

МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ

Факультет: Фармацевтичний

Кафедра філософії, біоетики та іноземних мов

ЗАТВЕРДЖУЮ

Проректор з науково-педагогічної роботи

Едуард БУРЯЧКІВСЬКИЙ

02 вересня 2024 року

МЕТОДИЧНА РОЗРОБКА
ДО ПРАКТИЧНИХ ЗАНЯТЬ
З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
«ДІЛОВА ІНОЗЕМНА МОВА»

Рівень вищої освіти: другий (магістерський)

Галузь знань: 05 «Соціальні та поведінкові науки»

Спеціальність: 053 «Психологія»

Освітньо-професійна програма: Практична психологія

Одеса - 2024

Затверджено:

Засіданням кафедри філософії, біоетики та іноземних мов
Одеського національного медичного університету

Протокол № 1 від 26 серпня 2024 року

Завідувач кафедри



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ПРАКТИЧНЕ ЗАНЯТТЯ №1 (2 год.)

ТЕМА 1. РОБОТА І РОБОЧІ МІСЦЯ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Робота. Професія”.

Основні поняття: work, job, responsibility, full-time job, part-time job, permanent job, temporary job

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними словосполученнями і фразовими дієсловами: аналіз семантики, лексичної та граматичної сполучуваності.

To find out what someone’s job is, you ask ‘**What do you do?**’

Kerstin talks about her job:

‘I **work for** a large European car maker. I **work on** car design. In fact, I run the design department and I **manage** a team of designers: 20 people **work under** me. It’s very interesting. One of my main **responsibilities** is to make sure that new model designs are finished on time. I’m also **in charge of** design budgets.

‘I **deal with** a lot of different people in the company. I’m **responsible for** coordination between design and production: I **work with** managers at our manufacturing plants.’

2.2. Робота над словосполученнями зі словом “**work**”: активізація отриманих знань в усному висловлюванні.

Word combinations with ‘work’

If you **work** or **have work**, you have a job. But you don’t say that someone has ‘a work’. **Work** is also the place where you do your job. You don’t say for example, ‘at the work’ or ‘to the work’.

Here are some phrases with ‘work’.

The economy is growing fast and more people are **in work** – have a job – than ever before. The percentage of people **out of work** – without a job – has fallen to its lowest level for 30 years.

Frank talks about his job:

‘I work in a bank in New York City. I **leave for work** at 7.30 every morning. I **go to work** by train and subway. I **get to / arrive at work** at about 9. I’m usually **at work** till 6. Luckily, I don’t get ill very much so I don’t often take **time off work** – away from work due to illness.’

2.3. Types of job and types of work

A **full-time job** is one for the whole of the normal working week; a **part-time job** is for less time than that. You say that someone **works full-time or part-time**.

A **permanent job** does not finish after a fixed period; a **temporary job** finishes after a fixed

period.

You talk about **temporary work and permanent work.**

2.4. Прикметники, які описують характер роботи:

satisfying, stimulating, fascinating, exciting – the work is interesting and gives you positive feelings

dull, boring, uninteresting, unstimulating – the work is not interesting

repetitive, routine – the work involves doing the same things again and again

tiring, tough, hard, demanding – the work is difficult and makes you tired

2.5. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр. 1.1-1.3. см.11; впр.2.1-2.2 см.13 Business Vocabulary in Use

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування:

I.

If you work, answer these questions.

- What do you do? What are you in charge of?

What are your responsibilities?

- What time do you leave for work? How long does it take you to get to work? What time do you arrive at work? Do you take a lot of time off work?

If you don't work, answer these questions.

- What sort of job would you like to do?
- What sort of routine would you like to have?
- Why do some people prefer to work part-time or to have temporary jobs?

II.

If you work, answer these questions.

- Do you have a nine-to-five job? Do you have to clock on and off? Is there a flextime system in your organization? Are there people who do shiftwork in your company?
- Could you do your job working from home? If so, would you like to?
- What do you like most about your job?

What do you like least?

If you don't work, answer these questions.

- What sort of working hours would you like to have when you start working?
- Would you like to work from home?
- What kind of job would you like? Complete this sentence in five ways to talk about yourself.

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017
2. Arthur McKeown, Ros Wright. Professional English in Use. Management. Cambridge University Press, 2011

Додаткова:

1. Practical English Usage, Michael Swan, Oxford University Press, 2016
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3. Wells J.C. Longman Pronunciation Dictionary, Pearson Education Limited, 2000
4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
<https://www.who.int/>
1. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №2 (2 год.)

ТЕМА 2. РЕКРУТИНГ. ПРАЦЕВЛАШТУВАННЯ. ДОСВІД І КВАЛІФІКАЦІЯ ПРАЦІВНИКІВ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Рекрутинг. Працевлаштування. Досвід і кваліфікація працівників”.

Основні поняття: recruitment, hiring, employment agency, headhunter, application form, CV

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними словосполученнями і фразовими дієсловами: аналіз семантики, лексичної та граматичної сполучуваності.

Recruitment

The process of finding people for particular jobs is **recruitment** or, especially in American English, **hiring**. Someone who has been **recruited** is a **recruit**, or in AmE, a **hire**. The company **employs** or **hires** them and they **join** the company.

A company may recruit employees directly or use outside **recruiters**, **recruitment agencies** or **employment agencies**. Outside specialists called **headhunters** may be used to find people for very important jobs and to persuade them to leave the organizations they already work for. Key people recruited like this are **headhunted** in a process of **headhunting**.

Applying for a job

Fred is an accountant, but he was fed up with his old job. He looked in the **situations vacant** pages of his local newspaper, where a local supermarket was advertising for a new accountant's position. He **applied for** the job by completing **an application form** and sending it in.

Harry is a building engineer. He'd been working for the same company for ten years, but he wanted a change. He looked at jobs with different engineering companies on **a jobs website**. He **made an application**, sending in his **CV (curriculum vitae** – a document describing your education, qualifications and previous jobs, that you send to a prospective employer) and **a covering letter** explaining why he wanted the job and why he was the right person for it.

2.2. Активізація отриманих знань в усному висловлюванні: повідомлення про навички і кваліфікацію

Education and training

Two company managers, Kasia Gutowska and Nils Olsen, are talking.

KG: The trouble with **graduates** – people who've just left university – is that their **paper**

qualifications are good. They might have **qualifications in** interesting subjects, but they have no **work experience**. They just don't know how business works.

NO: I disagree. Education should teach people how to think, not **train** them **for** a particular job. One of last year's recruits **graduated from** Oxford University **with a degree in** philosophy and she's doing very well!

KG: Philosophy's an interesting subject, but for our company, it's more useful to do **training in** a practical subject: it's better for us if you **train as** a scientist, and **qualify as** a biologist or a doctor, for example.

NO: Yes, but we don't just need scientists. We also need good managers, which we can achieve through **in-house training** – courses within the company. You know we put a lot of money into **management development**, where managers regularly **go on** specialized **courses** in leadership (see Unit 10), finance (see Unit 38), etc. You need to **acquire experience** – get knowledge through doing things – for that. It's not the sort of thing you can learn when you're 20!

2.3. Лексика, яка використовується в об'явах про вакансії

These words are often used in job advertisements. Companies look for people who are:

methodical, systematic and **organized** – working in a planned, orderly way

computer-literate – good with computers

numerate – good with numbers

motivated – very keen to do well in their job because they find it interesting

talented – very good at what they do

self-starters; they must be **proactive, self-motivated**, or

self-driven – good at working on their own

team players – people who work well with other people

2.4. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **впр. 3.1-3.3. см.15; 4.1-4.3 см.17 Business Vocabulary in Use**

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування:

If you work, answer these questions.

- Where did you see the jobs advertised?
- What did you send to apply for the job?
- What was the selection procedure?

If you're a student, answer these questions.

- When you applied for your course did you use an online application form or send an application in?
- Did you need to provide referees?
- Did you have an interview?

3. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017
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<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №3 (2 год.)

ТЕМА 3. ОПЛАТА ПРАЦІ. ТРУДОВІ РЕСУРСИ. МЕНЕДЖМЕНТ І АДМІНІСТРУВАННЯ. СТРУКТУРА КОМПАНІЇ. КАР'ЄРНІ СХОДИ. ЗВІЛЬНЕННЯ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Оплата праці. Трудові ресурси. Менеджмент і адміністрування. Кар'єрні сходи. Звільнення”

Основні поняття: wages, salary, benefits, overtime, perks, tips, commission, health plan, pension, working conditions

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Wages, salary and benefits

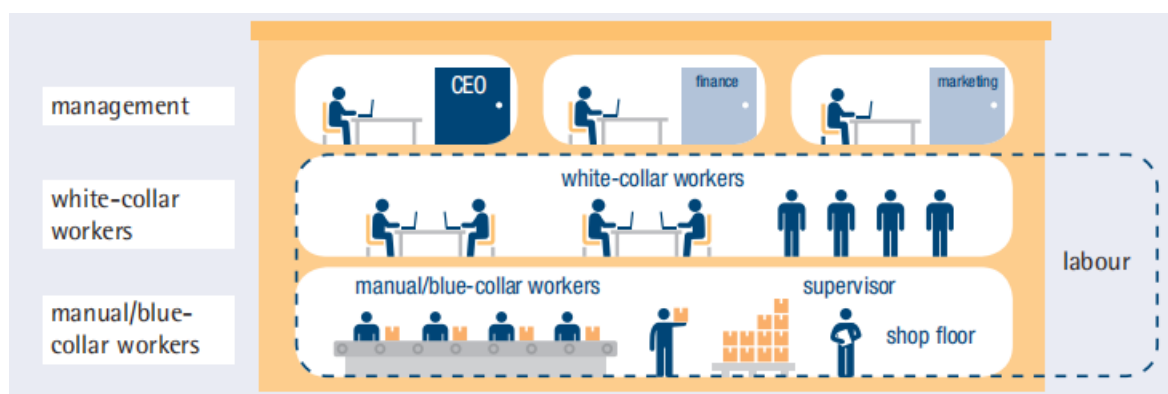
‘My name’s Luigi and I’m a hotel manager in Venice. I get paid a **salary** every month. In summer, we’re very busy, so we do **overtime** – work a lot of extra hours. The pay for this is quite good. Working in a hotel, we also get some nice **perks** – for example, free meals!’

‘I’m Ivan and I work as a waiter in Prague. I like my job even if I don’t **earn** very much: I get paid **wages** every week by the restaurant. We get the **minimum wage** – the lowest amount allowed by law. But we also get **tips** – money that customers leave in addition to the bill. Some tourists are very generous!’

‘Hi, I’m Catherine, and I’m a saleswoman in luxury goods, based in Paris. I get a **basic salary**, plus **commission** – a percentage on everything I sell. If I sell more than a particular amount in a year, I also get a **bonus**, which is nice. There are some good **fringe benefits** with this job: I get a **company car**, a BMW; there’s a **health plan** to pay the costs of medical treatment if I get ill; and the company makes payments for my **pension** – money that I’ll get regularly after I stop working. So, with the bonuses, the car, the health plan and the pension, I’ve got a very nice **benefits package**. And the **working conditions** are good too: I have a nice office and I don’t have to travel too much.’

2.2. Активізація отриманих знань в усному висловлюванні: розкажіть про ієрархічну структуру компанії, використовуючи малюнок нижче

Employees and management



The people who work for a company are on its **payroll**. They are its **employees, personnel, staff, workers or workforce**. These words can also refer just to the people carrying out the work of a company, rather than the **management** – those leading and organizing the company.

2.3. Словосполучення зі словом “labour”

You use labour to talk about everyone except the management who works for a company, especially a company that makes things.

labour	costs	what companies have to pay for labour, rather than materials, etc.
	dispute	a disagreement between management and labour
	leader	someone in charge of an organization that represents workers
	relations	the relationship between management and employees in general
	shortage	a period when there are not enough people available to work
	unrest	a period of disagreement between management and employees

2.4. Career paths

Many people used to work for the same organization until they reached **retirement**, the age at which people **retire** – end their working life. **Career paths** were clear: you could **work your way up the career ladder**, getting promotion to jobs that were more **senior** – more important with greater responsibility. You would probably not be **demoted** – moved to a less senior job.

2.5. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **впр. 5.1-5.2. см.19; 6.1-6.3 Business Vocabulary in Use**

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування:

I.

In what order of attractiveness would you put these benefits in relation to your job or one that you would like to have? Give your reasons.

salary

share options

company car

performance-related bonus

commission

pension
health plan
II.

Answer these questions about the company you work for or would like to work for. Look at the company website to help you.

- Where is its head office? How many sites does the company have? How many employees?
- Do people have their own offices or are there open-plan offices? Which do you or would you prefer to work in?

Тести за темою

1. *Luigi works in a hotel and earns a monthly _____.*
a) salary
b) wages
c) tips
2. *Harry wanted a new job, so he sent his _____ to a prospective employer.*
a) bonus
b) CV
c) pension
3. *Catherine receives a percentage of her sales, known as _____.*
a) commission
b) overtime
c) wages
4. *When an employee decides to leave a company, they can _____.*
a) resign
b) be dismissed
c) be made redundant
5. *If someone is forced to leave a company for poor performance, they are _____.*
a) made redundant
b) dismissed
c) offered early retirement

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

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3. Longman Dictionary of Contemporary English
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4. Free Online Term Extractors
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5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №4 (2 год.)

ТЕМА 4. ПРОБЛЕМИ НА РОБОЧОМУ МІСЦІ. МЕНЕДЖЕРИ, КЕРІВНИКИ, ДИРЕКТОРИ. ЛІДЕРСТВО

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Види зайнятості. Проблеми на робочому місці. Менеджери, керівники та директори. Лідерство”.

Основні поняття: outsource, freelancer, in-house personnel, contractor, flexibility, glass ceiling, equal opportunities

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

In-house staff or freelancers?

Companies that downsize often **outsource** many jobs previously done by **in-house personnel**: outside companies clean the offices, transport goods, and collect money from customers. This allows the companies to concentrate on their main business activities. **Downsized** companies use more **freelancers** – independent people who work for several different companies – or they may ask **contractors** to work for short periods on **temporary contracts**. They often expect **flexibility**, with people moving to different jobs when necessary: but for many employees, this means **job insecurity** – the feeling that they may not be in their job for long.

The way that an employee is doing their job is discussed at **performance reviews** – regular meetings with their manager.

Leaving a company

To leave a company, you can **resign** or **hand in your notice**.

If you do something wrong and are forced to leave a company, you are: **dismissed, terminated, fired or sacked / given the sack**.

If you've done nothing wrong, you are: **laid off, made redundant** or **offered early retirement**.

2.2. Активізація отриманих знань в усному висловлюванні: проблеми на робочому місці

If people are treated differently from each other in an unfair way, they are **discriminated against**.

If a woman is unfairly treated just because she is a woman, she is a victim of **sex discrimination**. In many organizations, women complain about the **glass ceiling** that prevents them from getting further than a particular level.

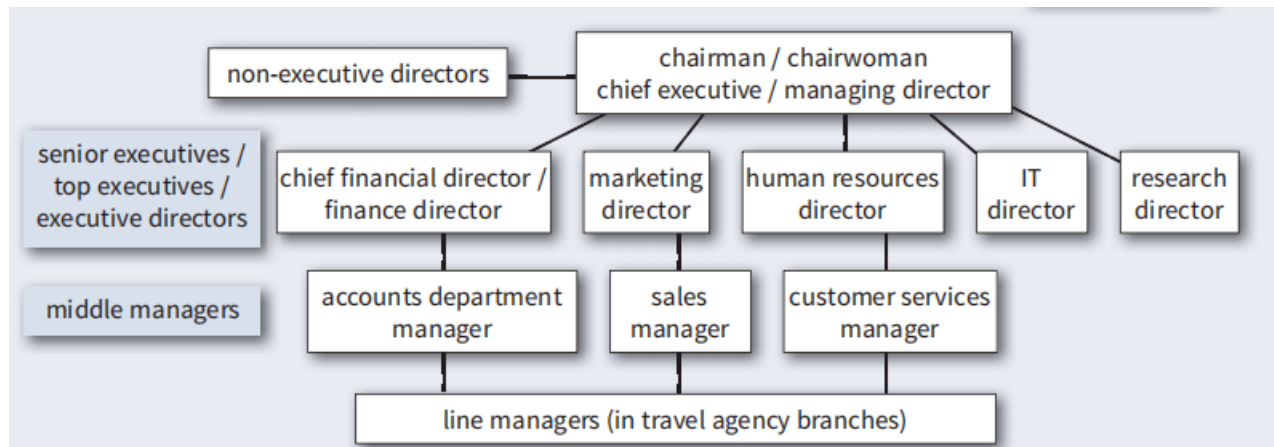
If someone is treated unfairly because of their race, they are a victim of **racial discrimination** or **racism**. Offensive remarks about someone's race are **racist** and the person making them is a racist.

Equal opportunities, positive discrimination or affirmative action is when help is given in

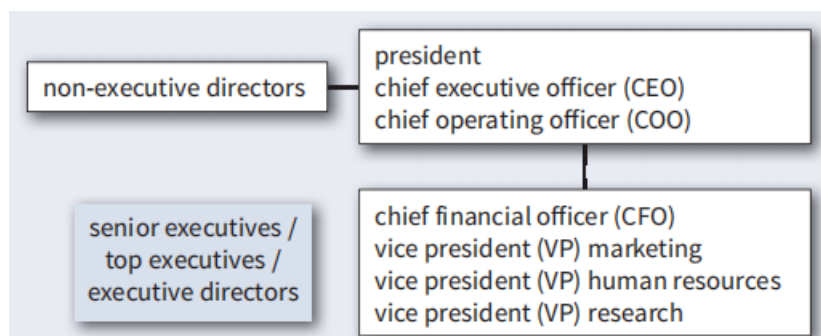
education and employment to groups who were previously discriminated against.
Some companies have a **dignity at work policy** covering all the issues described in A and B.

