molecules. The vibrations send waves of compressed and expanded air molecules through the air, striking the eardrum. Then the eardrum is rapidly pushed and pulled by the compressions and expansions so that it vibrates in a pattern that corresponds to the sound.

The skin senses. Our skin is a shield that contains us and protects us from the world. A six-foot man of average weight and body build has about twenty-one square feet of skin surface. This pliable shield keeps out bacteria, holds in body fluids, wards off harmful sun rays, and regulates the temperature of the body core. At various depths within the skin are a

number of receptors that connect with neurons to inform the brain about environmental stimulation. These receptors transmit information about four different kinds of skin sensations: touch, warmth, cold, and pain. However, not all such receptors are in the skin; touch and pain receptors are also found in the muscles and the internal organs.

The chemical senses: taste and smell. The chemical senses of taste and smell are so closely associated that we often confuse their messages. This confusion develops because receptors for these are located close together in the mouth, throat, and nasal cavity, causing smell and taste to interact. Without a sense of smell, the subtleties of food flavour cannot be appreciated. Many people consider olfaction, or the sense of smell, to be one of the “lower” senses. This view may stem from the fact that American culture has relatively few commonly used names for smells. Instead, we often give a smell the name of whatever object emits that odour, such as rose, lemon, or orange. But our sense of smell is extremely sensitive, possibly 10, 000 times more sensitive than our sense of taste. Some animals have a sense of smell that is at least as sensitive. Police dogs have been used effectively by narcotics agents to sniff packages at post offices and airports in a search for contraband marijuana or hashish. Similarly, bloodhounds track criminals by following an odour trail.

Among human beings, smell serves a vital function: it warns us of possibly dangerous substances, such as gas leaks, smoke, or spoiled food. Odours are also involved with human pleasure. Our use of perfumes, deodorants, and fragrant flowers shows the premium we place on pleasant aromas.

Taste is a more restricted sense than olfaction. An odour can be detected and identified from a distance, but the source of a taste must be in contact with the tongue. Most people can identify and discriminate hundreds of odours, but when odour and other sensory qualities, such as texture, are eliminated, they perceive only four basic taste categories: sweet, sour, salty, and bitter. However, our experience of taste is not as impoverished as that fact might seem to indicate. The gourmet chef and wine-taster will argue that, just as in colour vision, a huge range of taste sensations can be composed by mixing and blending these primary tastes in various combinations.

In order to move about the world, we must maintain our balance, posture, and orientation in space. Our ability to orient ourselves is produced by the coordination of the vestibular and kinesthetic senses. The information these senses give us lets us know whether we are aligned with the pull of gravity — even when we are blindfolded. These senses also tell us how far to the side our head and body

are tilted. The vestibular sense contributes to balance. The vestibular sense organ lies in the inner ear. A movement of the head causes the fluid in the canals to move against and bend the endings of the receptor. The hair cells connect with the vestibular nerve, which runs along beside the auditory nerve on its way to the brain.

Perception. It is impossible to completely separate perception from sensation. Traditionally,

sensation refers to the physiological processes by which our nervous system registers stimuli. Perception, by contrast, refers to the processes by which our brains arrive at meaningful interpretations of basic sensations. Perception is an organism's awareness of, or response to, objects and events in the environment brought about by stimulation of its sense organs. An adequate perceptual system must be able to isolate objects from their background, locate them in space, judge their movement, maintain a constant perception of the objects, and classify them. Perception is based on an active, constructive inference system that uses certain laws and regularities in the world to interpret stimuli. When sensory information is incomplete, the brain fills in missing details, as when it provides subjective contours.

Perception is also affected by our expectations, previous experiences, and motivations, which create perceptual set — a

readiness to attend to and perceive certain stimuli in a specific way and ignore other stimuli. Certain perceptual processes, such as size, shape, and depth perception, seem to develop during the organism's early life experience, especially when it includes active exploration of the environment.

List of Vocabulary

to alight — виходити, спускатися,
приземлятися to appreciate — цінувати,
визнавати, оцінювати
to blend — поєднувати, з'єднувати
blindfolded — із зав'язаними очима
to capture — захоплювати, полонити
contour — контур, обрис
core — серцевина, ядро, нутроці
to detect — виявляти, відкривати
eardrum — вушка перетинка
to eliminate — усувати, ліквідовувати, не
брати до уваги
to emit odour — давати запах
to enable — уможливити
fragrance — аромат
fluid — рідина
to impinge on — звальюватися, впливати
impoverished — збіднілий
inference — висновок,
умовивід inner ear —
середнє вухо
joint — суглоб
to monitor — контролювати,

відстежувати muscle — мускул, м'яз
neural — нервовий
neuron(e) — нервова клітина
olfaction — нюх, нюхання
pliable — гнучкий,
податливий
posture — постава, положення
pressure — тиск
receptor — рецептор, орган
чуття to reflect — відбивати,
відображати to restrict —
обмежувати
sensation — відчуття
shield — щит
to sniff — нюхати
stimulus/ -li — стимул, збудник
subtlety — гострота, тонка відмінність
tendon — сухожилля
texture — структура
to tilt — нахилитися
tongue — язик
to transduce — передавати, перетворювати
to transmit — передавати
vision — зір
vital — життєвий
void — пустота, порожнеча, вакуум
to ward off — відбивати, відвертати, запобігати
(chrome
extension://efaidnbmnnnibpcajpcglclefindmkaj/ht
tps://maup.com.ua/assets/files/lib/book/angl_for_
psy.pdf, pp. 17-22)

Activity 2. Answer the questions on the text:

1. What would life be like without sensation?
2. How do our senses put us in touch with the external world?
3. How many senses do human beings actually have, and where are their receptors located?
4. What is a stimulus, and how do our senses enable us to respond to it?
5. What are the four types of skin sensations that our sensory receptors transmit information about?
6. Besides the skin, where else can touch and pain receptors be found?
7. How do sense organs convert environmental stimuli into neural impulses?
8. What kind of information does vision provide us with?
9. How do auditory receptors in the ears respond to sound waves?
10. What functions does our skin serve as a shield?
11. How do the chemical senses of taste and smell interact?
12. Why do we often confuse the messages of taste and smell?
13. What is the importance of a sense of smell in appreciating food flavor?

14. How does our sense of smell compare to our sense of taste in terms of sensitivity?
15. Give an example of how animals with a sensitive sense of smell are used in law enforcement.
16. Besides warning us of dangerous substances, what other function does the sense of smell serve for humans?
17. How many basic taste categories can most people perceive when sensory qualities like texture are eliminated?
18. Can taste sensations be composed by mixing and blending the primary tastes?
19. What role do the vestibular and kinesthetic senses play in maintaining balance and orientation?
20. How does perception differ from sensation?

Activity 3. Choose the best variant of an answer.

1. What would life be like without sensation?
 - a) Full of light and sound.
 - b) Filled with flavor and fragrance.
 - c) Devoid of pain and temperature perception.
 - d) Rich in tactile experiences.
2. How many senses do humans actually have?
 - a) Five.
 - b) Eight.

c) Twelve.

d) Fifteen.

3. Which sense provides us with the most information?

a) Vision.

b) Hearing.

c) Touch.

d) Taste.

4. How do auditory receptors in the ears respond to sound waves?

a) By converting them into neural signals.

b) By reflecting them from objects in the world.

c) By generating vibrations among air molecules.

d) By transmitting information about environmental stimulation.

5. Where are receptors for touch and pain sensations found?

a) In the eyes, ears, nose, tongue, and skin.

b) Within the brain, monitoring blood chemistry and temperature.

c) In the muscles, joints, and tendons.

d) Deep within the ear, providing a sense of balance.

6. How sensitive is our sense of smell compared to our sense of taste?

- a) 10 times more sensitive.
- b) 100 times more sensitive.
- c) 1,000 times more sensitive.
- d) 10,000 times more sensitive.

7. What is one vital function served by the sense of smell?

- a) Warning us of dangerous substances.
- b) Providing pleasure through pleasant aromas.
- c) Interacting closely with the sense of taste.
- d) Helping police dogs track criminals.

8. What are the four basic taste categories?

- a) Sweet, sour, salty, and bitter.
- b) Spicy, umami, tangy, and savory.
- c) Salty, spicy, bitter, and umami.
- d) Sweet, sour, spicy, and umami.

9. Which senses contribute to balance and orientation?

- a) Vestibular and kinesthetic senses.
- b) Olfactory and gustatory senses.
- c) Auditory and visual senses.

d) Tactile and proprioceptive senses.

10. What is the relationship between sensation and perception?

a) Sensation refers to physiological processes, while perception refers to meaningful interpretations of sensations.

b) Sensation and perception are two separate processes that do not influence each other.

c) Sensation and perception are terms used interchangeably to describe the same process.

d) Perception refers to physiological processes, while sensation refers to meaningful interpretations of sensations.

11. How does the brain fill in missing details in perception?

a) By using certain laws and regularities in the world to interpret stimuli.

b) By relying on previous experiences and expectations.

c) By actively exploring the environment.

d) By ignoring certain stimuli and focusing on others.

12. What is perceptual set?

a) A readiness to attend to and perceive certain stimuli in a specific way and ignore others.

- b) The ability to isolate objects from their background.
- c) The judgment of movement and depth perception.
- d) The classification of objects based on their size and shape.

13. Which perceptual processes develop during early life experience?

- a) Size, shape, and depth perception.
- b) Color, texture, and pattern recognition.
- c) Sound localization and pitch discrimination.
- d) Taste preference and olfactory sensitivity.

14. How many primary tastes are there?

- a) Four.
- b) Five.
- c) Six.
- d) Seven.

Activity 8. Choose the best title and explain your choice

- 1. Can Deaf People Feel Vibrations?
- 2. The Process of Hearing and How Sound Waves Travel

3. Why Do Our Ears Look Like Drum

Activity 9. Read the text and do exercises after it

The senses of smell and taste

Why does a potato chip taste salty? Why does sugar taste sweet? There are two sense organs you use to taste. One of these sense organs is the tongue. If you look in the mirror and stick out your tongue, you will see little bumps on it. These bumps are called papillae. Inside each of these bumps are tiny taste buds. Taste buds are cells that are connected to nerves. The nerves carry messages about the food you eat to the brain. The nerves tell your brain how something tastes. You can taste if something is bitter, sour, sweet, or salty.

You taste bitter things at the back of your tongue, sour and salty things on the sides, and sweet things on the tip. The tongue is only one part of the sense of tasting.

The other sense organ you use to taste is your nose. The nose is also the sense organ you use to smell. The smell of food plays a big part in how food tastes. If food smells good, it usually tastes good! Sometimes when you have a cold and your nose is stopped up, you cannot smell anything. When this happens, nothing you eat will taste very good either. Everything that has a smell gives off a small amount of gas. This gas is called an odor.

When you breathe in, the odor enters your

nose. Some things have a weak odor. When things have a weak odor, you have to sniff to bring the odor into your nose. There are special nerves in the nose that send the “smell message” to the brain. The picture below shows how the sense of smell works.

Odor enters through the nose and passes to the nerves. The nerves send a “smell message” to the brain.

Is it important to be able to smell things? Your sense of smell protects you from danger. You smell smoke when there is a fire. Food begins to smell bad when it is no longer good to eat. Animals such as skunks spray a liquid that has a bad odor to protect them from danger.

How do smell and taste work? Smell and taste belong to our chemical sensing system, or chemosensation. The complicated processes of smelling and tasting begin when molecules released by the substances around us stimulate special nerve cells in the nose, mouth or throat. These cells transmit messages to the brain, where specific smells or tastes are identified.

Olfactory (smell nerve) cells are stimulated by the odours around us — the fragrance from a rose, the smell of bread baking. These nerve cells are found in a tiny patch of tissue high up in the nose, and they connect directly to the brain.

Taste cells react to food or drink mixed with saliva and are clustered in the taste buds of

the mouth and throat. Many of the small bumps that can be seen on the tongue contain taste buds. These surface cells send taste information to nearby nerve fibers, which send messages to the brain.

Taste and smell cells are the only cells in the nervous system that are replaced when they become old or damaged. Scientists are examining this

phenomenon while studying ways to replace other damaged nerve cells.

A third chemosensory mechanism, called the common chemical sense, contributes to our senses of smell and taste. In this system, thousands of free nerve endings — especially on the moist surfaces of the eyes, nose, mouth and throat — identify sensations like the sting of ammonia, the coolness of menthol and the “heat” of chili peppers.

(<https://studfile.net/preview/7069546/page:2/>)

Activity 10. Answer the following questions

1. What are the two sense organs used for tasting and how do they function?
2. How does the tongue contribute to our ability to taste different flavors?
3. Explain the role of the nose in both smelling and tasting.
4. Why might food not taste as good when you have a cold?

5. How does the sense of smell protect us from danger?
6. Describe the process of smelling and tasting according to the text.
7. Where are olfactory cells located and what is their function?
8. How do taste cells react to food or drink, and where are they found?
9. What unique characteristic do taste and smell cells possess in the nervous system?
10. Can you explain what the common chemical sense is and how it contributes to our senses of smell and taste?

Activity 11. Read the text and be ready to discuss it.

The sense of sight

Which part of your body lets you read the book, check out a rainbow, and see a ball heading your way? Which part lets you cry when you are sad and makes tears to protect itself? Which part has muscles that adjust to let you focus on things that are close up or faraway? If your guess is the eye, you are right!

The eye is the sense organ of sight. You see with your eyes. Your eyes work like a very good camera. They can take pictures that are still or moving, in color or in black and white, and from a distance or close up. Of course, your eyes are better than a camera! In this reading you will learn

how your eyes work and how you see.

The eye is made up of different parts: the iris, pupil, eyelid, and retina. The picture below shows the different parts of an eye.

The iris is a muscle. It is the part of the eye that lets in the right amount of light. The big, coloured circle in the centre of the eye is the iris. Pigment gives the iris its color. The color of the iris is different in different people. Look at your classmates' eyes. What color irises do you see?

In the centre of the iris there is a hole that lets in the light. This hole is the pupil. The iris muscle can change or adjust the size of the pupil. The pupil will enlarge if the light is dim and get smaller when the light is bright.

The eyelid is another important part of the eye. It has two important functions. The eyelid controls the amount of light that enters the eye. When you want to keep out light, you can lower your eyelid. Also, raising and lowering the eyelids helps keep the eyes moist.

Another important part of the eye is the retina. The retina is the part of the eye that receives the image and focuses the light. A picture forms on the retina in the back of the eye. The image on the retina is upside down. How does the image get right side up, so you see normally?

Light enters through the pupil in the eye and is received by the nerves in the retina. When the nerves in the retina receive the light, they send a "picture message" to the brain. This picture

message is upside down. The brain changes the message into a right-side-up picture. The brain performs a very important function in the sense of sight.

Sometimes people need glasses because they cannot focus the light properly. The picture is not clear. Three of the most common eye problems are being nearsighted, farsighted, or having an astigmatism. If you are nearsighted, you can see things clearly only if they are very near. If you are farsighted, you can see things clearly only if they are far away. If you have an astigmatism, things look blurry whether they are near or far. All three problems can be corrected with eyeglasses or contact lenses.

Visual impairments can mean a number of things. If you are visually impaired it doesn't necessarily mean you are blind, it could mean you are blind or have impaired vision. A person who is totally blind can not see light or anything else. Some people use different things to help with their visual impairments by using adaptations such as *glasses, Braille, seeing eye dogs, canes, and adaptive computer technology*. Eyeglasses or contact lenses help focus the light properly so that you can see clearly all the time. There are many devices such as screen readers, computers and many other inventions that were made and still being made to help people that are visually impaired. There are many inventions for computers that make other technological devices then usable to the Visually Impaired — and can change their lives forever.

Seeing Eye dogs and canes are used more for helping people get around from place to place. A

Seeing Eye dog is specially trained to help a visually impaired or blind person get back and forth from work, school, or even to the neighbor's house. The dogs go to a special school where they learn to obey traffic lights, veer the person out of the way of poles, and help him/her down steps. They wear a harness and the owner holds on to it and tells the dog where to go. Many people like Seeing Eye dogs for their ability to get the person where they're going pretty fast. Then again, some people dislike them because if the person wants to go somewhere new, the dog might not know how to get there. Seeing Eye dogs help people get where they're going though they are not for everyone.

Canes are like Seeing Eye dogs, in that they are mobility oriented but the person uses it by swinging it back and forth to tell if objects are close by. The cane is one of the earliest forms of getting around for a blind person and still is widely used today. Over the years we will have new technologies for blind people but I still feel that the cane will remain one of the leading forms of transportation for Visually Impaired people.

Braille is a system of raised dots that a blind person can read with their fingertips. There are two grades of Braille; grade one and two. Grade one is a little bit harder but will teach the person the basic letters and short words. Grade two is a combination of letters that forms a word. For example, the word *him* is HM. This allows the person to read the Braille faster.

There are many machines that coordinate with the use of Braille, such as the Braille typewriter, a machine that reads the text and prints it out in Braille,

and there are many libraries that now carry Braille books. There is also Braille printers that allow computer files to be transformed into Braille, even graphics.

Activity 13. Have a look at the confusing words given below and make your choice

1) I'm tired — I think I'm going to put my feet up and ... some TV.

- a) look at c) look
- b) watch at d) watch

2) Why do all young people love ... loud music?

- a) listening c) hearing
- b) listening to d) hearing to

3) Can you ... to go to the dentist tomorrow? I forgot my appointment last week and don't want to forget again!

