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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПСИХОЛОГОВ

Учебное пособие

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Т. Е. Алексеева

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      Учебное пособие содержит тексты, лексико-грамматические упражнения и задания по темам «Психология как наука», «Личность», «Девиантное поведение», «Профессиональная деятельность психолога», «Юридическая психология», изучаемым по дисциплине «Иностранный (английский) язык», и предназначено для обучающихся по направлению подготовки «Психология» и по специальности «Психология служебной деятельности».

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ОГЛАВЛЕНИЕ

ВВЕДЕНИЕ

Учебное пособие предназначено для курсантов и студентов, обучающихся по специальности «Психология служебной деятельности» и направлению подготовки «Психология» и содержит материалы по темам «Психология как наука», «Личность», «Девиантное поведение», «Профессиональная деятельность психолога», «Юридическая психология», изучаемым по дисциплине «Иностранный (английский) язык».

Пособие состоит из десяти уроков (*Lessons*), каждый из которых имеет следующую структуру: список активных слов и словосочетаний (*Active vocabulary*), базовый учебный текст (*Text 1*), лексические упражнения (*Vocabulary study*), задания для развития навыков устной речи (*Oral practice*) и письма (*Writing*), дополнительные тексты для развития навыков информативного чтения (*Reading*).

Активные слова и термины отобраны с учетом их частотности и встречаемости в текстах по теме. Базовый текст служит основой для лексических упражнений и подготовки монологического высказывания по теме. Дополнительные тексты содержат актуальную информацию по теме урока и предваряются заданиями, направленными на развитие навыков ознакомительного и поискового чтения, а также аннотирования и реферирования текста. Задания по развитию навыков устной речи и письма носят творческий характер и позволяют обучающимся проанализировать прочитанные тексты, обобщить полученную информацию и выразить собственное мнение по изучаемой теме.

Материалы пособия получены из информационных ресурсов интернета, частично адаптированы за счет сокращения и снабжены подготовительными упражнениями и контрольными заданиями.

LESSON 1
My Future Profession: Psychologist

Active Vocabulary

psychology	-психология	to advise	-советовать
psychologist	-психолог	to apply	-применять
ability	-способность	to be concerned with	-(зд.) иметь дело
assessment	-оценка	to create	-создавать
behavior	-поведение	to deal with	-(зд.) справляться
counseling	-консультация	to improve	-улучшать
impact	-влияние	to offer	-предлагать
mind	-ум, психика	to require	-требовать
opportunity	-возможность	challenging	-трудный, но интересный
prevention	-предупреждение	empathetic	-сочувствующий
prison	-тюрьма	healthy	-здоровый
quality	-качество	mental	-психический
research	-исследование	particular	-отдельный
treatment	-лечение	rewarding	-благодарный
well-being	-здоровье	safe	-безопасный

applied psychology	-прикладная психология
general psychology	-общая психология
mental disorder	-психическое расстройство
mental health	-психическое здоровье
correctional facilities	-исправительные учреждения
learning environment	-образовательная среда

Text 1
The Profession of a Psychologist

I am a first-year student of the Academy of the Federal Penal Service of Russia. I study at the psychology department. To become good specialists future psychologists have to learn many general and special subjects. They have lectures and seminars in History of Psychology, Physiology, Social Work, General and Applied Psychology and other special subjects.

A psychologist is a professional who studies the human mind and behavior, and applies this knowledge to help people understand and improve their mental and emotional well-being. Psychologists can work in mental health clinics, prisons and correctional facilities, rehabilitation facilities, in schools, colleges, and universities. They may specialize in a particular area of psychology, such as clinical, counseling, or research psychology.

Clinical psychologists are concerned with the assessment, diagnosis, treatment, and prevention of mental disorders.

Counseling psychologists advise people on how to deal with problems of everyday living, including problems at home, place of work, or community, how to help improve their quality of life.

School psychologists work with students in early childhood, elementary and secondary schools. They work together with teachers, parents, and school personnel to create safe and healthy learning environments for all students.

The profession of psychologist requires strong analytical and communication skills, as well as understanding of human behavior and the ability to be empathetic and understanding. It is a challenging and rewarding career that offers the opportunity to make a positive impact on the mental and emotional well-being of individuals.

Vocabulary Study

1. International words:

(n) student, lecture, seminar, history, problem, clinic, college; career, academy, university, department, psychology, physiology, diagnosis, community; personnel, individual; profession, communication, rehabilitation;

(adj) social, special, human, federal, general, clinical, positive; emotional, elementary, analytical;

(v) to create, to specialize

2. Word building:

study	-student	to assess	-assessment
psychology	-psychologist	to treat	-treatment
profession	-professional	to improve	-improvement
clinic	-clinical	to prevent	-prevention
health	-healthy	to create	-creation
emotion	-emotional	to behave	-behavior
empathy	-empathetic	to understand	-understanding
correction	-correctional	to live	-living
special	-specialist	-to specialize	

3. Word combinations:

a) first-year student, psychology department;

-general subjects, special subjects;

-general psychology, applied psychology;

-clinical psychology, counseling psychology, research psychology;

-clinical psychologist, counseling psychologist, school psychologist;

-human mind, human behavior;

-mental disorder, mental well-being, mental health, mental health clinics;

-school personnel, everyday living;

-positive impact, early childhood, particular area;

-correctional facilities, rehabilitation facilities;

-mental and emotional well-being;

-challenging and rewarding career;

-elementary and secondary schools;

-safe and healthy learning environment;

-strong analytical and communication skills;

-profession of psychologist, history of psychology, quality of life, prevention of mental

disorders, assessment of mental disorders

b) to study the human mind, to learn special subjects;
-to help people, to advise people, to apply the knowledge;
-to understand human behavior;
-to improve people's well-being, to improve people's quality of life;
-to require skills, to offer an opportunity;
-to create learning environment, to make a positive impact;
-to deal with the problems, to be concerned with mental disorders

4. Match the words:

attribute + n		v + n	
1.applied	a)skills	1.to study	a)everyday problems
2.clinical	b)health	2.to help	b)mental health
3.counselling	c)disorders	3. to specialize in	c)analytical skills
4.special	d)well-being	4.to advise	d)a positive impact
5.human	e)facility	5.to deal with	e)the knowledge
6.mental	f)impact	6.to improve	f)mental disorders
7. positive	g)subjects	7.to require	g)people
8.research	h)behavior	8. to make	h)school psychology
9.learning	i)environment	9.to apply	i)human behavior
10.communication	j)psychology	10.to prevent	j)human mind
11.rehabilitation	k)psychologist		

Oral Practice

5. From the list of the personal qualities/skills choose those that are necessary for a good psychologist:

Model: I think that a successful psychologist should have … because …

oral communication skills, written communication skills, listening skills, empathy, intelligence, flexibility, patience, analytical mind, knowledge of human psychology, ethical behavior, high professional qualifications.

6. Using the substitution table explain why you have chosen the profession of a psychologist:

I have chosen the profession of a psychologist	because	-it is prestigious; -psychologists are well-paid; -I'm interested in human mind and behavior; -my parents want me to become a psychologist; -psychology is becoming very popular in modern society; -it is so interesting to study people: how they think, behave and communicate; -I want to help people who have problems in their everyday life or at work; -I'd like to help children with learning disabilities; -psychologists are in high demand in the modern world; -psychologists are needed in all spheres of human activity; -I hope to find an interesting place to work

9. Answer the questions:
1. Where do you study?
2. What department do you study at?
3. What special subjects do you study?
4. What does a psychologist do?
5. Where can psychologists work?
6. What areas may psychologists specialize in?
7. What are the functions of clinical psychologists?
8. What are the activities of counselling psychologists?
9. What is the job of school psychologists?
10. What skills does a psychologist need?
11. Why is the profession of psychologist called rewarding?
12. Why have you chosen the profession of a psychologist?

10. Complete the sentences:
1. I study at …
2. I'll graduate from the Academy in …
3. After graduation I'll become…
4. At the Academy we study …
5. My favorite subject is …
6. A professional psychologist studies …
7. Psychologists can work in …
8. Psychologists may specialize in …
9. Clinical psychologists …
10. Counseling psychologists …
11. School psychologists …
12. The profession of psychologist requires …
13. I have chosen the profession of a psychologist because …

Reading

Text 2
The Essential Characteristics of a Good Psychologist

Task 1. Read the text and write out the principles a psychologist should follow.

Task 2. Explain the meaning of some of these principles using the information of the text.

Task 3. Choose the principle you think is the most important for a psychologist and explain your point of view.

Being a good psychologist is not always an easy task, because this profession can become stressful and overwhelming. Dealing with other people and their problems, sometimes serious, and helping them to manage their emotions correctly can be exhausting.

The difference between being a good psychologist or a bad one often lies in the attitude, in following the principles or habits that improve good professional work.

So, what are the principles that a good professional of psychology should follow?

1. *Never judge a patient*. Throughout his professional career, a psychologist can meet patients who think differently in many ways. But the psychologist or therapist must understand the situation, and in spite of not sharing the patient's way of acting or thinking, he should never impose his opinion. So, a good psychologist neither judges nor criticizes his patients.

2. *Be accessible.* Patients are usually people who need professional help for different reasons, but they are usually in a situation of psychological and emotional distress. A good psychologist allows his clients to feel comfortable in their sessions. This helps the patient open up and feel prepared to overcome his/her fears.

3. *Listen attentively.* The therapist must pay full attention to his patients, and should not constantly interrupt the patient during the session.

4. *Be in continuous training.* Our society is constantly changing and technological advances are changing our way of interacting with the environment. To understand the present-day reality, it is necessary for the therapist to constantly update his knowledge.

5. *Be ethical.* A psychologist, in addition to possessing theoretical and practical knowledge in his field, should be aware of the ethical principles underlying his professional behavior. There is a code of ethics that all mental health professionals must strictly follow: to respect the dignity of his patients and to preserve and protect fundamental human rights.

6. *Communicate effectively*. Since psychologists deal with people, it is necessary that they master certain interpersonal and communication skills.

7. *Be patient*. Throughout the therapeutic sessions there may be ups and downs on the part of the patient. The psychologist-patient relationship is not always idyllic, and in many cases the psychologist should be tolerant and patient.

8. *Be empathetic*. The therapist must be not only patient but also empathetic. This means that the psychologist must be able to understand the scale of the problem the person is living with in order to help him.

Text 3
What are Psychology Skills?

Task 1. Read the text and write out the qualities necessary for a psychologist**.**

Task 2. Read the text and find the answers to the following questions:

1. What qualities does a psychologist need to have?
2. What is empathy?
3. Why do psychologists need intelligence?
4. Why do psychologists need to be patient?
5. What do communication skills include?
6. Why is flexibility necessary for a psychologist?

Psychology skills are the abilities and expertise that allow you to successfully perform your work in researching, diagnosing, and assisting individuals and organizations in the field of mental health.

Good psychologists can be found in different kinds of psychology practice, from theoretical research to high-level advisory positions, to clinical counseling. That means the qualities that describe a good psychologist can vary depending on the job. A research psychologist might be more studious, meticulous, and have excellent written communication

skills. To be a good clinician would require excellent verbal communication skills, and a caring and interested nature.

But no matter what your field, you'll still start with developing the essential skills needed to be a psychologist.

Empathy. The ability to understand and share the feelings of others may be the most important skill that any psychologist needs to have.

Intelligence. It is hard to practice psychology because it is a complex subject. It demands psychologists to have a high level of intelligence in order to succeed.

Patience. Results in psychology don't come overnight. You have to take the time to understand the complexities, look at all the angles, and make your moves at the right moments to have the best effect.

Communication. You have to be able to ask the right questions to get the information you need to start off with. Then you need to have the tact and skill to follow up with sometimes sensitive questions. Finally, you have to be able to put together your own thoughts, either in speech or writing, to help other people understand what you have come to understand.

Flexibility. One of the great things about psychology is the variety. Even when you specialize in a particular area, you'll quickly find out that ever single case is different. Every person is unique. That means your approach, whether studying or treating that person, will need to be adaptable.

LESSON 2

Psychology as a Science

Active Vocabulary

to conduct	-вести, проводить	applications	-области применения
to contribute (to)	-способствовать	behavior	-поведение
to create	-создавать	condition	-условие
to design	-разрабатывать	criminal	-преступник
to introduce	-внедрять	field	-область
to investigate	-исследовать	humanities	-гуманитарные науки
to mean	-означать	justice	-правосудие
to provide	-обеспечивать	mind	-ум, психика
to support	-помогать		
to treat	-лечить	distressed	-страдающий
to be involved	-участвовать	latter	-последний (из двух)
to be related (to)	-быть связанным (с)	varied	-разнообразный
instead	-вместо (этого)	applied research	-прикладные исследования
in order to	-для того, чтобы	health care	-медицинская помощь
throughout	-в продолжение	learning disabilities	-трудности обучения
		life span	-время жизни
		teaching methods	-методы обучения
		in question	-о котором идет речь

Text 1
The Science of Psychology

Psychology is the study of human behavior, thoughts and feelings. The word "psychology" means "science about soul". Nowadays, the concept "soul" is changed into the concept "mentality".

Psychology is a varied field. Psychologists conduct basic and applied research, serve as consultants to communities and organizations, diagnose and treat people. They test intelligence and personality. Psychologists study basic functions such as learning, memory, language, thinking, emotions and motives. They investigate human development throughout the life span from birth to death.

Psychology is closely related to other fields of knowledge such as natural sciences (physics, chemistry, mathematics), social sciences (sociology, economics, linguistics), humanities (philosophy, literature), applications (education, medicine, law and criminology). For example, knowledge of physics and chemistry is necessary to provide a scientific basis for experimental psychology.

Psychological science supports students with learning disabilities. It helps educators understand how children think, process and remember in order to design effective teaching methods.

Many psychologists work as health care providers. They are involved in mental and physical health care. They treat people who are emotionally distressed.

Psychological science contributes to justice by helping the courts understand the minds of criminals.

Scientific psychology uses several methods. Among them are observation, reflection and experiment. The main difference between observation, reflection and experimental method is that in the latter the researcher does not wait for the phenomenon he is interested in to happen. Instead, he creates special conditions for the phenomenon in question. After experimental stage the scientist defines a law. When experimental method was introduced into psychology, it became an independent discipline.

Vocabulary Study

1. International words:
- physics, economics, linguistics, mathematics; psychology, sociology, criminology; chemistry, philosophy, literature, medicine;
- basis, method, concept, motive, discipline, criminal; experiment, consultant, intelligence, phenomenon, mentality, personality; function, emotion, reflection, organization;
- basic, human, mental, social, special, physical, natural, effective, emotional(ly), experimental;
- to diagnose, to test

2. Pronunciation drill + word building:
psyche, psychology, psychologist, psychological;
science, scientist, scientific;
behave, behavior, behavioral;
human, humanities; mental, mentality;
research, researcher; experiment, experimental

3. Word combinations:
a)
human behavior, human development;
experimental psychology, experimental method, experimental stage;
natural sciences, social sciences, psychological science;
varied field, basic research, applied research;
learning disabilities, effective teaching methods;
mental health, physical health, health care, health care providers;
fields of knowledge, minds of criminals;
special conditions, scientific basis, independent discipline, basic functions
b)
to study human behavior, to investigate human development;
to conduct research, to define a law, to introduce experimental methods;
to diagnose and treat people, to use scientific methods, to create special conditions;
to support students, to help educators, to help the courts;
to design effective teaching methods, to contribute to justice;
to serve as consultants, to work as health care providers;
to be involved in mental and physical health care, to be related to other fields of knowledge

4. Match the words:

Match the synonyms

1. feeling	a) teacher
2. behavior	b) test
3. study	c) emotion
4. educator	d) theory
5. reflection	e) thinking
6. experiment	f) conduct
7. science	g) investigate
8. concept	h) field
9. application	i) discipline
10. psyche	j) soul

Match the attribute with the noun

1. human	a) research
2. experimental	b) health
3. natural	c) care
4. psychological	d) methods
5. mental	e) behavior
6. health	f) science(s)
7. learning	g) field
8. teaching	h) disabilities
9. applied	
10. varied	

Match the verb with an object

1. to conduct	a) people
2. to treat	b) special conditions
3. to study	c) justice
4. to introduce	d) experimental methods
5. to design	e) research
6. to create	f) human behavior
7. to serve as	g) consultants
8. to use	h) educators
9. to help	i) scientific methods
10. to contributes to	j) effective teaching methods

5. Match the words with their definitions:

1. science	a) the study of mental processes and human behavior;
2. research	b) a detailed study of a subject in order to discover information or achieve a new understanding of it;
3. psyche	c) rational investigation of processes and phenomena;
4. psychology	d) a person's or group's way of thinking about things;
5. soul	e) people's actions, emotions, way of communicating with others;
6. mentality	f) the part of a person that some people believe continues to exist in some form after the body has died;
7. behavior	g) the mind, or the deepest thoughts, feelings, or beliefs of a person or group

Oral Practice

6.Answer questions:
1. What is psychology?
2. What does the word "psychology" mean?
3. What do psychologists do?
4. What fields of knowledge is psychology related to?