2.3. Management organigram: describe the chart

Managers and executives: UK



Managers and executives US



2.4. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **впр. 7.1-7.3 см.21; впр. 8.1-8.2. см.25; 9.1-9.2 см.27 Business Vocabulary in Use**

3. ПІДСУМКИ ЗАНЯТТЯ

Письмове завдання

I.

If you work, draw an organigram of your organization and practise describing it to a new colleague.

II.

If you don't work, think of a job you would like in an organization and write about why you would be good at the job.

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017
2. Arthur McKeown, Ros Wright. Professional English in Use. Management. Cambridge University

Press, 2011

Додаткова:

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5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
<https://www.who.int/>
2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №5 (2 год.)

ТЕМА 5. ОРГАНІЗАЦІЇ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Організації”.

Основні поняття: enterprise, self-employed, multinational, corporation, state-owned, government-owned, bureaucracy

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Business and businesses

Business is the activity of producing, buying and selling goods and services. A **business, company** or **firm**, or more formally a **concern**, is an organization that sells goods or services. Large companies considered together are referred to as **big business**.

You can talk about a company or a particular activity as an **enterprise**, especially to emphasize its risk-taking nature.

Businesses vary in size, from the **self-employed** person working on their own, through the **small or medium enterprise (SME)** to the large **multinational** with activities in several countries.

A large company, especially in the US, is a **corporation**. The adjective is **corporate**, used to talk about a big company – or big companies in general. **Corporate** is often used in these combinations:

corporate	culture	the way a company's employees think and act
	ladder	the different levels of management in a company
	headquarters	a company's main office
	logo	a symbol used by a company on its products, advertising, etc.
	image	all the ideas, opinions, etc. that people have about a company
	profits	the money made by companies

2.2. Активізація отриманих знань в усному висловлюванні: **комерційна діяльність, типи підприємств**

Commerce

Commerce is used:

- to refer to business in relation to other fields: ‘literature, politics and commerce’.
- for government departments that deal with business: **US Department of Commerce**.
- in the names of organizations that exist to help business: **chambers of commerce**.
- to refer to business on the internet: **electronic commerce or e-commerce**.

The adjective commercial describes money-making business activities: for example, **commercial**

airline, commercial artist, commercial disaster.

Enterprise

In 1970s Britain, there were **state-owned** or **government-owned companies** in many different industries, such as car manufacturing. Some industries, such as coal and electricity, had been **nationalized** – they were entirely state-owned. In the 1980s, the Thatcher government believed that **nationalized companies** were inefficient, so many of them were **privatized** by selling them to investors. Supporters of **privatization** believed that **bureaucracy** – the system for running government departments, with its rigid rules and slow decisions – was not good for business: state-run companies were too **bureaucratic**.

Enterprise is used in a positive way to talk about business, emphasizing the use of money to invest in new activities with a certain amount of risk involved. **Enterprise** is often used in these combinations:

free private	}	enterprise	business activity owned by individuals rather than the state
enterprise	{	culture	when people are encouraged to make money through their own activities and not rely on the government
		economy	an economy where there is an enterprise culture
		zone	part of a country where business is encouraged because there are less strict laws, lower taxes, etc.

2.3. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **enp. 11.1-11.3. см.31; 12.1-12.3 см.33 Business Vocabulary in Use**

3. ПІДСУМКИ ЗАНЯТТЯ

Письмове завдання

Write short reports about the issues below. Research them on the internet if necessary.

- How big is the public sector in your country? Do people who work in it have good working conditions compared to those in the private sector?
- In your country, which of these industries are in the public sector, and which are in the private sector? Which have been privatized?

bus transport	electricity supply	postal services
rail transport	telephone services	water supply

3. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

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1. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017
2. Arthur McKeown, Ros Wright. Professional English in Use. Management. Cambridge University Press, 2011

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5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №6 (2 год.)

ТЕМА 6. ЕТИЧНІ НОРМИ В МЕНЕДЖМЕНТІ ТА ЇХ ПОРУШЕННЯ. ОСОБИСТІ НАВИЧКИ НЕОБХІДНІ У МЕНЕДЖМЕНТІ: ТАЙМ-МЕНЕДЖМЕНТ, СТРЕС-МЕНЕДЖМЕНТ, ЛІДЕРСТВО, СТИЛЬ УПРАВЛІННЯ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Етичні норми в менеджменті та їх порушення. Особисті навички, необхідні у менеджменті: тайм-менеджмент, стрес-менеджмент, лідерство і стилі управління”.

Основні поняття: wrongdoing, financial crimes, bribery, corruption, counterfeiting, identity theft, money laundering, code of conduct, professional guidelines, time management, stress management

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННСВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Wrongdoing

FINANCIAL SERVICES AUTHORITY

■ **Insider dealing or insider trading** is when someone buys or sells securities using information that is not publicly available, for example because they have been involved with the company in some way. **Chinese walls** are measures that financial institutions take in order to stop knowledge in one department being used by another department to buy or sell shares, etc. at an advantage.

■ **Price fixing** is when a group of companies in the same market secretly agree to set prices at a certain level so that they do not have to compete with each other.
■ **Market rigging** is when a group of investors work together to stop a financial market functioning as it should, to gain an advantage for themselves.

People who commit **financial crimes** can be **banned** or **barred** – prevented from continuing in their jobs. They can also be **fined** – made to pay a sum of money – or even sent to **prison**.

Bribery and corruption

An illegal payment to persuade someone to do something is a **bribe**, or more informally, a **kickback**, **sweetener** or **backhander** (BrE only). Making an illegal payment is **bribery**. People are **corrupt** and involved in **corruption** if they make or accept illegal payments. The more informal word **sleaze** is used especially in connection with politicians who receive payments in this way.

Fraud and embezzlement

‘My name’s Samuel Woo. I’ve been a detective in the **fraud squad** for 20 years.

‘Once, a gang **counterfeited** millions of banknotes in a garage. We found the equivalent of US\$10 million in **counterfeit notes**. Very good quality they were! **Counterfeiting** or **forgery** of banknotes and financial certificates used to be a problem, but now all the forgers are in jail!

‘Until recently, **faking** luxury goods like Rolex watches was also a problem, but we’re working hard to close workshops where **fakes** are made.

‘There are many cases of **fraud**. For example, some borrowers lie about their ability or intention to repay loans. A new form of fraud is **identity theft** – where the criminal uses another person’s details, for example their credit card, to make purchases.

‘And then there’s **embezzlement**. This is a type of fraud where someone illegally gets money from their employer. One accountant sent false invoices from non-existent companies to the company she was working for. She paid out money into bank accounts of the companies she had ‘created’. She **embezzled** \$2 million – quite a **scam**!

‘There are **rackets** – illegal activities for making money. For example, there used to be a lot of **racketeers** demanding ‘protection money’ from business and shop owners. If they didn’t pay, their businesses were burnt down!

‘**Money laundering** – hiding the illegal origin of money – is a problem, as gangsters are buying property with money from drugs. When they sell the property, the money becomes ‘legal’. But banks must now tell us when someone makes a large deposit in cash.’

2.2. Business ethics: basic vocabulary

Professional behaviour

Some professions have a **code of ethics** or **code of conduct** – rules or **professional guidelines** that control the way they behave. Behaviour may be described as **ethical** or **unethical**. It may also be described as **professional** or **unprofessional**.

If there are **breaches** in the rules and they are broken, those responsible are guilty of **unprofessional conduct**.

Companies also have codes of conduct, of course, but talk increasingly about **corporate social responsibility (CSR)**. With CSR, companies are establishing systematic rules for their behaviour on **moral, social and environmental issues**.

2.3. Активізація отриманих знань: визначте ключові слова тексту

Social issues

Investors are increasingly concerned about ethical investing – where their money is invested. They want companies in which they have stakes or holdings – investments – to be socially responsible. For example, they want firms that they invest in to protect human rights – the ways of treating people fairly and with justice. They don’t want them to employ child labour – children who work. Investors check that the firms don’t exploit workers by using sweatshop labour – employees working very long hours for very low wages.

They may want to know if the companies have affirmative action programs to prevent discrimination:

- ▶ to stop people from ethnic minorities – particular racial groups – being treated unfairly.
- ▶ to stop women being treated unfairly in relation to men.

If investors do not approve of a company’s activities, they may sell their stake or holding in it.

Investors are one group of stakeholders in a company. Other stakeholders include employees, customers, suppliers and taxpayers.

2.4. Time and time management: basic vocabulary

Timeframes and schedules

Note

Schedule is far more frequent than **timetable**, **timeframe** or **timescale**.
Schedule is also more used in expressions like **ahead of schedule**, etc.



‘Time is money,’ says the famous phrase. The **timescale** or **timeframe** is the overall period during which something should happen or be completed. The **lead time** for something is the period of time it takes to prepare and complete or deliver all or part of something.

The times or dates when things in a plan should happen are its **schedule** or **timetable**. If a project is completed at the planned time, the project is **on schedule**; completion before the planned time is **ahead of schedule** and later is **behind schedule**. If something happens later than planned, it is **delayed**: there is a **delay**. If you then try to go faster, you try to make up time.

But things can **take longer than planned**!

A period when a machine or computer cannot be used because it is not working is **downtime**.

2.5. Which management style is the most effective: your opinion

Modern management styles

How have management styles changed in the last few years?

‘Before, leaders were distant and remote – not easy to get to know or communicate with. But now managers are more accessible and approachable – easy to meet and to talk to. This is a completely different management style. They want to involve employees in a process of consultation – getting everyone to participate in making decisions that will affect them. This is management by consensus – a situation where most people agree with the decisions taken. The old style was to impose decisions in a top-down approach – forcing people to accept ideas that they did not agree with.’

Do you think this trend will continue?

‘Yes. There are more women managers now. I would say that they are more consensual – more able to build consensus than traditional authoritarian male managers.’

2.6. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **впр.40.1-40.3. см.89; 41.1-41.3 см.91; 42.1-42.3 см.93; 43.1-43.3 см.95; 44.1-44 см.97 Business Vocabulary in Use**

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- Think of a company that has a good reputation for social responsibility. Describe some of the ways in which it has gained this reputation.
- Do companies in your country have affirmative action programs? What do they consist of?
- Do you sometimes get stressed at work or college? What do you do about it?
- What are some of the symptoms of stress?
- What are the possible disadvantages of downshifting?
- Who is the most charismatic business leader you have seen?
- What happens during a process of consultation?
- What kind of management styles are common in your country?

Тести за темою

1. *An accountant was caught stealing money from her company by submitting false invoices. This crime is called ...*

- a) fraud
- b) money laundering
- c) embezzlement

2. *Criminals use _____ to hide the origin of money earned from illegal activities.*

- a) identity theft
- b) racketeering
- c) money laundering

3. *When someone pays a public official to influence their decision, it's known as _____.*

- a) bribery
- b) forgery
- c) counterfeiting

4. _____ *occurs when criminals use someone else's personal details to make purchases.*

- a) Identity theft
- b) Racketeering
- c) Embezzlement

5. *The police arrested several individuals involved in making fake banknotes. This crime is called _____.*

- a) identity theft
- b) counterfeiting
- c) embezzlement

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017
2. Arthur McKeown, Ros Wright. Professional English in Use. Management. Cambridge University Press, 2011

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3. Longman Dictionary of Contemporary English
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4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
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ПРАКТИЧНЕ ЗАНЯТТЯ №7 (2 год.)

ТЕМА 7. КРОС-КУЛЬТУРНА КОМПЕТЕНТНІСТЬ У МЕНЕДЖМЕНТІ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Крос-культурна компетентність у менеджменті”.

Основні поняття: culture, value, beliefs, cultural differences, low power–distance culture, high power–distance culture, hierarchical, cultural misunderstanding

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Cultures and culture

Culture is the ‘way we do things round here’. ‘Here’ might mean a country, an area, a social class or an organization such as a company or school. It includes **values** – things that people think are important – and **beliefs** – things that people believe in.

For example, you talk about:

business	} culture	the way that companies in general behave, the way business is done, etc. in a particular place
company or corporate		the way a particular company works and the things that its employees believe are important
long-hours		where people are expected to work a long time each day
macho		the values typically associated with men – strength, etc.
sales		when selling is seen as the most important thing in an organization, rather than other activities
learning		when learning and innovation are seen as important

But you must be careful of **stereotypes** – fixed ideas that may not be true.

2.2. Power and distance: яка з двох наведених моделей корпоративної культури вам більше імпонує?

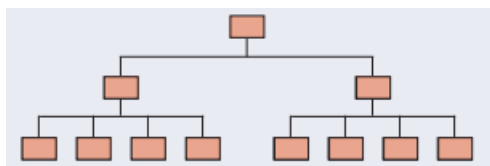
A company’s culture depends to a large extent on the country it is based in. Geert Hofstede is a world-famous expert on **cultural differences**. **Power–distance** is one of the important **cultural dimensions** that he identified.

Sweden is a **low power–distance culture**. Managers are **accessible** and **approachable** and there is a tradition of employees being involved in **decision-making** as part of a **team of equals** – everyone’s opinion is treated equally.

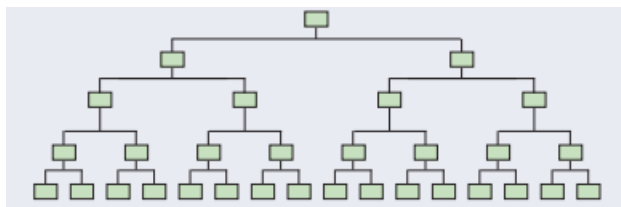
France is a **high power–distance culture**. Managers are usually more **distant** and **remote**.

Employees may feel quite distant from their managers and show a lot of deference – respect – to them, following decisions but not participating in them.

Now have a look at these organigrams:



This Swedish company is not very **hierarchical**, with only three **management layers** – different levels.



French companies are on the whole more **hierarchical** than Swedish ones, with more **management layers**.

Deference and distance may be shown in language. Some languages have many **forms of address** that you use to indicate how **familiar** you are with someone. In English, whether first names or surnames are used can show distance.

2.3. Активізація отриманих знань: опишіть моделі комунікації, притаманні українцям, відповідаючи на питання і використовуючи виділені слова

Cross-cultural communication

Here are some more areas for potential cultural misunderstandings.

a distance when talking to people – What is comfortable?

b eye contact – How much of the time do people look directly at each other?

c gesture – Do people make a lot of facial gestures? How much do they move their arms and hands?

d greetings/goodbyes – Do people shake hands every time? Are there fixed phrases to say?

e humour – Is this a good way of relaxing people? Or is it out of place in some contexts?

f physical contact – How much do people touch each other?

g presents – When should you give them? When should you open them? What should you say when you receive one?

h rules of conversation and the **role of silence** – How long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

2.6. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **впр.45.1-45.2. см.99; 46.1-46.3 см.101 Business Vocabulary in Use**

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

Read this information about two very different companies and answer the questions.

The Associated Box Company (ABC) and the Superior Box Company (SBC) both make cardboard boxes.

At ABC, there are three different levels of management between the CEO and the people who actually make the boxes. At SBC, there is only one level.

Managers at ABC are very distant. They rarely leave their offices, they have their own executive restaurant and the employees hardly ever see them. Employees are never consulted in decision-making. At SBC, managers share the same canteen with employees. Managers have long meetings

with employees before taking important decisions.

Managers and the CEO of SBC have an open-door policy where employees can come to see them about any complaint they might have. At ABC, employees must sort out problems with the manager immediately above them.

At ABC, employees call their managers 'Sir'. At SBC, everyone uses first names.

1 Which company is ... ?

a more hierarchical

b more informal in the way people talk to each other

2 In which company are managers ... ?

a more approachable

b more remote

3 In which company are employees ... ?

a more deferential

b on more equal terms with their bosses

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

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5. Перевірка транслітерації
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ПРАКТИЧНЕ ЗАНЯТТЯ №8 (2 год.)

ТЕМА 8. ТЕЛЕФОН, ФАКС, ЕЛЕКТРОННА ПОШТА

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Телефон, факс, електронна пошта”.

Основні поняття: landline, public telephone, cordless, videoconferencing, getting through, formality

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННСВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Telephones and beyond

- ▶ **landline** – a ‘traditional’ phone plugged into the wall
- ▶ **public telephone / payphone** – a phone in a public place operated with coins or a **phone card**
- ▶ **mobile phone (BrE) / cellphone (AmE)** – a phone you can carry with you. Callers can leave a **voice message** on **voicemail**, or send you a written **text message** or **text**.
- ▶ **smartphone** – a mobile phone that can be used as a small computer and that connects to the internet
- ▶ With **3G** mobile phone networks you can use your smartphone to connect to the internet and with a **4G** signal the internet connection is faster.
- ▶ **extension** – one of a number of phones on the same **line**, in a home or office
- ▶ **cordless phone** or **cordless** – a phone extension not attached by a wire that you can use when you are walking around the house, outside in the garden, etc.
- ▶ **VoIP (voice over internet protocol)** – uses the internet for phone calls, such as on **Skype**, so you don’t pay the normal phone charges
- ▶ **webcam and microphone** – a camera attached to a computer so that two people connected over the internet can see each other and talk to each other using the microphone
- ▶ **videoconferencing** allows several people in one place to see people in another location and hold a meeting together. This is normally used to refer to companies who have their own systems, but videoconferencing can now also be done with participants each using their individual webcam over the internet.

2.2. Pronunciation/reading focus

Numbers

When saying numbers, use rising intonation for each group, except for the last group, when you should use a falling tone. This shows you have reached the end of the number.

