

# **English for PSYCHOLOGY**

**English for Specific Purposes**

**Muchamad Adam Basori  
Rizka Yanuarti**

# English for Psychology

## English for Specific Purposes

Muchamad Adam Basori  
Rizka Yanuarti  
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### **Penulis**

Muchamad Adam Basori  
Rizka Yanuarti

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### **Naila Pustaka**

Kemutug 32 Ring Road Selatan  
Banguntapan – Bantul Yogyakarta 55191  
email: [naila.pustaka@gmail.com](mailto:naila.pustaka@gmail.com)

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## Preface

English for Psychology Course Book 2 is an intermediate level workbook of English course for ESP (English for Specific Purposes) those who teach ESP classes for psychology students who learn English. This book has been designed in association with the *National Curriculum 2013*, the latest Indonesian national curriculum that leads students to promote independent learning activities based on particular types of genre. *Analytical and Hortatory Exposition, Explanation, Discussion, and Spoof* have been integrated into 12 units of great interests to psychology students involved in language for specific-related topics.

If you are a university student, the course book will greatly improve your ability to deepen English-related psychology in a wide range of academic situations. If you are a student of English, the course book will help you enrich your genre-based learning strategies and enlarge your knowledge horizons of the English-psychological worlds. Everybody studying this course book will purposefully be intended fluent and confident in the application of learning psychology-related texts through English skills (Reading, Speaking, Writing, and grammar-vocabulary in context) as to the ESP text-based learning development, and should increase their quality of EFL academic learning prospects.

Malang, 17 Aug 2015

Authors



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# Map of the Book

| Unit                                                 | Overview                                                                  | Reading Passage                                                                                        | Language Use                                                                     | Speak Up                                         | Writing                                                                                         |
|------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Unit 1</b><br>The Psychology of Women<br>Page - 4 | Discuss ideas about women's ways of life relations with others and career | Reading: Responses to psychology of women's problems – <i>Analytical strategies to offer solutions</i> | Words that go with analytical strategies<br>Modals: ability, requests and offers | Participating in discussions                     | The conversation covering ability, requests and offers is used to fill out the interview notes. |
| <b>Unit 2</b><br>Social Psychology<br>Page – 16      | Discuss ideas about happiness and expenditure                             | Reading: Responses to social psychology – <i>How to stay happy after the vacation is over.</i>         | Words that go with social psychology: Making and accepting invitation            | Group participation and individuals' involvement | The conversation covering invitation is applied into fill out the interview notes.              |
| <b>Unit 3</b><br>Cognitive Psychology<br>Page – 28   | Discuss ideas about culture and cognition related to language             | Culture, Language, and Cognition                                                                       | 'should', present simple, relating verbs                                         | Group work, role-play                            | The conversation covering suggestions                                                           |
| <b>Unit 4</b><br>Psychology in Politics<br>Page – 39 | Discuss ideas about psychology in politics                                | Reading: The Psychology of Politicians                                                                 | Language Work: Inviting, Advising                                                | Group participation and individuals' involvement | The conversation covering invitation and giving advice                                          |

|                                                        |                                                    |                                                        |                                                                                                          |                                                        |                                                                                                                         |
|--------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|                                                        |                                                    |                                                        |                                                                                                          | ent                                                    |                                                                                                                         |
| <b>Unit 5</b><br>Neuro-<br>psychology<br>Page – 51     | Discuss ideas<br>about<br>neuropsychology          | Reading:<br>Conceptual<br>Issues on<br>Neuropsychology | Language Work:<br>Comparing and<br>contrasting                                                           | Group<br>work,<br>role-play                            | The<br>conversation covering<br>Comparing<br>and<br>contrasting                                                         |
| <b>Unit 6</b><br>Mind<br>Design<br>Page – 62           | Discuss ideas<br>about Mind<br>Design              | Reading:<br>What is mind<br>design?                    | Words<br>that go<br>with<br>analytical<br>strategies<br>Modals:<br>ability,<br>requests<br>and<br>offers | Participating in<br>discussions                        | The<br>conversation covering<br>ability,<br>requests<br>and offers<br>is used to<br>fill out the<br>interview<br>notes. |
| <b>Unit 7</b><br>Paranormal<br>Psychology<br>Page – 73 | Discuss ideas<br>about<br>Paranormal<br>Psychology | Reading:<br>The Truth<br>about<br>Paranormal           | Words<br>that go<br>with<br>analytical<br>strategies<br>Modals:<br>ability,<br>requests<br>and<br>offers | Group<br>participation and<br>individuals' involvement | The<br>conversation covering<br>ability,<br>requests<br>and offers<br>is used to<br>fill out the<br>interview<br>notes. |
| <b>Unit 8</b><br>Clinical<br>Psychology<br>Page – 83   | Discuss ideas<br>about<br>Clinical<br>Psychology   | Reading:<br>Do they need<br>a special<br>uniform?      | Language Work:<br>Present<br>Continuous Tense                                                            | Group<br>work,<br>role-play                            | Writing<br>argumentative<br>sentences                                                                                   |

|                                                     |                                         |                                                 |                                                          |                                                                                          |                                       |
|-----------------------------------------------------|-----------------------------------------|-------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Unit 9</b><br>Health Psychology<br>Page – 95     | Discuss ideas about health psychology   | Reading:<br>Phobia and Panic Disorder           | Language Work:<br>Sentence combining using adverb clause | Group participation of illness description and individuals' involvement on giving advice | Writing a well-paragraph organisation |
| <b>Unit 10</b><br>Family Psychology<br>Page – 105   | Discuss ideas about Family Psychology   | Reading:<br>Estrangement from Family            | Language Work:<br>Subject-verb agreement                 | Asking for opinions                                                                      | Paraphrasing sentences                |
| <b>Unit 11</b><br>Forensic Psychology<br>Page – 122 | Discuss ideas about Forensic Psychology | Reading:<br>What is Forensic Psychology?        | Language Work:<br>Noun Phrases                           | Encouraging students to read an article and present it to the class                      | Paraphrasing sentences                |
| <b>Unit 12</b><br>School Psychology<br>Page – 134   | Discuss ideas about School Psychology   | Reading:<br>How to become a school psychologist | Language Work:<br>Reduced relative clauses               | Encouraging students to read an article and present it to the class                      | Paraphrasing sentences                |
| <b>Glossary</b><br>Page – 147                       |                                         |                                                 |                                                          |                                                                                          |                                       |
| <b>Reference list</b><br>Page – 152                 |                                         |                                                 |                                                          |                                                                                          |                                       |

# The Psychology of Women

## OVERVIEW

- Word Usage  
Promiscuity
- Reading: Women  
Promiscuity and  
Relationship
- Language Work:  
Modals: ability,  
requests and  
offers
- Speak Up:  
Participating in  
discussions
- Writing:



<http://www.telegraph.co.uk/women/womens-business/10535440/Women-make-up-just-one-in-four-high-earners-in-Britain.html>

## Getting Ready

### A. Discuss these questions.

1. Do you like a rich woman? Why or why not?
2. Do you know who is a poor woman? Where did you meet her in five to ten years ago?
3. Which of the following would you prefer to do?
  - a. To be a generous friend, but your friends are hypocrite.
  - b. To be a rich person, but your friends are beggars.
  - c. To be yourself with no closest friends beside you.

**B. Which of the following statements do you agree with? Which do you disagree with? Why?**

1. The earth becomes smaller compared to outer space, but bigger for those who always see someone's personal matters.
2. Women's roles are beyond men's, so most men are now dependant on women's career.

**Word Power**

**A. Match the sentences (1-2) with the definitions (A-B).**

- |                                                             |                         |
|-------------------------------------------------------------|-------------------------|
| 1. Two people become partners.                              | A. Promiscuous tendency |
| 2. Career women tend to be relaxed in casual relationships. | B. Casual Relationships |

**B. Complete the sentences below with words or phrases from the box.**

1. People tend to retain a family chain, then it is called...
2. Female brains are suited to and male brains are....

- |                           |                 |
|---------------------------|-----------------|
| a. Evolutionary behaviour | c. coordinative |
| b. Multitasking           |                 |

**Reading Passage**

**Look at/skim the article/the text quickly. Compare your answers to Reading Task A with what the writer says.**

**Text 1**

**Promiscuous women more likely to be tolerated if they are high earners**

Women who are promiscuous are more likely to keep their reputation intact if they are high earners, an academic study has shown. Attitudes towards promiscuity are heavily influenced by a women's earning power, while people

who disapprove of casual relationships are more likely to know women who are in low-paid jobs or rely on their partner to support them.

Psychologists from Brunel University in London, said the findings may reflect evolutionary behaviour where men who provide for a family need to know that the children are theirs. The study, titled *Female Economic Dependence and the Morality of Promiscuity*, was conducted by a team of psychologists on more than 5000 adults in the United States.

The team found that in US states where women earn more money and are perceived as being less economically dependent, attitudes towards promiscuity are more relaxed. They also found that people who know more economically-dependent women tend to be more opposed to promiscuity.

Attitudes towards promiscuity were most liberal in states where more women are financially independent, particularly Massachusetts, Connecticut, Wisconsin and Illinois. It was least tolerated in southern states where more women are economically dependent on men: Texas, New Mexico, Utah, Kansas, Alabama and Virginia.

In two separate surveys, 5282 American adults were asked questions such as whether women or men should have sex with someone they had just met, and whether women or men who sleep with lots of partners were unworthy of respect or should be judged negatively.

Respondents were asked if most women they knew depended heavily on the earnings of a male partner, if they were religious and went to church often, and if their political views were liberal or conservative.

The findings, published in the journal *Archives of Sexual Behaviour*, showed that women, who comprised just under half of both samples, were more likely to disapprove of promiscuity than men.

Religious conviction and conservative views were the strongest predictors of disapproval of promiscuity among individuals, with a beta coefficient factor — a measurement of correlation — of .26-.27, but knowing many women who depended on men for financial support was also a factor, with a coefficient of .13.

Once responses were grouped by state, however, the link between women's financial dependence and hostility to casual sex was significantly stronger, showing an intercorrelation of .66.

Separate data on women's earnings closely matched the pattern, with liberal attitudes to promiscuity strongest in states with the highest median female income, and vice versa.

Dr Michael Price, deputy head of psychology at Brunel, traced the effect to evolutionary psychology, saying the findings have important implications for how people in different cultures judge the sexual behaviour of others.

"In regions where women earn less, people may be more hostile towards practices such as open marriage, and more likely to think that promiscuous people deserve any hardships that befall them."

Dr Price explained the results in terms of evolutionary psychology. "When women and children depend more on men, it becomes more important for people to know who a child's father is, and promiscuity makes this harder to know."

Taken from <http://www.canberratimes.com.au/technology/sci-tech/promiscuous-women-more-likely-to-be-tolerated-if-they-are-high-earners-20140701-zss6l.html>

**A. Now scan the text more carefully and circle your answer.**

**Which of these statements are T for TRUE, F for FALSE, and NG for NOT GIVEN?**

1. Women tend to be promiscuous when they are financially established. T / F / NG
2. Men are dependent on women's financial establishment. T / F / NG
3. Dr Price has found essential consequences on people in similar cultures judge others' intercourse behaviour. T / F / NG

**B. Decide which of the following headlines the best to the text below is.**

**Text 2**

Recent studies have suggested that female brains are more suited to

social skills, memory and multitasking, while men are better at perception and co-ordination.

However, speaking on International Women's Day, Professor Rippon claimed that any differences in brain circuitry only come about through the "drip, drip, drip" of gender stereotyping. "The bottom line is that saying there are differences in male and female brains is just not true," she said.

She believes differences in male and female brains are due to similar cultural stimuli.

"A woman's brain may therefore become 'wired' for multitasking simply because society expects that of her and so she uses that part of her brain more often," Professor Rippon said. "The brain adapts in the same way that a muscle gets larger with extra use.

"What often isn't picked up on is how plastic and permeable the brain is. The world is full of stereotypical attitudes and unconscious bias."

*<http://www.smh.com.au/lifestyle/study-shows-no-difference-between-male-or-female-brains-20140308-34e20.html>*

1. Male and Female Brains
2. Similarity between Male and Female Brains
3. Women's Brains are complicated.

**C. Find words or phrases in the text 1 and 2 which mean ...**

1. Women's brains do intelligently more than one thing at the same time.
2. Women who earn less than men will likely be resistant to get married and meet an unpleasant situation because of inadequate sums of money.
3. Religions principally reject all type of promiscuity.

**D. After reading the text 1 and 2, answer the questions by inferring information that follow.**

1. What makes women promiscuous?
2. How does Dr Price find the possible symptom of women's promiscuity over cultural evaluation?
3. Why are male and female brains different?

## Language Use

**A. Complete these sentences with either the present simple or the present continuous form of the verbs in the brackets.**  
Women normally ..... (work) on household chores, but men are ..... (help) them when the two people work together at home.

**B. Work in pairs. Ask and answer questions about the subjects below.**

e.g.

- Attend a national conference on Women's Intelligence
- Be a powerful woman to support family life

A: Have you ever attended a conference?

B: Yes, I have.

B: Where was it?

A: Women Life at UIN MALIKI.

