

# 心理学

## 英语教程

### TEXTBOOK OF ENGLISH IN PSYCHOLOGY

主编 李建明 王伟

 人民卫生出版社

# 心理学英语教程

## Textbook of English in Psychology

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秘 书 黄静怡 苑 杰

人 民 卫 生 出 版 社

## 图书在版编目 (CIP) 数据

心理学英语教程 / 李建明等主编. —北京: 人民卫生出版社, 2009. 1

ISBN 978-7-117-10688-7

I. 心… II. 李… III. 心理学—英语—高等学校—教材  
IV. H31

中国版本图书馆 CIP 数据核字 (2008) 第 154748 号

## 心理学英语教程

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主 编: 李建明 王 伟

出版发行: 人民卫生出版社(中继线 010-67616688)

地 址: 北京市丰台区方庄芳群园 3 区 3 号楼

邮 编: 100078

网 址: <http://www.pmph.com>

E - mail: [pmph@pmph.com](mailto:pmph@pmph.com)

购书热线: 010-67605754 010-65264830

印 刷: 潮河印业有限公司

经 销: 新华书店

开 本: 787×1092 1/16 印张: 12.5

字 数: 292 千字

版 次: 2009 年 1 月第 1 版 2009 年 1 月第 1 版第 1 次印刷

标准书号: ISBN 978-7-117-10688-7/R·10689

定 价: 22.00 元

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# 前

# 言

《心理学英语教程》是根据国家教育部《大学英语教学大纲》的要求而编写,目的是满足应用心理学专业及精神医学专业本科生的需要,提高其专业英语水平。本书吸收了西方心理学专业教材之精华,结合中国高等院校应用心理学专业和精神医学专业英语教学需要,以及学生们普遍的英语水平,收录了大量心理学及部分精神病学专业英语词汇。同时,本书还系统地讲述了心理学发展史、心理学研究方法、人类发展、心理现象的生物学基础、感觉与知觉、意识、睡眠与梦、学习、记忆、认知过程、智力和智力测验、运动、情绪、人格、心理障碍以及心理障碍的心理治疗等内容。

本书在编写过程中,得到了浙江大学、华北煤炭医学院、黑龙江大学、天津医科大学、河北医科大学、广州医学院、皖南医学院、首都医科大学、曲阜师范大学、承德医学院的大力支持,在此表示衷心感谢!

由于时间紧、任务重及作者水平有限,难免出现缺点和错误,希望广大教师和同学们提出宝贵意见,以便再版时修改。

李建明 王 伟

2008年8月



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# Lesson One

## Text

### The Origins of Psychology

Psychology is the science of behavior and mental process. This means that psychologists conduct experiments and use scientific methods to better understand the actions and thoughts of humans and animals. It concerns many aspects, from the activity of a single nerve cell to the workings of memory, even to the social problems in a complex society. It also includes discoveries on how we are able to perceive color, how hunger is regulated by the brain, whether or not chimpanzees can use language to communicate with each other, and so many other exciting topics you may have never considered. So Psychology is linked with clinical medicine, education, vocation, industry, human behavior, criminology, biology, physiology, sexuality, health, and social aspects, etc. In general, psychology, as a new science, has entered our human life everywhere.

The term psychology comes from two Greek words: "psyche" meaning the soul, and "logos", referring to the study of a subject. These two Greek roots were first put together to define a topic of study in the 16th century, when psyche was used to refer to the soul, spirit, or mind, distinguishing from the body. The suffix "-ology" refers to study. Not until the early 18th century did the term psychology gain more than rare usage among scholars. By that time it had acquired its literal meaning "the study of the mind".

Psychology's intellectual parents were the disciplines of philosophy and physiology. By the 1870s, a small number of scholars in both fields were actively exploring questions about the mind. How are bodily sensations turned into a mental awareness of the outside world? Are our perceptions of the world accurate reflections of the reality? How do mind and body interact? The philosophers and physiologists who were interested in the mind viewed such questions as fascinating issues within their respective fields.

