

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV**

Olha SHUM

ENGLISH FOR PSYCHOLOGY DEPARTMENT STUDENTS

**Manual for independent work and optional classes
(with the access to interactive tasks)**



UDC 811.111(076)

S76

Reviewers:

PhD in Pedagogical Sciences, Assoc. Prof. I. Zhukevych
(National Technical University of Ukraine 'Igor Sikorsky Kyiv Polytechnic Institute');

PhD in Philology, Assoc. Prof. A. Mali
(Taras Shevchenko National University of Kyiv);

PhD in Pedagogical Sciences, Assoc. Prof. L. Tokaruk
(Taras Shevchenko National University of Kyiv)

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Training manual is intended for comprehensive professionally oriented foreign language training of Bachelor's degree students of the Faculty of Psychology of the educational and professional programmes 'Psychology', 'Social Work' and 'Social Pedagogy' at the level B1+/B2. The individual, pair and group tasks in the manual contain the necessary minimum of professionally oriented vocabulary in accordance with the topics of the work programmes of the discipline 'Foreign Language (major discipline)' and 'Foreign Language (elective discipline)' and are aimed at developing communication skills. The manual can be recommended for independent work, as well as for use in optional classes with students of the Faculty of Psychology.

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CONTENTS

PREFACE	4
Lesson 1. Sixth sense	6
Lesson 2. Color psychology	17
Lesson 3. What's your character like	26
Lesson 4. Improve your personal impact	34
Lesson 5. Expressing your feelings	42
Lesson 6. The fascinating facts about our brains	52
Lesson 7. Philanthropy	62
Lesson 8. Hypnotherapy	71
Lesson 9. Teenagers: young people	81
Lesson 10. Relationships	90
Lesson 11. Couple relationships	98
Lesson 12. Freedom of choice	108
Lesson 13. Ways to be happier. Part I	117
Lesson 14. Ways to be happier. Part II	127
Lesson 15. Tips for home and work	136
Appendix I. QUICK ACCESS TO VOCABULARY TRAINING	146
Appendix II. QUICK ACCESS TO INTERACTIVE TASKS	150
Appendix III. LIST OF SOURCES TO TRAIN SPEAKING SKILLS	154
REFERENCES	157
WORKS CONSULTED	159

PREFACE

The manual “English for psychology department students: Manual for independent work and optional classes” was developed in accordance with the Concept of learning foreign languages by students of non-specialised faculties of Taras Shevchenko National University of Kyiv for independent work or during optional classes for bachelor’s degree students at the Faculty of Psychology of the educational and professional programmes “Psychology”, “Social Work” and “Social Pedagogy” who speak English at the level B1+ – B2.

The following manual is compiled in accordance with the topics of the work programmes of the disciplines “Foreign Language” and “Foreign Language (elective discipline)” for full-time and part-time bachelor’s students in the fields of knowledge 05 (social and behavioural sciences) and 23 (social work), specialities 053 (psychology) and 231 (social work and social pedagogy). The main purpose of the training manual “English for psychology department students: Training manual for independent work and optional classes” is to develop language and speech competences, namely to prepare students for fluent communication in the professional sphere (psychology). The practical course includes the necessary amount of professional vocabulary, authentic texts and videos, listening tasks, vocabulary memorisation, dialogue development exercises, monologue training and group discussions. The manual consists of 15 comprehensive lessons that cover professional topics, including *managing emotions and feelings, personality and individual differences, reactions and relationships, friendship and emotions, culture, lifestyle and fun, individual and society, psychological aspects of adolescence*, etc. Each topic contains a thematic glossary with language cliches for the original texts, vocabulary exercises and tasks to develop speaking and listening skills, which provides an integrative way of learning foreign languages.

The manual provides students with access to interactive tasks with the possibility of self-checking, which fully meets the requirements of self-education, and also provides analysis and support from the teacher, which can serve as a quality source of training for students during optional classes or as an additional source to the main programme.

The training manual and interactive tasks for it are designed for independent work of applicants, as well as optional offline classes and distance learning for students of the Faculty of Psychology.

LESSON 1. SIXTH SENSE

what are other
words for
presentiment?



premonition, foreboding,
feeling, hunch, presage,
intuition, anticipation,
misgiving, apprehension



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. What human senses do you know?
2. What is the sixth sense of human in psychology in your opinion?
3. Do you believe in human intuition?

Task 2. Watch a video about senses and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=5eSxycgk8UM>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. Our brain constantly anticipates the future.
2. Predicting future outcome can't improve decision making.
3. Whenever a person sees his or her surroundings, he or she already has a prediction of what this environment should look like.
4. Prediction errors interfere with recognition how future predictions can be optimized, which is a way of learning.
5. Gradual optimizing of predictions is not very significant for acquiring a new skill.
6. Predications can be updated through feedback and we call it feedback learning.
7. One prominent way to investigate predictive coding is by using cardiogram.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/7889193>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. How do prediction errors contribute to learning?
2. How does our visual system use predictions to process visual information more efficiently?
3. What happens when our predictions do not match the incoming information?
4. What is the purpose of predictive coding in our brain?
5. What is the theory of predictive coding?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) equipped (<i>adj</i>)	a. very deep or intense; having great meaning or significance;
2) intuition (<i>n</i>)	b. a strong feeling or belief that something is going to happen, especially something unpleasant;
3) myth (<i>n</i>)	c. the ability to understand or know something without needing to think about it or use reason;
4) premonition (<i>n</i>)	d. a traditional story or legend that explains the beliefs or customs of a society;
5) profound (<i>adj</i>)	e. having the necessary tools, knowledge, or skills to do something.

SIXTH SENSE: THE POWER OF PREMONITION, PRESENTIMENT AND PRESIGHT

Do you have the power to look into the future? Many researchers around the world believe they have proof that you do! There is nothing new in the idea that people can tell what is about to happen. Commonly called the “sixth sense”, the oldest myths and legends describe this power of premonition as more of a curse than a gift. Perhaps the most famous example of this comes from the story of the fall of Troy. Cassandra, a princess of Troy, was able to see and describe clearly all the terrible events about to happen to her.

The Trojans ignored Cassandra and were slaughtered almost down to the last woman and child as a result. To “be a Cassandra” in English is to be someone who always sees the worst possible outcome which others either cannot see or refuse to see.

However, there is a growing body of research that suggests the Cassandra effect is alive and kicking in us still. Statistical analyses of plane and train crashes show that, invariably, trains and planes which crash carry far fewer passengers than normal. And for every plane or train that crashes, there are scores of people who say how a last minute change to their plans saved them from the disaster. Up until recently, most psychologists have simply assumed that such stories are a form of “rationalization”, a way of explaining a situation after the event that helps us make sense of something that is otherwise painful and troubling. But, interestingly, the people who tell these stories usually see and describe themselves as being fortunate or lucky in life in general. They have a very strong sense that good things come their way while they step out of the way of many of the bad things that happen to other people – like plane and train crashes! The statistical evidence seems to provide proof that these people are right. A significant number of people do seem to change their plans precisely because something bad is about to happen. Listen to the stories and it is clear that most people who avoid disaster do so out of a sense of general unease rather than from any clear sight of what is about to happen. Typically, people describe feeling a little unwell. They ask them to stay a little longer with them or to change their travel plans. The reasons for these kinds of last minute changes are usually very sensible and practical and make perfect sense in the moment. But looking back, people see that there was more than blind chance at work.

The time they take to sort out their ailment is exactly the time that makes them miss the fatal plane or train. Or they tell of how a person who loves them asks them to stay a little longer with them or to change their travel plans. The reasons for these kinds of last minute changes are usually very sensible and practical and make perfect sense in the moment. But looking back, people see that there was more than blind chance at work.

Not surprisingly, the military authorities in many countries are interested in knowing if we really do have a sixth sense which allows us to touch the future in ways that help us proud ourselves in the present. Military history is full of stories of people who survived battle and dangerous conditions against all the odds. In the battles of World

War One where tents of thousands of men died in the course of a few hours, there were always a few survivors who told of how they seemed to miraculously move out of the path of a danger that killed someone right beside them. Some of these survivors lived with a sense of guilt that they lived while others died. But, more often, their comrades started to see them as “lucky”, a good person to be around if they wanted to improve your own chances of survival. Again, analyses of these kinds of incidents in battle seem to show that a mysterious sense does in fact seem to guide the survivors in ways that help them avoid danger. Their luck does not seem to be blind. They make choices that save them based on their feelings and intuition rather than on any logic or information available to them in the moment. Think of the advantage an army equipped with this kind of thinking would have over an army which lacked it!

The US army has led the way to find if there is a sixth sense that its soldiers can predictably harness to their advantage. In the “Stargate” programme started by the US military and continued by the CIA, Dr Dean Radin devised ways to measure the way people’s brains responded to pleasant and unpleasant experiences. Brain scanners identified a kind of mental “wince” and “smile” that people produced under the different conditions. So far nothing very much new except some very clever research and technology. But then Dr Radin exposed people to the pleasant and unpleasant experiences in totally random sequences. In an extraordinary short period of time, a significant number of people showed their mental wince about three seconds in advance of receiving an unpleasant experience. Somehow these people were able to feel the onset of a bad experience before it actually happened to them. This three-second window into the future equips a lucky survivor with precisely enough time to make the split-second decisions that move them into or out of the path of danger.

So, amazingly, the “Stargate” experiments appear to show that ordinary-people are able to sense the future – even if their access to that future is limited to a mere few seconds. This proof comes as no surprise to many higher level physicists who say that there is no reason why information cannot travel from the future to the past as well as from the past to the future. Many researchers around the world have taken the “Stargate” findings and the conceptual

challenges of higher physics as the basis for a raft of new experiments to search out how people experience premonition, presentiment and presight. Professor Bierman, a psychologist at the University of Amsterdam in the Netherlands, is perhaps one of the most advanced pioneers in this area. Bierman has run scores of very complex experiments requiring weeks of computing time to analyse and is confident that ordinary people can touch the future with their minds in ways which help them in the present. The most popular common expression of this is the way in which gamblers say they can feel when they are on a lucky streak. Somehow, they just know intuitively what it is they need to do to win. The luckiest gamblers of all are those who say they also know precisely the moment that their luck has run out – that their connection with the future is broken and they can no longer sense what will make them win.

Dr Bierman's research suggests that people are able not only to reach a few seconds forward but are also equipped to touch moments that happen in the far future as well. The ability to live a few seconds in the future gives rise to what psychologists now call "presentiment". Presentiment is that feeling of unease that makes us make a split-second decision that saves our life or brings us away from harm. Premonition appears to be a more profound sense of presentiment and reaches a little farther into the future. Presentiment and premonition appear to occur far more commonly in people than psychologists used to think. Pre-sight is the ability to somehow touch or actually see some truth in the far future, just as Cassandra so famously did. This ability seems to be much rarer in people. But increasingly psychologists like Dr Bierman assert that this does in fact happen.

It does not take much foresight to see that research into this area is going to grow over the next few years as the military, casinos and big business feel the need to understand how being able to use the future could be of direct, profitable or strategic benefit to them.

From "Modem English Digest"

VOCABULARY TRAINING

advantage – перевага, користь
against all the odds – за відсутності будь-яких шансів
ailment – нездужання
assert – стверджувати
assume – припускати
authorities – керівництво
avoid – уникати
benefit – перевага, користь
blind chance – випадковість
body – маса, багато
challenge – виклик, проблема
CIA = Central Intelligence Agency (US) – ЦРУ (США)
compute – обчислювати
crash – катастрофа
curse – прокляття
devise – розробляти
disaster – біда, нещастя
equipped – оснащений
evidence – дані, факти
experience – відчуття
expose to sth – піддавати впливу
findings – отримані дані
foresight – передбачення
fortunate – щасливий, удачливий
gambler – азартний гравець
give rise – бути джерелом
harness – використовувати
in advance (of sth) – раніше
in ways – таким чином
incident – випадок
invariably – постійно
kick in sb – впливати на когось
lead the way – йти попереду
lucky streak – смуга везіння
make perfect sense – бути досить розсудливим

make sense – зрозуміти
miraculously – дивовижно
occur – мати місце
onset – початок
outcome – результат, наслідок
physicist – фізик
predictably – прогнозовано
premonition – передчуття
presentiment – передчуття (погане)
presight – пророкування
profitable – прибутковий
profound – глибокий
proof – доказ
raft – безліч
random – довільний
rationalization – раціоналістичне пояснення
reach – проникати, зазірати
run out – закінчуватися
scores – безліч
sense of guilt – відчуття провини
sensible – розумний
sequence – послідовність
slaughter – убивати
so far – поки що
sort out – розібратися
split second – частка секунди
suggest – припускати
survive – залишатися живим
the military – військові
the Netherlands – Нідерланди
touch – відчувати
troubling – важкий
Troy – Троя
unease – неспокій, тривога
wince – гримаса



<https://wordwall.net/uk/resource/79719037/англійська/sixth-sense>

Task 2. Find right answers in the text above:

1. What did the statistical analyses of plane and train crashes show?

- a) People who change their plans at the last minute are more likely to survive a disaster.
- b) Survivors of crashes often feel guilty about their luck.
- c) There is no correlation between last minute changes in plans and avoiding disasters.
- d) Trains and planes that crash usually carry far fewer passengers than normal.

2. What did the story of Cassandra in the fall of Troy demonstrate?

- a) The consequences of ignoring someone who can see the worst possible outcomes.
- b) The importance of making split-second decisions based on intuition.
- c) The power of premonition to accurately predict future events.
- d) The role of luck in avoiding disasters.

3. What do psychologists refer to as 'presentiment'?

- a) A feeling of unease that helps people make split-second decisions to avoid harm.
- b) The ability to predict when one's luck will run out.

- c) The ability to sense the future a few seconds in advance.
- d) The ability to touch or see some truth in the far future.

4. What is the Cassandra effect?

- a) A feeling of guilt experienced by survivors in dangerous situations.
- b) A sense of unease that helps people make split-second decisions to avoid harm.
- c) The ability to predict the future accurately.
- d) The belief that good things come their way while bad things happen to others.

5. What is the 'Stargate' program?

- a) A military operation to predict future events using advanced technology.
- b) A program developed by higher level physicists to study the concept of time travel.
- c) A research project by the US army and CIA to investigate if humans have a sixth sense.
- d) An experiment conducted by Dr. Dean Radin to measure brain responses to pleasant and unpleasant experiences.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/7889193>

or scan QR-code here →



Task 3. Discuss the following questions in small groups (3-4 students):

1. According to Dr. Bierman's research, what are the different levels of people's ability to sense the future?
2. How do people who avoid disaster describe their experiences?

3. What is the Cassandra effect and how does it relate to premonition?

4. What is the significance of the military's interest in studying premonition and the sixth sense?

5. What did the 'Stargate' experiments reveal about people's ability to sense the future?

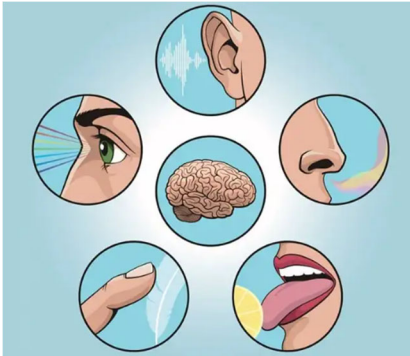
Task 4. Express your opinion in 5-7 sentences:

1. Remember a time when you made a split-second decision that had a significant impact on your life. What factors influenced your intuition or feeling in that moment?

2. Describe a time when you experienced a sense of unease or anticipation about something: how did it influence your actions and decisions?

3. Think about a situation where you felt fortunate or lucky in life: how did this experience shape your beliefs or outlook on life?

Task 5. Describe or comment on the following pictures:



a)

Intuition

Intuition literally means learning from within.



Most of us were not taught how to use this sense, but all of us know well that "gut" feeling. Learn to trust your inner feeling and it will become stronger.

Avoid going against your better judgement or getting talked into things that just don't feel right.

-Doe Zantamata



b)

LESSON 2. COLOR PSYCHOLOGY: DO DIFFERENT COLORS AFFECT YOUR MOOD?



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. Have you ever heard something about color psychology?
2. Do you believe that different colors can affect your mood?
3. What are your favorite colors and why?

Task 2. Watch the video about colors and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=M1muwy1vQ5Q>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. Social media sites have blue backgrounds because blue makes you feel calm.
2. Colors couldn't change your mood or influence your decisions.
3. Alexander Schauss believed that exposure to the color '*pink*' had a calming effect.
4. '*Baker-Miller pink*' couldn't impress prisoners.
5. Experiments with people using poker chips were provided in 2022 in the Netherlands.
6. Players using white or blue chips tended to fail.
7. Colors can influence people from different countries differently.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/7889277>
or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. What did the experiments with poker chips in the Netherlands show about the influence of color on behavior?
2. What is Baker-Miller pink and what effect was it believed to have?
3. What is color psychology?

4. Why is it challenging for psychologists to understand how and why colors affect us?

5. Why were the experiments conducted with poker chips significant?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) aloof (<i>adj</i>)	a. existing or being everywhere at the same time;
2) to connote (<i>v</i>)	b. having a calming or soothing effect;
3) genuineness (<i>n</i>)	c. the quality of being authentic or real;
4) tranquilizing (<i>adj</i>)	d. to suggest or imply in addition to the literal or primary meaning;
5) ubiquitous (<i>adj</i>)	e. not friendly or forthcoming; cool and distant.

DO DIFFERENT COLORS AFFECT YOUR MOOD?

Like death and taxes, there is no escaping color. It is ubiquitous. Yet what does it all mean? Why are people more relaxed in green rooms? Why do weightlifters do their best in blue gyms?

Colors often have different meanings in various cultures. And even in Western societies, the meanings of various colors have changed over the years. But today in the U.S., researchers have generally found the following to be accurate.

Black

Black is the color of authority and power. It is popular in fashion because it makes people appear thinner. It is also stylish and timeless. Black also implies submission. Priests wear black to signify submission to God. Some fashion experts say a woman wearing black implies submission to men. Black outfits can also be overpowering, or

make the wearer seem aloof or evil. Villains, such as Dracula, often wear black.

White

Brides wear white to symbolize innocence and purity. White reflects light and is considered a summer color. White is popular in decorating and in fashion because it is light, neutral, and goes with everything. However, white shows dirt and is therefore more difficult to keep clean than other colors. Doctors and nurses wear white to imply sterility.

Red

The most emotionally intense color, red stimulates a faster heartbeat and breathing. It is also the color of love. Red clothing gets noticed and makes the wearer appear heavier. Since it is an extreme color, red clothing might not help people in negotiations or confrontations. Red cars are popular targets for thieves. In decorating, red is usually used as an accent. Decorators say that red furniture should be perfect since it will attract attention.