## Speak Up!

**A. A teacher and two students are discussing ways of improving women's character quality, including methods from their personal experiences. Listen and note down their suggestions.**

**B. Work in pairs. You talk to students who do not want to get married. Discuss how to deal with the problems below. Use expression from the Useful Language box to help you.**

1. A woman whose age is over than thirty avoid talking about marriage when she is mostly involved in marriage-related topics.
2. Women mostly think that they must be equal to men unless the men dominate women in household life.

## Useful Language

### *Making suggestions*

We could offer a woman an alternative way of finding the best man for her

### *Agreeing*

Yes, that's right

Why don't we propose any question prompts to a woman's parents?

Excellent idea

|                            |                                     |                                    |
|----------------------------|-------------------------------------|------------------------------------|
| (Offer) Why don't you...   | Why not...                          | Perhaps you could...               |
| Have you thought about...  | I have an idea.                     | 'Let's...                          |
| (When you agree) So do I.  | Me too!                             | Yes, I know exactly what you mean. |
| That's what I thought too! | But that's what I was going to say. |                                    |

## Writing

- A. Use the conversation between two groups of three students in the development of women's character in Speak Up! part A above to fill out the interview notes below.**

|                                                  |                         |
|--------------------------------------------------|-------------------------|
| Name                                             |                         |
| What factors do improve women's characteristics? |                         |
| Do you think the factors are qualified?          | a. Yes<br>b. No<br>Why? |
| Additional notes                                 |                         |

- B. After reading a text in this unit, identify the generic structure and specific features to determine a type of genre. Work on Text Analysis Activity (task D).**
- C. Summarise the text by rewriting it. Use your own words and expressions to state opinions and quote evidence, such as facts, people's opinions, and statistical data to support your summary.**

## D. Text Analysis Activity

| Promiscuous women more likely to be tolerated if they are high earners                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Generic Structure (Analytical Exposition)</p> <ol style="list-style-type: none"><li>1. Thesis</li><li>2. Arguments</li><li>3. Reiteration/Conclusion</li></ol>                                                                                                                                                                                                             | <p>Please identify generic structure and language feature of the text and write them below. If this blank space is not enough for your answer, please use separate a blank piece of paper.</p> |
| <p>Language Feature</p> <ol style="list-style-type: none"><li>1. Modal verbs</li><li>2. Focus on <b>generic human and non-human Participants</b>.</li><li>3. Use of simple present tense.</li><li>4. Use of <b>Relational Processes</b></li><li>5. Use of Internal conjunction to state argument</li><li>6. Reasoning through Causal Conjunction or nominalization.</li></ol> |                                                                                                                                                                                                |



6. I plan another vacation with my friends to visit other tourist sites.
7. I will forget about recalling memories because I am afraid of laziness.

**B. Which of the following statements do you agree with? Which do you disagree with? Why?**

1. Going on vacation is expensive, which spends on money for happiness.
2. Happiness always becomes the ultimate destination after spending sums of money.

### Word Power

**A. Match the words (1-2) with the definitions (A-B).**

1. Happiness relates to vacation benefits A. hedonic
2. Travelling brings about happiness B. experiential purchase

**B. Complete the sentences below with phrases from the box.**

1. You do not get back to talk to your friends about your vacation.
2. The first days of vacation impress you with happiness.

- |                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>a. The best and most lasting imprint in your life</li><li>b. Maximising your happiness</li></ol> |
|----------------------------------------------------------------------------------------------------------------------------------------|

### Reading Passage

**Look at / skim the article / the text quickly. Compare your answers to Reading Task A with what the writer says.**

## Text 1

### How to stay happy after the vacation is over

The sad thing about vacations is that they end. However much fun you're having at the beach or carving down a ski mountain or at your sustainable carbon-neutral ecolodge in the rainforest, the specter of your trip home and the resumption of normal day-to-day annoyances is always right there.

And as Jennifer Senior pointed out last year, there is indeed a fair amount of research showing that shortly after you return from a vacation, your happiness level bounces back to where it was beforehand. Senior quoted psychologist and vacation researcher Jessica de Bloom, who along with some colleagues wrote in one paper that "Most vacations seem to have strong, but rather short-lived effects."

But that doesn't mean one should despair or cancel that plane ticket. Happiness research and consumer psychology have advanced to the point where there are some clear recommendations that can help you maximize the amount of happiness you get from your vacation — even if that peak vacation high is inevitably going to dissipate.

In terms of happiness-per-dollar-spent, vacations are the right idea in general. A lot of past research has suggested that experiences in general provide more happiness than material goods. That's partly because — excited new owners of the latest iPhone who won't shut up notwithstanding — humans generally have more of a tendency to talk about experiences than mere stuff.

"When one buys an experience, they seem to be buying themselves a story as well," said Dr. Amit Kumar, a social psychologist and postdoctoral researcher at the University of Chicago's Booth School of Business who studies the relationship between money and happiness. "So one way vacations continue to provide hedonic benefits even after they've long since passed is because they live on in the stories we tell."

In an article currently in press in the *Personality and Social Psychology* bulletin, Kumar and Cornell's Dr. Thomas Gilovich further buttressed this finding by asking study participants to think about material versus "experiential" purchases they had made in the past. "Experiential purchases (many of which were travel-related) made people happier than material

purchases," said Kumar, "and this was explained by the fact that experiences provided more conversational value."

That's not the start and the end of it, though — not every conversation about an experience makes you happier. Some research, for example, has shown that conversations that involve comparing a given experience (or product) to others like it can reduce the happiness benefit those purchases provided.

That's one reason, said Dr. Elizabeth Dunn, a happiness researcher at the University of British Columbia and the author of "Happy Money: The Science of Happier Spending," that it's worth seeking out unique vacation experiences — the sorts of stuff that can't really be compared to your friends' experiences.

"Experiences seem to be [most] beneficial when they provide a unique opportunity that isn't easy to compare with other options," she said. In terms of maximizing happiness, you don't want to get back, talk about your vacation with friends, and find out that "their cruise boat was bigger and had seven pools, while ours had four."

This is intuitive — someone will always have gone on a cooler cruise than you, will always have stayed at nicer ski lodge. And "even when the vacation experience [itself] isn't 'unique,' people should focus on the unique aspects of their own vacation," said Dr. Margaret Campbell, a happiness researcher at the University of Colorado - Boulder's Leeds School of Business.

Another aspect of vacations that's ripe for happiness-hacking is timing. Dunn said that there's solid evidence that the first few days of a vacation leave the biggest, most lasting imprint. If these days are happy days, the vacation will be both anticipated and remembered with more fondness overall; if they aren't, then they'll drag down the whole thing.

"Making the very beginning of the trip good could be a good strategy," said Dunn. She herself has taken advantage of this psychological quirk. When she and her husband took a vacation in Bali, for example, the couple generally opted for budget-conscious lodging — except for at the beginning. "The first night I used points to get us a room at a super-duper five-star resort, and it really worked," she said. "When we were getting ready and packing and on the long flight and getting ready for the trip, I focused disproportionately on that first night."

She also said that there's at least some evidence, though she called it more mixed, that "the very end of an experience seems to disproportionately affect

our memory of it," so "going out with a bang, going on the hot air balloon or whatever on the last day of the trip, could also be a good strategy for maximizing reminiscence."

Campbell added that "we can sometimes avoid the hedonic treadmill" — that tendency to return to our prior happiness level — "by reflecting on and feeling gratitude toward what makes us happy" after the fact, which ties back into the idea of extracting and telling as many stories about your vacation as possible.

The happiness literature also has some important things to say about planning. Kumar said that he'd been wondering for a while whether planning a purchase well in advance "might cause [the purchaser to] derive more utility from their anticipation of the experience" than they would if they planned it at the last minute, he said.

"We now have empirical evidence that that's indeed the case," he said, in the form of a paper he co-authored with Thomas Gilovich that's in press at the Journal of Consumer Psychology. "People are excited when they're looking forward to the satisfaction they'll get from purchases like vacations," he said, "and so one way they can extend these pleasurable feelings is by increasing the amount of time and hence the number of opportunities they have to think about, to talk about, and to savour their future experiential consumption." It's an intuitive finding, but a useful one for those of us with tendencies toward last-minute planning.

The key takeaway in all of this is that it's best not to see a vacation simply as a discrete period of time, but rather as something that you will talk and think about a lot both beforehand and, hopefully, for years after the fact. As Kumar put it, "Even though the vacation can seem fleeting — that is, our trips seem to come and go in a flash — we also 'consume' our anticipation of our travel experiences and derive utility from discussing them with others after the fact."

<http://edition.cnn.com/2015/07/17/health/extend-vacation-happiness/index.html>

**A. Now scan the text more carefully and circle your answer. Which of these statements are T for TRUE, F for FALSE, and NG for NOT GIVEN?**

1. To remember your vacation in the last day is a good strategy. T  
/ F / NG
2. A well-planned purchase avoids buying more goods. T / F / NG
3. Travel experiences anticipate money trips in advance. T / F / NG

**B. Decide which of the following headlines the best to the text below is.**

**Text 2**

I review the social psychological underpinnings of identity, emphasizing social cognitive and symbolic interactionist perspectives and research, and I turn then to key themes of current work on identity—social psychological, sociological, and interdisciplinary. I emphasize the social bases of identity, particularly identities based on ethnicity, race, sexuality, gender, class, age, and (dis)ability, both separately and as they intersect. I also take up identities based on space, both geographic and virtual. I discuss struggles over identities, organized by social inequalities, nationalisms, and social movements. I conclude by discussing postmodernist conceptions of identities as fluid, multidimensional, personalized social constructions that reflect socio-historical contexts, approaches remarkably consistent with recent empirical social psychological research, and I argue explicitly for a politicized social psychology of identities that brings together the structures of everyday lives and the sociocultural realities in which those lives are lived.

Annu. Rev. Sociol. 2000.26:367-393. Downloaded from arjournals.annualreviews.org by Columbia University on 02/14/05

1. Social psychology
2. Social psychology and identities
3. Social psychology of identities

**C. Find words or phrases in the text 1 and 2 which mean ...**

1. A well-planned vacation is a good strategy
2. Reflection and feeling gratitude toward happiness can make you happy.
3. Social imbalance, nationalisms, and social movements organise identities in social psychology.

**D. After reading the text 1 and 2, answer the questions by inferring information that follow.**

1. What does the text 1 tell you the relationship between vacation and happiness?
2. How does planning impact on vacation?
3. Why are last days of your vacation easily remembered?

**Language Use**

**A. Complete these sentences with either the present simple or the present continuous form of the verbs in the brackets.**

e.g. He usually ..... (visit) this supermarket at least in every second week, and today he ..... (visit) it for the grand launching of new outlets.

**B. Work in pairs. Ask and answer questions about the subjects below.**

e.g.

- Invited friends for a party
- Travelled to Bali

A: Do you usually invite your neighbours?      B: Yes, I do for praying.

B: How do you invite them?      B: I meet them one by one at their home.

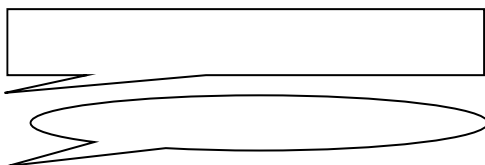
**Speak Up!**

**A. A teacher and two students are discussing ways of improving the travelling quality in a class, including methods from**

planning all visited places to spending money wisely by individuals in a group discussion. Listen and note down their suggestions.

**B. Work in pairs. You accompany students who do not bring money on their own to travel to remote places. Discuss how to deal with the problems below. Use expression from the Useful Language box to help you.**

1. One of them was telling you hungry in lunch time because of no time for breakfast.
2. When you checked your wallet, sums of money were not enough for everybody lunch meal.



### **Useful Language**

#### *Making invitation*

Would you like to ...?  
invitation

I would be very happy if ...

We would be delighted if you ...

Why don't you come to ... Ok, I will be there.

#### *Accepting invitation*

Thank you very much for

With the greatest pleasure

What a delightful idea

#### *Declining invitation*

I'd love to, but ...

I wish I could, but ...

I'm afraid I can't.

## Writing

- A. Use the conversation between a teacher and two students in the travelling quality improvement Speak Up! Part A above to fill out the interview notes below.

|                                          |                 |
|------------------------------------------|-----------------|
| Name                                     |                 |
| How many years' experience of travelling |                 |
| Qualified?                               | c. Yes<br>d. No |
| Additional notes                         |                 |

- B. After reading a text in this unit, identify the generic structure and specific features to determine a type of genre. Work on Text Analysis Activity (task D).
- C. Summarise the text by rewriting it. Use your own words and expressions to state opinions and quote evidence, such as facts, people's opinions, and statistical data to support your summary.

