

**CAREER
PATHS**

Psychology

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Book
1

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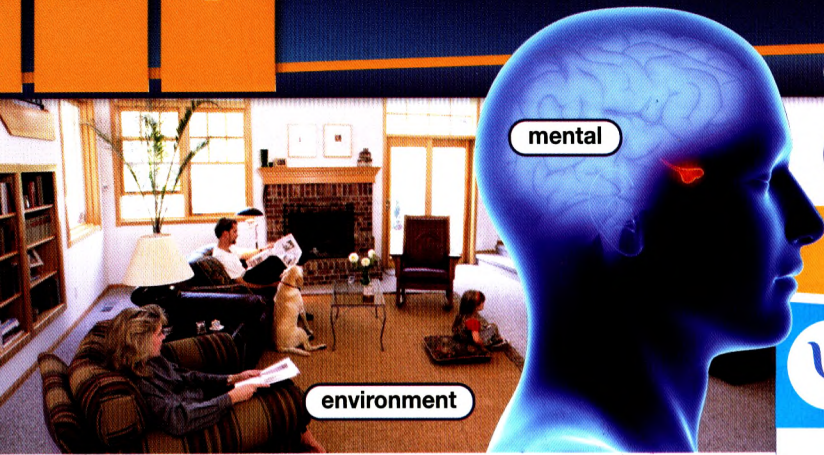
Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Psychology	Webpage	affect, assess, behavior, environment, function, mental, physical state, process, psychology, treat	Expressing interest
2	The Central Nervous System	Textbook Chapter	brain, gray matter, integrate, neuron, reflex, sensory information, spinal cord, white matter	Expressing uncertainty
3	The Peripheral Nervous System	Poster	autonomic nervous system, divided, involuntary, motor nerve, parasympathetic division, peripheral nervous system, sensory nerve, somatic nervous system, sympathetic division, voluntary	Correcting oneself
4	The Brain 1	Textbook Chapter	auditory cortex, cerebrum, corpus callosum, frontal lobe, hemisphere, insular lobe, motor cortex, occipital lobe, parietal lobe, somatosensory cortex, temporal lobe, visual cortex	Describing possibility
5	The Brain 2	Encyclopedia Article	amygdala, brain stem, cerebellum, hypothalamus, limbic system, medulla, midbrain, pituitary gland, pons, thalamus	Correcting a misconception
6	Chemical Messengers	Handout	acetylcholine, endocrine system, endorphin, gland, hormone, insulin, neuromodulator, neurotransmitter, norepinephrine, regulate	Asking for clarification
7	Perception and Sensation	Webpage	absolute threshold, difference threshold, perception, psychophysics, selective attention, sensation, sense, sensory adaptation, sensory deprivation, transduction	Making a prediction
8	Biological Rhythms	Brochure	biological rhythm, circadian rhythm, infradian rhythm, ultradian rhythm, melatonin, internal desynchronization, REM sleep, alpha waves, delta waves, sleep stage	Asking for an explanation
9	Consciousness	Advice Column	altered state, aroused, automatic behavior, aware, consciousness, preconscious, relaxed, shift, state, subconscious, unconscious	Asking for an opinion
10	Memory 1	Textbook Chapter	duration, encoding, information processing, long-term, memory, rehearsal, retention, retrieval, sensory memory, short-term	Pointing out an error
11	Memory 2	Article	acoustic code, chunking, echoic memory, explicit memory, iconic memory, implicit memory, phonetic loop, rote rehearsal, visuo-spatial sketchpad	Making a recommendation
12	Learning	Journal Article	affective, associative learning, cognitive, conditioning, enculturation, habituation, learning, memorization, play, psychomotor	Stating a preference
13	Intelligence	Syllabus	bias, body-kinesthetic, general intelligence, intelligence, interpersonal, intrapersonal, IQ, linguistic, logical-mathematical, musical, spatial, Theory of Multiple Intelligences	Giving a compliment
14	Language	Webpage	concept, connote, denote, grammar, language, linguistics, morpheme, phoneme, psycholinguistics, semantics, syntax	Expressing lack of understanding
15	Personality	Guide	aggressive, disposition, extrovert, introvert, optimistic, passive, pattern, personality, pessimistic, response	Asking about certainty

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1 Psychology

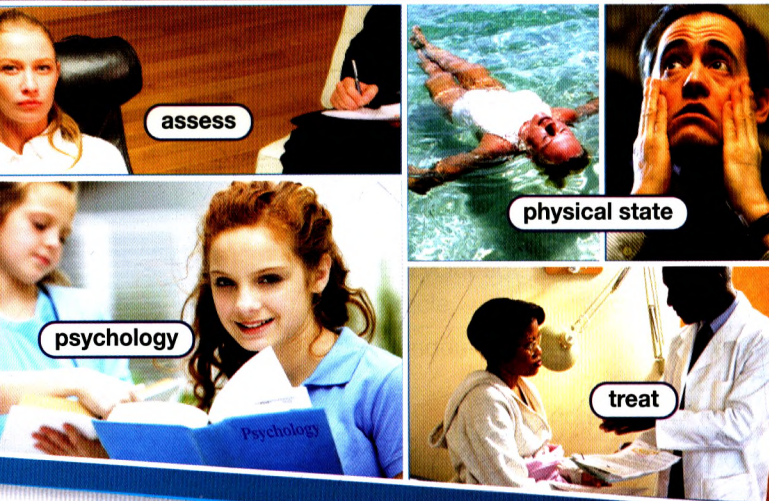


State College

ABOUT US

Undergraduate Degree Programs
Prospective Students

Psychology



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

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

Get ready!

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

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

Reading

2 Read the webpage. Then, choose the correct answers.

- 1 What is the purpose of the website?
A to encourage students to become psychology majors
B to describe courses in the psychology program
C to explain the responsibilities of a psychologist
D to present the latest research of psychology professors
- 2 Which of the following is NOT part of the psychology program?
A developing new medicine
B learning to design experiments
C studying mental processes
D examining the effects of environment
- 3 What does the psychology program cover first?
A behavioral effects C mental disorders
B physical states D brain functions

Vocabulary

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

- 1 __ mental
- 2 __ process
- 3 __ assess
- 4 __ treat
- 5 __ behavior
- 6 __ environment
- 7 __ physical state
- 8 __ psychology

- A to try to cure a medical condition
- B the study of the mind
- C an observable action
- D relating to the mind
- E to evaluate something
- F a physical setting
- G the status of the body's systems
- H a set of events that take place in a certain order

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

- 1 **A** The doctor will assess the condition with medicine.
B Many different factors affect people's minds.
- 2 **A** The brain directs many processes, so it has many different functions.
B The doctor gave the man a process to take every day.

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

Listening

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

- 1 ___ The man is considering enrolling in the psychology program.
2 ___ The man is especially interested in doing research.
3 ___ The woman recommends trying another major.

7 Listen again and complete the conversation.

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

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

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

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

What do you like about ...?
I'm interested in ...
I think ... is really interesting.

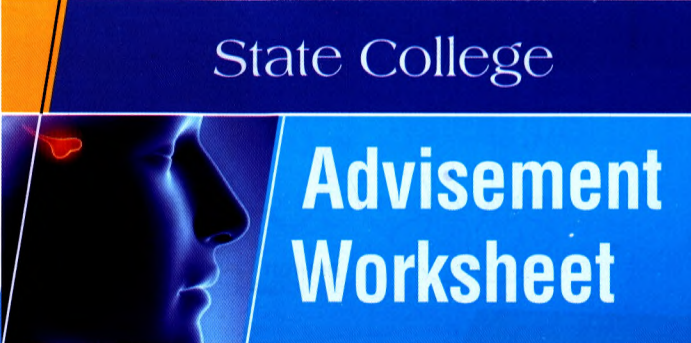
Student A: You are a student. Talk to Student B about:

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

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

Writing

9 Use the conversation from Task 8 to fill out the worksheet.



State College

Advisement Worksheet

Student Name: Jason Gibson

Possible Major: Psychology

The student is interested in _____

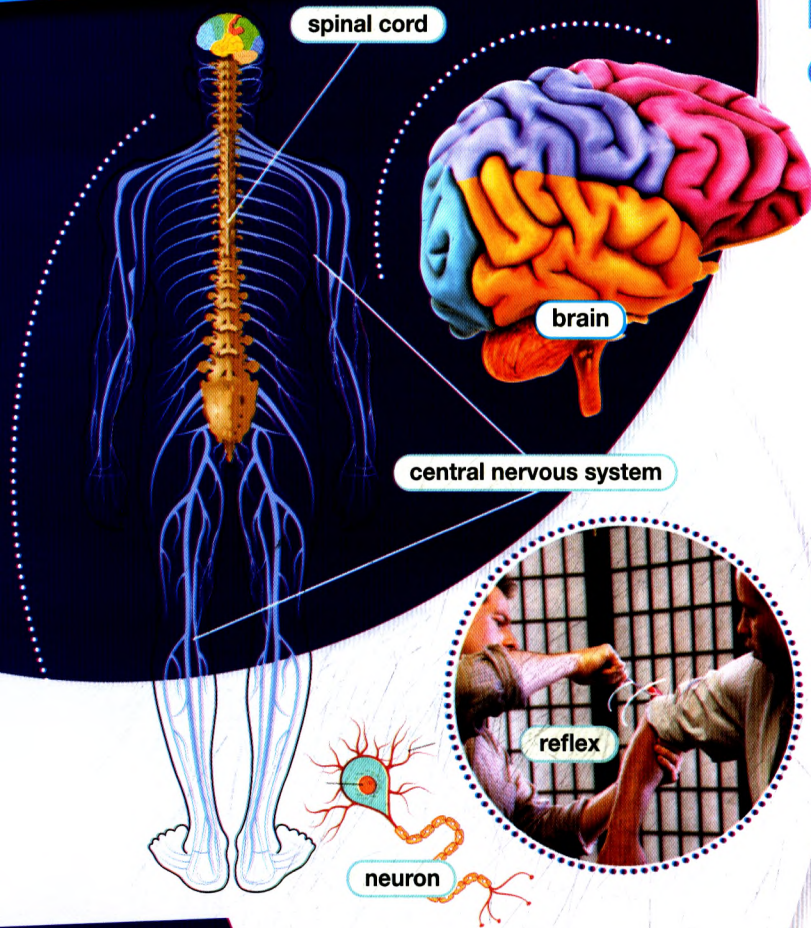
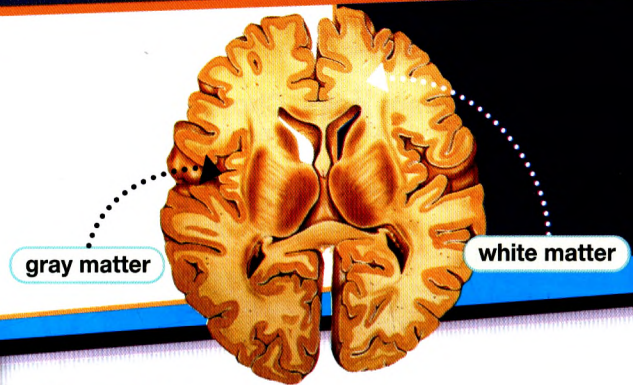
The student is not interested in _____

As a result, I recommend _____

Get ready!

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

- 1 What are the parts of the central nervous system?
- 2 What does the central nervous system control?



Reading

2 Read the textbook chapter. Then, choose the correct answers.

- 1 What is the chapter mainly about?
 - A the process of sending messages through the body
 - B the purpose of reflexes in humans
 - C the movement of neurons in the brain
 - D the different areas inside the brain
- 2 Which of the following is NOT a function of the brain?
 - A processing information
 - B directing behavior
 - C integrating messages
 - D controlling reflexes
- 3 What is the difference between white matter and gray matter?
 - A the ability to send or receive messages
 - B their location within the CNS
 - C the part of a neuron they make up
 - D the presence of nerve cells

Vocabulary

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

- | | |
|--------------|--------------------------|
| 1 __ brain | 4 __ white matter |
| 2 __ neuron | 5 __ gray matter |
| 3 __ process | 6 __ sensory information |

- A information that comes from the sense organs
- B the organ in the body responsible for thinking
- C to take in and understand something
- D a part of the CNS that does not contain nerve cell bodies
- E a nerve cell
- F a part of the CNS that contains nerve cell bodies

Chapter 2:

The Central Nervous System (CNS)

The CNS is made of the **brain** and **spinal cord**. The CNS **integrates sensory information** from muscles and sensory organs. The brain processes these messages. Then, the CNS directs the body's behavior.

The messages are transmitted through **neurons**. Some neurons are part of **gray matter**. They control cognition. Others are part of **white matter**. These are responsible for communication between parts of the brain.

The spinal cord sends messages from the body to the brain. It also transmits messages from the brain back to the body. Sometimes, however, messages bypass the brain altogether. This is the case with **reflexes**. The spinal cord directs these behaviors with no input from the brain.

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

Word BANK

central nervous system spinal cord
integrate reflex

- The _____ is located in a person's back.
 - The brain has to _____ sensory information from different areas of the body.
 - A fast, uncontrollable response is a(n) _____.
 - The _____ sends and receives messages to and from the body.
- 5 Listen and read the textbook chapter again. What is the relationship between reflexes and the brain?

Listening

- 6 Listen to a conversation between a student and a professor. Mark the following statements as true (T) or false (F).
- ___ The woman confuses the two main structures of the CNS.
 - ___ The man reviews the different parts of the brain.
 - ___ The man identifies the source of sensory information.

- 7 Listen again and complete the conversation.

Professor: Okay. Let's go over it again. What are the two 1 _____?

Student: The brain and 2 _____?

Professor: That's right. Now, do 3 _____ what the brain does?

Student: It receives 4 _____, right?

Professor: That's right. 5 _____ it receive that information from?

Student: Um, 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

I'm still not clear on ...

Let's go over ...

I'm not sure.

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

- the CNS
- parts of the CNS
- functions of the CNS

Student B: You are a professor. Talk to Student A about the CNS.

Writing

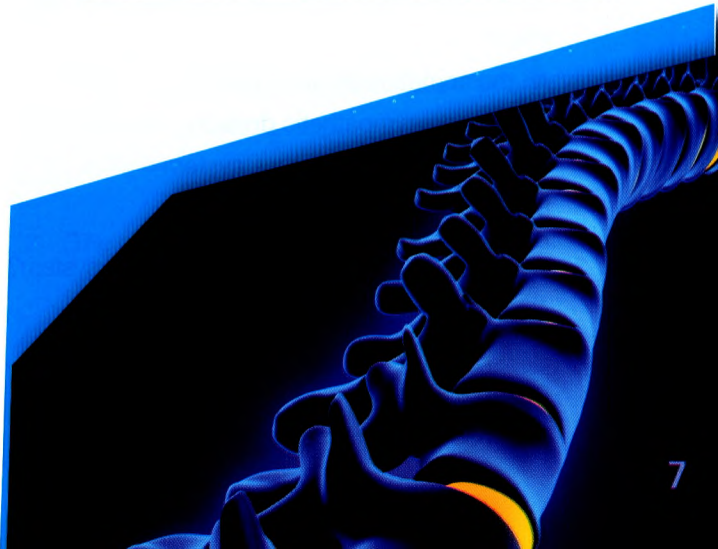
- 9 Use the textbook chapter and the conversation from Task 8 to fill out the worksheet.

Psychology 101

The Central Nervous System (CNS)

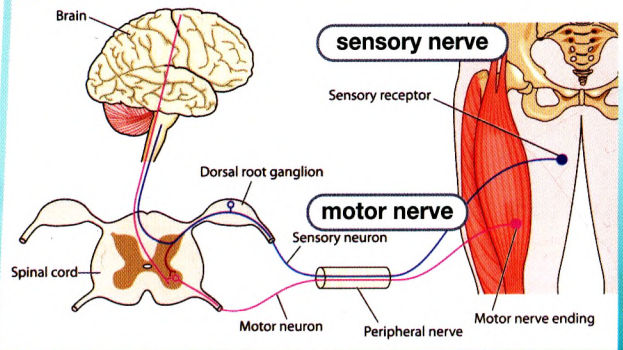
Describe the functions of the following structures.

- The brain is responsible for _____.
- The _____ is responsible for _____.



Get ready!

- 1 Before you read the passage, talk about these questions.
- 1 What are some differences between the CNS and the PNS?
 - 2 What is the purpose of separating the nervous system into different areas of study?



The Peripheral Nervous System (PNS)

The PNS is **divided** into two separate systems. Both rely on **sensory nerves** and **motor nerves**. They send messages to and from the brain.

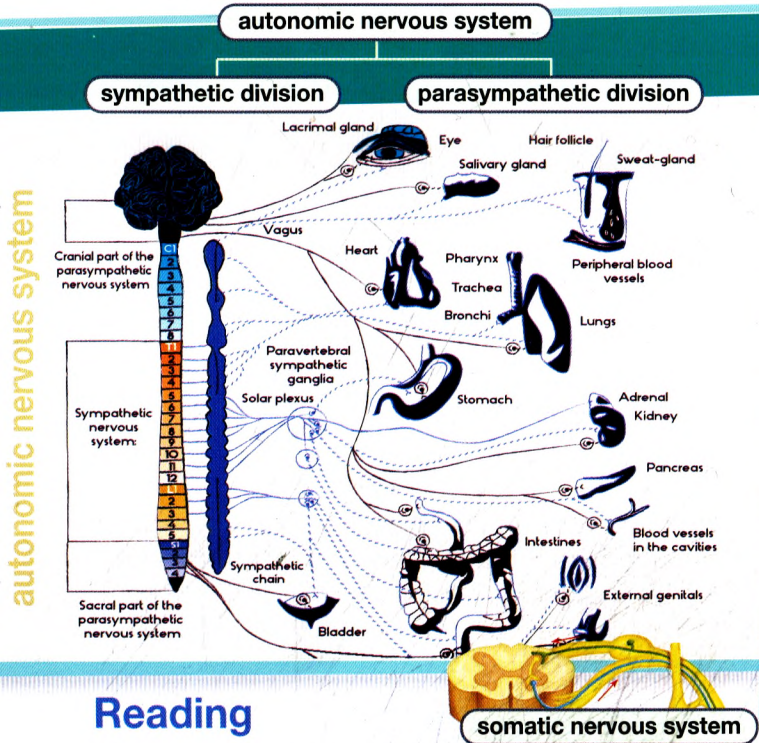
The **somatic nervous system** — This controls the body's **voluntary** movements.

The **autonomic nervous system** — This controls the body's **involuntary** responses, like respiration.

The autonomic nervous system is further divided.

The **sympathetic division** — This system is more active when something threatens the body. It increases heart rate, for example.

The **parasympathetic division** — This system is more active when the body is at rest. It is responsible for lowering the heart rate.



Reading

- 2 Read the poster. Then, choose the correct answers.

- 1 What is the purpose of the poster?
 - A to explain how the brain controls respiration
 - B to outline the functions of different systems
 - C to describe the effects of damage to the PNS
 - D to explain the structure of sensory nerves
- 2 Which of the following is NOT a division of the PNS?
 - A the somatic nervous system
 - B the parasympathetic division
 - C the involuntary nervous system
 - D the sympathetic division
- 3 What is true about the autonomic nervous system?
 - A It performs its functions very rarely.
 - B It primarily controls voluntary movements.
 - C It prevents threats from affecting the body.
 - D It has one division that lowers the heart rate.

Vocabulary

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

- | | |
|--------------------|----------------------|
| 1 __ sensory nerve | 5 __ parasympathetic |
| 2 __ divided | division |
| 3 __ motor nerve | 6 __ somatic nervous |
| 4 __ sympathetic | system |
| | division |

- A a division of the autonomic system that is active when the body is stressed
- B a nerve that transmits information from the brain to muscles
- C a division of the autonomic system that is active when the body rests
- D split into more than one piece or part
- E the division of the PNS that controls voluntary movements
- F a nerve that transmits information from sense organs

4 Read the sentences and choose the correct words or phrases.

- 1 The **peripheral nervous system/sensory nerve** contains all the nerves outside of the brain and spinal cord.
- 2 Something is **divided/involuntary** if a person cannot control it.
- 3 Internal processes, like digestion, are a part of the **motor nerve/autonomic nervous system**.
- 4 A(n) **voluntary/involuntary** action is one that a person can control.

5 Listen and read the poster again. What is the difference between the sympathetic and parasympathetic divisions?

Listening

6 Listen to a conversation between two students. Mark the following statements as true (T) or false (F).

- 1 ___ The speakers are reviewing for a quiz.
- 2 ___ The woman incorrectly identifies the autonomic nervous system.
- 3 ___ The woman confuses the sympathetic division with the parasympathetic division.

7 Listen again and complete the conversation.

Student 1: Let's review for the quiz. What part of the PNS controls **1** _____ movements?

Student 2: That would be the **2** _____ nervous system, I think.

Student 1: You're right. Now, what controls **3** _____ ?

Student 2: The, um, **4** _____ system?

Student 1: Right again. So that's what's **5** _____ when you're under stress.

Student 2: Yeah. More specifically, it's the **6** _____ division. No, wait. It's the sympathetic division.

Speaking

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

USE LANGUAGE SUCH AS:

Let's review ...

What part of the PNS controls ...?

No, wait. It's ...

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

- the PNS
- divisions of the PNS
- a part of the PNS he or she identifies incorrectly

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

Writing

9 Use the poster and the conversation from Task 8 to fill out the lecture outline.

The Peripheral (PNS) Nervous Systems

Two Main divisions _____

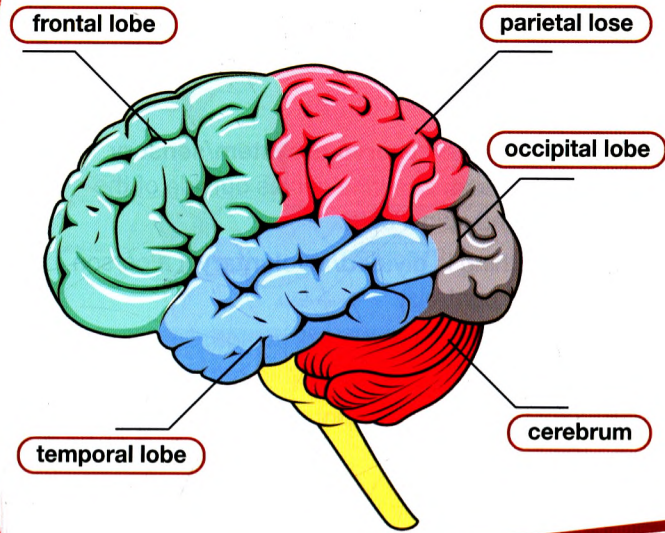
1 The _____ nervous system:
Controls _____

2 The autonomic nervous system – has two divisions:
a The _____ division:
Active when the body is _____ .
b The _____ division:
Active when the body is _____ .

4 The Brain 1

Get ready!

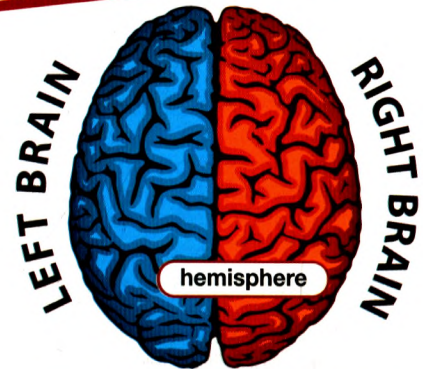
- 1 Before you read the passage, talk about these questions.
 - 1 What are the main parts of the brain?
 - 2 What are some different functions of the brain?



The Cerebrum

Chapter 4

The **cerebrum** is the largest division of the human brain. It has two identical **hemispheres**. These are on the left and right. The **corpus callosum** connects the two hemispheres. The cerebrum is further divided into lobes. They are the **frontal lobe**, the **occipital lobe**, the **parietal lobe**, the **temporal lobe**, and the **insular lobe**. Each of these lobes has a different function. For example, the **auditory cortex** is in the temporal lobe. The occipital lobe is home to the **visual cortex**. The **somatosensory cortex** and **motor cortex** are near each other. They are located where the parietal, temporal, and frontal lobes meet.



Reading

- 2 Read the textbook chapter. Then, choose the correct answers.
 - 1 What is the chapter mainly about?
 - A common medical conditions in the brain
 - B the different divisions of the cerebrum
 - C the brain's relationship with the rest of the body
 - D the appearance of different lobes
 - 2 Which of the following is NOT true of the cerebrum?
 - A It has two hemispheres.
 - B It is the largest part of the brain.
 - C It contains the auditory cortex.
 - D It has hundreds of lobes.
 - 3 Which of the following is part of the occipital lobe?
 - A the somatosensory cortex
 - B the motor cortex
 - C the corpus callosum
 - D the visual cortex

Vocabulary

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

1	__ visual cortex	5	__ parietal lobe
2	__ frontal lobe	6	__ occipital lobe
3	__ insular lobe	7	__ corpus callosum
4	__ temporal lobe	8	__ hemisphere

 - A one half of something round
 - B the front part of the cerebrum
 - C the part of the brain that interprets information seen by the eyes
 - D the bottom middle part of the cerebrum
 - E a part of the cerebrum that controls consciousness and emotion
 - F a group of fibers that connects the two halves of the cerebrum
 - G the rear part of the cerebrum
 - H the top middle part of the cerebrum

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

- The scientist studies the largest division of the human brain.
_ e _ _ b _ _ m
- The part of the brain that interprets sounds is located in the temporal lobe.
_ u _ _ t _ _ y _ _ r _ e _
- Damage to the part of the brain that controls movements can lead to trouble walking.
m _ t _ _ c _ _ t _ _
- The part of the brain that senses the body's position and movement is near the parietal lobe.
s _ _ a _ _ s _ _ n _ _ y _ _ o _ _ e _

5 Listen and read the textbook chapter again. What connects the cerebrum's hemispheres?

Listening

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

- The patient suffered a head injury.
- The doctors suspect that the man's temporal lobe is damaged.
- The patient's condition could lead to vision problems.

7 Listen again and complete the conversation.

- Psychologist 1:** How is the **1** _____ today?
- Psychologist 2:** No changes. We still don't know the extent of his **2** _____ damage.
- Psychologist 1:** Where was he **3** _____ again?
- Psychologist 2:** Right on the back of his head. The **4** _____ may be damaged.
- Psychologist 1:** Oh no! That could lead to **5** _____ problems, right?
- Psychologist 2:** Yes. An injury like this **6** _____ blindness.

Speaking

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

USE LANGUAGE SUCH AS:

*How is the patient?
Where was he/she injured?
That could lead to ...*

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

- a patient with a head injury
- what part of the brain might be injured
- what the injury could lead to

Student B: You are a psychologist. Talk to Student A about a patient with a head injury.

Writing

9 Use the conversation from Task 8 to fill out the patient notes.



Green Town Hospital

Green Town Hospital Patient Notes

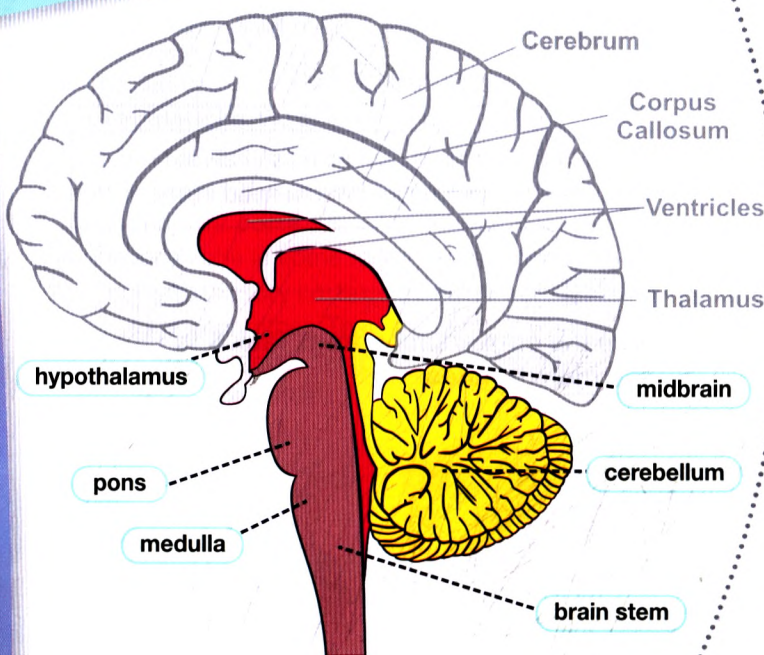
Name: Kevin Johnson

Injury: The patient experienced _____.
We suspect there is damage to his _____.
This could lead to _____.

Get ready!

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

- 1 What parts of the brain help control the body's senses?
- 2 What are the differences between the brain stem and the cerebellum?



The Lower Brain

The lower brain is the area of the brain below the cerebrum. One major part is the **brain stem**. Its **midbrain** controls certain senses. It also controls the body's involuntary functions in the **medulla**. The **pons** connects the medulla to other parts of the brain.

Another major part is the **cerebellum**. This is at the very bottom of the brain. It is largely responsible for the body's movement.

In another part of the brain, hormones control behavior and emotions. There, the **thalamus**, **hypothalamus**, and **pituitary gland** regulate these hormones. The **amygdalae** also govern emotions. These are part of the **limbic system**.

Reading

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

- 1 The pons is part of the system that controls emotions.
- 2 The brain stem and the medulla are in the same area of the brain.
- 3 Hormonal functions occur within the cerebellum.

Vocabulary

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

- 1 The students identified the part that sends signals from the medulla to the thalamus.
_ o _ _
- 2 The amygdalae are in the part that controls emotions.
l _ _ i _ y _ _ m
- 3 A number of senses are governed by the part that contains the medulla and midbrain.
_ r a _ _ s _ e _
- 4 Some emotional responses are affected by the part that creates and releases hormones.
_ _ p o _ h _ _ m _ _

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

1 **midbrain / amygdala**

- A Each _____ helps control certain emotions.
- B The _____ helps control vision and hearing.

2 **cerebellum / pituitary gland**

- A The _____ helps control the body's movements.
- B The _____ releases hormones that perform various functions.

3 **thalamus / medulla**

- A Breathing and heartbeat are controlled in the _____.
- B The _____ regulates the body's alertness.

- 5 Listen and read the encyclopedia article again. Which parts of the brain control involuntary functions?

Listening

- 6 Listen to a conversation between a student and a professor. Choose the correct answers.

- 1 What area of the brain are the speakers mainly discussing?
- A the cerebellum C the hypothalamus
B the brain stem D the limbic system
- 2 What part did the woman identify incorrectly?
- A the midbrain C the pons
B the thalamus D the medulla

- 7 Listen again and complete the conversation.

Student: Excuse me. I'm having trouble understanding the parts of the
1 _____.

Professor: All right. 2 _____ what the parts are?

Student: Let's see. There's the 3 _____, _____, and midbrain, right?

Professor: Exactly. Now, the midbrain governs several 4 _____.

Student: Okay, so the medulla must be the one that controls involuntary functions.

Professor: Right. Now, do you remember what the 5 _____?

Student: Does it 6 _____ the midbrain and medulla?

Speaking

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

USE LANGUAGE SUCH AS:

I'm having trouble ...

Do you remember ...?

Actually, ...

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

- a part of the brain you are confused about
- the function of the part
- the relationship between the part and other parts

Student B: You are a professor. Talk to Student A about a part of the brain.

Writing

- 9 Use the encyclopedia article and the conversation from Task 8 to fill out the student's notes.

Notes:

Parts of the brain

Part of the brain: Brain Stem. The brain stem's parts include _____.

Functions include _____.

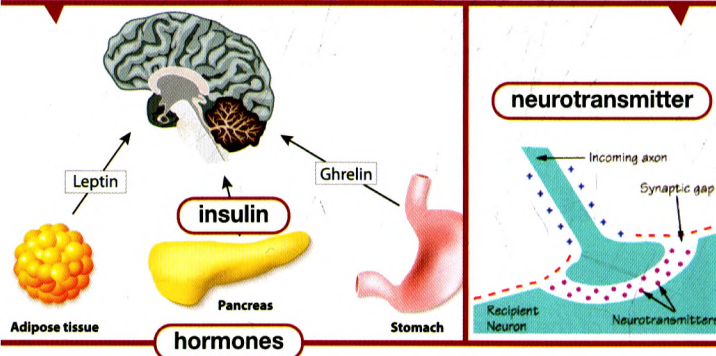
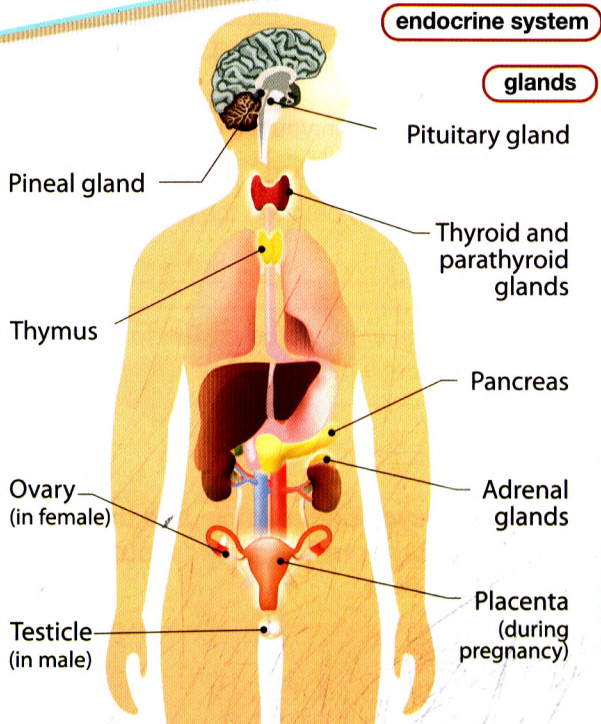
Part of the brain: _____.

Function: _____.

Get ready!

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

- 1 What is the difference between neurotransmitters and neuromodulators?
- 2 What is an example of a hormone and its function?



Reading

2 Read the handout. Then, mark the following statements as true (T) or false (F).

- 1 The endocrine system is located throughout the entire body.
- 2 Hormones can affect the chemicals in the blood.
- 3 Neurotransmitters and neuromodulators perform opposite functions.

Psych 101 – Class Handout – September 13

Chemical Messengers

Endocrine system – This is a series of **glands** throughout the body. These **regulate** the body by releasing **hormones**.

Hormones – These chemicals make the body's cells perform specific actions.

- Example: **Insulin** is one type of hormone. It regulates the amount of sugar in the blood.

Neurotransmitters – These chemicals transmit signals from neurons to other cells.

- Example: **Norepinephrine** is a neurotransmitter and hormone released in the brain. It regulates the functions of certain bodily organs.
- Example: An **endorphin** is a neurotransmitter and hormone released in the brain. It is produced during sensations of pleasure and pain.

Neuromodulators – These are groups of neurotransmitters.

- Example: **Acetylcholine** is one type of neuromodulator that controls muscle movement.

Vocabulary

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

Word BANK

insulin regulate norepinephrine
endocrine system acetylcholine endorphins

- 1 The glands of the _____ exist in various places around the body.
- 2 The spinal cord releases _____ and causes the muscles to move.
- 3 The body uses hormones to _____ many functions.
- 4 _____ in the blood affects sugar levels.
- 5 When the brain is under stress, it releases _____.
- 6 The brain can control pain sensations by releasing _____.

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

1 neuromodulator / hormone

A The gland released a _____ to regulate the body's blood sugar.

B A _____ carries signals to many neurons at once.

2 neurotransmitter / gland

A The skin contains a _____ that creates a specific hormone.

B A specific _____ sends signals to muscle tissue.

5 Listen and read the handout again. What do norepinephrine and endorphin have in common?

Listening

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

- What is the conversation mostly about?
A examples of neuromodulators
B the differences between various hormones
C the definition of an endorphin
D relationships between endocrine glands
- What does the man confuse with hormones?
A neuromodulators C neurotransmitters
B endorphins D glands

7 Listen again and complete the conversation.

- Student 1:** I'm confused about **1** _____. Can you explain them to me?
- Student 2:** They're **2** _____ in the brain. They send signals about pain and emotions.
- Student 1:** See, I thought that endorphins **3** _____.
- Student 2:** Well, actually, they are. Endorphins **4** _____ hormones and neurotransmitters.
- Student 1:** Really? But **5** _____ need multiple neurotransmitters?
- Student 2:** No, you're thinking **6** _____.

Speaking

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

USE LANGUAGE SUCH AS:

Did you understand ...?

Can you explain ...?

I thought ...

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

- a type of chemical messenger
- its similarities with other chemical messengers
- its differences from another chemical messenger

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

Writing

9 Use the handout and the conversation from Task 8 complete the test.



Psych 101 Test

Part Three:

Compare and contrast two chemical messengers.