The most romantic color, pink, is more tranquilizing. Sports teams sometimes paint the locker rooms used by opposing teams bright pink so their opponents will lose energy.

Blue

The color of the sky and the ocean, blue is one of the most popular colors. It causes the opposite reaction as red. Peaceful, tranquil blue causes the body to produce calming chemicals, so it is often used in bedrooms. Blue can also be cold and depressing. Fashion consultants recommend wearing blue to job interviews because it symbolizes loyalty. People are more productive in blue rooms. Studies show weightlifters are able to handle heavier weights in blue gyms.

Green

Currently the most popular decorating color, green symbolizes nature. It is the easiest color on the eye and can improve vision. It is a calming, refreshing color. People waiting to appear on TV sit in “green rooms” to relax. Hospitals often use green because it relaxes patients. Brides in the Middle Ages wore green to symbolize fertility. Dark green is masculine, conservative, and implies wealth. However, seamstresses often refuse to use green thread on the eve of a fashion show for fear it will bring bad luck.

Yellow

Cheerful sunny yellow is an attention getter. While it is considered an optimistic color, people lose their tempers more often in yellow rooms, and babies will cry more. It is the most difficult color for the eye to take in, so it can be overpowering if overused. Yellow enhances concentration, hence its use for legal pads. It also speeds metabolism.

Purple

The color of royalty, purple connotes luxury, wealth, and sophistication. It is also feminine and romantic. However, because it is rare in nature, purple can appear artificial.

Brown

Solid, reliable brown is the color of earth and is abundant in nature. Light brown implies genuineness while dark brown is similar to wood or leather. Brown can also be sad and wistful. Men are more apt to say brown is one of their favorite colors.

Colors of the Flag

In the U.S. flag, white stands for purity and innocence. Red represents valor and hardiness, while blue signifies justice, perseverance, and vigilance. The stars represent the heavens and all the good that people strive for, while the stripes emulate the sun's rays.

Food for Thought

While blue is one of the most popular colors it is one of the least appetizing. Blue food is rare in nature. Food researchers say that when humans searched for food, they learned to avoid toxic or spoiled objects, which were often blue, black, or purple. When food dyed blue is served to study subjects, they lose appetite.

Green, brown, and red are the most popular food colors. Red is often used in restaurant decorating schemes because it is an appetite stimulant.

From "Infoplease"

VOCABULARY TRAINING

abundant – поширений, рясний
accurate – точний
aloof – зарозумілий
appear – з'являтися

apt (aptitude) – схильний
artificial – штучний
authority – влада
avoid – уникати

bass viol – контрабас
breathing – дихання
bride – наречена
cello – віолончель
connote – означати
dumb – німий
dye – фарбувати
emulate – імітувати
enhance – покращувати
escape – уникнути
eve – переддень
eyebrow – брова
feminine – жіночий
fertility – фертильність
(здатність до народження дитей)
fill out – заповнювати
flood – линути потоком
genuineness – щирість
hardiness – відвага
hence – звідси
imply – мати на увазі
injection – ін'єкція
innocence – невинність
legal pad – блокнот із жовтого лінійного паперу
locker room – роздягальня
lose sb's temper – втрачати самовладання
loyalty – вірність

masculine – чоловічий
outfit – одяг
perseverance – наполегливість
priest – священник
purity – чистота
refreshing – що освіжає
sample – зразок
seamstress – швачка
sophistication – вишуканість
stringed – струнний
stripe – смужка
strive for sth – боротися за щось
subject – тут учасник експерименту
submission – покора
target – мішень
thief – крадій
thread – нитка
tranquilizing – заспокоїливий
ubiquitous – всюдисущий
valor – доблесть
vigilance – пильність
villain – злодій
wealth – багатство
wear – носити
weightlifter – штангіст
wheelbarrow – візок
wistful – журливий
yell – кричати



<https://wordwall.net/uk/resource/79701069/англійська/color-psychology>

Task 2. Find right answers in the text above:

1. What color is often used in decorating schemes of restaurants and why?

- a) blue, because it stimulates the body to produce calming chemicals;
- b) green, because it relaxes patients and helps them feel calm;
- c) red, because it is an appetite stimulant;
- d) yellow, because it enhances concentration.

2. Why do hospitals often use the color green?

- a) dark green implies wealth and is considered masculine;
- b) green is the easiest color on the eye and can improve vision;
- c) green relaxes patients and helps them feel calm;
- d) green symbolizes nature and fertility.

3. Why do fashion experts say that a woman wearing black implies submission to men?

- a) black is the color of authority and power;
- b) black makes people appear thinner and stylish;
- c) black outfits can be overpowering or make the wearer seem aloof or evil;
- d) black reflects light and is considered a summer color.

4. Why do people lose their tempers more often in yellow rooms?

- a) yellow enhances concentration;
- b) yellow is an attention getter;
- c) yellow is difficult for the eye to take in;
- d) yellow is considered an optimistic color.

5. Why do weightlifters perform better in blue gyms?

- a) Blue gyms enhance weightlifters' concentration and speed up their metabolism.
- b) Blue gyms make weightlifters feel more relaxed and calm.
- c) The color blue stimulates the body to produce calming chemicals.
- d) Weightlifters are more productive in blue rooms because it symbolizes loyalty.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/7889277>

or scan QR-code here →



Task 3. Discuss the following questions in small groups (3-4 students):

1. What does the color black symbolize?
2. What does the color red symbolize?
3. What is the effect of the color blue on people?
4. Why do brides traditionally wear white?
5. Why is green a popular decorating color?

Task 4. Express your opinion in 5-7 sentences:

1. Describe the meanings associated with different colors. Are there any cultural or personal meanings that you associate with certain colors? How do these meanings influence your perception of colors?

2. How do different colors make you feel? Can you think of any personal experiences or situations where a specific color had an impact on your emotions?

3. Describe the effects of different colours, such as 'red' stimulating a faster heartbeat or 'blue' producing calming chemicals. Have you ever mentioned any similar effects when surrounded by a particular color: how did it affect your mood or behavior?

Task 5. Describe or comment on the following pictures:

What Is Color Therapy?

Color therapy, also known as chromotherapy, incorporates color into one's treatment, whether it be through the use of colored lights, specific daily color choices (i.e., clothing, paint colors, etc.), or colored imagery.



a)

Color Psychology

Red intense, love, passion, aggression, danger, fire, blood	Blue loyalty, power, security, dignity, success, authority, tranquility
Green soothing, fresh, restful, renewal, nature, health, jealousy	Yellow energy, joy, sunshine, warmth, caution, positivity, curiosity

b)

LESSON 3. WHAT'S YOUR CHARACTER LIKE?



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. What is 'character' for you?
2. Do you believe that people can change their characters?
3. What types of character do you know?

Task 2. Watch the video about characters and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=y3NKiiQ3VF4>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. The protagonist is not the main person in a story.
2. The antagonist is the person who is “anti” or against the protagonist, usually a bad guy.
3. Usually no one wants the antagonist to win.
4. Dynamic characters don’t change during the story events.
5. Static characters don’t usually change.
6. A round character is someone who has several, often contradictory, character traits.
7. A flat character is a person who has one or two interesting traits and is extremely important.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8002293>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. How can we describe a person with a flat character?
2. How does indirect characterization differ from direct characterization?
3. What is the difference between dynamic and static characters?
4. What is the role of the protagonist in a story?
5. Who is a person with a stock character traits?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) ambitious (<i>adj</i>)	a. able to be achieved or accomplished;
2) to concentrate (<i>v</i>)	b. giving all your attention and effort to a particular task or activity;
3) realizable (<i>adj</i>)	c. having a strong desire to achieve success or reach a goal;
4) sentimental (<i>adj</i>)	d. feeling or showing tender emotions, especially in a nostalgic or romantic way;
5) uncomplicated (<i>adj</i>)	e. not complex or difficult; easy to understand or deal with.

What's your character like?

*Try this psychological test. Choose the view that you like most and then read the description of your character underneath.
Do you agree with the assessment of your character?*

A. You want to escape from your present life to seek adventure in another country. For you the sea is a symbol of freedom, but it also gives you a sense of security – a sense that there is something that never changes. However, although you want to escape, you are also dependent on other people; you need your friends. You are difficult to live with, but at the same time you are tender. In love you have a lot to offer, but also you demand too much from your partner.

B. You are a serious person and like to base your life on definite ideas and values. At the same time you are ambitious and the mountains represent a challenge for you; you have a strong desire to do well and succeed. You like the outdoor life and hate wasting time. In love you expect something fantastic – you are not satisfied with something that is second best.

C. You are imaginative and creative person. The hills stimulate your imagination and sometimes lead you to daydreaming instead of concentrating on the matter in hand. You are an affectionate person

and enjoy the company of a lot of people around you. In love you are sentimental and romantic, but you must be careful not to trust others too much or to look for something which isn't there.

D. You do not like to be alone, but prefer the company of other people – especially those who are similar to yourself. You feel protected in small groups and look for people who share the same ideas as you. Rooms represent somewhere to hide away from the problems and difficulties of the world. You are a good and faithful friend – someone that people can trust.

E. You are a person who is always looking for action, you want things to happen – but sometimes you want an easy solution when there isn't one. You look for order and logic in everything, even in love. You don't have much imagination, but you are very practical and have skills that other people envy. In love you are suspicious of very strong emotions. You prefer something less exciting but more stable.

F. You feel the need to achieve strong results and will spend any amount of money to achieve your desired objectives. You are fascinated by destiny, but you don't give in to it easily. You like to keep up-to-date and have an interest in fashion. You are a leader – you weren't born to follow the others like a sheep. Big cities represent for you places where you have the space to act. In love you look for stability and an uncomplicated relationship. You don't trust sentimentality and you don't allow yourself to be led by unrealisable dreams.

From “Integrated Skills”

VOCABULARY TRAINING

achieve – досягати
affectionate – люблячий
assessment – оцінка
challenge – виклик
creative – творчий
daydream – мріяти
definite – певний
dependent – залежний
envy – заздрити
escape – втекти

faithful – вірний
fascinated – зачарований
give in – поступатися
imaginative – наділений уявою
security – впевність
seek – шукати
share – поділяти
similar – схожий
skill – вміння
solution – вирішення

stable – постійний
succeed – мати успіх
suspicious – підозрілий
tender – чуйний

trust – довіряти
up-to-date – сучасний
value – цінність



<https://wordwall.net/uk/resource/79705509/англійська/whats-your-character-like>

Task 2. Find right answers in the text above:

1. What can we say about the person who is fascinated by destiny?

- a) They enjoy the company of a lot of people around them.
- b) They look for stability and an uncomplicated relationship.
- c) They prefer something less exciting but more stable in love.
- d) They were born to follow others like a sheep.

2. What can we say about the person who looks for order and logic in everything?

- a) They are imaginative and creative.
- b) They have a strong desire to do well and succeed.
- c) They prefer something less exciting but more stable in love.
- d) They want to escape from their present life.

3. What do big cities represent for someone who wants to achieve strong results?

- a) a challenge to overcome;
- b) a symbol of freedom;
- c) places where they have space to act;
- d) somewhere to hide away from problems.

4. What does the person who prefers the outdoor life hate?

- a) being alone;
- b) looking for something that isn't there;
- c) trusting others too much;
- d) wasting time.

5. What does the person who wants things to happen sometimes want?

- a) an easy solution when there isn't one;
- b) to be protected in small groups;
- c) to demand too much from their partner;
- d) to trust others too much.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8002293>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

- 1. How does person B feel about wasting time?
- 2. How does person E approach love?
- 3. What does the sea symbolize for person A?
- 4. What does person C enjoy doing?
- 5. What kind of relationship does person D prefer?

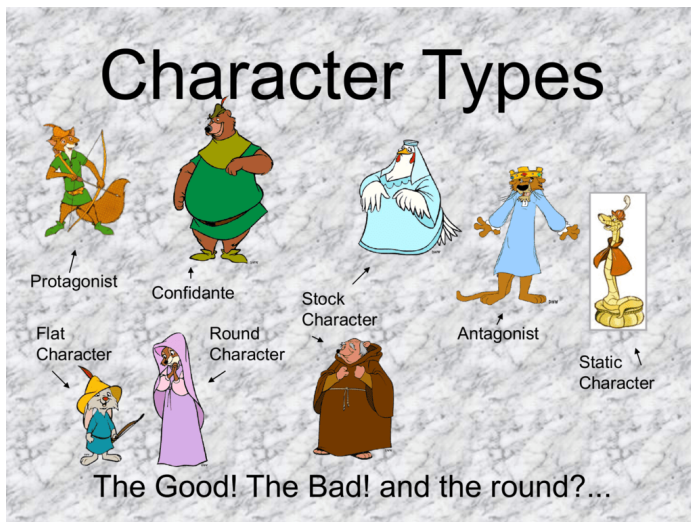
Task 4. Express your opinion in 5-7 sentences:

- 1. Tell about a time when you felt the desire to escape from your current life: a) how did you imagine finding adventure in another place; b) how did this desire impact your relationships with others?

2. Describe your own values and ambitions: a) how do they shape the way you approach challenges in your life; b) how does this compare to the character who finds challenge in the mountains?

3. Think about a time when your imagination led you to daydream instead of focusing on a task at hand: how did this affect your ability to concentrate and can you balance your imaginative nature with staying focused on important matters?

Task 5. Describe or comment on the following pictures:



b)



LESSON 4. IMPROVE YOUR PERSONAL IMPACT



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. How do you understand ‘personal development’?
2. How do you usually improve your soft skills?
3. What is ‘confidence’ and ‘self-confidence’ in your opinion?

Task 2. Watch the video about confidence and work with the following tasks.

You can use the following link

https://www.youtube.com/watch?v=l_NYrWqUR40

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. Optimism usually comes when you are certain of your abilities.
2. Confidence couldn't turn thoughts into actions.
3. Genes impact the balance of neurochemicals in human brain.
4. Social pressures of your environment don't influence your personality.
5. Personal choices people make don't play a major role in confidence development.
6. A quick fix means that person pictures his or her success when they are beginning difficult tasks.
7. Neuroscience supports the growth mindset.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8002356>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. What is confidence?
2. How to be more confident?
3. How to practice failures?
4. What are the three factors that impact confidence?
5. What is a growth mindset and why is it important?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) to articulate (<i>v</i>)	a. a person's inherent qualities of mind and character;
2) disposition (<i>n</i>)	b. a person's point of view or attitude towards something;
3) outlook (<i>n</i>)	c. to express oneself clearly and effectively;
4) to perceive (<i>v</i>)	d. the quality or state of being prepared to do something;
5) willingness (<i>n</i>)	e. to become aware or conscious of something through the senses.

IMPROVE YOUR PERSONAL IMPACT

Think of someone you like to work with and chances are they will have a positive outlook, cheerful disposition and a real interest in others. If you want to improve the way you come across to others there are three key steps you need to take to do so. Firstly, hold a clear picture in your mind of what you will be like when you have changed. Secondly, start to act and behave now in the way you imagine coming naturally to you in the future. Finally, let the person you are showing to the world become the real you rather than some make-believe person or role that you are playing.

Self-confidence is one of the most attractive attributes of a person who has a powerful impact on others.

There are five key steps to improving your self-confidence:

- Make a list of your positive qualities (and play to their strengths)
- Set realistic expectations about how you address your weaknesses
- Ask for feedback from others to help you understand and change how you come across
- Learn from your mistakes and setbacks (and do not see these as confirmation that you cannot change and are doomed to failure)

- Look for any patterns in your negative thoughts (and probe for the underlying reasons that may cause these patterns to occur)

Understanding yourself and being able to articulate your values and beliefs are critical to the way in which you come across to others. There are seven key ways in which you can assert your personality positively to other people:

- Be clear and honest in all your dealings;
- Treat others as you expect them to treat you;
- Give respect to yourself on the same terms that you give respect to others;
- Recognize and take responsibility for the way in which you meet your own needs;
- Hold yourself accountable for the way in which you act (and understand but not blame others for the way in which they act);
- Accept that not everyone will like you (and do not take it personally when they do not);
- Work through problems and issues with others rather than trying to ignore or go around them.

Finally, there are five important ways in which you can enhance the ways others perceive you:

- Be aware of the impact your confidence, enthusiasm and self-belief have on others;
- Do not be afraid to show initiative and to influence the way your boss (or those who hold some kind of authority over you) think and behave;
- Dress so that you are comfortable and confident for the particular situation you find yourself in;
- Listen to others and create the space and willingness for them to hear what you have to say.

From “Modern English Digest”

VOCABULARY TRAINING

accept – визнавати
accountable – відповідальний
address – братися за
articulate – ясно формулювати

assert – стверджувати,
заявляти
attribute – характерна риса
be aware – усвідомлювати

come across – поставати,
справляти враження
confirmation – підтвердження
dealings – вчинки, поведінка
disposition – вдача, натура
doomed – приречений
expectation – очікування
feedback – зворотний зв'язок
impact – вплив
make-believe – вигаданий
enhance – підсилювати

occur – відбуватися,
траплятися
outlook – погляд
perceive – сприймати
probe for – розслідувати
self-confidence –
самовпевненість
setback – невдача
terms – умови
treat – поводитися, ставитися
value – цінність
willingness – готовність



<https://wordwall.net/uk/resource/79713302/англійська/improve-your-personal-impact>

Task 2. Find right answers in the text above:

1. How can you enhance the way others perceive you?

- a) by being clear and honest in all dealings;
- b) by dressing comfortably and confidently;
- c) by listening to others and creating space for them to hear you;
- d) by showing initiative and influencing authority figures.

2. Why is it important to understand yourself and articulate your values and beliefs?

- a) to assert your personality positively to other people;

- b) to become more self-confident;
- c) to enhance the way others perceive you;
- d) to improve the way you come across to others.

3. What is one of the most attractive attributes of a person who has a powerful impact on others?

- a) being clear and honest in all dealings;
- b) having a positive outlook and cheerful disposition;
- c) listening to others and creating space for them to hear;
- d) showing initiative and influencing authority figures.

4. What should you do when faced with problems and issues in your interactions with others?

- a) to dress comfortably and confidently;
- b) to ignore or go around the;
- c) to take them personally and blame others;
- d) to work through them with others.

5. What should you do when not everyone likes you?

- a) to dress comfortably and confidently for every situation;
- b) to ignore or go around problems and issues with others;
- c) to take it personally and blame others for their opinions;
- d) to work through problems and issues with others.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8002356>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

1. What are the five important ways in which you can enhance the ways others perceive you?
2. What are the five key steps to improving self-confidence?