## D. Text Analysis Activity

| How to stay happy after the vacation is over                                                                                                                                                                                                                                                                                    |                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>Generic Structure (Analytical Exposition)</p> <p>1. Thesis</p>                                                                                                                                                                                                                                                               | <p>Please identify generic structure and language feature of the text and write them below. If this blank space is not</p> |
| <p>Generic Structure (Analytical Exposition)</p> <p>1. Thesis</p> <p>2. Arguments</p> <p>3. Reiteration/Conclusion</p>                                                                                                                                                                                                          | <p>them below. If this blank space is not enough for your answer, please use separate a blank piece of paper.</p>          |
| <p>Language Feature</p> <p>1. Modal verbs</p> <p>2. Focus on <b>generic human and non-human Participants.</b></p> <p>3. Use of simple present tense.</p> <p>4. Use of <b>Relational Processes</b></p> <p>5. Use of Internal conjunction to state argument</p> <p>6. Reasoning through Causal Conjunction or nominalization.</p> |                                                                                                                            |

# Culture and Cognition

## OVERVIEW

- Word Usage  
Culture, Cognition
- Reading: Culture, Language, and Cognition
- Language Work: 'should', present simple, relating verbs
- Speak Up: Participating in discussions
- Writing: Hortatory Expository Text



<http://slideplayer.com/slide/253509/>

## Getting Ready

### A. Discuss these questions.

1. Are a left-hand or right-hand writer?
2. What do you think of your culture suggesting writing be right-handed?
3. Which of the following would you prefer to do?
  - a. I don't mind writing whether using a left-or-right hand.
  - b. I consider important learning a language socio-culturally accepted.
  - c. Adults or peers are helpful, so I am dependent on their instructional teaching.

**B. Which of the following statements do you agree with? Which do you disagree with? Why?**

1. Smart students learning a language are indicated by their strong cognitive growth.
2. Sociocultural competence is influential in the language acquisition.

**Word Power**

**A. Match the phrases (1-2) with the definitions (A-B).**

1. Linguistic relativity

2. Fluid intelligent

3. Zone proximal

development

- A. a wonderful capacity of doing things and a great prospect if helped by others
- B. a capability of doing things, such as to solve problems, think conceptually, and create innovatively.
- C. different languages, different framework

**B. Complete the sentences below with words and phrases from the box.**

1. A strong impact of social and cultural factors is underlined both on cognitive and language development.
2. Cognitive decline may influence communication in older age.

- a. Characteristics of language spoken also influence language competence
- b. Sociocultural theory

## Reading Passage

Look at / skim the article / the text quickly. Compare your answers to Reading Task A with what the writer says.

### Text 1

#### Culture, Language, and Cognition

*Cognition* is a general term referring to thinking, reasoning, decision making, remembering, categorizing, and problem solving. Cultural factors and beliefs found in the interaction among Bronfenbrenner's ecological systems, the developmental niche, and the sociocultural orientation contribute in a variety of ways to cognitive development across the lifespan.

The theories of Piaget, Vygotsky, and others provide a useful framework for conceptualizing cognitive growth and development and its relationship to language and culture. The linguistic relativity hypothesis states that different languages provide us with different frameworks within which we understand and communicate our experiences.

Vygotsky's sociocultural theory emphasizes the strong influence of social and cultural factors on both cognitive and language development. He introduced the zone of proximal development, which refers to what a child is presently capable of doing and what she could potentially do if guided by adults or capable peers. Vygotsky argued that cognitive development is enhanced when instruction is focused on an individual's potential rather than on the level of actual development. According to Vygotsky, the development of egocentric speech, inner speech, and external speech are grounded in one's social and cultural orientation. Vygotsky also emphasized the need for guided instruction (scaffolding) in which adults provide assistance (scaffolds) for children as they attempt to solve difficult problems. Vygotsky's view of language acquisition and sociocultural influences is mirrored in the learning of a second language. Along with a strong developmental influence we have identified multiple ecological, social and psychological factors that account for the successful learning of a second, non-native language.

According to Piaget, children's thinking differs significantly from that of adults, which is acquired only after successfully passing through a series of discrete stages. These stages have been studied from a cross-cultural perspective, and research evidence suggests that some aspects may be universal (the sequence of stages) while others (the stage of formal operations) may not.

Cross-cultural investigations of human development have tended to focus primarily on children and adolescents and devote less attention to middle and late adulthood. At the same time, research in adult cognition has revealed that a fifth stage of cognitive development (post-formal thought) may emerge after formal operations. This new thinking allows an individual to move beyond abstract conceptualization and to integrate diverse reasoning abilities with pragmatic problem-solving strategies. The work of several researchers suggests that adult cognition is characterized by adaptive logic and dialectical thinking. The ability to synthesize new ideas and to realize that there are at least two sides to every point of view provides adults with more flexibility, effective problem-solving skills, and a broadening of thought.

Cognitive development in middle and late adulthood follows a different pattern than in childhood and adolescence. Cattell and Horn have suggested that a distinction be made between fluid and crystallized intelligence. Fluid intelligence is a person's ability to solve problems, think abstractly, and to apply new material in creative ways. Crystallized intelligence is learning that is based on experience. Early cross-cultural research indicates that as we get older, fluid intelligence declines, whereas crystallized intelligence increases. More recent research by Baltes and Schaie disputes this claim and suggests the need to consider cultural and contextual factors when attempting to explain individual differences in cognitive decline during late adulthood.

While some cognitive decline may influence communication in older age, other factors also influence language competence. Negative views of the elderly embedded in culture leading to perceived incompetence may be much more influential than actual loss of language competence. Moreover, changes in language competence in older age may be more or less relevant, depending on the characteristics of the language spoken.

Adapted from [http://www.ablongman.com/partners\\_in\\_psych/PDFs/Gardiner/gardiner\\_CH05.pdf](http://www.ablongman.com/partners_in_psych/PDFs/Gardiner/gardiner_CH05.pdf)

Therefore, cognitive growth and development should be involved in the language and culture relationship. As socio-culturally viewed in individuals' potential, a child has capability of doing things if guided by adults or peers. Besides, scaffolding can help children learn second language acquisition. It has been suggested that cognitive development be balanced between acquiring a second language and adapting socio-cultural situations. Even though in older age cognitive decline may happen, socio-cultural competence outweighs language competence, depending on changes toward language attitudes.

**A. Now scan the text more carefully and circle your answer.**

**Which of these statements are T for TRUE, F for FALSE, and NG for NOT GIVEN?**

1. A child has ability to develop cognition if assisted by others.  
T / F / NG
2. Baltes and Schaie would agree cultural and contextual factors when attempting to explain individual differences in cognitive decline during late adulthood.  
T / F / NG
3. Piaget stated that children are able to play games with adults.  
T / F / NG

**B. Decide which of the following headlines the best to the text below is.**

**Text 2**

Social behaviour is ordinarily treated as being under conscious (if not always thoughtful) control. However, considerable evidence now supports the view that social behaviour often operates in an implicit or unconscious fashion. The identifying feature of implicit cognition is that past experience influences judgment in a fashion not introspectively known by the actor. The present conclusion—that attitudes, self-esteem, and stereotypes have important implicit modes of operation—extends both the construct validity and predictive usefulness of these major theoretical constructs of social psychology. Methodologically, this review calls for increased use of indirect measures—which are imperative in studies of implicit cognition. The theorized ordinariness of implicit stereotyping is consistent with recent findings of discrimination by people who explicitly disavow prejudice. The finding that implicit cognitive effects are often reduced by focusing judges' attention on

their judgment task provides a basis for evaluating applications (such as affirmative action) aimed at reducing such unintended discrimination.

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[http://faculty.washington.edu/aqa/pdf/Greenwald\\_Banaji\\_PsychRe](http://faculty.washington.edu/aqa/pdf/Greenwald_Banaji_PsychRe)

1. Social behaviour
2. Implicit Social Cognition on attitudes, self-esteem, & stereotyping
3. Attitudes, Self-esteem, and Stereotyping

**C. Find words or phrases in the text 1 and 2 which mean ...**

1. Learning based on experiences.
2. Helping children learn second language acquisition.
3. Being treated ordinarily under conscious if controlled.

**D. After reading the text 1 and 2, answer the questions by inferring information that follow.**

1. Are people able to move beyond their thinking when they strategically think 'out of the box'?
2. If people will integrate their thinking and reasoning, how do they develop their social behaviour?
3. Why can children develop their capability when helped by adults or their peers?

### Language Use

**A. Complete these sentences passive verbs in the brackets.**

e.g. Children normally learn a language from their mother. The language ..... (be, influence) by adults and peers. Cognitive growth and development should ..... (be, hold) and .....(relate) to the relationship of language and culture.

**B. Work in pairs. Ask and answer questions about the subjects below.**

e.g.

- do English assignments for cognitive development
- be late for an important technical meeting

A: Should you finish doing assignments?

B: I think I should.

B: Where will it be done?

B: in this classroom

## Speak Up!

- A. A classmate and two students are discussing ways of improving the interview quality in a class, including methods from questioning a classmate to individuals' expository analyses in a group discussion. Listen and note down their suggestions.
- B. Work in pairs. You interview students who are not able to socialize themselves to others. Discuss how to deal with the problems below. Use expression from the Useful Language box to help you.
1. A classmate has a personal problem with self-confidence.
  2. A classmate feels talkative and tends to dominate others' speaking.

### Useful Language

#### *Making Questions*

To what extent do you get on with others?

What makes you unfamiliar with others' idea?

#### *Responding*

I am not be able to go with others' suggestion.

Excellent question. I am afraid I can't compete others' idea with mine.

## Writing

- A. Use the conversation between a classmate and two students in the interview Speak Up! part A above to fill out the interview notes below.

|                                                      |  |
|------------------------------------------------------|--|
| Name                                                 |  |
| What makes you unfamiliar with others?               |  |
| Why does unfamiliarity happen to social environment? |  |
| Additional notes                                     |  |

- B. After reading a text in this unit, identify the generic structure and specific features to determine a type of genre. Work on Text Analysis Activity (task D).**
- C. Summarise the text by rewriting it. Use your own words and expressions to state opinions and quote evidence, such as facts, people's opinions, and statistical data to support your summary.**

**D. Text Analysis Activity**

| Culture, Language, and Cognition                                                                                                                                                                                                                                                                                                                |                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Generic structure of Hortatory Exposition                                                                                                                                                                                                                                                                                                       | Please identify generic structure and language feature of the text and                         |
| 1. Thesis<br>2. Argument(s)<br>3. Recommendation<br><br>Language Feature:<br>1. Present Simple<br>2. Modals (must, should, would, may)<br>3. Relating verbs (to be: am, is, are)<br>4. Self-perspectives using opinions (believe, think)<br>5. Using conjunctions (addition, contradiction, causal-effect relationship)<br>6. Adverbs of Manner | If this blank space is not enough for your answer, please use separate a blank piece of paper. |



# The Psychology of Politicians

## OVERVIEW

- Word Usage  
Psychology in Politics
- Reading: The Psychology of Politicians
- Language Work:  
Inviting, Advising
- Skills:  
Participating in discussions
- Applied Writing:  
rewriting original sentences



<http://digest.bps.org.uk/2015/04/the-psychology-of-voting-digested.html>

## Getting Ready

### A. Discuss these questions.

1. Do you vote in a general election? Why or why not?
2. Do you have a favourite plan to vote the best member of parliaments? What do you want to do when your member of parliaments voted the most?
3. Which of the following would you prefer to do?
  - a. I vote a money-oriented politician because I will have a sum of money.
  - b. I will vote a politician, regardless his/her name and party.
  - c. I will not vote any politicians because they are not easily trusted.

**B. Which of the following statements do you agree with? Which do you disagree with? Why?**

1. Having a politician voted, they at least have the minimum degree of academic level, e.g. Master degree certified by international education institutions or Magister by Indonesia tertiary education.
2. A politician must be psychologically stable and mindfully intelligent.

**Word Power**

**A. Match the words (1-2) with the definitions (A-B).**

- |                                                      |                                                       |
|------------------------------------------------------|-------------------------------------------------------|
| 1. Interactional conversations<br>in different forms | A. rewriting original sentences                       |
| 2. Summary writing                                   | B. A discussion needs at least two people's opinions. |

**B. Complete the sentences below with words and phrases from the box.**

1. A basic element underlies all good psychological perspectives.
2. A degree of cognitive involvement is highly recommended in communicative social activities.

- |                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>a. A cognitively demanding: social closeness and expertise</li><li>b. Patience, social integration</li></ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------|

**Reading Passage**

**Look at / skim the article / the text quickly. Compare your answers to Reading Task A with what the writer says.**

### **An Introduction to Political Psychology for International Relations Scholars**

Political psychology is neither just psychology nor just political science; instead, it is “at the most general level an application of what is known about human psychology to the study of politics”. Hence, it brings together political scientists, psychologists, sociologists, psychiatrists, and communication researchers. What binds them together is their interest in explaining political phenomena at the individual level of analysis and with an emphasis on the process. Political psychology originated in the study of leadership and mass political behaviour, and was later broadened to the study of intergroup relations, decision making, mass communication effects, political movements, and political mobilisation.

On the international relations front, studies on foreign policy analysis and decision making, international conflict, and conflict resolution greatly benefitted from a psychological perspective in explaining their respective political phenomenon. Dating back to the study of personality and leadership in the 1930s, political psychology established itself as a self-conscious discipline during the behaviourist revolution of the 1960s, lived through the cognitive revolution of the 1980s, and has recently witnessed the emergence of emotions and affect as major explanatory variables of political attitudes, decisions, and behaviour. Recently, new technologies in neuroimaging, new data made available by genetics research, and the recent studies on the physiology of human behaviour are likely to bring an epidemiological perspective into political psychology.

