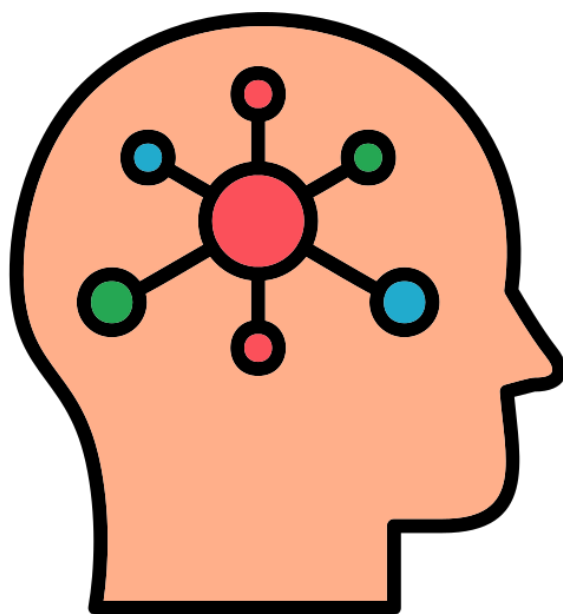


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иностранной профессиональной коммуникации

Speaking of Psychology

English for specific purposes

Учебно-методическое пособие



Ижевск
2025

УДК 811.111(075.8)

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S78

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Учебно-методическое пособие направлено на формирование навыков
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языка в профессиональной деятельности, в познавательной деятельности и для
межличностного общения.

Данное пособие предназначено для студентов второго курса
специалитета, обучающихся по специальности 37.05.01 «Клиническая
психология», в качестве составной части курса по иностранному языку
в профессиональной и деловой коммуникации, обеспечивая практическую
направленность в системе компетентностного обучения и соответствующий
уровень использования иностранного языка в будущей профессиональной
деятельности.

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ПРЕДИСЛОВИЕ

Учебно-методическое пособие «Speaking of Psychology (English for specific purposes)» ставит перед собой цель научить будущих психологов свободно общаться в разнообразных ситуациях профессионально-ориентированного общения в устной и письменной форме на уровне Low Pre-Intermediate / Pre-Intermediate – Intermediate.

Данное учебно-методическое пособие содержит разнообразные аутентичные тексты для чтения и аудирования, посвященные различным аспектам общей психологии, и задания к ним, развивающие умения понимать и обсуждать тексты в различной степени детализации.

В области лексики происходит активизация и обогащение имеющегося словарного запаса, в основном за счет лексических единиц психологического профиля и фраз речевого этикета. Кроме того, ведется постоянная работа над способами словообразования, фразовыми глаголами и устойчивыми словосочетаниями. В области грамматики учебно-методическое пособие обеспечивает как повторение изученных грамматических структур в новом контексте, что выводит учащихся на уровень достаточно свободного владения грамматическими структурами английского языка, так и переход грамматического материала, ранее усвоенного рецептивно, в продуктивную стадию.

Учебно-методическое пособие также содержит систему заданий, направленных на развитие компенсаторных умений и навыков, в том числе навыков работы со словарем и справочной литературой, умений пользоваться Интернет-ресурсами, осуществлять проектно-исследовательскую деятельность на иностранном языке и представлять ее результаты.

Материалы пособия расширяют кругозор учащихся, обогащают их социальный опыт, способствуют профессиональному самоопределению и социальной адаптации, развивают умение работать в сотрудничестве.

Структура учебно-методического пособия состоит из двух частей: учебные модули по два урока в каждом и Reading pack (тексты для чтения), что позволяет проработать материал в соответствии с учебным планом. Каждый урок модуля содержит новый лексический материал и вводит новые, либо активизирует ранее изученные грамматические структуры. В структуре каждого урока цветом выделены подразделы: **Vocabulary** (лексический материал урока), **Listening** (аудио/видеоматериалы), **Reading** (тексты), **Grammar** (грамматический материал урока), **Word skill** (словообразование), **Speaking** (материалы для практики навыков говорения), **Writing** (материалы для практики навыков письма). Подобная структура помогает сфокусировать внимание на отрабатываемом навыке, кроме этого, подобная организация материала облегчает учащимся поиск необходи-

мой информации. Каждый урок заканчивается Active Vocabulary, содержащим ключевую лексику урока.

Вторая часть учебно-методического пособия представляет собой Reading pack – шесть аутентичных статей из англоязычных журналов по психологии и смежным наукам, а также задания на понимание текста и отработку лексического материала. Данные тексты рекомендованы к использованию в качестве заданий для рубежного контроля.

В процессе работы у студентов формируются и развиваются следующие виды компетенций, необходимые для успешного овладения и применения на практике иностранного языка в профессиональной и деловой коммуникации:

УК-4.4: Владеет навыками устной и письменной коммуникации на иностранном языке в деловой и профессиональной сфере;

УК-4.3: Умеет использовать средства иностранного языка для осуществления деловой и профессиональной коммуникации.

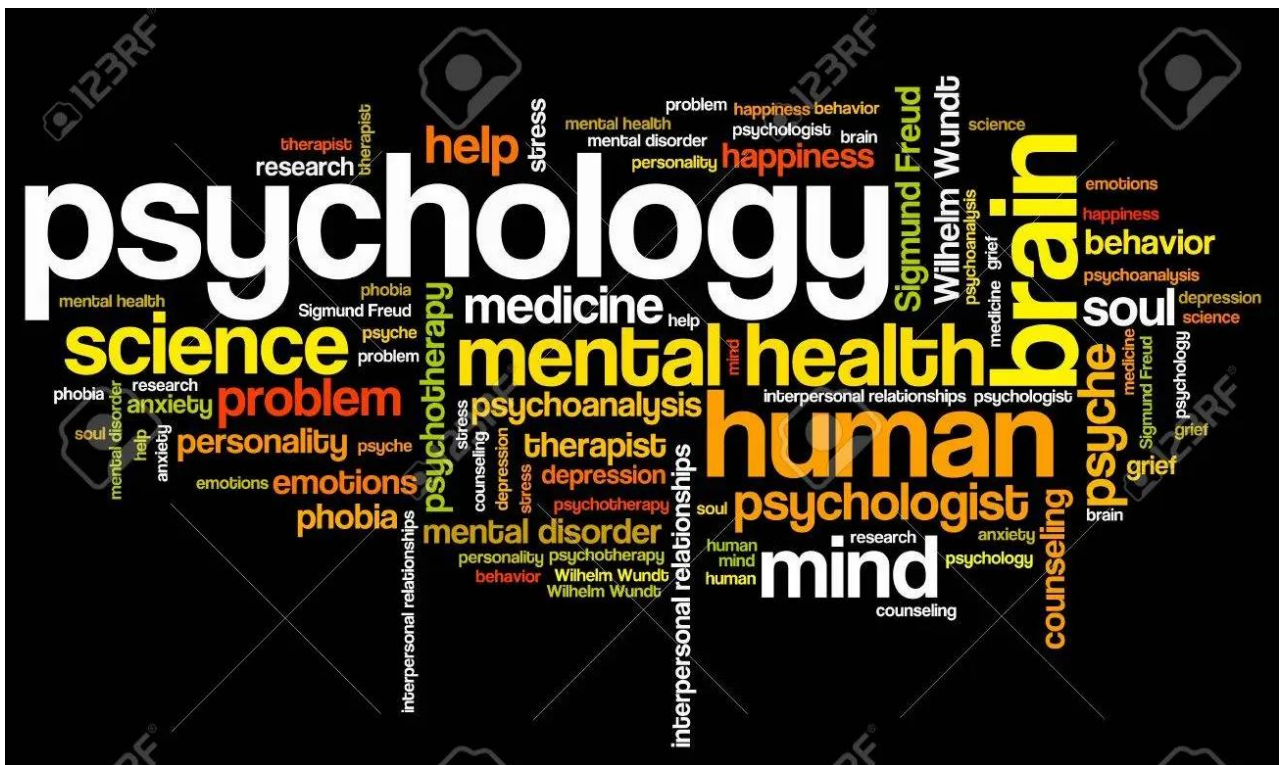
MODULE 1. UNDERSTANDING THE FIELDS OF PSYCHOLOGY

Lesson 1. Branches of psychology

Vocabulary:

Ex 1.

- **Look at the word cloud, classify words into the categories: a) I know these words, b) I don't get these words, c) I can guess its meanings.**
- **A-category words, why are they included into the cloud?**
- **Which words would you exclude or include into, why? (I would exclude/include.....because)**



Ex 2. Discuss with your partner:

- When do people need a psychologist? Only when they are really sick? Maybe we all need one?
- How do you imagine a session with a psychologist?
- What do you do when you need to distract yourself from studies? How does it help your mental health?
- What things or events do you find stressful in our lives?
- What do you think of having mental health check-ups? Should specialists of all professions do this? Why (not)?

Ex 3. Watch a video SVV Freizeitbüro – All Under Control and answer the questions:

1. What problem does the person in the video have?
2. What would you recommend to this person?
3. Do you think he needs to see a psychologist?
4. Do you think the man from the video has problems in different spheres of life? Why (not)?



Listening:

Ex 1. You are a student in the Psychology Faculty at Hartford University. The title of the first lecture is *What is psychology?*

- could you give a definition of psychology
- what are the ideas will be in this lecture

Listen and check your ideas.

Ex 2. Listen to Part 1 of the talk. What does the lecture say about psychology?

Tick the best choice:

- A. it is about the mind
- B. it is about behaviour
- C. it is about philosophy
- D. it is impossible to define

Ex 3. In Part 3 of the talk the lecturer introduces different branches of psychology. How many branches can you think of? Listen and check your ideas.

- Can you match them in pictures?
- What is the main focus of each branch?



Ex 4. Complete the diagram:

Psychology

Social	Neuropsychology	Developmental (educational)	Personality	Clinical

- A. Human growth from birth to old age;
- B. Social interaction, group behaviour;
- C. Psychological process and human behaviour;
- D. Diagnosing and treating mental disorders;
- E. Types and traits of individuals, forensics.

Ex 5. In the final Part of the talk the lecturer gives a definition of psychology and some examples. Check the meaning of words *in italics*. Listen and complete missing words:

So far we've looked at the origin of the word 1_____, the ways in which we use ordinary words in a special sense and some of the different fields of psychology. Above all, we've *established* that psychology is about the 2_____. But is that all it's about? No. It's also about 3_____ as I *mentioned* before, all the different specialist *areas* of psychology involve 4_____. But how do we go about analyzing the mind? Well, we do this by analyzing behaviour. For example, a *forensic psychologist* will draw up the 5_____ profile of a crime scene. A neuropsychologist will establish the 6_____ of different *stimuli* on an individual by observing how they respond during laboratory experiments. Whenever a psychologist studies people's behavior there is always a *scientific basis* for the analysis. So to answer the question what is psychology, we can say that it is the scientific analysis of human behavior and the mind.

- Why is analyzing behaviour an important part of specialist areas of psychology?

Word skill:

Prefixes make a new word with a different meaning. Prefixes can, for example, create a new word opposite in meaning to the word the prefix is attached to. They can also make a word negative or express relations of time, place or manner.

Ex 1. Use the following prefixes to form words used in psychology.

On-line Dictionaries: the Cambridge Dictionary <https://dictionary.cambridge.org/>

Collins English Dictionary <https://www.collinsdictionary.com/dictionary/english>

Prefix	Meaning	Example
1. neur-	<i>nerve</i>	<i>neurosurgery</i>
2. psych-		
3. hypn-		
4. sub-		
5. para-		
6. dis-		
7. -phobia		
8. -path		
9. trans-		
10.-therapy		

Ex 2. Complete the sentences with the words from the box. Translate them into Russian.

Vocabulary box: hypnosis, hypnotherapy, hypnotist, neurologist, neurons, neurosurgery, empathy, pathology, sympathy, psychoanalysis, psychotherapy, disfunction, disorder

1. She comforted her friend withafter a breakup.
2. She requiredafter a car accident.
3. She found success in treating her anxiety through.....
4. He triedto help him quit smoking.

5. However, hormonal require primarily the treating of the body inside.
6. She decided to tryfor her depression.
7. Thehelped him overcome his fear of flying.
8. Learning about how work fascinated her.
9. Bipolar treatment usually includes mood stabilizer.
10. Histowards others made him a great counselor.
11. Thereport showed signs of cancer.
12. Thediagnosed her with migraines.
13. She learned about in her psychology class.

Grammar:

Ex 1. Read the conversation between two young adults discussing the pros and cons of studying psychology. Who of them sees the benefits of understanding human behavior? Who expresses skepticism?

Greg: If we studied psychology, we could really understand why people behave the way they do and improve our relationships.

Robert: I'm not sure. If we learned about psychology, wouldn't it just make things more complicated? I mean, isn't it better not to know everything?

Greg: But think about it. If we knew more about how people think, we could be more understanding and communicate better with others.

Robert: Yeah, I see your point. If we had a better understanding of human behavior, we might prevent misunderstandings and conflicts.

Greg: Exactly. If we didn't learn psychology, we wouldn't grow personally and support those around us too.

Robert: Hmm, maybe you're right. If we gave it a chance, we might discover a different view on life.



Second conditional

We use the second conditional to describe an imaginary situation or event and its result: **If I lived near the sea** (*imaginary situation*), **I would go to the beach a lot** (*result*).

IF CLAUSE + PAST SIMPLE, WOULD/'D + INFINITIVE

If she had a car, she'd **learn** to drive.

She **wouldn't use** her bike **if she learned** to drive.

In the main clause, we can use could meaning would+can.
If I won the lottery, I could stop to work.

Ex 2. Match the two halves. Which sentences are true for you?

1. If I won the lottery	a) I'd be terrified
2. I'd feel bad	b) If I couldn't afford to buy it
3. If I found a spider in my bed	c) I'd buy a new house for my parents
4. I would download a film illegally	d) we'd go camping
5. If I went on holiday with friends	e) If my best friend was cross with me

Ex 3. Complete the second condition sentences with the correct form of the verbs in brackets:

1. I _____ (do) my homework if I _____ (spend) less time online.
2. If children _____ (not watch) TV so much, they _____ (spend) less time online.
3. If the big rock _____ (hit) the Earth, it _____ (cause) a huge explosion.
4. Global warming _____ (slow) down if people _____ (change) their lifestyle.
5. If you _____ (apply) for a job at the hotel, I'm sure you _____ (get) it.
6. If you _____ (visit) Rome, you _____ (can) see the Trevi Fountain.
7. If I _____ (want) to become a millionaire, I _____ (start) my own business.

