

# 1 WHAT IS PSYCHOLOGY?

## 1.1 Vocabulary

guessing words in context • prefixes and suffixes

- A** Read the text. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in the field of psychology? Change the form if necessary (e.g., change a noun into a verb).

It takes both **vision** and **analysis** to **construct** a new building. On such a **project**, the architects will **stress** the way the structure **stimulates** the imagination, while the contractors will be more **conscious** of daily working **conditions**.

- B** Read these sentences from psychology texts. Complete each sentence with one of the red words from Exercise A. Change the form if necessary.

- 1 Freud's experiments in psycho\_\_\_\_\_ gave rise to his 'dream theory'.
- 2 In Pavlov's experiments with dogs, the conditioned \_\_\_\_\_ was a light.
- 3 Hallucinations, or \_\_\_\_\_, are a common symptom of mental disorder.
- 4 Overstimulation of the organism can lead to emotional tension or \_\_\_\_\_.
- 5 Kelly was an early proponent of Personal \_\_\_\_\_ Theory.
- 6 Skinner's experiments in operant \_\_\_\_\_ were based on behaviourism.
- 7 Attributing your feelings to another person is known as \_\_\_\_\_.
- 8 The \_\_\_\_\_ mind is the most accessible level of mental activity.

- C** Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

**a**      biochemistry    extrasensory  
          neurobiology    overstimulate  
          parapsychology    psychoanalysis    recycle  
          subconscious    transaction    unfeeling

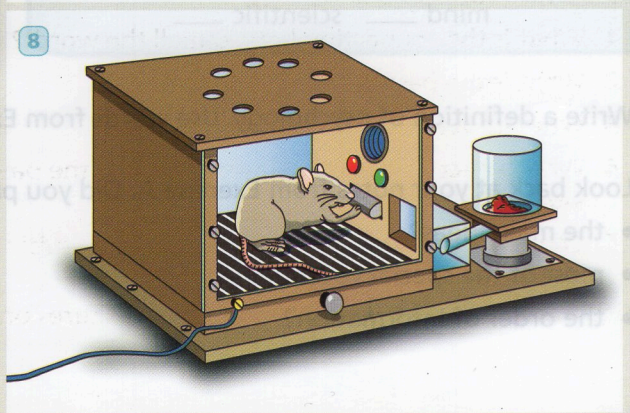
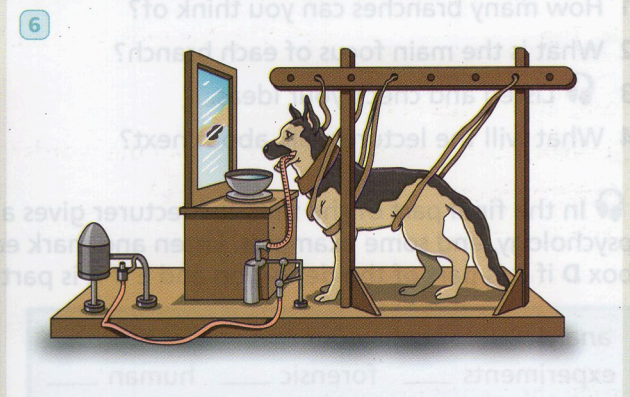
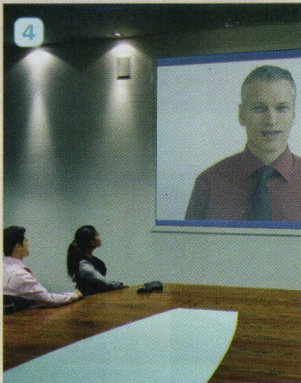
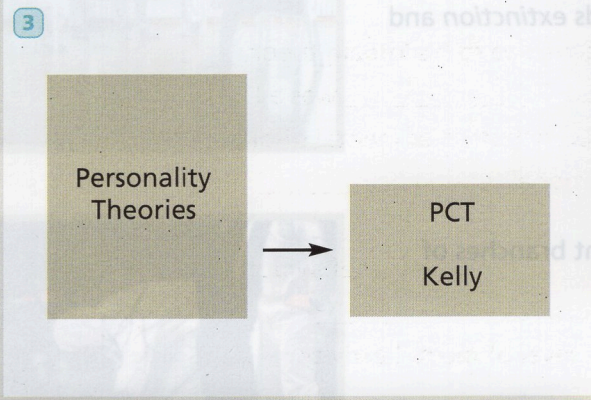
- D** Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

**b**      disordered    emotional  
          identity    inhibition    narcissism  
          neurosis    psychiatrist    regressive  
          reinforcement    treatable

- E** Use words from this page to discuss the pictures on the opposite page.








