

English for psychology

The goal of this class is to improve your English and your knowledge of Psychology

Evaluation	Out of	Date
Task: review in 200-250 words	/7	Class 5
Test: listening comprehension ; vocabulary / grammar / culture quiz	/13	Class 6

Progression

1. Psychology as a job
2. Psychology on film
3. Psychology on campus

Task: Write a review of a **film that deals with psychology**. Present the film, its genre and style and give your opinion about how it presents professionals, patients, mental health or other aspects of psychology. (200-250 words with introduction, development and conclusion. Include passives, nouns as adjectives and new vocabulary).

What Is Depression?

Depression (major depressive disorder) is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Fortunately, it is also treatable. Depression causes feelings of sadness and/or a loss of interest in activities once enjoyed. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home.

Depression symptoms can vary from mild to severe and can include:

Feeling sad or having a depressed mood

Loss of interest or pleasure in activities once enjoyed

Changes in appetite — weight loss or gain unrelated to dieting

Trouble sleeping or sleeping too much

Loss of energy or increased fatigue

Increase in restless activity (e.g., hand-wringing or pacing) or slowed movements and speech

Feeling worthless or guilty

Difficulty thinking, concentrating or making decisions

Thoughts of death or suicide

Symptoms must last at least two weeks for a diagnosis of depression. Depression affects nearly one in 10 adults each year. Depression can strike at any time, but on average, first appears during the late teens to mid-20s. Women are more likely than men to experience depression. Some studies show that one-third of women will experience a major depressive episode in their lifetime.

What Are Anxiety Disorders?

Anxiety is a normal reaction to stress and can be beneficial in some situations. It can alert us to dangers and help us prepare and pay attention. Anxiety disorders differ from normal feelings of nervousness or anxiousness, and involve excessive fear or anxiety. Anxiety disorders are the most common of mental disorders and affect more than 25 million Americans. But anxiety disorders are treatable and a number of effective treatments are available. Treatment helps most people lead normal productive lives.

In general, for a person to be diagnosed with an anxiety disorder, the fear or anxiety must:

Be out of proportion to the situation or age inappropriate

Last six months or longer

Hinder your ability to function normally

Job performance, school work and personal relationships can be affected

Anxiety disorders can cause people to try to avoid situations that trigger or worsen their symptoms

There are several types of anxiety disorders, including generalized anxiety disorder, panic disorder, specific phobias, agoraphobia, social anxiety disorder and separation anxiety disorder. A person with social anxiety disorder has significant anxiety and discomfort about being embarrassed, humiliated, rejected or looked down on in social interactions. People with this disorder will try to avoid the situation or endure it with great anxiety. Common examples are extreme fear of public speaking, meeting new people or eating/drinking in public.

American Psychiatric Association, 2015

1. Read and complete this bilingual glossary of psychological terms

Depression	Anxiety disorders
Agité:	Déclencher:
Béni(n)g(ne):	Disproportionné:
Bon à rien:	Durer:
Coupable:	Empirer:
Grave:	Éviter:
Humeur:	Gêner:
Maladie:	Prendre de haut:
Perte d'intérêt:	
Poids:	
Trouble:	

2. Translate the symptoms into French (on a separate paper*)



1. Describe the picture

2. Think of 3 questions that could be asked
Watch the video and find answers

3. Watch the full video, tick (✓) the patient's symptoms, write what she said and present your diagnosis

Example Changes in appetite
→ she said she “stopped eating breakfast and lunch”
→ so has some of the symptoms of depression

4. Complete the passage

Psychologist	Okay. So you say that you're feeling really really.? And you feel like you haven't got any But, are you okay?
Patient	Yeah I'm fine, sorry.
Psychologist	And you say that you haven't got any motivation but it sounds like you're putting quite a lot of on yourself to try and feel a bit better.
Patient	Yeah, it's kind of hard as well because there's not really anyone to talk about, so I just kind of stay on my own, try to... and I don't like to think about it but...
Psychologist	Okay. So you say you're feeling quite, there's not many people around.
Patient	Yeah, there's no one I can talk to about it. No one that would listen or understand anyway.
Psychologist	Okay. So I'm just going to try a little bit more about you. So I understand that you're an at And you live away from home with some friends is that right?
Patient	Yeah, I live here.
Psychologist	Okay, so you don't live far from the uni. But you say you live with your friends but you don't feel like you can talk to them?
Patient	Yeah. I mean, they're lovely, I get on really well with them but... recently whenever they want to go out or stuff I... I don't want to They don't understand what I'm going through... They don't really make fun of how I feel but they don't really understand what it's like. I don't want to go out with them and or stuff.