3. What are the seven key ways in which you can assert your personality positively to other people?

4. What are the three key steps to improving the way you come across to others?

5. Why is self-confidence considered one of the most attractive attributes of a person?

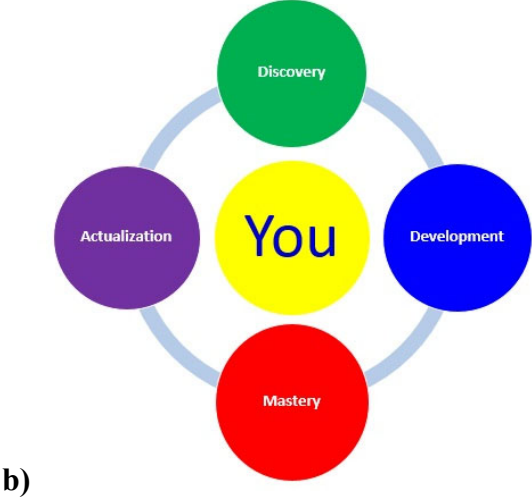
Task 4. Express your opinion in 5-7 sentences:

1. Describe a time when you had to act and behave in a way that felt natural to you?

2. Tell about a situation where you faced setbacks or made mistakes: how did you learn from them and use them to improve yourself?

3. Think about a time when you had to assert your personality positively to others: how did it affect your relationships and how you were perceived?

Task 5. Describe or comment on the following pictures:



LESSON 5. EXPRESSING YOUR FEELINGS

Why You
Can't
Describe
Your
Feelings



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. How do you understand ‘feelings’?
2. Are ‘feelings’ and ‘emotions’ same or different?
3. Is it easy for you to control feelings?

Task 2. Watch the video about feelings and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=7ibmDIjPxoM>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. It's often unhealthy to let feelings out.
2. Bottling your feelings up might seem like a good idea.
3. People often handle angry and hurt feelings to aggressive behavior.
4. Angry people never suffer from coronary heart disease and are not at higher risk of heart attacks.
5. People who try to suppress their angry feelings too much often end up more aggressive.
6. Emotional intelligence includes person's ability to interpret and control his or her own emotions.
7. Emotional intelligence doesn't affect your communication with others (friends, family, colleagues etc.).

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8003681>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. What is the difference between feelings and emotions?
2. How can people control their negative feelings and emotions?
3. How does handling angry affect a person's overall wellbeing?
4. What is emotional intelligence and how does it affect a human communication and relationships?
5. What is the connection found in a research between emotional suppression and mortality risk?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) caricature (<i>n</i>)	a. showing a lack of courage or confidence or easily frightened;
2) to deny (<i>v</i>)	b. to prevent someone or something from doing something and to keep under control;
3) overcautious (<i>adj</i>)	c. a picture, description, or imitation of a person or thing in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect;
4) to restrain (<i>v</i>)	d. refusing to admit the truth or existence of something;
5) timid (<i>adj</i>)	e. excessively cautious or careful and too afraid of taking risks.

EXPRESSING YOUR FEELINGS

**Which of your feelings do you let other people know about?
Which do you keep to yourself?**

Sometimes it's a good thing to say what you feel. At other times it's better to keep quiet about your feelings. Sometimes it's hard to know exactly what it is you do feel. At other times feelings are so strong they seem to overwhelm you. How often do you express what you feel?

Controlling or letting feelings out

The stereotype of the English is that they are cold, reserved and unemotional. Compared with the extravagant French or the explosive Italians the English are an uptight lot. If they do feel anything they're not likely to let you know. It's a caricature but it has some truth in it.

We grow up in a culture which tells us that it's good to control our feelings. We learn that it's best to restrain our warmth, our tears, our anger. We learn that it's better to be rational. But is it? What

happens to feelings you don't express? Many people argue that they don't just disappear. They continue to exist under the surface and affect the way you feel and behave.

Anger that you don't express to others can become anger that you turn against yourself. Fears that you don't talk about may make you timid in all things. You may put on a brave front but inside you're fearful and anxious. Hurts and disappointments that you've never cried over may make you protect yourself hard against any possible new hurt and become overcautious about getting close to others.

How do you show your feelings?

The following quiz looks at some feelings that are common to us all and some of the different ways that people react to them. Reactions can range from expressing the feeling spontaneously and directly to finding some way of denying that it exists at all.

For each section circle the answer that is most often typical of you.

1. Anger

When you feel angry, which of the following reactions would be most typical of you?

- a. Raising your voice or shouting at the person you're angry with
- b. Explaining quietly why you're angry
- c. Trying not to be angry (perhaps because you think it's wrong or unfair)
- d. Telling yourself you're not really angry or that you've not really got anything to be angry about

2. Feeling sad or upset

When you feel sad or upset, which of the following reactions would be most typical of you?

- a. Crying about it to someone else
- b. Talking to a friend about what's upset you
- c. Going away and crying on your own
- d. Telling yourself you don't really feel upset or sad or that you don't really have anything to feel upset or sad about

3. Feeling frightened or worried

When you feel frightened or worried, which of the following reactions would be most typical of you?

- a. Trembling, shaking or crying as you tell someone how you feel

b. Talking to a friend about the things that are frightening or worrying you

c. Going away on your own and crying about it or feeling bad

d. Telling yourself you don't really feel frightened or worried or that you don't really have anything to feel frightened or worried about

4. Feeling embarrassed or ashamed

When you feel embarrassed or ashamed, which of the following reactions would be most typical of you?

a. Laughing in embarrassment as you try to explain to someone why you feel embarrassed or ashamed

b. Telling a friend later about how you felt embarrassed or why you felt so ashamed

c. Swallowing hard and wishing the floor would open so that you could disappear from sight

d. Pretending you're not in the least embarrassed or ashamed and putting an arrogant or cocky face on it

5. Feeling happy

When you are feeling happy, which of the following reactions would be most typical of you?

a. Laughing and smiling, telling someone how you feel

b. Analyzing to yourself or others the reasons why you're happy

c. Going around with an inner glow

d. Telling yourself this can't last, it's not really true or it's not right to be happy when others aren't

6. Feeling disgust or dislike

When you feel disgust or dislike, which of the following reactions would be most typical of you?

a. Screwing up your face, grimacing as you say what you feel

b. Telling a friend how much you dislike or feel disgust about something or someone

c. Controlling your disgust or dislike

d. Pretending that nothing's happened, ignoring the things or people that make you feel this way

7. Feeling warmth or affection for others

When you feel warmth or affection for others, which of the following reactions would be most typical of you?

- a. Touching, holding, embracing, kissing other people
- b. Talking to a friend about the way you feel
- c. Deciding not to express how you feel, perhaps because you're afraid you might get hurt
- d. Telling yourself it's sloppy and sentimental to feel like this about people and pushing the feelings away

Do you...

Express feelings directly?

The **a** statements show ways in which feelings can be expressed directly. You feel something and you show it.

Talk about them?

The **b** statements show ways in which feelings can be partially expressed by talking about them. Talking about your feelings can help you get clear about what you feel. You can get support. You may start to build up the confidence to express feelings more directly.

Keep them to yourself?

The **c** statements are about trying to control your feelings. Sometimes you may feel it's best to keep quiet about what you feel. You may not want to make yourself vulnerable before others. Or you may decide that expressing your feelings would be destructive to someone else. If you always keep your feelings to yourself, however, you may find that they start to come out in other ways.

Deny them?

The **d** statements are about ways of denying your feelings altogether. You may think they're not nice. Or you may be frightened of their strength. Again, these denied feelings may emerge in other ways.

From "Streamline English"

VOCABULARY TRAINING

affect – впливати
affection – любов, прихильність
anxious – стурбований
argue – стверджувати
arrogant – зарозумілий
brake – гальмо
cocky – розм. зухвалий

come – траплятися
disgust – огида
embarrassed – збентежений
explosive – запальний,
 нестриманий
frightened – наляканий
front – вигляд, вираз обличчя

glow – схвилюваність,
збудженість
hurt – образа
last – продовжуватися
lot – група людей
over-cautious – занадто
обережний
overwhelm – переповнювати
rational – розсудливий
reserved – стриманий
restrain – стримувати

screw up one's face –
морщитися, кривлятися
sloppy – сентиментальний
spontaneously – мимовільно
surface – зовнішній бік
swallow hard – ледве
стримуватися
timid – сором'язливий
upset – засмучений
uptight – що суворо
дотримується норм поведінки
vulnerable – уразливий



<https://wordwall.net/uk/resource/79703143/англійська/expressing-your-feelings>

Task 2. Find right answers in the text above:

1. How can denied feelings manifest?

- a) by becoming more rational and controlled;
- b) by being expressed indirectly through talking;
- c) by disappearing completely;
- d) by emerging in other ways.

2. What is the stereotype of the English when it comes to expressing their feelings?

- a) the English are cold, reserved, and unemotional;

- b) the English are extravagant and explosive;
- c) the English are warm and open about their emotions;
- d) the English are unpredictable and impulsive.

2. *What can happen if a person doesn't express his or her anger to others?*

- a) his or her anger will disappear completely;
- b) he or she may become timid and fearful in all things;
- c) he or she will become more rational and controlled;
- d) he or she will forget why they were angry in the first place.

3. *Why do some people choose to control their feelings?*

- a) because they believe it's better to control their emotions and be rational;
- b) because they don't want others to know how they truly feel;
- c) because they think it's wrong or unfair to be angry;
- d) because they want to protect themselves from getting hurt.

4. *Why might someone deny their feelings?*

- a) because they are afraid of their own strength;
- b) because they want to be rational and controlled;
- c) because they want to protect themselves from getting hurt;
- d) because they think their feelings are not nice.

5. *Keeping feelings to yourself can lead to them "coming out in other ways": what is an example of this phenomenon?*

- a) a person might become more assertive and outspoken;
- b) a person might become more cautious and hesitant in relationships;
- c) a person might become more emotionally expressive and open;
- d) a person might develop a stronger sense of self-awareness.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8003681>

or scan QR-code here →



Task 2. Discuss in small groups (3-4 students):

1. What is a stereotype about the English?
2. What are some ways that people may react when they feel angry?
3. What are some ways that people may react when they feel sad or upset?
4. Why might someone decide to keep their feelings to themselves?
5. Why might someone deny their feelings?

Task 4. Express your opinion in 5-7 sentences:

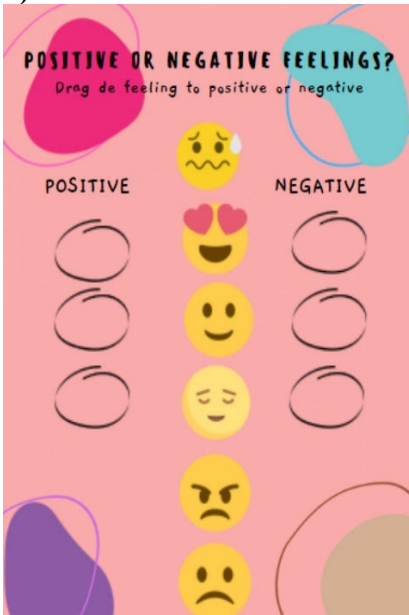
1. Describe a time when you felt angry: how did you react? Do you usually express your anger directly, keep it to yourself, talk about it, or deny it?

2. Have you ever experienced sadness or upset: did you cry and seek comfort from someone else, cry alone, talk to a friend, or deny your feelings? How do you usually handle such emotions?

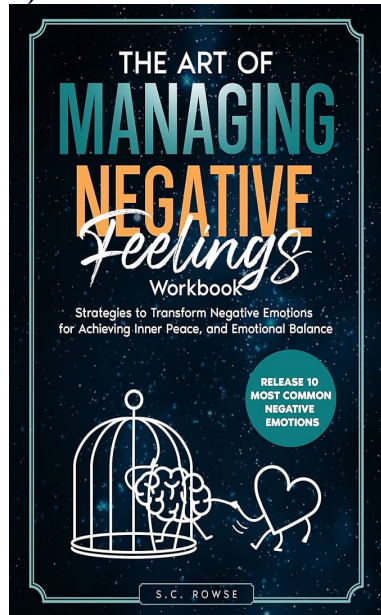
3. Recall a time when you felt fear or worry: how did you cope with those emotions? Describe why you reacted in that way and the impact it had on your nature.

Task 5. Describe or comment on the following pictures:

a)



b)



LESSON 6. THE FASCINATING FACTS (AND COMMON MYTHS) ABOUT OUR BRAINS



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. What color is human brain?
2. What animals are highly intelligent?
3. Are you a forgetful person or do you have a good memory?

Task 2. Watch the video about brain and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=DfgkAJmp9-A>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. A sperm whale's brain is 6 times larger than a human.
2. Alcohol actually kills your brain skills.
3. Drugs create holes in people's brain.
4. Humans can use around 10% of their brain.
5. There is no part of the brain that do nothing.
6. Both hemispheres are used to for specific functions.
7. Nociception is the sense of how your body is positioned.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

*<https://www.liveworksheets.com/w/en/psychology/8003985>
or scan QR-code here →*



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. How many percent of human brain do people usually use?
2. Do we use all parts of our brain?
3. Can alcohol kill brain cells?
4. What is the role of the brain?
5. What is the difference between 'nociception and 'proprioception'?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) ambiguity (<i>n</i>)	a scientists who study the nervous system, especially the brain;
2) cognitive (<i>adj</i>)	b. the act of arousing or exciting activity or energy;
3) neuroscientists (<i>n</i>)	c. uncertainty or vagueness in meaning;
4) persistence (<i>n</i>)	d. the quality of continuing to exist or endure over a long period of time;
5) stimulation (<i>n</i>)	e. relating to mental processes such as thinking, learning, and remembering.

THE FASCINATING FACTS (AND COMMON MYTHS) ABOUT OUR BRAINS

Does a bigger brain make you more intelligent? Do blind people really hear better than sighted people? And why can't you get that irritating tune out of your head?

There are many myths about our brains – and as many amazing facts, as revealed in a fascinating new book by Sandra Aamodt and Sam Wang, two leading neuroscientists.

Here, they explain some of the most surprising secrets of our grey matter...

FACT: You can't tickle yourself

When a doctor examines a ticklish patient, they place one of the patient's hands over their own to prevent the tickling sensation.

Why does this work? Because no matter how ticklish you may be, you can't tickle yourself.

This is because your brain focuses on what's going on in the outside world – to prevent important signals from being drowned out in the endless buzz of sensations caused by your own actions.

For instance, this means you're unlikely to notice the texture of your socks, but you would feel a tap on the shoulder.

The patient doesn't feel the tickling because his brain thinks it's his own hand doing the action.

FACT: Looking at a photograph is harder than playing chess

When computer scientists first began trying to write programmes to mimic human abilities, they found it relatively-easy to get computers to follow logic and do complex maths – such as those required in chess moves – but very hard to get them to figure out what they were seeing in a visual image.

Today's best computer programmes can beat a grand master, but any toddler can beat the top programmes when it comes to making sense of the visual world.

One reason for this is the difficulty in identifying individual objects.

You only see this ambiguity when you see something briefly enough to misidentify it – like when that rock in the middle of the dark road suddenly turns out to be a neighbour's cat.

MYTH: You only ever use about 10 per cent of your brain

Although half the world's population thinks this, in reality you use your whole brain every day.

But for the myth to stick around for so long, it must have been saying something that we really want to hear.

In fact, its impressive persistence may depend on its optimistic message: "If we use only 10 per cent of our brains normally, think what we could do if we could use even a tiny bit of that other 90 per cent."

The truth is, studies of brain activity show that even simple tasks actually produce activity throughout the entire brain.

FACT: Yawns wake up the brain

We may associate yawning with sleepiness and boredom, but in actual fact it wakes us up.

The action itself expands our windpipe, allowing air into the lungs and oxygen into the blood, making us more alert.

Think of yawns as your body's attempt to reach full alertness in situations that require it.

They are contagious. No one is sure why, though it might be advantageous to allow individuals quickly to transmit to one another a need for increased wakefulness.

Yawns are not contagious in other mammals, but the ability to recognise a yawn may be fairly general.

For example dogs yawn in response to stressful situations and are thought to use yawning to calm others.

MYTH: Blind people hear better

When tested blind people are not better at detecting faint sounds.

But blind people do have better memories. Since they can't rely on vision to tell them things, they have to use them constantly – helping sharpen their spatial memory (responsible for recording information about the environment).

They also do better at language tasks, including understanding the meaning of sentences, and at pin-pointing the source of sounds, which may be another way of keeping track of where things are.

They seem to improve these abilities by taking advantage of brain space that isn't being used for vision.

FACT: Computer games help you multi-task

The modern world is full of non-stop action – Instant messaging, e-mail, video games, and it all seems to be happening at once.

If you're over 30, you've probably wondered why younger people aren't overwhelmed by all this stimulation. But their brains are simply trained to handle it.

Sustained practice at multi-tasking increases one's ability to pay attention to many things at the same time.

A major source of practice is playing action video games – you know, the kind most parents hate, where the aim is to shoot as many enemies as possible before they shoot you.

These games require players to distribute attention across the screen and to quickly detect and react to events.

In one study, college students who played action games regularly processed information more quickly, could track more objects at once, and had better task-switching abilities.

So, allowing your children to play computer games may not be such a bad thing after all.

MYTH: A bigger brain makes you more intelligent

The size of your brain does not reflect your intelligence – after all, Einstein's brain was no larger than the average person's.

However, research suggests that your intelligence may depend on when the synapses – the gaps between the brain cells – form.

Synapses grow and shrink during childhood and adolescence, and the patterns in which this happen may affect intelligence.

FACT: Exercise helps keep your brain fit

Forget sudoku or crosswords, it's physical exercise that keeps your brain healthy with age.

As your circulatory system ages, the blood supply to the neurons, or brain cells, is reduced, starving them of the oxygen and glucose they need.

Regular exercise increases the number of small blood vessels in the brain (capillaries), in turn boosting the supply of oxygen and glucose to neurons.

In fact, exercise is the single most useful thing you can do to maintain your cognitive abilities later in life; elderly people who have been athletic all their lives do much better mentally than sedentary people of the same age.

To be effective, exercise needs to last more than 30 minutes per session, to occur several times a week and to elevate your heart rate – but it doesn't need to be extremely strenuous (fast walking works fine).

See you at the gym!

