

Listening Speaking Grammar Reading			
Title: Psychology			
Instructor: Jamie	Level: Intermediate	Students: 4	Length: 25 minutes
Materials: PPT slides (Appendix 1) Worksheet 1 (Appendix 2)			
Aims: Make students learn about the basic concept of Psychology. Let students get information about the Perspectives of Psychology. Make students be interested in Psychology. Students can make their own comprehension questions.			
Language Skills: Reading : Read the paragraph about the Psychology and understand the information.			
Language Systems: Grammar : present tense for theories. Lexis : Words about Psychology (ex-Psychologist, Psychiatrist, Neuroscience, Psychodynamic, Behavioural, Cognitive, Humanistic, etc.) Discourse : Understand the main information about Psychology. Function : Understand the reading passages.			
Assumptions: Students already know about the concept of Psychology. Students can understand the concept of mental.			
Anticipated Errors and Solutions: Students might not able to clearly understand the reading passages. → Check students while they are reading by briefly guide them individually if they need.			
Backup Plan: Give students the double puzzle worksheet and let them solve. http://puzzlemaker.discoveryeducation.com/code/BuildWordSearch.asp			
References: Backup Plan - http://puzzlemaker.discoveryeducation.com/code/BuildWordSearch.asp Differences between Psychology and Psychiatrist - http://psychology.about.com/od/psychotherapy/f/psychvpsych.htm			

<p>Basic information about the lecture - [Understand Psychology, tenth edition] - Robert S. Feldman</p>		
<p>KEY: Individual (I); Pairs (P); Groups (G); Whole Class (W); Teacher (T); Student (S); Students (Ss)</p>		
<p>PRE-TASK/TASK-PREPARATION</p>		
<p>Materials: PPT slides (Appendix 1)</p>		
<p>Time</p> <p>5 minutes</p>	<p>Interaction</p> <p>T-S</p>	<p>Procedure</p> <ul style="list-style-type: none"> - Greeting : "Hello everybody, it is nice to meet you again. Have anyone ever wondered about your mental, inside of the brain?, To help you understand that, today's topic is Psychology." - Introduce the definition of Psychology and teach them about that according to slides. - Ask students to prepare the task.
<p>TASK-PREPARATION/TASK REALIZATION</p>		
<p>Materials: PPT slides (Appendix 1), Worksheet (Appendix 2)</p>		
<p>Time</p> <p>15 minutes</p>	<p>Interaction</p> <p>S-S (I), (G)</p>	<p>Procedure</p> <ul style="list-style-type: none"> - Give students worksheets and ask students to make 3 different reading comprehension questions. - Show the example of a task. - Ask questions: "did you understand the process of the task? Do you have any questions about the task?", "Do you know the meaning of all words in the passage?" - Ask students to share their questions with their classmates. (If we have enough time, make students to share each by each, but if we don't have enough time, make them in pairs.)
<p>POST TASK/ STUDENTS SELF-EVALUATION</p>		
<p>Materials: PPT slides (Appendix 1)</p>		
<p>Time</p> <p>3 minutes</p>	<p>Interaction</p> <p>T-S S-S (G)</p>	<p>Procedure</p> <ul style="list-style-type: none"> - Check if students complete their task efficiently. ("What did you learn from the reading passage?", "Do anyone want to share the questions you've/the classmate has made?", "Do you have any questions about Psychology?") - Show students the chart of perspectives of Psychology and teach them about those characteristics.

FINISH LESSON (WRAP-UP & H/W)

Materials: PPT slides (Appendix 1)

Time	Interaction	Procedure
2 minutes	T-S	<ul style="list-style-type: none">- Give students homework.- Finish the class: "You all did a great job today, thank you for the concentration and see you next time."



PSYCHOLOGY

What is Psychology?

Psychology

the scientific study of all forms of human and animal behaviour, sometimes concerned with the methods through which behaviour can be modified

Common Misunderstanding

Psychologist(s)

- Receive graduate training in psychology and pursue either a Ph.D. (Doctor of Philosophy) or Psy.D. (Doctor of Psychology) in clinical or counseling psychology.
- In most states psychologists cannot prescribe medications.
- Interested in conducting psychotherapy, administering psychological tests, and conducting research.

Psychiatrist(s)

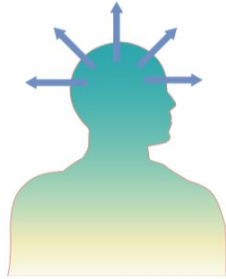
- has a degree in medicine and a psychologist has a doctoral-level degree in psychology. Should earn an undergraduate degree before they attend medical school and receive an M.D.
- Can prescribe medications.
- have an interest in medicine and want to be able to prescribe medications to patients.

