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Psychology Vocabulary in Use

Podręcznik do nauki angielskiej
terminologii psychologicznej



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WSTĘP

Podręcznik *Psychology Vocabulary in Use. Podręcznik do nauki angielskiej terminologii psychologicznej* został napisany z myślą o tych wszystkich, którzy powinni doskonalić swoją znajomość słownictwa, stylistyki i umiejętność wnikliwego, analitycznego czytania różnych odmian angielskiego dyskursu psychologicznego: artykułów i monografii naukowych, fachowych podręczników – ale też szkiców popularyzatorskich czy publicystycznych.

Autorzy podręcznika jako grupę docelową brali pod uwagę zwłaszcza studentów kierunków, na których psychologia jest liczącym się przedmiotem. To nie tylko – co oczywista – specjalności dedykowane tej właśnie dziedzinie, lecz także pedagogika, socjologia, filozofia i rozmaite dyscypliny medyczne. Oraz – last but not least – uwzględniali tych miłośników wiedzy psychologicznej, którzy z czystej ciekawości i pasji chcą pogłębiać swoją wiedzę, sięgając do anglojęzycznych źródeł. To również ze względu na nich podręcznik został opracowany w taki sposób, aby mógł być pożyteczną pomocą zarówno do nauki w grupie pod opieką lektora, jak i dla preferujących samokształcenie. Autodydaktom test sprawdzający, a także dokładny i szczegółowy klucz znajdujące się na końcu książki będą pozwalały na weryfikację postępów w opanowaniu materiału.

Książka zawiera trzynaście rozdziałów ogniskujących się na wybranych zasadniczych obszarach psychologii. Oprócz tekstu wprowadzającego każdy z nich mieści w sobie zestaw ćwiczeń pozwalających na opanowanie i utrwalenie kompetencji językowej w zakresie terminologii psychologicznej. Ćwiczenia są zróżnicowane. Jedne z nich sprawdzają rozumienie tekstu czytanego

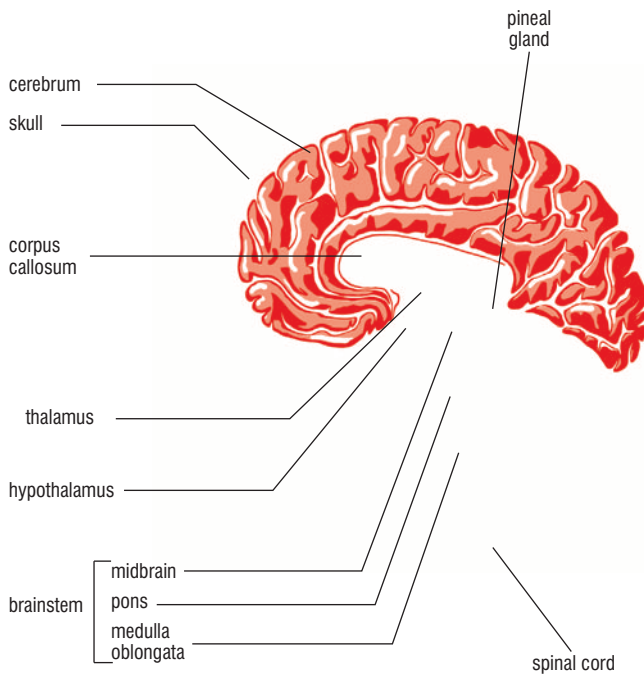
(pytania typu prawda/fałsz, quizy), inne to zadania wielokrotnego wyboru, uzupełnianie luk własnymi odpowiedziami, ćwiczenia ze słowotwórstwa, dopasowywanie słów do definicji/opisów i zastępowanie wyrażień z języka potocznego terminami naukowymi. W każdym z tekstów wprowadzających i niektórych ćwiczeniach wytłuszczone zostały terminy mające kluczowe znaczenie dla danej problematyki psychologicznej.

W książce przyjęte są zasady pisowni brytyjskiej. Z podręcznika w największym stopniu skorzystają osoby, które opanowały kursy General English na poziomie średnio zaawansowanym i wyższym.

1.