From "Daily Mail"

VOCABULARY TRAINING

advantageous – корисний

alert – жвавий

amazing – вражаючий

ambiguity – двозначність

beat – перемагати

bit – частинка

blind - сліпий

boredom – нудьга

brain – мозок

buzz – гомін

contagious – заразний

distribute – розподіляти

drown out – потонути

entire – цілий

expand – розширювати

faint – слабкий

fascinating – дивовижний

figure out – розуміти

grey matter – розм. сіра

речовина

identify – розпізнавати

improve – покращувати

instant – невідкладний

keep track – слідкувати

multi-task – робити кілька

справ одночасно

neuroscientist – учений-невролог
overwhelm – переповнювати
oxygen – кисень
persistence – постійність
pinpoint – тут точно
визначати
process – обробляти
record – фіксувати
relatively – відносно
require – вимагати
sensation – відчуття
source – джерело
spatial – просторовий
stick around – дотримуватися
sustained – довготривалий

take advantage of sth –
скористатись чимось
tap – легкий стукіт
task-switching – перемикання з
одного завдання на інше
texture – фактурна тканина
tickle – лоскотати
ticklish – той, хто боїться
лоскоту
toddler – дитина, що починає
ходити
turn out – виявлятися
windpipe – дихальне горло
yawn – позіхання



<https://wordwall.net/uk/resource/79711937/англійська/fascinating-facts-about-our-brains>

Task 2. Find right answers in the text above:

1. What ability do computer programs find difficult to mimic that humans excel at?

- a) to analyse and solve chess puzzles;
- b) to follow logic and do complex math;
- c) to recognize individual objects in a visual scene;
- d) to understand and interpret visual images.

2. What does experiment suggest about the relationship between brain size and intelligence?

- a) a bigger brain always indicates higher intelligence levels;
- b) brain size affects intelligence depending on when synapses form;
- c) brain size has no correlation with intelligence;
- d) the size of synapses in the brain determines intelligence.

3. What is the advantage that blind people have concerning their memory?

- a) they have better hearing abilities, which helps them remember information more effectively;
- b) they have enhanced spatial memory, which aids in recording information about the environment;
- c) they have increased brain space for memory storage, leading to better retention of information;
- d) they have heightened attention to sounds, which improves their memory recall.

4. Why do computer games improve multi-tasking skills?

- a) they enhance visual perception, enabling players to track multiple objects at once;
- b) they improve attention span, allowing players to focus on multiple tasks simultaneously;
- c) they increase the brain's ability to process information and switch between tasks;
- d) they train the brain to distribute attention and quickly react to events.

5. Why do we wake up because of yawns?

- a) it expands our windpipe, allowing more oxygen into the lungs and blood;
- b) it increases blood flow to the brain, making us more alert;
- c) it releases chemicals in the brain that stimulate wakefulness;
- d) it triggers a reflex that signals the brain to be more awake.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8003985>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

1. According to studies of brain activity, do we only use 10 percent of our brains?
2. Do blind people have better memories? Why?
3. What is the only reason why computer programmes find it difficult to identify individual objects in visual images?
4. Why can't you tickle yourself?
5. Why do yawns wake us up?

Task 4. Express your opinion in 5-7 sentences:




1. Describe a time when you experienced the sensation of tickling: how did your brain process this sensation?

2. Recall a situation where you had to quickly identify an object or make sense of a visual image: how did your brain cope with this task?


3. Describe a time when you engaged in multitasking, such as playing video games or managing multiple tasks simultaneously: how did your brain adapt to handle the various stimuli?

Task 5. Describe or comment on the following pictures:

A few numbers

 <p style="text-align: center;">3 months</p> <p>At this age, the brain has reached half its size of the one of an adult.</p>	 <p style="text-align: center;">10 to 25 watts</p> <p>That's what the brain generates every hour ... and that's enough to keep a light bulb burning!</p>	 <p style="text-align: center;">1 MB of information</p> <p>This is what our eyes receive every second and transfer to the brain. This is equivalent to reading every minute an encyclopedia.</p>
--	--	--

a)

<p>1 Your Brain generates enough electricity to a light bulb.</p> <p>2 It would take close to 3,000 years to count the neurons, or never cells, in your brain.</p>		<p>3 Exercise can make your brain work better.</p> <p>4 Each minutes, about 750 millilitres- or two and a bit fizzy drinks cans of blood travels through the brain.</p>
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b)

LESSON 7. PHILANTHROPY: THE ROOT OF ALL GOOD



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. ‘Philanthropy’ vs ‘charity’ – is it the same or different?
2. What qualities should a philanthropist have?
3. Could you provide some examples of philanthropy?

Task 2. Watch the video about philanthropy and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=aC-9jwDQm7w>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. Philanthropy is something that anyone can do no matter your age, income or location.
2. Philanthropy in Greek means the love of the universe.
3. Philanthropy is mainly about compassion and community.
4. A great way to figure out where your passions lie is to think about how you spend your time, money and energy.
5. For a philanthropist it's not so important to donate time or money.
6. A lot of organizations try to rate charities based on their financial metrics.
7. Even one person could make a difference and inspire others.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8004047>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. What does the word 'philanthropy' mean?
2. What qualities do a good philanthropist need?
3. What steps did James take to begin his philanthropy strategy?
4. How did James inspire others to take action on the issues that matter to him?
5. Can one person make a difference and inspire others?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) battered (<i>adj</i>)	a. having high moral standards; righteous;
2) to castigate (<i>v</i>)	b. a person who seeks to promote the welfare of others, typically through donations of money, resources, or time;
3) philanthropist (<i>n</i>)	c. severely criticized or reprimanded;
4) reviled (<i>adj</i>)	d. damaged or worn down by repeated use or exposure;
5) virtuous (<i>adj</i>)	e. hated or despised.

THE ROOT OF ALL GOOD

In his new BBC documentary Ian Hislop seeks out some of history's most generous bankers. As he explains to Rob Attar, these exceptional philanthropists would serve as excellent role models for today.

Bankers, it's safe to say, are not universally loved right now. Widely castigated for their involvement in the financial crisis and then further deplored for continuing to accept bonuses, their stock can rarely have been lower. A 2011 global survey found that only 43 per cent of respondents trusted bankers, while in the UK that number was a mere 27 per cent.

Vitriol has been directed towards the banking industry from politicians, the press and the public at large. One tabloid journalist recommended putting errant bankers in the stocks. Another suggested a tour of duty in Helmand.

So how can Britain's reviled bankers seek to restore their battered reputations? Ian Hislop believes they could take inspiration from some of their 19th-century predecessors. In his new documentary *When Bankers Were Good*, Hislop profiles a handful of financiers who, having compiled vast wads of cash, decided to give something back – quite a lot in fact.

When Angela Burdett-Coutts died in 1906, almost 30,000 people came to pay their respects. Seventy years earlier she had become heir to the Coutts banking fortune and decided to put her money to good use. She went on to support a wide variety of charitable causes, assisting the church, the poor, the hungry and even – as president of the British Goat Society – domestic animals. By the time she passed away it was estimated that she had given away over £3m – that’s the equivalent of £240m today.

Another philanthropic banker singled out by Hislop is George Peabody (1795–1869) who spent £500,000 on decent affordable housing for London’s poor. Nathaniel Rothschild (1840–1915) also funded cheap dwellings as part of his extensive charitable work, much of which was in support of Jewish immigrants to the country. Then there was Samuel Gurney (1786–1856), part of a Norwich-based banking family, whose philanthropic activities included support for the prison reform work of his sister Elizabeth Fry.

“The extent of what these people gave away is mind-blowing,” says Hislop. “I went to the Peabody Trust and saw these old documents and you just think ‘god, he’s given £100,000 there’ and ‘look, there’s another £200,000!’ If you consider the increase in property prices it is almost incalculable what George Peabody gave.”

The motivation for some of these philanthropic bankers, according to Hislop, was their religious faith. “The Gurneys were Quakers and for them this was almost a duty. They weren’t quite sure they should even have got rich in the first place, so getting rid of their money was part and parcel of their Low Church zeal.” Similarly with Rothschild, charity was not an option. “Under his Jewish religion it was an obligation, something you had to do. Albeit he did it on a very large scale.”

Faith was not the driving force in every case, however. “George Peabody is difficult to gauge because he was not a religious man and had a reputation as a bit of a Scrooge,” Hislop explains. “I say in the programme that I really hope he was visited by ghosts in nightshirts. It’s very difficult to know what the real reason was.”

Villainous bankers

Of course not all 19th-century bankers were as virtuous as George Peabody or Angela Burdett-Coutts. Then as now there were

unscrupulous financiers who made off with people's savings at a time when regulations were far lighter than today. "People speculated, there were runs on the banks and banks did collapse," says Hislop. "Andrew Wilson described it as a casino where people wore top hats."

As Hislop points out, 19th-century fiction contained its fair share of villainous bankers, some based on real characters. One of the best known is Mr Merdle, a wealthy scoundrel from Charles Dickens's 1857 classic *Little Dorrit*. In Dickens's words, Merdle was "immensely rich; a man of prodigious enterprise, a Midas without the ears, who turned all he touched to gold". Unfortunately, his riches were built on air and when his insolvency was about to emerge Merdle took his own life with a mother of pearl penknife. The resulting financial mayhem brought his posthumous reputation so low that his former supporters "would have done better to worship the Devil point-blank".

Merdle is said to have been modelled on John Sadleir, an Irish banker, notorious for his financial swindles. In February 1856, unable to cope with mounting debts, Sadleir took his own life by drinking prussic acid. *The Glasgow Herald* reported that the poison "was enough to have destroyed fifty men". In the aftermath of Sadleir's suicide his relatives and associates were left to face his furious creditors.

There were undoubtedly bad eggs in the Victorian banking world, but Hislop feels that the culture of banking still had an element of trust that is missing today. "I suppose it was because they all started off as family banks and as people who you actually knew," explains Hislop. "When I interviewed a bloke from the Financial Services Authority he was saying that that is one of the problems with modern banking. There's a bloke in braces sitting in a dealing room 2,000 miles away who doesn't feel a huge responsibility about a transaction that he is making."

Hislop worries that today's bankers live in an era where "greed is good" and where higher taxation discourages them from personal giving. All the same, as the likes of Bill Gates and Warren Buffett in the US have shown, large-scale philanthropy is still possible in the modern world. And Hislop is in little doubt that similar gestures on

the part of Britain's bankers "would certainly improve their reputation".

Back in 1906 *The Times* wrote that the life of Angela Burdett-Coutts "stands next to that of Queen Victoria herself in the Victorian era. It would not be possible here and now to enumerate her countless services to humanity." What would a 21st-century banker give to receive an obituary like that?

From "BBC History Magazine"

VOCABULARY TRAINING

be built on air – бути нічим не підтвердженим
braces – підтяжки
dealing room – дилерська кімната у банку
discourage – відбивати охоту
fair share – лєвова частка
in the aftermath – у результаті
insolvency – банкрутство
large-scale – масштабний
make off – утікати (з нагробованим)
man of enterprise – підприємлива людина
mayhem – брудні справи

Midas – міф. Мідаc (фрігійський цар)
mother-of-pearl – перламутровий
notorious – горезвісний
obituary – некролог
point-blank – безпосередньо
posthumous – посмертний
prodigious – надзвичайний
prussic acid – синильна кислота
regulations – законодавство
run on the bank – масове вилучення вкладів із банку
scooundrel – негідник, шахрай
swindle – афера
unscrupulous – безпринципний



<https://wordwall.net/uk/resource/79713981/англійська/philanthropy>

Task 2. Find right answers in the text above:

1. What did Angela Burdett-Coutts support as president of the British Goat Society?

- a) domestic animals;
- b) church;
- c) hungry;
- d) poor.

2. What does Ian Hislop believe could help restore the reputation of Britain's bankers?

- a) accepting bonuses;
- b) continuing their involvement in the financial crisis;
- c) giving back to the community;
- d) ignoring the criticism from politicians and the public.

3. Which philanthropic banker is mentioned as having funded cheap dwellings for London's poor?

- a) Angela Burdett-Coutts;
- b) George Peabody;
- c) Nathaniel Rothschild;
- d) Samuel Gurney.

4. Who is mentioned as having recommended putting errant bankers in the stocks?

- a) Angela Burdett-Coutts;
- b) George Peabody;
- c) Ian Hislop;
- d) Nathaniel Rothschild.

5. Why did some of the philanthropic bankers give away their money?

- a) they wanted to avoid paying taxes;
- b) they wanted to improve their reputation;
- c) they were forced to by the government;
- d) they were motivated by their religious faith.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8004047>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

1. How does Ian Hislop believe Britain's bankers could improve their reputation?
2. What motivated some of these philanthropic bankers to give away their money?
3. What were some of the criticisms directed towards bankers?
4. Who were some of the philanthropic bankers?
5. Who were some of the villainous bankers?

Task 4. Express your opinion in 5-7 sentences:

1. How do the actions of philanthropic bankers in the 19th century can inspire individuals today to give back to their communities in your opinion?

2. Do you know famous philanthropists: provide some examples?

3. Have you ever tried to do something philanthropic: how would you like to help others?

Task 5. Describe or comment on the following pictures:



a)

CHARITY

- Reactive
- Immediate
- Short-term fixes
- Individual responses

PHILANTHROPY

- Proactive
- Strategy
- Long-term solutions
- Collective responses

b)

LESSON 8. HYPNOTHERAPY



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. Do you know the difference between ‘*hypnotherapy*’ and ‘*hypnosis*’?
2. Does hypnosis work in your opinion?
3. How does hypnotherapy work?

Task 2. Watch the video about hypnotherapy and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=pOGL2Afeh-M>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. Hypnotherapy is a form of psychotherapy.
2. Hypnotherapy means that a patient is guided into a deep state of relaxation or a trance-like state.
3. In trance a person isn't able to shut off worry or distractions.
4. Hypnosis is almost always done in conjunction with regular psychotherapy treatment.
5. Hypnosis unfortunately doesn't allow to get the root of struggles.
6. Hypnotherapy is a very reliable form of treatment.
7. Hypnotherapy is appropriate for patients with psychotic symptoms or hallucinations.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8006637>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. How does hypnotherapy help in bringing about behavioral change?
2. Is hypnotherapy a reliable form of treatment?
3. What is the main difference between hypnosis and hypnotherapy?
4. When does hypnosis not work?
5. Why does the subconscious mind sometimes create anxiety or discomfort in certain situations?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) hypnosis (<i>n</i>)	a. a state of altered consciousness characterized by focused attention and reduced awareness of the external environment;
2) hypnotherapy (<i>n</i>)	b. existing or operating in the mind below the level of conscious awareness;
3) sceptical (<i>adj</i>)	c. a trancelike state of restful alertness in which a person is open and receptive to suggestion;
4) subconscious (<i>adj</i>)	d. doubtful or questioning about something;
5) trance (<i>adj</i>)	e. the use of hypnosis for self-improvement and healing.

HYPNOTHERAPY

First, you are probably wondering what the difference between hypnosis and hypnotherapy is. The word “hypnosis” is derived from the Greek *hypnos* meaning “sleep”. But, actually, you are in a trancelike state of restful alertness when hypnotized – and not asleep at all. When under hypnosis, you are also extremely open and receptive to suggestion. Hypnotherapy is the use of hypnosis for self-improvement and/or healing. All hypnotherapy employs hypnosis. But not all hypnosis is hypnotherapy.

Hypnosis reached a new level of acceptance by the scientific world in 1995, when a National Institutes of Health (NIH) assessment panel recommended hypnosis as an acceptable medical treatment for chronic pain. As such, the NIH assessment panel also recommended that insurance companies reimburse patients the cost of this kind of therapy in exactly the same way as for other prescribed treatments.

How hypnosis actually works is debated, but the commonly accepted theory is that the mind has two parts, the conscious and the

subconscious. We are normally only aware of our conscious thoughts. Our subconscious thinking is often hidden from us. We may only get glimpses of what goes on in this part of our mind through dreams or through reflection on what drives us to do some of the things that we do without thinking why. Hypnosis can provide a gateway to the unconscious. Many hypnotherapists help a person under hypnosis to use the trancelike state to reach their subconscious mind.

The hypnotic state is not nearly as mysterious as it sounds. People go into trancelike states all the time. For example, musicians and artists can become so engrossed in their work that they lose track of time. Readers often become totally immersed in the pages of a good novel. Drivers can find they have no memory of how they travelled to work or home because their mind has been taken up with thoughts about the day. Children can pass hours of the day happily day dreaming about things of interest to them that they find hard to explain to others. All of these very normal day-to-day experiences are similar to the hypnotic state.

Psychologists and hypnotherapists separate the trancelike state into three distinct stages. The first stage is a superficial trance. Although your eyes may be closed, you are very much aware of your surroundings.

Unless instructed to do otherwise, you will remember every detail of this stage of the event. During this superficial stage you can easily accept suggestions such as giving up cigarettes or eating or drinking less. But because the impact of this trance stage is so light, your mind finds it difficult to actually embed the suggested actions in your behaviour. For example, people attending group hypnotherapy sessions to stop smoking sometimes find they automatically light up a cigarette without thinking at the first opportunity to do so. It takes more than this superficial trance stage for hypnosis to really change the way you do things.

The second stage of hypnosis is called the alpha state. The alpha state is significantly deeper than the initial, superficial trance. As you enter the alpha state, your heart rate and respiration slow and your blood pressure drops. Under these conditions, the hypnotherapist can change the way you respond to certain conditions or situations. This is where a good hypnotherapist can lead you to find true relief from pain,

allergies and even problems caused by your own immune system. It is here that hypnosis can truly help you to stop smoking or cure disorders with eating or drinking.

The third stage of hypnosis is deeper still. Highly trained psychologists try to use this stage to direct a person back in time to remember events from the past with great clarity. Termed “age regression”, this technique can be helpful for revealing painful memories that a person’s conscious mind has done its best to bury and forget forever. However, this very act of denying the memory can cause physical and emotional problems leading to ill health and harmful behaviour. Numerous studies over the last hundred years and more show how psychological trauma of this sort can manifest itself in a variety of chronic medical conditions.

However, there are those in the medical profession who are very skeptical about the validity of some of the memories recovered through this kind of hypnotherapy.

While the debate about planted as opposed to recovered memories continues to rage in psychology circles, a small number of physicians and hypnotherapists believe that the depth of trance in this third stage of hypnosis can be so profound that the subject can actually remember back across lifetimes to events that happened before they were born! Practitioners of this so-called “Past Life Therapy” are divided about precisely what memories of events from another lifetime actually mean. Some see it as a proof of reincarnation, the religious belief that a person’s soul journeys from one body to another on its way to spiritual enlightenment. Others see it as proof that we are all connected to some kind of shared human consciousness – a theory first suggested by the famous Swiss psychologist Dr Carl Jung about a hundred years ago. This idea that as humans we share certain characteristics and ways of understanding and experiencing things is a key principle of the important Jungian school of psychology and psychotherapy.