_____ is a type of _____.

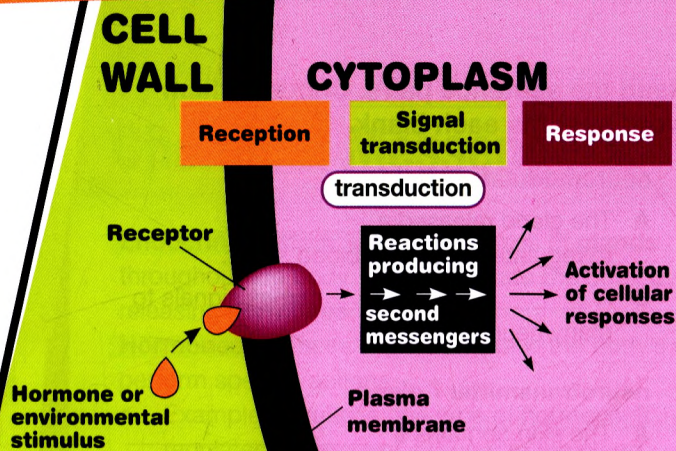
Similarly, _____ is also _____.

However, _____ is a type of _____, but _____ is not.

Get ready!

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

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



selective attention

selective attention.



sensory deprivation



senses

Reading

2 Read the webpage. Then, complete the table.

Concept	Abilities Tested
Sensory Adaptation	1 _____ _____
2 _____ _____	Distinguishing a quiet sound from a louder one
Selective Attention	3 _____ _____

Vocabulary

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

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

- A the decline of a sensory response as a result of unchanging stimuli
- B the ability to focus on only a small part of the environment
- C the branch of psychology that studies perception and the senses
- D the smallest change in a stimulus that a person can perceive
- E the lack of a normal amount of sensory information
- F the smallest amount of a stimulus that a person can perceive

SU State University

PSYCHOLOGY DEPARTMENT

Current Experiments

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

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

Another experiment studied **absolute thresholds**. Students measured how well volunteers heard quiet sounds. They also measured barely noticeable **difference thresholds**. This involved the change from quiet sounds to louder sounds.

Next: Students are now designing an experiment to test **selective attention**. Subjects will focus on one image from a group.

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

Word BANK

transduction sensation sense perception

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

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

Listening

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

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

- 7 Listen again and complete the conversation.

Psychologist: Can you help me set up a 1 _____ experiment?
Assistant: Sure. 2 _____ is this?
Psychologist: It's examining 3 _____.
Assistant: Interesting. Will it test failures 4 _____?
Psychologist: Yes. The subjects will watch a video. I'll tell them 5 _____ athletes throwing a ball.
Assistant: But 6 _____ will also happen in the video?

Speaking

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

USE LANGUAGE SUCH AS:

Can you help me ...?
 Will it test ...?
 I bet ...

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

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

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

Writing

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

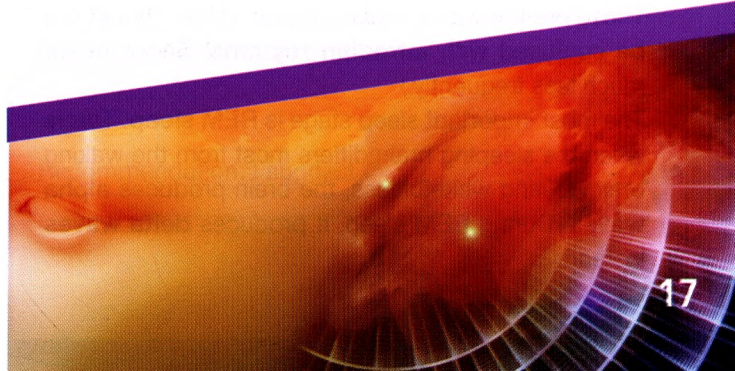
Current Experiments

Purpose of experiment:

To study the effects of _____ on _____.

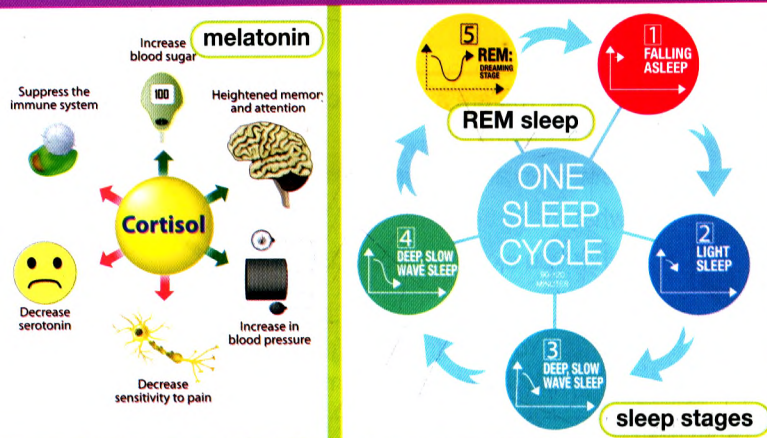
Steps of experiment:

- 1 The subjects are required to _____.
- 2 The researchers will examine _____.



Get ready!

- 1 Before you read the passage, talk about these questions.
- 1 What is the difference between alpha waves and delta waves?
 - 2 What are the different types of biological rhythms?



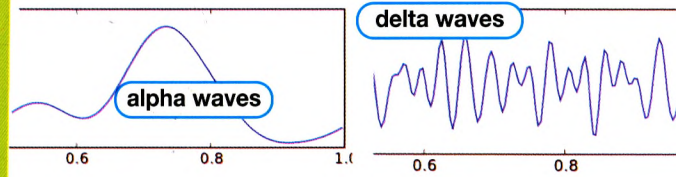
What Happens During Sleep?

Sleep is important because it affects **biological rhythms**. Appropriate rhythms are essential to healthy bodily function. The body uses **melatonin** to regulate these important processes.

The sleep cycle itself is a **circadian rhythm**. It should occur once a day. If it doesn't, the body could experience **internal desynchronization**.

The sleep cycle includes several **ultradian rhythms**. These are known as **sleep stages**. (They should not be confused with **infradian rhythms**. Those occur much less frequently.)

The most important sleep stage is **REM sleep**. This is when the sleeping brain differs most from the waking brain. During wakefulness, the brain produces **alpha waves**. During REM sleep, it produces **delta waves** instead.



Reading

- 2 Read the brochure. Then, choose the correct answers.

- 1 What is the purpose of the brochure?
 - A to advertise a course in biological rhythms
 - B to discuss recent studies in ultradian rhythms
 - C to explain the importance of regular infradian rhythms
 - D to describe a particular circadian rhythm
- 2 Which of the following causes a person to sleep?
 - A alpha waves
 - B melatonin
 - C internal desynchronization
 - D delta waves
- 3 What is true about delta waves?
 - A They are similar to alpha waves.
 - B They require a person to be awake.
 - C They are rare in most people.
 - D They occur during REM sleep.

Vocabulary

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

- | | |
|------------------|-----------------------|
| 1 __ melatonin | 4 __ delta waves |
| 2 __ REM sleep | 5 __ infradian rhythm |
| 3 __ alpha waves | 6 __ ultradian rhythm |

- A the period of sleep when dreams occur
- B the brainwaves that occur when a person is in deep sleep
- C a hormone that helps regulate circadian rhythms
- D a biological rhythm that occurs more than once per day
- E the brainwaves that occur when a person is relaxed but awake
- F a biological rhythm that occurs less than once per day

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

1 biological rhythm / sleep stage

- A The first _____ is the shortest of the five.
 B People eat and digest food as a part of a _____.

2 circadian rhythm / internal desynchronization

- A The sleep cycle is an example of a(n) _____.
 B When something disrupts a biological cycle, _____ occurs.

5 Listen and read the brochure again. What biological rhythms are included in the sleep cycle?

Listening

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

- 1 ___ The man is getting less sleep than he did before.
 2 ___ According to the woman, the man's ultradian rhythms are disrupted.
 3 ___ The woman suggests sleeping medication for the man.

7 Listen again and complete the conversation.

Psychologist: So, Tim. You're 1 _____?
Patient: Yes, it's terrible. But I'm getting 2 _____.
Psychologist: Are there 3 _____ in your sleeping habits?
Patient: Yes, actually. It's my new job. I only sleep for two or three hours 4 _____.
Psychologist: Hmm. It sounds like you're suffering from 5 _____.
Patient: Really? But I'm still sleeping the same number of hours per day.
Psychologist: Perhaps. But 6 _____ your ultradian rhythms.

Speaking

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

USE LANGUAGE SUCH AS:

You're feeling ...?
It sounds like ...
What does that mean?

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

- a problem related to sleep
- recent changes in his or her sleeping habits
- how to resolve the problem

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

Writing

9 Use the conversation from Task 8 to fill out the patient notes.



PATIENT NOTES

Patient: _____

Notes: The patient feels _____.
 Recently, the patient experienced this change in sleeping habits: _____.

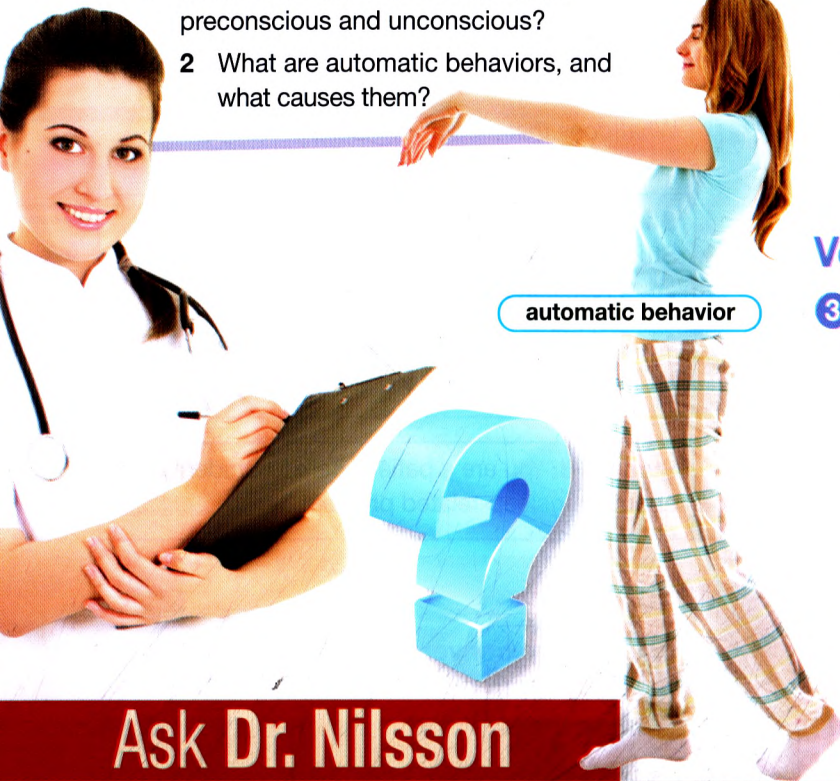
Diagnosis: I believe the problem is _____

Recommendation: I suggest _____

Get ready!

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

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



automatic behavior

Reading

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

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

Vocabulary

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

- | | |
|-----------------------------------------|-----------------------------------------------|
| 1 <input type="checkbox"/> state | 4 <input type="checkbox"/> unconscious |
| 2 <input type="checkbox"/> shift | 5 <input type="checkbox"/> automatic behavior |
| 3 <input type="checkbox"/> preconscious | 6 <input type="checkbox"/> consciousness |

- A an awareness that people have of themselves and their surroundings
- B a part of the mind where subconscious thoughts are easily recalled from
- C actions that people perform without being aware of them
- D a condition that a person is in at a particular time
- E a part of the mind where deep subconscious thoughts exist
- F a change in the status of something

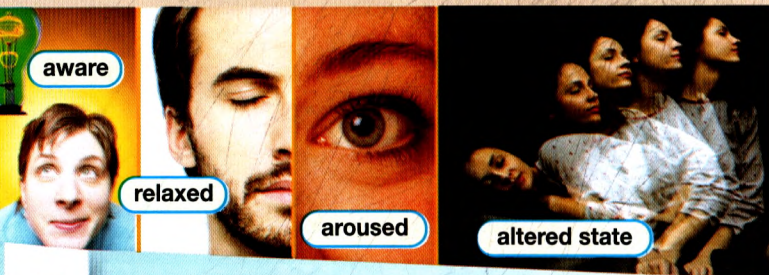
4 Fill in the blanks with the correct words or phrases from the word bank.

Word BANK

altered state aroused
subconscious aware relaxed

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

Ask Dr. Nilsson



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

— Bob in Braxton

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

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

— Dr. N

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

Listening

- 6 Listen to a conversation between a psychologist and a patient. Choose the correct answers.
- What is the conversation mostly about?
 - A difficulty recalling preconscious thoughts
 - B how to prevent the woman from sleepwalking
 - C why the woman is feeling tired
 - D an inability to enter a relaxed state
 - What does the man think the woman's problem is?
 - A Her brain remains aroused at night.
 - B Her preconscious thoughts do not become conscious.
 - C Her body is unable to perform automatic behaviors.
 - D Her unconscious is causing a disturbance.

- 7 Listen again and complete the conversation.

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

Psychologist: Hmm. Do you 2 _____ at night?

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

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

I'm having trouble ...

So you ...

What do you think ...?

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

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

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

Writing

- 9 Use the advice column and the conversation from Task 8 to fill out the sleep analysis notes.



Results from the Sleep Lab

Patient: _____

Symptoms: The patient is having trouble _____.

Test Results: According to the sleep analysis, _____.

Diagnosis: The problem is _____.

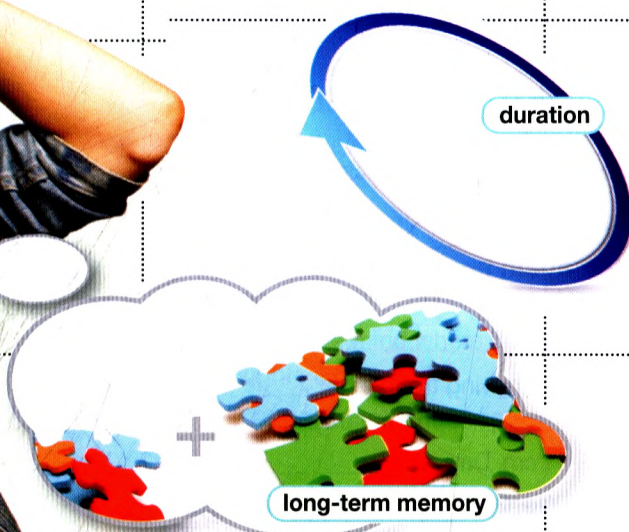
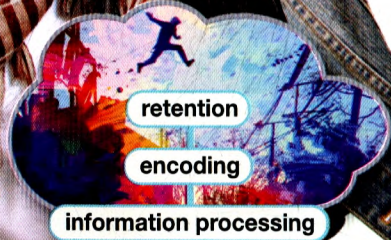
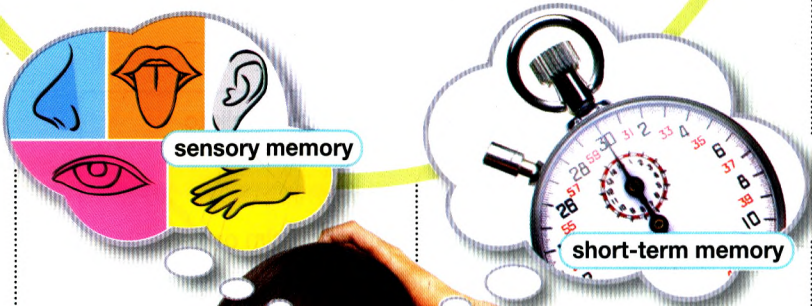
Get ready!

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

- 1 How long is information stored in different types of memory?
- 2 How does the brain store and process memory?

Memory

Memory is the ability to store and recall information. There are various types of memory. The mind stores memories using **information processing**. This begins with **encoding**. Encoding prepares information for **retention**. Then, the mind stores it in one of three systems of memory. The three systems are **sensory memory**, **short-term memory**, and **long-term memory**. The systems store memories for different **durations**. Sensory memory only lasts for a few seconds. Short-term memories last for up to thirty seconds. However, information **rehearsal** can extend short-term memories. Finally, long-term memory stores information for **retrieval** indefinitely.



Reading

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

- 1 ___ The first step of information processing is encoding.
- 2 ___ Short-term memory is the system with the shortest duration.
- 3 ___ The duration of short-term memory can be lengthened.

Vocabulary

3 Match the words or phrases (1-5) with the definitions (A-E).

- | | |
|-----------------|----------------------|
| 1 ___ retrieval | 4 ___ long-term |
| 2 ___ encoding | 5 ___ sensory memory |
| 3 ___ rehearsal | |

- A a system that stores sensory information for a very short time
- B the change of information into a storable form
- C occurring for an extended period of time
- D the ability to recall information from memory
- E the act of repeating information to keep it in memory

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

Word BANK

memory retention duration
short-term information processing

- Without _____, people's thoughts would not make sense.
 - The patient's _____ stores information for an unusually long time.
 - Many people remember childhood for the _____ of their entire lives.
 - The mind often stores phone numbers in its _____ memory.
 - The patient understands ideas, but she has trouble with _____ over time.
- 5 Listen and read the textbook chapter again. How long does short-term memory store information?

Listening

- 6 Listen to a conversation between two students. Choose the correct answers.

- What is the conversation mostly about?
 - the duration of different memory types
 - parts of the brain involved in memory retention
 - the steps in the process of storing memory
 - typical information stored in long-term memory
- What concept does the man identify incorrectly?
 - encoding
 - retrieval
 - rehearsal
 - duration

- 7 Listen again and complete the conversation.

Student 1: Do you remember the steps of 1 _____ ?
Student 2: Um, it begins with 2 _____, I think.
Student 1: And that prepares the memory 3 _____, right?
Student 2: Exactly. 4 _____ what happens next?
Student 1: Well, next is 5 _____ in the brain. That's when it's stored.
Student 2: Actually, that's not it. Think again.
Student 1: Oh, you're right. 6 _____ is the storage process.

Speaking

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

USE LANGUAGE SUCH AS:

Do you remember ... ?
It begins with ...
Actually, that's not it.

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

- the steps of information processing
- an error that you make
- correcting the error

Student B: You are a student. Talk to Student A about the steps involved in information processing.

Writing

- 9 Use the textbook chapter and the conversation from Task 8 to fill out the student's notes.

Notes

CHAPTER 9.1

Memory

Compare and contrast the following concepts.

The difference between short-term memory _____ and _____ is _____.

The difference between _____ and _____ is _____.

Get ready!

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

- 1 What is the difference between echoic memory and iconic memory?
- 2 What is the benefit of chunking?



Improving Your Memory

There are many methods of improving memory. One method is **chunking**. This splits information into small groups. That way, it is easier to remember. It's often used with sequences of digits, like phone numbers.

Rote rehearsal is another method. It works because repetition helps store information. The mind creates **acoustic codes**. Then, **echoic memory** repeats them in a **phonetic loop**.

The mind retains images similarly. Imagine staring at an image for a long time. This maintains it in the **visuo-spatial sketchpad**. Then, it stays in the **iconic memory** longer.

These methods improve a person's conscious, **explicit memory**. **Implicit memory**, on the other hand, is harder to control.



iconic memory

echoic memory



visuo-spatial sketchpad



rote rehearsal

1234567890



123 456 7890

Vocabulary

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

Word BANK

acoustic code rote rehearsal phonetic loop
visuo-spatial sketchpad chunking

- 1 The mind briefly stored the sight of the fireworks on a(n) _____.
- 2 _____ information into groups makes it easier to remember.
- 3 The mind repeated the song in a(n) _____.
- 4 The echoic memory stores information as a(n) _____.
- 5 By repeating information through _____, a person can memorize it.

Reading

2 Read the article. Then, complete the table.

Method	Why it works
1 _____	Smaller groups of information are easier to remember
Rote rehearsal	2 _____
Watching something for a long time	3 _____

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

1 implicit memory / explicit memory

A The man had a conscious, _____ of the party a day earlier.

B Early childhood events are more likely to remain in _____.

2 echoic memory / iconic memory

A The sound repeated in the woman's _____.

B The man's _____ stored the image of the painting.

5 Listen and read the article again. How does staring at a picture improve a memory?

Listening

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

1 ___ The man's implicit memory works normally.

2 ___ The man's condition is unusual in someone his age.

3 ___ The woman suggests using rote rehearsal to retain information.

7 Listen again and complete the conversation.

Patient: So, Doctor. Am I 1 _____ memory?

Psychologist: Yes and no. Your 2 _____ is fine. You easily perform normal tasks such as driving.

Patient: Yes. But I can't remember dates and phone numbers.

Psychologist: Right. That's common at your age. It's your short-term, 3 _____.

Patient: Is there any way 4 _____ it?

Psychologist: Yes. I recommend 5 _____.

Patient: That's repeating information over and over, right?

Psychologist: Yes. And it's best to 6 _____ . That will help you retain details in your memory.

Speaking

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

USE LANGUAGE SUCH AS:

Am I losing ...?

I can't remember ...

I recommend ...

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

- a problem with your memory
- what parts of your memory are affected
- how you can improve your memory

Student B: You are a psychologist. Talk to Student A about memory loss and improving memory.

Writing

9 Use the conversation from Task 8 to fill out an email to a patient.

Improving Your Memory

Hello Ken,

I'm sorry to hear about the trouble with your memory. If I understand correctly, your problem is _____. But you don't have a problem with _____. Therefore, I think the cause is _____. You can improve this by _____.

I hope that helps!

Dr. Stevens



The Work of Dr. Delilah Harris

Get ready!

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

- 1 What are some different ways that people learn?
- 2 What is a disadvantage of memorization as a learning method?



affective

Dr. Harris's work focuses on **learning**. As an undergraduate, she researched learning through repetition. This included **conditioning** and **habituation**.

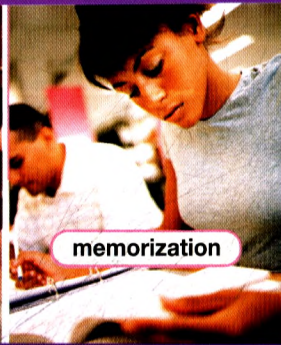
The results encouraged her to further explore **associative learning** in adults. She also wrote a paper on **memorization**.

As a graduate student, Harris began to specialize. Her particular area of interest was **play**. She observed how play helps children with **enculturation**.

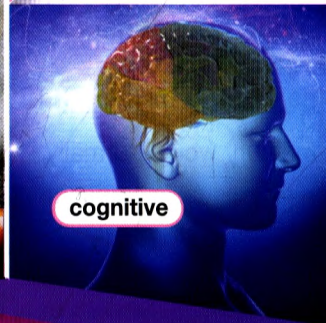
Today, Dr. Harris continues to study children's play. Her current project focuses on **psychomotor** learning. It examines the **cognitive** development needed for physical skills. Her next project will address play and emotional development. It will be a targeted study of **affective** learning.



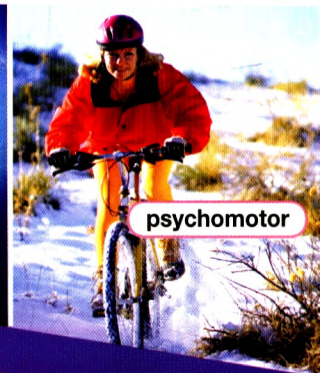
play



memorization



cognitive



psychomotor

Reading

2 Read the journal article. Then, choose the correct answers.

- 1 What is the article mainly about?
 - A a review of a psychologist's speech
 - B a summary of a psychologist's projects
 - C an announcement of a psychologist's award
 - D a course that a psychologist teaches
- 2 Which is NOT part of the psychologist's study of children?
 - A associative learning
 - B enculturation
 - C psychomotor learning
 - D cognitive development
- 3 What does the psychologist plan to study next?
 - A conditioning
 - B enculturation
 - C affective learning
 - D psychomotor learning

Vocabulary

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

- | | |
|----------------|-------------------|
| 1 __ play | 4 __ conditioning |
| 2 __ affective | 5 __ memorization |
| 3 __ learning | 6 __ habituation |

- A a process in which an individual becomes familiar with a stimulus
- B a process in which an individual gains knowledge
- C a process in which an individual makes an association between a stimulus and a response
- D behavior that is mainly for fun, but also aids in learning
- E related to mood or emotion
- F a form of learning in which an individual can recall something perfectly

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

word BANK

associative learning enculturation
cognitive psychomotor

- Learning how to ride a bicycle is a form of _____ learning.
- The process of _____ teaches children the rules of society.
- A(n) _____ process is something that takes place in the mind, like thinking or reasoning.
- Making a conscious connection between two stimuli is an example of _____.

- 5 Listen and read the journal article again. What is the difference between memorization and conditioning?

Listening

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

- ___ The man wants to study associative learning.
- ___ The woman prefers to study enculturation.
- ___ The psychologists will include habituation in their study.

- 7 Listen again and complete the conversation.

Psychologist 1: For our next experiment, I'd like to study 1 _____.
What do you think?

Psychologist 2: Associative learning is great, but 2 _____ to have a narrower focus.

Psychologist 1: Okay, what's your 3 _____?

Psychologist 2: Why 4 _____ study conditioning?

Psychologist 1: That's a good idea. 5 _____ is a kind of associative learning, isn't it?

Psychologist 2: Exactly. We can focus on a particular 6 _____ perception.

Speaking

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

USE LANGUAGE SUCH AS:

I'd like to study ...

I'd prefer ...

Why don't we ...?

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


- what you want to study
- what he or she wants to study
- other subjects to include in the study

Student B: You are a psychologist. Talk to Student A about what you want to study.

Writing

- 9 Use and the conversation from Task 8 to fill out the email.

The Work of Dr. Delilah Harris



Hi George,
Here's what I think we should study in our next learning experiment: _____.
I think this is an interesting topic because _____.

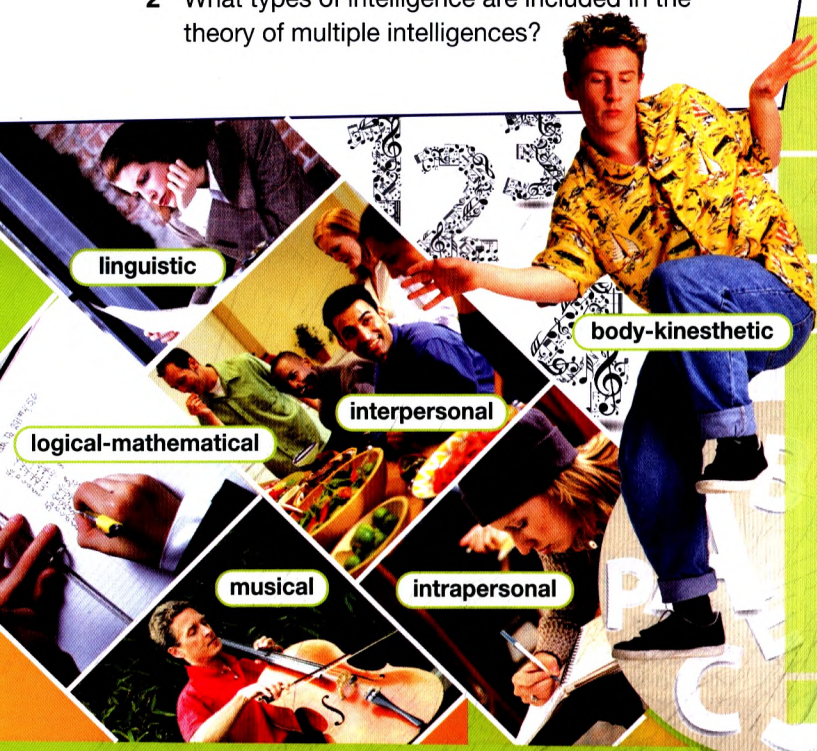
Let me know what you think.
Frances

13 Intelligence

Get ready!

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

- 1 How can a person measure intelligence?
- 2 What types of intelligence are included in the theory of multiple intelligences?



Psychology 232: The Psychology of Learning and Memory

Syllabus

Week 1 The course begins with **general intelligence** (g). This is the most widely understood type of **intelligence**. Students will take sample **IQ tests**.

Week 2 We'll examine criticisms of IQ tests. Are they fair? Can we design a test without **cultural biases**?

Week 3 Introduction to the **Theory of Multiple Intelligences (TMI)**.

Week 4 Small groups will focus on different areas of TMI:

- The **linguistic** and **logical-mathematical** group focuses on language, numbers, and symbols. They will also examine **musical** intelligence.
- The **body-kinesthetic** and **spatial** group focuses on movement and building objects.
- The **interpersonal** and **intrapersonal** group examines society and self.

Week 5 Groups will give presentations to the class.

Reading

2 Read the syllabus. Then, choose the correct answers.

- 1 What information does the class mainly cover?
A theories of intelligence from around the world
B famous psychologists who studied intelligence
C the different focuses of each type of intelligence
D tutorials on how to write an intelligence test
- 2 What is a potential problem with IQ tests?
A They are difficult to prepare for.
B They are not popular in many places.
C They only measure one type of intelligence.
D They may contain biases.
- 3 Which of the following is NOT part of the multiple intelligences theory?
A general intelligence
B musical intelligence
C linguistic intelligence
D spatial intelligence

Vocabulary

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

- | | | | |
|---|-----------------|---|------------------|
| 1 | __ intelligence | 5 | __ IQ |
| 2 | __ linguistic | 6 | __ bias |
| 3 | __ spatial | 7 | __ interpersonal |
| 4 | __ musical | 8 | __ intrapersonal |

- A related to relationships between people
B the ability to think and learn
C a measurement of intelligence based on test scores
D related to the appreciation or production of music
E an idea that influences people's thinking
F related to movement in 3-D space
G related to a person's understanding of him- or herself
H related to language

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

1 **body-kinesthetic / logical-mathematical**

- A A skilled athlete has high _____ intelligence.
 B Having high _____ intelligence will help with problem-solving.

2 **general intelligence / Theory of Multiple Intelligences**

- A A person's _____ is what IQ tests are supposed to measure.
 B The _____ explains how different types of intelligence work together.

5 Listen and read the syllabus again. What are some types of physical intelligence?

Listening

6 Listen to a conversation between two students. Mark the following statements as true (T) or false (F).

- 1 ___ The woman got a high score on her English test.
 2 ___ The woman reviews the Theory of General Intelligence.
 3 ___ The man has a high logical-mathematical intelligence.

7 Listen again and complete the conversation.

- Student 1:** You did 1 _____ on that English test. But my score was terrible!
Student 2: Yeah, but you did better on our math test. We just have different 2 _____.
Student 1: I thought all intelligence was the same.
Student 2: Not according to the Theory of 3 _____.
Student 1: What does that mean?
Student 2: You have higher 4 _____ - _____ intelligence. And I have higher linguistic intelligence.
Student 1: Oh, I think I get it. So I'm better with numbers. And you're better 5 _____.
Student 2: Right. And you're also good at 6 _____. It's nothing to be ashamed of.

Speaking

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

USE LANGUAGE SUCH AS:

*You did really well on ...
 We have different ...
 So I'm ... and you're ...*

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

- different types of intelligence
- his or her type of intelligence
- your type of intelligence

Student B: You are a student. Talk to Student A about different types of intelligence.

Writing

9 Use the syllabus and the conversation from Task 8 to fill out the worksheet.

Psychology 232:

Multiple Intelligences



Someone with a high linguistic intelligence is usually good at _____.

Someone with a high _____ intelligence is usually good at _____.

Someone with a high _____ intelligence is usually good at _____.

Get ready!

- 1 Before you read the passage, talk about these questions.
- How do people use language?
 - What is the importance of studying language?



Psychology Department **PF**

Psycholinguistics Faculty

Dr. Edward Francis

Dr. Francis studies **language** in its smallest units. Some of his recent work focuses on **phonemes**. He is interested in how sounds **denote** meaning. His work also examines the relationships between sounds and **concepts**. This involves an examination of **morphemes**. Think about the /s/ in “dogs.” Why does it mean more than one dog? Ask Dr. Francis!

Dr. Gina Richardson

Dr. Richardson has a background in **linguistics**. She is most interested in issues of **semantics**. In particular, she studies how words **connote** different feelings. Dr. Richardson also teaches Advanced **Grammar**, which is a detailed look at English **syntax** and parts of speech.

Reading

- 2 Read the webpage. Then, choose the correct answers.
- What is the purpose of the website?
 - to encourage students to join the psychology department
 - to describe the history of psycholinguistics
 - to give an overview of a linguistics course
 - to summarize the specialties of faculty members
 - What does Dr. Francis mainly study?

A sounds	C syntax
B sentences	D semantics
 - Which is NOT a focus of Dr. Richardson’s studies?

A phonemes	C grammar
B syntax	D semantics

Vocabulary

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

- | | |
|---------------|------------------|
| 1 __ morpheme | 4 __ concept |
| 2 __ phoneme | 5 __ linguistics |
| 3 __ syntax | 6 __ semantics |

- | |
|----------------------------------------------|
| A the study of word meaning |
| B the study of language |
| C the smallest unit of meaning in a language |
| D an idea |
| E the study of sentence structure |
| F the smallest unit of sound in a language |

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

- Some psychologists study the words and symbols that people use to communicate.
l _ _ g _ _ e
- One word can directly mean several different things. _ e _ _ t _
- Some words imply a more negative feeling than others. _ o _ _ _ t e
- When learning a new language, it is a good idea to study its rules and structure. _ r _ _ m _ r
- The student majored in the study of how the brain acquires language.
p _ _ c _ _ _ i _ _ _ _ s t i _ _

5 Listen and read the webpage again. What aspect of sound does Dr. Francis study?

Listening

6 Listen to a conversation between a student and a professor. Mark the following statements as true (T) or false (F).

- The man is majoring in psychology.
- The man is trying to learn a new language.
- The woman identifies a connection between grammar and brain function.

7 Listen again and complete the conversation.

Student: Professor Richardson? I don't understand why we study **1** _____.

Professor: Language is very important! After all, it's how we **2** _____ each other.

Student: But I can speak English just fine. Besides, I'm a **3** _____.

Professor: Well, psychologists examine the brain, right?

Student: Sure, of course. What does that **4** _____ with it?

Professor: The brain processes information using language. To understand it, you have to study **5** _____.

Student: Hmm. I didn't think of it like that. So **6** _____ will help me understand the brain?

Professor: Absolutely.

Speaking

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

USE LANGUAGE SUCH AS:

I don't understand ...
Psychologists examine ...
I didn't think of ...

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

- studying language
- the benefit of understanding linguistics
- the relationship between language and psychology

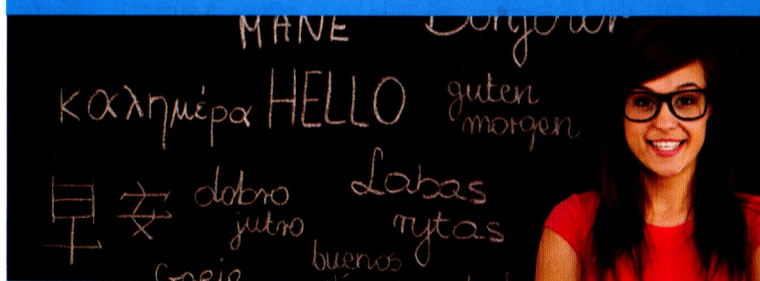
Student B: You are a professor. Talk to Student A about studying language.

Writing

9 Use the conversation from Task 8 to fill out the email.

Psychology department

The importance of Language



Dr. Richardson,

Thanks for meeting with me. I didn't understand why we're studying language in the psychology department. But now I know that language is important because

_____.

It's also important because _____.

Thanks again for your help.

Eric Kelvin

15 Personality

Get ready!

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

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



What's My Type?

Use this guide to understand your test results.
PLEASE NOTE: All results are approximate. One response does not always indicate a pattern.

- 1 Which activity do you prefer?
A going to a party B reading a book
If you answered "A," you are an **extrovert**. If you answered "B," you are an **introvert**.
- 2 What will the future be like?
A good B bad
If you answered "A," your **disposition** is **optimistic**. If you answered "B," it is **pessimistic**.
- 3 How do you solve problems?
A I tell people what to do.
B I wait until the problem goes away.
If you answered "A," your **personality** is **aggressive**. If you answered "B," it is **passive**.

Reading

2 Read the guide. Then, complete the table.

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

Vocabulary

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

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

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

- 1 **passive / optimistic**
A A(n) _____ person expects to be happy.
B If someone is _____, he or she avoids arguments.
- 2 **pessimistic / aggressive**
A _____ people believe that their lives will get worse and worse.
B A(n) _____ person might yell at other people to achieve a goal.
- 3 **disposition / response**
A The subject's _____ to the question showed that she was unhappy.
B The man's _____ is usually friendly and kind.

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

Listening

- 6 Listen to a conversation between two students. Choose the correct answers.