THE BRAIN

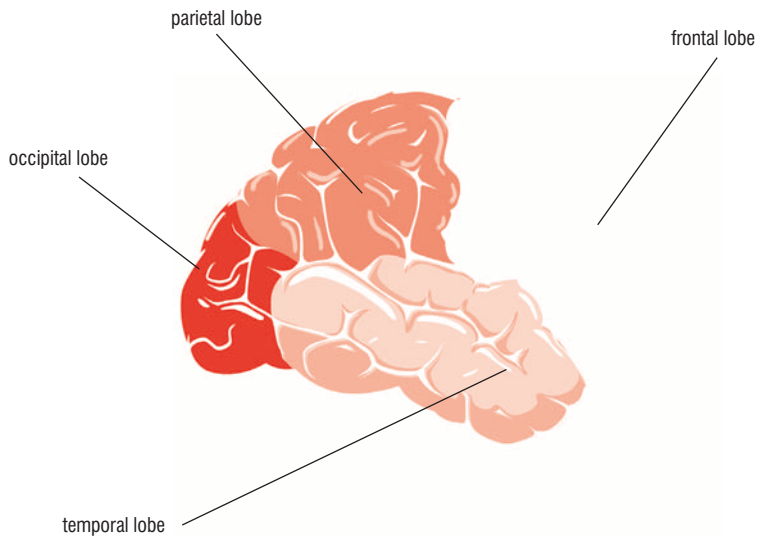
Here are some brain structures in close-up.



a. Parts of the brain



b. Cerebral hemispheres
(left and right)



c. Lobes of the brain

Exercise 1

Read the text and do the exercise that follows.

The brain is the most complex organ in the body (in all vertebrate and most invertebrate animals), serving as a part of the **central nervous system**. The remaining part of the nervous system is **the spinal cord**. The brain is responsible for our thoughts, emotions, moods, ability to learn and remember, speech, personality, all our experiences and basic functions. Although nearly everything we do is controlled and coordinated by the brain, there are some things we don't need it to do, such as simple reflex actions.

The brain is located within the **skull** and comprises **the cerebrum, the cerebellum and the brainstem**. The brain consists of two classes of **cells**: **glial cells** and **nerve cells** also called **neurons**. Glial cells are supporting cells that provide neurons with nutrients, protection and physical support. Neurons are considered the most important cells in the brain. They are each connected by **synapses** to thousands of other neurons, forming **neural networks**. The

neurons transmit information to the rest of the body through electrical and chemical signals and relate information back to specific areas of the brain, where it is processed into an appropriate response.

The cerebrum is the largest portion of the human brain. It consists of **the cerebral cortex** (also referred to as grey matter) and several subcortical structures including **the amygdala, the hippocampus, the thalamus, the hypothalamus** and **olfactory bulbs**.

The cerebrum is divided into left and right **hemispheres** joined together by **the corpus callosum** (a structure containing nerve fibers) and into four sections: **frontal lobe, parietal lobe, occipital lobe** and **temporal lobe**. The left hemisphere controls the right side of the body and the right hemisphere controls the left side.

The brainstem is made of **the midbrain, the pons** and **the medulla oblongata**. In the course of evolution, the human brain has tripled in size and developed three distinctive layers. The brainstem and cerebellum developed first. **The limbic system** (consisting of different brain structures located on both sides of the thalamus, including the hippocampus, amygdala and hypothalamus) developed next, and the cerebral cortex developed last.

Representing only 2% of the total body weight, the adult human brain consumes about 20% of energy produced by the body.

In the past physicians and researchers had to wait until a post-mortem was performed to examine the brain. Now they can use sophisticated **brain imaging** techniques to cope with the complex anatomy of the brain without cutting it open. The most common techniques currently used include the **computed tomography scan (CT), magnetic resonance imaging (MRI), functional magnetic resonance imaging (fMRI)** and **positron emission tomography (PET)**. When scientists want to study the structure of the brain, they use CT scanning or MRI. When they are more interested in the brain's activity, they turn to PET scanning and fMRI.

Here are the main functions of the brain structures.

The cerebrum controls higher mental functions.

The amygdala controls emotions.

The hippocampus is involved in the formation of long-term memory.

The thalamus relays sensory information.

The hypothalamus maintains the body in a balanced condition. It controls body temperature, hunger, thirst, fatigue, sleep, anger and more.

The olfactory bulbs are responsible for the sense of smell.

The cerebellum coordinates body's movement, posture and balance.

