

ВИЩИЙ ПРИВАТНИЙ НАВЧАЛЬНИЙ ЗАКЛАД  
ДНІПРОВСЬКИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ

**Довідник-практикум**  
**«PSYCHOLOGY IN**  
**TERMS - VOCABULARY**  
**LIST»**



УДК 811.111(075.8)

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Д 30

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Посібник-практикум містить комплекс завдань, спрямованих на розвиток набутих знань, вмінь та навичок з іноземної мови (англійської). Посібник розроблений для проведення практичних занять та організації самостійної роботи з англійської мови для студентів факультету Психологія. Матеріал у посібнику викладено за темами, які відповідають змісту фахових дисциплін. У виданні подано тексти і вправи різної складності.

Рекомендовано студентам денної та заочної форми навчання.

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## ПЕРЕДМОВА

З розвитком сучасного інформатизованого суспільства вивчення іноземної мови набуває особливого значення. Іноземна мова є необхідним фактором формування конкурентоспроможності майбутніх фахівців на різних етапах їх професійного становлення. Довідник-практикум «Psychology in terms – vocabulary list» розроблений для поглибленого вивчення іноземної мови (англійської) студентами факультету «Психологія» та відповідає рівням B1–B2 Intermediate / Upper Intermediate.

Мета довідника – сформувати у здобувачів вищої освіти навички говоріння, читання, письма та перекладу, сприяти опануванню професійної англійської мови як системи та розширенню знань здобувачів вищої освіти з фаху на базі автентичних англомовних текстів.

Довідник містить 6 розділів, об'єднаних за тематикою: «Thinking» (Мислення), «Behaviour» (Поведінка), «Motivation» (Мотивація), «Temperament» (Темперамент), «Addiction» (Залежність), «Mental Health Problems in the Workplace» (Проблеми психічного здоров'я на робочому місці). Матеріал викладено за темами, які відповідають змісту фахових дисциплін. У виданні подано лексика та вправи для її відпрацювання різної складності.

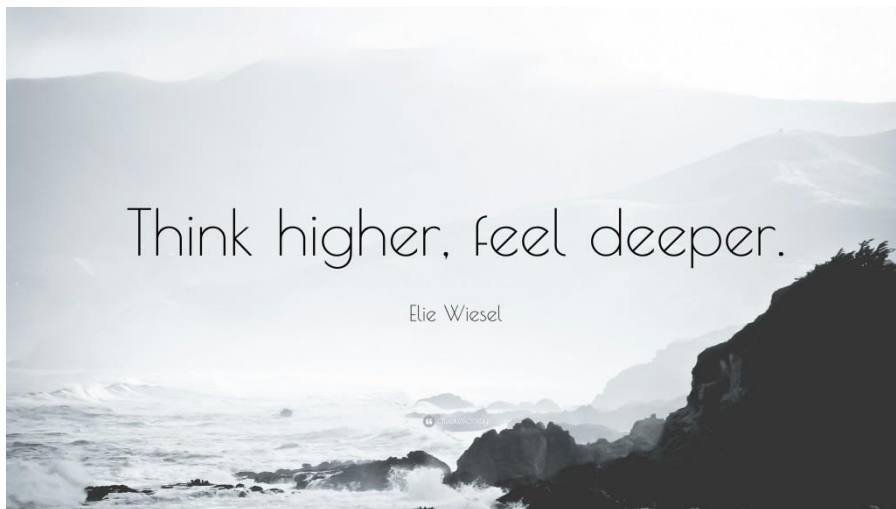
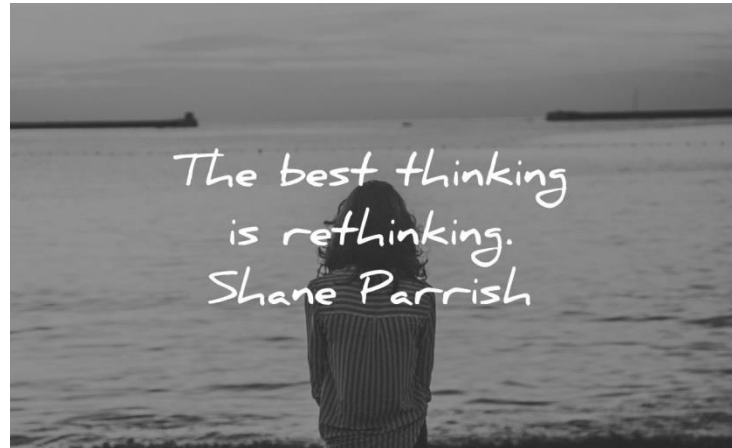
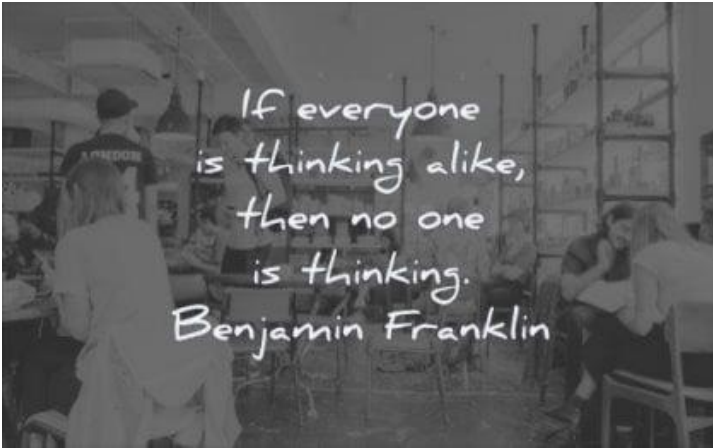
Структура видання уніфікована. Кожен урок містить текст із супроводжуючим тематичним словником та післятекстові завдання як лексичного, так і комунікативного характеру. Довідник-практикум містить комплекс завдань, спрямованих на розвиток набутих знань, вмінь та навичок з іноземної мови (англійської).

Рекомендовано студентам денної та заочної форми навчання.

# 1. THINKING

## LEAD – IN

Look at and read the **quotes**:



### **Comment on these quotation:**

- How do you understand them?
- Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.
- Do you know the fact that the average person has 3000 thoughts a day? How do you feel about it?
- Give your own definition of thinking.



## READING

**Thinking** is a mental process characterized by the use of symbols and concepts to represent both inner and outer reality. A **symbol** is a word, mark, sign, drawing, or object that stands for something else. A **concept** is a basic tool of thought, it is a way in which we organize and simplify information.

Why do we think at all? One of the reasons we think is in order to solve problems.

Human beings lead complex lives. Every day is filled with challenges. Two basic ways to solve problems are to employ either **algorithms** or **heuristic approaches**.

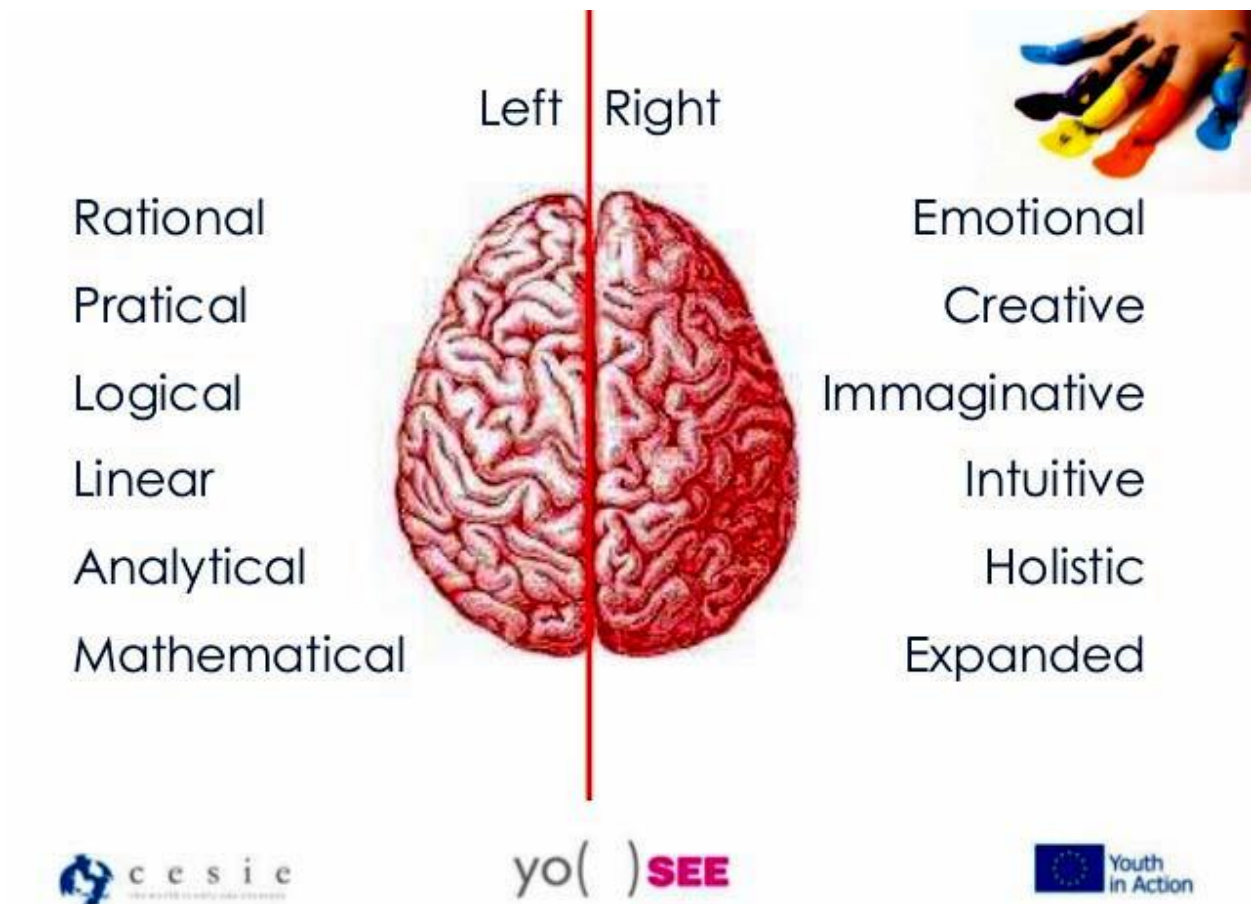
An **algorithm** is a formula. If followed carefully, it will always solve the problem. Formulas in math books are algorithms. So are recipes in cookbooks and step-by-step instructions for operating a microwave oven.

*Let's say that you are given this problem: What is the square root of 12? You will probably turn to a calculator or you can look up the square root in a table in the appendix of a mathematics book. In a sense, you haven't solved the problem. You are relying on an algorithm that you may or may not know.*

Solving a problem without a formula involves the use of **heuristic approaches**. Heuristic approaches employ principles, rules-of-thumb, and insights to solve problems. A heuristic approach is based on the attitude "I can solve this problem even if I can't solve it in an elegant way." *Obviously the square root of 12 must be between 3 and 4. It has to be a decimal fraction.* It is often essential to use heuristic approaches to solve problems when formulas are either not available or forgotten.

When an **orderly approach** to solving a problem is taken, psychologists have identified five important steps. These are (1) **definition of the problem**, (2) **preparation**, (3) **incubation**, (4) **illumination**, (5) and **verification**. This general approach can be applied to many problems. Usually a problem can be stated in

question form. Examples include: “*How do I get a weed-free lawn?*” “*How do you raise a child to have high self-esteem?*” “*How do you study effectively for examinations?*” and “*How do you lose weight?*”



In order to think effectively, it is necessary to think in a logical manner.

**Logical thinking** is thinking that employs valid reasoning to reach a correct conclusion. Logical thinking is the foundation of **rational thought**, thought that fits the real world and allows us to function well in it.

There are two basic kinds of reasoning involved in logical thinking: inductive reasoning and deductive reasoning.

**Inductive reasoning** is characterized by making observations and gathering information until a general conclusion is reached. It is the basic method of science.

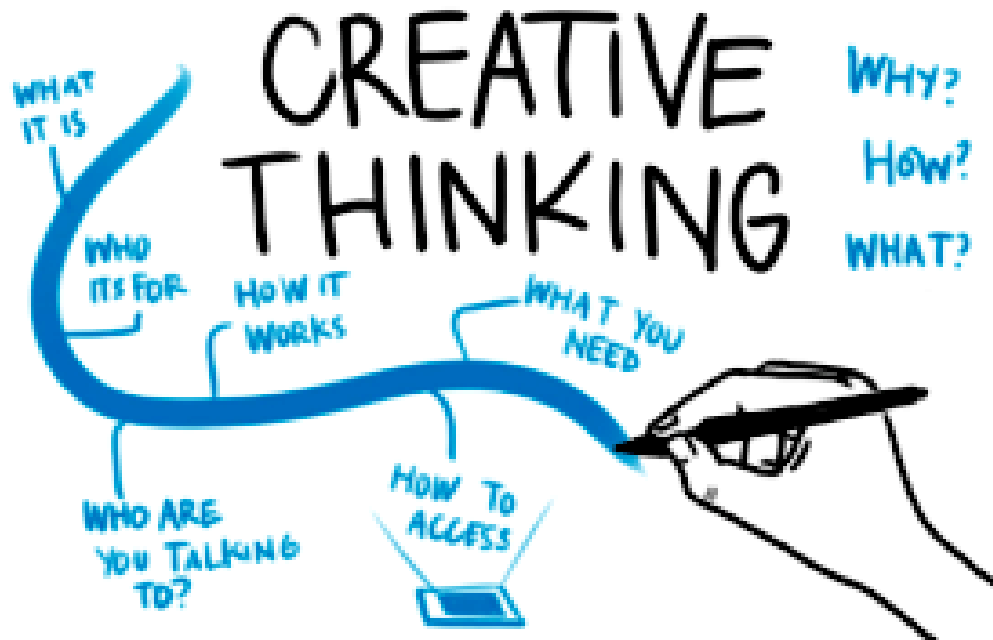
Inductive reasoning also appears frequently in everyday life. *Rowena makes a series of observations about her fifteen-year-old daughter, Georgia. She is*

spending more time than usual talking secretly on the phone with one of her friends, she is dressing very carefully for school and she seems unusually dreamyeyed.

Perhaps Rowena, using inductive reasoning, reaches the conclusion that Georgia is developing an interest in adolescent males.

**Deductive reasoning** is reasoning in which a conclusion follows from a premise. The underlying structure of deductive reasoning is *if-then*. Rowena thinks, “If Georgia is getting interested in boys, then it won’t be long before she will be asking me if she can go on a date.”

**Creative thinking** is an important factor in writing poems, books, and songs. It also plays an important role in advancing human understanding in fields of study such as physics, biology, and psychology. It is also possible to speak of creative cooking, creative child rearing and so forth. It is clear that creative thinking often has a place in everyday life.



The core feature of the creative process is **divergent thinking**, thinking that follows new pathways and explores alternative possibilities. *Thomas Alva Edison* (1847–1931) provides an example of a person who manifested quite a bit of divergent thought. When he was a child, one of his teachers thought that he was



mentally retarded because his answers to questions were so deviant and unexpected. He is well known for improving the electric light bulb. However, he also invented wax paper and the phonograph. When he died he had patented 1,150 inventions, a record for American inventors that still stands.

Divergent thinking often involves breaking mental sets.

**Convergent thinking**, in contrast to divergent thinking, follows conventional thought pathways. It is the core feature in rational thought, thought that employs both inductive and deductive logic.

*(adopted from — “Psychology: A Self-Teaching Guide” Frank J. Bruno)*

**Active Vocabulary:** thinking, symbol, concept, to represent, inner, outer, to stand for, to solve a problem, human being, challenge, algorithm, heuristic approach, to rely on, rule-of-thumb, insight, an orderly approach, definition of the problem, preparation, incubation, illumination, verification, to apply, effectively, logical thinking, valid reasoning, rational thought, foundation, inductive reasoning, deductive reasoning, making observations, to reach the conclusion, method of science, a premise, creative thinking, core feature, divergent thinking, to explore, deviant, convergent thinking.

**Task 1. Decide whether the following statements are true (T) or false (F).**

**Correct them if necessary.**

1. Thinking is a mental process characterized by the use of symbols and concepts to represent only outer reality.
2. Recipes in cookbooks aren't algorithms.
3. Solving a problem with a formula involves the use of heuristic approaches.
4. Logical thinking is an integral part of rational thought.
5. Deductive reasoning is one of two essential parts of reasoning usually employed by scholars.
6. Inductive reasoning is characterized by conclusions based on previous known facts.

7. Convergent thinking is thinking that follows new pathways and explores alternative possibilities.

8. The core feature of the creative process is divergent thinking.

9. Convergent thinking follows conventional thought pathways.

10. Rational thought employs both inductive and deductive logic.

**Task 2. Look through the text again and answer the following questions.**

**Then using your answers, give a short summary of the text.**

1. What is thinking? Why do people need to think?

2. What is a concept?

3. What strategies can you use to solve problems?

4. How do you understand the heuristic approach?

5. What steps have psychologists identified in systematic problem solving?

6. What is the difference between logical and creative thinking?

7. What is a rational thought?

8. What kinds of reasoning are involved in logical thinking?

9. What is the core feature of the creative process?

10. Explain the difference between convergent and divergent thinking.



## VOCABULARY

**Task 3. Translate the following words and word combinations into Ukrainian.**

To represent both inner and outer reality, to stand for, to solve a problem, human being, to be filled with challenges, to rely on an algorithm, to involve, core feature, rule-of-thumb, insight, to apply, effectively, valid reasoning, rational thought, foundation, making observations, to reach the conclusion, a method of science, adolescent males, a premise, to follow new pathways, to explore alternative, possibility, divergent thought, deviant, conventional thought pathways.

**Task 4. Match the words to their meaning. Use a dictionary to help you.**

- |                  |  |
|------------------|--|
| 1. rule-of-thumb | a) a set of steps that are followed in order to solve a mathematical problem or to complete a computer process |
| 2. algorithm     | b) a previous statement from which another follows as a conclusion   |
| 3. premise       | c) a method of procedure based on experience and common sense  |
| 4. rational      | d) different from what is considered to be normal or morally correct   |
| 5. deviant       | e) based on facts or reason and not on emotions or feelings  |

**Task 5. Complete the following sentences with an appropriate word from the list in Task 4.**

1. The gut wrenching pain left him unable to process any \_\_\_\_\_ thought.
2. As a general \_\_\_\_\_, children this age should not spend more than one hour on homework.
3. Cognitive theory contends that solutions to problems take the form of \_\_\_\_\_.
4. If the \_\_\_\_\_ is true, then the conclusion must be true.
5. Some studies show that many violent criminals begin exhibiting \_\_\_\_\_ behaviour in early childhood.

**Task 6. Translate the following words and word combinations into English using active vocabulary.**

Основний інструмент мислення, несподіваний, евристичний підхід, повсякденне життя, розумовий процес, проведення спостережень і збір інформації, думати логічно, спрощувати інформацію, основа раціональної думки, індуктивні міркування, використання символів і понять, творчий процес, практичне правило, визначення проблеми, підліток, важливий чинник, дивергентне мислення, винахід.

**Task 7. Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.**

<b>A</b>	<b>B</b>
important	process
core	life
mental	conclusion
gathering	problem
human	thinking
complex	thought
solving	a factor
rational	information
to reach	a being
logical	feature

**Task 8. Match the words 1–8 to their synonyms a–h.**

- |                 |                 |
|-----------------|-----------------|
| 1. inner        | a) readiness    |
| 2. foundation   | b) external     |
| 3. verification | c) call         |
| 4. thinking     | d) internal     |
| 5. outer        | e) basis        |
| 6. preparation  | f) confirmation |
| 7. valid        | g) reasonable   |
| 8. challenge    | h) thought      |

**Task 9. Fill in the gaps with a suitable word from those above.**

1. It was agreed that "lay assistants" were ... (*allow*), but only in cases of necessity.
2. This alteration improved the ... (*operate*) conditions in three ways.
3. The higher life of man is merely a fiction introduced by philosophers and rulers to ... (*simplify*) government and the relations of society.
4. Form your own opinions: don't let others do your ... (*think*) for you.
5. You should find better ways

to ... (*employ*) your time. 6. Computers have had a profound ... (*effect*) on our lives. 7. The topic is complex but the book itself is very ... (*approach*). 8. And many women have difficulty paying for these procedures, which are even more expensive for those with ... (*underlay*) health problems. 9. Scientists are still discovering the far ... (*reach*) of the human mind. 10. He has been charged with engaging in ... (*organize*) criminal activity, accused of coordinating the identity fraud.

**Task 9. Complete the word-building table with the correct form of the words.**

Verb	Noun	Adjective
		thinking
simplify		
	operating	
		employed
	reach	
approach		
		allowable
	underlying	
		effective
organize		

### DO YOU KNOW...?

**Brainstorming** is a group creativity technique where a group of people meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. People are able to think more freely and they suggest many spontaneous new ideas as possible. All the ideas are noted down and are not criticized and after brainstorming session the ideas are evaluated. The term was popularized by Alex Faickney Osborn in the 1953 book

*Applied Imagination.*

Advertising executive Alex F. Osborn began developing methods for creative problem-solving in 1939. He was frustrated by employees' inability to develop creative ideas individually for ad campaigns. In response, he began hosting group-thinking sessions and discovered a significant improvement in the quality and quantity of ideas produced by employees.

Osborn claimed that two principles contribute to "*ideative efficacy*":

- Defer judgment;
- Reach for quantity.

Consider some of the traditional guidelines for brainstorming...



## SPEAKING

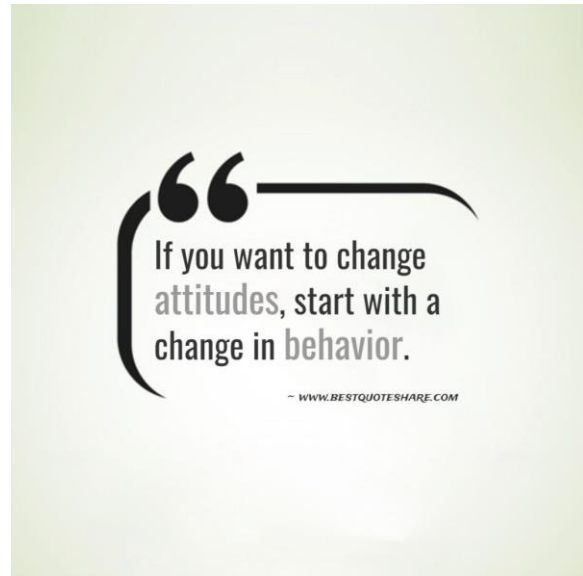
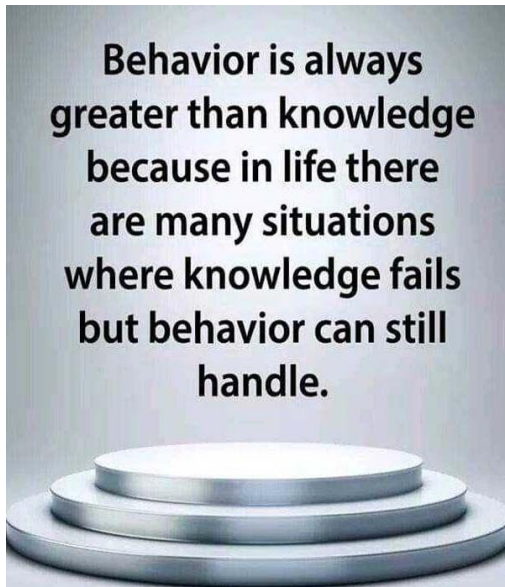
### **Think and share your ideas:**

1. What is thinking? Why do people need to think?
2. What is the difference between logical and creative thinking?
3. What is a rational thought?
4. What is the core feature of the creative process?