Ex 4. Rewrite the sentences using the second condition:

1. My job is repetitive. That's why I don't enjoy it.

If my job wasn't repetitive, I would enjoy it / I would enjoy my job if it wasn't repetitive.

2. She doesn't like swimming. That is why she doesn't go to the pool.
3. He doesn't earn a lot of money. That is why he doesn't rent an apartment on his own.
4. The Louvre Museum is crowded. That is why I don't like it.
5. We won't go on holiday this year. We can't afford it.
6. I don't understand my homework. That's why I can't finish it quickly.

Ex 5. Complete the second condition sentences with the correct form of the verbs in brackets:

1. What _____ (you/do) if you _____ (be) outside in a thunderstorm?
2. If you _____ (can) meet one film star, who _____ (you/choose)?
3. _____ (you/behave) well on holiday if your parents _____ (not be) there?
4. How _____ (you/feel) if you _____ (win) the lottery?

Ex 6. Picture game: Second conditional.

In group you should complete the sentences below as if they were one of the five picture characters. Use your imaginations!

Old woman Middle-aged businessman Young mother Teenager Student



“If I found some money in the street, ...”

“If someone let me down, ...”

“If I saw a car accident, ...”

“If someone gave me a free ticket to go skydiving, ...”

“If I won the lottery, ...”

“If I decided to get a pet, ...”

“If I saw someone being mugged, ...”

“If I could go anywhere on holiday, ...”

“If I lost my job, ...”

“If I could choose where to live, ...”

Ex 7. Pair work. Discuss the questions with your partner:

1. If you could be anyone in the world, who would you be?
2. If you were an animal, what animal would you be?
3. If you went back in time, what year would you go to?
4. If you had a special power, what would you be able to do?
5. If you could make one change to the world, what would you do?
6. If you could change something about your past, what would you change?
7. What would you like to do if you were a member of the opposite sex for one day?
8. If you had billions and billions of dollars, how much would you give to charity, and which charities?
9. If you could go on a date with anyone in the world, who would it be?
10. If you stopped studying English, would your life change?

Speaking:

Dialogue 1. Read the dialogue. Choose the right grammar tense form. Get ready to act it out:

Tom: Hi Rachel! What *do you learn/are you learning* about?

Rachel: *I'm studying/ I study* psychology. *Do you know/ are you knowing* what that is?

Tom: Not really. Can you tell me more?

Rachel: Psychology is all about how people *think/thinks* and act.

Tom: That's pretty cool. *Are/were* there different parts of psychology?

Rachel: Yes, there are lots! *We talk/we're talking* about educational psychology right now, which looks at how people learn in school.

Tom: Oh, so it *helps/helped* teachers do their job better!

Rachel: Exactly! There's also clinical psychology which helps people with mental health problems by giving them therapy or counseling.

Tom: Wow, that sounds tough. They *must/ must to* need to be very understanding.

Rachel: Definitely. And then we have social psychology which *study/studies* how people interact with each other, and personality psychology which deals with personal traits.

Tom: It's amazing how much there *is/are* to study! No wonder psychologists analyze data for years.

Writing:

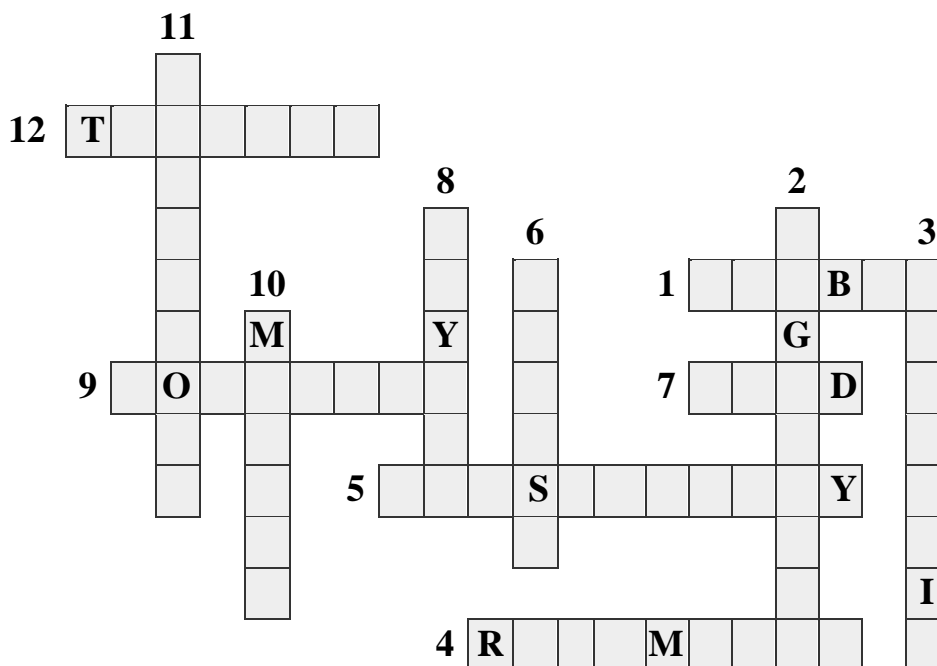
Ex 1. Write a summary of the first lesson answering questions (150 words):

1. What is psychology?
2. What are branches of psychology? What do they study?

3. What are different types of psychologists and in what specialist areas do they work?

4. Why is it important for psychologists to learn about human behavior?

Ex 2. Solve the crossword:



Down: 2. Relating to cognition. 3. Detailed examination of the elements or structure of something. 6. Students suffer from ... during exams. 8. Greek word meaning *soul*. 10. The family has a history of ... disorder. 11. The way we act.

Across: 1. An exaggerated fear of something. 4 Children need ... to show them how to behave. 5. The combination of traits that form an individual's distinctive character. 7. A person's ability to think and reason; the intellect. 9. Psychologists who apply psychological theory to criminal investigation. 12. The treatment of mental conditions by verbal communication and interaction.

Active vocabulary:

psychology /saɪ'kɒl.ə.dʒi/	психология	neuropsychology /ˌnjuə.rəʊ.saɪ'kɒl.ə.dʒi/	нейропсихология
mind	разум	neuropsychologist	нейропсихолог
branches of psychology	Разделы психологии	forensic psychologist /fə'ren.zɪk/	судебный психолог
educational psychology	Педагогическая психология	specialist areas /'eə.ri.əs/	области специализации

social psychology	социальная психология	mental	ментальный
clinical psychology	клиническая психология	human behaviour /br'heɪ.vjə/	поведение человека
developmental psychology	психология развития (возрастная)	scientific analysis /ə'næl.ə.sɪs/	научный анализ
personality psychology	психология личности	analyze /'æn.əl.aɪz/	анализировать

Lesson 2. Clinical psychology

Vocabulary:

Ex. 1 Complete the table:

Noun	Verb	Adjective / adverb	Example
<u>assessment</u> /ə'ses.mənt/	to assess	assessable	<i>The first thing you must do is make an <u>assessment</u> of the situation.</i>
	<u>treat</u>		
		<u>normal</u>	
<u>behavior</u>			
	-	<u>psychiatric</u>	
		<u>complex</u>	
<u>individual</u>	-		
	<u>observe</u>		
<u>experimentation</u>			
		<u>severe</u>	
<u>disorder</u>			
	<u>conduct</u>		

Reading:

Ex 1. Read the text and pay attention to the translation of sentences with words in bold.

What Is Clinical Psychology?

Clinical psychology is the branch of psychology concerned with the assessment and treatment of mental illness, abnormal behavior and psychiatric problems. This field integrates the science of psychology with the treatment of complex human problems, making it an exciting career choice for people who are looking for a challenging and rewarding field.

American psychologist Lightner Witmer first introduced the term in a 1907 paper. Witmer, a former student of Wilhelm Wundt, defined clinical psychology as “the study of individuals, by observation or experimentation, with the intention of promoting change”. Today, clinical psychology is one of the most popular subfields within psychology.

Clinical Psychology Work Settings and Job Roles

Clinical psychologists often work in medical settings, private practice or in academic positions at universities and colleges. Some clinical psychologists work directly with clients, often those who suffer from severe psychiatric disorders. Some of the job roles performed by those working in clinical psychology include:

- Assessment and diagnosis of psychological disorders
- Treatment of psychological disorders
- Offering testimony in legal settings
- Teaching
- Conducting research
- Drug and alcohol treatment
- Creating and administering program to treat and prevent social problems

Other clinical psychologists may work in private therapeutic settings offering short-term and long-term outpatient services to clients who need help coping with psychological distress. Some clinical psychologists work in other settings, often performing research, teaching university-level courses and offering consultation services.

Ex 2. Read the text and answer the question: What is the focus of each approach and what techniques are used from every perspective?

Approaches to Clinical Psychology

Clinical psychologists who work as psychotherapists often utilize different treatment approaches when working with clients. While some clinicians focus on

a very specific treatment outlook, many use what is referred to as an eclectic approach. This involves drawing on different theoretical methods to develop the best treatment plan for each individual client. Some of the major theoretical perspectives within clinical psychology include:

- *Psychodynamic Approach*: This perspective grew out of the work of psychoanalyst Sigmund Freud, who believed that the unconscious mind played an important role in our behavior. Psychologists who utilize this perspective may use techniques such as free association to investigate a client's underlying, unconscious motivations.

- *Cognitive Behavioral Perspective*: This approach to clinical psychology developed from the behavioral and cognitive schools of thought. Clinical psychologists using this perspective will look at how a client's feelings, behaviors and thoughts interact. Cognitive-behavioral therapy often focuses on changing thoughts and behaviors that contribute to psychological distress.

- *Humanistic Perspective*: This approach to clinical psychology grew out of the work of humanist thinkers such as Abraham Maslow and Carl Rogers. This perspective looks at the client more holistically and is focused on such things as self-actualization and helping people realize their full potential.

Ex 3. Read the text Approaches to Clinical Psychology again and do multiple choice test:

1. What is the eclectic approach in clinical psychology?

- A) Focusing on a specific treatment outlook
- B) Drawing on different theoretical methods
- C) Investigating a client's unconscious motivations
- D) Changing thoughts and behaviors that contribute to psychological distress

2. Who developed the psychodynamic approach?

- A) Abraham Maslow
- B) Carl Rogers
- C) Sigmund Freud
- D) Behavioral and cognitive schools of thought

3. What technique is used by psychologists who utilize the psychodynamic approach?

- A) Behavior observation
- B) Free association technique
- C) Focusing on self-actualization
- D) Looking at how feelings, behaviors, and thoughts interact

4. What is the focus of cognitive-behavioral therapy?

- A) Investigating a client's unconscious motivations
- B) Changing thoughts and behaviors that contribute to psychological distress
- C) Helping people realize their full potential
- D) Looking at the client more holistically

5. What is the humanistic perspective in clinical psychology?

- A) Focusing on a specific treatment outlook
- B) Drawing on different theoretical methods
- C) Investigating a client's unconscious motivations
- D) Looking at the client more holistically

6. Who are some of the humanist thinkers that the humanistic perspective grew out of?

- A) Sigmund Freud and Carl Rogers
- B) Abraham Maslow and Carl Rogers
- C) Behavioral and cognitive schools of thought
- D) Psychoanalysts

7. What is the cognitive-behavioral perspective in clinical psychology?

- A) Focusing on a specific treatment outlook
- B) Drawing on different theoretical methods
- C) Investigating a client's unconscious motivations
- D) Looking at how a client's feelings, behaviors, and thoughts interact

8. What is the psychodynamic approach in clinical psychology?

- A) Focusing on a specific treatment outlook
- B) Drawing on different theoretical methods
- C) Investigating a client's unconscious motivations
- D) Looking at how a client's feelings, behaviors, and thoughts interact

Ex 4. Translate from Russian using words from Active Vocabulary:

1. Врач прописал мне новое **лечение** боли в спине. 2. Мой друг страдает **психическим заболеванием** и нуждается в профессиональной помощи. 3. Некоторые люди с **психическими расстройствами** могут испытывать трудности с социальным взаимодействием. 4. Во время эксперимента ученый сделал несколько **наблюдений**. 5. Медсестра подтвердила **диагноз** пневмонии после проведения некоторых анализов. 6. **Психодинамический подход фокусируется на** том, как прошлый опыт формирует наше поведение. 7. **Когнитивно-по-**

научная перспектива помогает людям изменить свои негативные мысли. 8. **Бессознательное** управляет нашим поведением, даже если мы этого не осознаем. 9. Во время терапии пациенты используют **технику свободных ассоциаций**, чтобы исследовать свои мысли. 10. Людям, испытывающим психологический стресс, следует обратиться за помощью к психотерапевту. 11. **Гуманистическая перспектива** подчеркивает важность личностного роста и самосовершенствования. 12. **Самореализация** — это процесс становления лучшей версией себя. 13. Чтобы **справиться со** стрессом, я люблю заниматься йогой и медитацией. 14. **Аномальное поведение** может быть признаком основных проблем с психическим здоровьем. 15. Волонтерство может **способствовать** большему ощущению цели и самореализации. 16. Чтобы **сосредоточиться на** учебе, я отключаю все отвлекающие факторы.

Active vocabulary:

treatment	Уход, лечение	free association technique	техника свободных ассоциаций
mental illness	психическое заболевание	psychological distress	психологический стресс
psychiatric disorders	психические расстройства	Humanistic Perspective	Гуманистическая перспектива
observation	наблюдение	self-actualization	самореализация
diagnosis	диагноз	to cope with	справиться с
Psychodynamic Approach	Психодинамический подход	abnormal behavior	ненормальное поведение
Cognitive Behavioral Perspective	Когнитивно-поведенческая перспектива	to contribute to	внести свой вклад в
the unconscious mind	Бессознательное, подсознание	to focus on	Сосредоточиться на

Speaking:

Ex 1. Read the dialogue and complete missing sentences. Get ready to act it out:

Sophie: Hi, Steve. I heard you're interested in becoming a clinical psychologist.

Steve: 1 _____

Sophie: Can you tell me more about what clinical psychology is?

Steve: 2 _____



Sophie: That sounds really interesting! 3 _____

Steve: They can work in medical settings, private practices or universities and colleges.

Sophie: 4 _____

Steve: They offer testimony in legal settings, teach, conduct research, treat psychological disorders, and work to prevent social problems like drug and alcohol addiction.

Sophie: Wow, it sounds like a challenging but rewarding career path.