Find repetitions in what the psychologist says → explain why

5. With a partner, imagine you are at a therapy session

Patient	Psychologist
You will receive some problems you have been experiencing. Tell your doctor your problems.	Listen to your patient's problems and try to help him or her (ask for information, reformulate, suggest different ideas)
The more you play your part, the more interesting it will be. Some of the patient's problems are realistic, others are not serious.	

Homework

- Practise your listening (go to <https://www.youtube.com/watch?v=mpE-oaix5kA> or youtube "Case study clinical example: Session with a client with anxiety disorders") → tick (✓) the patient's symptoms and write what she says.
- Do this vocabulary exercise about emotions

1 ADJECTIVES

a Match the feelings and the situations.

- 1 ☹️ 'I'm very **offended** /ɒ'fendɪd/.'
- 2 ☹️ 'I feel a bit **homesick** /'həʊmsɪk/.'
- 3 ☹️ 'I'm a bit **disappointed** /dɪsə'pɔɪntɪd/.'
- 4 ☹️ 'I'm very **lonely** /'lʌnli/.'
- 5 ☹️ 'I'm incredibly **proud** /praʊd/.'
- 6 ☹️ 'I'm really **nervous** /'nɜ:vəs/.'
- 7 ☹️ 'I'm very **grateful** /'ɡreɪtfl/.'
- 8 ☹️ 'I'm **shocked** /ʃɒkt/.'
- 9 ☹️ 'I'm so **relieved** /rɪ'li:vɪd/.'
- 10 ☹️ 'I feel a bit **guilty** /'ɡɪlti/.'

- A You discover that you have a brother you had never known about.
- B You haven't visited your grandparents for a long time.
- C A stranger gives you a lot of help with a problem.
- D You are abroad and you think someone has stolen your passport, but then you find it.
- E You don't get a job you were hoping to get.
- F You go to study abroad and you're missing your family and friends.
- G You move to a new town and don't have any friends.
- H You are going to talk in public for the first time.
- I Someone in your family wins an important prize.
- J A friend doesn't invite you to his wedding.

2 STRONG ADJECTIVES

a Match the strong adjectives describing feelings with their definitions.

astonished /ə'stɒnɪʃt/ bewildered /bi'wɪldəd/ delighted /dɪ'lɪtɪd/
desperate /dɪ'spɜ:ət/ devastated /dɪ'veɪstətɪd/ horrified /'hɒrɪfaɪd/
overwhelmed /əʊvə'welmd/ stunned /stʌnd/ thrilled /θrɪld/

- 1 stunned very surprised and unable to move or react
- 2 _____ extremely upset
- 3 _____ incredibly pleased
- 4 _____ very excited
- 5 _____ (amazed) / very surprised
- 6 _____ with little hope, and ready to do anything to improve the situation
- 7 _____ feeling such strong emotions that you don't know how to react
- 8 _____ extremely confused
- 9 _____ extremely shocked or disgusted

3 INFORMAL OR SLANG WORDS AND EXPRESSIONS



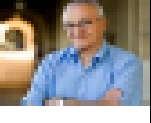

a Look at the highlighted words and phrases and try to work out their meaning.

- 1 ☹️ I was scared stiff when I heard the bedroom door opening /sked stɪf/.
- 2 ☹️ You look a bit down. What's the problem?
- 3 ☹️ I'm absolutely shattered. I want to relax and put my feet up /ʃetəd/.
- 4 ☹️ I was completely gobsmacked when I heard that Tina was getting married /'gɒbsmækt/!
- 5 ☹️ I'm sick of hearing you complain about your job.
- 6 ☹️ When he missed that penalty I was absolutely gutted /'ɡʌtɪd/.