Regardless of intellectual trends, political psychology has always had some distinct characteristics that have set it apart from other sub-disciplines in political science. These same characteristics also make it a desirable supplier of theory and methods to studies of international relations. First of all, political psychology searches for explanations, descriptions, and predictions at the individual level of analysis. The bias favouring individual-level explanations over higher level explanations of political phenomena makes political psychology particularly useful for studying subjects in international relations that revolve around an individual or her interactions with a group. Studies on political leaders and their foreign policy decisions, foreign policy decision-making dynamics, and conflict resolution all require an in-depth understanding of how the involved individuals’ attitudes are formed, and how they make decisions and act on those decisions.

The focus on the individual, in turn, affects the research questions asked, the methods used, and the type of inference sought by researchers, which leads to another defining characteristic of political psychology: its preoccupation with the explanation of the processes behind political attitudes, decisions, and behaviour. Unlike the behaviourists, current political psychologists want to understand the black-box of the human mind, what goes on in between the stimulus and the response. In order to do that they first incorporate contextual variables into their studies, which in turn gives more explanatory power to their studies. Individual histories and the political conditions at the time can play a significant role in how the processes of the mind work to give the output of a given response. This perspective is in contrast to the dominant theories of realism or structural realism that consider power and its distribution the prime explanatory variables and regard individuals as redundant in the outcome of international events. Although realists adopt a rational choice perspective, their analyses are not at the level of the individual. It is, however, the individual acting alone or in a group who makes foreign policy decisions. Hence, the dominant theories' predictive power comes at the expense of the richness of process-oriented explanations of international events. The latter is best provided by political psychology. In fact, its strength in process explanation has made the research attractive to many political psychologists with substantive interest in topics such as terrorism, conflict resolution, crisis management, ethnic conflict, racism, stereotyping, social movements, and mass media.

Another defining characteristic of political psychology is the multidisciplinary and multi-method nature of the inquiry. Political psychologists working on topics relevant to international relations have adopted theories from psychopathology, and social and cognitive psychology. In fact, there are as many political psychologies as there are subfields in political science, each with its own dominant method of inquiry. This theoretical and methodological pluralism strengthens the external validity of the findings, indicating that these findings are not the artefacts of laboratory settings or specific historical occurrences. Moreover, it may help political scientists construct the much needed home-grown theories through discovering cognitive, emotional, attitudinal, and behavioural patterns in politics.

In brief, the individual level of analysis, the focus on process-oriented explanations and its multi-disciplinary and multi-method approach define political psychology. Before delving deeper into the added value of these qualities and of the perspective in general for international relations research, the article reviews developments in the field and the research methods used to better introduce the international relations scholar to the field, and to help researchers see the potential applications in their area of study.

Political psychology is a promising field for international relations scholars interested in Turkey and beyond. It should become even more relevant and popular as the roles the individual and the group play in international change become more important and visible in the world of Indonesian politics.

*Adapted from [http://sam.gov.tr/wp-content/uploads/2012/09/elif\\_erisen.pdf](http://sam.gov.tr/wp-content/uploads/2012/09/elif_erisen.pdf)*

**A. Now scan the text more carefully and circle your answer.**

**Which of these statements are T for TRUE, F for FALSE, and NG for NOT GIVEN?**

1. A promising field of psychology only for international relations shows the politics of psychology.  
T / F / NG
2. The multidisciplinary and multi-method nature of the inquiry is one characteristic of political psychology.  
T / F / NG
3. A politician must be intelligent. T / F / NG

**B. Decide which of the following headlines the best to the text below is.**

## Text 2

As an increasingly popular interdisciplinary and multi-method approach to studying individual-level political phenomena, political psychology has made important strides in explaining the processes behind political attitudes and behaviour, decision making, and the interaction between the individual and the group. Hence, it is in a unique position to improve the explanatory power of international relations research that deals with the individual, such as in the study of leadership, foreign policy decision making, foreign policy analysis, and public opinion. After discussing the defining characteristics of political psychology, the research trends in the field, and its research methods, the article reviews the existing and potential contributions of political psychology to the study of international relations. Next, the article points to new areas for research in international relations that would particularly benefit from the theories and the methods already in use in political psychology.

*Taken from [http://sam.gov.tr/wp-content/uploads/2012/09/elif\\_erisen.pdf](http://sam.gov.tr/wp-content/uploads/2012/09/elif_erisen.pdf)*

1. The Psychology of Politics
2. Political Psychology for the Development of Relations
3. The Political Psychology

### C. Find words or phrases in the text 1 and 2 which mean ...

1. Leadership and mass political behaviour
2. Substantive interests of political psychology
3. Political attitudes and behaviour

### D. After reading the text 1 and 2, answer the questions by inferring information that follow.

1. What does a politician do when they are in front of the public?
2. How speaking is supposed to be fluent?
3. Why does communication can elicit politicians to engage social relations?

## Language Use

- A. Complete these sentences with either the present simple or the present continuous form of the verbs in the brackets.**  
e.g. We normally ..... (vote) our ideas in political conference in Jakarta, but this year we are ..... (vote) it in Surabaya.
- B. Work in pairs. Ask and answer questions about the subjects below.**  
e.g.
- attend a conference of political psychology
  - be late for an important technical meeting
- A: Have you ever attended a conference?      B: Yes, I have.
- A: Where was it?      B: in Psyche, UIN MALIKI
- A: Did you present your paper?      B: Yes, I did.

## Speak Up!

- A. A teacher and two students are discussing ways of improving the observatory questions in a class, including methods from questioning all groups to speaking individuals in a group discussion. Listen and note down their suggestions.**
- B. Work in pairs. You teach students who are not able to speak English at all. Discuss how to deal with the problems below. Use expression from the Useful Language box to help you.**
1. Psychology students will invite a keynote speaker in a conference of political psychology, but the speaker suddenly delays attending the conference due to flight delayed timetable at an airport.
  2. Students will stay abstain in a general election at a university.



### Useful Language

#### *Making invitation*

We will invite you to come for a public speech

How about if you could attend the meeting?  
why not?

You'd better provide a good advice in speech.

#### *Responding*

Ok, I think I will

Excellent idea,

I'd like to.

### Writing

- A. Use the conversation between a teacher and two students in the observatory questions improvement **Speak Up!** part A above to fill out the interview notes below.

|                                               |                 |
|-----------------------------------------------|-----------------|
| Name                                          |                 |
| How do you lead people when you are a leader? |                 |
| Qualified?                                    | e. Yes<br>f. No |
| Additional notes                              |                 |

- B. After reading a text in this unit, identify the generic structure and specific features to determine a type of genre. Work on Text Analysis Activity (task D).
- C. Summarise the text by rewriting it. Use your own words and expressions to state opinions and quote evidence, such as facts, people's opinions, and statistical data to support your summary.

## D. Text Analysis Activity

| <b>An Introduction to Political Psychology for International Relations Scholars</b>                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Generic structure of Hortatory Exposition</p> <ol style="list-style-type: none"><li>1. thesis</li><li>2. argument(s)</li><li>3. recommendation</li></ol>                                                                                                                                                                                                          | <p>Please identify generic structure and language feature of the text and write them below. If this blank space is not enough for your answer, please use separate a blank piece of paper.</p> |
| <p>Language Feature:</p> <ol style="list-style-type: none"><li>1. Present Simple</li><li>2. Modals (must, should, would, may)</li><li>3. Relating verbs (to be: am, is, are)</li><li>4. Self-perspectives using opinions (believe, think)</li><li>5. Using conjunctions (addition, contradiction, causal-effect relationship)</li><li>6. Adverbs of Manner</li></ol> |                                                                                                                                                                                                |



# Conceptual Issues of Neuropsychology

## OVERVIEW

- Word Usage  
Neuropsychology
- Reading:  
Conceptual  
Issues  
Neuropsychology
- Language Work:  
Compare and  
Contrast
- Skills:  
Participating in  
discussions
- Applied Writing:  
rewriting original  
sentences



<http://cjsmblog.com/2012/05/>

## Getting Ready

### A. Discuss these questions.

1. Do you brain games? Do you think they are same as playing games in your computer or gadget? Why or why not?
2. Do you play games in your free times? What kind of games do you play?
3. Which of the following would you prefer to do?
  - A. Playing games requires a technological literate.
  - B. Playing games stimulates our brain to develop its cognitive capacity.

- C. Teach yourself brain games to develop your game strategies.
- B. Which of the following statements do you agree with? Which do you disagree with? Why?**
1. Playing games can reduce brain volume.
  2. Learning a new language can increase the speed rate of brain switching into different languages when we speak with others.

### Word Power

- A. Match the words (1-2) with the definitions (A-B).**
1. Interactional conversationsA. rewriting original sentences in different forms
  2. Summary writingB. A discussion needs at least two people's opinions.
- B. Complete the sentences below with words and phrases from the box.**
1. A basic element underlies all good language instruction.
  2. A degree of cognitive involvement is reduced in communicative activities.
- a. A cognitively undemanding: telephone conversations
  - b. Accommodation of students' needs at different levels of ability

### Reading Passage

**Look at / skim the article / the text quickly. Compare your answers to Reading Task A with what the writer says.**

## Text 1

### CONCEPTUAL ISSUES OF NEUROPSYCHOLOGY

Neuropsychology suffers philosophical and conceptual difficulties no less than other areas of psychology, and perhaps more than many. There are two problems in particular of which every student of the subject should be aware.

The first of these springs from the nature of the methods that must be used in neuropsychological investigation. Descriptions of brain organization can only be relatively distant inferences from the human performance that is actually observed. The real states of the brain are not observed. Behavioural measures are taken, and by a line of reasoning that is based on background information about either the general arrangement of the brain (in the case of experimental neuropsychology) or about the gross changes in the brain of a particular type of patient (in the case of clinical neuropsychology), conclusions are drawn about what the correlation must be between brain states and behaviour. The one exception to this general rule is in electrophysiological studies and studies of cerebral blood flow and metabolism through advanced scanning techniques, where actual brain states can be observed, albeit rather crudely, in “real time” alongside the human performance being measured. This makes these studies of special importance in neuropsychology. However, in general, neuropsychological study proceeds only by inference. It is important to remember this in assessing the validity of many of the findings claimed by neuropsychologists, and also to be particularly vigilant that the reasoning used in drawing inferences is soundly based and the data not open to alternative explanations.

The second problem is even more fundamental, and is that usually referred to as the *mind-body problem*. It is a subject far too complex to receive satisfactory treatment here, but in brief it is concerned with the philosophical difficulties that arise when we talk about mental events or “mind,” and physiological events or “body,” and try to relate the two.

We first have to decide whether mind and body are, or are not, fundamentally different kinds of things. If they are, then there are problems in giving explanations that correlate the two. If they are not, then we have to be careful not to be misled by our everyday language and concepts, which tend to treat mind and body as if they *were* different kinds of things. The debate has gone on for some centuries, and is far from being resolved, but there is a general position accepted by most if not all neuropsychologists.

fundamentally different (hence it is “monist” rather than “dualist”) and proposes that all mental states are states of the brain. Mental events therefore exist but are not separate entities. However, mental states cannot be reduced to a set of physical states because the brain is not a physical machine but a biosystem, and so possesses properties peculiar to living things. The brain is seen as not simply a complex composition of cells, but as having a structure and an environment. The result is that there are “emergent” properties that include being able to think and feel and perceive. These properties are emergent just as the sweetness of an apple is an emergent property. There is nothing in the chemistry or physical structure of the apple that possesses sweetness. It is the whole object, in interaction with the eater, that produces the quality of sweetness. Mind is therefore seen as a collection of emergent bioactivities, and this has implications for both theories and methods in neuropsychology. It means that it is sometimes quite proper and sensible to reduce explanations to lower levels of description, purely in terms of the physiology or the biochemistry involved. However, it also means that integration among these lower processes and their description in terms of higher level concepts (concerning the emergent properties) are both feasible and valuable.

The student first taking an interest in neuropsychology should not be overly concerned about these philosophical issues; much, if not most, of neuropsychological work is conducted while ignoring them altogether. However, some position is always implied in any investigation or theoretical model, and it is wise not to lose sight of the implications of holding a particular position for a satisfactory understanding of how the brain works.

Taken from <http://haaya.org/uploads/neuropsychology.pdf>

**A. Now scan the text more carefully and circle your answer.**

**Which of these statements are T for TRUE, F for FALSE, and NG for NOT GIVEN?**

- |                                           |            |
|-------------------------------------------|------------|
| 1. Students understand what speakers say. | T / F / NG |
| 2. Students usually overuse verbal words. | T / F / NG |
| 3. Students actually prefer to speak.     | T / F / NG |

**B. Decide which of the following headlines the best to the text below is.**

**Text 2**

The study of aphasia is currently a fruitful area of interchange between academic psychologists and clinical neuropsychologists, resulting in a better understanding of both normal and abnormal language processes. There are problems in classifying the aphasias,

but there is now a widely accepted scheme, based upon the Boston classification, that divides aphasias into six types. Each of these forms of aphasia may be associated with a particular region of the cortex, although this correspondence is not as clear as is sometimes supposed. The cortical areas serving language are lateralized, being in the left hemisphere of almost all right handers and the majority of left handers, although left handers typically have a more bilateral representation. Disorders of reading and writing are naturally associated with major disorders of comprehension and expression of speech. There are a variety of forms of therapy currently practiced with aphasics, most of which appear effective, although there are few comparative and controlled studies of treatment.

