

O‘ZBEKISTON RESPUBLIKASI ICHKI ISHLAR VAZIRLIGI
A K A D E M I Y A



SH. M. MUZAFFAROV

INGLIZ TILI

O‘quv qo‘llanma

Xizmat faoliyatini psixologik ta’minlash mutaxassisligi uchun

TOSHKENT

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Ushbu o'quv qo'llanmada ingliz tilida Xizmat faoliyatini psixologik ta'minlash mutaxassisligiga oid mavzular, termin va iboralar haqidagi asosiy ma'lumotlar hamda egallangan bilim va ko'nikmalarni mustahkamlash uchun mashq va topshiriqlar o'rin olgan. Shuningdek, yurist psixologning ish faoliyatida keng qo'llanuvchi materiallar, so'z va iboralar, psixologiyaga oid atamalar va kasb-hunar leksikasi aks etgan.

O'zbekiston Respublikasi Ichki ishlar vazirligi Akademiyasida Xizmat faoliyatini psixologik ta'minlash mutaxassisligi yo'nalishida tahsil olayotgan kursant va tinglovchilar, shuningdek huquqni muhofaza qilish organlarining xodimlari uchun mo'ljallangan.

SO‘Z BOSHI

Prezidentimiz Shavkat Mirziyoyevning 2017-yil 7-fevraldagi “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi farmonida 2017-2021-yillarda mamlakatimiz taraqqiyotini yanada jadallashtirishga doir ustuvor vazifalar belgilab berildi. Harakatlar strategiyasidagi beshta ustuvor yo‘nalishda ta‘lim-tarbiya tizimini taraqqiy ettirish masalasi ham o‘rin olgan.

Farmonga binoan ta‘lim va ilm-fan sohasini yanada rivojlantirish borasida kompleks chora-tadbirlar ishlab chiqildi. Bunda ta‘lim tizimida keng islohotlarni amalga oshirish orqali ta‘lim-tarbiya sifatini oshirish, yangi maktab binolari barpo etish hamda ularni zamonaviy o‘quv-laboratoriya uskunolari, axborot-kommunikatsiya texnologiyalari va o‘quv-metodik qo‘llanmalari bilan to‘liq ta‘minlash kabi qator masalalar amalga oshirilishi ko‘zda tutilgan. Ushbu vazifalar ijrosi yuzasidan mazkur “Ingliz tili” nomli o‘quv qollanmasi tayyorlandi.

Ushbu o‘quv qo‘llanma O‘zbekiston Respublikasi IIV Akademiyasida ingliz tilini o‘rganayotgan, shuningdek xizmat faoliyatini psixologik ta‘minlash yo‘nalishida tahsil olayotgan kursantlarga mo‘ljallangan. O‘quv qo‘llanmasini yaratishdan asosiy maqsad kursantlarning psixologiyaga oid terminlarni o‘rganish, inglizcha so‘z boyligini oshirish hamda shu yo‘nalishdagi mavzularda erkin og‘zaki muloqot ko‘nikmalarini rivojlantirishdan iborat. Bundan tashqari, mazkur o‘quv qo‘llanma kursantlarga bo‘lajak kasblariga aloqador original matnlar mazmunini tushunish va ulardan kerakli ma‘lumotlarni ajratib olish, berilgan mavzular bo‘yicha fikr bildirish kabi amallarni bajarishni o‘rganishga yaqindan yordam beradi.

Leksik materialning asosiy qismi yangi bo‘lib, unda mutaxassislik tiliga xos so‘z va iboralar hamda ularning yasalish usullari va modellariga ham o‘rin berilgan. Shuningdek, ushbu o‘quv qo‘llanmada avvalgi o‘quv qo‘llanmalardan farqli o‘laroq audio matn, lug‘at va topshiriqlar kursantlar uchun havola etilgan.

O‘quv qo‘llanmada berilgan matn va topshiriqlar kursantlarni inglizcha og‘zaki nutqning turli ko‘rinishlariga o‘rgatish maqsadidan kelib chiqib tanlab

olingan. Matnlar, ogʻzaki va yozma shakllarda bajariladigan topshiriqlar hamda boshqa ijodiy ishlar uchun berilgan vazifalarning mazmuni va hajmi Oʻzbekiston Respublikasi IIV Akademiyasi kursantlari uchun ishlab chiqilgan “Ingliz tili fanidan namunaviy dastur” asosida belgilangan. Ular orasidan *Psychology, Personality of suspect, Emotions of inmates, Emotions of interviewee, Mental Disorders: schizophrenia* hamda kursantlarni boʻlajak kasblariga yoʻnaltiradigan boshqa mavzular oʻrin olgan. Har bir “Unit”da mavzuga oid faol soʻz va iboralar keltirilgan.

Har bir mavzu uchun bir nechtadan topshiriqlar berilgan boʻlib, ular kursantlarning oʻqish va tinglash yoʻli bilan olgan maʼlumotlarini ingliz tilida ogʻzaki bayon qilish, berilgan savollarga javob berish, oʻrtaga tashlangan masala yuzasidan oʻz shaxsiy fikrlarini ifoda etish va munozaraga kirishish kabi koʻnikmalarini hosil qilish va rivojlantirish uchun xizmat qiladi.

Oʻquv qoʻllanmada muayyan kamchiliklarga yoʻl qoʻyilgan boʻlishi ehtimoldan xoli emas. Shu bois mualliflar ushbu oʻquv qoʻllanma yuzasidan bildirilgan tanqidiy fikr-mulohazalar va takliflarni mamnuniyat bilan qabul qiladilar va kelgusi ishlarida ulardan foydalanadilar.

UNIT 1. PSYCHOLOGY

Get ready!

Task 1. Before you read the passage, talk about these questions.

1. What do students learn about in a psychology program?
2. What kind of work do psychologists do?

Active words: psychology, mental, process, assess, treat, behavior, environment, physical, state

VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

affect [æ'fekt] – оказывать воздействие, влияние / ta'sir etmoq, ta'sir

assess [ə'ses] – оценивать, давать оценку / baholamoq / baho bermoq

behavior [bi'heivjər] – поведение / xulq, fe'l-atvor, muomala

environment [in'vaiə(ə)nmənt] – окружение, окружающая среда / muhit, atrof muhit

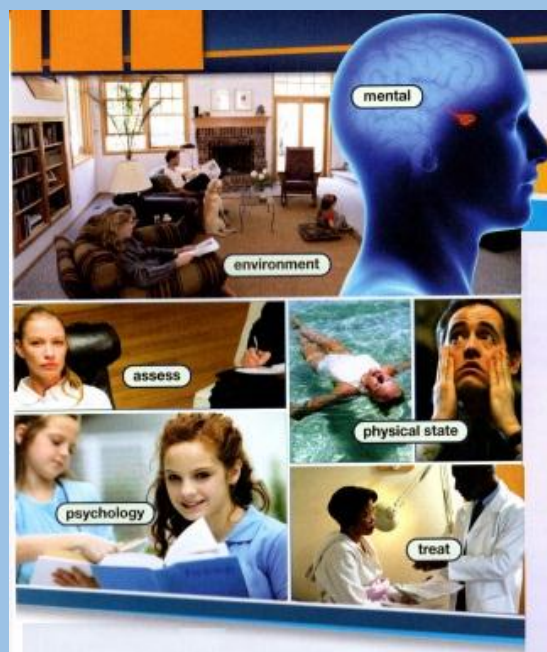
function [fʌŋkʃ(ə)n] – назначение, функция / vazifa, belgilangan maqsad

mental [ment(ə)l] – интеллектуальный, умственный / aqliy, aqliy faoliyatga bog'liq, intellektual

process [prəuses] – процесс, ход развития / protsess, jarayon

psychology [saɪ'kɒlədʒi] – психология / psixologiya

treat [tri:t] – лечить, проводить курс лечения / davolamoq, davolash kursini o'tkazish



Task 3. Match the words or phrases (1-8) with the definitions (A-H).

_ mental	A to try to cure a medical condition
_ process	B the study of the mind
_ assess	C an observable action
_ treat	D relating to the mind
_ behavior	E to evaluate something
_ environment	F a physical setting
_ physical state	G the status of the body's systems
_ psychology	H a set of events that take place in a certain order

Task 4. Read the sentence pairs. Choose the sentence that uses the underlined part correctly.

- 1.** **A** The doctor will assess the condition with medicine.

B Many different factors affect people's minds.
- 2.** **A** The brain directs many processes, so it has many different functions.

B The doctor gave the man a process to take every day.

READING

Task 5. Read the webpage. Then, choose the correct answers.

1. What is the purpose of the website?

- A** to encourage students to become psychology majors
- B** to describe courses in the psychology program
- C** to explain the responsibilities of a psychologist
- D** to present the latest research of psychology professors

2. Which of the following is NOT part of the psychology program?

- A** developing new medicine
- B** learning to design experiments
- C** studying mental processes
- D** examining the effects of environment

3. What does the psychology program cover first?

- A behavioral effects
- B physical states
- C mental disorders
- D brain functions

STATE COLLEGE

UNDERGRADUATE DEGREE PROGRAMS PSYCHOLOGY Prospective Students

PSYCHOLOGY

State College has a comprehensive **psychology** program. All students begin with the **functions** of the brain. Students will also learn about various **mental processes**. Later, classes cover how these processes **affect** people's **behavior**. The program requires students to take several lab courses. Some labs focus on the mental effects from a subject's **environment**. Others examine the relationship between behavior and **physical states**.

Students have two academic plans to choose from. One focuses on clinical psychology. This prepares students to **assess** and **treat** mental disorders. The second career path is academic. Students will learn more about research. They will also learn how to design

Task 6. Listen and read the webpage again. What are the two plans in the psychology program?

LISTENING

Task 7. Listen to a conversation between a student and an advisor. Mark the following statements as true (T) or false (F).

- 1 The man is considering enrolling in the psychology program.
- 2 The man is especially interested in doing research.

3 The woman recommends trying another major.

Task 8. Listen again and complete the conversation.

Student: I think the human mind is really **1** _____ .

Advisor: You'd definitely learn **2** _____ about that.

Student: Yeah, and I'm also really interested in **3** _____ people.

Advisor: You can do that with a **4** _____ degree. Why aren't you sure yet?

Student: I think research is really **5** _____ .

Advisor: **6** _____ is pretty important for a psychology degree. You'd better think about it.

SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

What do you like about ...?

I'm interested in ...

I think ... is really interesting.

Student A: You are a student. Talk to Student B about:

- majoring in psychology
- what elements of psychology interest you
- what elements of psychology do not interest you

Student B: You are an advisor. Talk to Student A about majoring in psychology.

WRITING

Task 10. Use the conversation from Task 9 to fill out the worksheet.

STATE COLLEGE



The student is interested in _____

The student is not interested in _____

As a result, I recommend _____

Part 1

Address by the President of the Republic of Uzbekistan Shavkat Mirziyoyev to Oliy Majlis

Esteemed Senators and Deputies!

Dear compatriots!

Dear guests!



Allow me to deliver you the Address of the President of the Republic of Uzbekistan to Parliament on the most priority goals of Uzbekistan's development in 2019.

Today, we are living in the rapidly changing world. Global conflicts of interests and competition are growing. The international situation is being aggravated.

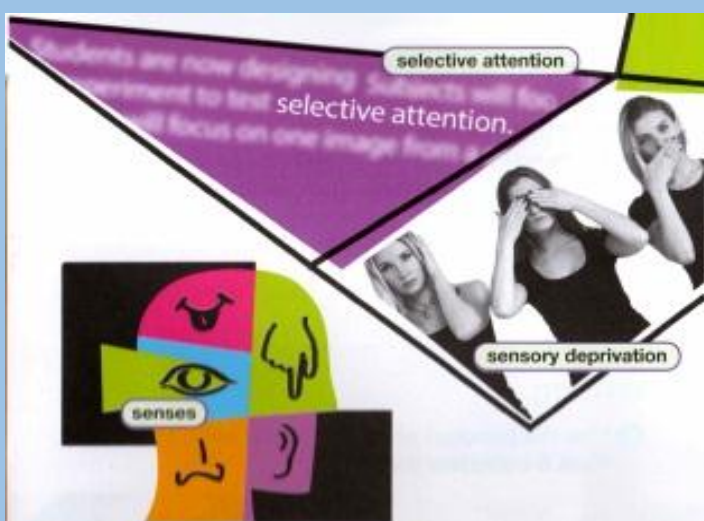
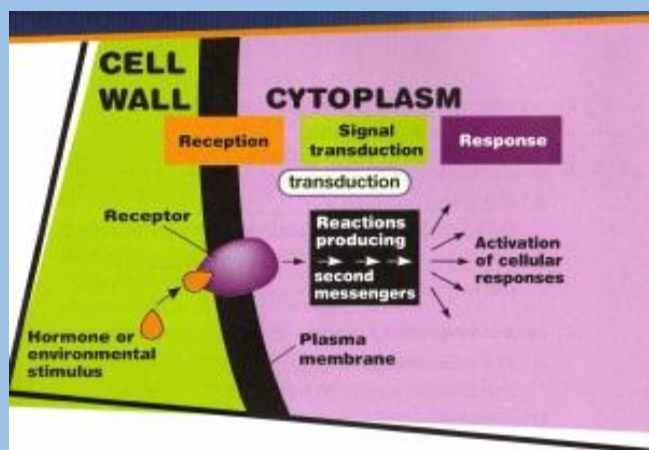
Accordingly, while planning practical actions for the next year, considering such harsh situation on the international arena, we need to highlight clearly and precisely the priority directions of our development.

UNIT 2. PERCEPTION AND SENSATION

Get ready!

Task 1. Before you read the passage, talk about these questions.

1. What is the difference between an absolute threshold and a difference threshold?
2. What is the difference between sensory adaptation and sensory



deprivation?

Active words: psychophysics, perception, transduction, sensations, senses, sensory adaptation, sensory deprivation, absolute thresholds, difference thresholds, selective attention

VOCABULARY

Task 2. Listen to new words and

phrases then copy out them.

absolute threshold [æbs(ə)'l(j)u:t 'θreʃ(h)əuld] – абсолютный порог (ощущения) / (sezgining) mutlaq boshlanishi

difference threshold [dɪf(ə)r(ə)ns 'θreʃ(h)əuld] – порог различимости / farqning boshlanishi

perception [pə'sepʃ(ə)n] – восприятие, ощущение / idrok qilish, hiq qilish

psychophysics [saɪ'kəʊ'fɪzɪks] – психофизика / psixofizika

selective attention [sɪ'lektɪv ə'ten(t)ʃ(ə)n] – избирательное внимание, селективное внимание / seleksion (tanlangan) diqqat

sensation [sen'seɪʃ(ə)n] – ощущение, чувство; восприятие / his qilish, sezgi, tuyg'u

sense [sen(t)s] – 1. чувство; ощущение 2. рассудок, сознание / sezgi, tuyg'u, hissiyot, aql, idrok

sensory adaptation [sen(t)s(ə)ri ædæp'teɪʃ(ə)n] – сенсорная адаптация / sensor adaptatsiya (moslahuv)

sensory deprivation [sen(t)s(ə)ri deprɪ'veɪʃ(ə)n] – сенсорная депривация, сенсорная недостаточность / sensor yetishmovchilik

transduction [træn'zɪkʃən] – 1. трансдукция (перенос генетического материала) 2. преобразование / transduktsiya

READING

State University

PSYCHOLOGY DEPARTMENT

Current Experiments

Students in the psychology department perform a variety of experiments. Their current focus is **psychophysics**. This examines **perception** through the **transduction** of **sensations**. In other words, it studies the **senses**.