5. What are natural sciences?
6. What are social sciences?
7. What are humanities?
8. What are applied sciences?
9. What is the role of psychologists in education?
10. What is the role of psychologists in medicine?
11. How does psychology contribute to justice?
12. What methods does psychological science use?

7. *Complete the sentences:*

Note. В пункте (3) следует писать все предложения отдельно, либо можно объединять в одно предложение два или три аспекта работы психолога, например,

Psychological science supports students with learning disabilities **and** helps educators design effective teaching methods.

1. Psychology is…
2. The word psychology means …
3. Psychologists (they) conduct …
   study…
   test …
   investigate …
   work as …
   treat …
   help educators …
   help the courts …
4. Psychology is related to …
5. Psychological science uses the following methods …
6. I think that psychology is an important field of science because …

8. *Express your opinion about various activities of psychology and psychologists making use of the substitution table* *(подстановочная таблица):*

I think I believe To my mind In my opinion	it is important it is essential it is difficult it is (not) easy it is necessary it is (not) interesting it is useful it is useless	-to treat people who are emotionally distressed; -to help the courts understand the minds of criminals; -to help students with learning disabilities; -to design effective teaching methods; -to conduct basic and applied research; -to test intelligence and personality; -to work as health care providers; -to treat people with psychological problems; -to study mental processes; -to consult people with adjustment (приспособление) problems

9. Match the different types of psychologists with their activities:

1. *Abnormal psychologists*	a) treat clients in mental distress who may be experiencing a wide variety of psychological symptoms;
2. *Clinical psychologists*	b) diagnose and treat mental illness, abnormal behavior, and psychiatric disorders;
3. *Counseling psychologists*	c) study psychopathology and abnormal behavior, diagnose and treat a wide variety of psychological disorders, including anxiety and depression;
4. *Cognitive psychologists*	d) study physical growth, intellectual development, emotional changes, social growth, that happen over the course of the lifespan;
5. *Developmental psychologists*	e) study cognitive functions such as perception, motivation, emotion, language, learning, memory, attention, decision-making, and problem-solving;
6. *Educational psychologists*	f) deal with problems related to psychology and the law, applying psychological principles to legal issues;
7. *Experimental psychologists*	g) investigate thought patterns, feelings, and behaviors that make each individual unique;
8. *Forensic psychologists*	h) studies how students learn in order to improve students' results;
9. *Personality psychologists*	i) seek to understand and explain social behavior including group behavior, social interactions and perceptions, leadership, nonverbal communication, and social influences on decision-making;
10. *Rehabilitation psychologists*	j) utilize experimental methods to research the brain and behavior;
11. *Social psychologists*	k) study individuals with disabilities and chronic health conditions and help to improve their overall quality of life;
12. *Sport psychologists*	l) study how psychology influences sports, athletic performance, exercise, and physical activity

Reading

Text 2
Children Psychology

Word-list

crucial	-важнейший, ключевой
coincide with	-совпадать
ontogenesis	-онтогенез, индивидуальное развитие
definite	-определенный
volitional	-волевой
feature	-особенность
goal	-цель
properties	-свойства, качества

acquire   -приобретать
maturation   -созревание

Task. Read the text and answer the questions:
1) What does children psychology study?
2) What disciplines is it connected to?
3) Why does pedagogical practice depend on children psychology?
4) What are the objects of research in children psychology?
5) What are the methods used by children psychology?
6) When and why did children psychology become an independent discipline?
7) In what way do the children acquire historical and cultural activities of mankind?
8) Does child's social role influence his going through one age level to another?

Children psychology is a branch of psychology, which studies laws of children's psychological development. It is closely connected to pedagogical psychology, pedagogics, age morphology and physiology. Research in children psychology is very important for pedagogical practice. The knowledge of laws of children's psychological progress is *crucial* for effective management of learning process. It should *coincide with* aims of learning.

The objects of research in children psychology are conditions and motives of *ontogenesis* of human psyche, development of *definite* psychological processes (learning, emotional, *volitional*), formation of different kinds of activities (games, work, studying), *features* of character and age specific features.

Its methods include methods of general psychology which are adapted according to specific *goals* and age levels. Children psychology works out diagnostic standard methods which can show development level of psychological processes and *properties* typical of each age stage.

Children psychology became an independent discipline in the middle of the 19th century under the influence of pedagogical practice. At the end of the 19th – beginning of the 20th centuries there was a transition from collection of empirical material to creation of general works on children psychological growth.

It turned out that essential part in children's progress is given to learning historical forms of human activity. Children *acquire* them but they do not define special knowledge and skills, e.g. speech and music hearing, logic, etc. These forms are studied through an active process of intercourse, work and play. There is a transition from external material acts to inner thought actions which enable a child to get to know much about reality.

Growing, a child becomes an independent person who could act himself according to his aims and goals. Going from one age level to another is connected to *maturation* and is influenced by child's social role in the society.

Children psychology also deals with age level division. Psychological features of children's development are changing during historical and cultural progress of mankind.

Text 3
Clinical psychology

Task 1. Divide the text into parts and headline (озаглавьте) each part.
Task 2. Choose the key sentences in each part.
Task 3. Make the key sentences shorter.
Task 4. Make up the summary using the clichés, the headlines, the key sentences.

Clinical psychology is the branch of psychology concerned with the assessment and treatment of mental illness, abnormal behavior, and psychiatric problems. This field integrates the science of psychology with the treatment of complex human problems.

Early influences on the field of clinical psychology include the work of the Austrian psychoanalyst Sigmund Freud. He was one of the first to focus on the idea that mental illness was something that could be treated by talking with the patient, and it was the development of his talk therapy approach that is often cited as the earliest scientific use of clinical psychology.

American psychologist Lightner Witmer opened the first psychological clinic in 1896 with a specific focus on helping children who had learning disabilities. It was also Witmer who first introduced the term "clinical psychology" in a 1907 paper. Witmer, a former student of Wilhelm Wundt, defined clinical psychology as "the study of individuals, by observation or experimentation, with the intention of promoting change."

Today, clinical psychology is one of the most popular subfields and the single largest employment area within psychology. Clinical psychologists who work as psychotherapists often utilize different treatment approaches when working with clients. Some of the major theoretical perspectives within clinical psychology include:

Psychodynamic approach: Psychologists who utilize psychoanalytic therapy may use techniques such as free association to investigate a client's underlying, unconscious motivations.

Cognitive behavioral perspective: Clinical psychologists using this perspective will look at how a client's feelings, behaviors, and thoughts interact. Cognitive-behavioral therapy often focuses on changing thoughts and behaviors that contribute to psychological distress.

Humanistic perspective: This perspective looks at the client more holistically and is focused on such things as self-actualization.

Clinical psychologists work in a variety of settings (hospitals, clinics, private practice, universities, schools, etc.) and in many capacities. Some of the job roles performed by those working in clinical psychology can include:
  – assessment and diagnosis of psychological disorders, such as in a medical setting;
  – treatment of psychological disorders, including drug and alcohol addiction;
  – offering testimony in legal settings;
  – teaching, often at the university level;
  – conducting research;
  – creating and administering programs to treat and prevent social problems.

The field has continued to grow tremendously, and the demand for clinical psychologists today remains strong.

Text 4
Counseling Psychology

Task. Translate the text with the help of a dictionary.

Unlike other specialty areas in psychology, counseling psychology has a strong focus on providing effective therapeutic treatment to help clients with a variety of symptoms. According to the Society of Counseling Psychology, the counseling psychology is professional psychology field that pays attention to the "emotional, social, vocational, educational, health-related, developmental, and organizational concerns" that normally impact our daily lives. Across all stages of development from childhood through old age, counseling psychology is addressing school adjustment problems, life transitions, relationship difficulties, learning deficits, stress management, organizational issues, and career moves.

Since the two distinctive fields of clinical psychology and counseling psychology are quite similar, they are often mistaken for each other. Although these two areas overlap, it is important to realize the main differences in their perspective and training. The key difference between clinical and counseling psychology comes down to the seriousness of the conditions that the practice aims to diagnose and treat.

While counseling psychology mostly focuses on psychologically and emotionally healthy individuals, clinical psychology is more concerned with the treatment and prevention of serious mental illnesses, a practice called "psychopathology." Clinical psychologists will study and treat medically diagnosed psychological and behavioral conditions such as depression, bipolar disorder, and schizophrenia. Counseling psychologists, on the other hand, will help clients work through emotional, social, and physical stressors in their lives.

A career in counseling psychology is challenging and rewarding, as you're often meeting your clients in distress or turmoil. You may succeed in a career as a counseling psychologist if you have the following qualities:
- You don't shy away from challenging issues.
- You're able to be an objective voice for your clients.
- Your critical thinking and listening skills allow you to fully understand your clients' issues.
- You're able to establish and maintain healthy boundaries with your clients.
- You love being a life-long learner and enjoy research.

Writing

11. Write an essay on the topic "Why I have chosen the profession of a psychologist". Make use of text 1, substitution tables (8, 9). Follow the plan:
1) Introduction. (What is psychology)
2) The activities of psychologists.
3) Branches of psychology.
4) Why have you chosen this profession.
5) What branch of psychology would you like to specialize in.

LESSON 3
Outstanding Psychologists

Text 1
Alfred Adler

Task 1. Find in the text the answers to the following questions:

1. Who was Alfred Adler?
2. Why did he decide to become a physician?
3. Why did A. Adler split from Sigmund Freud' psychoanalytic group ?
4. What happened to A. Adler when Nazis came to power in 1930's in Germany?
5. What was the main idea of Adler's school of individual psychology?
6. What is the essence of Adler's theory of inferiority complex?

Task 2. Divide the text into parts and headline each part or headline each paragraph.

Alfred Adler was an Austrian physician and psychiatrist who is best-known for forming the school of thought known as individual psychology. He is also remembered for his concepts of the inferiority feeling and inferiority complex, which he believed played a major part in the formation of personality.

Alfred Adler was born in Vienna, Austria on February 7, 1870. He suffered rickets as a young child, which prevented him from walking until after the age of 2, and he got pneumonia at the age of four.

Due to his health problems as a child, Adler decided he would become a physician. After graduating from the University of Vienna in 1895 with a medical degree, he began his career as an ophthalmologist and later switched to general practice.

Adler soon turned his interests toward the field of psychiatry. In 1902, Sigmund Freud invited him to join a psychoanalytic discussion group. After serving as President of the group for a time, Adler left because of his disagreements with some of Freud's theories, but he went on to have a tremendous impact on the development of psychotherapy.

While Adler had converted to Christianity, his Jewish heritage led to the Nazis closing down his clinics during the 1930s. As a result, Adler emigrated to the United States to take a professor position at the Long Island College of Medicine.

In 1937, Adler went on a lecture tour and suffered a fatal heart attack in Aberdeen, Scotland. He died on May 28, 1937.

Adler's theory focused on looking at the individual as a whole, which is why he referred to his approach as individual psychology. Adler's theory suggested that every person has a sense of inferiority. From childhood, people work toward overcoming this inferiority by "striving for superiority." Adler believed that this drive was the motivating force behind human behaviors, emotions, and thoughts. He explained that some individuals would focus on collaboration and contributions to society while others would try to exert power over others.

Text 2
Erik Erikson

Task 1. Find in the text the answers to the following questions:

1) Who is Erik Erikson?
2) What theories and concepts is E. Erikson famous for?
3) Why did he become interested in identity formation?
4) Where did E. Erikson receive a University degree?
5) What teaching positions did E. Erikson hold throughout his lifespan?

Task 2: Divide the text into parts and headline each part or headline each paragraph.
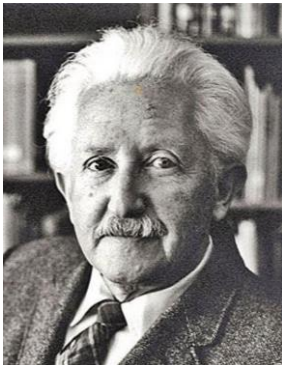
Erik Erikson is best known for his famous theory of psychosocial development and the concept of the identity crisis. His theories marked an important shift in thinking on personality; instead of focusing simply on early childhood events, his psychosocial theory looks at how social influences contribute to our personalities throughout our entire lifespans.

Erik Erikson was born on June 15, 1902, in Frankfurt, Germany. His young Jewish mother, Karla Abrahamsen, raised Erik by herself for a time before marrying a physician, Dr. Theodore Homberger. The fact that Homberger was not his biological father was concealed from Erikson for many years. When he finally did learn the truth, Erikson was left with a feeling of confusion about who he really was. This early experience helped spark his interest in the formation of identity.

Erikson never received a formal degree in medicine or psychology. While studying at the gymnasium, he was primarily interested in subjects such as history, Latin, and art. His stepfather, a doctor, wanted him to go to medical school, but Erikson instead did a brief time in art school. He soon dropped out and spent time wandering Europe with friends and contemplating his identity.

It was an invitation from a friend that sent him to take a teaching position at a progressive school created by Dorothy Burlingham, a friend of Anna Freud's. Freud soon noticed Erikson's rapport with children and encouraged him to formally study psychoanalysis. Erikson ultimately received two certificates from the Montessori Teachers Association and from the Vienna Psychoanalytic Institute.

Erikson moved to the United States in 1933 and, despite having no formal degree, was offered a teaching position at Harvard Medical School. In addition to his position at Harvard, he also had a private practice in child psychoanalysis. Ultimately, he held teaching positions at the University of California at Berkeley, Yale, the San Francisco Psychoanalytic Institute.

Erikson's stage theory of psychosocial development generated interest and research on human development through the lifespan. Erikson expanded psychoanalytic theory by exploring development throughout life, including events of childhood, adulthood, and old age.

Text 3
Anna Freud

Task 1. Find in the text the answers to the following questions:

1. Who was Anna Freud?
2. What were the relations of Anna with the other family members?
3. What subjects was Anna interested in when she worked as an elementary school teacher?
4. What was Anna Freud's contribution to the field of psychology?
5. What defense mechanisms did she identify?

Task 2. Divide the text into parts and headline each part or headline each paragraph.

The name Freud is most often associated with Sigmund, the Austrian doctor who founded the school of thought known as psychoanalysis. But his youngest daughter, Anna Freud, was also an influential psychologist who had a major impact on psychoanalysis, psychotherapy, and child psychology.

Anna Freud was born on December 3, 1895, in Vienna, Austria. The youngest of Sigmund Freud's six children, Anna was extraordinarily close to her father. Anna was not close to her mother and was said to have tense relationships with her five siblings. She attended a private school but later said she learned little at school. The majority of her education was from the teachings of her father's friends and associates.

After high school, Anna Freud worked as an elementary school teacher and began translating some of her father's works into English, increasing her interest in child psychology and psychoanalysis. She began her children's psychoanalytic practice in 1923 in Vienna. In 1938, Anna was interrogated by the Gestapo and then fled to London along with her father. In 1941, she formed the Hampstead Nursery that served as a psychoanalytic program and home for homeless children.

After the Hampstead Nursery closed in 1945, Anna Freud created the Hampstead Child Therapy Course and Clinic and served as director from 1952 until her death. Anna Freud died on October 9, 1982, in London, England.

While Anna Freud was heavily influenced by her father's work, she was far from living in his shadow. Her own work expanded upon her father's ideas, but she also created the field of *child psychoanalysis* and contributed greatly to our understanding of child psychology. She developed different techniques to treat children as well. She also identified many different types of *defense mechanisms* that the ego uses to protect itself from anxiety. Many of these defense mechanisms (such as denial, repression, and suppression) have become so well-known that they are used frequently in everyday language.

Text 4
Sigmund Freud

Task. Read the text and find the answers to the following questions:
1. What is the main method developed by Sigmund Freud?
2. What did Sigmund Freud do after graduation from the University of Vienna?
3. What was Freud's theory of neurosis and how did he treat patients with neurotic symptoms?
4. What are the most famous theories of Freud?
5. What is the main idea of Oedipus complex?
6. What is Sigmund Freud criticized for nowadays?
7. How did S. Freud influence psychological science?
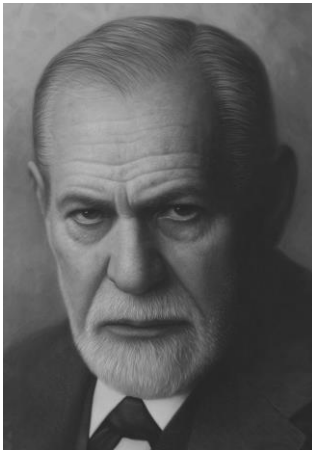
Sigmund Freud was an Austrian neurologist who developed psychoanalysis, a method through which an analyst unpacks unconscious conflicts based on the free associations, dreams and fantasies of the patient. His theories on child sexuality, libido and the ego, among other topics, were some of the most influential academic concepts of the 20th century.