Steve: Definitely! 5 _____

- | |
|---|
| <ul style="list-style-type: none">A. It's the branch of psychology focused on treating and diagnosing mental illness and abnormal behavior.B. Yeah, that's right!C. What kind of work settings do clinical psychologists typically work in?D. There's always something new to learn and discover!E. What are some of the job roles performed by clinical psychologists? |
|---|

Writing:

Ex 1. As a student of Institute of Psychology write a short article (160 - 220 words) for a school newspaper about the science you are major in. Talk about the object, approaches, characteristics. Mind the language! You want to be understood and to make schoolers interested in your studies.

Ex 2. Read advantages and disadvantages about clinical psychology. Choose any 4 options and comment on them giving your examples.

Advantages: <ul style="list-style-type: none">1. Helps people deal with problems they are having in their lives2. Can improve a person's mental health and well-being3. Helps identify and treat mental illnesses4. Provides individuals with coping skills to better handle challenges5. Empowers individuals to make positive life changes	Disadvantages: <ul style="list-style-type: none">1. Therapy can be expensive and not accessible for everyone2. May take time to see results from therapy3. It can be emotionally challenging to confront personal issues and feelings4. Not all therapists or types of therapy may work for every individual's needs5. Private information shared during therapy sessions needs to be kept confidential, which can limit the ability to share progress with friends and family.
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Grammar:

Ex.1 Read the brief summary of an experiment. How do you think, if you participated in this experiment when you were little, what result would you get?

The "Marshmallow Test" 1) **experiment** in developmental psychology involving children **was conducted** by Walter Mischel ['mɪʃəl] in the late 1960s. In this study, children were offered a choice between a small reward (one marshmallow) immediately or a larger reward (two marshmallows) if they waited for a short period of time. The researchers found that children who were able to delay gratification and wait for the larger reward are considered to have better academic achievement, social skills, and overall success later in life. 2) **This experiment highlighted** the importance of self-control and delayed gratification in child development.



Ex.2 Read sentences 1) and 2). What difference do you see in terms of logical structure between them? Find out other examples of passive structures.

The passive (present simple and past simple)

- We form the passive with the correct tense of the verb **be** and the past participle:

These cars **are made** in China (*Present Simple*).

This computer **was produced** in Japan (*Past Simple*).

The passive can be affirmative, negative or interrogative.

Present simple	Past simple
Affirmative	
They are powered by electricity.	It was powered by steam.
Negative	
Cricket isn't played in many countries.	Basketball wasn't played in the 18th century.
Questions and short answers	
Are they grown in Europe? Yes, they are. / No, they aren't.	Was it built by the Romans? Yes, it was. / No, it wasn't.

- If we want to say who performed the action, we use *by*:
My house was designed *by a famous architect*.
- When we use adverbs we put them *after be-form*:
Phones **are often** used as video cameras.
It **was probably** discovered by the Ancient Greeks.

Ex 3. Complete the sentences with the correct form of the verb *be*:

1. I _____ mugged last summer in New York.
2. The museum _____ renovated 2 years ago.
3. Good food _____ served every night in our restaurant.
4. Nowadays most food _____ made in factories.
5. The video clip _____ viewed over a million times that day.
6. Most newspapers _____ published online these days.
7. The first TV programs _____ broadcast about 1990 years ago.
8. Every year we _____ invited to my aunt's house for New Year but we never go.

Ex 4. Complete the description using the present simple passive form of the verbs in brackets:

Our pizzas 1 _____ (make) freshly every evening from a recipe which 2 _____ (know) by only a few people. Only the finest ingredients 3 _____ (use). The tomatoes 4 _____ (grow) in the south of Italy and the cheese 5 _____ (produce) using only the finest buffalo milk. The pizzas 6 _____ (prepare) by our skilled pizza chefs. Then they 7 _____ (cook) in our traditional pizza ovens. They 8 _____ (serve) with fresh salad.

Ex 5. Complete the broadcasting facts. Use the past simple passive form of the verbs in brackets:

- 1920 The first radio broadcast 1 _____ (transmit) by KDKA in the USA.
- 1925 The first soap opera, *The Smith Family*, 2 _____ (broadcast) on the radio.
- 1928 A television image 3 _____ (send) from England to the USA for the first time.
- 1928 The first television set 4 _____ (sell).
- 1936 The first BBC TV programs 5 _____ (make) in the UK.
- 1940 Colour TV sets 6 _____ (demonstrate) by CBS in New York.
- 1947 Baseball games 7 _____ (televisе) for the first time.
- 1954 More money 8 _____ (earn) by TV broadcasters than by radio broadcasters.
- 1964 Colour TV sets 9 _____ (buy) by families across the USA.

Ex 6. Speaking. Passive voice guessing game: Guess an object, make up hints as in the example to describe it and present it to your partner.

Example:

- It is used when it is raining;
- It is made of plastic and fabrics;
- It is sold in accessory department;
- It was invented in China (Umbrella).

Speaking:

Ex 1. Look at the picture. What are these people saying? Do you often take items you've bought back to the shop? Speak up about it.

Ex 2. Listen to the dialogue and choose the correct answer:

1. The client is returning:
a) a CD player b) a DVD player
2. The client can't:
a) charge the batteries b) turn on the player
3. The client would like:
a) an exchange b) a refund
4. The sales assistant offers to:
a) repair it b) exchange it



Ex 3. Look at the list of parts of gadgets. What kind of problems may be related to:
battery, case, charger, on/off button, power lead, remote control, strap, USB port, volume control

Ex 4. Key sentences. Complete the phrases with the words below:

Ex 5. Key sentences. Match the halves:

broken come exchange happy manager
money problem repair something
stopped work write

Making a complaint:

1. There is a _____ with...
2. There is _____ wrong with...
3. It doesn't _____
4. It has _____ working
5. It's _____
6. The (dial) has _____ off
7. Can I have my _____ back, please?
8. Can I _____ it, please?
9. Can you _____ it, please?
10. I'm not _____ about it
11. Can I see the _____, please?
12. I'm going to _____ to (customer service)

1. What's wrong
2. When did you
3. Have you got
4. Would you like
5. We don't give
6. I can give you
7. We can
8. There's nothing

- a) a refund?
- b) repair it.
- c) a credit note.
- d) a receipt?
- e) refunds.
- f) with it?
- g) I can do.
- h) buy it?

Ex 6. Make up and play out a dialogue following the plan:

You are returning a gadget to a shop because something has gone wrong with it. Discuss these four issues during the conversation with the shop assistant:

- What the gadget is and when you bought it.
- What the problem is.
- What you want to happen next.
- What you will do if that isn't possible.

MODULE 2. UNDERSTANDING PERSONALITY: INFLUENTIAL PSYCHOLOGISTS AND CAREERS

Lesson 1. Personality. Great psychologists

Vocabulary:

Ex 1. Look at the word cloud. Choose the words with any four initial letters from your name that describe you. Add your own words if necessary. Explain the words or give examples.

EXAMPLE: April – awesome, pretty, intelligent, loyal

My mum tells me I'm pretty.

I think I'm loyal because I have a lot of friends.

And my friends tell me I'm awesome.

I think I'm intelligent because I read a lot.



Ex 2. Think of answers for each point.

- situations in which I'm usually: talkative / quiet
- a time of day when: I'm the most hardworking / I sometimes feel lazy
- an action: I feel shy doing / I feel confident doing
- a topic which makes me feel: clever / stupid
- people who: I'm always polite to / I can be rude to


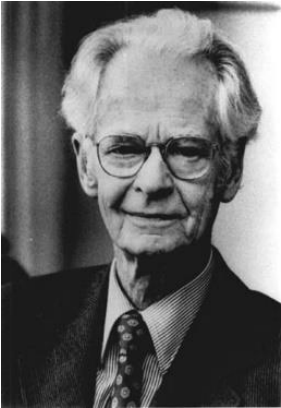

Ex 3. Look at the sentences and choose the word that makes most sense. Discuss if you agree with the statements.

- An/A honest/generous person can't work in sales.
- You don't need to be lazy/friendly to work well in a team.
- A responsible/shy person can't be an actor.
- You can't be a CEO of a company if you are too kind/confident.

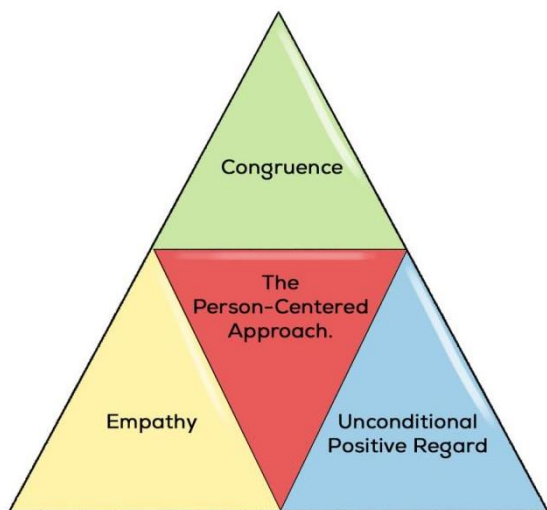
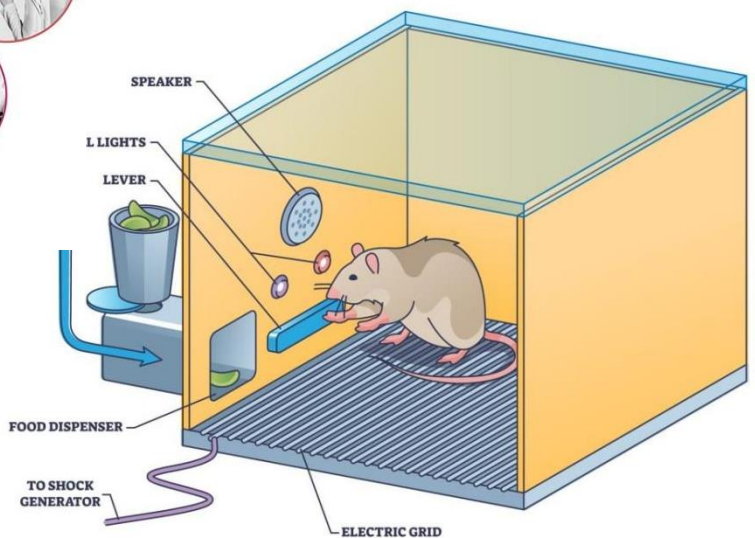
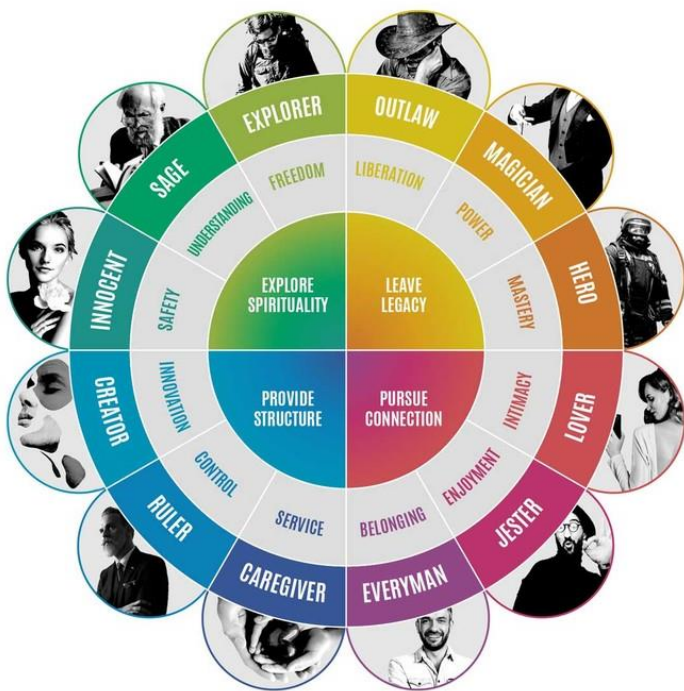
Ex 4. Choose a celebrity and describe using learned words.

Ex 5. Read brief overviews of world known Psychologists. What is the key idea of each theory they elaborated? Match their theories with illustrations below?

Psychologists Every Learning Pro Should Be Familiar With

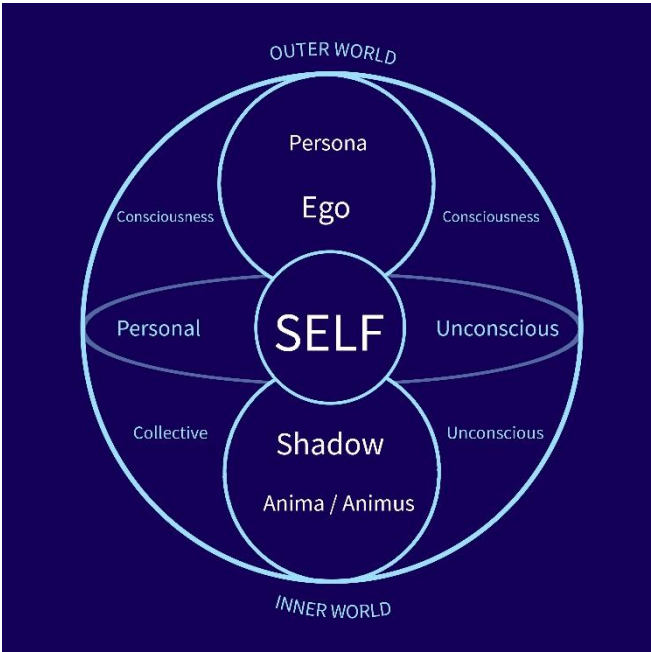
<p>1. Carl Ransom Rogers (1902–1987)</p> 	<p>Rogers is most noted as a clinical psychologist for his elaboration of Maslow's theories about human psycho-social needs. The hierarchy is used to describe the basic requirements for human survival. It also includes self-actualization and other features of the community that do not directly relate to base-level survival. Rogers went on to note that in order to grow an individual needs from his or her community: empathy, acceptance, genuineness.</p>
<p>2. B. F. Skinner (1904–1990)</p> 	<p>Skinner remains a seminal figure in psychology circles. His chief contribution to the field of clinical psychology is that of operant conditioning. His work focused on the use of stimuli and exploration of responses, and he is credited with founding experimental research psychology. While some of his experiments might have questionable ethical underpinnings in today's scientific community, there is no doubt that they shaped the course of the discipline in novel and vital ways. The core contribution is his exploration of how to change an individual's behavior based on different types of therapeutic approaches.</p>
<p>3. Carl Jung (1875-1961)</p> 	<p>Swiss psychiatrist and psychoanalyst who founded analytical psychology. The core of Carl Jung's theory system was the belief that the whole of the individual's experience should be respected and included. This included the individual's unwanted 'shadow' aspects –for example, their aggressive, envious, destructive qualities, their spiritual longings and experiences. The most famous idea of Jung's is his recognition of the psychological value of spiritual experience stemmed from the psyche. Jung argued that we each need to be attendant to the self. Jung believed that in following the lead of the self we are put in touch with, and can integrate, further parts of the personality. He called this process individuation.</p>

ILLUSTRATIONS:



Word skill:

Adjectives can be formed from nouns, verbs, and other adjectives.



