

# Book map

Unit	Topics
<b>1 What is psychology?</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• definition of psychology</li> <li>• introduction to branches of psychology</li> </ul>
<b>2 Branches of psychology</b> Reading · Writing	<ul style="list-style-type: none"> <li>• pure and applied science</li> <li>• process and person approaches</li> <li>• developmental/educational, occupational, biological, forensic</li> </ul>
<b>3 Psychology in practice</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• professional practice: occupational and clinical psychology</li> <li>• phobias</li> <li>• mental disorders</li> </ul>
<b>4 Psychology and computers</b> Reading · Writing	<ul style="list-style-type: none"> <li>• using computers for research</li> <li>• using computers to develop cognitive models</li> <li>• computers and diagnosis of mental illness</li> <li>• virtual reality</li> </ul>
<b>5 Dreams and personality</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• approaches to dreams</li> <li>• Freud</li> <li>• Jung</li> <li>• models of consciousness and personality</li> </ul>
<b>6 Vygotsky and Piaget: thought and language</b> Reading · Writing	<ul style="list-style-type: none"> <li>• Vygotsky</li> <li>• development of thought and language across cultures</li> <li>• Piaget</li> <li>• cognitive development and education</li> </ul>
<b>7 Memory</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• models of memory</li> <li>• input – transfer – storage</li> <li>• short-term and long-term memory</li> <li>• theories about forgetting</li> <li>• memory and hypnosis</li> </ul>
<b>8 Mental disorders: popular myths</b> Reading · Writing	<ul style="list-style-type: none"> <li>• common myths about mental illness</li> <li>• the media and stereotypes of mental illness</li> </ul>
<b>9 Personality</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• trait theory</li> <li>• genetics and personality</li> <li>• measuring traits</li> <li>• leadership</li> </ul>
<b>10 Modern addictions</b> Reading · Writing	<ul style="list-style-type: none"> <li>• Internet addiction</li> <li>• body image and eating disorders</li> </ul>
<b>11 Parapsychology</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• parapsychology</li> <li>• mind over matter</li> <li>• altered states of mind</li> </ul>
<b>12 With the future in mind</b> Reading · Writing	<ul style="list-style-type: none"> <li>• virtual relationships</li> <li>• violence and video games</li> <li>• case study: cyberbullying</li> </ul>

Vocabulary focus	Skills focus	Unit
<ul style="list-style-type: none"> <li>words from general English with a special meaning in psychology</li> <li>prefixes and suffixes</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content from the introduction</li> <li>understanding lecture organization</li> <li>choosing an appropriate form of notes</li> <li>making lecture notes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>speaking from notes</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>English–English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>using research questions to focus on relevant information in a text</li> <li>using topic sentences to get an overview of the text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>writing topic sentences</li> <li>summarizing a text</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>stress patterns in multi-syllable words</li> <li>prefixes</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content</li> <li>making lecture notes</li> <li>using different information sources</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>reporting research findings</li> <li>formulating questions</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>computer jargon</li> <li>abbreviations and acronyms</li> <li>discourse and stance markers</li> <li>verb and noun suffixes</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>identifying topic development within a paragraph</li> <li>using the Internet effectively</li> <li>evaluating Internet search results</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>reporting research findings</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>word sets: synonyms, antonyms, etc.</li> <li>the language of trends</li> <li>common lecture language</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>understanding 'signpost language' in lectures</li> <li>using symbols and abbreviations in note-taking</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li>synonyms, replacement subjects, etc., for sentence-level paraphrasing</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>locating key information in complex sentences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>reporting findings from other sources: paraphrasing</li> <li>writing complex sentences</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>compound nouns</li> <li>fixed phrases from psychology</li> <li>fixed phrases from academic English</li> <li>common lecture language</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>understanding speaker emphasis</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>asking for clarification</li> <li>responding to queries and requests for clarification</li> </ul>	<b>7</b>
<ul style="list-style-type: none"> <li>synonyms</li> <li>nouns from verbs</li> <li>definitions</li> <li>common 'direction' verbs in essay titles (<i>discuss, analyze, evaluate, etc.</i>)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>understanding dependent clauses with passives</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>paraphrasing</li> <li>expanding notes into complex sentences</li> <li>recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument</li> <li>writing essay plans</li> <li>writing essays</li> </ul>	<b>8</b>
<ul style="list-style-type: none"> <li>fixed phrases from psychology</li> <li>fixed phrases from academic English</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>using the Cornell note-taking system</li> <li>recognizing digressions in lectures</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> <li>referring to other people's ideas in a seminar</li> </ul>	<b>9</b>
<ul style="list-style-type: none"> <li>neutral and marked words</li> <li>fixed phrases from psychology</li> <li>fixed phrases from academic English</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>recognizing the writer's stance and level of confidence or tentativeness</li> <li>inferring implicit ideas</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>writing situation–problem–solution–evaluation essays</li> <li>using direct quotations</li> <li>compiling a bibliography/reference list</li> </ul>	<b>10</b>
<ul style="list-style-type: none"> <li>words/phrases used to link ideas (<i>moreover, as a result, etc.</i>)</li> <li>stress patterns in noun phrases and compounds</li> <li>fixed phrases from academic English</li> <li>words/phrases related to research into parapsychology</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognizing the speaker's stance</li> <li>writing up notes in full</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>building an argument in a seminar</li> <li>agreeing/disagreeing</li> </ul>	<b>11</b>
<ul style="list-style-type: none"> <li>verbs used to introduce ideas from other sources (<i>X contends/suggests/asserts that ...</i>)</li> <li>linking words/phrases conveying contrast (<i>whereas</i>), result (<i>consequently</i>), reasons (<i>due to</i>), etc.</li> <li>words for quantities (<i>a significant minority</i>)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>understanding how ideas in a text are linked</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>deciding whether to use direct quotation or paraphrase</li> <li>incorporating quotations</li> <li>writing research reports</li> <li>writing effective introductions/conclusions</li> </ul>	<b>12</b>