*Taken from <http://haaya.org/uploads/neuropsychology.pdf>*

1. The Study of Aphasia
2. The Rehabilitation of Aphasics
3. Neuropsychological Treatment

**C. Find words or phrases in the text 1 and 2 which mean ...**

1. Basic syntactical patterns
2. Misunderstood a series of spoken expressions in words of ideas, thoughts, and feelings
3. Knowledge that keeps in mind

**D. After reading the text 1 and 2, answer the questions by inferring information that follow.**

1. What does a student do when misunderstand expressions in listening?
2. How speaking is supposed to be fluent?

3. Why does communication can elicit students to learn more than the other learning strategies?

### Language Use

- A. Complete these sentences with either the present simple or the present perfect form of the verbs in the brackets.**

e.g. he usually ..... (go) for work in Surabaya, but he ..... (hold) it recently as a new manager in Malang.

- B. Work in pairs. Ask and answer questions about the subjects below.**

e.g.

- attend a conference
- be late for an important technical meeting

A: Have you ever attended a conference?

B: Yes, I have.

B: Where was it?

B: in Language

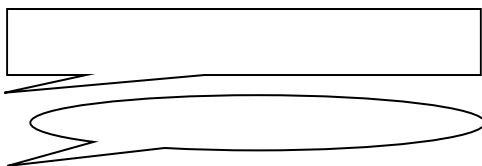
Centre, UIN MALIKI

### Speak Up!

- A. A teacher and two students are discussing ways of improving the compare-contrast quality in a class, including methods from comparing all students' learning English to contrasting individuals in a group discussion. Listen and note down their suggestions.**

- B. Work in pairs. You teach students who are not able to speak English at all. Discuss how to deal with the problems below. Use expression from the Useful Language box to help you.**

1. Learners behave differently, so teaching must differ students' behaviour.
2. Students remain silent at most during a lecture, but psychologically stay laugh out loud when meeting their companions.



### Useful Language

#### *Making comparison*

They are like what their father do.

On one hand they love each other.

#### *Contrasting*

However, they are younger than their father.

On the other hand, they hate each other due to individuality.

### Writing

- A. Use the conversation between a teacher and two students in the compare-contrast quality improvement **Speak Up!** part A above to fill out the interview notes below.

| Compare | Contrast |
|---------|----------|
|         |          |
|         |          |
|         |          |

- B. After reading a text in this unit, identify the generic structure and specific features to determine a type of genre. Work on Text Analysis Activity (task D).
- C. Summarise the text by rewriting it. Use your own words and expressions to state opinions and quote evidence, such as facts, people's opinions, and statistical data to support your summary.

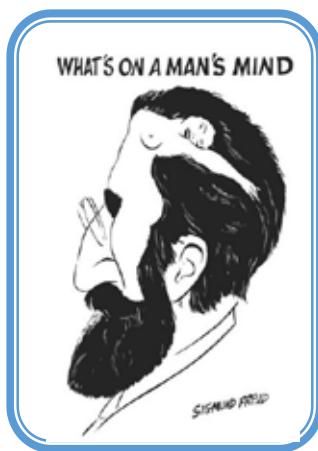
## D. Text Analysis Activity

| CONCEPTUAL ISSUES OF NEUROPSYCHOLOGY                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Generic structure of Explanatory Text</p> <ol style="list-style-type: none"> <li>1. General Statement</li> <li>2. Sequenced of Explanation</li> <li>3. Conclusion</li> </ol>                                                                                                                                                                                                                       | <p>Please identify generic structure and language feature of the text and write them below. If this blank space is not enough for your answer, please use separate a blank piece of paper.</p> |
| <p>Language Features</p> <ol style="list-style-type: none"> <li>1. Using Nouns &amp; Noun Phrases</li> <li>2. Present Simple tense</li> <li>3. Using abstract nouns (e.g. <i>process</i>)</li> <li>4. Using Passive Voice</li> <li>5. Using Action Verbs</li> <li>6. Using Conjunctions on cause-effect relationship</li> <li>7. Using complex sentences</li> <li>8. Using technical terms</li> </ol> | <p>Please identify generic structure and language feature of the text and write them below. If this blank space is not enough for your answer, please use separate a blank piece of paper.</p> |

# What is Mind Design?

## OVERVIEW

- Word Usage  
Mind Design
- Reading: What is mind design?
- Language Work:  
Modals: ability, requests and offers
- Skills:  
Participating in discussions
- Applied Writing:  
rewriting original sentences



Mind Design

Image source: crazy-jokes.com

## Getting Ready

### A. Discuss these questions.

1. Do you think of something before doing it?
2. Do you have a doing scheme to do? How is the scheme done to do?
3. Which of the following would you prefer to do?
  - A. Thinking shows who you are.
  - B. The way we think shapes our achievement to be gained.
  - C. Someone who do not use a high order of thinking skills will probably enhance processes of problem solution.

**B. Which of the following statements do you agree with? Which do you disagree with? Why?**

1. Thinking critically can help us solve problems.
2. People who do not use critical thinking skills may slow down their thinking processes to solve problems.

### Word Power

**A. Match the words (1-2) with the definitions (A-B).**

1. Interactional conversationsA. rewriting original sentences in different forms
2. Summary writingB. A discussion needs at least two people's opinions.

**B. Complete the sentences below with words and phrases from the box.**

1. A basic element underlies all good language instruction.
2. A degree of cognitive involvement is reduced in communicative activities.

- a. A cognitively undemanding; telephone conversations
- b. Accommodation of students' needs at different levels of ability

### Reading Passage

**Look at / skim the article / the text quickly. Compare your answers to Reading Task A with what the writer says.**

**Text 1**

#### What Is Mind Design?

MIND DESIGN is the endeavour to understand mind (thinking, intellect) in terms of its design (how it is built, how it works). It amounts, therefore, to a kind of cognitive psychology. But it is oriented more toward structure and mechanism than toward correlation or law, more toward the "how"

correlation or law, more toward the "how" than the "what", than is traditional empirical psychology. An "experiment" in mind design is more often an effort to build something and make it work, than to observe or analyse what already exists. Thus, the field of artificial intelligence (AI), the attempt to construct intelligent artefacts, systems with minds of their own, lies at the heart of mind design. Of course, natural intelligence, specially human intelligence, remains the final object of investigation, the phenomenon eventually to be understood. What is distinctive is not the goal but rather the means to it. Mind design is psychology by reverse engineering.

Though the idea of intelligent artefacts is as old as Greek mythology, and a familiar staple of fantasy fiction, it has been taken seriously as science for scarcely two generations. And the reason is not far to seek: pending several conceptual and technical breakthroughs, no one had a clue how to proceed. Even as the pioneers were striking boldly into the unknown, much of what they were really up to remained unclear, both to themselves and to others; and some still does. Accordingly, mind design has always been an area of philosophical interest, an area in which the conceptual foundations—the very questions to ask, and what would count as an answer—have remained unusually fluid and controversial.

[http://www.epmg.kz/upload/content/File/MIT%20Press%20-%20Mind%20Design%20I%20\(1997\).pdf](http://www.epmg.kz/upload/content/File/MIT%20Press%20-%20Mind%20Design%20I%20(1997).pdf)

Identifying variables that predict which types of patients are most likely to benefit from psychotherapy has been the focus of numerous reviews (Bergin & Garfield, 1994; Luborsky, Christoph, Mintz, & Auerbach, 1988). Variables such as amount of motivation for treatment, positive attitudes toward self and therapist, and level of intelligence have been associated with differential outcome. One pretreatment variable that does not appear to have been systematically studied is the construct of psychological mindedness (PM), and this is especially true in adolescent psychotherapy research.

The primary aim of this study was to empirically examine the relation of PM to treatment outcome within an adolescent population. Conceptual definitions of PM have included variant, but related descriptions. Some definitions relate solely to the self, "a person's ability to see relationships

among thoughts, feelings, and actions with the goal of learning the meanings and causes of his experiences and behaviours" (Applebaum, 1973, p. 36). Conte (1996) extended the concept beyond self-focus, as involving ". . . both self-understanding and an interest in the motivation and behaviour of others" (p.251). Finally, Hall's (1992) definition introduces the multidimensional nature of PM. She defined it as "reflectivity about psychological processes, relationships and meanings [that] is displayed by . . . both interest in and ability for such reflectivity across affective and intellectual dimensions" (pp. 139-140). Collectively, these definitions suggest that PM is related to ability, personality, motivation, and interest. For the purpose of this study, PM was viewed as the interest in and motivation to achieve psychological understanding of the self. A person was considered to be psychologically minded if she or he was able to access feelings, was open to new ideas, was willing to try and understand oneself and others, and had an interest in the meaning and motivation of his or her own and other's behaviour.

<http://d-scholarship.pitt.edu/6812/1/MMBoylanETD.pdf>

**A. Now scan the text more carefully and circle your answer.**

**Which of these statements are T for TRUE, F for FALSE, and NG for NOT GIVEN?**

- |                                           |            |
|-------------------------------------------|------------|
| 1. Students understand what speakers say. | T / F / NG |
| 2. Students usually overuse verbal words. | T / F / NG |
| 3. Students actually prefer to speak.     | T / F / NG |

**B. Decide which of the following headlines the best to the text below is.**

**Text 2**

Patients who are high in psychological mindedness would appear to be introspective and, one might speculate, more likely to benefit from the process of psychotherapy. Interest in this concept grew out of the author's experience of conducting psychotherapy with adolescents in an outpatient clinic focusing on depression, suicidal ideation, and suicidal behaviour. Certain adolescents appeared to be qualitatively different from others. For example, they seemed to be

more introspective, had a desire for self-understanding, and overall engaged more in the treatment process. On an anecdotal basis, these adolescents seemed to fare better in treatment than their counterparts. The aim of this study was to explore the differences between the two groups. In the less introspective group, the therapist might focus on the consequences of self-destructive behaviour, emphasize skill development, or more quickly suggest consideration of a medication trial to help ameliorate an unpleasant affective state rather than attempting to work the problem through using talk therapy. The study's intent was to explore on an empirical basis the relation of PM to treatment outcome in an effort to aid therapists in determining who is most likely to benefit from psychotherapy as well as provide direction on the approach to treatment.

<http://d-scholarship.pitt.edu/6812/1/MMBoylanETD.pdf>

1. Psychological Mindedness
2. Study of Mindedness
3. Meaningful Psychotherapy

**C. Find words or phrases in the text 1 and 2 which mean ...**

1. Basic syntactical patterns
2. Misunderstood a series of spoken expressions in words of ideas, thoughts, and feelings
3. Knowledge that keeps in mind

**D. After reading the text 1 and 2, answer the questions by inferring information that follow.**

1. What does a student do when misunderstand expressions in listening?
2. How speaking is supposed to be fluent?
3. Why does communication can elicit students to learn more than the other learning strategies?

## Language Use

- A. Complete these sentences with either the present simple or the present continuous form of the verbs in the brackets.**

e.g. We normally ..... (hold) our ideas in teaching conference in Jakarta, but this year we are ..... (hold) it in Malang.

- B. Work in pairs. Ask and answer questions about the subjects below.**

e.g.

- attend a conference
- be late for an important technical meeting

A: Have you ever attended a conference?

B: Yes, I have.

B: Where was it?  
UIN MALIKI

B: in FOLITER,

## Speak Up!

- A. A teacher and two students are discussing ways of improving the teaching quality in a class, including methods from lecturing all students to teaching individuals in a group discussion. Listen and note down their suggestions.**

- B. Work in pairs. You teach students who are not able to speak English at all. Discuss how to deal with the problems below. Use expression from the Useful Language box to help you.**

1. Teachers speak their local language more than English when teaching students.
2. Students remain silent at most during the teacher is lecturing.



### Useful Language

#### *Making suggestions*

We could offer teachers an alternative way of teaching

Why don't we propose any question prompts to students?

#### *Agreeing*

Yes, that's right

Excellent idea

## Writing

- A. Use the conversation between a teacher and two students in the teaching quality improvement Speak Up! part A above to fill out the interview notes below.

|                            |                 |
|----------------------------|-----------------|
| Name                       |                 |
| How many years' experience |                 |
| Qualified?                 | g. Yes<br>h. No |
| Additional notes           |                 |

- B. After reading a text in this unit, identify the generic structure and specific features to determine a type of genre. Work on Text Analysis Activity (task D).
- C. Summarise the text by rewriting it. Use your own words and expressions to state opinions and quote evidence, such as facts, people's opinions, and statistical data to support your summary.