- a) remember c) remind
- b) remember me d) remind me

4) The company was ... in 1930 by my great grandfather.

- a) find c) found
- b) finded d) founded

5) She's so ..., she cries at anything!

- a) sensitive c) senseless
- b) sensible d) sensational

6) I'm going on a business ... to Istanbul next week.

- a) journey c) travel
- b) trip d) voyage

(<http://portal.iapm.edu.ua/portal/media/books/1a2697>)

Activity 14. Read the text and be ready to discuss it.

The sense of touch

Your skin can help if you are feeling too hot or too cold. Your blood vessels, hair, and sweat glands cooperate to keep your body at just the right temperature. If you were to run around in the heat, you could get over- heated. If you play outside when it is cold, your inner temperature could drop. Either way, your skin can help.

Your body is pretty smart. It knows how to keep your temperature right around 37°C to keep you healthy. Your skin can respond to messages sent out by your hypothalamus, the brain's inner thermometer. The skin is the sense organ of touch. It has millions of nerves that make it sensitive to touch. When something touches the skin, the sensory nerves in the skin send messages to the brain. The brain receives the messages as unpleasant or pleasant feelings. There are five kinds of messages the brain can receive from the sensory nerves in the skin. These messages are pain, heat, cold, pressure, and light touch.

The sense of touch is very important. You can learn about your body through the sense of touch. Babies learn much of what they know about the world through their sense of touch. If a baby touches a hot stove, the nerves in the skin send a

message of pain and heat to the brain. Almost immediately, the baby will remove his or her hand. If babies did not have this warning signal, they could seriously injure themselves.

When you are injured, you often wish you could not feel pain; yet, it is important that you feel pain. Pain protects you and lets you know if there is something wrong in your body.

(<http://portal.iapm.edu.ua/portal/media/bo oks/1a2697b1-7fb2-4df9-a8a3-cbf687a670af.pdf>)

Activity 15. Choose the best answer

1. What is the role of our skin when we feel too hot or too cold?

- A. It changes our body temperature
- B. It sends a message to our brain to alter our body temperature
- C. It increases or decreases the production of sweat
- D. It keeps our body at the right temperature through blood vessels, hair, and sweat glands

2. What is the function of the hypothalamus in body temperature regulation?

- A. It acts as the brain's inner thermometer
- B. It controls the blood vessels, hair, and sweat glands
- C. It sends messages to the skin to heat up or cool down
- D. It changes the body temperature to 37°C

3. What makes the skin sensitive to touch?

- A. The presence of millions of nerves
- B. The presence of blood vessels and hair
- C. The ability to send messages to the brain
- D. The ability to respond to the hypothalamus

4. What are the five types of messages that the brain can receive from the sensory nerves in the skin?

- A. Pain, heat, cold, pressure, and light touch
- B. Pain, heat, cold, sweat, and pressure
- C. Pain, heat, cold, temperature, and pressure
- D. Pain, heat, cold, pressure, and heavy touch

5. How do babies learn about the world?

- A. Through their sense of sight
- B. Through their sense of touch
- C. Through their sense of taste
- D. Through their sense of hearing

6. What happens when a baby touches a hot stove?

- A. The skin sends a message of cold and heat to the brain
- B. The skin sends a message of pain and heat to the brain
- C. The skin sends a message of pressure and heat to the brain
- D. The skin sends a message of light touch and heat to the brain

7. Why is it important to feel pain?

- A. It is a warning signal that there is something wrong in the body
- B. It helps in understanding the

surrounding environment

C. It is a way to learn about the world

D. It helps in regulating body temperature

Activity 16. Comment on the following quotes
Touch has a memory. (John Keats)

Touch seems to be as essential as sunlight. (Diane Ackerman)

Touch is the first sense to develop in the womb and the last to fade before death. (Rachel Carson)

Touch is the most fundamental sense.

A baby experiences it, all over, before he is born and long before he learns to use sight, hearing, or taste, and no human ever ceases to need it. (Robert A. Heinlein)

Activity 17. Read the text and do exercises after it

The meaning of touch

Touch communication, also referred to as haptics, is perhaps the most primitive form of communication. Developmentally, touch is probably the first sense to be used; even in the womb the child is stimulated by behaviour touch. Soon after birth the child is caressed, patted, and stroked. In turn, the child explores its world through touch. In a very short time, the child learns to communicate a wide variety of meanings through touch.

Five of the major meanings of touch are considered here.

Positive effect. Touch may communicate positive emotions. This touching occurs mainly

between intimates or others who have a relatively close relationship. Touch is such a powerful signaling system, and it's so closely related to emotional feelings we have for one another that in casual encounters it's kept to a minimum. When the relationship develops, the touching follows along with it. Among the most important of these positive

emotions are support, which indicates nurturing, reassurance, or protection; appreciation, which expresses gratitude; inclusion, which suggests psychological closeness; sexual interest or intent; and affection, which expresses a generalized positive regard for the other person.

Playfulness. Touch often communicates our intention to play, either affectionately or aggressively. When affection or aggression is communicated in a playful manner, the playfulness de-emphasizes the emotion and tells the other person that it is not to be taken seriously. Playful touches serve to lighten an interaction.

Control. Touch may also serve to direct the behaviors, attitudes, or feelings of the other person. Such control may communicate a number of messages. In compliance, for example, we touch the other person to communicate "move over," "hurry," "stay here," and "do it." In attention getting, we touch the person to gain his or her attention, as if to say "look at me" or "look over here."

Touching to control may also communicate

dominance. Consider who would touch whom — say, by putting an arm on the other person’s shoulder or by putting a hand on the other person’s back — in the following dyads: teacher and student, doctor and patient, master and servant, manager and worker, minister and parishioner, police officer and accused, business person and secretary. Most people brought up in our culture would say the first-named person in each dyad would be more likely to touch the second-named person than the other way around. In other

words, it is the higher status person who is permitted to touch the lower status person.

Ritual. Ritualistic touching centers on greetings and departures. Shaking hands to say “hello” or “goodbye” is perhaps the clearest example of ritualistic touching, but we might also hug, kiss, or put our arm around another’s shoulder in meeting someone or in anticipating the person’s departure.

Task-relatedness. Task-related touching is associated with the performance of some function; this

ranges from removing a speck of dust from another person’s face to helping someone out of a car or checking someone’s forehead for a fever. (<https://www.coursehero.com/file/7953839/1995-Reading-Text>)

Activity 18. Answer the following questions:

- 1) What is a technical term for touchcommunication?

- 2) In “positive affect” touching, what is the usual relationship between those who are touching?
- 3) Can “playful” touching sometimes be aggressive?
- 4) What can a “control” touch direct?
- 5) Ritual touching most typically occurs in which situations?
- 6) What is an example of a “task-related” touch?

Activity 19. Read the passage and answer the questions.

The sensory neurons keep the brain informed of what is happening outside and inside the body through a variety of sensory pick-up units called receptors. Some of these, lying at or near the skin surface, may be specifically sensitive to tissue damage (causing pain), or light contact (producing a touch sensation), or pressure, or temperature, either hot or cold. Other receptors on the tongue and in the nose respond to chemicals that produce tastes and odours. In the retina of the eye, rod like receptors respond to light of various intensities, while cone like receptors respond to colour. Receptors in the ear respond to minute vibrations caused by sound waves striking the eardrum. Other receptors are embedded deep in the walls of the intestines; when the intestines contract vigorously because of the presence of indigestible food, these receptors transmit waxing and waning signals of

pain, which are interpreted as cramps. Still other receptors lodged in the muscles, ligaments and tendons fire off signals to the brain any time a muscle contracts or a joint moves or is subjected to added pressure or tension.

(<http://dspace.univer.kharkov.ua/handle/123456789/5907>)

Activity 20. Choose the best answer

1) Which of the following would be the best title for the passage?

- a) Sensory Neurons in the Brain
- b) Exchange of Information Between the Sensory Neurons and the Brain
- c) Chemical Response of the Brain
- d) Diversity of Reaction of the Reception Units

2) Which of the following is NOT mentioned in the passage as a reaction related to the reception units?

- a) taste c) colour
- b) odour d) fear

3) Why are some of these units prone to tissue damage?

- a) Because they are very sensitive.
- b) Different chemicals damage them.
- c) They lie at or near the skin surface.
- d) They cannot stand vibration.

4) According to the text the intestine interprets the receptors' warning signals as

- a) pain c) tension
- b) cramps d) gas

- 5) Each time a muscle contracts,
- receptors become dislodged
 - a joint moves
 - pressure or tension occurs
 - signals go to the brain
- 6) This passage would most likely be found in a textbook on
- Chemistry
 - Botany
 - Agriculture
 - Biology

(https://learn.ztu.edu.ua/pluginfile.php/3743/mod_folder/content/0/%D0%9C%D0%B5%D1%82%D0%BE%D0%B4%D0%B8%D1%87%D0%BA%D0%B0%D0%B4%D0%BB%D1%8F%D0%B7%D0%B0%D0%BE%D1%87%D0%BD%D0%A4%D0%86%D0%9C.pdf?forcedownload=1)

Activity 21. Listening. Listen to the recording and do exercises

(<https://classroom.google.com/c/NzA4NDEwNTkxNTk5?hl=ru&cjc=wpyruip>)

Activity 21.1 Answer the following questions.

- Who developed the school of psychology known as psychoanalysis?
- What are some key concepts in psychoanalysis, according to Freud?
- How do behaviourists believe that all behaviour is learned?
- What are the two main types of learning in behaviourism?
- What is the concept of 'self-actualization' in humanistic psychology?

6. What is 'unconditional positive regard' and why is it important in humanistic psychology?
7. How do the approaches to therapy differ between psychoanalysis, behaviourism, and humanistic psychology?

Activity 21.2. Choose the best answer

1. Which school of psychology was developed by Sigmund Freud in the late 19th century?

- A. Behaviourism
- B. Humanistic psychology
- C. Psychoanalysis
- D. Neuroscience

2. What is the key concept in psychoanalysis regarding the development stages of children?

- A. Unconscious thoughts and desires
- B. Self-actualization
- C. Psychosexual stages
- D. Defense mechanisms

3. Which of the following is NOT a type of defense mechanism in psychoanalysis?

- A. Repression
- B. Projection
- C. Displacement
- D. Positive reinforcement

4. What is the main focus of behaviourist theory?

- A. Observable behaviour and the effects of rewards and punishments
- B. Unconscious processes and early

childhood experiences

C. The unique qualities and potential for growth in each individual

D. Emotions and subjective experiences

5. Which type of conditioning involves a neutral stimulus becoming associated with a naturally occurring stimulus?

A. Operant conditioning

B. Classical conditioning

C. Reinforcement

D. Punishment

6. What is the key concept in humanistic psychology regarding an individual's self-worth?

A. Psychosexual stages

B. Self-actualization

C. Unconditional positive regard

D. Defense mechanisms

7. Which school of psychology emphasizes the importance of empathy and active listening in therapy?

A. Psychoanalysis

B. Behaviourism

C. Humanistic psychology

D. Cognitive psychology

Activity 21.3. Decide if the statements are true or false

1. Sigmund Freud developed psychoanalysis in the late 1800s.
2. Behaviourism was developed in the late 20th century.

3. Humanistic psychology emerged in the 1950s and 1960s as a response to the negative views of human nature in psychoanalysis and behaviourism.
4. Behaviourist theory only recognizes one type of learning.
5. Humanistic psychologists think that everyone can develop personally and improve themselves.
6. Psychoanalysis does not consider unconscious processes or early childhood experiences.
7. Behavioural therapy aims to modify particular behaviours using methods like exposure therapy and systematic desensitization.

Over to you

1. You are asked about importance of senses for a human. How would you explain it?
2. It is known that we have five senses. What senses can't a human live without?
3. You are going to present your paper to the scientific conference in Psychology? Think and choose the sense you're interested in and present your report (up to 17-20 sentences)

UNIT 3. HUMAN BRAIN

LEAD IN: Try to answer the following questions for yourself: What do I know about human brain? How does our brain work? How do nervous system and brain cooperate? What is intelligence? If you can't, you'll be able to do it after working with the given unit.

STARTING UP

Comment on the following quotations

The human brain is an incredible pattern- matching machine.

- Jeff Bezos
(https://www.brainyquote.com/quotes/jeff_bezos_450018
)

The human brain is a wonderful organ. It starts working the moment you get up in the morning and does not stop until you get into the office.

- Robert Frost
(https://www.brainyquote.com/quotes/robert_frost_101173#:~:text=Robert%20Frost%20Quotes&text=The%20brain%20is%20a%20wonderful%20organ%3B%20it%20starts%20working%20the,you%20get%20into%20the%20office.)

The human brain is a complex organ with the wonderful power of enabling man to find reasons for continuing to believe whatever it is that he wants to believe.

- Voltaire (<https://www.goodreads.com/quotes/51535-the-human-brain-is-a-complex-organ-with-the-wonderful>)

The human brain is a most unusual instrument of elegant and as yet unknown capacity.

- Stuart Seaton
(<https://steamcommunity.com/sharedfiles/filedetails/?l=ukrainian&id=907812858>)

The human brain is a miracle of evolution.

- James Balog
(<https://medium.com/@nazhinkhamanzadeh/the-human-brain-is-a-miracle-cee6b6e09cb0>)

Activity 1. Read the text given below and be ready to discuss it.

The human brain — new discoveries

A. Parts of the brain. Most of us learn basic facts about the human brain in our middle or high school biology classes. We study the subcortex, the “old brain,” which is found in the brains of most animals and is responsible for basic functions such as breathing, eating, drinking, and sleeping. We learn about the neocortex, the “new brain,” which is unique to humans and is where complex brain activity takes place. We find that the cerebrum, which is responsible for all active thought, is divided into two parts, or hemispheres. The left hemisphere, generally, manages the right side of the body; it is responsible for logical thinking. The right hemisphere manages the left side of the body; this hemisphere controls emotional, creative, and artistic functions. And we learn that the corpus callosum is the “bridge” that connects the two

hemispheres. Memorizing the names for parts of the brain might not seem thrilling to many students, but new discoveries in brain function are exciting. Recent research is shedding light on creativity, memory, maturity, gender, and the relationship between mind and body.

B. Left brain/Right brain: creativity. Psychologists agree that most of us have creative ability that is greater than what we use in daily life. In other words, we can be more creative than we realize! The problem is that we use mainly one hemisphere of our brain — the left. From childhood, in school, we're taught reading, writing, and mathematics; we are exposed to very little music or art. Therefore, many of us might not “exercise” our right hemisphere much, except through dreams, symbols, and those wonderful insights in which we suddenly find the answer to a problem that has been bothering us — and do so without the need for logic. Can we be taught to use our right hemisphere more? Many experts believe so. Classes at some schools and books claim to help people to “silence” the left hemisphere and give the right one a chance to work.

C. Memory — true or false? In the 1980s in the United States, there were many cases of adults who suddenly remembered, with the help of a psychologist, things that had happened to them in childhood. These memories had been repressed — held back — for many years. Some of these newly discovered

memories have sent people to prison. As people remember crimes (such as murder or rape) that they saw or experienced as children, the police have reopened and investigated old criminal cases. In fact, over 700 cases have been filed that are based on these repressed memories.

B. However, studies in the 1990s suggested that many of these might be false memories. At a 1994 conference at Harvard Medical School, neuroscientists discussed how memory is believed to work. It is known that small pieces of memory (sound, sight, feeling, and so on) are kept in different parts of the brain; in the limbic system, in the middle of the brain, pulls these pieces together into one complete memory. But it's certain that people can "remember" things that have never happened. Even a small suggestion can leave a piece of memory in the brain. Most frightening is that there may be no structural difference in the brain between a false memory and a true one.

C. The teen brain. Parents of teenagers have always known that there is something, well, different about the teen years. Some parents claim that their teenage children belong to a different species. Until recently, neuroscience did not support this belief. The traditional belief was that by the age of 8 to 12 the brain was completely mature. However, very recent studies provide evidence that the brain of a teenager differs from that of both children and adults. According to the National Institute of Mental Health, maturation does

not stop at age 10, but continues into the teen years and beyond. In fact, scientists found that the corpus callosum continues growing into your 20s. Because, it is believed, the corpus callosum is involved in self-awareness and intelligence, the new studies imply that teens may not be as fully self-aware or as intelligent as they will be later. Other researchers have found that teenagers are not able (as adults are) to read emotions on people's faces.

D. Differences in male and female brains. Watch a group of children as they play. You'll probably notice that the boys and girls play differently, speak differently, and are interested in different things. When they grow into men and women, the differences do not disappear. Many scientists are now studying the origins of these gender differences. Some are searching for an explanation in the human brain. Some of their findings are interesting. For example, they've found that more men than women are left-handed; this reflects the dominance of the brain's right hemisphere. By contrast, more women listen equally with both ears while men listen mainly with the right ear. Men are better at reading a map without having to rotate it. Women are better at reading the emotions of people in photographs

E. One place to look for an explanation of gender differences is in the hypothalamus, just above the brain stem. This controls anger, thirst, hunger, and sexual desire. One recent study shows that there is a

region in the hypothalamus that is larger in heterosexual men than it is in women and homosexual men. Another area of study is the corpus callosum, the thick group of nerves that allows the right and left hemispheres of the brain to communicate with each other. The corpus callosum is larger in women than in men. This might explain the mystery of “female intuition,” which is supposed to give women greater ability to “read” and understand emotional clues.