- 1 What is the conversation mostly about?
- A how to set up a personality experiment
 - B the results of a personality test
 - C the reasons to study personality
 - D which qualities of a personality are best
- 2 What is true about the woman?
- A She is optimistic.
 - B She is an extrovert.
 - C She is aggressive.
 - D She is an introvert.

- 7 Listen again and complete the conversation.

- Student 1:** Hey, Della. What did your 1 _____ say?
- Student 2:** Not what I expected. It said my 2 _____ is pessimistic.
- Student 1:** That surprises you?
- Student 2:** Yes. I'm a nice person, and I have lots of friends. 3 _____ I'm optimistic?
- Student 1:** That means 4 _____ . You could still be pessimistic.
- Student 2:** Are you sure?
- Student 1:** Of course. How did 5 _____ number two?
- Student 2:** I put that 6 _____ bad things to happen.

Speaking

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

USE LANGUAGE SUCH AS:

It said ...
Doesn't that mean ...?
Are you sure?

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

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

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

Writing

- 9 Use the conversation from Task 8 to fill out the personality assessment.

Personality Test: Results

Subject: Della Wilson



Results

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

Results

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

Glossary

- absolute threshold** [N-COUNT-U7] An **absolute threshold** is the smallest amount of stimulation that an observer can detect.
- acetylcholine** [N-UNCOUNT-U6] **Acetylcholine** is a neuromodulator that allows the spinal cord to control muscles, among other functions.
- acoustic code** [N-COUNT-U11] An **acoustic code** is a collection of information that is organized by the way it sounds.
- affect** [V-T-U1] To **affect** something is to change it.
- affective** [ADJ-U12] If something is **affective**, it is related to mood or an emotional state.
- aggressive** [ADJ-U15] If someone is **aggressive**, he or she is likely to act forcefully or argue with others.
- alpha waves** [N-COUNT-U8] **Alpha waves** are relatively slow and large brainwaves, and generally occur during relaxed wakefulness.
- altered state** [N-COUNT-U9] An **altered state** is a state of consciousness that differs from a normal state of sleep or wakefulness.
- amygdalae** [N-PLURAL-U5] The **amygdalae** are two groups of nuclei in the brain's limbic system, which help control emotions and the sense of smell.
- aroused** [ADJ-U9] If a person is **aroused**, he or she is alert and ready to react to stimuli.
- assess** [V-T-U1] To **assess** something is to evaluate and define it.
- associative learning** [N-UNCOUNT-U12] **Associative learning** is a form of learning in which an individual makes connections between two stimuli or between a behavior and a stimulus.
- auditory cortex** [N-COUNT-U4] The **auditory cortex** is a region of the cerebrum located in the temporal lobe, and is responsible for interpreting sounds.
- automatic behavior** [N-COUNT-U9] An **automatic behavior** is a behavior that a person performs without being aware of it.
- autonomic nervous system** [N-COUNT-U3] The **autonomic nervous system** is the part of the peripheral nervous system that is responsible for the unconscious control of the body's internal systems, such as organs and glands.
- aware** [ADJ-U9] If someone is **aware**, he or she is able to perceive and understand the surrounding environment.
- behavior** [N-COUNT-U1] A **behavior** is an observable action or reaction to something.
- bias** [N-COUNT-U13] **Bias** is an idea or prejudice that influences a person's thinking.
- biological rhythm** [N-COUNT-U8] A **biological rhythm** is a variation in a biological system that goes through a regular cycle, and may or may not have psychological effects.
- body-kinesthetic** [ADJ-U13] If something is **body-kinesthetic**, it is related to the body's movement and coordination.
- brain** [N-COUNT-U2] The **brain** is the organ of the body that is responsible for thinking and controlling the body.
- brain stem** [N-COUNT-U5] The **brain stem** is a part of the brain that connects to the spinal cord, and includes the medulla, pons, and midbrain.
- central nervous system (CNS)** [N-COUNT-U2] The **central nervous system (CNS)** is made of the brain and the spinal cord, and sends and receives messages to and from the rest of the body to direct behavior.
- cerebellum** [N-COUNT-U5] The **cerebellum** is a part of the brain located at the rear of the bottom of the brain, which mostly controls movement.
- cerebrum** [N-COUNT-U4] The **cerebrum** is the largest part of the human brain.
- chunking** [N-UNCOUNT-U11] **Chunking** is the act of organizing small amounts of information into larger groups so they become easier to remember.
- circadian rhythm** [N-COUNT-U8] A **circadian rhythm** is a biological rhythm that has a period of about twenty-four hours, and includes the human sleep cycle.
- cognitive** [ADJ-U12] If something is **cognitive**, it is related to conscious mental processes, like thinking or remembering.
- concept** [N-COUNT-U14] A **concept** is an idea.
- conditioning** [N-UNCOUNT-U12] **Conditioning** is a form of learning in which an individual makes an association between a particular stimulus and a particular response.

connote [V-T-U14] To **connote** something is to suggest or imply something other than the direct or literal meaning.

consciousness [N-COUNT-U9] **Consciousness** is a person's immediate awareness of his or her thoughts, sensations, existence, and surrounding environment.

corpus callosum [N-COUNT-U4] The **corpus callosum** is a bundle of fibers that connects the left hemisphere of the cerebrum to the right hemisphere of the cerebrum.

delta waves [N-COUNT-U8] **Delta waves** are short, regular brainwaves, and generally occur during periods of deep sleep.

denote [V-T-U14] To **denote** something is to indicate or represent it directly.

difference threshold [N-COUNT-U7] A **difference threshold** is the smallest difference in stimulation that an observer can detect while comparing two stimuli.

disposition [N-COUNT-U15] **Disposition** is a particular person's normal way of approaching or reacting to situations.

divided [ADJ-U3] If something is **divided**, it is split into more than one part or piece.

duration [N-COUNT-U10] **Duration** is the length of time during which something continues to happen.

echoic memory [N-UNCOUNT-U11] **Echoic memory** is a type of sensory memory that retains information that someone hears for a short period of time.

encoding [N-UNCOUNT-U10] **Encoding** is the change that information goes through so that the mind can store and retrieve it from the memory.

enculturation [N-UNCOUNT-U12] **Enculturation** is a process through which individuals learn about and become part of their surrounding culture.

endocrine system [N-COUNT-U6] The **endocrine system** is a system of glands that release hormones into the body to regulate it.

endorphin [N-COUNT-U6] An **endorphin** is a hormone that acts as a neurotransmitter affecting sensations of pleasure and pain.

environment [N-COUNT-U1] An **environment** is a physical setting.

explicit memory [N-UNCOUNT-U11] **Explicit memory** is the conscious recollection of information or an event.

extrovert [N-COUNT-U15] An **extrovert** is a person who enjoys interacting with other people in a friendly way.

frontal lobe [N-COUNT-U4] The **frontal lobe** is the front part of the cerebrum, and is responsible for high-level thinking, such as complex problem-solving and planning.

function [N-COUNT-U1] A **function** is the job or purpose of something.

general intelligence [N-UNCOUNT-U13] **General intelligence** is the factor that intelligence tests generally measure, and that psychologists consider a good indication of a person's reasoning and problem-solving abilities.

gland [N-COUNT-U6] A **gland** is an organ in the body that produces a particular chemical.

grammar [N-UNCOUNT-U14] **Grammar** is a set of rules that determine how words can be used in the structure of a language.

gray matter [N-UNCOUNT-U2] **Gray matter** is part of the central nervous system that contains the bodies of nerve cells.

habituation [N-UNCOUNT-U12] **Habituation** is a process by which an individual temporarily becomes familiar with a stimulus and no longer responds to it with the same strength as before.

hemisphere [N-COUNT-U4] A **hemisphere** is one half of something that is round.

hormone [N-COUNT-U6] A **hormone** is a substance that causes a body's cells to perform a particular action.

hypothalamus [N-COUNT-U5] The **hypothalamus** is a part of the brain that is located below the thalamus and above the brain stem, which controls body temperature, fatigue, hunger, and thirst.

iconic memory [N-UNCOUNT-U11] **Iconic memory** is a type of sensory memory that retains information for a short period of time.

implicit memory [N-UNCOUNT-U11] **Implicit memory** is information that a person does not consciously remember, but which has an effect on his or her behaviors.

information processing [N-UNCOUNT-U10] **Information processing** is the ability the mind uses to understand and categorize thoughts and sensory perceptions.

Glossary

- infradian rhythm** [N-COUNT-U8] An **infradian rhythm** is a biological rhythm that occurs less than once per day, and includes the human menstrual cycle.
- insular lobe** [N-COUNT-U4] The **insular lobe** is a part of the cerebrum inside of the groove that separates the frontal lobes from the parietal and temporal lobes, and is responsible for consciousness, motor control, and emotion.
- insulin** [N-UNCOUNT-U6] **Insulin** is a hormone that regulates the amount of sugar in blood.
- integrate** [V-T-U2] To **integrate** something is to make it a part of a larger whole.
- intelligence** [N-COUNT-U13] **Intelligence** is the ability to think and learn about the world, and to understand new ideas.
- internal desynchronization** [N-UNCOUNT-U8] **Internal desynchronization** is a state in which biological rhythms do not match up to each other.
- interpersonal** [ADJ-U13] If something is **interpersonal**, it is related to the relationships between people.
- intrapersonal** [ADJ-U13] If something is **intrapersonal**, it is related to an individual's understanding of him- or herself.
- introvert** [N-COUNT-U15] An **introvert** is a person who prefers to be alone rather than interact with other people.
- involuntary** [ADJ-U3] If an action is **involuntary**, a person cannot control or influence it.
- IQ (intelligence quotient)** [N-COUNT-U13] An **IQ (intelligence quotient)** is a generally accepted measurement of intelligence based on scores from a standardized test.
- language** [N-COUNT-U14] **Language** is the use of words to communicate through writing or through speaking.
- learning** [N-UNCOUNT-U12] **Learning** is a process through which individuals gain knowledge or skills.
- limbic system** [N-COUNT-U5] The **limbic system** is a collection of nerves in the brain, which contains the amygdalae and controls basic emotions.
- linguistic** [ADJ-U13] If something is **linguistic**, it is related to words or language.
- linguistics** [N-UNCOUNT-U14] **Linguistics** is the study of language and its parts.
- logical-mathematical** [ADJ-U13] If something is **logical-mathematical**, it is related to problem-solving and reasoning.
- long-term** [ADJ-U10] If something is **long-term**, it occurs or exists for a great or extended period of time.
- medulla** [N-COUNT-U5] The **medulla** is the lower half of the brainstem, which controls heart rate, blood pressure, and breathing.
- melatonin** [N-UNCOUNT-U8] **Melatonin** is a hormone that helps regulate circadian rhythms.
- memorization** [N-UNCOUNT-U12] **Memorization** is a form of learning in which an individual is able to recall something perfectly after learning it, but does not necessarily understand what it means.
- memory** [N-UNCOUNT-U10] **Memory** is the part of the mind that retains and retrieves information.
- mental** [ADJ-U1] If something is **mental**, it is related to the brain.
- midbrain** [N-COUNT-U5] The **midbrain** is a part of the brain that is located near the center, which helps control the functions of vision, hearing, movement, sleep, alertness, and temperature control.
- morpheme** [N-COUNT-U14] A **morpheme** is the smallest unit of meaning in a language.
- motor cortex** [N-COUNT-U4] The **motor cortex** is a region of the cerebrum on the boundary of the frontal, temporal, and parietal lobes, and is responsible for planning and executing movement.
- motor nerve** [N-COUNT-U3] A **motor nerve** is a nerve that sends messages from the brain or spinal cord to the body's muscles and controls movements.
- musical** [ADJ-U13] If something is **musical**, it is related to the appreciation or production of music.
- neuromodulator** [N-COUNT-U6] A **neuromodulator** is a network of neurotransmitters that transmit information to multiple systems in the body at once.
- neuron** [N-COUNT-U2] A **neuron** is a nerve cell.
- neurotransmitter** [N-COUNT-U6] A **neurotransmitter** is a chemical that transmits a signal from one neuron to another.
- norepinephrine** [N-UNCOUNT-U6] **Norepinephrine** is a hormone that the brain produces under stress, which acts as a neurotransmitter and controls functions such as heart rate and blood pressure.
- occipital lobe** [N-COUNT-U4] The **occipital lobe** is the rear part of the cerebrum, and is responsible for processing visual information from the eyes.
- optimistic** [ADJ-U15] If someone is **optimistic**, he or she hopes or believes that future events will be pleasant and desirable.

parasympathetic division [N-COUNT-U3] The **parasympathetic division** of the autonomic nervous system controls the body when it is at rest.

parietal lobe [N-COUNT-U4] The **parietal lobe** is the top middle part of the cerebrum, and is responsible for processing different kinds of sensory information.

passive [ADJ-U15] If someone is **passive**, he or she is not likely to act forcefully or argue with others.

pattern [N-COUNT-U15] A **pattern** is a set of events or behaviors that occurs repeatedly in the same way.

perception [N-UNCOUNT-U7] **Perception** is the process that the brain uses to interpret and organize information from the senses.

peripheral nervous system (PNS) [N-UNCOUNT-U3] The **peripheral nervous system (PNS)** is the part of the nervous system that is outside of the brain and spinal cord.

personality [N-COUNT-U15] A **personality** is a set of qualities and habits that distinguishes a particular person from other people.

pessimistic [ADJ-U15] If someone is **pessimistic**, he or she believes that future events will be unpleasant or undesirable.

phoneme [N-COUNT-U14] A **phoneme** is the smallest unit of sound in a language.

phonetic loop [N-COUNT-U11] A **phonetic loop** is a part of a memory system that rehearses verbal information to keep it in memory.

physical state [N-COUNT-U1] A **physical state** is the status of the body's systems in a particular circumstance.

pituitary gland [N-COUNT-U5] The **pituitary gland** is a gland that is located below the brain, which secretes hormones that control growth, conversion of nutrients, and other bodily functions.

play [N-UNCOUNT-U12] **Play** is an activity that individuals, especially children, participate in primarily for enjoyment. It is also an important form of learning.

pons [N-COUNT-U5] The **pons** is a part of the brainstem that transmits signals from the cerebrum to the medulla, then from the medulla to the thalamus.

preconscious [N-UNCOUNT-U9] The **preconscious** is the part of the mind storing thoughts and memories that a person is not immediately aware of, but can easily recall if needed.

process [N-COUNT-U1] A **process** is a set of events that take place in a certain order and have a specific result.

process [V-T-U2] To **process** something is to take it in and understand it.

psycholinguistics [N-UNCOUNT-U14] **Psycholinguistics** is the study of how the brain acquires and uses language.

psychology [N-UNCOUNT-U1] **Psychology** is the study of the brain or mind and how it influences the ways in which people act.

psychomotor [ADJ-U12] If something is **psychomotor**, it is related to body movements associated with mental activities.

psychophysics [N-UNCOUNT-U7] **Psychophysics** is a branch of psychology that studies the relationship between sensory experiences and the physical properties of stimuli.

reflex [N-COUNT-U2] A **reflex** is an uncontrolled and unlearned response to a stimulus.

regulate [V-T-U6] To **regulate** a process is to control its amount or frequency.

rehearsal [N-UNCOUNT-U10] **Rehearsal** is the act of repeating information in order to keep it in short-term memory.

relaxed [ADJ-U9] If a person is **relaxed**, he or she is awake but not alert or aroused.

REM (rapid eye movement) [N-UNCOUNT-U8] **REM (rapid eye movement)** sleep is a period of sleep in which the eyes move, the muscles lose tone, and the sleeping person dreams.

response [N-COUNT-U15] A **response** is someone's action or thought as a result of a particular event.

retention [N-UNCOUNT-U10] **Retention** is the ability to store facts and information in the memory.

retrieval [N-UNCOUNT-U10] **Retrieval** is the ability to recall facts and information from the memory.

rote rehearsal [N-UNCOUNT-U11] **Rote rehearsal** is the act of repeating a specific sequence of information to keep it in short-term memory.

selective attention [N-UNCOUNT-U7] **Selective attention** is the process of focusing on a small part of the environment while blocking out the rest of the environment.

Glossary

- semantics** [N-UNCOUNT-U14] **Semantics** is the study of the meanings of words.
- sensation** [N-COUNT-U7] A **sensation** is the detection or the experience of something in the surrounding environment resulting from stimulation of a sensory organ.
- sense** [N-COUNT-U7] A **sense** is an ability by which the body perceives something around it.
- sensory adaptation** [N-UNCOUNT-U7] **Sensory adaptation** is the reduction in response to a sensory perception that occurs when a stimulus is repetitive or unchanging.
- sensory deprivation** [N-UNCOUNT-U7] **Sensory deprivation** is the lack of normal amounts of sensory perception.
- sensory information** [N-UNCOUNT-U2] **Sensory information** is data that comes from the sense organs like the eyes or ears.
- sensory memory** [N-UNCOUNT-U10] **Sensory memory** is a system of memory that stores extremely accurate information from the senses for a short amount of time.
- sensory nerve** [N-COUNT-U3] A **sensory nerve** is a nerve that sends information from the body to the brain or spinal cord.
- shift** [N-COUNT-U9] A **shift** is a change in the state of something.
- short-term** [ADJ-U10] If something is **short-term**, it occurs or exists for a brief period of time.
- sleep stage** [N-COUNT-U8] A **sleep stage** is one of five stages of sleep that a person experiences while asleep, and are part of either REM sleep or NREM (non-rapid eye movement) sleep.
- somatic nervous system** [N-COUNT-U3] The **somatic nervous system** is the part of the peripheral nervous system that is responsible for the body's controllable movements.
- somatosensory cortex** [N-COUNT-U4] The **somatosensory cortex** is a region of the cerebrum located in the parietal lobe, and is responsible for interpreting information about the body's position, temperature, and pain levels.
- spatial** [ADJ-U13] If something is **spatial**, it is related to movement and orientation in three-dimensional space.
- spinal cord** [N-COUNT-U2] A **spinal cord** is a long, thick group of nerves that extends from the brain down the backbone.
- state** [N-COUNT-U9] A **state** is a person's mental or physical condition at a particular time.
- subconscious** [ADJ-U9] If something is **subconscious**, it occurs or exists in the unconscious.
- sympathetic division** [N-COUNT-U3] The **sympathetic division** of the autonomic nervous system controls the body's responses to threatening, dangerous, or otherwise arousing situations.
- syntax** [N-UNCOUNT-U14] **Syntax** is a set of rules that determines how words are arranged to form phrases and sentences in a particular language.
- temporal lobe** [N-COUNT-U4] The **temporal lobe** is the bottom middle part of the cerebrum, and is responsible for language-learning, speech, and forming new memories.
- thalamus** [N-COUNT-U5] The **thalamus** is a part of the brain that is located between the cerebral cortex and midbrain, which helps control consciousness, sleep, and alertness.
- Theory of Multiple Intelligences** [N-COUNT-U13] The **Theory of Multiple Intelligences** is the idea that there are many different elements of intelligence, and that people can have varying levels of them.
- transduction** [N-UNCOUNT-U7] **Transduction** is a process performed by sensory organs in which one type of energy becomes another.
- treat** [V-T-U1] To **treat** a medical condition is to try to correct it or make it less severe.
- ultradian rhythm** [N-COUNT-U8] An **ultradian rhythm** is a biological rhythm that occurs more often than once per day, and includes the stages in the human sleep cycle.
- unconscious** [N-UNCOUNT-U9] The **unconscious** is the part of the mind that a person is not aware of, but which influences his or her actions and feelings.
- visual cortex** [N-COUNT-U4] The **visual cortex** is a region of the cerebrum located in the occipital lobe, and is responsible for interpreting information from the eyes.
- visuo-spatial sketchpad** [N-COUNT-U11] A **visuo-spatial sketchpad** is a part of a memory system that holds visual and spatial information in memory.
- voluntary** [ADJ-U3] If an action is **voluntary**, a person can control or influence it.
- white matter** [N-UNCOUNT-U2] **White matter** is part of the central nervous system that does not contain the bodies of nerve cells.

**CAREER
PATHS**

Psychology

Book

2

Timothy Gilliland, PsyD

Jenny Dooley



Express Publishing

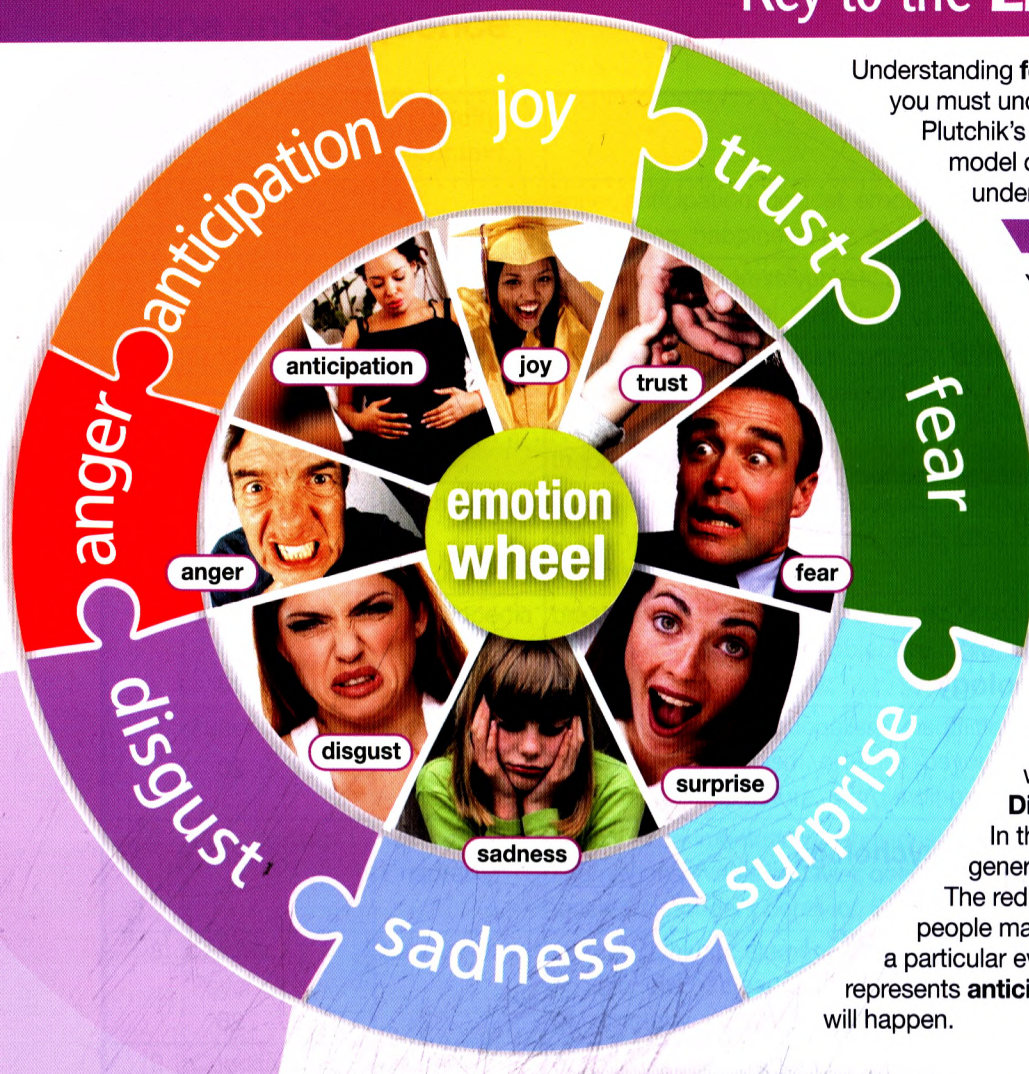
Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Emotions 1	Key	anger, anticipation, disgust, emotion wheel, emotion, experience, fear, feeling, happiness, joy, sadness, surprise, trust	Showing understanding
2	Emotions 2	Journal Article	acceptance, aggressiveness, anxiety, awe, contempt, disappointment, feel, grief, love, optimism, remorse, submission	Expressing surprise
3	Motivation	Textbook Chapter	arousal theory, biological, curiosity, drive theory, hierarchy of needs, homeostatic-regulation theory, hunger, instinctive behavior, motivation, opponent-process theory, sex drive, theory of needs	Asking for an example
4	Stress and Coping	Brochure	alarm, cope, deal with, exhaustion, life event, perceive, primary appraisal, resistance, secondary appraisal, stress response, stress, stressor	Asking for clarification
5	Structuralism	Encyclopedia Article	break down, components, dialectic, elementary sensation, empirical, introspection, objective, rigid, self-observation, structuralism, systematic	Correcting a misconception
6	Functionalism	Blog Post	active, function, functionalism, insufficient, overemphasis, passive, pragmatism, process, psychological process, psychological structure, surroundings, usefulness	Expressing confusion
7	Behaviorism	Textbook Chapter	animal experimentation, behaviorism, classical conditioning, internal, observable behavior, operant conditioning, Pavlov's dogs, ignore, respondent behavior, Skinner Box, speculation, stimuli	Recalling information
8	Gestalt Psychology	Lecture Notes	circular thinking, element, emergence, Gestalt psychology, holistic, law of closure, law of proximity, law of similarity, law of symmetry, multistability, reification, sum, whole	Expressing lack of understanding
9	Cognitivism	Journal Article	cognitivism, experimentation, fail to, framework, lack, naturalistic observation, primate, reductionist, response, scientific rigor, social interaction, think	Asking for an opinion
10	Psychodynamic Psychology	Magazine Article	conflict, conscience, defense mechanism, dissonance, ego, id, maladaptation, psyche, psychoanalysis, psychodynamic psychology, superego	Drawing on prior knowledge
11	Evolutionary Psychology	Online Encyclopedia Article	adapt, cross-cultural consistency, evolutionary psychology, evolve, form to function, function to form, inference, modular structure, natural selection, sexual selection, testability, universal	Introducing an example
12	Behavioral Genetics	Journal Article	biological system, causal relationship, gene, genetics, hereditary, identical, nature, nurture, quantitative trait loci, reductionist approach, trait, twin study	Agreeing
13	Humanistic Psychology	Textbook Chapter	actualize, comprehensive, free will, humanistic psychology, limitation, potential, reality, self-actualization, strength, succeed, unconditional positive regard	Expressing interest
14	Health Psychology	Webpage	biological process, biopsychosocial, cortisol, cultural factor, health psychology, healthcare, illness, smoking, social process, socioeconomic status	Asking for an explanation
15	The Scientific Method	Abstract	conclusion, control group, experiment, experimental group, hypothesis, independent variable, observation, problem, results, scientific method, testable	Expressing hope/desire

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Key to the Emotion Wheel



Understanding **feelings** is a complex process. First, you must understand the basic **emotions**. Robert Plutchik's **emotion wheel** (Figure 1) is one model of basic emotions. Use this guide to understand it.

Emotion

Yellow represents joy on the wheel. This is the emotion behind happiness.

The light green section is for trust. Trust makes people feel generally positive about others.

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

Opposite Emotion

Sadness appears in dark blue. This occurs when people are unhappy with events or circumstances.

Disgust is in purple, across from trust. In this state, people **experience** a generally negative feeling about others.

The red section represents **anger**. Angry people may want to harm someone for causing a particular event. Across from surprise, orange represents **anticipation**. It is a sense that something will happen.

Vocabulary

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

- | | |
|---------------|---------------------|
| 1 ___ feeling | 5 ___ disgust |
| 2 ___ anger | 6 ___ experience |
| 3 ___ joy | 7 ___ emotion wheel |
| 4 ___ fear | |

- A an emotion caused by not liking something
 B an emotion of feeling very upset or dissatisfied with someone
 C to feel or have sensations of something
 D an emotion in which someone feels good
 E the way a person feels when undergoing a certain emotion
 F an emotion of feeling scared
 G a graphical representation of emotions and feelings

Get ready!

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

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

Reading

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

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

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

1 happiness / anticipation

- A _____ is a feeling of well-being and contentment.
 B The expectation of an event causes _____.

2 emotion / sadness

- A The opposite of joy is _____.
 B Anger is not a happy _____.

3 trust / surprise

- A When unexpected events happen, a person may experience _____.
 B _____ relates to one person's general attitude towards another.

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

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

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

7 Listen again and complete the conversation.

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

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

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

Patient: What 3 _____?

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

Let's talk about ...
 I feel ...
 I see ...

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

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

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

Writing

9 Use the conversation from Task 8 to fill out the patient notes.

Patient Notes

Patient: Eliza Simmons
 Date: 12/10

Patient's feelings: _____

Changes from last week: _____



Psychology Majors Monthly

How to Talk to Your Patients

By Professor Greenfield

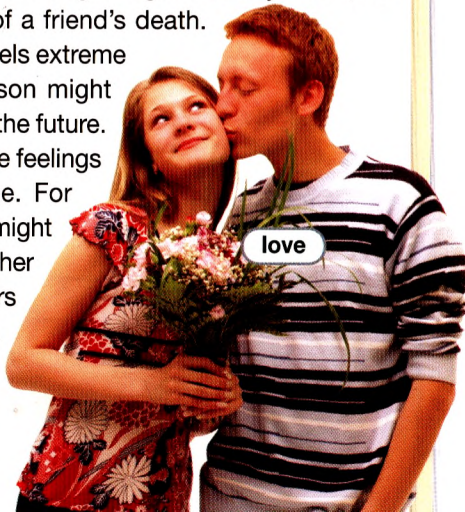
As a clinician, you must determine how patients **feel**. This is often difficult. Sometimes, people have trouble expressing emotions. Some may claim to be angry, but are really experiencing **disappointment**. Others may mistake **awe** for **love**.

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

Furthermore, feelings can change very quickly. Someone might feel **optimism** at the beginning of the day. Then, he or she receives news of a friend's death.

Suddenly, the person feels extreme **grief** instead. The person might also feel **anxiety** about the future.

On the other hand, some feelings take a while to change. For example, an employee might feel **contempt** for his or her boss. This may take years to become **acceptance**.



Get ready!

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

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

Reading

2 Read the journal article. Then, choose the correct answers.

- 1 What is the article mainly about?
 - A understanding the complexity of feelings
 - B treating particular emotional disorders
 - C helping patients experience positive feelings
 - D conducting a study on emotional responses
- 2 According to the article, which feeling might be confused with anger?

A grief	C remorse
B disappointment	D anxiety
- 3 According to the article, which feeling is especially difficult to talk about?

A aggressiveness	C anxiety
B optimism	D acceptance

Vocabulary

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

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

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

- 4 Read the sentence pairs. Choose the sentence that uses the underlined part correctly.
- A The death of a friend or family member usually causes grief.

B The man feels love for the people he dislikes.
 - A Happiness is similar to disappointment.

B Fear and anticipation are both part of anxiety.
 - A Acceptance is one part of remorse.

B Optimism is the quality of expecting good things to happen.
 - A Anger is related to the feeling of aggressiveness.

B Most people feel contempt for their closest friends.

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

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

- ___ The man felt anger towards his boss.
- ___ The man was surprised by his own reaction.
- ___ The man now feels contempt for his boss.

7 Listen again and complete the conversation.

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

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

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

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

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

Tell me more about ...

I'm so surprised ...!

Do you feel any different ...?

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

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

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

Writing

9 Use the conversation from Task 8 to fill out the memo.



Dr. Carson's Office

Patient Memo

Lloyd,

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

You told me about _____

You said it made you feel _____

I suggested that you _____

See you next week.

Dr. Carson

3 Motivation



CHAPTER
5

Motivation

Motivation is a complex field of psychology. It's also one of the most fundamental. As a result, there are many theories about motivation.

Some theories focus on **biological** needs, or drives. **Drive theory**, for example, suggests that people perform actions to reduce tension. The tension comes from unmet needs. **Homeostatic-regulation theory** also focuses on biological drives. Examples include **hunger** and **sex drive**. Usually, these drives prompt **instinctive behaviors**.

Other theories focus more on emotional aspects of responses. **Arousal theory** explains behavior as a way to manage excitement and boredom. It also provides a basis for **curiosity**. **Opponent-process theory** also addresses emotional needs. It matches each positive emotion with a negative emotion. According to the theory, people seek positive emotions while avoiding negative ones.

Theory of needs addresses both biological and emotional aspects of motivation. According to this theory, there is a **hierarchy of needs**. So a need for food is more important than a need for excitement.

Get ready!

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

- 1 What are some different theories of motivation?
- 2 What types of motivation apply to different behaviors?

Reading

2 Read the textbook chapter. Then, choose the correct answers.

- 1 What is the chapter mainly about?
 - A how people can control their motivation levels
 - B psychological disorders that affect motivation
 - C how different theories explain motivation
 - D challenges associated with studying motivation
- 2 Which theory does NOT focus on emotional responses?
 - A theory of needs
 - B arousal theory
 - C opponent-process theory
 - D homeostatic-regulation theory
- 3 Which is true about arousal theory?
 - A It pairs positive with negative emotions.
 - B It focuses mostly on biological needs.
 - C It ranks various needs according to importance.
 - D It addresses the drive of curiosity.

Vocabulary

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

- | | |
|-----------------|------------------------------|
| 1 __ hunger | 5 __ drive theory |
| 2 __ curiosity | 6 __ opponent-process theory |
| 3 __ biological | 7 __ hierarchy of needs |
| 4 __ motivation | 8 __ instinctive behavior |

- A a theory of motivation that focuses on physical needs
- B related to physical processes of living things
- C a theory of motivation that focuses on emotions
- D the desire to perform actions
- E the feeling of wanting or needing to eat
- F actions that are not learned or taught
- G the desire to learn about unknown things
- H a system of ranking needs according to their importance

4 Read the sentences and choose the correct words or phrases.

- Drive Theory/Sex drive** is an instinctive behavior that many living things have naturally.
- Arousal theory/Hierarchy of needs** says that people act because they are bored.
- The theory that people strive to keep their bodies balanced is called **opponent-process theory/homeostatic-regulation theory**.
- Some explanations, like **instinctive behavior/theory of needs** address both biological and emotional motivation.

5 Listen and read the textbook chapter again. What are some examples of biological needs?

6 Listen to a conversation between a professor and a student. Mark the following statements as true (T) or false (F).

- The man supports homeostatic-regulation theory.
- The man defines a theory incorrectly.
- The woman's example is covered by arousal theory.

7 Listen again and complete the conversation.

Student: Well, it just 1 _____. It explains that people do things to keep their bodies healthy.

Professor: Can you give me 2 _____?

Student: Sure. Sometimes, I feel 3 _____ to eat. And that's because my body needs food to survive.

Professor: That's good. But surely you eat when 4 _____, too.

Student: What do you mean?

Professor: Sometimes, you eat just for the taste, right? How does 5 _____ - _____ address that?

Student: Hmm. I didn't 6 _____. I guess that requires another theory.

Speaking

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

USE LANGUAGE SUCH AS:

Can you give me an example?

But surely ...

How does ... explain that?

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

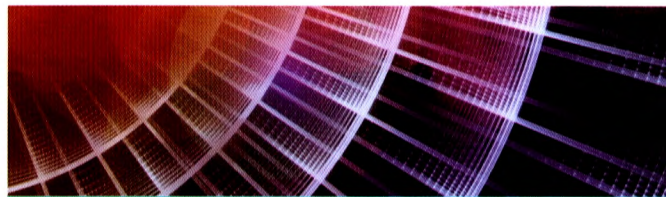
- a theory of motivation
- why you support the theory
- other theories that might apply

Student B: You are a professor. Talk to Student A about a theory of motivation.

Writing

9 Use the conversation from Task 8 to fill out the worksheet.

PSYCHOLOGY 232



Theories of Motivation

Theory #1: _____

What it covers: _____

What it doesn't cover: _____

Theory #2: _____

What it covers: _____

What it doesn't cover: _____



Stress: A Natural Part of Life

What causes stress?

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

The stress response

When a stressful event occurs, your body goes through three stages. The first stage is **alarm**. Your body fills with energy to fight the stressor. If the stressor still persists, the body moves on to **resistance**. The body still wants to fight, but it is losing energy. The final stage is **exhaustion**. This is an undesirable state of extreme tiredness.

How to deal with stress

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

Get ready!

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

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

Reading

2 Read the brochure. Then, complete the table.

Cause	Effect
A person experiences a major life event.	1 _____ _____
2 _____ _____	The body enters the resistance stage.
A person makes an accurate primary appraisal.	3 _____ _____

Vocabulary

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

- | | |
|-----------------|------------------------|
| 1 __ stressor | 5 __ perceive |
| 2 __ alarm | 6 __ cope |
| 3 __ resistance | 7 __ life event |
| 4 __ exhaustion | 8 __ primary appraisal |

- A an important occurrence in a person's life
- B something that causes a person to feel stress
- C the first evaluation of a stressor, including how stressful it is
- D to see or notice something
- E a stage of stress response when energy levels are heightened
- F to manage a negative situation
- G a stage of stress response when energy levels start to drop
- H a stage of stress response when the body is extremely tired

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

WORD BANK

stress secondary appraisal
deal with stress response

- 1 The _____ is an assessment of what someone can do about a stressful event.
- 2 When something stressful occurs, the body immediately starts the _____.
- 3 The psychologist helps people _____ stressors more effectively.
- 4 _____ is the feeling of nervousness or anxiousness.
- 5 Listen and read the brochure again. What are the three stages in the stress response?