It was Wilhelm Wundt (1832—1920) (Figure 1-1), a German professor and physician, who eventually changed this view. Wundt mounted a campaign to make psychology an independent discipline rather than a stepchild of philosophy or physiology. At that time, the intellectual climate favored the scientific approach that Wundt advocated. In 1879 Wundt succeeded in establishing the first formal laboratory for researching in psychology at the University of Leipzig. In deference to this landmark event, historians

have christened 1879 as psychology's "date of birth." Soon afterward, in 1881, Wundt established the first journal devoted to publishing researches on psychology. All in all, Wundt's campaign was so successful that today he is widely characterized as the founder of psychology.



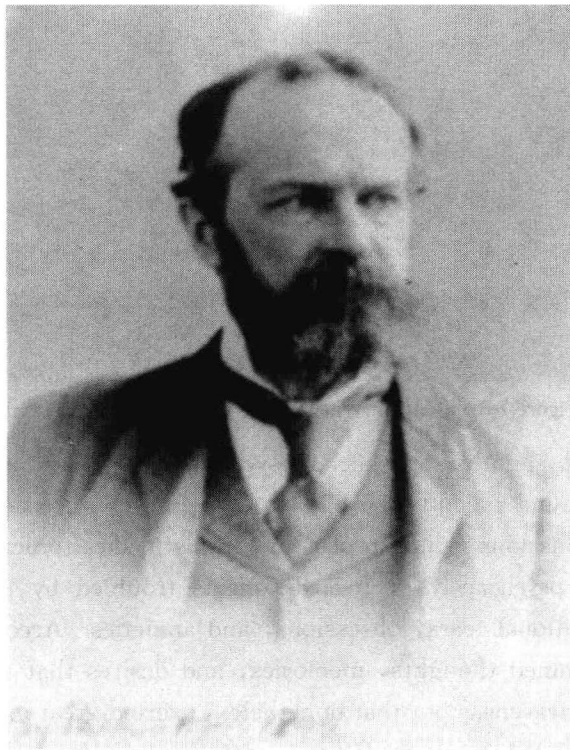
**Figure 1-1 Wilhelm Wundt, the founder of experimental psychology**

Wundt's view of psychology dominated the academic field for several decades and was widely influential all over the world. Wundt claimed, in 1874, that psychology would be a new independent science modeled following fields such as physics and chemistry. He regarded psychology as a scientific study of consciousness—the awareness of immediate experience. This orientation made psychology a special scientific subject focused on the study of the mind.

Wundt's thought and provocative ideas attracted many excellent young scholars to Leipzig in order to study and do research on vision, hearing, touch, taste, attention, and emotion under Wundt's guidance. His views spread fast from Germany to America, and many psychological research laboratories were set up in the United States and Canada. So, although psychology was born in Germany, it blossomed into adolescence in America. Like many adolescents, however, the young science was about to enter a period of turmoil. An intellectual battle between the two major opposite schools of psychology, structuralism and functionalism, began.

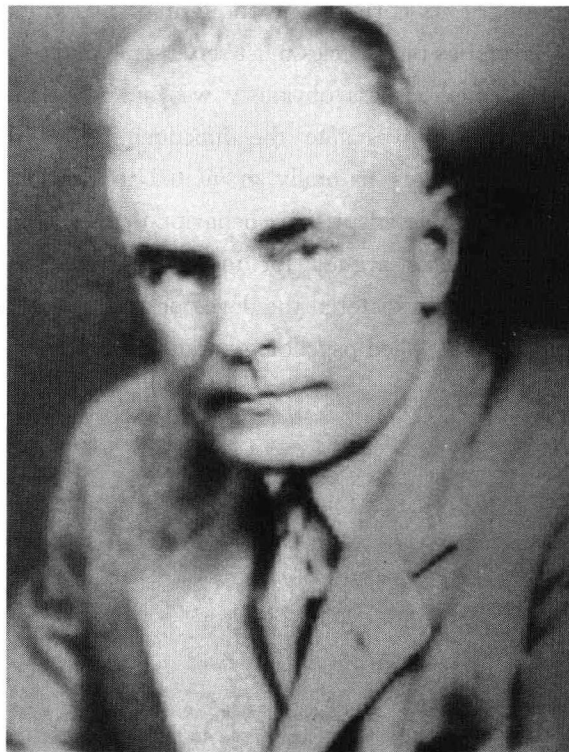
The representative of structuralism was an Englishman—Edward Titchener, a

