

**O‘ZBEKISTON RESPUBLIKASI
OLY TA‘LIM VA INNOVATSIYALAR VAZIRLIGI**

**O‘ZBEKISTON RESPUBLIKASI
SOG‘LIQNI SAQLASH VAZIRLIGI**

**TOSHKENT DAVLAT TIBBIYOT UNIVERSITETI
CHIRCHIQ FILIALI**

“PROFESSIONAL ENGLISH IN PSYCHOLOGY”

O‘QUV QO‘LLANMA

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Tuzuvchilar:

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Nashrga tavsiya etish uchun namunaviy ma'lumotlar

Ushbu o'quv qo'llanma "Xorijiy til" fanidan Psixologiya (60310300) yo'nalishi I kurs talabalari uchun o'quv dasturi rejasi asosida tayyorlandi. Qo'llanma amaliy mashg'ulotlarda kasbiy yo'naltirilgan ingliz tili ko'nikmalarini rivojlantirishga xizmat qiladi.

Qo'llanma "Ijtimoiy fanlar va xorijiy tillar" kafedrasining 17-sonli yig'ilishida muhokama qililib, nashrga tavsiya etilgan. Bayonnoma №17, "11" May 2026 yil.

Kafedra mudiri: M.X.Ergasheva

O'quv ishlariga mas'ul: Sh.Z.Qoravoyeva

Annotatsiya

Mazkur o'quv qo'llanma psixologiya yo'nalishi talabalari uchun mo'ljallangan bo'lib, unda psixologiya faniga oid asosiy mavzular ingliz tilini kasbiy kontekstda o'rgatish tamoyillari asosida yoritilgan. Har bir mavzu o'quv maqsadlari, kasbiy matn, tayanch lug'at, grammatik izohlar, mustahkamlovchi mashqlar, og'zaki nutq topshiriqlari va yozma ishlar bilan boyitilgan.

Qo'llanma talabalarning o'qib tushunish, so'z boyligini kengaytirish, grammatik birliklarni kasbiy matnlar orqali o'zlashtirish, mustaqil fikrlash va kommunikativ kompetensiyasini rivojlantirishga yo'naltirilgan.

Kirish

Bugungi kunda psixologiya sohasida xorijiy til, ayniqsa ingliz tilini bilish ilmiy adabiyotlardan foydalanish, xalqaro tajribani o'rganish, kasbiy muloqot olib borish va zamonaviy tadqiqotlar bilan tanishish uchun muhim ahamiyatga ega. Psixologiya yo'nalishi talabalari ingliz tilida kasbiy terminlarni tushunishi, mavzuga oid matnlarni tahlil qilishi va amaliy vaziyatlarda fikrini aniq ifodalashi zarur.

Ushbu qo'llanmadagi mavzular kalendar-tematik rejasi bilan uyg'unlashtirilgan. Mavzular oddiydan murakkabga tamoyili asosida berilib, har bir bo'limda til materiallari psixologik mazmun bilan bog'langan. Grammatik mavzular alohida yodlash uchun emas, balki kasbiy matn va kommunikativ vaziyatlar orqali amalda qo'llash uchun taqdim etiladi.

Qo'llanmaning maqsadi

Qo'llanmaning asosiy maqsadi - psixologiya yo'nalishi talabalari uchun ingliz tilida kasbiy matnlarni tushunish, psixologik terminlardan to'g'ri foydalanish, grammatik bilimlarni mustahkamlash hamda og'zaki va yozma nutq kompetensiyalarini rivojlantirishdan iborat.

Qo'llanmaning vazifalari

- psixologiyaga oid tayanch inglizcha terminlarni tizimli o'rgatish;
- kasbiy matnlar asosida o'qib tushunish ko'nikmalarini shakllantirish;
- kalendar-tematik rejada ko'rsatilgan grammatik mavzularni amaliy mashqlar bilan mustahkamlash;
- talabalarning juftlik va guruhda muloqot qilish ko'nikmasini rivojlantirish;
- mustaqil ta'lim, yozma topshiriq va mini-testlar orqali bilimlarni nazorat qilish;
- psixologiya va tibbiyotga yaqin kommunikativ vaziyatlarda ingliz tilidan foydalanishga tayyorlash.

Mundarija

Bo'lim	Mavzu	Grammatika
Unit 1	What is Psychology?	Verb "to be"; singular and plural nouns
Unit 2	Branches of Psychology	Irregular verbs; demonstrative pronouns
Unit 3	Psychology in Practice	Present Simple; have got/has got; verb + preposition phrases
Unit 4	Psychology and Computers	Yes/No questions; Why-questions; suffix -er
Unit 5	Dreams and Personality	There is/there are; revision
Unit 6	Thought and Language	Prepositions of place; articles; opposite adjectives
Unit 7	Memory	Can and could; Present Continuous tense
Unit 8	Mental Disorders: Popular Myths	Adjectives and adverbs; was/were; Past Simple; adverbs of degree
Unit 9	Personality	Past Simple irregular verbs; should/shouldn't
Unit 10	Modern Addictions	Expressions with get and take; countable and uncountable nouns
Unit 11	Parapsychology	Quantifiers and numbers
Unit 12	With the Future in Mind	Comparative and superlative adjectives; adjective + noun

Kalendar-tematik reja bilan moslashtirilgan mavzular

Quyidagi jadval o'quv qo'llanmadagi 12 ta asosiy mavzuning kalendar-tematik rejasidagi mavzular va grammatik birliklar bilan mosligini ko'rsatadi.

№	O'quv qo'llanmadagi mavzu	Til/grammatika materiali
1	What is Psychology?	Verb "to be"; singular and plural nouns
2	Branches of Psychology	Irregular verbs; demonstrative pronouns
3	Psychology in Practice	Present Simple; have got/has got; verb + preposition phrases
4	Psychology and Computers	Yes/No questions; Why-questions; suffix -er
5	Dreams and Personality	There is/there are; revision
6	Thought and Language	Prepositions of place; articles; opposite adjectives
7	Memory	Can and could; Present Continuous tense
8	Mental Disorders: Popular Myths	Adjectives and adverbs; was/were; Past Simple; adverbs of degree
9	Personality	Past Simple irregular verbs; should/shouldn't
10	Modern Addictions	Expressions with get and take; countable and uncountable nouns
11	Parapsychology	Quantifiers and numbers
12	With the Future in Mind	Comparative and superlative adjectives; adjective + noun

Unit 1. What is Psychology?

Grammar focus: Verb “to be”; singular and plural nouns

Learning outcomes

- define psychology in simple academic English;
- use basic psychology vocabulary in short sentences;
- use am/is/are correctly in statements and questions;
- form regular and common irregular plural nouns.

Warm-up questions

1. What do psychologists study?
2. Why do people behave differently?
3. Is psychology useful for medical students? Why?

Reading : Psychology as the science of mind and behavior

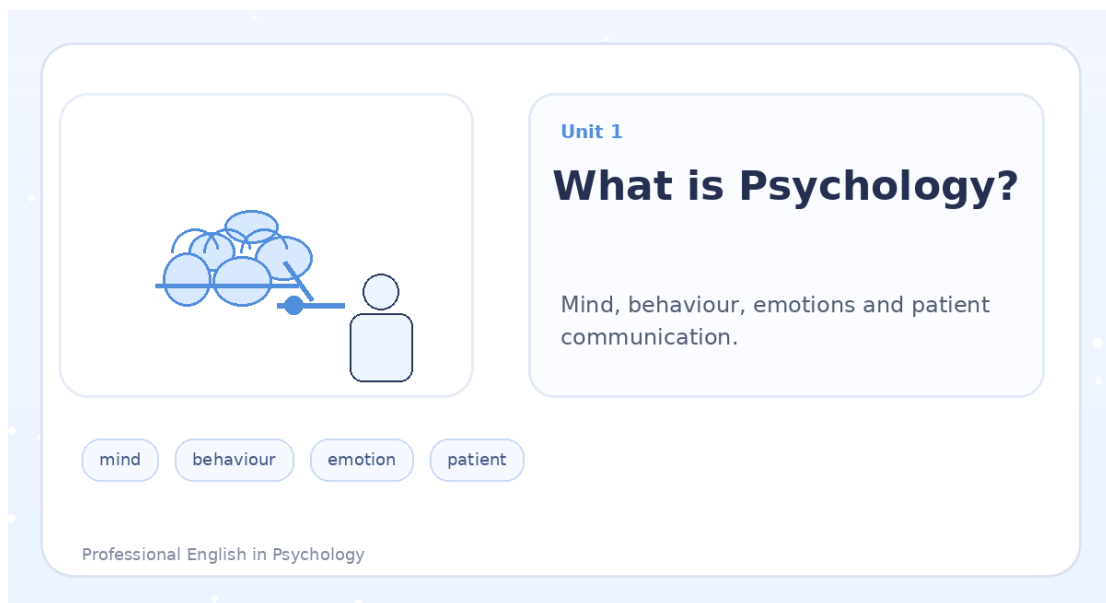


Figure 1. Visual support for Unit 1: What is Psychology?

Psychology is the scientific study of the human mind and behaviour. It examines how people think, feel, learn, remember, communicate, and make decisions. Psychology is not only about problems or illnesses. It is also about everyday life: motivation, emotions, relationships, learning, stress, and personal development. A psychologist observes behaviour, asks questions, collects information, and uses evidence to understand mental processes.

Psychology is connected with medicine, education, sociology, biology, and technology. In healthcare, psychological knowledge helps doctors and nurses communicate with patients, understand fears, support treatment, and reduce stress. For example, a patient may know that a treatment is necessary, but anxiety can make cooperation difficult. In such situations, clear communication and emotional support are very important.

Psychology also teaches students to look at behaviour carefully. One person may be quiet because he is shy, tired, stressed, or simply focused. A good specialist does not judge too quickly. Instead, he or she tries to understand the situation, the person's background, and possible causes of behaviour. This is why psychology is an important field for future professionals who work with people.

Key vocabulary

English term	Short definition	Uzbek meaning
psychology	the study of mind and behaviour	psixologiya
behaviour	the way a person acts	xulq-atvor
mind	thoughts, feelings and mental processes	ong, tafakkur
emotion	a strong feeling such as fear or joy	hissiyot
motivation	the reason for doing something	motivatsiya
evidence	facts that support an idea	dalil
observe	to watch carefully	kuzatmoq
patient	a person receiving medical care	bemor
stress	mental or emotional pressure	stress
communication	exchange of information	muloqot

Grammar focus

- Use “to be” to identify, describe, or give basic information: I am a student. Psychology is important. Patients are different.
- Question form: Is psychology a science? Are emotions important? Short answers: Yes, it is. / No, they are not.
- Regular plurals usually take -s or -es: student-students, class-classes. Some nouns are irregular: person-people, child-children, man-men, woman-women.

Singular	Plural	Example
psychologist	psychologists	Psychologists study behaviour.
branch	branches	There are many branches of psychology.
study	studies	Scientific studies need evidence.

person	people	People react differently to stress.
child	children	Children learn through play.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. What does psychology study?
2. How is psychology connected with healthcare?
3. Why should specialists avoid quick judgment?
4. What can anxiety do to a patient?
5. Name two topics studied in psychology.

Task 2. Vocabulary matching. Match the words with their meanings.

No	Word	Letter	Meaning
1	mind	A	thoughts and mental processes
2	observe	B	watch carefully
3	patient	C	person receiving medical care
4	emotion	D	strong feeling
5	evidence	E	supporting facts
6	stress	F	mental pressure

Task 3. Grammar practice. Complete the sentences.

1. Psychology ___ a science.
2. Doctors and nurses ___ important for patients.
3. I ___ interested in human behaviour.
4. A child - two ___.
5. One person - many ___.
6. The patient ___ anxious.
7. These studies ___ useful.
8. Is communication important? Yes, it ___.

Task 4. Speaking practice.

- Student A: Ask what psychology is. Student B: Give a simple definition.
- Discuss: "Psychology is useful for all healthcare workers." Agree or disagree.
- Role-play a short conversation between a doctor and an anxious patient.

Task 5. Independent writing.

Write 80-100 words: Why is psychology important for future specialists?

Mini-test. Choose or write the correct answer.

1. Psychology ___ a science.

2. Doctors and nurses ___ important for patients.
3. I ___ interested in human behaviour.
4. A child - two ___.
5. One person - many ___.

UNIT 2. Branches of Psychology

Grammar focus: Irregular verbs; demonstrative pronouns

Learning outcomes

- name major branches of psychology;
- explain the difference between basic branches;
- use this/that/these/those correctly;
- recognize common irregular verb forms.