The skepticism around Past Life Therapy is even more profound than it is in the area of recovered memory. Where Past Life Therapists believe that some peoples physical and emotional problems actually have their source in unresolved conflicts and traumas from another life, sceptics see only the resurfacing of long-forgotten movie plots,

TV shows and stories that people incorporate into their own lives. The sceptics argue that, in the deep trance state of hypnosis, people are unable to distinguish between fact and fiction and easily confuse events which they then believe to be true and find hard to let go of.

Because hypnosis deals with the subconscious, many people who do not understand the process worry that the hypnotherapist somehow “takes control” of the hypnotized person’s brain and will. In fact, the hypnotherapist is really just a facilitator, someone who helps make the process of discovery easy but who has no scope to influence what the hypnotised person actually uncovers about themselves.

Although some people seem to have a greater ability to focus their attention using self-hypnosis than others, most people can markedly increase this ability with practice. Audio and video tapes can also enhance the process. Again, the key appears to be your willingness to participate in the process without holding back.

People who have been hypnotized usually say it is a much more subtle process than they expected. A hypnotherapist, for instance, cannot make you do anything that you do not want to consent to do. You will not quack like a duck when asked to do so unless for some reason of your own you see it as a good idea to do so! Far from putting you under a “spell”, a good hypnotherapist will enable you to harness your own mental energy. Hypnotized, you will probably actually feel more alert than you ordinarily do. At the same time, however, you will be in a state of profound relaxation. If this sounds a contradiction, it is no more so than the way people experience the letting go of the self through meditation to find themselves connected and in deep harmony with the whole universe. Unlike meditation, hypnosis seems suited only to connect the conscious part of yourself to the rest that is hidden. But as we get caught up in the pressures of modern life, stepping back into ourselves to find the connections that make us whole does not sound so bad or strange an idea after all.

From “Modern English Digest”

VOCABULARY TRAINING

confuse – плутати
consent – погоджуватися

contradiction – суперечність
cure – виліковувати

deny – заперечувати
distinguish – відрізняти
enhance – підсилювати
enlightenment – спокій
facilitator – людина, яка сприяє чомусь
harness – приборкувати
incorporate – включати
manifest oneself – проявлятися
precisely – точно
profound – глибокий
psychology – психологія
psychotherapy – психотерапія
quack – крякати
rage – вирувати

recall – згадувати
regression – повернення до минулого
relief – полегшення
respond – реагувати
resurface – спливати
scope – кругозір
spell – чари
subtle – тонкий
suited – підходящий
term – називати
unresolved – невирішений
validity – обґрунтованість
variety – безліч
will – воля



<https://wordwall.net/uk/resource/79711068/англійська/гипнотерапія>

Task 2. Find right answers in the text above:

1. How does hypnosis differ from meditation?

a) hypnosis and meditation are the same thing and can be used interchangeably;

b) hypnosis is a process of suggestion during a trancelike state, while meditation involves focusing one's attention to achieve mental clarity;

c) hypnosis is a state of profound relaxation where the conscious mind connects with the hidden parts of the self, while meditation focuses on finding harmony with the universe;

d) hypnosis is a superficial trance, while meditation is a deeper state of relaxation.

2. *What is the commonly accepted theory about the mind in relation to hypnosis?*

a) it has only one part, the conscious, which is aware of all our thoughts and actions;

b) it has two parts, the conscious and the subconscious, with the subconscious being hidden from us;

c) it has three parts, the conscious, the subconscious, and the unconscious, with each part having different functions;

d) it has multiple parts, each responsible for different aspects of our thinking and behavior.

3. *What is the difference between hypnosis and hypnotherapy?*

a) hypnosis and hypnotherapy are the same thing and can be used interchangeably;

b) hypnosis is a superficial trance, while hypnotherapy is a deeper state of relaxation;

c) hypnosis is a trancelike state of restful alertness, while hypnotherapy is a process of suggestion during hypnosis;

d) hypnosis is derived from the Greek word meaning ‘sleep’, while hypnotherapy is the use of hypnosis for self-improvement and healing.

4. *What is the purpose of the third stage of hypnosis?*

a) to change the way a person responds to certain conditions or situations;

b) to help a person remember events from the past with great clarity;

c) to reveal painful memories that the conscious mind has buried and forgotten;

d) to provide relief from pain, allergies, and disorders caused by the immune system.

5. What is the role of a hypnotherapist in the process of hypnosis?

- a) to facilitate the process of self-discovery without influencing the uncovered information;
- b) to guide the hypnotized person back in time to remember events from their past;
- c) to make suggestions and embed new behaviors in the hypnotized person's mind;
- d) to take control of the hypnotized person's brain and will.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8006637>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

- 1. How did hypnosis gain acceptance in the scientific world?
- 2. What are the three stages of hypnosis?
- 3. What is the commonly accepted theory about how hypnosis works?
- 4. What is the difference between hypnosis and hypnotherapy?
- 5. What is the role of a hypnotherapist during the process of hypnosis?

Task 4. Express your opinion in 5-7 sentences:

- 1. Describe a time when you experienced a trancelike state of restful alertness: how did it affect your thoughts and actions?

2. Recall a situation in which you were extremely open and receptive to suggestion: how did it impact your decision-making process?

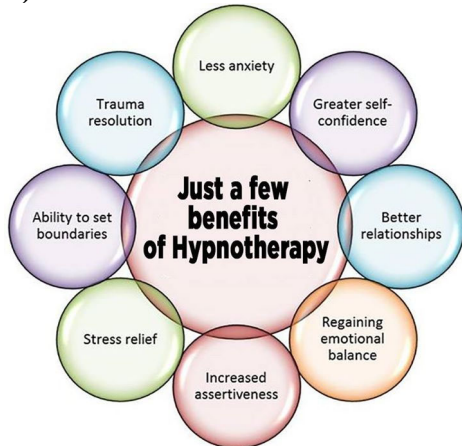
3. Think about a time when you felt deeply connected to your subconscious mind: how did it influence your understanding of yourself?

Task 5. Describe or comment on the following pictures:

a)



b)



LESSON 9. TEENAGERS: YOUNG PEOPLE



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. Are teenage years difficult?
2. Are teenagers the same all over the world?
3. What do adults dislike about teenagers?

Task 2. Watch the video about young people and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=du8siPJ1ZKo>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. Being a teen is a time of rapid change and emotional highs and lows.
2. The most important years of brain development are between 3-7.
3. During childhood our brains continually grow, generating grey matter until they reach their maximum.
4. Puberty begins in pituitary, where a protein (kisspeptin) is produced.
5. The area of brain responsible for planning ahead and assessing risk is still immature in teenagers.
6. Unlike small children and teens, feeling socially isolated as an adult creates feelings of intense unworthiness.
7. Teens are very physically healthy and their immune system is highly functioning.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8006854>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. Do parents really understand teenagers?
2. What are some changes that happen during adolescence?
3. What are some challenges that teenagers face?
4. What stages do teenagers go through in their teen years?
5. Why do teenagers sometimes take risks?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) to exploit (<i>v</i>)	a. lasting only for a short time; impermanent;
2) implications (<i>n</i>)	b. the state of being without a job, especially when actively seeking employment;
3) prospects (<i>n</i>)	c. the possible consequences or effects of an action or decision;
4) transient (<i>adj</i>)	d. the possibility or likelihood of some future event occurring;
5) unemployment (<i>n</i>)	e. making full use of and deriving benefit from someone or something in an unfair or selfish way.

TEENAGERS: YOUNG PEOPLE

Employment

The participation of young people in the workforce has generally increased in recent years. In the late 2010^s more than 50 % of all young people from the age of 16 to age 19 were employed either full or part time. The most marked increase has been in the rate of young women entering employment.

Although large numbers of young people are employed either full or part time, unemployment rates remain higher for poor young people – particularly the minority poor – and school dropouts who lack minimal skills and education. Experts anticipate that employment prospects for unskilled young people will remain problematic in the face of continuing technological advances and the increased numbers of women entering and remaining in the labor force. Also, older workers may exercise their options for delayed retirement, and beginning in 2013, the retirement age will gradually increase to age 67.

The young can be handicapped by the quality of employment opportunities available to them. Much available work set aside for them is in what is called the secondary labor market – low-paying jobs with little prestige or security in which employers expect a frequent turnover in personnel.

The transition from school to work, whether full or part time, is significant in the lives of young people, yet almost no preparation is provided. Aside from the relatively recent introduction of work-study programs in some areas, little effort has been made on the part of society or the schools to integrate school and work as part of a total educational process. Ways must be found to place value on the contributions of young people to the labor market without exploiting their availability and lack of experience.

Special Problems of Young People

In recent decades concern has been voiced regarding persistent problems of young people that have long-term social consequences. One of these problems has been unwanted pregnancies among teenagers. A National Research Council study noted that in 1997 about 1 million teenagers became pregnant, resulting in some 470,000 births, 400,000 abortions, and 130,000 miscarriages. In 2005 about 853,000 pregnant teenagers (15 to 19 years of age) had 484,000 live births, 252,000 abortions, and 116,000 miscarriages. Of special concern is pregnancies among girls under the age of 15. Unwanted pregnancies in this young age group have serious implications for both the long-term development of the young mother and the normal development of the infant. The evidence indicates that early pregnancies handicap young women educationally and vocationally and limit their future options. While teenage pregnancy remains a problem in the United States, where teen birthrates far exceed those of other industrial nations, it significantly decreased from 2001 to 2007, reaching the lowest levels in 40 years.

Another area of concern is drug abuse among young people. Surveys indicate that nearly 10% (2007) of persons 12 to 17 years old are current users of marijuana, and another 19 % have tried it; some young people also use a variety of other mood-altering chemicals and drugs. In the same age group, alcohol is currently used by about 20 % (2007), and nearly another 40 % had tried drinking alcoholic

beverages. Evidence seems to indicate that drug use – including alcohol consumption – is experimental and transient for most young people and occurs most often in groups.

A third area of concern is the rate of violence among young people. In the United States in the mid-1990^s violence was among the most common causes of death in this age group. Suicide alone was the third most common cause of violent death (in the group aged from 15 to 24). The peak ages among teens for suicide attempts are from 15 to 19. Estimates indicate that as many as 100 people may attempt suicide and fail for every one who succeeds. Suicide attempts by young people are often signals of distress and pleas for help with some personal crisis. Even when the attempt seems halfhearted or manipulative, it should be taken seriously. School violence – that is, violence occurring in or near schools – has been of increasing concern since the late 2010^s. The deadliest example is the 2009 shootings at Columbine High School in Littleton, Colo., where 12 students and 1 teacher were gunned down by 2 students, who then killed themselves.

From “Digest”

VOCABULARY TRAINING

employment – зайнятість,
робота
rate – пропорція, відсоток
minority – меншість
(національна)
anticipate – очікувати,
передбачати
advances – прогрес
exercise – користуватися,
здійснювати
option – право вибору
delay – відстрочувати
retirement – вихід у відставку
gradually – поступово
opportunity – можливість
available – доступний
set aside – залишити
security – надійність, гарантія

frequent – частий, постійний
turnover – плинність
integrate – об'єднувати
total – цілісний
place value – високо цінувати
voice concern – висловлювати
занепокоєння
regarding – стосовно
persistent – сталий постійний
consequence – наслідок
pregnancy – вагітність
miscarriage – викидень
implication – значення
vocationally – у професійному
відношенні
exceed – перевищувати
decrease – зменшуватися
drug abuse – наркозалежність

survey – обстеження
current – теперішній
variety – велика кількість
mood-altering – що впливає на зміну настрою
beverage – напій
consumption – вживання
transient – тимчасовий
occur – відбуватися
violence – насильство
common – поширений

cause – причина
suicide – самогубство
attempt – спроба
estimate – підрахунок
fail – зазнати невдачі
succeed – досягти мети
distress – страждання
plea – благання
halfhearted – нерішучий
deadly – жахливий
Gun - стріляти



<https://wordwall.net/uk/resource/79699057/англійська/teenagers-young-people>

Task 2. Find right answers in the text above:

1. What are some of the challenges faced by young people in transitioning from school to work?

- a) insufficient integration of school and work as part of their education;
- b) lack of preparation provided for the transition from school to work;
- c) limited availability of high-paying jobs with job security;
- d) all of the above.

2. What are some of the factors that contribute to higher unemployment rates among poor young people?

a) the increasing number of women entering and remaining in the labor force, delayed retirement options exercised by older workers, and continuing technological advances;

b) the lack of minimal skills and education, delayed retirement options exercised by older workers, and continuing technological advances;

c) the lack of minimal skills and education, the increasing number of women entering and remaining in the labor force, and continuing technological advances;

d) the lack of minimal skills and education, the increasing number of women entering and remaining in the labor force, and school dropouts.

3. *What do we know about drug use among young people from the text?*

a) alcohol consumption is the most common form of drug use among young people;

b) drug use has been decreasing among young people since the mid-1990s;

c) drug use is experimental and transient for most young people;

d) nearly 50% of young people are current users of marijuana.

4. *What is one of the most common causes of violent death among young people in the United States?*

a) delayed retirement;

b) drug abuse;

c) school violence;

d) unemployment.

5. *What is the main reason why employment prospects for unskilled young people may remain problematic?*

a) the continuing technological advances;

b) the delayed retirement options exercised by older workers;

c) the increasing number of women entering and remaining in the labor force;

d) the lack of minimal skills and education among school dropouts.

Check results with your teacher or use an interactive page. You can use the following link <https://www.liveworksheets.com/w/en/psychology/8006854> or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

1. What are some long-term social consequences of unwanted pregnancies among teenagers?
2. What are some factors that contribute to higher unemployment rates among poor young people?
3. What are some statistics regarding drug abuse among young people?
4. What are the challenges faced by young people in transitioning from school to work?
5. What were the causes of death among young people in the mid-1990^s in the United States?

Task 4. Express your opinion in 5-7 sentences:

1. Describe the employment prospects for young people in your country?

2. Think about the transition from school to work and the lack of preparation: how in your opinion integrating school and work as part of a total educational process could benefit young people?

3. Discuss the social problems faced by young people, such as drug abuse, unwanted pregnancies, and violence: what can be done to resolve these challenges?

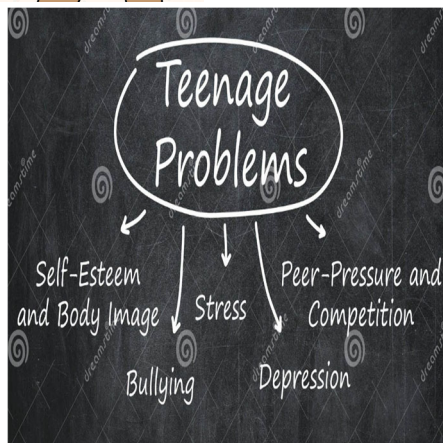
Task 5. Describe or comment on the following pictures:

**Common Problems
Teens Face**

1. Depression
2. Anxiety
3. Peer pressure
4. Bullying
5. Body shaming
6. Social media
7. Academic challenges
8. Low self-esteem
9. Stress
10. Risky sexual behaviors
11. Substance use and abuse
12. Gambling



a)



b)

LESSON 10. RELATIONSHIPS: WHY IT'S MEN WHO ARE THE REAL HOPELESS ROMANTICS



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. Who is more romantic in your opinion – men or women? Why?
2. Is it easy or hard to be in relationship?
3. What does romanticism mean for you?

Task 2. Watch the video about romanticism and work with the following tasks. You can use the following link <https://www.youtube.com/watch?v=jltM5qYn25w> or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. Romanticism emerged as an ideology in Europe in the mid 17th century.
2. No single relationship ever follows the romantic template exactly.
3. Romanticism creates a unique proposition of a life-long, passionate love marriage.
4. Romanticism belittled sex to the lower expression of love.
5. Romanticism proposed that true love must mean an end to loneliness.
6. Romanticism believes that true love is synonymous with rejecting everything about someone.
7. It's abnormal that live and sex may not always belong together.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8008020>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. What is 'romanticism'?
2. How does romanticism view the idea of needing to change oneself or one's partner in a relationship?
3. What is the main idea of romanticism?
4. What is the significance of frequent, mutually satisfying sex in a relationship?
5. What is 'post-romantic future of love'?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) circumspect (<i>adj</i>)	a. deeply infatuated or in love with someone;
2) to confess (<i>v</i>)	b. cautious and careful in considering all possible consequences before taking action;
3) to equate (<i>v</i>)	c. dealing with things sensibly and realistically, based on practical considerations;
4) pragmatic (<i>adj</i>)	d. to admit or acknowledge a secret or wrongdoing;
5) smitten (<i>adj</i>)	e. considering two things to be equal or equivalent.

RELATIONSHIPS: WHY IT'S MEN WHO ARE THE REAL HOPELESS ROMANTICS

They are the three little words at the heart of every serious relationship. And for years, there has been a perception that women, rather than men, are almost always the first to confess 'I love you'. But it turns out that its men who not only fall in love earlier but are also more likely to declare they are smitten sooner than their female lover.

Researchers in the US found three times as many men as women were the first to utter the words 'I love you' in a relationship. This was despite the fact that most people polled by researchers thought it was women who were the hopeless romantics and that men almost always kept their emotions hidden.

According to the latest findings, the reality is that women are actually more circumspect than men when it comes to romance.

172 college students were interviewed on whether they had ever been in love and, if so, whether it had taken days, weeks or months to realise they were infatuated with their partner. They were then

asked how far into a relationship they got before they openly declared their emotions.

The results, published in the *Journal of Social Psychology*, showed men were more likely to fall in love within a few weeks, while most women said it took several months. Men were also more inclined to tell their partner they loved them much sooner in the relationship. This suggests that women tend to be more pragmatic about love than society tends to believe, perhaps not always rushing full-heartedly into a relationship. Perhaps women are perceived as less rational about love because they have a greater capacity for processing emotional experience.

Rather more predictably, the research did show that men wanted sex for the first time after a few weeks, while most women preferred to wait a few months. It can be argued that men's falling in love and exclaiming this love first may be a by-product of them equating love with sexual desire. But research shows passionate love and sexual desire are distinctly different mechanisms.

British experts said men have always differed greatly in their ability or willingness to show their emotions. But younger males today are far less likely than previous generations to get embarrassed about telling a loved one how they feel. In general, men have changed dramatically in the last 50 years and younger people are more inclined to express their feelings.