# 2. BEHAVIOUR

## LEAD – IN

Look at and read the **quotes**:



*Behavior is the mirror in which everyone shows their image.*

Johann Goethe  
Germany  
1749 // 1832

[www.wordsandquotes.com](http://www.wordsandquotes.com)

### **Comment on these quotation:**

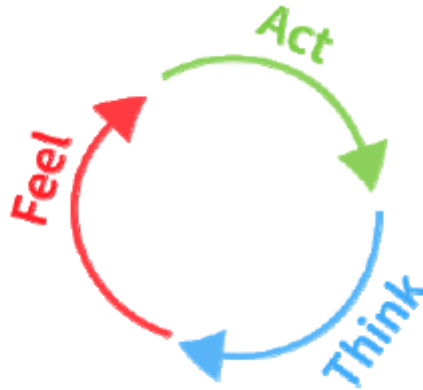
- How do you understand them?
- Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.
- Do you know the fact that the average person tells 4 lies a day or 1460 a year; a total of 87,600 by the age of 60. And the most common lie is: I'm Fine!  
How do you feel about it?
- Give your own definition of behavior.



## READING

In scientific research, human behaviour is a complex interplay of three components: *actions, cognitions and emotions*.

Let's address them one by one.



### **Actions are Behaviour**

An action denotes everything that can be observed, either with bare eyes or measured by physiological sensors. Behavioural actions can take place on various time scales, ranging from muscular activation to sweat gland activity, food consumption, or sleep.

### **Cognitions are Behaviour**

Cognitions describe thoughts and mental images you carry with you, and they can be both verbal and nonverbal. “*I have to remember to buy groceries,*” or “*I’d be curious to know what she thinks of me,*” can be considered verbal cognitions. In contrast, imagining how your house will look like after remodeling could be considered a nonverbal cognition.

Cognitions comprise skills and knowledge – knowing how to use tools in a meaningful manner (without hurting yourself), sing karaoke songs, etc.

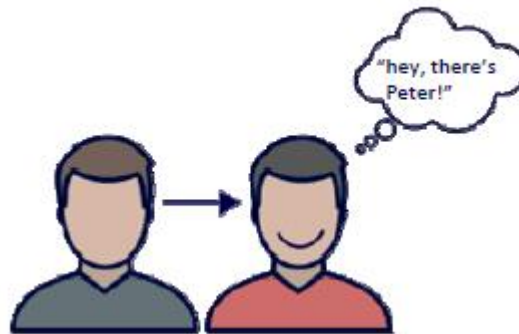
### **Emotions are Behaviour**

Commonly, an emotion is any relatively brief conscious experience characterized by intense mental activity, and a feeling that is not characterized as resulting from either reasoning or knowledge. This usually exists on a scale, from positive (pleasurable) to negative (unpleasant).



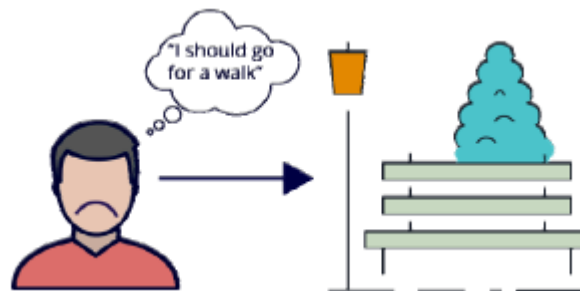
**Actions, cognitions and emotions do not run independently of each other** – their proper interaction enables you to perceive the world around you, listen to your inner wishes and respond appropriately to people in your surroundings. However, it is hard to tell what exactly is cause and effect – turning your head (action) and seeing a familiar face might cause a sudden burst of joy (emotion) accompanied by an internal realization (cognition):

*action = emotion (joy) + cognition (“hey, there’s Peter!”)*



In other cases, the sequence of cause and effect might be reversed: Because you’re sad (emotion) and ruminating on relationship issues (cognition), you decide to go for a walk to clear your head (action).

*emotion (sadness) + cognition (“I should go for a walk”) = action*



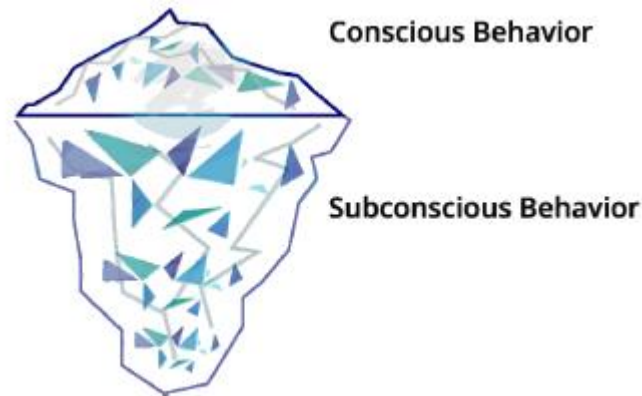
Human behaviour is quite complex as it is influenced, modulated and shaped by multiple factors which are often unrecognized by the individual: *conscious or unconscious, overt or covert, logical or illogical, voluntary or involuntary.*

### **Conscious vs. Unconscious Behaviour**

Consciousness is a state of awareness for internal thoughts and feelings as well for proper perception for and uptake of information from your surroundings.

A huge amount of our behaviours are guided by unconscious processes.

Just like an iceberg, there is a great amount of hidden information, and only some of it is visible with the naked eye.



### **Overt vs. Covert Behaviour**

Overt behaviour describes any aspects of behaviour that can be observed, for example body movements or (inter-)actions. Also, physiological processes such as blushing, facial expressions or pupil dilation might be subtle, but can still be observed. Covert processes are thoughts (cognition), feelings (emotion) or responses which are not easily seen. Subtle changes in bodily processes, for instance, are hidden to the observer's eye.

### **Rational vs. Irrational Behaviour**

Rational behaviour might be considered any action, emotion or cognition which is pertaining to, influenced or guided by reason. In contrast, irrational behaviour describes actions that are not objectively logical.

Patients suffering from phobias often report an awareness for their thoughts and fears being irrational (*"I know that the spider can't harm me"*) – but they still cannot resist the urge to behave in a certain way.



## **Voluntary vs. Involuntary behaviour**

Voluntary actions are self-determined and driven by your desires and decisions. By contrast, involuntary actions describe any action made without intent or carried out despite an attempt to prevent it. In cognitive-behavioural psychotherapy, for example, patients are exposed to problematic scenarios, such as spiders, social exhibition or a transatlantic plane ride.



Many of our behaviours appear to be voluntary, rational, overt, and conscious – yet they only represent the tip of the iceberg for normal human behaviour. The majority of our actions are involuntary, potentially irrational, and are guided by our subconscious. The way to access this other side of behaviour is to examine the covert behaviours that occur as a result.

*(adopted from —<https://imotions.com/blog/human-behavior/>)*

**Active Vocabulary:** behaviour, interplay, actions, cognition, emotion, to denote, to measure, physiological sensors, mental images, verbal, nonverbal, to consider, to comprise, intense mental activity, pleasurable, unpleasant, to enable, to perceive, the sequence of cause and effect, conscious, unconscious, overt, covert, logical, illogical, voluntary, involuntary, state of awareness, visible, body movements, facial expressions, pupil dilation, rational, irrational, to suffer from, self-determined, desire, decision, intent, to carry out, to prevent, be exposed to, to access.

**Task 1. Read the following statements, translate them and correct if necessary.**

1. Human behaviour is a complex interplay of three components: actions, cognitions and thoughts.
2. Cognitions describe thoughts and mental images you carry with you.
3. An emotion is any relatively lasting conscious experience characterized by intense mental activity.
4. Actions, cognitions and emotions run independently of each other.
5. Human behaviour is quite simple as it is influenced, modulated and shaped by multiple factors.
6. Consciousness is a state of awareness for external thoughts and feelings.
7. A huge amount of our behaviours are guided by unconscious processes.
8. Covert behaviour describes any aspects of behaviour that can be observed.
9. Covert processes are thoughts (cognition), feelings (emotion) or responses which are not easily seen.
10. The majority of our actions are voluntary, potentially rational, and are guided by our subconscious.

**Task 2. Look through the text again and answer the following questions. Then using your answers, give a short summary of the text.**

1. What is human behaviour?
2. What does an action denote?
3. What do cognitions describe and comprise?
4. What is an emotion?
5. Do actions, cognitions and emotions run independently of each other?
6. How do you understand the concept “consciousness”?
7. What is the difference between overt and covert behaviour?
8. What is rational behaviour?
9. What kinds of factors is human behaviour influenced, modulated and shaped?
10. Explain the difference between voluntary and involuntary behaviour.



## VOCABULARY

### **Task 3. Translate the following word combinations into Ukrainian.**

Human behaviour, cognition describes thoughts and mental images, brief conscious experience, muscular activation, to suffer from phobias, complex interplay, food consumption, sweat gland activity, various time scales, irrational behaviour, intense mental activity, to exist on a scale, to listen to your inner wishes, internal thoughts and feelings, naked eye, comprise skills and knowledge, to perceive the world, to examine the covert behaviour, facial expressions, subtle changes, self-determined, voluntary actions.

### **Task 4. Match the words to their meaning. Use a dictionary to help you.**

- |                  |   |
|------------------|---|
| 1. cognition     | a) not involving or using words or speech   |
| 2. behaviour     | b) the mental action or process of acquiring knowledge                                |
| 3. nonverbal     | c) to bring to a successful issue   |
| 4. awareness     | d) made, shown, or done in a way that is not easily seen or noticed :secret or hidden |
| 5. covert        | e) the way in which one acts or conducts oneself, especially toward others            |
| 6. physiological | f) knowledge or perception of a situation or fact                                     |
| 7. to carry out  | g) characteristic of healthy or normal functioning of the body                        |

### **Task 5. Complete the following sentences with an appropriate word from the list in Task 4.**

1. Facial expressions are very important for \_\_\_\_\_ communication.
2. An acceptable social \_\_\_\_\_ in one country may be unacceptable in another country.

3. But growing scientific evidence suggests that your physical states can shape your emotions and \_\_\_\_\_ in surprising ways.

4. He has taken part in a number of \_\_\_\_\_ military operations.

5. They hope to raise \_\_\_\_\_ of endangered species, encouraging donations and attracting tourists to the region to support conservation efforts.

6. The research offers a \_\_\_\_\_ mechanism for how a person's psychological state could help to stall cancer progression.

7. She \_\_\_\_\_ the task efficiently and cheerfully.

**Task 6. Translate the following word combinations into English using active vocabulary.**

Складна взаємодія, поведінкові дії, відбуватися, споживання їжі, активність потової залози, пізнання включає навички та знання, короткий свідомий досвід, поведінка людини є досить складна, інтенсивна розумова діяльність, належна взаємодія, наша поведінка керується несвідомими процесами, раціональна поведінка, більшість наших дій є мимовільними, реагувати відповідним чином, на поведінку людини впливають численні фактори, прихована інформація, фізіологічні процеси, представляти верхівку айсберга, розширення зіниць, в результаті.

**Task 7. Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.**

A	B
physiological	research
conscious	sensors
scientific	experience
mental	behaviour
human	activity
multiple	awareness

state of	movements
pupil	dilation
naked	factors
body	eye

**Task 8. Match the words 1–8 to their synonyms a–h.**

- |                |                  |
|----------------|------------------|
| 1. unintended  | a) strong        |
| 2. to comprise | b) endangered    |
| 3. consumption | c) to consist of |
| 4. behaviour   | d) involuntary   |
| 5. to prevent  | e) to enter      |
| 6. exposed     | f) to stop       |
| 7. to access   | g) conduct       |
| 8. intense     | h) use           |

**Task 9. Use one of the adjectives or its opposite to complete the following sentences.**

1. Scientists worry that because of the rise in social media the \_\_\_\_\_ communication will decline because there's no need to speak in person when you can type instead.
2. Bill's \_\_\_\_\_ behavior convinced Jenna to stop dating him.
3. Arachnophobia is an \_\_\_\_\_ fear of spiders.
4. The interplay among \_\_\_\_\_ pressure and outside pressure is complex, activists said.
5. Mia wasn't \_\_\_\_\_ with the astrophysics but after reading a few textbooks on the subject she learned quickly.

**Task 10.** *Complete the right-hand column with opposites of the adjectives, using a prefix un-, il-, non-, in-, ir-, ab-, or a different word. Translate and memorize them.*

<b>Adjective</b>	<b>Opposite</b>
verbal	
conscious	
logical	
voluntary	
visible	
internal	
appropriate	
familiar	
overt	
recognized	
rational	
resistible	
normal	

**Task 11.** **Look at the five words. How many different words can you form with each one? What part of speech (verb, noun, adjective, adverb, etc.) is each word you have formed? What part of speech is the original word?**

1. behaviour to behave, behavioural, behaviourism, misbehaviour
2. thought \_\_\_\_\_
3. observe \_\_\_\_\_
4. interaction \_\_\_\_\_
5. consider \_\_\_\_\_

**DO YOU KNOW...?**

### **10 Interesting Facts about Human Behaviour**

1. When people are being watched, they behave better. And the illusion of being watched works too.



2. People with low self-esteem tend to humiliate others.
3. People sincerely believe that their negative opinions about others are truthful and have no connection with their self-confidence. In fact, the humiliation of others helps them restore their own self-esteem.
4. Lying requires a lot of mental effort. A person who is lying has to keep in mind at the same time the lie – that it to say, and the truth – in order to hide it. As a result, he uses simple sentences and finds it more difficult to cope with mental tasks.
5. Not all risks are the same. The same person can train tigers, but feel embarrassed when talking to a pretty woman.
6. Attractive and honest appearance can easily be misleading. People tend to trust appearance more than sincerity.
7. More successful and rich people are considered to be more intelligent and wise, and vice versa.
8. People constantly compare themselves with others and feel satisfied if they are superior in some respect.
9. People regret quick decisions, even if the results are satisfying.
10. The more complex the decision to be taken is, the more people tend to leave things as they are.



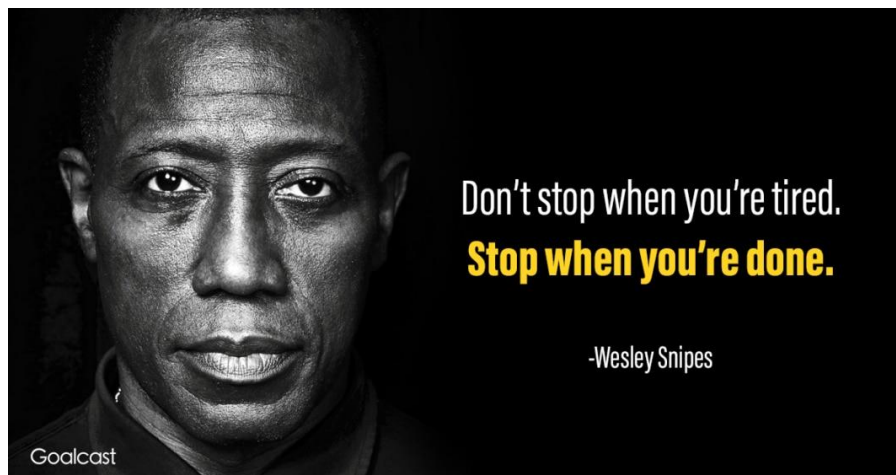
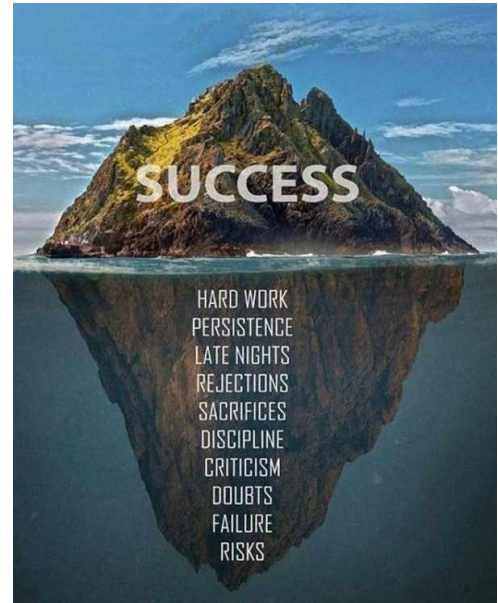
## **SPEAKING**

1. What is a dominant human driving force?
2. How do people try to realize their potentials?
3. What do you know of Abraham Maslow?
4. What system of needs does he suggest?
5. What are the strongest human needs, according to his hierarchy?

# 3. MOTIVATION

## LEAD – IN

Look at and read the **quotes**:



**Comment on these quotation:**

- How do you understand them?
- Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.
- Do you know the fact that 47% of European employee respondents cite pay and remuneration as their biggest motivator at work? How do you feel about it?
- Give your own definition of motivation.



## READING

Human beings spend most of their time during the day engaged in actions.

They drive cars, raise children, have vocations, spend time with hobbies, and so forth. Why some people seem to be very successful, highly motivated individuals?

Where does the energy, the drive, or the direction come from? Why do we do what we do? These are great questions associated with the subject of motivation.

**Motivation** is defined by psychologists as a need or desire that energizes and directs behaviour toward a goal.

There are **five major theories of motivation**.

### **Instinct Theory**

Instinct theory is derived from our biological make-up. All creatures are born with specific innate knowledge about how to survive. Babies are born with the ability to cry and also with particular reflexes which promote survival. The most important of these include sucking, swallowing, coughing, blinking.

### **Drive Reduction Theory**

According to *Clark Hull (1943, 1952)*, humans have internal biological needs which motivate us to perform in a certain way. These needs, or drives, are defined by Hull as *internal states of arousal* or tension which must be reduced. A prime example would be the internal feelings of hunger or thirst, which motivates us to eat.

### **Arousal Theory**

Arousal theory states that we are driven to maintain a certain level of arousal in order to feel comfortable. Arousal refers to a state of emotional, intellectual, and physical activity. It also explains why people climb mountains, go to school, or watch sad movies.

### **Psychoanalytic Theory**

According to Psychoanalytic theory, everything we do, every thought we have, and every emotion we experience has one of two goals: to help us survive or to prevent our destruction. Freud believed that the vast majority of our knowledge about these drives is buried in the unconscious part of the mind.

### **Humanistic Theory**

Humanistic theory is perhaps the most well-known theory of motivation.

According to this theory, humans are driven to achieve their maximum potential and will always do so unless obstacles are placed in their way. These obstacles include hunger, thirst, financial problems, safety issues, or anything else that takes our focus away from maximum psychological growth.

### **Maslow's Hierarchy of Needs**

*Abraham Maslow (1908–1970)*, an American psychologist best known for his belief in Humanistic Psychology, presented a description of human motivation. His *Hierarchy of Needs* has been applied to many professional fields outside of psychology, including sociology, business, medicine, and others.

The Hierarchy is **a set of five stages** that each individual passes through in his or her search for Self-Actualization. The Hierarchy of Needs shows that at the lower level, we must focus on basic issues such as food, sleep, and safety. Without food, without sleep, how could we possibly focus on the higher level needs such as respect, education, and recognition?



Throughout our lives, we work toward achieving the top of the pyramid, self-actualization, or the realization of all of our potential. According to Maslow, nobody has ever reached the peak of his pyramid. We all may strive for it and some may even get close, but no one has achieved full self-actualization. Self-actualization means a complete understanding of who you are, a sense of completeness, of being the best person you could possibly be. As we progress through life, we are presented with obstacles that cause us to either grow or slip backward. After which we can choose to either learn from the event and continue climbing or give up. Despite the challenges of life, most people choose to continue their climb.

*(adopted from — “English for Mental Health Professionals”  
Д. К. Кондратьев)*

**Active Vocabulary:** motivation, to motivate, theory of motivation, Instinct Theory, Arousal theory, The Hierarchy of Needs, Self-Actualization, Esteem Needs, psychological growth, hunger, thirst, tension, need, drive, to direct, innate knowledge, highly motivated, to survive, ability to cry, to reduce, goal, a state of emotional activity, destruction, to achieve, obstacle, safety issues, recognition, to reach, to strive for, to give up.



## VOCABULARY

**Task 1.** *Confirm or deny the following statements. Make use of the expressions below: That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right.*

1. Human beings spend most of their time during the day engaged in actions.
2. According to Drive Reduction Theory humans have external biological needs which motivate us to perform in a certain way.
3. Abraham Maslow, a British psychologist, presented a description of human motivation.
4. Psychoanalytic Theory is perhaps the most well-known theory of motivation

5. The Hierarchy of Needs shows that at the lower level, we must focus on basic issues such as food, sleep, and safety.

6. According to Clark Hull, nobody has ever reached the peak of his pyramid.

7. The Hierarchy is a set of four stages that each individual passes through in his or her search for Self-Actualization.

8. Humanistic theory is derived from our biological make-up.

9. According to Freud, humans have internal biological needs which motivate us to perform in a certain way.

10. Arousal theory states that we are driven to maintain a certain level of arousal in order to feel comfortable.

**Task 2. Read the sentences below, translate them. Ask questions to the underlined words and word combinations.**

1. Motivation is a need or desire that energizes and directs behaviour toward a goal.

2. There are five theories of motivation.

3. Instinct theory is derived from our biological make-up.

4. The internal feelings of hunger or thirst motivate us to eat.

5. Arousal Theory is different from Drive Reduction Theory because it doesn't rely on only a reduction of tension, but a balanced amount.

6. Humanistic theory is perhaps the most well-known theory of motivation.

7. Abraham Maslow presented a description of human motivation.

8. The Hierarchy of Needs has been applied to many professional fields outside of psychology, including sociology, business, medicine, and others.

9. The Hierarchy is a set of five stages that each individual passes through in his or her search for Self-Actualization.

10. Self-actualization means a complete understanding of who you are.

**Task 3. Translate the following word combinations into Ukrainian.**

Innate knowledge, engaged in actions, spend time with hobbies, to direct behaviour toward a goal, biological make-up, according to, internal needs, to perform in a certain way, psychological growth, description of human motivation, feeling of hunger, to maintain a certain level, to prevent our destruction, to reach the peak, sense of completeness, challenge of life, unconscious part of the mind, to focus on basic issues, full self-actualization, to progress through life, to slip backward.

**Task 4. Match the words to their meaning. Use a dictionary to help you.**

1. to reduce a) an innate, biologically determined urge to attain a goal
2. drive b) possession of the means or skill to do something
3. motivation c) to make smaller or less in amount, degree, or size
4. ability d) a thing that blocks one's way or prevents or hinders progress
5. obstacle e) the process that energizes and/or maintains a behaviour
6. to derive from f) the act of arousing someone or something
7. arousal g) to come from something

**Task 5. Complete the following sentences with an appropriate word from the list in Task 4.**

1. This belated \_\_\_\_\_ of the hunting instinct seemed to make almost another man of him.
2. Cats have the \_\_\_\_\_ to see in the dark.
3. Perhaps you need some \_\_\_\_\_ to do what you should.
4. Such power may \_\_\_\_\_ an individual's physical strength, their economic resources, position, expertise, personal charisma etc.
5. It would remove the \_\_\_\_\_ between you and your mate.
6. He began first a short ascent, then a drop to a sharp curve he nearly missed, causing him to \_\_\_\_\_ his speed further.
7. His \_\_\_\_\_ and enthusiasm overcame all obstacles.

**Task 6. Translate the following word combinations into English using active vocabulary.**

Підтримувати певний рівень, високо мотивована людина, рефлексії, які сприяють виживанню, стан фізичної активності, активізувати і спрямовувати поведінку до мети, сприяти виживанню, моргання, мотивувати нас до виконання, теорія збудження, почуватися комфортно, перешкодами є голод і спрага, максимальне психологічне зростання, опис мотивації людини, пошук самоактуалізації, зосередитися на основних питаннях.