Ex 1. Use the following prefixes to form words used in psychology.

On-line Dictionaries: the Cambridge Dictionary <https://dictionary.cambridge.org/>

Collins English Dictionary <https://www.collinsdictionary.com/dictionary/english>

Suffixes forming adjectives	Add to	Meaning	Examples
-able, -ible	verbs	Able to be done alone, capable of being	
-al	nouns	Relating to	
-ful	nouns	Having the characteristic of	
-ive	verbs	Something that is	
-less	nouns	Without	
-ly	nouns	Like, with quality	
-ous	nouns	Having the characteristic	
ic, - ical	nouns	Of, resembling, characterized by	

Ex 2. Complete the sentences with the adjectives from the box:

Daily, meaningless, essential, friendly, accountable, decisive, reciprocal, regressive, tangible, approachable, emotional, mental, disastrous, stressful, harmful, useless, contagious, enormous

1. Vitamins are _____ to our health. 2. Her _____ laughter filled the room. 3. The teacher is _____ and always willing to help. 4. My neighbor is _____ and always greets me with a smile. 5. As a manager, I am _____ for my team's performance. 6. The CEO made a _____ decision that changed the company's future. 7. Healthy relationships require _____ trust and respect. 8. The results of our marketing campaign were _____ and measurable. 9. Watching a sad movie can be _____ and make you cry. 10. Some countries have _____ laws that limit personal freedom. 11. Meditation can improve your _____ health. 12. The elephant was _____ and towered over us. 13. The hurricane was _____ and caused widespread damage. 14. Drinking water is part of my _____ routine. 15. Taking breaks during work can reduce _____ situations.

16. Smoking is _____ to your health. 17. A broken pencil is _____ for writing. 18. The argument was _____ and didn't contribute to the discussion.

Ex 3. Listen to the mini-dialogues and match with the contexts:

- a person suggests to do smth important;
- a person has recently moved to a new place;
- a person feels disappointed;
- a person feels glad about the result she achieved;
- a person feels tired;
- a person gets a good advice;
- a person shares news about natural catastrophe;
- a person feels relieved after meeting.

1. Haley: _____

Ben: "That's great to hear. Maybe I'll go talk to her about that idea I had."

2. Emma: _____

Jake: "Yeah, it's a great work environment. I always feel welcome."

3. Sophie: _____

David: "Definitely. It makes all the effort worth it."

4. Michael: _____

Olivia: "I agree. We can't keep going back and forth."

5. Michael: _____

Olivia: "I know, it's going to take a long time for the affected areas to recover."

6. Nick: _____

Sara: "Make a to-do list and prioritize. That always helps me stay on track."

7. Haley: _____

Ben: "I agree. It seems like a step backwards."

8. Emma: _____

Jake: "Don't worry, it happens to everyone. Maybe take a break and come back to it later."

Reading:

Ex 1. Read the text and answer the questions below:

VIVA VYGOTSKY!



LEV VYGOTSKY – A THINKER WHO CHANGED TEACHING.

He lived for only 38 years, but in his last decade (1924–1934), the Russian thinker Lev Vygotsky transformed the study of developmental psychology. His cultural-historical theory caused an explosion of interest in Russia, and inspired much original research by other psychologists.

Learning abilities. Vygotsky identifies the key elements in successful teaching, learning and development – so that one says to oneself, “Ah, that’s why I’m doing it! That’s what’s happening inside the child’s head!” Vygotsky believed that true education is not the basic learning of specific knowledge and skills, it is the development of children’s learning abilities – that is, their capacity to think clearly and creatively, plan and implement their plans, and communicate their understanding in a variety of ways. He believed this could be done by providing them with a set of cultural tools for thinking and creating.

Cultural tools. The key to human intelligence – the characteristic that makes us different from animals – is the ability to use various types of tools. Vygotsky claimed that, just as humans use material tools (such as knives and levers) to extend our physical abilities, we invented psychological tools to extend our mental abilities. These tools are the symbolic systems we use to communicate and analyse reality. They include signs, symbols, maps, plans, numbers, musical notes, charts, models, pictures and, above all, language. Cultural tools are not inherited genetically. They are developed and preserved in our culture. Vygotsky believed that the purpose of education is to introduce children to the full range of cultural tools and show how to use them to analyse reality quickly and successfully. Using cultural tools, children develop new psychological qualities, which we call abilities. The development of abilities leads to a flowering of children’s personalities. They begin to plan and organise their own activities, openly express their point of view, provide non-standard solutions for problems, interact freely with other people and, most importantly, believe in themselves and their own abilities.

Vygotsky’s Zone of Proximal Development (ZPD). One widely used term from Vygotsky’s writing is the zone of proximal development (ZPD). As contempo-

rary Vygotskian scholar Nikolai Veraksa says, the ZPD is “the place where the child and adult meet”. Vygotsky believed that the role of the teacher in education is crucial. In developing children’s abilities, teachers can **guide** them towards performing actions or tasks which are just beyond their current capacity. With such guidance, children can **perform** beyond their own ability – within certain limits. Vygotsky defined these limits as the Zone of Proximal Development, which he described as the “difference between the level of solved tasks that can be performed with adult guidance and help, and the level of independently solved tasks”. The most effective teaching is aimed at the higher level of the child’s ZPD, the edge of challenge. The ZPD defines the higher mental functions in a learner that are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. They are the “buds” or “flowers” of development, rather than the “fruits”. Vygotsky maintained that conventional measures of **educational achievement** (for instance, test scores) characterise mental development retrospectively, while the ZPD characterises mental development prospectively. The Vygotskian philosopher Mamardashvili summed it up: “The human being is a possibility.”

<https://keytolearningathome.com/viva-vygotsky/>

1. What is the main topic of this text?
2. How did Lev Vygotsky impact the study of developmental psychology?
3. According to Vygotsky, what is true education focused on?
4. What are cultural tools according to Vygotsky?
5. How does Vygotsky believe children develop new psychological qualities?
6. What is the Zone of Proximal Development (ZPD) in Vygotsky's theory?
7. Why does Vygotsky believe the role of the teacher in education is crucial?
8. How can teachers guide children to perform beyond their current capacity according to Vygotsky?
9. What characterises mental development retrospectively according to Vygotsky?

Ex 2. Read the dialogue and complete missing words. Get ready to act it out.

Maggie: Have you heard of Lev Vygotsky? I read about him.

Liam: No, who is he?

Maggie: He was a p_____ from Russia. His ideas on psychology in the 1920s and 1930s caused a lot of interest.

Liam: Why are his ideas special?

Maggie: He thought real e_____ is not just l_____ facts or skills, but developing children's a_____ to think creatively and communicate well using things like l_____ and s_____.

Liam: Like what?

Maggie: Things like maps, numbers, music notes, etc. They're not passed down g_____, but are learned through culture.

Liam: Interesting. What did he say about t_____?

Maggie: He said teachers should g_____ students to tasks slightly above their current abilities, in what he called the Zone of P_____ D_____.

Liam: ZPD?

Maggie: Yes, it means finding the right balance between challenge and support for learners to reach their full potential.

Liam: Sounds good.

Maggie: Definitely. He also believed traditional ways of measuring a_____ only show past development, while the ZPD can predict future growth.

Liam: Amazing. What did he believe about human intelligence?

Maggie: That it keeps growing and we all have potential to develop into something great.

Liam: Wow. He really changed the way we look at teaching.

Ex 3. Unscramble the sentences and translate them into Russian using the table below:

thinker	мыслитель
explosion of interest	всплеск интереса
key elements	ключевые элементы
successful teaching	успешное преподавание
learning	обучение
development	разработка
skills	навыки
learning abilities	способности к обучению
capacity	возможность, потенциал
cultural tools	культурные инструменты
physical abilities	физические способности
full range	полный диапазон
educational achievement	успеваемость, образовательный уровень

1. in the field/ pioneering thinker/ Albert Bandura / of / a / social learning theory / was.
2. an explosion/ there /been /In recent years,/ of interest/ in /understanding /has /the impact /on learning /of technology.
3. Motivation/ teaching / engagement / key elements /and of /successful / are/ strategies.
4. individual/ requires /deep understanding/ Successful teaching /of students'/ and / a /needs /learning styles/.
5. development /Continuous learning / for / essential/ personal/ and professional/ is.
6. Communication /skills/ critical thinking/ are/ and /important /that /need to develop/ students.
7. student /the capacity/ to /although /they /learn, /Every /may /do so/ has /at different rates.
8. Sports programs/ students / their/ in schools / develop /physical abilities/ alongside /academic / help /skills.
9. for / and games / excellent / improving / Puzzles /children's / are /mental abilities.
10. well-balanced / and emotional /education / A /provide / should /the full range / a student's intellectual /of /skills.
11. teaching practices / High /of / often/ educational achievement/ levels / are/ effective / linked to.

Ex 4. Put the verbs into the suitable grammar form among Present Simple, Present Continuous, Past Simple Passive, Past Simple, Futur Simple, Present Perfect:

1. We (implement) new teaching methods to enhance student engagement.
2. They (implement) the changes starting next semester.
2. She (extend) an invitation to all her colleagues last week.
3. The registration period (extend) by two weeks.
4. He (inherit) his mother's artistic talent.
5. They currently (preserve) historical artifacts in the museum.
6. We (preserve) this natural habitat for future generations.
7. The school (provide) free meals to all students.
8. Students (interact) with their teachers through online platforms.
11. The tourists (guide) through the museum by a skilled docent.
12. Counselors (guide) new students during orientation next semester.
13. They (perform) an outstanding play last night.
14. The band (perform) at the festival next weekend.
15. The team (perform) exceptionally well this season.

Ex. 5 Discuss with your partner:

- How are you implementing new technology in your studies?
- Did you inherit your love for music from your parents? What do you think you inherited?
- Do you think it is important to preserve old buildings in your city?
- Does your university provide free lunch for students? What does it provide for free?
- How often do you interact with your classmates online?
- Who guides you when you need help with your homework?

Writing:

Ex 1. Imagine that you are lecturer who is going to give a presentation devoted to L. Vygotsky's cultural-historical theory. Develop the plan and write comments to its options (4–8).

Ex 2. Basing on the text write an article for your faculty journal about L. Vygotsky's contribution (200–250).

Active Vocabulary:

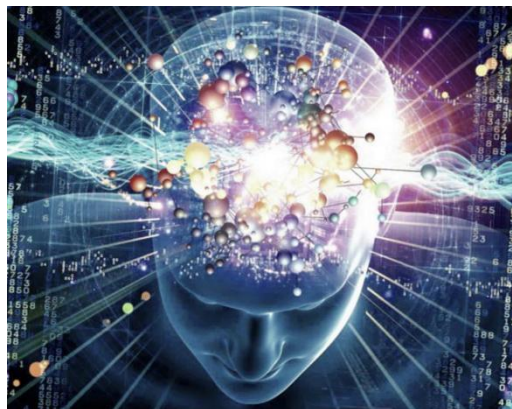
thinker	мыслитель	physical abilities	физические способности
explosion of interest	всплеск интереса	full range	полный диапазон
key elements	ключевые элементы	To implement	Реализовывать, осуществлять
successful teaching	успешное преподавание	To extend	Расширить
learning	обучение	To inherit	Наследовать
development	разработка	To preserve	Консервировать, сохранять
skills	навыки	To provide	Предоставлять
learning abilities	способности к обучению	To interact	Взаимодействовать
capacity	возможность, потенциал	To guide	Вести
cultural tools	культурные инструменты	To perform	Выполнять

Grammar:

Ex 1. Read the article and choose the most significant contribution and the most realistic perspective in psychology.

Contributions and Future Perspectives in Psychology

Many important things have been done in psychology over the years. New ideas and ways to help people have been created to understand how we think and act. Some new ways to help with mental health have been used a lot now. Research on how people grow and change has given us new information. In the future, technology will be used more in psychology. Virtual reality and computers will be used to make better treatment plans for people. Also, studies about genes will be included to understand mental health better. Through research and new ideas, psychology has changed and will keep changing to help people feel better and stay healthy.



The passive (present perfect and future)

We form the present perfect passive with the present perfect form of the verb **be** and the past participle of the main verb:

Affirmative

The room has been tidied.

Negative

The room hasn't been tidied.

Questions and short answers

Has the room been tidied?

Yes, it has. / No, it hasn't.

We form the future passive with **WILL/WON'T** + be + past participle of the main verb:

Affirmative

Teachers will be replaced by robots.

Negative

Teachers won't be replaced by robots.

Questions and short answers

Will teachers be replaced by robots?

Yes, they will. / No, they won't.

Ex 2. Complete the sentences. Use the correct affirmative, negative, or interrogative form of the present perfect passive:

1. My watch _____ (steal).
2. These socks _____ (not wash).
3. _____ your ticket _____ (check)?
4. A new road _____ (build) between Kingsbrige and Abbotsville.
5. The last Avengers film _____ (not show) in our local cinema yet.

6. ____ your parcel ____ (deliver) yet?
7. They are going to cancel because not enough tickets ____ (sell).
8. How many people ____ (invite) to Emily's party?
9. My homework ____ (not mark) by the teacher.

Ex 3. Complete the advertisement.
Use the future passive forms of the verbs in brackets:

SuperCloud

FREE cloud storage for your computer data!

It's so easy! Simply select the files you want to store and they ____ (upload) to SuperCloud. They ____ (scan) for viruses and then ____ (store) on our servers. Your files and photos ____ (back up) automatically, so they ____ (not lose). Remember you ____ (not charge) for the SuperCloud service. It's free!

Click here to sign up. Once you sign up an email ____ (send) to you with full instructions. What are you waiting for?

Ex 4. Complete the questions using the present perfect passive form and *ever*. Then answer the questions with information that is true for you.

1. you/ bite/ by a mosquito
Have you ever been beaten by a mosquito?
2. your home / burgle

3. you/ chase/ by dog

4. your phone/ steal

5. you/ invite/ to a wedding

Ex 5. Complete the dialogue using passive perfect and future forms of the verbs in brackets.

Presenter: Can you give us the latest news on this exciting project to build a hotel on the moon?