One recent experiment studied the effects of **sensory adaptation**. Volunteers were exposed to different levels of color variation. Students examined effects on color perception. Now, they are testing effects of **sensory deprivation**.

Another experiment studied **absolute thresholds**. Students measured how well volunteers heard quiet sounds. They also measured barely noticeable **difference thresholds**. This involved the change from quiet sounds to louder sounds. Next: Students are now designing an experiment to test **selective attention**. Subjects will focus on one image from a group.

Task 2. Read the webpage. Then, complete the table.

Concept	Abilities Tested
Sensory Adaptation	1 _____ _____

2 _____ _____	Distinguishing a quiet sound from a louder one
Selective Attention	3 _____ _____

Task 3. Match the words or phrases (1-6) with the definitions (A-F).

- | | |
|---------------------------|--------------------------|
| 1 __ psychophysics | 4 __ selective attention |
| 2 __ absolute threshold | 5 __ sensory adaptation |
| 3 __ difference threshold | 6 __ sensory deprivation |

A the decline of a sensory response as a result of unchanging stimuli

B the ability to focus on only a small part of the environment

C the branch of psychology that studies perception and the senses

D the smallest change in a stimulus that a person can perceive

E the lack of a normal amount of sensory information

F the smallest amount of a stimulus that a person can perceive

Task 4. Fill in the blanks with the correct words from the word bank.

WORD BANK: *transduction / sensation / sense / perception*

1. People who are blind cannot use the _____ of sight.
2. Touching something hot produces a warm _____.
3. Energy becomes sensory information through a process called _____.
4. People experience the world through the process of _____.

Task 5. Listen and read the webpage again. How did students examine absolute thresholds?

LISTENING

Task 6. Listen to a conversation between a psychologist and an assistant.
Mark the following statements as true (T) or false (F).

- 1 ____ The experiment will study selective attention.
2 ____ The man incorrectly identifies the purpose of the experiment.
3 ____ The woman predicts that subjects will not perceive a particular event.

Task 7. Listen again and complete the conversation.

Psychologist: Can you help me set up a 1 _____ experiment?

Assistant: Sure. 2 _____ is this?

Psychologist: It's examining 3 _____.

Assistant: Interesting. Will it test failures 4 _____?

Psychologist: Yes. The subjects will watch a video. I'll tell them 5 _____
_____ athletes throwing a ball.

Assistant: But 6 _____ will also happen in the video?

SPEAKING

Task 8. With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Can you help me ...?

Will it test...?

I bet...

Student A: You are a psychologist. Talk to Student B about:

- setting up an experiment
- what the experiment will study
- what you expect the results to be

Student B: You are an assistant. Talk to Student A about an experiment.

WRITING

Task 9. Use the conversation from Task 8 to fill out the experiment log.

Current	
Experiments	
Purpose of experiment: To study the effects of _____ on _____.	
Steps of experiment:	
1. The subjects are required to _____ _____.	
2. The researches will examine _____ _____.	

Part 2



Address by the President of the Republic of Uzbekistan Shavkat Mirziyoyev to Oliy Majlis

Dear friends!

Traditionally, with good intentions, we dedicate every year to something and set high ambitions for ourselves.

There is a deep meaning in the hadith mentioned in the book by our great compatriot Hazrat Imam Bukhariy, which goes: “Every good action depend on the will, every person will be granted solely what he wills”.

We have named the year 2018 to be “The Year of Support of Active Entrepreneurs, Innovative Ideas and Technologies”. Within the State Program we have implemented 76 thousand projects worth of 21 trillion soums and 1 billion US Dollars. And we are now witnessing the outcomes of actions initiated last year with good will.

UNIT 3. CONSCIOUSNESS

Get ready!

Task 1. Before you read the passage, talk about these questions.

1. What is the difference between the preconscious and unconscious?
2. What are automatic behaviors, and what causes them?

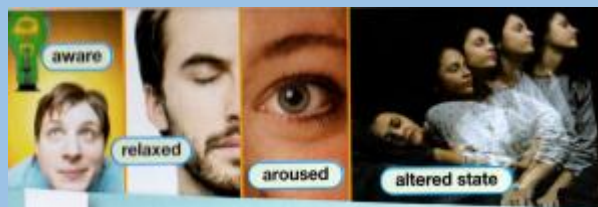
Active words: curious, aware, altered state, consciousness, state, aroused, relaxed, automatic behaviors, shift, preconscious, unconscious, subconscious

VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

altered state [ɔ:l'təd steɪt] – неменяемое состояние / shuursizlik holati

aroused [ə'rauzd] – пробуждённый / uyg'ongan



automatic behavior [ɔ:tə'mætɪk bɪ'heɪvjər] – автоматическое поведение / avtomatik fe'l-atvor (xulq)

aware [ə'weə] – знающий, осведомлённый, сознающий / xabardor, bilimdon

consciousness [kən(t)ʃənsəs] – сознание, самосознание / 1. ong, shuur 2. es, hush 3. o'zini o'zi anglash, tushunish

curious [kjuəriəs] – любопытный; любознательный / sinchkov, qiziquvchan

preconscious [prɪ'kən(t)ʃəs] – подсознательный / ost ongda (boshlang'ich holda) paydo bo'ladigan, beixtiyor

relaxed [rɪ'læksɪd] – расслабленный / bo'shashgan, quvvatsiz

shift [ʃɪft] – сдвиг, передвижение / siljish, joyidan qo'zg'atish

state [steɪt] – состояние, положение / ahvol, holat, vaziyat

subconscious [sʌb'kən(t)ʃəs] – подсознательный, связанный с подсознанием / ong ost (hali aniq bo'lmagan, boshlang'ich holda paydo bo'lgan, shakllanib yetmagan ong, fikr, tasavvur, hisiyot va sh.k.)

unconscious [ʌn'kən(t)ʃəs] – 1. бессознательный, неосознанный 2. без сознания, в обмороке / behush, g'ayrishuuriy, anglamay (tushunmay) qilingan

READING

Dear Dr. Nilsson: I'm curious about people who walk in their sleep. Are they aware of their actions? Can they remember what they do?

– Bob in Braxton



*Dear Bob: When people sleepwalk, they are in an **altered** state of **consciousness**. In this state, they are neither **aroused** nor **relaxed**. While asleep, they experience a shift. They enter a state in which they perform **automatic behaviors**.*

*When someone is awake, **preconscious** information easily becomes conscious. However, a sleepwalker's behaviors do not leave the **unconscious**. They remain **subconscious** after the person awakes. Therefore, most sleepwalkers are not aware of their sleepwalking.*

– Dr.N

Task 3. Read the advice column. Then, mark the following statements as true (T) or false (F).

- 1 ☐ People who walk in their sleep are performing automatic behavior.
- 2 ☐ Sleepwalking is controlled by subconscious activity.
- 3 ☐ Most sleepwalkers later remember their sleepwalking state.

VOCABULARY

Task 4. Match the words or phrases (1-6) with the definitions (A-F).

1 state

4 unconscious

2 __ shift

5 __ automatic behavior

3 __ preconscious

6 __ consciousness

A an awareness that people have of themselves and their surroundings

B a part of the mind where subconscious thoughts are easily recalled from

C actions that people perform without being aware of them

D a condition that a person is in at a particular time

E a part of the mind where deep subconscious thoughts exist

F a change in the status of something

Task 5. Fill in the blanks with the correct words or phrases from the word bank.

WORD BANK: *altered state / aroused / subconscious / aware / relaxed*

1. The man's hunger started as a(n) _____ thought.
2. Some diseases cause people to enter a(n) _____ of consciousness.
3. While the woman slept, she was not _____ of her surroundings.
4. The patient's mind became _____ as he awoke.
5. The human mind enters a(n) _____ state as it falls asleep.

Task 6. Listen and read the advice column again. What state of consciousness are people in when they sleepwalk?

LISTENING

Task 7. Listen to a conversation between a psychologist and a patient. Choose the correct answers.

1 What is the conversation mostly about?

- A difficulty recalling preconscious thoughts
- B how to prevent the woman from sleepwalking
- C why the woman is feeling tired
- D an inability to enter a relaxed state

2 What does the man think the woman's problem is?

- A** Her brain remains aroused at night.
- B** Her preconscious thoughts do not become conscious.
- C** Her body is unable to perform automatic behaviors.
- D** Her unconscious is causing a disturbance.

Task 8. Listen again and complete the conversation.

Patient: I'm having trouble **1** _____ during the day.

Psychologist: Hmm. Do you **2** _____ at night?

Patient: Yes. **3** _____, I sleep about eight hours per night. But I wake up feeling tired.

Psychologist: So you sleep normally at night. But during the day, you cannot **4** _____?

Patient: Exactly. What do you think **5** _____ is?

Psychologist: Hmm. Something in your **6** _____ might be disturbing you.

SPEAKING

Task. 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm having trouble...

So you...

What do you think...?

Student A: You are a psychologist. Talk to Student B about:

- a sleep-related problem
- how the problem is affecting him or her
- what you think the cause of the problem is

Student B: You are a patient. Talk to Student A about a sleep-related problem.

WRITING

Task 10. Use the advice column and the conversation from Task 9 to fill out the sleep analysis notes.



Patient: _____

Symptoms: The patient is having trouble _____

Test results: According to the sleep analysis, _____

Diagnostics: The problem is _____

Part 3



Address by the President of the Republic of Uzbekistan Shavkat Mirziyoyev to Oliy Majlis

Dear compatriots!

The year coming to an end became the year of start of great deeds in landscaping of villages and makhallas (neighborhood areas), which represent the symbol of our sacred Homeland.

In particular, the programs “Prosperous village” and “Prosperous makhalla” have been welcomed by our people with profound joy. This year, 3 trillion soums have been allocated for construction and landscaping works within this context.

As a result, 416 villages got new image.

During the expiring year, important steps were made in other fields of our life, in particular, in development of education and science, training and up-bringing, culture and arts, sports. Especially, we all were pleased of the fact that the youth of our country achieved high scores at Asia Olympic and Paralympics held in Indonesia and Olympic Games for Juniors held in Argentina.

UNIT 4. PERSONALITY OF SUSPECT

Get ready!

Task 1. Before you read the passage – talk about these questions.

1. What is the difference between an extrovert and an introvert?
2. What are some common types of dispositions?

Active words: response, pattern, extrovert, introvert, disposition, optimistic, pessimistic, personality, aggressive, passive



VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

aggressive [ə'gresɪv] – 1. решительный, настойчивый 2. рискованный, смелый 3. агрессивный, нападающий / 1. dadil, qat'iy 2. jasur 3. agressiv, tajovuzkor

disposition [dispə'zɪʃ(ə)n] – нрав, характер, манера / 1. fe'l, xulq 2. tarz, yo'sin, uslub

extrovert ['ekstrəvɜ:t] – 1. экстраверт (человек, психический склад которого характеризуется направленностью на внешний мир, обращённостью к окружающим людям) 2. коммуникабельный, общительный / 1. ekstravert (shaxsning har qanday sharoit va holatlarida o'z ichida kechayotgan fikrlarini bayon etish ehtiyojining yuqoriligi) 2. chiqishimli, kirishimli, dilkash kishi

introvert [ɪntrə(u)vɜ:t] – 1. интроверт (человек, сосредоточенный на своём внутреннем мире) / introvert (hissiyotlarga beriladigan, o'zining ichki dunyosi bilan yashaydigan kishi)

optimism [ɒptɪ'mɪzəm] – оптимизм (смотреть на жизнь, на будущее с надеждой на хорошее) / optimizm (hayotga, kelajakka umid bilan qarash)

optimistic [ɒptɪ'mɪstɪk] – оптимистический, оптимистичный, надеющийся на лучшее / optimistik ruhdagi

passive [pæsiv] – скрытый, латентный (*sirtidan bilinmaydigan, yashirin*); не проявляющийся в явном виде / 1. passiv, sust 2. yashirin (sirtidan bilinmaydigan)

pattern [pæt(ə)n] – шаблон, образец / namuna, andaza, nusxa, shakl

personality [pɜ:s(ə)'næləti] – 1) индивидуальность, личность а) человек как таковой б) личные свойства и особенности характера, определяющие личность / 1. shaxsiyat, shaxs 2. o'ziga xoslik, xususiyat

pessimistic [pesi'mistik] – пессимистический / pessimistic ruhdagi (kelajakka umidsizlik bilan qarash ruhida)

response [ri'spɒn(t)s] – ответ / javob

Task 3. Write a word that is similar in meaning to the underlined part.

1. People with similar sets of qualities and behaviors often choose similar jobs.
_ _ r s _ _ l _ i e s
2. The woman's answers followed a repeating set of occurrences, and led researchers to a definite conclusion. p _ _ e _ n
3. A(n) person who enjoys being with other people usually has many friends.
_ _ t r _ _ e _ _
4. Some people who prefer to be alone are uncomfortable in large crowds.
_ _ _ r o v _ _ _ s .

Task 4. Read the sentence pairs. Choose which word best fits each blank.

1. passive / optimistic

A A(n) _____ person expects to be happy.

B If someone is _____, he or she avoids arguments.

2. pessimistic / aggressive

A _____ people believe that their lives will get worse and worse.

B A(n) _____ person might yell at other people to achieve a goal.

3. disposition / response

A The subject's _____ to the question showed that she was unhappy.

B The man's _____ is usually friendly and kind.

READING

What's My Type?	
Personality	<p><i>Use this guide to understand your test results. PLEASE NOTE: All results are approximate. One response does not always indicate a pattern.</i></p>
	<p>1. Which activity do you prefer? A) going to a party B) reading a book If you answered "A," you are an extrovert. If you answered "B," you are an introvert.</p>
	<p>2. What will the future be like? A) good B) bad If you answered "A," your disposition is optimistic. If you answered "B," it is pessimistic.</p>
	<p>3. How do you solve problems? A) I tell people what to do. B) I wait until the problem goes away If you answered "A," your personality is aggressive. If you answered "B," it is passive.</p>

Task 5. Read the guide. Then, complete the table.

Personality Trait	Corresponding Statement
Extroverted	1 _____ _____
2 _____ _____	"I think the future will be good."
Passive	3 _____ _____

Task 6. Listen and read the guide again. What qualities describe a person's interactions with other people?

LISTENING

Task 7. Listen to a conversation between two students. Choose the correct answers.

1 What is the conversation mostly about?

- A** how to set up a personality experiment
- B** the results of a personality test
- C** the reasons to study personality
- D** which qualities of a personality are best

2 What is true about the woman?

- A** She is optimistic.
- B** She is an extrovert.
- C** She is aggressive.
- D** She is an introvert.

Task 8. Listen again and complete the conversation.

Student 1: Hey, Delia. What did your **1** _____ say?

Student 2: Not what I expected. It said my **2** _____ is pessimistic.

Student 1: That surprises you?