Freud was born in the Austrian town of Freiberg, now the Czech Republic, on May 6, 1856. When he was four years old, Freud's family moved to Vienna, the town where he would live and work for most of the remainder of his life.

He received his medical degree at the University of Vienna in 1881. As a medical student and young researcher, Freud's research focused on neurobiology, exploring the biology of brains and nervous tissue of humans and animals. After graduation, Freud set up a private practice and began treating various psychological disorders.

Freud fled Austria to escape the Nazis in 1938 and died in England on September 23, 1939, at age 83 by suicide.

Freud's psychoanalytic theory suggested that neuroses had their origins in traumatic experiences of the patient's past. His treatment was to enable the patients to recall the experience and in doing so, get rid of the neurotic symptoms.

Some of Freud's most discussed theories included:

Id, ego and superego: These are the three essential parts of the human personality.

Oedipus complex: Freud suggested that as a normal part of the development process all kids between the ages of three and five are sexually attracted to the parent of the opposite sex and in competition with the parent of the same sex. The theory is named after the Greek legend of Oedipus, who killed his father so he could marry his mother.

Dream analysis: Freud believed that by analyzing our dreams and memories we can understand and cope with our problems.

Freud's theories are highly controversial today. For example, he is criticized for his lack of knowledge about women and for sexist notions in his theories about sexual development and hysteria. Yet, Freud had a significant and lasting influence on the field of psychology. He provided a foundation for many concepts that psychologists used and continue to use to make new discoveries.

Text 5
Erich Fromm

Task 1. Find in the text the answers to the following questions:

1. Who was Erick Fromm?
2. What event was Fromm influenced by in childhood?
3. What thinkers influenced E. Fromm in his youth?
4. What were the activities of Erich Fromm throughout his life?
5. What were the beliefs (взгляды) of Erich Fromm on human nature?

Task 2. Divide the text into parts and headline each part or headline each paragraph.

Erich Fromm was a German-born American psychoanalyst and social philosopher who explored the interaction between psychology and society. He was known for developing the concept that freedom was a fundamental part of human nature.

Fromm was an only child born to Orthodox Jewish parents in Frankfurt on March 23, 1900. He would later describe his family as "highly neurotic". At the age of 14, Fromm was heavily influenced by the start of World War I and developed a strong interest in the behavior of groups.

He began looking for answers to his questions in the writings of thinkers including Sigmund Freud and Karl Marx. He went on to study sociology at the University of Heidelberg. In 1924, he began studying psychoanalysis at the University of Frankfurt before moving to the Berlin Institute of Psychoanalysis.

Throughout his life, Fromm maintained a busy career that included numerous teaching positions in addition to publishing a number of books and running his own clinical practice. He continued teaching in Mexico and in the United States, practicing psychoanalysis and publishing several works on different topics, including some as varied as freedom, love or the influence of society in the human mind.

Erich Fromm eventually moved to Muralto, Switzerland, in 1974. He remained there until his death in 1980.

Fromm had a major influence on humanistic psychology. He believed life was a contradiction since humans are both part of nature and separate from it. From this conflict arise basic existential needs, including relatedness, creativity, rootedness, identity, and a frame of orientation, according to Fromm.

Today, Erich Fromm is widely regarded as one of the most important psychoanalysts of the 20th century. Fromm believed that society and culture played a significant role in individual human development.

Text 6
Carl Jung

Task 1. Find in the text the answers to the following questions:

1. Who was Carl Gustav Jung?
2. Whose concepts did he develop?
3. What was the relationship between Jung and Sigmund Freud?
4. Why did this relationship break?
5. What is the essence of Jung's theory of the human psyche ?
6. What are archetypes according to C. Jung?
7. What is the concept of tabula rasa and why did C. Jung reject it?

Task 2. Divide the text into parts and headline each part or headline each paragraph.
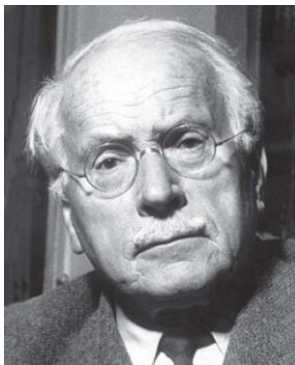
Carl Gustav Jung was an influential Swiss psychologist and psychiatrist. Jung proposed and developed the concepts of the extraverted and the introverted personality, archetypes, and the collective unconscious. He also developed a type of psychotherapy – called *analytical therapy* – that helped people better understand their unconscious mind.

Carl Gustav Jung was born in Kesswil, Switzerland on July 26, 1875 to father Paul Achilles Jung, a pastor, and mother Emilie Preiswerk. He was their fourth, but only surviving child. His mother was frequently depressed and absent from the household. Carl's childhood was lonely, although enriched by a vivid imagination. In his teens he discovered philosophy and read widely, and this led him to study medicine at the universities of Basel and Zürich and to become a psychiatrist.

Jung became a lecturer at the University of Zurich and a senior doctor at the Burghölzli psychiatric hospital in 1905. Eventually, Jung came into contact with Freud and they collaborated closely from 1907 to 1912. With Freud's support, Jung became editor of the Yearbook for Psychoanalytical and Psychopathological Research in 1908 and president of the International Psychoanalytical Association in 1910. The relationship eventually broke over Jung's criticism of Freud's emphasis on sexuality, which led Jung to develop his own psychoanalytic approach known as *analytical psychology*.

Jung's Theory of the Human Psyche

Jung believed that the human psyche consists of three separate but interconnected parts – the ego, personal unconscious, and collective unconscious. The *ego* is the conscious part of the psyche and consists of all the thoughts, feelings and memories of which a person is aware. It is the ego that provides us with a sense of identity and stability.

The *personal unconscious* consists of material which we have forgotten or set aside for the moment. The personal unconscious also includes thoughts, memories, desires and impulses which have been repressed because they were considered painful or upsetting. The personal unconscious is unique to each individual, resulting from his or her own life experiences.

By contrast, the *collective unconscious* is shared by all members of our species. It consists of memories, ideas, experiences, and tendencies inherited from our ancestors and

imprinted on our psyches. In Jung's view, the collective unconscious accounts for striking similarities in beliefs, symbols, experiences and behaviors across diverse cultural groups.

Jung's Theory of Personality

The contents of the collective unconscious are organized into patterns which Jung called archetypes. Archetypes are universal, inborn models of people, behaviors, and personalities that play a role in influencing human behavior. Jung's theory suggested that these *archetypes* were archaic forms of innate human knowledge passed down from our ancestors.

Jung rejected the concept of *tabula rasa*, or the notion that the human mind is a blank slate at birth to be written on solely by experience. He believed that the human mind retains fundamental, unconscious, biological aspects of our ancestors.

Text 7
Abraham Maslow

Task 1. Find in the text the answers to the following questions:

1) Who is Abraham Maslow?
2) Where did he study?
3) Who was Maslow influenced by?
4) What theories did Maslow develop?
5) What is the idea of the hierarchy of needs theory?
6) What is the essence (суть) of the self-actualization process?

Task 2. Divide the text into parts and headline each part or headline each paragraph.
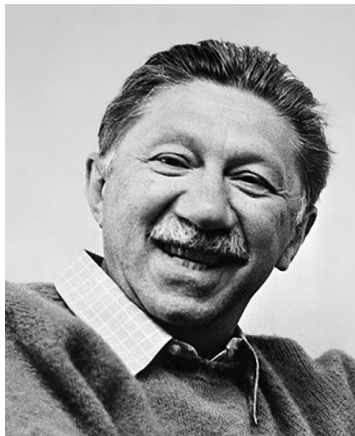
Abraham Maslow was an American psychologist who developed a hierarchy of needs to explain human motivation.

Abraham Maslow was born on April 1, 1908, in Brooklyn, New York, where he grew up the first of seven children born to his Jewish parents who emigrated from Russia. Maslow later described his early childhood as unhappy and lonely.

Maslow studied law at City College of New York. After developing an interest in psychology, he switched to the University of Wisconsin and found a mentor in psychologist Harry Harlow who served as his doctoral advisor.

Abraham Maslow began teaching at Brooklyn College in 1937 and continued to work as a member of the school's faculty until 1951. During this time, he was heavily influenced by Gestalt psychologist Max Wertheimer and anthropologist Ruth Benedict. Maslow believed that they were such exceptional people that he began to analyze and take notes on their behavior. This analysis served as the basis for his theories and research on human potential.

Abraham Maslow died of a severe heart attack while jogging in Menlo Park, California on June 8, 1970.

During the 1950s, Maslow became one of the founders and driving forces behind the school of thought known as *humanistic psychology*. His theories including *the hierarchy of*

needs, *self-actualization*, and *peak experiences* became fundamental subjects in the humanist movement.

Abraham Maslow's hierarchy of needs is one of the best-known theories of motivation. His theory suggested that people have a number of basic needs that must be met before people move up the hierarchy to pursue more social, emotional, and self-actualizing needs. Maslow's theory states that our actions are motivated by certain physiological and psychological needs that progress from basic to complex.

The process of self-actualization played a critical role in Maslow's theory. He defined this tendency as "the full use and exploitation of talents, capacities, potentialities, etc." In other words, people are constantly in the process of striving to reach their full potential and achieve new heights of well-being, creativity, and fulfillment.

Maslow believed that self-actualizing people possess a number of key characteristics. Some of these include self-acceptance, spontaneity, independence, and the ability to have peak experiences.

Text 8
Jean Piaget

Task 1. Read the text and find the answers to the questions:
  1. What theory is Jean Piaget famous for?
  2. What was Piaget's idea about children's thinking?
  3. What sciences was Piaget interested in?
  4. What was his professional career?
  5. How did Jean Piaget study the intellectual development of children?
  6. What fields of knowledge did Jean Piaget contribute to?
  7. What is the main objective of education according to Jean Piaget?

Task 2. Divide the text into parts and headline each part or headline each paragraph.

Jean Piaget was a Swiss psychologist. He is famous for his theory of cognitive development. This theory looks at how children develop intellectually throughout the course of childhood. Prior to Piaget's theory, children were often thought of simply as mini-adults. Instead, Piaget suggested that the way children think is fundamentally different from the way that adults think.

Jean Piaget was born in Switzerland on August 9, 1896, and began showing an interest in natural sciences at a very early age. By the time he was 11, Piaget had already started his career as a researcher by writing a short paper on an albino sparrow.

Piaget continued to study the natural sciences and received his doctorate in zoology from the University of Neuchâtel in 1918. During this time, he published two essays that provided a foundation for his future thoughts and theories.

While his early career consisted of work in the natural sciences, during the 1920s he began to move toward work as a psychologist. In 1925, Piaget returned to the University of Neuchâtel as a professor of psychology, sociology, and philosophy. From 1929 to 1967, he served as the Director of the International Bureau of Education in Geneva. He also taught at the University of Geneva.

He died in 1980 and was buried in Geneva.

Today, Jean Piaget is best known for his research on children's cognitive development. Piaget studied the intellectual development of his own three children and created a theory that described the stages that children pass through in the development of intelligence and formal thought processes.

Piaget's theories are widely studied today by students of both psychology and education. In the case of the latter, he once said, "The principle goal of education in schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done." Piaget's theory had a tremendous influence on the emergence of *developmental psychology* as a distinctive subfield within psychology and contributed greatly to the field of education.

In a 2002 survey of American Psychological Society members, Piaget was named the second most influential psychologist of the 20th century.

Text 9
Carl Rogers

Task 1. Find in the text the answers to the following questions:

1. Who is Carl Rogers?
2. What method did he develop?
3. What was C. Roger's contribution to the field of psychology?
4. What is the meaning of self-actualization?
5. What is the idea of unconditional positive regard?
6. What is the role of parents in a child's development of self?

Task 2. Divide the text into parts and headline each part or headline each paragraph.
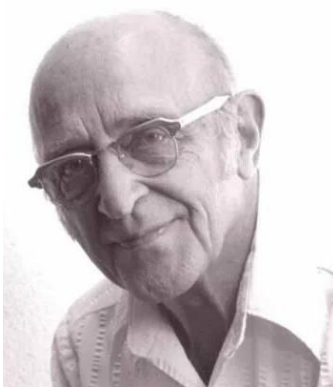
Carl Ransom Rogers is an American psychologist widely regarded as one of the most eminent thinkers in psychology. He is best known for developing the psychotherapy method called *client-centered therapy* and for being one of the founders of *humanistic psychology*.

Carl Ransom Rogers was born in 1902 in Oak Hill, Illinois. His father was a civil engineer, and his mother was a housewife; he was the fourth of six children. Rogers was a high achiever in school from an early age: he started reading before age 5 and was able to skip kindergarten and first grade. He graduated from the University of Wisconsin in 1924 with a bachelor's degree in History. An inspiration for his switch to the study of psychology was a course he took at Columbia University.

After receiving his Ph.D., Rogers spent a number of years holding positions at Ohio State University, the University of Chicago, and the University of Wisconsin.

It was during this time that Rogers developed his approach to therapy, which he initially termed "nondirective therapy". This approach, which involves the therapist acting as a facilitator

rather than a director of the therapy session, eventually came to be known as *client-centered therapy*. Rogers wrote 19 books and numerous articles outlining his humanistic theory.

In 1987, Rogers was nominated for a Nobel Peace Prize. He continued his work with client-centered therapy until his death in 1987.

Important Theories

Self-Actualization. Rogers believed that all people possess an inherent need to grow and achieve their potential. This need to achieve self-actualization, he believed, was one of the primary motives driving behavior.

Unconditional Positive Regard. For psychotherapy to be successful, Rogers suggested, it was imperative for the therapist to provide unconditional positive regard to the client. This means that the therapist accepts the clients as they are and allows them to express both positive and negative feelings without judgment or reproach.

Development of the Self. Rogers believed that the formation of a healthy self-concept was an ongoing process shaped by a person's life experiences. People with a stable sense of self tend to have greater confidence and cope more effectively with life's challenges. Rogers suggested that self-concept begins to develop during childhood and is heavily influenced by parenting. Parents who offer their children unconditional love and regard are more likely to foster a healthy self-concept. Children who feel that they have to "earn" their parents' love may end up with low self-esteem and feelings of unworthiness.

Text 10
B. F. Skinner

Task 1. Find in the text the answers to the following questions:

1. Who was B.F. Skinner?
2. Whose works influenced Skinner's decision to study psychology?
3. What were Skinner's most known contributions to the field of psychology?
4. What is the main idea of Skinner's theory of learning?
5. What professionals use Skinner's operant techniques nowadays?

Task 2. Divide the text into parts and headline each part or headline each paragraph.

B. F. Skinner was an American psychologist known for his impact on behaviorism.

Burrhus Frederic Skinner was born on March 20, 1904, and raised in the small town of Susquehanna, Pennsylvania. His father was a lawyer and his mother a homemaker, and he grew up with a brother who was two years his junior. B. F. Skinner later described his Pennsylvania childhood as "warm and stable." As a boy, he enjoyed building and inventing things – a skill he would later use in his own psychological experiments.

During high school, Skinner happened upon the works of Pavlov and Watson, which became a turning point in his life and career. Inspired by these works, B. F. Skinner entered the psychology graduate program at Harvard University.

After receiving his Ph.D. from Harvard in 1931, Skinner continued to work at the university for the next five years. During this time, he continued his research on *operant behavior* and operant conditioning. In 1945, Skinner became the Psychology Department Chair at the University of Indiana. In 1948, he joined the psychology department at Harvard University, where he kept an office even after his retirement in 1974.

B. F. Skinner died on August 18, 1990.

Skinner's most notable discoveries or contributions to the field of psychology include:

- the operant conditioning process (Skinner's theory of learning);
- the notion of schedules of reinforcement;
- introduction of response rates as a dependent variable in research;
- the creation of the cumulative recorder to track response rates.

According to B. F. Skinner's theory of learning, our behaviors are developed or conditioned through reinforcements. He referred to this process as operant conditioning, with operant referring to any behavior that acts on the environment and leads to consequences.

While behaviorism is no longer a dominant school of thought, his contributions remain vital today. For instance, mental health professionals often utilize Skinner's operant techniques when working with clients. Teachers also frequently use reinforcement to shape behavior in the classroom. Even animal trainers rely heavily on B. F. Skinner's techniques to train dogs and other animals.

Text 11
Wilhelm Wundt

Task 1. Read the text and find the answers to the questions:

1) Who is Wilhelm Wundt?
2) Why is Wilhelm Wundt called the father of psychology?
3) What was the aim of the lab that he founded?

Task 2. Divide the text into parts and headline each part or headline each paragraph.

Wilhelm Wundt is the man most commonly known as the father of psychology. Why Wundt? Wilhelm Wundt was a German psychologist who established the very first psychology laboratory in Leipzig, Germany in 1879. This event is recognized as the formal establishment of psychology as a science distinct from biology and philosophy.