student of Wundt. Structuralism was based on the concept that the task of psychology is to analyze consciousness into its basic elements and investigate how these components are related. The structuralists wanted to identify and examine the fundamental components of conscious experience, such as sensations, feelings, and images. Functionalism was based on the belief that psychology should investigate the function or purpose of consciousness, rather than its structure. The chief leader of functionalism was William James (1842—1910)(Figure 1-2), a brilliant American scholar, who published his landmark book *Principles of Psychology* in 1890. This book has become the standard reading for generations of psychologists and the most influential text in the history of psychology. James's opinion was influenced deeply by Charles Darwin's theory of natural selection. This cornerstone thought of Darwin's evolutionary theory suggested that all characteristics of a species must serve some purpose. Applying this idea to humans, James noted that consciousness obviously was an important characteristic of our species, and psychology should investigate the functions rather than the structure of consciousness. Whereas structuralists naturally gravitated to the laboratory, functionalists were more interested in how people adapt their behavior to the demands of the real world around them. These two schools argued for many years without result. However, functionalism's practical orientation fostered the development of two descendants that have dominated modern psychology: applied psychology and behaviorism.



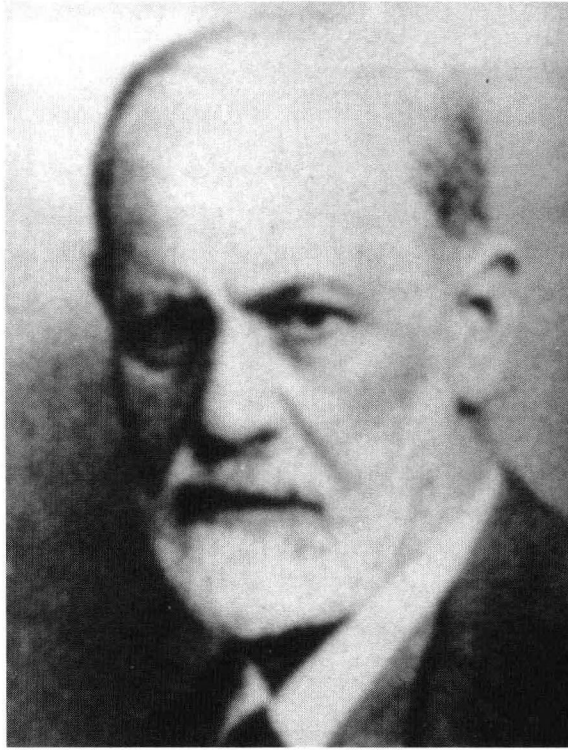
**Figure 1-2** William James, the father of American psychology and the leader of functionalism

In the early 1900s, John B. Watson (1878—1958)(Figure 1-3) initiated the school of behaviorism that altered the course of psychology. Behaviorism is a theoretical orientation based on the premise that scientific psychology should study only the observable behavior. Watson asserted that psychologists could study anything that people do or say—shopping, playing game, and eating—but they could not study scientifically the thoughts, wishes, and feelings that might accompany these behaviors. Although Watson's theory dominated psychology for many decades, his view did not go unchallenged. In Germany, an opposite school called Gestalt psychology emerged which argued that psychology should continue to study conscious experience rather than the overt behavior.