**Task 7. Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.**

A	B
arousal	mountains
to achieve	feelings
complete	understanding
climb	theory
psychological	growth
internal	potential
physical	activity
sense of	completeness
human	being
unconscious	part

**Task 8. Choose one of the words or phrases which is closest in meaning to the underlined word or phrase in a sentence.**

- Instinct theory is derived from our biological make-up.  
a) is made of; b) stems from; c) results in
- Babies are born with innate ability that helps them survive.  
a) concentrate; b) achieve goals; c) stay alive
- We are driven to maintain a certain level of arousal in order to feel comfortable.  
a) excitement; b) fear; c) worry
- According to this theory people have only two basic drives.



a) needs; b) stimuli; c) obstacles

5. Until people satisfy their basic needs they will not start achieving their maximum potential.

a) goals; b) potentials; c) requirements

6. If some obstacles are placed in the way of humans they focus on overcoming them.

a) drives; b) impediments; c) needs

**Task 9. Complete the word-building table with the correct form of the words.**

Verb	Noun	Adjective
	performance	
		survival
avoid		
	prevention	
reduce		
	maintenance	
		respectful
		motivated
describe		

**Task 10. Fill in the gaps with a suitable word from those above.**

1. The doctor had to ...(perform) surgery immediately. 2 Without practice, hopes will be ... (reduce) to zero. 3. While travelling abroad, take ... (prevent) measures to avoid illness. 4. The catalogue gives a full ... (describe) of each product. 5. She has managed to ... (maintain) her youthful appearance. 6. A person's health improves with the ... (avoid) of stress. 7. I am working with mostly highly ... (motivate) people. 8. We need food and water for ... (survive). 9. The children in our family are always ... (respect) to their elders.

## DO YOU KNOW...?

Once a middle-school teacher and wrestling coach, Erik Weihenmayer has become one of the most respected and well known athletes in the world. In 2001, Erik climbed to the top of Mount Everest, the world's highest peak. In 2002, he stood on top of Mount Kosciuszko, completing his seven-year journey to climb the Seven Summits, the highest mountain on each of the seven continents.



*Erik Weihenmayer, a blind man, climbed the Seven Summits, the tallest peak on every continent.*

During these adventures, he endured severe winds,  $-70^{\circ}\text{F}$  weather and countless life-threatening situations.,Erik's quests were far from over.

In 2003, he joined some of the world's best athletes to compete in the Primal Quest, the toughest multisport adventure race in the world, taking place over ten days across 457 miles of high elevation in the Sierra Nevadas. It involves intense kayaking, mountain biking, caving, white-water rafting, and trekking. Averaging only 2 hours of sleep a night, Erik and his team one of only about half of the teams to cross the finish line.

Erik accomplished these amazing feats while facing another major challenge: blindness. He is the only blind person in history to reach the summit of the world's highest peak, Mount Everest, and one of the youngest to climb the Seven Summits. Erik never allows his blindness to interfere with his pursuit of adventure and life fulfilment. For instance, his blindness is accompanied by increased eye pressure, which is exacerbated in high elevations. Erik described this pressure when he reached 19,000 feet during one of his climbs by saying, "It felt like someone stabbed me in the eye with a fork". Yet, he continued to the top of the peak.

Reporters who question Erik about why he risks his life to climb and pursue dangerous adventures are really asking about his motivation.

Motivation refers to the various physiological and psychological factors that cause us to act in a specific way at a particular time.

When you are motivated, you usually show three characteristics:

1. You are **energized** to do or engage in some activity.
2. You **direct** your energies toward reaching a specific goal.
3. You have differing **intensities** of feelings about reaching that goal.

Work in pairs and answer the question:

Can we observe these three characteristics in Erik's behaviour? Use information from the text to support your answers. Then compare your thoughts in small groups.



## **SPEAKING**

**Task 1. Answer the following questions:**

1. What is a dominant human driving force?
2. What do you know of Abraham Maslow?
3. What system of needs does he suggest?
4. What are the strongest human needs, according to his hierarchy?
5. What do adults want to receive when their physiological needs are satisfied?
6. What do people seek when safety needs are achieved?
7. Where can people receive support?
8. What does self-esteem mean?
9. How do people try to realize their potentials?
10. Why do most people fail to realize their potentials?
11. How can motivated behaviour be defined?
12. How does motivated behaviour differ from behaviour that is directly connected to an emotion?
13. What is the role of primary drives of any organism?

**Task 2. Discuss the following statements with your group mates making use of the expressions below:**

*My point is that..., I'm perfectly aware that..., I doubt if (that)..., It's hardly likely (that)..., I'm against it..., It must be admitted (noted, pointed out) that...*

### **Ways to Increase Your Motivation**

# Motivation

1. Check your attitude; stay positive
2. Don't catastrophise!
3. Build awesome work relationships
4. Meet regularly with your personal board of directors
5. Plan to achieve; celebrate wins!
6. Plan variety; reenergise
7. Live outside your comfort zone
8. Understand your why
9. Live a balanced life

***Task 3. Agree or disagree with the following statements. Give your reasons:***

1. Mental and physical activity is a dominant driving force.
2. Safety needs are the strongest in human beings.
3. In their work people do not think of their self-esteem at all.
4. Most of us are blind to our true potentials.

***Task 4. Make up a list of problems raised in the text. Which one is the most important? Why do you think so? Make up a plan of the text.***

# REVISE & CHECK TASKS

**I. Missing words are those to describe people's characteristics. Fill in the blanks with missing words:**

*ambitious, rude, strict, obstinate, sympathetic, intelligent, moody, immature, conceited (big-headed)*

1. John is always telling people how well he plays the guitar. He is so....
2. Many girls of 16 and 17 are too... to get married and have children.
3. I see Clive's passed all his exams again. It must be wonderful to be so....
4. The trouble with Jane is that she is so.... One minute she is laughing, the next she is sulking. You just don't know where you are with her.
5. One of the things I like about Pamela is that she is so.... If you have a problem you know you can go to her and that she'll listen to you and try to help all she can.
6. Mrs. Green's children are so.... They never say "please" or "thank you" and only last week I heard them swearing at the postman.
7. My son is very.... He doesn't want to work in an office all his life. In fact he keeps telling me that one day he is going to be Prime Minister.
8. My husband never sees my point of view. He has opinions and nothing I say will ever change them. He is so....
9. When I was a teenager, my father was very.... He would never allow me to wear make-up or have a boyfriend, and if I went out with friends I always had to be home by 10 o'clock.

**II. Write down a synonym for each of the words on the left, choosing it from the ones on the right. Number 1 has been done for you:**

- |            |         |
|------------|---------|
| 1. sad     | unhappy |
| 2. amusing | evil    |

3. wicked	thrilling
4. hardly-working	funny
5. stubborn	furious
6. curious	dreadful
7. polite	industrious
8. angry	reserved
9. exciting	well-mannered
10. terrible	inquisitive
11. shy	obstinate

**III. These are the words to describe temporary moods, states, and feelings. Fill in the blanks with missing words. Use each word once only.**

<i>sympathetic</i>	<i>amazed</i>	<i>terrified</i>	<i>embarrassed</i>
<i>depressed</i>	<i>offended</i>	<i>pregnant</i>	<i>desponded</i>
<i>drowsy</i>	<i>relieved</i>	<i>sober</i>	<i>preoccupied</i>
<i>homesick</i>	<i>faint</i>	<i>nostalgic</i>	<i>disappointed</i>
<i>tense</i>	<i>upset</i>	<i>disgusted</i>	<i>weary</i>
<i>furious</i>	<i>listless</i>	<i>thrilled</i>	
<i>giddy</i>	<i>dejected</i>	<i>unconscious</i>	

1. My father was ... when I told him that I had crashed his car. I don't think I have ever seen him so angry.

2. The boxer hit his opponent so hard that he was knocked ...

3. Alison was very ... when she heard that her mother had been taken to hospital.

4. When I first moved to Sweden I felt very ... — I missed Russia so much.

5. She was really ... when she heard that she had got the job.

6. I spoke to her, but she was too ... to notice me.

7. My sister was ... when her friend's dog started barking at her.

8. She was very ... when I told her that I had lost my job.

9. I felt really ... when my mother started telling my girlfriend about the strange habits I used to have when I was a child.

10. My husband was really thrilled when I told him that I was ... .

11. You look ..., Alan. Cheer up! Things can't be that bad.

12. The sight of blood always makes me feel ... .

13. Listening to "She loves you" by the Beatles made me feel very ... .

14. She felt very ... when the doctor told her that it wasn't a cancer.

15. Lying in the sun made me feel very ... .

16. Amanda was so ... when she failed her driving test, she had really set her heart on passing it first time.

17. The hotel room was so dirty that I felt thoroughly ... and complained to the manager.

18. My cousin was deeply ... when I didn't invite him to my wedding.

19. When we heard that he had passed the exam we were all ...

20. I hate the heat — it makes me so ... I just don't want to move or do anything.

21. He told me that when his wife left him he felt really ... Life didn't seem worth living, and he even contemplated committing suicide.

22. I felt very ... before the interview. But once I actually started talking I began to relax.

23. Although he was perfectly ... when he arrived at the party, by 11.30 he was as drunk as everyone else.

24. When Mary refused to go out with him, John felt really ... .

25. After walking for 6 hours we were so ... that we couldn't go on.

26. I always feel ... when I look down from the top of a high building.

#### **IV. Choose the correct answer for each of the following:**

1. If a person is conceited, he or she is ... .

a) careful

b) suspicious

- c) shy
  - d) crazy
  - e) big-headed
- 2.. What is the opposite of “rude”?
- a) certain
  - b) courteous
  - c) impolite
  - d) successful
  - e) clean
3. To be “broken” is ... .
- a) to be ill
  - b) to be without friends
  - c) to be sad
  - d) to be in love
  - e) to be without money
4. Which of these words means “hard-working”?
- a) flighty
  - b) conscious
  - c) industrial
  - d) industrious
  - e) job

**V. Choose the word which best completes each sentence.**

1. He is always telling me what to do. He is so ....
- a) cruel b) bossy c) helpful d) charming
2. He wants to get to the top before he is thirty. He is very ....
- a) tall b) ambitious c) intelligent d) industrial
3. John always arrives on time. He is so ....
- a) careful b) boring c) punctual d) timeless



4. I was very... for all the advice she gave me.

a) glad b) grateful c) in debt d) pleased

**VI. Find the opposites of the words on the left. Choose from the ones on the right. Number 1 has been done for you:**

<b>Adjectives</b>	<b>Opposites</b>
1. harmless	harmful
2. generous	lazy
3. permanent	broad-minded
4. industrious	timid
5. friendly	sudden
6. dull	unfortunate
7. daring	mean
8. narrow-minded	wonderful
9. real	hostile
10. horrible	temporary
11. gradual	uninterested
12. keen (on)	exciting
13. fortunate	imaginary

**VII. Give a synonym for each of the words in brackets in the sentences that follow. Choose them from the ones below:**

chauvinistic / versatile / illiterate / magnanimous / bilingual / indefatigable / erudite / scintillating / gullible / convivial / vivacious / greedy

1. A/an ... person is someone who has a variety of skills and abilities and who is able to change easily from one sort of activity to another.

2. A/an ... person is someone who is very friendly and fond of eating, drinking and good company.

3. A/an ... person is who is very generous towards other people.

4. A/an ... person is someone who always wants more than his or her fair share of something — especially food, money or power.

5. A/an ... person is someone who is easily taken in or tricked by others.

6. A/an ... person is someone who believes that the sex he or she belongs to (male or female) is better than the opposite sex in all ways.

7. A/an ... person is someone who is unable to read or write.

8. A/an ... person is someone who is fluent in two languages.

9. A/an ... person is someone who seems to have so much energy that he or she never tires.

10. A/an ... person is someone who has studied a lot and is very knowledgeable.

11. A/an ... person is someone who is able to make clever, witty and entertaining remarks in conversation.

12. A/an ... person is someone (usually a woman) who is full of life.

### **IX. Describing people. Character and personality.**

*Match the following adjectives 1–20 with the correct meanings to form complete sentences. People who are:*

### **X. Develop the following situations:**

1. You are writing a paper on the theme: “Major Personality Characteristics”. You experience some hardships in your research. You come to your scientific advisor to receive some explanations.

Ask him:

– if it is a correct trend to divide all people into extroverts and introverts;

- what is meant by personality traits;
- what he thinks whether a personality formation is genetically predisposed;
- what role the family plays in shaping a personality;
- how a social setting influences the personality development;
- at what age the personality character is formed.

2. Your friend is sure that our mood and emotional state depend on the weather and horoscope forecasts. You are not inclined to believe in astrology but still you ask some questions on the subject.

Ask him:

- what his sign of zodiac is;
- what positive characteristics his star sign supposes;
- whom he is like in character: his mother or father;
- if he has got any negative traits;
- if he believes in horoscope forecasts partly or completely;
- what he does to match his star sign.

3. You are making up a questionnaire in order to find out basic personality characteristics and categorize them.

Ask your respondent:

- how he feels in an unfamiliar situation;
- what helps him feel at ease;
- in what situation he feels shy and worried;
- what he considers to be the necessary qualities to feel comfortable everywhere;
- if he can describe the most pleasant situation in his life;
- what he experiences seeing beggars in the streets.

4. Your friend has just come from England. He had a chance to study there for three weeks. He spoke with a number of the British people noted for their peculiar features. You are eager to receive information first hand.

Ask him:

- how he would characterize the English as a separate nation;
- if they are as reserved as they seem to be;
- what relationships exist between different generations;
- what are the most distinctive features of their character;
- in what dwellings the British people live;
- why they prefer to live in cottages.

### **XI. Assess Yourself: Personal Motivation Inventory**

**Overview** This inventory measures your general level of motivation. It does not specifically measure health motivation; however, a low score on general motivation could indicate that you might encounter difficulties in attempting to change your health related behaviour. A high score, however, does not guarantee success in this area. People are often motivated to different degrees in different aspects of their lives. A high scorer might want to consider how to apply his or her general motivation level specifically to health behaviour. A low scorer might want to keep in mind the possible need for extra effort.

**Directions** This inventory explores the ways in which you are motivated. There are no right or wrong answers. Sometimes people tend to answer questions in terms of what they think a person should do. The outcome of this questionnaire will be valuable to you only if you respond to the statements in terms of what you are now doing. Some of the statements may seem repetitive. However, each time is different, so please answer each one without regard to the others. Do not debate too long about any item. Please note that this is a self test. It will measure how you view yourself and your motivation. It cannot reflect other's opinions of how motivated you might be. For each of the statements, decide which of the following answers best applies to you:

1. Never
2. Rarely
3. Sometimes
4. Usually
5. Always

Place the number corresponding to that answer on the line to the left of the statement. Please be honest with yourself.

### **Assessment**

1. I can identify the things I do best.
2. I feel that I am as good as the next person.
3. When someone compliments me, I want to do even better.
4. I participate in a wide range of activities.
5. I find it easy to listen to others.
6. I feel that I should be rewarded when I do a good job.
7. I am curious about new ideas and try to learn all I can.
8. I set high standards of achievement for myself.
9. I feel that I have strengths or abilities that I have yet to use.
10. I have a positive attitude toward myself.
11. Ridicule or sarcasm makes me work harder.
12. I find it difficult to become involved with other people.
13. My mind wanders when I should be listening.
14. Compliments are nice, but when I excel I want something more, such as public recognition, honours, or special privileges.
15. I have high expectations about what I can accomplish.
16. I feel that my goals are realistic.
17. I would like to improve or build my existing strengths.
18. I can accept and use constructive criticism.
19. Criticism, of any type, makes me feel like giving up.
20. I am afraid to become involved in controversial causes.
21. I have to ask for directions or instructions more than once.

22. If I fail to accomplish a task, I feel that my employer or instructor has the right to take disciplinary action.
23. I set goals for myself subject to periodic re-evaluation.
24. I feel that my goals give me an opportunity to grow.
25. I feel that my faults or weaknesses outweigh my strengths.
26. I tend to brood about mistakes I have made.
27. I want other people to know when I am doing a good job, and I want them to say so!
28. I find it so easy to become involved in what I am doing that I often lose track of time.
29. I tend to tune out of discussions that I feel will be boring.
30. If I am punished, I have a right to know why and what I should do differently in the future.

1	absent-minded	a)	like to say how good they are at something
2	adventurous	b)	have strong feelings and are easily moved by things
3	amusing	c)	are rude and disrespectful, especially towards people like parents and teachers
4	bashful	d)	are always trying to control others without worrying or caring about how they feel
5	boastful	e)	deliberately try to hurt or harm others
6	bright	f)	are very forgetful because they are too busy thinking about other things
7	calm	g)	are sure of themselves and their abilities
8	cheeky	h)	are easily tricked and tend to believe everything they are told
9	conceited	i)	are very clever and learn things quickly
10	confident	j)	hate having to wait for things and are not very tolerant of other people's weaknesses
11	creative	k)	are very interested and excited about something and this shows in the way they talk or behave
12	domineering	l)	are daring and always ready to take risks
13	down-to-earth	m)	are always friendly and welcoming towards guests
14	emotional	n)	don't get excited or nervous about things
15	enthusiastic	o)	find it hard to accept or understand new or different ideas
16	gullible	p)	are very funny and make you laugh
17	hospitable	q)	are very practical and honest
18	impatient	r)	have a very high opinion of themselves
19	malicious	s)	find it easy to produce new and original ideas and things
20	narrow-minded	t)	are shy and feel uncomfortable in social situations

31. I set time aside to think about myself and where I am going.
32. I expect the best from myself.
33. I feel I can be successful in developing new strengths (skills or abilities).
34. I know that no one is perfect, and I am happy being the person I am.
35. I feel that most people give me compliments because they are after something.
36. I like to be actively involved with people and causes.
37. I listen to other people but find I don't really understand what they are saying.
38. I feel that incentives make it easier to accomplish a task.
39. I feel that I am an adventurous person and I like to try new things.
40. Because I expect to do my best, I find I achieve what I want.

### **Scoring**

Compare your responses to the key below. For each item, if your response matches one of the numbers in the key, place a check mark beside that item. Then count and record the total number of check marks.

1. 4, 5	11. 1, 2	21. 1, 2	31. 3, 4, 5
2. 3, 4	12. 1, 2	22. 3, 4	32. 4, 5
3. 4, 5	13. 1, 2	23. 4, 5	33. 4, 5
4. 3, 4, 5	14. 2, 3, 4, 5	24. 4, 5	34. 4, 5
5. 4, 5	15. 4, 5	25. 1, 2	35. 1, 2
6. 4, 5	16. 4, 5	26. 1, 2, 3	36. 3, 4, 5
7. 4, 5	17. 5	27. 3, 4, 5	37. 1, 2
8. 4, 5	18. 4, 5	28. 3, 4	38. 4, 5
9. 4, 5	19. 2, 3	29. 1, 2, 3	39. 3, 4, 5
10. 4, 5	20. 1, 2, 3	30. 5	40. 4, 5

## **Interpretation**

35–40 = highly motivated

30–34 = good, but room for improvement

25–29 = need work

20–24 = need more work

15–19 = improvement definitely needed

This interpretation of the degrees of your motivation, of course, reflects a societal value that motivation is important, that is, that an active role in life is better than a passive one, almost regardless of the ultimate goal of the activity. There are logical reasons for believing that lack of motivation is in itself not conducive to good health; the main purpose of this assessment, however, is to help you determine how ready you are to attempt any of the personal behaviour changes that you might choose as a result of the self-knowledge you gain in the following chapters.


*Source: Adapted from Personal Motivation Inventory. — Batten, Hudson & Swab, 1977.*



# 4. TEMPERAMENT

## LEAD – IN


Look at and read the **quotes**:



Temperament is fixed, set. The skull, followed by the temperament: the two hardest parts of the body. Follow your temperament. It is not a philosophy, It is a rule, like the Rule of St Benedict.

— J. M. Coetzee —

AZ QUOTES



Temperament lies behind mood; behind will, lies the fate of character. Then behind both, the influence of family the tyranny of culture; and finally the power of climate and environment; and we are free, only to the extent we rise above these.

(John Burroughs)



Temperament is the thermometer of character.

~ Honore de Balzac

AZ QUOTES

**Comment on these quotation:**

- How do you understand them?
- Which of these quotations do you agree with? Which do you disagree with?

Why? Compare your ideas with the partner.

- Do you know the fact that the birth order can influence your personality?
- Give your own definition of temperament.



## READING

**Temperament** is a set of individual human peculiarities that characterize the emotional and dynamic aspect of a person's activity (mental activity and behaviour).

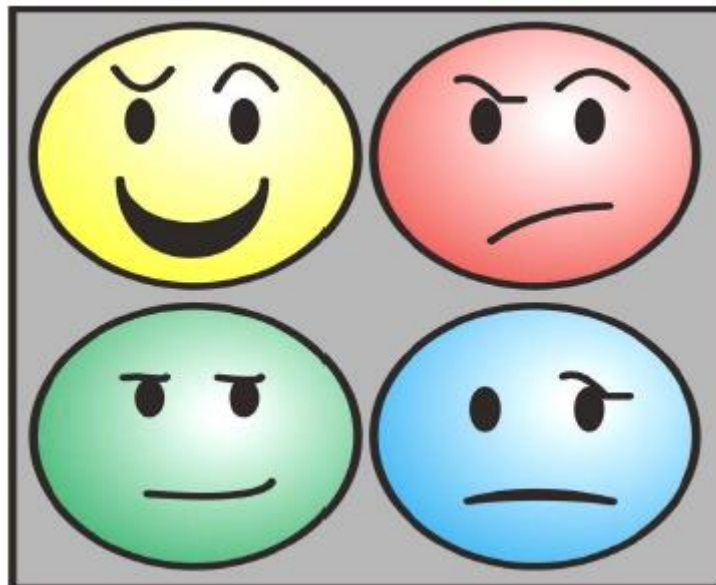
The word “*temperament*” was introduced by the doctor of antiquity, Hippocrates. By “temperament” he meant anatomical, physiological, and psychological characteristics of an individual. Hippocrates explained types of temperament as behaviours determined by the prevalence of one of the **four bodily fluids**:

Phlegm (or lymph) makes a person calm and slow – **phlegmatic**.

Yellow bile (choli) makes people short-tempered and irritable – **choleric**.

Blood (sanguis) makes a person vivid and cheerful – **sanguine**.

Black bile (melena choli) makes a person sad and fearful – **melancholic**.



We can rarely see people with strongly pronounced features of a certain temperament. Mixed temperaments in various combinations are more common.

However, an excess of features of any temperament makes it possible to attribute a person's temperament to a particular type.

– **Character** determines how a person acts; it is acquired and can be changed.

– **Abilities** determine speed, depth, and strength of gaining knowledge and skills.

Temperament is the basis of character development, has an impact on ways of communication and human behaviour. Temperament is an innate aspect of a person; it cannot be changed. The type of temperament does not influence the person's abilities; one type of human temperament solves some vital objectives easier than another.

Adults should consider the type of their child's temperament in order to make educational methods and techniques effective and harmless.

**Active Vocabulary:** temperament, bodily fluids, phlegmatic, sanguine, melancholic, choleric, to gain knowledge, to solve, hasty, patient, obstinate, cranky, to tend to, persistent, to overestimate, to achieve, inert, sedentary, diligent, strengths, weaknesses, to get acquainted with, timid, sensitive, modest, hesitant, pessimistic, anxiety, to be interested in, to improve self-esteem, to have an impact, to get along with, to acquire, restrainable, arrogant, unstable mood.

**Task 1.** *Look through the text again and answer the following questions. Then using your answers, give a short summary of the text.*

1. What is temperament?
2. Who introduced the word "temperament"?
3. What did Hippocrates mean by word "temperament"?
4. How did Hippocrates explain the types of temperament?
5. What does character determine?
6. What are the main types of temperament?
7. Explain the difference between phlegmatic and choleric.
8. What are the strengths of melancholic type of temperament?
9. What are the weaknesses of sanguine type of temperament?
10. What is your temperament type?

## Main Psychological Characteristics of the Four Temperaments – Strengths and Weaknesses

①

### *Choleric*

The type of the nervous system is unrestrainable, strong, unbalanced, and mobile.



#### **Strengths:**

- They work with enthusiasm, overcoming obstacles.
- They have an expressive mimicry.
- Their speech is lively and emotional.
- Choleric are able to make decisions quickly.
- They are open to new ideas and information.

#### **Weaknesses:**

- They are hasty, impatient, obstinate and cranky.
- They may provoke conflicts.
- They tend to be risky.
- Speech is rapid and sometimes inconsistent.
- Mood swings and breakdowns are common.