Scientist: The plans for the new hotel ____ (complete) and a location ____ (choose).

Presenter: So, when it _____ (built)?

Scientist: Well, the exact date _____ (not decide) until next month at the United Nations meeting. The plans _____ (approve) at that meeting too.

Presenter: And after that?

Scientist: After that the first parts of the hotel _____ (send) to the moon before the end of the year.

Ex 6. In pairs say do you agree or disagree with statements in ex.5. Use the phrases below to help you:

I absolutely agree that.../ I don't support the idea that.../ I'm not sure that.../ I wouldn't say that

Ex 7. Rewrite the statements. Use the future passive form or the present perfect passive forms. When necessary use *by*:

1. Robots will build cars in the new factory.

The cars will be built by robots in the new factory.

2. The police have arrested three men.

3. We probably won't need desktop computers ten years from now.

4. Youths have vandalized the bus stop.

5. Digital cameras have replaced celluloid film cameras.

6. The police will study the CCTV footage.

7. They haven't invented computers that can think like humans.

Ex 8. Complete the sentences with the verbs below. Use forms of the present perfect passive:

sell take share upload watch

in the past hour:

1. 100 million photos

2. 208, 000 mobile phones

3. 1,7 million photos to VK.

4. 350 million photos with friends in messengers.

5. 8,3 million hours of video on YouTube.

Ex 9. Write the questions using the prompts. Use the present perfect passive forms with *ever*:

1. photograph/at school.

Have you ever been photographed at school?

2. punish/for something you didn't do.

3. involve/in an accident.
4. hurt/while doing sport.
5. criticise/by a good friend.
6. sting/by a bee.

Ex 10. In pairs answer the question in ex.9. Give extra information, use the past simple for this.

A: *Have you ever been photographed at school?*

B: Yes, I have. We took a class photo last year.

Speaking:

Ex 1. Role Play Conversations. Imagine that Sigmund Freud gives the presentation of his theory of Psychoanalytic Theory of personality. Read his speech.

Hi everyone, I'm Sigmund Freud. **I studied the** mind and helped people understand their thoughts and feelings. **I think the mind has three parts:** the id, the ego, and the superego. The id wants pleasure and fun. The ego understands reality and balances what we want and what is right. The superego tells us what is good and bad based on society and our parents.

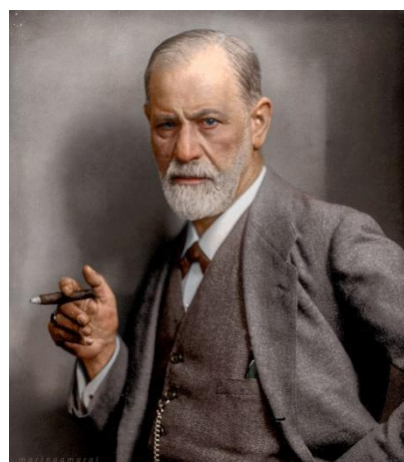
I also believe that our childhood affects our personality as adults. **I made five stages** of how we grow up and **will talk to you about some** of them:

1. Oral stage: Babies like to use their mouth. Problems here can make you like chewing gum or smoking.

2. Latency stage: Kids make friends and learn new things.

To help people, I used talking therapy. I asked people to talk about their thoughts, dreams, and childhood. This helped them understand their problems and feel better. **My work showed that** our past and our unconscious mind (the part we don't think about) are very important in making us who we are.

Thanks for listening! Feel free to ask me more questions.



Choose one psychologist from the list:

1. Carl Jung (Analytical Psychology)	– Introduced concepts such as the collective unconscious, archetypes, and psychological types, including introversion and extraversion.
2. B.F. Skinner (Behaviorism)	– Famous for his work on operant conditioning and reinforcement.

3. Carl Rogers (Humanistic Psychology)	– Developed the client-centered (or person-centered) approach to therapy, self-actualization.
4. Albert Bandura (Social Learning Theory)	– Known for his theory on social learning, emphasizing the importance of observational learning, imitation, and modeling.
5. Erik Erikson (Psychosocial Development)	– Created the theory of psychosocial development, outlining eight stages that individuals go through from infancy to adulthood.
6. Jean Piaget (Cognitive Development)	– Developed a theory of cognitive development in children, including stages such as the sensorimotor, pre-operational, concrete operational, and formal operational stages.
7. Abraham Maslow (Humanistic Psychology)	– Best known for Maslow's hierarchy of needs, a theory of psychological health predicated on fulfilling innate human needs in priority, culminating in self-actualization.

Using expressions present your theory when role-playing psychologist you have chosen:

- *"Hello, I am [Name], and I am known for my work in [field/theory]."*
- *"My main theory is called [name of theory]."*
- *"I studied how [children/people/animals] behave and think."*
- *"My theory focuses on [main idea], which means [explanation]."*
- *"According to my research, [describe finding]."*
- *"I introduced the concept of [specific term], which is [brief definition]."*
- *"I developed a model with [number] stages: [list the stages briefly]."*
- *"To help people, I used [method/technique]."*
- *"This method helps people understand [key concept or benefit]."*
- *"My work showed that [important finding]."*
- *"This theory helps us understand [aspect of human behavior or development]."*

Be ready to answer the questions after your speech:

1. How do you think your theories apply to modern psychological practice?
2. How can your ideas about help people cope with (stress) today?
3. Are there new forms of therapy today that are influenced by your work?
4. How would you comment modern-day problem like social media and its effects on the psyche?
5. Would your approach to therapy change with today's technology and advancements?

Lesson 2. Personality. Job of psychologist

Vocabulary:





Ex 1. Can you answer this famous riddle of the Sphinx. Explain your answer.

What creature walks on four legs in the morning, two legs in the afternoon, and three in the evening? HUMAN

Ex 2. Match some of the phrases with the pictures below:

Stages of life: be an adult, be a centenarian, be infant, be a toddler, be a young child, be elderly, be in your teens, be in your twenties, be middle aged

Maggie Smith: A Timeless Beauty (she was born in 1934)

			
1956	1978	2004	2019

Ex 3. Check the meaning of the life events below. At what age are they most likely to happen, do you think? Put them in groups A-E. Compare your answers with your partner. Do you agree?

Life events: to be born, to be brought up (by), to become a grandparent, to buy a house or flat, to emigrate, to fall in love, to get divorced, to get married, to get your first job, to go to university, to grow up, to have a change of career, to inherit money or a house, to learn to drive, to leave home, to leave school, to pass away, to retire, to split up, to start the business, to start a family, to start school

- A. before you are 20_____
- B. from 20 to 40_____
- C. from 40 to 60_____
- D. over 60_____
- E. at any age _____

Ex 4. Listen to the people talking about their backgrounds and their families. Choose the correct answers.

Ex 5. Complete the sentences with the past simple form of the verbs below:

to be / to buy / to immigrate / to fall / to get / to grow up / to leave / to move / not go / not leave / not retire / start

1. My grandparents _____ from Pakistan in the 1960s.
2. She _____ home until last summer when she _____ married.
3. I _____ in the village where my family has lived for generations.
4. They managed to save quite a bit of money and eventually _____ a small farmhouse with some land.
5. They _____ in love and we're married a month later.
6. I _____ brought up by my mum after she _____ back to the UK.
7. They _____ school at sixteen and _____ to university.
8. They _____ a successful business and _____ until they were in their seventies.

Ex 6. In pairs ask and answer about your family and your ancestors. Give extra information where you can.

1. How long has your family lived in your hometown?
2. Did any of them move from another part of your country? From where ? When and why?
3. Did any of your ancestors or members of your family immigrate to another country? Where to? Why?
4. Are you related to anyone famous? If so, who?

Speaking:

Ex 1. Look at the advert below in your opinion what would be the best and worst things about spending a year studying abroad?

Use the prompts below and your own ideas:

- eating different food
- making new friends
- missing your family home
- experiencing culture shock.
- speaking the foreign language
- expensive journeys



Ex 2. Imagine the following situation: you are having a video call with the student from Japan, who is preparing to take part in exchange program and come to Russia. You are giving him/ her some advice. Discuss the following points:

- choosing university in Russia
- how to stay safe when you are out
- suitable clothing for the season
- the best deals for calling and texting
- how to improve your language skills quickly

For giving advice use expressions:

- Have you tried ...?
- I (would) (strongly) suggest/advise that ...
- If I was/were you, I'd ...
- In my experience, ... works really well.
- It's generally best/a good idea to...
- One thing you could/should/have to do is ...
- The best/most important thing (to do) is to ...

Word skill:

*Compound nouns consist of more than one word. They can be formed in different ways. The most common way is to put two nouns together (noun + noun), e.g. **Stress Management**, another common type is adjective + noun, e.g. **Behavioral Therapy***

Ex 1. Look at the photos, what can you say about peoples' emotional state?



What word is it possible to match with each photo? Why?

Cognitive Dissonance / Well-Being / Mindfulness Meditation / Social Anxiety / Emotion Regulation / Mental Health / High-Stress / Inner-Conflict

Ex 2. Work in pairs. Match words in A and B to form compounds:

A *Peer Case Thought Problem Self* (3)

B *Study Esteem Solving Centered Pressure Process Awareness*

Ex 3. Use the words from Ex. 1 and Ex. 2 to complete sentences below:

1. Jane experienced cognitive _____ when she learned that her favorite brand was involved in unethical practices.
2. Regular exercise and a balanced diet contribute significantly to one's overall _____-being.
3. Mark's social anxiety makes it difficult for him to attend large gatherings.
4. Taking care of your mental _____ is just as important as taking care of your physical health.
5. Working in a high-_____ environment can lead to burnout if proper self-care measures are not taken.
6. Teenagers often face _____ pressure to conform to the behaviors and choices of their friends.
7. The psychologist conducted a _____ study to understand the unique challenges faced by the patient.
8. Building self-_____ is crucial for developing confidence and a positive outlook on life.
9. Effective problem-_____ skills are essential for overcoming obstacles and achieving goals.

Grammar:

Ex 1. Read the dialogue between a teenager and his grandfather. Which adjective best sums up the grandfather's attitude miserable or nostalgic?

Granddad: Have you seen this photo of me when I was your age?

James: No, I haven't. Let me see. Wow, you used to have great hair.

Granddad: I know, I used to spend ages getting it just right. It's much quicker now.

James: Your clothes look cool too. Did you used to spend a lot of money on them?

Granddad: I didn't used to have much money. My mother made some of them and I used to share clothes with my brother.

James: I used to do that too, but he doesn't let me borrow them now.



Used to

We use *used to* when we want to talk about things which were true in the past, but not true now: **I used to read my sister's magazines** (I don't read them now).

Negative form: **My sister didn't use to like it.**

Question: **Did she use to get angry? Yes, she did.**

Be used to means 'be familiar with'

I'm used to snowboarding at least once a year.

She is not already used to the new time zone.

Get used to

We use *get used to* to talk about the process of becoming familiar with something.

This glasses feel strange but I will get used to them.

Ex 2. Complete the dialogue with the correct form of *used to* and the verbs below:

be / do / go / live / not have / not pay / wait

Mum: I 1 _____ opposite the Palace Cinema when I was ten.

Alice: 2 _____ you _____ there often?

Mum: Yes, but we 3 _____. It wasn't our fault, we 4 _____ any money for tickets.

Alice: So, how did you get in?

Mum: We 5 _____ outside the fire exit and run in when somebody opened it.

Alice: I can't believe you 6 _____ that, you are always telling me how important it is to be honest!

Mum: Well, yes I 7 _____ very naughty, but I grew out of it.

Ex 3. Complete these sentences with the correct form of *use to* / *didn't use to* and the verbs in (brackets):

1. They _____ (leave) abroad, but they moved back to this country last year.

2. She _____ (be) a student, but she finished her University course in June.

3. She _____ (eat) meat, but now she has chicken sometimes.

4. I _____ (like) cats, but I prefer dogs now.

5. I _____ (enjoy) TV, but now I find most of the programs boring or annoying.

6. We _____ (spend) a lot of time together, but now we hardly ever see each other.

7. He _____ (speak) a foreign language, but he started going to Spanish lessons last year.

8. My Grandad _____ (have) a lot of money, but he's quite rich now.

Ex 4. Listen and decide if the sentences contain *be/ get used to*, *used to* or both.

Ex 5. Think about what you used to be like at the age of five. Read the phrases and tell sentences about yourself with *used to* or *didn't use to*.

- be afraid of the dark

I didn't used to be afraid of the dark, but I used to be afraid of big dogs. Once a dog almost bit me.

- drink milk before bed
- play with those dolls
- listen to stories at bedtime
- draw pictures at school everyday
- watch a lot of cartoons
- have piano lessons
- walk to school on my own

Reading:

Ex 1. Read fragments from well-known psychologists' interview and find who (Dr. LK\ Dr. O)...?

1. began the psychology career after working at a school for deaf children.
2. recommends being open to new experiences
3. suggests thinking about the pros and cons of pursuing a psychology doctorate.
4. found her passion for psychology working after college and interacting with psychologists
5. tells that team-building skills are crucial for group practices in healthcare.
6. focuses on consulting with single parents and those in conflict-heavy divorces.
7. thinks that a good listener is important trait
8. finds learning from clients a valuable part of their work.
9. advises to focus on achieving good grades.
10. says that career is a continuous learning, as it requires ongoing education.



Dr. Leah Klungness (Li:ə Klʌnes) is a psychologist and best-selling author who received her bachelor's degree from Syracuse University and her doctorate in clinical psychology from the University of South Carolina-Columbia.



Dr. Ochester (O:kestə) is a psychologist in Kansas and Missouri. She is a member of the American Psychological Association (APA) and the Anxiety Disorders Association of America

How did you first become interested in psychology? Was there a specific moment you knew it was what you want to do?

I landed a summer job as a paraprofessional at a school for deaf children and got assigned to work with a psychologist. I wasn't anything more than an assistant, but I thought everything he was doing was fascinating and intriguing. I was impressed with what he was uniquely able to figure out about these young children with special needs. So, when I went back to college in the fall, I registered for psychology. And that was the start of my career.

I was working as a reporter for a newspaper after college, and I interviewed some psychologists for a story I was involved in. The experience reminded me how much I had enjoyed my psychology classes in high school and college, and it inspired me to pursue my post-graduate education in psychology.

What advice would you offer to students who are interested in following your career path?

Look carefully at the risks and benefits of getting a doctoral degree in psychology. Ask yourself if the future financial rewards are enough to cover the years of lost income. Aspiring psychologists need to consider how they will stand out in the mental health field and what specific skills they will need. However, if you decide to pursue this path, you must have clear and specific plans for your future career. Team-building skills are now essential. Changes in healthcare funding will mean a shift to group practice and working collaboratively with other healthcare professionals.