**Figure 1-3 John B. Watson, the founder of behaviorism**

At the same time, another approach—psychoanalysis was founded by an Austrian physician named Sigmund Freud (1856—1939)(Figure 1-4) who had been contemplating the mysteries of unconscious mental processes. In his medical practice, Freud, with an innovative procedure—psychoanalysis, treated patients troubled by psychological/mental problems such as irrational fears, obsessions, and anxieties. According to Freud, the unconsciousness contained thoughts, memories, and desires that were well below the surface of conscious awareness but that nonetheless exerted great influence on behavior. Freud's psychoanalytic theory attempted to explain personality, motivation, and mental disorders by focusing on unconscious determinations of behavior.



**Figure 1-4 Sigmund Freud, the founder of psychoanalysis**

In the 1950's, humanism occurred, which emphasized the unique qualities of humans, especially their freedom and their potential for personal growth. The most prominent architects of the humanistic movement were Carl Rogers (Figure 1-5) and Abraham Maslow. They asserted that human behavior is governed primarily by each individual's sense of self, or "self-concept" —which animals presumably lack. Thus, humanists' greatest contribution to psychology has been their innovative treatments for psychological/mental problems or disorders. Modern psychotherapy has relied on this notion to develop.

Since the 1950s, psychology began its professional age, and derived a branch—applied psychology, which is concerned with educational psychology, industrial psychology, counseling psychology, and clinical psychology. Clinical psychology is concerned with the diagnosis and treatment of psychological/mental problems or disorders.

In the early 1960s, Jean Piaget proposed cognitive psychology, advocating that psychology must study internal mental events to fully understand human behavior. Almost at the same time, some psychologists relied on physiological experiments to study the interrelations among mind, body, and behavior. For instance, electrical stimulation of the brain could evoke emotion such as rage and pleasure in animals. Thus, the biological perspective was born, which maintains that much of human and



**Figure 1-5** Carl Rogers, the main leader of humanism, the founder of the client-centered therapy

animal behavior can be explained in terms of the body structures and biochemical processes that allow organisms to behave. In 1995, David Buss began evolutionary psychology, asserting that natural selection favors behaviors that enhance organisms' reproductive success by passing on genes to the next generation.

Today psychology is a science that studies behavior and the physiological and cognitive processes that underlie behavior, and it is a profession that applies the accumulated knowledge of this science to practical problems. Its field concerns work in hospitals, clinics, research institutes, government agencies, higher education, business and industry, nursing homes, police departments, counseling centers, and private practice. Contemporary psychology is a thriving science and profession. Its growth has been remarkable, and its future is promising.

### New Words and Expressions

sensation [sen'seɪʃən] n.	感觉, 感情, 感动
perception [pə'seɪʃən] n.	知觉, 理解, 感知, 感觉
consciousness ['kɒnʃənsɪs] n.	意识, 知觉, 自觉, 觉悟, 个人思想
awareness [ə'weənɪs] n.	觉察, 知道, 晓得
structuralism ['strʌktʃərəlɪzəm] n.	[心]构造主义, 结构主义; [语]结构主义
functionalism ['fʌŋkʃənəlɪzəm] n.	机能心理学, 机能主义; 实用第一主义