The midbrain is responsible for the regulation of vision and hearing.

The pons regulates sleep-wake cycles.

The medulla oblongata regulates basic body functions, including heart rate, blood pressure, and respiration.

Decide if the following statements are true (T) or false (F).

1. Breathing and heartbeat do not require the brain.
2. Glial cells are types of nerve cells.
3. The medulla oblongata is part of the cerebral cortex.
4. If the stroke occurs in the left side of the brain, the right side of the body is affected.
5. The human brain consumes a disproportionate amount of energy.
6. The brain and the spinal cord make up the central nervous system.
7. The cerebral cortex is the brain structure with the longest ancestry.
8. A brain autopsy remains the only way to examine the brain thoroughly.

Exercise 2

Complete the sentences using the verbs from the text in Exercise 1. Sometimes two words are possible.

1. Each part of the brain _____ specific functions of the body that we rely on in our every-day life.

2. _____ at the back of the brain, the occipital lobe is involved mainly in vision. Damage to the occipital lobe may result in a variety of visual problems.
3. Neural networks are _____ from thousands of neurons connected to one another.
4. Neurons serve as the basic building blocks of the nervous system, _____ information throughout the whole body.
5. The right side of the brain _____ information in an emotional way, whilst the left side does it more logically and analytically.
6. Requiring a constant supply of nutrients in order to function properly, the brain _____ much more energy than other organs.

Exercise 3

Choose the correct option.

1. A woman sustained severe brain damage in a car accident. After the accident she was no longer able to process emotional stimuli. For instance, she wouldn't be scared in a high-risk situation. Which brain structure do you think was damaged in the car accident?
 - a) thalamus
 - b) brainstem
 - c) amygdala
 - d) hypothalamus
2. Clive Wearing, an accomplished musician, has developed profound amnesia following viral encephalitis. As a result, he is not able to form new long-term memories. Which structure of the brain do you think was damaged by the virus?
 - a) medulla oblongata
 - b) hippocampus

- c) hypothalamus
 - d) cerebellum
3. A man is unsteady in his movements after an injury to his brain. He is not able to walk in a straight line, and his body swaggers back and forth. Which brain structure do you think has been damaged by the injury?
- a) amygdala
 - b) cerebellum
 - c) thalamus
 - d) corpus callosum
4. Following a head injury, a woman suffers from an impaired sense of smell. Because she has problems identifying and detecting odours, she wouldn't be alerted to foul-smelling food or to the smoke of a fire. Which brain structure do you think has been damaged?
- a) olfactory bulb
 - b) amygdala
 - c) pons
 - d) cerebellum
5. You are out of breath after riding up a hill on a bike. Which brain structure do you think will help you regulate your heartbeat?
- a) hypothalamus
 - b) thalamus
 - c) medulla oblongata
 - d) cerebellum
6. Andrew is often sleepy in class and doesn't comprehend much of what is being said. Which part of the brain is responsible for his sleepiness?
- a) cerebellum
 - b) hypothalamus
 - c) corpus callosum
 - d) brainstem

7. I often wake up in the middle of the night feeling hungry. I can't fall back to sleep unless I go to the kitchen and eat until I'm full. Which brain structure makes me feel hungry?
- a) hypothalamus
 - b) cerebellum
 - c) corpus callosum
 - d) hippocampus

Exercise 4



Choose the correct option.

From Brain Injury to Maths Genius

Back in 2002, Jason Padgett was an average Joe from the streets. He had little interest in academia and he spent every spare moment drinking in bars, hanging out at the gym or chasing girls.

Then, however, something happened that forever changed his life. On the night of September 13, 2002 Jason Padgett went out to a karaoke bar near his home and was brutally mugged. The blows he received to the *forehead/head/scalp* (1) that night left him with a *traumatic/trauma/traumatised* (2) brain injury. At hospital doctors diagnosed Padgett with severe *concussion/collision/contusion* (3), but released him the same night. Soon after the attack, Padgett discovered that he could visualise geometric shapes and physical concepts. In an interview for *Live Science* he described this experience: 'I see shapes and angles everywhere in real life.' There were downsides that came along with Padgett's new skills. Once a people person and a heavy partier, he has developed obsessive-compulsive disorder and debilitating social anxiety.