From "The Daily Mail"

VOCABULARY TRAINING

be inclined – бути схильним
be infatuated with smb – бути закоханим до нестями в когось
by-product – побічний продукт
capacity for sth – здібність до чогось
circumspect – обережний
confess – зізнаватися
declare – заявляти
distinctly – абсолютно
equate – порівнювати

exclaim – тут проголошувати
fall in love – закохатися
findings – одержані дані
get embarrassed – ніяковіти
keep sth hidden (kept) – приховувати щось
perception – сприйняття, уявлення
poll – опитувати
predictably – передбачувано
relationship – стосунки

rush full-heartedly – туп
поринути в щось із головою
smite – (контекстуально)
закохатися до нестями

utter – вимовляти
willingness – готовність



<https://wordwall.net/uk/resource/79699945/англійська/relationships>

Task 2. Find right answers in the text above:

1. How did the experiment participants describe men's emotions in comparison to women's emotions?

- a) it's not mentioned in the text;
- b) women and men have similar levels of emotional expression;
- c) men are more emotional than women;
- d) women are more emotional than men.

2. What did the experiment findings suggest about men's perception of love and sexual desire?

- a) it's not mentioned in the text;
- b) men equate love with sexual desire;
- c) men prioritize sexual desire over love;
- d) men view love and sexual desire as distinct mechanisms.

3. What did the experiment findings suggest about women's approach to love?

- a) it's not mentioned in the text;
- b) women are more impulsive in relationships;

- c) women are more likely to hide their emotions in relationships;
- d) women tend to be more cautious in relationships.

4. Who is more likely to be the first to confess 'I love you' in a relationship?

- a) both women and men equally;
- b) it's not mentioned in the text;
- c) men;
- d) women.

5. Why do women tend to be perceived as less rational about love?

- a) women are more emotional than men;
- b) women have a greater capacity for processing emotional experience;
- c) women rush full-heartedly into relationships;
- d) it's not mentioned in the text.

Check results with your teacher or use an interactive page.

You can use the following link

*<https://www.liveworksheets.com/w/en/psychology/8008020>
or scan QR-code here →*



Task 3. Discuss in small groups (3-4 students):

1. How have younger males today changed in terms of expressing their emotions compared to previous generations?
2. What did the experiment findings reveal about women's approach to romanticism?
3. What did the results of the experiment show about how long it takes men and women to fall in love?
4. What is the perception about who is usually the first to confess 'I love you' in a relationship?

5. Who is more likely to be the first to say 'I love you' in a relationship?

Task 4. Express your opinion in 5-7 sentences:

1. Have you ever been the first to express your feelings in a relationship: how did it make you feel?

2. Have you ever been in a situation where you felt pressured to conform to societal expectations regarding love and relationships?

3. Do you agree with the idea that men equate love with sexual desire, while women tend to be more circumspect: why or why not?

Task 5. Describe or comment on the following pictures:



a)



**Lack of
communication can
drive a spike
between two
people wider than
any physical
distance.**

— Mark W Boyer

b)

LESSON 11. COUPLE RELATIONSHIPS



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. What does ‘couple relationship’ mean in your opinion?
2. What is the secret of healthy relationship?
3. Do you know examples of happy couples?

Task 2. Watch the video about relationships and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=pbyQhbZJhwI>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. The secret of a good marriage is to make coffee for her in the morning.
2. The woman was married to a man who didn't have a sense of humour.
3. These two people are absolutely different, but they met themselves in each other.
4. It's important in a happy marriage to be completely who you are.
5. Having a companion means that you see the world through their eyes.
6. This married couple never has the wind behind them and they often sail off.
7. Unfortunately, these two people are not good friends.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8009117>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. Can people live together without misunderstandings?
2. Do these people have a happy marriage?
3. Is it important to support each other?
4. Should people pretend to be appreciated in relationships?
5. What is the main secret of a happy marriage?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) allegories (<i>n</i>)	a. a forecast or prediction, especially about the likely course of a disease or situation;
2) to evaporate (<i>v</i>)	b. hormones that make people sexually attractive to their partners;
3) inevitability (<i>n</i>)	c. stories or poems that can be interpreted to reveal a hidden meaning, typically a moral or political one;
4) neutrophins (<i>n</i>)	d. to disappear or vanish;
5) prognosis (<i>n</i>)	e. the state of being certain or unavoidable.

COUPLE RELATIONSHIPS

It's a question that many couples ask when the first flush of love fades but, writes Regina Lavelle, the key to long-lasting love may be cuddles not unbridled passion

Many of us were raised on romantic tales of fairy princesses and charming princes who fell in love at first sight and lived happily ever after.

But everyone who has been in a relationship – with the odd exception – knows that love is hard work and the passion of that first encounter can be difficult to replicate years later.

Once it was described as the ‘seven-year itch’ but now scientists have pinpointed the two-year mark as critical. The latest research from the University of Pisa has found that the chemistry which makes people sexually attractive to their partners lasts at most a couple of years.

Scientists tested levels of lust hormones – neutrophins – in couples and found that while they were abundantly present in the early stages of a relationship, that by the two-year stage they had all but evaporated. These ‘lust hormones’ were replaced in those couples, by the fuzzy-wuzzy cuddle hormone, oxytocin.

Many couples celebrating St Valentine's today are only too familiar with this hormone – as the 'cuddle phase' replaces passionate daily love-making.

But rather than signalling the failure of a couple to excite each other, the 'cuddle stage' is a physiological inevitability. Experts believe that the waning of passion, as well as being inevitable, is essential for human survival.

Academic Christine Clear, who is writing a doctoral thesis on love at the Milltown Institute in Dublin, maintains that great romantic tragedies such as Romeo and Juliet were intended as allegories to spell out just how destructive obsessive love can be.

"These romances were written to instruct people in what happens when you go against society. Real love was about suffering and had a very anti-life message."

Ms Clear believes that this generation has elevated the personal experience of love and sex. While our parents may have accepted the ebb and flow of marriage as part and parcel of life, this generation elevates individual fulfilment.

"Our parents didn't pump up romantic love," says Clear. "They didn't have that luxury. Their notion of love was much more rudimentary and practical.

"They put their role in society first – their role as a mother, as a daughter or a sister before their role as a wife. They were more civic-minded, which is essential if you are interested in creating a stable society."

Today, however, surrounded by fluffy hearts, frilly knickers and frivolous trinkets, you would be hard-pressed to connect love with civic-mindedness.

If St Valentine's Day is anything to go by, our concept of love is considerably different to the scientists' rather bald prognosis.

Even if cuddling is a biological inevitability, it doesn't stop couples fighting to maintain the romance.

Renowned psychologist Janet Reibstein, author of *The Best Kept Secret: Men's and Women's Stories of Lasting Love*, says lasting relationships need to "rekindle the original feelings of falling in love over and over again".

Rather than focussing on individual needs – on the kind of personal audits that magazines and self-help books may encourage – Reibstein advocates taking a more holistic and selfless role in a relationship.

She cites successful couples that acknowledge their partner's investment and input in the relationship. They also see the relationship as a long-term project, so rather than calling a halt to the romance after a bad run, they hold out and accept that the good times outweigh the bad.

Successful relationships walk the line between “individual freedom and commitment” as she puts it.

A successful relationship is dependent on accepting that the champagne-and-roses romance of days like today is superficial. And while we may aspire to the kind of heady *Wuthering Heights* passion, it seems this form of love merely precedes destruction.

The cliché might be that fireworks spark passion but true love, if the scientists are to be believed, is more of a slow burner.

What makes Cupid's arrows stick?

One major advance in medicine, rarely given the credit that it deserves, is the introduction of sterile, sharp, disposable needles. Forty years ago my partner and I filled in the time before surgery by sharpening much-used old needles on an oiled grindstone, before sterilising them.

Cupid, the son of Venus, sharpened his arrows, too – in a similar way, though he used blood rather than oil on his grindstone.

There is a legend, followed up by Shakespeare, that Cupid had two types of arrow: one gave rise to long-lasting, committed, so-called virtuous love, the other to lust. The arrows that led to lasting love were gold, which would have needed careful sharpening to penetrate and stay embedded.

The lovestruck person hit by a golden arrow would pass through three stages leading to lasting commitment – lust, acceptance and attachment and deep friendship.

Cupid's other arrows were leaden: although they might strike their victim, they were unlikely to penetrate, let alone to remain embedded. Cupid's leaden arrow gave rise to short-lived, lustful, sensual passion.

That there are different types of love, the virtuous and the lustful, the one lasting and the other transient, is accepted by neurophysiologists and psychologists.

The brain and the hormonal endocrine system have been studied, as has the biochemical and radiological effect of the two types of arrow.

Cupid's arrows now are made neither of gold nor of lead, but by visual images and by a whiff of pheromones or scent. The pheromones are produced by the modified sweat glands around the nipples, groin, genitalia and under the arm.

They are also present in the cheeks, eyelids, ears, temple and scalp. Recent research indicates that tears also contain pheromones.

The romantic novelist's idea of the tough hero's resolve melting when the woman cries may not have represented any change in his hard heart: perhaps the smell of the tears merely stimulated those parts of the brain that are said to be activated during those first lustful stages of love. These changes in the brain disappear once the lustful, romantic stage has waned. The biochemical results suggest that a leaden arrow falls out between 12 and 24 months after Cupid has struck.

Luckily for those hit by a golden arrow, the second stage of attachment is tipped with oxytocin, the so-called "cuddle hormone" associated with female orgasms, delivery and lactation. This stays at a higher level so long as the second stage of partnership lasts.

From "Irish Independent"

VOCABULARY TRAINING

acknowledge – визнавати
advocate – обстоювати
all but – майже всі
ask out – запрошувати
aspire – прагнути
bald – прозаїчний
call a halt – зупиняти
cite – наводити приклад
civic-minded – з розвинутим
почуттям громадянського
обов'язку

cliché – штамп, кліше
commitment – зобов'язання
contend – стверджувати
couple – подружжя пара
cuddle – обійми
deepen – поглиблювати
definitely – безсумнівно
destructive – руйнівний
devastated – прикро вражений
diary – щоденник
ebb – зсасання

elevate – надто підносити
encounter – зустріч
evaporate – зникати,
випаровуватися
fade – поступово зникати
fireworks – феєрверк
flow – плин, перебіг
fluffy – легковажний
flush – порив
focused – уважний
frilly – оздоблений оборками
frivolous – дріб'язковий
heady – бурхливий
hold out – триматися до кінця
individual fulfilment –
самореалізація
inevitability – неминучість
intend – призначатися
itch – нездоланне бажання
knickers – жіноча білизна
lust – пристрасть
luxury – розкіш
maintain – зберігати
merely – просто
move – залишити (роботу)
notion – уявлення
obsessive – всепоглинаючий
outweigh – переважати

part and parcel – невід'ємна
частина
passage – уривок
pinpoint – точно визначати
precede – передувати
put up – всіляко
стимулювати
raise – виховувати
rather than – скоріше
recycling – переробка
(повторна)
rekindle – знову запалити
replicate – повторювати
rudimentary – елементарний
scheme – програма, проєкт
selfless – самовідданий
signal – сповіщати
spark – запалювати іскрою
spell out – пояснювати в
деталях
stable – стабільний
superficial – поверховий
thesis – дисертація
trinket – дрібничка
unbridled – негасимий
value – цінність
waning – послаблення, спад
with the odd exception – за
невеликим винятком



<https://wordwall.net/uk/resource/79720554/англійська/couple-relationships>

Task 2. Find right answers in the text above:

1. What are the two kinds of arrows that Cupid had?

- a) blunt and sharp;
- b) gold and silver
- c) golden and leaden;
- d) long-lasting and transient.

2. How long does the chemistry that makes people sexually attractive to their companions typically last in a relationship?

- a) three months;
- b) seven years;
- c) indefinitely;
- d) two years.

3. What is the importance of 'the cuddle stage' in a relationship?

- a) indicates the failure of a couple to excite each other;
- b) is a physiological inevitability and replaces passionate daily love-making;
- c) is a temporary stage before the return of passionate love;
- d) signifies the end of a relationship.

4. What is the importance of 'the seven-year itch' in relationships?

- a) is a term used to describe the desire for new experiences outside of the relationship;
- b) marks the end of the honeymoon phase;
- c) is the point where passion starts to fade and the cuddle stage begins;
- d) is the time when couples typically decide to get married.

5. What is oxytocin also known as?

- a) cuddle hormone;
- b) lust hormone;
- c) passion hormone;
- d) romantic hormone.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8009117>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

1. According to legend, what are the two types of arrows that Cupid has?
2. How long does the chemistry that makes people sexually attractive to their partners last in a relationship?
3. What does psychologist Janet Reibstein suggest for maintaining lasting relationships?
4. What does recent experiment indicate about the presence of pheromones in tears?
5. What does scientist Christine Clear think about great romantic tragedies like Romeo and Juliet?

Task 4. Express your opinion in 5-7 sentences:

1. Describe your own experiences in relationships: compare with the description of love in the text above?

2. Think about the concept of lasting love and the role of passion in relationships?

3. What do you think about the balance between individual freedom and commitment in a relationship?

Task 5. Describe or comment on the following pictures:

a) **7 Secrets to
a Happy Marriage**

- 1. Smile.**
- 2. Focus on the positive things your spouse does.**
- 3. Practice Humility.**
- 4. Think before you speak.**
- 5. Show appreciation for things big or small.**
- 6. Do a Random Act of Kindness.**
- 7. Make spending time together a priority.**

TIPS FOR HOW TO HAVE A:
HAPPY RELATIONSHIP

- say "I love you" daily
- maintain friendships outside of your relationship
- maintain independence
- show appreciation and gratitude to your partner
- spend quality time with each other
- be honest with one another
- trust is a huge factor to a happy and long relationship

b)

LESSON 12. FREEDOM OF CHOICE?



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. What does '*freedom*' mean in your opinion?
2. What is the freedom of choice for you?
3. Is it easy for you to take decisions?

Task 2. Watch the video about freedom of choice and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=HYWiIWpcCIM&t=199s>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. All people have different needs depending on contrasting levels of two psychological qualities – defeatism and aspiration.
2. A lot of people believe that it’s possible to achieve all things simply through an exercise of the will.
3. Each of us needs to decide for ourselves whether we should have a greater faith in determinism or in free will.
4. The wisest way to navigate the debate between determinism and free will was worked out by the ancient Greek philosophers.
5. Philosophers of the Stoic School invented a powerful image to evoke our condition as creatures able at times to effect great changes.
6. Reasons don’t allow people to calculate when our wishes are in irrevocable conflict with reality.
7. It’s truly necessary for people to find a distinctive serenity and freedom.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8009192>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. What is the freedom of choice?
2. What is the main discussion in the history of philosophy?

3. Why is the problem of determinism vs free will difficult to explain?
4. What is the stoic philosophy proposed by the ancient Roman philosophers?
5. Is an idea of determinism or free will more or less relevant to you?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) compulsory (<i>adj</i>)	a. to officially state the punishment given to someone who has been found guilty of a crime;
2) controversial (<i>adj</i>)	b. a single human being, as opposed to a group;
3) euthanasia (<i>n</i>)	c. causing disagreement or discussion because many people have strong opinions about it;
4) individual (<i>n</i>)	d. required by law or a rule; obligatory;
5) to sentence (<i>v</i>)	e. the act of painlessly killing a person who is suffering from an incurable disease or condition.

FREEDOM OF CHOICE?

Perhaps no issue is discussed more often than the rights and freedoms of the individual – how far should the state decide what is best for us, and how far should we have the right to control our own lives? Even in countries where social and political values are very similar, the laws about some of the world’s most controversial issues can be very different.

1. The right to die?

In the Netherlands, the law allows doctors to help terminally ill patients to die if the patient states repeatedly that this is their wish. The doctor must follow very strict guidelines, and must be prepared to defend the decision in court. However, unlike in most other countries, he cannot be prosecuted if he has followed the guidelines correctly. Elsewhere in the world “Voluntary Euthanasia” groups continue to campaign for the right to decide if you no longer wish to live.

2. Mums at seventy?

Recent medical advancements mean that, with special treatment, women of almost any age can give birth. In most countries, this is only allowed for women up to about fifty, but in Italy until recently there were no laws to limit this, with the result that several women in their sixties have given birth. Some experts remain convinced that women of this age have the same right to have children as women in their forties, provided they are mentally and physically fit.

3. The right to bear arms

The second amendment of the US Constitution means that every citizen has the right to own and carry a gun if they wish to. In most other western democracies, the law is very different – the ownership of guns is strictly controlled. In Britain following terrible tragedies, all privately owned guns are now banned.

4. Legalisation of soft drugs?

In the Netherlands, people are allowed to carry small amounts of “soft” drugs for their own personal use. However, only special cafes licensed by local governments are allowed to sell these drugs. The Dutch government believe that this approach has helped to control the abuse of “hard” drugs, such as heroin. Similar attempts to legalize “soft” drugs in other countries have been opposed by those who believe that this would worsen the drug problem.

5. A duty to serve your country?

While some countries rely entirely on a professional army – the USA, Britain and France, for example – in most countries in the world, military service is still compulsory for young men, unless there is some medical reason why they cannot do it. The period varies from country to country: in Poland, Germany and Italy it is a year to eighteen months. In Switzerland it is only a few weeks a year, but it

continues until the man is in his mid-forties. In Israel, on the other hand, both men and women must go into the army: men for three years and women for two.

6. Three strikes and you're out?

The state of California in the USA has recently introduced a law which means that anyone convicted of three offences – however small – is automatically sentenced to between twenty-five years and life in prison. This has meant life sentences for very minor crimes – stealing a pizza in one case. In Europe, some politicians would like to follow the example in the hope of reducing crime.

From "Cutting Edge"

VOCABULARY TRAINING

abuse – зловживання
advance – прогрес, успіх
amendment – поправка
amount – кількість
approach – підхід
ban – забороняти
cannabis – коноплі
compulsory – обов'язковий
controversial – спірний, суперечний
convict – визнавати винним
crime – злочин
Dutch – голландський
euthanasia – евтаназія
give birth – народжувати
guideline – директива, вказівка
handgun – амер. особиста вогнепальна зброя

issue – проблема
license – давати дозвіл
life sentence – довічне ув'язнення
Netherlands – Нідерланди
offence – злочин
own – володіти
prosecute – переслідувати судом
provided – за умови що
reduce – зменшувати
sentence – присуджувати
terminally ill – смертельно хворий
treatment – лікування
values – цінності
vary – різнитися



<https://wordwall.net/uk/resource/79706926/англійська/freedom-of-choice>

Task 2. Find right answers in the text above:

1. In which country are privately owned guns forbidden following terrible tragedies?

- a) Great Britain;
- b) Italy;
- c) Austria;
- d) the United States of America.