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

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

- 7 Listen again and complete the conversation.

Psychologist: 1 _____ in your life right now?

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

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

Patient: What do you mean?

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

What's going on ...?

What do you mean?

I need to ...

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

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

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

Writing

- 9 Use the conversation from Task 8 to fill out the patient notes.



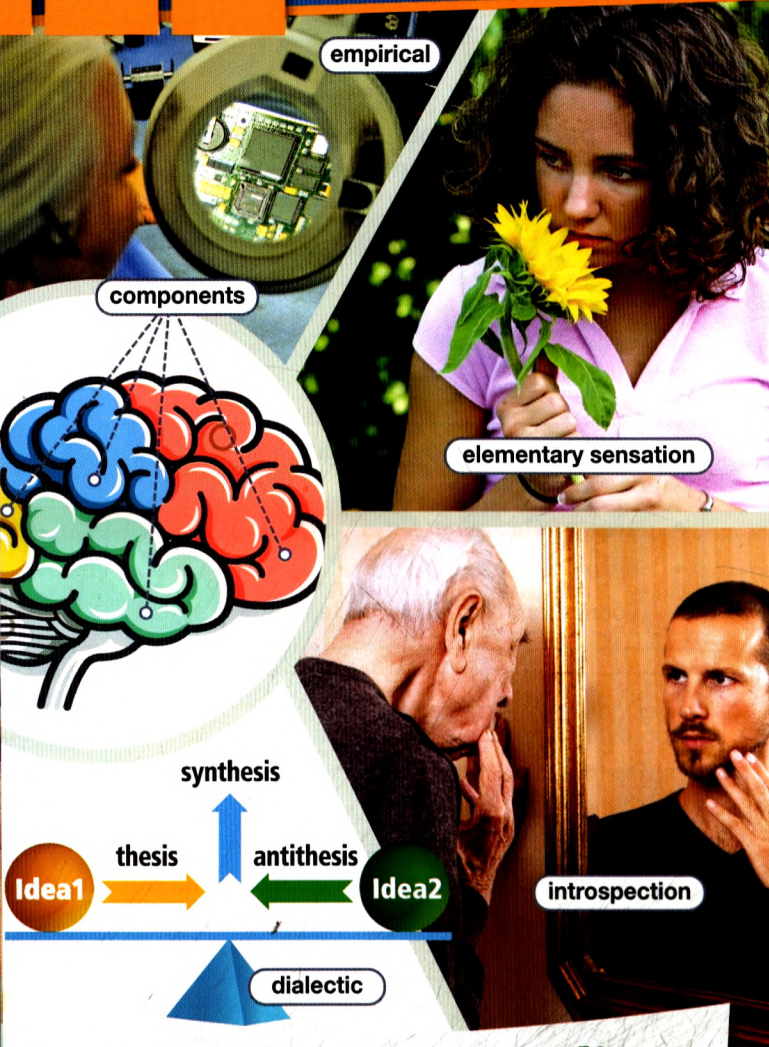
Dr. Dennis Murray

Patient Notes

Patient Name: Cindy McSpadden

The patient's condition: _____

Recommendations: _____



Referepedia Structuralism

Structuralism was one of the first schools of modern psychology. Structuralists tried to **break down** mental processes into basic **components**. They believed that **systematic introspection** would lead to **empirical** truths.

A major area of examination was the senses. Structuralists broke down senses into **elementary sensations**. For instance, an elementary sensation of touching water was 'wetness.' An elementary sensation of looking at the sky was 'blue.' After finding multiple people's elementary sensations, they compared them. This **dialectic** was intended to reveal universal truths about perception.

But many psychologists found flaws in the theory. They determined that structuralism's method of **self-observation** was fundamentally not **objective**. Different people reported wildly different elementary sensations. Consequently, the resulting data were not useful to analysts. Other schools of psychology emerged to replace structuralism. New, **rigid** methods left less room for feelings and personal bias. Today, structuralism is studied largely as a historical theory.

Get ready!

- 1 Before you read the passage, talk about these questions.
- 1 What is the theory of structuralism?
 - 2 What is a common criticism of structuralism?

Reading

- 2 Read the encyclopedia article. Then, mark the following statements as true (T) or false (F).
- 1 Structuralists were some of the first modern psychologists.
 - 2 Structuralists tried to examine the components of mental processes.
 - 3 Psychologists rejected structuralism because it was too rigid.

Vocabulary

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

- | | |
|---------------------------------------|-------------------------------------------------|
| 1 <input type="checkbox"/> dialectic | 5 <input type="checkbox"/> component |
| 2 <input type="checkbox"/> objective | 6 <input type="checkbox"/> introspection |
| 3 <input type="checkbox"/> systematic | 7 <input type="checkbox"/> elementary sensation |
| 4 <input type="checkbox"/> break down | |

- A to separate something into its individual parts
 B influenced only by facts, and not feelings or beliefs
 C the act of examining one's own thoughts
 D a method of comparing two opposing ideas
 E an individual part of something
 F performed according to a planned set of steps
 G the most basic part of a sensory experience

- 4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 **self-observation / structuralism**

- A The school of _____ was popular in the early twentieth century.
 B The act of _____ allows people to examine their own thoughts.

2 **rigid / empirical**

- A The procedure has _____ instructions that must be followed carefully.
 B Scientists perform experiments to collect _____ evidence.

- 5 Listen and read the encyclopedia article again. What did structuralists do after finding elementary sensations?

Listening

- 6 Listen to a conversation between a student and a professor. Choose the correct answers.
- 1 What is the conversation mostly about?
 - A the results of a psychological study
 - B how to maintain complete objectivity
 - C a challenge when studying the senses
 - D differences between psychological theories
 - 2 What did structuralists discover?
 - A facts about the senses
 - B the importance of introspection
 - C the flaw in self-observation
 - D a way to analyze emotions

- 7 Listen again and complete the conversation.

Student: I was wondering, what is the purpose of finding 1 _____?

Professor: Well, structuralists believed that they could compare different individuals' sensations.

Student: They compared two similar sensations with 2 _____, right?

Professor: Exactly. They hoped this would reveal something about 3 _____.

Student: So the structuralists discovered important facts about senses.

Professor: Actually, 4 _____. They found that the process relied too much on introspection.

Student: Oh, I think I get it. Self-observation can't 5 _____.

Professor: Precisely. People's 6 _____ influenced their senses too much.

Speaking

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

USE LANGUAGE SUCH AS:

I was wondering ...

Actually, they ...

I can see why ...

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

- structuralism
- a concept that you want to clarify
- a criticism of structuralism

Student B: You are a professor. Talk to Student A about structuralism.

Writing

- 9 Use the encyclopedia article and the conversation from Task 8 to fill out the student's notes.

NOTES

Structuralism

Goal of structuralism: _____

Example: _____

Methods of structuralism: _____

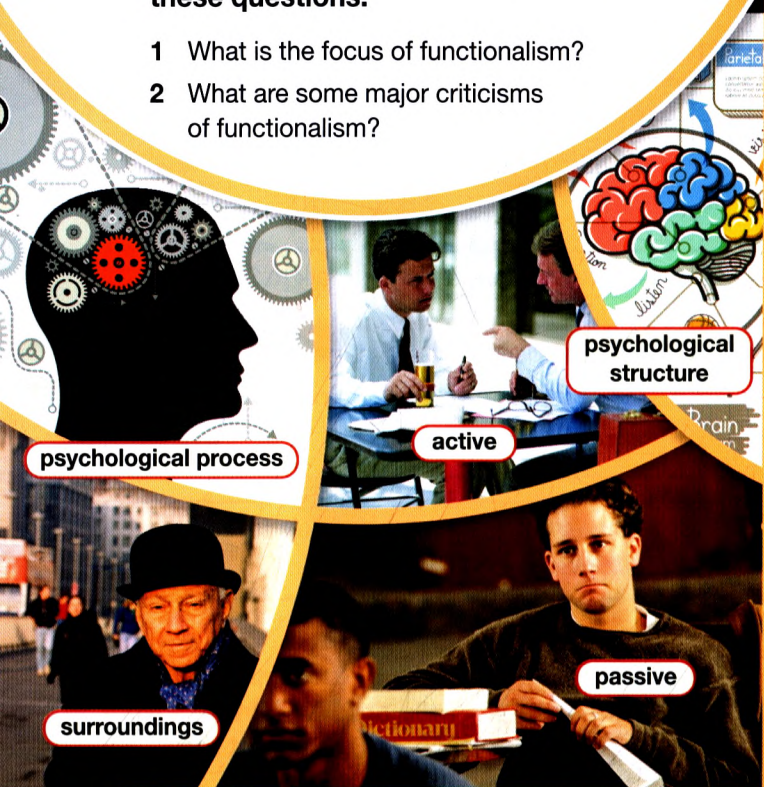
Criticism of structuralism: _____



Get ready!

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

- 1 What is the focus of functionalism?
- 2 What are some major criticisms of functionalism?



James' Psych Blog

Functionalism

Posted September 9

We are currently studying **functionalism** for my psych history class. It was an early approach to psychology. Its focus contained elements of **pragmatism**. In other words, functionalists placed importance on observable consequences. So they worked backwards, from the result to the cause. They identified **psychological structures** by examining the **functions** that resulted. According to functionalists, all **psychological processes** were adaptations to **surroundings**. Each process must have some **usefulness** in the environment.

Critics argue that functionalism has **insufficient** focus. I tend to agree with this. Functionalism is good for analyzing **active** psychological processes. However, it almost completely excludes **passive** ones. In other words, it only looks at the actions that result from processes. But people **process** some information without an observable action. A passive process like disinterest can be difficult to observe. As a result, there is an **overemphasis** on active emotions. That's primarily why functionalism is not widely used today.

Reading

2 Read the blog post. Then, mark the following statements as true (T) or false (F).

- 1 ___ The concept of functionalism contains ideas from pragmatism.
- 2 ___ Functionalists believe that environments change based on thought processes.
- 3 ___ Passive psychological processes are difficult to analyze with functionalism.

Vocabulary

3 Match the words or phrases (1-5) with the definitions (A-E).

- 1 ___ pragmatism
- 2 ___ functionalism
- 3 ___ usefulness
- 4 ___ psychological process
- 5 ___ psychological structure

- A a theory that focuses on the purposes of processes
- B a part of the mind where mental processes occur
- C a function of the mind with multiple steps and a specific result
- D the concept that an idea's meaning is related to its results
- E the ability of something to serve a purpose

4 Fill in the blanks with the correct words: *passive, process, surroundings, overemphasis, function, insufficient, active.*

- 1 The researcher waited for the computer to _____ the new set of data.
- 2 Each part of the body fulfills a very specific _____.
- 3 Over time, many creatures adapt and do well in their particular _____.
- 4 A(n) _____ process often occurs without any observable results.
- 5 A(n) _____ process usually results in an observable change.
- 6 The professor placed a(n) _____ on some theories, and not enough focus on others.
- 7 With _____ data, the researchers could not draw a conclusion.

- 5 Listen and read the blog post again. Why is functionalism not widely used today?

Listening

- 6 Listen to a conversation between a student and a professor. Choose the correct answers.
- 1 What is the conversation mostly about?
A psychologists' renewed interest in functionalism
B a process that functionalism cannot address
C the benefits of using functionalism to examine processes
D similarities between functionalism and other theories
 - 2 What is boredom an example of?
A an observed behavior
B an active emotion
C a passive process
D a useful function

- 7 Listen again and complete the conversation.

Student: You made it seem like a bad 1 _____ psychology. But it seems logical to me.

Professor: Well, let's talk about it. Why does it seem logical?

Student: Um, for one, it makes sense that each 2 _____ has a function.

Professor: Okay. So 3 _____ of, say, boredom?

Student: Hmm. I don't see that 4 _____ . What did the functionalists say?

Professor: See, that's the trouble. The functionalists really only looked at 5 _____ .

Student: Oh, right. They observed behaviors. But boredom is a 6 _____ .

Speaking

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

USE LANGUAGE SUCH AS:

I'm confused about ...

It makes sense that ...

That's the trouble.

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

- functionalism
- your understanding of a concept
- a criticism of the concept

Student B: You are a professor. Talk to Student A about functionalism.

Writing

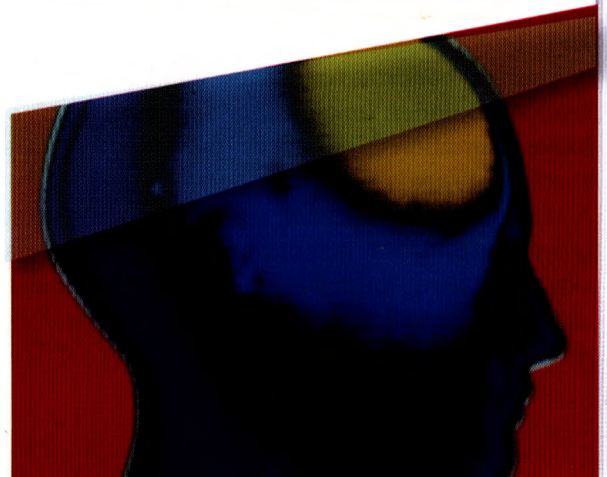
- 9 Use the blog post and the conversation from Task 8 to fill out the student's worksheet.

Functionalism and the criticisms against it:

A focus of functionalism: _____

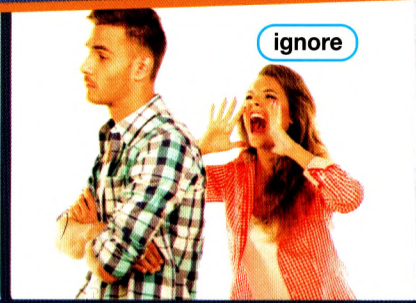
One criticism against functionalism: _____

Another criticism against functionalism: _____





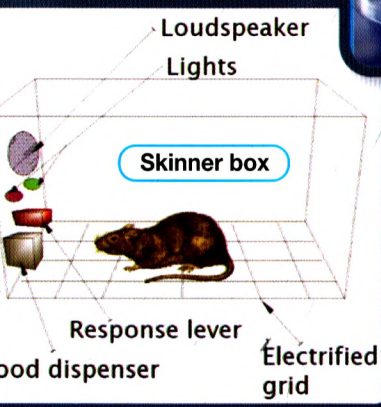
Pavlov's dog



ignore



animal experimentation



Skinner box



observable behavior

1.4.0 Intro to Behaviorism

As the name suggests, **behaviorism** examines behaviors. It focuses on how we learn behavior, as well as how we measure it. Behaviorists do not address **internal** factors, such as thoughts. To some, this is strange. How can psychologists **ignore** thoughts? There's a logical answer. As scientists, behaviorists seek measurable events for observation. However, nobody can directly observe another's thoughts. So the study of thoughts requires **speculation**. This was not scientific enough for early behaviorists. That's why they turned their attention to **observable behaviors**.

1.4.1 How Does It Work?

There are two major types of behavioral conditioning. One is **operant conditioning**. Many traditional experiments involved **Skinner boxes**. This was a form of **animal experimentation**. The boxes presented animals with shocks or rewards based on different behaviors. Another type is **classical conditioning**. This involves provoking a natural response to a **stimulus**. A famous example of this is the experiment with **Pavlov's dogs**. They learned the same **respondent behavior** for receiving food and hearing a bell.

Get ready!

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

- 1 What are the basic principles of behaviorism?
- 2 What are the two main forms of behavioral conditioning?

Reading

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

- 1 ___ Behaviorists examine the effects of thoughts on behavior.
- 2 ___ Behaviorists try to avoid speculation.
- 3 ___ Pavlov's dogs were a famous example of classical conditioning.

Vocabulary

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

- 1 ___ internal
 - 2 ___ behaviorism
 - 3 ___ Pavlov's dogs
 - 4 ___ observable
 - 5 ___ operant conditioning
 - 6 ___ classical conditioning
 - 7 ___ animal experimentation behavior
- A the process of testing ideas on subjects like mice or monkeys
- B happening or existing inside of the mind or body
- C a form of learning based on the outcome of someone's actions
- D a school of psychology that focuses on behavioral conditioning
- E the subjects of a famous experiment involving conditioning
- F a form of learning that involves linking the responses to stimuli
- G the actions that people can study

4 Fill in the blanks with the correct words or phrases: *stimuli, ignored, speculation, Skinner box, respondent behavior.*

- Some insects react strongly to _____ such as bright lights.
- According to behaviorists, examining thoughts requires too much _____.
- The scientist _____ an important factor, and the experiment failed.
- The scientists tested the rabbit by placing it in a(n) _____.
- The mouse displayed a(n) _____ by jumping after a loud noise.

5 Listen and read the textbook chapter again. According to behaviorists, what is the problem with studying thoughts?

Listening

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

- What is the conversation mostly about?
 - the difference between classical and operant conditioning
 - a particular experiment demonstrating behavioral principles
 - the limitations of focusing strictly on behaviors
 - the relationship between behaviorism and other branches of psychology
- What does the woman give an example of?
 - an internal factor
 - speculation
 - a Skinner box
 - respondent behavior

7 Listen again and complete the conversation.

- Student:** I'm not sure I understand 1 _____. Can you give me an example of an experiment?
- Professor:** Definitely. Perhaps the 2 _____ involved Pavlov's dogs. Do you know that one?
- Student:** That sounds familiar. That involved feeding the dogs, right?
- Professor:** Yes, it did. Pavlov 3 _____ while ringing a bell.
- Student:** Oh, I remember now. The dogs salivated when 4 _____.
- Professor:** Precisely. Do you know what that 5 _____ is called?
- Student:** That's a 6 _____, isn't it?

Speaking

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

USE LANGUAGE SUCH AS:

I'm not sure I understand ...

Perhaps the most ... / Oh, I remember now.

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

- a behavioral concept
- an experiment that demonstrates the concept
- how the experiment worked

Student B: You are a professor. Talk to Student A about a behaviorist concept.

Writing

9 Use the conversation from Task 8 to fill out the excerpt from the student's quiz.

Behaviorism Pop Quiz

Describe one of the forms of conditioning below.

Type of conditioning: _____

Example experiment: _____

Result: _____

Get ready!

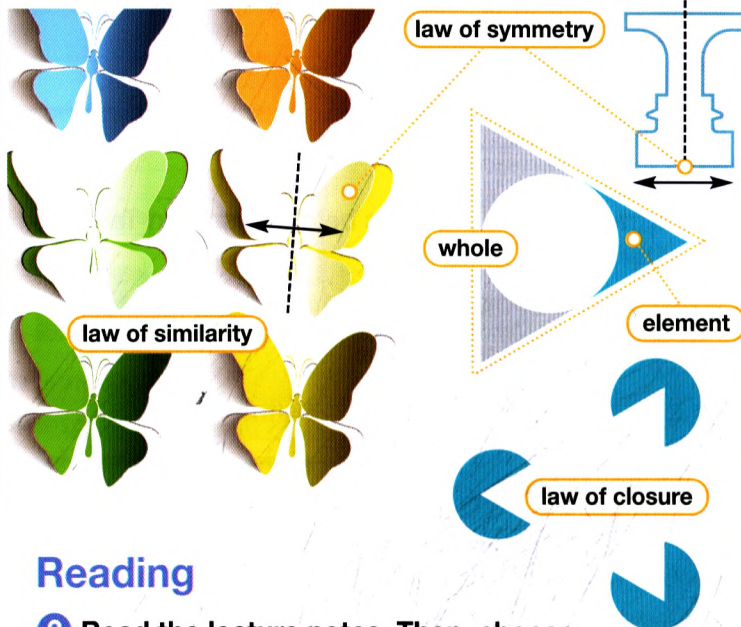
1 Before you read the passage, talk about these questions.

- 1 What is Gestalt psychology?
- 2 What are some laws of Gestalt psychology?

law of proximity

Gestalt

P S Y C H O L O G Y



Reading

2 Read the lecture notes. Then, choose the correct answers.

- 1 What is the passage mainly about?
 - A a comparison of Gestalt psychology and other branches
 - B basic principles behind Gestalt psychology
 - C famous experiments in Gestalt psychology
 - D the medical applications of Gestalt psychology
- 2 According to the passage, what is Gestalt psychology often criticized for?
 - A circular thinking
 - B reification
 - C multistability
 - D proximity
- 3 What explains why someone might group yellow objects together?
 - A the law of proximity
 - B the law of closure
 - C the law of similarity
 - D the law of symmetry

Gestalt psychology is a school of psychology that studies the perception of patterns.

- People perceive objects in a **holistic** manner. Basically, people perceive objects as **wholes**, not collections of **elements**. Instead of individual objects in groups, people perceive **sums**.
- Criticism: Gestalt psychology engages in **circular thinking**. (People perceive patterns because the mind perceives patterns.)

Gestalt psychology is based on several principles.

- **Emergence** is the idea that people recognize wholes before their parts.
- **Reification** involves adding information to a perception. This helps the brain interpret something familiar.
- **Multistability** is a tendency to interpret some patterns in multiple ways.

Laws of Gestalt psychology:

- **Law of proximity** – People perceive objects that are near each other as groups.
- **Law of similarity** – People perceive objects that resemble each other as groups.
- **Law of closure** – People perceive shapes as whole when they are not.
- **Law of symmetry** – People perceive symmetrical objects as centered on one point.

Vocabulary

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

- | | |
|------------------------|-------------------------|
| 1 __ reification | 5 __ law of similarity |
| 2 __ emergence | 6 __ law of proximity |
| 3 __ circular thinking | 7 __ Gestalt psychology |
| 4 __ law of symmetry | |
- A a type of flawed logic in which a premise supports itself
 - B a tendency to interpret more parts than are actually there
 - C a principle in which people perceive nearby objects as a group
 - D the process in which the mind perceives groups of parts as a whole
 - E a principle in which people perceive something as halves around a center
 - F a field of science that studies the perception of patterns in the mind
 - G a principle in which people consider objects with like features as a group

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

Word BANK

element holistic law of closure
multistability sum whole

- 1 A(n) _____ analysis focuses on all of someone's psychological functions.
- 2 Behavior is just one _____ of a psychological profile.
- 3 The _____ of a painting's brushstrokes allows people to see a picture.
- 4 People's brains tend to organize parts into a(n) _____.
- 5 The _____ made the woman perceive the broken object as a bowl.
- 6 The picture demonstrates _____ since it can be perceived in two different ways.

5 Listen and read the lecture notes again. Why do people sometimes see shapes that are not actually there?

6 Listen to a conversation between two students. Mark the following statements as true (T) or false (F).

- 1 ___ The woman confuses the laws of proximity and closure.
- 2 ___ The man gives an example of the law of similarity.
- 3 ___ The man outlines the process of reification.

7 Listen again and complete the conversation.

Student 1: Great! Maybe you can help me. I think I'm misunderstanding the 1 _____.

Student 2: Oh, that one's easy. People perceive 2 _____ as a group.

Student 1: Wait, that's the law of proximity? I thought that was the 3 _____.

Student 2: No. The law of closure is more 4 _____ the law of proximity. It's about filling in incomplete images.

Student 1: Oh, right. I don't quite understand that. How 5 _____ what to add?

Student 2: 6 _____, _____ three lines in the shape of a triangle. But the three lines don't touch each other.

Speaking

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

USE LANGUAGE SUCH AS:

I thought that was ...
I don't quite understand that.
Think about ...

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

- principles in Gestalt psychology
- an explanation of a particular concept
- an example of a particular concept

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

Writing

9 Use the lecture notes and the conversation from Task 8 to fill out the notes for the student's presentation.

Gestalt
P S Y C H O L O G Y

Principle: **Law of Closure**

Meaning: _____

Principle: _____

Meaning: _____

Principle: _____

Meaning: _____

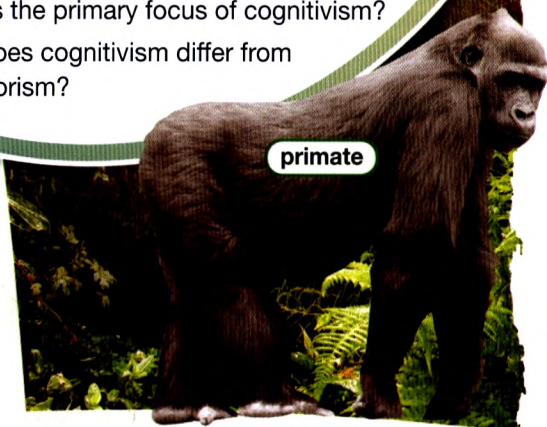
Get ready!

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

- 1 What is the primary focus of cognitivism?
- 2 How does cognitivism differ from behaviorism?



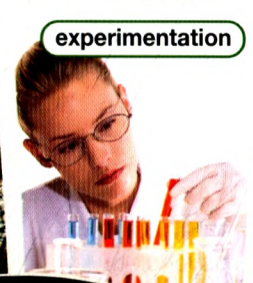
think



primate



social interaction



experimentation



naturalistic observation

The History of Cognitivism

Cognitivism is a school of psychology that became popular in the 1950s. It provides a **framework** for understanding the role of thought. Cognitivism first emerged as a **response** to behaviorism. According to cognitivists, behaviorism **failed to** account for the mind's internal processes. Cognitivists believe that the way people **think** affects their actions. In general, cognitivism takes a **reductionist** approach to psychology. Cognitivists believe that learning about individual mental processes is important. They feel that this will lead to a better understanding of psychology. Cognitivist experiments tend to study individual mental processes. One popular subject for experimentation is **social interaction**. For instance, cognitivists want to know how thought affects relationships. Another major area of cognitivism is animal psychology. Many cognitivists are interested in the mental processes of **primates**. One criticism of early cognitivist **experimentation** was its **lack** of **naturalistic observation**. Critics argued that this quality prevented sufficient **scientific rigor**.

Reading

2 Read the journal article. Then, mark the following statements as true (T) or false (F).

- 1 Cognitivist theories were the basic foundation of behaviorism.
- 2 Cognitivists rarely study thought processes in non-human animals.
- 3 Critics of cognitivism believe it should involve more naturalistic observation.

Vocabulary

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

- | | |
|-----------------------------------------|-----------------------------------------------|
| 1 <input type="checkbox"/> primate | 5 <input type="checkbox"/> scientific rigor |
| 2 <input type="checkbox"/> framework | 6 <input type="checkbox"/> experimentation |
| 3 <input type="checkbox"/> cognitivism | 7 <input type="checkbox"/> social interaction |
| 4 <input type="checkbox"/> reductionist | |

- A the process in which people behave in response to each other
- B related to understanding complex ideas through individual parts
- C a type of mammal with hands and forward-facing eyes
- D a school of psychology that focuses on the process of thinking
- E a set of ideas that people use to think about a specific subject
- F the level of exactness required to perform valid scientific studies
- G the process of testing ideas in a controlled environment

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

1 **thinks / fails**

- A Many psychologists are interested in the way a person _____.
- B Behaviorism _____ to explain how thought affects behavior.

2 **lack / response**

- A The scientist's paper contained an alarming _____ of evidence.
- B The new scientific theory is a _____ to many older theories.

- 5 Listen and read the journal article again. What is one of the criticisms of early cognitivist experiments?

Listening

- 6 Listen to a conversation between two psychologists. Choose the correct answers.

- What is the conversation mostly about?
 - a recent experiment demonstrating cognitivist principles
 - why students must understand cognitivism before other theories
 - differing opinions about the usefulness of cognitivism
 - how a cognitivist approach might help a patient
- According to the man, what does cognitivist experimentation lack?
 - a complete framework
 - a foundation for other theories
 - the ability to gather reliable data
 - acceptance in the scientific community

- 7 Listen again and complete the conversation.

- Psychologist 1:** The 1 _____ doesn't bother you?
- Psychologist 2:** No. I think that it's good foundation for 2 _____. Why?
- Psychologist 1:** It seems to me like cognitivism is too narrow. It 3 _____.
- Psychologist 2:** I 4 _____ what you're talking about. You're referring to the methods of experimentation.
- Psychologist 1:** Exactly. For reliable data, you need more naturalistic observation.
- Psychologist 2:** Sure. But that's tough with cognitivism. How 5 _____ thinking in a natural environment?
- Psychologist 1:** That's 6 _____. You can only observe behaviors, not thoughts.

Speaking

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

USE LANGUAGE SUCH AS:

What do you think of ...?

I think I know what you're ...

That's why I ...

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

- your opinion about cognitivism
- his or her opinion about cognitivism
- how to incorporate other theories into cognitivism

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

Writing

- 9 Use the journal article and the conversation from Task 8 to fill out the proposal.



Dear Steve,

I am interested in teaching a seminar on cognitivism. These are some of my ideas.

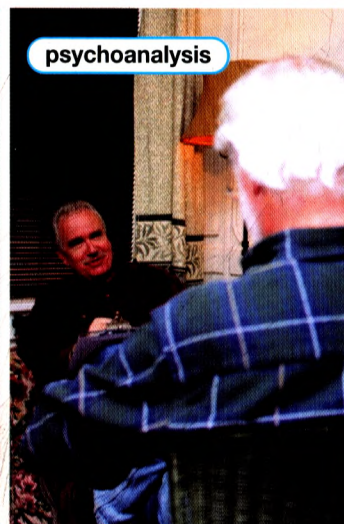
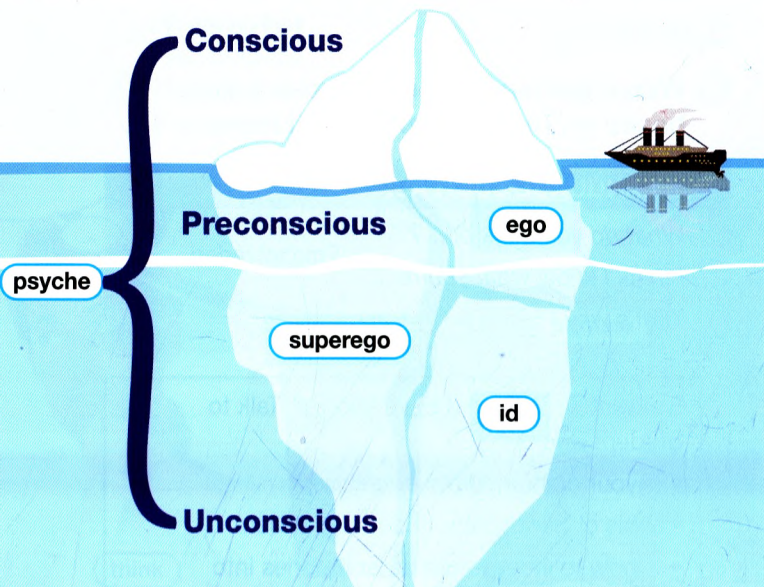
This is a benefit of cognitivism: _____

This is a common criticism: _____

This is something else I want to cover: _____

Let me know what you think.

Allison



Who was Sigmund Freud?

Most people are familiar with the name Sigmund Freud. It's well known that he is an important figure in the history of psychology. But what exactly did he do?

Freud proposed a very important psychological theory. This is the theory of **psychodynamic psychology**. Based on this perspective, the human mind, or **psyche**, has three parts. The **id** is the fully unconscious part of the mind. Its primary purpose is to seek pleasure. The **superego** controls a person's **conscience**. This drives people to attempt the right decisions. The superego is also mostly unconscious. The **ego** moderates the superego and id. It is based in reality and is mostly conscious.

There is usually **dissonance** between these divisions. Too much dissonance can lead to **maladaptations**, such as **defense mechanisms**. Freud's goal was to resolve these conflicts. He used **psychoanalysis** to bring unconscious thoughts to a conscious level.

Get ready!

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

- 1 What are the roles of the id, the ego, and the superego?
- 2 What is the role of the unconscious mind in psychodynamic psychology?

Reading

2 Read the magazine article. Then, choose the correct answers.

- 1 What is the article mainly about?
 - A a new course on psychodynamic psychology
 - B criticisms of Freud's psychological methods
 - C a famous experiment featuring psychoanalysis
 - D the functions of different parts of the psyche
- 2 Which of the following is NOT true of the ego?
 - A It moderates the id and superego.
 - B It is part of the psyche.
 - C It operates in reality.
 - D It is mostly unconscious.
- 3 What is the primary goal of psychoanalysis?
 - A to control the id's impulses
 - B to stop unconscious thoughts
 - C to resolve conflicts in the mind
 - D to identify functions of the conscience

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|----------------|---------------------|
| 1 ___ id | 4 ___ conflict |
| 2 ___ ego | 5 ___ maladaptation |
| 3 ___ superego | |

- A a behavior that harms an individual
- B part of the psyche that is based on fulfilling pleasures
- C part of the psyche that controls the conscience
- D part of the psyche that is based on reality
- E an argument or prolonged disagreement

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

1 defense mechanism / psyche

- A The human mind, or _____, has three divisions.
 B A _____ protects a person from disturbing thoughts.

2 psychodynamic psychology / psychoanalysis

- A _____ is a kind of therapy that resolves conflicts in the mind.
 B Sigmund Freud was the first to propose the idea of _____.

3 Conscience / Dissonance

- A _____ between the parts of the psyche leads to emotional problems.
 B _____ makes people feel bad when they hurt others.

5 Listen and read the magazine article again. What are the three parts of the human psyche?

Listening

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

- ___ The woman treats patients using psychoanalysis.
- ___ The man confuses two parts of the psyche.
- ___ According to the woman, the id and the superego often experience dissonance.

7 Listen again and complete the conversation.

Interviewer: I know 1 _____ that. The psyche includes the id and the ego, right?

Psychologist: Yes, those are 2 _____ elements.

Interviewer: And if I remember correctly, 3 _____ unconscious drives.

Psychologist: Yes. And that makes it tricky. When it has conflicts 4 _____, the problem is hard to recognize.

Interviewer: I see. So you have to bring those 5 _____ to a conscious level.

Psychologist: I try. But there's another 6 _____ at work, too. That's the superego.

Speaking

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

USE LANGUAGE SUCH AS:

Welcome to ...

I know a little about that.

But there's another ...

Student A: You are an interviewer. Talk to Student B about:

- his or her work in psychoanalysis
- the parts of the psyche
- how he or she helps patients

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

Writing

9 Use the conversation from Task 8 to fill out the interview summary.

QXXY Radio

Talking Science

April 11

Program Summary

Host: _____

Guest: _____

Topic: _____

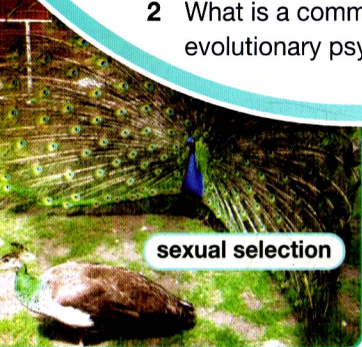
The guest discussed _____



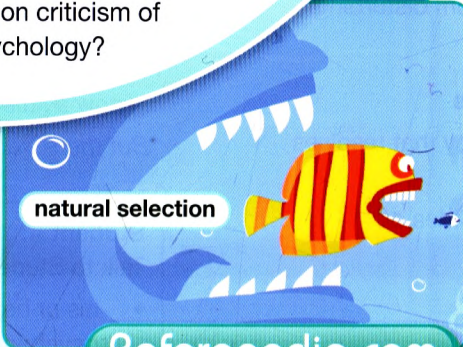
Get ready!

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

- 1 What is the process of natural selection?
- 2 What is a common criticism of evolutionary psychology?



sexual selection



natural selection

Referepedia.com



universal

Evolutionary Psychology

Overview

Evolutionary psychology is based on the principle of **natural selection**. It states that the brain adapts just like the body. Evolutionary psychologists suggest that the brain has a **modular structure**. Each part **evolved** to solve a particular problem. According to evolutionary psychologists, **sexual selection** is also a major determiner of human behavior.

Methods

Evolutionary psychologists develop hypotheses in two main ways. **Form to function** starts with an observation of a behavior. Then, psychologists try to understand what problem that behavior solves. **Function to form** begins with the identification of a problem. Then, scientists try to determine how to solve that problem.

Criticism and Response

Critics point out that many claims lack **testability**. In response, evolutionary psychologists cite examples of **cross-cultural consistency** and **universal** human behavior. Their **inference** is that humans everywhere had to adapt in similar ways. This led to the survival of the same traits in different isolated environments.