Student 2: Yes. I'm a nice person, and I have lots of friends. **3** _____
_____ I'm optimistic?

Student 1: That means **4** _____. You could still be pessimistic.

Student 2: Are you sure?

Student 1: Of course. How did **5** _____ number two?

Student 2: I put that 6 _____ bad things to happen.

SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

It said...

Doesn't that mean...?

Are you sure?

Student A: You are a student. Talk to Student B about:

- the results of his or her personality test
- the results he or she expected
- the reasons for the results

Student B: You are a student. Talk to Student A about the results of your personality test.

WRITING

Task 10. Use the conversation from Task 9 to fill out the personality assessment.

Personality Test: Results

Subject: Della Wilson

The subject answered _____ to the question "_____?" That means she is _____.

The subject answered _____ to the question "_____?" That means she is _____.



Part 4

Address by the President of the Republic of Uzbekistan Shavkat Mirziyoyev to Oliy Majlis

Certainly, we could continue a long list of all activities implemented during the year. Though, however, the purpose of citing such examples is not clapping on our chests and boasting ourselves. We are absolutely far from this. Our



main goal is giving objective and critical assessment to our development path during the past year.

Taking this advantage, I would like to express sincere gratitude to our noble people for their constant support to implementation of reforms and tremendous contribution to prosperity of our Homeland through their selfless work and overcoming courageously all challenges and hardships.

Esteemed participants of the meeting!

In just a few days, the New Year 2019 will come. On the eve of the New Year, according to our tradition, it would be good to exchange with you and come to common decision with regards to what name we should give to 2019.

UNIT 5. EMOTIONS OF INMATES

Get ready!

Task 1. Before you read the passage, talk about these questions.

1. What causes particular emotions?
2. What is the purpose of emotions?

Active words: feelings, emotions, emotion wheel, happiness, trust, fear, surprise, sadness, circumstance, disgust, experience, anger, anticipation

VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

feeling ['fi:lɪŋ] – ощущение, чувство / sezgi, hissiyot, tuyg‘u

emotion [i'məʊʃ(ə)n] – 1. душевное волнение 2. чувство; ощущение, эмоция / his-hayajon, emotsiya, ruhiy kechinma

wheel [wi:l] – колесо / g‘ildirak

happiness ['hæpɪnəs] – счастье, радость / baxt, xursandchilik

opposite emotion ['ɒpəzɪt i'məʊʃ(ə)n] – противоположная эмоция / teskari emotsiya, his-hayajon

trust [trʌst] – вера, доверие / ishonch, e'tiqod

fear [fiə] – боязнь, страх; испуг / qo‘rquv

surprise [sə'praɪz] – удивление / ajablanish, hayron bo‘lish

sadness ['sædnəs] – грусть, печаль, уныние / g‘am, qayg‘u

circumstance ['sɜ:kəmstæns] – обстоятельство; случай; условие / vaziyat, holat, ahvol, sharoit

disgust [dɪs'gʌst] – 1. отвращение, омерзение 2. недовольство, раздражение / nafrat, jirkanish

experience [ɪk'spiəriəns] – 1. (жизненный) опыт 2. опытность / 1. (hayotiy) tajriba 2. malakali

anger ['æŋgə] – гнев, злость, ярость; раздражение / g‘azab, jahl, qahr

anticipation [æn'tɪsɪ'peɪʃ(ə)n] – ожидание, предчувствие; предвкушение / oldindan ko‘rish va unga tayyorgarlik ko‘rish

Task 3. Match the words or phrases (1-7) with the definitions (A-G).

1 _ feeling

5 _ disgust

2 _ anger

6 _ experience

3 _ joy

7 _ emotion wheel

4 _ fear

A an emotion caused by not liking something

B an emotion of feeling very upset or dissatisfied with someone

C to feel or have sensations of something

D an emotion in which someone feels good

E the way a person feels when undergoing a certain emotion

F an emotion of feeling scared

G a graphical representation of emotions and feelings

Task 4. Read the sentence pairs. Choose which word best fits each blank.

1. happiness / anticipation

A _____ is a feeling of well-being and contentment.

B The expectation of an event causes _____

2. emotion / sadness

A The opposite of joy is _____.

B Anger is not a happy _____.

3. trust / surprise

A When unexpected events happen, a person may experience _____.

B _____ relates to one person's general attitude towards another.

READING

Key to the **Emotion Wheel**



Understanding **feelings** is a complex process. First, you must understand the basic **emotions**. Robert Plutchik's **emotion wheel** is one model of basic emotions. Use this guide to understand it.

Emotion. Yellow represents joy on the wheel. This is the emotion behind **happiness**. The light green section is for **trust**. Trust makes people feel generally positive about

others. **Fear** is in the dark green segment. When people expect to be harmed, this is what they feel. Light blue is **surprise**. This is how someone reacts to something that he or she did not expect.

Opposite Emotion. **Sadness** appears in dark blue. This occurs when people are unhappy with events or **circumstances**. **Disgust** is in purple, across from trust. In this state, people **experience** a generally negative feeling about others. The red section represents **anger**. Angry people may want to harm someone for causing a particular event. Across from surprise, orange represents **anticipation**. It is a sense that something will happen.

Task 5. Read the key. Then, mark the following statements as true (T) or false (F).

- 1 _ The key outlines several different models for explaining emotions.
- 2 _ Disgust is primarily related to the probability of being harmed.
- 3 _ Anticipation is listed as the opposite of surprise.

Task 6. Listen and read the key again. What is the difference between surprise and anticipation?

Task 7. Listen to a conversation between a psychologist and a patient. Mark the following statements as true (T) or false (F).

- 1 _ The woman feels better than she did during the previous week.
- 2 _ The woman felt anger about her school performance.
- 3 _ The outcome of the situation caused the woman to feel surprise.

Task 8. Listen again and complete the conversation.

Psychologist: That's great. So you experienced **1** _____.

Patient: Yes, that's right. I'm sleeping much better, too.

Psychologist: Good, good. Now, Tanya, **2** _____ tell you?

Patient: What **3** _____?

Psychologist: I mean, what did you learn **4** _____?

Patient: Hmm. I guess **5** _____ control my feelings.

Psychologist: Right. And **6** _____, there was no need.

SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

Let's talk about

I feel...

I see...

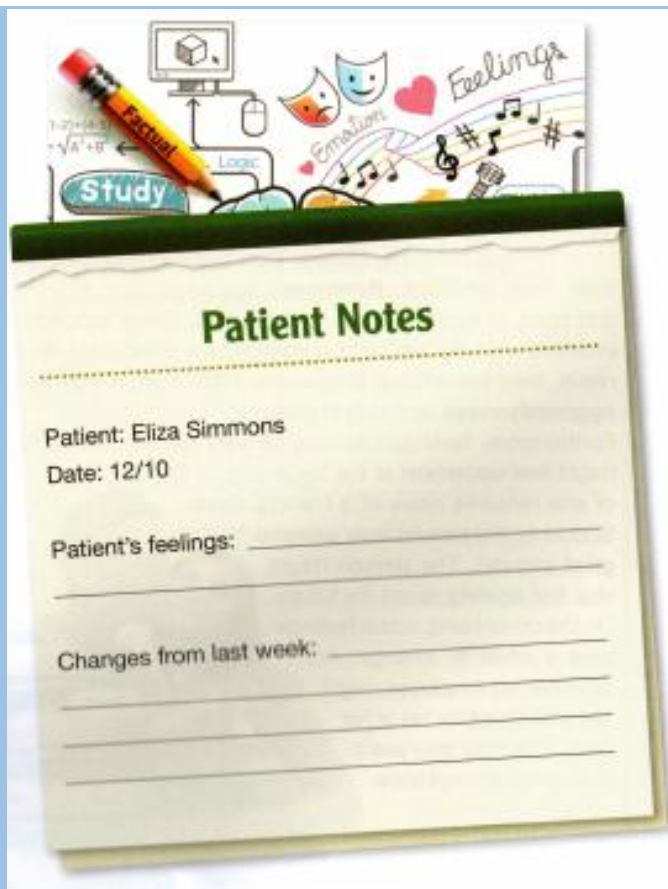
Student A: You are a Psychologist. Talk to Student B about:

- his or her feelings
- events in his or her life
- how the events affect his or her emotions

Student B: You are a patient. Talk to Student A about your feelings.

WRITING

Task 10. Use the conversation from Task 9 to fill out the patient notes.



Patient Notes

Patient: Eliza Simmons
Date: 12/10

Patient's feelings: _____

Changes from last week: _____

Part 5

Address by the President of the Republic of Uzbekistan Shavkat Mirziyoyev to Oliy Majlis



We need to provide worthy education to our youth, bring to reality their endeavours (*попытка, старание; стремление*) for education and science. In this view, we need to develop pre-school education system, we must radically improve material and technical base of secondary and higher education institutions, the

quality of education and academic process.

Improving health of our people and building up healthy life-style are vital tasks for us. I would like to re-iterate, if we ensure peace and health, all the rest is achievable.

Certainly, we maintain as priority goal supporting and helping people with disabilities, with lost breadwinners, lone elderly, in general, all those who need help.

In the forthcoming year, we still need to do a lot to build up even more enabling business and investment environment, creating new jobs, increasing livelihoods of our population, improving pension support.

Considering all above, to make logical follow-up of activities launched in 2018 and raising it to higher level, I propose to name the New Year 2019 “The Year of Active Investment and Social Development”.

UNIT 6. EMOTIONS OF INTERVIEWEE



Get ready!

Task 1. Before you read the passage, talk about these questions.

1. How can someone benefit from talking about his or her feelings?
2. How do emotions influence interviewee's behavior?

Active words: feel, disappointment, awe, love, remorse, aggressiveness, submission, optimism, grief, anxiety, contempt, acceptance

VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

interviewee [ˌɪntəvjuːi:] – surishtiriluvchi shaxs / интервьюируемый, дающий интервью (человек, у которого берут интервью; человек, которого опрашивают)

feel [fi:l] – *сущ.* 1. ощущение 2. чувство. *гл.* 1. чувствовать, ощущать 2. ошупывать, осязать, трогать / his qilmoq, sezmoq, idrok qilmoq

disappointment [disə'pɔɪntmənt] – разочарование, досада, недовольство / ko'nglini qoldirmoq, sovutmoq, ixlosini qaytarmoq

awe [ɔ:] – (благоговейный) страх, трепет / 1. hurmat va qo'rquv yoki g'urur tuyg'usi 2. to'lqinlantiruvchi, hayajonga soluvchi

love [lʌv] – любовь, приязнь, симпатия; привязанность / ishq, sevgi, muhabbat, qiziqish, mayl

remorse [rɪ'mɔ:s] – угрызения совести; раскаяние; сожаление / pushaymonlik, afsuslanish

aggressiveness [ə'gresivnəs] – 1. предприимчивость, инициативность, смелость 2. агрессивность, враждебность / 1. uddaburonlik, jasurlik 2. tajovuzkorlik, agressivlik

submission [səb'mɪʃ(ə)n] – повиновение, покорность, послушание / qaramlik, tobelik

optimism [ɒptɪ'mɪz(ə)m] – оптимизм (смотреть на жизнь, на будущее с надеждой на хорошее) / optimizm (hayotga, kelajakka umid bilan qarash)

grief [gri:f] – горе, печаль, скорбь / qaygʻu (asosan sevgan kishining oʻlimi sababli)

anxiety [æŋ(g)'zaɪəti] – беспокойство, тревога, боязнь, страх / tashvish, xavotir

contempt [kən'tempt] – презрение (к кому-л.) / 1. mensimaslik, nazar-pisand qilmaslik 2. nafratlanish, hazar qilish, jirkanish

acceptance [ək'septən(t)s] – 1. принятие 2. одобрение / qabul qilish, ma'qul ko'rish; tan olish

Task 3. Match the words (1-8) with the definitions (A-H).

- | | |
|-------------|-------------------|
| 1. awe | 5. remorse |
| 2. love | 6. disappointment |
| 3. feel | 7. submission |
| 4. contempt | 8. acceptance |

- A a combination of trust and fear
- B a combination of disgust and anger
- C a combination of disgust and sadness
- D a combination of fear and surprise
- E a combination of trust and joy
- F to experience a certain state of mind
- G the realization that something cannot be avoided
- H a combination of sadness and surprise

Task 4. Read the sentence pairs. Choose the sentence that uses the underlined part correctly.

- 1 A The death of a friend or family member usually causes grief.
B The man feels love for the people he dislikes.
- 2 A Happiness is similar to disappointment.
B Fear and anticipation are both part of anxiety.

- 3 A Acceptance is one part of remorse.
B Optimism is the quality of expecting good things to happen.
- 4 A Anger is related to the feeling of aggressiveness.
B Most people feel contempt for their closest friends.

READING

Psychology Majors Monthly

How to Talk to Your Patients

By Professor Greenfield

As a clinician, you must determine how patients **feel**. This is often difficult. Sometimes, people have trouble expressing emotions. Some may claim to be angry, but are really experiencing **disappointment**. Others may mistake **awe** for **love**.

Most feelings are complicated. They are the result of more than one emotion. **Remorse**, for example, requires emotions of both sadness and disgust. Other emotions interfere with the ability to communicate effectively. As a result, they are difficult to discuss.

This is often true with **aggressiveness** and **submission**. Furthermore, feelings can change very quickly. Someone might feel **optimism** at the beginning of the day. Then, he or she receives news of a friend's death. Suddenly, the person feels extreme **grief** instead. The person might also feel **anxiety** about the future. On the other hand, some feelings take a while to change. For example, an employee might feel **contempt** for his or her boss. This may take years to become **acceptance**.

Task 5. Read the journal article. Then, choose the correct answers.

1. What is the article mainly about?
- A understanding the complexity of feelings
 - B treating particular emotional disorders
 - C helping patients experience positive feelings
 - D conducting a study on emotional responses

2. According to the article, which feeling might be confused with anger?

A grief

C remorse

B disappointment

D anxiety

3. According to the article, which feeling is especially difficult to talk about?

A aggressiveness

C anxiety

B optimism

D acceptance

Task 6. Listen and read the journal article again. What is one reason why feelings are difficult to identify?

Task 7. Listen to a conversation between a psychologist and a patient. Mark the following statements as true (T) or false (F).

1 ___ The man felt anger towards his boss.

2 ___ The man was surprised by his own reaction.

3 ___ The man now feels contempt for his boss.

Task 8. Listen again and complete the conversation.

Psychologist: Tell me more about 1 _____ with your boss.

Patient: He asked me to work on Saturday. But I refused, and 2 _____.

Psychologist: I see. And how 3 _____ about that?

Patient: At the time, I was angry. I yelled and slammed the office door.

Psychologist: What about now? Do you feel 4 _____?

Patient: Yes. My behavior was totally unprofessional. I'm 5 _____ I reacted that way!

Psychologist: It sounds like you're 6 _____ in yourself.

SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

Tell me more about...

I'm so surprised...!

Do you feel any different... ?

Student A: You are a Psychologist. Talk to Student B about:

- his or her feelings
- how he or she felt in a particular situation
- how he or she feels now

Student B: You are a patient. Talk to Student A about your feelings.

WRITING

Task 10. Use the conversation from Task 9 to fill out the memo.

