

• *Essentials of Psychology in Action*

Handbook for
Non-Native
Speakers



Prepared by
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HANDBOOK FOR NON-NATIVE SPEAKERS
TO ACCOMPANY

Essentials of Psychology in Action

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TO THE STUDENT

This handbook is designed to accompany *Essentials of Psychology in Action* by Karen Huffman, Mark Vernoy, and Judith Vernoy. It is specially designed for those students whose first language is not English, and who seek to improve their academic English language skills through structured practice with language in context.

Each chapter of the handbook is divided into four basic sections, with an answer key provided at the end of each chapter. What follows is a brief description of the handbook's components, along with an explanation of how you can use the section most effectively.

Testing your knowledge of American idioms

In this section of the handbook, the focus is on key idioms and other colloquial expressions which can enrich your command of the language. For each idiom, you are given the opportunity to match it with its meaning, and are provided with a sentence context and the page number from the text where this idiom can be found. A suggested strategy is to first match those idioms which you are most familiar with up with their meanings in the opposite column. Then, for those idioms which you are not sure about, take a closer look at the sentence context and try to match these with the closest equivalent phrase. Only once you have done this should you check your answers in the answer key at the end of the chapter. It is a good idea to keep a running list of those idioms which you did not know so that you can eventually make these a part of your active English vocabulary. As you read the chapter, you may also wish to make note of additional unknown idioms or colloquial phrases which you encounter.

Reviewing your knowledge of English grammar

Each chapter of the handbook focuses on a critical aspect of English grammar, such as verb tense formation, question formation, subject-verb agreement, article usage, logical connectors, and subordination/coordination. For each topic, simple rules will be presented and explicated via clear examples from the text itself. You will then be presented with a sentence-completion exercise or a fill-in-the gap exercise to test your knowledge of the selected grammatical structure. In this way, you are given a chance to apply your knowledge of English grammar to the content area of Psychology. Finally, you may compare your answers with those in the answer key.

Finding key information

Academic information is most frequently presented in one of several easily-recognized organization patterns, such as compare/contrast, cause/effect, etc. This section of the handbook presents you with an analysis and explanation of these patterns, along with a graphic organizer or "map" of this information. In each key information section, you will first examine a sample section of the text which follows a particular organizational pattern. You will then study the graphic organizer to see how this information is organized. Following this, you will read a second selection from the chapter which follows this same organizational pattern, and will be asked to fill in the graphic organizer with the relevant or pertinent information. Finally, you can compare your answer with the sample answer given in the answer key.

Examining structural clues

The final section of the handbook involves looking at words or phrases which serve as structural clues to introduce a particular organizational pattern. For each clue, numerous examples from the text are given; you are then asked to locate additional examples of the structural cue from the chapter itself, and to write these examples in the spaces provided. Because this section of the handbook is more open-ended, an answer key is not provided.

I hope that you will find the handbook to be a valuable learning tool. It is my belief that experience-based learning, or learning through doing, helps to solidify both concepts and language skills. Thus by working through the various sections in each chapter, you will be solidifying the concepts from Psychology while at the same time reinforcing important English language skills. Good luck!

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INTRODUCING PSYCHOLOGY

☒ Testing your knowledge of American idioms

How familiar are you with American idioms? Match each item in column A with the appropriate meaning given in column B. If you are unsure, look at the sentence context given below. Answers are given on page 6.

COLUMN A

- a. to draw lots
- b. to wear more than one hat
- c. to have a strong hold on/in something
- d. time and time again
- e. a scam
- f. to piece together
- g. to poke fun at
- h. to breathe a sigh of relief
- i. to cut down on
- j. in keeping with
- k. to come into play
- l. to change the course of

COLUMN B

- 1. often or frequently
- 2. to ridicule or make fun of
- 3. to feel more relaxed
- 4. to reduce or decrease
- 5. to arise; appear; happen
- 6. a fraudulent business scheme
- 7. to alter; make different
- 8. to have multiple occupations or perform several functions
- 9. to pick a role; to select a part
- 10. to assemble evidence; to make sense of the different parts
- 11. to have great influence
- 12. similar to; alike

Sentence context:

- a. In the Milgram experiment, subjects were asked to **draw lots**, playing either the role of the "teacher" or the "learner". (p. 4)
- b. Often **wearing more than one hat**, a psychologist might teach, conduct research, and be an industrial consultant at the same time. (pp. 7-9).

