

Vocabulary to learn from chapter 6

Key vocabulary

accommodate	disperse	paradigm
accumulate	domain	peer (n)
acquire	generation	pre-determined (adj)
apprentice	icon	propose
crucial	idealized (adj)	proximal
culture	imitation	regardless
curricula (sing. curriculum)	indigenous	scaffolding
degree	largely	schema (pl. schemata)
dependent	linguistic	stable
determined (adj)	maintain	vacuum
disequilibrium	master (n and v)	zone
	mentor (n and v)	

7.1A

Answers

Model answers:

- 'brain tissue
- information 'retrieval
- 'learning disability
- 'maintenance rehearsal
- 'memory bank
- 'storage capacity
- 'word association
- 'working memory

7.1B

Model answers:

Phrase		Followed by ...	Use to ...
as shown	in/by	noun/gerund	indicate a diagram or table
as well	as	noun/gerund	add information
in addition	to	noun/gerund	add information
in order	to	infinitive	give the purpose for doing something
in such a way	that*	subject + verb	give the result of doing something
in the case	of	noun/gerund	mention something
known	as	noun	give the special name for something
the end	of	noun	refer to the end of something
the use	of	noun	refer to the use of something

*as to is also possible after *in such a way*, although in this exercise, one word is required.

7.1 D

Model answers:

Picture	Extract
1 E	<u>In order to</u> be processed by the brain, information must first be registered by the sensory organs.
2 F	The sensory system retains information for fractions of a second before transferring it to the part of the brain <u>known as</u> the thalamus.
3 D	<u>As shown in/by</u> the picture, the thalamus sends the information to the cortex for processing and storage.
4 B	<u>In the case of</u> short-term memory (STM), the information is stored in the frontal lobe of the brain.
5 C	<u>In addition to/As well as</u> the thalamus, the hippocampus plays an important role in creating memory.
6 A	Information in the short-term memory is recycled through the hippocampus <u>in such a way that</u> it can be stored as long-term memory (LTM).

7.1F

Answers

- 1 A flow chart is a useful tool for illustrating the relationship between the different stages in a process. For example, this chart shows the stages involved in creating short- and long-term memory. Short- term memory is a way of storing information for immediate use. On the other hand, long-term memory is a system for retaining information we need to retrieve over extended periods of time. In the first stage of the process, the brain receives information through sensory stimuli. Then this information is stored temporarily in a network of neural connections which constitute short-term memory. Before it can be transferred to the long-term memory, the information must be 'rehearsed' or recycled in the short-term memory system. At the end of the process, it is stored in the long term memory.
- 2 Stage 1 = In the first stage of the process, the brain receives information through sensory stimuli. Stage 2 = Then this information is stored temporarily in a network of neural connections which constitute short-term memory. Stage 3 = ... the information must be 'rehearsed' or recycled in the short-term memory system. Stage 4: At the end of the process, it is stored in the long term memory.
- 3 The length of time taken by each stage is not mentioned in the description.

7.1G

Model answers:

A flow chart is a useful tool for illustrating the relationship between *(the different)* a number of stages in a process. *(For example)* For instance, this chart shows the stages involved in *(creating)* the development of short and long-term memory. Short-term memory is a way of storing information for immediate use. *(On the other hand)* In contrast, long-term memory is a system for retaining information we need to retrieve over extended periods of time. *(In the first stage)* In the initial phase of the process, the brain receives information through sensory stimuli. *(Then)* In the following phase, this information is stored temporarily in a network of mental connections which *(constitute)* serve the function of short-term memory. Before it can be transferred to the long-term memory, the information must be 'rehearsed' or recycled in the short-term memory system. *(At the end)* In the final stage of the process, it is stored in the long term memory.

7.2B

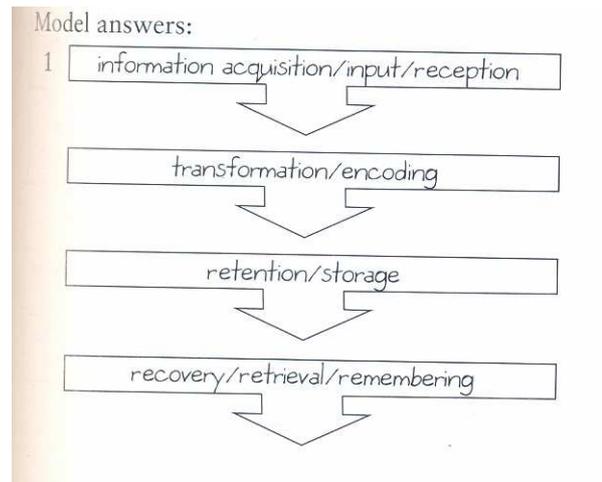
Model answers:

1

information retrieval	yes
encoding information	yes
definition of memory	yes
types of memory	not
creation of memory	yes
forgetting	no

2 The four steps in forming memory are: receiving information, encoding, storing and retrieval.

7.2C



- 2 reception/information acquisition
- 3 Encoding is the process by which the brain transforms sensory information into a new format that can be stored as memory.
- 4 Answers depend on students' questions.