*Choleric people should learn to control themselves, not to be arrogant.*

## ② *Sanguine*

The type of the nervous system is strong, balanced, and mobile.



### **Strengths:**

- This type is cheerful, energetic, and responsive.
- They are persistent in achieving goals.
- They quickly move from one activity to another.
- They control their emotions and feelings in stressful situations.

### **Weaknesses:**

- If sanguine are not interested in what they do, they will stop doing it.
- Sanguine people do not like monotonous work.
- They tend to overestimate themselves and their capabilities.
- They are unstable in interests and hobbies.
- Hasty decisions, unstable mood.

*In order to achieve success, sanguine people should be motivated.*

### ③ *Phlegmatic*

The type of the nervous system is inert, strong, balanced, and sedentary.



#### **Strengths:**

- This temperament is calm, careful, patient, diligent and reliable.
- Phlegmatic people are persistent in achieving their goals.
- Speech is quiet, with pauses, without expressive emotions, gestures, and facial expressions.
- They are able to perform monotonous hard work.
- They get along with people of other temperaments.

#### **Weaknesses:**

- They cannot respond quickly to new situations.
- They hide their emotions and feelings.
- Facial expressions and movements are slow and inexpressive.
- They slowly move from one task to another.
- They adapt to new environment with great effort and do not want to get acquainted with new people.

*It is necessary to develop such qualities as mobility and activity. Inertia and lethargy should be suppressed.*

④

## *Melancholic*

The type of the nervous system is weak, unbalanced, and immobile.



### **Strengths:**

This type is characterized by increased sensitivity.

High demands on oneself and other people.

They feel others.

They are restrained and tactful.

Emotions and feelings are strong and durable.

### **Weaknesses:**

– They do not share their thoughts and feelings with others.

– A melancholic is very timid, sensitive, modest, hesitant, and insecure, often pessimistic, rarely laugh.

– There is a tendency to loneliness, depression, suspicion. They are detached and unsociable.

– Speech is weak and quiet, sometimes they whisper. They are prone to crying.

– Before important events they always experience anxiety.

*It is necessary to be more active, engaged in organizational activity and mentoring in order to feel one's importance and improve self-esteem.*

*(adopted from — <http://undepress.net/temperament-and-its-four-types/>)*



## VOCABULARY

### **Task 1. Translate the following word combinations into Ukrainian.**

Human peculiarities, mental activity, psychological characteristics, bodily fluids, stressful situations, expressive mimicry, to have an impact on communication, educational techniques, the type of the nervous system, increased sensitivity, to share one's thoughts, to hide emotions, monotonous work, to overcome obstacles, to achieve goals, quiet speech, to experience anxiety, to feel one's importance, high demands on oneself, to overestimate one's capabilities.

### **Task 2. Match the words to their meaning. Use a dictionary to help you.**

1. temperament	a) to value (someone or something) too highly
2. diligent	b) having an exaggerated sense of one's own importance or abilities
3. to overestimate	c) mode of emotional response
4. to get along with	d) showing steady and earnest care and effort
5. obstinate	e) have a friendly relationship
6. to acquire	f) refusing to change your behavior or your ideas
7. arrogant	g) buy or obtain (an object or asset) for oneself

### **Task 3. Complete the following sentences with an appropriate word from the list in Task 2.**

1. The two women were opposite in \_\_\_\_\_.
2. I am afraid I \_\_\_\_\_ him. I don't think that he is a painter of the first rank.
3. She's first in her class, but she's not \_\_\_\_\_ about it.



4. From his youth he was \_\_\_\_\_ in his studies and a great reader, and during his college life showed a marked talent for extemporaneous speaking.

5. My brother \_\_\_\_\_ well with everybody.

6. I've never \_\_\_\_\_ a taste for spicy food.

7. He showed an \_\_\_\_\_ refusal to admit that things were bad.

**Task 4. Translate the following word combinations into English using active vocabulary.**

Певний темперамент, освітні методи, вроджений аспект, вирішувати деякі життєві завдання, ладити з людьми, познайомитися, перепади настрою, досягати цілей, ділитися почуттями з іншими, розглянути тип темпераменту, підвищена чутливість, мати вплив на спілкування, стресові ситуації, поліпшити самооцінку, спровокувати конфлікт, контролювати емоції і почуття, переоцінювати себе.

**Task 5. Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.**

<b>A</b>	<b>B</b>
innate	swings
mood	speech
stressful	situation
inconsistent	work
bodily	aspect
facial	temperament
monotonous	goals
human	expressions
to achieve	fluids
to hide	emotions

**Task 6. Match the words 1–8 to their synonyms a–h.**

- |                      |                     |
|----------------------|---------------------|
| 1. temperament       | a) worry            |
| 2. to whisper        | b) be familiar with |
| 3. sociable          | c) personality      |
| 4. suspicion         | d) doubt            |
| 5. to get acquainted | e) stubborn         |
| 6. obstinate         | f) friendly         |
| 7. calm              | g) peaceful         |
| 8. anxiety           | h) to murmur        |

**Task 7. Complete the right-hand column with opposites of the adjectives, using a prefix un-, in-, ir-, im-. Translate and memorize them.**

<b>Adjective</b>	<b>Opposite</b>
consistent	restrainable
patient	responsive
emotional	active
sensitive	possible
fearful	balanced

**Task 8. Use one of the adjectives or its opposite to complete the following sentences.**

1. She is never fretful or irritable, and I have never seen her \_\_\_\_\_ with her playmates because they failed to understand her.
2. Her speed was \_\_\_\_\_, her destination clear.
3. His expression was bland – his voice \_\_\_\_\_, as if he were discussing the weather.

4. A person who attends mass weekly and is involved with different religious programs is an example of an \_\_\_\_\_ church member.

5. Is it \_\_\_\_\_ to replace all our organs with freshly grown new ones created from our own cells?

**Task 9. Look at the five words. How many different words can you form with each one? What part of speech (verb, noun, adjective, adverb, etc.) is each word you have formed? What part of speech is the original word?**

1. attribution

*to attribute, attributive, attributively*

2. determining

---

3. acquired

---

4. obstinacy

---

5. strength

---

**DO YOU KNOW...?**

### **INTROVERTS VS. EXTROVERTS**

*Knowing if you have extroverted or introverted personality traits will not only improve your mental health, it can improve your professional and personal relationships!*

Most of us are mostly introverts or extroverts by nature, but we all display either introverted or extroverted personality characteristics in different circumstances. You could be **outgoing** and **friendly** (an extrovert's personality traits) at work where you're comfortable, and **quiet** and **reflective** (an introvert's personality traits) at a White House dinner because you feel out of your element.

But, overall you probably lean more towards being either an extrovert or an introvert.

Extroverts are very comfortable in groups, and may be even happier as **the centre of attention**. Traditional extroverts' personality traits are **selfconfident, enthusiastic, gregarious**, friendly, and outgoing. Extroverts love crowds: the more people around, the better life is! Extroverts like public demonstrations, community events, and other large social gatherings.

Introverts have an inward focus and aren't usually **the life of the party**. They have a strong sense of self that can make them feel highly **selfconscious** around other people – which makes walking into a crowded room a little nerve-wracking. Introverts have a hard time being silly in front of the camera and telling jokes to more than a couple of people at a time, but they can be extremely **witty**.

Extroverts are interested in what's happening outside themselves: their surroundings, people, noises. Extroverts don't tend to enjoy spending time alone, and they get their energy from other people. A significant extroverted personality trait is that energy flows outward (not inward like the introvert).

Introverts process their emotions, thoughts, and observations internally. They can be social people, but reveal less about themselves than extroverts do. Introverts are more **private**, and less public. Introverts need time to think before responding to a situation, and develop their ideas by reflecting privately. Introverts' personality traits can be **passionate**, but not usually aggressive. Whether you're an extrovert or introvert, accepting and enjoying your dominant personality traits can lead to a happier, more fulfilled life!

*(adapted from Suite101: <http://l-pawlik-kienlen.suite101.com>)*

- Task 1.** a. Name five character traits of extroverts. . . . .
- b. Name five character traits of introverts. . . . .
- c. Which personality type do you 'lean towards'? . . . . .

**Task 2. Look at the list of adjectives from the text and match them to their opposites on the right:**

1. outgoing	a. dull
2. passionate	b. hostile
3. self-confident	c. impulsive
4. witty	d. indifferent
5. self-conscious	e. reserved
6. reflective	f. secure
7. friendly	g. timid

**Task 3. Think of some of your friends or acquaintances. Describe their personality traits to your partner, using adjectives from this exercise. Try to use qualifying words and expressions where appropriate, e.g.**

*He/She tends to be rather ... He/She is a bit on the ... side.*

*He/She is hardly ever ... He/She can be a bit/rather/very/extremely ... at times.*

**Task 4. We often use compound adjectives (adjectives made up of two or more words) for describing personality. In pairs, complete the sentences with the following**

absent-minded	hot-tempered	narrow-minded
big-headed	level-headed	self-centred
thick-skinned	tight-fisted	two-faced
		warm-hearted words.

1. It's not easy to offend Jack. He's rather \_\_\_\_\_.

2. Jill is completely \_\_\_\_\_. She's pleasant to your face, but says nasty things about you behind your back.

3. Patrick's boss is terribly \_\_\_\_\_. Even the smallest mistakes make him angry.

4. Joe has become really \_\_\_\_\_ since he got promoted to the position of store manager.

5. Dianne is a very \_\_\_\_\_ lady. She's always ready to help the poor and needy.

6. John is the most \_\_\_\_\_ person I know. He never remembers where he puts things and always forgets about his meetings and appointments.

7. Bob is so \_\_\_\_\_. He'll never buy you a drink.

8. Amy is so \_\_\_\_\_. All she cares about is herself and her career.

9. Peter remained very calm during the difficult economic crisis. He is very \_\_\_\_\_.

10. Eva is extremely \_\_\_\_\_. She never accepts different points of view or lifestyles.

*Task 5. Choose five adjectives from this exercise. For each adjective, think of someone you know or someone famous. Tell your partner why the personality trait fits the person.*

*Task 6. Study the sentences below. Try to guess the meaning of the idiomatic phrases in bold by answering the questions below.*

- Tomek **keeps himself to himself**.
- Aran has a **chip on his shoulder**.
- Pablo is **set in his ways**.
- Anita tends to **rub people up the wrong way**.
- Joe is not afraid to **speak his mind**.
- Vera is **generous to a fault**.
- Sameer has a **fiery temper**.

*Task 7. Responsible, quick-tempered and generous are adjectives which describe people's character. Can you think of any more adjectives? Read the text and explain the words in bold as in the example:*

*E. g. Responsible people are those who you can always trust to do what you ask them to do.*

### **Read my Lips**

Forget about fortune tellers and horoscopes. The shape of a person's lips can say a lot about them. The 5,000 year old art of face reading is gaining popularity. So, take a look at the shape of someone's lips to find out about their personality ... People with full lips are usually responsible. You can always trust them to do what you ask them to do. They are also decisive; they make decisions quickly. On the other hand, they tend to be rather bossy. They like telling other people what to do! People who have a thin upper lip and a full lower lip are energetic. They work very hard and like participating in a lot of activities. They are ambitious as well; they want to be successful in life. However, these people tend to be self centred. They seem to only care about themselves and they sometimes forget about other people's feelings. People with thin lips are determined; they know what they want and they do all they can to get it. They are careful people who do their work with a lot of attention and thought. However, they tend to be reserved; they don't like showing their feelings or expressing their opinions. They can also be mean; they don't like sharing things or spending money. People who have lips with down-turning corners are very generous. They love giving things to other people and helping them. They are also intelligent and understand difficult subjects quickly and easily. On the other hand, they can be sensitive at times; they get upset easily, so be careful of what you say to them.

***Task 8. Here's a list of adjectives describing qualities certain professions need. Read the sentences and fill in the correct adjective: persuasive, brave, creative, patient, intelligent, polite, accurate, fair, friendly***

1. Salespeople need to be ... to get people to buy their products.
2. A scientist has to be ... in order to understand complex theories.
3. Receptionists should be ... in order to make people feel welcome.

4. Surgeons must be very ... as they should not make mistakes in their work.
5. A shop assistant has to be ... even when dealing with a rude customer.
6. Lifeguards have to be ... as they often find themselves in dangerous situations.
7. Teachers need to be very ... as students sometimes take a long time to learn things.
8. Judges should be ... and give all the evidence equal consideration.
9. Fashion designers should be very ... so that they can come up with new designs.

**Task 9. Read the text and underline the correct adjective as in the example.**

My elder brother, Tom, is a singer. He is also my best friend. To begin with, he is a(n) **1) active/ caring/ helpful** brother. I remember him sitting up with me all night once when I had a fever and could not sleep. Tom is very **2) generous/ sensitive/ decisive** and often brings us presents from the countries he visits. When he is not working, Tom is a(n) **3) confident/ lazy/ active** person who enjoys climbing, sailing and cycling. He also has a really **4) outgoing/ loyal/ cooperative** personality and loves meeting new people. Tom is a **5) reserved/ determined/ self-centred** person and once he decides to do something, nothing can stop him. He is also very **6) ambitious/careful/ responsible** and practises every day, because he wants to be a successful singer. However, he tends to be a bit **7) shy/ stubborn/ disorganized** at times, refusing to admit that he may be wrong about something. Tom can also be rather **8) bossy/ arrogant/ selfish**; he likes giving orders to others. All in all, Tom is very special to me as he is always there when I need him.



**SPEAKING**

1. What types of temperament do you know?
2. Who is *Melancholic*? Speak about him?
3. Who is *Phlegmatic*? ? Speak about him?



***In pairs, discuss what personality traits you need to be the people below. Try to use words and expressions mentioned above.***

a philanthropist

a successful businessman

a nurse

a politician

a stand-up comedian

a dictator

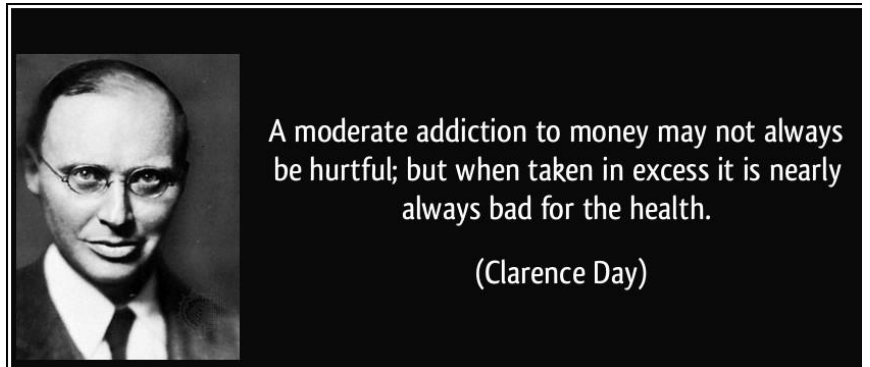
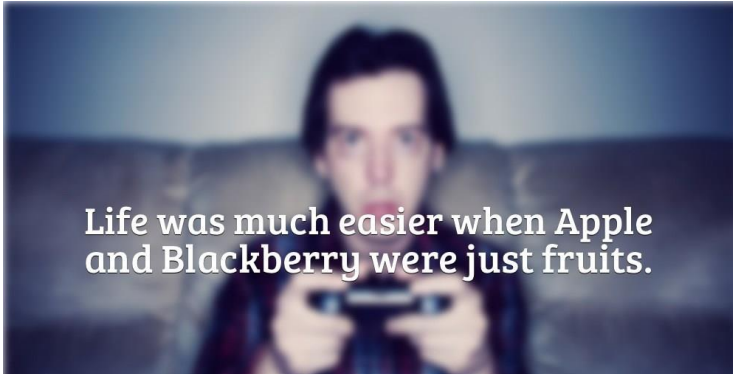
***Discuss any of the following questions:***

1. Does society reward extroverted behaviour more than introverted behaviour?
2. Do you think people can change their basic personality type?
3. What personality traits are best suited to your job or future career?
4. Who has no problem being direct and honest?
5. Who should try to spend less money on other people?
6. Who is unwilling to change his/her opinions, beliefs and habits (probably because of old age)?
7. Who gets angry very easily?
8. Who does not socialize with other people?
9. Who feels inferior and therefore angry towards other people?
10. Who tends to annoy other people without intending to?

# 5. ADICTION

## LEAD – IN

Look at and read the **quotes**:



**Comment on these quotation:**

- How do you understand them?
- Which of these quotations do you agree with? Which do you disagree with?

Why? Compare your ideas with the partner.

- Do you know the fact that 100 people die every day from drug overdoses?

This rate has tripled in the past 20 years.

- Give your own definition of addiction.



remission of the disorder for five years, the likelihood of relapse is no greater than that among the general population.

## **TYPES OF ADDICTION**

### **Alcohol Addiction**

Alcohol is a highly addictive substance and one that can cause a number of health problems. Those who abuse alcohol are in danger of developing a physical and psychological dependence that will mean they continue to drink even though doing so has harmful consequences.

### **Drug Addiction**

The powerful effects of drugs such as heroin and cocaine often lead to addiction, with those affected being unable to control their urge to take the substance. Drug addiction often leads to the breakdown of relationships, job losses, financial struggles, and homelessness. It can have a devastating effect on family members and can result in a host of mental and physical health issues.

### **Prescription Drug Addiction**

Prescription medication is typically given to those who suffer from conditions such as chronic pain. These medications must only be taken in the short term. Abuse of prescription painkillers can lead to devastating addictions that can be very hard to break.

### **Gambling Addiction**

Gambling addiction is often referred to as a 'hidden' addiction because of the fact that there are no outward physical signs. In most cases, the loved ones of gambling addicts do not realise the problem exists until it is very far advanced and the addict is in serious financial trouble.

### **Eating Disorders**

Eating disorders are also known as food addictions. The most common eating disorders are anorexia and bulimia. Those who suffer from *anorexia* tend to severely restrict the number of calories they consume, which can lead to devastating health consequences. *Bulimia* sufferers will binge eat and then purge

themselves or exercise excessively to burn off the calories consumed. Eating disorders are mental health issues and are notoriously difficult to treat.

### **Gaming Addiction**

Many teenagers socialise through the internet and find it difficult to interact with people on a face-to-face basis. Online gaming becomes a problem when it begins to affect the lives of those who take part in it. Many gaming addicts will spend hours at a time playing online and will forego sleep, which can result in health problems. The above are just a few of the various types of addiction that people can be affected by. One thing they all have in common is the fact that they have harmful consequences for those affected. Addiction is an illness that can be treated with professional help.

*(adopted from – <https://www.psychologytoday.com/us/basics/addiction>)*

**Task 1. Confirm or deny the following statements. Make use of the expressions below:** *That's it! Precisely. Very true. I fully (quite) agree with you. I'm afraid not. You are not quite right.*

1. The road to recovery from any type of addiction is straight.
2. Prescription medication must be taken in the long term.
3. For those who achieve remission of the disorder for five years, the likelihood of relapse is greater than that among the general population.
4. Eating disorders are also known as food addictions.
5. Many teenagers socialise through the internet and find it difficult to interact with people on a face-to-face basis.
6. Those who suffer from bulimia tend to severely restrict the number of calories they consume.
7. Those who abuse alcohol are in danger of developing a physical and psychological dependence.
8. Addiction is a condition in which a person engages in use of a substance.
9. Eating disorders aren't mental health issues.
10. Alcohol isn't a highly addictive substance.

**Task 2. Look through the text again and answer the following questions.**

**Then using your answers, give a short summary of the text.**

1. What is the addiction?
2. The use of what substances addiction may involve?
3. What does addiction affect?
4. What is the cause of addiction?
5. What factors have a powerful influence on substance use?
6. What personality type is associated with addiction?
7. Describe the road to recovery?
8. What types of addiction do you know?
9. What do they have in common?
10. What is the difference between bulimia and anorexia?



## **VOCABULARY**

**Task 1. Translate the following word combinations into Ukrainian.**

To engage in use of a substance, compelling incentive, brain pathways of reward and reinforcement, cause of addiction, genetic factor, powerful influence, the road to recovery, relapse of substance use, to achieve remission, alcohol addiction, addictive substance, health problem, physical dependence, harmful consequences, breakdown of relationships, financial struggles, prescription drug addiction, devastating addiction, gambling addiction.

**Task 2. Complete the following sentences with an appropriate word from the list in Task 4.**

1. His life has been ruined by heroin \_\_\_\_\_.
2. Many women \_\_\_\_\_ higher education and careers, thus delaying marriage and childbirth.
3. He had to borrow money to pay off his \_\_\_\_\_ debts.

4. The slightest error can have serious \_\_\_\_\_.
5. You should encourage good behavior with positive \_\_\_\_\_.
6. Taking long-term courses of certain medicines may increase \_\_\_\_\_  
to infection.
7. Everyone thought she was well until a sudden \_\_\_\_\_ sent her back  
to the hospital.

**Task 3. Match the words to their meaning. Use a dictionary to help you.**

- |                  |  |
|------------------|--|
| 1 addiction      | a) continue or proceed along   |
| 2. to pursue     | b) the act of strengthening or<br>encouraging something  |
| 3. consequence   | c) the quality of being easily hurt or<br>attacked   |
| 4. reinforcement | d) the return of an illness after a period<br>of improvement   |
| 5. vulnerability | e) the practice of risking money in a<br>game or bet   |
| 6. gambling      | f) a strong and harmful need to regularly<br>have something (such as a drug) or do<br>something (such as gamble) |
| 7. relapse       | g) a conclusion derived through logic  |

**Task 4. Complete the following sentences with an appropriate word from the list in Task 4.**

1. His life has been ruined by heroin \_\_\_\_\_.
2. Many women \_\_\_\_\_ higher education and careers, thus delaying  
marriage and childbirth.
3. He had to borrow money to pay off his \_\_\_\_\_ debts.
4. The slightest error can have serious \_\_\_\_\_.

5. You should encourage good behavior with positive \_\_\_\_\_.

6. Taking long-term courses of certain medicines may increase \_\_\_\_\_  
to infection.

7. Everyone thought she was well until a sudden \_\_\_\_\_ sent her back  
to the hospital.

**Task 5. Translate the following word combinations into English using active vocabulary.**

Обмежити кількість калорій, ефект, що задовольняє, речовина, що викликає залежність, нейробіологічна особливість, нейротрансмітер дофаміну, виконавча функція головного мозку, спричиняти проблему, біологічний чинник, тип особистості, рецидив використання речовин, загальне населення, зловживання алкоголем, психологічна залежність, наркоманія, руйнівний ефект, ліки по рецепту, хронічний біль, харчова залежність, зовнішні фізичні ознаки, фінансові проблеми, проблеми психічного здоров'я, професійна допомога.

**Task 6. Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.**

A	B
rewarding	incentive
compelling	pain
detrimental	pathways
addictive	addictions
devastating	remission
brain	effect
chronic	substance
to achieve	consequences
financial	struggle



**Task 8. Match the words 1–8 to their synonyms a–h.**

- |                |                |
|----------------|----------------|
| 1. disorder    | a) influence   |
| 2. incentive   | b) illness     |
| 3. detrimental | c) relapse     |
| 4. affect      | d) harmful     |
| 5. recurrence  | e) external    |
| 6. likelihood  | f) fight       |
| 7. outward     | g) probability |
| 8. struggle    | h) inducement  |

**Task 9. Complete the word-building table with the correct form of the words.**

Verb	Noun	Adjective
addict		
	consumption	
		relapsed
		prescriptive
achieve		
		suffering
	play	
restrict		
	pain	

**Task 10. Fill in the gaps with a suitable word from those above.**

1. Divorce is very ... (*pain*), especially when children are concerned.
2. Don't ... (*play*) by the river in case you fall in and drown!
3. He feels this new law will ... (*restrict*) his freedom.

4. Antibiotics are only available on ... (*prescribe*).
5. We should always ... (*consume*) sufficient calories to keep the metabolism buoyant.
6. The drug ... (*addict*) loses the sense of dignity, responsibility, self-esteem and self-respect.
7. Sufferers in ... (*relapse*) do not necessarily return to use of the substance or behaviour of addiction.
8. I warmly congratulated him on the marvellous ...(*achieve*).
9. Many children ... (*suffer*) racial abuse at school.