F. Wired for music? It might seem logical to believe that our appreciation of music is learned — that nurture, not nature, determines this. However, it is now clear that nature also plays a role; recent studies indicate that the human brain is “wired” for music. At the University of Toronto, Canada, psychologists have been studying infants age 6—9 months. Surprisingly, these babies smile when researchers play consonant (pleasant) music, but they appear to hate dissonant music. As adults, most people can remember only a few poems or pieces of prose but have the capacity to remember at least dozens of musical tunes and to recognize hundreds more. Even more interesting, perhaps, is the possibility that music might actually improve some forms of intelligence. A 1999 study proves that music can help children do better at math — not, oddly, other subjects, just math. It is probably not surprising that much of the brain activity that involves music takes place in the temporal lobes. It may be more surprising to learn that the corpus

callosum might also be involved. Researchers at Medical Center in Boston have discovered that the front part of the corpus callosum is actually larger in musicians than in non-musicians.

G. The mystery of the mind-body relationship. There is more and more evidence every day to prove that our minds and bodies are closely connected. Negative emotions, such as loneliness, depression, and helplessness, are believed to cause a higher rate of sickness and death. Similarly, it's possible that positive thinking can help people remain in good physical health or become well faster after an illness. Although some doctors are doubtful about this, most accept the success of new therapies (e. g., relaxation and meditation) that help people with problems such as ulcers, high blood pressure, insomnia (sleeplessness), and migraine headaches.

<https://studylib.net/doc/9431750/introduction-to-psychology-what-is-psychology%3F-how-is-it>

Activity 2. Answer the following questions to the text

1. What are the basic functions of the subcortex, also known as the "old brain"?
2. How does the neocortex, or the "new brain", differentiate humans from other animals?
3. Can you explain the roles of the left and right hemispheres of the cerebrum in human cognitive function?
4. What is the corpus callosum and what role does it

- play in the functioning of the brain?
5. Discuss how our educational system might limit the use of the right hemisphere of our brains.
 6. What were some consequences of adults suddenly remembering repressed memories from their childhoods in the 1980s in the United States?
 7. Why do neuroscientists believe that people can "remember" things that have never happened?
 8. How does recent research challenge traditional beliefs about when the human brain fully matures?
 9. What are some observed differences between male and female brains according to scientific studies?
 10. How might the size difference in the corpus callosum between men and women contribute to the concept of "female intuition"?
 11. What does the text suggest about the role of nature and nurture in our appreciation of music?
 12. What reactions do infants aged 6-9 months have towards different types of music according to the studies at the University of Toronto?
 13. How does the capacity of adults to remember musical tunes compare with their ability to recall poems or pieces of prose?
 14. What impact can music potentially have on certain forms of intelligence, as suggested by a 1999 study?

15. Which parts of the brain are involved in activities related to music according to the research mentioned in the text?
16. What differences were found between musicians and non-musicians regarding the front part of the corpus callosum?
17. What evidence is there to support the connection between our minds and bodies?
18. How might positive thinking affect physical health based on the information provided in the text?
19. What is the general medical opinion about new therapies such as relaxation and meditation?

Activity 3. Decide if the statements given below are true or false.

- 1) Different parts of the brain control different activities or parts of the body.
- 2) Most people probably don't use all their creative ability.
- 3) Newly discovered memories from childhood are false memories.
- 4) The human brain is mature by the age of twelve.
- 5) There is no real difference between the brains of males and those of females.
- 6) Music appears to be the result of education alone.
- 7) Emotions may affect people's physical health.

Activity 4. *Read the passage and complete it using the words from the box. Pay attention to the abbreviations(CNS, PNS, ANS) and what they stand for.*

Basic nervous system organization. The nervous system consists of central and peripheral . The central nervous system — CNS includes the and spinal cord. The peripheral nervous system — PNS includes all the other nerves found in the body.

Functions of the CNS. The CNS in its areas of the medulla and cerebellum in control of many actions and functions of the body including heartbeat, blood pressure, breathing, and the endocrine system. In the conscious areas, i.e. the cerebrum, the CNS is where thought and reasoning occur, as well the perception of sensory input and the actions needed to control the muscles. Pleasure and pain centers of the brain. It has been known for decades that there are of the brain which appear to cause pleasure, and other areas which appear to cause pain.

This has been studied during surgery where the patient was awake as there are no pain within the brain, and also in experiments on animals where stimulation to certain was found to be desirable and stimulation to other areas was found to be undesirable.

Functions of the PNS. The PNS connects to the muscles and organs in the body, driving their actions by stimulating them either to do — an agonistic

stimulus, or not do — an antagonistic stimulus.

Somatic and autonomic branches of the PNS. The somatic nervous system innervates the skeletal muscles as well as the sense organs including the skin. The skeletal muscles are also called voluntary muscles.

The autonomic nervous system (ANS) innervates the organs of the body, including the heart. Autonomic means “working on its own” and another term for the muscles innervated by autonomic nerves are involuntary muscles.

Match a word in the text to the following definitions:

- 1) science of the physical life of animals and plants;
- 2) study of the mind and its processes;
- 3) science of the structure of animal bodies;
- 4) science of the normal functions of living things.

The study of the brain is known as neuroscience, a field of biology that is aimed at understanding the functions of the brain at every level, from the molecular up to the psychological.

There is also a branch of psychology that deals with the anatomy and physiology of the brain, known as biological psychology. This field of study focuses on each individual part of the brain and how it affects behavior. The brain innervates the head through cranial nerves, and it communicates with the spinal

cord, which innervates the body through spinal nerves. Many functions are controlled by coordinated activity of the brain and spinal cord. Moreover, some behaviors such as simple reflexes and basic locomotion can be executed under spinal cord control alone.

<https://www.ncbi.nlm.nih.gov/books/NBK542179/> ;
<https://nba.uth.tmc.edu/neuroscience/m/s2/chapter01.html>

Activity 5. Read and find the details in the text.

- 1) In paragraph 3, can you guess the meaning of the word marksmen based on the context?
- 2) In paragraph 4, how can parallel construction help you understand the word adept?
- 3) The names of what sportsmen are used in the text?
- 4) In paragraph 5, what training is mentioned?
- 5) What is self-talk and how can it help?
- 6) Are there any words that you don't understand? Where can you look for information to help you guess their meaning?
- 7) What do you think the Reading is going to be about?

The mental edge

The brain is the key to peak performance, in sports and life. There is a new emphasis in the sports

world on training athletes' minds as well as their muscles. Once considered a form of psychic voodoo, sports psychology is rapidly becoming an important part of nearly every serious athlete's normal routine, right along with weight lifting and nutrition. The new focus on the "mental game" is increasingly finding an enthusiastic audience in business, medicine and the military as well. The implications go far beyond sports, whether it's an airline pilot, musician, or surgeon, everyone's goal is achieving a peak performance.

The importance of controlling the power of the mind has long been part of folk wisdom. Today, scientists are revealing that such age-old wisdom has biological basis. Over the years, people have found that certain psychological techniques seem to work. Now we're beginning to find out that there is a basic "brain reason why."

Scientists are showing, for instance, that one crucial aspect of peak performance — going into a state of intense concentration — is associated with profound changes in the brain. In the University of Maryland they gave skilled marksmen tiny electrodes that measure the brain's electrical activity and monitored their minds as they shot at a target. They found that just before an expert shooter pulls the trigger, the left side of the brain gives off a burst of so-called alpha waves, which are characteristic of a relaxed, dream-like state. Similar results have been

found in golfers as they putt, archers releasing an arrow and basketball players shooting a free throw. This sudden change in brain waves seems to reflect a dramatic change in the athlete's mental state at the moment of peak performance.

Neuroscientists have long known that each hemisphere, or side, of the human brain specializes in certain activities. The left brain is better at language and analytical skills and the right brain is more adept at spatial relations and pattern recognition. Research suggests that during peak performance, the mind relaxes its analytical side and allows its right side to control the body. The result is the dreamlike "flow" state that many athletes, musicians and other people report experiencing when they are intensely engaged in an activity.

The ability to enter a state of deep concentration at the right moment is a key part of acquiring an athletic skill, even though people typically are not aware that they are doing it. So important is this flow state to peak performance that athletes can actually improve their performances by learning to control their brain waves. The archers who learned to control the brain waves in their left hemisphere shot significantly better, while those who trained their right hemisphere did far worse. At the moment of peak performance, athletes, musicians and other performers speak of being "in the zone," a state of total attention to the task at hand. One way to help reach this zone of deep concentration is to

select several “focus” words to repeat to oneself.

“Self-talk” — the running commentary that athletes carry on in their minds can have a profound effect on the body. Negative thoughts can lead to anxiety or depression, changing one’s breathing pattern and heart rate. Psychologists train athletes to think positively by reminding themselves of their past successes.

<https://studylib.net/doc/9431750/introduction-to-psychology-what-is-psychology%3F-how-is-it>

Activity 6. Read each paragraph quickly, without using a dictionary. To figure out the main idea, circle the letters of all the correct answers to the questions that follow. Then combine the answers to complete a sentence or two that express the main idea. Combine the sentences to write a brief summary of the text.

Answers for paragraph A are given as examples.

Personality — nature or nurture?

A. The nature/nurture question is not a new one. Its roots go back at least several hundred years. In the 1600s, the British philosopher John Locke wrote that a newborn infant was a “blank slate” on which his or her education and experience would be “written.” In other words, Locke believed that environment alone determined each person’s identity. In the 1700s, the French philosopher Jean Jacques Rousseau claimed that “natural” characteristics were more important. Today, we realize that both play a role. The question

now is, to what degree? To answer this question, researchers are studying identical twins, especially those who grew up in different environments.

(<https://scribd.com/document/536705226/semi-nari4>)

Activity 6.1. Choose the best answer.

- 1) What is the one main topic of the paragraph?
 - a) John Locke
 - b) Jean Jacques Rousseau
 - c) Newborn infants
 - d) The nature/nurture question
 - e) Identical twins
- 2) What details about the topic does the paragraph provide?
 - a) People have just recently begun to discuss the nature/nurture question.
 - b) John Locke believed in “nurture.”
 - c) Jean Jacques Rousseau believed in “nature.”
 - d) Today, we know that both nature and nurture determine a person’s identity.
 - e) Researchers are studying identical twins to learn the degree to which nature and nurture determine personal characteristics.
- 3) The main idea of the paragraph is that both nature and nurture play a role in determining a person’s identity.

Activity 6.2. Read the paragraph

B. Jim Lewis and Jim Springer are identical twins who

were separated five weeks after birth. They grew up in different families and didn't know about each other's existence. They were reunited at the age of thirty-nine. It is not surprising that they were physically alike — the same dark hair, the same height and weight. They both had high blood pressure and very bad headaches. But they also moved in the same way and made the same gestures. They both hated baseball. They both drank the same brand of beer, drove the same make of car, and spent their vacations on the same small beach in Florida. They had both married women named Linda, gotten divorced, and then married women named Betty. Studies of these and other separated twins indicate that genetics (biology) plays a significant role in determining personal characteristics and behavior. (<https://www.livescience.com/47288-twin-study-importance-of-genetics.html>)

Activity 6.3. Choose the best answer

- 1) What is the one main topic of the paragraph?
 - a) Reunion
 - b) Twins
 - c) Similarities in twins who grew up in different environments
 - d) Genetics
 - e) Personal characteristics and behavior
- 2) What details about the topic does the paragraph provide?
 - a) Jim Lewis and Jim Springer were identical

twins who grew up together.

- b) Jim Lewis and Jim Springer were identical twins who grew up separately.
 - c) They have similar physical characteristics, interests, and choice of specific products.
 - d) They married the same woman.
 - e) Their example indicates the significance of genetics in determination of identity.
- 3) The main idea of the paragraph is that ...

Activity 6.4. Read the paragraph

B. Various research centres are studying identical twins in order to discover the “heritability” of behavioral characteristics — that is, the degree to which a trait is due to genes (“nature”) instead of environment. They have reached some startling conclusions. One study found, for example, that optimism and pessimism are both very much influenced by genes, but only optimism is affected by environment, too. According to another study, genes influence our coffee consumption, but not consumption of tea. Anxiety (nervousness and worry) seems to be 40 to 50 per cent heritable. Another study tells us that happiness does not depend much on money or love or professional success; instead, it is 80 per cent heritable. Among the traits that appear to be largely heritable are shyness, attraction to danger (thrill seeking), choice of career, and religious belief. (<https://www.fkenglish.com/du-d-unit-english->

[question-solution-2012-13/](#)

Activity 6.5. Choose the best answer

- 1) What is the one main topic of the paragraph?
 - a) Research centers
 - b) Optimism and pessimism
 - c) Behavioural characteristics
 - d) Happiness
 - e) Heritability of behavioural characteristics
- 2) What details about the topic does the paragraph provide?
 - a) Researchers want to understand “heritability.”
 - b) Researchers are studying identical twins.
 - c) Most behavioural characteristics are the result of genes, not environment.
 - d) A person who has money, love, and success will probably be happy.
 - e) Examples of characteristics that are heritable to some degree are optimism, pessimism, happiness, thrill seeking, and choice of career.
- 3) The main idea of the paragraph is that ...

Activity 6.6. Read the paragraph

It is not easy to discover the genes that influence personality. The acid that carries genetic information in every human cell, DNA, contains just four chemicals: adenine, cytosine, guanine, and thymine. But a single gene is “spelled out” by perhaps a million combinations. As the Human Genome Project (which provided a “map” of human genes) was nearing

completion in the spring of 2000, there were a number of newspaper headlines about specific discoveries: “Gene Linked to Anxiety,” “Gay Gene!” and “Thrill Seeking Due to Genetics.” The newspaper articles led people to believe that a single gene is responsible for a certain personality trait, in the same way a single gene can be responsible for a physical characteristic or disease. However, one gene alone cannot cause people to become anxious or homosexual or thrill seeking. Instead, many genes work together, and they do direct the combination of chemicals in the body. These chemicals, such as dopamine and serotonin (which affect a person’s mood) have a significant influence on personality.

[\(https://www.coursehero.com/file/pa2hff/It-is-not-easy-to-discover-the-genes-that-influence-personality-The-acid-that/\)](https://www.coursehero.com/file/pa2hff/It-is-not-easy-to-discover-the-genes-that-influence-personality-The-acid-that/)

Activity 6.7. Choose the best answer

- 1) What is the one main topic of the paragraph?
 - a) The Human Genome Project
 - b) The effect of genes on personality
 - c) Chemicals
 - d) DNA
 - e) Thrill seeking
- 2) What details about the topic does the paragraph provide?
 - a) It’s difficult to find which genes influence personality.
 - b) A single gene is responsible for each personality

trait such as thrill seeking.

- c) Many genes work together.
 - d) Genes direct the combination of chemicals in the body.
 - e) Chemicals have a significant influence on personality.
- 3) The main idea of the paragraph is that...

Activity 6.8. Read the paragraph

If indeed, personality traits are, on average, about 50 per cent heritable, then environment still plays an important role. Unlike other animals, human beings have choice. If our genes “program” us to be anxious, we can choose a low-stress lifestyle or choose to meditate or do relaxation exercises. But because of the powerful influence of genes, most psychologists believe that there is a limit to what we can choose to do. Thomas Bouchard, a psychologist and the director of one twin study, says that parents should not push children in directions that go against their nature. “The job of a parent,” he says, “is to look for a kid’s natural talents and then provide the best possible environment for them.”
(<https://www.liveworksheets.com/node/1380678/download-pdf>)

Activity 6.9. Choose the best answer

- 1) What is the one main topic of the paragraph?
 - a) The role of environment

- b) Personality traits
 - c) Anxiety
 - d) Psychologists
 - e) What parents should do
- 2) What details about the topic does the paragraph provide?
- a) Environment still plays an important role.
 - b) Human beings have choice.
 - c) Human beings can choose to do anything they want.
 - d) Psychologists say that parents should not push children against their nature.
 - e) Parents should provide their child with the best environment for the child's natural talents.
- 3) The main idea of the paragraph is that ...

Activity 7. Read about twin relationships and discuss the text with your partner.

Born together, grown up together but meant to be separated. Why?

The relationship between twins is usually very different from the one between brothers and sisters. Twins even though they are two different people like any two people if they are friends they usually can understand each other in a special way that no other person can do. This happens because twins have something special in common that is hard to define. It has in fact happened that two twins living in different parts of the world and not knowing of each other end

up anyways having a similar life.

However not all twins have this special bond, but for this special relationship to develop it is necessary for the children to have grown up together and for them to have shared many moments of their lives and through them acquired a good knowledge of each other necessary to then be able to understand each other in that special way that no other person ever will. Therefore being twins is more related to a relationship created over a long period of time passed together from childhood on, and not only to the fact of being born in this special way. The proof of this is that even two babies of the same age adopted at the same time, although they are not genetically twins, they can experience the same special relationship.

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Activity 7.1. Choose the best answer

1. Based on the text, what differentiates the relationship between twins from the one between brothers and sisters?

A. Twins are always friends

B. Twins have a special understanding which is hard to define

C. Twins are genetically identical

D. Twins are born together

2. What is a common scenario that can happen between twins living in different parts of the world according to the text?

- A. They have the same friends
- B. They end up having a similar life
- C. They can communicate telepathically
- D. They have a similar taste in fashion

3. What is a precondition for the special bond between twins to develop?

- A. They must be genetically identical
- B. They must have grown up together and shared many moments of their lives
- C. They must have lived in different parts of the world
- D. They must have the same friends

4. What is being twins more related to according to the text?

- A. The relationship created over a long period of time spent together from childhood
- B. The fact that they are genetically identical
- C. The fact that they were adopted at the same time
- D. The fact that they were born together

5. What is the proof provided in the text for the premise that being twins is more related to a shared childhood experience?