Have patience, be humble and open to new experiences, and ask a lot of questions. Don't be afraid to seek out information and advice from those who have gone before you. It is helpful if you are open-minded, patient, and a good listener. Don't worry – these characteristics can be cultivated with practice. Graduate school is competitive, so work hard at getting good grades and building a network of professionals who know your work. Understand that this career requires you to be a lifelong learner, so be prepared to be a student far into the future.

So what people do you deal with in your private practice now?	
My private practice focuses on consulting with single parents and with individuals in the high conflict divorces. Psychologists don't tell people what to do. Asking the right questions and knowing how far people can be encouraged to change is the "art" of consultation. Change is the most difficult thing a person can ever be asked to do. I learn from each of my clients – and that's an opportunity I treasure.	Because of client confidentiality I cannot discuss cases, but I can say that my job is always interesting and there have been more fulfilling experiences than I can count, both in my early training and in my professional life. I feel very grateful to have a job in which I can be of assistance to others and do something meaningful to me. I think I have grown more from my work with clients than I have from anything else in my life.

Active vocabulary:

Cognitive Dissonance	Когнитивный диссонанс	Financial rewards	Финансовое вознаграждение
Well-Being	Благополучие	Team-building skills	Навыки построения команды
Mindfulness	Осознанность, внимательность	Healthcare professionals	Медицинские работники
Inner-Conflict	Внутренний конфликт	To consult with	Консультироваться с
Mental Health	Душевное здоровье	Post-graduate education	Послевузовское образование
Case Study	Тематическое исследование	Graduate school	Высшая школа
Problem solving	Решение проблем	To pursue	Следовать, продолжать
Self-awareness	Самосознание	The network of professionals	Сеть (сообщество) профессионалов
The start of career.	Начало карьеры	Open-minded	Открытый
To get a doctoral degree	Получить докторскую степень	The opportunity	Возможность

Ex. 2 Who's ideas and thoughts is closer to your vision of professional life? Why?

Listening. Work the video A day in the life of a Clinical Psychologist, Saara, at TBI Health.

Ex 1. Watch 0:6 – 1:28 and finish sentences:

Psychology is

Clinical psychologist has

What I do on a day-to-day basis is I

My role at TBI is



Ex 2. Watch 1:28 – 2:02 and tick what does Saara do from the morning:

Gets up late

Grabs a coffee

Answers emails

Looks at who she's going to be having sessions with

Phones to check her sessions

Sees clients

Keeps notes after sessions

Communicates with other clinicians

Communicates with clients' relatives

Ex 3. Watch 2:26 – 3:08 and say how long does it take to become Clinical Psychology? What stages does it include?

Some useful expressions

Do undergraduate degree – учиться на бакалавриате

do Psychology as your major – изучать психологию как специальность

do post-graduate degree – учиться в аспирантуре

do master degree – учиться в магистратуре

have practical placement – проходить практику, стажировку

Ex 4. Watch 3:37 – end, what does Saara think about this job?

Ex 5. Discussion. Share with the class things you've been surprised at/ interested in/ disappointed with about Saara's professional lifestyle.

READING PACK

Text 1

Erosion of trust

Until a few weeks ago, I relied on restaurant hygiene ratings when deciding where to have dinner. The score given by the UK's Food Standards Agency ranges from 0 to 5, where 0 indicates urgent improvement is required. It is traditionally a good predictor if you are fastidious or if you just want to avoid nasty parasites like *Giardia*.

Yet in October, the BBC revealed some businesses misrepresent their hygiene scores, posting a 5 when their ratings are as low as 0. The signal of hygiene I relied on wasn't always reliable.

This was just one incident that had an impact on my trust. Yet it represents something older and more pernicious: deception through misrepresentation undermines trust. As with any social behaviour, when betrayals are successful, they tend to spread, because people copy behaviours associated with success. Over time, this may erode the shared signals on which society depends.

Research in biology and sociology highlights how. Across the natural world, animals signal information to other organisms about themselves: dogs bare their teeth to display a potential for aggression, for example, and male red deer roar to indicate their size.

Some animals, however, cheat. Cuckoo chicks, for instance, mimic the chirps of the young of other birds to deceive adult birds into feeding them. This dishonest behaviour evolved because it works—in an analogous way to how deception spreads, whether biologically or, in the case of humans, culturally.

Among humans, technological improvements allow us to misrepresent our intentions and identities in many ways. This can include masking who we are in digital interactions by “catfishing” and stealing from people online without ever meeting them.

Generative artificial intelligence is only increasing opportunities of this kind. In the book *Fight, Flight, Mimic*, sociologists describe ways AI can be used to deceive people in hostile interactions, even in wars.

Early use of voice manipulation, for example, permits people to pose as senior military officials – or even your child in need of money. We share a lot of qualities with cuckoos: anyone can be anyone in the digital age. Luckily for us, we have found ways to solve problems with trust throughout our history. This is because humans are good at finding out who is trustworthy overtime. We learn to recognise patterns of behaviour indicative of deception, and just as the tactics for deception spread, so

do the methods for detecting it, whether those involve passwords, face or voice recognition, or any of the new technologies being developed to combat deepfakes.

People are also adept at developing norms that place a cost on deceivers. We have created laws that impose fines or imprison those guilty of impersonation. We are only at the early stages of developing effective rules around AI, but there is a reason we are focusing on the dangers these tools pose to society. That awareness is itself a step in our defence.

What matters for retaining trust is the reliability of the signals we use in communication. It doesn't matter whether we are talking about hygiene scores or phishing emails. What we need is a mechanism for determining reliability: whether people or places can be trusted to do what we expect of them. This is done both through effective policing – sanctioning those who show themselves to be untrustworthy – and through educating ourselves about how to avoid unreliable people, places and things. If I can trust that hygiene ratings are reliable, then I can use the score as a signal to drive my behaviour.

We need to adapt how we learn to place trust and educate people how to spot deception. Even those of us concerned with the accuracy of food hygiene ratings.

<https://www.newscientist.com/article/mg26435184-200-our-trust-in-society-is-eroding-we-need-to-fight-back/>

1. Answer the following questions.

1. What is the significance of food hygiene ratings in the UK?
2. How can businesses misrepresent their hygiene scores, and what impact does this have on trust?
3. What examples are given of deceptive behaviour in the natural world and among humans?
4. How have humans historically addressed issues of trust and deception?
5. What is the importance of reliable signals in communication, and how can this be achieved?
6. What role does education play in helping people avoid unreliable people, places, and things?
7. How does the author suggest we need to adapt in order to maintain trust in the face of increasing deception?

2. Say if this statements are true or false.

1. The author used to trust restaurant hygiene ratings when choosing where to eat.
2. The author believes that deception is a new problem in society.
3. The author mentions that some businesses falsely advertise their hygiene scores.
4. Animals in nature do not engage in deceptive behaviours.

5. The author suggests that humans have developed methods to identify dishonest behaviour.
6. The text states that laws have been created to reward those who deceive others.
7. The author thinks it is important to educate people on how to recognise deception.

3. Read and perform the dialogue.

Emily I can't believe you lied to me, Jack. After everything we've been through.

Jack I didn't mean to hurt you, Emily. It just seemed easier in the moment.

Emily But that's not the point. We promised each other to be honest.

Jack I know, but I panicked when I saw how upset you were about it all.

Emily How am I supposed to trust you again after this? Everything feels different now.

Jack I promise, I'll do whatever it takes to earn your trust back. Please give me a chance.

Emily It's not going to be easy. This has really hurt our relationship.

Jack I know and I'm sorry. Can we talk about what caused this erosion of trust and work on fixing it together?

Emily I don't know if I'm ready for that yet. I need some time to think about things.

Jack I understand. I'll wait for however long it takes. Just know that I love you and I never meant to betray your trust.

4. Personal essay topics:

1. My way of understanding deception in digital interactions and how it has affected my online behaviour.
2. Some argue that technology has made it easier for individuals to misrepresent themselves online. Do you agree or disagree with this opinion?
3. The rise of artificial intelligence poses new challenges for trust in communication. Is this a positive or negative development for society?
4. Misrepresentation in various forms can undermine trust within communities. How do you think society can combat this issue effectively?

Text 2

Are you a people-pleaser?

An expert look into the problem with people-pleasing, what it is that keeps us trapped in this behaviour pattern at the expense of our own well-being, and, importantly, steps you can take to set yourself free have you ever played the finger trap game? It's a small tube that you put your two index fingers inside.

The challenge is to take your fingers out of the tube. Sounds easy, right? The catch is when you try to pull your fingers out, the tube locks around them and makes it impossible. Like this game, my client John was in a trap of his own making. He spent a lot of his time, energy, and thoughts trying to make everyone around him happy. The irony is that the more he tried to do this, the more unhappy *he* became. So, what was really going on? ***Struggles with criticism and disapproval*** Humans have a tribal mind. This means we have an innate need to fit in. This starts in childhood when we want to keep our caregivers happy, as we depend on them for survival. This continues in school with peer groups, and later at work, with teams and bosses. If we feel that we aren't fitting in it will probably trigger our threat detection system to identify possible danger, which can lead to an emotional response: anxiety. To compound this, if we grew up in an environment where it was not safe, or difficult to disagree with someone (i.e. we faced displeasure or even rage), we may learn the coping skill of pleasing people. ***What is people-pleasing*** This is a pattern of behaviour where we put others' wants and needs before our own, and can make us particularly sensitive to criticism and disapproval. In turn, attempts to avoid any potential criticism can result in unhelpful behaviours. Here is a quick people pleasing audit to see if this may apply to you:

- Do you say yes to people when really you should be saying no?
- Do you repeatedly find yourself in situations you don't want to be in?
- Do you tend to avoid difficult conversations, potential conflict or confrontation?
- Do you feel responsible for how other people are feeling?
- Do you treat everyone's opinions and feelings equally?

Becoming your own person As we grow up, we need to develop our own sense of self, separate from our parents and caregivers etc., and establish clear boundaries. People-pleasers tend to have what I call 'leaky or weak boundaries, which means they find it hard to distinguish between themselves (their own wants and needs) and others (wants and needs). If we are not able to do this, we cannot be in control of our decisions and life (volition), which holds us back from fully growing up as a person, meaning we may become trapped by childlike behaviours. ***Top tips for people-pleasers*** If you recognise that you might be a people-pleaser, and tend to do things to avoid others expressing disapproval or criticising you, you may find the following tips helpful:

1. *Understand whose opinions really matter.* Do you treat everyone's feedback and opinions equally? If so, the next time you are stung by criticism, take a moment to consider if this person's opinion *really* matters to you. Not everyone's opinion will hold the same weight.

2. *Know that opinions are not facts.* Do you tend to take criticism as fact? Ask yourself if it is possible that this is just someone else's view. A trusted advisor can help you distinguish this.

3. *Maybe it's not you.* Many people who are critical of themselves, and project this on to others. Is it possible that the issue may lie with the other person, and they are simply projecting their feelings.

4. *Remember that people think about you far less than you think.* We all have a tendency to believe others think about our interactions as much as we do. The reality is this is not the case. They probably moved on from the situation as soon as you were out of sight, but the burden of criticism can stay with us for a long time. Seek to let go and care less about what other people think of you.

5. *Focus on your own values and rules.* Do you assume everyone holds the same values and rules about life that you do? This is called egocentric thinking, and is rarely the case in reality. Catch yourself when you say 'I should' or 'I must', as you are probably following someone else's rules. The valid reason for doing something is because u want to. Take time to understand your values and act on them, rather than someone else's. You may be wondering what the solution is to get out of the finger trap. Well, (spoiler alert) it's simple once you know how. The secret is to relax, and push your fingers inwards not outward. Likewise, for people-pleasers, maybe it's time to start doing what John learnt, which was to look inward and lead his life by what's important to him, rather than outward to others for validation and his sense of self- worth.

<https://happiful-magazine.ghost.io/how-to-break-free-from-people-pleasing-patterns/>

1. Answer the following questions.

1. What is the finger trap game, and how does it relate to the client John's situation?
2. What is the "tribal mind" and how does it contribute to people-pleasing behavior?
3. What are some common characteristics of people-pleasing behavior?
4. Why is it important for people-pleasers to develop their own sense of self and establish clear boundaries?
5. How can the opinions and criticisms of others affect people-pleasers, and what can they do to address this?
6. What is "egocentric thinking," and how can it contribute to people-pleasing behavior?
7. What are some tips for people-pleasers to overcome their tendency to please others at the expense of their own needs and values?

2. Say which of these statements are true or false.

1. The author believes that trying to please everyone can lead to personal unhappiness.
2. People-pleasers often have strong boundaries that help them distinguish their needs from others'.
3. The text suggests that criticism from others can trigger feelings of anxiety.
4. The author advises that it is important to care deeply about what everyone thinks of you.
5. The author mentions that understanding one's own values is crucial for personal growth.
6. The finger trap game is used as a metaphor for feeling trapped by others' expectations.
7. The author states that relaxing and looking inward can help people-pleasers find their sense of self-worth.

3. Fill in the gaps using active vocabulary.

Tribal mind, establish clear boundaries, behaviour pattern, feedback, emotional response, peer groups, look into the problem, trigger, project, innate need, leaky or weak boundaries, burden of criticism, egocentric thinking, threat detection system

1. An expert _____ (1) with people-pleasing, what it is that weeps us trapped in this _____ (2) at the expense of our own wellbeing.
2. Humans have a _____ (3).
3. This means we have an _____ (4) to fit in.
4. This continues in school with _____ (5), and later at work, with teams and bosses.
5. If _____ we feel that we aren't fitting in _____ it will probably _____ (6) our _____ (7) to identify possible danger, which can lead to an _____ (8): anxiety.
6. As we grow up, we need to develop our own sense of self, separate from our parents and caregivers etc., and _____ (9).
7. People-pleasers tend to have what I call '_____ (10).
8. Is it possible that the issue may lie with the other person, and they simply _____ (11) their feelings?
9. They probably moved on from the situation as soon as you were out of sight, but the _____ (12) can stay with us for a long time.
10. This is called _____ (13), and is rarely the case in reality.
11. Do you treat everyone's _____ (14) and opinions equally?