### **DO YOU KNOW...?**

#### **INTERNET ADDICTION**

Internet addiction is becoming increasingly recognized as a mental health concern. It first began to be studied in the United States in the mid-1990s.

The actual cause of Internet addiction is not known, but potential factors are varied.

Types of Internet addiction may include sexting or cybersex addiction, online gaming addiction, addiction to chat rooms or blog sites, and others. Some individuals may spend all of their time online surfing websites or reading blog entries. Others may use the Internet to shop compulsively or participate in online gambling.

In some cases, gender may play a role in the type of addiction one experiences. Men may be more likely to become addicted to online games, cybersex or porn, and gambling online, while women may be more likely to use social media, test or quiz websites, and online stores in a problematic manner.

A person who is experiencing Internet addiction may:

- Use the Internet more and more frequently.
- Be unable to stop or cut back on Internet use.
- Feel moody, irritable, low, or restless as a result of attempts to cut back on Internet use.

– Use the Internet to regulate mood or gain relief from the negative effects of problems.

– Risk losing employment, romantic relationships, friendships, or academic standing in order to spend more time online.

– Lose sleep, experience fatigue, feel apathetic.

– Lie to family members, friends, or mental health professionals about Internet use or time spent online.

– Currently, Internet addiction is not a diagnosis in the Diagnostic and Statistical Manual.

Internet addiction differs from some other types of addiction in that some level of Internet use is generally necessary for function in society. Cognitive behavioural therapy, self-help treatment groups, group therapy and family therapy have all been shown to be effective methods for the treatment of Internet addiction.



## **SPEAKING**

Think about these questions and answer.

1. What is an addiction?
2. What kinds of addiction do you know?
3. How to prevent not to be addicted?

## **SIGNS OF ADDICTION TRANSFER**

Addiction is characterized by a compulsive behavior, if the person has become addicted to something else they will likely display some of these:

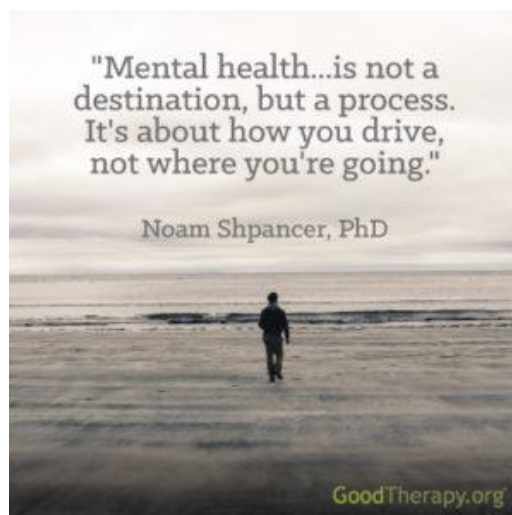
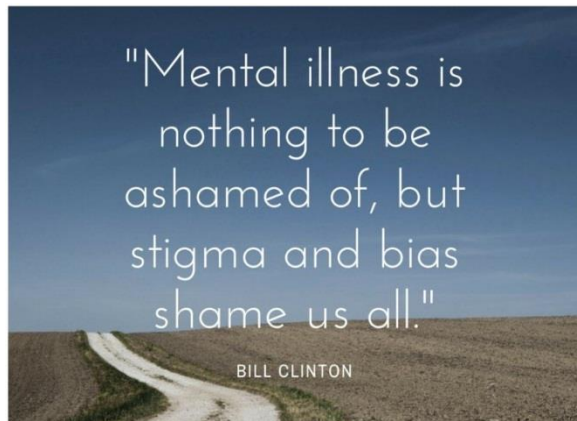
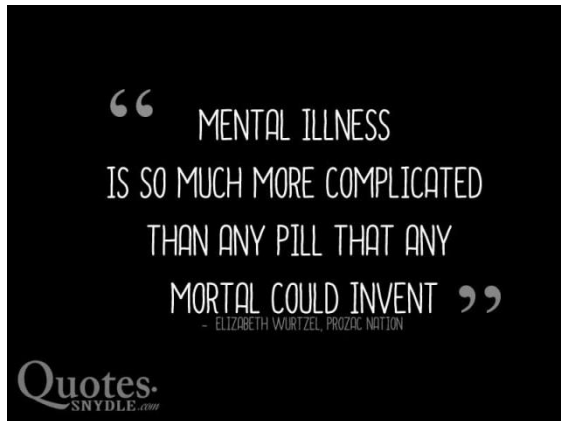


- Anxiety or depression when access to their new addiction isn't possible
- Losing a job, home or relationship because of the addiction
- Health problems because of their new habit
- Money problems that are directly caused by the addiction

## 6. MENTAL HEALTH PROBLEMS IN THE WORKPLACE

### LEAD – IN

Look at and read the **quotes**:



#### **Comment on these quotation:**

- How do you understand them?
- Which of these quotations do you agree with? Which do you disagree with? Why? Compare your ideas with the partner.
- Do you know the fact that in Japan public napping is a sign of hard work? It's called "*inemuri*", which means "sleeping on duty". How do you feel about it?
- Give your own definition of a job burnout.



## READING

Mental health problems affect many employees. Symptoms of common problems are depression, bipolar disorder, attention deficit hyperactivity disorder (ADHD), and anxiety.

Globally, more than 300 million people suffer from depression, the leading cause of disability. Unemployment is a well-recognized risk factor for mental health problems, while returning to, or getting work is protective. A negative working environment may lead to physical and mental health problems, harmful use of substances or alcohol, absenteeism and lost productivity. Workplaces that promote mental health and support people with mental disorders are more likely to reduce absenteeism, increase productivity and benefit from associated economic gains.

### **Work-related risk factors for health**

There are many risk factors for mental health that may be present in the working environment. Most risks relate to interactions between type of work, the organizational and managerial environment, the skills and competencies of employees, and the support available for employees to carry out their work.

*Risks to mental health include:*

- inadequate health and safety policies;
- poor communication and management practices;
- limited participation in decision-making or low control over one's area of work;
- low levels of support for employees;
- inflexible working hours;
- unclear tasks or organizational objectives.

Risks may also be related to job content, such as unsuitable tasks for the person's competencies or a high and unrelenting workload. Some jobs may carry a higher personal risk than others (e.g. first responders and humanitarian workers),

which can have an impact on mental health. Risk may be increased in situations where there is a lack of team cohesion or social support.

Bullying and psychological harassment (also known as “mobbing”) are causes of work-related stress by workers and present risks to the health of workers. These health consequences can have costs for employers in terms of reduced productivity and increased staff turnover. They can also have a negative impact on family and social interactions.

### **Creating a healthy workplace**

An important element of achieving a healthy workplace is the development of governmental legislation, strategies and policies. A healthy workplace can be described as one where workers and managers actively contribute to the working environment by promoting and protecting the health, safety and well-being of all employees.

*The interventions should take a 3-pronged approach:*

- Protect mental health by reducing work-related risk factors.
- Promote mental health by developing the positive aspects of work and the strengths of employees.
- Address mental health problems regardless of cause.

*Interventions and good practices that protect and promote mental health in the workplace include:*

- implementation and enforcement of health and safety policies and practices;
- informing staff that support is available;
- involving employees in decision-making, conveying a feeling of control and participation;
- programmes for career development of employees; and
- recognizing and rewarding the contribution of employees.

### **Supporting people with mental disorders at work**

Organizations have a responsibility to support individuals with mental disorders in either continuing or returning to work. Flexible hours, job-redesign,

addressing negative workplace dynamics, and supportive and confidential communication with management can help people with mental disorders continue to or return to work. Access to evidence-based treatments has been shown to be beneficial for depression and other mental disorders. Because of the stigma associated with mental disorders, employers need to ensure that individuals feel supported and able to ask for support in continuing with or returning to work and are provided with the necessary resources to do their job.

*(adopted from — [http://origin.who.int/mental\\_health/in\\_the\\_workplace/en/](http://origin.who.int/mental_health/in_the_workplace/en/))*

**Active Vocabulary:** mental health problem, affect, employee, employer, bipolar disorder, attention deficit hyperactivity disorder (ADHD), anxiety, to suffer from, disability, leading cause, unemployment, well-recognized, environment, harmful, absenteeism, to promote, to support, to reduce, interaction, competency, to carry out, include, inadequate, participation, decision-making, inflexible, job content, workload, impact, team cohesion, bullying, harassment, mobbing, staff turnover, to contribute, intervention, a 3-pronged approach, regardless, implementation, enforcement, rewarding, career development, job-redesign, beneficial, stigma, to ensure.

**Task 1. *Decide whether the following statements are true (T) or false (F).***

***Correct them if necessary.***

1. Mental health problems affect many employees.
2. Employment is a well-recognized risk factor for mental health problems.
3. Depression is the leading cause of disability.
4. A negative working environment may not lead to physical and mental health problems.
5. Workplaces that oppose people with mental disorders are more likely to reduce absenteeism and increase productivity.

6. There aren't many risk factors for mental health that may be present in the working environment.
7. Risks to mental health include inadequate health and safety policies.
8. Risks to mental health don't include inflexible working hours.
9. A healthy workplace is one where workers and managers actively contribute to the working environment.
10. Interventions include implementation and enforcement of health and safety policies and practices.

**Task 2. Look through the text again and answer the following questions.**

**Then using your answers, give a short summary of the text.**

1. How do you understand the notion "mental health problem"?
2. What are the symptoms of mental health problems?
3. What is an unemployment?
4. What are the work-related risk factors for mental health?
5. How do you understand the notions "bullying" and "mobbing"?
6. Can you describe a healthy workplace?
7. Define a 3-pronged approach that the interventions should take.
8. How to protect and promote mental health in the workplace?
9. How to support individuals with mental disorders in returning to work?
10. Have you ever experienced a job burnout?



## VOCABULARY

**Task 1. Complete the following sentences with an appropriate word from the list in Task 4.**

1. We are concerned about the physical and psychological well-being of our \_\_\_\_\_.
2. The high rate of \_\_\_\_\_ is costing the company a lot of money.



3. The doctors want stricter \_\_\_\_\_ of existing laws, such as those banning sales of cigarettes to children.

4. There is a social \_\_\_\_\_ attached to single parenthood.

5. Students do find that their \_\_\_\_\_ increases throughout the course.

**Task 2. Match the words to their meaning. Use a dictionary to help you.**

1. absenteeism	a) someone who is paid to work for someone else
2. employee	b) the amount of work to be done by someone
3. workload	c) a mark of disgrace associated with a particular circumstance, quality, or person
4. enforcement	d) the practice of regularly staying away from work without good reason
5. stigma	e) the process of obeying something such as a law or rule

**Task 3. Translate the following word combinations into English using active vocabulary.**

Симптоми загальних проблем, страждати від депресії, головна причина неспроможності, шкідливе вживання алкоголю, підтримувати людей з психічними розладами, робоче середовище, тип роботи, навички та уміння працівників, недостатнє спілкування, негнучкий робочий час, нечіткі завдання, мати вплив на психічне здоров'я, здоров'я працівників, сильні сторони працівників, впровадження політики охорони здоров'я та безпеки, винагороджувати внесок працівників, програми кар'єрного розвитку працівників, конфіденційне спілкування з керівництвом, необхідні ресурси для виконання своєї роботи.

**Task 4. Combine the words in column A with those in B to make word combinations and use them in the sentences of your own.**

A	B
mental	substances
use of	the well-being
limited	hours
to protect	health
unrelenting	absenteeism
psychological	workers
working	treatments
evidence-based	harassment
to reduce	workload
humanitarian	participation

**Task 5. Match the words 1–8 to their synonyms a–h.**

1. harmful	a) beneficial
2. rewarding	b) help
3. support	c) growth
4. employer	d) injurious
5. increase	e) comfort
6. inadequate	f) perform
7. to carry out	g) insufficient
8. well-being	h) manager

**Task 6. Complete the word-building table with the correct form of the words.**

Verb	Noun	Adjective
		enforceable
employ		
	promotion	
		associated

	reduction	
relate		
	increase	
implement		
		contributive
	accessibility	

**Task 7. Fill in the gaps with a suitable word from those above.**

1. .... (*enforce*) of the park rules meant that people were not allowed in after dark. 2. The material is ... (*access*) and does not require specialist knowledge. 3. This book makes an outstanding ... (*contribute*) to its topic. 4. We need to ... (*increase*) public awareness of the disease. 5. The writer recently went on a ... (*promote*) tour of his homeland. 6. It is the job of the inspectors to ... (*enforce*) compliance with the regulations. 7. One of the reasons for her success is that the characters in her books are so ... (*relate*). 8. More and more young people are leaving rural areas to find ... (*employ*) in the cities. 9. ...(*implement*) of the reforms was kept to a very strict timetable. 10. Some problems of ageing are socially and psychologically constructed and may be ... (*reduce*).

**DO YOU KNOW...?**

**Job burnout: How to spot it and take action**

*Discover if you're at risk of job burnout – and what you can do when your job begins to affect your health and happiness.*

Job burnout is a special type of job stress – a state of physical, emotional or mental exhaustion combined with doubts about your competence and the value of your work.

**Could you be experiencing job burnout?**

- Have you become cynical or critical at work?
- Do you drag yourself to work and have trouble getting started once you arrive?

– Have you become irritable or impatient with co-workers, customers or clients?

– Do you lack the energy to be consistently productive?

– Do you lack satisfaction from your achievements?

### **What causes job burnout?**

– **Lack of control.** An inability to influence decisions that affect your job – such as your schedule, assignments or workload.

– **Unclear job expectations.** If you're unclear about what your supervisor or others expect from you, you're not likely to feel comfortable at work.

– **Dysfunctional workplace dynamics.** Perhaps you feel undermined by colleagues or your boss micromanages your work.

– **Mismatch in values.** If your values differ from the way your employer does business.

– **Poor job fit.** If your job doesn't fit your interests and skills, it might become increasingly stressful over time.

– **Extremes of activity.** When a job is monotonous or chaotic, you need constant energy to remain focused.

– **Lack of social support.** If you feel isolated at work and in your personal life.

– **Work-life imbalance.** If your work takes up so much of your time and effort that you don't have the energy to spend time with your family and friends.

### **Who's at risk of job burnout?**

– You identify so strongly with work that you lack a reasonable balance between your work life and your personal life

– You try to be everything to everyone

– You work in a helping profession, such as health care, counseling or teaching

– You feel you have little or no control over your work

– Your job is monotonous

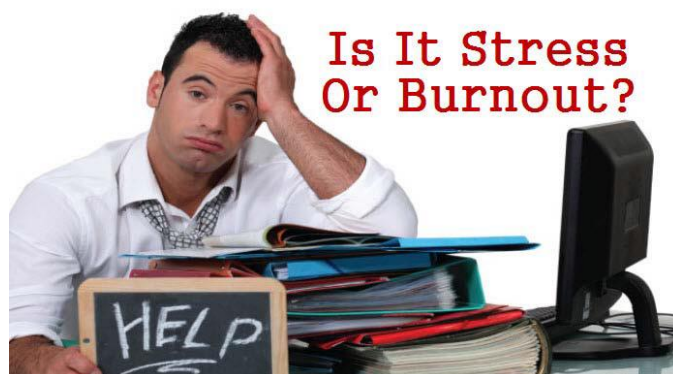
### **What are the consequences of job burnout?**

- Excessive stress
- Fatigue
- Insomnia
- A negative spillover into personal relationships or home life
- Depression
- Anxiety
- Alcohol or substance abuse
- Heart disease
- High cholesterol
- Type 2 diabetes, especially in women
- Stroke
- Obesity
- Vulnerability to illnesses

### **What's the best way to handle job burnout?**

- Manage the stressors that contribute to job burnout.
- Evaluate your options.
- Adjust your attitude.
- Seek support.
- Assess your interests, skills and passions
- Get some exercise.
- Get some sleep

Keep an open mind as you consider the options. Don't let a demanding or unrewarding job undermine your health.





## SPEAKING

***Task 1. Describe episodes illustrating typical cases of sociophobia.***

***Task 2. Suggest possible situations in which sociophobics experience either shyness or fear.***

***Task 3. Characterize escapism as:***

- a) a psychological disorder;
- b) a social phenomenon.

***Task 4. Review the article.***

***Task 5. Think of all possible situations in which you have ever experienced panic, fear or uncertainty and shyness.***

***Task 6. If you had a chance to interview a sociophobic, what questions would you ask him concerning his academic performance, a choice of profession, social contacts, friends, close relationships and so on?***

***Task 7. Use the above stated word combinations in describing:***

- a) psychoanalysis;
- b) sociophobic behaviour;
- c) consequences of sociophobia.

# REVISE & CHECK TASKS

Choose the correct answer.

1 ... psychology focuses on determining the changes that occur throughout a person's life.

**A** Early                    **B** Developmental                    **C** Major

2 The first stages of a human's development start during the ... period when he or she develops into a fully-grown baby.

**A** prenatal                    **B** early                    **C** mature

3 Motor skills start to develop during ..., which begins right after birth.

**A** childhood                    **B** infancy                    **C** adulthood

4 Hand-eye ... is the link between visual stimuli and the movement of hands.

**A** skill                    **B** coordination                    **C** development

5 ... occurs between the age of 10 and 12.

**A** Adolescence                    **B** Toddlerhood                    **C** Puberty

6 The process through which humans learn to think and do various mental processes is called ... development.

**A** sensorimotor                    **B** mental                    **C** cognitive

7 In the ... stage, children learn to communicate with words and form their own ideas.

**A** preoperational                    **B** concrete operational                    **C** operational

8 The ... represents the relationships and interactions between a child's home and school.

**A** microsystem                      **B** mesosystem                      **C** exosystem

9 ... theory emphasizes on the relationship between parents and children and the development of healthy relationships between family members.

**A** Attachment                      **B** Vygotsky's Cultural-Historical                      **C** Ecological Systems

10 ... psychology compares cultures to observe how they affect their members.

**A** Cultural                      **B** Individualist                      **C** Cross-cultural

11 ... cultures often base communication on non-verbal methods, such as gestures.

**A** Low-context                      **B** High-context                      **C** Polychronic

12 A ... culture, focuses on the roles of individuals within a community.

**A** monochromic                      **B** individualist                      **C** collectivist

13 Many people often tend to feel ... towards people from different ethnic groups.

**A** prejudice                      **B** complexity                      **C** stereotypes

14 ... psychology looks at how individuals form personal attitudes influenced by the community.

**A** Social                      **B** Fundamental                      **C** Individualist

15 As a result of ..., people usually form better opinions of individuals than they do of groups.

**A** fundamental attribution                      **B** person-positivity bias                      **C** cognitive dissonance

16 The ... effect causes an individual to attribute other people's behavior to their personalities, but his or her own behavior to outside factors.

**A** social cognition                      **B** social comparison                      **C** actor-observer



17 People often prevent their own success through a psychological process called ... .

**A** self-handicapping                      **B** self-fulfilling                      **C** attribution error

18 A student's performance may improve or deteriorate as a result of ...

**A** diffusion of responsibility              **B** bystander effect              **C** social facilitation

19 Group ... occurs among groups that share common interests.

**A** structure                      **B** polarization                      **C** inhibition

20 When people engage in something while observed by others, they might get embarrassed owing to ... .

**A** social inhibition                      **B** groupthink                      **C** deindividuation

21 A ... analyzes groups of people with common interests, characteristics or experiences.

**A** descriptive research              **B** statistical research              **C** cohort study

22 ... allow the observation of groups over long periods of time.

**A** Longitudinal studies    **B** Descriptive researches              **C** Cross-sectional studies

23 The research group are carrying out a... study, in order to determine each subject's early childhood traumas.

**A** prospective                      **B** retrospective                      **C** casual

24 Experimental research has strict regulations which require... justification regardless of the experiment.

**A** observational                      **B** minor                      **C** moral

25 In the event of an animal study, ... experiments are preferable to laboratory ones.

**A** real-world                      **B** unethical                      **C** field

26 When there's a study involving minors, the university requires parental ... .

**A** experiment                      **B** consent                      **C** benefit

27 After data is collected, it has to be characterized before it's analyzed; ... measurement ranks it in chronological order.

**A** ordinal                      **B** nominal                      **C** ratio

28 ... is very important because it compares and contrasts the results of various similar studies or experiments.

**A** Meta-analysis                      **B** Archival search                      **C** Content analysis

29 Clinicians use strict criteria to ... abnormal mental conditions and prescribe treatments.

**A** level                      **B** correspond                      **C** diagnose

30 A(n) ... system of diagnosis separates patients' symptoms into several categories.

**A** multi-axial                      **B** standardized                      **C** holistic

31 PTSD is a ... disorder that occurs after exposure to a traumatic event.

**A** mood                      **B** stress                      **C** panic

32 Patients diagnosed with OCD suffer from ..., i.e. thoughts and ideas they cannot stop thinking about.

**A** compulsions                      **B** obsessions                      **C** symptoms

33 Some patients exhibit periodical extreme changes of mood because they suffer from ... disorder.

**A** depression                      **B** panic                      **C** bipolar

34 If the symptoms of schizophrenia continue, even after treatment, it becomes ... schizophrenia.

**A** residual            **B** undifferentiated            **C** emotional

35 ... schizophrenia causes a person to stay completely inactive for long periods of time.

**A** Catatonic            **B** Paranoid            **C** Disorganized

36 After traumatic events, some people experience ... amnesia, which causes partial memory loss.

**A** identity            **B** dissociative            **C** classified

37 People with... personality disorder dislike social interaction, prefer isolation and tend to form dysfunctional relationships.

**A** schizotypal            **B** borderline            **C** schizoid

38 ... personality disorder causes a person to be manipulative, hostile and deceptive.

**A** Avoidant            **B** Antisocial            **C** Dysfunctional

39 A ... person feels that others constantly intend to do harm to him or her.

**A** schizotypal            **B** paranoid            **C** narcissistic

40 ... personality disorder causes people to act deceitfully and jealously and also put too much importance on themselves.

**A** Borderline            **B** Dependent            **C** Histrionic

41 In cases of schizophrenia or mania, psychiatrists prescribe ... .

**A** neurosurgery            **B** psychosurgery            **C** antipsychotics

42 The treatment center offers ... therapy for those who suffer from negative thinking and low self-esteem.

**A** cognitive            **B** humanistic            **C** existential

43 ... therapies have a similar background.

**A** Free            **B** Family            **C** Psychoanalytic

44 Interactive therapies are a real benefit to some patients, so they choose ... therapy.

**A** behavioral            **B** group            **C** course

45 If students want to focus on relationships among individuals within groups, they should choose to study ... psychology.

**A** educational            **B** community            **C** organizational

46 ... psychology applies to business decisions and personnel and aims to make the workplace more organized and efficient.

**A** Industrial            **B** Human            **C** Legal

47 A very fascinating subfield of modern psychology is ... psychology, which deals with the system of criminal justice.

**A** occupational            **B** organizational            **C** forensic

48 A(n) ... psychologist's job is to evaluate army staff before they are deployed.

**A** empirical            **B** scholarly            **C** military

49 A ... psychologist must understand marketing and assess products according to popularity.

**A** consulting            **B** consumer            **C** counseling

50 Dr. Maddison holds a PsyD and is employed as a(n) ... psychologist at North University.

**A** academic

**B** doctoral

**C** graduate

51 In Plutchic's emotion ..., each emotion is represented by a different color: light green represents trust.

**A** model

**B** guide

**C** wheel

52 The sense that something is going to happen is called ... and it's represented with orange in Robert Plutchic's emotion wheel.

**A** anticipation

**B** experience

**C** fear

53 When unexpected things happen, people sense ... .

**A** anger

**B** surprise

**C** sadness

54 ... is a mixture of sadness and disgust.

**A** Remorse

**B** Contempt

**C** Anxiety

55 ... combines fear and trust.