Reading

2 Read the online encyclopedia article. Then, choose the correct answers.

- 1 What aspect of evolutionary psychology is NOT addressed in the article?
 - A its history and development
 - B its foundational principles
 - C its methods of study
 - D its primary criticism
- 2 According to evolutionary psychologists, which statement is true?
 - A The brain and the body adapt in very different ways.
 - B Human behavior is largely shaped by sexual selection.
 - C Form to function is more effective than function to form.
 - D Cross-cultural consistency is less and less common.
- 3 According to some psychologists, what is a problem with evolutionary psychology?
 - A Its claims are difficult to test.
 - B It makes unreliable predictions.
 - C It is based on a flawed premise.
 - D It does not have many supporters.

Vocabulary

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

- | | |
|------------------|------------------------------|
| 1 __ adapt | 5 __ evolutionary psychology |
| 2 __ inference | 6 __ natural selection |
| 3 __ universal | 7 __ sexual selection |
| 4 __ testability | 8 __ modular structure |

- A relating to all people everywhere
- B the idea that behavior evolves like physical bodies
- C to become stronger or better suited to an environment
- D an organization of multiple independent parts
- E the process of changing over time due to differences in survival rates
- F a conclusion based on interpretation of facts
- G the ability to be proven right or wrong
- H the process of changing due to the ability to attract mates

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

Word BANK

evolve form to function
cross-cultural consistency function to form

- Working from a problem to a solution is an example of _____.
- Living things _____ over many thousands of years.
- Observing behavior to identify a possible problem is an example of _____.
- When a quality is the same in many different societies, it has _____.

- 5 Listen and read the encyclopedia article again. How do evolutionary psychologists develop hypotheses?

Listening

- 6 Listen to a conversation between a student and a professor. Mark the following statements as true (T) or false (F).

- ___ The man is developing a hypothesis for a project.
- ___ According to the woman, evolutionary hypotheses are similar to other hypotheses.
- ___ The woman lists the evolutionary benefits of gossiping.

- 7 Listen again and complete the conversation.

Student: I have a question, Professor Greene. How do 1 _____ conduct research?

Professor: That's a really good question. First, researchers develop 2 _____.

Student: See, that's what 3 _____ . How do you develop an evolutionary hypothesis?

Professor: The same way you establish any other hypothesis. You start 4 _____ .

Student: Can you give me an example?

Professor: Sure. All human societies gossip, right? Now, that's an observation. So, 5 _____ ?

Student: We want to know what problem gossiping solves, right?

Professor: Exactly. The behavior is clearly 6 _____ . But we don't know what need.

Speaking

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

USE LANGUAGE SUCH AS:

Let me give you an example.

What next?

We can infer ...

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

- evolutionary psychology
- how researchers develop experiments
- an example of a possible study

Student B: You are a professor. Talk to Student A about evolutionary psychology.

Writing

- 9 Use the conversation from Task 8 to fill out the worksheet.

Psychology 345:

Evolutionary Psychology

For this assignment, pretend you are an evolutionary psychologist. Follow the steps to complete the assignment.

- Identify a puzzling or strange behavior: _____

- Form a question about the behavior: _____

- Think of a way to gather information about the question: _____

Get ready!

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

- 1 What is the function of genes?
- 2 How can scientists study the effects of genes?

Nature **versus** Nurture:**Psychology's Oldest Debate**

Nature and **nurture** are commonly debated in biological sciences. Some people believe that the environment is most important to human development. Behavioral **genetics**, however, takes the opposite side. This discipline focuses on the **traits** that are **hereditary**.

Behavioral geneticists take a **reductionist approach**. That is, they **examine biological** systems at their most basic levels. They focus on effects of **genes** in human behavior. According to these scientists, genes have a greater influence on people than we think.

Reliable testing is especially challenging in behavioral genetics. Like other scientists, behavioral geneticists rely on the scientific method. And that requires just one independent variable. But no two people have the same life experiences. As a result, the control group can never contain aspects of 'nurture.' However, some people DO have **identical** genes: twins. So any differences must have direct **causal relationships** with environmental factors. That's why researchers often use **twin studies** for **quantitative trait loci** (QTL).

Reading

2 Read the journal article. Then, mark the following statements as true (T) or false (F).

- 1 Behavioral genetics focuses primarily on the effects of nurture.
- 2 Behavioral geneticists use the same scientific method that other scientists use.
- 3 Twin studies help scientists establish causal relationships.

Vocabulary

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

- | | |
|------------------------------------|------------------------------------------------|
| 1 <input type="checkbox"/> gene | 5 <input type="checkbox"/> hereditary |
| 2 <input type="checkbox"/> trait | 6 <input type="checkbox"/> twin study |
| 3 <input type="checkbox"/> nature | 7 <input type="checkbox"/> biological system |
| 4 <input type="checkbox"/> nurture | 8 <input type="checkbox"/> causal relationship |

- A a relationship in which something is a result of something else
- B passed down from generation to generation
- C the influence of the environment on an individual
- D a part of a cell containing information about its qualities
- E a group of cells or organs that work together
- F the influence of genetics on an individual
- G a study examining individuals with identical genes
- H a quality of a living thing

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

- 1 The psychologist is interested in the study of genes. n t s
- 2 Most behavioral geneticists prefer to use a strategy of breaking complex things down into their simplest parts. d t n s p r c
- 3 Behavioral scientists are primarily interested in the process of determining which genes are linked to which behaviors. u t i v r t l c
- 4 The best way to study "nature versus nurture" is by observing twins with exactly the same genes. e n t

- 5 Listen and read the journal article again. What is the 'nature versus nurture' debate?

Listening

- 6 Listen to a conversation between two psychology students. Choose the correct answers.

- What is the conversation mostly about?
 - the results of a recent behavioral genetics experiment
 - a comparison of behavioral genetics and other branches
 - how to ensure reliable data in a behavioral genetics study
 - the speakers' opinions about nature and nurture
- What concept confused the woman?
 - the purpose of using twins
 - the difference between nature and nurture
 - the benefits of a reductionist approach
 - the reason for conducting the genetics study

- 7 Listen again and complete the conversation.

- Student 1:** Well, the researchers discussed their difficulty finding 1 _____.
- Student 2:** Right. They had to find 2 _____. But the twins had to be raised in different environments.
- Student 1:** That's what 3 _____. Why did they have to be twins?
- Student 2:** Because only twins have identical genes. Everyone else 4 _____ unique set of genes.
- Student 1:** Wait, I think I get it! That means any differences have to be the 5 _____.
- Student 2:** You got it. Otherwise, you 6 _____ there's a causal relationship.

Speaking

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

USE LANGUAGE SUCH AS:

I thought the ... was really interesting.

So did I.

Wait, I think I ...

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

- a behavioral genetics study
- a concept you are confused about
- an explanation of the concept

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

Writing

- 9 Use the conversation from Task 8 to fill out the email from an instructor to a student.

EMAIL
SERVICES SOLUTIONS SUPPORT CONTACTS SEARCH


Hi Simon,

I got your email about the behavioral genetics study. Let me answer your question. As I understand it, this is what confused you:

Here's an explanation:

Hope that helps!

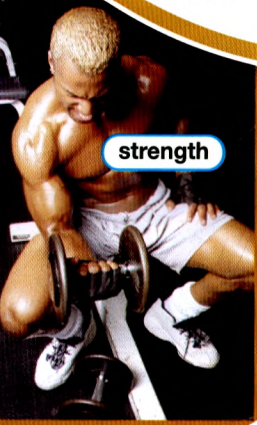
Dr. Wilson



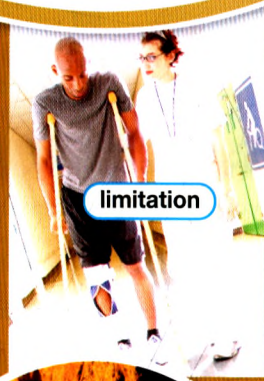
Get ready!

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

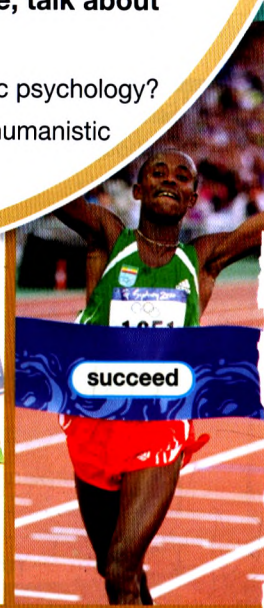
- 1 What is the goal of humanistic psychology?
- 2 What are some criticisms of humanistic psychology?



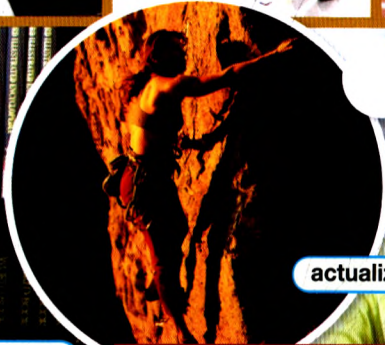
strength



limitation



succeed



actualize



comprehensive

Intro to Psychology

Humanistic Psychology

Humanistic psychology is a branch of psychology that focuses on personal potential. It is a **comprehensive** branch, incorporating elements of behaviorism, psychoanalysis, and other areas.

Humanist psychologists believe that people are naturally good and have **free will**. They argue that individuals can consciously decide to **actualize** their **potential**. According to humanistic psychology, a person chooses his or her responses to perceptions.

Patients seek humanistic therapy to help them overcome obstacles and **succeed** at something. According to humanistic psychologists, the key to **self-actualization** is acceptance. Patients learn to embrace their **strengths**. They also learn to recognize their **limitations**. These might include a person's genetics, education, and general cultural environment. The therapist supports the patient's self-acceptance with **unconditional positive regard**.

Humanistic psychology comes with inherent challenges. It is largely based on an individual's unique perception of **reality**. That makes comparative, objective study very difficult.

Reading

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

- 1 According to humanistic psychologists, genetics is a major cause of behavior.
- 2 Humanistic psychologists encourage patients to ignore their limitations.
- 3 Humanistic psychology is especially challenging to study objectively.

Vocabulary

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

- 1 free will
- 2 potential
- 3 comprehensive
- 4 self-actualization

- A a person's ability to control his or her actions without influence
- B the process of reaching a person's highest level of development
- C an ability that is possible but not yet developed
- D complete or including many details

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

1 **actualize / succeed**

- A The man spent many years trying to _____ his dream.
- B The business needs more money if it is going to _____.

2 **strength / reality**

- A Each person sees the world through a unique perception of _____.
- B The patient's greatest _____ was her ability to solve problems.

3 **unconditional positive regard / limitations**

- A Even though he has physical _____, the man wants to compete in the race.
- B Some psychologists demonstrate _____ to make their patients feel more accepted.

- 5 Listen and read the textbook chapter again. Why do humanistic psychologists practice unconditional positive regard?

Listening

- 6 Listen to a conversation between a psychologist and a patient. Choose the correct answers.

- 1 What is the conversation mostly about?
- A an overview of a particular treatment method
 - B the woman's diagnosis of the man's condition
 - C a disagreement about the direction of the man's therapy
 - D a comparison of humanistic psychology and other branches
- 2 According to the woman, what determines potential?
- A a person's strengths
 - B unconditional positive regard
 - C the acceptance of free will
 - D the ability to overcome limitations

- 7 Listen again and complete the conversation.

Psychologist: Before we 1 _____, do you have any questions?

Patient: Actually, I do. 2 _____ you practice humanistic psychology. What is that, exactly?

Psychologist: Well, it's a branch of psychology that promotes 3 _____ - _____.

Patient: I'm afraid that 4 _____ what that means. What is self-actualization?

Psychologist: I believe you have the power to shape your reality. You can 5 _____ succeed.

Patient: So basically, it'll help me become who 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

Do you have any ...?

What is ... exactly?

This sounds interesting.

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

- humanistic psychology
- fundamental principles
- how you use the principles to help people

Student B: You are a patient. Talk to Student A about humanistic psychology.

Writing

- 9 Use the textbook chapter and the conversation from Task 8 to complete the letter.

Dear Mr. Kendall,

Thank you for your interest in my humanistic psychology program. I believe you will benefit from this therapy. Let me tell you a little more about my methods.

In humanistic psychology, we believe _____

In our method, the first step toward success is _____

After that, you _____

I hope you decide to sign up for the program. Let me know if you have further questions.

Sincerely,

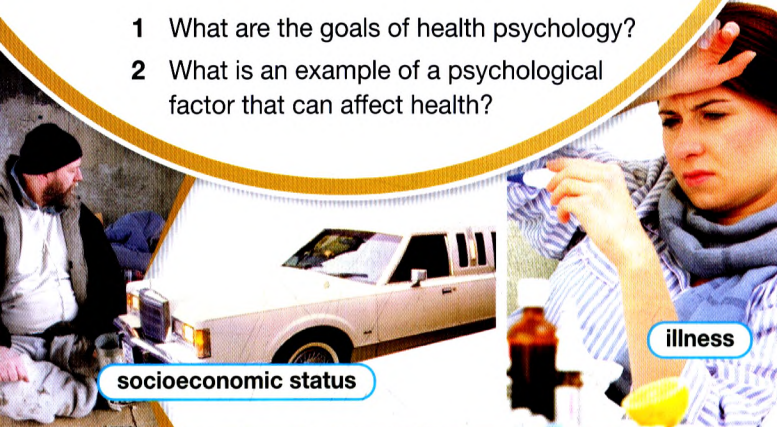
Dr. Fleming

14 Health Psychology

Get ready!

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

- 1 What are the goals of health psychology?
- 2 What is an example of a psychological factor that can affect health?



Reading

2 Read the webpage. Then, choose the correct answers.

- 1 What is the purpose of the website?
 - A to review the history of health psychology
 - B to explain the results of a study in health psychology
 - C to help students enroll in a health psychology course
 - D to outline topics covered in a health psychology program
- 2 What is NOT true about the health psychology program?
 - A It addresses both mental and physical processes.
 - B It primarily prepares students for careers in research.
 - C It examines the effects of cultural factors.
 - D It includes the study of social processes on individuals.
- 3 What is true about cortisol?
 - A It is released during stressful events.
 - B It is the subject of one of the school's studies.
 - C It provides long-term benefits to the body.
 - D It is part of the body's immune system.

HOME

ABOUT US

FAQS

CONTACT

East University Psychology Majors:

Health Psychology Focus

East University offers a comprehensive curriculum in **health psychology**. This program explores the relationship between a healthy mind and healthy body. The program trains students to become practicing clinicians.

Modern psychologists understand that many **biopsychosocial** factors influence health. That's because psychological processes directly affect physical processes.

For instance, many **cultural factors** can cause stress. This, in turn, causes the body to release **cortisol**. Over time, this hormone negatively affects the body. Students will study this and many other **biological processes**.

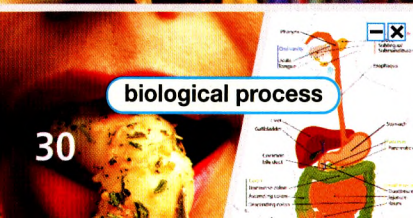
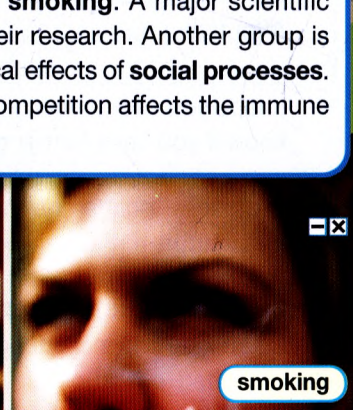
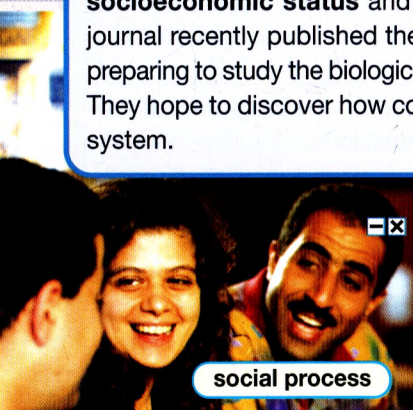
Students will also research new developments in **healthcare**.

This highlights the latest breakthroughs in the prevention of **illness**. Recently, students studied the relationship between **socioeconomic status** and **smoking**. A major scientific journal recently published their research. Another group is preparing to study the biological effects of **social processes**. They hope to discover how competition affects the immune system.

Vocabulary

3 Match the words or phrases (1-5) with the definitions (A-E).

- 1 ___ social process
 - 2 ___ cultural factor
 - 3 ___ biopsychosocial
 - 4 ___ biological process
 - 5 ___ socioeconomic status
- A an activity that takes place within a living thing
 - B relating to the social, psychological, or biological aspects of pain
 - C an activity that occurs when people interact with each other
 - D an element of society that affects individuals or groups of people
 - E a measurement of employment level and income



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

Word BANK

cortisol **healthcare**
health psychology **illness** **smoking**

- The woman's body released _____ when she saw her child in danger.
- The habit of _____ is very bad for the throat, lungs, and heart.
- Physicians and psychologists both work in the field of _____.
- _____ focuses on how the body and mind affect each other.
- The patient's _____ was caused by various psychological factors.

5 Listen and read the webpage again. What is an example of a cultural factor that affects the body's health?

Listening

6 Listen to a conversation between a student and a professor. Mark the following statements as true (T) or false (F).

- ___ The woman defines a biological process incorrectly.
- ___ The man uses depression as an example of a biopsychosocial condition.
- ___ The woman identifies a biological benefit of social interaction.

7 Listen again and complete the conversation.

Student: Do you have a minute? I have a question 1 _____.

Professor: Sure. What's up?

Student: Well, physical illnesses are usually related 2 _____, right?

Professor: That's right. Any effect on the body has a 3 _____.

Student: Then how can 4 _____ a patient's health?

Professor: Basically, psychological processes produce biological processes.

Student: I'm not sure 5 _____. Can you give an example?

Professor: Well, take 6 _____. It's often the result of a psychological process. But it makes the body release hormones.

Speaking

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

USE LANGUAGE SUCH AS:

How can ...?

Basically ...

I see ...

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

- processes in health psychology
- a concept you are confused about
- an explanation of the concept

Student B: You are a professor. Talk to Student A about a health psychology concept he or she is confused about.

Writing

9 Use the webpage and the conversation from Task 8 to fill out the student's notes.

Notes

Health Psychology

Definition of health psychology: _____

Example of how a psychological factor can affect a patient's health: _____

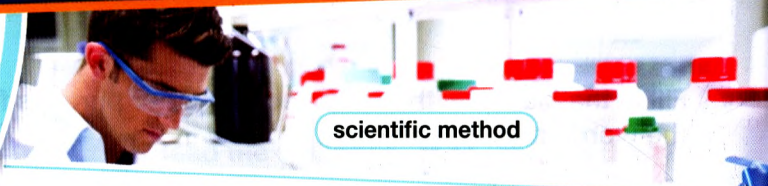
Example of how a social factor can affect a patient's health: _____

15 The Scientific Method

Get ready!

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

- 1 Why is the scientific method important in experiments?
- 2 What are some different parts of the scientific method?



Reading

2 Read the abstract. Then, mark the following statements as true (T) or false (F).

- 1 The old formula was not effective for reducing anxiety.
- 2 The experimental group received more of the ingredient than the control group.
- 3 The results of the experiment supported the hypothesis.

Vocabulary

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

- | | |
|------------------------------------------|-------------------------------------------------|
| 1 <input type="checkbox"/> hypothesis | 4 <input type="checkbox"/> testable |
| 2 <input type="checkbox"/> experiment | 5 <input type="checkbox"/> scientific method |
| 3 <input type="checkbox"/> control group | 6 <input type="checkbox"/> independent variable |

- A a statement or prediction that explains something
 B the set that does not receive the treatment being tested
 C a system for testing facts and processes
 D able to be proven or disproven
 E the factor in an experiment that is being tested
 F a process that reveals the effect of something

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

Word BANK

results observation conclusion
 experimental group problem

- 1 The experimenters' _____ was finding a more effective sleep medication.
- 2 The _____ showed major differences between the two groups.
- 3 The scientist's _____ was that some patients improved faster than others.
- 4 The researcher found an error in the experiment, so he could not form a(n) _____.
- 5 Members of the _____ received a new type of therapy.

ABSTRACT: Analysis of New Anxiety Drug

INTRODUCTION: PCDC Labs recently conducted a test of a new drug formula. Our **problem** was improving the effectiveness of an anxiety drug. The old formula reduced anxiety. However, it also caused severe side effects in many patients. We made a number of **observations** about patient reactions. Then, we developed a **testable hypothesis**. Our experiment followed the standard **scientific method**.

HYPOTHESIS: Reducing the active ingredient will make the drug safer.

PROCESS: We created an **experiment** with two groups. The **independent variable** was the amount of active ingredient in each pill. The **control group** received the original formula. In the **experimental group**, we reduced the ingredient by 25%. We then monitored anxiety levels, as well as occurrences of side effects.

OUTCOME: Our **results** yielded a definite **conclusion**. The patients in the experimental group still experienced reduced anxiety. However, they did NOT experience as many side effects. Therefore, reducing the active ingredient made the drug safer.

- 5 Listen and read the abstract again. How does a scientist develop a hypothesis?

Listening

- 6 Listen to a conversation between two psychologists. Choose the correct answers.

- 1 What is the conversation mostly about?
- A the results of a recent experiment
 - B the development of a new experiment
 - C a possible error in the setup of an experiment
 - D a disagreement about the conclusion of an experiment
- 2 What is true about the man's patient?
- A She experienced fast improvements.
 - B She developed a new medical problem.
 - C She forgot to take her medication.
 - D She is participating in the experiment.

- 7 Listen again and complete the conversation.

- Psychologist 1:** That could be dangerous.
- Psychologist 2:** Sure. And I told her that. But then I 1 _____ her condition improved.
- Psychologist 1:** Ah, so it seemed like the extra dose 2 _____.
- Psychologist 2:** Exactly. And that's 3 _____ the hypothesis.
- Psychologist 1:** Okay. So we'll need a 4 _____. They'll get the original lower dose.
- Psychologist 2:** Right. And then the experimental group will get 5 _____.
- Psychologist 1:** And then we'll see 6 _____ are the same.

Speaking

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

USE LANGUAGE SUCH AS:

Let's go over ...
And that's how ...
I hope ...

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

- setting up an experiment
- the progress he or she made so far
- the next step in the experiment

Student B: You are a psychologist. Talk to Student A about setting up an experiment.

Writing

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

EXPERIMENT:

Anxiety Drug Formula

Date: June 11

Hypothesis: _____

Setup: _____

Results: _____

Conclusion: _____

introduction
 hypothesis
 process
 outcome



Glossary

- acceptance** [N-UNCOUNT-U2] **Acceptance** is a feeling caused by understanding or believing that something is true or unavoidable, and is a mild form of trust.
- active** [ADJ-U6] If something is **active**, it is working to fulfill a purpose.
- actualize** [V-T-U13] To **actualize** something is to make it become real.
- adapt** [V-I-U11] To **adapt** is to become stronger or better suited to a particular environment.
- aggressiveness** [N-UNCOUNT-U2] **Aggressiveness** is a feeling of wanting to hurt someone, and is a combination of anger and anticipation.
- alarm** [N-UNCOUNT-U4] **Alarm** is the first stage of the stress response in which the body is ready to either face a threat or move away from it, and increases heart rate and breathing.
- anger** [N-UNCOUNT-U1] **Anger** is an emotion in which someone feels very upset or dissatisfied with the actions of another person.
- animal experimentation** [N-UNCOUNT-U7] **Animal experimentation** is the process of testing ideas and methods on animals, often to learn more about the effects they might have on humans.
- anticipation** [N-UNCOUNT-U1] **Anticipation** is an emotion of looking forward to something.
- anxiety** [N-UNCOUNT-U2] **Anxiety** is a feeling of worry or nervousness, and is a combination of fear and anticipation.
- arousal theory** [N-UNCOUNT-U3] **Arousal theory** is a theory of motivation in which people perform actions to increase or decrease their levels of arousal or excitement.
- awe** [N-UNCOUNT-U2] **Awe** is a feeling of respect and admiration, and is a combination of surprise and fear.
- behaviorism** [N-UNCOUNT-U7] **Behaviorism** is a school of psychology focusing on the idea that people and animals learn behaviors through conditioning, and that it is possible to train, measure, and change behaviors.
- biological** [ADJ-U3] If something is **biological**, it is related to the physical processes of living things.
- biological process** [N-COUNT-U14] A **biological process** is a series of steps that takes place inside a living thing. Examples include digestion and respiration.
- biological system** [N-COUNT-U12] A **biological system** is a group of cells or organs that all work together to perform a particular function.
- biopsychosocial** [ADJ-U14] If something is **biopsychosocial**, it relates to the biological, psychological, and social aspects of illness and pain, as opposed to the strictly medical aspects of illness and pain.
- break down** [V PHRASE-U5] To **break something down** is to separate it into distinct parts.
- causal relationship** [N-COUNT-U12] A **causal relationship** is a relationship in which one thing directly leads to a change in another thing.
- circular thinking** [N-UNCOUNT-U8] **Circular thinking** is a type of flawed logic in which a person tries to prove a premise by supporting it with the same premise, rather than introducing independent supporting evidence.
- classical conditioning** [N-UNCOUNT-U7] **Classical conditioning** is a form of learning in which two stimuli are consistently grouped together until one stimulus automatically triggers the reaction of the other.
- cognitivism** [N-UNCOUNT-U9] **Cognitivism** is a school of psychology that studies the internal processes of the mind, and focuses on the effects that thinking has on memory, perception, learning, problem solving, and making choices.
- component** [N-COUNT-U5] A **component** is an individual part of something.
- comprehensive** [ADJ-U13] If something is **comprehensive**, it is complete and includes many details or aspects.
- conclusion** [N-COUNT-U15] A **conclusion** is a decision or determination that is made after an experiment.
- conflict** [N-COUNT-U10] A **conflict** is a disagreement or prolonged struggle.
- conscience** [N-UNCOUNT-U10] **Conscience** is someone's sense or feeling that an action is morally right or wrong.
- contempt** [N-UNCOUNT-U2] **Contempt** is a feeling of intense dislike for something, and is a combination of disgust and anger.

control group [N-COUNT-U15] A **control group** is a part of an experiment that does not receive the action or treatment that is being tested.

cope [V-T-U4] To **cope** with a negative situation is to find a way to manage it or function normally with it.

cortisol [N-UNCOUNT-U14] **Cortisol** is a hormone that is released when the body detects stressors, such as threats.

cross-cultural consistency [N-UNCOUNT-U11] **Cross-cultural consistency** is the quality of remaining constant across many different groups of people or societies.

cultural factor [N-COUNT-U14] A **cultural factor** is an element of culture, such as law or religion, that affects an individual or group.

curiosity [N-COUNT-U3] **Curiosity** is the desire to learn about and explore new things.

deal with [V-T-U4] To **deal with** something is to take action to stop or correct it.

defense mechanism [N-COUNT-U10] A **defense mechanism** is a thought or behavior that people use to protect themselves from the undesirable parts of their personalities.

dialectic [N-UNCOUNT-U5] **Dialectic** is a method of finding a solution to a problem by comparing two opposing facts or ideas.

disappointment [N-UNCOUNT-U2] **Disappointment** is a feeling caused by not getting something desirable that was expected, and is a combination of sadness and surprise.

disgust [N-UNCOUNT-U1] **Disgust** is a strong emotion of dislike for something, usually with the desire to avoid or stop it.

dissonance [N-UNCOUNT-U10] **Dissonance** is a lack of agreement between two elements.

drive theory [N-UNCOUNT-U3] **Drive theory** is a theory of motivation in which people perform actions to satisfy the tension caused by unfulfilled physical drives or needs.

ego [N-COUNT-U10] The **ego** is part of the human psyche that is based on reality and operates at a mostly conscious level, largely to moderate the unconscious desires of the id.

element [N-COUNT-U8] An **element** is a basic and important part of something.

elementary sensation [N-COUNT-U5] An **elementary sensation** is one of the most basic experiences that a person feels when he or she has a sensory perception.

emergence [N-UNCOUNT-U8] **Emergence** is the process by which the mind recognizes the elements of a pattern as a whole instead of as individual parts.

emotion [N-COUNT-U1] An **emotion** is a feeling that people experience and can be caused by external events or internal thoughts.

emotion wheel [N-COUNT-U1] An **emotion wheel** is a graphical representation of different human emotions and how they are related.

empirical [ADJ-U5] If an idea is **empirical**, it is based on scientific observation rather than theory.

evolutionary psychology [N-COUNT-U11] **Evolutionary psychology** is the use of evolutionary principles to explain human behavior and mental processes.

evolve [V-I-U11] To **evolve** is to change gradually over the course of generations, so that the resulting individual in a species possesses different qualities than earlier individuals.

exhaustion [N-UNCOUNT-U4] **Exhaustion** is the third and final stage of the stress response in which the body is completely fatigued and the individual is very tired and unhappy.

experience [V-T-U1] To **experience** something is to feel it or undergo it.

experiment [N-COUNT-U15] An **experiment** is a scientific process that is designed to reveal the effect of something.

experimental group [N-COUNT-U15] An **experimental group** is a part of an experiment that receives the action or treatment that is being tested.

experimentation [N-UNCOUNT-U9] **Experimentation** is the process of testing ideas in a controlled environment and collecting data about them.

Glossary

- fail** [V-I-U7] To **fail** is to be unsuccessful at completing a task.
- fail to** [V PHRASE-U9] To **fail to** do something is to be unsuccessful at accomplishing it.
- fear** [N-UNCOUNT-U1] **Fear** is an emotion in which someone feels afraid of something.
- feel** [V-T-U2] To **feel** something is to be in a certain mental state because of an emotion.
- feeling** [N-COUNT-U1] A **feeling** is a person's mental or physical sensation when experiencing an emotion.
- form to function** [N-UNCOUNT-U11] **Form to function** is a strategy of making an observation about human behavior and then forming a hypothesis about the type of problem the behavior might solve.
- framework** [N-COUNT-U9] A **framework** is a set of ideas that people use when they are forming new ideas, decisions, and judgments.
- free will** [N-UNCOUNT-U13] **Free will** is someone's ability to act according to his or her own decisions, without the influence of outside forces.
- function** [N-COUNT-U6] The **function** of something is its practical purpose or result.
- function to form** [N-UNCOUNT-U11] **Function to form** is a strategy of identifying a problem, and then forming a hypothesis about its solution.
- functionalism** [N-UNCOUNT-U6] **Functionalism** is an approach to psychology that focuses on the purpose of behavior and consciousness.
- gene** [N-COUNT-U12] A **gene** is a part of a living cell containing information about its traits or qualities.
- genetics** [N-UNCOUNT-U12] **Genetics** is the study of how the qualities of living things are encoded and expressed.
- Gestalt psychology** [N-UNCOUNT-U8] **Gestalt psychology** is a school of psychology focusing on the brain's tendency to organize and understand the parts of something as small pieces of a whole.
- grief** [N-UNCOUNT-U2] **Grief** is a feeling caused by loss, and is an extreme form of sadness.
- happiness** [N-UNCOUNT-U1] **Happiness** is a pleasant and contented feeling that results from joy.
- health psychology** [N-UNCOUNT-U14] **Health psychology** is a branch of psychology that focuses on understanding the relationship between psychological, behavioral, and cultural factors, and the prevention or treatment of illnesses.
- healthcare** [N-UNCOUNT-U14] **Healthcare** is the system of services that maintain and improve someone's mental and physical health.
- hereditary** [ADJ-U12] If something is **hereditary**, it is shared by different members of the same family, and is typically passed from parents to offspring.
- hierarchy of needs** [N-COUNT-U3] A **hierarchy of needs** is a way of ranking various kinds of needs so that some are more basic or essential than others, with the most important needs being fulfilled first.
- holistic** [ADJ-U8] If something is **holistic**, it relates to all of something, and not just its individual components.
- homeostatic-regulation theory** [N-UNCOUNT-U3] **Homeostatic-regulation theory** is a theory of motivation in which people perform actions to maintain homeostasis, or balance, in the body.
- humanistic psychology** [N-UNCOUNT-U13] **Humanistic psychology** is a branch of psychology that focuses on the creativity of people and their ability to self-actualize.
- hunger** [N-UNCOUNT-U3] **Hunger** is the feeling of wanting or needing to eat.
- hypothesis** [N-COUNT-U15] A **hypothesis** is an idea, statement, or prediction that explains something, but which is not tested or proven correct.
- id** [N-COUNT-U10] The **id** is part of the human psyche that seeks pleasure and satisfaction and operates at an unconscious level to fulfill its desires.
- identical** [ADJ-U12] If two things are **identical**, they are exactly the same in every way.
- ignore** [V-T-U7] To **ignore** something is to fail to notice or recognize it.
- illness** [N-COUNT-U14] An **illness** is something that causes a person to become sick.

independent variable [N-COUNT-U15] An **independent variable** is the factor in an experiment that changes from one group to another.

inference [N-COUNT-U11] An **inference** is a conclusion based on an interpretation of facts.

instinctive behavior [N-UNCOUNT-U3] **Instinctive behavior** is action that individuals do not need to learn or be taught to do.

insufficient [ADJ-U6] If something is **insufficient**, it is not good enough or plentiful enough to serve a particular purpose.

internal [ADJ-U7] If something is **internal**, it happens or exists inside the body or mind.

introspection [N-UNCOUNT-U5] **Introspection** is the process of examining one's own thoughts, feelings, and ideas.

joy [N-UNCOUNT-U1] **Joy** is an emotion in which a person feels good about events or circumstances.

lack [N-UNCOUNT-U9] A **lack** of something is the state of being without it or not having enough of it.

law of closure [N-UNCOUNT-U8] The **law of closure** is a psychological principle in which people tend to reify familiar shapes, or perceive them as being complete even when there are parts missing.

law of proximity [N-UNCOUNT-U8] The **law of proximity** is a psychological principle in which people tend to perceive that objects are part of a group when they are close to each other.

law of similarity [N-UNCOUNT-U8] The **law of similarity** is a psychological principle in which people tend to perceive that objects are part of a group when they are like each other in some way.

law of symmetry [N-UNCOUNT-U8] The **law of symmetry** is a psychological principle in which people tend to perceive objects that represent two halves of something as forming around a center point.

life event [N-COUNT-U4] A **life event** is any important occurrence that takes place in a person's life, such as a birth, marriage, or the death of a family member.

limitation [N-COUNT-U13] A **limitation** is a weakness or a quality that prevents someone or something from being effective at performing an action or role.

love [N-COUNT-U2] **Love** is a feeling of caring very deeply for someone, and is a combination of trust and joy.

maladaptation [N-COUNT-U10] A **maladaptation** is a behavior that hurts or harms an individual in some way.

modular structure [N-COUNT-U11] A **modular structure** is an organizational pattern in which something is made up of many separate parts with dedicated roles or functions.

motivation [N-UNCOUNT-U3] **Motivation** is the desire or reason to do something.

multistability [N-UNCOUNT-U8] **Multistability** is a situation in which the brain shifts between two possible interpretations of something, usually because the actual nature of the thing is unclear.

natural selection [N-UNCOUNT-U11] **Natural selection** is a process in which some living things survive better than others because their traits make them better able to live long enough to reproduce.

naturalistic observation [N-UNCOUNT-U9] **Naturalistic observation** is a type of research in which a subject is monitored in its natural habitat without the manipulation of the observer.

nature [N-UNCOUNT-U12] **Nature** is the influence of an organism's genes on its development, appearance, and behavior.

nurture [N-COUNT-U12] **Nurture** is the influence of an organism's environment on its development, appearance, and behavior.

objective [ADJ-U5] If an idea is **objective**, it is based only on factual evidence, and not on personal beliefs or feelings.

observable behavior [N-COUNT-U7] An **observable behavior** is an action that someone performs and another person is able to detect and study directly.

observation [N-COUNT-U15] An **observation** is a fact that is discovered by watching something closely.

operant conditioning [N-UNCOUNT-U7] **Operant conditioning** is a form of learning in which an individual's behavior changes as a result of the behavior's consequences.