Dr. Carson's Office

Patient Memo

Lloyd,

Per your request, here is an account of what we talked about today.

You told me about _____

You said it made you feel _____

I suggested that you _____

See you next week.

Dr. Carson

Part 1

UZBEKISTAN'S DEVELOPMENT STRATEGY FOR 2017-2021

President of Uzbekistan Shavkat Mirziyoyev signed a decree "On Uzbekistan's Development Strategy".



The document has approved Uzbekistan's Five-Area Development Strategy for 2017-2021 which was developed following comprehensive study of topical issues, analysis of the current legislation, law enforcement practices, the best international practices, and following public discussion.

The Decree has created a National Commission responsible for implementation of the Strategy which is headed by the President.

Five priority areas of Uzbekistan's Development strategy for 2017-2021:

- I.** Priority areas for improving the system of state and public construction.
- II.** Priority areas for ensuring the rule of law and further reforming the judicial system.
- III.** Priority areas of economic development and liberalization.
- IV.** Priority areas of development of the social sphere.
- V.** Priority areas in the field of security, inter-ethnic harmony and religious tolerance, and implementation of balanced, mutually beneficial and constructive foreign policy.

UNIT 7. STRESS AND COPING

Get ready!

Task 1. Before you read the passage, talk about these questions.

1. What are some common causes of stress?
2. How does the body respond to stress?

Active words: stressor, life events, alarm, persists, resistance, exhaustion, perceive, primary, appraisal, secondary appraisal, cope

VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

stressor [stresə]– стресс-фактор, стрессор, фактор стресса (*любое явление, вызывающее стрессовое состояние; напр., потеря близкого человека, смена работы, трудности на работе, переезд и т. д.*) / stress sababchisi, qattiq hayajonga soluvchi, ruhiy zarba beruvchi omil

life [laɪf] – жизнь; существование / hayot, turmush, umr, hayot tarzi

event [ɪ'vent] – событие; происшествие, случай / voqea, hodisa

alarm [ə'la:m] – тревога, сигнал тревоги / trevoga, trevoga signali

persist [pə'sist] – упорствовать, настойчиво, упорно продолжать / o'jar, qaysar (–lik qilmoq)

resistance [rɪ'zɪst(ə)n(t)s] – сопротивление; отпор, противодействие / qarshilik ko'rsatish, qarshi harakat

exhaustion [ɪg'zɔ:sʃ(ə)n]– изнеможение, истощение / holdan qattiq toyish, horg'inlik, darmon qurishlik

perceive [pə'si:v] – воспринимать, понимать, осознавать / tushunmoq, anglamoq

primary [praɪm(ə)rɪ] – что-л, имеющее первостепенное значение; главное, основное / dastlabki, birinchi darajali, muhim

appraisal [ə'preɪz(ə)l] – оценка, определение ценности / baho, fikr, narx; baholamoq, narx qo'yamoq

secondary appraisal [sek(ə)nd(ə)rɪ ə'preɪz(ə)l] – вторичная оценка / ikkilamchi baho

cope [kəʊp] – справиться; выдержать, совладать / eplamoq, uddasidan chiqmoq, yengmoq, bas kelmoq

Task 3. Match the words or phrases (1 -8) with the definitions (A-H).

1 __ stressor

5 __ perceive

2 __ alarm

6 __ cope

3 __ resistance

7 __ life event

4 __ exhaustion

8 __ primary appraisal

A an important occurrence in a person's life

B something that causes a person to feel stress

C the first evaluation of a stressor, including how stressful it is

D to see or notice something

E a stage of stress response when energy levels are heightened

F to manage a negative situation

G a stage of stress response when energy levels start to drop

H a stage of stress response when the body is extremely tired

Task 4. Fill in the blanks with the correct words or phrases from the word bank.

WORD BANK: *stress / secondary appraisal / deal with / stress response*

1 The _____ is an assessment of what someone can do about a stressful event.

2 When something stressful occurs, the body immediately starts the _____.

3 The psychologist helps people _____ stressors more effectively.

4 _____ is the feeling of nervousness or anxiousness.

READING

Stress: A Natural Part of Life



What causes stress?

Everyone has different **stressors**, but some are more common than others. Positive and negative **life events** often lead people to feel stress. These include major events like moving, getting married, and changing jobs.

The stress response

When a stressful event occurs, your body goes through three stages. The first stage is **alarm**. Your body fills with energy to fight the stressor.

If the stressor still **persists**, the body moves on to **resistance**. The body still wants to fight, but it is losing energy. The final stage is **exhaustion**. This is an undesirable state of extreme tiredness.

How to deal with stress

Your response to stress relates to how you **perceive** it. An accurate **primary appraisal** is very important. It helps you understand the nature of the problem. This ensures a realistic **secondary appraisal**, or plan of action.

Task 5.

Read the brochure. Then, complete the table.

	Effect
A person experiences a major life event.	1 _____ _____
2 _____ _____	The body enters the resistance stage.

A person makes an accurate primary appraisal.	3 _____ _____
---	------------------

Task 6. Listen and read the brochure again. What are the three stages in the stress response?

Task 7. Listen to a conversation between a psychologist and a patient. Mark the following statements as true (T) or false (F).

- 1 __ The woman recently started a new job.
- 2 __ The woman has less energy than she did during the previous week.
- 3 __ The woman is preparing to move to a new city.

Task 8. Listen again and complete the conversation.

Psychologist: 1 _____ in your life right now?

Patient: I just started a new job. I like it, but 2 _____ to learn.

Psychologist: That can be a 3 _____ life event. You're experiencing a normal stress response.

Patient: What do you mean?

Psychologist: The 4 _____ is a three-stage process. First, you have heightened energy.

Patient: Oh, that's 5 _____ last week.

Psychologist: Right. But if the 6 _____, you really feel the pressure.

SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

What's going on...?

What do you mean?

I need to...


Student A: You are a Psychologist. Talk to Student B about:

- events in his or her life
- his or her level of stress
- your recommendation for dealing with stress

Student B: You are a patient. Talk to Student A about stressful events in your life.

WRITING

Task 10. Use the conversation from Task 9 to fill out the patient notes.



Dr. Dennis Murray

Patient Notes

Patient Name: Cindy McSpadden

The patient's condition: _____

Recommendations: _____

Part 2

UZBEKISTAN'S DEVELOPMENT STRATEGY FOR 2017-2021



I. Priority areas for improving the system of state and public construction

1.1. Further strengthening the role of the Oliy Majlis (parliament), political parties in deepening the democratic reforms and modernization of the country.

1.2. Reforming the governance system.

1.3. Improving public management system.

UNIT 8. SOCIAL PSYCHOLOGY AND THE INDIVIDUAL

Get ready!

Task 1. Before you read the passage, talk about these questions.

- 1 What is person-positivity bias?
- 2 What are some of the biases that can affect attribution?

Active words: impression formation, cognitive dissonance, social comparison, self-handicapping, social cognition, attitude



VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

social psychology ['səʊʃ(ə)l saɪ'kɒlədʒɪ] – социальная психология, общественная психология / ijtimoiy psixologiya

personal attitude ['pɜːs(ə)n(ə)l ætɪt(j)uːd] – личностная установка, личное отношение / shaxsiy munosabat

social cognition ['səʊʃ(ə)l kɒg'nɪʃ(ə)n] – социальное познание / ijtimoiy anglash (bilish)

impression formation [ɪm'preʃən fɔ:'meɪʃ(ə)n] – формирование впечатлений / taassurot shakllantirish

social comparison ['səʊʃ(ə)l kəm'pærɪs(ə)n] – социальное сравнение / ijtimoiy taqqoslash

person-positivity bias ['pɜːs(ə)n pɔʒə'tivɪtɪ baɪəs] – позитивная склонность человека / shaxsning ijobiy moyilligi

cognitive dissonance ['kɒgnətɪv dɪs(ə)nəns] – когнитивный диссонанс (*чувство психологического дискомфорта, переживаемое индивидом в случае, когда в его сознании сталкиваются два противоречивых знания об одном и том же объекте или событии; термин предложен Л. Фестингером в 1956 г.*) / kognitiv dissonans (*psixologik noqulaylik hissiyoti*)

fundamental attribution error [ˌfʌndə'ment(ə)l ætrɪ'bjuːʃ(ə)n 'erə] – фундаментальная ошибка атрибуции (*приписывание социальным объектам (человеку, группе, социальной общности) характеристик, не представленных в поле восприятия*) / fundamental xato atributsiyasi

actor-observer effect ['æktə əb'zɜːvə ɪ'fekt] – актёрско-наблюдательный эффект / aktyorlik kuzatuv samaradorligi

self-fulfilling prophecy [self ful'fɪlɪŋ 'prɒfəsi] – самореализующееся предсказание; самореализующийся прогноз (*твердая уверенность в неизбежности какого-л. события, увеличивающая в несколько раз вероятность его свершения*) / biror xodisaning amalga oshishi bashorati

Task 3. Match the words or phrases (1-7) with the definitions (A-G).

- | | |
|----------------------------|------------------------------------|
| 1 __ personal | 5 __ person-positivity bias |
| 2 __ attribution | 6 __ self-fulfilling prophecy |
| 3 __ social psychology | 7 __ fundamental attribution error |
| 4 __ actor-observer effect | |

A the process of causing something by believing it to be true

B the act of overemphasizing the role of personality in behavior

C relating to the attitudes or characteristics of an individual

D the study of society's influences on people's minds and behaviors

E the act of forming more positive attitudes about individuals than groups

F the act of attributing one's own behavior to events, not personality

G an explanation of the cause of something

Task 4. Fill in the blanks with the correct words or phrases from the word bank.

Word bank: impression formation /cognitive dissonance / social comparison /self-handicapping / social cognition / attitude

1. Intentionally not preparing for an exam can be a type of_____.
2. The woman's conflicting opinions caused a state of _____ in her mind.
3. _____ can create a general idea about a person within a few seconds.
4. The study on _____ examined how relationships affect thought processes.
5. Many people use _____ to measure their own success.
6. The woman has a generally negative _____ about her co-workers.

READING

Task 5. Read the course description. Then, mark the following statements as true (T) or false (F).

- 1 __ The course lets students discuss personal experiences.
- 2 __ Person-positivity bias occurs during social comparison.
- 3 __ Students will examine a recent study on a type of self-fulfilling prophecy.

PSYCH 240: SOCIAL PSYCHOLOGY

In this course, we will study the important field of social psychology. In general, this branch of psychology studies how society influences individuals. We will focus on the way society shapes personal attitudes. In this course, students are encouraged to share their own life experiences. The first half of the course addresses social cognition. This area of social psychology focuses specifically on mental processes. Our discussions will concentrate heavily on the process of impression formation. This includes one of the major drivers of human behavior: social comparison. We will also examine the biases that occur during impression formation, including person-positivity bias. Then we'll analyze the complex factors that contribute to cognitive dissonance. The second half of the course will focus on theories of attribution. These examine how people explain their own actions and those of others. A major component of this field is the influence of formal biases. As we'll discuss, people often overemphasize environmental factors in attribution. This occurs in both the fundamental attribution error and the actor-observer effect. Finally, we'll review a recent study on self-handicapping. This is a type of self-fulfilling prophecy in which people prevent their own success.

Task 6. Listen and read the course description again. What is a potential disadvantage of using social comparison?

LISTENING

Task 7. Listen to a conversation between a psychologist and a patient. Choose the correct answers.

1. What is the conversation mostly about?
 - A the woman's errors in attributing behavior
 - B the woman's attitude about her job
 - C the woman's cognitive dissonance about a problem
 - D the woman's impression formation of others

2. According to the man, what might be preventing the woman's success?
 - A a self-fulfilling prophecy
 - B the person-positivity bias
 - C the actor-observer effect
 - D an attribution error

Task 8. Listen again and complete the conversation.

Psychologist: I believe there are a couple of factors affecting you. For one, you're relying too much on **1** _____.

Patient: What **2** _____?

Psychologist: You always **3** _____ to your co-workers' success. In particular, you focus too much on Tim. **Patient:** But Tim always does so well. **4** _____ why he gets so much attention.

Psychologist: Well, analyzing Tim isn't **5** _____. You need to focus on your own work.

Patient: Okay, I guess you **6** _____. After all, he does not even work in my department.

SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

I believe there are a couple of ...

I guess you have ... / You mean ... ?

Student A: You are a psychologist. Talk to Student B about:

- a problem in his or her life
- what social factors are affecting him or her
- your suggestions for improving the situation

Student B: You are a patient. Talk to Student A about a problem in your life.

WRITING

Task 10. Use the course description and the conversation from Task 9 to write the psychologist's notes about a patient. Include: the patient's problem, which social factors may be affecting him or her, and what you advised him or her to do.

Part 3

UZBEKISTAN'S DEVELOPMENT STRATEGY FOR 2017-2021

II. Priority areas for ensuring the rule of law and further reforming the judicial system



2.1. Ensuring true independence of the judiciary, increasing the authority of courts, democratization and improving the judicial system.

2.2. Providing guarantees of protection of rights and freedoms of citizens.

2.3. Improving the administrative, criminal, civil and commercial law.

2.4. Improving the system of fight against crime and crime prevention.

2.5. Further strengthening of the rule of law in the judicial system.

2.6. Improving the systems of legal aid and legal service.

UNIT 9. MENTAL DISORDERS: ADULTS

Get ready!

Task 1. Before you read the passage, talk about these questions.

1. How do mental health professionals diagnose mental disorders?
2. What kind of information is important when making a diagnosis?

Active words: DSM, mental disorders, standardized, diagnose, abnormal psychology, APA, Revisions, multi-axial system, symptoms, identified, conditions, ICD, WHO

VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

DSM [di es em] (The Diagnostic and Statistical Manual) – диагностическая и статистическая инструкция / diagnostik va statistik yo‘riqnomasi

mental disorder [ment(ə)l dɪ'sɔ:də] – психическое расстройство / psixika buzilish

standardized [stændərdaɪzəd] – стандартизованный; типовой / standartlashtirilgan, bir shakldagi

diagnose [daɪəgnəʊz] – *гл.* ставить диагноз / tashhis qo‘ymoq

abnormal psychology [æb'nɔ:m(ə)l saɪ'kɒlədʒɪ] – патопсихология; психопатология / patopsixologiya, psixopatologiya

APA [ei pi ei] – [American Psychiatric Association] Американская психиатрическая ассоциация / Amerika psixiatrik uyushmasi

revision [rɪ'vɪʒ(ə)n] – осмотр, проверка / ko‘zdan kechirish, tekshirish

multi-axial system [mʌlti-'æksɪəl sistəm] – многоосная (*относящийся ко второму шейному позвонку*) система / ko‘p o‘zakli (*ikkinchi bo‘yin umurtqasiga tegishli*) tizim

system [sistəm] – система, способ, метод / tizim, usul, metod

symptom [sɪmptəm] – симптом / alomat, tashqi belgi

identified [aɪ'dentɪfaɪd] – установленный;
идентифицированный; опознанный
/aniqlangan, belgilangan,
identifikatsiyalangan,

condition [kən'dɪʃ(ə)n] – 1. состояние,
положение 2. (conditions) обстоятельства,
условия / 1.holat, vaziyat 2. shart, sharoit

ICD [ai si di]– [International Classification
of Diseases] Международная

классификация болезней / Kasalliklarning xalqaro klassifikatsiyasi

WHO [dʌbljuː eɪf'ou]– [World Health Organization] ВОЗ, Всемирная
организация здравоохранения / Butunjahon sog'liqni saqlash tashkiloti BSST



Task 3. Match the words or phrases (1-8) with the definitions (A-H).