- | | |
|---------------------|-----------------------|
| A sad or depressed | D exhausted |
| B terrified | B fed up or irritated |
| C very disappointed | F astonished |

Major figures in 20th century psychology

Read the biography of an important psychologist of the twentieth century and prepare a 2-5 minute presentation about him or her.

	Personal info (name, nationality, birth and death)	Personal life	Fields of interest	Major achievements (see pictures)
				
				
				
				

Listening

You are going to watch a video about a day in the life of a psychologist. Your goal is to describe the importance of psychology in his job.

1. Listen to the beginning → present the speaker
2. Think of three things the speaker probably does in his job → check with the document
3. Complete the speaker's presentation of his job

As a sports performance consultant, I it's
..... it's it's
It's athletes where and
..... don't.

Sports psychology exists to it's an extra resource and the mental game is
....., yet it's so important, so it's adding that
.....

4. Watch the rest of the video → who does the speaker help? how?

5. Complete the speaker's presentation of his strategies

Clients will come and obstacles; yet I need to listen and my training
helps me to understand need to be applied. The
most difficult is That's a huge factor in sport. Regaining that self-
satisfaction, , that self-pride is a big part
of my work.(...) The most part of my work is
their progress, how they their

6. Discuss with a partner

Do you like sports? → What sports do you play? How long have you been playing them?
How does playing sports influence our psychology? (tell the class)
How can psychologists help sportspeople? (find 2 ideas and tell the class)

Expressions of desire

1. Circle the right verb form

I want *working* / *to work* as a psychologist
I would like *to pass* / *passing* my exams

I hope *to succeed* / *succeeding*
I wish *helping* / *to help* others
I dream *to become* / *of becoming* a therapist

2. Complete the structure

want to +
would like to +

hope +
wish +
dream +

3. Reformulate the sentences

I would like to have more freedom → I wish _____.

I want to be famous → I dream _____.

I _____ would like _____ to _____ win _____ the lottery → I
hope _____.

Homework

- Prepare a presentation about a film of your choice that deals with psychology
- Do a vocabulary exercise about the cinema

Genre → It's a _____

Actors → It features _____

Director → It was directed by _____

Setting → It takes place in (date and place) _____

Characters → It's about (people) _____

Plot → It's about (what happens) _____

Psychology → It's about psychology because _____

Opinion → I liked it / didn't like it because _____

Cinema

1 Kinds of film

Match the films and film types.

- action film
- comedy
- horror film
- musical
- science fiction
- thriller
- western



2 People and things

Match the words and definitions.

audience /'ɔ:diəns/ cast director extra plot scene /si:n/ script
sequel /'si:kwl/ soundtrack special effects star subtitles

- 1 _____ all the people who act in a film
- 2 _____ the most important actor or actress in a film
- 3 *director* _____ the person who makes a film
- 4 *soundtrack* _____ the music of a film
- 5 _____ the story of a film
- 6 _____ a part of a film happening in one place
- 7 _____ the people who watch a film in a cinema
- 8 _____ a film which continues the story of an earlier film
- 9 _____ images, often created by a computer
- 10 _____ the words of the film
- 11 _____ person in a film who has a small, unimportant part, e.g. in a crowd scene
- 12 _____ transcription (usually translation) of the dialogue of a film that appears at the bottom of the screen



3 Verbs and phrases

Match the sentences 1-6 with the sentences a-f.

- 1 The film **was set** in 19th century Italy and England.
- 2 It **was based on** a novel by EM Forster.
- 3 It **was filmed / shot on location** in Florence.
- 4 It **was directed** by James Ivory.
- 5 Helena Bonham-Carter **played the part of** Lucy.
- 6 It **was dubbed** into other languages.

- a He was the director.
- b It was situated in that place at that time.
- c This was her role in the film.
- d The actors originally spoke in English.
- e It was an adaptation of the book.
- f It was filmed in the real place, not in a studio.