Glossary

- opponent-process theory** [N-UNCOUNT-U3] **Opponent-process theory** is a theory of motivation in which people perform actions in order to experience positive emotions and to avoid corresponding negative emotions.
- optimism** [N-UNCOUNT-U2] **Optimism** is a feeling of expecting good things to happen, and is a combination of joy and anticipation.
- overemphasis** [N-UNCOUNT-U6] **Overemphasis** is the placement of too much importance on a particular idea or object.
- passive** [ADJ-U6] If something is **passive**, it is not working to fulfill a purpose.
- Pavlov's dogs** [N-COUNT-U7] **Pavlov's dogs** were the dogs used in a notable experiment by Russian scientist Ivan Pavlov, which demonstrated classical conditioning by teaching dogs to salivate after hearing a bell ringing.
- perceive** [V-T-U4] To **perceive** something is to notice or be aware of something.
- potential** [N-UNCOUNT-U13] **Potential** is an ability or quality that someone is capable of, but is not yet developed or demonstrated.
- pragmaticism** [N-UNCOUNT-U6] **Pragmaticism** is a philosophy in which the meaning of an idea or process lies in its observable consequences.
- primary appraisal** [N-COUNT-U4] The **primary appraisal** of an event or situation is an individual's first assessment of how disruptive or stressful it is.
- primate** [N-COUNT-U9] A **primate** is an animal classification that includes humans, apes, and monkeys, which share the features of hands, forward-facing eyes, and other traits.
- problem** [N-COUNT-U15] A **problem** is a question or situation that needs to be answered or resolved.
- process** [V-T-U6] To **process** information is to gather and organize it in order to give it purpose or meaning.
- psyche** [N-COUNT-U10] The **psyche** is the human mind, including both its conscious and unconscious aspects.
- psychoanalysis** [N-COUNT-U10] **Psychoanalysis** is a form of therapy in which a psychologist tries to help a person bring his or her unconscious desires into the conscious mind, usually to resolve conflicts between divisions of the psyche.
- psychodynamic psychology** [N-UNCOUNT-U10] **Psychodynamic psychology** is a school of psychology that explains human behavior by examining the relationship between conscious and unconscious desires.
- psychological process** [N-COUNT-U6] A **psychological process** is a function of the mind that consists of multiple steps and produces a particular result.
- psychological structure** [N-COUNT-U6] A **psychological structure** is a part of the mind that allows a psychological process to occur.
- Quantitative trait loci (QTL)** [N-UNCOUNT-U12] **Quantitative trait loci (QTL)** is the process of determining which genes cause or influence certain behaviors.
- reality** [N-COUNT-U13] **Reality** is the way that something actually is, as opposed to a false idea or fantasy about it.
- reductionist** [ADJ-U9] If something is **reductionist**, it relates to the idea that a complex item, idea, or process can be understood by examining its individual parts.
- reductionist approach** [N-COUNT-U12] A **reductionist approach** seeks to understand complex subjects by breaking them down into their simplest parts.
- reification** [N-UNCOUNT-U8] **Reification** is a tendency of the brain to interpret something as having more information than is actually perceived, usually to give the thing a logical or familiar structure.
- remorse** [N-UNCOUNT-U2] **Remorse** is a feeling of unhappiness or dissatisfaction with one's own actions, and is a combination of disgust and sadness.
- resistance** [N-UNCOUNT-U4] **Resistance** is the second stage of the stress response in which the body's energy levels begin to drop and an individual begins to feel tired.
- respondent behavior** [N-COUNT-U7] A **respondent behavior** is a reflexive, involuntary response caused by stimuli.
- response** [N-COUNT-U9] A **response** is a reaction to something that came just before it.

result [N-COUNT-U15] A **result** is something that occurs because of something else.

rigid [ADJ-U5] If something is **rigid**, it is strict and unable to be changed.

sadness [N-UNCOUNT-U1] **Sadness** is an emotion of despair, hopelessness, or loss.

scientific method [N-COUNT-U15] The **scientific method** is a system of observation, measurement, and experimentation used to form and test hypotheses.

scientific rigor [N-UNCOUNT-U9] **Scientific rigor** is a level of exactness that is required to perform scientific investigations accurately.

secondary appraisal [N-COUNT-U4] The **secondary appraisal** of something stressful is an individual's assessment of what he or she can do to deal with the stress.

self-actualization [N-UNCOUNT-U13] **Self-actualization** is a person's inherent desire to reach the highest level of personal development that he or she can.

self-observation [N-UNCOUNT-U5] **Self-observation** is the process of gathering empirical data about one's own thought and behavior.

sex drive [N-UNCOUNT-U3] **Sex drive** is the desire to have sexual intercourse.

sexual selection [N-UNCOUNT-U11] **Sexual selection** is a process in which some living things survive better than others because their traits makes them better able to attract a mate.

Skinner box [N-COUNT-U7] A **Skinner box** is a device for studying conditioning in animals, in which the animal is administered a reward or punishment depending on buttons or levers that the animal presses.

smoking [N-UNCOUNT-U14] **Smoking** is the act of breathing in smoke through the mouth from a source such as a cigarette or a pipe, and is most often performed with tobacco.

social interaction [N-UNCOUNT-U9] **Social interaction** is the process in which people behave in response to each other.

social process [N-COUNT-U14] A **social process** is a series of events that occurs when people interact with each other. Examples include cooperation and competition.

socioeconomic status [N-COUNT-U14] A **socioeconomic status** is a measurement of a person's level of employment and income.

speculation [N-UNCOUNT-U7] **Speculation** is the process of forming theories about why something happens or what will happen in the future, without supporting evidence.

stimulus [N-COUNT-U7] A **stimulus** is something that causes a reaction.

strength [N-COUNT-U13] A **strength** is an action or role that someone or something performs very well.

stress [N-UNCOUNT-U4] **Stress** is a nervous feeling that makes people feel worried and unable to relax.

stress response [N-COUNT-U4] The **stress response** is the way that the body reacts to stress.

stressor [N-COUNT-U4] A **stressor** is any stimulus that causes an individual to experience stress.

structuralism [N-UNCOUNT-U5] **Structuralism** was the first school of psychology, and focuses on analyzing mental processes by breaking them down into their most basic components.

submission [N-UNCOUNT-U2] **Submission** is a feeling caused by allowing another person to control one's thoughts or actions, and is a combination of trust and fear.

succeed [V-I-U13] To **succeed** is to accomplish a goal or achievement.

sum [N-COUNT-U8] A **sum** is a collection of items or numbers considered together.

superego [N-COUNT-U10] The **superego** is part of the human psyche that controls a person's conscience and feelings of guilt, and mostly operates on an unconscious level.

surprise [N-UNCOUNT-U1] **Surprise** is an emotion of something unexpected happening.

surroundings [N-PLURAL-U6] **Surroundings** are the qualities and objects that exist in a particular place and form a setting or context for something.

Glossary

systematic [ADJ-U5] If an action is **systematic**, it is done according to a planned sequence of steps.

testability [N-UNCOUNT-U11] **Testability** is the quality of being able to be proven right or wrong.

testable [ADJ-U15] If something is **testable**, it can be proven or disproven by performing an experiment.

theory [N-COUNT-U3] A **theory** is a system of ideas intended to explain something.

theory of needs [N-UNCOUNT-U3] **Theory of needs** is a theory of motivation in which people do things to satisfy various physical, emotional, and social needs.

think [V-I-U9] To **think** is to actively use the mind to form thoughts and ideas.

trait [N-COUNT-U12] A **trait** is a quality of a living thing, and may be either observable or unobservable.

trust [N-UNCOUNT-U1] **Trust** is an emotion in which someone believes that another person's thoughts or actions are good.

twin study [N-COUNT-U12] A **twin study** is a study in which researchers observe pairs of twins to gain information about the role of genes on a particular trait or set of traits.

unconditional positive regard [N-UNCOUNT-U13] **Unconditional positive regard** is the acceptance and support of a person, regardless of what the person says or does.

universal [ADJ-U11] If something is **universal**, it applies to every person or thing in a particular group.

usefulness [N-UNCOUNT-U6] **Usefulness** is the quality to serve a function or purpose.

whole [N-COUNT-U8] A **whole** is a complete unit of something that is made up of separate parts.

**CAREER
PATHS**

Psychology

Book
3

Timothy Gilliland, PsyD

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Express Publishing

Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Developmental Psychology 1	Textbook Chapter	adolescence, adulthood, early childhood, hand-eye coordination, infancy, middle age, motor skill, old age, physical development, prenatal, puberty, toddler	Providing reassurance
2	Developmental Psychology 2	Lecture Notes	Attachment Theory, cognitive development, concrete operational stage, Cultural-Historical Theory, Ecological Systems Theory, exosystem, formal operational stage, macrosystem, mesosystem, microsystem, Piagetian stages, preoperational stage, sensorimotor stage	Giving a reminder
3	Cultural Psychology	Article	collectivist, cross-cultural psychology, cultural psychology, culture, ethnocentrism, high-context culture, individualist, low-context culture, monochronic culture, polychronic culture, prejudice, stereotype	Politely interrupting
4	Social Psychology and the Individual	Course Description	actor-observer effect, attitude, attribution, cognitive dissonance, fundamental attribution error, impression formation, person-positivity bias, personal, self-fulfilling prophecy, self-handicapping, social cognition, social comparison, social psychology	Clarifying information
5	Social Psychology and Groups	Article	altruism, bystander effect, compliance, conformity, deindividuation, diffusion of responsibility, group polarization, group, groupthink, obedience, social facilitation, social inhibition	Introducing an example
6	Research and Experiments 1	Webpage	causal relationship, cohort study, correlational research, cross-sectional, data, descriptive research, longitudinal, population, prospective, qualitative, quantitative, retrospective, statistical research	Stating a preference
7	Research and Experiments 2	Journal Article	animal study, benefit, consent, defined, ethical, experimental research, field experiment, guideline, human subject, interview, minor, moral, observational study, regulation	Asking about experience
8	Research and Experiments 3	Job Posting	archival search, case study, computer simulation, content analysis, data collection, interval measurement, meta-analysis, nominal measurement, ordinal measurement, random sample, ratio measurement, self-report, survey	Talking about experience
9	Mental Disorders 1	Encyclopedia Article	abnormal psychology, APA, condition, diagnose, DSM, ICD, identify, mental disorder, multi-axial system, revision, standardized, symptom, WHO mental disorder, abnormal psychology, symptom, condition, diagnose, identify, DSM, multi-axial system, APA, revision, ICD, WHO, standardized	Making a realization
10	Mental Disorders 2	Doctor's Notes	anxiety disorder, bipolar disorder, compulsion, depression, generalized anxiety disorder, mood disorder, obsession, OCD, panic disorder, phobia, PTSD, stress disorder	Asking for an opinion
11	Mental Disorders 3	Textbook Chapter	ADHD, autism, catatonic schizophrenia, disorganized schizophrenia, dissociative amnesia, dissociative disorder, dissociative fugue, dissociative identity disorder, paranoid schizophrenia, PDD, residual schizophrenia, schizophrenic disorder, undifferentiated schizophrenia	Expressing confusion
12	Mental Disorders 4	Poster	antisocial personality disorder, avoidant personality disorder, borderline personality disorder, characteristic, dependent personality disorder, exaggerated, histrionic personality disorder, narcissistic personality disorder, paranoid personality disorder, personality disorder, schizoid personality disorder, schizotypal personality disorder, self-image, self-esteem	Making a prediction
13	Treatment	Brochure	antidepressant, antipsychotic, behavioral therapy, cognitive therapy, electroconvulsive therapy, existential therapy, family therapy, free association, group therapy, humanistic therapy, psychoanalysis, psychodynamic therapy, psychosurgery, tranquilizer	Asking about necessity
14	Applications	Webpage	clinical psychology, community psychology, educational psychology, forensic psychology, human factors, industrial psychology, legal psychology, occupational health psychology, organizational psychology, school psychology, sport psychology	Making a recommendation
15	Career Options	Job Postings	academic psychologist, clinical psychologist, consulting psychologist, consumer psychologist, counseling psychologist, EdD, engineering psychologist, MA, military psychologist, PhD, psychometrician, PsyD, school psychologist	Expressing interest

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Get ready!

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

- 1 What are the stages of a child's physical development?
- 2 What is the importance of hand-eye coordination?

infancy

toddler

motor skill

adulthood

hand-eye coordination

old age

Intro to Human Biology

Physical Development

The **physical development** of humans begins at conception. During the **prenatal** stage, a human grows from a single cell into a baby. This stage involves many major physical changes.

When a person is born, he or she enters **infancy**. This covers a person's first year of life. During infancy, a person begins to develop **motor skills** and **hand-eye coordination**. After about a year, an infant usually learns how to walk. This is when the child is considered a **toddler**. Toddlerhood lasts a few years, as the child develops coordination and motor skills. These continue to develop throughout **early childhood**.

The next major stage of human development occurs between ages ten and twelve. Around this time, **puberty** begins. A person is now able to reproduce, but is still not yet fully developed. Growth continues during the next few years, known as **adolescence**. In his or her late teens, an adolescent reaches **adulthood**. At this point, the individual is physically mature. In general, adulthood is the longest period of a person's life. The stage of adulthood after about age forty-five is called **middle age**. Finally, **old age** is the last stage in a person's life.



Reading

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

- 1 ___ After a child learns to walk, he or she is considered a toddler.
- 2 ___ Hand-eye coordination begins to develop when a child is a toddler.
- 3 ___ Adolescence is the first stage after a person is fully mature.

Vocabulary

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

- 1 ___ puberty
- 2 ___ prenatal
- 3 ___ adulthood
- 4 ___ middle age
- 5 ___ early childhood
- 6 ___ physical development

- A occurring during pregnancy, before birth
- B the stage between forty-five and sixty-five years of age
- C the process in which a person develops motor skills
- D the stage in which a person reaches sexual maturity
- E the stage between toddlerhood and six or seven years of age
- F the stage in which a person is fully mature

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

1 hand-eye coordination / infancy

A Children with good _____ often do well at sports.

B During _____, children first learn how to move their limbs.

2 old age / motor skill

A Sitting is an early _____ that babies must learn.

B As people reach _____, they are more likely to develop illnesses.

3 toddler / adolescence

A The period of _____ is the stage just before adulthood.

B The parents were excited when their _____ began to walk.

5 Listen and read the textbook chapter again. What are some different stages of adulthood?

Listening

6 Listen to a conversation between a psychologist and a parent. Choose the correct answers.

- What is the conversation mostly about?
A a condition that causes developmental delays
B unusual development in an adolescent
C whether a toddler is demonstrating normal development
D how to improve a child's hand-eye coordination
- What is true about the man's son?
A He recently learned to walk.
B He has a developmental disorder.
C He has difficulty crawling.
D He has normal motor skills for his age.

7 Listen again and complete the conversation.

Psychologist: And why do you think **1** _____ is impaired?

Parent: Well, he doesn't know how to walk yet. But other children his age already do.

Psychologist: Actually, he's fairly normal. Some children don't learn to walk **2** _____.

Parent: Oh, that's quite a relief.

Psychologist: Your son probably **3** _____, right?

Parent: Yes. He started crawling about three months ago.

Psychologist: In that case, don't worry. Your child is developing **4** _____ just fine.

Parent: That's great. Just to be sure, though, **5** _____ start to worry?

Psychologist: Give it another four months or so. If he's **6** _____, bring him in.

Speaking

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

USE LANGUAGE SUCH AS:

*Why do you think ...? / Some children ...
Don't worry ...*

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

- his or her child's development
- normal development at the child's age
- whether or not there is cause for concern

Student B: You are a parent. Talk to Student A about your child's development.

Writing

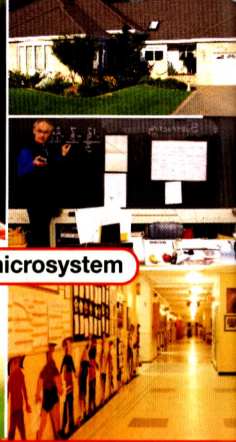
9 Use the conversation from Task 8 to write a psychologist's notes about a child. Include: the parent's concern, the child's level of development, and an assessment of the child's development.



Get ready!

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

- 1 What are the four Piagetian stages?
- 2 What are the four environments of the Ecological Systems Theory?



Reading

2 Read the lecture notes. Then, mark the following statements as true (T) or false (F).

- 1 The Piagetian stages describe different cultural effects on children.
- 2 The Cultural-Historical Theory focuses on the role of surroundings.
- 3 Mesosystems are made up of multiple microsystems.

Lecture notes

Theories of development

➔ **Cognitive development** is the process in which someone learns to perform mental processes.

- ✓ Examples of these mental processes include logical reasoning, perception, etc.

➔ Jean Piaget's theory of cognitive development is split into the four **Piagetian stages**:

- ✓ The first is the **sensorimotor stage**. This stage includes the development of sensory perception and motor skills.
- ✓ The next is the **preoperational stage**, during which children form concepts and communicate verbally.
- ✓ The third is the **concrete operational stage**. This is when children learn to use logical reasoning and manipulate imaginary representations of objects.
- ✓ The final stage is the **formal operational stage**, during which children think abstractly.

➔ Lev Vygotsky's **Cultural-Historical Theory** differed from Piaget's theory. Instead of emphasizing the child's age, Vygotsky's theory focused on the child's environment.

➔ The **Ecological Systems Theory** also focuses on how a child's environment affects development. According to this theory, there are four types of environments: **microsystems**, **mesosystems**, **exosystems**, and **macrosystems**.

- ✓ Microsystems include direct influences, and mesosystems are the relationships between them.
- ✓ Exosystems include indirect influences, and macrosystems include cultural influences.

➔ **Attachment Theory** focuses heavily on the relationship between children and parents. It emphasizes the role of a caregiver in developing healthy relationships.

Vocabulary

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

- 1 exosystem
 - 2 mesosystem
 - 3 preoperational stage
 - 4 cognitive development
 - 5 Cultural-Historical Theory
 - 6 concrete operational stage
 - 7 Ecological Systems Theory
- A a theory that highlights society's effect on a child's development
- B a theory in which four environments affect a child's development
- C a collection of factors that indirectly affect a child's development
- D the process in which a person learns how to perform mental tasks
- E the relationships between a child's different microsystems
- F the stage in which a child learns to communicate verbally
- G the stage in which a child begins to learn to think logically

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

Word BANK

Attachment Theory
macrosystem microsystem
Piagetian stage

- 1 An infant's _____ is usually limited to just immediate family.
- 2 The relationship between infants and parents is the main focus of _____.
- 3 The sensorimotor stage is the first _____ that a child goes through.
- 4 Cultural attitudes about gender and race are part of a child's _____.

- 5 Listen and read the lecture notes again. What is the main focus of Attachment Theory?

Listening

- 6 Listen to a conversation between two students. Choose the correct answers.

- 1 What is the conversation mostly about?
 - A how to determine a child's developmental stage
 - B the differences between the Piagetian stages
 - C criticisms of a cognitive development theory
 - D a comparison of developmental theories
- 2 What does the man confuse with another concept?
 - A the sensorimotor stage
 - B an exosystem
 - C a microsystem
 - D the preoperational stage

- 7 Listen again and complete the conversation.

- Student 1:** Okay. How about 1 _____ stage?
- Student 2:** That's the third one. Children learn logical thinking during that stage.
- Student 1:** Correct. It's also when they learn how to 2 _____.
- Student 2:** Great. Now it's your turn. What occurs during the preoperational stage?
- Student 1:** 3 _____ is the last – wait, no. It's the second stage, right?
- Student 2:** Yes, the preoperational stage is the 4 _____.
- Student 1:** Let's see. That's when the child learns to communicate verbally and 5 _____.
- Student 2:** You're right. Just remember that it's the preoperational, not 6 _____, stage.

Speaking

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

USE LANGUAGE SUCH AS:

What happens ...? / I think ...

Just remember that ...

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

- a theory of cognitive development
- the names of the elements/stages/environments
- details of the elements/stages/environments

Student B: You are a student. Talk to Student A about the elements of Piaget's theory of cognitive development.

Writing

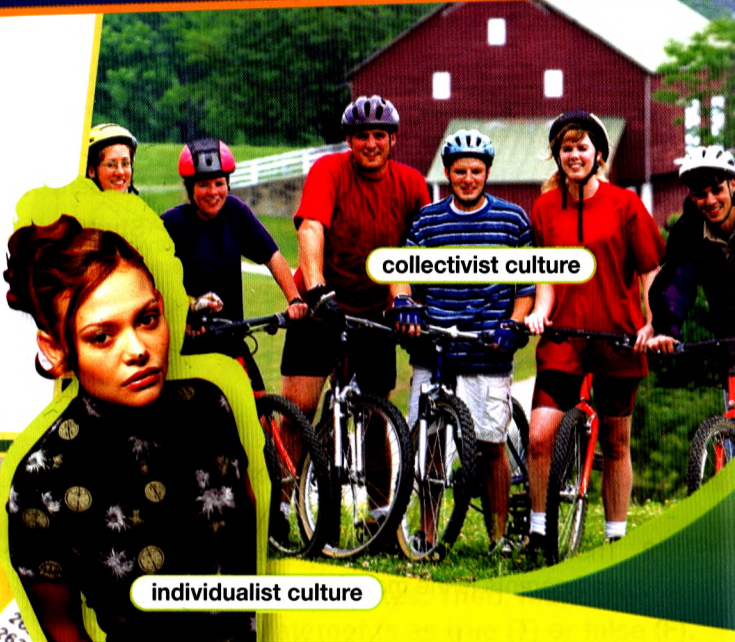
- 9 Use the lecture notes and the conversation from Task 8 to write a student's blog post about a theory of cognitive development. Include: the basic principle of the theory, different parts of the theory, and how each part relates to a child's development.



Get ready!

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

- 1 What is the difference between cultural psychology and cross-cultural psychology?
- 2 What are some significant ways that cultures differ from each other?



The Challenges of Cross-Cultural Psychology

The main task of **cross-cultural psychology** is comparing cultures. However, it differs from standard **cultural psychology**. Cultural psychologists compare **culture** to identify their differences. On the other hand, cross-cultural psychologists seek commonalities between cultures. This is challenging because cultures do differ in a number of important ways.

One major difference between cultures is communication style. For instance, **high-context cultures** often rely heavily on non-verbal methods of communication. **Low-context cultures**, on the other hand, do not. Cultures around the world also place different levels of importance on time. In a **monochronic culture**, following a schedule is of the utmost importance. However, in a **polychronic culture**, people place minimal emphasis on timetables and deadlines. Yet another important difference between cultures is how they define individuals. **Individualist cultures** define people based on personality traits and descriptions of the individual person. In a **collectivist culture**, individuals are defined by their roles in the community.

But the complexity of individual cultures isn't the only challenge. Cross-cultural psychologists must also battle their own **prejudices**. It can be difficult to overcome one's own **ethnocentrism**. Additionally, **stereotypes** about other cultures can lead to mistaken assumptions. A psychologist must overcome these obstacles to conduct a fair, unbiased cultural study.

Reading

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

- 1 Cultural psychology and cross-cultural psychology both compare cultures.
- 2 According to the article, high-context cultures are usually polychronic.
- 3 Ethnocentrism is an obstacle in cross-cultural psychology.

Vocabulary

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

- | | |
|--------------------------------------------------|------------------------------------------------------|
| 1 <input type="checkbox"/> collectivist culture | 5 <input type="checkbox"/> low-context culture |
| 2 <input type="checkbox"/> individualist culture | 6 <input type="checkbox"/> cultural psychology |
| 3 <input type="checkbox"/> ethnocentrism | 7 <input type="checkbox"/> cross-cultural psychology |
| 4 <input type="checkbox"/> polychronic culture | |

- A a branch of science that focuses on cultural similarities
- B emphasizing the roles of people in groups
- C the belief that one's own group is better than all others
- D emphasizing each person's unique personality traits
- E people who place little emphasis on schedules and deadlines
- F a branch of science that focuses on cultural differences
- G a group of people who rely mostly on verbal communication

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

1 stereotypes / high-context cultures

- A** Members of _____ tend to communicate more with gestures.
- B** Many people believe _____ that are inaccurate, or exaggerated.

2 monochronic culture / prejudice

- A** In a modern _____, meeting deadlines is very important.
- B** Many people feel _____ towards a group without ever meeting someone from that group.

5 Listen and read the article again. How do cultures define individuals differently?

Listening

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

- 1 What is the conversation mostly about?
- A** the difference between low- and high-context cultures
B common stereotypes from around the world
C how ethnocentrism affects psychological studies
D a comparison of cultural and cross-cultural psychology
- 2 What example does the woman use to demonstrate her argument?
- A** collectivist cultures **C** individualist cultures
B polychronic cultures **D** low-context cultures

7 Listen again and complete the conversation.

Professor: Well, I'll give you an example. Remember our discussion about **1** _____?

Student: Yeah, they're the ones **2** _____ about time.

Professor: Right. **3** _____ of that practice?

Student: A disregard for schedules? It's **4** _____. I mean, how does anyone get anything done?

Professor: See, that's a **5** _____. You just applied your own ethnocentrism to another culture.

Student: Oh, I see what you're getting at. With that attitude, I can't possibly conduct **6** _____.

Speaking

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

USE LANGUAGE SUCH AS:

Sorry to interrupt ...

Remember our discussion about ...?

I see what you're ...

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

- the challenges of cross-cultural psychology
- an example of a concept
- how prejudices make the concept hard to study

Student B: You are a student. Talk to Student A about cross-cultural psychology.

Writing

9 Use the article and the conversation from Task 8 to write a student's notes on cultural psychology. Include: a concept that psychologists might study, how prejudices can affect such a study, and how psychologists can overcome their prejudices.

Cultural Psychology



Get ready!

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

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



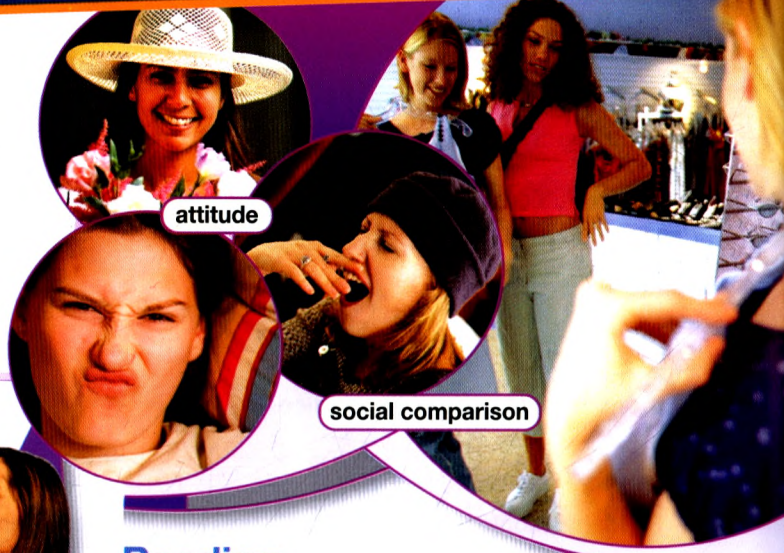
social cognition



social psychology



impression formation



attitude

social comparison

Reading

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

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

Vocabulary

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

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

- A the process of causing something by believing it to be true
- B the act of overemphasizing the role of personality in behavior
- C relating to the attitudes or characteristics of an individual
- D the study of society's influences on people's minds and behaviors
- E the act of forming more positive attitudes about individuals than groups
- F the act of attributing one's own behavior to events, not personality
- G an explanation of the cause of something

In this course, we will study the important field of **social psychology**. In general, this branch of psychology studies how society influences individuals. We will focus on the way society shapes **personal attitudes**. In this course, students are encouraged to share their own life experiences.

The first half of the course addresses **social cognition**. This area of social psychology focuses specifically on mental processes. Our discussions will concentrate heavily on the process of **impression formation**. This includes one of the major drivers of human behavior: **social comparison**. We will also examine the biases that occur during impression formation, including **person-positivity bias**. Then we'll analyze the complex factors that contribute to **cognitive dissonance**.

The second half of the course will focus on theories of **attribution**. These examine how people explain their own actions and those of others. A major component of this field is the influence of formal biases. As we'll discuss, people often overemphasize environmental factors in attribution. This occurs in both the **fundamental attribution error** and the **actor-observer effect**. Finally we'll review a recent study on **self-handicapping**. This is a type of **self-fulfilling prophecy** in which people prevent their own success.

PSYCH 240: Social Psychology

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

Word BANK

attitude cognitive dissonance
impression formation self-handicapping
social cognition social comparison

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

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

Listening

- 6 Listen to a conversation between a psychologist and a patient. Choose the correct answers.

- What is the conversation mostly about?
 - the woman's errors in attributing behavior
 - the woman's attitude about her job
 - the woman's cognitive dissonance about a problem
 - the woman's impression formation of others
- According to the man, what might be preventing the woman's success?
 - a self-fulfilling prophecy
 - the person-positivity bias
 - the actor-observer effect
 - an attribution error

- 7 Listen again and complete the conversation.

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

Patient: What 2 _____?

Psychologist: You always 3 _____ to your coworkers' success. In particular, you focus too much on Tim.

Patient: But Tim always does so well. 4 _____ why he gets so much attention.

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

Patient: Okay, I guess you 6 _____. After all, he doesn't even work in my department.

Speaking

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

USE LANGUAGE SUCH AS:

I believe there are a couple of ...
I guess you have ... / You mean ...?

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

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

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

Writing

- 9 Use the course description and the conversation from Task 8 to write the psychologist's notes about a patient. Include: the patient's problem, which social factors may be affecting him or her, and what you advised him or her to do.

How groups behave

Get ready!

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

- 1 What are some features of a group with a shared interest?
- 2 How does the existence of a group affect individual behavior?



When people are in **groups**, their individual behavior changes. For example, two students are solving a simple problem. While solving it, they know they are being observed by others. **Social facilitation** causes one student to solve the problem quickly and without error. However, another student might fail in the same situation. **Social inhibition** causes this student to imagine the possibility of embarrassment. Both students were given the same task. But the presence of observers affected their behavior in different ways.

Group polarization and **groupthink** are especially common in groups sharing an interest. There's often a group belief system or agreed-upon approach to issues. This structure relies on **conformity**, **compliance**, and **obedience**. Members may share an interest in **altruism**. Consequently, they all donate funds to the same organization. On the other hand, the existence of a group can also be harmful. Extreme conformity can lead to **deindividuation**. In emergency situations, the larger the group, the less likely an individual is to act. The **bystander effect** occurs as a result of **diffusion of responsibility**. Each individual believes someone else will take a necessary action. Eventually, no one acts at all. But in any case, the existence of a group affects an individual's behavior. Sometimes the results are positive, and sometimes they are negative.

Reading

2 Read the article. Then, choose the correct answers.

- 1 What is the passage mainly about?
 - A reasons that people should join groups
 - B the impact of a group on behavior
 - C types of groups with shared interests
 - D characteristics that bring individuals together
- 2 Which of the following is a positive consequence of a group dynamic?
 - A deindividuation
 - B diffusion of responsibility
 - C social facilitation
 - D bystander effect
- 3 Which of the following is NOT required to maintain a group?

A social inhibition	C altruism
B conformity	D obedience

Vocabulary

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

- | | |
|-----------------|----------------------------------|
| 1 __ compliance | 4 __ social inhibition |
| 2 __ conformity | 5 __ group polarization |
| 3 __ groupthink | 6 __ diffusion of responsibility |

- A the inclination to make extreme decisions as a group despite individual tendencies
- B the tendency of a group of people to approach issues as one
- C similar thoughts or behavior in line with members of a group
- D the restriction of behavior to avoid embarrassment when observed by others
- E the tendency to assume another member of a group will take action
- F the process of acting as someone was requested or ordered

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

1 group / altruism

- A** The professor started a(n) _____ for new students.
- B** The man exhibited _____ by donating money to the charity.

2 obedience / social facilitation

- A** The student's performance improved as a result of _____.
- B** The leader of the group expected _____ from the members.

3 bystander effect / deindividuation

- A** Nobody in the crowd took action, demonstrating the _____.
- B** The lecture on _____ was about losing one's own individuality.

5 Listen and read the article again. What is an example of conformity?

Listening

6 Listen to a conversation between a professor and a student. Mark the following statements as true (T) or false (F).

- 1 ___ The man plans to observe the students' behavior in a situation.
- 2 ___ The woman believes the students' responses will be different from their actions.
- 3 ___ The man gives an example of obedience.

7 Listen again and complete the conversation.

Professor: 1 _____ the students will say?

Student: I think we'll see a lot of altruism. Most people believe they would take action.

Professor: Right. However, studies show that 2 _____ is very powerful.

Student: So, you're saying their actual behavior might be different. 3 _____ the crime occur?

Professor: Exactly. In emergency situations, there's a diffusion of responsibility. Most people 4 _____ held accountable.

Student: Hmm. That'll be interesting, then.

Professor: I agree. Did you have 5 _____ ?

Student: Yes. I wanted to use a fraternity 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

*What did you think ...? / Take for example ...
Exactly.*

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

- a psychology lecture
- the behavior of group members
- examples of group psychology

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

Writing

9 Use the article and the conversation from Task 8 to write an evaluation of a psychology lecture. Include: a topic related to group behavior, an example used in the lecture, and an overall assessment of the discussion.



Get ready!

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

- 1 What are some methods used to study populations over time?
- 2 How do different types of data aid researchers?



East University

Departments & Programs Psychology

East University's Psychology Department has a rich history of research and experiments. Studies at the university provide information on the student **population**. **Data** from these **cohort studies** inform faculty of the state of the university. We believe this is necessary to provide the best opportunities for our students. Consequently, we focus on both **correlational research** and **statistical research** (or **descriptive research**).

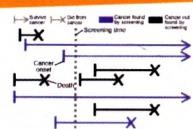
A recent **cross-sectional study** concentrated on our athletic program. Conducting research on the entire program would be difficult to accomplish. Therefore, we only followed one team throughout one term. We gathered **quantitative** information from various sources. These statistics showed the team's **qualitative** differences during the year. Our ultimate analysis demonstrated the need for stronger leadership on a team. Additionally, we noted the need for players to take on different roles.

Currently, we're analyzing a **longitudinal study** of the senior class. We polled them regarding their educational experience, as well as their career goals. That makes this study both **retrospective** and **prospective**. We hope to see a **causal relationship** between curriculum decisions and career prospects. That information will allow us to tailor courses better to students' needs.

Reading

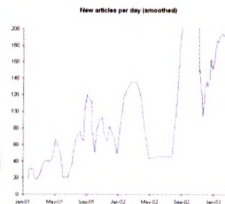
2 Read the webpage. Then, mark the following statements as true (T) or false (F).

- 1 ___ Data collected from the department's studies are reviewed by faculty.
- 2 ___ The psychology department prefers correlational research instead of descriptive research.
- 3 ___ The university conducted a longitudinal study of its athletic program.

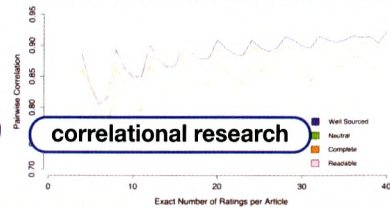


statistical research

	Death from cancer	Survive cancer	% surviving cancer
Cancer discovered through screening	1	4	80%
Truly had cancer	7	5	41.7%

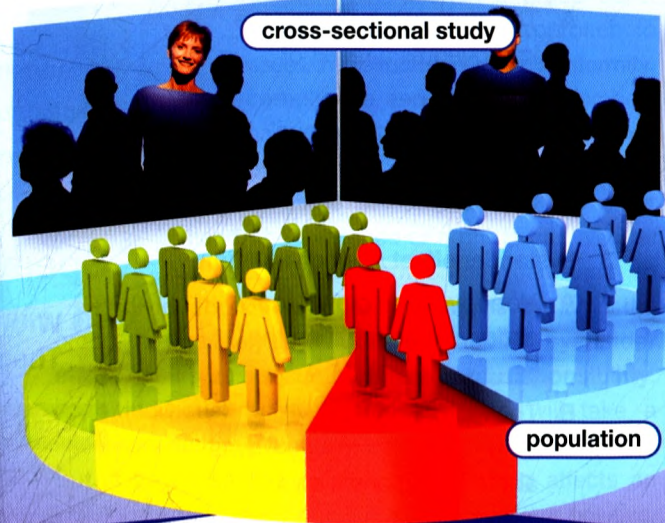


Correlation with Overall Rating Average varies with Number of Ratings



correlational research

data



Vocabulary

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

- | | |
|-----------------------------|------------------------------|
| 1 ___ cohort study | 5 ___ statistical research |
| 2 ___ longitudinal study | 6 ___ causal relationship |
| 3 ___ prospective | 7 ___ correlational research |
| 4 ___ cross-sectional study | |

- A a type of study relating to something in the future
 B a type of study relating to a population or a representative sample of that population
 C a type of study analyzing people with a common characteristic or experience
 D the connection between two events, where the second is the result of the first
 E relating to the survey of a group over time to observe changing factors
 F a type of study involving dependent or related factors
 G a type of study that relies on descriptive data rather than causes

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

- 1 A study showed an increase in the number of residents since last year. p _ p _ _ _ _ i o _
- 2 The information in the report was related to the goodness or badness of the subjects. _ u _ l _ _ a t _ _ e
- 3 Experiments require the collection and analysis of facts and figures. _ _ _ _ _
- 4 The professor relied on measurable statistics for his research. q u _ n _ _ _ a t _ _ _
- 5 The university conducted a backward-looking study on student experiences. _ e _ r _ _ _ e _ _ _ v e

5 Listen and read the webpage again. What do researchers learn from correlational research?

Listening

6 Listen to a conversation between two professors. Choose the correct answers.

- 1 What is the conversation mostly about?
 - A the woman's research plans
 - B a recent cross-sectional study
 - C an error in the man's data
 - D surprising results in a retrospective study
- 2 How will the woman help the man?
 - A She will define the population for his study.
 - B She will talk to students with scholarships.
 - C She will choose the appropriate type of research.
 - D She will review his statistical calculations.