Wilhelm Wundt was born on August 16, 1832 in Baden, Germany. The family moved to the town of Heidelsheim, where Wilhelm and his three elder siblings completed their schooling. He then continued higher studies at the University of Tübingen, and graduated from the University of Heidelberg with a degree in medicine in 1856.

In 1858, Wilhelm Wundt took up the position of a lecturer in physiology at Heidelberg, As a lecturer at the university, he popularized scientific psychology among his students.

After taking a position at the University of Leipzig, Wundt founded the first experimental psychology lab in the world. The laboratory aimed at conducting experiments to understand

human psychology. By establishing a lab that used scientific methods to study the human mind and behavior, Wundt made psychology a separate field of study.

Among his many distinctions, Wundt was the very first person to refer to himself as a psychologist.

Wilhelm Wundt died on August 31, 1920.

Task. After reading the texts about outstanding psychologists fill in the table.

Name	Who is he/she?	Years of life Place of birth Place of death	Studies Earlier occupations	Theories	Contribution to psychology

Best Psychology Quotes About Life

1. If you want to be creative, stay in part a child, with the creativity and invention that characterizes children before they are deformed by adult society. *(Jean Piaget)*

2. If you deliberately plan on being less than you are capable of being, then I warn you that you'll be unhappy for the rest of your life. *(Abraham Maslow)*

3. We shouldn't teach great books; we should teach a love of reading. Knowing the contents of a few works of literature is a trivial achievement. Being inclined to go on reading is a great achievement. *(B.F. Skinner)*

4. For happy people, time is 'filled and planned'. For unhappy people, time is unfilled, open and uncommitted; they postpone things and are inefficient. *(Michael Argyle)*

5. People often say that this or that person has not yet found himself. But the self is not something one finds, it is something one creates. *(Thomas Szasz)*

6. The highest and most beautiful things in life are not to be heard about, nor read about, nor seen but, if one will, are to be lived. *(Soren Kierkegaard)*

7. We need 4 hugs a day for survival. We need 8 hugs a day for maintenance. We need 12 hugs a day for growth. *(Virginia Satir)*

8. The best way to find out whether you're on the right path? Stop looking at the path. *(Marcus Buckingham)*

9. Every person on this earth is full of great possibilities that can be realized through imagination, effort, and perseverance. *(Scott Barry Kaufmann)*

10. The truth is, bad things don't affect us as profoundly as we expect them to. That's true of good things, too. We adapt very quickly to either. *(Daniel Gilbert)*

11. Even a happy life cannot be without a measure of darkness, and the word 'happy' would lose its meaning if it were not balanced by sadness. *(Carl G. Jung)*

12. Be content with what you have. Rejoice in how things are. When you realize there is nothing lacking the whole world belongs to you. *(Lao Tzu)*

13. When we are open to new possibilities, we find them. Be open and skeptical of everything. *(Todd Kashdan)*

14. Happiness is the only thing that multiplies when you share it. *(Albert Schweitzer)*

15. Becoming is better than being. *(Carol S. Dweck)*

16. The primary cause of unhappiness is never the situation, but your thoughts about it. Be aware of the thoughts you are thinking. *(Eckhart Tolle)*

17. A life that is burdened with expectations is a heavy life. Its fruit is sorrow and disappointment. *(Douglas Adams)*

LESSON 4
Personality

Active Vocabulary

person	– человек	to acquire	– приобретать
personal	– личный	to assess	– оценивать
personality	– личность	to contribute (to)	– способствовать
		to describe	– описывать
behave	– вести себя	to differ	– отличаться
behavior	– поведение	to disguise	– скрывать
behavioral	– бихевиористский поведенческий	to distinguish	– различать
		to impact	– влиять
appearance	– внешность	to influence	– влиять
consistency	– постоянство	to make up	– составлять
difference	– различие	to refer (to)	– означать
experience	– опыт	to realize	– понимать
expression	– выражение	to set apart	– отделять
feeling	– чувство		
parenting	– воспитание	inherent	– присущий
pattern	– модель, характер	same	– одинаковый
performer	– исполнитель	similar	– сходный
quality	– качество		
relationship	– отношения	according to	– согласно
set	– набор	in order to	– для того, чтобы
similarity	– сходство	either …or …	– или …или …
thought	– мысль, мышление	whether …or …	– или …или …

Text 1
What is Personality?

Almost every day we describe and assess the personalities of the people around us. Whether we realize it or not, these daily reflections on how and why people behave as they do are similar to what personality psychologists do.

The word "*personality*" comes from the Latin word "*persona*", which refers to a theatrical mask used by performers in order to either play different roles or disguise their identities.

Here are some definitions of personality:

- personality is a set of appearances, mental, physical, emotional, and social characteristics of an individual that differs from those around him so that he is distinguished from others.

- personality is the collection of physical, mental and moral qualities, that set apart one individual from another;

- personality is made up of the characteristic patterns of thoughts, feelings and behaviours that make a person unique.

Personality psychology studies similarities and differences in these patterns among different people and groups.

According to the definitions above, qualities and patterns of thought and emotion make up an important part. Some of the other fundamental characteristics of personality include:

Consistency. Basically, people act in the same or similar ways in a variety of situations.

Psychological and physiological components. A personality is influenced by biological processes and needs. It impacts behaviours and actions.

Various expressions. Personality is displayed in more than just behaviour. It can also be seen in our thoughts, feelings, close relationships and other social interactions.

Many factors contribute to the formation of personality, including what is inherent in an individual from birth, such as genetics, or acquired through parenting or experiences.

Vocabulary Study

1. International words:
(n) factor, process; genetics, variety, component; individual, characteristics; action, interaction, emotion, formation, collection, reflection, expression, situation;
(adj) moral, mental, social, physical; emotional, unique; characteristic, fundamental; biological, psychological, physiological; basically;
(v) to act, to display

2. Word building:
similar – similarity;
to vary – various – variety;
person – personal – personality;
to differ – different – difference;
to act – action – active – activity;
character – characteristic – characteristics;
psycho – psychology – psychologist – psychological

3. Match the synonyms:

1. qualities	a) person
2. feelings	b) psychological
3. individual	c) actions
4. impact	d) important
5. realize	e) characteristics
6. fundamental	f) emotions
7. mental	g) influence
8. behavior	h) understand
9. interactions	i) thoughts
10. reflections	j) communication

4. Word combinations:
- daily reflections, theatrical mask, important part;
- close relationships, social interactions, various expressions;
- characteristic patterns, fundamental characteristics;
- personality psychologists, personality psychology;
- different people and groups; the same or similar ways;
- biological processes and needs;
- physical, mental and moral qualities;

- mental, physical, emotional, and social characteristics;
- psychological and physiological components;
- to play different roles, to disguise their identities;
- to study similarities and differences;
- to describe and assess the personalities

5. Answer questions:
1. What word does the term "personality" come from?
2. What does the Latin word "persona" mean?
3. What is the definition of the notion "personality"?
4. Which of the definitions of a personality from the text do you like most?
5. What are the fundamental characteristics of a personality?
6. What factors contribute to the formation of a personality?
7. What do personality psychologists study?

Text 2
Determinants of Personality

Word list

heredity	– наследственность
inherit	– наследовать
determine	– определять
determinant	– определяющий фактор
environment	– среда
belief	– вера, убеждение
affect	– влиять
to a great extent	– в значительной степени
moral values	– моральные ценности
peer group	– группа равных
particular	– конкретный
to handle a stressful situation	– справляться со стрессовой ситуацией
deteriorating economic condition	– ухудшение экономического положения

Task 1.Translate the pairs of sentences paying attention to the difference between the Passive and Active voice.
Mind the verbs: *to determine, to affect, to influence, to inherit*

1. The biological factors *determine* the nature and characteristics of a person.
2. The personality of an individual *is determined* by heredity and environment factors.
3. An individual *inherits* from his parents such features as appearance and mental abilities.
4. The stature, height and temperament *are inherited* by individuals from their biological parents.
5. Cultural factors *affect* the behavior of an individual to a great extent.
6. An individual's personality *is affected* by the peer group he/she belongs to.
7. The behavior of a person in a particular situation *influences* his/her behavior in similar situations in the future.

Task 2. Read the text and find the answers to the questions:
1. What factors are called determinants of personality?
2. What are heredity factors? Give an example.
3. What components make up environment factors?
4. What are cultural factors? Give an example of their effects.
5. What are family factors?
6. What are social factors? Give an example.
7. What is meant by situational factors? Give an example.
8. Give an example of how economic conditions can influence the personality of an individual.

Personality is formed through a continuous personal quality development process. Factors such as heredity, situations, and environment help to influence, develop and determine the personality of an individual. Generally, such factors are known as determinants of personality.

Heredity

This factor is inherited by individuals from their biological parents. The heredity factors, also known as biological factors, determine the nature and characteristics of a person. Some examples of heredity factors include the stature, height, temperament, and muscle composition of a person.

Environment

This factor consists of various components:

Cultural Factor. This refers to the social, religious, and intellectual beliefs of an individual. Cultural factors affect the behavior of an individual to a great extent. For example, an individual interested in any form of art behaves in a more elegant way as compared to those who do not have any interest in art.

Family Factor. It contributes to one's ethics and moral values. The principles and ideologies of family members are influenced by the family to a great extent.

Social Factor. This includes the religious and social relations of an individual. Naturally, society influences the personality of an individual. For example, an individual's personality gets affected by the peer group he/she belongs to.

Situational Factor. The behavioral pattern of an individual depends on the situation he/she is in at a particular point in time. In addition, the behavior of a person in a particular situation also influences his/her behavior in similar situations in the future. For example, if a person successfully handles a stressful situation, he/she is in a better position to handle similar situations in the future.

Other Factors

These refer to factors such as law, the condition of the economy, the influence of information, and published literature that can affect the personality of an individual. For example, the deteriorating economic condition of the country causes the situation of unemployment. Sometimes, such a situation persuades educated but unemployed individuals to indulge in certain criminal or unethical activities that change their personalities altogether.

Text 3
Elements of Personality

Task. Read the text and write out shorter definitions of the elements of personality:
e.g. *Freedom* is the state of being free to act according to one's wishes.

Personality can also be defined as a combination of physical, mental and moral qualities of individuals that are reflected in their unique behavior.

The elements of personality are briefly explained as follows:

Freedom. It is the state of being free and able to act according to one's own wishes. A free individual does not experience any constraints or restrictions in expressing emotions, feelings, ideas, and desires.

Behavior. It refers to the way an individual reacts in response to external or internal stimuli in the environment.

Peculiarity. It refers to the uniqueness of each individual. Each individual possesses varied characteristics and wishes. For example, the manner in which an individual talks, reacts, or behaves may be entirely different from any other individual's manner.

Physical, Mental and Moral Qualities. These imply that every individual has unique physical, mental and moral orientations. Some people may be fair, tall, and intelligent, whereas others may be different. Mental qualities deal with intelligence and logic, while moral qualities refer to responsibility, honesty, and other abstract qualities.

Adaptability to Environment. This refers to the varied capabilities of individuals to adjust to different environments. It has been observed that different individuals behave differently in different situations. They also have varied capabilities for adjusting to different social groups.

Psychological Systems. These refer to the set of components or parts of the body that help in thinking, analyzing, and reacting. The psychological system determines the kind of personality an individual may have.

Habits. They are the unconscious and recurring behavioral patterns that an individual acquires through continuous and repetitive processes, for example, the habit of smoking.

LESSON 5
Theories of Personality

Active Vocabulary

belief	- вера убеждение	to absorb	- вбирать
brain	- мозг, рассудок	to agree	- соглашаться
desire	- желание	to believe	- полагать
environment	- среда, окружение	to develop	- разрабатывать
experience	- опыт	to distinguish	- различать
feature	- черта, свойство	to explain	- объяснять
follower	- последователь	to incorporate	- включать
illness	- болезнь	to occur	- происходить
proponent	- сторонник	to originate	- возникать
trait	- черта	to propose	- предлагать
stage	- ступень, этап	to refer (to)	- относить
		to reject	- отвергать
available	- имеющийся	to suffer	- страдать
long-lasting	- продолжительный	to suggest	- предлагать
measurable	- измеримый		
observable	- наблюдаемый	according to	- согласно
unconscious	- бессознательный	on the basis of	- на основании
entirely	- полностью	through	- посредством
relatively	- относительно	throughout	- на протяжении

to come to the conclusion	- прийти к заключению
to take into account	- принимать во внимание
trait theory	- теория черт
self-theory	- теория самости
social learning theory	- теория социального обучения
psychoanalytic theory	- теория психоанализа
Neo-Freudian theories	- неофрейдистские теории
behavioral theories	- поведенческие теории

Text 1
Theories of Personality

The thought pattern, feelings, and behavior of an individual are absorbed in his/her personality. Various aspects of the individuals' personality are explained by various personality theories. These theories organize all the available information about personality in a logical manner.

Psychoanalytic Theory

This theory originated with the work of Sigmund Freud. From his clinical work with patients suffering from mental illness, Freud came to the conclusion that childhood experiences and unconscious desires influenced the behavior of individuals. On the basis of this observation, he developed a personality theory, through a series of psychosexual stages. According to Freud,

conflicts occurring during each of these stages can influence the personality and behavior of an individual throughout life.

Neo-Freudian Theories

These theories are the brain work of psychologists who agreed with the basis of Freud's psychoanalytic theory but changed and adapted the theory to incorporate their own ideas, beliefs, and theories. Some of the major Neo-Freudian psychologists include Carl Jung, Alfred Adler, Erik Erikson, and Erich Fromm who proposed their own theories of personality known as Neo-Freudian theories.

Many of Freud's followers agreed with his concept of the unconscious mind and the role of early childhood in the personality of an individual, but they didn't agree with Freud's suggestion that personality is entirely influenced by early childhood experiences and his little attention to the impact of social and cultural factors on behavior and personality.

Trait Theory

A personality trait refers to a long-lasting characteristic of a person that occurs in different situations. We can distinguish the personality of an individual from the personality of another person through traits. According to trait theory, every person has a specific and unique set of features that are relatively stable.

Social Learning Theory

This theory was proposed by Albert Bandura. This is one of the most influential theories of personality. The basis of this theory is that people can learn new information and behavior by watching other people.

Self-Theory

Carl Rogers, an influential American psychologist, is the proponent of this theory. According to Rogers, the 'self' is central to human personality. The self is a social product that develops from social and interpersonal relationships. Rogers believed that when a child is born, the concept of self is present in him like a small particle that grows bigger as the child grows.

Behavioral theories

Behavioral theories suggest that personality is a result of interaction between the individual and the environment. Behavioral theorists study observable and measurable behaviours, rejecting theories that take internal thoughts and feelings into account. Behavioral theorists include B. F. Skinner and John B. Watson.

Vocabulary Study

1.International words:

- role, basis, aspect, concept, conflict, person, product, theory. series; idea, result; individual, characteristic; information, situation, interaction;
- stable, human, social, logical, clinical; unique, specific; psychoanalytic, psychosexual;
- to adapt, to absorb, to organize

2. Word building:

to believe – belief
to suggest – suggestion;
to develop – development;
science– scientist – scientific;
theory– theorist – theoretical;

psychology – psychologist – psychological;
person – personal – interpersonal – personality;
to influence – influencer – influential;
to follow – follower – following;
to behave – behavior – behavioral;
to observe – observation – observable

3. Match the synonyms:

1	brain	a)	emotion
2	follower	b)	individual
3	influence	c)	feature
4	personality	d)	character
5	trait	e)	impact
6	person	f)	proponent
7	feeling	g)	mind
8	incorporate	h)	think
9	believe	i)	concept
10	theory	j)	include

4. Word combinations:

a) various aspects, various theories, mental illness, clinical work;
internal thoughts, logical manner, available information;
unconscious mind, unconscious desires;
thought pattern, brain work;
interpersonal relationships, long-lasting characteristics;
early childhood, childhood experiences, early childhood experiences;
behavioral theorists, human personality;
personality theory, personality trait, personality development;
social and cultural factors, social and interpersonal relationships;
specific and unique set of features; observable and measurable behaviour;

b) to influence the personality, to influence the behavior;
to develop a personality theory, to describe personality development;
to suffer from mental illness; to agree with the theory, to reject the theories;
to propose their own theories, to incorporate their own ideas

5. Find in the text the answers to the following questions:
1. What theories of personality are described in the text?
2. Who is the proponent of *psychoanalytic theory*?
3. What is the main idea of psychoanalytic theory?
4. Who were the followers of Freud's psychoanalytic theory?
5. What points (*положения*) of Freud's theory did they agree with?
6. What points of Freud's theory didn't they agree with?
7. What is the main idea of the *trait theory*?
8. What is the basis of the *social learning theory*?
9. Who is the proponent of *self-theory*?
10.   What is the main idea of self-theory?