Warm-up questions

1. Which branch studies children?
2. Which branch is useful in hospitals?
3. What is the difference between research and practice?

Reading : Major branches and their practical value

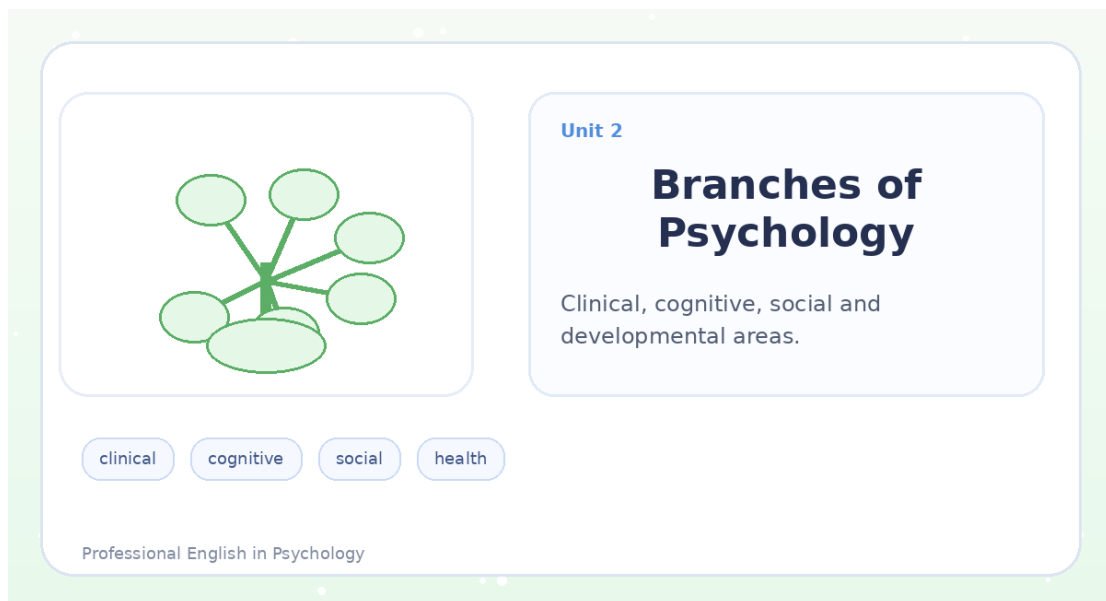


Figure 2. Visual support for Unit 2: Branches of Psychology

Psychology has many branches because human behaviour is complex. Clinical psychology studies mental health problems and helps people cope with emotional difficulties. Educational psychology focuses on learning, teaching methods, motivation, and student development. Developmental psychology examines changes across the lifespan, from childhood to old age. Social psychology studies how groups, culture, and social situations influence people's thoughts and actions.

Cognitive psychology explores attention, memory, problem-solving, perception, and language. It helps explain how people receive, process, and use information. Health psychology studies how behaviour, stress, lifestyle, and beliefs affect physical health. For example, it may study why some patients follow medical advice and others do not. Occupational psychology is connected with workplaces, teamwork, leadership, and job satisfaction.

These branches are not completely separate. A psychologist may use ideas from several branches at the same time. For example, when working with a child who has learning difficulties, a specialist may need educational, developmental, cognitive, and clinical knowledge. This is why branches of psychology work together to provide a fuller understanding of human life.

Key vocabulary

English term	Short definition	Uzbek meaning
clinical psychology	branch focused on mental health problems	klinik psixologiya
educational psychology	branch focused on learning and teaching	ta'lim psixologiyasi
developmental psychology	study of changes across life	rivojlanish psixologiyasi
social psychology	study of people in groups	ijtimoiy psixologiya
cognitive psychology	study of thinking and memory	kognitiv psixologiya
health psychology	study of behaviour and health	salomatlik psixologiyasi
lifespan	period from birth to old age	hayot davomiyligi
perception	the way we understand information	idrok
workplace	place where people work	ish joyi
leadership	ability to guide others	yetakchilik

Grammar focus

- Demonstrative pronouns show distance or number: this branch, that theory, these studies, those patients.
- Use this/these for things near us and that/those for things farther away: This table is useful. Those books are old.
- Irregular verbs do not form the past with -ed: go-went, see-saw, make-made, think-thought, know-knew.

Base verb	Past simple	Example
go	went	The researcher went to the clinic.
see	saw	The psychologist saw clear progress.
make	made	The team made a treatment plan.
think	thought	Students thought about the results.
know	knew	The doctor knew the patient's history.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. What does clinical psychology study?
2. Which branch studies memory and attention?
3. Why are branches of psychology connected?
4. How can health psychology help medicine?
5. What does social psychology examine?

Task 2. Vocabulary matching. Match the words with their meanings.

Nº	Word	Letter	Meaning
1	clinical psychology	A	mental health branch
2	lifespan	B	birth to old age
3	perception	C	understanding information
4	leadership	D	guiding others
5	workplace	E	place of work
6	cognitive psychology	F	thinking and memory

Task 3. Grammar practice. Complete the sentences.

1. ___ branch studies learning. (near)
2. ___ books on the shelf are about social psychology. (far)
3. The psychologist ___ a new method. (make - past)
4. They ___ the experiment carefully. (see - past)
5. ___ students are preparing a presentation. (near/plural)
6. The patient ___ better after therapy. (feel - past)
7. We ___ about clinical cases yesterday. (think - past)
8. ___ theory is difficult to understand. (far/singular)

Task 4. Speaking practice.

- Choose one branch and explain why it is important.
- Ask your partner: Which branch would you like to study more deeply?
- Compare clinical psychology and educational psychology.

Task 5. Independent writing.

Prepare a short paragraph about one branch of psychology and give one real-life example.

Mini-test. Choose or write the correct answer.

1. ___ branch studies learning. (near)
2. ___ books on the shelf are about social psychology. (far)
3. The psychologist ___ a new method. (make - past)
4. They ___ the experiment carefully. (see - past)
5. ___ students are preparing a presentation. (near/plural)

UNIT 3. Psychology in Practice

Grammar focus: Present Simple; have got/has got; verb + preposition phrases

Learning outcomes

- describe practical uses of psychology;
- use the Present Simple for facts and routines;
- use have got/has got to describe features or problems;
- apply common verb + preposition combinations.

Warm-up questions

1. Where do psychologists work?
2. Can psychological support improve medical treatment?
3. What qualities should a practical psychologist have?

Reading: Psychology Beyond Theory

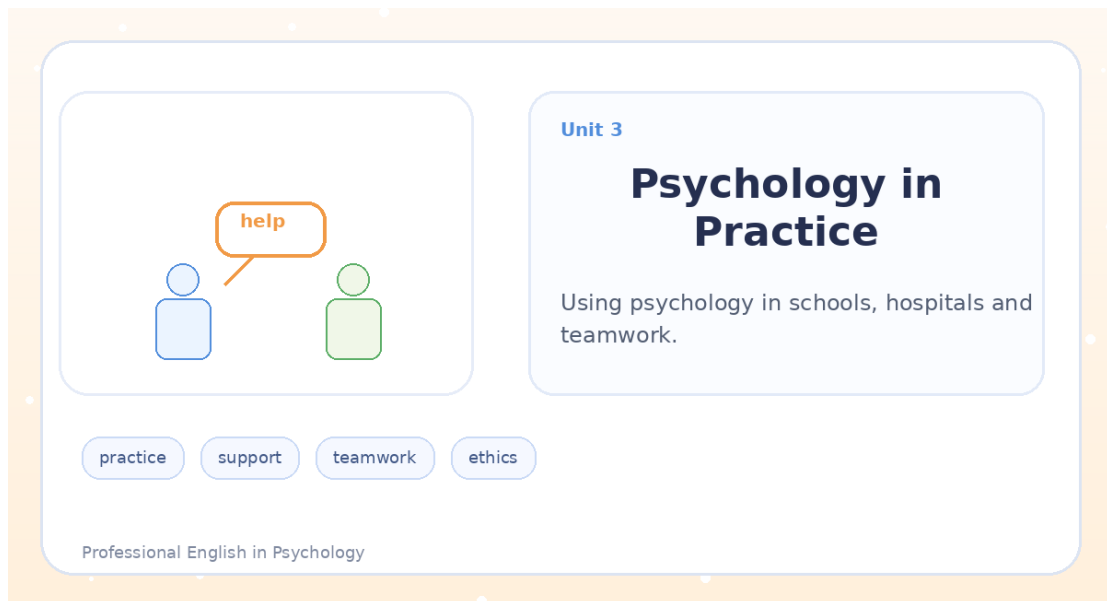


Figure 3. Visual support for Unit 3: Psychology in Practice

Psychology in practice means using psychological knowledge to solve real problems. Psychologists work in schools, hospitals, rehabilitation centres, companies, sports teams, and community organizations. They do not only listen to people; they assess situations, plan interventions, teach coping strategies, and evaluate progress.

In hospitals, psychologists support patients who experience fear, pain, stress, or depression. They help patients understand their emotions and communicate better with medical staff. In schools, psychologists identify learning difficulties and help teachers create supportive environments. In workplaces, specialists study motivation, communication, and conflict. In sports, psychologists help athletes manage pressure and improve concentration.

Practical psychology requires ethical behaviour. A psychologist respects confidentiality, listens carefully, and avoids harmful advice. He or she has got

professional responsibility and must use evidence-based methods. Good practice also depends on teamwork. Doctors, teachers, parents, social workers, and psychologists often work together to support one person or one group.

Key vocabulary

English term	Short definition	Uzbek meaning
practice	use of knowledge in real situations	amaliyot
intervention	planned action to improve a situation	aralashuv, chora
coping strategy	method for managing stress	stressni yengish usuli
rehabilitation	process of recovery and support	reabilitatsiya
confidentiality	keeping personal information private	maxfiylik
ethical	morally correct and professional	axloqiy
supportive	helpful and encouraging	qo‘llab-quvvatlovchi
assess	to evaluate or examine	baholamoq
progress	improvement over time	rivojlanish
teamwork	working together	jamoaviy ish

Grammar focus

- Present Simple describes facts and routines: Psychologists work in hospitals. A therapist listens carefully.
- With he/she/it, add -s/-es: He supports patients. She studies behaviour.
- Have got/has got shows possession or characteristics: The patient has got anxiety. Students have got practical tasks.
- Verb + preposition examples: listen to, suffer from, depend on, communicate with, focus on, deal with.

Phrase	Meaning	Example
listen to	pay attention to someone	A psychologist listens to patients.
suffer from	experience an illness/problem	Some patients suffer from stress.
depend on	be influenced by	Treatment depends on the situation.
communicate with	exchange information	Doctors communicate with families.
focus on	give attention to	The lesson focuses on practice.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. Where can psychologists work?
2. What do psychologists do in hospitals?
3. Why is confidentiality important?
4. Who may work together to support a person?
5. What does practical psychology require?

Task 2. Vocabulary matching. Match the words with their meanings.

Nº	Word	Letter	Meaning
1	confidentiality	A	keeping information private
2	intervention	B	planned action
3	progress	C	improvement
4	assess	D	evaluate
5	teamwork	E	working together
6	ethical	F	professional and moral

Task 3. Grammar practice. Complete the sentences.

1. A psychologist ___ patients carefully. (listen)
2. She ___ with doctors every week. (communicate)
3. Patients ___ different emotional needs. (have got)
4. This method ___ on evidence. (depend)
5. He ___ from exam stress. (suffer)
6. The therapist ___ on coping skills. (focus)
7. Students ___ practical lessons. (have got)
8. Psychology ___ people in many areas. (help)

Task 4. Speaking practice.

- Role-play: a psychologist explains stress management to a student.
- Discuss where psychology is most useful: school, hospital, or workplace.
- Ask and answer questions using “have got/has got”.

Task 5. Independent writing.

Write a short case description and explain how a psychologist can help.

Mini-test. Choose or write the correct answer.

1. A psychologist ___ patients carefully. (listen)
2. She ___ with doctors every week. (communicate)
3. Patients ___ different emotional needs. (have got)
4. This method ___ on evidence. (depend)
5. He ___ from exam stress. (suffer)

UNIT 4. Psychology and Computers

Grammar focus: Yes/No questions; Why-questions; suffix -er

Learning outcomes

- explain how computers are used in psychology;
- form Yes/No questions in simple tenses;
- ask Why-questions and give reasons;
- create profession/person nouns with the suffix -er.