1 __ DSM

5 __ mental disorder

2 __ APA

6 __ abnormal psychology

3 __ ICD

7 __ revision

4 __ WHO

8 __ multi-axial system

A a change intended to improve something

B an organization of psychiatrists who set standards

C a disruption of a person's thoughts, feelings, and sometimes behavior

D a manual that classifies problems with mental functioning

E an organization that is dedicated to international public health

F a system in which symptoms were placed into different categories

G a diagnostic resource that is considered an international standard

H the study of problems with the human mind

Task 4. Write a word that is similar in meaning to the underlined part.

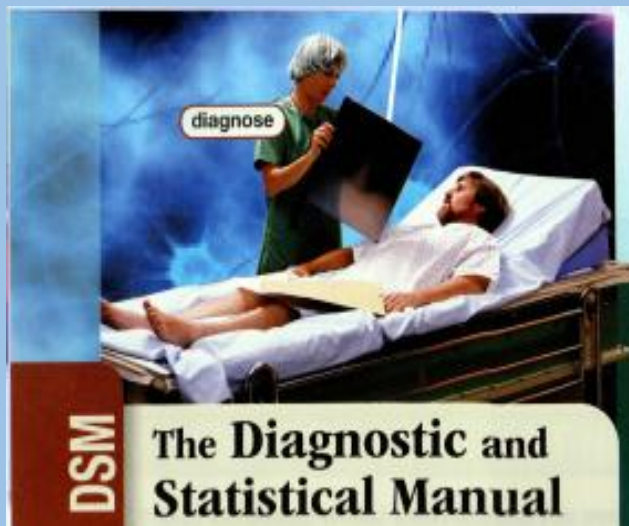
1 Depression can be a sign of a larger problem. y p o

- 2 The woman went to see a psychologist because she was in a disturbed state of being. _ _n_ _t_o_
- 3 The psychologist used the DSM to determine the man's illness. d_a_ _o_e
- 4 The patient asked for another professional opinion when the doctor could not recognize his problem. _ d _ n _ _ f _

READING

Task 5. Read the encyclopedia article. Then, mark the following statements as true (T) or false (F).

- 1 ___ The multi-axial system is a recent addition to the DSM.



- 2 ___ Critics argue that the DSM is not consistent with international standards.

- 3 ___ Several different professional industries use the DSM.

The Diagnostic and Statistical Manual

The **DSM** is a manual that defines and classifies **mental disorders**. It provides researchers, clinicians, and many others with **standardized** criteria of these disorders. This lets clinicians **diagnose** patients consistently and accurately. It also allows people to learn more about **abnormal psychology**.

The **APA** published the first edition of the DSM in 1952. And the manual is still subject to occasional **revisions**. For many years, the DSM used a **multi-axial system** of diagnosis. In this **system**, clinicians separated patients' **symptoms** into several categories, or axes. Although the multi-axial system is no longer used, some of its principles still apply. For example, on one axis, clinicians noted symptoms related to a person's mental state. On another, they **identified** a patient's overall level of functioning. Clinicians still assess these factors, but they do so in a more holistic manner.

There are some critics of the DSM. They say that it labels **conditions** that are not really mental health disorders. Others argue that it is unreliable and often inaccurate. However, the DSM still has widespread support. Supporters point to the DSM's consistency with international standards. Its diagnoses correspond well with the **ICD**, published by the **WHO**. The DSM continues to be a primary resource for clinicians, researchers, insurance companies, and drug manufacturers.

Task 6. Listen and read the encyclopedia article again. What was the multi-axial system?

LISTENING

Task 7. Listen to a conversation between a student and a professor. Choose the correct answers.

1 What is the conversation mostly about?

- A** a particular patient's symptoms
- B** differences between the DSM and ICD
- C** the benefits of studying abnormal psychology
- D** the process of diagnosing psychological conditions

2 What is the woman's concern?

- A** The standards in the DSM change every several years.
- B** Diagnostic methods differ from one country to the next.
- C** Patients are likely to be dishonest about their symptoms.
- D** One psychologist might diagnose symptoms differently than another.

Task 8. Listen again and complete the conversation.

Student: I know it requires asking a lot of questions. How **1** _____ when you have enough information?

Professor: That can be tricky. But at some point, a good psychologist will start to **2** _____.

Student: I see. I guess I'd be concerned about one psychologist **3** _____ than another.

Professor: That's why clinicians **4** _____.

Student: Oh, of course! That provides **5** _____ for each set of symptoms.

Professor: Yes, it does. And the DSM criteria **6** _____ in the ICD, too.



SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

Student A: You are a student. Talk to Student B about:

- diagnosing mental disorders
- the challenges of identifying mental conditions
- how clinicians ensure reliable diagnoses

Student B: You are a professor. Talk to Student A about diagnosing mental disorders.

How can clinicians diagnose ...?

I'd be concerned about ...

Oh, of course!

WRITING

Task 10. Use the encyclopedia article and the conversation from Task 9 to write an essay about the DSM. Include: the purpose of the DSM, how it is used, and who uses it.

Part 4

UZBEKISTAN'S DEVELOPMENT STRATEGY FOR 2017-2021



III. Priority areas of economic development and liberalization

3.1. Further strengthening of the macroeconomic stability and the maintenance of high rates of economic growth.

3.2. Improving the competitiveness of the economy through deepening of structural reforms, modernization and diversification of its leading industries.

3.3. Modernization and intensive development of agriculture.

3.4. Continuing of institutional and structural reforms aimed at reducing the state's presence in the economy, further strengthening the protection of rights and priority role for private property, encouraging the development of small business and private entrepreneurship.

3.5. Integrated and balanced socio-economic development of provinces, districts and cities, optimum and efficient use of their potential.

UNIT 10. MENTAL DISORDERS: ADOLESCENT

Get ready!

Task 1. Before you read the passage, talk about these questions.

- 1 How can clinicians differentiate normal worrying from an anxiety disorder?
- 2 What are some common mood disorders?

Active words: anxiety disorder, phobias, panic disorder, stress disorder, PTSD, generalized anxiety disorder, OCD, Compulsions, obsession, depression, mood disorder, bipolar disorder

VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

anxiety disorder [æŋ(g)'zaɪəti dɪ'sɔ:də] – тревожное расстройство / tashvishli, xavotirli buzilish

generalized [dʒen(ə)r(ə)laɪzd]
anxiety disorder – общее тревожное расстройство / umumiy xavotirli buzilish

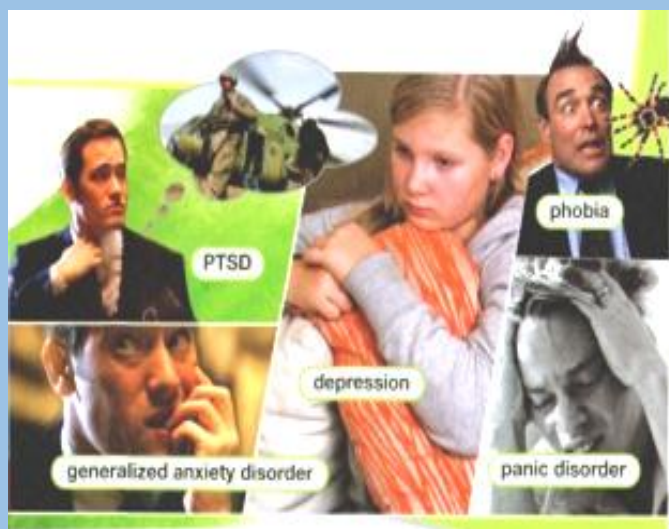
panic [pænik] **disorder** – расстройства панического типа, паническое расстройство / vahimali buzilish

stress [stres] **disorder** – расстройство в результате стресса / stress natijasida buzilish

PTSD [pi: ti: es di:] [post-traumatic stress disorder] – посттравматический стресс / jarohatdan keying stress

mood [mu:d] **disorder** – нарушение настроения / kayfiyatning buzilishi

bipolar [baɪ'rəʊlə] **disorder** – биполярное расстройство (биполярное расстройство, известное также как маниакально-депрессивный психоз, представляет собой психическое заболевание, которое характеризуется нетипичной сменой настроений, перепадами энергии и способности функционировать) / bipolyar (ikki tomomlama) buzilish



OCD [ou si: di:] [obsessive–compulsive disorder] – обсессивно-компульсивное расстройство (ОКР характеризуется развитием навязчивых мыслей, воспоминаний, движений и действий, а также разнообразными патологическими страхами (фобиями)./ obsessiv-kompulsiv buzilish

phobia [fəubiə] – фобия, страх, боязнь / fobiya, qo‘rquv

compulsion [kəm'pʌlʃ(ə)n] – принуждение, насилие / majburlash, zo‘ravonlik

obsession [əb'sejʃ(ə)n] – 1. навязчивая идея, неотвязная мысль 2. (*obsession with smb. / smth.*) одержимость, страстное увлечение кем-л. / чем-л. , мания / 1. miyaga o‘rnashib qolgan fikr, g‘oya 2. astoydillik, maniya

depression [di'preʃ(ə)n] – 1. депрессия 2. угнетённое состояние, уныние / 1. depressiya 2. g‘amginlik, ruhiy ezilganlik holati

Task 3. Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|-----------------------|-----------------------------------|
| 1 __ OCD | 5 __ panic disorder |
| 2 __ PTSD | 6 __ obsession |
| 3 __ phobia | 7 __ depression |
| 4 __ bipolar disorder | 8 __ generalized anxiety disorder |

- A** an intense, debilitating fear
- B** a mood disorder characterized by periods of high activity and sadness
- C** a condition in which a person is nervous in many or all situations
- D** a condition in which a person feels sad and has low self-esteem
- E** an idea that a person cannot stop thinking about
- F** a stress condition related to traumatic event
- G** a condition in which a person has attacks of overwhelming fear
- H** a condition in which a person engages in rituals to avoid bad thoughts

Task 4. Fill in the blanks with the correct words or phrases from the word bank.

Word bank: anxiety disorder / stress disorder / compulsion / mood disorder

1. For some people with OCD, hand-washing is a(n)_____.

2. A(n) _____ is a disorder in which people experience high levels of nervousness.
3. PTSD is an example of a(n) _____.
4. A(n) _____ might cause irrational levels of energy, sadness, or both.



Shale Valley
Mental Health Services

Dr. Friedman's Notes -----

9:00 AM—*Leah Nelson* (new patient)
I met with Ms. Nelson this morning. She is clearly suffering from some kind of **anxiety disorder**. She did not display or mention any particular **phobias**. She also did not present any symptoms of **panic disorder**. I asked her about severely traumatic events in her past. She responded that she had none, so it's unlikely that she has a **stress disorder**, like **PTSD**. At this time, I feel fairly confident with a diagnosis of **generalized anxiety disorder**. I scheduled another appointment to explore her condition further.

10:00 AM—*Hector Bloom* (diagnosed with **OCD**)

Mr. Bloom continues to improve his ability to control his **compulsions**. He reports that his **obsessions** are diminished, which suggests that his medication is working. I feel optimistic about his continued recovery.

11:00 AM—*Gertrude Collins* (referral from mental health facility)

Ms. Collins was recently released from the county mental health facility. She was admitted last month for severe **depression**, and she is now on a course of mood-stabilizing medication. This looks like a clear case of a **mood disorder**. But her problem isn't strictly depression. She also exhibits periods of energetic and irresponsible behavior. I'd like to explore the possibility of **bipolar disorder**.

Task 5. Read the doctor's notes. Then, choose the correct answers.

1 What is true about the patient with an anxiety disorder?

- A** She was previously diagnosed with panic disorder.
- B** She recently experienced a traumatic event.
- C** She is not responding to a course of medication.
- D** She is most likely suffering from generalized anxiety disorder.

2 What is NOT true about the patient with OCD?

- A** His obsessions are diminished.
- B** The doctor expects him to improve.
- C** He is taking an effective medication.
- D** The doctor suspects he has additional conditions.

3 What is a likely diagnosis for the patient released from the facility?

- A** panic disorder
- B** bipolar disorder
- C** stress disorder
- D** obsessive-compulsive disorder

Task 6. Listen and read the doctor's notes again. What are the components of OCD?

LISTENING

Task 7. Listen to a conversation between two psychologists. Mark the following statements as true (T) or false (F).

- 1 ___ The patient is being released from the hospital.
- 2 ___ The man suggests that the woman might have PTSD.
- 3 ___ The woman plans to look for signs of panic disorder.

Task 8. Listen again and complete the conversation.

Psychologist 1: She came to the hospital last month **1**_____. We treated her for severe depression.

Psychologist 2: But you're **2**_____ her now?

Psychologist 1: Yes. The medication really **3**_____. But she needs regular care.

Psychologist 2: I see. So, you think it's a standard case of depression?

Psychologist 1: Actually, I don't. I think you should explore the possibility of
4_____.

Psychologist 2: Oh, she must be exhibiting some 5_____.

Psychologist 1: Yes, she is. She 6_____ of extreme energy. Then
she's back to deep depression again.

SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

What's the story ...?

So, you think ...?

I'll look into it.

Student A: You are a psychologist. Talk to Student B about:

- a patient you are referring to him or her
- the patient's history
- your diagnosis

Student B: You are a psychologist. Talk to Student A about a patient he or she is referring to you.

WRITING

Task 10. Use the doctor's notes and the conversation from Task 9 to write a patient referral. Include: the patient's symptoms, your preliminary diagnosis, and what you think the new doctor should explore.



Part 5

UZBEKISTAN'S DEVELOPMENT STRATEGY FOR 2017-2021



IV. Priority areas of development of the social sphere

4.1. Consistent increase in real income and job creation.

4.2. Improving social security system and health care, enhancing socio-political activity of women.

4.3. Implementation of targeted programs to build affordable housing, development and modernization

of road transport, engineering, communications and social infrastructure, ensuring the improvement of living conditions of the population.

4.4. Development of education and science.

4.5. Improving the state youth policy.

UNIT 11. MENTAL DISORDERS: SCHIZOPHRENIA

Get ready!

Task 1. Before you read the passage, talk about these questions.