11. Who are the proponents of *behavioral theories*?
12. What is the main idea of behavioral theories?

6. Fill in the table below with the information from the text:

Theory	*Proponents*	*Main ideas*
Psychoanalytic Theory		
Neo-Freudian Theories		
Social Learning Theory		
Self-Theory		
Behavioral Theories		

7. Speak about the personality theories using the table and the models:

… was proposed by…
… believed that…
according to …

Text 2
The Trait Theory of Personality

Task. Read the text and find in it the answers to the questions.

1. What is the main idea of the trait theory of personality?
2. What are the three criteria of a trait?
3. What is a trait?
4. What does the trait theory study?
5. What three levels did Gordon Allport classify all the traits into?
6. Give the examples of cardinal /central /secondary traits.
7. How many traits does Cattell's personality model consist of? Give the examples.
8. How many traits does Hans Eysenck's model of personality include?
9. What are the traits that form an individual's personality according to the Five-Factor Model of Personality?

The trait theory of personality suggests that people have certain basic traits and it is the strength and intensity of those traits that account for personality differences.

A trait is a personality characteristic that meets three criteria: it must be consistent, stable, and vary from person to person. Based on this definition, a trait can be defined as a relatively stable characteristic that makes individuals behave in certain ways.

The combination and interaction of various traits form a personality that is unique to each person. Trait theory is focused on identifying and measuring these individual personality characteristics.

Allport's Trait Theory

The first trait theory was proposed by a psychologist named Gordon Allport in 1936. Allport found that one English-language dictionary contained more than 4,000 words describing different personality traits. He categorized these traits into three levels:

Cardinal Traits. Allport suggested that cardinal traits are rare and dominating, usually developing later in life. They tend to define a person to such an extent that their names become synonymous with their personality. Examples of this include the following descriptive terms: Machiavellian, narcissistic, Don Juan, and Christ-like.

Central Traits. These general characteristics form basic personality foundations. They describe the major characteristics you might use to describe another person. Descriptions such as "intelligent", "honest", "shy", and "anxious" are considered central traits.

Secondary Traits. Secondary traits are sometimes related to attitudes or preferences. Some examples include public speaking anxiety or impatience while waiting in line.

Cattell's 16-Factor Personality Model

Trait theorist Raymond Cattell reduced the number of main personality traits from Allport's initial list of over 4,000 down to 171. He did so primarily by eliminating uncommon traits and combining common characteristics.

Next, Cattell assessed a large sample of individuals for these 171 different traits. Using a statistical technique, he then reduced his list to 16 key personality traits. Among them are dominance, perfectionism, emotional stability, and openness to change.

Eysenck's 3 Dimensions of Personality

British psychologist Hans Eysenck developed a model of personality based on just three universal traits.

Introversion/Extraversion. Introversion involves directing attention to inner experiences, while extraversion relates to focusing attention outward, onto other people and the environment. A person high in introversion might be quiet and reserved, while an individual high in extraversion might be sociable and outgoing.

Neuroticism/Emotional Stability. Neuroticism refers to an individual's tendency to become upset or emotional, while stability refers to the tendency to remain emotionally constant.

Psychoticism. Later, after studying individuals suffering from mental illness, Eysenck added a personality dimension he called psychoticism to his trait theory. Individuals who are high on this trait tend to have difficulty dealing with reality and may be antisocial, hostile, non-empathetic, and manipulative.

Five-Factor Model of Personality

Both Cattell's and Eysenck's theories have been the subject of considerable research. Some theorists believed that Cattell focused on too many traits, while Eysenck focused on too few. As a result, a new trait theory often referred to as the "Big Five" theory appeared. This five-factor model of personality represents five main traits that interact to form human personality.

Agreeableness: level of cooperation and caring for others.

Conscientiousness: level of reflection and responsibility.

Extraversion: level of sociability and emotional expressiveness.

Neuroticism: level of mood stability and emotional elasticity.

Openness: level of adventure and creativity.

Text 3
Big Five Personality Traits

Word list:

trait	– характерная черта
extroversion	– экстровертность
conscientiousness	– добросовестность
agreeableness	– покладистость
emotional stability	– эмоциональная стабильность
openness to experience	– открытость опыту
refer (to)	– означать
degree	– степень

Task 1.Translate the following words denoting the personality traits using a dictionary:
- sociable, tolerant, creative, emotional, helpful, open to change, respectful;
- kind, calm, honest, curious, outgoing, reliable, agreeable, imaginative, straightforward, conscientious;
- organized, relaxed, embarrassed, discouraged;
- honesty, humility, sensitivity

Task 2. Translate the word combinations:
(n + n) teamwork, workplace;
job satisfaction, leadership positions, goal orientation;
group setting, client servicing, fashion designing;
(v + object) to achieve goals; to complete tasks;
to maintain calm; to exhibit anger;
to seek new experiences, to yield under pressure;
to handle stressful situations, to appreciate art and beauty

Task 3. Read the text and find in it the answers to the following questions:
1. What are the five basic traits that are important in a workplace?
2. What type of work is extraversion important for?
3. What personality trait is important for top-level managers?
4. What characteristics are important for teamwork?
5. What does emotional stability mean?
6. What characteristics are important for creative jobs?

There are numerous traits that can be used to describe the behavior of a person. However, all the traits are not equally important in an organizational structure. Only a few traits correspond to positive behavior in a workplace.

Psychologists have identified five basic personality traits, known as the Big Five. These traits are *extraversion*, *agreeableness*, *conscientiousness*, *emotional stability*, and *openness to experience*.

Extroversion. Extroversion refers to the degree to which a person is outgoing (sociable) and gets energy from being around other people. In other words, it refers to the degree to which an individual:
- is kind to others;

- likes excitement;
- enjoys being with others;
- opens up in a group setting.

Researches show that extroversion is positively correlated to job satisfaction at the workplace. Extroversion is very important in jobs related to client servicing.

Conscientiousness. It refers to the goal orientation of an individual. In other words, it refers to the degree to which a person:
- is organized;
- feels capable of achieving goals;
- is reliable and possesses a drive for success;
- is an effective thinker and focuses on completing tasks.

Research shows that individuals with high levels of conscientiousness perform better in most jobs and are effective team players. This personality trait is important for top-level managers and employees working in leadership positions.

Agreeableness. It refers to the extent to which a person is sociable and tolerant. In other words, it refers to the degree to which an individual:
- is helpful;
- is honest and straightforward;
- believes in the honesty of others;
- tends to yield under pressure;
- exhibits humility and sensitivity to others.

Agreeableness is especially important in jobs where teamwork is involved.

Emotional Stability. It relates to how a person reacts in a stressful or challenging situation. Some of the specific features of this trait include the degree to which a person:
- is relaxed and capable of handling stressful situations;
- maintains calm and does not exhibit anger;
- becomes embarrassed and discouraged;
- handles difficult situations.

Openness to Experience. It refers to the degree to which a person seeks new experiences and thinks creatively about the future. To be more specific, openness refers to the degree to which a person:
- is curious;
- is imaginative;
- is open to change;
- appreciates art and beauty;
- values and respects others' emotions.

Individuals who are more open to new experiences perform well at creative jobs, for example, fashion designing, advertising, and media. In addition, this trait can help managers and leaders understand people better.

Text 4
Character

Task 1. Find in the text the answers to the following questions:

1. What are the four basic temperaments?
2. What are the characteristics of sanguine people?
3. What are the characteristics of phlegmatic people?
4. What are the features of melancholic people?
5. What are the features of choleric people?
6. What is the difference between introverts and extraverts?
7. What is the difference between optimists and pessimists?

All people are different. Some are jolly, easy-going and friendly, others are melancholic, reserved and distrustful; some are active and sociable, others prefer to stay at home and enjoy loneliness and silence. Character is an interesting and complicated part of personality.

The temperaments

There are four basic temperaments: sanguine, phlegmatic, choleric and melancholic.

Sanguine people are jolly, optimistic and communicative, they like to be in the company of others and they don't fixate on negative events.

Phlegmatic people are calm, patient, tolerant and caring, it is almost impossible to make them angry or excited, they are usually faithful friends.

People of the *melancholic* temperament are serious, careful and quiet. They like loneliness and are disposed to sad and thoughtful moods.

Finally, *choleric* people are short-tempered, impulsive and restless. They are usually strong and energetic leaders.

Most often, people have mixed temperaments, for example, half choleric and half melancholic, or half melancholic and half phlegmatic.

Introversion and extraversion

People are also divided into two types: extraverts and introverts.

The first type is open, expressive and outgoing; these people look for new impressions and like to communicate with others. The outer world is their source of energy.

The second type is quiet and reserved. Introverted people feel much more comfortable, when they are alone. Their source of energy is inside themselves.

Optimists and pessimists

All people can show a variety of emotions, be cheerful or sad, happy or unhappy. But at the same time, people can be divided into two groups, depending on their general outlook – positive or negative. We usually call them optimists and pessimists. The former are disposed to feeling happy and self-confident, while the latter – to feeling unhappy and focusing on problems.

Task 2. Write out the characteristics of different types of people into the table. Translate the words.

1	sanguine person	
2	phlegmatic person	
3	melancholic person	
4	choleric person	
5	extravert	
6	introvert	
7	optimist	
8	pessimist	

Task 3. Write out the traits that you have and draw the conclusion about the type of person you are.

e.g. I think that I'm a melancholic person because I'm often sad and like to be alone.

e.g. I'm afraid I'm a pessimist because I always think of the problems and can't relax.

Task 4. Describe (a) your character; (b) the character of your friend or groupmate.

LESSON 6
Stereotypes

Text 1
What is a Stereotype

Task. Read the text and find in it the answers to the questions:

1. What is a stereotype?
2. What are the most common stereotypes?
3. From the examples of racial stereotypes choose those that you have.
4. From the examples of gender stereotypes choose those that you believe in.
5. From the examples of cultural stereotypes choose those that you agree with.
6. From the examples of group stereotypes choose those that you believe to be true.
7. What are the negative impacts of stereotyping?
8. Give your own examples of stereotypes.

A stereotype is a widely held, but often simplified or generalized idea about a particular group or category of people. These ideas may be based on characteristics such as ethnicity, gender, age, or religion. Stereotypes mostly tend to be negative but there do exist positive stereotypes as well. Given below are examples of some common stereotypes.

Racial Profiling (расовая предвзятость). Stereotypes can be found for every race and ethnicity. Racial or ethnic stereotypes are a representation of people of a certain ethnicity or race in a generalized manner. Here are a few popular stereotypes:

- White people don't have rhythm.
- All Asians are geniuses.
- Hispanics don't speak English very well or not at all.
- White people are all racists.
- African Americans are good at basketball.
- Native Americans are spiritual, wise, faithful, and have a keen interest in saving the environment.

Gender Profiling. Some common stereotypes of men and women are:
 - Men are strong and do all the work.
 - Men are the "backbone".
 - Women aren't as smart as men.
 - Women can't do a job as well as men.
 - Girls are not good at sports.
 - Guys are messy and unclean.

Cultural stereotyping. These are stereotypes about cultures and countries as a whole:
- All white Americans are obese, lazy, and dim-witted. Homer Simpson of the TV series "*The Simpsons*" is the personification of this stereotype.
- All Mexicans are lazy and come to the USA illegally.
- All Arabs and Muslims are terrorists.
- All people who live in England have bad teeth.
- Italian and French people are the best lovers.
- All Jews are greedy.
- All Asians like to eat rice and drive slow.

- All Irish people are drunks and eat potatoes.
- All Americans are generally considered to be friendly, generous, and tolerant, but also arrogant, impatient, and domineering.

Stereotyping groups of individuals. Most of this stereotyping is taking place in schools.
- All politicians think only of personal gain and benefit.
- Girls are only concerned about physical appearance.
- All blonds are unintelligent.
- All librarians are women who are old, wear glasses, tie a high bun, and have a perpetual frown on their face.
- All teenagers are rebels.
- All children don't enjoy healthy food.
-The elderly people have health issues and behave like children.

Impacts of stereotyping

Discrimination: Stereotyping can lead to discrimination when individuals or groups are treated unfairly based on stereotypes.

Prejudice: Prejudice involves holding negative attitudes and emotions toward a group, often driven by stereotypes.

Inequality: Stereotyping can contribute to social inequalities and perpetuate systemic biases.

Reduced Individuality: Stereotypes overlook individual differences and unique qualities.

Text 2
Stereotypes about Americans

Task. Read the text and find in it the answers to the questions:

1. What does it mean that Americans are materialistic?
2. What are the "proofs" (*доказательства*) that Americans are ignorant (*невежественный*)?
3. Why do Americans become obese (*страдающий ожирением*)?
4. Why is it believed that Americans have no history or traditions?
5. What are the "proofs" that Americans have no moral values?
6. Do the Americans really want their country to be the world's policeman?

Disclaimer: No, I don't hate Americans, and no, I don't think they are "really" like this. But before you get angry, think of stereotypes you might have about people of a different culture, race, religion, gender, etc. and realize how easy it is to stereotype people when you don't really bother to care about them as human beings.

Note: "Americans" in this context means "citizens of the USA".

1. Americans are materialistic

All Americans can think about is money, and getting more money so they can buy, buy, buy! They judge everything by its economic value. Being rich and owning expensive things is the number one imperative for Americans. Being poor is seen as a moral failure. This is the most popular stereotype about Americans.

2. Americans are uneducated and ignorant

Americans are not interested in education. They don't read books. They can't name any famous painters. They think Beethoven is a cute St. Bernard dog. They can't even find their own country on a map. The only reason some Americans go to college is to get high paying jobs .

3. Americans are obese

Americans eat fast food only, and get obese fast. But there are Americans who don't want to be obese, so they get 23,534 plastic surgeries to be thin.

4. Americans have no history or tradition

Except for Native Americans, who make 1% of population, Americans have no history. Their country was founded less than 250 years ago! Also, Americans have no real tradition, and no culture in any coherent sense of the word.

5. Americans have no moral values

Since they have no history or tradition, and their main value is money, it's logical that their moral values are deeply skewed. They leave their kids with teenage babysitters, and can't wait to get rid of them the moment they turn 18.

6. Americans want their country to be the world's policeman

Americans believe all the world needs their help, even if it means military intervention, and civilian casualties. Only when their soldiers begin to die in large numbers, Americans start protesting against military intervention.

*Conclusion***?**

Some of these stereotypes are more popular than the others, and some are not about Americans only. For example, believing people in other groups don't have "proper" values is pretty universal. Some of the listed stereotypes assume all Americans are rich and white, though many people believe that your class or race don't make you immune to these things.

Text 3
Some Famous Stereotypes About British People: True or False?

Task. Read the text and find out which of the stereotypes about the British are completely *(полностью)* ***true, partially*** *(частично)* ***true, false, partially false.***

When moving to another country, we always have some fears and preconceptions about the foreign cultures. So for you to be more relaxed about your moving in England, here are some stereotypes about British people. But wait, are all of them false?

*The British have never seen the sun***:** not completely true. If the weather is actually bad most of the time, between a cold rain and a freezing cloudy day you will be able to see some sunshine, mostly during summer.

The British are always very polite: true. British are polite and proud about it, which makes them pretty nice to everyone. Be prepared to say "sorry", "please" and "thank you" more often than usual.

British people love to drink tea: this one is completely true. They actually prefer a good cup of tea over coffee

The British frequently wear hats: false, not since the 60s.

British people eat terrible food: not completely false. Thanks to the globalization, you will always find something you know and like, thus you're not doomed to starve for your whole stay.

British people like queuing: kind of true. And they don't understand why the rest of the world doesn't like to do the same. So learn the rule "first in time, first in line" if you want to fit in.

The British are obsessed with their Royal family: it depends. Many of them are proud of the Royals, others don't really care. But they all seem to agree about how much elegant their Princess Kate is.

The British know how to party: completely true. Just go to a random bar on a Saturday and you will understand.

Text 4
The 7 Most Hilariously Wrong Stereotypes About French People

Task. Read the text and find in it the contradictions *(опровержение)* ***to the popular stereotypes about the French.***

While there is often a part of truth in clichés and stereotypes, the reality is sometimes completely different. Discover the truth behind some hilariously (*уморительно*) wrong French stereotypes and find out whether the stereotypical French really exists.

1. French people are lazy

French are notoriously known for being the laziest people on earth. Probably because of their love for strikes. However, according to *The Economist*, Canadians go on strike much more often than French people and anyone else in the world actually.

2. French people are rude

Sure, if you spend a week in Paris you will probably meet rude people. Yet, you have to remember that Paris is one of the most visited cities in the world, so Parisians can occasionally get tired of tourists. However, you will mainly meet nice people if you come with an open mind and try to speak some basic French (simply saying "bonjour" instead of "hello" can make a huge difference). People are basically the same everywhere. If you smile, they will smile back.