## 1.2 Listening

preparing for a lecture • predicting lecture content • making notes

**A** You are a student in the Psychology Faculty at Hadford University. The title of the first lecture is *What is Psychology?*


- 1 Write a definition of psychology.
- 2 What other ideas will be in this lecture? Make some notes.

See Skills bank.


**B**  Listen to Part 1 of the talk. What does the lecturer say about psychology? Tick the best choice.


- a It is about the mind. ☐
- b It is about behaviour. ☐
- c It is about philosophy. ☐
- d It is impossible to define. ☐

**C** In Part 2 of the talk, the lecturer mentions the words *extinction* and *sympathetic*.

- 1 What do these words mean in general English?
- 2 What do they mean in psychology?
- 3  Listen and check your ideas.

**D** In Part 3 of the talk, the lecturer introduces different branches of psychology.

- 1 How many branches can you think of?
- 2 What is the main focus of each branch?
- 3  Listen and check your ideas.
- 4 What will the lecturer talk about next?

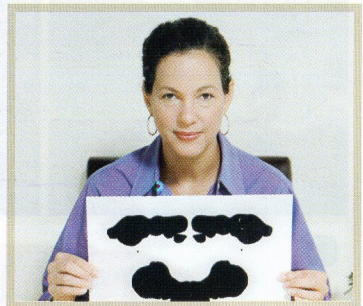
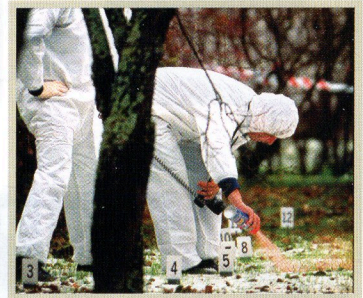
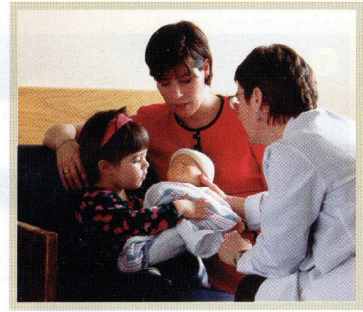
**E**  In the final part of the talk, the lecturer gives a definition of psychology, and some examples. Listen and mark each word in the box **D** if it is part of the definition and **E** if it is part of an example.

analysis \_\_\_\_ behaviour \_\_\_\_ establish \_\_\_\_  
experiments \_\_\_\_ forensic \_\_\_\_ human \_\_\_\_  
mind \_\_\_\_ scientific \_\_\_\_