**A** Awe

**B** Acceptance

**C** Submission

# TEXTS FOR SUPPLEMENTARY READING

## Text 1

### **Why Family Rows are Good for you (by Laura Marcus)**

New research in America is finally backing up what many people have suspected for years: that getting it all off your chest is good for your heart. A lot of us might think feeling good is good for our health. But scientists need more to go on than feelings. They demand evidence. And evidence appears to be emerging. Scientists are keeping a close eye on the current developments. According to a recent report in “New Scientist”, neurobiologists and immunologists have amassed a great deal of research that links the brain with the function of the immune system. They even have a new name for it: psychoneuroimmunology. This is the study of how the brain and immune system talk to each other. Now the scientists believe that expressing your feelings could actually be good for the immune system.

What happens is that different moods turn up or turn down the activity of our immune cells. Stress at work, insomnia, depression: they have all been found to be detrimental to the immune system. Conversely, self-expression seems to promote a healthy immune system. While scientists hedge their bets, therapists and counsellors have no doubt that expressing your feelings in a family row can promote healthier family life. It does not depend on how you do it and how you end it, but rows are not necessarily destructive or harmful. A slanging match, hurling abuse at each other, is detrimental. But a row that clears the air and, where there is closure, is very beneficial because it releases tension. Rows must have an ending. That’s very important. Otherwise, all rows end up as history lessons: “And there was the time you did this, the time you did that.” Deal with it, sort it and end it. That old maxim about not letting the sun go down on an argument has very good therapeutic value. There really is nothing like saying the most awful things to your partner, and then being told you are still loved. They’ve seen you at your worst but still care. That’s the best feeling going. And, contrary to many parents’

fears, rowing in front of the children is not necessarily harmful. How else can children learn that conflict exists but for being expressed and resolved? What is potentially harmful is that they might not see you making up. So if you have the row, let them see you being friends again.

We're often attracted to people who are different from us because we sense they have something we're missing. But then we try and change them into what we're already used to because that's familiar, so it feels comfortable. Rowing goes beyond humans. Species that bond with one partner for a mating season, mainly birds but also some breeds of wild dogs and monkeys, do indeed have family rows.

Disputes between partners have definitely been witnessed, usually early on in the breeding season as the male and female get used to one another. Some of the aggression they show to each other could be their innate desire to fend off intruders into the nest, so they have to learn to curb their emotion when their partner turns up with food for the young. Even in the animal world, the course of true love rarely runs smoothly.

So if you find yourself in the middle of a family dispute, bear in mind that rows are a necessary result of inevitable conflict. Though scientists can't yet agree about this, effective rather than destructive rows probably do make for a happier and healthier family life.

## **Text 2**

### **The Functions of the Family**

The family is sometimes described as the backbone of society. The family is the first and most important agent in the socialization process. The personalities of each new generation are shaped within the family, so that, ideally, children grow to be well integrated and contributing members of a larger society. In industrial societies, of course, peer groups, schools, churches, and the mass media are also important in the socialization of children. But this remains the primary function of the family. The family also contributes to the continuing socialization of people throughout their life cycle. Adults learn and change within marriage, and as anyone

with children knows, parents are influenced by their children just as their children learn from them.

**Regulation of Sexual Activity.** Every culture places some restrictions on sexual behaviour. Sexual intercourse is a personal matter of those involved, but is the basis of human reproduction and inheritance; it is also a matter of considerable social importance.

All societies enforce some type of incest taboo — cultural norms that forbid sexual relations or marriage between certain kin. Exactly which kin are subject to the incest taboo is culturally variable. Most Americans consider sexual relations with a parent, grandparent, sibling, aunt, or uncle to be both immoral and unnatural.

But such sexual relations have been condoned — or even encouraged — in some cultures. Brother-sister marriages, for example, were common among the ancient Egyptian, Inca, and Hawaiian nobility; and male nobles of the Azande in eastern Africa are reported to marry their daughters. Some societies forbid sexual relations with cousins, while others do not; in the American society, Catholic religious beliefs prohibit marriage between first cousins, while Jewish religious beliefs do not. Further, about as many states prohibit this practice as many ones allow it. These examples suggest the extent to which the incest taboo is subject to cultural variation.

The significance of the incest taboo is primarily social rather than biological. Contrary to common assumptions, children that result from sexual activity between close relatives rarely have mental or physical abnormalities. Socially speaking, incest taboos serve to minimize sexual competition within families. Incest taboos also encourage marriage outside the family; such alliances provide economic and political advantages to particular families, as well as strengthening social ties among members of society as a whole.

**Social Placement.** From a biological point of view, of course, the family is not necessary for people to have children. Within families, however, children are born not only as biological beings but also as members of society. Many important



social statuses — including race, ethnicity, religion, and social class — are ascribed at birth through the family. This explains society's long-standing concern that children should be born of socially sanctioned marriages. Legitimate birth, especially when parents are of similar position, allows for the most orderly transmission of social standing from parents to children and clarifies inheritance rights.

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

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

### **Text 3**

#### **The Mystery of Sleep (by Graham Workman)**

We may not give it a moment's thought, but most of us will probably spend one third of our lives asleep.

But how much sleep do we really need? In Florida, a volunteer was shut up in a special room for two weeks. He was allowed to sleep as much as he wanted, but there were no clocks in the room and the lights were always on. In other words, the only way he could tell if it was lunch-time, tea time or bed-time was from what his body told him.

The man settled down to a regular rhythm of sleep and wakefulness. How much did he sleep? The same as about normal. The fact that he did this shows that his body must have an inbuilt mechanism, telling him to fall asleep and wake up.

What then is the purpose of this biological clock? Originally, it was probably a mechanism for survival. Sleep was a rhythmic process developed millions of years ago as a way of coping with life on a planet which had regular days and nights. Sleep protected people from the predators of the night and the inefficiencies of darkness.

All creatures sleep, but the amount they sleep varies greatly. This is because each species has an appropriate pattern of sleep that is suited to the world it inhabits.

An elephant has to spend most of the day finding food and eating it, so it sleeps only 2 hours a day. Of all living creatures only human beings get insomnia, because only they distort the natural rhythm of sleep with everything from anxiety to jet travel, from television to working round- the-clock.

But if we do not get to sleep at night, will it necessarily matter? Does it matter that night shift workers do not get a normal ration of sleep? How safely can we make major decisions — perhaps life-or-death ones if we are prime ministers or doctors — when we have missed a lot of sleep?

One exception to all this is Lesley Gamble. He claims that following an accident 11 years ago, he never sleeps at all.

Researchers tested him by putting him into a darkened room with electrodes to see to what extent he was drowsy or slept. It is almost impossible for a sleepy person to lie down in a darkened room all night and not fall asleep. The recording showed him relaxed but awake all night.

He says he thinks most of the night, reflecting on happy events in his life which helps him to relax mentally.

How can a case like Lesley's be explained? It seems likely that his accident damaged in some way the operation of his biological clock and his body is no longer getting the order to sleep.

One way to find out if sleep is necessary is to take it away for three days and nights and see what happens, testing all the time which functions are affected most: our muscle co-ordination, our posture, our physical energy and strength, and most important, our mental vigilance.

Four students agreed to take part in such an experiment. After 36 hours without sleep they were still doing remarkably well at some things.

Interesting games, like chess, presented few problems for the sleep deprived. The tired brain can overcome fatigue if it wants to. Motivation, excitement and danger all keep us awake. The tired brain, however, is not good at boring, repetitive tasks. When the volunteers had to recognize short musical notes from a series of long and short notes, they made more and more mistakes as time passed.

After 72 hours without sleep everybody looked tired, their balance and muscle co-ordination had deteriorated and their mental vigilance had dropped. But basically there was nothing wrong. Heart, lungs and muscle strength were all fine.

In fact the body can do very well without sleep. Provided it is given adequate relaxation and food, there are no adverse effects on the body and its functioning. So if you miss a lot of sleep you are still able to operate, although the risk of making mistakes is increased.

But if the body does not need sleep, why do people feel so awful when they are deprived of it? What are insomniacs actually complaining about?

The answer probably lies in our brains — the homes of our biological clocks. The body may not need sleep but millions of years of evolution have programmed our brains to sleep every night of our lives, and there is nothing we can do about it.

#### **Text 4**

### **Nonverbal Behavior**

People from different cultures attach a wide variety of meanings to the same specific non-verbal behaviour looking at another person in the eye, laughing in a certain way, touching a person on the head, holding up two fingers, and so forth.

Many misunderstandings between culturally different people arise simply because a nonverbal signal of some kind was misinterpreted. One of the best ways to keep such misinterpretations to a minimum is to remember that it is rare for people to act deliberately disrespectful or insulting towards others, especially towards strangers or visitors. This rule applies to the people of the U. S. just as it does to almost all other peoples of the world. Therefore, if you have the feeling that an American has slighted or insulted you through a certain behaviour, or through the absence of an expected behaviour, you probably have made the common mistake of interpreting acceptable U. S. behaviour according to the standards and expectations of your own home culture. Non-verbal behaviour involves innumerable complex and subtle sounds of the voice and movements of the body.

In general, people in the U. S. do not touch each other frequently. What is particularly lacking is the freedom to come into lengthy and frequent bodily contact with other people of the same sex. Women are freer about touching each other than are men; nevertheless, one rarely sees women walking arm in arm, as is common in some other cultures.

American men touch each other only infrequently and very briefly; lengthy touching between men is viewed as a sign of homosexuality, and therefore is avoided. As suggested earlier, lengthy and frequent touching between men and women is normal, but the implication is that sexual attraction or romantic involvement exists between the two. Americans are most likely to come into direct bodily contact with each other when greeting or taking leave. Men shake hands at such times; men who are good friends and who have been (or expected to be or have been), separated for a long time may give each other a brief hug. Men never kiss each other. In general, the same rules apply to women greeting or separating from other women, although they are free to kiss each other lightly on one or both cheeks (or to touch cheek-to-cheek and kiss the air) if this is common in their social circle.

The traditional pattern for a man and woman is that they shake hands only if the woman takes the initiative by offering her hand. In recent decades, however,

the rules for men and women in some social circles have broadened to include men's taking the initiative in hand-shaking; a light kiss on the cheek between friends or relatives also is becoming increasingly common. Men and women may hug each other, even in the absence of romantic attachment, under the same conditions mentioned above for men. When in conversation with one another, Americans generally stand about half a meter apart and look at each other in the eye frequently but not constantly. The distance that is maintained between people in conversation can vary; for example, a larger distance is likely to be maintained between people who have a clear superior-subordinate relationship, while a lesser distance is common between peers who are good friends. You should be aware that, under most circumstances, people in the U. S. instantly are made to feel very uncomfortable by others who stand very close to them. A common exception occurs on public transportation vehicles during the crowded "rush hours", but in these cases the people who are very close to one another are careful to completely ignore each other. Americans also feel very uncomfortable when dealing with others who look constantly into their eyes; on the other hand, they feel suspicious about others who never look into their eyes. In general, the rules for eye contact seem to be these: When you are listening, you should look into the speaker's eyes (or at least at his or her face) fairly constantly, with an occasional glance away. When you are speaking, you are freer to let your eyes wander as you talk, but you should look in the eyes of the listener from time to time to receive acknowledgement that he or she is listening and understands the points you are making. Some visitors to the U. S. are shocked, insulted, or perplexed by certain common non-verbal behaviors of Americans. Here are a few facts for you to keep in mind: 1. Americans have no taboo of any kind associated with the left hand; they are as likely to touch you or to hand your objects with the left hand as with the right hand. 2. Americans have no negative association with the soles of the feet or bottom of the shoes; they do not feel it necessary to prevent others from seeing these areas. 3. A common way to greet small children in the U. S. is to pat them on the top of the head. 4. People in the U. S. often point with their index finger and

wave it around as they make important points in conversation. 5. One beckons to another person to come closer by holding the hand with the palm and fingers up, not down. 6. Americans show respect and deference for another person by looking him or her in the face, not by looking down. 7. Informal, relaxed postures are commonly assumed by U. S. people when they are standing or sitting, even when they are conversing with others; lack of formal posture is not a sign of inattention or disrespect. 8. Americans are uncomfortable with silence; they expect to talk rather constantly when in the presence of others. 9. The doors of rooms usually are left open unless there is a specific reason to close them. 10. Punctuality is important to many U. S. people; they become quite annoyed if forced to wait more than 15 minutes beyond the scheduled time for appointments. 11. People who see each other on a daily basis do not shake hands every time they encounter one another; they may not even greet each other on every encounter after the first one each day. 12. Smokers do not necessarily offer cigarettes to others whenever they light up. 13. When Americans offer food or drink, they expect the other person to say “yes” at once if the food is desired; they do not expect polite refusals first.

## **Text 5**

### **Put pleasure in your life**

**(by Laura Miller)**

How frequently do you allow yourself totally carefree moments? Little time-outs and simple pleasures? We race around frantically, making quick cameo appearances at supermarkets, day care centers and the dry cleaners. We fantasize about curling up in bed with a good novel and a cup of tea on a cold Saturday afternoon but, invariably, feel compelled to wax the car or run a couple of kilometers. Although we believe we’re better off for having made those sacrifices — healthier, more productive, and better disciplined — that’s not necessarily the case. In fact, the very opposite may be true. Truly healthy people, it seems, indulge in the occasional decadent dessert without guilt.

They shamelessly grab an afternoon flap, spend 15 minutes idly patting the cat, toss an old blanket on the lawn, lie back and watch the clouds race across the sky. Dr David Sobel, a specialist in preventive medicine, and Robert Ornstein, a psychologist and brain researcher, espouse a theory that a little of what you fancy does you good. “Studies seem to indicate that overall happiness is not dictated so much by the peaks and valleys of your life as by the total amount of time you spend in a positive mood”, Dr Sobel says.

“And that to us means the small pleasures.” The researchers got the idea when they began noticing that the healthiest people they knew were not those who spent a lot of time managing their health. “We began to realize”, Robert says, “that we didn’t know anybody we thought was healthy who had an extremely healthy diet and monitored their exercise. Instead, they were people who were actively engaged in their lives.” They live with optimism and gusto, Robert says.

They are passionate about hobbies, travel and family life. How pleasure works Scientists are still exploring exactly what makes our bodies acknowledge and feel pleasures. It’s all in the brain, it seems. Human beings have pleasure centers located in the brain in an area known as the limbic system, which can be stimulated naturally through pleasing sights, sounds, smells, tastes and thoughts. Precisely how those centers are tapped in what scientists are trying to discover. Some researchers think pleasure releases endorphins, opiate like substances in the brain that make us feel better. Says Dr Sobel: “We don’t really know.

Our understanding of this mechanism is very crude. It’s in its infancy.” Back to nature What we do know is that living in the modern world often means being cut off from the natural one — and that’s not good. “Our biology and psychology evolved over five million years and during the majority of that evolution we were very closely linked to the natural environment”, Dr Sobel says. “Just because we have modernized our environment doesn’t mean we can dismiss our age-old tie to nature.” It’s the natural things — the warm sun, lush fields — that can make life seem better. We brighten considerably with a sunny day, even if it’s experienced on a lunch break in the middle of a crowded city.

A whiff of happiness. The two scientists believe smell is perhaps the most under appreciated of the senses. Scientist Jonathan Pevsner is trying to determine how the smell of, say, a rose travels from the nose to the pleasure centres of the brain.

“When you smell something it often triggers a memory or an emotion because the sense of smell is most directly connected to the limbic system, where pleasure and emotion and memory are centred, whereas the other senses have a more direct route to get the same place”, Dr Pevsner says. Have a chocolate. There’s nothing quite like a sinful indulgence. But, then, who’s to say it’s sinful? Chocolate, for example, has some beneficial qualities: it protects tooth enamel and one of its ingredients, cocoa butter, lowers cholesterol levels. Alcohol has its benefits, too. People who have one or two drinks a day are less prone to heart attack or blocked arteries.

## **Text 6**

### **You Just Don’t Understand**

Why can’t men and women understand each other? Who talks more, men or women? Is there a difference in the way men talk to other men and the way women talk to other women? What do men and women each want from their conversations? Deborah Tannen, a professor of linguistics at University, provides some startling answers to these questions in her best selling book “You just don’t understand: women and men in conversation”.

Tannen analyzed numerous recordings and video tapes of everyday conversations of children, teenagers and adults to study how people interact and how they use conversation to satisfy their needs. Her research led her to the conclusion that American boys and girls grow up in what are essentially different cultures, so talk between women and men is cross cultural communication. Citing her research, and that of other specialists — sociologists, anthropologists, and psychologists, she states: “Even if they grow up in the same neighborhood, on the same block, or in the same house, girls and boys grow up in different worlds of



words. Others talk to them differently and expect and accept different ways of talking from them. Most important, children learn how to talk, how to have conversations, not only from their parents but from their peers”.

Researchers have documented that boys and girls spend most of their time playing with other children of the same sex and that the way that boys and girls talk to their friends is very different. Boys tend to play outside and prefer games involving large groups which have leaders and systems of rules to determine the winners and the losers. In their play, boys are primarily concerned about establishing and maintaining their status in the hierarchy of the group. Status is achieved by giving orders and getting others to follow them. Their talk is centered on giving commands, boasting about what they can do, or arguing about who can do something best.

The world of little girls presents a stark contrast. Girls tend to play indoors in small groups. They spend much of their time sitting and talking, sharing secrets to maintain their closeness. Girls play games where they take turns and winning and losing is not very important. Whereas “independence and freedom” are important to boys, “intimacy and connection” are the goals of girls’ conversation. These attitudes and conversational priorities carry over into the lives of adult men and women. For men, life is a contest, a struggle to preserve independence and avoid failure”. In a man’s world, conversations are negotiations in which people try to achieve and maintain the upper hand if they can, and protect themselves from others’ attempts to put them down and push them around. For women, on the other hand, life is “a community, struggle to preserve intimacy and avoid isolation”. In a woman’s world, conversations are negotiations for closeness in which people try to seek and give confirmation and support, to reach consensus. They try to protect themselves from others’ attempts to push them away.

The differences in the conversations and the body language show that females and males sometimes look like they came from different planets. The girls and women sit close together, face each other directly, and look into each others’ eyes when they talk. They take turns talking about each others’ problems and about

the people they know and make supportive statements. The boys and men, on the other hand, tend to have more open body positions and have very little eye contact.

They show their caring for each other by teasing and joking. For men and boys, offering sympathy puts the other in a “one-down” position, so when they talk about their problems, they reassure each other by offering quick advice. Men and women view public and private speech differently. Many men are more comfortable with public speech where they defend their positions and exchange information. In public situations, men speak more than women. When they come home, however, men want to relax and read the newspaper. Men are more interested in knowing about the news than they are in discussing what is happening to other people.

This is very frustrating to their wives, who are eager to talk about the details of other people’s lives — their friends, family members, and business associates. For women, the purpose of conversation is interaction. But for men, the purpose of conversation is to impart information. They do not like small talk. The fact that women are more comfortable with private talk than they are with public talk puts them at a disadvantage in the public arena.

Women are not accustomed to fighting for a chance to speak during the meeting. Because women are used to waiting for their turn to speak, they are frequently ignored by men who expect that if they have something to say, they will speak up. Because women are generally good listeners, asking questions and making supportive comments, they may find that men are lecturing them, instead of asking them what they think, as another woman would do. This may help explain why there are so few women who hold public office. In order to run for office, a woman has to be able to campaign like a man and employ many of the conversation strategies used by men. In so doing, however, she appears to be unwomanly, and may therefore not be trusted.

Tannen concludes that it is important to understand the differences in the conversational styles of men and women so that we can better interpret the messages that are being communicated. Understanding each others’ styles of

speaking as women and men is the first step to understanding each other as individuals.

## **Text 7**

### **Stress Control**

People wonder whether it is possible to influence stress situations and to control them. Before answering this question it is necessary to decide which sort of stress requires control. Hans Selye, a Canadian scientist who invented the term “stress”, offered a differentiation between “distress” and “eustress”. The first is harmful for human health. The second is a good companion in any productive activity and presents no danger. It is closely linked with efforts to overcome difficulties, to solve routine and professional problems. Distress begins as a result of refusing to try and solve difficult situations in life. Distress must be controlled.

Outside factors or information which cause stress are divided into physical and psychic. The first, with the exception of gravitational and climatic fluctuations or injuries, rarely lead to distress. Distress is mainly caused by conflicts between the requirements and wishes of a person and the possibility of meeting or fulfilling them. Normally they are associated with outward obstacles or the resistance and counteractions of other people.

Moreover, they are more frequently associated with the fact that the requirements of a person run counter to the requirements of other people, and the person in question fails to find a compromising solution within his or her internal conflict. This happens, for example, when we can attain a goal only on the condition that it leads, it would seem to us, to a loss of self-respect or respect of our environment. In most cases distress originates due to a lack of communication culture and inadequate perception. If not, then due to the inability to understand the desires and wishes of other people and coordinate them with our own.

There is no doubt that the best preventive treatment of psychic and emotional stress is correct upbringing and higher standards of communication culture. This is a difficult task which takes a long time. It does not exclude more

concrete efforts aimed at increasing individual resistance to stress by those who are already in need of it. Until recently, various means of reducing emotional tension were used in the “struggle against stress”.

These means include medical preparations (tranquilizers) and numerous forms of relaxation, from self-suggestion to self-regulation techniques used by Yoga. Correct regime and diet are also important. The reduction of emotional tension which has caused distress does not lead to adaptation. It only can, at the most, help develop a more sensible view of the situation that has given rise to the stress. However, if there is no other cure, there will be no real stress control and the adaptation is temporary. As a rule, as soon as a patient stops taking medicine and gives up self-suggestion, the unpleasant sensations return. It is clear why: in the early stages of the “struggle against stress”, the patient tried to solve his problems rationally by himself, “with a cool head”, but lost this ability precisely because he was unable to cope with the situation. Calm achieved with the help of tranquilizers and relaxation just brings him back to the stage he has already passed.

Radically solving the problems demands more than a cool head. It calls for changing the strategy of solving the problem, of reevaluating all the values, of developing a fundamentally new approach to the concrete situation, life in general, and oneself as an individual.

None of the above-mentioned methods can help achieve such a state. Only such ability can guarantee a resistance to stress in the future. In order to understand what such an approach implies we have to go back to the conditions that created “insoluble” conflicts. The refusal to find a solution and the condition of distress arise when and where a person fails to see a way out of an impasse, fails to find a means of solving conflicts within himself or contradictions with external conditions.

However, objectively situations are rarely really insoluble. In the majority of cases they are qualified like this from a subjective point of view. Even when events in one’s life seem fatal, the person in question still has a chance to reconsider his attitude to these events, and minimize their significance. Such a reassessment of

the situation, helped by different methods of psychotherapy, amounts to the ability to see new aspects of the situation, and to understand what a relatively modest place the conflict occupies in the infinitely rich world of human emotions and relations. In this understanding a great role is played by warm-hearted human relations and human concern, and one of the chief tasks of psychotherapists is to form such relations with their patients and between the patients and people surrounding them — at home and at work, and at the beginning among patients themselves.

In Russia, and in other countries, group psychotherapy occupies an increasing place. In its process patients are brought together by reciprocal sympathies and common worries. To develop a broad, unbiased and flexible attitude to problems, contacts with art and literature are indispensable. The greatest works of literature reflect the world and life in all their aspects. People who have read about them are already protected in a way from a narrow and unproductive approach to events.

This is why art as a “cure” is regarded as one of the most promising methods of preventing and removing stress. An active position in life, active perception of art, developing taste, personal participation in everything that contributes to broadening horizons and increasing physical and intellectual abilities — all this is a prerequisite for stress resistance and for effective individual efforts in shifting distress to eustress, unless the first has assumed an absolute character. In the latter case medical aid is necessary. The task of medicine is to achieve control over stress and to turn it from a force of destruction into a creative force.

## **Text 8**

### **The Language of the Body**

One of the best locations to study the body language is a political rally. Each speaker has already worked out his verbal message, usually a string of highly predictable platitudes calculated to gain him applause. But while he is mouthing his utterances, his hands are busy too. He will not be aware precisely what they are

doing, merely that they are beating time to his statements and helping to underline them. If we ignore his words and focus exclusively on his hands, it soon becomes clear that he employs some major hand signals.