Speaking

1. Try to guess your partners' films by asking questions
2. Complete the list when you have finished

Film Title	Relation to Psychology

3. Match the styles with a definition and think of an example: *dramatic; melodramatic ; realistic ; sensationalistic ; surrealistic*

that is characterized by false or exaggerated emotion and sentiment, overdramatic	
that use topics, language or style to excite, to produce an intense thrilling or shocking emotion and to please vulgar taste	
that attempt to portray the ordinary or familiar aspects of life as they really are	
that stirs the imagination and that is highly emotional or tragic	
that is characterized by the juxtaposition of incongruous and illogical images in order to include unconscious and dream elements	

Listening. You are going to watch the trailer of a 1963 movie by Samuel Fueller. Your goal is to identify its genre & style and to reflect on the representation of psychology in Hollywood (past and present).



1. Look at the picture → present the document
2. Read the texts → translate words about Ψ
3. Anticipate what you can about the film
4. Watch the trailer and find more information about characters, disorders and treatments
5. Detailed comprehension
 - a) focus on images → describe the actions
 - a) focus on the off-voice → choose the right word in italics

The motion picture screen closes / opens the door to sights you've never / always seen before. "Shock Corridor" – the medical jungle doctors talk / don't talk about. "Shock Corridor" – the incredibly unrealistic / realistic story that hides / reveals the strange intrigues, the criminal impulses, the obsessions that explode into violence.

b) focus on captions → choose the right words in italics

The picture that breaks the shock / thought barrier
Brace / prepare yourself
For the biggest jolt / shock that ever hit you in a theatre

Expression.

1. Decide what the genre(s) and style(s) of the film is and justify (~40 words)

2. With a partner, decide if you agree (✓) or disagree (X) and justify with an example

- We can learn about psychology as a discipline by watching Hollywood films
- We can learn about mental illnesses and disorders by watching films
- Watching films can help us understand other people's psychology
- Acting can help us understand other people's personality
- Many films stigmatize psychiatrists as cruel "bad guys"
- Many films stigmatize patients as violent and incurable "bad guys"
- Films create incorrect myths about psychology

Homework

- Watch Reign over me and prepare a presentation about it (follow the notes)
- Do the following exercise

Active and passive forms

In One Flew Over the Cuckoo's Nest, Jack Nicholson **is transferred** to a mental institution. Later on, he escapes with other patients.
 People who suffer from mental illnesses should not **be stigmatized** in films.
 The film **was** well **received** by the public even if contained stereotypes about psychiatry.

a) En quoi les formes verbales en gras sont-elles différentes de celles qui sont soulignées?

Du point de vue la forme	Du point de vue du sens

Pourquoi l'auteur choisit-il une forme plutôt qu'une autre?

b) Conjuguez les verbes entre parenthèses

In Silence of the Lambs, FBI agent Clarice Starling (ask) for the help of Hannibal Lecter – a brilliant psychiatrist who (imprison) for cannibalism – to (arrest) another serial killer.
 The film Rain Man (portray) an autistic man played by Dustin Hoffman who (take out) of a mental institution by his brother.

Alfred Hitchcock's Psycho (nominate) for seven Academy Awards and (regard) today as one of the best films of all time. When it came out, it (cause) controversy because of its violence and nudity.

Camera shots. Match the expressions with the pictures: over-the-shoulder shot ; close up ; zoom in ; medium shot ; zoom out ; long shot ; extreme close up



d) _____

a) _____

b) _____

c) _____

From a) to d)

From d) to a)



e) _____



Genre

Actors

Director

Setting

Characters

Plot

Psychology

Opinion

→ It's a

→ It features

→ It was directed by

→ It takes place in (date and place)

→ It's about (people)

→ It's about (what happens)

→ It's about psychology because

→ I liked it because

→ I didn't like it because

Listening.

You are going to watch an extract from the film. Your goal is to present the action and to analyse it from a psychological and artistic perspective.