	<i>country code</i>	<i>area code</i>	<i>number</i>
00	44	1746	845 921
Double oh (BrE) double four		one seven four six	eight four five nine two one
Zero zero (AmE) four four			

2.3. Активізація отриманих знань: використайте мовні зразки в імпровізованому діалозі

I. Getting through

Mike phones again and gets through to Jane Owen's PA – her personal assistant.

PA: Jane Owen's **office, good morning**.

MB: Hello. **Can I speak to** Jane Owen, **please**? Is she **available**?

PA: **I'm afraid** Ms Owen's **not available** – she's with a customer **right now**.

MB: **Oh, right. Can I leave a message for her, please?**

PA: **Who's calling, please?**

MB: **It's** Mike Barr **here, from** Smartauto Cars.

II. Giving and taking messages

The personal assistant can also say:

- ▶ Can/May I take a message?
- ▶ Would you like to leave a message?
- ▶ I wonder if you could call back later?
- ▶ Can I ask who's calling?
- ▶ Could you give me your name?
- ▶ Which company are you calling from?
- ▶ Can/May I ask what it's about?
- ▶ I'll ask her to call you (when she gets back / when she's free).
- ▶ I'll give her your message.

The caller could say:

- ▶ Could I leave a message?
- ▶ Could you tell her that ... ?
- ▶ I'm calling about ...
- ▶ I want / I'd like to talk about ...
- ▶ I'm calling to confirm that ...
- ▶ Could you ask her to call me back?
- ▶ My number's ...

2.5. Email: basic vocabulary

Most email programs on computers have icons with abbreviations like these:

- ▶ **inbox** contains email waiting for you to read
- ▶ **subject** – what the email is about
- ▶ **cc** – copy this email to ...
- ▶ **bcc** – blind copy this email to ... (so that the other people you're sending the email to don't know you're sending this copy)
- ▶ **fwd** allows you to **forward** an email – to send an email you have received to someone else
- ▶ **delete** allows you to get rid of an email you don't want to keep
- ▶ **reply** allows you to send an answer back to the person who sent the email
- ▶ **reply to all** allows you to send the answer to the person who sent the email, plus all those who received copies of it
- ▶ **attach** allows you to send an **attachment** – a document that you **attach** to and send with an

email

- **contact information** can be inserted automatically at the end of an email with your contact details – name, phone number, etc.
- the **address book** allows you to store the **email addresses** of people that you write to

Beginnings and endings

It's important to use the right degree of **formality** – seriousness – and **deference**.

The following beginnings range from formal to informal: **Dear Sir/Madam** (used when you don't know the person's name), **Dear Ms Caxton**, **Dear Zoe** and **Hi Zoe**.

The following endings range from formal to informal and are used mainly in emails and faxes: **Best regards**, **Regards**, **Best wishes**, **All the best**, **Best. Yours faithfully** (BrE only) is used in letters and faxes when you don't know the person's name, **Yours sincerely** (AmE Sincerely) is less formal and **Yours** is the least formal ending

2.6. CV tips

A **CV** or **curriculum vitae** is a document about your education, career and objectives. Look at the tips:

- a Put your **name** and **contact details** at the top.
- b Talk about your **career goal** – professional objective.
- c Mention your **skills**.
- d Include your **qualifications**.
- e Write about your **experience** and your **achievements**.
- f You can mention relevant **interests**.
- g Use **keywords** relevant to the employer, ones that will be picked out by automated systems.
- h Avoid **exaggerations** – saying something is better or more important than it really is.
- i Be **concise** – not more than two pages, preferably one.

2.7. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **впр.47.1-47.3. см.103; 48.1-48.3 см.105; впр.49.1-49.3. см.107; 50.1-50.3 см.109 Business Vocabulary in Use**

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- What are some of the difficulties in using the phone in English?
- Write a voicemail greeting in English for yourself of a kind you use when not at your office.
- Do you leave messages on people's voicemail? Or do you prefer email?
- Do you make arrangements on the phone at work – or do you prefer to use email?
- Do you find it difficult to end phone calls in English and also in your own language?
- Does email save time – or does it just make more work?
- Should company employees be allowed to send and receive personal emails at work, and surf the internet?

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017
2. Arthur McKeown, Ros Wright. Professional English in Use. Management. Cambridge University Press, 2011

Додаткова:

1. Practical English Usage, Michael Swan, Oxford University Press, 2016
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4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
<https://www.who.int/>
2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №9 (2 год.)

ТЕМА 9. ЗУСТРІЧІ: ТИПИ, РОЛЬ ГОЛОВУЮЧОГО, СТРУКТУРА, МОВНИЙ ЕТИКЕТ.

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Зустрічі: типи, роль головуючого, структура, мовний етикет. Висловлення власної точки зору, згоди/незгоди; ведення дискусії.”.

Основні поняття: brainstorming, project meeting / team meeting, department meeting, board meeting, annual general meeting (BrE) / annual meeting (AmE), extraordinary general meeting

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Types of meeting

chat – informal discussion – with colleagues at the coffee machine

brainstorming among colleagues where as many ideas are produced as possible, but are then evaluated later

project meeting / team meeting of employees involved in a particular activity

department meeting / departmental meeting

meeting with suppliers – for example, to negotiate prices for an order

meeting with a customer – for example, to discuss a contract

board meeting – an official, formal meeting of a company's directors

AGM: annual general meeting (BrE) / annual meeting (AmE) – where shareholders discuss the company's annual report

EGM: extraordinary general meeting – a shareholders' meeting to discuss an important issue such as a proposed merger

2.2. Word combinations with ‘meeting’

arrange	a meeting	organize a meeting
set up		
fix		
bring forward		make a meeting earlier than originally decided
put back		
put off		make a meeting later than originally planned
postpone		
call off		decide not to have a meeting
cancel		
run		
chair		be in charge of a meeting
attend		go to a meeting
miss		not go to a meeting

2.3. The role of the chair: basic words and phrases

The role of the chair: before the meeting

A **chairman**, **chairwoman** or **chair** has to be a **good organizer**. What they do before the meeting is as important as the meeting itself. They should ensure that the **agenda** – the list of things to be discussed – is complete by asking those involved what should be on it and then **circulating** – distributing – the agenda to those involved. They should check the **venue**, making sure the room will be free and without interruptions until the end of the meeting.

The role of the chair: running the meeting

The chairperson should be a good timekeeper . They should start the meeting on time. Don't wait for latecomers .	- Let's make a start.
They should appoint a minute-taker , someone who makes sure that opinions and action points – where participants agree to do something, find something out, etc. – are noted.	- Would you mind taking the minutes, Adam?
The chair should make sure that each participant has the chance to make their point .	- I think you wanted to say something about this, Brigitte.
Disagreements should be dealt with tactfully – without annoying people – making sure that each side feels their point of view has been noted. Avoid digressions where people get off the point .	- Let's talk about this calmly.
They should make sure each point on the agenda is allocated the time it deserves, perhaps indicating this on the agenda. Even if the current item has not been completely covered or resolved – decided – make sure that discussion moves on to the next point .	- I think we've covered this item. - Let's move on to the next item. - We can return to this issue at the next meeting
They should ensure that the meeting finishes on time , or early.	- OK. Time's up. Thanks for coming.

2.4. Активізація отриманих знань: використайте мовні зразки в імпровізованому діалозі

Opening the meeting

- ▶ Let's begin, shall we?
- ▶ Shall we make a start?
- ▶ Let's make a start.
- ▶ It's time to get started.
- ▶ Let's get down to business.
- ▶ I've arranged this meeting to ...
- ▶ I've organized this meeting to ...
- ▶ The purpose of this meeting is to ...
- ▶ The main objective of this meeting is to ...

Asking for and expressing opinions

- ▶ Would you like to open the discussion, Piers?
- ▶ Would you like to kick off?
- ▶ Would you like to get the ball rolling?
- ▶ What about you, Maria?
- ▶ How about you, Maria?
- ▶ What do you think, Maria?
- In my opinion ...
- It looks/seems to me as if ...
- It's clear to me that ...
- Personally, I think ...
- My standpoint is that ...

Agreeing	Disagreeing
You may be right there.	That's not really how I see it.
I couldn't agree more.	I think you're wrong.
Precisely. ...	I don't really agree.
Exactly. ...	I can't go along with you there.
Absolutely. ...	I think you're mistaken.
That's true, I suppose. But ...	I'm afraid I can't agree with you there.
I suppose so. But ...	I'm sorry, but that's out of the question.
	Of course not.
	That's absurd.
	That's ridiculous.

Concluding

- ▶ We've covered a lot of ground.
- ▶ It's been a very interesting discussion.
- ▶ We're running out of time.
- ▶ To go over what's been said ...
- ▶ To sum up ...
- ▶ We're going to have to agree to disagree.

- Unless anyone has anything else to add ...
- We're going to have to stop there.
- I think that's it.
- Thank you all for coming.

2.7. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр.55.1-55.3. см.119; 56.1-56.2 см.121; впр.57.1-57.2. см.123; 58.1-58.3 см.125 впр. 59.1-59.3 смр. 127 Business Vocabulary in Use

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- Are you good at – or would you be good at – chairing meetings? Why? / Why not?
- What do you find annoying in meetings?
- How free are people to express their feelings in your organization?
- Are people at all levels encouraged to say what they think?
- Are new employees asked for their opinions?
- Is it acceptable for people to disagree openly with each other in your company/country?
- Do you prefer to avoid arguments?

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017
2. Arthur McKeown, Ros Wright. Professional English in Use. Management. Cambridge University Press, 2011

Додаткова:

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3. Wells J.C. Longman Pronunciation Dictionary, Pearson Education Limited, 2000
4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
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2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №10 (2 год.)

ТЕМА 10. ПРЕЗЕНТАЦІЇ: ВИДИ, СТРУКТУРА, РЕКОМЕНДАЦІЇ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Презентації: види, структура, рекомендації”.

Основні поняття: presentation, presenter, audience, presentation tools, visual aids

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕНСЬКИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

What makes a good presentation?

A presentation, and the **presenter**, the person giving it, are usually judged by:

1 The way the presentation is **organized**:

- ▶ The **ideas** and the **visual aids** (pictures, charts and data designed to help people understand or remember particular information) are **clearly structured** – easy to follow
- ▶ how the information is mixed with **interesting examples** and **stories** – people want to hear how the presenter relates personally to the subject

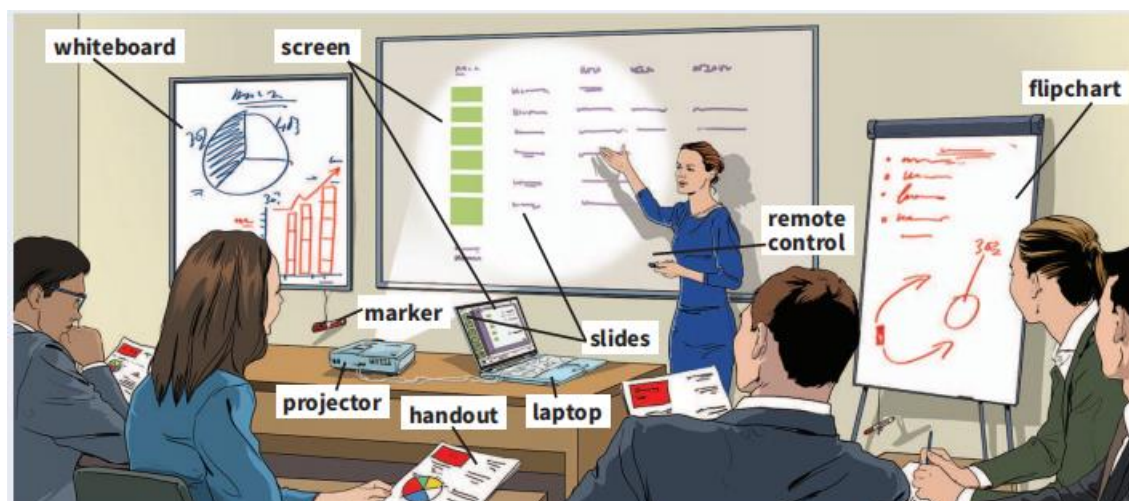
2 The way the presentation is delivered:

- ▶ **rapport** with the audience – members feel that the presenter understands them
- ▶ **eye contact** – the way the presenter looks at the audience
- ▶ **loud enough voice**
- ▶ **variety** in your **tone of voice** – it's important not to speak in a monotone and to vary the **speed** that you speak at

3 The way the presenter **feels** about the topic, the audience and himself/herself:

- ▶ **confident** and **relaxed look**
- ▶ **enthusiastic** about the topic
- ▶ **positive attitude**
- ▶ **interested in** the audience and getting them **involved** – participating in their minds

2.2. Presentation tools and visual aids: basic vocabulary



2.3. Активізація отриманих знань: використайте мовні зразки в імпровізованому монолозі

Key steps: introduction

Anne-Marie Duval works for a firm of management consultants. She is responsible for recruiting consultants for the firm. She has been invited as a guest speaker to an international conference in Cannes to talk about the subject of recruitment.

a **My name's** Anne-Marie Duval and I work for Gem Consultants.

b **It's very nice to see** so many of you here in Cannes on such a sunny day!

c **I'm going to talk about** 'Consultancy Skills for the 21st Century'.

d **There are three main areas** I want to look at today.

e **If you have any questions**, I'll be very happy to answer them at the end of the session.

Key steps: main part

OK. To begin with, let's look at the first type of skills that consultants need: technical skills.

Of course, **related to** technical skills, you need good general knowledge of management subjects.

That's all I have time for on technical skills.

Let's move on to the second area: interpersonal skills.

As you can see on this slide, there are two **key areas in relation to** interpersonal skills.

And **as this transparency shows**, interpersonal skills are complex.

Key steps: closing

Let me just **sum up**. **Firstly**, we looked at technical skills, **secondly**, interpersonal skills and **last but not least**, people management issues.

In fact, the secret for success in the future is going to be, **in my view**, these people-management issues. That **brings me to the end** of my presentation. **Are there any questions?**

2.4. Audience interaction: intercultural aspects - які з порад, наведених нижче, ви використовуєте при взаємодії з аудиторією?

a Avoid **mannerisms** – irritating ways of moving and speaking – such as overusing 'Er ...'.

b Be careful with **humour**. For example, don't make jokes about people in the audience.

c Dress formally unless you know for sure that the occasion is informal.

- d Maintain **eye contact** by looking round the room at each person in the audience for about a second, before moving on to the next person. Don't concentrate on just one or two people.
- e **Face the audience** at all times: don't speak to the equipment or the screen.
- f **Remain standing**: don't sit. Stay more or less in one place and don't move around too much.
- g **Smiling** is fine at appropriate moments, but not too much: it can seem insincere – as if you don't mean it.
- h Use **gesture** – hand movements – to emphasize key points. Point with your whole hand, rather than just one finger.
- i **Respect the audience**. Don't make exaggerated claims – don't say things are better than they really are.

2.5. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: 60.1-60.2 см.129 впр. 61.1-61.3 смр. 131 впр. 61.1-62.3 смр. 133
Business Vocabulary in Use

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- Do you ever give presentations? What type are they? Who are the audiences?
- In your experience, what makes a good presentation?

Think of your last presentation.

- What was it about?
- What went well?
- Did it have a good introduction, a good main part and a good closing?
- What would you change next time?

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017
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4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

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1. World Health Organization
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2. Webster's Dictionary and Thesaurus
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3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №11 (2 год.)

ТЕМА 11. ПСИХОЛОГІЯ ЯК НАУКА

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Психологія як наука”.

Основні поняття: scientific basis of psychology, general principles of psychology, psychology as an academic and applied discipline, basic goals in psychology

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1. Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

Spirit	- дух, душевний стан
Mind	- <i>тут</i> : психіка
Applied [ə'plaid]	- прикладний
Behavior [bi'heivjə]	- поведінка
To rely [ri'lai]	- покладатися
Conclusion	- висновок
Data	- данні
Observation [əbzə(r)'veɪʃ(ə)n]	- спостереження
Life span	- тривалість життя
Emotionally distressed	- емоційно пригнічений
To border	- межувати
Goal	- мета, задача
Description	- опис
Hence	- отже
Explanation [ˌeksplə'neɪʃən]	- пояснення
Expertise [ˌeksper'tiːz]	- спеціальні знання, компетентність
Solely [ˈsəʊli]	- виключно
Prediction	- прогнозування
Inference [ˈɪnfərəns]	- висновок
Cope with	- справитися з (проблемою)
Approach [ə'prəʊtʃ]	- підхід

2.2. Визначення психології: Compose the definition of psychology using the information of the text

The word ‘psychology’ originated from the Greek term “psyche”, which means spirit or soul and “logos”, which means study. So, the answer to the question, *what is psychology* is basically the study of the mind.

Psychology is an academic and applied discipline that studies the human mind and behavior. Research related to psychology seeks to explain and understand how human beings think, act and feel.

The scientific basis of psychology is its scientific method on which psychologists rely in their research. The scientific method means that psychologists reach their conclusions by identifying a specific problem or question, formulating a hypothesis, collecting data through observation and experiment, and analyzing the data.

General principles of psychology are to enable specialists to investigate human development throughout the lifespan from birth to death, examine mental and physical health, care and treat people who are emotionally distressed.

Psychology borders on the biological sciences at one end and touches on the social sciences at the other. This broad range makes psychology a science of many faces. Among psychology’s architects were philosophers, physicists, physiologists, physicians, as well as specialists in many other disciplines, including anthropology, linguistics, and even computer science.

Five Basic Goals in Psychology

Description. It is important to understand the problem first. Hence, an observation is made and the problem is described in detail.

Explanation. The description is solely based on observation. But, psychologists need to use their skills and expertise and explain why one person did what he did.

Prediction. After the root cause has been understood, the next is an inference or prediction, where the psychologists explain what the person might do in future.