Warm-up questions

1. How can computers help psychologists?
2. Do you trust online psychological tests?
3. Why is data privacy important?

Reading: Digital Tools in Psychological Work



Figure 4. Visual support for Unit 4: Psychology and Computers

Computers have changed the way psychologists study and support people. Researchers use software to collect data, analyse answers, create surveys, and study reaction time. Therapists may use online platforms for consultations, especially when patients live far away or cannot visit a clinic. Digital applications can remind users to practise breathing exercises, record mood, or track sleep.

Computers are also useful in psychological education. Students can watch demonstrations, complete interactive tasks, and learn through simulations. Virtual reality can help specialists create safe environments for training or therapy. For example, a person with a fear of public speaking may practice in a virtual room before speaking in front of real people.

However, technology must be used carefully. Online tests are not always reliable, and personal data must be protected. Computers can support psychological work, but

they cannot replace human empathy. A responsible specialist asks: Is this tool evidence-based? Does it protect privacy? Why is this method suitable for this client? These questions help professionals use technology ethically.

Key vocabulary

English term	Short definition	Uzbek meaning
software	computer programs	dasturiy ta'minot
data	information collected for study	ma'lumot
survey	set of questions for research	so'rovnoma
reaction time	time needed to respond	reaksiya vaqti
online platform	internet-based service	onlayn platforma
application	program used on a device	ilova
simulation	model of a real situation	simulyatsiya
virtual reality	computer-created environment	virtual reallik
privacy	protection of personal information	maxfiylik
empathy	ability to understand feelings	empatiya

Grammar focus

- Yes/No questions usually begin with do/does, is/are, can, did: Do computers help psychologists? Is the data safe? Can VR reduce fear?
- Why-questions ask for reasons: Why do psychologists use surveys? Because they need information.
- The suffix -er can show a person who does an action or job: research-researcher, teach-teacher, work-worker, program-programmer.

Statement	Question	Short answer
Computers help researchers.	Do computers help researchers?	Yes, they do.
This app records mood.	Does this app record mood?	Yes, it does.
The data is private.	Is the data private?	Yes, it is.
VR can support therapy.	Can VR support therapy?	Yes, it can.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. How do researchers use software?

2. How can apps support mental health?
3. Why is virtual reality useful?
4. What problems can online tests have?
5. Why can computers not replace empathy?

Task 2. Vocabulary matching. Match the words with their meanings.

№	Word	Letter	Meaning
1	survey	A	research questions
2	privacy	B	protection of personal information
3	simulation	C	model of real situation
4	empathy	D	understanding feelings
5	software	E	programs
6	reaction time	F	time to respond

Task 3. Grammar practice. Complete the sentences.

1. ___ computers help psychologists?
2. ___ this application record sleep?
3. ___ is privacy important?
4. ___ VR useful in therapy?
5. A person who teaches is a ___.
6. A person who researches is a ___.
7. ___ online tests always reliable?
8. ___ do students use simulations?

Task 4. Speaking practice.

- Make five Yes/No questions about technology and psychology.
- Interview a partner about useful apps for learning.
- Discuss: “AI can replace a psychologist.”

Task 5. Independent writing.

Write 100 words about one digital tool that can help psychology students.

Mini-test. Choose or write the correct answer.

1. ___ computers help psychologists?
2. ___ this application record sleep?
3. ___ is privacy important?
4. ___ VR useful in therapy?
5. A person who teaches is a ___.

UNIT 5. Dreams and Personality

Grammar focus: There is/there are; revision

Learning outcomes

- discuss dreams using basic psychological vocabulary;
- describe personality traits;
- use there is/there are in positive, negative and question forms;
- review previous grammar points in context.

Warm-up questions

1. Do dreams have meaning?
2. Can dreams show stress?
3. What personality traits do you value most?

Reading: Dreams, Sleep and Individual Differences

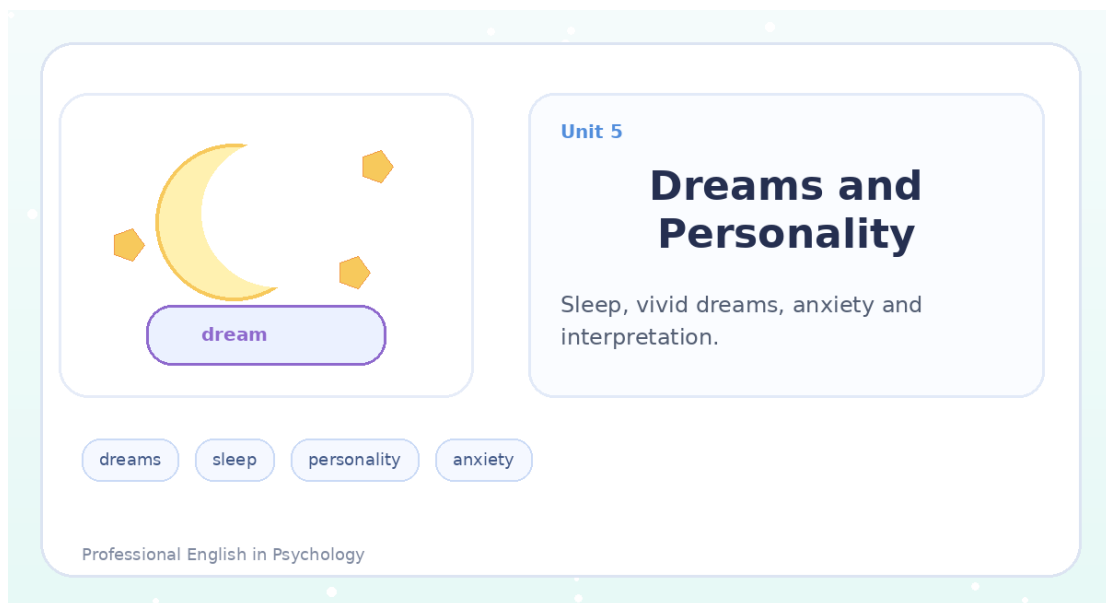


Figure 5. Visual support for Unit 5: Dreams and Personality

Dreams are mental experiences that occur during sleep. They may include images, emotions, sounds, and stories. Some dreams are clear and easy to remember, while others disappear quickly after waking up. Psychologists study dreams because they can reflect emotions, memory, stress, imagination, and daily experiences.

There are different theories about dreams. Some researchers believe dreams help the brain process information and organize memories. Others think dreams express emotions or unresolved concerns. For example, a student who is worried about an exam may dream about being late or forgetting answers. This does not always predict the future; it often shows anxiety.

Personality may influence the way people experience and report dreams. Creative people may describe more vivid dreams. Anxious people may report more unpleasant dreams. However, there is no simple rule that connects one dream with one personality

type. Psychology teaches us to be careful with interpretation. Dreams can be interesting, but they need context and scientific thinking.

Key vocabulary

English term	Short definition	Uzbek meaning
dream	mental experience during sleep	tush
sleep	natural state of rest	uyqu
image	mental picture	tasvir
imagination	ability to create ideas/images	tasavvur
memory	ability to store and recall information	xotira
anxiety	strong worry or fear	xavotir
personality	individual pattern of traits	shaxsiyat
trait	personal characteristic	xususiyat
vivid	very clear and bright	yorqin
interpretation	explanation of meaning	talqin

Grammar focus

- Use there is with singular nouns and uncountable nouns: There is a theory. There is anxiety.
- Use there are with plural nouns: There are many explanations. There are vivid dreams.
- Negative forms: There is not / There isn't; There are not / There aren't. Questions: Is there...? Are there...?
- Revision: combine "to be", Present Simple, demonstratives and question forms in speaking tasks.

Form	Example	Meaning
There is	There is a link between stress and sleep.	singular
There are	There are several dream theories.	plural
Is there...?	Is there a simple explanation?	question/singular
Are there...?	Are there common dream themes?	question/plural
There isn't/aren't	There isn't one correct answer.	negative

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. What are dreams?

2. Why do psychologists study dreams?
3. What may exam dreams show?
4. How can personality influence dreams?
5. Why should dream interpretation be careful?

Task 2. Vocabulary matching. Match the words with their meanings.

№	Word	Letter	Meaning
1	vivid	A	clear and bright
2	anxiety	B	strong worry
3	trait	C	personal characteristic
4	interpretation	D	explanation
5	memory	E	store and recall information
6	imagination	F	create mental images

Task 3. Grammar practice. Complete the sentences.

1. There ___ many theories about dreams.
2. There ___ a strong connection between stress and sleep.
3. ___ there any simple rules about dreams?
4. There ___ one correct interpretation for every dream.
5. There ___ several personality traits in the description.
6. ___ there anxiety in the story?
7. There ___ not enough evidence.
8. There ___ different dream themes.

Task 4. Speaking practice.

- Describe a common dream using “there is/there are”.
- Discuss whether dreams can help us understand emotions.
- Ask your partner five questions about sleep habits.

Task 5. Independent writing.

Write 90-120 words: “A dream I remember and what it may show.”

Mini-test. Choose or write the correct answer.

1. There ___ many theories about dreams.
2. There ___ a strong connection between stress and sleep.
3. ___ there any simple rules about dreams?
4. There ___ one correct interpretation for every dream.
5. There ___ several personality traits in the description.

UNIT 6. Thought and Language

Grammar focus: Prepositions of place; articles; opposite adjectives

Learning outcomes

- describe the relationship between thought and language;
- use common prepositions of place;
- use a/an/the in simple contexts;
- form and use opposite adjectives.

Warm-up questions

1. Can we think without language?
2. How does language influence culture?
3. Why is clear language important in medicine?

Reading: How Language Shapes Thinking

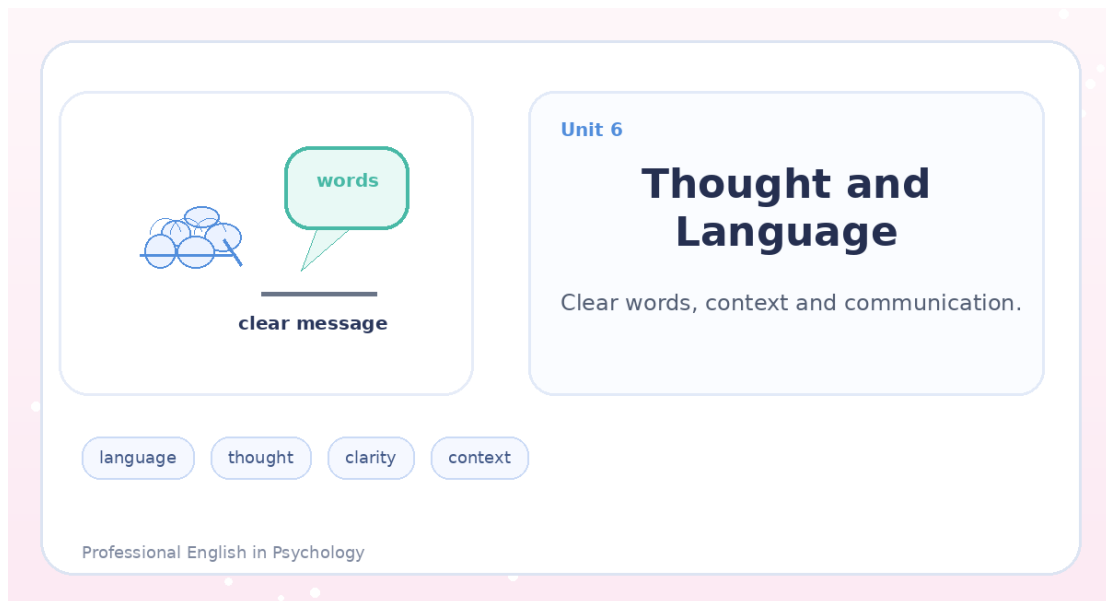


Figure 6. Visual support for Unit 6: Thought and Language

Thought and language are closely connected. Language helps people express ideas, ask questions, explain problems, and share emotions. It also helps us organize knowledge. When a person learns new words, he or she can describe the world more precisely. This is important in education, psychology, and healthcare.

Some psychologists study how children develop language. At first, a child uses sounds and simple words. Later, the child builds sentences and learns social rules of communication. Other researchers examine how language affects memory and attention. For example, a person may remember information better if it is explained clearly and placed in a meaningful context.

In medical settings, language can reduce fear or increase confusion. A clear explanation can make a patient calm, while unclear instructions can make the situation worse. Psychologists and medical workers should choose words carefully, listen

actively, and check understanding. Good communication is not only correct grammar; it is also respect, empathy, and clarity.