1. Present *Reign Over Me*

2. **Body language** - describe the actions
 - cross out (X) those you would not expect during a therapy session



a) _____ e) _____ i) _____ m) _____



b) _____ f) _____ j) _____ n) _____



c) _____ g) _____ k) _____ o) _____



d) _____ h) _____ l) _____ p) _____

3. General comprehension

- a) focus on images → say what you understand about the action
- b) focus on dialogue → say what you understand about the discussion

c) complete the script

Charlie	<p>And on my way to JFK, I'm in the taxicab... ...and I hear on the radio.... I get there and some man tells me</p> <p>-----</p> <p>Some other guy says there's two planes.</p> <p>Then I go inside the airport and I'm watching</p> <p>-----</p> <p>I thought about Gina's birthmark and I</p> <p>-----</p>
Alan	Can we -----
Charlie	I want to -----

4. Detailed comprehension

- a) Describe the actions of Charlie → explain his strategy (~30 words)**
- b) Describe the actions of Johnson → explain why (~15 words)**
- c) Describe the camera shots → describe the effect (~30 words)**

Reading. You are going to write your opinion about a film of your choice that deals with psychology. Let's do an example before you start.

1. Explain what you liked or did not like about the film
2. Present the documents
3. Find synonyms in the text

: :

: :

4. Read and highlight words about Ψ, positive words and negative words

→ explain the opinion of the author about the film

5. Divide the text in different parts → explain their function

Adam Sandler's name is largely connected with dumbed-down comedy and a screen persona reminiscent of the mugging, loose-jawed, near-moronic young Jerry Lewis. So the glossy opening of writer-director Mike Binder's *Reign Over Me*, with an unidentified figure, whom we suppose to be Sandler, waltzing around an affectionately observed Manhattan on a motorised scooter, suggests we are in for something rather different from this week's other New York City movie *Half Nelson*. But this, too, is a story of a man at the end of his tether, though set the other side of the East River from Brooklyn and rather further up the social scale. It is a tale about pain, grief and coming to terms with the slings and arrows of outrageous fortune. But unlike *Half Nelson*, all the people involved have thick mattresses of money and material comfort to cushion their fall.

The film's pivotal figure is the handsome black dentist Alan Johnson (Don Cheadle), married to the good-looking Janeane (Jada Pinkett Smith), with two adoring, little daughters and a successful Midtown practice as a cosmetic dental surgeon. One day, Alan sees Charlie Fineman (Sandler), his former college roommate and fellow dentist, unkempt, carrying tins of paint and drifting around town on a scooter. It transpires that Charlie's wife and three young girls were passengers on one of the hijacked airliners that crashed into the World Trade Centre on 9/11. Since then, he has abandoned dentistry and retreated into a private world.

The distraught Charlie now plays video games, listens to old vinyl records (the film's title comes from the Who's song 'Love, Reign O'er Me' from *Quadrophenia*), goes to all-night screenings of Mel Brooks flicks in Greenwich Village, plays the drums in a punk band and watches Astaire and Hayworth sing and dance to 'I'm Old-Fashioned' in the 1942 movie *You Were Never Lovelier*. (...)

From the Guardian, April 22nd 2007.

Charlie's coping mechanism is to suppress (to the point of erasure) any family memories, a self-inflicted negation that the unexpectedly genuine Sandler ably portrays, the comedian reconfiguring his trademark man-child goofiness, as well as the fury that underscores said persona, into a portrait of destructive internalization. Though his performance has slightly more melodramatic showiness than his similar turn in Paul Thomas Anderson's [Punch-Drunk Love](#), Sandler only stumbles significantly when he too vigorously stresses his comedic affectations (schlumpy body language, slurred speech); otherwise, he's the most convincing element of this often mishmashed and formulaic tale. Binder nonetheless begins by focusing on Alan, whose unhappiness with his boring, safe marriage to Janeane (Jada Pinkett Smith) is meant to dovetail with Charlie's malaise. However, the fact that Alan's life is generally perfect—his biggest problem being that female patients have a tendency to throw themselves at him in the office—sabotages this schematic parallel, which is so lopsided that it throws the film's equilibrium off-kilter (and not, unfortunately, in a manner meant to cleverly mirror Charlie's and New York's post-9/11 disarray).