## D. Text Analysis Activity

| What Is Mind Design?                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Generic structure of Explanatory Text</p> <ol style="list-style-type: none"><li>1. General Statement</li><li>2. Sequenced of Explanation</li><li>3. Conclusion</li></ol>                                                                                                                                                                                                                  | <p>Please identify generic structure and language feature of the text and write them below. If this blank space is not enough for your answer, please use separate a blank piece of paper.</p> |
| <p>Language Features</p> <ol style="list-style-type: none"><li>1) Using Nouns &amp; Noun Phrases</li><li>2) Present Simple tense</li><li>3) Using abstract nouns (e.g. <i>process</i>)</li><li>4) Using Passive Voice</li><li>5) Using Action Verbs</li><li>6) Using Conjunctions on cause-effect relationship</li><li>7) Using complex sentences</li><li>8) Using technical terms</li></ol> |                                                                                                                                                                                                |

# Paranormal Psychology

## OVERVIEW

- Word Usage  
Paranormal  
Psychology
- Reading:  
Psychology: The  
Truth about  
Paranormal
- Language Work:  
Modals: ability,  
requests and  
offers
- Skills:  
Participating in  
discussions
- Applied Writing:  
rewriting original  
sentences



<http://www.bbc.com/future/story/20141030-the-truth-about-the-paranormal>

## Getting Ready

### A. Discuss these questions.

1. Do you believe in paranormal? Why or why not?
2. Do you have any experiences related to paranormal?
3. Which of the following would you prefer to experience?
  - A. Meeting a ghost in your house
  - B. Having supernatural power
  - C. Having the power to see the future

**B. Which of the following statements do you agree with? Which do you disagree with? Why?**

1. Paranormal is closely related to psychology since we have many researches related to the phenomenon.
2. Paranormal is beyond psychology since its phenomenon are only experienced by few people.

### Word Power

**A. Match the words (1-2) with the definitions (A-B).**

- |                     |                                                          |
|---------------------|----------------------------------------------------------|
| 1. Supernatural     | A. A way to understand events                            |
| 2. Anthropomorphism | B. Phenomena that cannot be explained using natural law. |

**C. Complete the sentences below with words and phrases from the box.**

1. A basic element underlies all good language instruction.
2. A degree of cognitive involvement is reduced in communicative activities.

|                                                                    |
|--------------------------------------------------------------------|
| a. A cognitively undemanding; telephone conversations              |
| b. Accommodation of students' needs at different levels of ability |

### Reading Passage

**Look at the article text quickly. Compare your answers to Reading Task A with what the writer says.**

**Text 1**

#### Psychology: The Truth about Paranormal

Soon after World War II, Winston Churchill was visiting the White House when he is said to have had an uncanny experience. Having had a long bath with a Scotch and cigar, he reportedly walked into the adjoining bedroom – only to be met by the ghost of Abraham Lincoln. Unflappable,

even while completely naked, Churchill apparently announced: “Good evening, Mr President. You seem to have me at a disadvantage.” The spirit smiled and vanished.

His supposed contact with the supernatural puts Churchill in illustrious company. Arthur Conan Doyle spoke to ghosts through mediums, while Alan Turing believed in telepathy. Three men who were all known for their razor-sharp thinking, yet couldn’t stop themselves from believing in the impossible. According to recent surveys, as many as three quarters of Americans believe in the paranormal, in some form, while nearly one in five claim to have actually seen a ghost.

Intrigued by these persistent beliefs, psychologists have started to look at why some of us can’t shake off old superstitions and folk-lore. Their findings may suggest some hidden virtues to believing in the paranormal. At the very least, it should cause you to question whether you hold more insidious beliefs about the world.

Some paranormal experiences are easily explainable, based on faulty activity in the brain. Reports of poltergeists invisibly moving objects seem to be consistent with damage to certain regions of the right hemisphere that are responsible for visual processing; certain forms of epilepsy, meanwhile, can cause the spooky feeling that a presence is stalking you close by – perhaps underlying accounts of faceless “shadow people” lurking in the surroundings. Out-of-body experiences, meanwhile, are now accepted neurological phenomena, while certain visual illusions could confound the healthy brain and create mythical beings.

Psychologists studying religion have long suspected that a belief in the paranormal can be a kind of shield from the even harsher truths of the world. The idea is that when something unexpected happens – a death, natural disaster, or job loss – the brain scrambles around for answers, looking for meaning in the chaos. “It’s such an aversive state that if it can’t gain control objectively, we will get it by perceiving more structures around us, even if they don’t exist,” says Jennifer Whitson at the University of Texas, who studies pattern perception, and judgment

and decision making. Even simply asking people to remember a time when they felt out of control, can make people see illusory forces at work, she has found. That included seeing patterns in the random movements of the stock market, for example, but it could also manifest itself by linking two unconnected events, such as the belief that “knocking on wood” for good luck would improve your chances in a job interview.

Anthropomorphism is another common way that we try to understand events, says Adam Waytz at Northwestern University in Illinois. So we might think that a spirit lies behind a storm or that a demon is causing us to get ill – rather than acknowledging that we have no control over the matter; and if a branch is tapping on your window, you might be more inclined to imagine that it is a ghost sending you a message. “We create beliefs in ghosts, because we don’t like believing that the universe is random,” says Waytz. Again, this seems to be more common when we feel less control over our lives.

Adopted from David Robson <http://www.bbc.com/future/story/20141030-the-truth-about-the-paranormal> 31 October 2014

**A. Now scan the text more carefully and circle your answer.**

**Which of these statements are T for TRUE, F for FALSE, and NG for NOT GIVEN?**

1. Churchill accidentally met the ghost of Abraham Lincoln.  
T / F / NG
2. Poltergeists do not believe in ghost.  
T / F / NG
3. Adam Waytz believes that people tend to create the image of ghost in their mind.  
T / F / NG

**B. Decide which of the following headlines the best to the text below is.**

**Text 2**

Whitson’s research shows how easy it is for us all to imagine strange happenings when we feel unsettled. Her latest experiment found that even priming someone with a feeling of hope – normally considered a positive emotion – can still increase people’s belief in the

supernatural, or conspiracy theories. The reason, she says, is that hope is still full of uncertainty; it makes you question the future, compared to a feeling like anger where you might be surer of your righteousness.

Adapted from <http://www.bbc.com/future/story/20141030-the-truth-about-the-paranormal>  
<http://www.bbc.com/future/story/20141030-the-truth-about-the-paranormal>  
<http://www.bbc.com/future/story/20141030-the-truth-about-the-paranormal>

1. The power of belief
2. Research on ghost
3. Anger management

**C. Find words or phrases in the text 1 and 2 which mean ...**

1. A supposed supernatural spirit that reveals its presence by creating disturbances.
2. The branch of medicine that deals with the structure and function of the nervous system and the treatment of the diseases and disorders that affect it.
3. A secret plan or agreement between two or more people to commit an illegal or subversive act.

**D. After reading the text 1 and 2, answer the questions by inferring information that follow.**

1. How people should behave when they meet ghost?
2. How can we manage our fear?
3. Do psychologists believe in paranormal?

**Language Use**

- A. Temporal Conjunctions (time – when)** as, after, as soon as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then (this can be overused), until, when, whenever, while
- B. Causal Conjunctions (reason – why)** although, as a result, because, by, consequently, despite, due to, for that reason, in case,

in order, in this way, otherwise, since, so, so as to, so that, therefore, though, thus, to that end, unless, until, yet

**C. Complete these sentences with the correct temporal conjunction in the box.**

1. \_\_\_\_\_ my mother was cleaning the floor, my brother was playing with his toys.
2. \_\_\_\_\_ I see Ted, he complains about something.
3. I have been interested in science \_\_\_\_\_ my childhood.
4. He came home \_\_\_\_\_ before me.
5. \_\_\_\_\_ the time the firefighters arrived, the building had already burnt down.
6. I was asleep \_\_\_\_\_ she called me.

|          |       |       |    |      |       |
|----------|-------|-------|----|------|-------|
| Whenever | After | Since | By | When | While |
|----------|-------|-------|----|------|-------|

**D. Work in pairs. Ask and answer questions about the subjects below.**

e.g.

- Experience with ghost
- Superstitious power

A: Do you believe in ghost?

B: Yes, I do.

B: Have you ever seen it?  
my house.

B: Yes, I have. In

**Speak Up!**

- A. A teacher and two students are discussing their or other people experiences meeting ghosts. Listen and retell their stories.
- B. Work in pairs. One student acts as a fortune teller and one student acts as the customer. The customer asks about his/her future to the fortune teller.

## Writing

- A. Use the conversation between students revealing their belief and experience in supernatural world. Fill out the interview notes below.

|                                               |                 |
|-----------------------------------------------|-----------------|
| Name                                          |                 |
| Do you believe in supernatural world?<br>Why? |                 |
| Do you have any related experiences?          | i. Yes<br>j. No |
| Additional notes                              |                 |

- B. After reading a text in this unit, identify the generic structure and specific features to determine a type of genre. Refer your work to Writing File (at the back of this book). Then copy the text and do it.
- C. Summarise the text by rewriting it. Use your own words and expressions to state opinions and quote evidence, such as facts, people's opinions, and statistical data to support your summary.
- D. Text Analysis Activity

| Characteristics of Students' Basic Interpersonal Communication                                                                                                                                            |                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Generic Structure</p> <ul style="list-style-type: none"> <li>• A general statement to position the reader.</li> <li>• A sequenced explanation of <i>why</i> or <i>how</i> something occurs.</li> </ul> | <p>In the 21st Century, why do so many people still believe in the paranormal? David Robson discovers that there's good reason we hold superstitions – and a few surprising benefits. Some paranormal experiences are</p> |

|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Language Feature</b></p> <p>Focus on <b>generic</b>, nonhuman <b>Participants</b>.</p> <ul style="list-style-type: none"> <li>• Use mainly of <b>Material</b> and <b>Relational Processes</b>.</li> <li>• Use mainly of <b>temporal</b> and <b>causal Circumstances</b> and <b>Conjunctions</b>.</li> <li>• Some use of Passive voice to get Theme right.</li> </ul> | <p>easily explainable, based on faulty activity in the brain. Reports of poltergeists invisibly moving objects seem to be consistent with damage to certain regions of the right hemisphere that are responsible for visual processing; certain forms of epilepsy, meanwhile, can cause the spooky feeling that a presence is stalking you close by – perhaps underlying accounts of faceless “shadow people” lurking in the surroundings.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Adapted from <http://www.bbc.com/future/story/20141030-the-truth-about-the-paranormal>

# Clinical Psychology

## OVERVIEW

- Word Usage  
Clinical  
Psychology
- Reading: Clinical  
Psychologists: Do  
They Need a  
Special Uniform?
- Language Work:  
Present  
Continuous  
Tense
- Skills:  
Participating in  
discussions
- Applied Writing:  
Writing  
argument



[http://texasgenuine.org/sites/default/files/styles/college\\_home/public/56569719.jpg?itok=tquVmKwh](http://texasgenuine.org/sites/default/files/styles/college_home/public/56569719.jpg?itok=tquVmKwh)

## Getting Ready

### A. Discuss these questions.

1. Have you ever seen a clinical psychologist in a hospital?
2. Do they wear a special uniform?
3. Should clinical psychologists and doctors wear the same outfit?

### B. Which of the following statements do you agree with? Which do you disagree with? Why?

- C. A clinical psychologist should wear the same outfit with from the doctor.
- D. A clinical psychologist should wear a casual outfit.

### Word Power

#### A. Choose the correct answer.

1. Refers to the group of severe disorders whose symptoms may include disorganized and delusional thinking inappropriate emotions and actions and disturbed perceptions.
  - a. ☒ Psychosis
  - b. ☐ Schizophrenia
  - c. ☐ Phobia
  - d. ☐ Mania
2. An anxiety disorder characterized by haunting memories, nightmares, social withdrawal, jumpy anxiety, and/or insomnia lasting four weeks or more following a traumatic experience.
  - a. ☐ PTSD
  - b. ☐ ADHD
  - c. ☒ Phobia
  - d. ☐ OCD
3. An eating disorder characterized by episodes of overeating followed by purging or fasting.
  - a. ☐ Bulimia Nervosa
  - b. ☐ Anorexia Nervosa
  - c. ☐ Delusions
  - d. ☐ Mania
4. An anxiety disorder in which a person experiences uncontrollable and repetitive thoughts and actions.
  - a. ☐ OCD
  - b. ☐ PTSD
  - c. ☒ Mania
  - d. ☐ ADHD

5. The person is continually tense, apprehensive and in a state of autonomic nervous system arousal for no apparent reason.
- a. ☐ Anxiety Disorders
  - b. ☐ Panic Disorder
  - c. ☐ Personality Disorders
  - d. ☐ Generalized Anxiety Disorder

**B. State whether the answer is true or false.**

1. Dissociative Identity Disorder DID → Involve a separation of conscious awareness from previous memories, thoughts and feelings.
- ☐ True      ☐ False
2. Major Depressive Disorder → The mood disorder that occurs when a person exhibits the lethargy, feelings of worthlessness, or loss of interest in family, friends, and activities characteristic of depression for more than a two-week period and for no discernable reason. Because of its relative frequency, it has been called the "common cold" of psychological disorders.
- ☐ True      ☐ False
3. Bipolar Disorder → The mood disorder in which a person alternates between depression and the euphoria of a manic state.
- ☐ True      ☐ False
4. Psychosis → Refers to a psychological disorder in which a person experiences irrational ideas, distorted perceptions, and loss of contact with reality.
- ☐ True      ☐ False

5. Psychological Disorder → Deviant, distressful and dysfunctional behavior.



True



False

## Reading Passage

Look at the article text quickly. Compare your answers to Reading Task A with what the writer says.

### Text 1

#### Clinical Psychologists: Do They Need a Special Uniform?

Clinical psychologists work in a diverse range of settings and with various patient populations. Each environment has the potential to bring with it a set of professional, personal and ethical challenges. Most clinical psychologists working in hospitals wear their own clothes. Confronted with risk of infection they wear protective clothing. An increasing number of psychologists are forced to wear staff uniforms. Should clinical psychologists working in hospitals wear uniforms? The followings are some opinions from related psychologists.