Key vocabulary

English term	Short definition	Uzbek meaning
thought	mental process of thinking	fikr
language	system of communication	til
express	to show ideas or feelings	ifodalamoq
precisely	clearly and exactly	aniq tarzda
context	situation around information	kontekst
attention	ability to focus	diqqat
instruction	direction or explanation	ko'rsatma
confusion	lack of understanding	chalkashlik
clarity	quality of being clear	aniqlik
actively	with attention and effort	faol tarzda

Grammar focus

- Prepositions of place: in, on, under, next to, between, behind, in front of.
Example: The chart is on the wall. The patient is in the room.
- Articles: use a/an for one non-specific item; use the for a specific item: a word, an idea, the answer, the patient.
- Opposite adjectives help contrast ideas: clear-unclear, calm-anxious, simple-complex, positive-negative, verbal-nonverbal.

Adjective	Opposite	Example
clear	unclear	Clear instructions reduce confusion.
simple	complex	Language can express complex ideas.
calm	anxious	A calm voice helps anxious patients.
positive	negative	Positive feedback supports learning.
verbal	nonverbal	Nonverbal signs are also important.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. How does language help people?
2. Why are new words important?
3. How does language develop in children?
4. Why is language important in medical settings?
5. What is good communication?

Task 2. Vocabulary matching. Match the words with their meanings.

№	Word	Letter	Meaning
1	clarity	A	being clear
2	confusion	B	lack of understanding
3	context	C	situation
4	attention	D	focus
5	instruction	E	direction
6	express	F	show ideas

Task 3. Grammar practice. Complete the sentences.

1. The book is ___ the table.
2. The patient is waiting ___ the room.
3. This is ___ important idea.
4. ___ explanation was clear.
5. The opposite of “clear” is ___.
6. The opposite of “simple” is ___.
7. The nurse stands ___ the doctor and the patient.
8. We need ___ answer, not a guess.

Task 4. Speaking practice.

- Describe your classroom using five prepositions of place.
- Explain a medical instruction in very simple English.
- Discuss: Can language change emotions?

Task 5. Independent writing.

Write 10 medical or psychological instructions using clear language.

Mini-test. Choose or write the correct answer.

1. The book is ___ the table.
2. The patient is waiting ___ the room.
3. This is ___ important idea.
4. ___ explanation was clear.
5. The opposite of “clear” is ___.

UNIT 7. Memory

Grammar focus: Can and could; Present Continuous tense

Learning outcomes

- explain basic types and functions of memory;
- use can/could for ability and possibility;
- use Present Continuous for actions happening now;
- discuss study strategies for better memory.

Warm-up questions

1. What helps you remember new words?
2. Why do people forget information?
3. Can memory be trained?

Reading: Memory and Learning

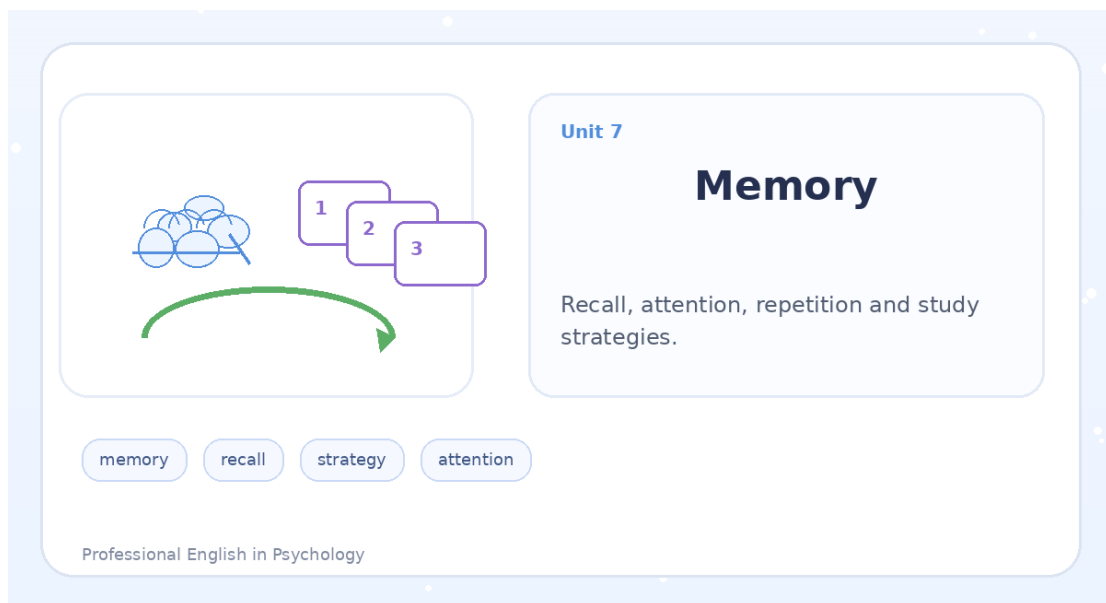


Figure 7. Visual support for Unit 7: Memory

Memory is the ability to store, keep, and recall information. It is essential for learning, communication, and daily life. Without memory, people could not recognize faces, use language, follow instructions, or learn from experience. Psychologists usually describe several memory systems. Sensory memory holds information for a very short time. Short-term memory keeps a small amount of information for a limited period. Long-term memory stores knowledge, skills, and personal experiences for a longer time.

Memory is not perfect. People can forget information because they are tired, stressed, distracted, or because they did not understand the material well. Repetition, organization, meaningful examples, and active recall can improve memory. For students, it is better to review information regularly than to study everything at the last minute.

At this moment, many researchers are studying how sleep, emotion, and attention influence memory. Teachers are also using new methods to help students remember terms and concepts. Good memory is not only a natural ability; it is also connected with habits and strategies.

Key vocabulary

English term	Short definition	Uzbek meaning
memory	ability to store and recall information	xotira
recall	to remember information	esga olmoq
sensory memory	very short memory from senses	sensor xotira
short-term memory	temporary memory system	qisqa muddatli xotira
long-term memory	memory stored for a long time	uzoq muddatli xotira
distracted	unable to focus	chalg'igan
repetition	doing or saying again	takrorlash
organization	arranging information clearly	tartibga solish
active recall	remembering without looking	faol esga olish
strategy	planned method	strategiya

Grammar focus

- Can shows present ability or possibility: Students can improve memory. Stress can reduce attention.
- Could shows past ability or polite possibility: I could remember many words last year. Could you explain this concept?
- Present Continuous describes actions happening now: Researchers are studying memory. Students are reviewing vocabulary.

Form	Use	Example
can + verb	present ability/possibility	We can use active recall.
cannot/can't + verb	negative ability/possibility	A tired person can't focus well.
could + verb	past ability/polite request	Could you repeat the instruction?
am/is/are + verb-ing	happening now	She is learning new terms.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. What is memory?
2. Name three memory systems.
3. Why can people forget information?
4. What strategies can improve memory?
5. What are researchers studying now?

Task 2. Vocabulary matching. Match the words with their meanings.

No	Word	Letter	Meaning
1	recall	A	remember
2	distracted	B	unable to focus
3	repetition	C	doing again
4	strategy	D	planned method
5	long-term memory	E	stored for long time
6	active recall	F	remembering without looking

Task 3. Grammar practice. Complete the sentences.

1. Students ___ improve memory with practice.
2. A tired person ___ focus well.
3. When I was a child, I ___ remember poems quickly.
4. Researchers ___ studying attention now.
5. The teacher ___ explaining the topic.
6. ___ you repeat the question, please?
7. We ___ reviewing vocabulary at the moment.
8. Sleep ___ influence memory.

Task 4. Speaking practice.

- Explain your best memory strategy to a partner.
- Ask five “Can you...?” questions about study skills.
- Role-play: a teacher advises a student who forgets terms.

Task 5. Independent writing.

Write a study plan for remembering 20 new psychology terms.

Mini-test. Choose or write the correct answer.

1. Students ___ improve memory with practice.
2. A tired person ___ focus well.
3. When I was a child, I ___ remember poems quickly.
4. Researchers ___ studying attention now.
5. The teacher ___ explaining the topic.

UNIT 8. Mental Disorders: Popular Myths

Grammar focus: Adjectives and adverbs; was/were; Past Simple; adverbs of degree

Learning outcomes

- separate myths from facts about mental disorders;
- use respectful language about mental health;
- use adjectives/adverbs and adverbs of degree;
- use was/were and Past Simple in short contexts.

Warm-up questions

1. Why do myths about mental health appear?
2. How can language harm or support people?
3. Should schools teach mental health literacy?

Reading: Understanding Mental Health Without Stigma

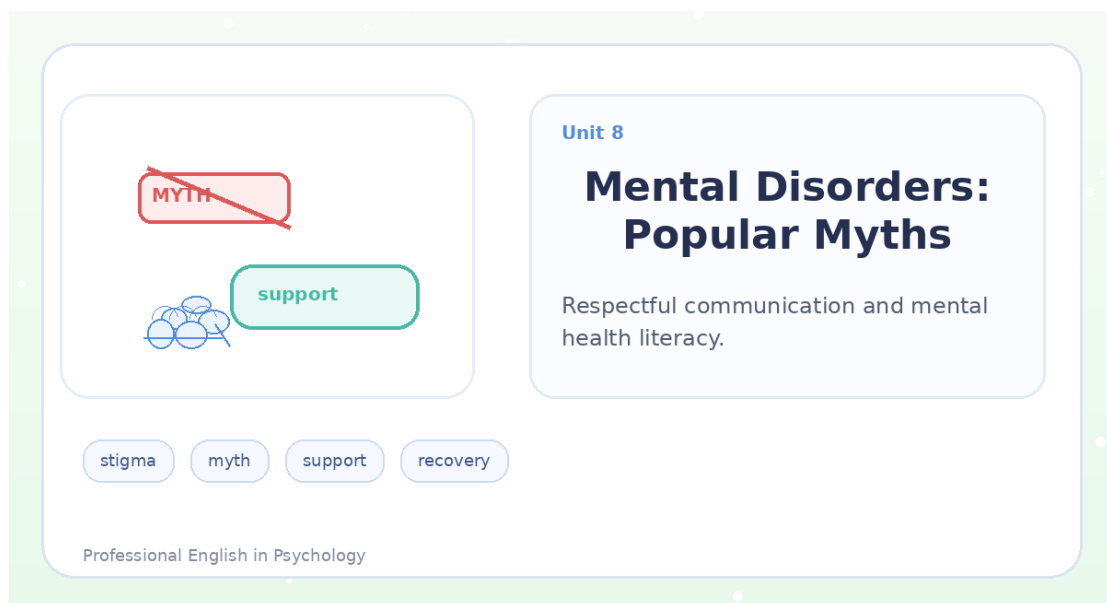


Figure 8. Visual support for Unit 8: Mental Disorders: Popular Myths

Mental disorders are health conditions that affect mood, thinking, behaviour, and daily functioning. Unfortunately, many popular myths make life harder for people who need help. One myth says that mental disorders are signs of personal weakness. In fact, mental health conditions can be influenced by biological, psychological, and social factors. Another myth says that people with mental disorders are always dangerous. This is false and unfair. Most people with mental health problems are more likely to need support than to harm others.

In the past, many societies misunderstood mental illness. People were often ashamed to speak openly, and treatment was limited. Today, mental health education is improving, but stigma still exists. Correct information can reduce fear and encourage people to ask for professional support.

Respectful communication is very important. We should not describe a person only by a diagnosis. It is better to say “a person with depression” than to use labels that sound rude or negative. Mental health problems can be serious, but early support, therapy, medication, lifestyle changes, and social understanding can help many people recover or live better.

Key vocabulary

English term	Short definition	Uzbek meaning
mental disorder	condition affecting mind/behaviour	ruhiy buzilish
stigma	negative social judgment	stigma, salbiy tamg‘a
myth	false popular belief	afsona, noto‘g‘ri qarash
diagnosis	identification of illness	tashxis
depression	serious low mood condition	depressiya
anxiety disorder	condition of excessive fear/worry	xavotir buzilishi
functioning	ability to manage daily life	faoliyat yuritish
professional support	help from trained specialist	mutaxassis yordami
recover	to get better	sog‘aymoq
respectful	showing respect	hurmatli

Grammar focus

- Adjectives describe nouns: respectful language, serious problem, early support.
- Adverbs describe verbs/adjectives: speak openly, treat carefully, extremely important.
- Adverbs of degree: very, quite, rather, too, enough, extremely. Example: Stigma is extremely harmful.
- Was/were are past forms of “to be”: Treatment was limited. People were afraid.
- Past Simple: Many societies misunderstood mental illness. Education improved slowly.