Cheadle is charming but because Alan's discontent seems petty when compared to Charlie's crisis, his ensuing jealousy over the widower's "freedom" feels phony. Such a sentiment also pervades a sitcom-ish sexual harassment subplot involving Saffron Burrows graciously offering her oral services to the good dentist, and intensifies during third-act courtroom shenanigans in which Charlie's in-laws (Robert Klein and Melinda Dillon) and Donald Sutherland's judge take turns trying to out-cartoon each other. *Reign Over Me*'s slapdash latter half carelessly ignores Alan's personal problems and totally dispatches with the dull Janeane. Even so, Binder manages to prop up his story's sloppiest, sappiest moments by allowing Charlie to bluntly and effectively articulate his misery (and his means of handling it). It's a saving grace that helps moderately buoy this bruised-and-battered portrait of inconsolable grief, and one that, to the film's lasting credit, is matched by a final display of faith not in feel-good recovery but, rather, in the less cheery, more realistic belief that some losses are so cataclysmic, it's next to impossible to ever truly emerge from the resultant rubble.

From Slant Magazine, March 22nd 2007.

Reading

1. Try to answer the following questions

- a) Consider cocaine, cannabis, alcohol: are they depressants, stimulants or hallucinogens?
- b) Think of four factors that can push someone towards addiction.
- c) Think of four factors that can protect someone from addiction.

2. Find an English equivalent among the underlined words in the text

Améliorer : _____	Estime de soi : _____
Augmenter : _____	Récompense : _____
Détériorer : _____	Recherche de sensations : _____
Ralentir : _____	Sentiment d'appartenance : _____
Soulager : _____	Système nerveux central : _____

3. Find the answer to questions a b and c in the text

PSYCHOPATHOLOGY OF DRUG ADDICTION

Drugs are generally classified within three major groupings: depressants, stimulants, and hallucinogens.

- 1) A depressant is a drug that slows down or curbs the activity of the central nervous system. It reduces feelings of tension and anxiety, slows movement, and impairs cognitive processes. The most widely used depressants are alcohol, barbiturates and opioids (e.g., morphine, heroin).
- 2) Stimulants are psychoactive substances that increase the activity of the central nervous system. They thus enhance states of alertness and can produce feelings of pleasure or even euphoric highs. Effects vary with the particular drug. The most widely used stimulants are cocaine, nicotine, amphetamines, and ecstasy.
- 3) Hallucinogens are in a class of drugs that produce sensory distortions or hallucinations, including alterations in perception and hearing. The most widely used hallucinogens are LSD (Lysergic acid diethylamide), mushrooms and cannabis.

Several vulnerability factors have been identified in different theoretical perspectives and various disciplinary fields. It is not possible to isolate a single risk factor which would have a predictive value of substance abuse or dependence ; the whole context created by associated factors constitutes a vulnerability factor in terms of becoming drug-dependent.

Three types of vulnerability factors have been found: individual, environmental, and those related to the properties of the substances themselves. Most theories of addictive behaviour acknowledge that there are two major sources of reinforcement for substance use and misuse: *positive reinforcement*, linked to the positive hedonistic effects of many abused substances; and negative reinforcement, linked to the ability of some substances to relieve negative affective states. Several personality factors have been shown to be associated with risk for substance use disorders, and differentiate substance abusers on the basis of clinical profiles, treatment responses, and susceptibility to other forms of co-morbid psychopathology. Personality factors, such as a tendency to anxiety or depression, impulsiveness, reward-dependence and sensation-seeking, have all been shown to be associated with elevated and problematic substance use patterns.

On the other hand there are certain factors that have been advanced as increasing resistance to drug use, such as being a highly-involved and well-supported family member. The people who are the best protected from drug use would appear to be those who have: well-settled ideas they can express well ; a sense of spiritual direction and community involvement, with goals, a role, and a feeling of membership in the community and identification with its values ; an attachment with someone who is not a drug user ; a high level of intelligence.

Other publications emphasize intrapersonal resources like self-esteem, self-confidence, self-defined fields of excellence, social coping skills, capacity to choose, good behavioural self-regulation, good problem-solving capacity, and effective coping strategies.

Masse, Laurence et al. *Anglais pour psychologues*. Dunod: Paris, 2011. (82-85)

Listening. You are going to watch a news report about American students who are getting addicted to something before exams. What could it be?