Control. Next is control. After the problem has been understood, now it is time to deal with it. In order to cope with the problem, it must be taken under control so that the negative behavior is not repeated again.

Improvement. After the actions have been controlled, it is noted if there is some improvement in the case. If not, then a different approach is applied so as to help the person heal properly.

Psychology is both real and theoretical. While some psychologists spend more time on research and thinking about the deeper depths of the mind, other psychologists pay attention to solving everyday life problems.

2.3. GRAMMAR FOCUS. Passive Voice

Psychologists **analyze** the negative behavior.

Психологи аналізують негативну поведінку

The negative behavior **is analyzed** by psychologists.

Негативна поведінка аналізується психологами.

Make the sentences Passive

- 1) Psychology studies the human mind and behavior.
- 2) Psychologists observe, analyze and explain the negative behavior.
- 3) Specialists investigate human development from birth to death.

- 4) To investigate human mind psychologists apply new methods and approaches.
- 5) The practitioner changes the wrong patterns of thinking and behavior.
- 6) If a specialist understands a problem, he can take it under control.

2.4. Активізація отриманих знань: Read about 15 mind-blowing psychology facts. Which ones seem to be interesting to you? Discuss them.

1. Blind people do dream like you, they do not dream as a blind.
2. You become more selfish if you eat in your room.
3. Men change their mind 2 – 3 times more than women.
4. Do you know why you are happy when you eat a chocolate? That's because it contains phenylephylamine.
5. The time frame to feel romantic love is for about 1 year only, after that, it's an attachment.
6. Children, well breastfed, tend to have an IQ level of approximately 10 points more by 3 years of age.
7. Women have slightly higher IQ than men.
8. Chocolate and Shopping are both more addictive than drugs or steroids.
9. Most of the decisions we make are taken unconsciously.
10. A right-handed individual generally looks towards his left while thinking something (events, images, sound) that happened actually and downwards or towards the right while making something.
11. You are more attracted to individuals having similar features.
12. Even if you are in a bad mood, you should smile. It will automatically bring improvement in your mood.
13. People, who lie, tend to discretely cover their mouth or nose.
14. Our body is virtually paralyzed, when we are asleep.
15. If a person permanently loses the sense of smell, he will develop depression.

2.5. Система вправ і практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: *впр. 1-11 ст.4-7 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.*

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) What does the word “psychology” literally mean?
- 2) What does psychology study?
- 3) What does the scientific method of psychology include?
- 4) What are the main directions of the psychology specialist's professional activity?
- 5) What sciences does psychology border on?
- 6) What are the five basic goals in psychology?
- 7) What kind of science is psychology, applied or a theoretical one?

Тести за темою

1. Psychology is ... science.
 - a) academic;
 - b) theoretical;
 - c) applied;
 - d) academic and theoretical;

- e) academic and applied
- 2. Psychology studies ...
 - a) the human mind and behavior;
 - b) the human life;
 - c) human birth and death;
 - d) the human health;
 - e) human problems
- 3. *Life span* means ...
 - a) a definite period of the person's life;
 - b) the quality of life;
 - c) the length of life;
 - d) the development of people;
 - e) some life problem
- 4. *Prediction* in psychology means ...
 - a) explaining what the person might do in future;
 - b) description of psychological problems in details;
 - c) taking under control the negative behavior;
 - d) explaining why one person did what he did;
 - e) thinking about the deeper depths of mind
- 5. *Which variant makes the statement wrong?*
The scientific method of psychology ...
 - a) is the basis of psychology;
 - b) is used by psychologists in their research;
 - c) includes formulating the hypothesis;
 - d) includes collecting data through observation and experiment;
 - e) is used by emotionally distressed people
- 6. *Which sentence is correct?*
 - a) New methods and approaches are applied by psychologists investigate human mind.
 - b) New methods and approaches are applied by psychologists to investigate human mind.
 - c) New methods and approaches are applying by psychologists to investigate human mind.
 - d) New methods and approaches is applied with psychologists to investigate human of mind.
 - e) New methods and approaches are applied by psychologists to investigate of human mind.
- 7. Psychologists ... the data how humans think, act, and feel.
 - a) collect and analyze;
 - b) collecting and analyzing;
 - c) are collected and analyzed;
 - d) to collect and analyze;
 - e) collects and analyzes
- 8. Children with behavior problems ... by a psychologist regularly.
 - a) ask;
 - b) are asking;
 - c) are asked;
 - d) asked;
 - e) to ask
- 9. ... those who developed psychology were philosophers, physicists, physiologists, physicians
 - a) between;
 - b) among;
 - c) within;
 - d) about;

- e) around
10. Psychologists must pay attention ... biological and social aspects of the human being.
a) at; b) in; c) to; d) with; e) for

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.
2. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017

Додаткова:

1. Practical English Usage, Michael Swan, Oxford University Press, 2016
2. Dilys Parkinson, Joseph Noble. Oxford Business English Dictionary for learners of English. 2006
3. Wells J.C. Longman Pronunciation Dictionary, Pearson Education Limited, 2000
4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
<https://www.who.int/>
2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №12 (2 год.)

ТЕМА 12. ЧУТТЄВЕ СПРИЙНЯТТЯ. ВИДИ ЧУТТЄВОГО СПРИЙНЯТТЯ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Чуттєве сприйняття. Види чуттєвого сприйняття”.

Основні поняття: sensation, perception, stimulus, sensory information, false perception

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

Sensation [sen'seɪʃ(ə)n]	- відчуття
Perception [pə'sepʃ(ə)n]	- сприйняття
Consciously ['kɒn(t)ʃəslɪ]	- свідомо
Property ['prɒpəti]	- властивість
To represent [ˌreprɪ'zent]	- представляти
Expectation [ˌekspek'teɪʃ(ə)n]	- сподівання
Goal	- мета
Wrong	- хибний, помилковий
Gestalt psychology [ɡə'ʃtɑːlt ...]	- гештальтпсихологія
Pathway ['pɑːθweɪ]	- шлях
Somatic	- соматичний (тілесний)
Gustation [ɡʌ'steɪʃən]	- проба на смак (дегустація)
Olfaction [ɒl'fækʃ(ə)n]	- нюх
Loudness ['laʊdnəs]	- гучність
Brightness ['braɪtnəs]	- яскравість
Haptic	- тактильний
Warmth [wɔːmθ]	- теплота
To warn [wɔːn]	- попереджувати
Posture ['pɒstʃə]	- осанка
Kinesthesia [kɪn.əs'θiː.zi.ə]	- кінестезія (м'язове відчуття)
Blindness ['blaɪndnɪs]	- сліпота

2.2. Визначення понять за ключовими словами: Write out the keywords related to sensation and perception in two groups

SENSATION AND PERCEPTION

In psychology, **sensation** and **perception** are stages of processing of the senses in human and animal systems.

Sensations can be defined as the passive process of bringing information from the outside world into the body and to the brain. The process is passive in the sense that we do not have to be consciously involved in a "sensing" process.

Sensation is the function of the low-level biochemical and neurological events that begin with a stimulus upon the receptor cells of a sensory organ. It is the detection of the elementary properties of a stimulus.

Perception (from the Latin *perceptio, percipio*) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment.

All perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs. Perception is not the passive receiving of these signals but is shaped by learning, memory, expectation, and attention. The goal of sensation is to detect, the goal of perception is to create useful information about the surroundings.

In other words, sensations are the first stages in the functioning of senses to represent stimuli from the environment, and perception is a higher brain function about interpreting events and objects in the world. Stimuli from the environment are transformed into neural signals, which are then interpreted by the brain.

It is quite possible that the same object may be perceived differently by different people or by the same person on different occasions. There are two errors of perception namely illusion and hallucination.

A wrong perception is called illusion. In illusion, we take a wrong meaning of the stimulus present before us. A false perception is called hallucination. In hallucination a person begins to perceive something in spite of the absence of any external stimulus.

2.3. GRAMMAR FOCUS. *Modal verbs and their substitutes*

1. We must learn to control our mood and behavior. MUST	We have to learn to control our mood and behavior. = TO HAVE TO
<i>Ми повинні (маємо) навчитися контролювати наші настрій і поведінку.</i>	
2. We may translate the text with a dictionary MAY	We are allowed to translate the text with a dictionary = TO BE ALLOWED TO
<i>Ми можемо (нам дозволили) перекладати текст зі словником.</i>	
3. Dogs can perceive smells much better than people do. CAN	Dogs are able to perceive smells much better than people do. = TO BE ABLE TO
<i>Собаки можуть (здатні) сприймати запахи набагато краще, ніж люди.</i>	

Make the sentences Passive

Translate. Pay attention to the use of modal verbs and their substitutes

- 1) Extrasensory perception **can** be found in animals.
- 2) All students **have to** attend their classes regularly.
- 3) You **may** stay here only for a week.
- 4) Elephants **are able to** detect vibrations through the ground for up to 50 km.
- 5) Great White Sharks **can** smell one drop of blood in a volume of water equivalent to an Olympic-size Swimming Pool.
- 6) Mary **had to** go to the dean's office yesterday.
- 7) You will **be allowed to** smoke here.

2.4. Активізація отриманих знань: A. Tell for which of the two processes – sensation or

perception - the following statements are true

Model: *the passive process – sensation*

- 1) the low-level biochemical and neurological function;
- 2) creating useful information of the surroundings;
- 3) a higher brain function;
- 4) bringing information from the outside world;
- 5) the first stage in the functioning of senses;
- 6) interpretation of sensory information;
- 7) detecting information of the surroundings

B. Fill in the table. Tell about sensation and perception by the table

	active or passive	brain function (low-level or higher)	How it is performed (unconsciously or by learning, memory, expectation, and attention	goal
sensation				
perception				

C. Fill in the table. Compare the role of different kinds of sensory perception in knowledge gaining

Type of sensory perception	Sense organ	Senses	Knowledge gaining
Visual	eye	vision	83%
Auditory			11%
Olfactory			3.5%
Taste			1.0%
Tactile (haptic)			1.5%

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр. 1-13 ст.8-13; впр. 1-12 ст. 12-14. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) What kind of process is sensation?
- 2) What is perception?
- 3) What are the goals of sensation and perception?
- 4) What two kinds of perception errors are there?
- 5) What is hallucination?
- 6) What are the parts of a sensory system?
- 7) What main sensory systems are there?
- 8) How can stimuli be measured?
- 9) What five senses are traditionally recognized?
- 10) What kind of sensory information does vision provide?
- 11) How do people perceive sounds?
- 12) Which senses are known as the chemical senses?

13) What kinds of information can we perceive through touch?

Тести за темою

1. *Which variant makes the statement wrong?*

Sensation is ...

- a) the process of bringing information from the outside world to the brain;
- b) the passive process;
- c) a stage of processing of the senses in human and animal systems;
- d) the detection of the elementary properties of a stimulus;
- e) shaped by learning, memory, expectation, and attention;

2. *Which variant makes the statement wrong?*

Perception is ...

- a) the organization, identification, and interpretation of sensory information;
- b) not the passive receiving of the signals;
- c) shaped by learning, memory, expectation, and attention;
- d) the first stage in the functioning of senses;
- e) creating useful information of the surroundings

3. A wrong perception is called ...

- a) sensation;
- b) illusion;
- c) interpretation;
- d) hallucination;
- e) error

4. ... is when a person begins to perceive something without any external stimulus.

- a) illusion;
- b) interpretation;
- c) hallucination;
- d) property;
- e) expectation

5. *Which word has the meaning opposite to that in the underlined one?*

Perception is a higher brain function.

- a) lower;
- b) down;
- c) smaller;
- d) shorter;
- e) upper

6. The same object ... perceived differently by different people.

- a) must;
- b) mast be;
- c) may;
- d) may be;
- e) can

7. *Which modal verb can the underlined words be replaced by?*

Dogs are able to understand human emotions.

- a) must;
- b) can;
- c) may;
- d) should;
- e) could

8. We ... listening to the lecture on sensory perception.

- a) are already finish;
- b) already have finished;

- c) were already finished;
 - d) have already finished;
 - e) already finish
9. ... from the world are transformed into neural signals in the body.
- a) stimulus;
 - b) stimuluses;
 - c) stimiluss;
 - d) stimuli;
 - e) stimules
10. Signals in the nervous system result ... physical or chemical stimulation of the sense organs.
- a) in;
 - b) from;
 - c) to;
 - d) for;
 - e) –

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.
2. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017

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3. Wells J.C. Longman Pronunciation Dictionary, Pearson Education Limited, 2000
4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
<https://www.who.int/>
2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №13 (2 год.)

ТЕМА 13. КОГНІТИВНІ ПРОЦЕСИ. ФЕНОМЕН ПАМ'ЯТІ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Когнітивні процеси. Феномен пам'яті”.

Основні поняття: cognition, input, output, processing, memory, short-term memory, long-term memory, loss of memory

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННСВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

cognition	- пізнання
storage ['stɔ:ridʒ]	- зберігання, накопичення
decision [dɪ'sɪʒən]	- рішення
input	- ввід (інформація на вході)
processing	- обробка (інформації)
output	- вихід
ability	- здатність, властивість
feature ['fi:tʃər]	- характерна ознака
extraction	- виділення
to file	- подати
to distinguish [dɪ'stɪŋɡwɪʃ]	- розрізняти
instant	- мить
to retrieve [rɪ'tri:v]	- поновити (восстановить, извлечь)
attempt	- спроба, намагання
imagery ['ɪmɪdʒ(ə)rɪ]	- образність
retrieval [rɪ'tri:v(ə)l]	- відновлення
to encode	- кодувати
to maintain [meɪn'teɪn]	- утримувати
recall	- нагадування
recollection	- спогад
forgetfulness [fər'getfəlnɪs]	- забудькуватість
to decay [dɪ'keɪ]	- згасати, руйнуватися
database ['deɪtə,beɪs]	- база даних
capacity [kə'pæsəti]	- об'єм
to a lesser extent	- меншою мірою
duration	- тривалість
life span	- тривалість життя

2.2. Визначення понять за ключовими словами: Write out the keywords related to cognitive processes

Cognitive processes

Cognitive processes, or cognition, are processes that involve knowledge and how people use their knowledge. They include matters such as attention, memory, producing and understanding language, solving problems and making decisions. All these are very important for human behaviour.

Psychologists refer to all cognitive and mental activities as information processing. This involves three steps: input, central processing, and output. Input is the information people receive from their senses. Central processing is the storing (in memory) and sorting (by thought) of this information in the brain. Output refers to the ideas and actions that result from processing.

The ability to choose among the various available inputs is called selective attention. It is only the first step of cognition. The second step is to decide which aspects of the selected information you will focus on. This process is called feature extraction.

In order to be used, the inputs that reach the brain must be registered, perhaps “filed” for future reference. We call the storage of inputs memory.

Memory is the way in which we record the past, the act of remembering. Psychologists distinguish three kinds of memory: sensory storage holds information for only an instant; short-term memory keeps it in mind for about twenty seconds; long-term memory stores it indefinitely.

The things you have in your conscious mind at any moment are being held in short-term memory. If the information is worth holding into, it must be transferred to long-term memory.

The stored information is useless unless it can be retrieved from memory. We can only create new information with thinking. By thinking, humans are able to put together any combination of previous experience from memory and create something new.

People think in two distinct ways. The first, called directed thinking, is a systematic and logical attempt to reach a specific goal, such as the solution of a problem. The other type called non-directed thinking, consists of a free flow of thoughts through the mind, with no particular goal or plan. Non-directed thinking is usually rich in imagery and feelings.

2.2.2. Name and characterize the main stages of memory as a process

MEMORY

In psychology, **memory** is the process in which information is encoded, stored, and retrieved. Encoding allows information that is from the outside world to reach our senses in the forms of chemical and physical stimuli. It is the first stage. Storage is the second memory stage or process. This entails that we maintain information over periods of time. Finally, the third process is the retrieval of information that we have stored. We must locate it and return it to our consciousness.

So, there are three main stages in the formation and retrieval of memory:

- *Encoding* or registration: receiving, processing and combining of received information
- *Storage*: creation of a permanent record of the encoded information
- *Retrieval, recall or recollection*: calling back the stored information for use in a process or activity

The loss of memory is described as forgetfulness, as a medical disorder, amnesia. Sensory memory holds sensory information for a few seconds or less. It is out of cognitive control and is an automatic response.

There are three types of sensory memories. Iconic memory is a fast decaying store of visual information, a type of sensory memory that briefly stores an image. Echoic memory is a fast decaying store of auditory information, another type of sensory memory that briefly stores sounds. Haptic memory is a type of sensory memory that represents a database for touch stimuli.

Short-term memory allows recall for a period of several seconds to a minute. Its capacity is also very limited. Short-term memory relies mostly on an acoustic code for storing information, and to a lesser extent a visual code.

The storage in sensory memory and short-term memory generally has a strictly limited capacity and duration. By contrast, long-term memory can store much larger quantities of information for the potentially unlimited duration (sometimes a whole life span). Its capacity is extremely large. While short-term memory encodes information acoustically, long-term memory encodes it semantically.

The hypothalamus is essential (for learning new information) to the consolidation of information from short-term to long-term memory. Without the hippocampus, new memories are unable to be stored into long-term memory.

Physical exercise, particularly continuous aerobic exercises such as running, cycling and swimming, has many cognitive benefits and effects on the brain.

2.3. GRAMMAR FOCUS. *Degrees of comparison*

a) Write the comparative and superlative, translate

large, quickly, difficult, much, heavy, expensive, thin, little, small, funny, comfortable, far, cheap, heavy, few

b) Translate

менше часу, найдорожче обладнання, вищий рівень, більше інформації, найкращий хірург, сильніший подразник (стимул), найдовший день року, менше роботи, найцікавіша інформація, більш швидка реакція, довший період, найхолодніша зима

2.4. Активізація отриманих знань: A. Fill in the table comparing direct and indirect thinking. Use the words in brackets

(systematic, logical, free flow of thoughts, a specific goal, no particular goal or plan, the solution of a problem, rich in imagery and feelings)

	Kind of cognitive process	Features (It is characterized by ...)	Kind of goal (It has a... goal)	Where it's used (It is used for ...)
directed thinking	a cognitive process that helps use previous			
non-directed thinking	experience and create something new.			