- c. Can you see what makes the United States the most individualistic country in the world and why communism still **has a strong hold in China?** (p. 12)
- d. In his book *Flim-Flam*, James Randi describes how **time and time again**, under carefully controlled, standardized conditions, he has exposed the fraudulent claims of pseudopsychologists. (p. 13)
- e. **Scams** such as Autozodiac illustrate the absurdity of the various pseudo-sciences and make us aware of the difference between false psychology and the objective, scientific study of behavior. (pp. 13-14)
- f. After collecting their data, psychologists **piece it together** until they come to an objective conclusion. (p. 14)
- g. In its September 1983 issue, *Psychology Today* **poked fun at** pseudo-psychologists by announcing an "Invent-a-Scam" contest. (p. 13)
- h. An experimenter may **breathe a sigh of relief** when a subject gives a response which supports the hypothesis. (p. 18)
- i. Will passing out **toasters cut down on** the number of teenage pregnancies? (p. 23)
- j. Milgram informed his subjects that their response was **in keeping with** that of the other subjects. (p. 25)
- k. Ethical concerns also **come into play** when psychologists dispense diagnoses and advice over the radio or on TV. (p. 27)
- l. Functionalists **changed the course of** modern education, and were responsible for extending psychology's influence to diverse areas in industry. (p. 30)

Reviewing your knowledge of English grammar

One of the most basic facts to remember about English grammar is that plural verbs require plural subjects, and singular verbs require singular subjects. This means that nouns occurring together with plural verb forms require an -s or -es ending. Compare:

A psychiatrist (singular noun)	studies (singular verb)	human behavior.
Psychiatrists (plural noun)	study (plural verb)	human behavior.

Review your knowledge of this basic fact of English grammar by adding -s or -es endings as needed in the blanks provided below. Note that some of the blanks will require no ending. When you are finished, you may check your answers in the answer key section.

Clinical psychologist__ work with mentally ill or emotionally disturbed people by doing therapy or counseling. Student__ often wonder about the difference between a psychiatrist and a clinical psychologist. A psychiatrist__ is a true medical doctor who has gone to medical school. In fact, most psychiatrist__ have received their M.D. degrees with a specialization in psychiatry. Because of this medical training, a psychiatrist__ is licensed to prescribe medication or drugs. Clinical psychologist__, on the other hand, have not gone to medical school and cannot prescribe drugs. The typical psychologist__ has gone to graduate school and has received a Ph.D. degree after intense study of human behavior and methods of therapy.

✎ Finding key information

One technique that the authors of this book frequently use in this chapter is to compare two terms or concepts and give you parallel information about each. Study the paragraph in the section above comparing psychiatrists to clinical psychologists. Notice how the authors give you parallel information about each type of scientist:

<u>Clinical Psychiatrist</u>	<u>Psychologist</u>
•has gone to medical school	•has gone to graduate school
•has an M.D. degree	•has a Ph.D.
•can prescribe drugs	•cannot prescribe drugs

Look at the paragraph in your textbook comparing basic and applied research (p. 7). Study this section; then, fill in the missing information about basic research in the chart below. When you are finished, you may check your answers in the answer key section.

<u>Basic Research</u>	<u>Applied Research</u>
•	•is conducted in the real world (for example, in industry)
•	•its purpose is to solve existing real-world problems
•	•it has real world applications
•	•example: studies on stress recovery or consumer consump- tion patterns

✦ Examining structural clues

Because it serves as the introduction to the entire book, this chapter contains some important definitions. In English, definitions can be introduced in a number of different ways:

- The definition may be contained within parentheses.
*You are introduced to the experimenter and to another **subject** (another participant in the experiment).*
- It may be set off by dashes.
*Some behaviors are **overt**--easily seen or identified.*
- It may be introduced by a relative pronoun
***Applied research** is research THAT utilizes the principles and discoveries of psychology to solve real-world problems.*
- It may contain the verb BE plus a prepositional phrase.
*A case study **IS** an in-depth study OF A SINGLE RESEARCH SUBJECT.*

Locate 5 definitions in this chapter which you think are particularly important and write them in the spaces provided below. Study them to see if they follow the patterns listed above.

1. _____

2.

3.

4.

5.

Answer key

Testing your knowledge of American idioms. a.9; b.8; c.11; d.1; e.6; f.10; g.2; h.3; i.4; j.12; k.5; l.7

Reviewing your knowledge of English grammar. Clinical psychologists work with mentally ill or emotionally disturbed people by doing therapy or counseling. Students often wonder about the difference between a psychiatrist and a clinical psychologist. A psychiatrist is a true medical doctor who has gone to medical school. In fact, most psychiatrists have received their M.D. degrees with a specialization in psychiatry. Because of this medical training, a psychiatrist is licensed to prescribe medication or drugs. Clinical psychologists, on the other hand, have not gone to medical school and cannot prescribe drugs. The typical psychologist has gone to graduate school and has received a Ph.D. degree after intense study of human behavior and methods of therapy.

Finding key information. Basic research is conducted in universities or research laboratories; its purpose is to test new theories and models of behavior; it may or may not have any real-world applications; an example is recent research on how people acquire and retain information.

Examining structural clues. Answers will vary.

THE BIOLOGICAL BASES OF BEHAVIOR

✦ Testing your knowledge of American idioms

How familiar are you with American idioms? Match each item in column A with the appropriate meaning given in column B. If you are unsure, look at the sentence context given below. Answers are given on page 13.