**F** Write a definition of psychology. Use words from Exercise E.

**G** Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?
- the order of information?





**A** Use the following prefixes and suffixes to form words used in psychology.

**Example:** ~ology → psychology, physiology, biology

1 neur~

4 sub~

7 ~phobia

2 psych~

5 para~

8 trans~

3 hypn~

6 dis~

9 ~therapy

**B** How can you organize information in a lecture? Match the beginnings and endings.

1 question and

☐

a contrast

2 problem and

☐

b definition

3 classification and

☐

c disadvantages

4 advantages and

☐

d effect

5 comparison and

☐

e events

6 cause and

☐

f supporting information

7 sequence of

☒

g process

8 stages of a

☐

h solution

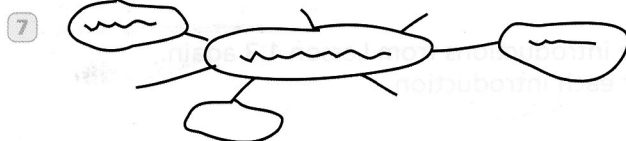
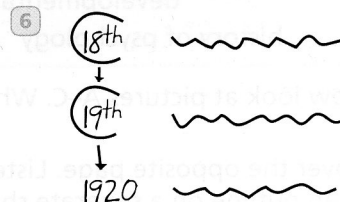
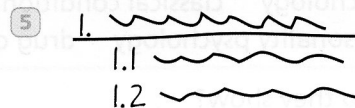
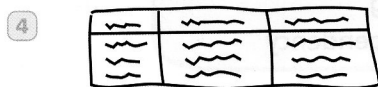
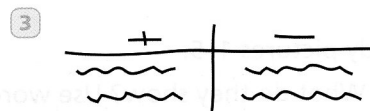
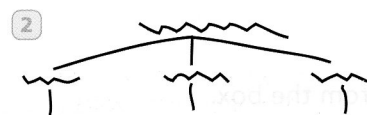
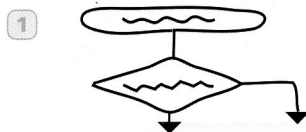
9 theories or opinions then

☐

i answer

**C** How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram   flow chart   headings and notes   spidergram   table   timeline   two columns



**D** Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

**E** Listen to five lecture introductions. Choose a possible way to take notes from Exercise C in each case.

**Example:**

You hear: *Today I am going to talk about the different branches of psychology. There are five main branches ...*

You choose: *tree diagram*



## 1.4 Extending skills

making notes • speaking from notes

1

A Has a wide circle of friends

B Enjoys organising people

C Relaxes easily

D Seeks variety

M

2

A Helps people with their problems

B Develops new approaches

C Has lots of energy

D Enjoys social activities

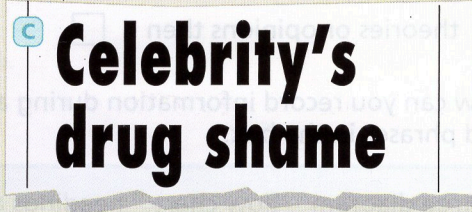
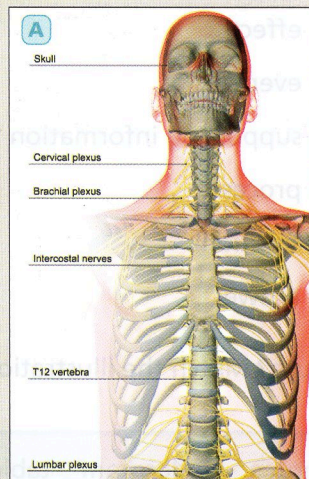
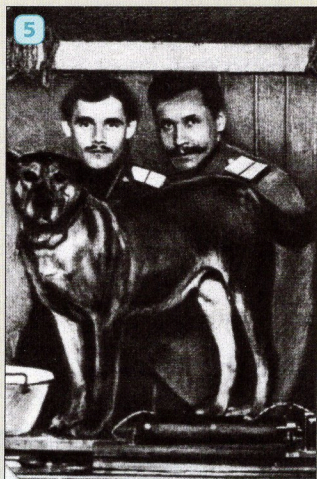
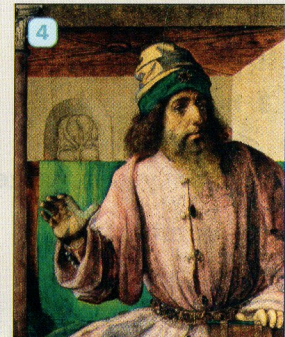
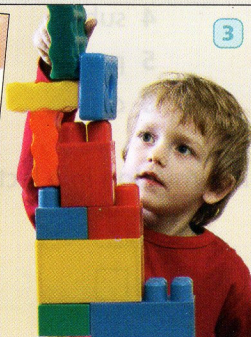
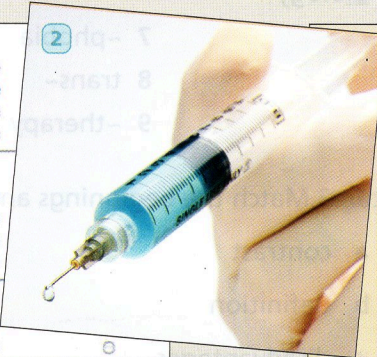
M

