

Unit 12: Psychology

Lesson 12.1: Reading and understanding writing

Part 1: Introducing the topic

Task 1

When taking feedback from the class, supplement the information provided by the students with information from the following reputable website: careers.bps.org.uk. For copyright reasons, we are unable to reproduce the information here.

As a follow-up activity, you could ask students to say which of these branches of psychology they would be most interested in doing, and why, if they were to go into this profession.

Task 2

Initially, explain to students that they are not expected to know the answers here, but that they should try to guess or work out the answers based on their general knowledge of English, and also their world knowledge. This activity would probably be done best in small groups.

Do feedback with the class as a whole. Do not give any concrete feedback at this point, since the follow-on activity in Task 3 will provide them with further information.

Part 2: Preparing for the text

Task 3

This should be a quick activity – no longer than one minute for students to complete individually. Then take class feedback. You may need to work with students on pronunciation (a good dictionary website like <http://www.dictionary.com/> will provide this information). If students still seem slightly unclear about the meanings, tell them that they will learn more in the text which follows. You might also clarify using your own language if you think it would be helpful, especially for weaker classes.

Answers

1. psyche
2. personality
3. consciousness
4. mind

Part 3: Reading the text

Task 4

Note: This text is also available as a downloadable audio file (Track 12) at garneteducation.com/caw.

Before getting students to read the text here, tell them that the text genre is ‘exams’, and therefore it is slightly different to what has come before. You could ask them to close their books and then quickly discuss some of the features they would expect to see in exam answers. The text is 654 words long. Once they have read the text (they will need around

6–7 minutes), you could then quickly check with them to see if their predictions were correct.

Part 4: Understanding the text

Task 5

Questions like question 2 can be useful to ask students to check comprehension, as they have to put together different bits of information from the text as a whole, and it really shows if students have understood the text properly. This said, it is a slightly unusual question, and so some students might find it a little difficult to process.

Answers

1. Judgement, tolerance and control.
2.
 - a. The id will be telling you to eat it immediately, because that is what will make you happiest.
 - b. The superego, meanwhile, will be counselling you not to, as this is clearly ‘wrong’ behaviour.
 - c. The ego is busy vacillating between these two entities to achieve a compromise.

Task 6

For question 1, encourage students to put the information in the text into their own words, rather than just copy out what is found in the answer. You might encourage them to write a single sentence to do this, using *while* or *whereas* as a conjunction (as in the answer below).

Answers

1. The brain is a physical piece of machinery which governs mental processes, while the mind is spiritual and emotional and is to do with feelings and thoughts.
2. As the child spends more time in society and realizes they are not the centre of the universe and becomes socialized.

Task 7

There are no specific correct answers in this section. The point here is to get students to provide their own reflections, which will hopefully be interesting. They should discuss these answers with a partner before you take class feedback. When talking about answer 2, you may need to clarify the meaning of *metaphor*.

Answers

1. These are the original terms, which give a clearer overview of what Freud was really trying to say.
2. It is a metaphor to describe the ego, describing its relationship with the id and the superego.
3. Freud has been a very influential thinker and writer, and even if you disagree with his arguments, his importance is clear.

Part 5: Understanding the writing point

Task 8

Students should read the information box. Then discuss with them and clarify as necessary. You should link this back to the examples given in Part 3, so that they can match the theory with the practice. It would also be good to personalize the learning here if

possible – to get students to think about the kind of exams which they must do as part of their course, and the expectations that there are concerning the answers they must provide.

In terms of the question words in exam answers, students may not have thought this deeply about this before and so may be surprised with the focus which is given here to these words. You should emphasize that it is crucial for students to pay close attention to these words so that their exam answers are as good as possible. Students should discuss these words with a partner and note down key information. Ensure that they do not look ahead to find out the answer yet. It is important that they have time to think about this. Once you have had a brief class discussion about these words, ask students to look at the information box.

Note: Students are often confused by the verb *criticize*. In academic language, this does not need to have a negative meaning, as it does in everyday English.

Task 9

When doing this task, students should be encouraged to reflect on their own practice and problems which they may face themselves. Encourage them to be honest. If they do not diagnose their own problems, they are not going to be able to solve them. You should explain to your class that it is very normal to find writing exam answers difficult, and in fact many native speakers of English also find this hard.

When students discuss the potential solutions to these questions, they should focus on practical solutions, i.e., ones which really could be used by students. Writing things like *be better at English*, for example, is not very helpful!

When looking at the final information box, you could also add, as additional options, *D*, *E* and *F* (= *Do the questions*; *Edit your answers* [i.e., *check them*], *Finish*).