A series of brain scans that Padgett underwent revealed profound changes in the left *lobe/cortex/hemisphere* (4) of his brain and hyperactivity in the left parietal *cortex/cerebrum/cerebellum* (5) – an area that integrates information from different senses – which seems to be causing his extraordinary abilities called '*savant/prodigy/genius* (6) syndrome.'

Jason Padgett's case is an example of *neurotransmission/neurogenesis/neuroplasticity* (7), the ability of the brain to change. It shows that a brain injury can alter an individual's behaviour and personality. It also provides yet another argument in the 'mind-body' debate in favour of materialism, indicating that we are all the *work/workings/workers* (8) of our brains – all of mental life including thoughts, emotions, sensations, reasoning, and the like is the product of brain activities.

Exercise 5

Put the names of brain diseases in the correct column.

epilepsy, Alzheimer's disease, stroke, meningitis, brain aneurysm, encephalitis, Huntington's disease, brain abscess, (mild, moderate, severe) traumatic brain injury (TBI), concussion, intracerebral haemorrhage, dementia, cerebral edema, Parkinson's disease, (malignant or benign) brain tumour

BRAIN DISEASES					
Infections	Seizures	Trauma	Growth	Vascular Conditions	Neurodegenerative Conditions

Exercise 6

Complete the sentences with the names of brain diseases.

1. Her fits of _____ occur quite infrequently, but each is scary to witness. During a seizure, she loses consciousness and has violent muscle spasms.

2. The woman's _____ first showed itself as ordinary forgetfulness. She couldn't remember simple things such as telephone numbers, but over time her condition progressively worsened until she was unable to recall her own name.
3. The patient contracted viral _____, which damaged his brain and dramatically affected his memory. Since this point, he has been unable to recall most of his past and form new memories.
4. The boy suffered a mild _____ after hitting his head on the ice while playing hockey. The boy was a bit dazed and confused after the incident, but he was otherwise fine. He was taken to the local hospital all the same for observation.
5. Even though brain _____ burst relatively rarely, a rupture may cause fatal brain damage due to bleeding.
6. The man suffered a _____ in a serious car crash that almost took his life. After brain surgery and a long therapy he was able to return to normal life, but the accident left him a changed man. Once a kind and gentle person, he became easily irritable and prone to temper outbursts at the slightest thing.
7. A 52-year-old woman was admitted to hospital with severe headaches and dizziness. An MRI scan revealed a _____ on the right side of her brain. Luckily it was operable and the woman underwent immediate surgery to remove it.
8. Mr Baker suffered from high blood pressure, which went untreated for years mostly due to his distrust of doctors. One day he was working in the garage when he suddenly dropped to the floor. He was rushed to hospital, where his family members were informed that he had a massive _____.
9. Following the _____, the man lost his speech and most of his motor skills. Given the normal pattern of recovery aided by rehabilitation therapy, he was told that he might get better in a few weeks' time.

Książka przeznaczona dla osób zainteresowanych psychologią, w tym studentów kierunków psychologicznych oraz słuchaczy specjalności pedagogicznych, socjologii, filozofii i dyscyplin medycznych. Może być cenną pomocą dla zaawansowanych sympatyków wiedzy psychologicznej, którzy z bezinteresownej ciekawości chcą poszerzać swoją znajomość tej dziedziny także dzięki kontaktom z publikacjami anglojęzycznymi.

Podręcznik jest napisany z myślą zarówno o uczących się w grupie pod opieką lektora, jak i o pogłębiających wiedzę samodzielnie. Tym drugim test sprawdzający, dokładny klucz do ćwiczeń i obszerny słownik pozwolą na łatwą kontrolę postępów w opanowaniu poszczególnej partii kursu.

Publikacja obejmuje swoim zakresem wybrane słownictwo z dziedziny psychologii osobowości, psychologii społecznej, klinicznej, rozwojowej i neuropsychologii.

Autorzy są pracownikami Akademii Pedagogiki Specjalnej im. Marii Grzegorzewskiej, uczelni publicznej w Warszawie.

ANNA TREGER anglistka, wykładowca w Studium Praktycznej Nauki Języków Obcych APS. Prowadzi m.in. kurs English for Psychology dla studentów Instytutu Psychologii Stosowanej APS. Napisała kilkanaście podręczników do nauki angielskiego.

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