1 What are some common symptoms of schizophrenia?

2 How can parents identify mental disorders in children?



ADHD, autism, PDD

Active words: schizophrenic disorders, disorganized schizophrenia, catatonic schizophrenia, paranoid schizophrenia, undifferentiated schizophrenia, residual schizophrenia, dissociative disorders, dissociative amnesia, dissociative fugue, dissociative identity disorder,

VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

schizophrenia [skɪtsə'friːniə] – шизофрения / shizofreniya

disorganized schizophrenia [dɪs'ɔ:gənəɪzd skɪtsə'friːniə] – дезорганизованная шизофрения / tartıbsız shizofreniya

catatonic schizophrenia [kætə'tɒnɪk skɪtsə'friːniə] – кататоническая шизофрения / katatonik shizofreniya

paranoid schizophrenia [pær(ə)nɔɪd skɪtsə'friːniə] – параноидная шизофрения / paranoyali shizofreniya

undifferentiated schizophrenia [ʌndɪfərənʃɪətəd skɪtsə'friːniə] – недифференцированная шизофрения / differensiyalanmagan shizofreniya

residual schizophrenia [rɪ'zɪdʒuəl skɪtsə'friːniə] – резидуальная шизофрения / rezidual shizofreniya

dissociative amnesia [di'səʊʃiətɪv æm'ni:ziə] – диссоциативная амнезия (характеризующееся неспособностью вспомнить важные события или информацию из личной жизни) / dissotsiativ amneziya

dissociative fugue [di'səʊʃiətɪv fju:g] – диссоциативная реакция бегства / qochishning dissotsiativ reaksiyasi (ta'siri)

fugue [fju:g] – реакция бегства / qochish reaksiyasi (ta'siri)

dissociative identity [di'səʊʃiətɪv aɪ'dentəti] **disorder** – диссоциативное нарушение идентичности o'xshashlikning dissotsiativ buzilishi

ADHD [eɪ di: eɪtʃ di:] – [attention deficit hyperactivity disorder] – СДВГ синдром дефицита внимания и гиперактивности; гиперактивное расстройство с дефицитом внимания (неврологическо-поведенческое расстройство развития) / e'tibor va giperfaollik etishmasligi sindromi

autism [ɔ:tɪz(ə)m] – аутизм (психическое расстройство; заключается в неспособности к общению с людьми) / autizm (psixik buzilish; insonlar bilan muloqot qilishga qobiliyatsiz)

PDD [pi di di] – [pervasive developmental disorder] возрастное нарушение, затрагивающее разные функции / turli funksiyalarni qamrab oladigan yoshga oid buzilish

Task 3. Match the words or phrases (1-8) with the definitions (A-H).

- | | |
|--------------------------|----------------------------------|
| 1 ___ ADHD | 5 ___ disorganized schizophrenia |
| 2 ___ autism | 6 ___ catatonic schizophrenia |
| 3 ___ PDD | 7 ___ paranoid schizophrenia |
| 4 ___ dissociative fugue | 8 ___ residual schizophrenia |

- A** a condition in which a person stays in the same position
- B** a developmental disorder in which a person has trouble interacting
- C** a condition characterized by delusions
- D** a category of mental disorders in which a child has delays in basic areas
- E** a condition in which a person travels far away and forgets his or her identity
- F** a condition in which a person has disrupted speech
- G** a condition in which a person's symptoms are reduced, but not cured

H a disorder in which a person has difficulty concentrating

Task 4. Write a word or phrase that is similar in meaning to the underlined part.

1 The woman has a condition featuring multiple personalities. _ _ s _ _ c _ _ t _ _ e
_ d _ _ t _ _ y d _ _ o _ _ _ r

2 The patient had a disorder in which he was not well-connected to reality and had disorganized thoughts. s _ _ i _ _ h _ _ n _ _ _ i _ _ r _ _ r

3 Following a traumatic event, the man suffered from memory loss brought on by the traumatic event. d _ _ s _ _ i _ _ _ v _ _ a _ _ e _ _ a

4 The doctor diagnosed his patient with a form of schizophrenia that did not follow any established pattern. u _ _ _ f _ _ r _ _ t _ _ a _ _ d _ _ c _ _ z _ _ p _ _ e _ _ a

5 The psychologist specialized in disorders that are characterized by a change in memory or identity. d _ _ s _ _ c _ _ t _ _ e _ _ i _ _ o _ _ _ rs

READING

Task 5. Read the textbook chapter. Then, mark the following statements as true (T) or false (F).

1__ Any type of schizophrenia can become residual schizophrenia.

2__ Dissociative amnesia often leads to a dissociative fugue.

3__ Some forms of schizophrenia are very common in children.

Schizophrenic disorders

Schizophrenic disorders are the root of many social and emotional problems. People with schizophrenia display a range of symptoms. Various subcategories reflect common patterns.

The most commonly diagnosed form is **disorganized schizophrenia**. This is indicated by various disturbances in thought, speech and behavior. **Catatonic schizophrenia** and **paranoid schizophrenia** are often more pronounced, and can be severely debilitating. Some cases of schizophrenia do not follow one particular pattern. These are tougher to assess, and are classified as **undifferentiated schizophrenia**. With the right treatment, many schizophrenic patients live normal, functional lives. However, with any type of schizophrenia, some symptoms typically remain. This is called **residual schizophrenia**.

Dissociative disorders

Dissociative disorders involve problems with memory or identity. For example, some people experience **dissociative amnesia**. They lose parts of their memories following a traumatic event. It might cause a **dissociative fugue**. This causes someone to travel to another place without remembering why.

Another well-known dissociative disorder is **dissociative identity disorder**. It occurs when a person switches from one distinct personality to another.

Mental Disorders in Children

The most common diagnosis in children is **ADHD**. Other disorders, like **autism**, fall into the broader category of **PDD**. Many children have some kind of PDD. Major disturbances, like depression and schizophrenia, are rarely diagnosed in children.

Task 6. Listen and read the textbook chapter again. What do dissociative disorders all have in common?

LISTENING

Task 7. Listen to a conversation between two students. Choose the correct answers.

1 What is the conversation mostly about?

A treatments for autism

- B types of schizophrenia
- C examples of PDDs
- D causes of dissociate disorders

2 What concept does the woman identify incorrectly?

- A paranoid schizophrenia
- B dissociative amnesia
- C undifferentiated schizophrenia
- D dissociative fugue

Task 8. Listen again and complete the conversation.

Student 1: So do I. Let's start with 1 _____.

Student 2: Isn't that the one 2 _____?

Student 1: That doesn't sound right. I 3 _____ paranoid schizophrenia.

Student 2: Oh, yeah, you're right. So, disorganized schizophrenia is indicated 4 _____ and strange behavior.

Student 1: That's it. So, what is 5 _____?

Student 2: I definitely know that one. That's when a person stays 6 _____ for a long time. What about undifferentiated schizophrenia?

SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

*I keep mixing up... / That doesn't sound...
I definitely know...*

Student A: You are a student. Talk to Student B about:

- an upcoming exam on mental disorders
- the differences between disorders
- correcting his or her error

Student B: You are a student. Talk to Student A about an upcoming exam on mental disorders.

WRITING

Task 10. Use the textbook chapter and the conversation from Task 9 to write an essay on the differences between mental disorders. Include: at least two mental disorders, how they are related, and how they are different.



Part 6

UZBEKISTAN'S DEVELOPMENT STRATEGY FOR 2017-2021



V. Priority areas in the field of security, inter-ethnic harmony and religious tolerance, and implementation of balanced, mutually beneficial and constructive foreign policy

5.1. Priority areas in the field of security, religious tolerance and inter-ethnic harmony.

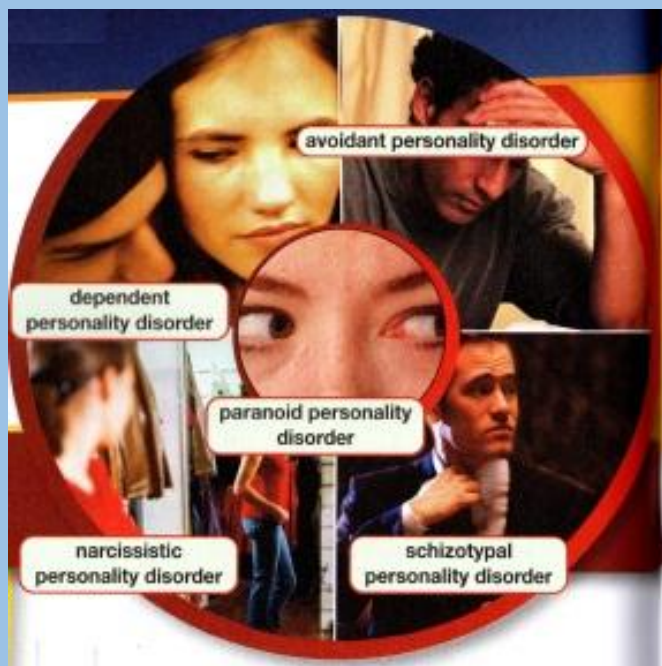
5.2. Priority areas in the implementation of balanced, mutually beneficial and constructive foreign policy.

UNIT 12. MENTAL DISORDERS: ANTISOCIAL PERSONALITY DISORDER

Task 1. Before you read the passage, talk about these questions.

1. Why might treatment for personality disorders be difficult?
2. How can a person's personality disorder cause harm to others?

Active words: characteristic, borderline, self-esteem, histrionic, deceitful, exaggerated, narcissistic, dependent, self-image, avoidant



VOCABULARY

Task 2. Listen to new words and phrases then copy out them.

characteristic [kærəktə'ristɪk] – характеристика; признак; особенность; свойство || характерный, типичный / tavsif, alomat, xususiyat, tipik

self-esteem [self'i:sti:m] – самоуважение, чувство собственного достоинства / o'zini hurmat qilish, o'z qadrini bilish

exaggerated [ɪg'zædʒəreɪtɪd] – преувеличенный / oshirib ko'ratilgan, mubolag'a qilingan

self-image [self'ɪmɪdʒ] – представление о самом себе; собственный воображаемый образ / o'zi haqidagi tasavvur, o'z tasavvuridagi obraz

paranoid [pær(ə)nɔɪd] – 1. параноидальный 2. параноик / paranoik

schizoid [skitsɔɪd] – 1. шизоидный 2. шизоид, шизофреник / shizofrenik

schizotypal [skitsəʊtɪp(ə)l] – schizotypal

schizotypal disorder – расстройства личности при шизофрении / shizofreniyada shaxsning buzilishi

antisocial [æntɪ'səʊʃ(ə)l] – 1. антиобщественный, антисоциальный 2. необщительный / jamiyat manfaatlari zid bo'lgan

borderline [bɔːdəlaɪn] – 1. пограничный 2. пограничное состояние / 1. chegaraviy 2. chegara holati

histrionic [hɪstriˈɒnɪk] – неестественный, "театральный" / gʻayritabiiy, yasama “soxta”

deceitful [dɪˈsiːtʃ(ə)l, -ful] – неискренний, лживый / nosamimiy, yolgʻon

narcissistic [nɑːsɪˈsɪstɪk] – самовлюблённый / oʻzini yaxshi koʻradigan

dependent [dɪˈpendənt] – зависимый / qaram, tobe, bogʻliq boʻlgan

avoidant [əˈvɔɪdənt] – замкнутый неконтактный, необщительный (о человеке) / odamovi, odamlarga aralashmaydigan (inson haqida)

Task 3. Match the words or phrases (1 -4) with the definitions (A-D).

1 exaggerated

3 self-esteem

2 characteristic

4 self-image

A the way a person thinks others view him or her

B a category of qualities or features

C the way a person views him- or herself

D overemphasized

Task 4. Read the sentence pairs. Choose which phrase best fits each blank.

1 *personality disorder / antisocial personality disorder*

A With any _____, a patient's actions often violate society's expectations.

B People with _____ do not have respect for other people's feelings.

2 *avoidant personality disorder / narcissistic personality disorder*

A The patient was diagnosed with _____ because his self-important attitude.

B _____ makes someone want to stay at home and never interact with others.

3 *schizoid personality disorder / schizotypal personality disorder*

A People with _____ are not interested in having meaningful relationships.

B _____ causes patients to perceive reality differently than other people do.

Task 5. Read the poster. Then, choose the correct answers.

1. What is the purpose of the poster?

A to pair personality disorders with symptoms

B to list treatment options for personality disorders

C to identify the causes of personality disorders

D to compare personality disorders with other mental disorders

2. Which is NOT a feature of narcissistic personality disorder?

A self-absorption

C depression

B hostility

D poor self-image

3. Which condition involves a need for other people?

A paranoid personality disorder

B antisocial personality disorder

C dependent personality disorder

D avoidant personality disorder

READING

Symptom Chart for Personality Disorders	
<i>For reference only-not intended for use as a diagnostic tool.</i>	
Disorder	Symptoms
Paranoid personality disorder	The main characteristic of this disorder is a person's general distrust for others. A paranoid person believes that other people intend to harm him or her.
Schizoid personality disorder	The central features of this disorder are dysfunctional relationships and isolation. The schizoid person does not desire social interaction.
Schizotypal personality	This disorder is characterized by disturbances in thinking and perception.

disorder	
Antisocial personality disorder	A major feature of this disorder is deceptive, manipulative behavior. Other symptoms are trouble with relationships and hostility.
Borderline personality disorder	Emotional instability, low self-esteem , and trouble with relationships are typical symptoms of borderline cases.
Histrionic personality disorder	People with this disorder are often deceitful , controlling, and jealous. They place exaggerated importance on themselves and their emotions.
Narcissistic personality disorder	This disorder is indicated by extreme notions of self-importance. Other symptoms include hostility, depression, and unfairly blaming others.
Dependent personality disorder	The main symptoms of this disorder are relationship problems, poor self-image , and anxiety. Dependent people constantly need others for validation, support, and direction.
Avoidant personality disorder	An avoidant person is generally afraid of how others regard him or her. Consequently, this disorder involves avoidance of personal relationships and interactions.

Task 6. Listen and read the poster again. What are some symptoms of histrionic personality disorder?

LISTENING

Task 7. Listen to a conversation between two psychologists. Mark the following statements as true (T) or false (F).

- 1 __ The patient has trouble maintaining personal relationships.
- 2 __ The woman suspects that the patient has paranoid personality disorder.
- 3 __ The man recommends exploring histrionic personality disorder.

Task 8. Listen again and complete the conversation.

Psychologist 1: He has trouble maintaining 1____.

Psychologist 2: That's the case with 2____. What else is there?

Psychologist 1: Well, he's 3____ of other people.

Psychologist 2: Hmm. That narrows it down a little bit. We could be looking at 4____.

Psychologist 1: Would 5____ he has emotional outbursts?

Psychologist 2: Not necessarily. Tell me, does he 6____ of events in his life?

Psychologist 1: Yes, he's very dramatic. He interprets insignificant actions as major attacks or offenses.

SPEAKING

Task 9. With a partner, act out the roles below based on Task 8. Then, switch roles.

USE LANGUAGE SUCH AS:

He has trouble...

That narrows it down...

I bet...

Student A: You are a student. Talk to Student B about:

- a patient's personality disorder
- the patient's symptoms
- your opinion about the patient's condition

Student B: You are a psychologist. Talk to Student A about a patient's personality disorder.

WRITING

Task 10. Use the poster and the conversation from Task 9 to write a patient assessment. Include: the patient's symptoms, why you think a previous diagnosis was incorrect, and what you think the correct diagnosis is.



ADDITIONAL MATERIALS FOR SELF-EDUCATION

MOST WANTED



Speaking

Task 1. What do you know about psychological profiling? Have you ever used psychological profiling in your job? Do you think it is a useful technique? Discuss with a partner.

Task 2. 'Jack the Ripper' was a serial killer in London in the nineteenth century. Look at the two images of him and answer the questions.

1. Where do you think the images come from?
2. What do you know about this criminal? What can you guess from the pictures?