B. a) Match the words to their definitions

sensory memory	the auditory version of <i>sensory memory</i> refers to the phenomenon in which a brief mental echo continues to sound after an auditory stimulus has been heard
iconic memory	"primary" or "active memory" is the capacity for holding a small amount of information in mind for a short period of time
echoic memory	is the final stage of the dual memory model proposed by Atkinson and Shiffrin, in which data can be stored for long periods of time
haptic memory	a type of short-term visual memory

short-term memory	the brief storage of information brought in through the senses
long-term memory	a form of sensory memory that refers to the recollection of data acquired by touch after a stimulus has been presented

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр. 1-13 ст.15-18; впр. 1-11 ст. 19-22. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) What kind of mental activity are cognitive processes?
- 2) What do cognitive processes include?
- 3) What are the three stages of information processing?
- 4) What is called selective attention?
- 5) What phenomenon is called memory?
- 6) What kinds of memory are there?
- 7) How can people create new information?
- 8) What kind of thinking is used for solving problems?
- 9) What kind of thinking is characterized by free flow of thoughts through the mind?
- 10) What kind of mental process is memory?
- 11) What stages does memory include?
- 12) How is a loss of memory called in common use and as a medical disorder?
- 13) What are the features of sensory memory?
- 14) What three types of sensory memory are there?
- 15) What kind of memory relies mostly on an acoustic code for storing information?
- 16) What are the characteristics of short-term memory?
- 17) How is information encoded in long-term memory?
- 18) What parts of the brain are essential to long-term memory?

Завдання для самоперевірки

Fill in the table comparing short-term memory and long-term memory

	short-term memory	long-term memory
capacity		
duration		
type of encoding		

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.
2. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017

Додаткова:

1. Practical English Usage, Michael Swan, Oxford University Press, 2016
2. Dilys Parkinson, Joseph Noble. Oxford Business English Dictionary for learners of English. 2006
3. Wells J.C. Longman Pronunciation Dictionary, Pearson Education Limited, 2000
4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
<https://www.who.int/>
2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №14 (2 год.)

ТЕМА 14. ПОНЯТТЯ ОСОБИСТОСТІ. ТЕОРІЇ ОСОБИСТОСТІ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Поняття особистості. Теорії особистості”.

Основні поняття: personality, personality theories, personality traits, behaviour, biological theories, behavioral theories, psychodynamic theories, humanist theories, trait theory

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

consistency	- постійність, сталість
predominant	- домінуючий
needs	- потреби
cheerful [tʃɪərful]	- веселий, життєрадісний
gloomy	- похмурий
violent [ˈvaɪələnt]	- жорстокий
calm [kɑ:m]	- спокійний
trait [treɪt]	- риса
to obscure [əbˈskʊər]	- затінювати
demand [dɪˈmænd]	- вимога
extent	- ступінь, міра
at will	- за власним бажанням
predict	- передбачити
to contribute (to) [kənˈtrɪbjʊ:t]	- сприяти
foresight [ˈfɔːr,sɑɪt]	- передбачення
anticipation [æn,tɪsəˈpeɪʃən]	- передчуття
sociability [ˌsəʊʃiˈbɪlɪti]	- комунікабельність
affectivity [əfekˈtɪvɪti]	- емоційність

2.2. Визначення понять за ключовими словами: Write out the keywords related to personality

PERSONALITY

Personality is that pattern of characteristic thoughts, feelings, and behaviors that distinguishes one person from another and that persists over time and situations.

The Latin term “persona” means “actor’s face mask”. In a sense, one’s personality is the “mask” worn as a person moves from situation to situation during a lifetime.

Personality also predicts human reactions to other people, problems, and stress. There is still

no universal consensus on the definition of "personality" in psychology.

At a general level, the concept of personality has a number of characteristics relatively stable across time.

The first characteristic of personality implies that a person's behavior should show some degree of consistency that distinguishes them from person's responses to different stimuli. Though people change from day to day, from year to year – with age and experience, they remain more or less what they are.

The second characteristic of personality is that the behaviours should distinguish the person from others. People differ in their predominant desires, in their characteristic feelings, and in their typical modes of expressing needs and feelings. In the 5th century B.C. Hippocrates gave the description of four temperaments: sanguine (cheerful and active), melancholic (gloomy), choleric (angry and violent), and phlegmatic (calm and passive).

The specific attributes of a person are called personality traits. A trait is any characteristic in which one person differs from another. Every trait can be used to classify people. A person's personality may be described in terms of a particular combination of traits.

The third characteristic of personality is that person's behavioral consistency may be obscured by demands of the situations. Two different situations may produce radically different effect in person. Both individual differences and situations affect behavior to some extent.

A response of a person to a situation is an emotion. An emotion is not an independent element which comes and goes at will. It is initiated by certain perception and stimulated by the situation.

The fourth characteristic of personality lies in impossibility to accurately predict an individual's behavior on the specific occasion from a single measure of personality.

The biological basis of personality is the theory that anatomical structures located in the brain contribute to personality traits. For instance, in human beings, frontal lobes are responsible for foresight and anticipation, and the occipital lobes are responsible for processing visual information. In addition, certain physiological functions such as hormone secretion also affect personality. For example, the hormone testosterone is important for sociability, affectivity, aggressiveness, and sexuality. Additionally, studies show that the expression of a personality trait depends on the volume of the brain cortex.

2.3. GRAMMAR FOCUS. Past and Present Simple (Passive)

Translate the sentences in the Passive. Use them in the Past

- 1) An emotion is initiated by certain perception and stimulated by the situation.
- 2) Personality traits can be used to classify people.
- 3) The choleric temperament is traditionally associated with fire.
- 4) The title character of Hamlet by William Shakespeare is self-described as melancholic.
- 5) In Waldorf education and anthroposophy, the temperaments are used to help understand personality.
- 6) Most personality traits are based on the joint influence of genetics and environment.

2.4. Активізація отриманих знань: A. Match the words to their definitions

1) person	a) the combination of mental and emotional traits of a person; natural predisposition
2) personality	b) a distinguishing feature, as of a persons character
3) temperament	c) the way in which one acts or conducts oneself
4) trait	d) an individual human being
5) behaviour	e) a strong feeling deriving from one's circumstances, mood, or relationships with others
6) emotion	f) the set of emotional qualities, ways of behaving, etc., that

	makes a person different from other people
--	--

B. Say what personality theories the following statements are true for.

Model: *each stage of personality development is characterized by certain conflicts – psychodynamic theories*

- 1) internal thoughts and feelings aren't taken into consideration;
- 2) the unconscious mind influences personality significantly;
- 3) genetics is responsible for personality;
- 4) free will and individual experience are the basic components of personality;
- 5) psychosexual experience is very important for personality;
- 6) self-actualization is an innate need of a person;
- 7) a personality trait causes an individual to behave in certain ways

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр. 1-14 ст.23-27 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) What is personality?
- 2) What does the Latin term “persona” literally mean?
- 3) How can you explain the concept of consistency in the personality structure?
- 4) What types of temperament are there?
- 5) What is a personality trait?
- 6) How can situations influence the person?
- 7) What is emotion?
- 8) What is the biological basis of personality?

Завдання для контролю усного мовлення

Explain the concept of personality by the plan below.

- 1) Personality as a pattern;
- 2) The meaning of the term ‘personality’;
- 3) The characteristics of personality (behavioral consistency, personality traits (individual differences), influence of situation);
- 4) The biological basis of personality/

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.
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Електронні інформаційні ресурси:

1. World Health Organization
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3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №15 (2 год.)

ТЕМА 15. ПРОБЛЕМА КУРІННЯ І АЛКОГОЛІЗМУ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Проблема куріння і алкоголізму”.

Основні поняття: nicotine withdrawal, withdrawal symptoms, physical addiction, alcoholism, physical dependence, tolerance

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

Calming	['kɑ:mɪŋ]	- заспокійливий
Withdrawal (symptom)	[wɪð'drɔ:əl]	- синдром відміни
Craving		- палке бажання, прагнення
Performance enhancement		- підвищення продуктивності
Anger	['aŋɡə]	- гнів
Irritability	[,ɪrɪtə'bɪlɪti]	- дратівливість
Anxiety	[æŋ'zɪəti]	- тривожність
Impatience	[ɪm'peɪʃns]	- нетерпимість
Addiction		- залежність (як згубна звичка)
Overcome		- подолати
Cure-all		- панацея (універсальні ліки)
Quit		- кинути, перестати
Dependence		- залежність
Willpower		- сила волі
Alcohol abuse		- зловживання алкоголем
Alcohol dependence		- алкогольна залежність
Craving		- тяга, палке прагнення
Legal problems		- проблеми із законом
Failure	['feɪljə]	- недостатність
Homicide	['hɒmɪsaɪd]	- вбивство
Suicide	['s(j)u:saɪd]	- самогубство
Pregnancy		- вагітність
Sibling		- рідний брат або сестра
Treatment		- лікування

2.2. Визначення понять за ключовими словами: Write out the keywords related to effects of smoking

PSYCHOLOGICAL EFFECTS OF SMOKING

While the physical health effects of smoking are well known the psychological effects are rarely discussed.

In large part, the psychological effects of smoking are directly linked to how nicotine physically affects the brain. Early cigarette use can cause improvement in reaction because nicotine is a psychomotor stimulant. Even though this improved skill does not last long, smokers claim the enhancement from cigarettes.

Smokers also claim that cigarettes are mood enhancing or have a calming effect. There is research that shows smoking may indeed have a calming, rather than stimulating, effect depending on the amount of nicotine in the bloodstream.

It has also been shown that the impression of mood change can be due to short-term nicotine withdrawal. Such withdrawal can happen any time a smoker goes without cigarettes longer than they are used to, such as when they sleep. Withdrawal symptoms include craving for nicotine, anger and irritability, anxiety, depression, impatience, trouble sleeping, hunger, gain of weight, and difficulty concentration. Thus, the first cigarette of the day stops the withdrawal symptoms, causing the smoker to feel calmer.

The feelings of euphoria and calm with the perceptions of performance enhancement are at the root of psychological addiction to cigarettes. When a person tries to quit smoking, the physical addiction is usually overcome within fourteen days. However, the psychological desire for cigarettes can last for years.

This is because smokers often see cigarettes as a cure-all. When under stress, inhalation of nicotine can enable the smoker to feel calm. When tired, cigarettes can act as a stimulant to wake the smoker up. When a smoker was bored, they would light up a cigarette as well.

Because of the combined effect of these psychological factors, smokers who try to quit often find that even after they have overcome the physical addiction they still need help. Many people turn to acupuncture, hypnotherapy, or support groups for assistance in dealing with the psychological dependence on cigarettes.

2.2.2. Based on the text below, explain why alcoholism is a disease rather than a bad habit or weakness

ALCOHOLISM

Alcoholism, also known as alcohol use disorder (AUD), is a broad term for any drinking of alcohol that results in problems. Alcoholism is a long-term (chronic) disease. It's not a weakness or a lack of willpower. It can be divided into two types: alcohol abuse and alcohol dependence.

Alcohol dependence is a disease that causes

- craving (a strong need to drink)
- loss of control (not being able to stop drinking once you've started)
- physical dependence (withdrawal symptoms)
- tolerance (the need to drink more alcohol to feel the same effect)

With alcohol abuse, the individual is not physically dependent but still has a serious problem. The drinking may cause problems at home or school. It may cause someone to put themselves in a dangerous situation, or lead to legal or social problems.

Alcohol can affect all parts of the body but particularly affects the brain, heart, liver, pancreas, and immune system. This can result in mental illness, irregular heartbeat, liver failure, and an

increase in the risk of cancer. Heavy drinking can increase the risk of death from car crashes, injuries, homicide, and suicide.

Drinking during pregnancy can cause damage to the baby. Generally, women are more sensitive to alcohol's harmful physical and mental effects than men.

Both environmental factors and genetics are associated with alcoholism. A person with a parent or sibling with alcoholism is three to four times more likely to be alcoholic themselves. Environmental factors include social, cultural, and behavioral influences. Medically alcoholism is considered both a physical and mental illness.

Treatment may take several steps and includes medication and/or psychotherapy. Because of medical problems that can occur during withdrawal, alcohol detoxification should be carefully controlled. After detoxification group therapy or support groups are used to help keep a person from returning to drinking. One commonly used form of support is the group Alcoholics Anonymous.

2.3. GRAMMAR FOCUS. Participle

Translate. Pay attention to the use and meaning of Participles

- 1) The psychological effects of smoking are directly **linked** to nicotine effects on the brain.
- 2) Smokers say cigarettes are mood **enhancing** and have a **calming** effect.
- 3) Smoking leads to lack of oxygen **reaching** skin cells.
- 4) The changes to physical appearance and the serious skin conditions **associated** with smoking may help motivate individuals to quit smoking.
- 5) Women's skin is more **affected** by tobacco smoke exposure than men's skin.
- 6) Smoking has a **calming**, rather than **stimulating**, effect.

2.4. Активізація отриманих знань:

A. Complete the sentences to define *nicotine dependence*.

- 1) Nicotine dependence is an addiction to tobacco products caused by nicotine.
- 2) Physical effects of tobacco smoking are
- 3) Psychological effects of tobacco smoking are
- 4) Withdrawal symptoms occur when

B*. Read the article to get the general idea. Answer the questions after it. What do you think about the problem of drinking among students?

Alcohol Abuse Common Among Med Students, Study Finds

Research shows their rate of drinking problems is double that of the general population

By Robert Preidt

Wednesday, March 16, 2016

WEDNESDAY, March 16, 2016 (HealthDay News) -- Medical students may be more at risk for problem drinking, a new study says, citing burnout and school debt as two possible reasons why.

"Our findings clearly show there is reason for concern," said study senior author Dr. Liselotte Dyrbye.

The study found an association between being a medical student and a higher risk of alcohol problems.

For the study, the researchers sent surveys to 12,500 medical students in the United States. About one-third responded.

The researchers found that about 1,400 medical students reported alcohol abuse or dependence. That's about a third of medical students who responded. By comparison, about 16 percent of people who aren't in medical school have an alcohol abuse or dependence problem, the study said.

Medical students had twice the rate of alcohol problems as surgeons, physicians and the general public, the study noted.

The researchers found a strong link between burnout factors such as emotional exhaustion and problem drinking among medical students. Other significant factors included: younger age, not being married and large educational debt, the researchers found.

The average cost of medical school rose more than 200 percent from 1995 to 2014, the researchers pointed out. People graduating with a medical degree in 2014 had an average of \$180,000 in educational debt, the researchers said.

Study first author Eric Jackson, a medical student at Mayo Medical School, said he recommends wellness programs in medical schools. These programs could help identify what's adding to the stress, as well as help to remove barriers to mental health services, he said.

The findings were published online recently in the journal *Academic Medicine*.

SOURCE: Mayo Clinic, news release, March 14, 2016

- 1) What problem was research devoted to?
- 2) How many medical students were surveyed?
- 3) How many students responded?
- 4) What factors contribute to alcohol abuse among medical students?

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр. 1-11 ст.26-30; впр. 1-12 ст.31-34 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) How can smoking affect the smoker's reaction?
- 2) What different effects can smoking have?
- 3) What is nicotine withdrawal?
- 4) What are the symptoms of nicotine withdrawal?
- 5) What is the root of psychological addiction to cigarettes?
- 6) Why do smokers see cigarettes as a cure-all?
- 7) Why do ex-smokers need help after overcoming the physical addiction?
- 8) What approaches help ex-smokers cope with psychological dependence on cigarettes?
- 9) What is alcohol use disorder (AUD)?
- 10) How can alcoholism be defined?
- 11) What distinguishes alcohol dependence from alcohol abuse?
- 12) What social and personal problems can heavy drinking lead to?
- 13) How does alcohol affect the human body?
- 14) What factors contribute to alcoholism development?

15) What does the treatment for alcoholism include?

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.
2. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017

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<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №16 (2 год.)

ТЕМА 16. АНОРЕКСІЯ І БУЛІМІЯ. ЗДОРОВЕ ХАРЧУВАННЯ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Анорексія і булімія. Здорове харчування”.

Основні поняття: eating disorders, anorexia, bulimia, overweight

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

Beneficial	[beni'fi(ə)l]	вигідний, корисний
Overeating	[,əʊvə'ri:tɪŋ]	переїдання
Overweight	[,əʊvə'weɪt]	надлишкова вага
Fatigue	[fə'ti:g]	втома
Deterioration	[dɪ'tɪəriə'reɪʃn]	погіршення
Saturated	['sætʃ(ə)reɪtɪd]	насичений
Susceptibility	[sə'septɪ'bɪlɪti]	сприйнятливість
Foodstuff	['fu:dstʌf]	продукти харчування
Be malnourished	[,mæl'nɜːrɪʃt]	погано (неповноцінно) харчуватися
Be undernourished	[ʌndə'nɜːrɪʃt]	недоїдати
Eating disorders	-	розлади харчової поведінки
Restrictive	-	обмежений
Distort	[dɪ'stɔ:t]	- спотворювати, деформувати
Teen	-	підліток
Fasting	-	голодування
Obsession	[əb'seʃn]	- нав'язлива ідея
Binge eating	[bɪndʒ ...]	- переїдання
To get rid of	-	позбавитись
Junk food	-	шкідлива їжа
Inedible	[ɪn'edɪb(ə)l]	- неїстівний
To purge	[pɜːdʒ]	- прочищати(ся)
Vomiting	-	блювання
Laxative	-	проносне
Complication	-	ускладнення

2.2. Визначення понять за ключовими словами: Write out the keywords related to anorexia and bulimia

ANOREXIA AND BULIMIA

Eating disorders are more than just going on a diet to lose weight or trying to exercise every day. They represent extremes in eating behavior and ways of thinking about eating — the diet that never ends and gradually gets more restrictive.