Answers (suggested)

1. Look at the way in which you are revising. Simply passively reading your notes will not help you remember that much information. A better strategy is to ask a classmate questions based on your notes, and vice-versa. This will enable you to produce information.
2. You should think about how you write and/or categorize your notes. As a general rule, it is better to write less, but in a clearer way. Students often write down too much information.
3. Read through the whole paper and choose the questions carefully. It is better to spend a bit more time at the beginning and make the right decision. In the long run, this will be better for you and ensure that you use the time more productively.
4. Make a quick time plan at the start of the exam, and make sure you have time for all the questions. It is much better, in terms of marks, to write three medium answers rather than one very good and two poor answers.
5. Make a quick plan for each question. This will take more time, but the quality of your work will be much higher. It is better to write less, which is good, than more, which is not good.
6. You will need to practise writing under time pressure. Many markers will become annoyed if they cannot read what you have written.

7. Practise writing exam answers before the exam, so that you know how much you are able to write in the time you have.

Part 6: Checking your understanding

Task 10

There are a range of subjects and disciplines covered in these questions, so there should be at least one which appeals to all members of your class. If not, then do feel free to come up with your own exam-type question. Better still, if you or the students have access to previous exam papers, these could also be used.

It is important that students work their way through each of the sections, and that they do not just jump to the *Create your outline* section. This would defeat the purpose of the task if they do this.

If students do not have time to do this properly within the class, they should do (or complete) for homework. It is important that they do this before the next lesson.

Lesson 12.2: Vocabulary, grammar and practising writing

Part 7: Recapping the last lesson

Task 11

Again, students should be encouraged to be a critical friend. They should focus their attention on the outline in this task, rather than the *A* or *B* part. They should look back, if necessary, to the model provided in Part 3 in order to make their decision as to whether they think the outline makes sense.

Take feedback in the class from 3 or 4 groups.

Part 8: Understanding the grammar point

Task 12

Explain to students that the activity here is similar to what was done in the previous unit, i.e., it is looking at common grammatical problems, but these problems are different to the ones outlined in Unit 11. Students should spend around 5 minutes on this task individually, before comparing their answers with a partner. They should try to come up with a joint set of answers.

Do not take feedback at this stage. Students will, in pairs, check answers themselves in Task 13.

Answers

1. ... and making no separation ... or ... and not making any separation ...
2. The brain is the physical organ ...
3. According to Sigmund Freud, human beings ... (comma, not semicolon)
4. The ability of the ego to do this is called *ego strength effectively*.
5. ... but also cold and distant. (exclamation marks not required)
6. Therefore, for Freud, ... (capital letter)
7. The superego ... (no hyphen necessary)
8. Freud believed that the id was the oldest ...
9. The superego develops as ...

Task 13

In the same pairs as in Task 12, students check their answers. Your role during this task should be to circulate and monitor, and to clarify any difficult issues with students.

Once the students have checked their answers, a good way for them to consolidate this knowledge is to get them to write five questions individually, which they then ask to their partner (e.g., *When should you use capital letters?*).

Part 9: Understanding the language point

Task 14

This is an introductory discussion. Its purpose is to get students thinking generally about the topic, so they should not spend too long on this – probably just 2 or 3 minutes. If you think your class will struggle with this, do it as a class discussion.

Task 15

Students read through the information given. Clarify as necessary. It might be useful to do a few 'spot check' questions to ensure that the students have understood the key points. For example: *Tell me about doubling consonants or What happens if you want to pluralize a noun ending in -y?* For stronger classes, or once students understand what to do, they can ask each other similar questions.

Students should not be scared by the big list of words in Part 3. They are provided as a useful checklist for students to use. They are not expected to remember or learn all of them!

Task 16

Students should do this activity individually and then check with a partner. In feedback, you might also ask students what specific type of mistake has been made where relevant. For example, in question 2, there has been an incorrect consonant doubling.

Answers

1. Therefore
2. balance
3. controlling
4. which
5. becomes
6. achieve
7. separation
8. seen
9. two
10. effectively

Part 10: Creating your own text

Task 17

It is important to do this activity under timed conditions. Students should replicate writing under exam conditions as much as possible, as this will help them do better in the real situation. Encourage students to do this at home as well. This is the best way of getting better at writing exams, even though students might not like the idea!

Once students have completed their writing, if there is time, it would be good to let other students give feedback on what has been produced.

Part 11: Consolidating your knowledge

Task 18

Once students have discussed together, take brief general feedback to ensure that all members of the class are clear about these key points. Where possible, try to get students to explain the points to each other, rather than you doing it. This could also be done as a piece of written homework as well.

Since this is now the end of the course, you might also spend a few minutes, if you have time, asking students some of the main things they have learnt over the whole course.