7 Listen again and complete the conversation.

- Professor 1:** I'm submitting a proposal to the university tomorrow. I 1 _____ a cohort study, but I need approval first.
- Professor 2:** What population will be your focus?
- Professor 1:** Students who received scholarships 2 _____ university.
- Professor 2:** That's interesting. 3 _____ retrospective?
- Professor 1:** No, prospective. I'm focusing on how their scholarships relate to their futures.
- Professor 2:** I'd think correlational research would be 4 _____.
- Professor 1:** It would be, but I prefer longitudinal studies. Changes over time are the 5 _____ to me.
- Professor 2:** 6 _____. I hope your research supports your hypothesis.

Speaking

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

USE LANGUAGE SUCH AS:

I plan to ... / Are you conducting ...? / I prefer ...

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

- his or her planned research
- the type of study he or she plans to use
- possible results

Student B: You are a professor. Talk to Student A about your planned research.

Writing

9 Use the webpage and the conversation from Task 8 to write an email to a colleague about a research project. Include: the type of research, the advantages of the study, and how he or she can assist.

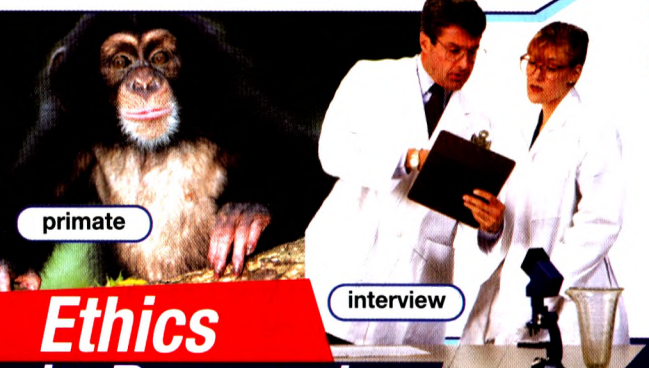
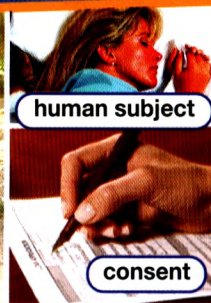
East University
Departments & Programs Psychology



Get ready!

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

- 1 What factors are involved in an animal study?
- 2 How are studies involving minors regulated in your country?

Ethics
in Research

All forms of **experimental research** require responsibility and oversight. Of course, **regulations** differ depending on the type of research or experiment. However, there is always an **ethical** or **moral** justification for the regulation. Researchers must act accordingly, regardless of the experiment. When dealing with a **human subject**, the subject's age is important. Any study involving minors requires **consent** from the parents. The researcher should conduct an **interview** with the family before research begins. This is a chance to establish **defined** boundaries for the study. If anyone is uncomfortable, they can choose not to participate.

An **animal study** doesn't have the same ethical concerns as a human study. That's why some studies begin with an analysis of primates. Primates are similar to humans, but are studied under different ethical **guidelines**. Often, **field experiments** are favored over the laboratory for an animal study. Confining animals in a laboratory can be uncomfortable and possibly unethical. Also, it doesn't provide the same **benefits** as an **observational study**. A natural environment is the best place for real-world results.

While discovery is important, research should avoid putting its subjects in danger. Ethical regulations are important, and ensure research does not cause undue harm.

Reading

2 Read the journal article. Then, choose the correct answers.

- 1 What is the article mainly about?
 - A an example of an unethical animal study
 - B changes to ethical guidelines in recent years
 - C appropriate ethical considerations for researchers
 - D a plan to ensure ethical research in an upcoming study
- 2 According to the article, which is NOT true about animal studies?
 - A They require consent from certain agencies.
 - B They have different regulations than human studies.
 - C They may be problematic in a laboratory.
 - D They are best analyzed through field observation.
- 3 According to the article, why should the boundaries of an experiment be well defined?
 - A Strict guidelines govern the process.
 - B Uncomfortable subjects can choose not to participate.
 - C Researchers must determine which ethical guidelines are important.
 - D Studies with human subjects are typically dangerous.

Vocabulary

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

- | | |
|----------------|----------------------------|
| 1 __ moral | 5 __ minor |
| 2 __ guideline | 6 __ human subject |
| 3 __ benefit | 7 __ observational study |
| 4 __ defined | 8 __ experimental research |

- A a rule, policy, or recommendation outlining ideal methods
- B a person who is the focus of an experiment or research
- C relating to someone's personal beliefs
- D a study in which the placement of subjects is not determined by the researcher
- E the process of using data and controlled studies to validate a hypothesis
- F the positive or helpful result of something
- G relating to boundaries
- H a child or a person who is younger than a particular age

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

Word BANK

consent animal study
regulations field experiment
ethical interview

- The researcher preferred a(n) _____ to the laboratory setting.
- A(n) _____ with the researcher helped the subject understand the study better.
- A number of primates were observed during the _____.
- _____ from parents was required in order to study the school children.
- The professor prepared a list of _____ concerns about the plans for the study.
- All psychology experiments are governed by strict _____.

- 5 Listen and read the journal article again. Why are ethical regulations necessary?

Listening

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

- ___ The man is an expert in animal studies.
- ___ The man prefers field experiments.
- ___ The woman's test involves minors.

- 7 Listen again and complete the conversation.

Psychologist 1: Why is that? Isn't it beneficial 1 _____ with animals and humans?

Psychologist 2: Of course. However, 2 _____ variables working with animals.

Psychologist 1: You could eliminate those variables in a laboratory.

Psychologist 2: I prefer a field experiment. That's 3 _____ with human subjects.

Psychologist 1: Issues with human subjects can arise as well. The ethical guidelines are much stricter.

Psychologist 2: I realize that. 4 _____ regulations prevent many complications.

Psychologist 1: I actually prefer 5 _____ as well. But this is a drug for minors.

Psychologist 2: What's the significance of that?

Psychologist 1: Research with minors requires 6 _____. That's difficult to acquire at times.

Speaking

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

USE LANGUAGE SUCH AS:

*Do you have experience with ...? / That sounds ...
How do you ...?*

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

- your upcoming experiment
- the type of subject you will work with
- ethical considerations

Student B: You are a psychologist. Talk to Student A about his or her upcoming experiment.

Writing

- 9 Use the journal article and the conversation from Task 8 to write a research proposal. Include: the intended research, the type of subject, and any ethical considerations.

Get ready!

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

- 1 What are some ways to characterize data after they are collected?
- 2 How are surveys and self-reports administered?



Last Name	Payment	T-Shirt Color	Year	Political Donation
Ackerman	1-Oct	Heather Grey	2013	\$122,694.00
Albee	13-Oct	Heather Grey	2014	\$227,295.00
Bell	11-Oct	Dark Red	2015	\$83,500.00
Chen	5-Oct	Dark Red	2016	\$201,537.40
Del Toro	13-Oct	Yellow	2017	\$208,378.06
Ellison	5-Oct	White		

nominal measurement

ordinal measurement

RESEARCH ASSISTANT NEEDED!

Content Industries is looking for a research assistant for our field team. We specialize in **content analysis** and **computer simulation**. **Data collection** is the foundation of our work. As a research assistant, you'll work with members of the data collection team.

Responsibilities:

- ✓ Performing an **archival search** at the beginning of each study
 - ↪ This is used to create our pre- and post-study computer models. It aids in our **meta-analysis** and streamlines our process.
- ✓ Selecting subjects from our target demographic
 - ↪ Ideally, this group should be a **random sample**. But sometimes we'll need a particular selection of respondents.
- ✓ Adequately explaining instructions for **self-reports** before respondents complete the study

Qualifications:

- ✓ The ideal candidate will have experience administering a **survey**.
- ✓ You should have an understanding of how a **case study** is analyzed. This is not a requirement, but it is preferred.
- ✓ We require some experience characterizing data.
- ✓ Knowledge of the different levels of measurement is a bonus. Otherwise, we'll train you regarding the following:
 - **Nominal measurement**
 - **Ordinal measurement**
 - **Interval measurement**
 - **Ratio measurement**

If you're interested, complete the application on our website. We will contact qualified applicants to set up an interview.

Reading

2 Read the job posting. Then, mark the following statements as true (T) or false (F).

- 1 The company specializes in computer simulation.
- 2 The research assistant will work independently.
- 3 Applicants must be familiar with nominal measurement.

Vocabulary

3 Match the words or phrases (1-5) with the definitions (A-E).

- 1 case study
 - 2 data collection
 - 3 random sample measurement
 - 4 computer simulation
 - 5 nominal
- A a digital program or model used to replicate something
- B the process of gathering and preparing information
- C a subset of a population that is chosen without design or purpose
- D a real-life event observed as the subject of analysis
- E a characterization of data by name, category, or label

- 4 Place the words or phrases from the word bank in the correct box.

Word BANK

archival search
ordinal measurement
survey content analysis
interval measurement
meta-analysis
ratio measurement
self-report

Collection Methods	_____
Examination Methods	_____
Characterizations of Data	_____

- 5 Listen and read the job posting again. What is the advantage of meta-analysis?

Listening

- 6 Listen to a conversation between an interviewer and an applicant. Choose the correct answers.

- What was the man's primary responsibility at his old job?
 - administering surveys and self-reports
 - performing content analysis
 - preparing case studies
 - training researchers to use databases
- What will the speakers likely do next?
 - review the man's education
 - talk about the duties of the job
 - discuss data characterization
 - set up another interview

- 7 Listen again and complete the conversation.

Interviewer: Of course. I 1 _____. Could you talk about your experience in more detail?

Applicant: Sure. I previously worked as a research assistant for an advertising firm. 2 _____ administering surveys and self-reports.

Interviewer: Was analysis part of your job?

Applicant: Not specifically. 3 _____, _____ large projects, I performed some meta-analysis.

Interviewer: It's 4 _____ you have some experience performing post-survey tasks.

Applicant: I also have experience with pre-survey tasks.

Interviewer: Oh, really? 5 _____?

Applicant: Well, I typically performed the archival searches as well.

Interviewer: So, you're familiar with historical data?

Applicant: Yes. I'm comfortable 6 _____ of data collection.

Speaking

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

USE LANGUAGE SUCH AS:

*Could you talk about ...? / I previously worked as ...
So, you're familiar with ...*

Student A: You are an interviewer. Talk to Student B about:

- an open position at your company
- his or her experience with data collection and analysis
- requirements of the position

Student B: You are an applicant. Talk to Student A about an open position at his or her company.

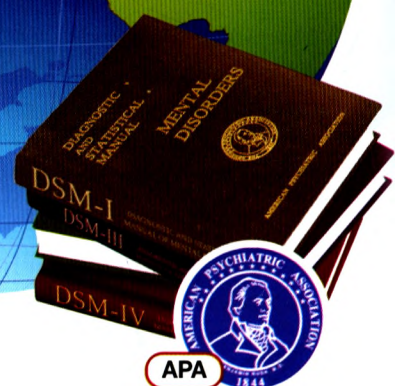
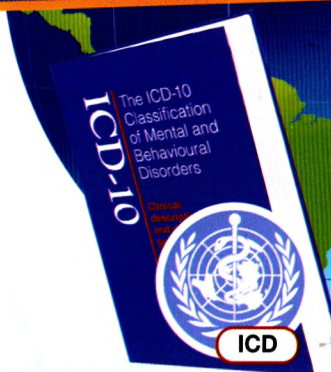
Writing

- 9 Use the job posting and the conversation from Task 8 to write an applicant evaluation. Include: responsibilities of the position, the required qualifications, and the applicant's experience.

Get ready!

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

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



WHO = DSM
standardized



DSM

The Diagnostic and Statistical Manual

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

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

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

Reading

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

- 1 The multi-axial system is a recent addition to the DSM.
- 2 Critics argue that the DSM is not consistent with international standards.
- 3 Several different professional industries use the DSM.

Vocabulary

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

- | | |
|--------------------------------|------------------------------------------------|
| 1 <input type="checkbox"/> DSM | 5 <input type="checkbox"/> mental disorder |
| 2 <input type="checkbox"/> APA | 6 <input type="checkbox"/> abnormal psychology |
| 3 <input type="checkbox"/> ICD | 7 <input type="checkbox"/> revision |
| 4 <input type="checkbox"/> WHO | 8 <input type="checkbox"/> multi-axial system |

- A a change intended to improve something
- B an organization of psychiatrists who set standards
- C a disruption of a person's thoughts, feelings, and sometimes behavior
- D a manual that classifies problems with mental functioning
- E an organization that is dedicated to international public health
- F a system in which symptoms were placed into different categories
- G a diagnostic resource that is considered an international standard
- H the study of problems with the human mind

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

- 1 Depression can be a sign of a larger problem. _ y _ p _ o _
- 2 The woman went to see a psychologist because she was in a disturbed state of being. _ _ n _ _ t _ o _
- 3 The psychologist used the DSM to determine the man's illness. d _ a _ _ o _ e
- 4 The patient asked for another professional opinion when the doctor could not recognize his problem. _ d _ n _ _ f _

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

Listening

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

- 1 What is the conversation mostly about?
A a particular patient's symptoms
B differences between the DSM and ICD
C the benefits of studying abnormal psychology
D the process of diagnosing psychological conditions
- 2 What is the woman's concern?
A The standards in the DSM change every several years.
B Diagnostic methods differ from one country to the next.
C Patients are likely to be dishonest about their symptoms.
D One psychologist might diagnose symptoms differently than another.

7 Listen again and complete the conversation.

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

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

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

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

How can clinicians diagnose ...?

I'd be concerned about ...

Oh, of course!

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

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

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

Writing

9 Use the encyclopedia article and the conversation from Task 8 to write an essay about the DSM. Include: the purpose of the DSM, how it is used, and who uses it.

Mental Disorders

Get ready!

- 1 Before you read the passage, talk about these questions.
- How can clinicians differentiate normal worrying from an anxiety disorder?
 - What are some common mood disorders?



Reading

- 2 Read the doctor's notes. Then, choose the correct answers.

- What is true about the patient with an anxiety disorder?
 - She was previously diagnosed with panic disorder.
 - She recently experienced a traumatic event.
 - She is not responding to a course of medication.
 - She is most likely suffering from generalized anxiety disorder.
- What is NOT true about the patient with OCD?
 - His obsessions are diminished.
 - The doctor expects him to improve.
 - He is taking an effective medication.
 - The doctor suspects he has additional conditions.
- What is a likely diagnosis for the patient released from the facility?
 - panic disorder
 - bipolar disorder
 - stress disorder
 - obsessive compulsive disorder

SV Shale Valley Mental Health Services

Dr. Friedman's Notes

9:00 AM—Leah Nelson (new patient)

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

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

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

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

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

Vocabulary

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

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

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

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

Word BANK

anxiety disorder stress disorder
compulsion mood disorder

- For some people with OCD, hand-washing is a(n) _____.
 - A(n) _____ is a disorder in which people experience high levels of nervousness.
 - PTSD is an example of a(n) _____.
 - A(n) _____ might cause irrational levels of energy, sadness, or both.
- 5 Listen and read the doctor's notes again. What are the components of OCD?

Listening

- 6 Listen to a conversation between two psychologists. Mark the following statements as true (T) or false (F).
- The patient is being released from the hospital.
 - The man suggests that the woman might have PTSD.
 - The woman plans to look for signs of panic disorder.

- 7 Listen again and complete the conversation.

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

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

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

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

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

*What's the story ...?
So, you think ...?
I'll look into it.*

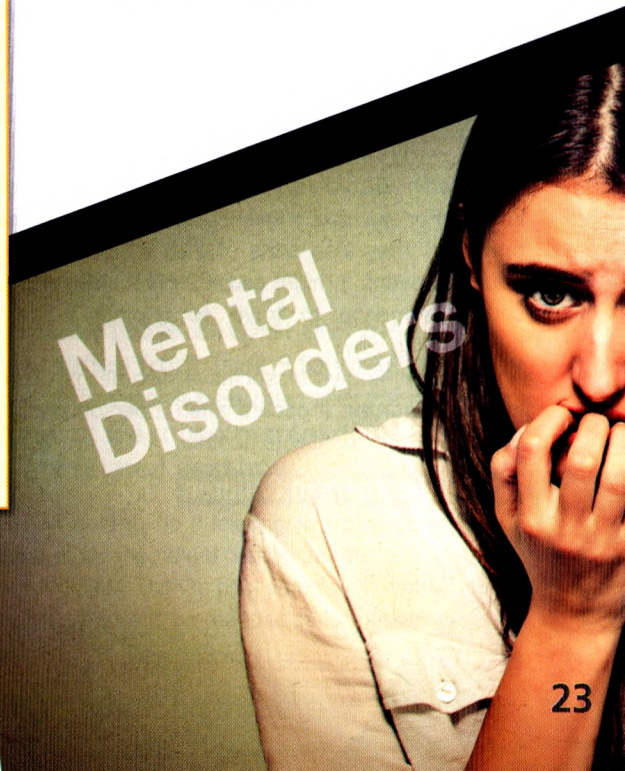
Student A: You are a psychologist. Talk to Student B about:

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

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

Writing

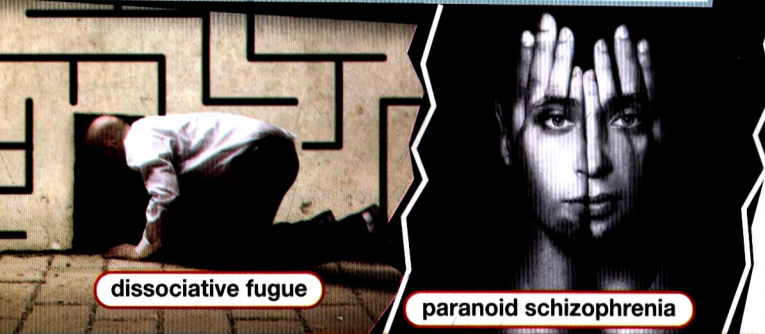
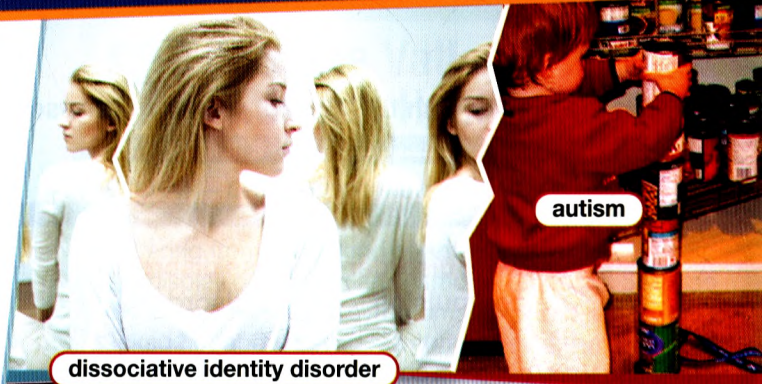
- 9 Use the doctor's notes and the conversation from Task 8 to write a patient referral. Include: the patient's symptoms, your preliminary diagnosis, and what you think the new doctor should explore.



Get ready!

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

- 1 What are some common symptoms of schizophrenia?
- 2 How can parents identify mental disorders in children?



Reading

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

- 1 Any type of schizophrenia can become residual schizophrenia.
- 2 Dissociative amnesia often leads to a dissociative fugue.
- 3 Some forms of schizophrenia are very common in children.

Mental Disorders: Schizophrenia

Schizophrenic Disorders

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

The most commonly diagnosed form is **disorganized schizophrenia**. This is indicated by various disturbances in thought, speech and behavior. **Catatonic schizophrenia** and **paranoid schizophrenia** are often more pronounced, and can be severely debilitating. Some cases of schizophrenia do not follow one particular pattern. These are tougher to assess, and are classified as **undifferentiated schizophrenia**.

With the right treatment, many schizophrenic patients live normal, functional lives. However, with any type of schizophrenia, some symptoms typically remain. This is called **residual schizophrenia**.

Dissociative Disorders

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

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

Mental Disorders in Children

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

Vocabulary

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

- 1 ADHD
 - 2 autism
 - 3 PDD
 - 4 dissociative fugue
 - 5 disorganized schizophrenia
 - 6 catatonic schizophrenia
 - 7 paranoid schizophrenia
 - 8 residual schizophrenia
- A a condition in which a person stays in the same position
- B a developmental disorder in which a person has trouble interacting
- C a condition characterized by delusions
- D a category of mental disorders in which a child has delays in basic areas
- E a condition in which a person travels far away and forgets his or her identity
- F a condition in which a person has disrupted speech
- G a condition in which a person's symptoms are reduced, but not cured
- H a disorder in which a person has difficulty concentrating

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

- 1 The woman has a condition featuring multiple personalities.
_ _ s _ _ c _ _ t _ _ e _ _ d _ _ t _ _ y
d _ _ o _ _ _ r
- 2 The patient had a disorder in which he was not well-connected to reality and had disorganized thoughts. s _ _ i _ _ _ h _ _ n _ _ _ i _ _ r _ _ r
- 3 Following a traumatic event, the man suffered from memory loss brought on by the traumatic event. d _ _ s _ _ i _ _ _ v _ _ a _ _ e _ _ a
- 4 The doctor diagnosed his patient with a form of schizophrenia that did not follow any established pattern. u _ _ _ f _ _ r _ _ t _ _ a _ _ d
_ c _ _ z _ _ p _ _ e _ _ a
- 5 The psychologist specialized in disorders that are characterized by a change in memory or identity. d _ _ s _ _ c _ _ t _ _ e _ _ i _ _ o _ _ _ r s

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

Listening

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

- 1 What is the conversation mostly about?
A treatments for autism
B types of schizophrenia
C examples of PDDs
D causes of dissociate disorders
- 2 What concept does the woman identify incorrectly?
A paranoid schizophrenia
B dissociative amnesia
C undifferentiated schizophrenia
D dissociative fugue

7 Listen again and complete the conversation.

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

_____.

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

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

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

I keep mixing up ... / That doesn't sound ...

I definitely know ...

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

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

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

Writing

9 Use the textbook chapter and the conversation from Task 8 to write an essay on the differences between mental disorders. Include: at least two mental disorders, how they are related, and how they are different.

12 Mental Disorders 4

Get ready!

- Before you read the passage, talk about these questions.
 - Why might treatment for personality disorders be difficult?
 - How can a person's personality disorder cause harm to others?



Symptom Chart for Personality Disorders

For reference only – not intended for use as a diagnostic tool.

Disorder	Symptoms
Paranoid personality disorder	The main characteristic of this disorder is a person's general distrust for others. A paranoid person believes that other people intend to harm him or her.
Schizoid personality disorder	The central features of this disorder are dysfunctional relationships and isolation. The schizoid person does not desire social interaction.
Schizotypal personality disorder	This disorder is characterized by disturbances in thinking and perception.
Antisocial personality disorder	A major feature of this disorder is deceptive, manipulative behavior. Other symptoms are trouble with relationships and hostility.
Borderline personality disorder	Emotional instability, low self-esteem , and trouble with relationships are typical symptoms of borderline cases.
Histrionic personality disorder	People with this disorder are often deceitful, controlling, and jealous. They place exaggerated importance on themselves and their emotions.
Narcissistic personality disorder	This disorder is indicated by extreme notions of self-importance. Other symptoms include hostility, depression, and unfairly blaming others.
Dependent personality disorder	The main symptoms of this disorder are relationship problems, poor self-image , and anxiety. Dependent people constantly need others for validation, support, and direction.
Avoidant personality disorder	An avoidant person is generally afraid of how others regard him or her. Consequently, this disorder involves avoidance of personal relationships and interactions.

Reading

- Read the poster. Then, choose the correct answers.
 - What is the purpose of the poster?
 - to pair personality disorders with symptoms
 - to list treatment options for personality disorders
 - to identify the causes of personality disorders
 - to compare personality disorders with other mental disorders
 - Which is NOT a feature of narcissistic personality disorder?
 - self-absorption
 - hostility
 - depression
 - poor self-image
 - Which condition involves a need for other people?
 - paranoid personality disorder
 - antisocial personality disorder
 - dependent personality disorder
 - avoidant personality disorder

Vocabulary

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

1 __ exaggerated	3 __ self-esteem
2 __ characteristic	4 __ self-image

 - the way a person thinks others view him or her
 - a category of qualities or features
 - the way a person views him- or herself
 - overemphasized

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

1 **personality disorder / antisocial personality disorder**

- A** With any _____, a patient's actions often violate society's expectations.
- B** People with _____ do not have respect for other people's feelings.

2 **avoidant personality disorder / narcissistic personality disorder**

- A** The patient was diagnosed with _____ because his self-important attitude.
- B** _____ makes someone want to stay at home and never interact with others.

3 **schizoid personality disorder / schizotypal personality disorder**

- A** People with _____ are not interested in having meaningful relationships.
- B** _____ causes patients to perceive reality differently than other people do.

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

Listening

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

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

7 Listen again and complete the conversation.

Psychologist 1: He has trouble maintaining 1 _____.

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

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

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

Psychologist 1: Would 5 _____ he has emotional outbursts?

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

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

Speaking

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

USE LANGUAGE SUCH AS:

He has trouble ...

That narrows it down ...

I bet ...

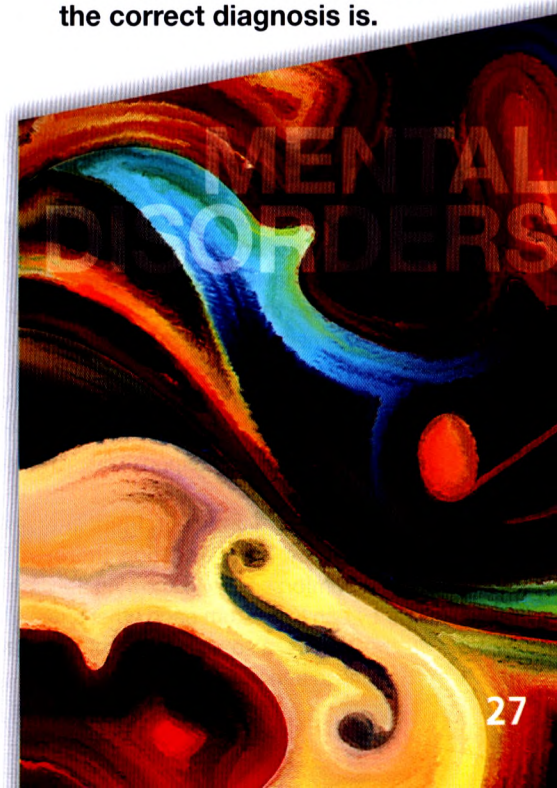
Student A: You are a psychologist. Talk to Student B about:

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

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

Writing

9 Use the poster and the conversation from Task 8 to write a patient assessment. Include: the patient's symptoms, why you think a previous diagnosis was incorrect, and what you think the correct diagnosis is.

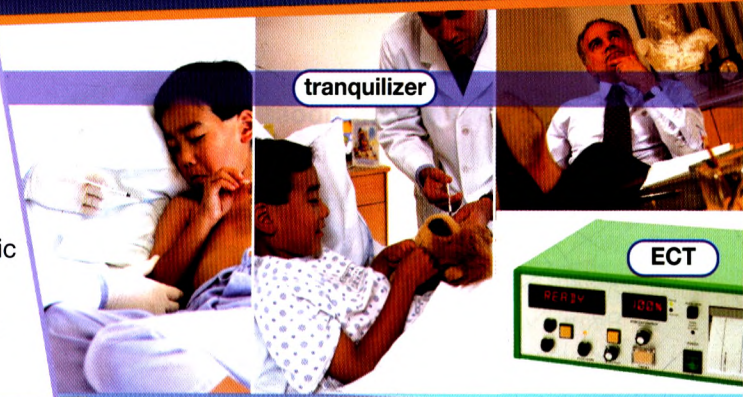


13 Treatment

Get ready!

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

- 1 What are some non-therapeutic psychoanalytic treatments?
- 2 What are some differences between common psychoanalytic therapies?



Reading

2 Read the brochure. Then, complete the table.

Patient's Needs	Available Services
Medication	1 _____
2 _____	Referral to a specialist facility
3 _____	Cognitive therapy
Resolutions to family conflicts	4 _____

About Us

Westview Treatment Center

Westview Treatment Center is a full-service provider of medical and therapeutic treatments. We practice **free association** or **psychodynamic therapy** in most sessions.

What We Do

All of our psychoanalysts possess MDs. That means they can prescribe **antipsychotics**, **antidepressants**, and **tranquilizers**. We do not, however, perform invasive medical procedures on site. Patients requiring **psychosurgery** or **electroconvulsive therapy** are referred to a specialist facility.

We recognize that each patient is different. We supplement each course of **psychoanalysis** with additional, appropriate therapies.

Treatments and Programs

– Behaviors and Depression

- We have excellent specialists in **behavioral therapy**. This focuses on the thoughts and feelings that cause certain behaviors. For a more in-depth focus, we offer **cognitive therapy**. In that program, we work to resolve negative thinking and self-esteem issues.

– Personal Growth

- **Humanistic therapy** and **existential therapy** focus on personal anxieties. We work on confronting issues such as ambition, responsibility, and isolation.

– Group Sessions

- Some patients benefit from interactive therapies. That's why we offer **group therapy**. Some patients find comfort simply in knowing they are not alone. And they can learn from each other's experiences. **Family therapy** is also available to help families resolve conflicts and support each other.

Vocabulary

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

- | | |
|------------------------|--------------------------|
| 1 __ group therapy | 5 __ humanistic therapy |
| 2 __ family therapy | 6 __ existential therapy |
| 3 __ psychoanalysis | 7 __ behavioral therapy |
| 4 __ cognitive therapy | |

- A a treatment used to resolve conflicts between family members
- B a treatment in which multiple patients to discuss their issues together
- C a treatment that confronts issues of the realities of existence
- D a treatment that adjusts negative thinking and self-esteem
- E a treatment focusing on individual thought and personal growth
- F the discussion of dreams, feelings, and memories with a psychoanalyst
- G a treatment focusing on habits and actions, and the thoughts that cause them

4 Place the correct words and phrases from the word bank under the correct headings.

Word BANK

tranquilizer antipsychotic ECT
 free association antidepressant
 psychodynamic therapy psychosurgery

Medications	Medical Procedures	Therapy Techniques
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 Listen and read the brochure again. What is the purpose of family therapy?

Listening

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

- What is the conversation mostly about?
 A arranging a family therapy session
 B an example of a psychoanalytic procedure
 C a plan for a patient's therapy
 D a new medication that will help a patient
- What treatment is the woman uncomfortable with?
 A tranquilizers C psychoanalysis
 B family therapy D group therapy

7 Listen again and complete the conversation.

Psychologist: Well, we need to 1 _____ the issue. If we can resolve it without tranquilizers, we should.

Patient: Okay. I really just 2 _____ this way anymore.

Psychologist: I completely understand. I hope that's what this treatment plan 3 _____.

Patient: Do you 4 _____ recommendations?

Psychologist: I'd like you to consider 5 _____.

Patient: 6 _____ help me?

Speaking

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

USE LANGUAGE SUCH AS:

*Let's discuss ...
 I'd like you to consider ...
 Is that really necessary?*

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

- his or her condition
- his or her treatment plan
- why you do (not) recommend a particular therapy

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

Writing

9 Use the brochure and the conversation from Task 8 to write a treatment plan for a patient. Include: his or her condition, the types of therapy you recommend, and the benefits of the plan.

Westview Treatment Center



14 Applications

Get ready!

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

- 1 What community-related opportunities are available in psychology?
- 2 How can psychology be used in the average workplace?



CareerNow.com Psychology

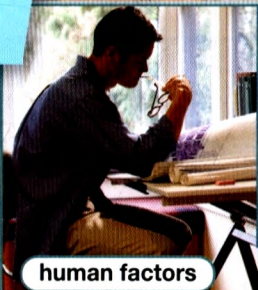
So you're pursuing a psychology degree. But maybe you're not sure what to do with it. *CareerNow* is here to help! There are many exciting fields for psychologists.

Many psychology majors practice **clinical psychology**. While this is a common field, it's not the only option. For example, **school psychology** uses clinical and **educational psychology** to improve the educational environment. Psychologists in this field work with students, educators, parents, and community members. And that's just one way to help your community. You could also pursue **community psychology**. There, you'll focus on the relationships amongst individuals, communities, and society at large.

Just like schools and communities, the workplace also needs psychologists. **Industrial psychology** and **organizational psychology** relate to businesses and personnel matters. These fields primarily deal with industry, business decisions, and **human factors**. They're also used in **occupational health psychology** to address workplace-related health issues.

In psychology, new fields are always emerging. **Sport psychology** is a relatively recent field that combines kinesiology and psychology. It's ideal for those who already have a hard science background. Additionally, **forensic psychology** and **legal psychology** are fascinating fields that explore criminal justice.

So, what will YOU do with your psychology degree?



Vocabulary

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

- 1 ___ human factors
- 2 ___ legal psychology
- 3 ___ sport psychology
- 4 ___ clinical psychology
- 5 ___ community psychology
- 6 ___ educational psychology

- A ergonomics, industrial design, and operations research for the workplace
- B the study of relationships amongst individuals, communities, and society
- C the relationship between psychology and athletic performance
- D the study of human learning and effective teaching techniques
- E the application of law to psychology
- F a general field that focuses on behavior and relationships

Reading

2 Read the webpage. Then, choose the correct answers.

- 1 What is the purpose of the webpage?
 - A postings for available jobs in psychology
 - B tips for choosing a university psychology program
 - C educational requirements for a career in psychology
 - D fields to pursue with a degree in psychology
- 2 Which of the following focuses on improving the workplace?
 - A human factors
 - B community psychology
 - C forensic psychology
 - D educational psychology
- 3 What is NOT true about sport psychology?
 - A It is usually applied alongside school psychology.
 - B It is a relatively recent field of psychology.
 - C It is recommended for those with a hard science background.
 - D It is a combination of psychology and a physical science.

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

- 1 **A** Sport psychology helped the woman understand courtroom rules.
B The man researched industrial psychology to improve his office.
- 2 **A** In clinical psychology, most psychologists focus on the criminal mind.
B The court called an expert in forensic psychology to give evidence.
- 3 **A** School psychology is a field that attempts to improve student performance.
B There were a number of human factors involved in the court case.

5 Listen and read the webpage again. What is the importance of occupational health psychology?

Listening

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

- 1 The woman is especially interested in forensic psychology.
2 The man recommends exploring industrial psychology.
3 The woman plans to enroll in an occupational health psychology course.

7 Listen again and complete the conversation.

- Student:** I'm not **1** _____. What is it?
Advisor: It's the application of **2** _____ and industrial issues.
Student: Really? **3** _____ creative at all.
Advisor: Actually, it is. One major component is **4** _____. Are you familiar with that?
Student: I think so. That's the design of **5** _____, right?
Advisor: Exactly. You **6** _____ organizational psychology. That's where you'd analyze and improve employees' workplace experiences.

Speaking

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

USE LANGUAGE SUCH AS:

I want to talk about ...

I recommend ...

I'm not familiar with ...

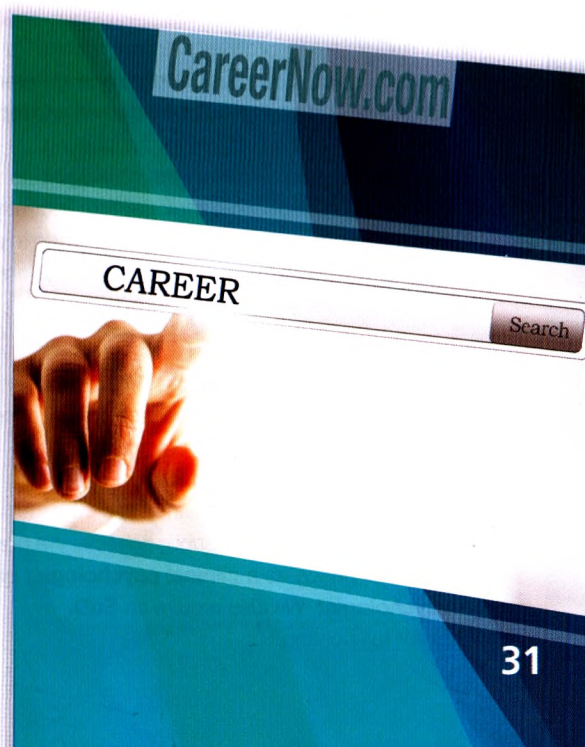
Student A: You are a student. Talk to Student B about:

- options with a psychology degree
- your interests
- his or her recommendations

Student B: You are an advisor. Talk to Student A about options with a psychology degree.