According to Nicole Arlene Cudahy, adequate dressing is necessary to make/keep respect for their jobs. When speaking with patients, a Doctor jacket is necessary, for the risk of infection. She thinks that if she were a Clinical Psychologist working in a Hospital, she would dress according to how other's will see her. Silent judgments occur when a professional is not attired to their profession.

Khurshid A. Mattoo from Jazan University has a different opinion. He thinks that institutes and organizations are governed by rules and regulations and hospital is just one among them. Uniform provides convenience to patients and their attenders to identify a person to whom they can approach with surety. Moreover hospitals and doctors are both identified by the quality of treatment and care they provide and not the dress they wear. Wearing a uniform adds discipline, reminder, equality and assurance in different arenas and hospitals are no different.

**Sigrid Jalowetz from University of Vienna** works as a psychologist. She is working in a childrens hospital. She thinks that the "white coat" effect is sometimes very important in dealing with children (especially with younger ones) which have a chronical disease. They made traumatic, hurting

experiences in hospital. When they see somebody wearing a white coat, the think "oh my god somebody is coming hurting me...and they start crying or try to hide...", that is the reason, why lots of her colleagues don't wear the white coat.

Some of her colleagues wear it to prevent from infections and to show the patients that they are part of the hospital staff and of course it is different when you wear it because everybody knows "he/she belongs to the hospital" and it is associated with respect, even for their parents.

According to Jerry Wesch from Sedona PTSD Recovery Project, in 45 years as a Health Psychologist, he have had settings where they wore lab coats like the MD's, lab coats of a specific color (grey), suits, casual business wear and in the military setting, sometimes jeans. The keys were the fit with the patient expectations, & the politics of the Medical Staff. We had to get the grey lab coats in one hospital because the Chief of the Medical Staff did not want patients to confuse us with "real Doctors".

Adopted from

[http://www.researchgate.net/post/Should\\_clinical\\_psychologists\\_working\\_in\\_hospitals\\_wear\\_uniforms](http://www.researchgate.net/post/Should_clinical_psychologists_working_in_hospitals_wear_uniforms)

**A. Now scan the text more carefully and circle your answer.**

**Which of these statements are T for TRUE, F for FALSE, and NG for NOT GIVEN?**

1. All person in the text agree that clinical psychologist should wear white coat as doctor wears.  
T / F / NG
2. The coat is very important to prevent from infections.  
T / F / NG
3. In the military setting, a clinical psychologist should wear a military uniform.  
T / F / NG

**B. Decide which of the following headlines the best to the text below is.**

**Text 2**

The "white coat" syndrome is the antithesis of the effect a psychologist would want in a hospital. The white coat also has many connotations to some patients including bad news, passivity and institutionalization. I too am concerned about stigma which may be enhanced when a white coat (TV and movies have always portrayed men in white coats coming after psychiatric patients) is associated with psychological services. The white coat is a "badge" of authority which changes the power relationship with the patient and of course will change the dynamics of the therapeutic relationship.

Adapted from

[http://www.researchgate.net/post/Should\\_clinical\\_psychologists\\_working\\_in\\_hospitals\\_wear\\_uniforms](http://www.researchgate.net/post/Should_clinical_psychologists_working_in_hospitals_wear_uniforms)

<http://www.bbc.com/future/story/20141030-the-truth-about-the-paranormal>

<http://www.bbc.com/future/story/20141030-the-truth-about-the-paranormal>

4. The uniform of clinical psychologist
5. The clinical psychologist
6. Psychological services

**C. Find words or phrases in the text 1 and 2 which mean ...**

1. Relating to, involving, or used in the treatment of disease or disorders.
2. A distinctive set of clothes worn to identify somebody's occupation, affiliation, or status
3. The shame or disgrace attached to something regarded as socially unacceptable.

**D. After reading the text 1 and 2, answer the questions by inferring information that follow.**

1. Should the psychologist in a hospital wear a uniform?
2. What is a white coat syndrome?
3. Do the patients prefer the psychologists wearing uniform?

## Language Use

### A. PRESENT CONTINUOUS TENSE



Use the Present Continuous with Normal Verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples:

- You **are learning** English now.
- You **are not swimming** now.
- **Are you sleeping?**
- I **am sitting**.

### USE 2 Longer Actions in Progress Now



In English, "now" can mean: this second, today, this month, this year, this century, and so on. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

Examples: (All of these sentences can be said while eating dinner in a restaurant.)

- I **am studying** to become a doctor.
- I **am not studying** to become a dentist.
- I **am reading** the book *Tom Sawyer*.

### USE 3 Near Future



Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.

Examples:

- I **am meeting** some friends after work.
- I **am not going** to the party tonight.

### USE 4 Repetition and Irritation with "Always"



The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like [Simple Present](#), but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

- She **is always coming** to class late.
- He **is constantly talking**. I wish he would shut up.
- I don't like them because they **are always complaining**.

**Exercise: Put the verb in brackets in the correct form to make different form of the Present Continuous Tense.**

1. John  (read) a book now.
  2. What  (you do) tonight?
  3. Jack and Peter  (work) late today.
  4. Silvia  (not listen) to music.
  5. Maria  (sit) next to Paul.
  6. How many other students  (you study) with?
  7. The phone  (not ring).
- 

### **Speak Up!**

1. Students work together to find Present Continuous sentences which are true about both of them, e.g. "We are both sitting down", "We are both breathing", "We are both feeling a little cold" and "Our parents are working right now". If you want to score, you can give them one point for each true sentence which none of the other groups thought of.
2. Students try to ask questions about their partners' families etc. that the person answering doesn't know the answer to, e.g. "What is your father doing?" and "Is your mother watching TV?"

### **Writing**

- A. Use the discussion between students revealing their opinion on the uniform worn by psychologist in a hospital.

- B. After reading a text in this unit, identify the generic structure and specific features to determine a type of genre. Refer your work to Writing File (at the back of this book). Then copy the text and do it.
- C. Summarise the text by rewriting it. Use your own words and expressions to state opinions and quote evidence, such as facts, people's opinions, and statistical data to support your summary.

#### D. Text Analysis Activity

| Clinical Psychologists: Do They Need a Special Uniform?                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Generic Structure</p> <ul style="list-style-type: none"> <li>• Issue: <ul style="list-style-type: none"> <li>- Statement</li> <li>- Preview</li> </ul> </li> <li>• Arguments for and against or Statement of differing points of view. <ul style="list-style-type: none"> <li>- Point</li> <li>- Elaboration</li> </ul> </li> <li>• Conclusion or Recommendation.</li> </ul> | <p>Clinical psychologists work in a diverse range of settings and with various patient populations. Each environment has the potential to bring with it a set of professional, personal and ethical challenges. Most clinical psychologists working in hospitals wear their own clothes. Confronted with risk of infection they wear protective clothing. An increasing number of psychologists are forced to wear staff uniforms. Should clinical psychologists working in hospitals wear uniforms? The followings are some opinions from related psychologists.</p> <p>According to Nicole Arlene Cudahy, adequate dressing is necessary to make/keep respect for their jobs. When speaking with patients, a Doctor jacket is necessary, for the risk of infection. She thinks that if she were a Clinical Psychologist working in a Hospital, she would dress according to how other's will see her. Silent judgments occur when a professional is not attired to their profession.</p> |
| <p>Language Feature</p> <p>Focus on <b>generic human</b> and <b>generic nonhuman Participants</b>.</p>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

# Health Psychology

## OVERVIEW

- Word Usage  
Health  
Psychology
- Reading: Phobia  
and Panic  
Disorder
- Language Work:  
Sentence  
combining using  
adverb clause
- Skills: Describing  
illness and giving  
suggestion
- Applied Writing:  
paragraph  
organization



<http://www.bbc.com/future/story/20141030-the-truth-about-the-paranormal>

## Getting Ready

### A. Discuss these questions.

1. Do you have phobia?
2. Do you have any experiences related to phobia in your surroundings, for example in your family or campus?

**B. Which of the following statements do you agree with? Which do you disagree with? Why?**

1. Phobia is an illness.
2. Phobia is only someone imagination.

### Word Power

**A. Match the words with the definitions.**

|                         |                                                                                                                                          |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Wiccaphobia</b>      | A surprising number of people are afraid of clowns.                                                                                      |
| <b>Anthropomorphism</b> | fear of zombies, and with so much attention being paid to fictional zombie apocalypses on TV and at the movies, this may be on the rise. |
| <b>Phasmophobia</b>     | the fear of ghosts.                                                                                                                      |
| <b>Ailurophobia</b>     | This is our irrational fear of witches.                                                                                                  |
| <b>Coulrophobia</b>     | fear of cats.                                                                                                                            |

**B. Find the meaning of the following words and make sentences using the words.**

1. Teratophobia
2. Aichmophobia
3. Pediophobia
4. Necrophobia
5. Ophidiophobia

## Reading Passage

Look at the article text quickly.

### Text 1

#### Phobia and Panic Disorder

Everyone feels scared at times. But sometimes, fear can come up in a

situation that isn't expected. This fear stops us from going about our usual routines or working towards our goals. Phobias and panic disorder are two examples of mental illnesses that can lead to these problems.

A phobia is an intense fear of a specific thing like an object, animal, or situation. Two common phobias include heights and dogs.

We all feel scared of certain things at times in our lives, but phobias are different. People change the way they live in order to avoid the feared object or situation. For example, many people feel nervous about flying, but they will still go on a plane if they need to. Someone who experiences a phobia around flying may not even go to an airport. Phobias can affect relationships, school, work or career opportunities, and daily activities.

Panic disorder involves repeated and unexpected panic attacks. A panic attack is a feeling of intense fear or terror that lasts for a short period of time. It involves physical sensations like a racing heart, shortness of breath, chest pain, dizziness, shaking, sweating or nausea. Some people feel like they're having a heart attack or suffocating, or fear that they are dying. However, a panic attack goes away on its own.

Panic attacks can be a normal reaction to a stressful situation or a part of another mental illness. With panic disorder, panic attacks seem to happen for no reason. People who experience panic disorder fear more panic attacks and may worry that something bad will happen as a result of the panic attack. They may avoid places, sensations, or activities that remind them of a panic attack.

Some people avoid any situation where they can't escape or find help. They may avoid public places or even avoid leaving their home. This is called agoraphobia.

Anyone can experience panic disorder or a phobia. No one knows exactly what causes phobias or panic disorder, but they are likely caused by a combination of life experiences, family history, and experiences of other physical or mental health problems.

Most people who experience problems with anxiety recognize that their fears are irrational but don't think they can do anything to control them. The good news is that anxiety disorders are treatable. Recovery isn't about eliminating anxiety. It's about managing anxiety so you can live a fulfilling life.

Some physical health problems, such as heart or thyroid problems, can cause anxiety symptoms. Your doctor will look at all possible options to make sure that another medical problem isn't behind your experiences.

Some types of antidepressants can help with anxiety, and they can be used for longer periods of time. It's important to remember that medications can't change all of the thoughts, feelings, and behaviours that drive anxiety, so counselling is usually recommended. Some people take medication until their anxiety is controlled enough to start counselling.

Adopted from <https://www.psychologytoday.com/blog/cutting-edge-leadership/201510/21-phobias-you-may-never-have-heard>

**A. Now answer the question.**

1. What is phobia?
2. What is panic disorder?
3. What is the treatment for phobia and panic disorder?

**B. Decide which of the following headlines the best to the text below is.**

**Text 2**

Under normal circumstances, fear triggers a natural fight-or-flight response that allows animals to react quickly to threats in their environment. Irrational and excessive fear, however, is typically a maladaptive response. In humans, an unwarranted, persistent fear of a certain situation or object, known as specific phobia, can cause overwhelming distress and interfere with daily life. Specific phobia is among the more prevalent anxiety disorders, affecting an estimated 9 percent of Americans within their lifetime. Common subtypes include fear of small animals, insects, flying, enclosed spaces, blood and needles.

For fear to escalate to irrational levels, a combination of genetic and environmental factors is very likely at play. Estimates of genetic contributions to specific phobia range from roughly 25 to 65 percent, although we do not know which genes have a leading part. No specific phobia gene has been identified, and it is highly unlikely that a single gene is responsible. Rather variants in several genes may predispose an

individual to developing a number of psychological symptoms and disorders, including specific phobia.

As for the environmental component, a person may develop a phobia after a particularly frightening event, especially if he or she feels out of control. Even witnessing or hearing about a traumatic occurrence can contribute to its development. For instance, watching a devastating airplane crash on the news may trigger a fear of flying. That said, discerning the origin of the disorder can be difficult because people tend to do a poor job of identifying the source of their fears.

Our understanding of how and why phobias crop up remains limited, but we have made great strides in abating them. Exposure therapy, a form of cognitive-behavior therapy, is widely accepted as the most effective treatment for anxieties and phobias, and the vast majority of patients complete treatment within 10 sessions. During exposure therapy, a person engages with the particular fear to help diminish and ultimately overcome it over time. An individual might, for example, look at a photograph of the dreaded object or become immersed in the situation he or she loathes. Fortunately for those plagued by irrational fears, we can treat a phobia rapidly and successfully without necessarily knowing its origin.