behaviorism [bi'heivɪərɪzəm] n.	(美)行动主义, 行为学派
psychoanalysis [ˌsaɪkəʊə'næləsis] n.	心理分析
psychotherapy [ˌsaɪkəʊ'θerəpi] n.	心理疗法, 心理治疗
obsession [əb'seʃən] n.	强迫症; 困扰; 固定的想法; 成见
anxiety [æŋg'zaɪəti] n.	焦虑症, 忧虑, 焦急, 渴望, 热望
humanism [ˈhju:mənɪzəm] n.	人本主义, 人道主义, 人文主义
chimpanzee [ˈtʃɪmpən'zi:] n.	[动物]猿, 黑猩猩
philosophy [fɪ'lɒsəfi] n.	哲学, 哲学体系, 达观, 冷静
physiology [ˌfɪzi'ɒləʒi] n.	生理学
discipline [ˈdɪsɪplin] n.	纪律, 学科
v.	训练
intellectual [ˌɪntɪ'lektʃəl] adj.	智力的, 有智力的, 显示智力的
n.	知识分子
approach [ə'prəʊtʃ] n.	取向, 接近, 逼近, 方法, 步骤, 途径, 通路
vt.	接近, 动手处理
vi.	靠近
historian [hɪs'tɔ:riən] n.	历史学家
dominate [ˈdɒmineɪt] v.	支配, 占优势
provocative [prə'vɒkətɪv] adj.	煽动的, [医]炎症的
n.	刺激物
component [kəm'pəʊnənt] n.	成分
adj.	组成的, 构成的
gravitate [ˈgrævɪteɪt] v.	受引力作用, (受)吸引, 倾向, 移动
irrational [ɪ'reɪʃən] adj.	无理性的, 失去理性的
interrelation [ˌɪntə(:)ri'leɪʃən] n.	相互关系
accumulate [ə'kju:mjuleɪt] v.	积聚, 堆积
contemporary [kən'tempərəri] n.	同时代的人
adj.	当代的, 同时代的

### Grammar and Notes

1. Not until the early 18th century did the term psychology gain more than rare usage among scholars.

本句中出现了 not until 引起的倒装句, 主动词 did 放在了主语 the term psychology 之前, 形成了部分倒装。在英语中, 含否定意义的词放在句首时, 往往倒装。以下词语常引起倒装: never, little, seldom, rarely, not until, hardly...when, scarcely...when, by no means, in no case, at no times 等, 例如:

No sooner had I left the room than he came.

At no time will China be the first to use the nuclear weapon.

2. Approaches to psychology.

Approach	Characteristics
(1) Biological	Emphasizes activity of the nervous system, especially the brain; the action of hormones and other chemicals; and genetics.
(2) Evolutionary	Emphasizes the ways in which behavior and mental processes are adaptive for survival.
(3) Psychodynamic	Emphasizes internal conflicts, mostly unconscious, which usually pit sexual or aggressive instincts against environmental obstacles to their expression.
(4) Behavioral	Emphasizes learning, especially each person's experience with rewards and punishments.
(5) Cognitive	Emphasizes mechanisms through which people receive, store, retrieve, and otherwise process information.
(6) Humanistic	Emphasizes individual potential for growth and the role of unique perceptions in guiding behavior and mental processes.

**Exercises**

1. Answer the following questions in English according to the text.

- (1) Before learning psychology, do you know anything about it?
- (2) What kinds of studies does psychology perform? What is the concrete definition of psychology?
- (3) How was the word "psychology" born? When?
- (4) What disciplines did psychology develop from?
- (5) Who first advocated that psychology should be an independent scientific approach? When?
- (6) Who established the first psychological research laboratory which was regarded as the birth of scientific psychology? Where and in which year?
- (7) Who first published the journal on psychology studies?
- (8) What did Wundt think about psychology?
- (9) What are the differences between the two opposite schools in psychology—structuralism and functionalism? Who was the chief leader for each school?
- (10) What psychological school did Watson create? What is the main opinion about Watson's school?
- (11) Who is the founder of psychoanalysis? What is the major thought about psychoanalysis?
- (12) List some other schools that have emerged since 1950s.