Adjective	Adverb	Example
careful	carefully	Doctors listen carefully.
open	openly	People speak openly about support.
serious	seriously	We should take symptoms seriously.
respectful	respectfully	Students discuss cases respectfully.
quick	quickly	Early help can work quickly.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. What are mental disorders?
2. Name one common myth about mental disorders.
3. Why is stigma harmful?
4. How was mental illness viewed in the past?
5. What can help people recover or live better?

Task 2. Vocabulary matching. Match the words with their meanings.

No	Word	Letter	Meaning
1	stigma	A	negative social judgment
2	myth	B	false belief
3	diagnosis	C	identification of illness
4	recover	D	get better
5	respectful	E	showing respect
6	functioning	F	daily life ability

Task 3. Grammar practice. Complete the sentences.

1. Mental health is ___ important. (extreme)
2. Students should speak ___. (respectful)
3. In the past, treatment ___ limited.
4. Many people ___ afraid to ask for help.
5. The doctor listened ___. (careful)
6. Education ___ slowly. (improve - past)
7. This myth is ___ harmful. (very/too)
8. People discussed the problem ___. (open)

Task 4. Speaking practice.

- Correct one myth about mental disorders politely.
- Discuss how universities can reduce stigma.
- Role-play: a student asks where to get help.

Task 5. Independent writing.

Write a short awareness message about respectful mental health language.

Mini-test. Choose or write the correct answer.

1. Mental health is ___ important. (extreme)
2. Students should speak ___. (respectful)
3. In the past, treatment ___ limited.
4. Many people ___ afraid to ask for help.
5. The doctor listened ___. (careful)

UNIT 9. Personality

Grammar focus: Past Simple irregular verbs; should/shouldn't

Learning outcomes

- describe personality traits and behaviour patterns;
- use respectful vocabulary for individual differences;
- use irregular Past Simple forms;
- give advice with should/shouldn't.

Warm-up questions

1. What makes a person unique?
2. Can personality change?
3. What personality traits are important for doctors and psychologists?

Reading: Personality and Individual Differences

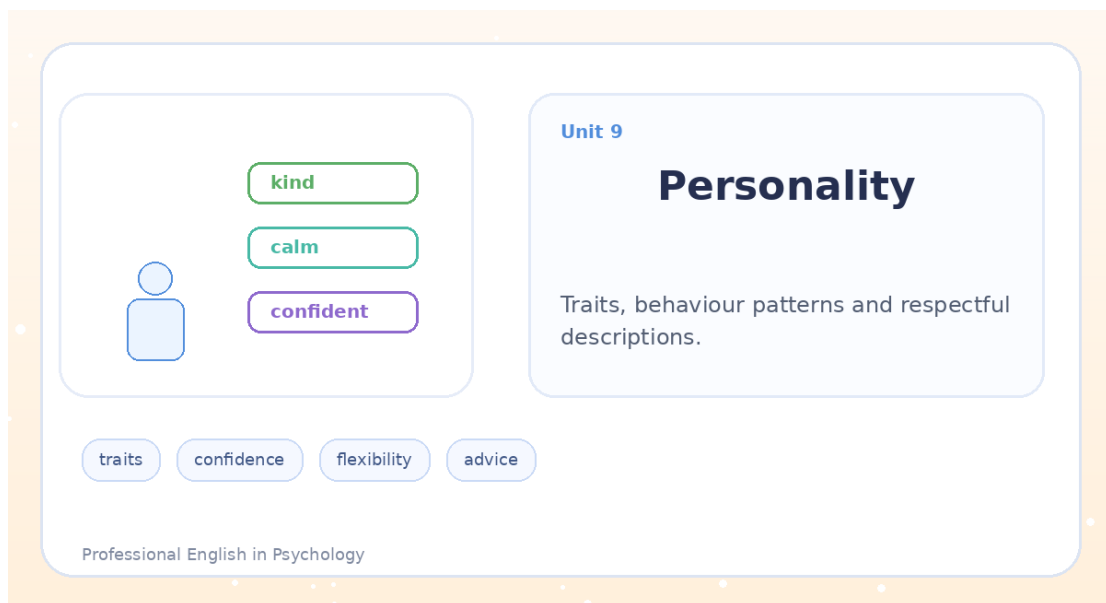


Figure 9. Visual support for Unit 9: Personality

Personality is the pattern of thoughts, feelings, and behaviours that makes a person unique. Some people are sociable and enjoy group activities. Others are quiet and prefer working alone. Some people are highly organized, while others are more flexible and spontaneous. Psychology studies these differences to understand how people react to stress, communicate, make decisions, and build relationships.

Personality does not mean that a person can never change. Life experience, education, family, culture, work, and personal effort can influence behaviour. For example, a shy student may become more confident after successful presentations. A disorganized person may learn planning strategies. However, personality change usually takes time and practice.

It is important not to use personality labels as insults. Saying “He is lazy” may be less helpful than saying “He needs support with motivation and time management.” In

professional communication, we should describe behaviour clearly and respectfully. A good psychologist should observe, ask questions, and consider context before making conclusions.

Key vocabulary

English term	Short definition	Uzbek meaning
personality	unique pattern of traits and behaviour	shaxsiyat
trait	stable personal characteristic	xususiyat
sociable	enjoying communication	kirishimli
quiet	not speaking much	kamgap
organized	good at planning and order	tartibli
flexible	able to adapt	moslashuvchan
spontaneous	acting naturally without much planning	spontan
confident	believing in one's ability	o'ziga ishongan
label	word used to classify someone	yorliq
time management	planning time effectively	vaqtni boshqarish

Grammar focus

- Past Simple irregular verbs: become-became, begin-began, choose-chose, give-gave, take-took, write-wrote, understand-understood.
- Use should for advice: Students should respect personality differences. Psychologists should ask careful questions.
- Use shouldn't for advice against something: We shouldn't use rude labels. A specialist shouldn't judge too quickly.

Base verb	Past simple	Example
become	became	She became more confident.
give	gave	The teacher gave useful advice.
take	took	Change took time.
write	wrote	Students wrote personality descriptions.
understand	understood	He understood his behaviour better.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. What is personality?

2. Can personality change?
3. What factors can influence behaviour?
4. Why should we avoid insulting labels?
5. What should a good psychologist do before making conclusions?

Task 2. Vocabulary matching. Match the words with their meanings.

№	Word	Letter	Meaning
1	sociable	A	enjoys communication
2	organized	B	good at planning
3	flexible	C	able to adapt
4	confident	D	believes in ability
5	label	E	classification word
6	time management	F	planning time

Task 3. Grammar practice. Complete the sentences.

1. A psychologist ___ judge too quickly.
2. Students ___ respect individual differences.
3. She ___ more confident last year. (become)
4. The specialist ___ useful advice. (give)
5. We ___ use rude labels.
6. He ___ the problem after the consultation. (understand)
7. The training ___ two weeks. (take)
8. You ___ describe behaviour, not insult a person.

Task 4. Speaking practice.

- Describe three positive personality traits.
- Give advice to a shy student using should/shouldn't.
- Discuss: Are personality tests useful?

Task 5. Independent writing.

Write a respectful personality profile of a future healthcare worker.

Mini-test. Choose or write the correct answer.

1. A psychologist ___ judge too quickly.
2. Students ___ respect individual differences.
3. She ___ more confident last year. (become)
4. The specialist ___ useful advice. (give)
5. We ___ use rude labels.

UNIT 10. Modern Addictions

Grammar focus: Expressions with get and take; countable and uncountable nouns

Learning outcomes

- define modern behavioural addictions;
- discuss digital well-being and self-control;
- use common expressions with get and take;
- distinguish countable and uncountable nouns.

Warm-up questions

1. How many hours a day do students use smartphones?
2. When can a habit become an addiction?
3. What can people do to control screen time?

Reading: Digital Life and Behavioural Dependence



Figure 10. Visual support for Unit 10: Modern Addictions

Modern addiction refers to compulsive behaviours connected with technology, social media, gaming, online shopping, streaming, or other activities. Unlike many traditional addictions, modern addictions are often behavioural rather than substance-related. This means that a person may become psychologically dependent on an activity, not on a chemical substance.

Smartphones and social media are part of daily life, so it is sometimes difficult to notice when use becomes unhealthy. A student may check notifications constantly, lose concentration during lessons, sleep late because of videos, or feel anxious without a phone. Gaming addiction can lead to social isolation, poor academic results, and unhealthy daily routines. Online shopping may create temporary happiness but later cause financial stress.

Psychologists recommend balance, not complete rejection of technology. People can take breaks, turn off unnecessary notifications, get enough sleep, plan offline activities, and communicate with friends face to face. Digital tools can be useful, but they should not control attention, emotions, or relationships.

Key vocabulary

English term	Short definition	Uzbek meaning
addiction	dependence on something	qaramlik
compulsive	difficult to control	majburiy, nazorat qiyin
behavioural	connected with actions	xulq-atvorga oid
substance	chemical material/drug	modda
notification	phone/app alert	bildirishnoma
concentration	ability to focus	diqqatni jamlash
isolation	separation from others	yakkalanish
routine	regular daily habit	kun tartibi
balance	healthy control between activities	muvozanat
offline	not connected to the internet	oflayn

Grammar focus

- Common get expressions: get tired, get angry, get better, get ready, get permission, get sick, get home, get lost.
- Common take expressions: take a break, take notes, take care, take medicine, take responsibility, take part, take time, take an exam.
- Countable nouns can be counted and have plural forms: a student, many phones, several apps.
- Uncountable nouns are usually not counted individually: information, advice, research, stress, water, knowledge. Use much, little, some, a lot of.

Countable nouns	Uncountable nouns	Example
phone, app, student	information, advice	Many students need some advice.
notification, game	stress, research	Too much stress affects sleep.
habit, routine	knowledge, time	A few habits can improve time management.
book, lesson	water, sugar	There is little sugar in tea.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. What is modern addiction?
2. Why is smartphone addiction difficult to notice?
3. Name two possible effects of gaming addiction.
4. What can online shopping addiction cause?
5. What do psychologists recommend?

Task 2. Vocabulary matching. Match the words with their meanings.

№	Word	Letter	Meaning
1	compulsive	A	difficult to control
2	notification	B	app alert
3	concentration	C	focus
4	isolation	D	separation
5	balance	E	healthy control
6	offline	F	not online

Task 3. Grammar practice. Complete the sentences.

1. Please ___ notes during the lecture.
2. Students sometimes ___ tired after long classes.
3. We should ___ care of mental health.
4. It ___ time to change a habit.
5. Information is countable or uncountable? ___.
6. There are ___ apps on my phone. (many/much)
7. She gave me useful ___. (advice/advices)
8. Let's ___ a break from social media.

Task 4. Speaking practice.

- Discuss three ways to reduce screen addiction.
- Role-play: a student asks a psychologist for advice.
- Use five expressions with get and take in a dialogue.

Task 5. Independent writing.

Write 120 words: “Digital well-being for university students.”

Mini-test. Choose or write the correct answer.

1. Please ___ notes during the lecture.
2. Students sometimes ___ tired after long classes.
3. We should ___ care of mental health.
4. It ___ time to change a habit.
5. Information is countable or uncountable? ___.

UNIT 11. Parapsychology

Grammar focus: Quantifiers and numbers

Learning outcomes

- define parapsychology as a controversial area;
- use vocabulary related to unusual mental phenomena;
- use quantifiers with countable and uncountable nouns;
- read and write cardinal and ordinal numbers.

Warm-up questions

1. Why are people interested in paranormal stories?
2. What is the difference between belief and evidence?
3. Should controversial topics be studied scientifically?