If he is making a powerful point, he will clench his fist, as if about to punch an invisible opponent. If he is trying to chop down a rival proposal, he switches instead to the hand chop gesture, cutting down through the air as forcibly as possible with a flattened hand, its hard edge pointing down. With this action he transforms his hand into a symbolic axe.

For those who wish to appear forceful, but not too violent, there is a slightly milder hand gesture — the semi clenched fist. With the thumb uppermost, on top of the bent forefinger, this half fist is jerked in the air to emphasize point after point in the speaker's words. It is almost as if he is serving an invisible writ on his audience. This gesture is favoured by politicians. In a more dominant mood, the speaker introduces the palm down hand posture, usually with a few slight downward movements. In this he is symbolically calming down his audience, as if it were composed entirely of unruly children. If he is less sure of himself, he uses the opposite hand signal, with the palm up.

This is a gesture of the beggar, reaching out his hand for help. This particular gesture is universal and can even be seen in wild chimpanzees when begging for food from companions. If the speaker wishes his audience to embrace his ideas, he offers them a hint of an embrace in his hand gestures. He reaches out both hands, with his palms facing one another, as if trying to hug his audience at a distance.

This is a favourite gesture of good communicators, who know the value of making their audience feel intimate with those on the platform. Finally there is one more special forefinger gesture much loved by the more aggressive politicians, that is a prodding forefinger, aimed straight towards the audience, as if stabbing them into submission.

There are, of course, many other gesticulations employed during speech making. Because both the speaker and the audience are primarily focused on the

words being spoken, none of these gestures is deliberately made or deliberately read.

They form a sub text which carries with it a mood communication system that imparts far more information than any of those present may realize. They will transmit to the audience either a feeling that the speaker is not to be trusted or that he means what he says. If his verbal message is false or exaggerated, his gestures will give him away. They will make a “bad fit” with his words and leave the audience uncomfortable, without knowing quite why. If they match well with the spoken words, the listeners will unconsciously sense that harmony and will respond more positively.

## **Text 9**

### **Suicide**

Today Before when people wanted to commit suicide, they would throw themselves under a car. Nowadays Russian businessmen have found a new method — they take out or damage the brakes of their car, sit behind the wheel, and take off. Why are there so many suicides for no apparent reason? Chemists are searching for answers to this question. Post mortem examinations reveal that more than 95 percent of those who take their own life have certain changes in their brain chemistry. It is also known that in the few weeks before their deaths, more than half of suicide victims visit their doctor.

Usually, the doctor can't find anything wrong, and so the patient is sent home. In the opinion of Vladimir Skavysh, a specialist at the Suicide Center, there is a predisposition to suicide in some people. However, this does not mean that there is a ‘suicide gene’, because the problem is psychological rather than biological. There are many cases where suicide becomes hereditary. However, this is presumably a case of inheriting the principle of behaviour in a critical situation. In other words, at present science cannot give us an unequivocal answer to the question of whether a suicide gene exists. It is well known that in certain circumstances the risk of suicide increases sharply.

People are more at risk if one of their parents had killed themselves; if their parents are divorced; if their parents fight like cat and dog; if they are impulsive and cannot control their actions. The highest risk category consists of introverts, that is people who, after some kind of misfortune, direct their rage at themselves rather than lash out at those around them.

Extroverts deal with their emotions by preferring to simply smash someone in the face rather than indulge in protracted contemplation of human malice and therefore hardly ever commit suicide. A quarter of all successful suicide victims are mentally ill, another quarter are completely healthy, and the rest are on the border line — neither ill nor healthy, but inclined to neuroses and tragic perception of reality. There are many different reasons why some people commit suicide.

The real reason may be difficult to establish, even when the victim has left a note. Often the notes describe completely different reasons, or things which really have only a slight or no connection at all with their decision to die. Some decide to kill themselves without really knowing why — perhaps because insomnia suggested the idea of suicide or it may have rained too hard or too long. According to Alekper Tagi-Zade, manager of the Samaritans — a charitable association for the prevention of suicides — the profile of a typical potential suicide is something like this: a woman between 35 and 40, with a university degree, and in the overwhelming majority cases unmarried and without a boyfriend.

Failure in one's personal life very often leads to thoughts of suicide, and neither men nor women are strong enough to acknowledge that this is the cause of their depression, so they prefer to attribute everything to unpleasantness at work, money worries, health anxieties, or social problems. Only one in seven or eight attempted suicides is 'successful'. Women attempt to commit suicide much more frequently than men. However, men are four times more likely to actually commit suicide than women. The most frequent method is an overdose, but fatalities from this method are few. The most reliable suicide method is by hanging. Ten years ago an elderly American woman carried out what became known as the 'suicide of



the century'. She attached a long rope to the balcony of her skyscraper with a noose so that one end reached the ground and the other end would tighten up in flight, she took a fatal dose of sleeping tablets, stood on the edge of the balcony, and shot herself in the head with a revolver. In this way an ordinary American pensioner contrived to kill herself in four different ways. Specialists often cite this case as evidence that those who make unsuccessful attempts really do not intend to die. Any suicide victim whose decision is irrevocable makes very careful preparations. In such cases there are no overdoses with long expired pills, weak ropes or defective bullets. Does one have the right to take one's own life? To whom does human life belong? To the person, his nearest and dearest, the state of God? In some countries — Canada, Denmark, Chile — suicide attempts are punishable by law. But history has known periods when suicide was a cult. In ancient Rome patricians preferred to depart from their life early rather than become a burden to their relatives in their declining years. In Japan, the highest form of valour and revenge was hara-kiri. In Russia it was always thought that only sick people killed themselves. In 1716, the future Tsar Peter wrote in the Poteshny Regiment Rules and Regulations: "If someone kills themselves, then an executioner should drag their body through the streets, then take it away to an inaccessible place and bury it". When someone starts talking about killing himself and tells his closest friends about it, they should not let him out of their sight for a moment, and keep in constant touch with him. At such times human contact is more important than ever before. Doctors advise those who want to cope with delusions on their own that they should buy a ticket for a long train journey, and unburden their soul to the first person who comes along, it will take a great load off their minds.

# ENGLISH-UKRAINIAN GLOSSARY

## Unit 1

**Adolescent** – підліток, юнак або дівчина 11–16 років; підлітковий, пубертатний, юнацький, юний;

**algorithm** – алгоритм;

**apply** – звертатися з проханням, просити (про що-небудь); подавати заяву (звич. про прийом на роботу, до навчального закладу); використовувати, застосовувати, вживати; направити (енергію); присвятити (себе);

**appliance** – пристосування, пристрій; електричний (побутовий) прилад;

**applicability** – застосовність, придатність;

**applicable** – застосовний, придатний, відповідний, підходящий;

**challenge** – виклик, виклик (на реванш); випробування, складне завдання; (to) викликати (на дуель); кидати виклик; спорт. викликати на змагання;

**concept** – поняття, ідея, загальне уявлення; концепція;

**conventional thought pathways** – традиційні способи мислення;

**convergent thinking** – конвергентне мислення;

**core feature** – основна функція;

**creative thinking** – творче мислення;

**deductive reasoning** – дедуктивне мислення;

**definition of the problem** – визначення проблеми;

**define** – визначати, давати (точне) визначення, характеризувати;

**deviant** – людина з відхиленням від норми, що-небудь дивне, який відхиляється від норми, аномальний;

**divergent thinking** – дивергентне (відмінне) мислення;

**effect** – результат, наслідок; здійснювати, виконувати; запроваджувати;

**effectively** – ефективно;

**explore** – досліджувати, вивчати, розвідувати, виявляти, з'ясовувати;

**explored** – вивчений, досліджений; розвіданий;

**explorer** – дослідник, мандрівник;

**fill** – (with) наповнювати (чим-небудь); переповняти; заповнювати; заповнювати (бланк – fill in);

**follow** – дотримуватися, іти слідом, уважно стежити (за ходом думки, словами); удар накатом, накат (більярд);

**foundation** – заснування (міста); закладка (фундамента), підґрунтя, основа, базис, база; організація, заснування, створення;

**heuristic approach** – евристичний підхід;

**human being** – людина;

**Illumination** – освітлення, супровід променем прожектора; роз'яснення, тлумачення; освіта;

**incubation** – інкубація, виведення курчат; біол., мед. інкубація, інкубаційний період, мед. догляд за недоношеною дитиною;

**inductive reasoning** – індуктивні міркування;

**inner** – внутрішня частина (чого-небудь), внутрішній, інтимний, таємний;

**insight** – проникливість; здатність проникнення в сутність; розуміння; інтуїція; псих. інсайт, раптовий здогад;

**involve** – включати, містити; мати на увазі, припускати, залучати, заглиблюватися;

**logical thinking** – логічне мислення;

**method of science** – метод науки;

**observation** – спостереження; вивчення, дослідження;

**observe** – спостерігати; стежити; помічати;

**orderly approach** – упорядкований підхід;

**outer** – зовнішній;

**possibility** – можливість, імовірність; pl можливості, перспективи, плани на майбутнє;

**premise** – посилка, передумова; вищевикладене, вищевказане;

**preparation** – (при)готування, підготовка; стан готовності, готовність;

**prepare** – підготовляти, готувати (заздалегідь) готувати, підготовляти (до іспитів);

**rational thought** – раціональна думка;

**reach the conclusion** – досягти висновку;

**rely** – покладатися, довіряти; бути впевненим (on, upon);

**represent** – зображувати або представляти (у якому-небудь аспекті); роз'яснювати;

**rule-of-thumb** – практичне правило;

**solve a problem** – вирішувати, розв'язувати; пояснювати; розплутувати (проблему);

**stand for** – становити (щось); бути кандидатом, балотуватися, виставляти кандидатуру; виступати за (щось);

**symbol** – символ; емблема;

**thinking** – міркування, думка мислячий; розумний, думаючий, вдумливий;

**valid reasoning** – вірне міркування;

**verification** – контроль, здійснення контролю; перевірка, підтвердження; установлення дійсності (чого-н.)

## Unit 2

**Access** – доступ, підхід; прохід; наближення, настання, прихід; мати доступ (до чого-небудь);

**actions** – дія, робота, діяльність; in action – на ходу, діючий; у дії;

**to take action** – починати діяти; вживати заходів;

**behave** – поводитися, робити, чинити;

**behavioral deviation** – відхилення у поведінці;

**behaviour** – поведінка; учинки; манери; гарні манери; вихованість; поведження; реакція на навколишнє оточення;

**behavioural** – поведінковий;

**behaviourism** – біхевіоризм;

**behaviourism** – психол. Біхевіоризм;

**body movements** – рухи тіла;

**carry out** – виконувати;

**cognition** – пізнання; пізнавальна здатність;

**comprise** – включати, містити в собі, становити; охоплювати; складатися з;  
входити до складу;

**conscious** – свідомий;

**consciousness** – свідомість, усвідомлення, розуміння, свідомість;  
самосвідомість;

**considerable** – маса; безліч; значна кількість;

**consider** – розглядати, обговорювати; обмірковувати, думати;  
вважати;

**covert** – прихований, завуальований, таємний;

**decide** – вирішувати;

**decision** – рішення;

**denote** – указувати; показувати; відмічати; показувати; свідчити;

**desire** – бажання, прохання; бажати; жадати; хотіти, (наполегливо) просити;  
висловлювати бажання;

**emotion** – почуття, емоція; душевне хвилювання;

**emotional** – пов'язаний з емоціями, емоційний, вилюючий;

**enable** – давати (кому-небудь) можливість або право (що-небудь зробити);  
уможливлювати; створювати можливість, полегшувати;

**exposed to** – виставляти, розкривати (таємницю); викривати (змову),  
показувати, виставляти напоказ, демонструвати; експонувати;

**facial expressions** – вираз обличчя, міміка;

**illogical** – нелогічний;

**illogicality** – нелогічність;

**intense mental activity** – інтенсивна розумова діяльність;

**intent** – намір; мета; with intent – навмисно;

**interact** - взаємодіяти; впливати, впливати один на одного;

**interaction** – взаємодія; вплив один на одного;

**interactive** – взаємодіючий; який впливає один на одного;

**interplay** – взаємодія;

**involuntary** – ненавмисний; мимовільний; мед. Рефлексивний;

**irrational** – нерозумна істота; людина; позбавлена здорового глузду; недоумкуватий;

**logical** – логічний, послідовний; який неминуче впливає (з попереднього); розумний;

**measure** – міра; система вимірів;

**mental images** – ментальні образи;

**nonverbal** – несловесний, невербальний;

**observable** – помітний, видимий; доступний для огляду;

**observance** – дотримання;

**observe** – спостерігати, стежити (за чим-небудь); помічати;

**overt** – відкритий, публічний; несекретний, очевидний, явний;

**perceive** – розуміти; усвідомлювати; осягати;

**physiological sensors** – фізіологічні датчики;

**pleasurable** – який приносить задоволення; приємний;

**prevent** – запобігати; попереджати; охороняти, (часто from);

**pupil dilation** – розширення зіниць;

**rational** – розумний, мислячий; розсудливий; розважливий; раціональний; доцільний;

**self-determined** – незалежний, який діє за своїм розсудом;

**sequence of cause and effect** – послідовність причин і наслідків;

**state of awareness** – стан усвідомлення;

**suffer from** – страждати від;

**unconscious** – що знаходиться без свідомості; що втратив свідомість;

**unconsciousness** – несвідомий стан;

**unpleasant** – неприємний, гидкий; відштовхуючий;

**verbal** – словесний, усний, словесний, буквальный, дослівний;

**visible** – видимий, зримий, явний, очевидний;

**voluntary** – добровільний, свідомий, навмисний;

### Unit 3

**Ability to cry** – здатність плакати;

**achieve** – досягати; здобувати; успішно виконувати;

**achievement** – досягнення; успіх; перемога;

**Arousal theory** – Теорія збудження;

**avoid** – уникати, цуратися, ухилятися; скасовувати, анулювати;  
робити недійсним;

**describe** – описувати; зображувати; характеризувати;

**destruction** – зруйнування; знищення; умертвіння;

**direct** – прямий, безпосередній, прямо; відразу, безпосередньо,  
направляти, спрямовувати;

**drive** – їзда; прогулянка; стимул, спонукання, внутрішній імпульс;  
водити, вести, правити; керувати; їздити, їхати; водити машину;

**Esteem Needs** – Повага до потреб;

**give up** – відмовитися (від роботи, пропозиції); кинути (звичку);  
залишити; кидати;

**goal** – мета; завдання; мета; місце призначення; **set goal** – ставити  
ціль; **pursue one's goal** – переслідувати мету;

**highly motivated** – високо мотивований;

**hunger** – голод, відчуття голоду, потреба (у чому-небудь); (for, after)  
спрага, сильне бажання; голодувати; відчувати голод;

**innate knowledge** – вроджені знання;

**Instinct Theory** – Теорія інстинктів;

**maintenance** – підтримка; збереження; продовження;

**motivate** – спонукувати, мотивувати;

**motivated** – (в)мотивований, обґрунтований;

**motivation** – спонукання, мотивування, мотивація;

**need** – потреба, вимагати, відчувати необхідність (чого-небудь);

**obstacle** – перешкода, завада;

**perform** – виконувати, здійснювати; робити;

**performance** – виконання, дія, вчинок; поведінка;

**psychological growth** – психологічне зростання;

**reach** – протягування, простягання (руки); розмах; досяжність; доступність; простягати, досягати (місця призначення); доїжджати, доходити, добиратися;

**recognition** – дізнавання, узнавання; упізнавання, усвідомлення, визнання, схвалення;

**recognizable** – який може бути впізнаним; який упізнається

**recognize** – узнавати; упізнавати;

**reduce** – знижувати; зменшувати; скорочувати, послабляти, зменшувати;

**reduction** – зниження; зменшення, скорочення;

**respectful** – шанобливий; ввічливий;

**safety issues** – питання безпеки;

**self-Actualization** – самореалізація;

**state of emotional activity** – стан емоційної активності;

**strive** – намагатися, докладати зусилля боротися, (*for*) змагатися, сперечатися;

**survival** – виживання; виживаність; *the survival of the fittest* природний відбір;

**survive** – залишитися в живих, вижити, вціліти; продовжувати існувати, зберігатися;

**tension** – напруга; напруженість; напружені роздуми; напружений стан; напружувати; створювати напругу;

**the Hierarchy of Needs** – Ієрархія потреб;

**theory of motivation** – теорія мотивації;

**thirst** – спрага; *to suffer from thirst* – страждати від спраги; *to die of thirst* – умерти від спраги; *thirst for /after, of/ knowledge* – спрага знань;

**thirsty** – що відчуває спрагу;



## Unit 4

- Achieve** – досягати; домагатися; здобувати; успішно виконувати
- achievement** – досягнення; успіх; перемога; подвиг
- acquire** – здобувати; одержувати; досягати; опановувати;
- acquired** – придбаний; набутий;
- active** – діяльний; енергійний; активний;
- anxiety** – тривога, занепокоєння, боязнь; страх; (*мед.*) патологічний стан тривоги;
- arrogant** – зарозумілий; гордовитий; пихатий; самовпевнений;
- attribute** – відмітна; характерна риса; якість; властивість;
- attribution** – віднесення; атрибуція; встановлення авторства; справжності;
- attributive** – означення; атрибут;
- balanced** – урівноважений; збалансований;
- interested in** – зацікавлений, який цікавиться; уважний;
- bodily fluids** – біологічні рідини;
- choleric** – холерик;
- consistent** – сумісний; який відповідає; який узгоджується;
- cranky** – розхитаний, несправний (про механізм); роздратований; капризний; з примхами; ексцентричний;
- determine** – визначати, встановлювати; вимірювати, обчислювати;
- diligent** – старанний;
- emotional** – хвилюючий; темпераментний;
- fearful** – жахливий; страшний; страхаючий; який боїться; який відчуває страх; боязкий;
- gain (*knowledge*)** – одержувати, отримувати; здобувати (знання);
- get acquainted with** – познайомитися;
- get along with** – ладнати;
- hasty** – поспішний; квапливий; швидкий;
- have an impact on** – впливати на;

**hesitant** – який вагається; сумнівається; нерішучий;

**improve self-esteem** – поліпшити самооцінку;

**inert** – інертний; неактивний;

**melancholic** – схильний до меланхолії; меланхолійний;

**modest** – скромний; стриманий;

**obstinacy** – упертість; наполегливість; завзятість;

**obstinate** – упертий;

**overestimate** – оцінювати занадто високо; переоцінювати;

**patient** – терплячий; завзятий, наполегливий;

**persistent** – завзятий; наполегливий;

**pessimistic** – песимістичний;

**phlegmatic** – флегматичний, млявий; спокійний, безпристрасний;

**possible** – можливий; ймовірний;

**responsive** – чуйний; який швидко реагує, який відгукується (на заклики);  
який піддається (впливу, зусиллям);

**restrainable** – стриманий;

**sanguine** – сангвінічний; життєрадісний;

**sedentary** – сидячий, малорухливий;

**sensitive** – вразливий; чуйний; уразливий; образливий; педантичний;  
делікатний;

**solve** – вирішувати; розв'язувати; пояснювати; розплутувати;

**strengths** – сильні сторони;

**temperament** – темперамент; характер; вдача;

**tend to** – мати тенденцію; схилитись (до чогось); прагнути;

**timid** – сором'язливий; невпевнений; боязкий;

**unstable mood** – нестійкий настрій;

**weaknesses** – слабкі сторони;

## Unit 5

**addict** – наркоман (drug addict); людина, схильна до чого-небудь (часто поганого); раб звички; шанувальник;

**addiction** – схильність, невивужна звичка; наркоманія (drug addiction);

**addictive substance** – речовина, що викликає звикання;

**affect** – афект; впливати (на що-небудь); хвилювати, розчулювати; завдавати шкоди;

**alcohol addiction** – алкогольна залежність;

**anorexia** – анорексія, відсутність апетиту;

**breakdown of relationships** – занепад відносин;

**bulimia** – булімія;

**cause** – причина, підстава (for, of) мотив, привід, причина; справа; бути причиною, бути приводом; викликати, спричиняти; заподіювати; змушувати; спонукувати; домагатися;

**compelling incentive** – переконливий стимул;

**consume** – винищувати, знищувати; споживати, витратити; з'їдати, поїдати, поглинати; витратити, марнувати;

**consumption** – споживання;

**detrimental consequences** – шкідливі наслідки;

**devastating effect** – руйнівний ефект;

**dopamine** – допамін;

**drug addiction** – наркотична залежність;

**engage in** – наймати, приймати на роботу; замовляти (квиток);

(in, on, with) займатися (спортом, наукою); брати участь;

**food addiction** – харчова залежність;

**gambling** – азартна гра, гра на гроші;

**inhalant** – інгалятор; засіб, який застосовується при інгаляції;

**likelihood** – імовірність; правдоподібність;

**neurobiological feature** – нейробіологічна особливість;

**neurotransmitter** – медіатор; трансмітер;

**opioid** – препарат опію; опіат; наркотик;  
**pain** – біль;  
**painkiller** – болезаспокійливий засіб;  
**prescribe** – пропонувати, рекомендувати; прописувати, рекомендувати (ліки);  
**prescriptive** – який приписує; рекомендує;  
**recovery** – повернення; отримання знову (втраченого); одужання;  
**зцілення**, вилікування; пробудження (після наркозу); прихід до тями (після непритомності);  
**recurrence** – повернення; повторення;  
**reinforcement** – зміцнення; посилення; підкріплення; поповнення;  
**relapse** – знову захворіти, повторно занедужати; знову вдаватися (до пияцтва тощо); рецидив; повторення  
**relapsed** – який вкорінився у своїх (злочинних) звичках;  
**remission** – прощення, пробачення; зменшення; послаблення (болю); звільнення від сплати (від покарання); скасування (пом'якшення) (вироку);  
**restrict** – обмежувати; (to) тримати в певних межах; зводити до чого-небудь;  
**rewarding effect** – корисний ефект;  
**substance** – речовина; сутність, суть, зміст;  
**vulnerability** – у разливість; ранимість; ступінь захищеності;

## Unit 6

**3-pronged approach** – 3-сторонній підхід;  
**absenteeism** – абсентеїзм (відхилення від участі у виборах, відсутність на засіданнях); невихід (невиходи) на роботу;  
**affect** – афект; впливати (на що-небудь); хвилювати, розчулювати;  
**anxiety** – тривога; занепокоєння; боязнь; страх; патологічний стан тривоги;  
**attention deficit hyperactivity disorder (ADHD)** – порушення гіперактивності дефіциту уваги;

**beneficial** – благотворний; корисний; цілющий;

**bipolar disorder** – біполярний розлад;

**bullying** – залякування, шантаж;

**career development** – розвиток кар'єри;

**carry out** – доводити до кінця, завершувати; виконувати (план, наказ, обіцянку);

**competency** – уміння, здатність; компетентність;

**contribute** – жертвувати (гроші); робити внесок (у науку); сприяти;

**decision-making** – прийняття рішення;

**disability** – нездатність, безсилля; непрацездатність, інвалідність;

**employee** – робітник; службовець; той, хто працює по найму;

**employer** – наймач; роботодавець; агент по найму;

**enforcement** – тиск; примус;

**ensure** – забезпечувати; гарантувати;

**environment** – середовище; оточення;

**harassment** – занепокоєння; турбота; роздратування;

**harmful** – шкідливий; згубний; небезпечний;

**impact** – удар, поштовх, імпульс; вплив; наслідки; (on) впливати;

**implementation** – здійснення; виконання; реалізація;

**inadequate** – неналежний; недостатній; невідповідний;  
некомпетентний; неадекватний;

**include** – містити; включати; охоплювати; мати у своєму складі;

**inflexible** – негнучкий; жорсткий;

**interaction** – взаємодія; вплив один на одного;

**intervention** – втручання; насильницьке втручання; інтервенція; вступ у справу;

**job content** – зміст роботи;

**job-redesign** – реорганізація роботи;

leading cause – головна причина;