Listening

Task 3. Listen to a historian talk about Jack the Ripper and answer the questions.

1. When and where did Jack the Ripper kill his victims?
2. What kind of people did he kill?
3. What did he do with the bodies?
4. How did he get his name?

Reading

Task 4. Now read the modern psychological profile and complete the profile notes.

A MODERN PSYCHOLOGICAL PROFILE OF JACK THE RIPPER

PSYCHOLOGICAL PROFILING is a technique where specialists try to get an idea of the personality of a criminal. They do this by studying crime scenes and victims, and what these can tell us about an offender's behaviour and habits.

This modern technique has recently been used by criminologists and detectives to build a profile of Jack the Ripper, perpetrator of England's most famous unsolved murders. In 2006, Scotland Yard detectives used descriptions given by eye-witnesses at the time of the crimes to create a modern E-fit image of the killer. He was, they believe, a man between 25 and 35 years of age, of medium height and stocky build. Modern detectives believe that one of the reasons why Jack the Ripper was never caught is that the police were looking for the wrong type of person.

In 1888, police were looking for someone who seemed mad or mentally ill. Modern psychological profilers believe that Jack the Ripper looked and acted like a normal person.

Because the murders all happened in the very early hours of the morning and at weekends, the profilers concluded that the murderer had a job and worked during the week. They also suggested that he was single, and so was able to stay out late without needing to explain to anyone where he had been. His method of killing revealed other clues. The way he used a knife proved that he was right-handed, and the neat and accurate way he cut up the bodies and removed internal organs suggested some kind of training in anatomy, surgery or even butchery.

Age	
Physical Description	
Occupation	
Habits	
Modus Operandi	

Task 5. Read the text again. It is important to use the correct verbs to help you distinguish facts from ideas. Cross out the verb that can't be used in each sentence.

1. Because the killings happened at weekends, the profilers *concluded* / *suggested* / *proved* that the killer worked during the week.
2. In 1888 the police *thought* / *believed* / *knew* they were looking for a mad person.
3. The way a criminal commits a crime *can reveal* / *suggest* / *believe* lots of useful information about his or her personality and background.
4. Modern psychologists believe that Jack the Ripper *acted* / *did* / *behaved* like a normal person.
5. The police can use certain physical evidence to *think* / *prove* / *show* / that a person is right-handed.
6. We now know more than ever before about what Jack the Ripper really *looked* / *worked* / *was* like.

INTERROGATION (Questioning)

There is not one method of interrogation. Every good investigator acquires a technique of interrogation which best suits his temperament and his talents. Many good investigators do not recognize some general rules because they have their own methods which they find successful.

The subject of interrogation is any person who has information about the details, circumstances, or individuals in a case or who may have such information.

Interrogation depends upon too many factors that cannot be controlled. The subject in an interrogation may be the victim, the complainant, witnesses, suspects, accused or criminals. Sometimes in order to conduct the interrogation the investigator must go out to a crime scene not one time, because a witness or a suspect is nervous and does not tell the truth. Sometimes these persons may be cooperative or uncooperative, willing or unwilling. The reasons for their reactions will be innumerable. Therefore, all information, no matter from what group obtained, must be verified.

Part of the problem of interrogation is the place at which the interrogation takes place. The place for interrogation of the subject should be chosen carefully. If an interrogation takes place in the investigator's office, he does not radically rearrange his room, but some unnecessary things should be taken away. The subject should be seated so as to face a light source. The investigator should seat with his back to the light source. Be sure that all interruptions will be eliminated.

The attitude of the investigator toward the subject of the interrogation may be the key to the solution of a case.

The investigator must recognize that the subject may have information without which the case cannot be solved. But it may so happen that the subject does not want to talk. Therefore it is useful to remember some principles of interrogation.

During the interrogation an investigator should observe the following principles:

Don't show your prejudices. The subject will react to them even though you think you have them under control.

Be a good actor; play the part.

Don't be patronizing. Nobody likes it.

Don't degrade yourself in act or word.

Retain a pleasant mood.

Don't let your reactions to answers betray your feelings.

Control your temper. If the subject understands your mood he is getting the upper hand. The investigator should never show anger, hesitation or other emotions, if it is not a part of plan.

Don't try to dominate. Most people do not like when they are being pushed.

Be serious where seriousness is proper. Don't be in a hurry with the conclusions.

Vocabulary

interrogation – the action of interrogating or the process of being interrogated

acquire – learn or develop (a skill, habit, or quality)

suit – be convenient for or acceptable to

temperament – a person's nature, especially as it permanently affects their behavior

recognize – show official appreciation of; regard (something) proper

successful – accomplishing a desired aim or result

circumstance – a fact or condition connected with or relevant to an event or action

complainant – plaintiff in certain lawsuits

accused (the accused) – a person or group of people who are charged with or on trial for a crime

cooperative – involving mutual assistance in working towards a common goal; willing to be of assistance

willing – ready, eager, or prepared to do something

innumerable – too many to be counted

obtain – get, acquire, or secure (something)

verify – make sure or demonstrate that (something) is true, accurate, or justified

radically – fundamentally, completely

rearrange – change the position of

interruption – hindrance; the action of interrupting or being interrupted
eliminate – completely remove or get rid of (something)
attitude – a settled way of thinking or feeling about something
toward – towards
prejudices – preconceived opinion that is not based on reason or actual experience
patronizing – treating with an apparent kindness which betrays a feeling of superiority
react – act in response to something; respond in a particular way
even though – despite the fact that

degrade – treat or regard (someone) with contempt or disrespect
retain – keep possession of
betray – be disloyal to; reveal the presence of; be evidence of
hesitation – the action of pausing or hesitating before saying or doing something
dominate – have power and influence over; have a commanding position over
push – 1. exert force on (someone or something) in order to move them away from oneself; 2. compel or urge (someone) to do something

Task 1. Answer the following questions:

1. What is interrogation?
2. What is the object of interrogation?
3. Who may be the subject in an interrogation?
4. What are the features of a good investigator?
5. What factors does the interrogation depend upon?
6. Should the investigator show his prejudices, hesitation or other emotions?
7. What mood should the investigator retain during the interrogation?
8. When may the subject of interrogation get the upper hand?
9. Must the investigator dominate during the interrogation?

Task 2. Comment on the following statements.

1. Sometimes in order to conduct the interrogation the investigator must go out to a crime scene not one time.
2. Part of the problem of interrogation is the place at which the interrogation takes place.

3. Many good investigators do not recognize some general rules.
4. The investigator must recognize that the subject may have information without which the case cannot be solved.
5. All information, no matter from what group obtained, must be verified.

Task 3. Agree or disagree with the following statements.

1. Every good investigator recognizes some general rules of interrogation.
2. Interrogation depends upon too many factors that cannot be controlled.
3. During the interrogation the subject should be seated with his back to the light source.
4. The investigator should never show anger, hesitation or other emotions, if it is not a part of plan.
5. The interrogator should not be in a hurry with the conclusions.

INTERVIEWS

In the investigative field there is a difference between interviewing and interrogating. The criminal interrogation is different from interview in that the interrogation is concerned with the legal aspects of questioning the suspects or accused. The interview is the method by which the investigator obtains information that helps to reconstruct the facts of the happening.

There are numerous types of witnesses who may confront during the investigation. In any case the investigator should be on guard not to let the interview out of control, find the best way of interviewing.

Very often the presence of another person in the room makes the task of the interviewing officer very difficult. A witness or a victim may retain silent if he knows that another person is present. For this reason many investigators prefer to conduct interview without other officers' presence. If this presence is necessary the second officer must retain quiet and silent, and if possible, out of sight of the witness.

As soon as the subject of the interview is in the room, the officer should study him carefully and in detail before questioning him. The personal characteristics of the subject, manner of dress and attitude to authority, and whether he is nervous or anxious should be noted by an interviewer. The interviewing officer should not show any emotion or his knowledge of the subject. The following "do's" and "don'ts" should be taken into consideration by most interviewers and interrogators. Some of them conflict with others, and not all of them should be adopted, but only those which accord with a particular officer's technique.

1. Do not show the effect of the subject's words on you. Do not show pity for the victim or anger at the accused.
2. Be prepared to use any of several lines of attack. Change the line often, if necessary. Do not show the subject the line you are following.
3. Avoid giving him the impression that you want a conviction at all costs. What you really want is the truth; let him understand this.
4. Avoid using long or complicated words and phrases, unless this is done for some particular purpose. Many criminals are of very low intelligence and education and they cannot understand the language you speak to them.
5. Display confidence in his guilt.
6. Do not threaten him.

7. Do not promise to do or to give something, which cannot be done or given.
8. Never disclose the existence of an informant.
9. Try to give the impression that everything is known about him and the crime will be solved.
10. If you have knowledge of a fact, do not disclose how you obtained the knowledge.
11. If the subject is nervous, ask him the reason for his nervousness.
12. If he is a family man, appeal to his honor, and mention the disgrace to his family.
13. Demand the truth. Tell him it is good for him that he was apprehended and this will prevent him from committing another crime.
14. Get down, or up to his level.
15. Speak of persons who are in similar circumstances. Sympathize with him. If he wishes to speak, listen patiently and agree with him.
16. Learn to listen. Never interrupt him when he is speaking, allow him to continue.
17. Once you start questioning, ask questions continually. Never pause. As soon as he has answered a question ask another. A pause will give him time to think. This is one of the most important rules of the interviewer and interrogator. If you have difficulty in thinking quickly and formulating questions, prepare a long list of questions beforehand. Do not let him see you are reading questions.
18. Ask questions which require detailed answers. Do not ask questions which may be answered by "Yes", "No", "Perhaps" etc.
19. If he does not answer a question immediately, do not wait for him when he thinks about the answer. Demand an answer immediately or put a different question.
20. Do not interview or interrogate for a long time without an interval. If you do, he may say that he was tired and his answers or statements are not true. Give frequent intervals for rest and refreshment but at a proper time.

Vocabulary

field – a particular branch of study or sphere of activity or interest

concern – relate to

confront – come face to face with

(someone) with hostile or argumentative intent

be on guard – be ready to protect or defend something; be prepared for any contingency; be vigilant

prefer – like (one thing or person) better than another or others; tend to choose

sight – the area or distance within which someone can see or something can be seen

authority – the power or right to give orders, make decisions, and enforce obedience

anxious – feeling or showing worry, nervousness, or unease about something with an uncertain outcome

emotion – a strong feeling deriving from one's circumstances, mood, or relationships with others

“do’s” and “don’ts” – rules

consideration – a fact or a motive taken into account in deciding something; **take into consideration** – take into account

conflict – be incompatible or at variance; clash

accord (with) – (of a concept or fact) be harmonious or consistent with

particular – used to single out an individual member of a specified group or class

technique – skill or ability in a particular field; a skilful or efficient way of doing or achieving something

effect – a change which is a result or

consequence of an action or other cause

pity – the feeling of sorrow and compassion caused by the sufferings and misfortunes of others

anger – a strong feeling of annoyance, displeasure, or hostility

attack – begin to deal with (a problem or task) in a determined and vigorous way

avoid – keep away from or stop oneself from doing (something)

impression – an idea, feeling, or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence

conviction – a formal declaration by the verdict of a jury or the decision of a judge in a court of law that someone is guilty of a criminal offence

complicated – consisting of many interconnecting parts or elements; intricate

intelligence – the ability to acquire and apply knowledge and skills

display – give a clear demonstration of (a quality, emotion, or skill)

confidence – the state of feeling certain about the truth of something

threaten – state one's intention to take hostile action against (someone) in retribution for something done or not done

appeal – try to persuade someone to do something by calling on

honor – high respect; esteem

demand – ask authoritatively or brusquely

sympathize – feel or express pity and sorrow for someone else's misfortune

patiently – being able to wait without becoming annoyed or anxious

continually – momentarily

interval – a pause or break in activity

statement – a definite or clear expression of something in speech or writing

frequent – occurring or done many times at short intervals

refreshment – the giving of fresh strength or energy

Task 1. Answer the following questions.

1. What is the difference between the interrogation and interview?
2. What types of witnesses may confront the investigator?
3. What must the interrogator know about the subject?
4. What requirements to the interviews do you consider the most important?

Task 2. Agree or disagree with the following statements.

1. Very often the presence of another person in the room makes the task of the interviewing officer very difficult.
2. The interviewing officer should not show any emotion or his knowledge of the subject.
3. If the witness does not answer a question immediately, the investigator should wait for him when he thinks about the answer.

POLICE OPERATIONS

A police department's goals are to prevent crime, investigate crime and apprehend offenders, control traffic, maintain order, and deal with emergencies and disasters.

1. Prevention of Crime. The patrol division, consisting of uniformed patrol officers and supervisors, provides basic police services. In addition to foot and automobile patrol, officers engage in a variety of activities in response to citizens' needs. The greater part of patrol today is carried out by officers in police cars assigned to specific beats, or designated areas of the community. In small agencies, one-officer patrol cars are prevalent; in larger cities, combinations of one- and two-officer cars are common. Use of women officers for patrol duty is increasing; before 1970 the practice was unknown.

Recent research has raised doubts about the effectiveness of preventive patrol to curb most kinds of crime. Crime prevention, however, also means activities related to improving the security of homes and businesses, and to educating citizens to protect themselves. Most large police departments maintain a crime prevention unit to provide these services.

2. Criminal Investigation. After patrol officers have conducted preliminary investigations, detectives who work in plain clothes further investigate serious crimes. Most detectives are assigned to the criminal investigations division after several years on patrol duty. In large departments, detectives are organized into specialized units, such as homicide, robbery, and narcotics. Contrary to popular belief, many cases solved by detectives are based on arrests made by patrol officers, or on leads supplied by officers or victims as a result of preliminary investigations.

3. Traffic Control. Most traffic law enforcement and accident investigation is carried out by patrol officers. In large cities, however, specialists may handle serious or hit-and-run accidents, and motorcycle patrols may be responsible for freeway traffic. In the largest jurisdictions, officers may be assigned to traffic direction at busy intersections. A recent trend in many cities has been toward the use of civilian employees to handle parking violations.

4. Special Police Units. Modern police service often includes special units to handle special problems. In major American cities, tactical units, highly trained and well equipped, are available to quell riots. Bomb squads are also on call; the bomb squad of the New York City Police Department, for example, is widely

known for its outstanding work in handling bomb cases and scares. Other units specialize in dealing with hostage situations.

5. Noncriminal Services. In most communities, about 60 to 70 percent of the time spent by patrol officers on operational activities is not crime related. Officers are called on to locate missing persons and lost children and to deal with marital disputes, crowd control, and ambulance calls.