- A. Twins usually understand each other in a special way.
- B. Two babies of the same age adopted at the same time can develop the same special relationship
- C. Twins living in different parts of the world end up having a similar life
- D. Twins share many moments of their lives together

Activity 7.2. Read about Siamese twins and be ready to discuss it.

Siamese twins are identical monozygotic twins that during development, due to a genetic anomaly have been conjoined. The egg cell after being fertilized instead of split completely, as occurs normally in a case of monozygotic twins, remains partially connected. Conjoined twins take the name “Siamese” in memory of a famous pair of twins: Chang and Eng who originated from Siam (present-day Thailand). Chang and Eng lived in the 19th century and at the time very little was known about conjoined twins. Chang and Eng repeatedly inquired about the possibility of separation and consulted many doctors however they always received the same reply. The doctors refused to perform surgery because they were not sure if the two brothers shared the same venal system. After their death an autopsy was performed and it was then discovered that the twins could have been easily separated because they only shared the same liver.

A case of Siamese twins occurs very rarely, at a rate of 1 birth for 100,000 children or 5% of monozygotic twins. Approximately 75% of conjoined twins are stillborn or die within 24 hours of birth. More males than females are conjoined in the uterus, however

females are 3 times more likely to survive, resulting in a 70%-rate of conjoined twins being. (<https://www.vinmec.com/en/news/health-news/obstetrics-gynecology-and-assisted-reproductive-technologies-art/conjoined-twins-causes-of-formation/>); (https://www.researchgate.net/publication/227770179_Theoretical_and_analytical_embryology_of_conjoined_twins_Part_I_Embryogenesis)

Activity 8. Read and find the details in the text.

- 1) Who is Karl Kim? Who is Joy Hirsch?
- 2) Where do they do research?
- 3) What instrument did they use?
- 4) Why did they use this instrument?
- 5) Who was in each group that they studied?
- 6) Which areas of the brain did they look at?
- 7) What was their conclusion about learning a second language?

The bilingual brain

When Karl Kim immigrated to the United States from Korea as a teenager ten years ago, he had a hard time learning English. Now he speaks it fluently, and recently he had a unique opportunity to see how our brains adapt to a second language. Kim is a graduate student in the lab of Joy Hirsch, a neuroscientist at Memorial Center in New York. He and Hirsch have recently found evidence that children and adults.

Broca's Area?

The researchers used an instrument called a functional magnetic resonance imager to study the brains of two groups of bilingual people. One group consisted of those who had learned a second language as children. The other consisted of people who, like Kim, learned their second language later in life. When placed inside the MRI scanner, which allowed Kim and Hirsch to see which parts of the brain were getting more blood and were thus more active, people from both groups were asked to think about what they had done the day before, first in one language and then the other. (They couldn't speak out loud, because any movement would disrupt the scanning.)

Kim and Hirsch looked specifically at two language centers in the brain — Broca's area in the left frontal part, which is believed to manage speech production, and Wernicke's area, in the rear of the brain, thought to process the meaning of language. Both groups of people, Kim and Hirsch found, used the same part of Wernicke's area no matter what language they were speaking. But their use of Broca's area differed.

People who learned a second language as children used the same region in Broca's area for both languages. But those who learned a second language later in life made use of a distinct region in Broca's area for their second language — near the one activated for their native tongue.

How does Hirsch explain this difference? “When

language is being hardwired during development,” says Hirsch, “the brain may intertwine sounds and structures from all languages into the same area.” But once that wiring is complete, the management of a new language, with new sounds and structures, must be taken over by a different part of the brain.

A second possibility is simply that we may acquire languages differently as children than we do as adults. “If you watch mothers or family members teaching an infant to speak,” says Hirsch, “it’s very tactile, it’s very auditory, it’s very visual. There are a lot of different inputs. And that’s very different from sitting in a high school class.”

<https://studylib.net/doc/9431750/introduction-to-psychology-what-is-psychology%3F-how-is-it>

Activity 9. Speaking

1. What have you learned from the text above? Try to explain in your own words. Comment on the quotation: “The brain is in a class by itself. Compared with other organs in the body, it has complexity and beauty.” (Herbert Lourie, M. D.)

2. The human mind is very powerful. As you work through this reading, you will learn about your own mind and the amazing ways the human mind works. The following are some of Einstein’s famous quotes. In small groups, discuss their meanings. Some of the words are difficult. Before you use your dictionary, see if someone in your group can explain unfamiliar words to you.

- 1) Imagination is more important than knowledge.
- 2) It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
- 3) Do not worry about your difficulties in mathematics. I can assure you that mine are still greater.
- 4) Great spirits have always encountered violent opposition from mediocre minds.
- 5) The whole of science is nothing more than a refinement of everyday thinking.

Activity 10. Answer each of the following questions about yourself. Then discuss your answers with your classmates in small groups.

- 1) What types of things are you good at? Make a list.
- 2) What types of things do you find difficult or challenging? Make a list.
- 3) Do you have a good memory? Are you good at memorizing certain things? What types of things are you best at memorizing or remembering? Do you use any “tricks” to help you remember things? What are they?
- 4) Is your mind most active during the morning, during the afternoon, during the evening, or at night? Are you more creative when you are asleep or awake?
- 5) We all use both sides of our brains, but some of us favor one side over the other. The side we favour is called the dominant side. Knowing which side you favour can help you understand a lot about yourself.

Activity 11. Read the text to find the answer to the question: Does different handedness cause differences in people?

Answer the following questions:

- 1) What does the right hemisphere of the brain control?
- 2) Which hemisphere is stronger in left-handed people?
- 3) Why do lefties prefer to kick with the left foot?
- 4) What problems do lefties have using machines?
- 5) When do some left-handers start to stutter?
- 6) Why do anthropologists think the earliest people were equally divided between left and right-handedness?
- 7) Why did the Greeks start writing from left to right?
- 8) What does “you are in good company” mean?
- 9) How can you tell if a two-year old child is left-handed?
- 10) Are you left-handed?

Activity 12. Decide if the statements given below are true or false

- 1) Most Chinese people are right-handed.
- 2) Most Siamese twins are left-handed.
- 3) On average, left-handed children are slightly more intelligent than right-handed children.
- 4) The word for “left” in most languages has a negative meaning.
- 5) Japanese macaque monkeys are more likely to

be right-pawed than left-pawed.

6) The US army is more likely to accept you if you're right-handed.

7) Most right-handed people are also right-footed.

Now check your answers in the text.

Activity 12.1. Check some facts and figures and answer the questions after the text.

Language. Most languages are biased against left-handers. English: right (correct), left (left out); French: droit (adroit), gauche; Latin: dexter (dextrous), sinister; Greek is an exception, aristeros (left-handed) also means better.

International. The Eskimos, Maoris, African and Chinese are all predominantly right-handed. So were the ancient Egyptians, Greeks and Romans.

Elephants. African elephants are left or right-tusked. One tusk is used for digging and is slightly larger than the other.

Monkeys. A recent study of Japanese macaque monkeys revealed 40% left-pawed, 20% right-pawed, 40% ambidextrous. Siamese twins. Siamese twins are mirror images of each other. One will be left-handed and the other right-handed, the fingerprints of one twin's right hand will be almost identical to the other twin's left hand.

The US army rejects a higher percentage of left-

handlers than right-handers.

Left-handed US schoolchildren have on average slightly higher IQs.

In mental institutions, more people than average are left-handed.

Sport. In many sports, such as cricket, tennis and fencing, it is an advantage to be left-handed. Left-handed players get used to right-handed opponents, but right-handed players are often confused by a left-handed opponent.

Feet. Most right-handed footballers prefer to use their left foot.

There are two theories why man developed a right-hand bias:

Theory 1. When one-hand sided tools, such as scythes and sickles, first appeared, they were precious objects owned by the community — not by individuals. It was obviously desirable that everybody should be able to use the same tools — so a one-hand sided bias developed.

Theory 2. It may be instinctive for women to cradle babies on their left side — next to the heartbeat. This leaves only the right hand free to do things.

How to find if you are left-eyed. Focus eyes on distant object, raise finger so you see it “out of focus,” in front of the object. Wink one eye then the other, finger will appear to jump when you wink dominant eye but not the other. Most right-handers are right-eyed. There is some evidence that they also chew more

with the right side of the jaw.
(<https://ru.scribd.com/document/536705226/seminari>
)

Activity 12.2. Answer the questions:

- 1) How can you tell whether an elephant is right-tusked or left-tusked?
- 2) Why do left-handed players have an advantage in tennis?
- 3) Here are some possible reasons why most people are right-handed. Which two agree with the text?
 - a) Left-handed people aren't very good at using tools.
 - b) Early tools had to be shared.
 - c) Right arms are stronger than left arms.
 - d) Left arms are stronger than right arms.
 - e) Babies copy their mothers.
 - f) Babies like to feel their mother's heartbeat.
- 4) Are you right-eyed or left-eyed?

Left-handedness

Are you a leftie? If you are, you are one of millions in the world who prefer to use their left hand. There would be millions more left-handed people if societies didn't force them to use their right hands. To understand left-handedness, it is necessary to look at the brain. The brain is divided into two hemispheres. In most right-handers, the left hemisphere is the center of language and logical thinking, where they do their math problems and memorize vocabulary. The right

hemisphere controls how they understand broad, general ideas, and how they respond to the five senses — sight, hearing, smell, taste, and touch.

The left hemisphere of the brain controls the right side of the body, and the right hemisphere controls the left side. Both sides of the body receive the same information from the brain because both hemispheres are connected.

However, in right-handed people, the left hemisphere is stronger. In left-handed people, it is the right hemisphere that is stronger. Different handedness causes differences in people. Although the left hemisphere controls language in most right-handers, 40 per cent of left-handers have the language center in the right hemisphere. The other 60 per cent use the left side of the brain or both sides for language.

Lefties not only prefer using the left hand. They prefer using the left foot for kicking a ball, because the whole body is “left-handed.”

There is an increasing amount of research on handedness. For example, one psychologist says that left-handers are more likely to have a good imagination. They also enjoy swimming underwater more than right-handers.

Left-handedness can cause problems for people. Some left-handed children see letters and words backwards. They read “d” for 6 and “was” for “saw”. Another problem is stuttering. Some left-handed children start to stutter when they are forced to write

with their right hand. Queen Elizabeth II's father, King George VI, had to change from left to right-handed writing when he was a child, and he stuttered all his life.

Anthropologists think that the earliest people were about 50% right-handed and 50% left-handed because ancient tools from before 8000 BC could be used with either hand. But by 3500 BC, the tools, which were better designed, were for use with only one hand. More than half of them were for right-handed people.

The first writing system, invented by the Phoenicians (3000—2000 BC) in the Middle East, went from right to left. The Greeks began to write from left to right around the fifth century BC because they increasingly believed that “right” was good and “left” was bad. As time passed, there were more and more customs connecting “left” with “bad.” This belief is still common in many countries today, and left-handed people suffer from it.

As the centuries passed and education spread to more levels of society, more and more people became literate. As more children learned to write, more of them were forced to write with their right hands. In the United States, some teachers finally started permitting schoolchildren to write with their left hands in the 1930s.

In parts of Europe, left-handed children were still forced to write with their right hands in the 1950s. Today in many countries, all children must write with

their right hand even though they prefer using their left hand.

Some famous people were left-handed. Julius Caesar, Napoleon, Michelangelo and da Vinci (famous Italian artists), and Albert Einstein were left-handed. Alexander the Great (356—323 BC) and Queen Victoria of England were also. So is Prince Charles.

Paul McCartney of the Beatles plays the guitar the opposite way from other guitarists because he is left-handed. Marilyn Monroe, the famous American movie star, was also left-handed. Are you left-handed even though you write with your right hand? Take this test to find out. Draw a circle with one hand and then with the other. If you draw them clockwise (the direction the hands of a clock go in) you are probably left-handed. If you draw them counterclockwise (in the other direction), you are right-handed. The test does not always work, and some people may draw one circle in one direction and the other circle in the other direction. But don't worry if you are left-handed. You are in good company.

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Activity 13. Choose the best variant of an answer

1. Which part of the brain tends to be stronger in right-handed people?

- A. Right hemisphere
- B. Left hemisphere
- C. Both hemispheres are equally strong
- D. Neither hemisphere is stronger

2. According to the text, what percentage of left-handers have the language center in the right hemisphere?

- A. 60%
- B. 40%
- C. 50%
- D. 70%

3. What is one characteristic that a psychologist suggests left-handers are more likely to have compared to right-handers?

- A. Better logical thinking
- B. Stronger sense of smell
- C. Greater ability to memorize vocabulary
- D. More vivid imagination

4. What problem did King George VI face due to his forced change from left to right-handed writing?

- A. He lost his ability to read
- B. He started to stutter
- C. He was unable to draw a circle
- D. He could not swim underwater

5. What belief about "right" and "left" did the

Greeks start to hold around the fifth century BC?

- A. "Right" was bad and "left" was good
- B. "Right" was good and "left" was bad
- C. "Right" was associated with creativity and "left" with logic
- D. "Right" was linked to weakness and "left" to strength

6. When did some teachers in the United States begin allowing children to write with their left hands?

- A. 1930s
- B. 1950s
- C. 2000s
- D. 1980s

7. What famous musician mentioned in the text is left-handed?

- A. Elvis Presley
- B. Bob Dylan
- C. Paul McCartney
- D. Jimi Hendrix

8. How can you potentially determine if you are left-handed, according to the test mentioned in the text?

- A. By drawing a circle clockwise
- B. By drawing a circle counterclockwise
- C. By writing a sentence with your left hand
- D. By kicking a ball with your left foot

Activity 14. Decide if the statements given below are true/false/not given.

(<https://studfile.net/preview/7069546/page:10/>)

- 1) Most right-handers do calculus with the left hemisphere of the brain.
- 2) When people look at a beautiful sunset, most of them use the right hemisphere of the brain.
- 3) The right hemisphere controls the right side of the body.
- 4) Most people in the world use the left hemisphere for language.
- 5) Left-handedness can cause children to see letters backward.
- 6) It is easier to write from left to right.
- 7) Left-handed people are more intelligent than right-handers.
- 8) Some Eskimos are left-handed.

Activity 15. Write the reason for each statement.

- 1) Many lefthanders have to use their right hand.
- 2) For some people, the center of language is in the right hemisphere.
- 3) Both sides of the body receive the same information.
- 4) Lefties prefer kicking with the left foot.
- 5) King George VI stuttered.
- 6) Anthropologists think more than 50% of people were right-handed by 3500 BC.

- 7) Paul McCartney plays the guitar differently.

Activity 16. Read the following descriptions of four different people. Decide who you think is left-brained and who is right-brained. Write L (left) next to the descriptions of left-brained people and R (right) next to the descriptions of right-brained people. Talk about these people.

1) Daniel's hobby is drawing cartoons. He loves surprises and hates following a strict schedule. He is very sensitive and likes to find new ways of doing things.

2) Dr. Curley is very careful about keeping his appointments. He is always on time and does things in an orderly way. Every day, as soon as he gets home from work, he takes his dog for a walk and goes jogging for a half hour.

3) Debbie is a lawyer at a big law firm in New York. Her language skills are very good. She is a very logical person. She gets up, eats, and goes to sleep at the same time every day.

4) Ian Baker is the mayor of a small city. He is always looking for creative ways to solve the city's problems. In his spare time, he enjoys going to concerts and playing the piano.

5) A recent study suggests that people who are left-handed are more likely to succeed in business than are right-handed people. Researchers studied photographs of 1,000 prominent business executives and found that

21% of these executives wrote with their left hand. So the percentage of prominent business people who are left-handed (21%) is almost twice the percentage of people in the general population who are left-handed (11%). Thus, people who are left-handed would be well advised to pursue a career in business, whereas people who are right-handed would be advised to imitate the business practices exhibited by left-handers. What do you think about it? Provide your comments.

(<https://www.urch.com/forums/topic/11760-194-a-recent-study-suggests-that-people-who-are-left-handed-are-more-likely/>

<https://www.urch.com/forums/topic/11760-194-a-recent-study-suggests-that-people-who-are-left-handed-are-more-likely/>)

Activity 17. Have you ever known someone whom you think is a genius? In what area? How would you describe this person? What qualities does he or she have that are special?

- What is intelligence? How do we know the person is intelligent? Can we measure it? If you don't know how to answer the above questions, you can find all the answers in the text.

What is intelligence?

Intelligence is what you use when you don't know what to do.

Jean Piaget

The definition of intelligence has long been a matter of controversy. Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent: a given person's intellectual performance will vary on different occasions, in different domains, as judged by different criteria. Concepts of "intelligence" are attempts to clarify and organize this complex set of phenomena. Although considerable clarity has been achieved in some areas, no such conceptualization has yet answered all the important questions and none commands universal assent. Indeed, when two dozen prominent theorists were recently asked to define intelligence, they gave two dozen somewhat different definitions.

Intelligence is a property of mind that encompasses many related abilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, and to learn. There are several ways to define intelligence. In some cases, intelligence may include traits such as: creativity, personality, character, knowledge, or wisdom. However, some psychologists prefer not to include these traits in the definition of intelligence.