Reading: Parapsychology, Belief and Evidence

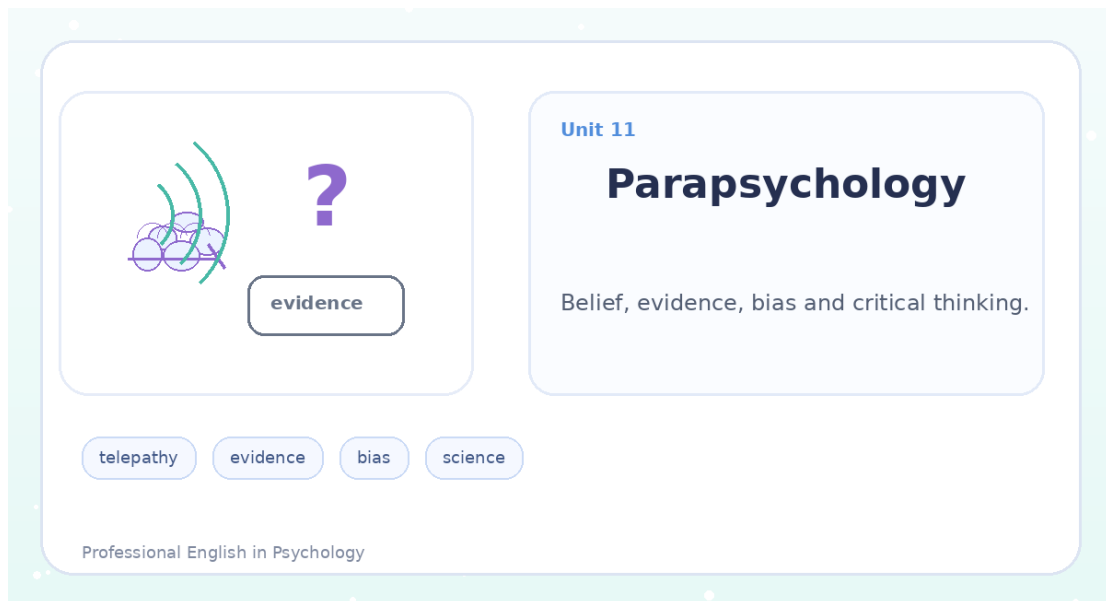


Figure 11. Visual support for Unit 11: Parapsychology

Parapsychology studies unusual mental phenomena that are not fully explained by traditional scientific theories. It includes topics such as telepathy, clairvoyance, precognition, psychokinesis, and near-death experiences. Some people believe these phenomena show hidden abilities of the human mind, while many scientists remain skeptical because strong evidence is limited.

Telepathy means communication from one mind to another without normal speech, writing, or physical signals. Clairvoyance is the supposed ability to receive information about distant events. Precognition means knowing or predicting future events before they happen. Psychokinesis refers to moving or influencing objects with the mind. These ideas are popular in media, but popularity is not the same as scientific proof.

Parapsychology is useful for psychology because it shows how people form beliefs, remember unusual experiences, and interpret coincidences. Many claims may be

explained by memory errors, suggestion, expectation, or cognitive bias. A scientific approach requires careful experiments, clear methods, and repeatable results. There are many stories about paranormal events, but there is little reliable evidence that proves them completely.

Key vocabulary

English term	Short definition	Uzbek meaning
parapsychology	study of unusual mental phenomena	parapsixologiya
telepathy	mind-to-mind communication	telepatiya
clairvoyance	supposed distant seeing	ravshan ko‘rish
precognition	knowledge of future events	oldindan bilish
psychokinesis	influencing objects by mind	psixokinez
near-death experience	unusual experience near death	o‘limga yaqin tajriba
skeptical	doubting something	shubhali qarash
bias	unfair influence on judgment	noxolislik
coincidence	events happening together by chance	tasodif
repeatable	possible to do again with same result	takrorlanadigan

Grammar focus

- Quantifiers with countable nouns: many, few, a few, several, a number of.
Example: Many people are interested in telepathy.
- Quantifiers with uncountable nouns: much, little, a little, some. Example: There is little evidence for psychokinesis.
- Quantifiers with both: some, a lot of, plenty of, no. Example: Some studies / some information.
- Cardinal numbers show quantity: one, twenty, one hundred. Ordinal numbers show order: first, second, third, twenty-first.

Quantifier	Use	Example
many	countable plural	Many experiments need control groups.
much	uncountable	There is not much evidence.
a few	small number	A few researchers study parapsychology.

a little	small amount	There is a little information.
several	more than two	Several theories explain belief.

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. What does parapsychology study?
2. What is telepathy?
3. Why are many scientists skeptical?
4. How can psychology explain paranormal beliefs?
5. What does a scientific approach require?

Task 2. Vocabulary matching. Match the words with their meanings.

№	Word	Letter	Meaning
1	telepathy	A	mind communication
2	skeptical	B	doubting
3	bias	C	unfair judgment
4	coincidence	D	chance event
5	repeatable	E	can be done again
6	precognition	F	future knowledge

Task 3. Grammar practice. Complete the sentences.

1. There are ___ stories about paranormal events. (many/much)
2. There is ___ reliable evidence. (few/little)
3. Only ___ scientists support this claim. (a few/a little)
4. We collected ___ information. (some/many)
5. Write 21st in words: ___.
6. Write 1,000 in words: ___.
7. ___ experiments produced clear results. (Few/Little)
8. There is not ___ proof. (many/much)

Task 4. Speaking practice.

- Debate: Should parapsychology be taught at universities?
- Explain the difference between evidence and personal belief.
- Read these numbers aloud: 15, 42, 100, 23rd, 1,500.

Task 5. Independent writing.

Write a short balanced opinion: "Parapsychology: science, belief, or both?"

Mini-test. Choose or write the correct answer.

1. There are ___ stories about paranormal events. (many/much)

2. There is ___ reliable evidence. (few/little)
3. Only ___ scientists support this claim. (a few/a little)
4. We collected ___ information. (some/many)
5. Write 21st in words: ___.

UNIT 12. With the Future in Mind

Grammar focus: Comparative and superlative adjectives; adjective + noun

Learning outcomes

- discuss future changes in technology, medicine and psychology;
- use comparative adjectives to compare two things;
- use superlative adjectives to compare three or more things;
- use adjective + noun combinations correctly.

Warm-up questions

1. What will education look like in the future?
2. Will robots replace doctors?
3. What skills will future specialists need?

Reading: Preparing for a Changing Future



Figure 12. Visual support for Unit 12: With the Future in Mind

People often think about the future because it influences choices, motivation, and planning. Technology, medicine, education, communication, and society are changing quickly. Artificial intelligence, robotics, virtual reality, genetic research, and renewable energy may make life more comfortable and more efficient. At the same time, these developments may create new ethical, environmental, and psychological challenges.

In medicine, future technologies may help doctors diagnose diseases earlier, perform safer operations, and create more personalized treatments. In education, digital tools may make learning more flexible and interactive. In psychology, technology may support mental health screening, online consultations, and virtual training. However, human communication will remain one of the most important professional skills.

Future careers will require digital literacy, creativity, critical thinking, adaptability, teamwork, and emotional intelligence. The most successful specialists will probably be those who can learn continuously and work responsibly with technology. Thinking about the future should not only cause anxiety. It can also help students set realistic goals, develop useful skills, and become more resilient.

Key vocabulary

English term	Short definition	Uzbek meaning
future	time that will come later	kelajak
artificial intelligence	computer systems simulating intelligence	sun'iy intellekt
robotics	design and use of robots	robototexnika
virtual reality	computer-created environment	virtual reallik
renewable energy	energy from natural resources	qayta tiklanuvchi energiya
ethical	connected with right and wrong	axloqiy
personalized treatment	treatment adapted to one person	individual davolash
digital literacy	ability to use digital tools	raqamli savodxonlik
adaptability	ability to adjust to change	moslashuvchanlik
resilient	able to recover from difficulties	bardoshli

Grammar focus

- Comparatives compare two things. Short adjectives usually take -er: faster, smaller, safer. Long adjectives use more: more important, more flexible.
- Superlatives compare three or more things. Short adjectives use the + -est: the fastest, the safest. Long adjectives use the most: the most important, the most effective.
- Irregular forms: good-better-the best; bad-worse-the worst; far-farther/further-the farthest/furthest.
- Adjective + noun order: adjective comes before noun: modern technology, ethical problem, digital skill, personalized treatment.

Adjective	Comparative	Superlative
fast	faster	the fastest
safe	safer	the safest
important	more important	the most important
effective	more effective	the most effective
good	better	the best

Practice tasks

Task 1. Reading comprehension. Answer the questions.

1. Why do people think about the future?
2. How may future technologies help medicine?
3. What skills will future careers require?
4. Why will human communication remain important?
5. How can thinking about the future help students?

Task 2. Vocabulary matching. Match the words with their meanings.

No	Word	Letter	Meaning
1	adaptability	A	adjusting to change
2	digital literacy	B	use digital tools
3	resilient	C	recover from difficulty
4	ethical	D	right and wrong
5	personalized treatment	E	adapted to person
6	renewable energy	F	natural energy

Task 3. Grammar practice. Complete the sentences.

1. AI may be ___ than old systems. (fast)
2. Communication is one of the ___ skills. (important)
3. Future learning may become ___. (flexible)
4. This is the ___ technology in the clinic. (modern)
5. Good - ___ - ___.
6. Bad - ___ - ___.
7. Write adjective + noun: technology / modern = ___.
8. Write adjective + noun: skill / digital = ___.

Task 4. Speaking practice.

- Compare online and traditional education.
- Discuss the most important skill for future healthcare workers.
- Make predictions about psychology in 2050.

Task 5. Independent writing.

Write 120-150 words: "The future specialist I want to become."

Mini-test. Choose or write the correct answer.

1. AI may be ___ than old systems. (fast)
2. Communication is one of the ___ skills. (important)
3. Future learning may become ___. (flexible)
4. This is the ___ technology in the clinic. (modern)
5. Good - ___ - ___.

ANSWER KEY

The following answer key gives suggested answers for all warm-up questions, reading comprehension tasks, vocabulary matching, grammar practice, speaking practice, independent writing and mini-tests. In open-ended tasks, students may give different correct answers if their ideas are logical and grammatically clear.

Unit 1. What is Psychology?

Warm-up questions. Suggested answers:

1. Psychologists study the human mind, behaviour, emotions, learning and decision-making.
2. People behave differently because they have different experiences, emotions, needs, cultures and situations.
3. Yes. Psychology helps future medical specialists understand patients, reduce anxiety and communicate clearly.

Task 1. Reading comprehension:

1. Psychology studies the human mind and behaviour.
2. In healthcare, psychology helps medical workers communicate with patients, understand fears, support treatment and reduce stress.
3. Specialists should avoid quick judgment because one behaviour may have many causes, such as stress, tiredness, shyness or background.
4. Anxiety can make a patient's cooperation with treatment difficult.
5. Examples: motivation, emotions, relationships, learning, stress and personal development.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. is
2. are
3. am
4. children
5. people
6. is
7. are
8. is

Task 4. Speaking practice. Possible answers:

1. A: What is psychology? B: Psychology is the scientific study of the mind and behaviour.
2. Possible opinion: I agree because healthcare workers need to understand patients' emotions and behaviour.

3. Sample role-play: Doctor: You look worried. Patient: Yes, I am anxious. Doctor: I understand. I will explain the treatment step by step.

Task 5. Independent writing. Sample answer:

Psychology is important for future specialists because they will work with different people. It helps them understand emotions, behaviour, stress and motivation. In healthcare, psychological knowledge supports better communication with patients. A specialist who understands anxiety and fear can explain treatment more clearly and help patients feel safer.

Mini-test:

1. is
2. are
3. am
4. children
5. people

Unit 2. Branches of Psychology

Warm-up questions. Suggested answers:

1. Developmental psychology studies children and changes across the lifespan.
2. Clinical psychology and health psychology are useful in hospitals.
3. Research studies problems and collects evidence; practice uses knowledge to help people in real situations.

Task 1. Reading comprehension:

1. Clinical psychology studies mental health problems and helps people cope with emotional difficulties.
2. Cognitive psychology studies memory and attention.
3. The branches are connected because real human problems often need knowledge from several areas.
4. Health psychology helps medicine by studying how behaviour, stress, lifestyle and beliefs affect health and treatment.
5. Social psychology examines how groups, culture and social situations influence thoughts and actions.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. This
2. Those
3. made
4. saw

5. These
6. felt
7. thought
8. That

Task 4. Speaking practice. Possible answers:

1. Example: Clinical psychology is important because it supports people with mental health problems.
2. Possible answer: I would like to study cognitive psychology because memory and thinking are important for learning.
3. Comparison: Clinical psychology focuses on mental health problems, while educational psychology focuses on learning and teaching.

Task 5. Independent writing. Sample answer:

Cognitive psychology studies thinking, memory, attention and problem-solving. It is useful for students because it explains how people learn and remember information. For example, a psychology student can use cognitive strategies to improve vocabulary learning and exam preparation.