3

A Has lots of new ideas

B Feels calm

M



**A** Study pictures 1–5.

1 What do they show? Use words from the box.

developmental psychology    classical conditioning  
history of psychology    personality psychology    drug dependency

2 Now look at pictures A–C. What do they show?

**B** Cover the opposite page. Listen to the lecture introductions from Lesson 1.3 again. Make an outline on a separate sheet of paper for each introduction.

**C** Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

**D** Listen to the next part of each lecture. Complete your notes.

**E** Uncover the opposite page. Check your notes against the model notes. Are yours the same or different?

**F** Work in pairs.

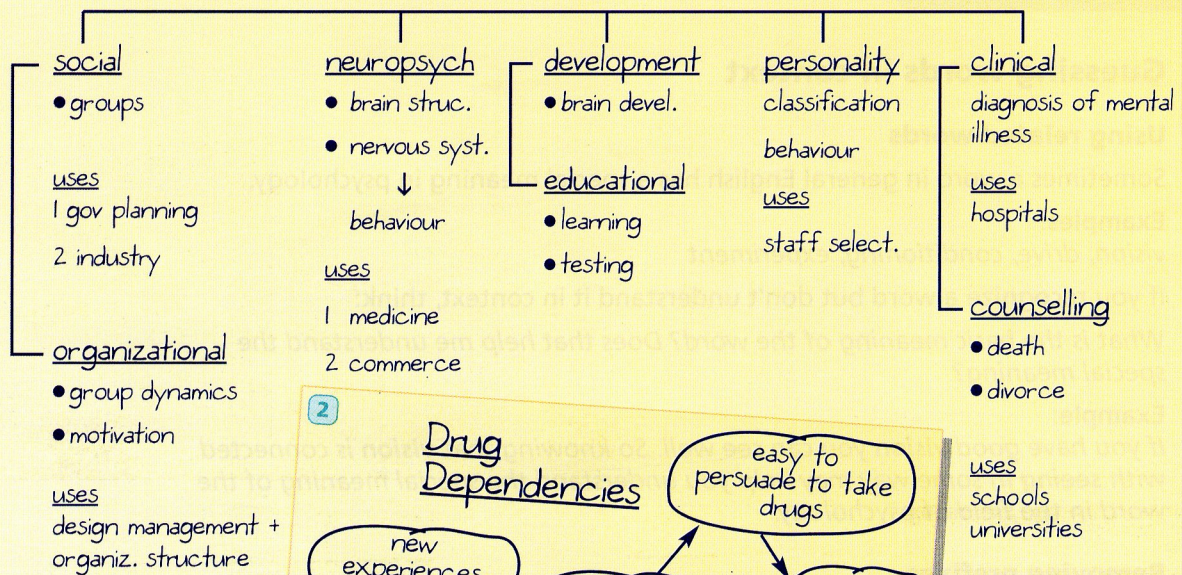
1 Use the notes on the opposite page. Reconstruct one lecture.

2 Give the lecture to another pair.



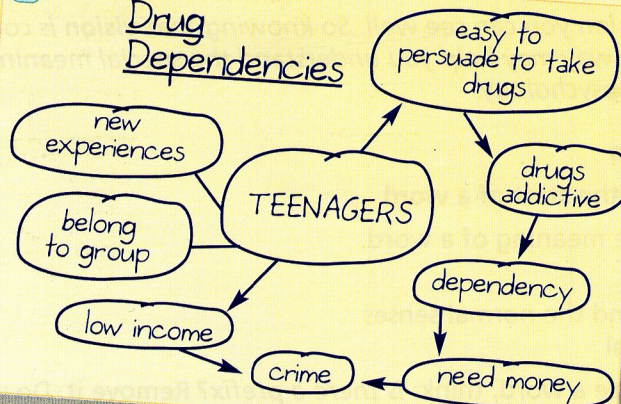
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## BRANCHES OF PSYCHOLOGY