Intelligence comes from the Latin verb *intellegere*, which means to understand. By this rationale, intelligence (as understanding) is arguably different from being smart (able to adapt to one's environment), or being clever (able to creatively adapt). By the Latin definition, intelligence arguably has to do with a deeper understanding of the relationships of all things around us; and with a capability for metaphysical manipulation of such objects once such understanding is mastered.

Swiss psychologist Jean Piaget would have described intelligence as the thinking ability that helps a person solve problems and adapt to his or her environment. But this definition does not include many other abilities and qualities that most of us would use to describe intelligence. Intelligence could also mean the ability to do abstract thinking, to carry out our plans, or to think logically; it also might mean everything that a person has learned in his or her lifetime.

Before 1960, some people believed that, for the most part, intelligence was innate or inborn. In other words, either you were born smart or you weren't and nothing could change that. More recently, scientists have begun to look at how a person's environment might influence the development of intelligence. The other main issue in understanding intelligence is how to measure it. Two of the main abilities that have been measured in IQ (intelligence quotient) tests are verbal

comprehension (understanding words) and the ability to think with and about numbers. IQ tests also measure other parts of intelligence such as general thinking ability, vocabulary, memory, and spatial ability. “Spatial ability” refers to the ability to figure out things in space. For example, someone who is good with maps and directions probably has a lot of spatial ability. However, other abilities often connected with intelligence, such as creativity, artistic and musical talent, social skills, and regular common sense, are often not included on standard IQ tests. (<https://studylib.net/doc/9431750/introduction-to-psychology-what-is-psychology%3F-how-is-it>)

Activity 17. Read the text and be ready to discuss it.

A psychometric approach

“Intelligence is everything, and at the same time, nothing at all”.

Alfred Binet

Alfred Binet (1857—1911) was the leading psychologist in France at the turn of the century. He worked at the psychology laboratory at the Sorbonne, studied hypnosis, abnormal behaviors, optical illusions, and thinking processes, but by far his major concern was with individual differences. In particular, Binet was curious about how people differed in their ability to solve problems.

Despite the variety of concepts of intelligence, the most influential approach to understanding

intelligence (i.e., with the most supporters and the most published research over the longest period of time) is based on psychometric testing. The IQ test was designed to measure success in school. Alfred Binet was asked to develop the first IQ test in order to identify “dull” children — the children who needed additional or remedial help in school. This is important because many people might not think that school success is the only kind of intelligence, yet this is all that IQ tests measure.

Binet designed the test with increasing levels of difficulty so that children of different ages could pass different parts of the test. He tested many, many children, and then decided on age norms for the questions he wrote. For example, a question that most six-year-olds could answer but most five-year-olds could not answer was thought to show the average mental performance of a six-year-old.

The product of Binet’s test was a number showing a child’s mental age (MA). Mental age is changed to an IQ score by dividing the MA by the child’s actual age and multiplying the result by 100. Therefore, a 6-year-old who scored at a mental age of 6 would have an IQ of 100 ($6/6 \times 100 = 100$). This system allows us to compare the IQs of children of different ages. A 6-year-old with an MA of 3 has an IQ of 50, and a 10-year-old with an MA of 5 also has an IQ of 50. An average IQ is considered to be 100, with a standard deviation of 15 points (thus, the range of average IQs

is from 85 to 115). Binet's original test was later modified by a researcher from Stanford University in California. The result is the IQ test used today, called the Stanford-Binet.

Because they were developed to predict future school success, IQ tests compare fairly well with actual school performance. What else do they predict? If we think of them as measures of intelligence, we might expect them to predict other things, such as job performance, or life satisfaction. Each of these factors has been studied in relation to IQ scores.

Researchers have found that the average IQ of people who have more prestigious jobs (such as doctor or lawyer) is higher than the average IQ of people in jobs with less prestige (such as farmhand or factory worker). In addition, researchers found that although there are high-IQ people in lower-prestige jobs, there are no people with low IQs in high-prestige jobs.

In many cases, IQ is not a good predictor of job performance. In professions with intermediate status (such as electrician), IQ made a difference in job performance. However, at the upper and lower ends, a person's IQ score did not show any relationship to success on the job.

Another question is whether high-IQ people are happier, healthier, or more satisfied with their lives than people with lower IQs. Terman did a study of children with very high IQs (140 or higher). He found that they generally develop a little faster. In addition,

they were seen as more competent and better adjusted than children with lower IQs.

However, there was a problem with his study. Terman did not choose his subjects carefully enough. His group of high-IQ students contained too many children of educated, wealthy and powerful parents. Therefore, these children had more educational opportunities, higher social standing, and more money than many of the lower-IQ children. All of these factors have been shown to correlate with high IQ. Therefore, the success of these children may have been more influenced by their social status than by their measured IQ.

1. Look back at the explanation of IQ scores. Then calculate the IQs for these people and circle if they are high, low or average.

1) age 12 — mental age 8 IQ =
high/low/average

2) age 14 — mental age 16 IQ =
high/low/average

3) age 10 — mental age 16 IQ =
high/low/average

(<https://studylib.net/doc/9431750/introduction-to-psychology-what-is-psychology%3F-how-is-it>)

Activity 18. Read the passage and be ready to discuss it.

IQ tests were originally devised specifically to predict educational achievement. The inventors of the

IQ did not believe they were measuring fixed intelligence. Despite this, critics argue that intelligence tests have been used to support nativistic theories in which intelligence is viewed as a qualitatively unique faculty with a relatively fixed quantity.

Intelligence, as measured by IQ and other aptitude tests, is widely used in educational, business, and military settings because it is an effective predictor of behavior. Intelligence is significantly correlated with successful training and performance outcomes. In recent empirical research, it was found that IQ is highly correlated with many important social outcomes. Individuals with low IQs are more likely to be divorced, more likely to have a child out of marriage, more likely to be incarcerated, and more likely to need long term welfare support. Furthermore, high IQs are associated with more years of education, higher status jobs, and higher income.

Howard Gardner's Theory of multiple intelligences is based on studies not only on normal children and adults but also by studies of gifted individuals, of persons who have suffered brain damage, of experts and virtuosos, and of individuals from diverse cultures. Intelligence is broken down into at least eight different components: logical, linguistic, spatial, musical, kinesthetic, naturalist, intrapersonal and interpersonal intelligences.

(<https://studylib.net/doc/9431750/introduction-to->

psychology-what-is-psychology%3F-how-is-it)

Activity 19. Discuss the following with your groupmates.

- 1) Have you ever taken an IQ test? If so, what was it like?
- 2) What are some benefits of IQ testing? What are some weaknesses?
- 3) If you had a child, would you have his or her IQ tested? Why or why not?
- 4) Do you know anyone with a high IQ? In what ways has their intelligence helped them? In what ways has it hurt them?
- 5) Are there other tests that are used in your country to measure intelligence?
- 6) The IQ test has been eclipsed. Most people studying intelligence and creativity in the new millennium now prefer a broader definition, using a multifaceted approach where talents in many areas are recognized rather than purely concentrating on academic achievement. If we are therefore assuming that talented, creative or gifted individuals may need to be assessed across a range of abilities, does this mean intelligence can run in families as a genetic or inherit tendency? Mental dysfunction — such as schizophrenia — can, so is an efficient mental capacity passed on from parent to child?
(<https://english4real.com/test/ielts-r-199.html>)

Activity 20. Read the text on Gardner's eight intelligences and Carbo, Dunn, and Dunn's learning

styles. Be prepared to discuss the validity of both theories and how they relate to each other.

Gardner's eight intelligences

Dr. Howard Gardner from Harvard University has identified the following intelligences:

1. Linguistic intelligence

People with this kind of intelligence understand and use language easily. They think logically and analytically. They enjoy reading and writing, memorizing information, talking and building their vocabularies (they are great spellers). They may also be excellent storytellers.

2. Logical-mathematical intelligence

People with lots of logical intelligence are interested in patterns, categories and relationships. They are interested in arithmetic problems, strategy games, experiments and how things work. They often find unusual ways to solve problems, but they may not be able to explain how they did it.

3. Bodily-kinesthetic intelligence

These people process knowledge through bodily sensations. They are often athletic; they may be dancers or good at crafts such as sewing or woodworking. They enjoy training their bodies to do their physical best. Having to sit for a long time is very uncomfortable for them.

4. Visual-spatial intelligence

People with this type of intelligence think in images and pictures. They have a very good sense of direction and enjoy maps. They may be fascinated with mazes or jigsaw puzzles, or spend free time

drawing, building things or daydreaming. People with strengths in this area have the most potential to be successful in new technological fields such as computers.

5. Musical-rhythmic intelligence

Those with this kind of intelligence often sing or drum to themselves. They are usually quite aware of sounds that other people may miss. These people are often careful listeners.

6. Interpersonal intelligence

People who have a lot of interpersonal intelligence are often leaders. They are good at communicating and seem to understand others' feelings and motives.

7. Intrapersonal intelligence

These people may be shy. They understand themselves much better than others may understand them. They are highly motivated to be true to their goals and do not care very much about what other people think of them.

8. Naturalist intelligence

People with a strong naturalist intelligence have an outstanding knowledge of things in the natural world, such as plants and animals. They also have the ability to see how things fit into different natural categories. They like to fish, garden, cook and carefully observe things.

(<https://studylib.net/doc/9431750/introduction-to-psychology-what-is-psychology%3F-how-is-it>)

Activity 20.1. Discuss the following questions:

- 1) Do you believe Dr. Gardner's theory of multiple intelligences? Why or why not?
- 2) Can you think of any other intelligence types that you think Dr. Gardner should include in his list? What are they?
- 3) Are the "intelligences" that Dr. Gardner talks about here the same as a person's "skills" or "abilities"? Explain.

Activity 21. **Learning styles**

1. Drs. Marie Carbo, Rita Dunn and Kenneth Dunn have described the following three styles of learning: auditory, visual, tactile-kinesthetic.

2. **Auditory learners** are logical, analytical thinkers. They are comfortable with typical school tasks including analyzing sounds and numbers, following directions in order, and just "doing the right thing." They are usually successful in school. Much of what they learn is from listening to information that is presented to them in class.

3. **Visual learners** learn best by seeing a visual representation of the material. They are global thinkers. They like to see "the big picture" rather than the details. They can learn to think logically, analytically and sequentially, but they must do this by working backwards from the whole to the parts.

4. **Tactile-kinesthetic learners** learn best when they can touch things or move while they are learning. Like visual learners, they are also global

thinkers.

(<https://studylib.net/doc/9431750/introduction-to-psychology-what-is-psychology%3F-how-is-it>)

Activity 22. VOCABULARY CHECK

1. The adjective *intelligent* has lots of synonyms, but which word means the opposite of *intelligent*?
 - smart
 - bright
 - c) thick
 - d) clever
2. If someone is clever, we can say “she is as bright as a ...”
 - bottom
 - button
 - c) light
 - d) star
3. The adjective *stupid* has lots of synonyms (words with a similar meaning), but which word means the opposite of *stupid*?
 - thick
 - dim
 - c) dull
 - d) brainy

Activity 23. Choose the best answer

1. What are the three main learning styles described in the passage?
 - A. Auditory, visual, and analytical
 - B. Logical, global, and tactile-kinesthetic
 - C. Auditory, visual, and tactile-kinesthetic
 - D. Analytical, global, and sequential
2. According to the passage, which learning style is comfortable with typical school tasks?
 - A. Visual learners

- B. Tactile-kinesthetic learners
 - C. Analytical thinkers
 - D. Auditory learners
3. Which learning style prefers to see "the big picture" rather than the details?

- A. Auditory learners
 - B. Analytical thinkers
 - C. Visual learners
 - D. Tactile-kinesthetic learners
4. What do tactile-kinesthetic learners prefer while learning?

- A. Listening to information
- B. Seeing visual representations
- C. Touching things or moving
- D. Following directions in order

5. Which learning style is described as "global thinkers"?

- A. Auditory learners
- B. Visual learners
- C. Tactile-kinesthetic learners
- D. Analytical thinkers

6. According to the passage, which learning style is usually successful in school?

- A. Visual learners
- B. Tactile-kinesthetic learners
- C. Analytical thinkers
- D. Auditory learners

7. Which learning style is described as "logical, analytical thinkers"?

- A. Auditory learners

- B. Visual learners
- C. Tactile-kinesthetic learners
- D. Global thinkers

Activity 24.2. Choose the best answer.

1. What is the main focus of the article?

- A Exploring the mysteries of the human brain
- B Explaining the functions of the human brain
- C Comparing different brain regions
- D Discussing the latest brain research

2. What is one of the main mysteries about consciousness discussed in the text?

- A How consciousness is measured
- B The relationship between consciousness and intelligence
- C How consciousness arises in the brain
- D The spiritual nature of consciousness

3. Which of the following does the text suggest about memory?

- A. Memories are stored in specific parts of the brain
- B. Long-term and short-term memory work independently
- C. The exact mechanisms behind memory formation are unknown
- D. Memories can be easily retrieved and recalled

4. According to the text, what is one of the proposed theories about the function of sleep?

- A. Sleep helps the brain remove toxins

- B. Sleep regulates body temperature
- C. Sleep improves physical coordination
- D. Sleep enhances creative thinking

5. What does the text suggest about the relationship between emotions and the brain?

- A. Emotions are controlled by a single brain region
- B. Emotions are not well understood at the neural level
- C. Emotions are separate from physical sensations
- D. Emotions are not relevant to mental health disorders

6. What does the text say about the study of creativity in the brain?

- A. Creativity involves the integration of multiple brain networks
- B. Creativity is unique to the human brain
- C. Creativity is not influenced by brain structure
- D. Creativity can be easily fostered and improved

7. Which of the following best summarises the overall message of the text?

- A. The human brain is a complex and well-understood organ
- B. There are still many unanswered questions about the human brain
- C. Brain research has made significant progress in recent years
- D. The mysteries of the brain will never be fully solved

Over to you

1. You are asked about your strongest type of intelligence. What would you say?
2. There are different learning styles. What is the one of yours?
3. You are to deliver a report on IQ tests (write a for and against essay on this topic)

Unit 4. MEMORY

LEAD IN: Try to answer the following questions for yourself: What do I know about my memory? How do I memorize things? What is the difference between short-term and long-term memory? What do I know about memory tricks? If you can't, you'll be able to do it after working with the given unit.

STARTING UP

Comment on quotations given below

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

- Oscar Wilde

(<https://www.goodreads.com/quotes/81690-memory-is-the-diary-we-all-carry-about-with-us>)

Memory is the treasure house of the mind wherein the monuments thereof are kept and preserved.

- Thomas Fuller

(https://www.brainyquote.com/quotes/thomas_fuller_386294)

Memory is the mother of all wisdom.

- Aeschylus

(https://www.brainyquote.com/quotes/aeschylus_148574)

Memory is the scribe of the soul.

- Aristotle

(<https://www.goodreads.com/quotes/963210-memory-is-the-scribe-of-the-soul>)

Memory is the power to gather roses in winter.

- Unknown

(<https://nelsonincommon.org/memory-and-collecting-roses-in-winter/>)

Activity 1. Read the text given below

Sometimes, when we think of our memory, we imagine it as a mental “filing cabinet” in which we deposit isolated facts that we want to be sure to retain — such as the dates of the revolutions, our mother’s birthday, or the errands we must be sure to do on the way home from work. But that is only a partial description of our memory. Our memory encompasses everything we have recently perceived and everything we know or can recollect — about people, places, music, pictures, ways of doing things, languages, emotional feelings, dreams, actions, and skills.

In analyzing memory, William Brewer and J. R. Pani have suggested that the contents of our memory can be seen as falling into three broad categories.

- Personal memories consist of distinct episodes we have witnessed, such as this morning’s breakfast. When we remember such episodes, we can “see” the event taking place, and our mental images carry a sense of the past.

- Generic memories, by contrast, include

memories that are abstract and are not tied to any particular time or place; we do not usually remember where we learned them. They include memories that are primarily semantic, or meaning-related, rather than being scenes. Concepts such as “love” or “constitutional monarchy” are generic memories. Generic memories also include perceptual memories of the way things look, sound, and so on.

- Skill memories consist of cognitive skills, such as our ability to solve quadratic equations; motor skills, such as our knowledge of how to ice-skate or put in a light bulb; and rote verbal sequences we have memorized, such as our phone number.

Memory is an ambiguous concept. One meaning of the concept refers to a repository of our accumulated knowledge of specific and general things, but another meaning refers to processes — “memorizing” and “remembering”. Psychologists analyze the memorizing-remembering cycle into three distinct processes: acquisition, retention, and retrieval. Acquisition is the process by which we initially perceive, register, and record information in our memory. If you do not pay attention and register something in the first place, you will never be able to remember it. Retention is the process by which we maintain information in storage in our memory; you may register a piece of information such as an address, but it may decay over time, or similar material placed into memory may interfere with its retention. Retrieval

is the process by which we get information out of storage and bring it back into our awareness. You may register a piece of information and store it, but then find yourself unable to bring it back to mind — until someone gives you a good cue that “jogs your memory”.

The gatekeeper to our memory is a process known as selective attention. In attending to the world around us, we cannot possibly respond to all the thousands of stimuli that bombard us every second. Instead, we constantly select from the stream of stimuli just a limited number of sights, sounds, and other sensations — and ignore the rest. Only those few stimuli that we select for focused attention will be registered firmly in our memory: the others, registered weakly and unattended to, will quickly fade from our memory. What guides selective attention? Some factors are universal. For example, the simple properties of the stimulus may make it an attention-getter: anything that is intense, large, loud, or strikingly colourful attracts attention. Other factors in the selection process are very personal. We pay attention to anything that is relevant to our own motives. Stimuli that arouse our emotions, whether these signals are violent, sexy, horrifying, or beautiful, attract our attention. Stimuli that affect our goals and self-esteem, or those of our loved ones, interest us. Events that are relevant to our interests also attract our attention.