Mini-test:

1. This
2. Those
3. made
4. saw
5. These

Unit 3. Psychology in Practice

Warm-up questions. Suggested answers:

1. Psychologists can work in schools, hospitals, rehabilitation centres, companies, sports teams and communities.
2. Yes. Psychological support can reduce fear and stress, improve communication and support treatment.
3. A practical psychologist should be ethical, responsible, patient, attentive, empathetic and evidence-based.

Task 1. Reading comprehension:

1. Psychologists can work in schools, hospitals, rehabilitation centres, companies, sports teams and community organizations.
2. In hospitals, they support patients who experience fear, pain, stress or depression and help them communicate with medical staff.
3. Confidentiality is important because personal information must be kept private and clients must feel safe.

4. Doctors, teachers, parents, social workers and psychologists may work together to support a person.
5. Practical psychology requires ethical behaviour, professional responsibility, evidence-based methods and teamwork.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. listens to
2. communicates
3. have got
4. depends
5. suffers
6. focuses
7. have got
8. helps

Task 4. Speaking practice. Possible answers:

1. Sample advice: Try breathing slowly, divide your task into small steps and talk to someone you trust.
2. Possible opinion: Psychology is especially useful in hospitals because patients often need emotional support.
3. Have got question: Have you got any stress before exams? Yes, I have got some exam stress.

Task 5. Independent writing. Sample answer:

Case: A first-year student has got exam stress and cannot sleep well. A psychologist can assess the situation, listen to the student and teach coping strategies. The specialist can also help the student plan study time and reduce anxiety through regular support.

Mini-test:

1. listens to
2. communicates
3. have got
4. depends
5. suffers

Unit 4. Psychology and Computers

Warm-up questions. Suggested answers:

1. Computers help psychologists collect data, analyse answers, create surveys, study reaction time and support online consultations.

2. Online psychological tests can be useful, but they are not always reliable and should not replace professional assessment.
3. Data privacy is important because psychological information is personal and must be protected.

Task 1. Reading comprehension:

1. Researchers use software to collect data, analyse answers, create surveys and study reaction time.
2. Applications can remind users to practise breathing exercises, record mood and track sleep.
3. Virtual reality is useful because it creates safe environments for training or therapy.
4. Online tests may be unreliable, and personal data may not always be protected.
5. Computers cannot replace empathy because human understanding, emotional support and ethical judgment are essential in psychology.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. Do
2. Does
3. Why
4. Is
5. teacher
6. researcher
7. Are
8. Why

Task 4. Speaking practice. Possible answers:

1. Yes/No questions: Do apps help students? Does this tool protect privacy? Can VR reduce fear? Is online therapy useful? Are digital tests reliable?
2. Interview example: Do you use apps for learning? Yes, I use vocabulary apps.
3. Possible opinion: AI can support psychologists, but it cannot fully replace human empathy and professional responsibility.

Task 5. Independent writing. Sample answer:

A mood-tracking application can help psychology students understand emotions and daily habits. Students can record mood, sleep and stress levels. This information may help them notice patterns and choose healthier routines. However, the app must protect privacy and should be used responsibly.

Mini-test:

1. Do
2. Does

3. Why
4. Is
5. teacher

Unit 5. Dreams and Personality

Warm-up questions. Suggested answers:

1. Dreams may reflect emotions, stress, memory and daily experience, but they do not always have one clear meaning.
2. Yes. Dreams can show anxiety, worry or emotional tension.
3. Valuable personality traits include honesty, responsibility, patience, empathy and confidence.

Task 1. Reading comprehension:

1. Dreams are mental experiences that occur during sleep.
2. Psychologists study dreams because they can reflect emotions, memory, stress, imagination and daily experiences.
3. Exam dreams may show anxiety or worry about academic performance.
4. Personality can influence how people experience and report dreams; for example, creative people may describe vivid dreams.
5. Dream interpretation should be careful because one dream cannot be connected with one personality type without context and evidence.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. are
2. is
3. Are
4. is not / isn't
5. are
6. Is
7. is
8. are

Task 4. Speaking practice. Possible answers:

1. Example: There is a common dream about being late. There are many emotions in this dream.
2. Possible opinion: Dreams can help us understand emotions, but they need careful interpretation.
3. Sleep habit question: Is there a regular sleep schedule in your life? Are there any problems with sleeping before exams?

Task 5. Independent writing. Sample answer:

I remember a dream about being late for an important exam. In the dream, there were many students in the classroom, but I could not find my seat. This dream may show anxiety and fear of failure. It does not predict the future; it probably reflects stress before exams.

Mini-test:

1. are
2. is
3. Are
4. is not / isn't
5. are

Unit 6. Thought and Language**Warm-up questions. Suggested answers:**

1. People may have some thoughts without words, but language helps organize and express ideas clearly.
2. Language influences culture because it carries values, meanings and ways of understanding the world.
3. Clear language is important in medicine because it reduces confusion and helps patients follow instructions.

Task 1. Reading comprehension:

1. Language helps people express ideas, ask questions, explain problems, share emotions and organize knowledge.
2. New words are important because they help people describe the world more precisely.
3. Children first use sounds and simple words, then build sentences and learn social rules of communication.
4. Language is important in medical settings because clear explanations can reduce fear, while unclear instructions can increase confusion.
5. Good communication is correct grammar, respect, empathy, clarity and active listening.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. on
2. in
3. an
4. The
5. unclear

6. complex
7. between
8. an

Task 4. Speaking practice. Possible answers:

1. Classroom description: The board is on the wall. The teacher is in front of the students. A bag is under the table.
2. Simple instruction: Take this medicine after meals and drink enough water.
3. Possible opinion: Yes, language can change emotions because kind words can calm a person.

Task 5. Independent writing. Sample answer:

- 1) Take the medicine after meals. 2) Drink enough water. 3) Sit down and breathe slowly. 4) Tell me where it hurts. 5) Do not skip breakfast. 6) Check your temperature. 7) Call a doctor if pain increases. 8) Rest for two days. 9) Keep the room quiet. 10) Ask for help if you feel anxious.

Mini-test:

1. on
2. in
3. an
4. The
5. unclear

Unit 7. Memory

Warm-up questions. Suggested answers:

1. Repetition, active recall, examples, sleep and regular practice help me remember new words.
2. People forget information when they are tired, stressed, distracted or do not understand the material.
3. Yes. Memory can be trained with strategies such as active recall, organization and regular review.

Task 1. Reading comprehension:

1. Memory is the ability to store, keep and recall information.
2. The three memory systems are sensory memory, short-term memory and long-term memory.
3. People can forget information because they are tired, stressed, distracted or did not understand the material well.
4. Repetition, organization, meaningful examples, active recall and regular review can improve memory.
5. Researchers are studying how sleep, emotion and attention influence memory.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. can
2. can't / cannot
3. could
4. are
5. is
6. Could
7. are
8. can

Task 4. Speaking practice. Possible answers:

1. Memory strategy: I use active recall. I close the book and try to remember the definition.
2. Can-question: Can you remember ten new terms in one day? Yes, I can, if I review them.
3. Advice: You can divide terms into small groups and review them every day.

Task 5. Independent writing. Sample answer:

Study plan: First, write 20 psychology terms with short definitions. Then divide them into four groups of five. Review one group every day and use active recall. Make simple example sentences. At the end of the week, test yourself without looking at the list.

Mini-test:

1. can
2. can't / cannot
3. could
4. are
5. is

Unit 8. Mental Disorders: Popular Myths**Warm-up questions. Suggested answers:**

1. Myths appear because of fear, lack of knowledge, stereotypes and misinformation.
2. Language can harm people through rude labels, but it can support them through respectful and accurate words.
3. Yes. Schools and universities should teach mental health literacy to reduce stigma.

Task 1. Reading comprehension:

1. Mental disorders are health conditions that affect mood, thinking, behaviour and daily functioning.

2. One common myth is that mental disorders are signs of personal weakness. Another myth is that people with mental disorders are always dangerous.
3. Stigma is harmful because it creates shame, fear and barriers to professional support.
4. In the past, mental illness was often misunderstood; people were ashamed to speak openly and treatment was limited.
5. Early support, therapy, medication, lifestyle changes and social understanding can help people recover or live better.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. extremely
2. respectfully
3. was
4. were
5. carefully
6. improved
7. very / too
8. openly

Task 4. Speaking practice. Possible answers:

1. Correcting a myth: Mental disorder is not personal weakness; it is a health condition that may need professional support.
2. University action: Universities can organize awareness lessons and use respectful mental health language.
3. Role-play: Student: I feel very anxious. Teacher: You can speak to a psychologist or student support specialist.

Task 5. Independent writing. Sample answer:

Respectful language is important in mental health. We should not use rude labels or describe people only by a diagnosis. It is better to say “a person with depression” or “a person who needs support”. Kind and accurate words can reduce stigma and encourage people to ask for help.

Mini-test:

1. extremely
2. respectfully
3. was
4. were
5. carefully

Unit 9. Personality

Warm-up questions. Suggested answers:

1. A person becomes unique because of personality traits, experiences, family, culture, education and choices.
2. Yes. Personality can change slowly through experience, learning and personal effort.
3. Important traits for doctors and psychologists include empathy, patience, responsibility, confidence and good communication.

Task 1. Reading comprehension:

1. Personality is the pattern of thoughts, feelings and behaviours that makes a person unique.
2. Yes. Personality can change, but it usually takes time and practice.
3. Life experience, education, family, culture, work and personal effort can influence behaviour.
4. We should avoid insulting labels because they are harmful and less helpful than respectful descriptions of behaviour.
5. A good psychologist should observe, ask questions and consider context before making conclusions.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. shouldn't
2. should
3. became
4. gave
5. shouldn't
6. understood
7. took
8. should

Task 4. Speaking practice. Possible answers:

1. Positive traits: responsible, sociable, organized, flexible and confident.
2. Advice: A shy student should practise short presentations and should not compare himself or herself with others.
3. Possible opinion: Personality tests can be useful, but they should not be used as final judgments.

Task 5. Independent writing. Sample answer:

A future healthcare worker should be responsible, calm and respectful. He or she should communicate clearly with patients and listen carefully. A good specialist

should not judge people too quickly. Empathy, patience and time management are also important for professional success.

Mini-test:

1. shouldn't
2. should
3. became
4. gave
5. shouldn't

Unit 10. Modern Addictions

Warm-up questions. Suggested answers:

1. Students may use smartphones for several hours a day, but the exact number depends on the person.
2. A habit can become an addiction when it is difficult to control and begins to harm study, sleep, health or relationships.
3. People can take breaks, turn off notifications, sleep enough and plan offline activities.

Task 1. Reading comprehension:

1. Modern addiction refers to compulsive behaviours connected with technology, social media, gaming, online shopping, streaming or other activities.
2. Smartphone addiction is difficult to notice because smartphones and social media are part of daily life.
3. Gaming addiction can lead to social isolation, poor academic results and unhealthy daily routines.
4. Online shopping addiction can cause financial stress.
5. Psychologists recommend balance, breaks, turning off unnecessary notifications, enough sleep, offline activities and face-to-face communication.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. take
2. get
3. take
4. takes
5. uncountable
6. many
7. advice
8. take

Task 4. Speaking practice. Possible answers:

1. Ways to reduce screen addiction: take breaks, set time limits and do offline activities.
2. Role-play: Student: I use my phone too much. Psychologist: Try turning off notifications and planning study breaks.
3. Dialogue: I get tired after classes, so I take a break and get ready for homework.

Task 5. Independent writing. Sample answer:

Digital well-being is important for university students. Students should control screen time, take regular breaks and get enough sleep. They can turn off unnecessary notifications and plan offline activities. Technology is useful for study, but it should not control attention, emotions or relationships.

Mini-test:

1. take
2. get
3. take
4. takes
5. uncountable

Unit 11. Parapsychology**Warm-up questions. Suggested answers:**

1. People are interested in paranormal stories because they are unusual, mysterious and popular in media.
2. Belief is a personal opinion or feeling; evidence is reliable information that supports a claim.
3. Yes. Controversial topics can be studied scientifically if researchers use clear methods and careful experiments.

Task 1. Reading comprehension:

1. Parapsychology studies unusual mental phenomena that are not fully explained by traditional scientific theories.
2. Telepathy means communication from one mind to another without normal speech, writing or physical signals.
3. Many scientists are skeptical because strong evidence is limited.
4. Psychology can explain paranormal beliefs through memory errors, suggestion, expectation and cognitive bias.
5. A scientific approach requires careful experiments, clear methods and repeatable results.