2. Translate the following Chinese into English.

- (1) 心理学是研究心理现象的一门科学, 主要研究个体心理, 包括认知、情绪、动机、能力和人格等, 也研究团体和社会心理。
- (2) 心理学的母体是哲学。直到 1879 年, 德国生理学教授 Wundt 在德国莱比锡大

学建立了第一个心理学实验室，用自然科学方法研究心理学，心理学才脱离哲学成为一门独立的科学。

(3) 心理学建立初期学派纷争的局面到 20 世纪 30 年代基本结束。

(4) 结构心理学是心理学的第一个学派，包括感觉、意象和感情三个基本元素。结构心理学主张心理学应该研究人们的直接经验，即意识。

(5) 美国著名的心理学家 William James 是机能心理学的创始人；他认为心理学应该研究心理在适应环境方面的功能、作用；机能心理学认为意识是一种持续不断、川流不息的过程，即意识流。

(6) 美国心理学家华生于 1913 年创立了行为心理学；华生认为心理学不应该研究意识，而应该研究可观察的、可测量的行为。

(7) 精神分析论是由奥地利精神病学医生弗洛伊德 (Sigmund Freud) 创立的；该理论的基础来源于医学临床经验，它对心理学乃至人类文化的发展产生了巨大影响；尤其是关于人格研究以及心理治疗方面更为突出。

(8) 20 世纪 60 年代以美国的罗杰斯和马斯洛为代表的人本主义心理学，着重于人格方面的研究。

(9) 认知心理学是现代心理学中新兴的一种思潮，代表了心理学研究的一种趋势，是受多种因素影响而逐渐演变而成的。

## **Reading and Comprehensions**

### **Psychology and the Modern Society**

The way psychology is depicted in popular magazine and other mass media might lead to the impression that modern man has arrived at the stage where human affairs and problems are being nicely handled by psychologists using specialized techniques, or, at least, that we are on the brink of such a new era. We are told how psychologists test children and adults, how they plan educational and vocational careers, how they handle disordered personalities, how they assist advertisers in controlling our buying habits and patterns of living, how they design our automobiles, airplanes, and even our homes, and how they help political parties to sell candidates. Business executives are sent by their companies for two weeks of "sensitivity" training and psychological analysis; the conduct of international affairs is, to some extent, based on the "psychological warfare".

Newspapers, magazines, and novels, to say nothing of television and movies, are devoted to psychological themes, plots, and items of many kinds. Even "Western" stories have become "psychological". Hardly a Sunday supplement can be found in the land which does not discuss the psychology of child rearing, delinquency, sex and divorce, hypnotism, psychoses, extrasensory perception, transcendental meditation and other occult preoccupations. Every year a new psychological problem is exploited for a gullible public, especially in the months (a form of summer madness?). One year it is communal living, intelligence and racial problems, new religions or psychotherapies;

another year Johnny can not read, the next he reads too many comic books or watches too much television; another year finds us up in arms about racial integration, woman's rights, prisoners' rights, and the sex life of male, female, or homosexual. Newspapers and magazines always manage to find new "psychological/mental" problems to titillate their readers.

We cannot guess what will come next—we already have computer dating and mind control through "alpha wave" recording devices. We can look forward to some newspaper scientist predicting the control of our minds. Some writers make their livings by gaily optimistic about the benefits mankind is to derive from psychology. They foretell our enjoying a carefree, happy Utopia, scientifically planned by psychologists who will see that we are all adjusted and creative. Others view with alarm the horrible prospects of a world that will be controlled by psychologists (or their masters) and in which we will be trained to be happy (whether we want to be or not). Our brains will be "washed" so that we have only clean thoughts and we will only do what our all powerful masters dictate. Others, still alarmed, but perhaps a little more reasonable, are concerned that we will be made to "by" our presidents along with the detergents that are sold by a mind-binding television and communications industry.

Psychology's historical roots in philosophy are reflected in the fundamental assumptions about behavior and mental processes that underlie its various approaches. But because psychology is a science, all of its subfields emphasize empirical research—in other words, research that goes beyond philosophical speculation and reasoning about behavior and mental processes to carefully gather and systematically analyze information about psychological phenomena. Thus, psychologists do more than form hypotheses about the causes of violence or depression or color vision, for example; they also test scientifically the validity of those hypotheses. For psychologists, it is not enough to merely suggest that, say, expressing your fears about an illness, but should reduce the symptoms of stress. They would want to objectively measure stress symptoms in people who had talked about their worries and compare them with the symptoms found in those who kept their worries to themselves. Even psychologists who do not conduct research themselves depend on psychological research discoveries to teach or provide an updated treatment.