2. In which country is military service compulsory for young gentlemen?

- a) Italy;
- b) Spain;
- c) Switzerland;
- d) the United States of America;

3. In which country are privately owned guns strictly controlled?

- a) Great Britain;
- b) Italy;
- c) the Netherlands;
- d) the United States of America.

4. Which country allows doctors to help severely ill patients die under strict guidelines?

- a) Germany;
- b) Italy;
- c) the Netherlands;
- d) Ukraine.

5. Which country allows ladies of almost any age to give birth to a baby with special treatment?

- a) Poland;
- b) Italy;
- c) the Netherlands;
- d) Spain.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8009192>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

1. What are the main requirements for doctors in the Netherlands to help severely ill patients?
2. What is the influence of ‘California’s three strikes’ law on minor crimes?
3. What is the objective of the second amendment in the US Constitution?
4. What is the reason of most western democracies on the private ownership of guns?
5. What is the reason of the Dutch government on the legalization of ‘soft’ drugs?

Task 4. Express your opinion in 5-7 sentences:

1. What is your opinion of the idea to have the right of making decisions about their own lives?

2. What is your attitude to the concept of age restrictions for certain activities (*e.g. giving birth, owning guns etc.*)?

3. Describe your own opinion to the different approaches to criminal justice? What do you think about crime and punishment?

Task 5. Describe or comment on the following pictures:



a)

LESSON 13. WAYS TO BE HAPPIER. PART I



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. What are your criteria of happiness?
2. What do you need to be happy?
3. What was the happiest moment of your life?

Task 2. Watch the video about happiness and work with the following tasks.

You can use the following link

https://www.youtube.com/watch?v=W7_lafxj8ok

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. There are habits that can make you feel happier.
2. Awe can't be elicited by reliving a memory reading a brief story of wonder.
3. Happy people should daily drink a healthy amount of coffee.
4. In 1987 researchers found that depression risk decreases with increasing caffeinated coffee consumption.
5. Happy people shouldn't focus on materialistic goods.
6. Even if you live surround unhappy people you could easily be extremely happy.
7. Journaling unfortunately has a negative effect on one's mental health and makes people unhappy.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8010323>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. Do you believe that drinking coffee could be useful for happiness?
2. How can reading change our life?
3. How should people develop the cultural side of their life to become happier?
4. What are some of the habits that can make your life happier?
5. What habits can make people happier?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) to dejunk (<i>v</i>)	a. thinking deeply and for a long time about something;
2) to extract (<i>v</i>)	b. objects kept as a reminder of a person, place, or event;
3) to fret (<i>v</i>)	c. getting rid of unnecessary items or clutter;
4) mementoes (<i>n</i>)	d. to obtain or take out something from a source;
5) to ruminate (<i>v</i>)	e. feeling or expressing worry or anxiety.

WAYS TO BE HAPPIER (PART I)

Try a few of these happiness-boosting strategies to find what works for you.

Maintain a Sense of Purpose

People are happier when they focus on what really matters to them. As obvious as this sounds, we often don't do whatever it is that gives us a sense of meaning in our lives. In both work and leisure, focus on meeting the goals that matter most to you, whether its taking care of your family, strengthening your spirituality or improving your community.

Schedule Your Worrying

If you can't stop yourself from fretting, schedule a time to worry. Tell yourself "I'm not going to do this right nowj but I will think about it tonight from 7:30 to 8 p.m.' Sometimes by the time your 'appointment' to worry rolls around, you don't feel you want or need to do it any more.

Ask Yourself "What If?"

Write about all the ways a positive event – say, meeting your spouse or a career breakthrough – might not have come about in your life. It is the so-called the 'George Bailey' technique. In die classic

movie *It's a Wonderful Life*, George Bailey sees what the world would have been like if he'd never been born. Research has shown that by imagining how the good things in your life might not have occurred, you're able to see them as surprising and special again.

Savor Daily Joys

It may seem cliché, but it's actually quite powerful: Pay close attention to the small moments of happiness you encounter every day. Use all of your senses to appreciate momentary wonders: The sound of your baby's laughter; the way your pet's soft fur feels against your hand; the smell of fresh air; the taste of your morning coffee and pastry; or the way the tree branches are silhouetted against a crystal blue sky.

Forgive Small Injustices

Let go of the little things that bother you every day. Many times we're hurting ourselves more than the other person by holding onto our anger. Ask yourself if whatever upset you will really matter next let it go.

Go to Bed Earlier

With our busy lives, sleep is often the first thing to get sacrificed. It's such a basic need, but millions of us skimp on it. You can't feel energetic, calm and cheerful if you're always exhausted. To get to bed on time, do all the prep – take out your contacts, brush your teeth, walk the dog – long before bedtime so you won't have any excuses for dawdling.

Do Good, Feel Good

Do good things for others including family, friends and strangers. Give to charity. Attend fundraising events. Volunteer your time. Doing good is self-affirming. We're helping other people by our actions, but kind acts make us feel good about ourselves at the same time. It causes us to view ourselves in a better light.

Pursue a Passion

Most of us are so overscheduled that we need to give ourselves permission to unwind. Lose yourself in activities that truly engage you. Discover new hobbies that feed your passion. Learn to play an instrument or speak a new language. Take an art class. Learn to knit or cook. Whatever you choose, make it something that challenges and absorbs you.

Stop Over-Thinking

Don't dwell on negative events. We sometimes think we have to keep ruminating over a problem to resolve it, but we often end just going in circle. Break the cycle by distracting yourself with an enjoyable activity. Shoot some hoops, read a magazine, play with your pet, work a Sudoku puzzle – anything to redirect your attention.

Be Silly

Look for the silliness in any situation. Juggle oranges with your kids when you're putting away the groceries. Tell jokes or sing funny songs. Plus, research shows that feelings are contagious; if you grump and growl around your house, the negative energy will likely spread to the rest of your family. And that doesn't help anyone feel happier.

Practice Spirituality

Studies have shown that people who practice spirituality are happier, healthier and better able to cope with the stressors in life. Become more involved in your place of worship, read, spiritually-tremed books or daily devotionals, or log on to a devotional Web site. Pray or meditate when you get up in the morning. Talk to others about your core beliefs and spend time with people who share your values.

Cultivate Optimism

Write about the best possible future for yourself. Highlight what you have already achieved, and note the specific steps you took to achieve it. Research suggests this activity may help you become more optimistic and better able to overcome obstacles you encounter as you work toward life goals.

Declutter

Household disorder can be a drain on your energy. Not being able to find what you need, when you need it, doesn't make most of us feel very joyful. One of the simple exercises is cleaning out your closet. Having fewer choices makes you happier. For example, instead of digging through five pairs of black pants you hate, keep only two pairs you like. If you're not skilled at junking, enlist a friend to help you make the cuts.

Buy Yourself Flowers

One study showed that people who had flowers in their homes felt happier, less anxious and more compassionate. And face it: It's nice to have something pretty and alive inside your home, especially

on rainy or wintry days. Buy yourself an inexpensive bouquet of flowers occasionally or get an indoor potted plant. Try growing a container garden on your balcony or planting a small vegetable plot in your backyard.

Relive Favorite Memories

Replay favorite events in your head, reminisce about good times with a friend, save small mementoes from special events or vacations, and take lots of photos and videos – even of everyday events like family dinners or a walk in the park with the kids. Reliving good memories is a way to extract the maximum happiness out of pleasant experiences.

From "Ivillage"

VOCABULARY TRAINING

anxious – занепокоєний
appointment – призначений час
boost – стимулювати
bother – непокоїти
bouquet – букет
breakthrough – велике досягнення
charity – доброчинність
cliche – кліше
compassionate – співчутливий
contagious – заразний
core – головний
dawdle – марнувати час
declutter – навести порядок
de-junk – викидати як непотріб
devotional – коротка молитва, релігійний
dig – ритися
distract – відволікатися
drain – виснаження
 dwell on sth – зацікловуватися на чомусь
encounter – стикатися з

enlist – заручитися підтримкою
exhausted – виснажений
extract – одержувати
fret – хвилюватися
groceries – бакалійні товари
growl – бурчати
grump – сваритися
highlight – звертати особливу увагу
injustice – несправедливість
juggle – жонглювати
knit – в'язати
log on – зареєструватися
meet the goal – досягти мети
memento – сувенір
obstacle – перешкода
occur – відбуватися
overcome – подолати
overscheduled – перевантажений
pastry – кондитерські вироби
place of worship – храм
plot – ділянка землі

potted – кімнатний (про рослину)
purpose – цілеспрямованість
pursue – займатися
relive – знову пережити
reminisce – поринати у спогади
roll around – наставати
ruminare over sth – обмірковувати щось
sacrifice – приносити у жертву
savor – насолоджуватися

schedule – спланувати
self-affirming – який самостверджується
shoot hoops – грати у баскетбол
silhouette – вимальовуватися на тлі
skimp on sth – економити на чомусь
spirituality – духовність
unwind – відпочити



<https://wordwall.net/uk/resource/79723587/англійська/ways-to-be-happier-i>

Task 2. Find right answers in the text above:

1. How can letting off small injustices contribute to happiness?

- a) to help improve relationships;
- b) to improve physical health;
- c) to increase optimism;
- d) to increase energy and reduce stress.

2. What is the main strategy for boosting happiness?

- a) to buy yourself flowers;
- b) to go to bed earlier;
- c) to maintain a sense of purpose;
- d) to relive favorite memories.

3. What do the benefits of practicing spirituality do?

- a) help improve physical health;
- b) help you overcome obstacles;
- c) improve your memory;
- d) make you more optimistic.

4. What is the main recommendation for practicing spirituality?

- a) to attend fundraising events;
- b) to learn to play musical instruments;
- c) to read spirit books;
- d) to take art classes.

5. What is the main advantage of cultivating optimism?

- a) to help improve physical health;
- b) to improve memory;
- c) to increases creativity;
- d) to increases happiness and reduce stress.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8010323>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

1. How can practicing your spirituality contribute to happiness?
2. How can reliving your favorite memories contribute to happiness?
3. What is the main advantage of forgiving small injustices?
4. What is the main strategy to boost happiness?
5. Why is it significant to schedule your worrying?

Task 4. Express your opinion in 5-7 sentences:

1. Describe the moment you were extremely happy?

2. What happy habits do you have: which rules do you follow to feel happy?

3. Think about a small moment of happiness that you experienced not long ago.

Task 5. Describe or comment on the following pictures:

5 happiness Habits

Start one today!

- Figure out your needs and wants and live authentically, being true to yourself
- Accept reality and decide how to improve the next moment
- Maintain an attitude of gratitude and appreciate the simple things
- Surround yourself with positive people
- Forgive yourself and others

a)



b)

LESSON 14. WAYS TO BE HAPPIER. PART II



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. Are you satisfied with your life?
2. What would you like to change in your life to be happier?
3. What happy habits do you have?

Task 2. Watch the video about happiness and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=XLBKy7g3yTc&t=2s>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. Martin Seligman is a father of positive psychology.
2. 90% of happiness is determined by our environment and genetics.
3. The most frequent human emotion is joy, followed by love and anxiety.
4. Studies have shown that people are happier when around others are sad and disappointed.
5. Giving back in a form of volunteering improves your mental health as well as physical health.
6. Finding purpose in a life can make us feel happier.
7. According to psychologist Peter Kramer, happiness is opposite to depression, not resilience.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8011409>

or scan QR-code here →



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. According to M. Seligman, what percentage of happiness is determined by our environment and genetics?
2. What is the most persistent human emotion?
3. Why is it significant to have a real conversation instead of small talk?
4. Why is it so important to enjoy small moments?
5. Why is it so significant to smile?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) affirming (<i>adj</i>)	a. to fully enjoy and appreciate something;
2) chronic (<i>adj</i>)	b. happening repeatedly or over a long period of time;
3) to interact (<i>v</i>)	c. supportive and positive;
4) to ruminate (<i>n</i>)	d. to communicate or work together with others;
5) to savor (<i>v</i>)	e. to think deeply and for a long time about something.

WAYS TO BE HAPPIER (PART II)

Step Outside Your Comfort Zone

Take a chance on people with whom you might not usually interact. For example, you tend to be an introvert but will pretend you're an extrovert when you're on an airplane. It requires effort, but talking to the person next to you makes the time pass more quickly, and it's an opportunity to make a connection with interesting people you might not otherwise encounter.

Multi-Task with Care

You can fold laundry while you chat with your girlfriend on the phone. But skip writing emails while watching a movie or texting while you're on a date with your spouse. It's about choosing the right tasks to do at the same time. Don't multi-task if you should be savoring an experience.

Be Kind to Strangers

Open the door for the person behind you. Compliment someone. Offer directions. Give up your seat on the subway or bus. Get the box of cereal on the highest shelf for the person who can't quite reach it. Just a 30-second exchange can leave a positive glow that lasts for hours.

Nurture Relationships

Spend more time with family and friends. The best predictor of happiness is the quality of our social relationships. Invest time and energy in affirming and enjoying the relationships that matter to you. Show up if you're invited to a wedding or to see the new baby. Establish family traditions and rituals. Meet your friends in person instead of just e-mailing them. Make time – not excuses – for being with those you love.

Be on Time

It's less stressful to be on time than to be racing around in a blur, forgetting things and dealing with annoyed people when you arrive. Being late makes you feel as if you have no control over your life. Get over chronic lateness by going to bed earlier, giving yourself 10 extra minutes of commuting time and designating a spot where everything you need to get out the door (car keys, cell phone, handbag) resides.

Say "Thank You"

Convey your appreciation to someone you've never taken the time to thank. It may be a former mentor, teacher, doctor or vet who offered you compassion at a time when you most needed it. Journal about your thoughts, share your feelings with a friend or compose a letter or email explaining why you're grateful for this person's support.

Enjoy Now

Instead of worrying about your dentist appointment tomorrow or the presentation that's due next week, be engaged in whatever you're doing right now. Fretting about the future steals the joy from the present. Avoid the belief that you'll be happy when this or that good thing happens ("when I get a promotion/married/I retire"). Be involved in your life right now.

Give Proof of Your Love

Make small gestures to show your love and nurture your relationships. For example, send your husband a funny or loving email instead of reminding him of some chore that needs to be done. Text your teen to see how practice went. Pick up a little treat for a friend for no reason.

Listen to Music

Music is a healthy distraction. It can help you live in the moment and prevent you from ruminating too long and unproductively on your problems. Make a playlist of your favorites and crank it up.

Write It Out

Writing may be able to help you find release from particularly distressing events. If there's something in your life that's worrying or upsetting you, take 15 minutes for 3-4 nights in a row and write about it. Research has shown this technique may help you get some perspective and make sense of negative or traumatic life events.

Bring People Together

Don't wait for someone else to invite you to an event. Be the one to initiate social gatherings both formal and informal. Host a potluck party, establish a book or knitting club, organize a neighborhood garage sale or get a few friends together at your house for girls' night in.

Have More Fun

Spend more time on experiences you enjoy. Ask yourself what you used to love to do when you were a kid. Collecting? Painting? Crafts? Maybe it's time to reintroduce yourself to the leisure activities you enjoyed years ago – or even pick up a new one.

Make Some Quiet Time

In our 24/7 always-on world, quiet is a rare commodity. Give yourself a break occasionally from noise. Go to the library, museum or find a serene garden to relax. You don't even have to go somewhere special: Turn off the TV at home or radio in the car and enjoy the silence.

Be Generous

Share your time and talents. If you have skills, such as baking or decluttering, offer your services to a friend. Remember people's birthdays, don't gossip and cut people some slack – try not to judge harshly as you have no way of knowing their life circumstances. Forbearance is a form of generosity.

Get Moving

Just a 10- or 20-minute walk can calm and energize you. Get outdoors and meet up with a friend and stroll away anxiety together. Walk your dog or play with your cat. Chase the kids around the backyard for five minutes. You don't need the gym to exercise, especially if you don't like the atmosphere.

From "Ivillage"

VOCABULARY TRAINING

affirm – зміцнювати
annoyed – роздратований
anxiety – тривога, турбота
appreciation – вдячність
cereal – каша (вівсяна)
chat – теревеніти
chore – хатня робота
commute – регулярні поїздки на роботу та з роботи
compassion – співчуття
convey – виражати
craft – ремесло
cut sb some slack – толерантно ставитися до когось
declutter – навести лад
designate – виділяти
distraction – розвага
fold – складати
forbearance – стриманість
fret – хвилювання
generous – щедрий
get over – подолати
glow – відчуття тепла
gossip – пліткувати
harshly – суворо

in a blur – у тумані
in a row – підряд
in person – особисто
interact – взаємодіяти
journal – вести щоденник
laundry – білизна для прання
nurture – тут розвивати
on time – вчасно
otherwise – за інших обставин
perspective – плани на майбутнє
potluck party – амер. обід у складчину
practice – тренування
predictor – показник
rare commodity – тут рідкість
release – полегшення
reside – знаходитися
ruminate on smth – обмірковувати щось
savor – насолоджуватися
serene – тихий
skip – переставати
stroll – прогулюватися
treat – частування



<https://wordwall.net/uk/resource/79724781/англійська/ways-to-be-happier-ii>

Task 2. Find right answers in the text above:

1. What is the way to nurture relationships?

- a) to avoid face-to-face interactions;
- b) to ignore family and friend;
- c) to show up for important events;
- d) to spend more time on social media.

2. What is the main predictor of happiness?

- a) amount of money we have;
- b) level of success we achieve;
- c) number of possessions we own;
- d) quality of our social relationships.

3. Which actions can help prevent you from worrying?

- a) to go for a walk;
- b) to listen to music;
- c) to send loving emails;
- d) to write in a journal.

4. Why is it significant to give yourself some quiet time?

- a) to avoid social gatherings;
- b) to engage in leisure activities;
- c) to find release from distressing events;
- d) to listen to music.

5. Why is it significant to talk to people next to you on an airplane?

- a) to avoid feeling bored during the flight;
- b) to impress the flight attendants;
- c) to make the time pass more quickly;
- d) to show off your extroverted personality.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8011409>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

1. How can good music help in living in the present moment?
2. How can writing texts help with distressing events?
3. What is the main predictor of happiness?
4. What is the small gesture to show love and nurture relationships?
5. What is the main example of stepping outside your comfort zone?

Task 4. Express your opinion in 5-7 sentences:

1. Do you remember a moment when you stepped outside of your comfort zone: how uncomfortable was it?

2. Are you a multitasking personality? Give an example.

3. Describe your latest interaction with a stranger: was it a kind conversation?

Task 5. Describe or comment on the following pictures:



a)



b)

LESSON 15. TIPS FOR HOME AND WORK



PRE-READING PART

Task 1. SPEAKING – answer these questions:

1. Is it important for you to organize your space?
2. Do you believe that 'feng shui' works?
3. Do you believe in positive and negative energies?