4. Make your own dialogue using active vocabulary.

Text 3

The hidden psychology of know-it-alls and why they think they know everything

We all know someone who fits the description. You probably work with one; you might even be related to one. And with Christmas approaching, the season of office parties and family gatherings, you're increasingly likely to have to interact with them and rediscover just how annoying they are. I'm talking about know-it-alls. People who will enthusiastically lecture you about any topic or activity, despite blatantly having little to no expertise in what they're talking about - and of ton when you do. Why would anyone assume superior knowledge to everyone else, about every possible subject? There are several quirks of human psychology that can help explain this behaviour. One is the phenomenon of 'naive realism', which describes how people instinctively assume that their perception of the world reflects objective reality. In actuality, everything we perceive and 'know' about the world has been filtered through a complex mesh of cognitive biases, sensory shortcuts, shifting emotions, infused memories and more.

What we believe to be reality in our heads is often markedly different to the actual reality, but we don't recognise this happening.

As a result, we regularly encounter people whose understanding of the world is a very different to our own. But naive realism means we assume that those who understand the world differently are wrong. For a seemingly large number of people, this results in an irresistible urge to 'correct' others. It may spring from entirely good intentions, but that doesn't make it any less grating.

This can't be the full story, however, as countless people believe others are wrong, yet never do or say anything about it. And the typical know-it-all seldom waits for you to be 'incorrect' before lecturing you.

Another potential cognitive bias at work, proposed in a recent study by Prof Hunter Gehlbach, Dr Carly D Robinson and Prof Angus Fletcher, published in the journal *PLoS ONE*, is 'the illusion of information adequacy'. Put simply, this describes how, despite lack of sufficient information to make correct judgements about something, many people will assume the opposite. It's logically very hard to recognise and take account of what we don't know.

For example, suppose you notice that a female co-worker keeps running to the bathroom to be sick every morning. Based on just this information, you could conclude that she's pregnant and decide to congratulate her. At this point, she could reveal that her sickness is the result of chemotherapy. As you made a conclusion based on painfully insufficient evidence, you had the illusion of information adequacy.

A combination of the illusion of information adequacy and naive realism can lead to people believing that they know more than they really do. In their minds, their knowledge is superior to that of others and they must help correct it.

But even then, there's still clearly more at work. We all potentially deal with these cognitive biases, but not everyone is a know-it-all. It seems that some people have a certain extra quality whereby they have no issue with shoving their conclusions into other people's faces.

It may be a status thing. Some people are more sensitive to social status and constantly pushing their 'correct' opinions on to others may be a reliable way of asserting (subjective) superiority and dominance.

The human brain also typically craves a sense of autonomy- wanting to have control over one's environment. Some may crave it more than others and what could have more effect as a sense of control than dictating what others think? Then there's our old friend, the Dunning-Kruger effect: the cognitive bias where people with limited competence in a certain area tend to overestimate their abilities. Their lack of intellectual insight means they struggle to recognise when someone else knows more than them, so they'll confidently argue with those who are better informed.

And because people often respond more to confidence than accuracy, they usually get away with it. If this happens often enough, across enough subjects, you could convince yourself that you're an expert on pretty much everything, even though the opposite is true.

It could be that to become a know-it-all, you have to know far too little.

<https://www.sciencefocus.com/comment/know-it-all-psychology>

1. Choose the right answer.

1. According to the text, what is 'naive realism'?

- a) A way of thinking that assumes one's perception is always correct
- b) A method of understanding objective reality
- c) A technique for improving social interactions
- d) A strategy for avoiding misunderstandings

2. Why do know-it-alls often lecture others about topics they don't fully understand?

- a) They want to show off their intelligence
- b) They have a strong desire for social control
- c) They enjoy making others feel inferior
- d) They are naturally more knowledgeable than others

3. What is the 'illusion of information adequacy'?

- a) Having complete knowledge about a topic
- b) Believing you know enough to make correct judgments despite limited information
- c) Collecting extensive information before making decisions
- d) Recognizing the limits of one's own knowledge

4. How does the Dunning-Kruger effect relate to know-it-alls?

- a) It makes people more humble about their abilities
- b) It helps people recognize their true skill level
- c) People with limited competence overestimate their abilities
- d) It prevents people from arguing about topics they don't know

5. What psychological need might drive know-it-all behavior?

- a) The need to be liked by others
- b) The desire to have control over one's environment
- c) The wish to learn new things
- d) The motivation to make friends

6. How do know-it-alls typically respond when someone knows more than them?

- a) They admit their mistake
- b) They become quiet
- c) They confidently continue arguing
- d) They ask for more information

7. What is suggested as a potential reason for know-it-all behavior?

- a) Higher intelligence
- b) A desire to assert social status
- c) Better education
- d) More life experience

2. Say which of these statements are true or false.

1. The author believes that know-it-alls often have a lot of expertise in various subjects.
2. Naive realism is a concept that explains why people think their view of reality is correct.
3. The illusion of information adequacy means people often recognize when they lack knowledge.
4. Some individuals may push their opinions on others to feel a sense of superiority.

5. The Dunning-Kruger effect describes how knowledgeable people underestimate their abilities.
6. The author suggests that not everyone displays know-it-all behavior despite having cognitive biases.
7. Know-it-alls are usually aware of their limited knowledge in different areas.

3. Fill in the gaps using active vocabulary.

Information adequacy, accuracy, confidence, world, objective reality, shifting emotion, sensory shortcuts, asserting (subjective) superiority, craves a sense of autonomy, mesh of cognitive biases, naive realism, infused memories, perception of the, Dunning-Kruger effect, quirks of human psychology, hidden psychology

1. The _____ (1) of know-it-alls and why they think they know everything.
2. I'm talking about know-it-alls. There are several _____ (2) that can help explain this behaviour.
3. One is the phenomenon of 'naive realism', which describes how people instinctively assume that their _____ (3) _____ (4) reflects _____ (5). In actuality, everything we perceive and 'know' about the world has been filtered through a complex _____ (6), _____ (7), _____ (8)-_____ (9) and more.
4. But _____ (10) means we assume that those who understand the world differently are wrong.
5. As you made a conclusion based on painfully insufficient evidence, you had the illusion of _____ (11).
6. It may be a status thing. Some people are more sensitive to social status and constantly pushing their 'correct' opinions on to others may be a reliable way of _____ (12) and dominance.
7. The human brain also typically _____ (13)- wanting to have control over one's environment.
8. Then there's our old friend, the _____ (14): the cognitive bias where people with limited competence in a certain area tend to overestimate their abilities.
9. And because people often respond more to _____ (15) than _____ (16), they usually get away with it.

4. Make your own dialogue using active vocabulary.

Text 4

To-do list got you down?

Understanding the psychology of goals can help tick things off and keep you on track. It feels like we are living in busy times. According to the OECD Better Life Index, 12.5 % of Australians report working at least 50 hours a week, higher than the OECD average. Many Australians are also working more than one job to buffer against cost-of-living pressures. Psychology has long been interested in our goals – our mental representations of desirable outcomes. Much of this research is on how we form, pursue and attain goals, plus how goals make us feel. Across studies, we see a consistent pattern of successful goal pursuit and wellbeing. So, having time to work towards our goals is important. With this in mind, what is the best way to get things done – and how can we get better at achieving our goals, especially when we feel time poor?

Make a list Most of us approach multiple goals with the age-old 'to-do' list. First, you write down everything you need to do. Then you 'check' or tick things off as you do them. One reason to-do lists are useful is because we are more likely to remember things we haven't completed, rather than things we have. This is known as the Zeigarnik effect. While to-do lists are easy to write, they don't always work. There are, however, various approaches for to-do lists that may improve their effectiveness. Another thing to consider is the wide range of apps, tools and platforms that can make tasks more fun and outsource mental load. Adding elements of game play like point scoring or competition called gamification can help people work towards goals in educational and work settings. Similarly, app based reminders can help people reach physical rehabilitation goals and form good exercise habits.

Finding your why Researchers have focused a lot on the psychology of why people pursue goals – and how this affects their approach to tasks. For example, some people want to complete a university degree because they want to get a job. Others may be more interested in developing skills or knowledge. In both cases, there is a desired outcome – albeit with differing reasons. Our goals can be differentiated by who or what is driving them. Goals that feel like our own, and for which we experience a sense of intrinsic motivation, are known as 'self-concordant'. These goals represent enduring personal interests, are aligned with values and are positively linked to wellbeing. Goal orientation theory offers a similar perspective. Using the same example, you may study so you score well on a test (a performance goal) or because you want to be sure you develop your knowledge (a mastery goal). Mastery goals tend to lead to better results and self-regulation. ***Juggling goals-four to-do tips*** So, what happens when we have multiple – perhaps even competing – goals, or goals that aren't so enjoyable? We might want to finish writing a report or assign-

ment, then read a few chapters of a textbook - but also go to the gym and binge a few episodes of our favourite TV show. In such scenarios, psychological science offers some insights into how we might stay task-focused and on track to tick more items off our to-do list. ***Beware the planing fallacy*** This happens when we underestimate the amount of resources (such as time) it will take to reach a goal. As writer and religious thinker William Penn put it: "Time is what we want most, but what we use worst". Think through all the steps and time required to complete your goal. ***Monitor your progress*** Incorporating goal monitoring into an activity can boost progress. And reviewing your estimations and expectations against your actual times and achievements can be used to calculate a 'fudge ratio' to aid future planning. For instance, you could multiply your expected time on tasks by 1.5 to help buffer against the planning fallacy. ***Focus on mastery*** Self-concordant goals and tasks feel easier, and their underlying tasks may be less subject to forgetting. Tedious but necessary goals (such as doing the dishes or filling out forms) are less intrinsically motivating. This means planning, reminders and support become more important to goal progress. ***Plan for derailments*** People vary in their ability to plan and might forget to take a goal directed action at an appropriate time (this could be one reason the average Australian streams 27 hours of video each week). Implementation intentions bring our attention back towards our goals by linking them to an environmental marker. These simple 'if-then' plans are shown to help overcome issues with self-regulation. Such a statement might be "if I see the 'next episode' icon appear, I will get up and turn off the TV so I can read a chapter of my textbook". With time being frustratingly finite, it is inevitable we will run out of time to do all of the things on our to-do list. Finding an approach that works for us will take time and effort. But it's probably a worthy goal in itself.

<https://theconversation.com/to-do-list-got-you-down-understanding-the-psychology-of-goals-can-help-tick-things-off-and-keep-you-on-track-230399>

1. Choose the right answer.

1. What was the author's initial approach to choosing restaurants?

- a) Checking online reviews
- b) Relying on restaurant hygiene ratings
- c) Asking friends for recommendations
- d) Randomly selecting restaurants

2. How some animals use deception in nature?

- a) By fighting each other
- b) By mimicking other species signals

- c) By avoiding predators
- d) By changing their appearance

3. What does the text suggests about tecnological advancements and trust?

- a) They always improve communication
- b) They create more opportunities for deception
- c) They eliminate all forms of fraud
- d) They are completely reliable

4. How do humans typically respond to deception?

- a) By completely ignoring it
- b) By developing methods to detect and prevent it
- c) By accepting it as normal behaviour
- d) By becoming more vulnerable

5. What is the main concern about misrepresented hygiene ratings?

- a) The cost of food
- b) The number of restaurant
- c) The erosion of trust
- d) The complexity of raiting system

6. According to the text, how do humans learn to identify trustworthy individuals?

- a) By using advanced echology only
- b) By recognise the patterns of behaviour
- c) By avoiding all interactions
- d) By creating strict laws immediately

7. What is the author's primary message about trust?

- a) Trust is impossible in modern sociey
- b) Tecnology always destroys trust
- c) Reliability of communication signals is crucial
- d) Deception is unavoidable

Say if this statements are true or false.

1. Many Australians work more than one job to manage their expenses.
2. The Zeigarnik effect suggests we remember completed tasks better than unfinished ones.
3. Gamification can make tasks less enjoyable and harder to complete.

4. Self-concordant goals are linked to personal interests and can improve wellbeing.
5. The planning fallacy occurs when we overestimate the time needed to achieve a goal.
6. Implementation intentions help people remember to take action towards their goals.
7. The author believes that finding a suitable approach to managing tasks is unimportant.

Make your own dialogue using active vocabulary.

Goal, motivation, success, achievement, wellbeing, time management, to set goals, to pursue goals, to achieve success, to stay focused, personal growth, long-term goals, short-term goals, keep your eye on the prize, take it, one step at a time

Discuss following questions.

1. How do you usually keep track of your daily tasks and goals?
2. What methods do you find helpful to maintain control over your time?
3. Have you ever felt overwhelmed by a long to-do list? How did you handle it?
4. In what ways do you think setting goals can improve productivity in your life?
5. Can you share an experience when you successfully achieved a goal?
6. Do you believe that writing down your tasks helps you remember them better? Why or why not?
7. How do you feel when you complete something on your to-do list?
8. What strategies do you use to stay focused on your goals, especially when distractions arise?
9. How important is it for you to balance multiple responsibilities or goals at the same time?
10. What advice would you give someone who struggles to achieve their goals?

Text 5

Little white lies

From a complete betrayal, to a friend hiding the truth to protect your feelings, finding out you've been lied to can hurt. So, why do so many of us stretch the truth in daily life? And how can we navigate tricky conversations without resorting to a little white lie? Dinner's on the table. Your partner, beaming with pride, watches as you take a cautious bite, waiting patiently for your reaction. It's no Michelin star meal,

but you appreciate the effort, and do not want to hurt their feelings. "Delicious," you say with enthusiasm. It is a classic little white lie. No harm done, right?

What is a white lie? White lies generally come from a place of kindness, where you avoid the truth in order to protect someone's feelings, usually over something seemingly small and harmless. You bend the truth and say you love your colleague's neon green car, because you want them to be happy. You avoid a lunch date with a heartbroken friend by saying you're too busy when, truthfully, you don't have the energy to hold space for their sadness just now. In most cases, a white lie is seen as justified because it spares someone from a painful, unnecessary truth.

Understanding the motivation As children, we're raised to believe that lying is wrong. But the reality is that daily interactions are laced with false statements, and are an essential form of social lubrication. While not always ideal, they help us navigate social norms, ease tension, and create a more pleasant atmosphere. For example, one key characteristic of a white lie is that it's meant to benefit someone, with no malicious intent behind it. Another big motivator? Avoiding conflict or protecting our egos. Not in the mood for small talk with a colleague? A quick "I'm running late for a" helps you avoid seeming disinterested. Similarly, in some cultures, directness can be seen as rude. This explains why you might decline a dinner invitation with a fabricated excuse, rather than admitting you'd rather be home snuggling with the cat.