The most common eating disorders are anorexia nervosa and bulimia nervosa (usually called simply "anorexia" and "bulimia").

Anorexia

Anorexia nervosa is an eating disorder characterized by an irrational fear of food as well as extreme, life-threatening weight loss. People with anorexia have a real fear of weight gain and a distorted view of their body size and shape. As a result, they eat very little and can become dangerously underweight. Many teens with anorexia restrict their food intake by dieting, fasting, or excessive exercise. They hardly eat at all — and the small amount of food they do eat becomes an obsession in terms of calorie counting or trying to eat as little as possible.

Bulimia

Bulimia is an eating disorder characterized by binge eating followed by purging. Binge eating refers to eating a large amount of food in a short amount of time. Purging refers to the attempts to get rid of the food consumed to prevent weight gain. This may be done by vomiting, taking laxatives or excessive exercise. Over time, these steps can be dangerous — both physically and emotionally. People with bulimia eat a large amount of food (often junk food) at once, usually in secret. They typically feel powerless to stop the eating and can only stop once they're too full to eat anymore, or they may have to go to extreme measures (like pouring salt all over a dessert to make it inedible) in order to get themselves to stop eating.

Although anorexia and bulimia are very similar, people with anorexia are usually very thin and underweight, but those with bulimia may be an average weight or can be overweight.

Psychotherapy is the most common treatment for anorexia and bulimia. Hospitalization may be necessary if you are dangerously malnourished or so distressed that you no longer want to live. It's important for a person with eating disorders to start treatment as early as possible to reduce the risk of serious complications.

2.2.2. Based on the text below, say what is necessary to make your diet healthy.

HEALTHY FOOD

Healthy food is food considered to be beneficial to physical and mental health.

The goal of healthy eating is to develop a diet that you can maintain for life, not just a few weeks or months.

Overeating can affect your looks and can be a great risk for diabetes and high blood pressure. To avoid overweight, hold down sugar, cholesterol and salt in your diet. Eat more fresh fruit and vegetables «An apple a day keeps a doctor away» is a very smart saying. Follow the example and you will feel and look better.

Molecules from food are the materials from which our bodies build cells, blood, and tissues, and provide the energy needed for activities. Proteins and lipids (fats) are the major building blocks for body growth. Carbohydrates (sugars and starches) are most efficient energy sources. Vitamins and minerals are also absolutely necessary. The vitamins and certain mineral salts act as regulators of tissue activity.

Despite the fact that different nations and cultures developed various diets, all of them supply the same basic materials. Mexicans, for example, get protein from beans and rice; Americans obtain it from beef, Italians — from pasta and cheese. Each culture has its own source of vitamins and minerals. Differences in diets of various cultures are due to kinds of crops cultivated in different parts of the world.

People who are malnourished or undernourished, i.e. those who lack some molecular building blocks of the body, may have such symptoms as fatigue, drying and yellowing of the skin, deterioration of hair texture, and increased susceptibility to illness. They may lack vitamins and minerals responsible for regulation of the tissue activity.

Finally, there are three main messages to follow for healthy eating: first, we should eat less fat, particularly saturated fat. Secondly, we are to cut down on sugar and salt; thirdly, we must eat more fresh fruit and vegetables.

2.3. **GRAMMAR FOCUS. *Infinitive***

Translate into Ukrainian. Pay attention to the form and functions of Infinitive

1. **To be** of use to the body foodstuffs must **be digested** and **absorbed**.
2. The goal of healthy eating is **to develop** a diet that provides the optimal health during the lifetime.
3. The extra building material is required **to build up** the new tissue.
4. N.I.Pirogov was the first **to use** ether as anesthesia during operations.
5. **To avoid** overweight, hold down sugar, cholesterol and salt in your diet.

2.4. **Активізація отриманих знань:**

A. Match the words to their definitions

protein	Any of various organic substances that are essential in minute quantities to the humans and animals but do not provide energy or serve as building units.
carbohydrate	Any of a group of complex organic macromolecules composed of one or more chains of amino acids that are essential for the growth and repair of tissue and can be obtained from foods such as meat, fish, eggs, and milk.
lipids	Substances such as a fat, oil, or wax that dissolves in alcohol but not in water. They are important structural materials of living organisms.
vitamin	Any of a group of organic compounds that includes sugars, starches, and celluloses and serves as a major energy source in the diet.
starch	A substance containing a lot of fat that is found in the body tissue and blood and can be the cause of heart diseases.
cholesterol	A polysaccharide composed of glucose units that occur widely in plants tissues.

B. Say for which disorder – anorexia or bulimia - the following is true

- 1) life-threatening weight loss;
- 2) underweight;
- 3) rapid and out-of-control eating;
- 4) average or slightly above or below average weight;
- 5) overeating;
- 6) food restriction;
- 7) a strong desire to be thin;
- 8) feeling unable to stop eating

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр. 1-11 ст.35-37; впр. 1-12 ст.35-41 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) What food is considered to be healthy?
- 2) How can overeating affect your health?
- 3) What are basic materials for the body growth?
- 4) What foodstuffs are the best sources of energy?
- 5) Why are vitamins and minerals necessary to health?
- 6) How are proteins presented in different national cuisines?
- 7) What are the symptoms of malnutrition?
- 8) What are three main rules for healthy eating?
- 9) What eating disorders are the most common nowadays?
- 10) What is anorexia?
- 11) How do people with anorexia arrange their diet?
- 12) What is bulimia?
- 13) How do people with bulimia prevent weight gain?
- 14) How are eating disorders treated?

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.
2. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017

Додаткова:

1. Practical English Usage, Michael Swan, Oxford University Press, 2016
2. Dilys Parkinson, Joseph Noble. Oxford Business English Dictionary for learners of English. 2006
3. Wells J.C. Longman Pronunciation Dictionary, Pearson Education Limited, 2000
4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
<https://www.who.int/>
2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
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ПРАКТИЧНЕ ЗАНЯТТЯ №17 (2 год.)

ТЕМА 17. СТРЕС

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Стрес”.

Основні поняття: distress, eustress, stress management

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

Stroke	- інсульт
Heart attack	- серцевий напад (інфаркт)
Ulcer ['ʌlsə]	- виразка
Eustress ['ju:stres]	- еустрес (позитивний стрес)
Impact	- вплив
Alarm reaction	- початкова реакція організму на стрес (реакція тривожності)
Exhaustion [ɪg'zɔ:stʃ(ə)n]	- виснаження
Moodiness	- пригніченість
Irritability	- дратівливість
Loneliness ['ləʊnlɪnis]	- самотність
Nausea ['nɔ:siə]	- нудота
Dizziness	- запаморочення
To cope with	- справлятися з

2.2. Визначення понять за ключовими словами: Write out the keywords related to stress

STRESS

Stress is a psychological and physical response of the body to changing conditions. Small amounts of stress may be desired, beneficial, and even healthy. In most cases, stress promotes survival because it forces organisms to adapt to rapidly changing environmental conditions. Excessive amounts of stress may lead to bodily harm and can increase the risk of stroke, heart attacks, ulcers, and mental disorders such as depression.

Thus, there are two types of stress, eustress (good stress) and distress (negative stress). Eustress refers to the optimal amount of stress which helps promote health and growth. Distress is damaging, excessive or pathogenic (disease producing) stress.

Stress can, directly and indirectly, contribute to general or specific disorders of body and mind. Stress can have a major impact on the physical functioning of the human body. Stress raises the level of adrenaline and cortisol – so-called stress hormones - in the body, which in turn increases the heart rate, respiration, blood pressure and puts more physical stress on bodily organs.

Physiological response to stress is called the general adaptation syndrome. The general adaptation syndrome has three phases:

- 1) alarm reaction;
- 2) resistance;
- 3) either exhaustion or recovery.

Chronic stress is accompanied by cognitive, emotional, physical and behavioral symptoms.

- cognitive symptoms: memory problems, inability to concentrate, seeing only the negative, etc;
- emotional symptoms: moodiness, irritability, sense of loneliness and isolation, depression, etc;
- physical symptoms: chest pain, rapid heartbeat, nausea, dizziness, etc;
- behavioral symptoms: eating more or less, sleeping too much or too little, using alcohol to relax, etc.

Stress management can teach you healthier ways to cope with stress, help you reduce its harmful effects, and prevent stress in the future.

2.3. GRAMMAR FOCUS. Prepositions

Insert the prepositions where it is necessary

- 1) Stress is your body's way of responding ... any kind of demand or threat.
- 2) Adrenaline and cortisol are produced ... the adrenal glands.
- 3) Everyone has stress ... their lives.
- 4) Stress contributes ... heart disease, high blood pressure, stroke and other illnesses.
- 5) The intensity and duration of stress changes depending ... the circumstances and emotional condition ... the person.
- 6) Hormones of stress reduce sensitivity ... pain.

2.4. Активізація отриманих знань:

Say for which type of stress (eustress or distress) the following statements are true

Model: the optimal amount of stress - *eustress*.

- 1) helps you stay focused;
- 2) gives you extra strength to defend yourself;
- 3) may lead to bodily harm;
- 4) drives you to study for an exam;
- 5) can damage your health, mood, relationships, and quality of life;
- 6) the excessive amount of stress;
- 7) helps promote health and growth;
- 8) can lead to stroke

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **впр. 1-8 ст.42-44 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.**

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) How can stress be defined?
- 2) What is eustress? How does it affect a person?
- 3) What is distress? What can it result in?
- 4) What substances are called stress hormones?
- 5) What is the general adaptation syndrome?
- 6) What are the stages of the general adaptation syndrome?
- 7) What cognitive symptoms can stress provoke?
- 8) How does stress affect a person emotionally?
- 9) What are the physical manifestations of stress?
- 10) How does stress influence the person's behaviour?

Тести за темою

1. Stress is the sum of the biological reactions to any adverse
 - a) stimulis
 - b) stimuli
 - c) stimulus
 - d) stimules
 - e) stimulex
2. The human body has ... it certain mechanisms that allow it to protect itself from outside stresses.
 - a) with
 - b) in
 - c) into
 - d) within
 - e) for
3. These stresses ... be physical.
 - a) should
 - b) may
 - c) can't
 - d) have to
 - e) have
4. Emotional stress can be
 - a) fear
 - b) anger
 - c) disgust
 - d) danger
 - e) anxiety
5. The reaction ... the body to the stress is called "adaptation".
 - a) with
 - b) within
 - c) of
 - d) by
 - e) for
6. Adaptation is a ... mechanism.
 - a) complete
 - b) complex
 - c) complicated
 - d) competent
 - e) big

7. These adaptation patterns vary depending ...the nature of the stress.
- a) from
 - b) to
 - c) upon
 - d) with
 - e) in
8. The body may react to such an injury by a generalized response known as
- a) chock
 - b) surprise
 - c) shock
 - d) shocking
 - e) feeling
9. Another common physical adaptational reaction to a physical stress is
- a) allergy
 - b) allergic
 - c) allergical
 - d) allergi
 - e) allergys
10. Just as a physical stress can provoke a physical reaction, so can a psychological stress provoke a ...reaction (fear).
- a) physiological
 - b) psychological
 - c) physical
 - d) psychiatric
 - e) psychology

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.
2. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017

Додаткова:

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4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
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2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №18 (2 год.)

ТЕМА 18. ДЕПРЕСІЇ І МАНІЇ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Депресії і манії”.

Основні поняття: depression, mania, reactive depression, postpartum depression, seasonal affective disorder (SAD), manic-depressive disorder

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

aversion [ə'vɜ:rʒən]	- відраза
to feel hurt	- ображатися
contemplate ['kɒntəm,pleɪt]	- мати намір
to commit suicide [... 'su:ɪ,said]	- покінчити життя самогубством
insomnia	- безсоння
digestive problems	- розлад травлення
circumstance ['sɜ:rkəm,stæns]	- обставина
postpartum [,pəʊst'pɑ:təm]	- післяпологовий
delivery	- тут: пологи
arousal [ə'raʊzəl]	- збудження (особливо – статеве)
euphoria [ju:'fɔ:riə]	- ейфорія
lability	- лабільність, нестійкість
full-blown	- повномасштабний
boundless	- безмежний
delusion of grandeur	- манія величч
suspiciousness [sə'spiʃəsənəs]	- підозрілість
self-neglect	- самозневага
malignancy [mə'liɡnənsɪ]	- злоякісність
swings in mood	- коливання настрою

2.2. Визначення понять за ключовими словами: Write out the keywords related to stress
Divide the text into logical parts and make up its outline

DEPRESSION AND MANIA

Mood is the state of mind and spirits. Disorders in mood are common – 35% of the total population at any time.

Two basic abnormalities of mood are recognized: depression and mania. Both occur from “normal” to clearly pathological symptoms and in a few patients reach psychotic (affective)

proportions.

Depression is a state of low mood and aversion to activity that can affect a person's thoughts, behavior, feelings and sense of well-being. Depressed people feel sad, anxious, empty, hopeless, worried, helpless, guilty, irritable, hurt, or restless. They may lose interest in activities that once were pleasurable, experience loss of appetite or overeating, have problems of concentrating, remembering details, or making decisions, and may contemplate, attempt, or commit suicide. Insomnia, excessive sleeping, fatigue, loss of energy, or aches, pains, or digestive problems may also be present.

Depressed mood is not always a psychiatric disorder. It may also be a normal reaction to certain life events, a symptom of some medical conditions, or a side effect of some drugs or medical treatments.

Depressions which arise as a response to circumstances are known as reactive depressions, for example, postpartum depression beginning 1-4 weeks after delivery; or seasonal affective disorder (SAD). The depression of middle age, occurring in persons who undergo the hormonal changes of the fifth decade of life, is known as melancholia. Today this condition is not considered to be a specific illness unless it shows clinic features common to affective disturbances.

Mania is a state of abnormally elevated or irritable mood, arousal, and high energy levels. In a sense, it is the opposite of depression. Mania is a necessary symptom for certain psychiatric diagnoses.

Patients with mania often do not complain of their symptoms. They may be excited, in the state of euphoria, irritability, or emotional lability. Their speech is loud and disturbed. They seem to have boundless energy, little need for sleep, decreased appetite. Mania varies in intensity, from mild mania (hypomania) to full-blown mania with extreme energy, psychotic features, including hallucinations, delusion of grandeur, suspiciousness, aggression, and a preoccupation with thoughts and schemes that may lead to self-neglect.

In addition to mood disorders, persons may exhibit manic behavior because of drug intoxication (notably stimulants, such as cocaine and methamphetamine), medication side effects (notably steroids and SSRIs), and malignancy.

Usually manic-depressive disorders are very close. They are states in which the patient has wide swings in mood, going from a high manic phase to a low depressed phase or vice versa.

2.3. GRAMMAR FOCUS. Word-building

Translate the words, explain the meaning of the suffix *-less*

Hopeless, helpless, restless, useless, painless, colourless, harmless, meaningless

b) make up the words with the meaning opposite to the given in a)

Model: *hopeless* – *hopeful* (безнадійний – той, що сподівається)

c) translate into English using adjectives with suffixes *-ful* and *-less*

безбарвний газ, болюча ін'єкція, спокійний пацієнт, нешкідливі бактерії, корисні процедури, безпорадні люди, барвистий малюнок, задиханий пацієнт, безсонна ніч, безболісна операція, безрукий чоловік

2.4. Активізація отриманих знань:

A. Substitute the words and phrases in bold type by close in their meanings from the text

- 1) He has been in a **bad** mood since last month.
- 2) He complained of **sleeplessness**, **tiredness** and **absence** of appetite.

- 3) Emotional **imbalance** may be the symptom of manic-depressive disorders.
- 4) Persons may exhibit manic behavior because of drug **poisoning**, medication **adverse** effects, and **cancers**.
- 5) Reactive depressions occur as a **reaction** to some stressful **events**.
- 6) Mania **differs** in intensity, from mild mania to **severe** mania.

B. Fill in the table. Compose the definitions of depression and mania using the information in the table

	depression	mania
<i>a group of disorders</i>		
<i>symptoms</i>		
<i>causes</i>		
<i>types</i>		
<i>treatment</i>	a combination of antidepressant medication and a high-intensity cognitive-behavioral therapy	antipsychotic medication, psychotherapy and healthy lifestyle choice

C. Look through the list of manias.

a) Ask each other ‘what is ...mania?’ or ‘How is ... called?’ and answer the question

b) Tell whether you’ve ever heard about manias in famous persons?

ablutomania	mania for washing oneself
agromania	intense desire to be in open spaces
anglomania	craze or obsession with England and the English
anthomania	obsession with flowers
arithmomania	obsessive preoccupation with numbers
bibliomania	craze for books or reading
clinomania	excessive desire to stay in bed
dinomania	mania for dancing
dipsomania	abnormal craving for alcohol
doromania	obsession with giving gifts
drapetomania	intense desire to run away from home
eleutheromania	manic desire for freedom
ergomania	excessive desire to work; workaholism
florimania	craze for flowers
graphomania	obsession with writing
hippomania	obsession with horses
hydromania	irrational craving for water
iconomania	obsession with icons or portraits
infomania	excessive devotion to accumulating facts
kleptomania	irrational predilection for stealing
mythomania	lying or exaggerating to an abnormal extent
onomamania	mania for names
opsomania	abnormal love for one kind of food
phaneromania	habit of biting one’s nails
plutomania	mania for money

pyromania	craze for starting fires
xenomania	inordinate attachment to foreign things

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр. 1-12 ст.45-49 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) How can you define the word ‘mood’?
- 2) What kind of mood disorder is depression?
- 3) What are the most common symptoms of depression?
- 4) What is reactive depression? Give examples.
- 5) What kind of mood disorder is mania?
- 6) How can you characterize the manic patients?
- 7) Why are depressions and mania considered to be very close?