If a stimulus gets past the “gatekeeper” and you do

pay attention to it, your memory processes will begin to operate. The result may be a memory that lasts for just a second or two, a memory that lasts for several minutes, or a memory that lasts for hours, days, or years. What happens when our memory processes operate within these three different time frames?

Sensory memory. Virtually every moment of your waking life you have memories that are simply the aftereffects of your sensory processes. These fleeting sense impressions, known as sensory memories, last for just a tiny interval of time. Our visual world maintains its stability even though we blink frequently as we look about us. This phenomenon is related to our sensory memory. Similar sensory aftereffects exist for touch and hearing. We rely on auditory aftereffects in conversation: the persisting auditory images enable us to process speech sounds after the speaker has gone ahead with his or her remarks.

Short-term memory. Many of our sensory memories simply fade almost immediately. But if we pay close attention to a sensory memory, that record enters a more durable phase, we call it short-term memory. Short-term memory is a temporary form of memory that lasts many seconds; it is also known as active memory or primary memory. Here is how short-term memory operates. While we are attending to a sensory event, we may also retrieve associations to that event from more durable parts of our memory. These retrieved associations themselves become active as

part of our memory of the event. In essence, we have converted the information from one form to another prior to recording it in memory; this process is called encoding.

Long-term memory. Now try to remember your mother's maiden name. Do you have it as an active trace? Before you remembered it, the name was inactive; it was in what is called long-term memory, out of your consciousness. Then, when you retrieved it, the name was aroused into your consciousness, into short-term memory. This description is metaphorical. You did not actually move the name from one place to another in your mind, because memory is not a set of places. Instead, a given item can be either active or inactive: it can be in your consciousness, or it can be out of your consciousness for a moment.

Long-term memory is what most people think of when they talk about memory: the total content of our long-term memory encompasses that tremendous range of knowledge, ideas, images, skills, and feelings that we have gathered in the course of our experience. All these items of knowledge are inactive for the moment, but they can be retrieved, given an appropriate request, and "brought into" short-term memory. So short-term and long-term memories have a close, dynamic connection with each other.

(https://maup.com.ua/assets/files/lib/book/angl_for_psy.pdf)

List of Vocabulary

- acquisition — надбання, здобуття
ambiguous — двозначний, невизначений,
непевний
to blink — кліпати
concept — поняття
to convert — перетворювати
cue — натяк, знак
to decay — руйнувати(ся), гаснути, слабнути
to deposit — відкладати
distinct — чіткий, ясний
to enable — давати змогу
encoding — шифрування, кодування
to encompass — містити в собі
equation — рівняння
to fade — в'янути, поступово зникати
fleeting — швидкоплинний
generic — родовий, генетичний
intense — напружений
to jog one's memory — дати поштовх,
розворушити, допомогти пригадати
long-term — довготривалий
to maintain — утримувати
persistent — тривалий, утримуваний
prior — попередній, раніше
to recollect — згадувати
relevant — доречний, що стосується суті справи
to rely on — покладатися, довіряти
repository — вмістилище, сховище, склад

to retain — утримувати, пам'ятати, зберігати
retrieval — відновлення, повернення
rote — механічне запам'ятовування, зазубрювання
self-esteem — самооцінка
semantic — семантичний, концептуальний
short-term — короткочасний
skill — вміння, вправність
temporary — тимчасовий
tiny — мініатюрний, крихітний
trace — слід, відбиток, знак
tremendous — величезний
unattended to — залишений поза увагою
(https://maup.com.ua/assets/files/lib/book/angl_for_ps_y.pdf)

Activity 2. **Memory's Mind Games**

(by Sharon Begley)

When it comes to memory problems, forgetting is only the tip of the iceberg, The failings of memory run much deeper than an ability to recall your neighbor's name or the location of your keys. Much recent memory research has focused on why we forget, shedding light on tragedies like Alzheimer's as well as puzzles like why we often know the first letter of a word we're trying to remember but not the rest of it. But unlike absent-mindedness and other «sins of omission», memory's «sins of commission» shape - and often distort - our view of reality and relationships. Some of the sins:

Blocking. Somewhere between remembering and forgetting lies blocking. You know that the word for an oration at a funeral begins with a vowel, but it just won't spring into consciousness. Proper names are blocked more often than any other words, memory researchers find, and more in old people than young. The sound of a word is encoded in the brain in a different place from its meaning. If the links from concept to visual representation to the word itself are weak, then we can't get to the word even though we may remember everything about it. You may tickle neurons here, but the reverberations never reach those deeper in the circuit.

Sometimes we get to the first sound in the word but no further: the phonemes of words are apparently encoded separately, too. Words we use infrequently are especially subject to this tip-of-the-tongue phenomenon.

Misattribution. In misattribution, people unconsciously transfer a memory from one mental category to another — from imagination to reality, from this time and place to that one, from hearsay to personal experience. The brain has made what psychologists call a «binding error», incorrectly linking the content of a memory with its context. The fault may lie in the hippocampus, a seahorse-shaped structure deep in the brain's temporal lobe, whose job includes binding together all facets of a memory. When the hippocampus is damaged, patients are more prone

to binding errors.

Suggestibility. In this memory error, people confuse personal recollection with outside sources of information.

Suggestibility is therefore a form of misattribution, but an especially pernicious one. Leading questions or even encouraging feedback may result in 'memories' of events that never happened.

Suggestibility can lead to false eyewitness identities, because even seemingly innocuous feedback can distort recall. In one study, psychologist Gary Wells of Iowa State University showed volunteers a security video of a man entering a Target store. Moments later, Wells told them, the man murdered a guard. He then showed them photos and asked them to identify the gunman (who actually appeared in none of the snapshots). Good, you identified the actual suspect, the scientists told some of the volunteers. Those who received this encouragement later told Wells they were more confident in their recall and had had a better view of the man on the video than those who were not praised for their 'correct' ID. Certainty and your assurance that you got a good look at the suspect are the kinds of details a jury uses when weighing eyewitness testimony. Positive feedback seems to cement memory and even erase any original uncertainty.

Persistence. Memories that refuse to fade tend to involve regret, trauma and other potent negative

emotions. All emotions strengthen a memory, but negative ones seem to write on the brain an indelible link. That's especially true if the memory reinforces your self-image: if you think of yourself as a screw-up, you'll have a hard time erasing the memory of the time you spilled wine on your boss.

Bias. It is a cliché that couples in love recall their courtship as a time of bliss, while unhappy pairs recall that «I never really loved him (or her). » But the cliché is true. We rewrite our memories of the past to fit our present views and needs. That may be an outgrowth of forgetting: we can't recall how we felt in the past, so we assume it must be how we feel today. But often bias arises when more powerful mental systems bully poor little memory. The left brain, driven to keep thoughts of yesterday and today from conflicting, reconciles past and present.

Stereotyping can also bias memory. When memory conflicts with what you're convinced is true, it often comes out of the losing end. And that can make forgetting where you put your keys seem trivial indeed.

(«NEWSWEEK» 2002)

(<https://studfile.net/preview/5376939/page:4/>)

Activity 3. Choose the best answer to the questions given below.

1. What is the main focus of recent memory research, according to the passage?

- A. Understanding why we forget things
- B. Exploring the relationship between memory and intelligence
- C. Developing treatments for Alzheimer's disease
- D. Explaining the differences between young and old people's memories

2. What is the meaning of the term "blocking" in the context of the passage?

- A. Completely forgetting a word or name
- B. Encoding a memory in the wrong part of the brain
- C. Being unable to recall a word or name, despite having the information
- D. Confusing a memory with an external source of information

3. Which type of memory error is described as "a form of misattribution" in the passage?

- A. Persistence
- B. Bias
- C. Suggestibility
- D. Blocking

4. According to the passage, what is the role of the hippocampus in memory?

- A. It is responsible for encoding the meanings of words.

B. It helps to bind together the different aspects of a memory.

C. It is the part of the brain that is damaged in Alzheimer's disease.

D. It is where the "sins of commission" in memory are stored.

5. What is the key finding from the study mentioned about eyewitness testimony?

A. Positive feedback can increase the confidence of eyewitnesses.

B. Eyewitnesses are more accurate when shown a security video.

C. Eyewitnesses are less likely to make mistakes when identifying a suspect.

D. Eyewitnesses are more accurate when they have a good view of the incident.

6. Which memory error is described as involving "regret, trauma and other potent negative emotions"?

A. Misattribution

B. Suggestibility

C. Persistence

D. Bias

7. How does the passage explain the tendency for people to remember their past relationships in a biased way?

A. They cannot recall their exact feelings from the past.

B. Their current emotions influence their memories

of the past.

C. Their memories are distorted by stereotypes about relationships.

D. Their memories are affected by the need to reconcile past and present.

Activity 4. Decide whether the statements given below are true or false

1. Recent memory research has been centered on understanding the causes of forgetfulness, including Alzheimer's, and the phenomenon of knowing the first letter of a word but struggling to recall the rest.
2. Recent memory research has not delved into the causes of forgetfulness or Alzheimer's.
3. Blocking occurs between remembering and forgetting.
4. Proper names are blocked less frequently in old people than in young people.
5. The brain processes the sound of a word separately from its meaning.
6. Words we use frequently are especially subject to the tip-of-the-tongue phenomenon.
7. Suggestibility occurs when individuals mix personal memories with external information.

Activity 5. Read the text given below and be ready to discuss it.

Memory problems: what's normal and what's not?

We all have memory lapses from time to time, but how do you know if your forgetfulness is just a normal part of getting older or if it's the first sign of something more serious? We talked to Dr Catherine Roe, a neurologist at Washington University School of Medicine, St Louis, Missouri, USA, who specializes in research on ageing and Alzheimer's disease.

Q: What are some of the most common things that people forget as they get older?

A: It's very common for people to forget names, especially when they meet someone new. They may also find it difficult to remember where they put their keys or parked their car. These are usually signs of normal age-related memory changes rather than anything more serious.

Q: How can you tell the difference between normal forgetfulness and something more serious?

A: A good rule of thumb is that if you're able to recall the information later, even if it takes a bit longer than it used to, then it's probably just a normal memory lapse. For example, you might forget someone's name when you first meet them, but it comes back to you later on. However, if you can't remember the name no matter how hard you try, that could be a sign of a more significant problem.

Q: Are there any other warning signs we should look out for?

A: Yes, another red flag is if you start having trouble with everyday tasks that you've always done before

without any difficulty, such as preparing a meal or finding your way home. If you're consistently forgetting important dates, like birthdays or anniversaries, that's also worth paying attention to. And if friends or family members notice that you're becoming unusually moody or withdrawn, that could be cause for concern too.

Q: Is there anything we can do to prevent memory loss as we get older?

A: There are a few things that have been shown to help. For example, regular physical exercise has been linked to better memory and thinking skills in older adults. Eating a healthy diet, getting enough sleep and managing stress can also make a difference. And staying mentally active is important too. That could involve doing puzzles or crosswords, learning a new language or musical instrument, or taking up a new hobby.

Q: What should we do if we're worried about our memory?

A: The first step is to talk to your family doctor. They'll be able to assess your symptoms and rule out any other possible causes of your memory problems, such as certain medications or an underactive thyroid. If they think it's necessary, they may then refer you to a specialist, such as a neurologist or a geriatrician, for further tests.

Q: Is there anything else you'd like to add?

A: I think it's really important not to panic if you find

yourself forgetting things occasionally. It's normal to have the odd 'senior moment'. But if you're finding that your memory problems are interfering with your daily life, or if you're becoming increasingly concerned about them, then it's definitely worth getting checked out. There are lots of different reasons why someone might be experiencing memory loss, and many of them are treatable.

Activity 6. Answer the following questions.

1. What are some common things that people tend to forget as they age?
2. How can you differentiate between normal forgetfulness and a more serious memory issue?
3. What are some warning signs that indicate memory problems may be more significant?
4. Are there any lifestyle factors that can help prevent memory loss in older adults?
5. What should someone do if they are concerned about their memory?
6. Who should individuals consult first if they are worried about their memory?
7. Why is it important not to panic if experiencing occasional memory lapses?

Activity 6.1. Choose the best answer

- 1. According to the passage, what is considered a normal sign of memory lapse as people get older?**
- A. Forgetting where they parked their car
 - B. Forgetting important dates like birthdays

C. Struggling with everyday tasks like preparing a meal

D. Becoming unusually moody or withdrawn

2. The passage states that if you can recall information later, even if it takes longer, it is likely a normal memory lapse. What does this suggest about the difference between normal forgetfulness and something more serious?

A. Normal forgetfulness allows you to eventually recall the information.

B. Normal forgetfulness is a sign of a more significant problem.

C. Something more serious means you can never recall the information.

D. Something more serious is accompanied by mood changes.

3. Which of the following is identified in the passage as a potential warning sign of a more significant memory problem?

A. Forgetting names when meeting new people

B. Consistently forgetting important dates

C. Taking longer to recall information

D. Struggling with physical exercise

4. The passage suggests that staying mentally active, such as doing puzzles or learning a new skill, can help prevent memory loss. What is the rationale behind this recommendation?

A. It helps reduce stress.

B. It keeps the brain challenged and engaged.

C. It improves physical fitness.

D. It promotes better sleep.

5. According to the passage, if someone is experiencing concerning memory problems, what is the first recommended step?

A. Speak to a neurologist.

B. Take memory tests.

C. Discuss it with family members.

D. Talk to a family doctor.

6. The passage states that regular physical exercise has been linked to better memory and thinking skills in older adults. What is the likely explanation for this connection?

A. Physical exercise improves mood and reduces stress.

B. Physical exercise enhances blood flow to the brain.

C. Physical exercise helps maintain a healthy weight.

D. Physical exercise promotes better sleep quality.

7. What does the passage suggest is an important factor in distinguishing normal forgetfulness from something more serious?

A. The ability to eventually recall the forgotten information

B. The frequency of memory lapses

C. The impact on daily activities

D. The presence of mood changes

Activity 6.2. Decide if the statements are true or false

1. Forgetting names when meeting new people is a common occurrence.
2. If you can't recall information immediately, it's definitely a sign of a serious memory problem.
3. Struggling with tasks you used to do easily is a warning sign.
4. Forgetting important dates is not a cause for concern.
5. Several strategies have been proven to be beneficial.
6. The first step is to ignore the memory problems.
7. It's crucial not to panic if you experience occasional memory lapses.

Activity 7. **Listening.** Listen to the recording and do exercises

(<https://classroom.google.com/c/NzA4NDEwNTkxNTk5?hl=ru&cjc=wpyrujp>).

Activity 7.1. Answer the following questions.

1. What is the Link Method and how can it help improve memory?
2. How does the Story Method differ from the Link Method in terms of remembering information?
3. Explain the Keyword Method and provide an example of how it can be used to remember a new word.

4. Describe the Method of Loci and explain how it can be applied to remember lists or speeches.
5. What is the purpose of the Keyword Alphabet method, and how can it aid in remembering lists of words or numbers?
6. How does the Chunking Method work, and why is it useful for remembering long numbers or lists of items?
7. Why is it important to find a memory trick that works best for you, according to the text?

Activity 7.2. Choose the best answer.

1. Which method involves creating a story to remember a list of items?

- A. The Link Method
- B. The Keyword Method
- C. The Chunking Method
- D. The Story Method

2. According to the passage, which method is often used by people learning a new language?

- A. The Link Method
- B. The Method of Loci
- C. The Keyword Method
- D. The Chunking Method

3. The passage states that the Method of Loci was used by which ancient civilizations?

- A. The Romans and the Greeks
- B. The Egyptians and the Babylonians
- C. The Chinese and the Indians

D. The Incas and the Mayans

4. Which method suggests breaking down a long number or list into smaller parts?

A. The Link Method

B. The Story Method

C. The Keyword Alphabet

D. The Chunking Method

5. What does the passage say the Keyword Method involves when learning a new word?

A. Imagining a story with the new word

B. Choosing a word in your own language that sounds like the new word

C. Breaking the new word into smaller parts

D. Associating the new word with a familiar location

6. The passage states that the Keyword Alphabet method is good for remembering what?

A. Long numbers

B. Lists of words or numbers

C. Speeches

D. Vocabulary in a new language

7. According to the passage, which method involves imagining placing items you want to remember in different locations?

A. The Link Method

B. The Story Method

C. The Method of Loci

D. The Chunking Method

Activity 7.3. Decide if the statements are true or false.

1. The Link Method involves creating a story to remember a list of items.
2. The Method of Loci is the most commonly used method by people learning a new language.
3. The Method of Loci was employed by the Romans and the Greeks.
4. The Link Method involves breaking down a long number or list into smaller parts.
5. The Keyword Method involves associating the new word with a familiar location.
6. The Keyword Alphabet method is the best for remembering long numbers.
7. The Method of Loci involves imagining placing items you want to remember in different locations.

Over to you

1. Your patient asks you a question about the nature of false memories. What would you say?
2. Some scientists say that forgetting is our protective mechanism. Do you agree with it?
3. You are to give a presentation about memory tricks. What would you speak about? Make your presentation (Word application or Power Point will be enough).

Unit 5. SLEEP AND DREAMING

LEAD IN: Try to answer the following questions for yourself: Why do we sleep? What are our dreams? What are the stages of sleep? Why don't we remember our dreams? Does our brain ever sleep? If you can't, you'll be able to do it after working with the given unit.