Vocabulary

operation – an active process; a discharge of a function; the action of functioning or the fact of being active or in effect;

goal – an aim or desired result

apprehend – arrest (someone) for a crime

disaster – a sudden accident or a natural catastrophe that causes great damage or loss of life

engage in – participate or become involved in

assign – designate or set (something) aside for a specific purpose

designate – appoint, assign

community – 1) a group of people living together in one place, especially one practising common ownership; 2) a particular area or place considered together with its inhabitants

prevalent – widespread in a particular area or at a particular time; common, predominant

curb – restrain or keep in check

homicide – the killing of one person by another

lead – a clue to be followed in the resolution of a problem

supply – provide with something needed or wanted

hit-and-run – denoting a motor accident in which the vehicle or vessel involved does not stop, or a driver, victim, vehicle, vessel, etc., involved in such an accident

freeway traffic – a dual-carriageway main road, especially one with controlled access

intersection – a point at which two or more things intersect, especially a road junction; crossing

recent – having happened, begun, or been done not long ago; belonging to a past period comparatively close to the present

raise – 1) lift or move to a higher position or level; 2) increase the amount, level, or strength of

doubt – 1) a feeling of uncertainty or lack of conviction; 2) feel uncertain about

parking violation – violation of parking rules

quell – put an end to (a rebellion or other disorder), typically by the use of force

riot – a violent disturbance of the peace by a crowd

bomb squad – a division of a police force appointed to investigate the

planting and detonation of terrorist bombs

scares – a general feeling of anxiety or alarm about something

hostage – a person seized or held as security for the fulfilment of a condition

Task 1. Answer the following questions.

1. What are the police department's goals?
2. How is prevention of crime carried out?
3. When are most detectives assigned to the criminal investigations?
4. How are detectives organized in large departments?
5. What are many cases solved by detectives based on?
6. Who carries out most traffic law enforcement and accident investigation?
7. Which special units of modern police service do you know?
8. What kind of operational activities are called Noncriminal services?

Task 2. Comment on the following statements.

1. Crime prevention is one of the main goals of each police department.
2. Crime prevention also means activities related to educating citizens to protect themselves.
3. After patrol officers have conducted preliminary investigations, detectives further investigate serious crimes.

GLOSSARY

absolute threshold – An absolute threshold is the smallest amount of stimulation that an observer can detect.

acetylcholine – Acetylcholine is a neuromodulator that allows the spinal cord to control muscles, among other functions.

acoustic code – An acoustic code is a collection of information that is organized by the way it sounds.

affect – To affect something is to change it.

affective – If something is affective, it is related to mood or an emotional state.

aggressive – If someone is aggressive, he or she is likely to act forcefully or argue with others.

alpha waves – Alpha waves are relatively slow and large brainwaves, and generally occur during relaxed wakefulness.

altered state – An altered state is a state of consciousness that differs from a normal state of sleep or wakefulness.

amygdalae – The amygdalae are two groups of nuclei in the brain's limbic system, which help control emotions and the sense of smell.

aroused – If a person is aroused, he or she is alert and ready to react to stimuli.

assess – To assess something is to evaluate and define it.

associative learning – Associative learning is a form of learning in which an individual makes connections between two stimuli or between a behavior and a stimulus.

auditory cortex – The auditory cortex is a region of the cerebrum located in the temporal lobe, and is responsible for interpreting sounds.

automatic behavior – An automatic behavior is a behavior that a person performs without being aware of it.

autonomic nervous system – The autonomic nervous system is the part of the peripheral nervous system that is responsible for the unconscious control of the body's internal systems, such as organs and glands.

aware – If someone is aware, he or she is able to perceive and understand the surrounding environment.

behavior – A behavior is an observable action or reaction to something.

bias – Bias is an idea or prejudice that influences a person's thinking.

biological rhythm – A biological rhythm is a variation in a biological system that goes through a regular cycle, and may or may not have psychological effects.

body-kinesthetic – If something is body-kinesthetic, it is related to the body's movement and coordination.

brain – The brain is the organ of the body that is responsible for thinking and controlling the body.

brain stem – The brain stem is a part of the brain that connects to the spinal cord, and includes the medulla, pons, and midbrain.

cerebellum – The cerebellum is a part of the brain located at the rear of the bottom of the brain, which mostly controls movement.

cerebrum – The cerebrum is the largest part of the human brain.

chunking – Chunking is the act of organizing small amounts of information into larger groups so they become easier to remember.

circadian rhythm – A circadian rhythm is a biological rhythm that has a period of about twenty-four hours, and includes the human sleep cycle.

CNS (central nervous system) – The CNS (central nervous system) is made of the brain and the spinal cord, and sends and receives messages to and from the rest of the body to direct behavior.

cognitive – If something is cognitive, it is related to conscious mental processes, like thinking or remembering.

concept – A concept is an idea.

conditioning – Conditioning is a form of learning in which an individual makes an association between a particular stimulus and a particular response.

connote – To connote something is to suggest or imply something other than the direct or literal meaning.

consciousness – Consciousness is a person's immediate awareness of his or her thoughts, sensations, existence, and surrounding environment.

corpus callosum – The corpus callosum is a bundle of fibres that connects the left hemisphere of the cerebrum to the right hemisphere of the cerebrum.

delta waves – Delta waves are short, regular brainwaves, and generally occur during periods of deep sleep.

denote – To denote something is to indicate or represent it directly.

difference threshold – A difference threshold is the smallest difference in stimulation that an observer can detect while comparing two stimuli.

disposition – Disposition is a particular person's normal way of approaching or reacting to situations.

divided – If something is divided, it is split into more than one part or piece.

duration – Duration is the length of time during which something continues to happen.

echoic memory – Echoic memory is a type of sensory memory that retains information that someone hears for a short period of time.

encoding – Encoding is the change that information goes through so that the mind can store and retrieve it from the memory.

enculturation – Enculturation is a process through which individuals learn about and become part of their surrounding culture.

endocrine system – The endocrine system is a system of glands that release hormones into the body to regulate it.

endorphin – An endorphin is a hormone that acts as a neurotransmitter affecting sensations of pleasure and pain.

environment – An environment is a physical setting.

explicit memory – Explicit memory is the conscious recollection of information or an event.

extrovert – An extrovert is a person who enjoys interacting with other people in a friendly way.

frontal lobe – The frontal lobe is the front part of the cerebrum, and is responsible for high-level thinking, such as complex problem-solving and planning.

function – A function is the job or purpose of something.

general intelligence – General intelligence is the factor that intelligence tests generally measure, and that psychologists consider a good indication of a person's reasoning and problem-solving abilities.

gland – A gland is an organ in the body that produces a particular chemical.

gray matter – Gray matter is part of the central nervous system that contains the bodies of nerve cells.

habituation – Habituation is a process by which an individual temporarily becomes familiar with a stimulus and no longer responds to it with the same strength as before.

hemisphere – A hemisphere is one half of something that is round.

hormone – A hormone is a substance that causes a body's cells to perform a particular action.

hypothalamus – The hypothalamus is a part of the brain that is located below the thalamus and above the brain stem, which controls body temperature, fatigue, hunger, and thirst.

iconic memory – Iconic memory is a type of sensory memory that retains information for a short period of time.

implicit memory – Implicit memory is information that a person does not consciously remember, but which has an effect on his or her behaviors.

information processing – Information processing is the ability the mind uses to understand and categorize thoughts and sensory perceptions.

infradian rhythm – An infradian rhythm is a biological rhythm that occurs less than once per day, and includes the human menstrual cycle.

insular lobe – The insular lobe is a part of the cerebrum inside of the groove that separates the frontal lobes from the parietal and temporal lobes, and is responsible for consciousness, motor control, and emotion.

insulin – Insulin is a hormone that regulates the amount of sugar in blood.

integrate – To integrate something is to make it a part of a larger whole.

intelligence – Intelligence is the ability to think and learn about the world, and to understand new ideas.

internal desynchronization – Internal desynchronization is a state in which biological rhythms do not match up to each other.

interpersonal – If something is interpersonal, it is related to the relationships between people.

intrapersonal – If something is intrapersonal, it is related to an individual's understanding of him- or herself.

introvert – An introvert is a person who prefers to be alone rather than interact with other people.

involuntary – If an action is involuntary, a person cannot control or influence it.

IQ (intelligence quotient) – An IQ (intelligence quotient) is a generally accepted measurement of intelligence based on scores from a standardized test.

language – Language is the use of words to communicate through writing or through speaking.

learning – Learning is a process through which individuals gain knowledge or skills.

limbic system – The limbic system is a collection of nerves in the brain, which contains the amygdalae and controls basic emotions.

linguistic – If something is linguistic, it is related to words or language.

linguistics – Linguistics is the study of language and its parts.

logical-mathematical – If something is logical-mathematical, it is related to problem-solving and reasoning.

long-term – If something is long-term, it occurs or exists for a great or extended period of time.

medulla – The medulla is the lower half of the brainstem, which controls heart rate, blood pressure, and breathing.

melatonin – Melatonin is a hormone that helps regulate circadian rhythms.

memorization – Memorization is a form of learning in which an individual is able to recall something perfectly after learning it, but does not necessarily understand what it means.

memory – Memory is the part of the mind that retains and retrieves information.

mental – If something is mental, it is related to the brain.

midbrain – The midbrain is a part of the brain that is located near the center, which helps control the functions of vision, hearing, movement, sleep, alertness, and temperature control.

morpheme – A morpheme is the smallest unit of meaning in a language.

motor cortex – The motor cortex is a region of the cerebrum on the boundary of the frontal, temporal, and parietal lobes, and is responsible for planning and executing movement.

motor nerve – A motor nerve is a nerve that sends messages from the brain or spinal cord to the body's muscles and controls movements.

musical – If something is musical, it is related to the appreciation or production of music.

neuromodulator – A neuromodulator is a network of neurotransmitters that transmit information to multiple systems in the body at once.

neuron – A neuron is a nerve cell.

neurotransmitter – A neurotransmitter is a chemical that transmits a signal from one neuron to another.

norepinephrine – Norepinephrine is a hormone that the brain produces under stress, which acts as a neurotransmitter and controls functions such as heart rate and blood pressure.

occipital lobe – The occipital lobe is the rear part of the cerebrum, and is responsible for processing visual information from the eyes.

optimistic – If someone is optimistic, he or she hopes or believes that future events will be pleasant and desirable.

parasympathetic division – The parasympathetic division of the autonomic nervous system controls the body when it is at rest.

parietal lobe – The parietal lobe is the top middle part of the cerebrum, and is responsible for processing different kinds of sensory information.

passive – If someone is passive, he or she is not likely to act forcefully or argue with others.

pattern – A pattern is a set of events or behaviors that occurs repeatedly in the same way.

perception – Perception is the process that the brain uses to interpret and organize information from the senses.

personality – A personality is a set of qualities and habits that distinguishes a particular person from other people.

pessimistic – If someone is pessimistic, he or she believes that future events will be unpleasant or undesirable.

phoneme – A phoneme is the smallest unit of sound in a language.

phonetic loop – A phonetic loop is a part of a memory system that rehearses verbal information to keep it in memory.

physical state – A physical state is the status of the body's systems in a particular circumstance.

pituitary gland – The pituitary gland is a gland that is located below the brain, which secretes hormones that control growth, conversion of nutrients, and other bodily functions.

PNS (peripheral nervous system) – The PNS (peripheral nervous system) is the part of the nervous system that is outside of the brain and spinal cord.

pons – The pons is a part of the brainstem that transmits signals from the cerebrum to the medulla, then from the medulla to the thalamus.

preconscious – The preconscious is the part of the mind storing thoughts and memories that a person is not immediately aware of, but can easily recall if needed.

process – A process is a set of events that take place in a certain order and have a specific result.

process – To process something is to take it in and understand it. psycholinguistics – Psycholinguistics is the study of how the brain acquires and uses language.

psychology – Psychology is the study of the brain or mind and how it influences the ways in which people act.

psychomotor – If something is psychomotor, it is related to body movements associated with mental activities.

psychophysics – Psychophysics is a branch of psychology that studies the relationship between sensory experiences and the physical properties of stimuli.

reflex – A reflex is an uncontrolled and unlearned response to a stimulus.

regulate – To regulate a process is to control its amount or frequency.

rehearsal – Rehearsal is the act of repeating information in order to keep it in short-term memory.

relaxed – If a person is relaxed, he or she is awake but not alert or aroused.

REM (rapid eye movement) sleep – REM (rapid eye movement) sleep is a period of sleep in which the eyes move, the muscles lose tone, and the sleeping person dreams.

response – A response is someone's action or thought as a result of a particular event.

retention – Retention is the ability to store facts and information in the memory.

retrieval – Retrieval is the ability to recall facts and information from the memory.

rote rehearsal – Rote rehearsal is the act of repeating a specific sequence of information to keep it in short-term memory.

selective attention – Selective attention is the process of focusing on a small part of the environment while blocking out the rest of the environment.

semantics – Semantics is the study of the meanings of words.

sensation – A sensation is the detection or the experience of something in the surrounding environment resulting from stimulation of a sensory organ.

sense – A sense is an ability by which the body perceives something around it.

sensory adaptation – Sensory adaptation is the reduction in response to a sensory perception that occurs when a stimulus is repetitive or unchanging.

sensory deprivation – Sensory deprivation is the lack of normal amounts of sensory perception.

sensory information – Sensory information is data that comes from the sense organs like the eyes or ears.

sensory memory – Sensory memory is a system of memory that stores extremely accurate information from the senses for a short amount of time.

sensory nerve – A sensory nerve is a nerve that sends information from the body to the brain or spinal cord.

shift – A shift is a change in the state of something.

short-term – If something is short-term, it occurs or exists for a brief period of time.

sleep stage – A sleep stage is one of five stages of sleep that a person experiences while asleep, and are part of either REM sleep or NREM (non-rapid eye movement) sleep.

somatic nervous system – The somatic nervous system is the part of the peripheral nervous system that is responsible for the body's controllable movements.

somatosensory cortex – The somatosensory cortex is a region of the cerebrum located in the parietal lobe, and is responsible for interpreting information about the body's position, temperature, and pain levels.

spatial – If something is spatial, it is related to movement and orientation in three-dimensional space.

spinal cord – A spinal cord is a long, thick group of nerves that extends from the brain down the backbone.

state – A state is a person's mental or physical condition at a particular time.

subconscious – If something is subconscious, it occurs or exists in the unconscious.

sympathetic division – The sympathetic division of the autonomic nervous system controls the body's responses to threatening, dangerous, or otherwise arousing situations.

syntax – Syntax is a set of rules that determines how words are arranged to form phrases and sentences in a particular language.

temporal lobe – The temporal lobe is the bottom middle part of the cerebrum, and is responsible for language-learning, speech, and forming new memories.

thalamus – The thalamus is a part of the brain that is located between the cerebral cortex and midbrain, which helps control consciousness, sleep, and alertness.

Theory of Multiple Intelligences – The Theory of Multiple Intelligences is the idea that there are many different elements of intelligence, and that people can have varying levels of them.

transduction – Transduction is a process performed by sensory organs in which one type of energy becomes another.

treat – To treat a medical condition is to try to correct it or make it less severe.

ultradian rhythm – An ultradian rhythm is a biological rhythm that occurs more often than once per day, and includes the stages in the human sleep cycle.

unconscious – The unconscious is the part of the mind that a person is not aware of, but which influences his or her actions and feelings.

visual cortex – The visual cortex is a region of the cerebrum located in the occipital lobe, and is responsible for interpreting information from the eyes.

visuo-spatial sketchpad – A visuo-spatial sketchpad is a part of a memory system that holds visual and spatial information in memory.

voluntary – If an action is voluntary, a person can control or influence it.

white matter – White matter is part of the central nervous system that does not contain the bodies of nerve cells.

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