Тести за темою

1. Mood disorders are
 - a) severe mental diseases;
 - b) common over the world;
 - c) always psychiatric disorder;
 - d) side effects of drugs;
 - e) manias
2. Depression is characterized by
 - a) abnormally elevated mood;
 - b) the state of euphoria;
 - c) extreme energy;
 - d) low mood;
 - e) delusion of grandeur
3. Which variant makes the statement wrong?
The depression of middle age
 - a) is known as postpartum depression;
 - b) is known as melancholia;
 - c) is a kind of reactive depression;
 - d) is associated with hormonal changes of the fifth decade of life;
 - e) is not considered to be a specific illness
4. Which variant makes the statement wrong?
Patients with mania
 - a) seem to have little need for sleep;
 - b) usually do not complain of their symptoms;
 - c) may be excited and irritated;
 - d) are emotionally unstable;
 - e) may lose interest in activities that once were pleasurable
5. Fatigue means
 - a) irritability;
 - b) insomnia;
 - c) tiredness;
 - d) restlessness;
 - e) hallucinations

6. *Emotional lability* means
- a) emotional stress;
 - b) emotional shock;
 - c) emotional reaction;
 - d) emotional imbalance;
 - e) lack of emotions
7. *Which sentence has a correct order of words?*
- a) Depressed mood may also be a normal reaction to certain life events;
 - b) Depressed mood also may be a normal reaction to certain life events;
 - c) Depressed mood may be also a normal reaction to certain life events;
 - d) Also depressed mood may be a normal reaction to certain life events;
 - e) Depressed mood may be a normal reaction to certain life events also
8. The understanding of the nature and causes of depression ... for several last decades.
- a) changes;
 - b) changed;
 - c) was changed;
 - d) has changed;
 - e) is changing
9. Van Gogh prolonged manic periods.
- a) experiences;
 - b) experienced;
 - c) has experienced;
 - d) is experiencing;
 - e) has been experiencing
10. Preoccupation with thoughts and schemes that may lead ... self-neglect.
- a) to;
 - b) for;
 - c) in;
 - d) -;
 - e) Into

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.
2. Bill Mascull. Business Vocabulary in Use. Cambridge University Press, 2017

Додаткова:

1. Practical English Usage, Michael Swan, Oxford University Press, 2016
2. Dilys Parkinson, Joseph Noble. Oxford Business English Dictionary for learners of English. 2006
3. Wells J.C. Longman Pronunciation Dictionary, Pearson Education Limited, 2000
4. Raymond Murphy. English Grammar in Use. Cambridge University Press, 2019
5. Martin Hewings. Advanced Grammar in Use. Cambridge University Press, 2013

Електронні інформаційні ресурси:

1. World Health Organization
<https://www.who.int/>
2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>

3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №19 (2 год.)

ТЕМА 19. ТРИВОЖНІ РОЗЛАДИ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Тривожні розлади”.

Основні поняття: anxiety, panic disorder, obsessive-compulsive disorder (OCD), post-traumatic stress disorder (PTSD), social anxiety disorder, specific phobias, generalized anxiety disorder.

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

threat	- загроза, небезпека
terror	- жах
pallor	- блідість
pupillary dilation [pju:pɪləri daɪ'leɪʃən]	- розширені зіниці
sweating	- потовиділення
trembling	- тремтіння
obsessive-compulsive disorder	- невроз нав'язливих станів
obsession [əb'seɪʃən]	- нав'язлива ідея
compulsion [kəm'pʌlʃ(ə)n]	- примус (принуждение)
routine [ru:'ti:n]	- шаблон; установлений порядок, поточна справа
germ	- мікроб
natural disaster [...dɪ'zæstər]	- стихійне лихо
numb [nʌm]	- заціпенілий; німий
to overwhelm [ˌəʊvər'welɪn]	- переповнювати, поглинати
self-consciousness	- відчуття ніяковості
to judge [dʒʌdʒ]	- засуджувати
embarrassment [ɪm'bærəsmənt]	- збентеження
ridicule ['rɪdə,kju:l]	- насмішка

2.2. Визначення понять за ключовими словами: Write out the keywords related to stress

FORMS OF ANXIETY DISORDERS

Anxiety is a normal human emotion that everyone experiences at times. Anxiety is not the same as fear, which is felt about something realistically frightening or dangerous and is an appropriate response to a perceived threat. Many people feel anxious, or nervous, when faced a problem at work, before taking a test, or making an important decision. Anxiety is a mood. When anxiety becomes a mental disorder it is characterized by excessive, uncontrollable and often

irrational worry about everyday things that is disproportionate to the actual source of worry.

An anxiety disorder is a serious **mental illness** worsening the quality of life. The physical effects of anxiety may include heart palpitations, tachycardia, muscle weakness and tension, fatigue, nausea, chest pain, shortness of breath, headache, stomach aches, or tension headaches. As the body prepares to deal with a threat, blood pressure, heart rate, perspiration, blood flow to the major muscle groups are increased. External signs of anxiety may include pallor, sweating, trembling, and pupillary dilation.

There are several recognized types of anxiety disorders, including:

Panic disorder. People with this condition have feelings of terror that strike suddenly and repeatedly with no warning. Other symptoms of a panic attack include sweating, chest pain, palpitations (irregular heartbeats), and a feeling of choking, which may make the person feel like he or she is having a heart attack or "going crazy."

Obsessive-compulsive disorder (OCD). People with OCD suffer from constant thoughts or fears that cause them to perform certain rituals or routines. The disturbing thoughts are called obsessions, and the rituals are called compulsions. An example is a person with an unreasonable fear of germs who constantly washes his or her hands.

Post-traumatic stress disorder (PTSD). PTSD is a condition that can develop following a traumatic and/or terrifying event, the unexpected death of a loved one, or a natural disaster. People with PTSD often have lasting and frightening thoughts and memories of the event and tend to be emotionally numb.

Social anxiety disorder. Also called social phobia, social anxiety disorder involves overwhelming worry and self-consciousness about everyday social situations. The worry often centers on a fear of being judged by others, or behaving in a way that might cause embarrassment or lead to ridicule.

Specific phobias. A specific phobia is an intense fear of a specific object or situation, such as snakes, heights, or flying. The level of fear is usually inappropriate to the situation and may cause the person to avoid common, everyday situations.

Generalized anxiety disorder. This disorder involves excessive, unrealistic worry and tension, even if little there is or nothing to provoke the anxiety.

Fortunately, much progress has been made in the last two decades in the treatment of people with mental illnesses, including anxiety disorders.

The treatment of anxiety includes anti-depressants and anxiety-reducing drugs, psychotherapy, dietary and lifestyle changes, relaxation therapy.

2.3. GRAMMAR FOCUS. Complex Object (Objective Infinitive Construction)

I know him* to suffer from panic attacks.	<i>Я знаю, що він страждає від панічних нападів.</i>
The therapist watched the patient perform relaxing meditation.**	<i>Психотерапевт спостерігав, як хворий проводить розслаблюючу медитацію.</i>

*Constant thoughts or fears **cause the patients to perform** certain rituals or routines.*

*Constant thoughts or fears **make the patients perform** certain rituals or routines.*

b) Translate into Ukrainian. Explain the parts in bold

- 1) The level of fear is usually inappropriate to the situation and may *cause* **the person to avoid** common, everyday situations.
- 2) Panic may *make* **the person feel** like he or she is having a heart attack.
- 3) He *wants* this **work to be done**.

- 4) His psychotherapist *advised* **him to get** a new job.
- 5) The patient *wanted* **the doctor to examine** him.
- 6) The nurse *watched* **the boy cry**.
- 7) Usually English people don't *like* **strangers to ask** personal questions.

2.4. Активізація отриманих знань:

a) match the words with their definitions

b) work in pairs: ask each other “What does ‘phobia (...)’ mean?” and answer the question

fear	a persistent, irrational fear of a specific object, activity, or situation that leads to a compelling desire to avoid it
panic	preoccupation with a fixed idea or an unwanted feeling or emotion
phobia	the feeling or condition of being afraid
obsession	a worried feeling you have because you think something bad might happen
anxiety	an irresistible impulse to act, regardless of the rationality of the motivation
compulsion	a sudden, overpowering terror, often affecting many people at once.

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **впр. 1-11 ст.50-54 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.**

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) What is the principal difference between anxiety and fear?
- 2) How can emotion of anxiety be distinguished from anxiety disorder?
- 3) What are the common symptoms of anxiety disorders?
- 4) What are the symptoms of panic disorder?
- 5) What is obsessive-compulsive disorder characterized by?
- 6) What are the causes of post-traumatic stress disorder?
- 7) What is the patient with social phobia focused on?
- 8) What kind of anxiety disorder is specific phobia?
- 9) How can generalized anxiety disorder be characterized?
- 10) What does the treatment of anxiety include?

Тести за темою

1. Anxiety as a mental disorder is characterized by
 - a) an appropriate response to a perceived threat;
 - b) excessive, uncontrollable and often irrational worry about everyday things;
 - c) a state of abnormally elevated or irritable mood and high energy levels;
 - d) a state of low mood;
 - e) a normal human emotion
2. Obsessive-compulsive disorder is characterized by
 - a) an intense fear of a specific object or situation;

- b) frightening thoughts and memories of traumatic or terrifying events;
 - c) constant thoughts or fears that cause them to perform certain rituals or routines;
 - d) appropriate response to a perceived threat;
 - e) worry about everyday social situations
3. Social anxiety disorder
- a) often centers on a fear of being judged by others;
 - b) is feeling of terror that strike suddenly with no warning;
 - c) is tendency to be emotionally numb;
 - d) is an intense fear of a specific object or situation;
 - e) is an appropriate response to a perceived threat
4. Obsession means
- a) the ritual;
 - b) fear;
 - c) stress;
 - d) traumatic event;
 - e) disturbing thought
5. What doesn't belong to anxiety disorders?
- a) phobias;
 - b) post-traumatic stress disorder;
 - c) mental deficiency;
 - d) panic disorder;
 - e) obsessive-compulsive disorder
6. *Which word can be used instead of the underlined one?*
 An anxiety disorder is a serious mental illness worsening the quality of life.
- a) shortening;
 - b) impairing;
 - c) leading to;
 - d) causing;
 - e) influencing
7. The practitioner heard ... fast.
- a) the patient's heart beat;
 - b) the patient's heart to beat;
 - c) to beat the patient's heart;
 - d) the patient's heart to beats;
 - e) to the patient's heart beat
8. Much progress ... in the last two decades in the treatment of people anxiety disorders.
- a) makes;
 - b) is made;
 - c) made;
 - d) has made;
 - e) has been made
9. In anxiety, the level of fear is usually inappropriate ... the situation.
- a) with;
 - b) in;
 - c) to;
 - d) - ;
 - e) for
10. Anxious mood or nervousness may occur when a person faces problems ... work or in his or her private life.
- a) in;
 - b) from;
 - c) at;

- d) for;
- E) on

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

1. Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.
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2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ТЕМА 20. ШИЗОФРЕНІЯ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Шизофренія”.

Основні поняття: schizophrenia, psychotic disorder, loss of personality, bizarre behavior, delusion, social withdrawal

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

to split	- розколоти
delusion [dɪˈluːʒ(ə)n]	- делюзія, хибна думка
flat affect	- афективна тупість (емоційна байдужість)
agitation [ˌædʒɪˈteɪʃən]	- збудження
social withdrawal [...wɪðˈdrɔːəl]	- соціальне відчуження
bizarre [bɪˈzɑːr]	- дивний (ексцентричний)
derangement [dɪˈreɪndʒmənt]	- розлад
chemical makeup	- хімічний склад
persecution [ˌpəːsɪˈkjuːʃən]	- переслідування
guilt	- вина
grandeur [ˈgrændʒər]	- велич
to muddle	- спутувати
to mess	- псувати, чинити безладдя
to abandon	- відмовлятися
involuntary	- примусовий, недобровільний
ambivalence [æmˈbɪvələns]	- амбівалентність, роздвоєння почуттів

2.2. Визначення понять за ключовими словами: Make a list of the symptoms of schizophrenia

FORMS OF ANXIETY DISORDERS

Anxiety is a normal human emotion that everyone experiences at times. Anxiety is not the same as fear, which is felt about something realistically frightening or dangerous and is an appropriate response to a perceived threat. Many people feel anxious, or nervous, when faced a problem at work, before taking a test, or making an important decision. Anxiety is a mood. When anxiety becomes a mental disorder it is characterized by excessive, uncontrollable and often irrational worry about everyday things that is disproportionate to the actual source of worry.

An anxiety disorder is a serious **mental illness** worsening the quality of life. The physical

effects of anxiety may include heart palpitations, tachycardia, muscle weakness and tension, fatigue, nausea, chest pain, shortness of breath, headache, stomach aches, or tension headaches. As the body prepares to deal with a threat, blood pressure, heart rate, perspiration, blood flow to the major muscle groups are increased. External signs of anxiety may include pallor, sweating, trembling, and pupillary dilation.

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Generalized anxiety disorder. This disorder involves excessive, unrealistic worry and tension, even if little there is or nothing to provoke the anxiety.

Fortunately, much progress has been made in the last two decades in the treatment of people with mental illnesses, including anxiety disorders.

The treatment of anxiety includes anti-depressants and anxiety-reducing drugs, psychotherapy, dietary and lifestyle changes, relaxation therapy.

2.3. GRAMMAR FOCUS. Continuous Tenses (Passive and Active)

Translate the sentences. Pay attention to the use of Continuous Tenses (Passive and Active)

- 1) The patient with schizophrenia may believe that somebody **is messing** with his/her mind.
- 2) He/she may feel things **are being controlled** from outside.
- 3) A 77-year-old woman **was cooking** in the kitchen when she collapsed onto the floor.
- 4) He felt that he **was constantly being watched**.
- 5) The woman says that she **is listening** to the beautiful music in her head.
- 6) She has just taken sleeping pills. At midnight she **will be sleeping**.

2.4. Активізація отриманих знань:

A

a) match the words with their definitions

b) work in pairs: ask each other "What does 'delusion (...)' mean?" and answer the question

delusion	the absence or near absence of emotional response to a situation that normally elicits emotion.
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agitation	perception of visual, auditory, tactile, olfactory, or gustatory experiences without an external stimulus and with a sense of their reality
bizarre behavior	a false belief especially as a symptom of mental illness
flat affect	extreme emotional disturbance
hallucination	the lack of social interaction accompanied by social fear and anxiety or a preference for solitude
social withdrawal	a general term for behavior that is out of the ordinary or far from normal

B. Read the case report on schizophrenia and amphetamine dependence (use the dictionary if necessary). Answer the question below

During his adolescence, Mr. X. gradually developed delusional beliefs of persecution and telepathy. He believed that the other pupils and teachers spoke about him in malicious terms. At the age of 23, Mr. X began to consume 60-100 mg/week of amphetamines orally. He consumed amphetamines during 7 years. The delusions, in particular the auditory hallucinations worsened after the use of amphetamines. Subsequently, he married. Mr. X received neuroleptic treatment with moderate effects on the psychotic symptoms. Between the age of 24 and 30, the patient presented persecutory, megalomaniac and physical transformation beliefs, delusions of being controlled as well as auditory, somatic-tactile and visual hallucinations. At the age of 30, while he had stopped his consumption of amphetamines for 9 months, the patient, overwhelmed with the delusions, murdered his wife. He was sent in jail for 13 months, and subsequently hospitalized for one year in a high security psychiatric department and 7 years in our psychiatric department. The neuroleptic treatment was effective, particularly against the hallucinations. Mr. X. resumed part-time professional activities and remarried.

- 1) When did the first symptoms of schizophrenia develop?
- 2) How did the first symptoms manifest themselves?
- 3) When did the patient begin medication treatment?
- 4) How did amphetamine influence the psychotic symptoms?
- 5) Why was the patient sent in jail?
- 6) How long was the patient treated in the psychiatric departments after jail?
- 7) Was the neuroleptic treatment effective?

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: **впр. 1-11 ст.50-54 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.**

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) What kind of disorder is schizophrenia?
- 2) What does the term “schizophrenia” literally mean?
- 3) In what groups of population does schizophrenia most commonly occur?
- 4) What are the supposed causes of schizophrenia?
- 5) What are the main symptoms of schizophrenia?
- 6) How is lack of motivation usually expressed?
- 7) Why do schizophrenia patients often refuse to take medications?
- 8) What may treatment for schizophrenia include?

Тести за темою

1. Schizophrenia is a mental disorder that generally appears ...
 - a) in childhood;
 - b) in late adolescence or early adulthood;
 - c) in the elderly people;
 - d) at the middle age;
 - e) in infancy
2. Flat affect means ...
 - a) agitation;
 - b) anxiety;
 - c) lacking emotional response;
 - d) lack of motivation;
 - e) withdrawal
3. Delusion means ...
 - a) bizarre behavior;
 - b) lack of motivation;
 - c) thought disorder;
 - d) false beliefs;
 - e) extreme emotional disturbance
4. The nature of schizophrenia ...
 - a) is due to genetic factors only;
 - b) may be related to the disturbed chemical composition of the brain;
 - c) is associated with smoking;
 - d) has been determined accurately;
 - e) has no explanation at all
5. In schizophrenia, involuntary hospitalization is ...
 - a) strictly recommended;
 - b) the only effective option;
 - c) not necessary at all;
 - d) may be necessary;
 - e) not recommended
6. *Which variant makes the statement false?*
Experts think that an imbalance of dopamine ... the onset of schizophrenia.
 - a) may lead to;
 - b) causes;
 - c) results from;
 - d) is involved in;
 - e) produces
7. The patient ... amphetamines for 7 years.
 - a) consumes;
 - b) has been consuming;
 - c) has consume;
 - d) is consuming;
 - e) was consumed
8. Between the age of 24 and 30, the patient ... megalomaniac and physical transformation beliefs.
 - a) presented;
 - b) presents;
 - c) is presenting;
 - d) has been presenting;
 - e) present
9. Lack of motivation has nothing ...with laziness.