Task 2. Watch the video about *feng shui* and work with the following tasks.

You can use the following link

<https://www.youtube.com/watch?v=GLItv8fSwzE>

or scan QR-code here →



Task 3. Are the following statements from the video True (T) or False (F)?

1. 'Feng' means 'water' and 'shui' means 'wind'.
2. Positive energy can help us grow, develop and succeed.
3. Negative energy means obstacles on our way.
4. To enjoy life we need only positive energy.
5. This study begins 6750 years ago with Chinese culture.
6. 'Feng shui' connected with astrology, astronomy, geology, mathematics, physics and philosophy.
7. 'Feng shui' technics are practiced only in apartments or houses.

T	F

Check results with your teacher or use an interactive page.

You can use the following link

*<https://www.liveworksheets.com/w/en/psychology/8011484>
or scan QR-code here →*



Task 4. Watch again and discuss in pairs in the form of a dialogue:

1. What is the meaning of 'feng shui' according to the video?
2. How long is the history of 'feng shui'?
3. Where can we apply this science?
4. How can 'feng shui' knowledge change our life?
5. What sciences we can identify in 'feng shui'?

READING AND DISCUSSION

Task 1. Before reading the text, match the key words with their right definitions:

1) feng shui (<i>n</i>)	a. a Chinese practice of arranging objects and designing;
2) geomancer (<i>n</i>)	b. a vital force or energy that is believed to flow through all living things and affect their health and well-being;
3) harmonious (<i>adj</i>)	c. to stop moving or flowing and become still or inactive forming a pleasing or consistent whole; free from conflict or disagreement;
4) qi (<i>n</i>)	d. spaces in order to create a harmonious environment and promote positive energy;
5) to stagnate (<i>v</i>)	e. a person who practices geomancy, which is the art of placing or arranging buildings or other sites auspiciously.

TIPS FOR HOME AND WORK

When to Feng Shui?

A *feng shui* master should be consulted whenever you:

- plan to move to a new home
- experience something unexpected
- face job instability
- have health problems
- quarrel with your spouse more than is usual
- have an accident at home
- fail to sleep well
- have a child doing poorly in school
- realize a family member does not feel comfortable at home
- have a negative premonition
- lose control of your temper frequently

As Asian culture becomes more popular in the United States, the ancient Chinese method of creating a harmonious environment, *feng shui*, is also gaining ground.

Wind and Water

Pronounced “fung shway”, *feng shui* literally means “wind and water”. Its roots are 5,000 years old.

Feng shui seeks to promote prosperity, good health, and general well-being by examining how energy, *qi*, pronounced “chee”, flows through a particular room, house, building, or garden.

Yin and Yang

Feng shui considers yin, feminine and passive energy, and yang, which is masculine and hot. It also looks at the five elements – water, fire, wood, metal, and earth, and the external environment.

The points on the compass, with eight separate directions – north, northeast, southeast, south, southwest, west, and northwest – are also important.

A *feng shui* expert, known as a geomancer, will consult an individual’s Chinese horoscope to figure out what is best for that person and use complicated mathematical calculations from the ancient I Ching (Book of Changes), to determine what I aspects of the house are out of balance.

While a *feng shui* master, or geomancer, would need to analyze a specific problem for a proper diagnosis, some basic tips can be followed to keep your house in balance.

1. Energy, *qi*, (pronounced “chee”), should flow freely through your home entering through the front door and exiting out the back. Clutter, sharp angles, nooks and crannies, and storage areas can slow down energy, causing it to stagnate and become unhealthful.

2. Energy should not disappear so quickly it has no time to do any good; if your front door has an unimpeded view to the back door, consider blocking it with screens.

3. Busy streets, train tracks, and airplane flight paths all generate energy that may move too fast to enter your home. A wall, trees, shrubbery, and hanging plants are often used to slow down or to screen out fast-moving or negative energy. A weathervane or water, such as a fountain in the front of the house, might also help.

4. Intersections create lots of *qi*. If your front door is not well situated, it could become bombarded with energy, making relaxation impossible. A mirror on the front of the house can deflect energy.

5. Balance is a cornerstone of happiness and good design. Everything from exterior lamp poles to inside decorations might need balancing to generate harmonious energy.

6. Sharp, jutting angles need to be softened by placing plants or statues in front.

7. Furniture in the living room should facilitate movement and conversation. Since the living room is a yang area, consider adding yin influences with plants, soft cushions, and perhaps a fish tank.

8. The foot of a bed should not be in a direct line to the door since in ancient China the dead were laid with their feet toward the door of the death house for easier access to heaven.

9. Mirrors should not face a bed because the spirit leaves the body in the night and might get upset at seeing its reflection, causing a disturbed sleep.

10. Round dining room tables are best since the circle symbolized heavenly blessing. Dining room chairs should be of an even number and should be comfortable. Decor should be simple so as not to distract from the food.

11. Food represents wealth to the Chinese, and therefore the kitchens can generate general happiness. Kitchens should be balanced because of the presence of two major elements – fire, with its yang energy, and water, which is a yin force.

12. The bathroom is the most yin room in the house because of the presence of water. Yang elements, such as bright colors or candles may be added.

13. Gardens create a pleasant view. They should contain balance and have a natural look. Flowering plants will bring good luck.

From “The Feng Shui Magazine”

VOCABULARY TRAINING

access – доступ
accident – нещасний випадок
angle – кут
application – застосування
available – доступний
blessing – благословення
clutter – розгардіаш

commission – комісія
complicated – складний
cornerstone – наріжний камінь
credit with – приписувати
cushion – диванна подушка
decor – меблі
deflect – заломлювати

determine – визначати
disturbed – тривожний
even – парний
exit – виходити
experience – відчувати
facilitate – сприяти
feminine – жіночий
figure out – вирахувати
flexible – гнучкий
flow – текти
frequently – часто
gain ground – просуватися
уперед
heaven – небо
intersection – перетин
jutting – який виступає
literally – буквально
maintain – підтримувати
masculine – чоловічий

nooks and crannies – кутки та закутки
premonition – передчуття
promote – сприяти
prosperity – добробут
quarrel – сваритися
restore – відновлювати
scheme – план, проект
screen – ширма, захищати
seek – шукати
shrubbery – кущі
spectacular – захоплюючий
spirit – дух
spouse – дружина, чоловік
stagnate – застоюватися
temper – настрій
tip – порада
unimpeded – безперешкодний
weathervane – флюгер



<https://wordwall.net/uk/resource/79679457/англійська/tips-for-home-and-work>

Task 2. Find right answers in the text above:

1. What can slow down energy flow in a flat or house?

- a) train tracks and busy streets;
- b) sharp angles and clutter;
- c) decorations and furniture;
- d) statues and mirrors.

2. What elements should be present in the kitchen?

- a) candles and bright colors;
- b) water and fire;
- c) candles and plants;
- d) bright colors and water.

3. What is the importance of flowering plants in a garden?

- a) it brings good luck;
- b) it creates balance and harmony;
- c) it generates general happiness;
- d) it represents wealth.

4. What is the main goal of placing a mirror on the front of the house?

- a) it creates balance and harmony;
- b) it deflects energy;
- c) it facilitates movement and conversation;
- d) it generates good luck.

5. Why should mirrors not face your bed?

- a) they attract spirits;
- b) they disturb sleep;
- c) they cause bad dreams;
- d) they reflect negative energy.

Check results with your teacher or use an interactive page.

You can use the following link

<https://www.liveworksheets.com/w/en/psychology/8011484>

or scan QR-code here →



Task 3. Discuss in small groups (3-4 students):

1. How can decorations and furniture in the living room contribute to a harmonious energy flow?
2. What is the main goal of balancing decorations and furniture in a living room?
3. What is the aim of blocking the view from the front door to the back door?
4. Why should mirrors not face your bed in a bedroom?
5. Why are round dining room tables preferable according to Chinese beliefs?

Task 4. Express your opinion in 5-7 sentences:

1. How can you effectively use the concept of balancing energy in your own flat?

2. Describe a space in your house: is it arranged according to 'feng shui' rules?

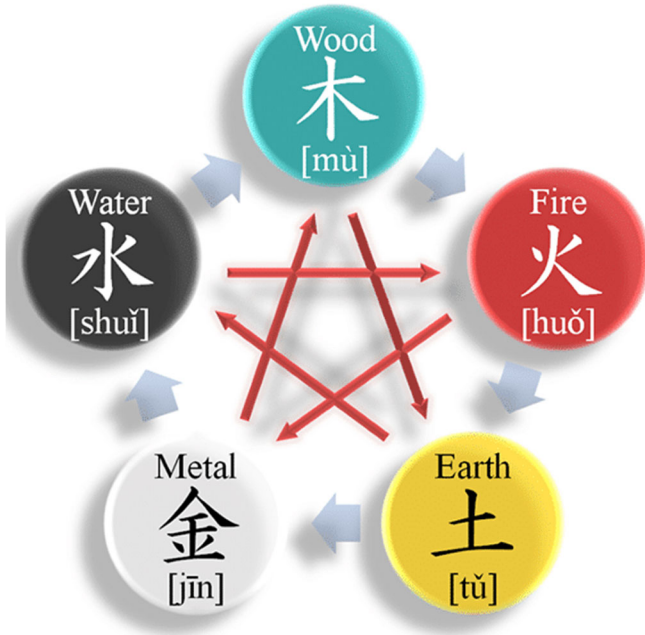
3. Recall a time when you felt a sense of balance and harmony in your house or apartment: do you believe in influence of elements?

Task 5. Describe or comment on the following pictures:

Feng Shui 風水

<p>WEALTH, PROSPERITY AND SELF-WORTH</p> <p>ELEMENT: WOOD NUMBER: 4 LATE SPRING COLORS: PURPLE, GREEN, GOLD</p>	<p>FAME, REPUTATION & SOCIAL LIFE</p> <p>ELEMENT: FIRE NUMBER: 9 EARLY SUMMER COLORS: RED, BRIGHT ORANGE</p>	<p>MARRIAGE, RELATIONSHIPS AND PARTNERSHIPS</p> <p>ELEMENT: EARTH NUMBER: 2 LATE SUMMER COLORS: PINK, SKIN TONES, EARTH TONES</p>
<p>HEALTH, FAMILY AND COMMUNITY</p> <p>ELEMENT: WOOD NUMBER: 3 EARLY SPRING COLORS: GREEN</p>	<p>GOOD FORTUNE CENTER</p> <p>ELEMENT: EARTH NUMBER: 5 COLORS: YELLOW, EARTH TONES</p>	<p>CHILDREN, CREATIVITY & ENTERTAINMENT</p> <p>ELEMENT: METAL NUMBER: 7 EARLY FALL COLORS: WHITE, BRIGHT AND PASTEL COLORS</p>
<p>WISDOM, SELF-KNOWLEDGE AND REST</p> <p>ELEMENT: EARTH NUMBER: 8 LATE WINTER, COLORS: BLUE-GREEN</p>	<p>CAREER, LIFE MISSION & INDIVIDUALITY</p> <p>ELEMENT: WATER NUMBER: 1 EARLY WINTER COLORS: DARK BLUE, BLACK</p>	<p>HELPFUL PEOPLE, SPIRITUAL LIFE & TRAVEL</p> <p>ELEMENT: METAL NUMBER: 6 LATE FALL, COLORS: GRAY, MAUVE</p>





a)



b)

APPENDIX 1.

QUICK ACCESS TO VOCABULARY TRAINING

<p>Lesson 1. Sixth sense</p>  <p>https://wordwall.net/uk/resource/79719037/англійська/sixth-sense</p>	<p>Lesson 2. Color psychology</p>  <p>https://wordwall.net/uk/resource/79701069/англійська/color-psychology</p>
<p>Lesson 3. What's your character like</p>  <p>https://wordwall.net/uk/resource/79705509/англійська/whats-your-character-like</p>	<p>Lesson 4. Improve your personal impact</p>  <p>https://wordwall.net/uk/resource/79713302/англійська/improve-your-personal-impact</p>

**Lesson 5. Expressing
your feelings**



<https://wordwall.net/uk/resource/79703143/англійська/expressing-your-feelings>

**Lesson 6. The fascinating
facts about our brains**



<https://wordwall.net/uk/resource/79711937/англійська/fascinating-facts-about-our-brains>

Lesson 7. Philanthropy



<https://wordwall.net/uk/resource/79713981/англійська/philanthropy>

Lesson 8. Hypnotherapy



<https://wordwall.net/uk/resource/79711068/англійська/hypnotherapy>

**Lesson 9. Teenagers:
young people**



<https://wordwall.net/uk/resource/79699057/англійська/teenagers-young-people>

Lesson 10. Relationships



<https://wordwall.net/uk/resource/79699945/англійська/relationships>

**Lesson 11. Couple
relationships**



<https://wordwall.net/uk/resource/79720554/англійська/couple-relationships>

**Lesson 12. Freedom of
choice**



<https://wordwall.net/uk/resource/79706926/англійська/freedom-of-choice>

**Lesson 13. Ways to be
happier. Part I**



<https://wordwall.net/uk/resource/79723587/англійська/ways-to-be-happier-i>

**Lesson 14. Ways to be
happier. Part II**



<https://wordwall.net/uk/resource/79724781/англійська/ways-to-be-happier-ii>





**Lesson 15. Tips for home and
work**



<https://wordwall.net/uk/resource/79679457/англійська/tips-for-home-and-work>

APPENDIX 2.

QUICK ACCESS TO INTERACTIVE TASKS

<p>Lesson 1. Sixth sense</p>  <p>https://wordwall.net/uk/resource/79719037/англійська/sixth-sense</p>	<p>Lesson 2. Color psychology</p>  <p>https://www.liveworksheets.com/w/en/psychology/7889277</p>
<p>Lesson 3. What's your character like</p>  <p>https://www.liveworksheets.com/w/en/psychology/8002293</p>	<p>Lesson 4. Improve your personal impact</p>  <p>https://www.liveworksheets.com/w/en/psychology/8002356</p>

Lesson 5. Expressing your feelings



<https://www.liveworksheets.com/w/en/psychology/8003681>

Lesson 6. The fascinating facts about our brains



<https://www.liveworksheets.com/w/en/psychology/8003985>

Lesson 7. Philanthropy



<https://www.liveworksheets.com/w/en/psychology/8004047>

Lesson 8. Hypnotherapy



<https://www.liveworksheets.com/w/en/psychology/8006637>

**Lesson 9. Teenagers:
young people**



[https://www.liveworksheets.com/
w/en/psychology/8006854](https://www.liveworksheets.com/w/en/psychology/8006854)

Lesson 10. Relationships



[https://www.liveworksheets.co
m/w/en/psychology/8008020](https://www.liveworksheets.com/w/en/psychology/8008020)

**Lesson 11. Couple
relationships**



[https://www.liveworksheets.com/
w/en/psychology/8009117](https://www.liveworksheets.com/w/en/psychology/8009117)

**Lesson 12. Freedom of
choice**



[https://www.liveworksheets.co
m/w/en/psychology/8009192](https://www.liveworksheets.com/w/en/psychology/8009192)

**Lesson 13. Ways to be
happier. Part I**



*[https://www.liveworksheets.com/
w/en/psychology/8010323](https://www.liveworksheets.com/w/en/psychology/8010323)*

**Lesson 14. Ways to be
happier. Part II**



*[https://www.liveworksheets.co
m/w/en/psychology/8011409](https://www.liveworksheets.com/w/en/psychology/8011409)*

**Lesson 15. Tips for home
and work**



*[https://www.liveworksheets.com/
w/en/psychology/8011484](https://www.liveworksheets.com/w/en/psychology/8011484)*

APPENDIX 3.

LIST OF SOURCES TO TRAIN SPEAKING SKILLS



Busuu

(www.busuu.com) – is a resource that allows you to learn a variety of foreign languages by creating an individual learning plan. The student watches videos from native speakers, completes interactive tasks and receives feedback. The tasks and lessons are developed by professional linguists and experts. The app provides an opportunity to communicate with other students, discuss various topics, and share progress.

Coffee Strap

(www.coffeestrapp.com) – is a website that allows you to learn about 12 foreign languages. The platform is aimed at communicating with native speakers and other learners in accordance with their chosen interests. However, the duration of communication is limited to 7 minutes per interlocutor. The site works on the principle of chat roulette.



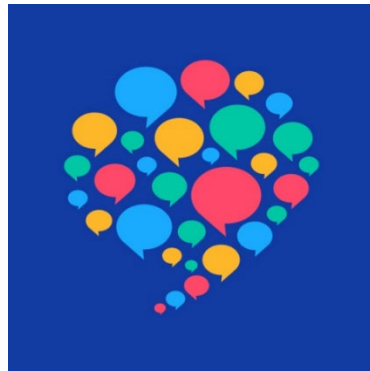


English Baby

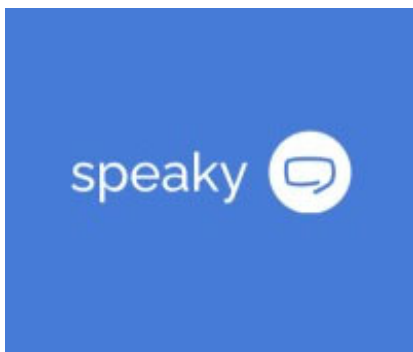
(www.englishbaby.com) – is an interactive application that allows students to master the American version of spoken English and slang. Students can both learn the language through developed lessons, quizzes and tests, and communicate with each other and native speakers. Many of the lessons feature celebrities.

Hello Talk

(www.hellotalk.com) – is an AI-based application that allows you to communicate with native speakers of various foreign languages from around the world. The tool can be used to communicate via text or voice messages, as well as audio and video calls. Users can also join interactive voice sessions and live broadcasts with native speakers of their chosen language.



Lingbe (www.lingbe.com) – is an app with built-in AI that allows students to learn foreign languages by communicating with native speakers in the form of calls. In addition, students are able to actively communicate with each other, which improves and facilitates foreign language learning through a constant foreign language environment.



Speaky (www.speaky.com) – is a social network for conversational foreign language practice. Communication in the app is based on students' correspondence with native speakers or each other, as well as sending audio messages. Often, it is a mutual learning experience, when each participant teaches a colleague his or her native language.

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Б-р Тараса Шевченка, 14, м. Київ, 01601, Україна
☎ (38044) 239 32 22; (38044) 239 31 58; (38044) 239 31 28
e-mail: vpc@knu.ua; vpc_div.chief@univ.net.ua; redaktor@univ.net.ua
http: vpc.knu.ua

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