COLUMN A

- a. to stumble over
- b. end to end
- c. to trigger
- d. a chain reaction
- e. all or nothing
- f. a high
- g. hand in hand
- h. in short
- i. to get into
- j. in force
- k. to kick in
- l. to keep track of
- m. in succession
- n. tomboyish
- o. a drawback
- p. a clear picture

COLUMN B

- 1. more like a boy than a girl
- 2. one after the other
- 3. next to each other; in a long line
- 4. to be very interested or engaged in
- 5. a disadvantage; a difficulty
- 6. either/or
- 7. to have trouble with
- 8. to become active suddenly
- 9. together
- 10. to be active; to be in effect
- 11. to put something into a few words
- 12. a series of related events
- 13. a definite idea
- 14. to cause; to initiate or begin
- 15. to follow; to remember
- 16. an abnormal state, such as the state caused by drinking alcohol or taking certain drugs

Sentence context:

- a. Scientists know what area of your brain is responsible for your feelings of frustration when you **stumbled over** the ink colors in the Stroop test. (p. 40)
- b. If placed **end to end**, the body's neurons would reach to the moon and back. (p. 41)

- c. These events **trigger** ion channels to open in the next section of the axon membrane, allowing sodium to move in and potassium to move out. (p. 44)
- d. A **chain reaction** occurs, with the impulse traveling down the axon until it reaches the terminal buttons at the end. (p. 44)
- e. This is known as the **all-or-nothing** principle. (p. 46)
- f. The "runner's **high**" is an example of how a person's pain perception can be reduced. (p. 47)
- g. The nervous system and the endocrine system work **hand in hand** to direct our behavior and maintain our body's normal functioning. (p. 49)
- h. **In short**, the parasympathetic system performs basic housekeeping and bodily maintenance. (p. 52)
- i. To experience the takeover of your own sympathetic nervous system, arrange with your roommate or a family member to surprise you after you really **get into** studying. (p. 52)
- j. Once your parasympathetic system is fully **in force**, the roommate can sneak up behind you and make a loud, obnoxious noise. (p. 52)
- k. Your sympathetic system will **kick in** with increased respiration, heart rate, blood pressure, and hormone levels. (p. 52)
- l. As you read about the central nervous system, **keep track of** which structures are major parts of the brain and which are components of major structures. (p. 53)
- m. For example, as we type words into our word processors, it is the cerebellum that enables us to hit the correct keys **in succession**. (p. 62)
- n. CAH-affected girls grow up to be more **tomboyish** and aggressive than nonaffected girls, and when given a choice of toys they prefer typically masculine toys such as trucks and building toys. (p. 64)
- o. Researchers today prefer newer techniques that do not have these **drawbacks**, such as electrical recording techniques and electrical stimulation of the brain. (p. 66)
- p. Research on split brain patients has given a **clear picture** of the differences between the two brain hemispheres. (p. 69)

🔍 Reviewing your knowledge of English grammar

As you have no doubt learned, regular verbs in the past tense in English require an -ed ending, which signals that the action took place in some previous time, not in the present. Present tense verbs, on the other hand, do not take an -ed ending. They refer to a present time, or express an event which we believe to be always true or unchanging. Compare:

Past time: In 1848, Phineas Gage suffered a bizarre accident when an explosion happened at his work place. As a result of the explosion, an iron rod entered his skull and pierced his frontal lobe. Phineas recovered physically from this accident, but his personality changed forever.

Present time: From the case study of Phineas Gage, it appears that the frontal lobe controls much of our individual personality and defines our ability to make decisions. We now know that the frontal lobe helps us to plan and change actions.

Read the paragraph below and decide if the verbs need an -ed ending (that is, if they show a past action) or if they refer to the present time period. Add the -ed endings where necessary. When you are finished, you may check your answers in the answer key section.

Many psychologists believe___ that the temporal lobes affect___ the emotional behavior of human beings. They base___ this belief on ongoing research with cats and monkeys. In 1939, for example, Kluver and Bucy remove___ both the temporal lobes of monkeys. As they expect___, the monkeys act___ completely different after surgery. They demonstrate___ very flat emotional behavior and show___ no fear of snakes, even though before the surgery they act___ terrified of snakes. Today we believe___ that the temporal lobes (along with the other cortical lobes) connect___ to the other areas of the brain, including the subcortical areas.

☒ Finding key information

In this chapter, the authors present critical information about the nervous system and the brain. In doing this, they often divide up the information they are presenting into subgroups. We call this kind of organizational method *classification*. Usually, the authors first indicate the various subgroups of the class they are discussing. They then give additional information about each subgroup.

Look at the paragraphs on page 70 describing the new types of techniques which scientists use to scan the brain. Notice how this information clearly falls into three classes. Study the additional information or characteristics which the authors give about each subgroup.

CAT	PET	MRI
<u>Definition</u> : stands for computerized axial tomography	<u>Definition</u> : stands for positron emission tomography	<u>Definition</u> : stands for magnetic resonance imaging
<u>Method</u> : uses X-rays to take pictures of internal organs	<u>Method</u> : uses radioactive glucose which is injected into the bloodstream	<u>Method</u> : uses radio waves which reveal the distribution of atoms in the brain
<u>Advantage</u> : can pinpoint the exact location of tumors	<u>Advantage</u> : can clearly show which areas of the brain are active and which are not	<u>Advantage</u> : can take a snapshot of the brain in a fraction of a second