3. French people never speak English

The impossibility to speak English in France regularly worries tourists. While it's true that some French people are reluctant to speak other language than French, you most likely won't have any problem finding English-speaking people in touristic areas. Contrary to the popular belief, French people refuse to speak English not because they hate Americans, but because speaking a language they don't speak well terrifies them.

4. French women all dress like fashion models

The idea that all French women dress well is widely spread. Many French women are interested in fashion and like to be elegant, but it's far from being true for all of them. Most French people buy their clothes in H&M and Zara and wearing clothes from brands like Dior or Chanel remains a dream for many.

5. French people drink wine all the time

That one is true for some people. Wine is often served with food and every celebration goes with wine. There is also a whole drinking etiquette that you are supposed to follow. Yet, younger people tend to prefer cheap alcohol and you will rarely see people drink wine in bars. Wine is still considered a "classy" drink, something you should enjoy and not simply an alcohol you drink to get wasted.

6. French people eat snails and frogs

Sure, if you go to Paris, you will see plenty of restaurants offering snails and frogs. These restaurants are touristic attraction and try to fit the idea of French food that foreigners have. Yet, these are things French people rarely eat. They mostly eat the same food as you do.

7. French people complain all the time

There are regularly strikes in France. But it's hard to say whether it is because French people complain more than other people, or because they are less afraid to fight for their rights. One thing is certain though, French people are not afraid to say what they think and complain when something doesn't make them happy.

LESSON 7
Deviant Behavior

Active Vocabulary

addiction	-пагубная привычка, наркомания	acceptable	-допустимый
approach	-подход	appropriate	-надлежащий
desire	-желание	deviant	-отклоняющийся от нормы
deviance	-отклонение от нормы	intentional	-умышленный
environment	-окружение, среда	repressed	-подавленный
explanation	-объяснение	unconscious	-бессознательный
goal	-цель		
heredity	-наследственность	to achieve	-достигать
means	-средство	to influence	-влиять
research	-исследование	to reach	-достигать
stealing	-воровство	to refer (to)	-называть
strain	-напряжение	to state	-утверждать
tension	-напряжение	to suggest	-предполагать
upbringing	-воспитание	to violate	-нарушать
viewpoint	-точка зрения	to witness	-быть свидетелем
illegal drug	-запрещенный наркотик	to play a role	-играть роль
substance abuse	-наркотическая - зависимость	to set a goal	-поставить цель
as a result	-в результате	to be engaged (in)	-заниматься
for example	-например	to be viewed as	-рассматриваться как
in order to	-для того, чтобы		
on the other hand	-с другой стороны		
such as	-такой как		

Text 1
What is Deviant Behavior?

Generally, there are two types of behavior, one which is socially acceptable and the other one which is referred to as deviant. In our lives, we all have done something that is not socially acceptable or that violates social norms. For example, we all have been late to work, borrowed items and never returned them, or lied to others (intentionally or unintentionally). Some deviant behaviors are viewed as inappropriate to be engaged in. For example, addiction, alcoholism, or illegal drug use.

In psychology, deviant behavior can be defined as actions that violate social rules or norms. Socially acceptable behavior, on the other hand, refers to the actions that are generally viewed as appropriate to engage in.

There are numerous theories that explain why people engage in deviant behavior, including psychological, biological, and sociological explanations. There are various other factors that influence a person's behavior such as upbringing, personality, societal influences, genetics, and environment.

Biological theories state that genetics plays an important role in the development of deviant behavior. For example, research shows that genes or heredity influences the development of substance abuse.

Psychological theories of deviant behavior come from a variety of viewpoints. The *psychoanalytic approach*, for example, suggests that all people have repressed, unconscious desires that lead to social deviance. *Learning theories,* on the other hand, suggest that these behaviors are learned by watching others engage in deviant behaviors. For example, people begin using drugs as a result of witnessing other people use substances.

One *sociological explanation* of deviant behavior is Merton's strain theory, which suggests that there is a tension between a society's goals and the means that people use to reach those goals. People often start doing things that are not socially acceptable in order to reach the goals set by society itself. As a result, people often turn to deviant behavior (such as stealing or selling drugs) as a way to achieve socially acceptable societal ideals (such as wealth).

Vocabulary Study

1. International words:

type, role, genes, norm, theory, factor, action, result, genetics, alcoholism, personality, perspective;
social(ly), sociological, biological, psychological, psychoanalytic;
to start

2. Word building:

acceptable	– unacceptable	society	– societal
appropriate	– inappropriate	gene	– genetics
conscious	– unconscious	various	– variety
intentionally	– unintentionally	deviant	– deviancy
legal	– illegal	to explain	– explanation

3. Word combinations:

biological theories, psychological theories, strain theory, learning theories;
psychoanalytic approach, sociological explanation;
deviant behaviors, inappropriate behavior, socially acceptable behavior;
social deviance, society's goals;
illegal drug use, substance abuse;
repressed desires, unconscious desires;
to set goals, to reach goals, to achieve socially acceptable societal ideals,
to violate social norms, to play an important role;
to be engaged in deviant behaviors, to be viewed as appropriate;
to influence a person's behavior, to influence the development of substance abuse;
to be late to work, to use substances;
to begin using drugs, to witness other people using drugs;
to turn to deviant behavior, to lead to social deviance.

4. Match the words:

Synonyms		V + object	
1. numerous	a) societal	1. to violate	a) drugs
2. reach	b) impact	2. to influence	b) deviant behavior
3. deviant	c) various	3. to use	c) substances
4. social	d) achieve	4. to be engaged in	d) social norms
5. influence	e) abnormal	5. to turn to	e) goals
6. approach	f) tension	6. to set	f) a person's behavior
7. strain	g) actions	7. to reach	g) societal ideals
8. behaviour	h) stress	8. to achieve	h) an important role
	i) way	9. to play	i) social deviance
	j) method	10. to lead to	

Oral Practice

5. Answer questions:
1. What types of behaviour are there?
2. What are the examples of socially unacceptable behaviour?
3. What are the examples of inappropriate behaviour?
4. What is considered deviant behaviour in psychology?
5. What is socially acceptable behaviour?
6. What theories explain deviant behaviour?
7. What causes (является причиной) deviant behaviour according to biological theory?
8. How does psychoanalytical theory explain deviant behaviour?
9. How does learning theory explain deviant behaviour?
10. What is the main idea of Merton's strain theory?
11. Which of these theories are true in your opinion? Why do you think so?

6. Speak about the causes of deviant behavior. Express your opinion.
   Make use of the models:
   According to … deviant behavior is caused by…/ is the result of …
   Some psychologists suggest that …
   As for me, I think that…

TEXT 2
Types of Deviant Behavior

Task 1. Read the text and find the answers to the following questions:

1. What is an informal type of deviant behavior? Give the examples.
2. What is a formal type of deviant behavior? Give the examples.
3. What is the main difference between informal and formal types of deviant behavior?
4. When does socially acceptable behavior become inacceptable? Give the examples.
5. What is the attitude to smoking cigarettes in society?

Task 2. Write out from the text the actions and behaviors that are considered deviant and translate them.

Generally, there are two types of deviant behavior, formal and informal. These types are generally derived on the basis of social norms. An informal type of deviant behavior is considered socially unacceptable or inappropriate. The formal type of deviant behavior describes actions or behaviors that are inappropriate such as violations of rules and regulations.

Informal deviant behavior is actions or behaviors which are socially unacceptable but they do not violate any kind of law. Here are some examples of informal deviant behaviors: body shaming, chronic lying, drinking in the office, gossiping, spreading rumors, using foul language.

Formal deviant behaviors are considered to be criminal acts and are a subject of laws and punishment. Here are some formal deviant behaviors (crimes): assault, bullying, domestic violence, drug abuse, kidnapping, murder, rape, robbery or theft, sexual harassment, vandalism.

To understand the range of deviant behavior, we can take a look at some common examples of deviant behaviors which are socially acceptable at some levels but when they become excessive, they are considered deviant.

Socially acceptable	Socially deviant
Occasional/social drinking	Alcoholism
Appropriate painkiller or medication use	Illegal drug use
Playing bingo, lotteries and other games	Excessive gambling
Sex within a relationship	Sexual abuse

In recent years, some behaviors or activities were shifted. For example, smoking cigarettes is not a socially acceptable activity but it is not deviant either. However, it can be counted as socially problematic.

Task 3. Express your attitude to different forms of deviant behaviors. Make use of the table below:

	smoking		acceptable	
	bullying		unacceptable	
	drug abuse		socially deviant	
I think that	body shaming		inappropriate	
I believe that	domestic violence	**is**	tolerable	**because**
To my mind	sexual harassment		intolerable	
In my opinion	using foul language		criminal	
	being late for work		wrong	
	drinking in the office		not right	

Task 4. Make up an essay about socially acceptable and socially unacceptable behaviors. Make use of the information from the text and the tables.

Text 3
Inappropriate vs Unacceptable

Task 1. Study the word list.

Word list

inappropriate	– неподобающий, неподходящий
unacceptable	– неприемлемый, недопустимый
interchangeable	– взаимозаменяемый
suitable	– подходящий, приемлемый
proper	– надлежащий
unsuitable	– неприемлемый, неуместный
offensive	– оскорбительный
unfitting	– неподходящий, неуместный
objectionable	– нежелательный, предосудительный
permissible	– допустимый, позволительный

Task 2. Read the text and answer the questions:
1. What is the difference between inappropriate and unacceptable behaviors?
2. What are the examples of inappropriate behavior?
3. What are the examples of unacceptable behavior?

Task 3. Write out from the text the examples of inappropriate and unacceptable behaviors and translate them.

Inappropriate and unacceptable are often used interchangeably, but they have distinct meanings that set them apart in certain contexts.

Inappropriate refers to something that is not suitable or proper for a particular situation or audience. It indicates a lack of conformity to social norms, etiquette, or expected behavior. In other words, when something is considered inappropriate, it is seen as unsuitable or unfitting in a given context. It is important to note that what may be considered inappropriate can vary depending on cultural, social, or personal factors.

For example, wearing casual attire to a formal event would generally be considered inappropriate, as it fails to align with the expected dress code. Similarly, making improper jokes or using offensive language in a professional setting would be regarded as inappropriate, as it disregards the need for respectful communication.

On the other hand, *unacceptable* refers to something that is not tolerated or considered morally wrong or offensive. When something is regarded as unacceptable, it is considered as morally objectionable or not permissible. This term is often used to describe actions, behaviors, or beliefs that are universally condemned or go against societal norms.

For example, engaging in acts of discrimination, harassment, or violence is universally regarded as unacceptable due to their violation of basic human rights and the harm they cause to individuals or communities. Similarly, cheating, plagiarizing, or engaging in fraudulent activities is believed unacceptable in academic and professional spheres due to their violation of integrity and fairness.

In summary, while both "inappropriate" and "unacceptable" denote actions or behaviors that deviate from desired standards, the former primarily relates to breaches of social norms and

expectations, whereas the latter includes a broader variety of criteria, including moral, ethical, and legal aspects.

Oral practice

Task 1. Practice reading and translate the words denoting different types of deviant behaviors:

addiction	body shaming	appropriate medication use
alcoholism	chronic lying	being late for work
assault	domestic violence	drinking in the office
bullying	drug abuse	engaging in fraudulent activities
cheating	excessive gambling	playing lotteries and other games
discrimination	illegal drug use	selling drugs
gossiping	sexual harassment	smoking cigarettes
kidnapping	social drinking	spreading rumors
murder	substance abuse	using foul language
plagiarizing		
rape		
robbery		
vandalism		
violence		

Task 2. From the list of deviant behaviors choose those you think inappropriate, unacceptable or criminal and place them into the table:

inappropriate behavior	unacceptable behavior	criminal behavior
body shaming	bullying	kidnapping

Task 3. Make up an essay about different forms of deviant behaviors:
Make use of the models:
- I think that alcoholism is unacceptable because…
- In my opinion, selling drugs is criminal since …
- To my mind, spreading rumors is inappropriate as…

Text 4
Deviance in Sociology

Word-list

widely-accepted	– общепринятый
those in power	– власть имущие
to conform (to)	– соответствовать
status quo	– существующее положение дел
to push boundaries	– переходить границы дозволенного
moral confusion	– моральное смятение
reject shared values	– отвергать общие ценности
strain theory	– теория напряжения
to gain rewards	– получить вознаграждение

to avoid punishment	– избежать наказания
discrepancy	– противоречие
to achieve a goal	–достичь цели
to depart from	– отступать

anomie – аномия, падение нравов, крах традиционных устоев, беззаконие, нарушение закона, распад личности, моральное разложение

Task 1. Read the text and find in it the answers to the question.

1. What is deviance in sociology?
2. What is deviant behavior?
3. What deviances are considered positive?
4. Who is the author of the anomie theory?
5. What does anomie mean?
6. Who is the author of the strain theory?
7. What are the main ideas of the strain theory?
8. What are the examples of negative deviance?
9. What are deviant behaviors that may be viewed as positive?

Deviance in sociology refers to actions or behaviors that violate widely-accepted cultural norms within a society. Since deviance is defined relative to sociocultural standards, what is considered deviant differs across societies and time periods, and is largely determined by those in power.

Deviant behavior is any behavior that does not conform to societal norms. There are many different types of deviant behavior, including impoliteness, violence, and substance abuse. These behaviors may or may not be criminal.

While some forms of deviant behavior may be considered harmful or dangerous, others may simply be seen as odd or unusual. In some cases, it can be seen as a positive thing. For example, many cultures encourage their members to challenge the status quo and push boundaries in order to create change.

The French sociologist Emile Durkheim suggested that modern industrial societies are characterized by moral confusion or 'anomie'. This means that some members of society were more likely to challenge and reject shared values and norms of behavior and this often resulted in crime and deviance.

Anomie theory has since been further developed by other theorists, such as Robert Merton, who used it to explain deviance in his strain theory. The main views of modern anomie theories are that:

- people conform to societal norms in order to gain rewards or avoid punishment;
- when there is a discrepancy between the goals people want to achieve and the means available to them to achieve those goals, anomie results, motivating deviance.

Deviance is a behavior, trait, or belief that departs from a social norm and generates a negative reaction in a particular group. In other words, it is behavior that does not conform to the norms of a particular culture or society. It includes those behaviors that attract negative responses and social controls. It also involves crimes committed in society.

What is considered acceptable or rude varies depending on the culture you are in. For example, eating with your left hand in Arab nations is considered rude. Some behaviors are

acceptable for certain age groups and some activities are illegal for some age groups. Some people who engage in deviant behavior do so in order to challenge existing social norms and bring about change. Additionally, deviance can also be a way for people to express themselves and their individuality.

Finally, what is considered deviant behavior varies from culture to culture, and even from one social group to another. While deviance in society often has negative connotations, deviance in culture is not necessarily bad.

Summarizing

Task 2. Read the text and divide it into parts. Make up the plan of the text.

Task 3. Choose the key sentences from each part.

Task 4. Make up the summary of the text using the clichés, the plan and the key sentences.

LESSON 8
Juridical Psychology

Active Vocabulary

juridical psychology	- юридическая психология
legal psychology	- юридическая психология
forensic psychology	- судебная психология
criminal psychology	- криминальная психология
correctional psychology	- исправительная (пенитенциарная) психология
crime	- преступление
criminal	- преступный; преступник
field	- область
interrogation	- допрос
law-breaker	- правонарушитель
participant	- участник
peculiarity	- особенность
prison	- тюрьма
relationship	- отношения
trial	- суд, судебный процесс
to deal with	- заниматься, иметь дело с
to investigate	- исследовать
to subdivide	- подразделять
contemporary	- современный
ramified	- разветвленный

Text 1
Juridical Psychology: Introduction

Contemporary psychology is a widely ramified system of scientific discipline. *Juridical psychology* is a field of psychology that studies the psychological aspects of legal relationships. Juridical psychology is subdivided into forensic, criminal and correctional.

Forensic psychology investigates the psychological peculiarities of the behavior of the participants of the criminal trial, psychological aspects of interrogation, etc. *Criminal psychology* studies the psychological problems of criminal behavior, the motives of crime and the process in which the criminal personality is formed. *Correctional psychology* deals with rehabilitation of law-breakers in correctional institutions, the process of their adaptation to prison life, their mental state.