STARTING UP

Comment on quotations given below

Sleep is the best meditation. - Dalai Lama

(https://www.brainyquote.com/quotes/dalai_lama_111631)

Dreams are the touchstones of our character. - Henry David Thoreau

(<https://www.goodreads.com/quotes/857554-dreams-are-the-touchstones-of-our-characters-we-are-scarcely>)

A dream you dream alone is only a dream. A dream you dream together is reality. - John Lennon

(<https://www.goodreads.com/quotes/8705-a-dream-you-dream-alone-is-only-a-dream-a>)

The best bridge between despair and hope is a good night's sleep. - E. Joseph Cossman

(<https://www.goodreads.com/quotes/8894750-the-best-bridge-between-despair-and-hope-is-a-good>)

Dreams are illustrations from the book your soul is writing about you. - Marsha Norman

(<https://www.goodreads.com/quotes/45102-dreams-are-illustrations-from-the-book-your-soul-is-writing>)

Activity 1. Read the text given below and be ready to discuss it.

Sleep and Dreaming

Sleep is a natural state of rest for the body and mind. It is as important to our health as eating, drinking, and breathing. Lack of sleep can make us feel tired, irritable, and unable to concentrate. Sleep is also important for growth and development. When we sleep, our bodies repair some of the damage done during the day.

The amount of sleep we need changes with age. Newborn babies usually sleep for about 16 hours a day, but by the time they are one year old, this has reduced to about 12 hours. Most adults need between six and nine hours of sleep every night, while children and teenagers need at least nine hours.

There are two main types of sleep: rapid eye movement (REM) sleep and non-rapid eye movement

(NREM) sleep. During NREM sleep, which is divided into three stages, we have slow brain waves and our muscles relax. In REM sleep, our brains are much more active, but our muscles are completely relaxed. This is the stage when we dream.

Dreams are stories and images that our brains create while we sleep. We usually dream for about two hours every night, although we may not remember these dreams. They can be very vivid or unclear, and happy or frightening. Some people have nightmares - very bad dreams that wake them up feeling scared. Nightmares are most common in children, but many adults have them too.

Dreams can be about anything. They may be related to things that have happened to us recently, or to problems we are trying to solve in our lives. Sometimes, dreams can help us understand our feelings about something. For example, if you dream about falling, this might mean that you are worried about losing control of something in your life. However, there is no scientific proof that dreams have any special meaning.

Some people can control what happens in their dreams. This is called lucid dreaming. There is no scientific evidence that lucid dreaming is real, but many people believe that it is possible to learn how to do it.

There are many things that can affect the quality of our sleep. For example, some people find it difficult to sleep if they drink coffee or tea in the evening because these drinks contain caffeine, a substance that keeps us awake. Other people cannot sleep if they eat a big meal late at night, or if they exercise just before going to bed. Some people have a condition called insomnia, which means that they have difficulty falling asleep or staying asleep for long enough. Insomnia can be caused by stress, anxiety or depression. It can also be a side effect of certain medicines. People with insomnia usually feel tired during the day and have problems concentrating. They may also feel irritable and find it difficult to get on with other people.

Another common sleep problem is sleep apnoea. This is when a person stops breathing for short periods of time while they are sleeping. Sleep apnoea can make a person snore very loudly and wake up feeling tired. It can also cause serious health problems, such as high blood pressure and heart disease.

Sleepwalking, or somnambulism, is a condition where a person walks or does other activities while they are still asleep. Sleepwalkers usually have their eyes open and can move around easily, but they do not remember what has happened when they wake up. Sleepwalking is most common in children, but some adults also sleepwalk.

Narcolepsy is a rare condition where a person suddenly falls asleep, even if they are doing something active, like talking or eating. A person with narcolepsy may fall asleep several times a day, and they may also have sudden muscle weakness, which can cause them to collapse. There is no cure for narcolepsy, but it can be managed with medicine.

Although sleep is a basic human need, many people do not get enough of it. This can be because they have too much work to do, or because they spend too much time watching television or using computers or mobile phones. However, it is important to remember that getting enough sleep is just as important as eating healthily and exercising regularly.

If you are having problems sleeping, there are several things you can do to help yourself. For example, try to go to bed and wake up at the same time every day, even at weekends. Make sure your bedroom is dark, quiet and at a comfortable temperature. Avoid drinking coffee or tea in the evening, and do not eat heavy meals late at night. If you cannot sleep, get up and do something relaxing, such as reading or listening to music, until you feel tired.

Activity 2. Choose the best answer

1. What is the main purpose of sleep according to the passage?

- A. To repair the damage done during the day
- B. To help us feel rested and alert
- C. To promote growth and development
- D. All of the above

2. How much sleep do most adults typically need per night?

- A. 4-6 hours
- B. 6-9 hours
- C. 9-12 hours
- D. 12-16 hours

3. Which of the following is NOT a characteristic of REM sleep?

- A. Slow brain waves
- B. Relaxed muscles
- C. Vivid dreams
- D. Increased brain activity

4. What is the main reason dreams may be related to recent events or problems in one's life?

- A. Dreams have a special meaning
- B. Dreams are a way for the brain to process information
- C. Dreams are random and unrelated to real life
- D. Dreams are controlled by the subconscious

5. Which of the following is NOT a potential cause of insomnia?

- A. Stress and anxiety
- B. Side effects of medication
- C. Drinking coffee in the evening
- D. Increased physical activity

6. What is the main health concern associated with sleep apnoea?

- A. Difficulty falling asleep
- B. Frequent nightmares
- C. High blood pressure and heart disease
- D. Sudden muscle weakness

7. What is the primary recommendation given in the passage for improving sleep quality?

- A. Avoid heavy meals late at night
- B. Maintain a consistent sleep schedule
- C. Ensure your bedroom is dark and quiet
- D. All of the above

Activity 3. Answer the following questions

1. Why is sleep considered as important to our health as eating, drinking, and breathing?
2. How does the amount of sleep needed change with age?
3. What are the two main types of sleep mentioned in the text?
4. What happens during REM sleep?
5. What are nightmares, and who is most likely to experience them?
6. What is lucid dreaming, and is there scientific evidence supporting its existence?
7. What are some common sleep problems mentioned in the text, and how do they affect individuals?

Activity 4. Decide whether the statements are true or false

1. A lack of sleep can lead to feeling tired, irritable, and having difficulty concentrating.
2. Most adults need between ten and twelve hours of sleep every night.
3. Dreams are the stories and images our brains generate during sleep.
4. Nightmares are not bad dreams and do not cause fear.
5. Dreams are always about the same topic.
6. There is no scientific evidence to support the idea that dreams have specific meanings.
7. No one can control their dreams.

Activity 5. Read the text given below and do exercises to it

Why don't we remember our dreams?

It seems like a simple question, but the answer is complicated. There are many theories about why we forget our dreams, and some of them may surprise you. One of the most common theories is that we simply don't care enough about our dreams to remember them. After all, who hasn't woken up from a dream and thought, 'That was weird', and then promptly forgotten all about it? According to this theory, if we paid more attention to our dreams, we would remember them better. Some people even keep a dream journal by their bed so they can write down their dreams as soon as they wake up. This can help them remember their dreams

more clearly over time.

Another theory is that we forget our dreams because they are not important to us. Our brains filter out information that is not relevant, and this includes our dreams. Most of the time, our dreams are just random images and thoughts with no real meaning. So our brains decide that there is no need to store this information, and we forget about our dreams.

There is also evidence that suggests that we forget our dreams because the part of the brain that controls memory is not fully active when we are asleep. When we sleep, our brains go through different stages, and one of these stages is called REM (Rapid Eye Movement) sleep. This is when we dream, but it is also when our brains are most active. During REM sleep, our brains process emotions and memories, but this does not mean that we remember our dreams. In fact, most of the time we do not remember our dreams at all, even though our brains are working hard to process them.

So why do we forget our dreams? It could be because our brains are too busy processing other things to remember them. Or it could be because our dreams are not important enough for us to remember. Or perhaps it is simply because we do not care enough about our dreams to remember them. Whatever the reason, one thing is clear: remembering our dreams is not as easy

as it seems.

Activity 6. Read the text and be ready to discuss it.

The science of dreaming

Dreams have fascinated people for thousands of years. In ancient times, dreams were often thought to be messages. One theory is that dreaming is a way for us to process our emotions. When we sleep, our brains go through different stages, and one of these stages is called REM (Rapid Eye Movement) sleep. This is when we dream, and it is also when our brains are most active. During REM sleep, our brains process emotions and memories, and this can help us deal with difficult experiences. So, if we have a lot of stress or anxiety in our lives, we may have more intense dreams as a result.

Another theory is that dreaming is a way for us to solve problems. According to this theory, our dreams help us to think creatively and find new solutions to problems. For example, many famous inventors have claimed that they got their best ideas from their dreams. The scientist Niels Bohr, for instance, said that he came up with the idea for the structure of the atom in a dream. And the composer Mozart said that he heard entire symphonies in his dreams before he wrote them down.

A third theory is that dreaming is a way for us to practice and prepare for real-life situations. According

to this theory, our dreams help us to learn new skills and rehearse important events. For example, if you are preparing for an exam, from the gods. Today, scientists are still trying to understand why we dream and what our dreams mean.

you might dream about taking the exam and doing well. Or if you are learning to play a musical instrument, you might dream about playing a beautiful piece of music. These dreams can help you to feel more confident and perform better in real life.

Of course, these are just theories, and there is still much that we do not know about dreaming. For example, we do not know why some people remember their dreams more than others. Some people claim to have vivid, detailed dreams every night, while others say that they never remember their dreams at all. There is also a lot of debate about what our dreams mean. Some psychologists believe that our dreams are a window into our unconscious mind, while others think that they are just random images and thoughts with no real meaning.

So why do we dream? The truth is that no one really knows. But one thing is clear: dreaming is a normal and important part of our lives. It is how our brains process emotions, solve problems, and prepare for real-life situations. And even if we don't always remember our dreams, they can still have a powerful

effect on us. So, the next time you wake up from a dream and think, 'That was weird', take a moment to reflect on what your dream might be trying to tell you. You might be surprised by what you discover.

Activity 7. Answer the following questions

1. Why do some people keep a dream journal by their bed?
2. What is one theory for why we forget our dreams?
3. During which stage of sleep do we dream, and what happens during this stage?
4. How can dreaming help us deal with stress or anxiety?
5. According to the text, how do dreams help us prepare for real-life situations?
6. What are some theories about why we dream?
7. Why is it difficult to remember our dreams according to the text?

Activity 8. Choose the best answer.

1. What is one of the most common theories about why we forget our dreams?

- A. We don't pay enough attention to our dreams.
- B. Our brains filter out information that is not relevant.
- C. The part of the brain that controls memory is not fully active during sleep.
- D. Dreams are a way to process our emotions.

2. According to the passage, what evidence

suggests that we forget our dreams because the part of the brain that controls memory is not fully active during sleep?

- A. Our brains go through different stages during sleep, including REM sleep when we dream.
- B. Our brains process emotions and memories during REM sleep.
- C. Most of the time, we do not remember our dreams even though our brains are processing them.
- D. All of the above.

3. What is one theory about why dreaming can help us solve problems?

- A. Dreaming allows us to think creatively and find new solutions.
- B. Dreaming helps us rehearse important events and learn new skills.
- C. Dreaming is a way for our brains to process emotions and memories.
- D. Dreaming is a way for us to receive messages from the gods.

4. According to the passage, what did the scientist Niels Bohr and the composer Mozart claim about their dreams?

- A. Bohr came up with the idea for the structure of the atom in a dream.
- B. Mozart heard entire symphonies in his dreams before writing them down.
- C. Both Bohr and Mozart got their best ideas from their dreams.

D. Both A and B.

5. What is one reason why some people remember their dreams more than others, according to the passage?

A. Some people claim to have vivid, detailed dreams every night.

B. Some people keep a dream journal by their bed.

C. Some people pay more attention to their dreams.

D. The passage does not provide a clear explanation for why some people remember their dreams more than others.

6. What is one theory about why our dreams are not important enough for us to remember?

A. Our brains filter out information that is not relevant, including our dreams.

B. Our dreams are just random images and thoughts with no real meaning.

C. The part of the brain that controls memory is not fully active during sleep.

D. Both A and B.

7. What is the main purpose of the passage?

A. To explain why we forget our dreams.

B. To discuss the science of dreaming.

C. To provide an overview of different theories about dreaming.

D. Both B and C.

Activity 9. Decide whether the statements are true or false

1. The author suggests that people don't care about their dreams at all.
2. The author presents evidence that the memory part of the brain is less active during sleep.
3. During REM sleep, our brains process emotions and memories, which helps us remember our dreams.
4. The author suggests that our brains may be occupied with other tasks, leading to forgetting dreams.
5. The author claims that dreams have only fascinated people for a few years.
6. The author presents a theory that suggests dreaming helps in emotional processing.
7. According to the author, dreams hinder creative thinking and problem-solving.

Activity 10. **Listening.** Listen to the recording and do exercises

(<https://classroom.google.com/c/NzA4NDEwNTkxNTk5?hl=ru&cjc=wpyrujp>).

1. Answer the following questions.
 1. Why do we usually not remember our dreams?
 2. What are some theories about why we forget our dreams?
 3. How can waking up suddenly affect our ability to remember dreams?
 4. Why do some people keep a pen and paper next to their beds?
 5. What did people in ancient times believe about the meaning of dreams?

6. How do some people use their dreams to solve problems or remember things?
7. What is REM sleep, and why is it important for our bodies?

Activity 10.1. Choose the best answer.

1. According to the passage, which of the following is a reason why people often forget their dreams?

- A. Our brains are not good at remembering things that happen while we sleep.
- B. Dreams are messages from the gods.
- C. Dreams can predict the future.
- D. Dreams are a way of solving problems.

2. What did people in ancient times believe about the meaning of dreams?

- A. Dreams were just random thoughts and ideas.
- B. Dreams were a way of remembering things.
- C. Dreams were messages from the gods.
- D. Dreams were a way of practicing skills.

3. Which of the following is mentioned in the passage as a theory about the purpose of dreams?

- A. Dreams are a way of sorting out information in the brain.
- B. Dreams are a way of communicating with aliens.
- C. Dreams are a way of seeing the future.
- D. Dreams are a way of receiving instructions from the gods.

4. What happens if someone does not experience REM sleep?

- A. They will feel well-rested when they wake up.
- B. They will have strange and confusing dreams.
- C. They will be able to remember their dreams clearly.
- D. They will feel very tired when they wake up.

5. According to the passage, what is one reason some people are able to remember their dreams more clearly?

- A. They have a special ability to remember their dreams.
- B. They keep a pen and paper next to their bed.
- C. They have more REM sleep.
- D. They have less stressful lives.

6. What is mentioned in the passage as a potential benefit of remembering dreams?

- A. It can help predict the future.
- B. It can help solve problems.
- C. It can help remember forgotten information.
- D. It can make people feel more rested.

7. What is the main purpose of the passage?

- A. To explain the history of dream research.
- B. To provide advice on how to remember dreams.
- C. To discuss the theories about why we forget our dreams.
- D. To argue that dreams are important messages from the gods.

Activity 10.2. Decide if the statements are true or false.

1. The question of why we forget our dreams has been

- a mystery for centuries.
2. There is a clear answer to why we forget our dreams.
 3. Scientists believe that our brains are fully functional during sleep.
 4. Sudden awakenings can lead to forgetting dreams.
 5. No one writes down their dreams upon waking up.
 6. Modern individuals generally do not view dreams as divine messages.
 7. Scientists believe that dreams have no purpose for the brain.

Over to you

1. Your patient has a sleep disorder and asks you about its nature. What would you say?
2. Think of the ways of the sleep disorders' treatment.
3. You are to give a report on the conference regarding the reasons people forget their dreams. Present your ideas in writing.

Unit 6. STRESS AND EMOTIONS

LEAD IN: Try to answer the following questions for yourself: What do I know about stress? Is it possible to control emotions? What are emotions by their nature? Why is stress dangerous for a human being? If you can't, you'll be able to do it after working with the given unit.

STARTING UP

Comment on the quotations

The greatest weapon against stress is our ability to choose one thought over another. - William James
(https://www.brainyquote.com/quotes/william_james_385478)

The time to relax is when you don't have time for it.
- Sydney J. Harris (<https://www.quora.com/The-time-to-relax-is-when-you-dont-have-time-for-it-Sydney-J-Harris-What-do-you-make-of-this-statement#:~:text=The%20time%20to%20relax%20is,Harris.>)

Stress is an ignorant state. It believes that everything is an emergency. - Natalie Goldberg
(https://www.brainyquote.com/quotes/natalie_goldberg_127283#:~:text=Natalie%20Goldberg%20Quotes&text=Stress%20is%20basically%20a%20disconnect%20from%20the%20earth%2C%20a%20forgetting,Nothing%20is%20that%20important.)

The truth is that stress doesn't come from your boss,

your kids, your spouse, traffic jams, health challenges, or other circumstances. It comes from your thoughts about these circumstances. - Andrew Bernstein (https://www.brainyquote.com/quotes/andrew_j_bernstein_499433#:~:text=Bernstein%20Quotes&text=The%20truth%20is%20that%20stress%20doesn't%20come%20from%20your,your%20thoughts%20about%20these%20circumstances.)