Task 2. Vocabulary matching:

- 1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. many
2. little
3. a few
4. some
5. twenty-first
6. one thousand
7. Few
8. much

Task 4. Speaking practice. Possible answers:

1. Debate answer: Parapsychology can be discussed at universities as a topic about belief, evidence and critical thinking.
2. Difference: Personal belief does not need proof, but scientific evidence must be reliable and repeatable.
3. Numbers: fifteen, forty-two, one hundred, twenty-third, one thousand five hundred.

Task 5. Independent writing. Sample answer:

Parapsychology is a controversial area between science and belief. Some people believe in unusual mental abilities, while many scientists ask for stronger evidence. It can be useful for psychology because it helps us understand belief, memory and cognitive bias. Therefore, it should be discussed carefully and scientifically.

Mini-test:

1. many
2. little
3. a few
4. some
5. twenty-first

Unit 12. With the Future in Mind**Warm-up questions. Suggested answers:**

1. Future education may become more digital, flexible, interactive and personalized.
2. Robots may support doctors, but they probably will not fully replace human doctors.
3. Future specialists will need digital literacy, creativity, critical thinking, teamwork, adaptability and emotional intelligence.

Task 1. Reading comprehension:

1. People think about the future because it influences choices, motivation and planning.

2. Future technologies may help doctors diagnose diseases earlier, perform safer operations and create personalized treatments.
3. Future careers will require digital literacy, creativity, critical thinking, adaptability, teamwork and emotional intelligence.
4. Human communication will remain important because empathy, trust and ethical interaction are essential in professional work.
5. Thinking about the future can help students set realistic goals, develop useful skills and become more resilient.

Task 2. Vocabulary matching:

1-A, 2-B, 3-C, 4-D, 5-E, 6-F

Task 3. Grammar practice:

1. faster
2. the most important
3. more flexible
4. most modern
5. better - the best
6. worse - the worst
7. modern technology
8. digital skill

Task 4. Speaking practice. Possible answers:

1. Comparison: Online education is more flexible, but traditional education can be more personal.
2. Possible answer: Communication is one of the most important skills for future healthcare workers.
3. Prediction: In 2050, psychologists may use AI tools for screening and virtual reality for training.

Task 5. Independent writing. Sample answer:

The future specialist I want to become is responsible, knowledgeable and empathetic. I want to use modern technology correctly, but I also want to keep strong human communication. I will need digital literacy, critical thinking and teamwork. I believe that continuous learning will help me become more successful and resilient.

Mini-test:

1. faster
2. the most important
3. more flexible
4. most modern
5. better - the best

GENERAL GLOSSARY

English term	Short definition	Uzbek meaning
active recall	remembering without looking	faol esga olish
actively	with attention and effort	faol tarzda
adaptability	ability to adjust to change	moslashuvchanlik
addiction	dependence on something	qaramlik
anxiety	strong worry or fear	xavotir
anxiety disorder	condition of excessive fear/worry	xavotir buzilishi
application	program used on a device	ilova
artificial intelligence	computer systems simulating intelligence	sun'iy intellekt
assess	to evaluate or examine	baholamoq
attention	ability to focus	diqqat
balance	healthy control between activities	muvozanat
behaviour	the way a person acts	xulq-atvor
behavioural	connected with actions	xulq-atvorga oid
bias	unfair influence on judgment	noxolislik
clairvoyance	supposed distant seeing	ravshan ko'rish
clarity	quality of being clear	aniqlik
clinical psychology	branch focused on mental health problems	klinik psixologiya
cognitive psychology	study of thinking and memory	kognitiv psixologiya
coincidence	events happening together by chance	tasodif
communication	exchange of information	muloqot
compulsive	difficult to control	majburiy, nazorat qiyin
concentration	ability to focus	diqqatni jamlash
confident	believing in one's ability	o'ziga ishongan
confidentiality	keeping personal information private	maxfiylik
confusion	lack of understanding	chalkashlik
context	situation around information	kontekst
coping strategy	method for managing stress	stressni yengish usuli

data	information collected for study	ma'lumot
depression	serious low mood condition	depressiya
developmental psychology	study of changes across life	rivojlanish psixologiyasi
diagnosis	identification of illness	tashxis
digital literacy	ability to use digital tools	raqamli savodxonlik
distracted	unable to focus	chalg'igan
dream	mental experience during sleep	tush
educational psychology	branch focused on learning and teaching	ta'lim psixologiyasi
emotion	a strong feeling such as fear or joy	hissiyot
empathy	ability to understand feelings	empatiya
ethical	morally correct and professional	axloqiy
evidence	facts that support an idea	dalil
express	to show ideas or feelings	ifodalamoq
flexible	able to adapt	moslashuvchan
functioning	ability to manage daily life	faoliyat yuritish
future	time that will come later	kelajak
health psychology	study of behaviour and health	salomatlik psixologiyasi
image	mental picture	tasvir
imagination	ability to create ideas/images	tasavvur
instruction	direction or explanation	ko'rsatma
interpretation	explanation of meaning	talqin
intervention	planned action to improve a situation	aralashuv, chora
isolation	separation from others	yakkalanish
label	word used to classify someone	yorliq
language	system of communication	til
leadership	ability to guide others	yetakchilik
lifespan	period from birth to old age	hayot davomiyligi

long-term memory	memory stored for a long time	uzoq muddatli xotira
memory	ability to store and recall information	xotira
mental disorder	condition affecting mind/behaviour	ruhiy buzilish
mind	thoughts, feelings and mental processes	ong, tafakkur
motivation	the reason for doing something	motivatsiya
myth	false popular belief	afsona, noto'g'ri qarash
near-death experience	unusual experience near death	o'limga yaqin tajriba
notification	phone/app alert	bildirishnoma
observe	to watch carefully	kuzatmoq
offline	not connected to the internet	o'flayn
online platform	internet-based service	onlayn platforma
organization	arranging information clearly	tartibga solish
organized	good at planning and order	tartibli
parapsychology	study of unusual mental phenomena	parapsixologiya
patient	a person receiving medical care	bemor
perception	the way we understand information	idrok
personality	individual pattern of traits	shaxsiyat
personalized treatment	treatment adapted to one person	individual davolash
practice	use of knowledge in real situations	amaliyot
precisely	clearly and exactly	aniq tarzda
precognition	knowledge of future events	oldindan bilish
privacy	protection of personal information	maxfiylik
professional support	help from trained specialist	mutaxassis yordami
progress	improvement over time	rivojlanish
psychokinesis	influencing objects by mind	psixokinez

psychology	the study of mind and behaviour	psixologiya
quiet	not speaking much	kamgap
reaction time	time needed to respond	reaksiya vaqti
recall	to remember information	esga olmoq
recover	to get better	sog‘aymoq
rehabilitation	process of recovery and support	reabilitatsiya
renewable energy	energy from natural resources	qayta tiklanuvchi energiya
repeatable	possible to do again with same result	takrorlanadigan
repetition	doing or saying again	takrorlash
resilient	able to recover from difficulties	bardoshli
respectful	showing respect	hurmatli
robotics	design and use of robots	robototexnika
routine	regular daily habit	kun tartibi
sensory memory	very short memory from senses	sensor xotira
short-term memory	temporary memory system	qisqa muddatli xotira
simulation	model of a real situation	simulyatsiya
skeptical	doubting something	shubhali qarash
sleep	natural state of rest	uyqu
sociable	enjoying communication	kirishimli
social psychology	study of people in groups	ijtimoiy psixologiya
software	computer programs	dasturiy ta‘minot
spontaneous	acting naturally without much planning	spontan
stigma	negative social judgment	stigma, salbiy tamg‘a
strategy	planned method	strategiya
stress	mental or emotional pressure	stress
substance	chemical material/drug	modda
supportive	helpful and encouraging	qo‘llab-quvvatlovchi
survey	set of questions for research	so‘rovnoma
teamwork	working together	jamoaviy ish
telepathy	mind-to-mind communication	telepatiya
thought	mental process of thinking	fikr

time management	planning time effectively	vaqtni boshqarish
trait	personal characteristic	xususiyat
virtual reality	computer-created environment	virtual reallik
vivid	very clear and bright	yorqin
workplace	place where people work	ish joyi

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FINAL TEST: PROFESSIONAL ENGLISH IN PSYCHOLOGY

30 multiple-choice questions based on the 12 reading topics and grammar focuses

Instruction: Choose the correct answer (A, B, C or D).

1. What does psychology mainly study?

- A. Human mind and behaviour
- B. Only medicines
- C. Weather changes
- D. Computer hardware

2. Which word means “the way a person acts”?

- A. Evidence
- B. Behaviour
- C. Software
- D. Routine

3. Choose the correct sentence.

- A. Psychology are a science.
- B. Psychology is a science.
- C. Psychology am a science.
- D. Psychology be a science.

4. Which branch studies learning and teaching?

- A. Educational psychology
- B. Parapsychology
- C. Robotics
- D. Renewable energy

5. Which branch studies attention, memory and problem-solving?

- A. Clinical psychology
- B. Cognitive psychology
- C. Occupational therapy
- D. Genetic research

6. Choose the correct demonstrative pronoun: ___ books on the shelf are old.

- A. This
- B. That
- C. These
- D. They

7. In hospitals, psychologists help patients with fear, pain, stress and ___.

- A. depression
- B. weather
- C. grammar
- D. traffic

8. Which phrase is correct?

- A. listen at patients
- B. listen to patients

- C. listen for patients
- D. listen from patients

9. Confidentiality means keeping personal information ____.

- A. public
- B. private
- C. unimportant
- D. incorrect

10. How can computers help psychological researchers?

- A. By collecting and analysing data
- B. By replacing all doctors
- C. By removing emotions
- D. By making sleep unnecessary

11. Choose the correct Yes/No question.

- A. Do computers help psychologists?
- B. Computers do help psychologists?
- C. Why computers help psychologists?
- D. Help computers do psychologists?

12. A person who researches is a ____.

- A. teach
- B. researcher
- C. workered
- D. researching

13. Dreams are mental experiences that occur during ____.

- A. sleep
- B. exercise
- C. lunch
- D. therapy only

14. Choose the correct form: There ____ many theories about dreams.

- A. is
- B. are
- C. am
- D. be

15. A very clear and bright dream is called ____.

- A. vivid
- B. ethical
- C. skeptical
- D. offline

16. Language helps people express ideas, ask questions and share ____.

- A. emotions
- B. chemicals only
- C. robots
- D. numbers only

17. Choose the correct article: This is ___ important idea.

- A. a
- B. an
- C. the
- D. no article

18. The opposite of “clear” is ___.

- A. calm
- B. unclear
- C. social
- D. modern

19. Memory is the ability to store, keep and ___ information.

- A. delete
- B. recall
- C. hide
- D. lose

20. Choose the correct modal: Students ___ improve memory with practice.

- A. can
- B. is
- C. are
- D. does

21. Which sentence is in the Present Continuous tense?

- A. Researchers study memory.
- B. Researchers studied memory.
- C. Researchers are studying memory.
- D. Researchers can study memory.

22. A false popular belief is a ___.

- A. myth
- B. diagnosis
- C. strategy
- D. survey

23. Choose the correct adverb: The doctor listened ___.

- A. careful
- B. carefully
- C. care
- D. caring

24. In the past, treatment ___ limited.

- A. is
- B. are
- C. was
- D. be

25. Personality is a pattern of thoughts, feelings and ___.

- A. behaviours
- B. applications
- C. signals
- D. notifications

26. Choose the best advice: A psychologist ___ judge too quickly.

- A. should
- B. shouldn't
- C. can to
- D. mustn't to

27. Modern behavioural addictions may be connected with social media, gaming and ___.

- A. online shopping
- B. grammar rules
- C. articles
- D. prepositions

28. Which noun is usually uncountable?

- A. phone
- B. app
- C. advice
- D. student

29. Parapsychology needs careful methods and repeatable ___.

- A. results
- B. myths
- C. labels
- D. notifications

30. Choose the correct comparison: AI may be ___ than old systems.

- A. fast
- B. faster
- C. the fastest
- D. most fast

ANSWER KEY

Question	Answer	Question	Answer	Question	Answer
1	A	11	A	21	C
2	B	12	B	22	A
3	B	13	A	23	B
4	A	14	B	24	C
5	B	15	A	25	A
6	C	16	A	26	B
7	A	17	B	27	A
8	B	18	B	28	C
9	B	19	B	29	A
10	A	20	A	30	B

Note: Questions 1-30 cover reading comprehension, vocabulary and grammar from Units 1-12.