Writing

9 Use the webpage and the conversation from Task 8 to write an email from an advisor to a student. Include: his or her interests, fields of psychology that might match those interests, and recommended courses.



15 Career Options

Get ready!

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

- 1 What are the educational requirements for psychologists in your country?
- 2 How is psychology used in the educational system?



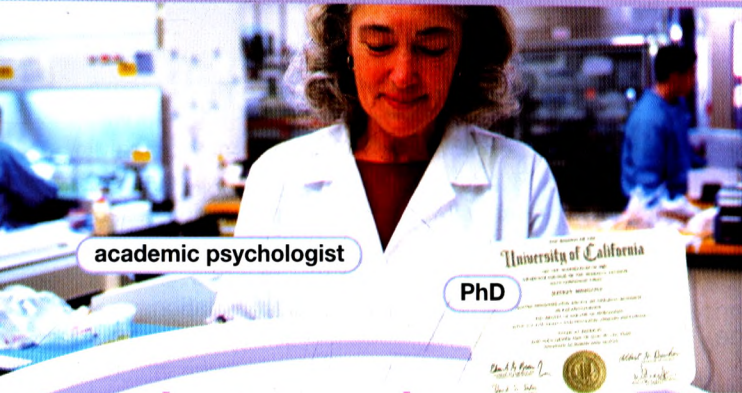
military psychologist

school psychologist

Reading

2 Read the job postings. Then, complete the table.

Position	Duties	Qualifications
Academic Psychologist	1 _____ _____	PsyD, PhD, or doctoral degree in progress
2 _____ _____	Help students achieve performance goals.	3 _____ _____
Consulting Psychologist	4 _____ _____	5 _____ _____



academic psychologist

PhD

Job Board (by industry)

Academics

→ East University is looking for an **academic psychologist**. Responsibilities include empirical research and regular publication in scholarly journals. We prefer a candidate who already possesses a **PsyD** or **PhD**. But we will consider graduate students who are still finishing a doctoral degree program. [Click for full posting.](#)

→ The Arbor Academy is interested in **school psychologist** and **psychometrician** for temporary contracts. We need fully qualified candidates with an **MA** or specialist license. The psychologist will help students achieve performance goals. [Click for full posting.](#)

Private Firms

→ A major multi-product brand seeks a **consumer psychologist**. You must understand different marketing strategies. The psychologist will assess and report on poorly performing products. [Click for full posting.](#)

→ A full-time **engineering psychologist** is needed for temporary project. This regional firm recently doubled in size. However, we cannot afford to upgrade to a larger office space. We need ideas for organizational and ergonomic improvements. [Click for full posting.](#)

Government Agencies

→ Winfields Air Base requires a **military psychologist**. The primary responsibility is to evaluate military personnel before deployment. [Click for full posting.](#)

→ The Department of Education needs a **consulting psychologist**. The job involves the assessment of educational structure in public schools. We prefer someone with experience as a **clinical psychologist** or **counseling psychologist**. We also require an **EdD**.

[Click for full posting.](#)

Vocabulary

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

- 1 __ PhD
- 2 __ EdD
- 3 __ psychometrician
- 4 __ school psychologist
- 5 __ clinical psychologist
- 6 __ academic psychologist
- 7 __ counseling psychologist
- 8 __ consulting psychologist

- A someone who specializes in learning and behavioral issues in children
- B a general post-graduate or doctoral degree
- C someone who specializes in scientific, scholarly, and empirical research
- D someone who specializes in personality and behavioral issues
- E a post-graduate research or doctoral degree in education
- F someone who specializes in the psychological measurement of knowledge
- G someone who specializes in assessment and intervention
- H someone who specializes in counseling, training, or career development

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

Word BANK

military psychologist consumer psychologist
 MA PsyD engineering psychologist

- The student studied for two years to earn her _____.
 - All of the pilots had to meet with a(n) _____ before deploying.
 - At the end of the doctoral program, the student will receive a(n) _____.
 - The manufacturer ordered a marketing report from a(n) _____.
 - The _____ redesigned the office space to make it more efficient.
- 5 Listen and read the job postings again. What experience is a consulting psychologist likely to have?

Listening

- 6 Listen to a conversation between an interviewer and a job applicant. Mark the following statements as true (T) or false (F).
- The woman is hiring a psychologist for a private firm.
 - The man previously worked as a consulting psychologist.
 - The man completed a doctoral dissertation on psychometrics.

- 7 Listen again and complete the conversation.

Interviewer: I'm glad to hear it. Now, 1 _____ your experience is actually with private firms.

Applicant: Right. I was a 2 _____ at a large corporation for a few years.

Interviewer: What 3 _____ there?

Applicant: I managed 4 _____. I also performed some duties of a counseling psychologist.

Interviewer: Do you have any other specialized experience?

Applicant: Yes. I did my clinical internship assisting a 5 _____ . I helped with performance improvement.

Interviewer: Oh, really! I wasn't 6 _____. Did you work with psychometrics?

Speaking

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

USE LANGUAGE SUCH AS:

What were your responsibilities?

I'm really interested in ...

That should be helpful in ...

Student A: You are an interviewer. Talk to Student B about:

- a position at your firm
- his or her experience
- the requirements of the position

Student B: You are a job applicant. Talk to Student A about a position at his or her firm.

Writing

- 9 Use the job postings and the conversation from Task 8 to write an applicant evaluation. Include: the applicant's background, requirements of position, and how his or her experience relates to the position.



Glossary

- abnormal psychology** [N-COUNT-U9] **Abnormal psychology** is the study of problems or disorders in the human mind.
- academic psychologist** [N-COUNT-U15] An **academic psychologist** is a person who specializes in the scholarly, scientific, and empirical aspects of psychology, and generally has a doctoral degree in psychology.
- actor-observer effect** [N-UNCOUNT-U4] The **actor-observer effect** is a situation in which someone attributes the actions of other people to their personal traits, but attributes his or her own actions to external circumstances.
- ADHD (attention deficit hyperactivity disorder)** [N-UNCOUNT-U11] **ADHD (Attention Deficit Hyperactivity Disorder)** is a mental disorder in which a person has extreme difficulty concentrating and also struggles to remain quiet and still.
- adolescence** [N-UNCOUNT-U1] **Adolescence** is a stage of life following puberty during which a child grows into an adult.
- adulthood** [N-UNCOUNT-U1] **Adulthood** is a stage of life that occurs after a person is fully mature.
- altruism** [N-UNCOUNT-U5] **Altruism** is action or the desire to act in a way that benefits others without regard for oneself.
- animal study** [N-COUNT-U7] An **animal study** is a type of research focusing exclusively on animals.
- antidepressant** [N-COUNT-U13] An **antidepressant** is a type of drug used to reduce or prevent depression.
- antipsychotic** [N-COUNT-U13] An **antipsychotic** is a type of drug used to treat a mental psychosis, such as schizophrenia, mania, depression, or paranoia.
- antisocial personality disorder** [N-UNCOUNT-U12] **Antisocial personality disorder** is a personality disorder in which a person does not care about the rights of others and frequently violates those rights, generally beginning from a young age.
- anxiety disorder** [N-COUNT-U10] An **anxiety disorder** is a type of mental disorder that is characterized by high levels of nervousness.
- APA (American Psychiatric Association)** [N-COUNT-U9] **APA (American Psychiatric Association)** is an organization of psychiatrists that publishes the DSM and other literature related to psychiatry.
- archival search** [N-UNCOUNT-U8] **Archival search** is the process of searching through old databases, or archives, in order to find information.
- Attachment Theory** [N-COUNT-U2] **Attachment Theory** is a theory of psychological development that states that a child must be around one of his or her primary caregivers for most of the day in order to develop healthy relationships.
- attitude** [N-COUNT-U4] An **attitude** is an evidence-based, positive or negative judgment that someone forms of a person, object, or idea, and which affects the person's behavior.
- attribution** [N-COUNT-U4] An **attribution** is an explanation of the cause behind a person's behavior.
- autism** [N-UNCOUNT-U11] **Autism** is a kind of P.D.D. in which a person has difficulty communicating and interacting with others and also engages in repetitive behaviors, like rocking or waving.
- avoidant personality disorder** [N-UNCOUNT-U12] **Avoidant personality disorder** is a personality disorder in which a person avoids personal interaction because he or she is anxious or afraid of other people's opinions of him or her.
- behavioral therapy** [N-UNCOUNT-U13] **Behavioral therapy** is a treatment method which focuses on behaviors, and the thoughts and feelings that cause them.
- benefit** [N-UNCOUNT-U7] A **benefit** is the positive or helpful result of something.
- bipolar disorder** [N-UNCOUNT-U10] **Bipolar disorder** is a mood disorder in which a person suffers from major changes in mood, usually ranging from extremely active and energetic to deeply depressed.
- borderline personality disorder** [N-UNCOUNT-U12] **Borderline personality disorder** is a personality disorder in which a person has strange mood disturbances, problems with self-image, unhealthy relationships, and extreme thinking.
- bystander effect** [N-COUNT-U5] The **bystander effect** is a social occurrence wherein people are less likely to help a victim in an emergency situation when surrounded by other people, often as a result of diffusion of responsibility.
- case study** [N-COUNT-U8] A **case study** is real-life event or happening that can be observed as an example of something more general.

catatonic schizophrenia [N-UNCOUNT-U11] **Catatonic schizophrenia** is a form of schizophrenia in which a person often stays in the same, inactive state for long periods of time.

causal relationship [N-UNCOUNT-U6] A **causal relationship** is the connection between two events in which one event is the result of the other.

characteristic [N-COUNT-U12] A **characteristic** is a category of qualities or features.

clinical psychologist [N-COUNT-U15] A **clinical psychologist** is a person who specializes in personality and behavioral issues, and possesses at least a bachelor's degree in psychology, but most likely a doctoral degree.

clinical psychology [N-UNCOUNT-U14] **Clinical psychology** is a subfield of psychology that focuses on personality and behavioral issues.

cognitive development [N-UNCOUNT-U2] **Cognitive development** is a process in which a person learns to perform mental processes like thinking and reasoning.

cognitive dissonance [N-UNCOUNT-U4] **Cognitive dissonance** is the state of conflict that occurs when a person holds two beliefs that are inconsistent psychologically, or when the person's beliefs do not match his or her behavior.

cognitive therapy [N-UNCOUNT-U13] **Cognitive therapy** is a behavioral therapy treatment method for mental or emotional disorders which focuses on adjusting negative thinking and self-esteem.

cohort study [N-COUNT-U6] A **cohort study**, or panel study, is a type of observational, longitudinal study in which a group of people who share a common characteristic or experience are analyzed.

collectivist culture [N-U3] A **collectivist culture** emphasizes the role of people in groups, such as in families and communities.

community psychology [N-UNCOUNT-U14] **Community psychology** is the study of the relationships amongst individuals, their communities, and society at large.

compliance [N-UNCOUNT-U5] **Compliance** is the process of acting as requested or ordered.

compulsion [N-COUNT-U10] A **compulsion** is an action or set of actions that a person feels compelled or obligated to do, and a failure to follow through will lead to extreme anxiety.

computer simulation [N-UNCOUNT-U8] A **computer simulation** is a computer-generated program or model that is used to replicate a process.

concrete operational stage [N-COUNT-U2] The **concrete operational stage** is the third stage of Piaget's theory of cognitive development, in which a child learns to think logically and manipulate mental representations of actual objects.

condition [N-COUNT-U8] A **condition** is an ongoing state of being, and often describes chronic medical problems.

conformity [N-UNCOUNT-U5] **Conformity** is the tendency of group members to exhibit the same behaviors as other members of a group.

consent [N-UNCOUNT-U7] **Consent** is permission to do something or for something to happen.

consulting psychologist [N-COUNT-U15] A **consulting psychologist** is a person who specializes in assessment and intervention, and is often also a clinical psychologist or counseling psychologist with at least a master's in psychology.

consumer psychologist [N-COUNT-U15] A **consumer psychologist** is a person who specializes in individual and societal consumer behavior, and possesses at least a bachelor's degree in psychology.

content analysis [N-UNCOUNT-U8] **Content analysis**, or textual analysis, is a way to study human communication.

correlational research [N-UNCOUNT-U6] **Correlational research** is a type of study regarding dependent or related factors and how they change together over time.

counseling psychologist [N-COUNT-U15] A **counseling psychologist** is a person who specializes in counseling, supervision, training, or career development, and possesses a license in addition to a doctoral degree.

cross-cultural psychology [N-UNCOUNT-U3] **Cross-cultural psychology** is a branch of psychology that focuses on the similarities between behaviors and mental processes of different and diverse cultures.

cross-sectional study [N-U6] A **cross-sectional study** involves an entire population or a representative sample of that population.

Glossary

- cultural psychology** [N-UNCOUNT-U3] **Cultural psychology** is branch of psychology that focuses on the way that cultural factors influence behaviors and mental processes.
- Cultural-Historical Theory** [N-COUNT-U2] The **Cultural-Historical Theory** is a theory of cognitive development, developed by Lev Vygotsky, in which interaction with other people and society heavily influences the development of a child's cognitive functions.
- data** [N-COUNT-U6] **Data** are statistics or information used to analyze, calculate, or explain something.
- data collection** [N-UNCOUNT-U8] **Data collection** is the process of gathering and preparing data for the purpose of providing information or maintaining a record.
- defined** [ADJ-U7] If something is **defined**, it has boundaries and an identifiable nature.
- deindividuation** [N-UNCOUNT-U5] **Deindividuation** is the removal of individuality from a person's actions, behavior, and decisions.
- dependent personality disorder** [N-UNCOUNT-U12] **Dependent personality disorder** is a personality disorder in which a person requires the constant help or presence of other people, and seems unable to function on his or her own.
- depression** [N-UNCOUNT-U10] **Depression** is a mood disorder in which a person feels sad, has low self-esteem, and loses interest in things he or she previously enjoyed.
- descriptive research** [N-UNCOUNT-U6] **Descriptive research**, or statistical research, is a type of study that includes characteristics or statistical data about the people or things being studied, but not the causes or implications of those data.
- diagnose** [V-T-U9] To **diagnose** a medical condition is to identify the cause of the problem.
- diffusion of responsibility** [N-UNCOUNT-U5] **Diffusion of responsibility** is a social occurrence in which people are less likely to take responsibility for a situation because they assume someone else will take the necessary action.
- disorganized schizophrenia** [N-UNCOUNT-U11] **Disorganized schizophrenia** is a common form of schizophrenia in which a person has very disturbed speech, strange behavior, and a generally disrupted personality.
- dissociative amnesia** [N-UNCOUNT-U11] **Dissociative amnesia** is a dissociative disorder in which a person loses parts of his or her memory following a traumatic event.
- dissociative disorder** [N-COUNT-U11] A **dissociative disorder** is a type of mental disorder in which a person suffers from disturbances in his or her memory, identity, or the way he or she views the world.
- dissociative fugue** [N-COUNT-U11] A **dissociative fugue** is a dissociative disorder in which a person leaves his or her normal physical surroundings and travels to a new place, and often includes a loss of memory regarding his or her previous life and identity.
- dissociative identity disorder** [N-UNCOUNT-U11] **Dissociative identity disorder** is a dissociative disorder in which a person has two or more personalities that are unaware of the others' existence.
- APA (American Psychiatric Association)** [N-COUNT-U9] The **DSM (Diagnostic and Statistical Manual of Mental Disorders)** is the APA's official reference guide to the symptoms and definitions of mental disorders, which is used in the United States and other countries.
- early childhood** [N-UNCOUNT-U1] **Early childhood** is a stage of life ranging from toddlerhood to six or seven years of age.
- Ecological Systems Theory** [N-COUNT-U2] The **Ecological Systems Theory** is a theory of cognitive development that states that development is affected by four types of environments: microsystems, mesosystems, exosystems, and macrosystems.
- EdD** [N-COUNT-U15] An **EdD** is a post-graduate doctoral or research degree in education.
- educational psychology** [N-UNCOUNT-U14] **Educational psychology** is a subfield of psychology that focuses on human learning in different educational environments, effective teaching techniques, and the psychological issues that arise in schools.
- electroconvulsive therapy** [N-UNCOUNT-U13] **Electroconvulsive therapy (ECT)**, or shock therapy, is a medical procedure involving electric shocks for people experiencing mental disease or disorder.
- engineering psychologist** [N-COUNT-U15] An **engineering psychologist** is a person who designs and improves the workplace to make it more user-friendly, and possess at least a bachelor's degree in psychology.
- ethical** [ADJ-U7] If something is **ethical**, it is governed by or consistent with the values of a group or society.

ethnocentrism [N-UNCOUNT-U3] **Ethnocentrism** is the belief that a person's own ethnic group, religion, or nation is better than all others.

exaggerated [ADJ-U12] If something is **exaggerated**, it is emphasized more than is necessary or appropriate.

existential therapy [N-UNCOUNT-U13] **Existential therapy** is a treatment method which focuses on confronting issues of the realities of existence, such as death, freedom, responsibility, isolation, and meaninglessness.

exosystem [N-COUNT-U2] An **exosystem** is a collection of factors that indirectly affect a child's development, such as the lives of the child's parents away from home.

experimental research [N-UNCOUNT-U7] **Experimental research** is the process of using data and controlled studies to validate or reject a hypothesis.

family therapy [N-UNCOUNT-U13] **Family therapy** is a treatment method in which multiple family members participate in the same therapy sessions, often to examine and resolve problems between them.

field experiment [N-COUNT-U7] A **field experiment** is an experiment occurring in a real environment rather than a controlled laboratory.

forensic psychology [N-UNCOUNT-U14] **Forensic psychology** is a subfield of psychology that focuses on the understanding and application of psychology within the justice system.

formal operational stage [N-COUNT-U2] The **formal operational stage** is the last stage of Piaget's theory of cognitive development, in which a child learns to think about abstract ideas and situations.

free association [N-UNCOUNT-U13] **Free association** is a psychoanalytic technique which focuses on the use of unrestricted expression and communication in order to access a person's unconscious mind.

fundamental attribution error [N-COUNT-U4] The **fundamental attribution error** is the tendency to overemphasize a person's personality and underemphasize the situation when explaining the person's behavior.

generalized anxiety disorder [N-UNCOUNT-U10] **Generalized anxiety disorder** is an anxiety disorder in which a person suffers from high levels of nervousness much or all of the time and with no specific triggers.

group [N-COUNT-U5] A **group** is a collection of things or people sharing a similar characteristic or quality.

group polarization [N-UNCOUNT-U5] **Group polarization** is the inclination of a group to make extreme decisions, even if the tendency of each individual is to behave otherwise.

group therapy [N-UNCOUNT-U13] **Group therapy** is a treatment method for mental or emotional disorders in which multiple patients talk about their problems together.

groupthink [N-UNCOUNT-U5] **Groupthink** is the process or occurrence of approaching issues as a collective or by consensus rather than individually and independently.

guideline [N-COUNT-U7] A **guideline** is a rule, policy, or recommendation showing the ideal ways in which something should be done.

hand-eye coordination [N-UNCOUNT-U1] **Hand-eye coordination** is a person's ability to use his or her hands quickly and precisely in response to what he or she sees.

high-context culture [N-COUNT-U3] A **high-context culture** is a culture in which people with a shared history and attitudes pay close attention to nonverbal communication.

histrionic personality disorder [N-UNCOUNT-U12] **Histrionic personality disorder** is a personality disorder in which a person is very dramatic and emotional, and constantly desires attention from others.

human factors [N-UNCOUNT-U14] **Human factors** is a field of psychology that focuses on ergonomics, industrial design, and operations research in order to design equipment and devices suited to the human body and mental processes.

human subject [N-COUNT-U7] A **human subject** is a person studied as part of an experiment or research.

humanistic therapy [N-UNCOUNT-U13] **Humanistic therapy** is a treatment method which focuses on individual thought and personal growth.

ICD (International Classification of Diseases) [N-COUNT-U9] The **ICD (International Classification of Diseases)** is a tool to help medical professionals around the world diagnose and manage people's health problems.

identify [V-T-U9] To **identify** something is to determine what it is.

Glossary

- impression formation** [N-UNCOUNT-U4] **Impression formation** is the process in which someone forms attitudes about other people based on inferences as well as direct information.
- individualist culture** [N-U3] An **individualist culture** emphasizes the personality traits that are unique to each person.
- industrial psychology** [N-UNCOUNT-U14] **Industrial psychology** is the application of psychology to business and industrial issues, including development, decision-making, and personnel decisions, and is often seen as a companion to organizational psychology.
- infancy** [N-UNCOUNT-U1] **Infancy** is the first year of a person's life.
- interval measurement** [N-UNCOUNT-U8] **Interval measurement** is the characterization of data by order and the size of gaps between data points, rather than focusing on data points' relationship to zero.
- interview** [N-COUNT-U7] An **interview** is an official meeting between two or more people for the purpose of arranging a future professional relationship.
- legal psychology** [N-UNCOUNT-U14] **Legal psychology** is the application of psychology to the law, and is notably less clinical than forensic psychology.
- longitudinal study** [N-U6] A **longitudinal study** surveys a group over time in order to observe changing factors.
- low-context culture** [N-COUNT-U3] A **low-context culture** is a culture in which people emphasize direct verbal communication and do not assume a shared history and set of attitudes.
- MA (Master of Arts)** [N-COUNT-U15] A **MA (Master of Arts)**, is a degree in one of the humanities that is earned after a bachelor's degree, typically through a two-year program.
- macrosystem** [N-COUNT-U2] A **macrosystem** is a collection of cultural factors that influence a child's development, such as socioeconomic status and ethnicity.
- mental disorder** [N-COUNT-U9] A **mental disorder** is a disruption of a person's thoughts and emotions, and may include changes in a person's behavior.
- mesosystem** [N-COUNT-U2] A **mesosystem** is a collection of relationships between a child's microsystems, such as the relationship between a child's life at home and at school.
- meta-analysis** [N-UNCOUNT-U8] **Meta-analysis** is the process of comparing and contrasting the results of different studies in order to discover informative relationships amongst them.
- microsystem** [N-COUNT-U2] A **microsystem** is a collection of the groups that most immediately affect a child's development, such as schools or families.
- middle age** [N-UNCOUNT-U1] **Middle age** is a stage of life that occurs between mid-adulthood and old age, and generally lasts from about forty-five to sixty-five years of age.
- military psychologist** [N-COUNT-U15] A **military psychologist** is a person who specializes in the application of psychology to behaviors of military personnel as they relate to military operations and training.
- minor** [N-COUNT-U7] A **minor** is a child or a person who is under a particular age, and who has certain legal protections that are different from those of adults.
- monochronic culture** [N-COUNT-U3] A **monochronic culture** is a culture for which timetables, such as deadlines and schedules, are very important.
- mood disorder** [N-COUNT-U10] A **mood disorder** is a type of mental disorder in which a person suffers from a disturbance in his or her general emotional state.
- moral** [ADJ-U7] If something is **moral**, it is governed by or consistent with someone's personal values and beliefs.
- motor skill** [N-COUNT-U1] A **motor skill** is one of the skills a person uses to move his or her body parts to perform particular actions.
- multi-axial system** [N-COUNT-U9] The **multi-axial system** is an organizational structure that the DSM used for many years, in which clinicians placed patients' symptoms in a variety of different categories, called axes.
- narcissistic personality disorder** [N-UNCOUNT-U12] **Narcissistic personality disorder** is a personality disorder in which a person is overly concerned with his or her power, appearance, and status.
- nominal measurement** [N-UNCOUNT-U8] **Nominal measurement** is the characterization of data by name, category, or label.

obedience [N-UNCOUNT-U5] **Obedience** is willingness to do something that someone else has requested or ordered.

observational study [N-COUNT-U7] An **observational study** is a study in which the placement of subjects into a control group or a treated group is not determined by the researcher.

obsession [N-COUNT-U10] An **obsession** is an idea or subject that a person cannot stop thinking about, and is usually negative.

occupational health psychology [N-UNCOUNT-U14] **Occupational health psychology** is the application of health psychology to industrial and organizational fields, focusing on the psychosocial features of workplace-related health issues.

OCD (obsessive compulsive disorder) [N-UNCOUNT-U10] **OCD (obsessive compulsive disorder)** is a mental disorder in which a person has many intrusive and disturbing thoughts, or obsessions, which he or she deals with by engaging in strict, ritualistic behavior, or compulsions.

old age [N-UNCOUNT-U1] **Old age** is a stage of life in which a person approaches or surpasses the average life span of a human being.

ordinal measurement [N-UNCOUNT-U8] **Ordinal measurement** is the characterization of data by rankings or numerical orders.

organizational psychology [N-UNCOUNT-U14] **Organizational psychology** is the application of psychology to the structure and organization of the workplace and the people within it, and is often seen as a companion to industrial psychology.

panic disorder [N-UNCOUNT-U10] **Panic disorder** is an anxiety disorder in which a person periodically suffers attacks of extreme and overwhelming fear.

paranoid personality disorder [N-UNCOUNT-U12] **Paranoid personality disorder** is a personality disorder in which a person is nervous, suspicious of other people, and anxious about perceived threats.

paranoid schizophrenia [N-UNCOUNT-U11] **Paranoid schizophrenia** is a form of schizophrenia in which a person suffers from delusions, or inaccurate understandings about reality, and feels angry or anxious about these delusions

PDD (pervasive developmental disorder) [N-UNCOUNT-U11] **PDD (pervasive developmental disorder)** is a category of mental disorders in which a person suffers from delays in basic areas like communicating and interacting appropriately with others.

personal [ADJ-U4] If something is **personal**, it relates to the attitudes, characteristics, or experiences of a specific person.

personality disorder [N-COUNT-U12] A **personality disorder** is a pattern of behavior that does not match society's expectations.

person-positivity bias [N-UNCOUNT-U4] **Person-positivity bias** is an attitude that occurs during impression formation, in which someone tends to have more positive regard for individuals than groups, even when the individuals are members of those groups.

phobia [N-COUNT-U10] A **phobia** is a very intense, debilitating, and usually irrational fear.

physical development [N-UNCOUNT-U1] **Physical development** is the process in which a human physically grows and develops motor skills.

Piagetian stages [N-COUNT-U2] The **Piagetian stages** are four stages of cognitive development that humans go through, according to Jean Piaget's theory, and include the sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage.

polychronic culture [N-COUNT-U3] A **polychronic culture** is a culture that does not place much importance on timetables, such as deadlines or schedules.

population [N-UNCOUNT-U6] A **population** is the entire group of people or things that are the subject of research or an experiment.

prejudice [N-COUNT-U3] A **prejudice** is a preconceived idea that a person has about something, which is not based on actual evidence.

prenatal [ADJ-U1] If something is **prenatal**, it occurs during pregnancy, before birth.

Glossary

- preoperational stage** [N-COUNT-U2] The **preoperational stage** is the second stage of Piaget's theory of cognitive development, in which a child learns to form concepts and develops verbal communication.
- prospective study** [N-U6] A **prospective study** relates to something that will occur in the future.
- psychoanalysis** [N-UNCOUNT-U13] **Psychoanalysis** is a way to explain and treat mental or emotional illness in which a patient discusses dreams, feelings, and memories with a psychoanalyst.
- psychodynamic therapy** [N-UNCOUNT-U13] **Psychodynamic therapy** is a treatment for mental disorders which focuses on revealing a patient's unconscious mind.
- psychometrician** [N-COUNT-U15] A **psychometrician** is a person who specializes in the psychological measurement of knowledge, abilities, attitudes, and personality, and possesses a psychometric qualification with a clinical or educational background.
- psychosurgery** [N-UNCOUNT-U13] **Psychosurgery**, or neurosurgery for mental disorder, is a medical procedure involving brain surgery for people experiencing mental disorders.
- PsyD (professional doctoral degree)** [N-COUNT-U15] A **PsyD (professional doctoral degree)** in psychology.
- PTSD (post-traumatic stress disorder)** [N-UNCOUNT-U10] **PTSD (post-traumatic stress disorder)** is a stress disorder in which a person experiences very high levels of stress following a traumatic event, and this stress often interferes with a person's ability to live a normal life.
- puberty** [N-UNCOUNT-U1] **Puberty** is the stage of life in which a person reaches sexual maturity and becomes capable of reproduction.
- qualitative** [ADJ-U6] If something is **qualitative**, it relates to how good or bad something is.
- quantitative** [ADJ-U6] If something is **quantitative**, it relates to the amount of something that exists.
- random sample** [N-COUNT-U8] A **random sample** is a subset of a population or group that is chosen without design or purpose.
- ratio measurement** [N-UNCOUNT-U8] **Ratio measurement** is the characterization of data using interval measurement and a zero starting point in order to compare data.
- regulation** [N-COUNT-U7] A **regulation** is a rule or guideline that controls objects or actions in a professional environment.
- residual schizophrenia** [N-UNCOUNT-U11] **Residual schizophrenia** is a form of schizophrenia that occurs when a person's symptoms of schizophrenia are reduced, but not completely eliminated.
- retrospective study** [N-U6] A **retrospective study** relates to something that occurred in the past.
- revision** [N-COUNT-U9] A **revision** is a change to a piece of work, generally intended to improve or update it.
- schizoid personality disorder** [N-UNCOUNT-U12] **Schizoid personality disorder** is a personality disorder in which a person is not interested in having friends, spends much of his or her time alone, and is very secretive and non-emotional.
- schizophrenic disorder** [N-COUNT-U11] A **schizophrenic disorder** is a type of mental disorder in which a person is not well-connected to reality, has disturbed thoughts and language, and does not have good social relationships with others.
- schizotypal personality disorder** [N-UNCOUNT-U12] **Schizotypal personality disorder** is a personality disorder in which a person is nervous in social situations, acts in a strange manner, and holds beliefs that are considered abnormal.
- school psychologist** [N-COUNT-U15] A **school psychologist** is a person who specializes in the diagnosis and treatment of behavioral and learning issues in schools, and possesses at least a master's or specialist degree in psychology.
- school psychology** [N-UNCOUNT-U14] **School psychology** is the combined application of clinical and educational psychology to the diagnosis and treatment of behavioral and learning issues in schools.
- self-esteem** [N-UNCOUNT-U12] **Self-esteem** is a person's opinion of him- or herself.
- self-fulfilling prophecy** [N-COUNT-U4] A **self-fulfilling prophecy** is a situation in which someone believes something to be true, and then it becomes true because of the person's direct or indirect influence.
- self-handicapping** [N-UNCOUNT-U4] **Self-handicapping** is an attribution bias in which someone does not apply effort or places obstacles in his or her own path in order to avoid feeling responsible if he or she fails at something.

self-image [N-COUNT-U12] **Self-image** is a person's assumption about other people's opinions of him or her.

self-report [N-UNCOUNT-U8] A **self-report** is a type of study or survey wherein various people read and respond to questions by themselves, without researcher involvement.

sensorimotor stage [N-COUNT-U2] The **sensorimotor stage** is the first stage of Piaget's theory of cognitive development, in which a child learns to interpret sensory information and develops motor skills.

social cognition [N-UNCOUNT-U4] **Social cognition** is an area of psychology focused on social influences on mental processes such as perception, thought, and memory.

social comparison [N-UNCOUNT-U4] **Social comparison** is a process described by the social-comparison theory, in which a person judges his or her own abilities and accomplishments by comparing them to those of someone else.

social facilitation [N-UNCOUNT-U5] **Social facilitation** is the inclination of people to perform better on certain tasks when they know they are being observed by others.

social inhibition [N-UNCOUNT-U5] **Social inhibition** is a conscious or subconscious restriction of behavior in social settings due to a feeling of potential embarrassment.

social psychology [N-UNCOUNT-U4] **Social psychology** is a branch of psychology that studies the ways in which people's behaviors and mental processes are influenced by other people.

sport psychology [N-UNCOUNT-U14] **Sport psychology** is the combined application of kinesiology and psychology in order to understand the relationship between psychological factors and athletic performance.

standardized [ADJ-U9] If something is **standardized**, it is made consistent with other, similar things throughout a particular group or industry.

statistical research [N-UNCOUNT-U6] **Statistical research**, or descriptive research, is a type of study that includes characteristics or statistical data about the people or things being studied, but not the causes or implications of those data.

stereotype [N-COUNT-U3] A **stereotype** is an impression of a group in which a person assumes that all members of the group share common traits.

stress disorder [N-COUNT-U10] A **stress disorder** is a type of mental disorder in which a person feels high levels of stress most or all of the time.

survey [N-COUNT-U8] A **survey** is a targeted questionnaire presented by a researcher to various people in order to gain information about something.

symptom [N-COUNT-U9] A **symptom** is a sign or an effect of something.

toddler [N-COUNT-U1] A **toddler** is a very young child who is beginning to learn how to walk.

tranquilizer [N-COUNT-U13] A **tranquilizer** is a type of drug used to relax or become calm.

undifferentiated schizophrenia [N-UNCOUNT-U11] **Undifferentiated schizophrenia** is a form of schizophrenia that does not fit into the other categories of schizophrenia diagnoses.

WHO (World Health Organization) [N-COUNT-U9] The **WHO (World Health Organization)** is an international body that is concerned with the public health of people around the world.

English for Specific Purposes

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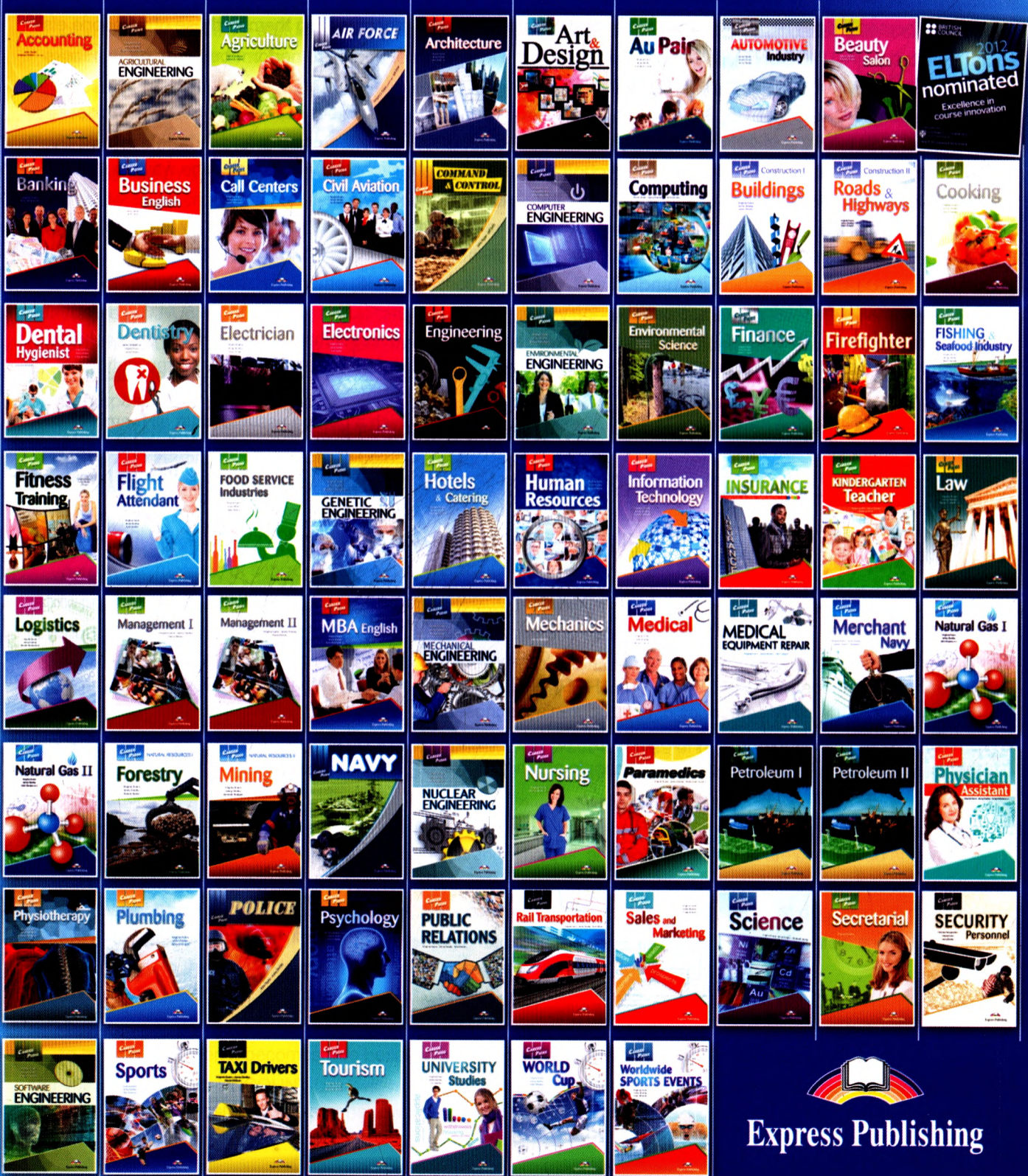
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