White lies gone wrong Over time, a string of white lies, however small, can chip away at a relationship. It creates a sense of uncertainty about what's true, and can undermine trust. If you become a habitual liar, you may find yourself caught in a web of deception, and feel unable to keep up with the false stories you've amassed over time. The irony of frequent white lies is a phenomenon psychologists call 'deceiver's distrust'. The more someone bends the truth, the more they become suspicious of others' honesty. It's like a self-fulfilling prophecy; constantly being dishonest makes it harder to trust others – even those who are genuinely truthful – which can create a toxic cycle and push people further apart. But telling a little white lie to your kids is different, and totally acceptable, right? Fiona Yassin, a child, adolescent, and family psychotherapist, says it's natural for parents and carers to use lies as a means of protection, especially when it comes to grief, divorce, and current events. "As a result, parents often sugar coat the truth, lie, or embellish the reality," explains Fiona. "However, when parents are dishonest – even with the best intentions – the impact on the child can be damaging. When a parent is dishonest to their child, it erodes trust in the relationship, and may also distort the child's moral compass."

"In reality, parents tend to lie to their children or tell half-truths because of their own discomfort about the situation, not the child's," says Fiona. "It might be that the parent hasn't come to a place of acceptance themselves or they are holding on to hope that there will be a different outcome."

Chance for self-reflection Whether you're using lies with children or adults, before you tell the fib, use it as a chance for reflection. Why are you leaning on a lie in this particular situation? What is it that is so difficult to say? Are you worried that someone will dislike you, or that you'll be perceived in a way that's at odds with your self-perception?

Honesty can be an opportunity for genuine self-growth. By avoiding the truth through little white lies, you miss the chance to build resilience, strengthen your integrity, have new learning experiences, and build deeper connections through transparency and openness. However, honesty doesn't mean oversharing. For example, children shouldn't be burdened with adult problems, and their emotional safety should be prioritised over treating them like confidants. Ultimately, open communication based on age-appropriate honesty is key to building strong relationships. "Focusing on open and honest communication helps couples or families navigate situations where white lies might seem tempting," says Elle Mace, a positive psychology coach. "When everyone feels heard and valued, there's less incentive to resort to deception."

While white lies might seem like the easy way out, there are more effective ways to navigate tricky situations. Try the following strategies to keep your communication honest and respectful...

Be direct Sometimes, the straightforward approach is best. Instead of a white lie about being busy, be honest: "I'm not feeling well enough to go out tonight." Explain your limitations kindly, offering an alternative if possible, like rescheduling for another time.

Set boundaries Learning to say no is crucial. If someone asks you to do something, instead of trying to please them at all costs, set a clear boundary. For example: "I can't help with that right now, how about next week?" Assertiveness builds trust and stops you from over-committing.

Honesty and positivity There's often a way to be truthful without being brutal. Instead of a fake compliment about a questionable outfit, try: "This is a new look for you! How do you feel?" This avoids telling a lie, while still encouraging your friend to express their personal style.

Already told a white lie and dealing with the consequences? It's time to come clean. "If a white lie has already damaged trust, steps can be taken to repair it and rebuild a foundation of honesty," says Elle.

Ultimately, while white lies might seem like a quick fix, genuine connection and trust are built on a foundation of honesty. By prioritising open communication, you can navigate difficult situations authentically, creating stronger bonds with the people around you.

<https://happiful.com/the-truth-about-little-white-lies>

1. Discuss the following questions.

1. Have you ever told a white lie to protect someone's feelings?
2. Why do you think people feel the need to stretch the truth in daily life?
3. How do you usually react when someone lies to you, even if it's a small lie?
4. Can you share an experience where honesty helped improve a relationship?
5. What are some situations where you think it's better to be honest rather than tell a little white lie?
6. How important is trust in your friendships and relationships?
7. Do you believe that telling white lies can sometimes lead to bigger problems later on?
8. How do you handle tricky conversations with friends or family?
9. In what ways do you think open communication can strengthen relationships?
10. Have you ever felt uncomfortable because of a lie someone told you? How did you deal with it?

2. Say if this statements are true or false.

1. White lies are often told to avoid hurting someone's feelings.
2. The author believes that lying is always wrong.
3. Frequent white lies can damage trust in relationship.
4. Parents are encouraged to be completely honest with their children at all times.
5. The text suggest that being direct can sometimes be the best approach.
6. White lies are always harmful and should be avoided completely.
7. The author mentions that honesty can lead to personal and stronger connections.

3. Fill in the gaps.

Complete betrayal, navigate, social lubrication, malicious intent, daily interactions, age appropriate honesty, toxic cycle, key characteristic, habitual liar, stretch the truth, painful, unnecessary truth., erodes trust, burdened with adult problems, self-reflection, sense of uncertainty, distort the child's moral compass, fabricated excuse, Avoiding conflict, sugar coat the truth, lie, embellish the reality, false statements, chip away, tricky conversations, tell half-truths, oversharing, emotional safety, 'deceiver's distrust.

From a _____ (1), to a friend hiding the truth to protect your feelings, finding out you've been lied to can hurt. So, why do so many of us _____ (2) in daily life? And how can we navigate _____ (3) without resorting to a little white lie? What is a white lie? In most cases, a white lie is seen as justified because it spares someone from a _____ (4). As children,

we're raised to believe that lying is wrong. But the reality is that _____ (5) are laced with _____ (6), and are an essential form of _____ (7). For example, one _____ (8) of a white lie is that it's meant to benefit someone, with no _____ (9) behind it. _____ (10) or protecting our egos. This explains why you might decline a dinner invitation with a _____ (11), rather than admitting you'd rather be home snuggling with the cat. White lies gone wrong over time, a string of white lies, however small, can _____ (12) at a relationship. It creates a _____ (13) about what's true, and can undermine trust. If you become a _____ (14), you may find yourself caught in a web of deception, and feel unable to keep up with the false stories you've amassed over time. The irony of frequent white lies is a phenomenon psychologists call _____ (15). It's like a self-fulfilling prophecy; constantly being dishonest makes it harder to trust others — even those who are genuinely truthful — which can create a _____ (16) and push people further apart." As a result, parents often _____ (17)," explains Fiona. "However, when parents are dishonest — even with the best intentions — the impact on the child can be damaging. When a parent is dishonest to their child, it _____ (18) in the relationship, and may also _____ (19). "In reality, parents tend to lie to their children or _____ (20) because of their own discomfort about the situation, not the child's," says Fiona. However, honesty doesn't mean _____ (22). For example, children shouldn't be _____ (23), and their _____ (24) should be prioritised over treating them like confidants. Ultimately, open communication based on _____ (25) is key to building strong relationships. While white lies might seem like the easy way out, there are more effective ways to _____ (26) tricky situations.

4. Read and perform the dialogue.

Cara Hey, Lily. How's it going?

Lily Not great. I just found out my best friend has been talking behind my back.

Cara That's awful. Have you talked to her about it?

Lily No, I haven't had the chance yet. But she really crossed a line this time.

Cara Hmm. Well, maybe you should navigate through that conversation carefully. You don't want to end your friendship unless there's proof of malicious intent or something like that.

Lily Yeah, I know. It's just hard when someone you trust breaks that trust.

Cara Definitely. And it's even harder when it happens in our **daily interactions** with friends and loved ones.

Lily I guess I just expected more from her. She always preached about age-appropriate honesty, but now it seems like she's caught up in some **toxic cycle** of lies.

Cara It sounds like lying might be a **key characteristic** for her. Like she's a **habitual liar**.

Lily I never noticed before. Or maybe she's just good at stretching the truth.

Cara Either way, it **erodes trust**, which is not a small thing in a friendship.

Lily I feel so betrayed. And I'm also worried about what other things she may have lied about.

Cara That's understandable. Maybe take some time for **self-reflection** and think about if there were any red flags you missed earlier

Lily There were moments where I felt a **sense of uncertainty**, but I dismissed them as nothing. Now I see how much she was able to manipulate and distort my moral compass.

Cara It's amazing how one person's **fabricated excuse** can cause so much damage.

Lily Absolutely. And I try to avoid conflict, so I usually **sugar coat the truth** or embellish reality to make things easier. But now I see how that habit has just chipped away at our friendship.

Cara Yeah, **tricky conversations** can be tough for sure. But maybe it's best to confront her and tell her exactly how you feel, even if she tells half-truths or overshadows the real issues.

Lily You're right. And if she can't handle that level of **emotional safety** in a friendship, then there's no point trying to maintain it.

Cara Absolutely. Don't let anyone burden you with their adult problems or use '**deceiver's distrust**' as an excuse.

Text 6

How understanding 'ennui' could revitalize your life *Is it boredom or is it ennui? Why knowing the difference could help bring back your sparkle*

During the colder, darker months, outside of the 'fresh start' calendar bumps of September and January, a certain feeling of world weariness and tedium may set in. Say hello to 'ennui'.

This French word (pronounced 'on-wee') may sound flamboyant, but it's used to describe a very particular existential feeling that is anything but. "Ennui differs from boredom, because boredom is a transient thing that ebbs and flows depending on the situation and the people you're surrounded by," explains Dr Marianne Trent, clinical psychologist and host of 'The Aspiring Psychologist' podcast. "It also differs from a mental health condition such as depression, which would usually have an in-

tense pain element, along with hopelessness, and a feeling that life is pointless. With ennui, life just doesn't feel vibrant, it's like the gloss has been taken off."

This feeling can rear its head at any time, either attaching itself to our job or a relationship, but it can often pervade our whole lives, leaving us feeling unstimulated and unsatisfied with the people, places, and activities that we used to enjoy.

When are we vulnerable to a bout of ennui? Dr Ann Kirkman, senior lecturer in psychology at the University of Derby, reminds us that a lack of novelty and challenge can breed ennui. "At home, our daily lives can easily become monotonous, predictable, and routine. We get into the habit of doing the same things every day with no thought beyond what is necessary. At work, there may be a lack of growth opportunities and challenges, which can make it feel like an endless, uninspiring cycle. Work ennui frequently comes from a sense of unfulfillment, or disconnection from the goal!"

In relationships, Dr Trent explains: "You might experience ennui when you've become stuck in a relationship or a family situation when you, otherwise, might have chosen to move on. When we feel trapped by certain circumstances and are yearning for something more or different, we may naturally adjust by turning down our vibrancy." And that's ennui.

It can feel frustrating, but is a period of ennui ever a good thing? According to the experts, it could be transformative.

"If we're connected and curious about these thoughts and feelings, it can be a catalyst for change," assures Dr Trent. "I know that change can feel triggering, challenging, and uncomfortable, but ennui might be present because whatever we have in our lives is no longer true to our values, or no longer bringing us the joy it did previously. So, ennui might actually be a helpful way of telling us that there's another more fulfilling or meaningful path out there."

How to overcome ennui Recognising that your state of listlessness and discontentment is, in fact, ennui can be eye-opening, but what now? By its very nature, it instils in us a 'can't-be-botheredness' that makes it hard to shift your ennui energy to one of vitality again. Dr Trent explains that there are no quick fixes, but a period of introspection can help you get to the root causes of your ennui.

Tune-in to what might be missing. Think to yourself: "If I were to start again, what would resonate with me? What excites, delights, and motivates me? What are my current goals compared to my previous goals?" she suggests.

"In life, our priorities and dependencies can change over time, which means that *we* change over time. We need to regularly check in with ourselves to see if we're currently being true to our values, and living this vibrant life we deserve to live." This takes time, and doesn't necessarily require drastic moves such as ending relationships, quitting your job, and moving house – essentially burning your life to the

ground to start again from scratch. “It takes time to overcome, and shouldn’t be done on a whim,” adds Dr Trent, explaining that any conclusions, which are likely to involve other people, should be approached respectfully and compassionately, while remembering that you deserve to thrive.

Steps to revitalise your life

The good news is that once you have addressed the causes of your ennui, there are practical steps you can take to bring the spark back into your life.

Talk to loved ones “Having conversations with those closest to you might help break the cycle of dissatisfaction by providing emotional support and fresh viewpoints,” says Dr Kirkman.

Learn new things Starting a random hobby or learning something new can “break the monotony and re-energise the mind, while changing your routine brings back novelty and variety,” Dr Kirkman says.

Reconnect with old friends Dr Trent recommends spending time with people who previously brought joy and fun into your life, but whom you may have lost touch with. Being with old friends and acquaintances can remind us of what matters in our lives, what excites and enlivens us.

Set yourself goals Both experts agree that goal setting in any area of life, whether big or small, is a useful exercise. Dr Kirkman says: “Finding significance in our work, and creating personal goals, can cultivate purpose, which gives us direction and fulfilment.”

Maintain a healthy lifestyle It’s hard to shake off ennui if we’re not keeping our mind and body in good health. In the short term, Dr Kirkman recommends exercise “because it releases endorphins, which elevate mood and increase energy. Also, activities like stretching and deep breathing can have a big impact!”

Dr Trent agrees, adding: “Just like any life advice, moving on from ennui involves a multifaceted, holistic approach. Make sure you’re eating well, sleeping well, moving your body, and surrounding yourself with people who are good people.” Even with all this, ennui won’t evaporate overnight. But recognising and understanding why you might have lost your spark, can set you on a path of introspection to reignite it.

<https://happiful.com/how-understanding-ennui-could-revitalise-your-life>

1. Answer the following questions.

1. What is the difference between ennui, boredom and depression according to Dr Marianne Trent?
2. How do people feel when ennui rears its head?
3. What does Dr Ann Kirkman think about the reasons ennui comes from at home and at work?
4. Why might you experience ennui in relationships?

5. Could a period of ennui influence our lives in a positive way?
6. What can help you get to the root causes of your ennui?
7. What should you ask yourself to realise what might be missing from your life?
8. What are five steps to revitalize your life?

2. Match the verbs (1 – 10) with the words (a - j) they are used in the article.

- | | |
|----------------|-----------------------------|
| 1. change | a) novelty and variety |
| 2. revitalize | b) drastic moves |
| 3. deserve | c) to thrive |
| 4. elevate | d) its head |
| 5. rear | e) your life |
| 6. require | f) over time |
| 7. feel | g) mood |
| 8. provide | h) the joy |
| 9. bring | i) trapped by circumstances |
| 10. bring back | j) emotional support |

3. Compare your ideas with a partner. Can you remember who or what does each of the things in exercise 2? Read the article again and check your ideas.

4. Conversation practice.

You are going to roleplay two conversations. First, imagine you have ennui. Decide how serious it is, what your feelings are, how long you have experienced it, what might trigger it, etc.

Work in pairs. One student should start the conversation by asking: *Are you OK?* Use as much language from the article as you can. Then change roles and repeat.

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