- a) doing;
 - b) do;
 - c) to do;
 - d) does;
 - e) not to do
10. Schizophrenia can emerge ... any time in life.
- a) - ;
 - b) in;
 - c) at;
 - d) on;
 - e) during

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

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2. Webster's Dictionary and Thesaurus
<https://www.merriam-webster.com/>
3. Longman Dictionary of Contemporary English
<https://www.ldoceonline.com/>
4. Free Online Term Extractors
<http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Перевірка транслітерації
<https://dmsu.gov.ua/services/transliteration.html>

ПРАКТИЧНЕ ЗАНЯТТЯ №21 (2 год.)

ТЕМА 21. РОЗУМОВА ВІДСТАЛІСТЬ

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Розумова відсталість”.

Основні поняття: developmental disability, learning ability, mild intellectual disability, profound intellectual disability, mental age

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

retardation	- відсталість
disability	- неспроможність, інвалідність
intellectual disability	- слабоумство, олігофренія, розумова відсталість
intelligence	- розумові здібності, інтелект
intelligence quotient (IQ)	- коефіцієнт розумового розвитку
cerebral palsy [... 'pɜ:lzi]	- ДЦП (дитячий церебральний параліч)
excess [ik'ses]	- надлишок
idiocy ['ɪdiəsi]	- ідіотизм
imbecile ['ɪmbəsəl]	- імбецил
recognizable ['rekəɡnaɪzəbl]	- якого можна розпізнати
profound [prə'faʊnd]	- глибокий
moron ['mɔ:rən]	- недоумкуватий (ступінь дебільності)
oriental [ˌɔ:ri'entəl]	- східний
teachable	- здатний до навчання
to distinguish [dɪ'stɪŋɡwɪʃ]	- відрізнити
group home	- тип інтернату

2.2. Визначення понять за ключовими словами: Write out the keywords related to intellectual disability

INTELLECTUAL DISABILITY

Intellectual disability – also known as mental deficiency, developmental disability, mental retardation – implies defect in understanding or comprehension, and an impaired learning ability. It was historically defined as an intelligence quotient score under 70. The different degrees of impairment are known as *idiot*, *imbecile*, *moron*, or mentally retarded. The disorder, essentially organic in nature, may be related to injuries of the nervous system that occurred before birth, at birth, or after birth. Thus, associated signs of injury to the brain such as paralysis, abnormal

movements, and occasionally cerebral palsy may be noted. The head may appear to be unusually small or unusually large, often because of increased accumulation of fluid excess within the head.

Intellectual disability (ID) is subdivided into *syndromic intellectual disability*, in which intellectual deficits associated with other medical and behavioral signs and symptoms are present, and *non-syndromic intellectual disability*, in which intellectual deficits appear without other abnormalities.

Intellectual disability affects about 2–3 percent of the general population. 75–90% of the affected people have mild intellectual disability. Non-syndromic ID accounts for 30–50 percent of cases. About a quarter of cases are caused by a genetic disorder.

Idiocy is the lowest form of mental development, easily recognizable early in life. The mental age never develops beyond two years. Physical deformities may be present, and convulsions are frequent. The idiot may never learn to speak. He can do very little for himself and requires constant supervision. In current American medical classification, these people are now said to have "**profound intellectual disability**" but this term is not in use in the United Kingdom.

Imbecility indicates an intellectual disability less extreme than idiocy and not necessarily inherited. It includes people with an IQ of 21–50, between "moron" (IQ of 51–70) and "idiot" (IQ of 0–20). Nowadays this term fell out of professional use in favor of intellectual disability which can be *severe or moderate*.

Moron was defined by the American Association for the Study of the Feeble-minded in 1910 as the term for an adult with a mental age between eight and twelve; **mild intellectual disability** is now the term for this condition.

Nowadays, the terms *idiot*, *imbecile*, *moron*, *retarded* are considered to be offensive and aren't used in psychology practice.

Down's syndrome, also known as mongolism, is a type of mental deficiency in which the child has oriental features. It has been clearly established on the basis of research that Down's syndrome is a genetic disorder related to defect in the chromosomes. Children with Down's syndrome are moderately retarded, usually passive and pleasant, and, to a limited extent, teachable.

By most definitions intellectual disability is more accurately considered a disability rather than a disease. Intellectual disability can be distinguished in many ways from mental illness, such as schizophrenia or depression. Currently, there is no "cure" for an established disability, though with appropriate support and teaching, most individuals can learn to do many things.

2.3. GRAMMAR FOCUS. Degrees of comparison

Translate. Explain the grammar forms of the words in bold type and name their base form

- 1) Idiocy is **the lowest** form of mental development.
- 2) Intellectual disability is **more accurately** considered a disability rather than a disease.
- 3) Idiot indicated **the greatest** degree of intellectual disability.
- 4) Intellectual disability is also known as mental retardation (MR), although this **older** term is being used **less frequently**.
- 5) Children with intellectual disability may learn to sit up, to crawl, or to walk **later** than other children, or they may learn to talk **later**.
- 6) Children with intellectual disability learn **more slowly** than a typical child.
- 7) A person with severe or profound intellectual disability will need **more intensive** support and supervision his or her entire life.

2.4. Активізація отриманих знань:

A

a) match the words to their definitions

b) work in pairs: ask each other "What does 'idiocy (...)' mean?" and answer the question. Which of these terms are not in technical use today and considered to be offensive?

idiocy	mild mental retardation
imbecility	profound mental retardation
moronity	moderate or severe mental retardation
Down's syndrome	a generalized disorder appearing before adulthood, characterized by significantly impaired cognitive functioning
intellectual disability	a genetic disorder that causes lifelong mental retardation, developmental delays and other problems

C. Fill in the table with information from the text. Characterize each degree of ID using the table

ID degree	old name	mental age	IQ score	Skills and abilities
<i>profound ID</i>				They may have little or no speech and require extensive support with daily living activities throughout their life
<i>severe ID</i>				
<i>moderate ID</i>				Speech delays are particularly common signs. People with moderate ID need considerable supports in school, at home, and in the community. Their academic potential is limited, they can learn simple health and safety skills. As adults they may live with their parents, in a supportive group home. As adults, they may work in a sheltered workshop.
<i>mild ID</i>				They are capable of learning reading and mathematics skills to approximately the level of a typical child. They can learn self-care and practical skills, such as cooking or using the local mass transit system. As individuals with intellectual disability reach adulthood, many learn to live independently and maintain gainful employment.

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр. 1-11 ст.59-62 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) What are the degrees of mental deficiency?
- 2) What are associated signs of injury to the brain?
- 3) What is idiocy characterized by?
- 4) What degree of mental retardation does imbecility indicate?
- 5) What is an intelligence quotient score in different degrees of intellectual disability?
- 6) What is the cause of Down's syndrome?
- 7) How can the children with Down's syndrome be characterized?
- 8) Is intellectual disability a curable condition?

Тести за темою

1. Mental retardation was historically defined as an intelligence quotient score ...
 - a) of 0 – 20;
 - b) under 70;
 - c) above 70;
 - d) about 50;
 - e) 0
2. Which of these terms is the most commonly used today?
 - a) mental deficiency;
 - b) idiocy;
 - c) imbecility;
 - d) intellectual disability;
 - e) mongolism
3. Mild intellectual disability is the term for an adult with a mental age ...
 - a) between eight and twelve;
 - b) under two;
 - c) between four and eight;
 - d) under twelve;
 - e) over twelve
4. Which variant makes the statement false?
Down's syndrome is known as...
 - a) mongolism;
 - b) a genetic disorder;
 - c) to be caused by defect in the chromosomes;
 - d) moderate retardation;
 - e) mental illness
5. The word 'profound' means ...
 - a) deep;
 - b) big;
 - c) great;
 - d) moderate;
 - e) hard
6. 'A teachable person' means ...
 - a) a teacher;
 - b) someone who can teach;
 - c) someone who is able to learn;
 - d) a student;
 - e) someone who can't teach
7. The head ...unusually small or unusually large.
 - a) may to appear;
 - b) may look;
 - c) may appearing;
 - d) may see;
 - e) may to be
8. According to American medical classification, these people ..."*intellectual disability*".
 - a) are now said to have;
 - b) are now have;
 - c) are now to have;
 - d) now say to have;
 - e) said
9. The term 'moron' fell ... of professional use.
 - a) in;

- b) -;
 - c) with;
 - d) out;
 - e) from;
10. Signs of injury to the brain ... paralysis, abnormal movements, and occasionally cerebral palsy may be associated with ID.
- a) such;
 - b) like;
 - c) as;
 - d) such as;
 - E) likely

4. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

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Електронні інформаційні ресурси:

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ПРАКТИЧНЕ ЗАНЯТТЯ №22 (2 год.)

ТЕМА 22. СТАРЕЧЕ СЛАБОУМСТВО (ДЕМЕНЦІЯ)

Мета: ознайомити здобувачів вищої освіти з базовою лексикою теми, а також основними зразками мовлення, які використовуються у комунікативних ситуаціях “Старече слабоумство (деменція)”.

Основні поняття: senile deterioration, dementia, ageing, irreversible dementia

ПЛАН:

1. ОРГАНІЗАЦІЙНІ ЗАХОДИ:

Привітання, перевірка присутніх, повідомлення теми, мети заняття, мотивація здобувачів вищої освіти щодо вивчення теми.

2. ФОРМУВАННЯ МОВЛЕННЄВИХ ВМІНЬ І НАВИЧОК ВПРАВИ І ЗАВДАННЯ ЗАНЯТТЯ:

2.1 Ознайомлення з частотними лексичними одиницями теми: аналіз семантики, лексичної та граматичної сполучуваності.

Topic Vocabulary

multidimensional	[,mʌltɪd(a)ɪ'menʃ(ə)nəl]	- багатовимірний
to decline		- зменшуватися, погіршуватися
senile deterioration	['si:nəl dɪ,tɪəriə'reɪʃən]	- стареча деградація
dementia	[dɪ'menʃə]	- слабоумство
ultimately	['ʌltəmətlɪ]	- зрештою
agitation		- збудження, хвилювання
schizophrenia	[,skɪtsə'fri:niə]	- шизофренія
hypochondriasis	[,haɪpəukondri'eɪsɪs]	- іпохондричний синдром
cerebral hemispheres		- півкулі головного мозку
subcortical structures		- підкіркові структури
reversible		- зворотній
treatable		- виліковний
vague		- нечіткий, розпливчастий
to overlook		- випускати з уваги, не помічати
vigorously	['vɪgərəsli]	- енергійно
to emerge	[ɪ'mɜ:rdʒ]	- з'являтися
to precipitate		- прискорювати

2.2. Визначення понять за ключовими словами: Write out the keywords related to intellectual disability

Senile deterioration and dementia

Ageing (British English) or **aging** (American English) is the accumulation of changes in a person over time. Ageing in humans refers to a multidimensional process of physical, psychological, and social change. Some dimensions of ageing grow and expand over time, while others decline. Reaction time, for example, may slow with age, while knowledge of world events and wisdom may expand.

Senile deterioration is a slowly progressing decline in physical and mental health, apparently due to the natural cause attendant upon the process of ageing.

Population of our planet becomes older and older from day to day. 85% of elderly people have chronic diseases; 20-30% of them have different psychiatric illnesses.

Most elderly have an impaired intellectual functioning, or dementia. But dementia is not "just a result of ageing". Dementia often presents first with agitation, anxiety, depression, and/or somatic complaints. The memory loss may be unrecognized by the patient but is of major concern to the family, who ultimately insist on evaluation and treatment for it.

Most elderly can develop such disorders as depression, mania, paranoia, schizophrenia, hypochondriasis, etc.

Dementia (taken from Latin, originally meaning "madness", from *de-* "without" + *ment*, the root of *mens* "mind") is a serious loss of global cognitive ability in a previously unimpaired person, beyond what might be expected from normal ageing.

Dementia results from a loss of intellectual functions due to diffuse organic disease of the cerebral hemispheres (or subcortical structures) of sufficient severity to impair social and/or occupational functioning. Dementia is a clinical presentation demanding a diagnosis. Causes are numerous but clinical presentations are remarkably similar. Sixty percent of dementias are irreversible, but since 25% are controllable and 15% are reversible, treatable causes must be identified.

Dementia usually develops slowly and is easily overlooked. A rapid onset suggests a recent (and possibly treatable) insult although frequently a mild, unrecognized dementia is made worse and obvious by a medical illness. Early effects include: changes in personality, impaired social skills, a decrease in the range of interests and enthusiasms, liability, agitation, numerous somatic complaints, vague psychiatric symptoms, and a gradual loss of intellectual skills and activity. Patients may recognize a loss of abilities initially but vigorously deny it. Early dementia often precipitates a depression. Late parts of the full picture emerge: memory loss, changes in mood and personality, loss of orientation, intellectual impairment, psychotic symptoms, language impairment.

2.3. GRAMMAR FOCUS. Passive Voice

Translate the sentences in Passive. Transform them into Active

- 1) The memory loss may be unrecognized by the patient.
- 2) Dementia is caused by organic changes in the brain.
- 3) Treatable causes of dementia were identified by a specialist.
- 4) Unrecognized dementia is made worse and obvious by some chronic or acute diseases.
- 5) The early stages of dementia can be characterized by a decrease in the range of interests and enthusiasms.
- 6) Senile deterioration may be prevented and in many cases supported by healthy lifestyle.
- 7) Elderly people with dementia must be supervised by social workers.
- 8) All necessary investigations had been made before the proper medication was administered.

2.4. Активізація отриманих знань:

A. Substitute the words and phrases in bold type by close in their meanings from the text

- 1) A lot of elderly people have **disturbed thinking**.
- 2) A rapid **occurrence** of dementia suggests a recent **stroke** or other medical conditions.
- 3) This stage of the disease is characterized by **uncertain mental symptoms**.
- 4) Early dementia often **speeds up** a depression.
- 5) Dementia **is produced by** a loss of intellectual functions due to diffuse organic disease of the brain.
- 6) Dementia is a clinical condition **demanding** a diagnosis.
- 7) Many diseases may **aggravate** dementia and make it **evident**.

B. Put questions to the underlined words

- 1) Some measures can be done to diminish the incidence of dementia.
- 2) Dementia usually develops slowly.
- 3) Treatable causes of dementia were identified by a specialist.
- 4) Elderly people suffering from dementia usually deny a loss of intellectual abilities.
- 5) A very sick child was brought to the local community hospital.
- 6) The student doctor realized that medical practice was more than just prescribing medication.
- 7) 25% of dementias are controllable.
- 8) Lately the studies of the senile changes of the brain have been initiated in a number of European Universities.

2.5. Система вправ, практичних завдань і завдань для закріплення отриманих знань і відпрацювання навичок: впр. 1-11 ст.62-65 Англійська мова для психологів. Посібник. – Одеса: ОНМедУ, 2024.

3. ПІДСУМКИ ЗАНЯТТЯ

Усне опитування

- 1) What is ageing?
- 2) What is senile deterioration?
- 3) What is dementia?
- 4) What are the primary symptoms of dementia?
- 5) What is a loss of intellectual functions in elderly people caused by?
- 6) Can dementias be treated or controlled?
- 7) What can aggravate dementias?
- 8) How does dementia affect a person at early stages?
- 9) How can the full picture of late dementia be described?

Тести за темою

1. ...is a multidimensional process of physical, psychological, and social change.
 - a) senile deterioration;
 - b) ageing;
 - c) dementia;
 - d) agitation;
 - e) intellectual functioning
2. Senile deterioration is ...
 - a) a process of ageing;
 - b) a slowly progressing decline in physical and mental health, apparently due to organic diseases;
 - c) a progressing fall in physical and mental health due to ageing;
 - d) a loss of intellectual functions;
 - e) dementia
3. Which variant is wrong?
 - a) dementia results from a loss of intellectual functions;
 - b) dementia is due to diffuse organic disease of the cerebral hemispheres;
 - c) dementia impairs social and/or occupational functioning;
 - d) dementia is always
 - e) dementia may be controlled
4. ... is a serious loss of global cognitive ability in a previously unimpaired person, beyond what might be expected from normal ageing.

- a) dementia;
 - b) senile deterioration;
 - c) mental retardation;
 - d) mental disease;
 - e) amnesia
5. Which variant can the underlined word be changed by?
Many medical conditions may aggravate dementia.
- a) improve;
 - b) make ...worse;
 - c) make ... better;
 - d) slow;
 - e) control
6. *Agitation* means
- a) problem;
 - b) condition;
 - c) depression;
 - d) mental retardation;
 - e) excitement;
7. Some causes of dementia ... by a specialist.
- a) can be evaluated;
 - b) be evaluated;
 - c) can evaluate;
 - d) is evaluated;
 - e) are evaluating
8. Dementia usually ... slowly.
- a) develop;
 - b) developing;
 - c) develops;
 - d) developes;
 - e) developed
9. Early dementia often speeds ... a depression.
- a) for;
 - b) ...;
 - c) to;
 - d) up;
 - e) in
10. Dementia effects include a decrease ... the range of interests and enthusiasms.
- a) of;
 - b) for;
 - c) ...;
 - d) to;
 - e) In

3. СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ:

Основна:

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