Vocabulary Study

1. International words:
- system problem process aspect motive; discipline, institution, rehabilitation, adaptation;
- legal, mental, criminal, correctional, psychological;
- to form, to adapt

2. Word building:
science –scientific – scientist;

psychology – psychological – psychologist;
part – to participate – participant – participation;
crime – criminal – criminology – criminalistics;
to correct – correction – correctional;
to adapt – adaptation; to rehabilitate – rehabilitation

3. Word combinations:
contemporary psychology, juridical psychology; forensic psychology, criminal psychology;
correctional psychology, correctional institutions;
psychological peculiarities, psychological aspects, psychological problems;
criminal trial, criminal behavior, criminal personality;
legal relationships, mental state, prison life;
scientific discipline, widely ramified system;
to investigate the psychological peculiarities, to study the psychological problems;
to deal with rehabilitation of law-breakers

4. Match the synonyms:

1	field	a)	law-breakers
2	study	b)	reintegration
3	criminal	c)	discipline
4	contemporary	d)	modern
5	rehabilitation	e)	investigate
6	law-breaking	f)	prison
7	correctional institutions	g)	crime
8	juridical	h)	legal
9	correctional	i)	penal

Oral Practice

5. Answer the questions:
1. What is juridical psychology?
2. What are the branches of juridical psychology?
3. What does forensic psychology study?
4. What does criminal psychology study?
5. What does correctional psychology investigate?
6. Would you like to specialize in juridical psychology?
7. Which branch of juridical psychology would you like to focus on? Why?
8. Would you like to work in a correctional institution?

6. Complete the sentences:
1. Juridical psychology studies …
2. Juridical psychology is subdivided into …
3. Forensic psychology investigates …
4. Criminal psychology studies…
5. Correctional psychology deals with …
6. I would like to specialize in … because …

Text 2
Correctional Psychology

Active Vocabulary

assessment	- оценка	to address	- (зд) решать
challenge	- вызов, задача	to collaborate	- сотрудничать
condition	- условие	to conduct	- вести
counseling	- консультирование	to cope (with)	- справляться
inmate	- заключенный	to evaluate	- оценивать
intervention	- воздействие	to incarcerate	- заключать в тюрьму
jail	- тюрьма	to intersect	- пересекаться
prisoner	- заключенный	to promote	- продвигать
reentry	- возвращение	to provide	- предоставлять
release	- освобождение	to reduce	- сокращать
research	- исследование	to succeed	- преуспевать
responsibility	- ответственность	to support	- поддерживать
staff	- штат служащих	to tailor	- приспосабливать
treatment	- лечение		
		juvenile	- несовершеннолетний
well-being	- благополучие	safe	- надежный
both … and…	- как …так и…	secure	- безопасный
overall	- в целом	successful	- успешный

correctional facility	- исправительное учреждение
criminal justice system	- система уголовного правосудия
detention center	- место заключения
incarcerated population	- заключенные
recidivism rate	- уровень рецидива
vocational training	- профессиональная подготовка

Correctional psychology is a field that intersects psychology and the criminal justice system. Correctional psychology is a specialized branch of psychology. It focuses on the mental health and behavioral patterns of individuals who are incarcerated in correctional facilities such as jails, prisons, and juvenile detention centers. This field combines the principles and practices of clinical psychology, forensic psychology, and criminology to address the unique challenges of working with incarcerated populations.

Correctional psychologists play a critical role in the criminal justice system by addressing the mental health needs of prisoners. Their responsibilities can include:

Conducting mental health assessment. Correctional psychologists evaluate the mental health of inmates through interviews, observations, and psychological tests. They diagnose mental illnesses and develop treatment plans that are tailored to each individual's unique needs.

Providing therapy and counseling. Correctional psychologists provide individual and group therapy to help inmates manage mental health conditions, cope with stress and trauma, and address problematic behaviors.

*Collaborating with correctional staff***.** Correctional psychologists work closely with correctional staff to promote a safe and secure environment for both inmates and staff members.

They provide training and support to correctional officers and may assist with crisis intervention and management.

Developing rehabilitation plans. Correctional psychologists work with inmates to develop rehabilitation plans that support successful reentry into society. They may provide vocational training, education, and job placement services to help individuals develop the skills they need to succeed after release.

Conducting research. Correctional psychologists conduct research to better understand the mental health needs of incarcerated populations and to develop effective interventions and treatments.

Overall, correctional psychologists play a vital role in promoting the mental health and well-being of individuals who are incarcerated, in order to reduce recidivism rates and promote successful reintegration into society.

Vocabulary Study

1. International words:
- plan, test, skill, group, stress; system, center, crisis, trauma, practice, training; principle, officer, therapy, interview; individual, population, criminology, recidivism, rehabilitation, reintegration;
- safe, critical, clinical, unique, effective, correctional, problematic, specialized;
- to focus, to manage, to diagnose, to assist, to address, to combine

2. Word building:

to incarcerate	- incarceration	to assess	- assessment
to evaluate	- evaluation	to develop	- development
to promote	- promotion	to manage	- management
to reintegrate	- reintegration	to treat	- treatment
to assist	- assistance		
behavior	- behavioral	prison	- prisoner
problem	- problematic	ill	- illness
success	- successful	responsible	- responsibility

4. Word combinations:
a) *psychology:* clinical psychology, forensic psychology;
correctional: correctional psychology, correctional facilities, correctional staff, correctional officers;
mental: mental illnesses, mental health, mental health needs, mental health assessments, mental health conditions;
unique: unique challenges, unique needs;
crisis: crisis intervention, crisis management;
plan: treatment plans, rehabilitation plans;
behavioral patterns, vocational training;
specialized branch, incarcerated populations;
staff members, group therapy;
criminal justice system, juvenile detention centers, job placement services;
both inmates and staff members

b) to conduct research, to conduct mental health assessments;

to develop the skills, to develop rehabilitation plans;

to provide vocational training, to provide training and support;

to evaluate the mental health, to diagnose meal illnesses;

to address problematic behaviors, to address the unique challenges;

to reduce recidivism rates; to cope with stress and trauma;

to promote successful reintegration into society, to support successful reentry into society

5. *Match the words:*

synonyms		attribute + n	
1 branch	a) work	1 mental	a) plans
2 jail	b) evaluate	2 correctional	b) rates
3 help	c) field	3 vocational	c) staff
4 inmate	d) assist	4 successful	d) facilities
5 job	e) prisoner	5 incarcerated	e) reintegration
6 training	f) education	6 crisis	f) training
7 assess	g) reintegration	7 detention	g) management
8 rehabilitation	h) prison	8 rehabilitation	h) health
9 safe	i) cooperate	9 recidivism	j) illnesses
10 collaborate	j) secure		k) centers
11 illness	k) disease		l) populations

V + object

1 to reduce		a) rehabilitation plans
2 to provide		b) research
3 to develop		c) mental health
4 to play		d) mental illnesses
5 to conduct		e) recidivism rates
6 to promote		f) vocational training
7 to cope with		g) a critical role
8 to address		h) successful reintegration
9 to evaluate		i) problematic behaviors
10 to diagnose		j) the skills
		k) stress and trauma

6. *Match the words with their definitions:*

1 prison	a) medical treatment of injury, disease, or disorder;
2 criminal	b) poor health resulting from disease of body or mind;
3 inmate	c) a place of incarceration for lawbreakers;
4 illness	d) a person who has committed a crime;
5 trauma	e) a person who lives within an institution, such as a prison or jail;
6 therapy	f) a difficult or dangerous situation in which a solution is needed;
7 crisis	g) any physical injury to the body caused by violence or accident;
8 reintegration	h) the process of restoring someone or something back into a group, system, or situation from which they have been removed;
9 rehabilitation	i) the tendency of repeating criminal behavior after being punished or

	released from prison;
10 recidivism	j) a process aimed at restoring an individual's physical, mental or emotional state to a healthy condition.

Oral Practice

7. Answer the questions:

1. What is correctional psychology?
2. Where do correctional psychologists work?
3. What are the functions of correctional psychology?
4. How do correctional psychologists evaluate the mental health of inmates?
5. What help do correctional psychologists provide to the inmates?
6. How do psychologists collaborate with the correctional staff?
7. What do correctional psychologists develop rehabilitation plans for?
8. What do correctional psychologists conduct research for?
9. What is the role of correctional psychologists? Why is it so important?
10. Would you like to work as a correctional psychologist? Why?

8. Complete the sentences:

1. Correctional psychology is …
2. The functions of correctional psychologists are …
3. Correctional psychologists evaluate …
4. Individual and group therapy helps inmates …
5. Correctional psychologists collaborate with …
6. Rehabilitation plans help inmates…
7. Correctional psychologists conduct research to …
8. Psychologists play an important role in correctional facilities because …
9. I would/wouldn't like to work as a correctional psychologist because …

Text 3
Therapy Offered by a Correctional Psychologist

Word list

cognitive-behavioral therapy	- когнитивно-поведенческая психотерапия
group therapy	- групповая терапия
psychoeducation	- психообразование
dialectical behavior therapy	- диалектическая поведенческая терапия
interpersonal therapy	- межличностная психотерапия
trauma-focused therapy	- травма-фокусированная терапия
eye movement desensitization and reprocessing	- десенсибилизация посредством движения глаз
prolonged exposure therapy	- терапия длительного воздействия

Task 1. Read the text and write out the definitions of the different types of therapies used by correctional psychologists.

Task 2. Find in the text the answers to the following questions:

1. What do correctional psychologists use cognitive-behavioral therapy for?
2. What topics are discussed during group therapy sessions?
3. What do correctional psychologists use psychoeducation for?

4. What type of therapy is used to help inmates build positive relations with their family members?

5. What type of therapy is used to help inmates cope with their traumatic experiences?

Correctional psychologists offer various types of therapy to address the mental health needs of individuals. These therapies may include:

*Cognitive-behavioral therapy***.** CBT is a type of therapy that focuses on changing negative thought patterns and behaviors. Correctional psychologists use CBT to help inmates identify and change problematic thoughts and behaviors that may contribute to their incarceration.

Group therapy. Group therapy brings together several inmates to discuss shared experiences and provide mutual support. Correctional psychologists may lead group therapy sessions focused on topics such as anger management, substance abuse, and trauma.

*Psychoeducation***.** Psychoeducation is a type of therapy that focuses on providing information about mental health conditions. It also includes coping strategies and available resources. Correctional psychologists may use psychoeducation to help inmates better understand their mental health conditions and develop strategies to manage them.

*Dialectical behavior therapy***.** DBT is a type of therapy that combines cognitive-behavioral techniques with mindfulness and acceptance-based strategies. Correctional psychologists use DBT to help inmates learn to regulate their emotions, manage stress, and improve interpersonal relationships.

Interpersonal therapy. Interpersonal therapy focuses on improving interpersonal relationships and communication skills. Correctional psychologists may use this type of therapy to help inmates build positive relationships with peers and family members and to develop strategies to resolve conflicts in a constructive manner.

Trauma-Focused Therapy: Trauma-focused therapy is a type of therapy that specifically addresses the emotional and psychological effects of trauma. Correctional psychologists may use a variety of techniques, such as Eye Movement Desensitization and Reprocessing (EMDR) or Prolonged Exposure Therapy, to help inmates process and heal from traumatic experiences.

Overall, the specific type of therapy offered by a correctional psychologist will depend on the individual needs and circumstances of each inmate.

Text 4
Legal Psychology

Word list

juror	- присяжный	to apply	- применять
prosecutor	- прокурор	to evaluate	- оценивать
witness	- свидетель	to improve	- улучшать
accuracy	- точность	to investigate	- исследовать
suitability	- соответствие	to happen	- происходить
testimony	- показания		

legal psychology	- юридическая психология
civilian court	- гражданский суд
court case	- судебное дело
legal bodies	- юридические органы
minor children	- несовершеннолетние дети

public defender	- государственный защитник
juvenile detention center	- центр заключения под стражей несовершеннолетних правонарушителей
law enforcement investigation	- расследование правоохранительными органами
to administer psychological tests	- проводить психологические тесты
to be in charge (of)	- отвечать за
to carry out functions	- выполнять функции
to commit a murder	- совершать убийство
to conduct interviews	- проводить собеседования
to face charges	- быть обвиненным
to go to trial	- предстать перед судом
to obtain custody	- получить опеку

Task 1. Read the text and find in it the answers to the following questions:
1. What is legal psychology?
2. What are the main activities of the legal psychologists?
3. What is the main function of legal psychologists?
4. Whom do legal psychologists evaluate?
5. What methods do they use?
6. What are the examples of the legal psychologists' activities?
7. Where can legal psychologists work?

Legal psychology is the psychology applied to court cases, crime and its treatment, mental state and mental processes. In general, a legal psychologist is in charge of studying, evaluating and investigating what happens within the legal system. This includes selection of jurors, investigations to improve the justice system, and assessments of the accuracy of testimony from persons who witnessed a crime.

One of the primary functions of the legal psychologist is to evaluate individuals for legal bodies and judicial systems. In this context, the psychologist can evaluate a wide variety of people, from a parent trying to obtain custody of the minor children to a prisoner who is going to trial for committing a murder. They also interview candidates for jobs within the legal system to assess suitability for the position.

To carry out their functions, legal psychologists often conduct interviews or administer psychological tests to individuals facing criminal or civil charges. They also work with witnesses to help them remember information and serve as consultants in law enforcement investigations.

A legal psychologist can work in a wide variety of places related to the criminal justice system or civilian courts. They can work in a private office, providing consultations with other professionals such as prosecutors or lawyers or public defenders. Other places where they can work are correctional facilities and juvenile detention centers.

Summarizing

Task 2. Headline each paragraph. Make up the plan of the text
Task 3. Choose the key sentences from each paragraph Make them as short as possible.
Task 4. Make up the summary of the text. Draw the conclusion about the importance of their activities or the role of legal psychology in the criminal justice system

Text 5
Questions – Answers About Correctional Psychology

Task. Read and translate the text with the help of a dictionary.

What is the meaning of correctional? – relating to the punishment and treatment of people who have committed crimes, e.g. a correctional program, correctional personnel.

What is meant by correctional psychology? – It is a branch of forensic psychology concerned with the application of counseling and clinical techniques to criminal and juvenile offenders in penal and correctional facilities.

What do correctional psychologists do? – Psychologists work directly with offenders in custody and with those offenders who are under the supervision of community corrections. For example, psychologists work with active symptoms of mental illness.

Why is correctional psychology important? – Correctional psychologists play a critically important role within the mental health setting. The main responsibility of a correctional psychologist is to rehabilitate inmates, helping them return from prison, back into the world.

Do prisons have psychologists? – A prison psychologist works with prisoners, offering treatment and support through their psychological problems, anger management issues and substance abuse. Their work environment may range from asylums for the criminally insane, to jails, courthouses and maximum security prisons.

Who was the first psychologist in the prison system? – In 1913, correctional psychology was integrated into the United States' correctional psychology system, namely, in a women's penitentiary in New York. Eleanor Rowland was the first psychologist who determined which offenders could benefit from being placed in programs, and who could be safely returned to society.

LESSON 9
Forensic Psychology

Active Vocabulary

accuracy	- точность	trial	-судебный процесс
bias	- предвзятость	victim	- жертва
culpability	- виновность	witness	- свидетель
custody	- опека		
danger	- опасность	to assess	- оценивать
defense	- защита	to be fit	- быть пригодным
field	- область	to deter	- сдерживать
insight	- проницательность	to determine	- определять
intervention	- воздействие	to evaluate	- оценивать
issue	- вопрос	to gather	- собирать
jury	- присяжные	to involve	- включать
participation	- участие	to offer	- предлагать
reliability	- надежность		
sentencing	- вынесение приговора	within	- в, в пределах

mitigation	- смягчение приговора
parole	- условно-досрочное освобождение
evidence	- свидетельские показания
testimony	- свидетельские показания
eyewitness accounts	- свидетельские показания
criminal justice	- уголовное правосудие
criminal profiling	- составление психологического портрета преступника
law enforcement	- правоприменение

Text 1
What is Forensic Psychology?

Forensic Psychology is a specialized field within psychology that focuses on the connection of psychology and the legal and criminal justice systems. It involves the application of psychological principles and knowledge to understand various aspects of the legal process, criminal behavior, and the mental state of individuals involved in legal cases.

The importance of forensic psychology lies in its usefulness in:

- *criminal profiling*: creating offender profiles from crime scene evidence and behavior patterns;
- *competency assessment*: determining if individuals are mentally fit for trial and defense participation;
- *risk evaluation*: assessing re-offending risk and potential danger posed by individuals;
- *interviews*: gathering accurate information from witnesses and victims while considering memory biases;
- *eyewitness testimony analysis*: evaluating accuracy of eyewitness accounts and memory reliability;
- *mitigation assessment*: identifying psychological factors that could influence culpability or sentencing;

- *jury selection support*: assisting in unbiased juror selection;
- *expert testimony*: providing court insights on psychological matters;
- *crime prevention*: designing interventions to deter criminal behavior;
- *rehabilitation*: delivering psychological interventions for inmate rehabilitation;
- *law enforcement consultation*: advising on cases involving mental health issues;
- *child custody evaluation*: assessing children's best interests in custody disputes;
- *correctional program design*: creating initiatives addressing inmate mental health;
- *civil case assessment*: offering insights in cases with mental health relevance;
- *parole risk management*: assessing inmate readiness for parole.