7.2E

	Fixed phrase	Followed by ...	Actual information (suggested answers)
1	An important concept (is) ...	a new idea or topic that the lecturer wants to discuss	short-term and long-term memory
2	What do I mean by ...?	an explanation of a word or phrase	explanation of short-term and long-term
3	As you can see, ...	a comment about a diagram or picture	the process of creating memory
4	Looking at it another way, ...	a different way to think about the topic	short-term memory has an important role to play in the creation of long-term memory
5	In historical terms, ...	a general idea put into a historical context	the two-stage memory model has described short- and long-term memory as structured storage systems
6	Say ...	an imaginary example	an example of how working memory and long-term memory function
7	The point is ...	a key statement or idea	understanding memory helps psychologists to treat disorders and disabilities
8	In this way, ...	a concluding comment giving a result of something	quality of life and educational performance can be improved

7.2F

First sentence		Second sentence	
		Given information	New information
1 There are several <u>theories</u> about why people forget events.		a Amongst <u>them</u> are: faulty encoding, displacement, brain damage, lack of use and repression.
2 <u>Faulty encoding</u> means that certain information may not be available because it hasn't been recorded correctly in the first place.		a <u>This</u> could happen...	... when there is physical damage to the senses – to hearing or sight, for example.
3 Another reason why information may not be available is if it has been <u>replaced by new information</u> .	normal order	a <u>This</u> particularly...	... applies to <u>short term memory</u> .
	special focus	b <u>Short term memory</u>is often affected in <u>this way</u> .
4 In some cases, information may not be transferred from short-term to long-term memory as a result of damage to the <u>hippocampus</u> .	normal order	a As you'll remember, <u>this</u>is the part of the brain that recycles information and converts it into long-term memory.
	special focus	b There are several important <u>parts of the brain</u> , including the <u>hippocampus</u> .

7.2G

Model answers:

The lecturer is running out of time.

The lecturer has not had time to give more examples of repression.

7.3 B1

∴	because
e.g.	for example
=	is, means
→	invented, leads to*
∴	therefore, so
& +	and
numbers or bullet points	a list
/	or

*the arrow has a wide range of possible meanings, including *made, produced, did, causes, results in*, etc.

7.3B1 and 2

Model answers:

- 1 memory \equiv easy to confuse \therefore
 - 1) some factors \equiv unconcious, e.g., preconceived ideas \rightarrow imagine what we expect to see
 - 2) strong emotions \rightarrow affect recall, e.g., children remember parents differently
Hypnosis \rightarrow emotion \rightarrow remember past but not always reliable
- 2 They must research the criteria for business location.

7.3 C

Use	Fixed phrase	Other phrases
to introduce a new topic	You've probably heard of ...	Now, an important concept is ...
to emphasize a major point	The fact of the matter is, ...	Actually, ... In fact, ... The point is that ...
to add points	Not to mention the fact that ... Plus there's the fact that ...	also, and, too
to finish a list	et cetera	and so on
to give an example	Let's take ...	For example, ... e.g., ... Let's look at an example of this. For instance, ...
to restate	Let me put it another way. In other words, ...	What I mean is ... That is to say, ... By that I mean ... To put it another way, ...

7.3D

Model answers:

- 1 Freud claimed that hypnosis was an effective method for accessing repressed memories. (*It*)
It was Freud who claimed that hypnosis was an effective method for accessing repressed memories.
- 2 Hypnosis can help eyewitnesses return to the moment of a traumatic event. (*What*)
What hypnosis can do is help eyewitnesses return to the moment of a traumatic event and see it again 'in the mind's eye'.
- 3 A full understanding of the disadvantages of hypnosis is very important. (*What*)
What's very important is a full understanding of the disadvantages of hypnosis.
- 4 The memory can very easily be confused because it depends on so many factors. (*Two sentences*. First = '*It*'; second = '*The reason*')
It's very easy to confuse the memory. The reason for this is that it depends on so many factors.
- 5 Hypnosis can remind people of the feelings they had at the time they witnessed an event. (*The advantage*)
The advantage of hypnosis is that it can remind people of the feelings they had at the time they witnessed an event.

7.4A

Possible answers:

- 1 The newspaper article is about the unreliability of hypnosis in criminal investigations. Drawing A is by a child aged 6 and Drawing B is by a person who had been regressed to childhood (age 6) under hypnosis. Point out that although Drawing B looks childlike, it is more sophisticated. For example, the images are more detailed, the bodies better proportioned, the spellings more accurate and the pencil control more even.
- 2 They are both about using hypnosis to retrieve memories.

7.4B

Model answers:

- 1 Can hypnosis be effective in producing reliable testimony?
- 2 i. the way in which the hypnotist asks the questions
ii. the imagination of the person being hypnotised

7.4C

Answers

1	true	
2	false	Recovered memory is dependent on the way it is recalled.
3	true	
4	false	People under hypnosis may create false memories unintentionally because they are responding to the suggestions of the hypnotist.
5	true	

7.4D

Model answers:

I'd like to make two points. First, ...	a
Can you expand on that?	b
The point is ...	d
What's your second point?	b
My second point is that ...	a
Yes, but ...	c
I don't agree with that because ...	c
Sorry, but what are we talking about, exactly?	b
We need to be clear here.	d
I'd just like to say that ...	a
In what way?	b
What I'm trying to say is, ...	d
Can you give me an example?	b
Look at it this way.	d
Absolutely.	c