The best and most beautiful things in the world cannot be seen or even touched - they must be felt with the heart. - Helen Keller (https://www.brainyquote.com/quotes/helen_keller_101301)

Activity 1. Read the text given below and be ready to discuss it.

Stress is a normal part of everyday life. It can be caused by work, relationships, or money problems and can affect how we feel and behave. But sometimes stress can become too much to deal with and can make us ill. When this happens, it's important to know the signs so that you can take action.

There are many different causes of stress. Some people become stressed when they have too much to do - at work or at home - and feel overwhelmed. Others might get stressed when they don't have enough to do and get bored. Some people find certain situations stressful, like speaking in public, going for a job interview or moving house. And some people

become stressed because of a major change in their lives, like having a baby, getting married or getting divorced.

Stress affects us all in different ways. Some people might feel anxious or irritable and have trouble sleeping or concentrating. Others might lose their appetite or eat more than usual. Some people might start smoking or drinking too much, or take drugs. And some people might not be able to enjoy things they used to enjoy or spend time with their friends and family.

If you're feeling stressed, there are lots of things you can try to help yourself. For example, you could try doing some exercise. Exercise is a great way to relieve stress because it helps your body to relax. It also gives you the chance to think about something else, and can help you to sleep better. You could also try talking to someone you trust, like a friend or family member. Sometimes just talking about what's worrying you can help you to feel better. Or you could try writing down your thoughts and feelings in a diary. This can help you to understand why you're feeling stressed and what you can do about it. There are also lots of relaxation techniques you can try, like deep breathing, yoga or meditation. These can help you to calm down and feel more in control. And if you're feeling stressed because of a particular situation, like speaking in public or going for a job interview, there are things you can do to prepare. For example, you could try

practicing what you're going to say with a friend or family member or imagine yourself doing well. If you're still feeling stressed after trying these things, it's important to get help. You could talk to your doctor, who might be able to suggest other things you can try, or refer you to a specialist. Your doctor might also be able to give you medicine to help you feel less anxious. You could also try talking to your boss, who might be able to make changes at work to help you feel less stressed. Or you could try contacting an organization that offers support and advice, like Mind or the Samaritans.

Activity 2. Answer the questions to the text

1. What are some common causes of stress mentioned in the text?
2. How does stress affect individuals differently?
3. What are some ways to relieve stress mentioned in the text?
4. Who can individuals talk to for help if they are feeling stressed?
5. Why is it important to recognize the signs of stress early on?
6. How can exercise help in relieving stress according to the text?
7. What are some relaxation techniques suggested in the text for managing stress?

Activity 3. Choose the best answer.

1. According to the passage, what is one common sign of stress that people may experience?

- A. Difficulty concentrating
- B. Increased appetite
- C. Difficulty sleeping
- D. All of the above

2. What type of situation does the passage suggest can be a cause of stress for some people?

- A. Going for a job interview
- B. Winning the lottery
- C. Changing jobs
- D. Starting a new hobby

3. Which of the following is mentioned in the passage as a way to help relieve stress?

- A. Watching television
- B. Meditation
- C. Drinking alcohol
- D. Spending time with friends

4. What did the passage suggest is an important step if you are still feeling stressed after trying other methods?

- A. Talking to your doctor
- B. Quitting your job
- C. Avoiding social situations
- D. Ignoring the stress

5. According to the passage, what is one reason some people may become stressed?

- A. Having too much to do
- B. Having too little to do
- C. Experiencing a major life change
- D. All of the above

6. What type of change in life does the passage suggest can be a cause of stress for some people?

- A. Getting married
- B. Winning the lottery
- C. Changing hobbies
- D. Retiring from work

7. Which of the following symptoms of stress does the passage mention that some people may experience?

- A. Increased appetite
- B. Difficulty concentrating
- C. Avoiding friends and family
- D. Both A and B

Activity 4. Decide whether the statements are true or false

1. Stress is an abnormal part of everyday life.
2. Certain situations like public speaking can be stressful for some individuals.
3. Everyone feels calm and relaxed when stressed.
4. Physical activity can help alleviate stress by aiding in relaxation.
5. There are no solutions to stress.
6. Various relaxation methods such as deep breathing, yoga, and meditation can be beneficial.

7. If you're still feeling stressed after trying these things, it's not important to get help.

Activity 5. Read the text given below

The importance of emotions

Emotions are a natural part of the human experience. They play a vital role in our daily lives, influencing our thoughts, actions and relationships. While some may view emotions as a hindrance or a sign of weakness, they actually serve important functions that contribute to our overall well-being.

One of the primary functions of emotions is to provide us with information about ourselves and the world around us. For example, when we feel fear, it alerts us to potential danger and prepares our body to respond. Similarly, feelings of joy and happiness can indicate that we are in a positive environment and that our needs are being met.

Emotions also help to guide our decision-making processes. When faced with a difficult choice, our gut feelings can often provide valuable insights that our rational minds may overlook. This is because emotions draw on our past experiences and knowledge, allowing us to make quick and efficient decisions.

Furthermore, emotions play a crucial role in our social interactions. They allow us to connect with others on a deep and meaningful level, fostering empathy and understanding. When we express our

emotions to others, it can help to strengthen our relationships and build trust. For example, sharing our fears and insecurities with a close friend can create a sense of intimacy and support.

On the other hand, suppressing our emotions can have negative consequences for our mental and physical health. Research has shown that bottling up our feelings can lead to increased stress levels, which can in turn weaken our immune system and make us more susceptible to illness. In addition, repressing our emotions can make it more difficult for us to regulate them effectively, leading to outbursts of anger or sadness.

Learning to manage our emotions is an important skill that can help us lead happier and more fulfilling lives. One effective strategy for managing our emotions is through mindfulness practice. Mindfulness involves paying attention to our thoughts and feelings without judgement, allowing us to observe our emotions objectively and without becoming overwhelmed by them. This can help to reduce stress and increase our ability to respond to challenging situations in a calm and rational manner.

Another useful technique for managing our emotions is through cognitive reappraisal. This involves changing the way we think about a situation in order to alter our emotional response. For example, if we find ourselves feeling anxious before giving a presentation, we can try reframing our thoughts from

'I'm going to mess up' to 'I have prepared thoroughly and I know what I'm talking about'. This can help to reduce our anxiety and increase our confidence.

In addition, building emotional intelligence can help us to better understand and regulate our emotions. Emotional intelligence refers to our ability to recognize, understand and manage our own emotions, as well as to recognize and respond to the emotions of others. Developing our emotional intelligence can improve our communication skills, enhance our problem-solving abilities and strengthen our relationships.

While it is important to acknowledge and express our emotions, it is equally important to do so in a healthy and constructive way. For example, if we are feeling angry or upset, it can be helpful to take a step back and give ourselves some time and space to cool down before addressing the situation. Engaging in activities that we enjoy, such as exercise or spending time with loved ones, can also help to boost our mood and alleviate stress.

In conclusion, emotions are an integral part of the human experience that serve important functions in our lives. They provide us with valuable information, guide our decision-making processes and facilitate our social interactions. Learning to manage our emotions effectively can help us lead happier and more fulfilling lives, while suppressing our emotions can have negative consequences for our mental and physical

health. By developing strategies for managing our emotions and building emotional intelligence, we can navigate life's challenges with greater ease and resilience.

Activity 6. Answer the following questions

1. What role do emotions play in our daily lives?
2. How can emotions provide us with valuable information about ourselves and the world around us?
3. In what ways do emotions influence our decision-making processes?
4. How do emotions contribute to our social interactions and relationships?
5. What are some negative consequences of suppressing our emotions?
6. What is mindfulness practice, and how can it help us manage our emotions?
7. How can cognitive reappraisal be used to alter our emotional response to a situation?

Activity 7. Choose the best answer

1. How do emotions help us understand our environment?

- A. Emotions provide information about potential dangers.
- B. Emotions indicate when our needs are being met.
- C. Emotions alert us to changes in our surroundings.
- D. All of the above.

2. What is the primary function of emotions

according to the passage?

- A. Emotions help us make decisions.
- B. Emotions serve to connect us with others.
- C. Emotions provide us with information about ourselves and the world.
- D. Emotions contribute to our overall well-being.

3. How do emotions influence our decision-making processes?

- A. Emotions override our rational thinking.
- B. Emotions draw on our past experiences and knowledge.
- C. Emotions make us indecisive when faced with difficult choices.
- D. Emotions have no impact on our decision-making.

4. What is the relationship between emotions and social interactions?

- A. Emotions hinder our ability to connect with others.
- B. Expressing emotions can strengthen relationships and build trust.
- C. Emotions have no bearing on our social interactions.
- D. Emotions only play a role in negative social interactions.

5. What can happen if we suppress our emotions?

- A. It can lead to increased stress and weaken our immune system.
- B. It can make it easier to regulate our emotions effectively.

- C. It has no impact on our mental or physical health.
- D. It can improve our overall well-being.

6. What is one effective strategy for managing emotions?

- A. Avoiding situations that trigger strong emotions.
- B. Ignoring our emotions and focusing solely on rational thinking.
- C. Practicing mindfulness and observing our emotions without judgement.
- D. Expressing our emotions freely and without any restraint.

7. How can developing emotional intelligence benefit us?

- A. It can improve our communication skills and problem-solving abilities.
- B. It can weaken our relationships and make us less empathetic.
- C. It has no impact on our personal or professional lives.
- D. It can only benefit those with naturally high emotional intelligence.

Activity 8. Decide whether statements are true or false.

1. Emotions are an unnatural part of the human experience.
2. Emotions give us insights into ourselves and our surroundings.
3. Emotions have no impact on our decision-making processes.

4. Hiding our emotions can harm our mental and physical well-being.
5. Managing emotions is not important for leading a fulfilling life.
6. Mindfulness helps us observe our emotions without being overwhelmed by them.
7. Emotional intelligence has no impact on our ability to understand and regulate emotions.

Activity 9. Read the text given below and be ready to discuss it.

Coping with Stress

Stress is a normal part of everyday life, and in small amounts can even be beneficial. It helps us to stay focused and motivated, and in some situations can even save our lives. However, when stress becomes overwhelming or chronic, it can have serious negative effects on our physical and mental health. The good news is that there are many effective ways to cope with stress. In this article, we will explore some of the most popular and scientifically proven strategies for managing stress from a psychological point of view.

1. Identify the source of stress. The first step in managing stress is to identify its source. Sometimes, this may be obvious, such as a major life event or a difficult work situation. In other cases, however, the source of stress may not be so clear. Keeping a stress journal can be helpful in identifying patterns and

triggers. Once you know what is causing your stress, you can take steps to address the problem directly.

2. Change your thinking. Our thoughts play a crucial role in how we experience and respond to stress. Negative thoughts can make stress worse, while positive thoughts can help us to cope better. One effective strategy for changing negative thinking patterns is cognitive restructuring. This involves identifying and challenging negative thoughts, and replacing them with more positive and realistic ones. For example, instead of thinking, "I'm never going to get this done on time," you might reframe the thought as, "I can do this if I break it down into smaller tasks and ask for help when I need it."

3. Practice relaxation techniques. Relaxation techniques can help to reduce the symptoms of stress and promote a sense of calm and well-being. There are many different relaxation techniques to choose from, including deep breathing, progressive muscle relaxation, guided imagery, and mindfulness meditation. Experiment with different techniques to find what works best for you, and try to incorporate them into your daily routine.

4. Take care of your physical health. When we are stressed, it's easy to neglect our physical health. However, taking care of our bodies can actually help to reduce stress and improve our ability to cope with it. Make sure to eat a healthy diet, get regular exercise, and get enough sleep. Avoid using alcohol, nicotine,

or caffeine as a way to cope with stress, as these substances can actually make it worse in the long run.

5. Build a support network. Having a strong support network is crucial for managing stress. Reach out to friends, family members, or coworkers who you trust and feel comfortable talking to about your problems. They can offer advice, provide a listening ear, or simply be there for you when you need someone to talk to. If you don't have anyone you feel comfortable talking to, consider joining a support group or seeking professional help from a therapist or counselor.

In conclusion, stress is a normal part of life, but it's important to find healthy ways to manage it. By identifying the source of stress, changing negative thinking patterns, practicing relaxation techniques, taking care of your physical health, and building a support network, you can effectively cope with stress and improve your overall well-being. Remember, it's okay to ask for help if you need it.

Activity 10. Answer the following questions to the text.

1. Why is stress considered a normal part of everyday life?
2. How can keeping a stress journal help in managing stress?
3. What role do our thoughts play in how we experience and respond to stress?
4. What are some relaxation techniques that can help

- reduce the symptoms of stress?
5. Why is it important to take care of your physical health when dealing with stress?
 6. How can building a support network help in managing stress effectively?
 7. What are some negative consequences of using alcohol, nicotine, or caffeine to cope with stress?

Activity 11. Choose the best answer

1. What is the first step in managing stress according to the passage?

- B. Identify the source of stress
- C. Change your thinking
- D. Practice relaxation techniques
- E. Take care of your physical health

2. What is one of the benefits of stress mentioned in the passage?

- B. Stress helps us stay focused and motivated
- C. Stress can save our lives
- D. Both B and C
- E. None of the above

3. According to the passage, what is one effective strategy for changing negative thinking patterns?

- B. Cognitive restructuring
- C. Keeping a stress journal
- D. Seeking professional help
- E. Joining a support group

4. The passage suggests that we should avoid using

which substances to cope with stress?

- B. Alcohol
- C. Nicotine
- D. Caffeine
- E. All of the above

5. What is one of the reasons the passage suggests for building a strong support network?

- B. To provide advice
- C. To offer a listening ear
- D. To be there when you need someone to talk to
- E. All of the above

6. What does the passage say about stress being a normal part of everyday life?

- B. Stress is always negative and should be avoided
- C. Stress can be beneficial in small amounts
- D. Stress can have serious negative effects on health
- E. Stress is a normal part of everyday life and in small amounts can even be beneficial

7. According to the passage, what is the first step in managing stress?

- B. Identify the source of stress
- C. Change your thinking
- D. Practice relaxation techniques
- E. Take care of your physical health

Activity 12. Decide if the statements are true or false

1. Stress is always harmful and never beneficial.
2. The author provides a list of the most effective ways to cope with stress.
3. The author will discuss scientifically proven

strategies for managing stress.

4. Identifying the source of stress is always easy.
5. The author suggests that keeping a stress journal is the most effective way to identify stress triggers.
6. Cognitive restructuring is not an effective strategy for changing negative thinking patterns.
7. Relaxation techniques can reduce stress symptoms and enhance well-being.
8. The author suggests that using alcohol, nicotine, or caffeine is the best way to cope with stress.
9. Having a support network is not important for managing stress.
9. By following the strategies mentioned, you can effectively manage stress and enhance your overall well-being.

Activity 13. **Listening.** Listen to the recording and do exercises

<https://classroom.google.com/c/NzA4NDEwNTkxNTk5?hl=ru&cjc=wpyrujp>

1. Answer the following questions.
 1. Why is it important to control your emotions?
 2. What are some strategies mentioned in the text for calming down when feeling angry or upset?
 3. How can writing down your emotions help you feel better?
 4. Why is talking to someone you trust recommended when feeling emotional?
 5. How can looking at a situation differently help in

controlling emotions?

6. Why is it advised to think before speaking when feeling emotional?
7. How has practicing mindfulness helped Alice in controlling her emotions?

Activity 13.1. Choose the best answer.

1. What is the main reason given in the text for why it's important to control your emotions?

- A. It can damage your professional reputation.
- B. It can make you physically ill.
- C. It can make it difficult to focus.
- D. It can upset your colleagues.

2. According to the text, which of the following is NOT a recommended strategy for controlling emotions?

- A. Taking deep breaths.
- B. Counting to 10.
- C. Drinking a glass of water.
- D. Removing yourself from the situation.

3. The text mentions that Alice found it difficult to control her emotions at work because:

- A. She often got angry when things didn't go her way.
- B. She struggled with feeling sad and depressed.
- C. She felt overwhelmed by the responsibilities of her job.
- D. She had difficulty concentrating on her work.

4. How does the text suggest that Alice's boss

viewed her difficulty controlling her emotions?

- A. He was unconcerned about it.
- B. He thought it was a serious problem.
- C. He believed it was just a temporary issue.
- D. He felt it was a sign of poor management skills.

5. According to the text, which of the following strategies did Alice find most helpful in controlling her emotions?

- A. Talking to someone she trusted.
- B. Practicing mindfulness exercises.
- C. Doing more physical exercise.
- D. Trying to look at situations differently.

6. The text suggests that the key benefit of controlling one's emotions is:

- A. Maintaining a professional image.
- B. Improving physical health.
- C. Strengthening relationships with colleagues.
- D. All of the above.

7. Which of the following is not mentioned in the text as a strategy for controlling emotions?

- A. Counting to 10.
- B. Writing down feelings.
- C. Meditating.
- D. Getting enough sleep.

Activity 13.2. Decide if the statements are true or false.

- 1. Everyone experiences emotions.
- 2. Being stressed or upset has no impact on your

health.

3. Taking deep breaths can help you calm down when you're angry.
4. Counting to 10 has no effect on calming down when you are angry.
5. Leaving the situation for a few minutes can help you think more clearly.
6. Writing down your emotions does not help you feel better.
7. Talking to a trusted person can help when you are feeling emotional.

Over to you

1. Your patient has problems with the emotional control. What would you recommend and why?
2. You are going to deliver a report on a conference. What would you say about stress?
3. Your client has problems with controlling his/her stress. What recommendations could you give him/her (in writing)?

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