1. Listen to the beginning → check your answers
2. Find more information about
 - a) the type of drug
 - b) how people buy it
3. Find more information about
 - a) users
 - b) side effects

Speaking

1. Revise your psychology vocabulary with a guessing game
2. Are you an addict? → interview and diagnose a partner

a) Translate the underlined passages

How many friends do you have on Facebook? → _____

How much time do you spend studying each day? → _____

How often do you go to the cinema each year? → _____

b) Complete the structure

How many + _____

How much + _____

How often + _____

c) Complete with *many*, *much* or *often* in the column on the right

How cups of coffee do you drink every day? _____

How time do you spend on the internet? _____

How times do you go on facebook? _____

How do you check your smartphone? _____

How cigarettes do you smoke? _____

How alcohol do you drink every week? _____

How do you play video games? _____

How sugar do you eat? _____

How do you eat fast food? _____

How time do you spend playing poker _____

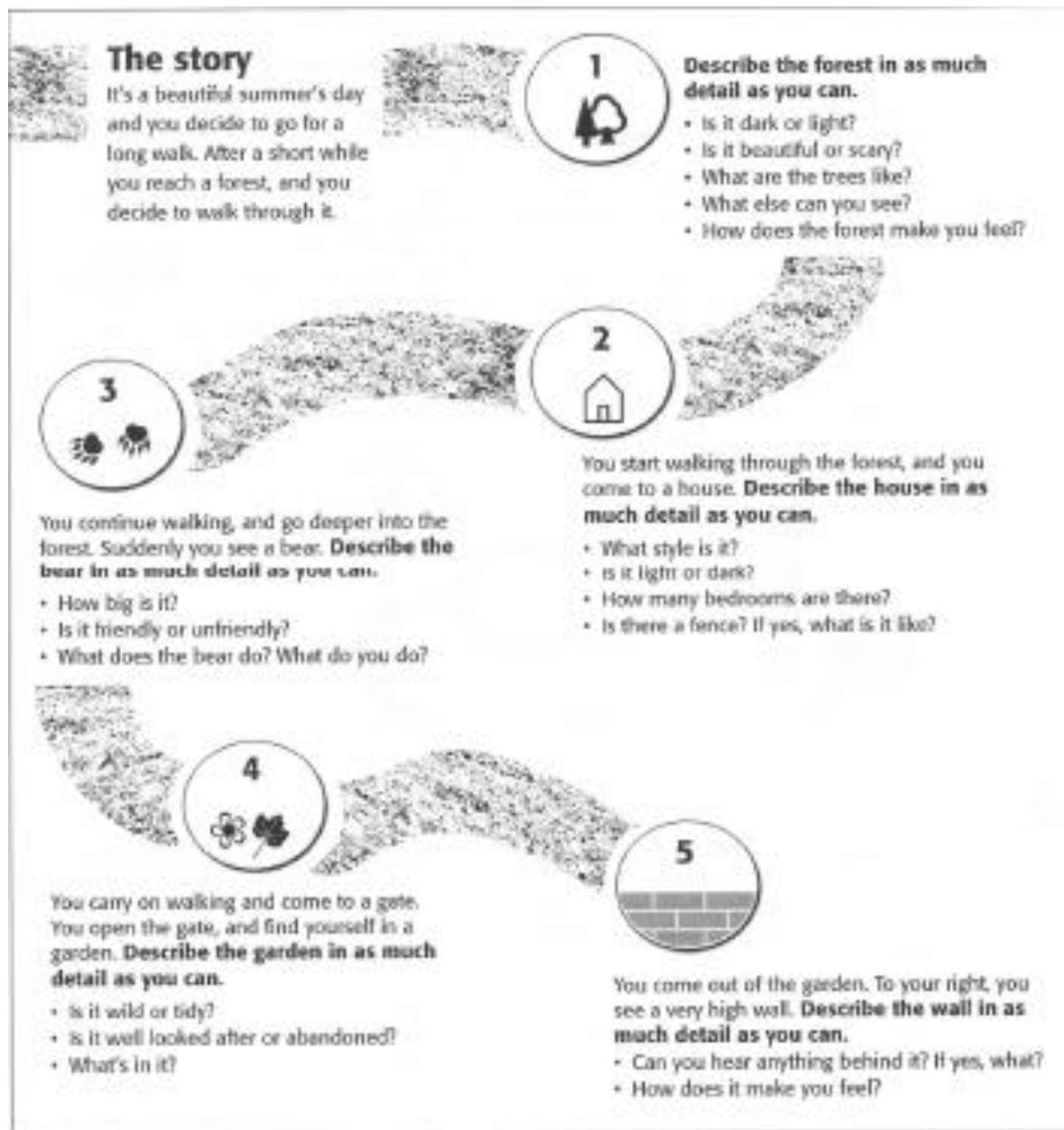
e) Memorise the answers then hide them, interview a partner and give your diagnosis