Perspectives of Psychology



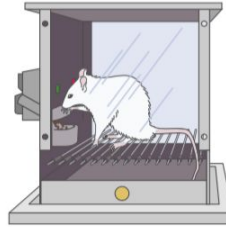
Neuroscience

Views behavior from the perspective of biological functioning



Psychodynamic

Believes behavior is motivated by inner, unconscious forces over which a person has little control



Behavioral

Focuses on observable behavior



Cognitive

Examines how people understand and think about the world



Humanistic

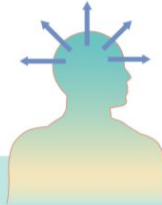
Contends that people can control their behavior and that they naturally try to reach their full potential

Reading Comprehension

Read the worksheet and make 3 reading comprehension questions.

After you make, share your questions with classmates.

After you Read



Issue	Neuroscience	Psychodynamic	Behavioral	Cognitive	Humanistic
<i>Nature (heredity) vs. nurture (environment)</i>	Nature (heredity)	Nature (heredity)	Nurture (environment)	Both	Nurture (environment)
<i>Conscious vs. unconscious causes of behavior</i>	Unconscious	Unconscious	Conscious	Both	Conscious
<i>Observable behavior vs. internal mental processes</i>	Internal emphasis	Internal emphasis	Observable emphasis	Internal emphasis	Internal emphasis
<i>Free will vs. determinism</i>	Determinism	Determinism	Determinism	Free will	Free will
<i>Individual differences vs. universal principles</i>	Universal emphasis	Universal emphasis	Both	Individual emphasis	Individual emphasis

Homework

Search about different types of psychology.

Find 3 different types and bring what you've searched to next class.

THE NEUROSCIENCE PERSPECTIVE: BLOOD, SWEAT, AND FEARS

When we get down to the basics, humans are animals made of skin and bones. The **neuroscience perspective** considers how people and nonhumans function biologically: how individual nerve cells are joined together, how the inheritance of certain characteristics from parents and other ancestors influences behavior, how the functioning of the body affects hopes and fears, which behaviors are instinctual, and so forth. Even more complex kinds of behaviors, such as a baby's response to strangers, are viewed as having critical biological components by psychologists who embrace the neuroscience perspective. This perspective includes the study of heredity and evolution, which considers how heredity may influence behavior; and behavioral neuroscience, which examines how the brain and the nervous system affect behavior.

Because every behavior ultimately can be broken down into its biological components, the neuroscience perspective has broad appeal. Psychologists who subscribe to this perspective have made major contributions to the understanding and betterment of human life, ranging from cures for certain types of deafness to drug treatments for people with severe mental disorders. Furthermore, advances in methods for examining the anatomy and functioning of the brain have permitted the neuroscientific perspective to extend its influence across a broad range of subfields in psychology. (We'll see examples of these methods throughout this book in *Neuroscience in Your Life*.)

1. Neuroscience perspective considers about the function of people in biological way : T / F
2. What is not mentioned about Neuroscience perspective?
 - a. heredity
 - b. evolution
 - c. behaviour
 - d. skin
3. Neuroscience has narrow appeal : T / F

THE PSYCHODYNAMIC PERSPECTIVE: UNDERSTANDING THE INNER PERSON

To many people who have never taken a psychology course, psychology begins and ends with the psychodynamic perspective. Proponents of the **psychodynamic perspective** argue that behavior is motivated by inner forces and conflicts about which we have little awareness or control. They view dreams and slips of the tongue as indications of what a person is truly feeling within a seething cauldron of unconscious psychic activity.

The origins of the psychodynamic view are linked to one person: Sigmund Freud. Freud was a Viennese physician in the early 1900s whose ideas about unconscious determinants of behavior had a revolutionary effect on 20th-century thinking, not just in psychology but in related fields as well. Although some of the original Freudian principles have been roundly criticized, the contemporary psychodynamic perspective has provided a means not only to understand and treat some kinds of psychological disorders but also to understand everyday phenomena such as prejudice and aggression.

THE BEHAVIORAL PERSPECTIVE: OBSERVING THE OUTER PERSON

Whereas the neuroscience and psychodynamic approaches look inside the organism to determine the causes of its behavior, the behavioral perspective takes a very different approach. The **behavioral perspective** grew out of a rejection of psychology's early emphasis on the inner workings of the mind. Instead, behaviorists suggested that the field should focus on observable behavior that can be measured objectively.