2

## Drug Dependencies



3

## LANGUAGE ACQUISITION IN CHILDREN

## prelinguistic

newborn	— cry, vocalize
1 week	— recog. mother's voice
2 months	— disting. ba/pa (Eng)
3 months	— sounds, respond
5-8 months	— understand basic vocab

## linguistic

10-20 mths	— 1 word
24 mths	— 2 words
2-3 years	— sentences
5 years	— vocab 10,000 to 15,000 words

## cognitive development

2-7/8 yrs	— preoperational
7-11 yrs	— concrete ops
11/12 yrs	— formal ops = abstract ideas

4

## History of Psychology

435 BCE	— Alcamaeon — optic nerve/brain → nervous system → body
129 AD	— Galen — cerebro-spiral fluid (brain + nervous system)
1515-1564	— Versalius — full anatomy
1690	— Locke — perception from sensory experiences
1758-1828	— Gall — neuropsychology
1879	— Wundt — lab research physical + reflection → psychotherapy

5

PAVLOV + SKINNER  
classical + operant conditioning

Pavlov — 1849 Classical	Skinner — 1904 Operant
dogs	rats
① natural → stimulus food → salivate	rat in glass box
② flashing light → food	hit lever by chance → food
③ flashing light (no food) → salivate	cause = hit lever effect = food
④ conditioned reflex	operant condit.
⑤ no control over behaviour	control over behaviour



## Guessing words in context

### Using related words

Sometimes a word in general English has a special meaning in psychology.

#### Examples:

*vision, drive, conditioning, experiment*

If you recognize a word but don't understand it in context, think:

*What is the basic meaning of the word? Does that help me understand the special meaning?*

#### Example:

*If you have good **vision** you can **see** well. So knowing that **vision** is connected with **seeing** in some way may help you understand the special meaning of the word in the field of psychology.*

### Removing prefixes

A **prefix** = letters at the **start of a word**.

A prefix changes the meaning of a word.

#### Examples:

*extrasensory* – beyond the normal senses

*antisocial* – not social

If you don't recognize a word, think: *Is there a prefix?* Remove it. Do you recognize the word now? What does that prefix mean? Add it to the meaning of the word.

### Removing suffixes

A **suffix** = letters at the **end of a word**.

A suffix sometimes changes the part of speech of the word.

#### Examples:

*physiology* → *physiological* = noun → adjective

*analysis* → *analyze* = noun → verb

A suffix sometimes changes the meaning in a **predictable way**.

#### Examples:

*horr* + **ific** – causing, making

*treat* + **ment** – showing the result of an action

*behaviour* + **al** – *belonging to, relating to*

If you don't recognize a word, think: *Is there a suffix?* Remove it. Do you recognize the word now? What does that suffix mean? Add it to the meaning of the word.



## Making the most of lectures

### Before a lecture ...

#### Plan

- Find out the lecture topic.
- Research the topic.
- Check the pronunciation of names and key words in English.

#### Prepare

- Get to the lecture room early.
- Sit where you can see and hear clearly.
- Bring any equipment you may need.
- Write the date, topic and name of the lecturer at the top of a sheet of paper.

### During a lecture ...

#### Predict

- Listen carefully to the introduction. Think: *What kind of lecture is this?*
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

#### Produce

- Write notes/copy from the board.
- Record sources – books/website/names.
- At the end, ask the lecturer/other students for missing information.

## Making perfect lecture notes

Choose the best way to record information from a lecture.

advantages and disadvantages	→ two-column table
cause and effect	→ spidergram
classification and definition	→ tree diagram/spidergram
comparison and contrast	→ two-column table
facts and figures	→ table
sequence of events	→ timeline
stages of a process	→ flow chart
question and answer	→ headings and notes

## Speaking from notes

Sometimes you may have to give a short talk in a seminar on research you have done.

- Prepare the listeners with an introduction.
- Match the introduction to the type of information/notes.