Psychology's numerous subfields and approaches have led psychologists to varied activities and working setting. They conduct research; they apply the results of research to treat people with psychological/mental disorders and to alleviate social problems; they teach and write about research findings and psychological knowledge. Beneath this diversity, however, lies a unity stemming from psychologists' common commitment to science and their tradition of linked interests. Psychology's subfields are not isolated areas of inquiry but overlapping frontier of interest. Psychologists from many subfields may address a specific topic such as violence or language or an overarching issue such as

how biological and culture influence interact. This overlap is exemplified by psychologists who work in more than one subfield and apply more than one approach. Even when psychologists themselves do not conduct research across subfields, they often draw on, and contribute to, the knowledge developed in other subfields. Their theories, methods, findings, and applications to daily life are inextricably linked. Much as psychology's subfields are linked to one another, psychology is linked to many other academic disciplines. Sometimes these linkages occur because psychologists and researchers from other disciplines have common interest in a broader topic. Neuroscience, for example, is a multidisciplinary research enterprise that examines the structure and function of the nervous system, in animals and humans, at levels ranging from the individual cell to the behavior organism. This integrated field includes biological psychologists as well as specialists in neuroanatomy, neurophysiology, neurochemistry, genetics, and computer science. Some observers predict that biological psychologists, like the colleagues with whom they work, will soon be known simply as "neuroscientists". Psychology is also linked with other disciplines because research and theory from one discipline is applicable to another. For example, psychologists are beginning to apply chaos theory—which was developed in physics and mathematics to understand natural system such as weather—to detect underlying order in apparently random patterns of violence, drug abuse, or family conflict. Similarly, political scientists have applied research by social psychologists on operation, conflict, and negotiation to help them understand the international tensions.

(高志华 李建明)

# Lesson Two

## Text

### Research Methods in Psychology

Psychology as an independent science, like many others, needs distinct methods. For over 100 years the scientific method has been the basis for investigation in the discipline of psychology. The scientific method is intended to meet four goals: description, explanation, predication, and creating change (control and application). Usually, study procedures include formulating a testable hypothesis, designing a study and selecting an appropriate research method, collecting the relevant data, analyzing the data, drawing conclusion, and reporting the findings.

#### Step 1. Formulating a Testable Hypothesis

The first step in a scientific investigation is to translate a general idea into a testable hypothesis. A hypothesis is a tentative explanation for something. Hypotheses frequently attempt to answer the questions "how" and "why". Usually, researchers express these hypotheses as predications which comes from large numbers of scientific data. The scientific hypotheses are testable. If a hypothesis cannot be tested, it is not useful to science. To be testable, scientific hypotheses must be formulated precisely, and the variables under study must be clearly defined. Therefore, setting specific operational definition for the relevant variables appears very important. An operational definition explains various conditions in terms of its measurement, operation, or procedure used to determine its existence in the research setting. All variables in an experiment must be given an operational definition. For example, "depressive mood" may be defined as a set of symptom scores derived from a specific questionnaire. There are two main kinds of variables: one is the independent variable, and the other is the dependent variable. Independent variables are manipulated by the experimenter and are free to vary. They can be defined as the predictor variables in nonexperimental (e. g. , correlational) research. Dependent variables are those whose values result from changes in independent variables. They can be defined as outcome variables and are predicted in a nonexperimental research.

#### Step 2. Designing a Study and Selecting the Research Method

The second step in a scientific investigation is to design a strategy and a scheme, which insures research to process. Properly designed experiments ensure that alternative explanations kept to a minimum. A well-designed research can incorporate condition that test confounding variables with the primary ones. Random assignment is one of the most