Revision


- be able to talk about the documents we saw in class
- know the essential psychology vocabulary
- revise the grammar

A walk through the forest: a story / psychological test


Interview a partner, then ask for your teacher for the psychological interpretation




The story
It's a beautiful summer's day and you decide to go for a long walk. After a short while you reach a forest, and you decide to walk through it.

1

Describe the forest in as much detail as you can.


- Is it dark or light?
- Is it beautiful or scary?
- What are the trees like?
- What else can you see?
- How does the forest make you feel?

2

You start walking through the forest, and you come to a house. **Describe the house in as much detail as you can.**


- What style is it?
- Is it light or dark?
- How many bedrooms are there?
- Is there a fence? If yes, what is it like?

3

You continue walking, and go deeper into the forest. Suddenly you see a bear. **Describe the bear in as much detail as you can.**

- How big is it?
- Is it friendly or unfriendly?
- What does the bear do? What do you do?

4

You carry on walking and come to a gate. You open the gate, and find yourself in a garden. **Describe the garden in as much detail as you can.**

- Is it wild or tidy?
- Is it well looked after or abandoned?
- What's in it?

5

You come out of the garden. To your right, you see a very high wall. **Describe the wall in as much detail as you can.**

- Can you hear anything behind it? If yes, what?
- How does it make you feel?

Nouns as adjectives

Psychose est un **film** de 1960 en noir et blanc réalisé par Hitchcock. Psycho is a 1960 black and white Hitchcock **film**.

Quelle est la différence entre le français et l'anglais?

.....
.....
.....

Complétez les phrases en utilisant les mots entre parenthèses.

- Scream is a film (horror/1996/Wes Craven).
Parachutes is a album (music/2000/Coldplay/rock).
Animal farm is a novel (masterpiece/science fiction/George Orwell).

Passive and active forms

- a. The football club(manage) by a woman. Surprising, isn't it? b. There's no cake left, it (eat) by your friends.
c. I am going to the supermarket, do you..... (want) something to drink? d. Wonderful! The washing up (do) when we were away.
e. Our passports will (check) at the border. Get ready. f. Has the robber (catch) by the police?
g. Tomorrow I (go) to the cinema.
h. Yesterday my son (punish) by his teacher.
i. The criminal (take) to prison two days ago. j. Psychologists have to (be) empathetic.
k. Si vous avez des difficultés : <http://www.anglaisfacile.com/cgi2/myexam/liaison.php?liaison= passif>

Personality adjectives

Complete the sentences with the personality adjectives.

affectionate /ə'fekʃənət/ aggressive ambitious bossy charming competitive independent jealous /'dʒeləs/
manipulative moody reliable /rɪ'laɪəbl/ selfish sensible sensitive sociable /'səʊjəbl/ spoilt

- 1 _____ Spoilt children behave badly because they are given everything they want.
- 2 _____ people always want to win.
- 3 _____ people think about themselves and not about other people.
- 4 _____ people get angry quickly and like fighting and arguing.
- 5 _____ people have an attractive personality that makes people like them.
- 6 _____ people have common sense and are practical.
- 7 _____ people are friendly and enjoy being with other people.
- 8 _____ people are good at influencing other people to do what they want.
- 9 _____ people are happy one minute and sad the next, and are often bad-tempered.
- 10 _____ people like doing things on their own, without help.
- 11 _____ people like giving orders to other people.
- 12 _____ people show that they love or like people very much.
- 13 _____ people are people you can trust or depend on.
- 14 _____ people understand other people's feelings or are easily hurt or offended.
- 15 _____ people want to be successful in life.
- 16 _____ people think that someone loves another person more than them, or wants what other people have.