**mental health problem** – проблема психічного здоров'я;

**mobbing** – нападати натовпом;

**participation** – участь; співучасть;

**promote** – просувати; сприяти, підтримувати, заохочувати;  
стимулювати; активізувати;

**reduce** – (to) знижувати; зменшувати; скорочувати; послабляти,  
зменшувати;

**regardless** – що не бере до уваги; що не зважає (of); не беручи до уваги;  
незважаючи на; попри;

**rewarding** – який винагороджує; путній, корисний;

**staff turnover** – плинність кадрів;

**stigma** – тавро ганьби; стигма;

**suffer from** – страждати на щось (або від чогось);

**support** – підтримка, допомога; підтримувати, підпирати;

**team cohesion** – командна згуртованість;

**unemployment** – безробіття;

**well-recognized** – добре впізнаваний;

**workload** – забезпеченість роботою; об'єм робіт до виконання.

# LIST OF PHOBIAS

## A

- Ablutophobia — fear of washing or bathing
- Acarophobia — fear of itching or of the insects that cause itching
- Acerophobia — fear of sourness
- Achluophobia — fear of darkness
- Acousticophobia — fear of noise
- Acrophobia — fear of heights
- Aerophobia — fear of drafts, air swallowing, or airborne noxious substances
- Aeroacrophobia — fear of open high places
- Aeronausiphobia — fear of vomiting secondary to airsickness
- Agateophobia — fear of insanity
- Agliophobia — fear of pain
- Agoraphobia — fear of open spaces or of being in crowded, public places like markets; fear of leaving a safe place
- Agraphobia — fear of sexual abuse
- Agrizoophobia — fear of wild animals
- Agyrophobia — fear of streets or crossing the street
- Aichmophobia — fear of needles or pointed objects
- Ailurophobia — fear of cats
- Albuminurophobia — fear of kidney disease
- Alektorophobia — fear of chickens
- Algophobia — fear of pain
- Alliumphobia — fear of garlic
- Allodoxaphobia — fear of opinions
- Altophobia — fear of heights
- Amathophobia — fear of dust
- Amaxophobia — fear of riding in a car

Ambulophobia — fear of walking  
Amnesiphobia — fear of amnesia  
Amychophobia — fear of scratches or being scratched  
Anablephobia — fear of looking up  
Ancraophobia — fear of wind  
Androphobia — fear of men  
Anemophobia — fear of air drafts or wind  
Anginiphobia — fear of angina, choking or narrowness  
Anglophobia — fear of England, English culture, etc  
Angrophobia — fear of anger or of becoming angry  
Ankylophobia — fear of immobility of a joint  
Anthrophobia — fear of flowers  
Anthropophobia — fear of people or society  
Antlophobia — fear of floods  
Anuptaphobia — fear of staying single  
Apeirophobia — fear of infinity  
Aphenphosmphobia — fear of being touched  
Aphiphobia — fear of bees  
Apotemnophobia — fear of persons with amputations  
Arachnephobia — fear of spiders  
Arithmophobia — fear of numbers  
Arrhenphobia — fear of men  
Arsonphobia — fear of fire  
Asthonophobia — fear of fainting or weakness  
Astraphobia — fear of thunder and lightning  
Astrophobia — fear of stars and celestial space  
Asymmetriphobia — fear of asymmetrical things  
Ataxiophobia — fear of ataxia (muscular incoordination)  
Ataxophobia — fear of disorder or untidiness  
Atelophobia — fear of imperfection



Atephobia — fear of ruin or ruins  
Athazagoraphobia — fear of being forgotten or ignored or forgetting  
Atomosophobia — fear of atomic explosions  
Atychiphobia — fear of failure  
Aulophobia — fear of flutes  
Aurophobia — fear of gold  
Auroraphobia — fear of Northern lights  
Autodysomophobia — fear of one that has a vile odour  
Automysophobia — fear of being dirty  
Autophobia — fear of being alone or of oneself  
Aviophobia or Aviatophobia — fear of flying

## B

Bacillophobia — fear of microbes  
Bacteriophobia — fear of bacteria  
Ballistophobia — fear of missiles or bullets  
Barophobia — fear of gravity  
Basophobia or Basiphobia — inability to stand fear of walking or falling  
Bathmophobia — fear of stairs or steep slopes  
Bathophobia — fear of depth  
Batophobia — fear of heights or being close to high buildings  
Batrachophobia — fear of amphibians, such as frogs, newts, salamanders, etc  
Belonephobia — fear of pins and needles  
Bibliophobia — fear of books  
Blennophobia — fear of slime  
Bogyphobia — fear of bogies or the bogeyman  
Botanophobia — fear of plants  
Bromidrosiphobia or Bromidrophobia — fear of body smells  
Brontophobia — fear of thunder and lightning  
Bufonophobia — fear of toads

## C

Cacophobia — fear of ugliness

Cainophobia or Cainotophobia — fear of novelty

Caligynephobia — fear of beautiful women

Cancerophobia — fear of cancer

Carcinophobia — fear of cancer

Cardiophobia — fear of the heart

Carnophobia — fear of meat

Catagelophobia — fear of being ridiculed

Catapedaphobia — fear of jumping from high and low places

Cathisophobia — fear of sitting

Catoptrophobia — fear of mirrors

Cenophobia or Centophobia — fear of new things or ideas

Ceraunophobia — fear of thunder

Chaetophobia — fear of hair

Cheimaphobia or Cheimatophobia — fear of cold

Chemophobia — fear of chemicals or working with chemicals

Cherophobia — fear of gaiety

Chionophobia — fear of snow

Chiraptophobia — fear of being touched

Chiophobia — fear of hands

Chorophobia — fear of dancing

Chrometophobia or Chrematophobia — fear of money

Chromophobia or Chromatophobia — fear of colours

Chronophobia — fear of time

Chronomentrophobia — fear of clocks

Cibophobia or Sitophobia or Sitiophobia — fear of food

Claustrophobia — fear of confined spaces

Cleithrophobia or Cleisiophobia — fear of being locked in an enclosed place

Cleptophobia — fear of stealing  
Climacophobia — fear of stairs, climbing or of falling downstairs  
Clinophobia — fear of going to bed  
Clithrophobia or Cleithrophobia — fear of being enclosed  
Cnidophobia — fear of stings  
Cometophobia — fear of comets  
Coimetrophobia — fear of cemeteries  
Coitophobia — fear of coitus  
Contreltophobia — fear of sexual abuse  
Coprophobia — fear of feces  
Cryophobia — fear of extreme cold, ice or frost  
Crystallophobia — fear of crystals or glass  
Cyberphobia — fear of computers or working on a computer  
Cyclophobia — fear of bicycles  
Cymophobia — fear of waves or wave like motions  
Cynophobia — fear of dogs or rabies

## D

Decidophobia — fear of making decisions  
Dementophobia — fear of insanity  
Demonophobia or Daemonophobia — fear of demons  
Demophobia — fear of crowds (Agoraphobia)  
Dendrophobia — fear of trees  
Dentophobia — fear of dentists  
Dermatophobia — fear of skin lesions  
Dermatosiophobia or Dermatophobia or Dermatopathophobia — fear of skin disease  
Dextrophobia — fear of objects at the right side of the body  
Diabetophobia — fear of diabetes  
Didaskaleinophobia — fear of going to school

Dikephobia — fear of justice  
Dinophobia — fear of dizziness or whirlpools  
Diplophobia — fear of double vision  
Dipsophobia — fear of drinking  
Dishabiliophobia — fear of undressing in front of someone  
Doraphobia — fear of fur or skins of animals  
Doxophobia — fear of expressing opinions or of receiving praise  
Dromophobia — fear of crossing street  
Dutchphobia — fear of the Dutch  
Dysmorphophobia — fear of deformity  
Dystychiphobia — fear of accidents

## E

Ecclesiophobia — fear of church  
Ecophobia — fear of home  
Eicophobia or Oikophobia — fear of home surroundings  
Eisoptrophobia — fear of mirrors or of seeing oneself in a mirror  
Electrophobia — fear of electricity  
Eleutherophobia — fear of freedom  
Elurophobia — fear of cats (Ailurophobia)  
Emetophobia — fear of vomiting  
Enetophobia — fear of pins  
Enochlophobia — fear of crowds  
Enosiophobia or Enissophobia — fear of having committed an unpardonable sin or of criticism  
Entomophobia — fear of insects  
Eosophobia — fear of dawn or daylight  
Ephiphobia — fear of teenagers  
Epistaxiophobia — fear of nosebleeds  
Epistemophobia — fear of knowledge

Equinophobia — fear of horses

Eremophobia — fear of being oneself or of loneliness

Ereuthophobia — fear of blushing

Ergasiophobia — 1) fear of work or functioning; 2) surgeon's fear of operating

Ergophobia — fear of work

Erotophobia — fear of sexual love or sexual questions

Euphobia — fear of hearing good news

Eurotophobia — fear of female genitalia

Erythrophobia, Erytophobia or Ereuthophobia — 1) fear of red lights; 2) blushing; 3) fear of red

## F

Febriphobia, Fibriphobia or Fibriophobia — fear of fever

Felinophobia — fear of cats (Ailurophobia, Elurophobia, Galeophobia, Gatophobia)

Francophobia — fear of France, French culture (Gallopophobia, Galiophobia)

Frigophobia — fear of cold, cold things

## G

Galeophobia or Gatophobia — fear of cats

Gallopophobia or Galiophobia — fear of France, French culture (Francophobia or Galiophobia)

Gamophobia — fear of marriage

Geliophobia — fear of laughter

Geniophobia — fear of chins

Genophobia — fear of sex

Gephyrophobia, Gephydrophobia, or Gephyrophobia — fear of crossing bridges

Germanophobia — fear of Germany, German culture, etc

Gerascophobia — fear of growing old  
Gerontophobia — fear of old people or of growing old  
Geumaphobia or Geumophobia — fear of taste  
Glossophobia — fear of speaking in public or of trying to speak  
Gnosiophobia — fear of knowledge  
Graphophobia — fear of writing or handwriting  
Gymnophobia — fear of nudity  
Gynephobia or Gynophobia — fear of women

## H

Hadephobia — fear of hell  
Hamartophobia — fear of sinning  
Haphephobia or Haptophobia — fear of being touched  
Harpaxophobia — fear of being robbed  
Hedonophobia — fear of feeling pleasure  
Heliophobia — fear of the sun  
Hellenologophobia — fear of Greek terms or complex scientific terminology  
Helminthophobia — fear of being infested with worms  
Hemophobia or Hemaphobia or Hematophobia — fear of blood  
Heresyphobia or Hereiophobia — fear of challenges to official doctrine or of radical deviation  
Herpetophobia — fear of reptiles or creepy, crawly things  
Heterophobia — fear of the opposite sex (Sexophobia)  
Hierophobia — fear of priests or sacred things  
Hippophobia — fear of horses  
Hippopotomonstrosesquippedaliophobia — fear of long words  
Hobophobia — fear of bums or beggars  
Hodophobia — fear of road travel  
Hormephobia — fear of shock

Homichlophobia — fear of fog  
Homilophobia — fear of sermons  
Hominophobia — fear of men  
Homophobia — fear of sameness, monotony or of homosexuality or of becoming homosexual  
Hoplophobia — fear of firearms  
Hydrargyrophobia — fear of mercurial medicines  
Hydrophobia — fear of water  
Hyelophobia or Hyalophobia — fear of glass  
Hygrophobia — fear of liquids, dampness or moisture  
Hylephobia — fear of materialism or the fear of epilepsy  
Hylophobia — fear of forests  
Hypengyophobia or Hypegiaphobia — fear of responsibility  
Hypnophobia — fear of sleep or of being hypnotized  
Hypsiphobia — fear of height

## I

Iatrophobia — fear of going to the doctor or of doctors  
Ichthyophobia — fear of fish  
Ideophobia — fear of ideas  
Illyngophobia — fear of vertigo or feeling dizzy when looking down  
Iophobia — fear of poison  
Insectophobia — fear of insects  
Isolophobia — fear of solitude, being alone  
Isopterophobia — fear of termites, insects that eat wood

## J

Japanophobia — fear of Japanese  
Judeophobia — fear of Jews

## K

Kainolophobia — fear of novelty

Kainophobia — fear of anything new, novelty

Kakorrhaphiophobia — fear of failure or defeat

Katagelophobia — fear of ridicule

Kenophobia — fear of voids or empty spaces

Keraunophobia — fear of thunder and lightning

Kinetophobia or Kinesophobia — fear of movement or motion

Kleptophobia — fear of stealing

Koinoniphobia — fear of rooms

Kolpophobia — fear of genitals, particularly female

Kopophobia — fear of fatigue

Koniophobia — fear of dust (Amathophobia)

Kosmikophobia — fear of cosmic phenomenon

Kymophobia — fear of waves

Kynophobia — fear of rabies

Kyphophobia — fear of stooping

## L

Lachanophobia — fear of vegetables

Laliophobia or Lalophobia — fear of speaking

Leprophobia or Lepraphobia — fear of leprosy

Leukophobia — fear of the colour white

Levophobia — fear of things to the left side of the body

Ligyrophobia — fear of loud noises

Lilapsophobia — fear of tornadoes and hurricanes

Limnophobia — fear of lakes

Linonophobia — fear of string

Liticaphobia — fear of lawsuits

Lockiophobia — fear of childbirth



Logizomechanophobia — fear of computers  
Logophobia — fear of words  
Luiphobia — fear of lues, syphillis  
Lutrophobia — fear of otters  
Lygophobia — fear of darkness  
Lyssophobia — fear of rabies or of becoming mad

## M

Macrophobia — fear of long waits  
Mageirocophobia — fear of cooking  
Maieusiophobia — fear of childbirth  
Malaxophobia — fear of love play  
Maniaphobia — fear of insanity  
Mastigophobia — fear of punishment  
Mechanophobia — fear of machines  
Medomalacuphobia — fear of losing an erection  
Medorthophobia — fear of an erect penis  
Megalophobia — fear of large things  
Melissophobia — fear of bees  
Melanophobia — fear of the black colour  
Melophobia — fear or hatred of music  
Meningitophobia — fear of brain disease  
Menophobia — fear of menstruation  
Merinthophobia — fear of being bound or tied up  
Metallophobia — fear of metal  
Metathesiophobia — fear of changes  
Meteorophobia — fear of meteors  
Methyphobia — fear of alcohol  
Metrophobia — fear or hatred of poetry  
Microbiophobia — fear of microbes (Bacillophobia)

Microphobia — fear of small things  
Misophobia — fear of being contaminated with dirt or germs  
Mnemophobia — fear of memories  
Molysmophobia or Molyssomophobia — fear of dirt or contamination  
Monophobia — fear of solitude or being alone  
Monopathophobia — fear of definite disease  
Motorphobia — fear of automobiles  
Mottephobia — fear of moths  
Musophobia or Murophobia — fear of mice  
Mycophobia — fear or aversion to mushrooms  
Mycrophobia — fear of small things  
Myctophobia — fear of darkness  
Myrmecophobia — fear of ants  
Mysophobia — fear of germs or contamination or dirt  
Mythophobia — fear of myths or stories or false statements  
Myxophobia — fear of slime (Blennophobia)

## N

Nebulaphobia — fear of fog (Homichlophobia)  
Necrophobia — fear of death or dead things  
Nelophobia — fear of glass  
Neopharmaphobia — fear of new drugs  
Neophobia — fear of anything new  
Nephophobia — fear of clouds  
Noctiphobia — fear of the night  
Nomatophobia — fear of names  
Nosocomephobia — fear of hospitals  
Nosophobia or Nosemaphobia — fear of becoming ill  
Nostophobia — fear of returning home  
Nucleomitophobia — fear of nuclear weapons

Nudophobia — fear of nudity

Numerophobia — fear of numbers

Nyctohylophobia — fear of dark wooded areas, of forests at night

Nyctophobia — fear of the dark or of night

## O

Obesophobia — fear of gaining weight (Pocrescophobia)

Ochlophobia — fear of crowds or mobs

Ochophobia — fear of vehicles

Odontophobia — fear of teeth or dental surgery

Odynophobia or Odynephobia — fear of pain (Algophobia)

Oenophobia — fear of wines

Oikophobia — fear of home surroundings, house

Olfactophobia — fear of smells

Ombrophobia — fear of rain or of being rained on

Ommetaphobia or Ommatophobia — fear of eyes

Oneirophobia — fear of dreams

Oneirogmophobia — fear of wet dreams

Ophidiophobia — fear of snakes

Ophthalmophobia — fear of being stared at

Optophobia — fear of opening one's eyes

Ornithophobia — fear of birds

Orthophobia — fear of property

Osmophobia or Oosphresiophobia — fear of smells or odours

Ostraconophobia — fear of shellfish

Ouranophobia — fear of heaven

## P

Pagophobia — fear of ice or frost

Panthophobia — fear of suffering and disease

Panophobia or Pantophobia — fear of everything

Papaphobia — fear of the Pope  
Papyrophobia — fear of paper  
Paralipophobia — fear of neglecting duty or responsibility  
Paraphobia — fear of sexual perversion  
Parasitophobia — fear of parasites  
Paraskavedekatriaphobia — fear of Friday the 13th  
Parthenophobia — fear of virgins or young girls  
Pathophobia — fear of disease  
Patroiophobia — fear of heredity  
Parturiphobia — fear of childbirth  
Peccatophobia — fear of sinning (imaginary crime)  
Pediculophobia — fear of lice  
Pediophobia — fear of dolls  
Pedophobia — fear of children  
Peladophobia — fear of bald people  
Pellagrophobia — fear of pellagra  
Peniaphobia — fear of poverty  
Pentheraphobia — fear of mother in law (Novercaphobia)  
Phagophobia — fear of swallowing or of eating or of being eaten  
Phalacrophia — fear of becoming bald  
Phallophobia — fear of a penis, esp. erect  
Pharmacophobia — fear of taking medicine  
Phasmophobia — fear of ghosts  
Phengophobia — fear of daylight or sunshine  
Philemaphobia or Philematophobia — fear of kissing  
Philophobia — fear of falling in love or being in love  
Philosophobia — fear of philosophy  
Phobophobia — fear of phobias  
Photophobia — fear of light  
Phonophobia — fear of noises or voices or one's own voice; of telephones

Phronemophobia — fear of thinking  
Phthiriophobia — fear of lice (Pediculophobia)  
Phthisiophobia — fear of tuberculosis  
Placophobia — fear of tombstones  
Plutophobia — fear of wealth  
Pluviophobia — fear of rain or of being rained on  
Pneumatiphobia — fear of spirits  
Pocrescophobia — fear of gaining weight (Obesophobia)  
Pogonophobia — fear of beards  
Poliosophobia — fear of contracting poliomyelitis  
Politico-phobia — fear or abnormal dislike of politicians  
Polyphobia — fear of many things  
Poinophobia — fear of punishment  
Ponophobia — fear of overworking or of pain  
Porphyrophobia — fear of the colour purple  
Potamophobia — fear of rivers or running water  
Potophobia — fear of alcohol  
Pharmacophobia — fear of drugs  
Proctophobia — fear of rectum  
Prosophobia — fear of progress  
Psellismophobia — fear of stuttering  
Psychophobia — fear of mind  
Psychrophobia — fear of cold  
Pteromerhanophobia — fear of flying  
Pteronophobia — fear of being tickled by feathers  
Pupaphobia — fear of puppets  
Pyrexio-phobia — fear of fever  
Pyrophobia — fear of fire

## R

Radiophobia — fear of radiation, X rays

Ranidaphobia — fear of frogs

Rectophobia — fear of rectum or rectal diseases

Rhabdophobia — fear of being severely punished or beaten by a rod, or of being severely criticized, also fear of magic (wand)

Rhyphobia — fear of defecation

Rhytophobia — fear of getting wrinkles

Rupophobia — fear of dirt

Russophobia — fear of Russians

## S

Samhainophobia — fear of Halloween

Sarmassophobia — fear of love play (Malaxophobia)

Satanophobia — fear of Satan

Scabiophobia — fear of scabies

Scatophobia — fear of fecal matter

Scelerophobia — fear of bad men, burglars

Sciophobia — fear of shadows

Scoleciphobia — fear of worms

Scolionophobia — fear of school

Scopophobia or Scoptophobia — fear of being seen or stared at

Scotomaphobia — fear of blindness in visual field

Scotophobia — fear of darkness

Scriptophobia — fear of writing in public

Selachophobia — fear of sharks

Selaphobia — fear of light flashes

Selenophobia — fear of the moon

Seplophobia — fear of decaying matter

Sesquipedalophobia — fear of long words

Sexophobia — fear of the opposite sex

Siderodromophobia — fear of trains, railroads or train travels

Siderophobia — fear of stars

Sinistrophobia — fear of things to the left, left handed

Sinophobia — fear of Chinese

Sitophobia or Sitiophobia — fear of food or eating (Cibophobia)

Snakephobia — fear of snakes

Soceraphobia — fear of parents in law

Social Phobia — fear of being evaluated negatively in social situations

Sociophobia — fear of society or people in general

Somniphobia — fear of sleep

Sophophobia — fear of learning

Soteriophobia — fear of dependence on hers

Spacephobia — fear of outer space

Spectrophobia — fear of ghosts

Spermatophobia or Spermophobia — fear of germs

Spheksophobia — fear of wasps

Stasibasiphobia or Stasiphobia — fear of standing or walking  
(Ambulophobia)

Staurophobia — fear of crosses or the crucifix

Stenophobia — fear of narrow things or places

Stygiophobia or Stigiophobia — fear of hell

Suriphobia — fear of mice

Symbolophobia — fear of symbolism

Symmetrophobia — fear of symmetry

Syngenesophobia — fear of relatives

Syphilophobia — fear of syphilis

## T

Tachophobia — fear of speed

Taeniophobia or Teniophobia — fear of tapeworms

Taphephobia or Taphophobia — fear of being buried alive or of cemeteries

Tapinophobia — fear of being contagious

Tauophobia — fear of bulls

Technophobia — fear of technology

Teleophobia — 1) fear of definite plans; 2) religious ceremony

Telephonophobia — fear of telephones

Teratophobia — fear of bearing a deformed child or fear of monsters or deformed people

Testophobia — fear of taking tests

Tetanophobia — fear of lockjaw, tetanus

Teutophobia — fear of German or German things

Textophobia — fear of certain fabrics

Thaasophobia — fear of sitting

Thalassophobia — fear of the sea

Thanatophobia or Thantophobia — fear of death or dying

Theatrophobia — fear of theatres

Theologicophobia — fear of theology

Theophobia — fear of gods or religion

Thermophobia — fear of heat

Tocophobia — fear of pregnancy or childbirth

Tomophobia — fear of surgical operations

Tonitrophobia — fear of thunder

Topophobia — fear of certain places or situations, such as stage fright

Toxiphobia or Toxophobia or Toxicophobia — fear of poison or of being accidentally poisoned

Traumatophobia — fear of injury



Tremophobia — fear of trembling

Trichinophobia — fear of trichinosis

Trichopathophobia or Trichophobia or Hypertrichophobia — fear of hair

Triskaidekaphobia — fear of number 13

Tropophobia — fear of moving or making changes

Trypanophobia — fear of injections

Tuberculophobia — fear of tuberculosis

Tyrannophobia — fear of tyrants

## U

Uranophobia — fear of heaven

Urophobia — fear of urine or urinating

## V

Vaccinophobia — fear of vaccination

Venustraphobia — fear of beautiful women

Verbophobia — fear of words

Verminophobia — fear of germs

Vestiphobia — fear of clothing

Virginitiphobia — fear of rape

Vitricophobia — fear of step father

## W

Wiccaphobia — fear of witches and witchcraft

## X

Xanthophobia — fear of the yellow colour or the word yellow

Xenophobia — fear of strangers or foreigners

Xerophobia — fear of dryness

Xylophobia — 1) fear of wooden objects; 2) forests

Xyrophobia — fear of razors

## Z

Zelophobia — fear of jealousy

Zeusophobia — fear of God or gods

Zemmiphobia — fear of the great mole rat

Zoophobia — fear of animals

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