John B. Watson was the first major American psychologist to advocate a behavioral approach. Working in the 1920s, Watson was adamant in his view that one could gain a complete understanding of behavior by studying and modifying the environment in which people operate.

In fact, Watson believed rather optimistically that it was possible to elicit any desired type of behavior by controlling a person's environment. This philosophy is clear in his own words: "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief, and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors" (Watson, 1924).

The behavioral perspective was championed by B. F. Skinner, a pioneer in the field. Much of our understanding of how people learn new behaviors is based on the behavioral perspective. As we will see, the behavioral perspective crops up along every byway of psychology. Along with its influence in the area of learning processes, this perspective has made contributions in such diverse areas as treating mental disorders, curbing aggression, resolving sexual problems, and ending drug addiction (Silverman, Roll, & Higgins, 2008).

THE COGNITIVE PERSPECTIVE: IDENTIFYING THE ROOTS OF UNDERSTANDING

Efforts to understand behavior lead some psychologists straight into the mind. Evolving in part from structuralism and in part as a reaction to behaviorism, which focused so heavily on observable behavior and the environment, the **cognitive perspective** focuses on how people think, understand, and know about the world. The emphasis is on learning how people comprehend and represent the outside world within themselves and how our ways of thinking about the world influence our behavior.

Many psychologists who adhere to the cognitive perspective compare human thinking to the workings of a computer, which takes in information and transforms, stores, and retrieves it. In their view, thinking is *information processing*.

Psychologists who rely on the cognitive perspective ask questions on subjects ranging from how people make decisions to whether a person can watch television and study at the same time. The common elements that link cognitive approaches are an emphasis on how people understand and think about the world and an interest in describing the patterns and irregularities in the operation of our minds.

THE HUMANISTIC PERSPECTIVE: THE UNIQUE QUALITIES OF THE HUMAN SPECIES

Rejecting the view that behavior is determined largely by automatically unfolding biological forces, unconscious processes, or the environment, the **humanistic perspective** instead suggests that all individuals naturally strive to grow, develop, and be in control of their lives and behavior. Humanistic psychologists maintain that each of us has the capacity to seek and reach fulfillment.

According to Carl Rogers and Abraham Maslow, who were central figures in the development of the humanistic perspective, people strive to reach their full potential if they are given the opportunity. The emphasis of the humanistic perspective is on *free will*, the ability to freely make decisions about one's own behavior and life. The notion of free will stands in contrast to *determinism*, which sees behavior as caused, or determined, by things beyond a person's control.

The humanistic perspective assumes that people have the ability to make their own choices about their behavior rather than relying on societal standards. More than any other approach, it stresses the role of psychology in enriching people's lives and helping them achieve self-fulfillment. By reminding psychologists of their commitment to the individual person in society, the humanistic perspective has been an important influence (Dillon, 2008; Robbins, 2008).

Don't let the abstract qualities of the broad approaches we have discussed lull you into thinking that they are purely theoretical: These perspectives underlie ongoing work of a practical nature, as we discuss throughout this book. To start seeing how psychology can improve everyday life, read *Applying Psychology in the 21st Century*.

Psychology

L E E R F K P B C N M R G P U H Q M Z F
K A T P F E G T E O J S S R Q L H N O O
O E R O X S N I O F G Y X C T I U U X M
T X M U D T C Q R K C N T J W U T W C N
P X Z L O Q A D K H L U I N M X O D I T
L S P V P I U X I X C N N T V N A Q N R
G C Y R X T V A I I J P U B I X J Q C M
U H S C I L T A T B R S R Y W V S A V L
Z G B G H R L S H R R Y T G D W E E X D
X D X T I O I P X E Q C U O V W T H O T
A X T S L N D N B I B H R L R F D C Q X
N T T S A S D Y E W D O E O K Y Z X H B
N T O M B P R J N B F L E H G P M A Y C
P C U W C O N R J A P O C C E N L W F T
D H B D U X G I H L M G R Y B G I Z O U
S Z I G H Y U E C N E I C S O R U E N G
M O B S E R V A B L E S C P V X N X C P
J D L S V O A V Z O V T D I D I F S L I
Q E U E N J X D G Z G X N L Y S X F L I
D R Y L D X U J A K E Y K Z A P D G I T

BEHAVIOURAL
NEUROSCIENCE
PSYCHIATRIST
PSYCHOLOGY

COGNITIVE
NURTURE
PSYCHODYNAMIC

HUMANISTIC
OBSERVABLE
PSYCHOLOGIST