Vocabulary Study

1. International words:
- risk, scene, aspect, expert, factor, program, process, profile, interest, interview, principle, competency; dispute, potential, analysis, initiative, individual; selection, consultation, rehabilitation, information intervention, management;
- legal, mental, criminal, accurate, potential, specialized;
- to create, to focus, to address, to assist

2. Word building:
jury – juror;
bias – biased – unbiased;
crime – criminal – criminology;
to assess – assessment, to manage – management;
to select – selection, to evaluate – evaluation;
to participate – participation, to mitigate – mitigation;
to create – creation, to apply – application;
offence – offender – re-offending;
accurate – accuracy, reliable – reliability

3. Match the synonyms:

1	criminal	a)	prisoner
2	inmate	b)	offender
3	assessment	c)	danger
4	testimony	d)	protection
5	culpability	e)	evidence
6	risk	f)	evaluation
7	defence	g)	guilt
8	competency	h)	skill
9	management	i)	administration
10	application	j)	use

4. Translate the word combinations of the type N + N. First study the information:

Цепочка существительных – это вид словосочетаний, представляющий собой ряд двух, трех или более существительных, определяющих одно понятие. В таких словосочетаниях главное существительное, выполняющее непосредственно функцию существительного, стоит всегда в конце цепочки, а все предшествующие слова, связанные

с ним, являются определениями. В начале словосочетания, как правило, стоит артикль или другой определитель. Перевод таких словосочетаний следует начинать с последнего слова.

Примеры перевода: *rehabilitation plan* – план реабилитации, *group therapy* – групповая терапия. *juvenile detention center* – центр заключения под стражей несовершеннолетних правонарушителей.

offender profiling, behavior patterns;
custody disputes, expert testimony, eyewitness accounts;
memory bias, memory reliability;
inmate rehabilitation, inmate readiness for parole;
competency assessment, mitigation assessment;
criminal justice, criminal justice system;
crime scene, crime scene evidence;
civil case, civil case assessment;
eyewitness testimony, eyewitness testimony analysis;
jury selection, jury selection support;
law enforcement, law enforcement consultation;
risk evaluation; child custody, child custody evaluation;
parole risk, parole risk management;
correctional program, correctional program design;
mental health, mental health issues, inmate mental health;
trial and defense participation

5. *Word combinations:*
a) various aspects, specialized field;
mental state, mental health, legal cases;
potential danger, criminal behavior;
forensic psychology, psychological interventions;
psychological principles and knowledge;
b) to create offender profile, to create initiatives;
to evaluate risk, to evaluate accuracy;
to assess competency, to assess re-offending risk;
to assess children's best interests, to assess inmate readiness for parole;
to gather accurate information, to design correctional program;
to influence culpability or sentencing;
to select jurors, to deter criminal behavior

6. *Answer the questions on the text:*
1. What is forensic psychology?
2. What is it applied for?
3. What activities are forensic psychologists involved in?
4. What issues do forensic psychologists assess?
5. What do they conduct interviews for?
6. How do they assist in juror selection?
7. How do they assist in crime prevention?
8. What cases do they provide consultation on?

9. How do they participate in custody disputes?
10. How do they participate in civil cases?

7. Write out from the text the issues that forensic psychologists assess/evaluate:
e.g. Forensic psychologists assess individuals' mental fitness for trial and defense participation…

Text 2
What do Forensic Psychologists do?

Task 1. Divide the text into parts and headline (озаглавьте) each part.
Task 2. Choose the key sentences in each part.
Task 3. Make the key sentences shorter.
Task 4. Make up the summary using the clichés, the headlines, the key sentences.

Forensic psychology is a field that combines the practice of psychology and the law. Those who work in this field utilize psychological expertise as it applies to the justice system. The word '*forensic*' originates from the Latin word '*forensis*', which means "the forum", or the court system of Ancient Rome.

Forensic psychology is a relatively new specialty area. In fact, forensic psychology was just officially recognized as a specialty area by the American Psychological Association in 2001. Despite this, the field of forensic psychology has roots that date back to Wilhelm Wundt's first psychology lab in Leipzig, German.

Today, forensic psychologists are not only interested in understanding why such behaviors occur, but also in helping minimize and prevent such actions. In many cases, people working in forensic psychology are not necessarily "forensic psychologists". These individuals might be clinical psychologists, school psychologists, neurologists, or counselors who lend their psychological expertise to provide testimony, analysis, or recommendations in legal or criminal cases.

Some of the functions typically performed within forensic psychology include:
- competency evaluations;
- sentencing recommendations;
- evaluations of the risk of reoffending;
- testimony as an expert witness;
- child custody evaluations;
- academic research on criminality;
- treatment of criminal offenders;
- development of correctional programs;
- rendering psychological services to inmates and offenders;
- help with jury selection, witness preparation, or legal strategies.

There are a number of different job options within the field of forensic psychology. For example, some forensic psychologists work directly in the criminal justice system to assess, evaluate, and treat individuals who have committed crimes or have been the victims of crimes. Other forensic psychologists investigate cases of alleged child abuse, work with child witnesses, evaluate individuals involved in child custody disputes, and assess mental competency.

Text 3
The Differences between Legal Psychology and Forensic Psychology

Task. Read the text and write out the differences between legal and forensic psychology into the table below:

Since both are included within the legal scope, legal psychology is usually confused etymologically with the forensic psychology. Although related, the two branches of applied psychology are not the same; each type of psychologists performs different functions.

Legal psychology is responsible for studying what happens within the legal system (examining the selection of jurors, testimonies of eyewitnesses, etc.), while forensic psychology studies topics more directly related to criminals: mental state during the crime or during the trial, the possibility of committing a crime again if they are released.

Legal psychology includes the study of the thought processes and behavior of jurors, the judicial system, legal processes, etc. Forensic psychology focuses, above all, on criminal cases and the psychological issues related to them.

Legal psychologists work with police officers and lawyers. The main functions of these psychologists are to examine how juries are chosen, how judges make decisions, and the credibility of visual testimony. These psychologists also interview potential jurors to better understand their mental states and thought processes.

Forensic psychologists work directly with suspects and criminals in the criminal justice system. For example, a forensic psychologist helps determine if a defendant was mentally healthy when he or she committed a crime.

Legal psychology	Forensic psychology
- studies what happens within the legal system: the selection of jurors, testimonies of eyewitnesses	- studies mental state of criminals, possibility of committing a crime again

Text 4
Offender Profiling

Word list:

offender profiling	- составление психологического портрета преступника
victim statements	- заявления потерпевших
witness statements	- свидетельские показания
suspected individual	- подозреваемый
marital status	- семейное положение
predicted	- предполагаемый
(to) identify	- устанавливать личность
guilty	- виновный
bottom-up approach	- восходящий подход, принцип анализа снизу вверх
top-down approach	- нисходящий подход, принцип анализа сверху вниз

Task 1. Read the text and find the answers to the following questions:
1. When do police ask forensic psychologists for help?
2. What is offender profiling?
3. What information is included in the offender profile?
4. How can offender profile help the police?
5. What are the two main types of offender profiling?
6. What is the difference between the British and American approaches to offender profiling?

When police have very little evidence to go on, they will sometimes enlist the help of a forensic psychologist. The forensic psychologist will use prior knowledge, victim/witness statements and evidence gathered from the scene to build an offender profile.

Offender profiling is a practice done in forensic psychology used to help identify potential suspects involved in a crime.

Information included in an offender profile contains known and predicted personal information about the suspected individual, including social characteristics such as employment and any hobbies or social groups. Offender profiling also considers potential mental characteristics that are known or predicted about the offender, such as education and motivation.

Understanding more about the offenders and their motivations can help identify possible criminal behavior patterns that could help an investigation and the arrest of the criminal. Offender profiles could also contain potential interview strategies for obtaining as much information about related crimes as possible from an offender.

Two main types of offender profiling are used across the UK and the US. They were developed using different strategies and are known as the top-down and bottom-up approaches.

The bottom-up British approach: Starts with small details and creates the big picture. No initial assumptions are made about the offender and the approach relies heavily on computer databases. It can be the little details that are often overlooked that can be crucial to the success of a case.

The top-down American approach: From the data gathered at the crime scene, the investigators can identify characteristics of the offender, for example lifestyle or personality characteristics. From this the offender is characterized as either an organized or a disorganized offender. Below are given the characteristics of an organized and disorganized offender.

Task 2. Study the characteristics of organized and disorganized offenders. Describe them.

Typically, organised offenders:	*Typically, disorganised offenders:*
- thoroughly plan their crimes;	- do not plan their crimes or have little planning;
- leave few clues behind at the crime scene;	- show impulsive or random behavior during their crimes;
- target strangers as their victims;	- make little or no attempt to cover up at crime scenes;
- control their victims in some form	- show little constraint at crime scenes

Organised offenders likely are:	Disorganised offenders likely:
- smart, probably with a high IQ;	- have a low IQ, with little education;
- socially confident;	- are socially and sexually incompetent;
- married or in a cohabiting relationship;	- live solitary lifestyles;
- a 'commuter' – travels to different geographic locations to spread out crimes.	- live close to the crime scene; - are unemployed or have an unskilled occupation

Text 5
Questions – Answers About Offender Profiling

Task. Read and translate the text with the help of a dictionary:

1. *What is offender profiling?* – Offender profiling is the process of creating a profile of a criminal based on evidence from the crime scene and the offender's behavior. The aim is to understand the offender's motivation, characteristics, and behavior to aid in criminal investigations.

2. *What is the bottom-up approach to offender profiling?* – The bottom-up approach to offender profiling involves analyzing the specific details of the crime scene and the offender's behavior to build a profile. This approach is based on the assumption that an offenders' behavior reflects their underlying personality traits and characteristics.

3. *How is the bottom-up approach different from the top-down approach to offender profiling?* – The top-down approach to offender profiling involves starting with preconceived ideas about the type of offender who would commit a particular crime and then trying to fit the evidence to that profile. In contrast, the bottom-up approach starts with the evidence and builds a profile from there.

4. *What are some techniques used in the bottom-up approach to offender profiling?* – Techniques used in the bottom-up approach to offender profiling include crime scene analysis, behavioral analysis, and geographical profiling. These techniques can help to identify patterns and characteristics that can inform the development of an accurate offender profile.

5. *How does offender profiling help in criminal investigations?* – Offender profiling can help investigators to narrow down the pool of suspects, prioritize leads, and identify characteristics that can help in the arrest of the offender. It can also help in the prevention of future crimes by identifying potential risks and vulnerabilities.

6. *What are some potential limitations of offender profiling*? – Offender profiling is not always accurate, and its effectiveness can depend on the quality and quantity of the evidence available. It can also be influenced by bias or preconceptions on the part of the profiler. Additionally, some offenders may be able to alter their behavior or mask their characteristics, making it more difficult to create an accurate profile.

LESSON 10
Social Psychology

Active Vocabulary

attitude	- отношение	to affect	- воздействовать
concerns	- дела	to distinguish	- различать
environment	- окружение, среда	to depend (on)	- зависеть (от)
human being	- человек	to employ	- применять
prejudice	- предрассудок	to explain	- объяснять
supervisor	- руководитель	to exhibit	- показывать
variable	- переменная	to imagine	- воображать
		to influence	- влиять
well-being	- благополучие	to rely (on)	- полагаться (на)
folk wisdom	- народная мудрость	to be alone	- быть одиноким
domestic abuse	- домашнее насилие	to be around	- быть рядом
substance use	- употребление наркотиков	to be interested (in)	- интересоваться
		to be likely	- быть вероятным
as a whole	- в целом	to make decisions	- принимать решения
as well as	- а также	to make choices	- делать выбор
instead	- вместо этого	to take place	- происходить
versus	- в сравнении	exactly	- точно
unlike	- в отличие от	probably	- вероятно
while	- тогда как	such as	- такой как

Text 1
What is Social Psychology

According to psychologist Gordon Allport, social psychology uses scientific methods "to understand and explain how the thoughts, feelings, and behavior of individuals are influenced by the actual or imagined presence of other human beings." Basically, social psychology is about understanding how each person's individual behavior is influenced by the social environment in which that behavior takes place.

You probably already realize that other people can have a great influence on the way you act and the choices you make. Think how you might behave in a situation if you were all alone versus if there were other people in the room.

The decisions you make and the behaviors you exhibit might depend on not only how many people are present but exactly who you are around. For example, you are likely to behave much differently when you are around a group of close friends than you would around a group of colleagues or supervisors from work.

Social psychology is often confused with folk wisdom, personality psychology, and sociology. Unlike folk wisdom, which relies on inaccurate observations and subjective interpretation, social psychology employs scientific methods and empirical study.

Personality psychology focuses on individual traits, characteristics, and thoughts. Social psychology is focused on situations. Social psychologists are interested in the impact that the social environment and group interactions have on attitudes and behaviors.

Finally, it is important to distinguish between social psychology and sociology. Sociologists are interested in the institutions and cultures that influence how people behave. Psychologists instead focus on situational variables that affect social behavior. While psychology and sociology both study similar topics, they are looking at these problems from different perspectives.

What makes social psychology such an important topic? Social psychologists focus on societal concerns that have a powerful influence on individual well-being as well as the health of society as a whole, including problems such as substance use, crime, prejudice, domestic abuse, public health, bullying, and aggression.

Vocabulary Study

1. International words:
- group, method, person, problem, culture, colleague, bullying, variable; perspective, characteristics, sociology, sociologist; situation, aggression, institution, interaction, interpretation;
- social, actual, human, public, individual, inaccurate, empirical, interested; basically, finally;
- to act, to focus, to confuse

2. Word building:
to act – actual; situation – situational; society – societal;
present – presence; social – sociology – sociologist;
to differ – different – differently – difference

3. Word combinations :
social psychology, social psychologists, social behavior;
social environment, societal concerns;
scientific methods, empirical study;
individual traits, individual well-being;
human beings, group interactions;
folk wisdom, public health;
inaccurate observations, subjective interpretation;
important topic, similar topics;
powerful influence, domestic abuse;
situational variables, actual or imagined presence

4. Translate the sentences paying attention to conversion:
Конверсия – способ словообразования без использования специальных словообразовательных суффиксов или приставок; образование нового слова путём перехода в другую часть речи.

1. Both psychology and sociology *study* similar topics.
2. Social psychology employs scientific methods and empirical *study*.
3. Other people can have a great *influence* on the way you act and the choices you make.

4. Sociologists are interested in the institutions and cultures that *influence* how people behave.

5. Societal concerns have a powerful *influence* on individual well-being.

6. What is the main *focus* of social psychology? – Social psychologists *focus* on three main areas: social thinking, social influence, and social behavior.

7. Social psychology *focuses* on such problems as substance *use*, crime, domestic abuse.

8. Social psychologists *use* scientific methods.

5. Answer questions

1. What is social psychology?
2. What things do other people influence on?
3. Find in the text the examples of the influence on you of other people.
4. What is the difference between social psychology and folk wisdom?
5. What is the difference between social psychology and personality psychology?
6. What is the difference between social psychology and sociology?
7. What problems does social psychology help to solve?

Text 2
Frequently Asked Questions about Social Psychology

What is social psychology? – Social psychology studies humans, their emotions and behaviors, and how social interactions affect someone's reaction to something.

Why is psychology considered a social science? – Psychology is a social science because it studies everything related to humans – their behavior, how they respond to things, and their thoughts, feelings, and emotions.

Which statement about social psychology is the most accurate? – Social psychology shows that people are influenced by social situations.

What are the three main areas of social psychology? – The three main areas of social psychology are social thinking, social influence, and social behavior.

What are some examples of social psychology? – An example of social psychology is examining the internalization of racism. Some people don't even realize they have racist instincts until tested! Another example is conformity – if you get into an elevator and all people there are facing the opposite wall, even if there's no door in that direction, chances are you'll face that way too.

Text 3
Family Psychology

Task. Read the text and answer the questions:

1. What is family psychology responsible for?
2. How does family psychologist visualizes the family?

Family psychology is one of the branches of general psychology, which is responsible for studying, analyzing and resolving those conflicts that arise within the family. In this sense, the family psychologist does not visualize the family as a separate form but visualizes it from the global perspective, that is, as a system.

This discipline can help the family in a large number of situations that affect its stability, addressing conflicts in the following way:

1. Analyze and identify family conflicts

Family psychology, through scientific methods and techniques, collects information regarding the problems that members of the family group may be presenting from different perspectives. This is done through observation, interviews and the application of questionnaires where it collects the necessary data.

2. Address behavioral issues

After having recognized the conflict or conflicts present in the family, psychologists approach the problems from a neutral perspective. The next thing is to present and discuss these problems with everyone involved, trying to make each member visualize and become aware of their responsibility within the conflict.

3. Improve family communication

In this context, family psychology provides the necessary elements that favor understanding, patience and tolerance. For this, it provides tools to create within the family group the ideal channels to transmit ideas, thoughts and opinions between them.

4. Encourage family support

One of the main purposes of family psychology is to make the members of the family understand that support is the basis for coexistence and the key to family unity.

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