Adapted from <http://www.scientificamerican.com/article/why-do-we-develop-certain->

1. The definition of phobia
2. The type of phobia
3. The cause of phobia

**C. Find eight strange things about phobia on the Internet.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## Language Use

### A. Combining sentences using adverb clause

Use the subordinate conjunctions before, after, until, when, and while to combine the clauses below. (While is used with a progressive tense.)

Write each sentence in two ways: with the main clause first; then with the subordinate clause first.

Example:

Shirley took all the food out. (**before**)

The women began to cook.

Shirley took all the food out **before** the women began to cook.

**Before** the women began to cook, Shirley took all the food out.

### B. Combine the sentences using adverb clause in the bracket.

1. Lavonne cut the bananas in half. She peeled them. (after)
2. Linda was heating the sauce. Shirley was scooping out ice cream. (while)
3. The sauce was heating. Linda was chopping nuts. (while)
4. The sauce was hot. Shirley poured the sauce (when)

### C. Complete each adverb clause below with the correct word(s):

1. \_\_\_\_\_ he always did well on his English tests, his parents were not surprised that he got an A.



When



Since

2. You should keep the milk in the refrigerator, \_\_\_\_\_ it doesn't go bad.



since



so that

3. \_\_\_\_\_ he thinks he's smart, he isn't.



Although



After

4. You should say goodbye to your brother \_\_\_\_\_  
you leave for Europe.

- ☐ before
- ☐ since

5. \_\_\_\_\_ my father has high blood pressure, he has  
to watch what he eats.

- ☐ Before
- ☐ Since

6. \_\_\_\_\_ I came to this country, I didn't speak a  
word of English!

- ☐ Before
- ☐ Since

7. I'll let you know \_\_\_\_\_ I come back.

- ☐ because
- ☐ after

8. He doesn't understand \_\_\_\_\_ he doesn't speak  
French very well.

- ☐ so that
- ☐ because

9. He spoke slowly \_\_\_\_\_ she would understand.

- ☐ because
- ☐ so that

10. \_\_\_\_\_ you stop crying, I'll buy you an ice cream.

- ☐ If
- ☐ Since

## Speak Up!

**Work in pairs. One student acts as person suffering from a strange phobia and one student acts as a psychologist. The patient tells about his/her phobia and the psychologist tries to help by giving some suggestion.**

## Writing

A paragraph must have a good organization. The sentences below can be arranged into two paragraphs describing how people can lose their phobias. However, the sentences are out of order now, and they are not in proper paragraph form. Arrange these sentences into a clear order and copy the paragraphs.

“Losing a Phobia”

### Paragraph 1

The fear started when she was four years old.

My sister has Ochlophobia, which is the fear of crowds.

She was very upset.

We were in a crowd of people at a fair, and she got lost.

She was lost for four hours before we found her.

### Paragraph 2

Every day he goes with her to a crowded place.

Now she is 18 years old.

The first day they didn't go very far into the crowd.

She is seeing a doctor to help her lose her fear.

She is becoming less afraid every day.

The second day they went a little farther.

The third day they went even farther.

Soon she will be able to live a normal life.

# Family Psychology

## OVERVIEW

- Word Usage  
Family Psychology
- Reading: Effect of Trauma:  
Estrangement from Family
- Language Work:  
Subject-verb agreement
- Skills: Asking for opinion
- Applied Writing:  
rewriting an article



<http://thepsychprac.com.au/>

## Getting Ready

### A. Discuss these questions.

4. Do you think family is important for everyone?
5. Does family play an important role for its member psychological health?
6. Why some people have a bad relation with their family?

B. Which of the following statements do you agree with? Which do you disagree with? Why?

1. A family has to solve its own problem.
2. A family should consult to a psychologist to solve its problem.

## Word Power

A. Find the meaning of words in the box.

|                 |             |               |                |              |        |
|-----------------|-------------|---------------|----------------|--------------|--------|
| mother          | father      | parents       | sister         | brother      | wife   |
| husband         | aunt        | uncle         | cousin         | niece        | nephew |
| grandfather     | grandmother | mother-in-law | father-in-law  |              |        |
| daughter-in-law | son-in-law  | sister-in-law | brother-in-law |              |        |
| law             | stepfather  | stepmother    | stepson        | stepdaughter |        |

B. Based on the family tree, fill in the gaps.



1. Villy is Ivo's .....
2. Ivo is Any's .....
3. Violeta is Alex' ....
4. Ivan is Mimi's .....
5. Grigor is Pavel's .....
6. Any is Grigor's .....
7. Mimi is Any's .....
8. Tanya is Grigor's .....
9. Ivan is Villy's .....
10. Kaloyan is Boyan's .....

**C. Answer the questions.**

1. Who is Grigor's sister?
2. Who are Violeta's granddaughters?
3. Have Villy's parents got any grandchildren?
4. Who is Boyan's father?
5. Who is Any's brother?
6. Who is Violeta's husband?
7. Who is Kaloyan's mother?
8. Who are Kaloyan's grandfathers?
9. Who is Ivan's wife?
10. Who is Nikola's grandson?

## Reading Passage

**Read the article text.**

### Text 1

#### Effect of Trauma: Estrangement from Family

Emotional cut off, a term coined by American psychiatrist Murray Bowen, is described as "people managing their unresolved emotional issues with parents, siblings, and other family members by reducing or totally cutting off emotional contact with them" in order to reduce their anxiety. This type of distancing can happen on a physical level-literally moving far away from an abusive member of one's past or simply refusing to see them, or on a more interactive level-avoiding sensitive topics of conversation or otherwise closely "managing" the relationship through one's behaviour and communication style.

According to Bowen Theory, those who use emotional cut off as a coping mechanism often ironically end up trying to replicate their prior relationships in their new ones in order to fill an emotional hole or make things "different this time." This can result in a lot of stress on family, friends, or colleagues- and can also, in some cases, lead to the repetition of abusive patterns.

Estrangement from one's family is a common phenomenon. Aside from Angelina Jolie, other celebrities such as Jennifer Aniston, Drew Barrymore, Kim Basinger, Roseanne, Halle Barre, Tom Cruise, Jodie Foster, and Demi Moore have all claimed to be estranged from close family members. And it's not uncommon for other people either.

When someone has an estranged relationship with their family, the question is often whether the distance they place between themselves and their family members is due to healthy boundaries (it is certainly true that some relationships are toxic and that one is better served to end them), or instead due to an unprocessed emotional detachment.

When a relationship with a family member is not healthy — meaning it is emotionally, physically, or financially abusive and causing suffering-the victim has every right to stop interacting with that person. You should not have to tolerate any unacceptable behaviour just because someone is related to you. It is more important to stay safe than to be in contact with a family member. Angelina Jolie, who was estranged for many years from her father Jon Voight, said: "I don't believe that somebody's family becomes their blood... families are earned."

Some people choose to cut off a family member not because of abuse but because of religious belief, conflict, betrayal, addiction, mental illness, and criminal or unhealthy behaviours. Unless the unhealthy-acting person is willing to be treated and there are visible changes happening, there often seems to be nothing one can do except disconnect, or risk drowning along with this person. Sometimes wilful estrangement is a necessary step a person must take to protect themselves. However, it's important to note that estrangement can also happen because of a lack of skills to resolve common conflicts.

Adapted from <https://www.psychologytoday.com/blog/somatic-psychology/201107/effects-trauma-estrangement-family>

**A. Now answer the questions.**

1. What is emotional cut-off? Why do people feel it?
2. Mention the names of famous people who are estranged from their family?
3. Why do people in purpose estranged themselves from their family?

**B. Discuss with your partner and find a title for the text below.**

**Text 2**

Experiencing domestic violence can have significant mental health consequences. For many survivors, the traumatic effects of abuse can be alleviated with increased safety and support. For others, trauma-specific mental health interventions have proven helpful, particularly when provided in conjunction with domestic violence advocacy.

Yet, while awareness of the impact of trauma has grown considerably, access to mental health or substance abuse services of any kind is often limited, much less services that are gender responsive, culturally relevant, trauma informed, and trauma specific. Despite these limitations, some DV advocacy programs provide trauma treatment to survivors within their agencies, and others are in a position to assist survivors in accessing DV-informed, trauma-specific services in their communities. Advocates may also be engaged in collaborative relationships with mental health providers through which they have opportunities to infuse a DV perspective into existing mental health approaches.

In order to address these concerns, NCDVTMH, in collaboration with Cris Sullivan, PhD, and Echo Rivera, MA, at Michigan State University, conducted a formal literature review of evidence-based trauma treatments for survivors of domestic violence. The found that trauma treatments that have been modified to meet the specific needs of IPV (intimate partner violence) survivors hold promise for helping women recover and successfully move on with their lives. Additional research is needed to address the domains not examined by these studies, particularly for survivors who have experienced multiple forms of trauma and for survivors from culturally specific communities. While it is too early to know definitively which treatments work best for which survivors, evidence suggests that helpful components may include

(1) psychoeducation about the causes and consequences of IPV and its traumatic effects; While it is too early to know definitively which treatments work best for which survivors, evidence suggests that helpful components may include (1) psychoeducation about the causes and consequences of IPV and its traumatic effects; (2) attention to ongoing safety; (3) cognitive and emotional skill development to address trauma-related symptoms and other life goals and concerns; and (4) a focus on survivors' strengths as well as cultural strengths on which they can draw.

Adapted from <http://www.nationalcenterdvtraumamh.org/publications-products/ncdvtmh-review-of-trauma-specific-treatment-in-the-context-of-domestic-violence/>

**C. Find the definition of these words from the text.**

1. Domestic violence
2. Psychoeducation
3. Survivor

## Language Use

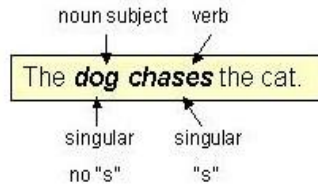
**A. SUBJECT-VERB AGREEMENT**

*Subjects* and *verbs* must AGREE with one another in *number* (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.

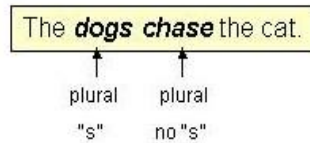
In the present tense, nouns and verbs form plurals in opposite ways: *nouns* ADD an *s* to the singular form; *verbs* REMOVE the *s* from the singular form.

### Examples

Singular



Plural



**B. Each sentence below contains a choice for correct subject-verb agreement.**

1. At Yellowstone Park grizzly bears (doesn't, don't) have names; they have numbers.
2. In the meeting between human and bear, a wild-card factor (throws, throw) all calculations and studies to the wind.
3. The Yellowstone authorities should (has, have) kept thorough records on each bear.
4. When some bears (encounters, encounter) people, it is the bear who runs.
5. The great national parks (holds, hold) about 200 grizzlies, with possibly 30 of them being breeding females.

**C. State whether the sentences below are correct or wrong.**

1. Behind an experimental fenced yard protecting campers in Glacier National Park, six visitors have been fatally mauled by grizzlies in the past 19 years.
2. Meandering downriver toward a deer, three grizzly cubs comes within 15 yards of it.
3. To a grizzly almost anything are food except rocks.
4. Lingering snow patches often become playgrounds for grizzlies observed making snowballs.
5. Female grizzlies mates every third year in summer, without their fertilized eggs implanting in the womb until fall.

**Speak Up!**

**Practice to ask for your friend's opinion on the previous subject:  
A family should consult to a psychologist to solve its problem.  
Below is the list of useful expressions for asking for opinions.**

**A. Elementary**

1. Do you think ... ?
2. How do you feel about ... ?
3. In your opinion, ... ?
4. Please tell me your opinion on ...
5. What do you think about ... ?
6. What's your opinion on ... ?

**B. Pre-intermediate**

1. Do you (also) think that ... ?
2. Do you believe that ... ?
3. Do you have an opinion on ... ?

4. Do you have any opinions on/about ... ?
5. In your experience, ... ?
6. In your honest opinion, ... ?
7. What's your view on ... ?
8. Would you agree that ... ?

### **C. Intermediate**

1. Can you give me your thoughts on ... ?
2. Do you (dis)approve of ... ?
3. Do you agree with the opinion that ... ?
4. Do you have any views on ... ?
5. Do you share the/my view that ... ?
6. If I asked your opinion about ... , ... ?
7. If I said ... , ... ?
8. I'd like (to hear) your views on ...
9. I'm sure you'd agree that ...
10. What are your feelings about ... ?
11. What are your views on ... ?

### **D. Upper-intermediate**

1. What do you reckon?
2. Any (initial) thoughts on ... ?
3. Are people right in thinking ... ?
4. Are you in agreement with ... ?
5. Do you have any particular views on ... ?
6. Do you have any thoughts on ... ?
7. From your point of view, ... ?
8. I know this is not your specialist subject, but ...
9. I know you haven't had long to think about this ...
10. I know you haven't had much time to think about this, but ...
11. I'd be (very) interested to hear your views on ...

12. What are your (first) thoughts on ... ?
13. What would be your reaction if I said ... ?
14. What's your position on ... ?
15. Would it be right to say ... ?
16. Would you support the view that ... ?

### **E. Advanced**

1. Am I justified in saying ... ?
2. Am I right in thinking ... ?
3. Any objections to the statement ... ?
4. Are you convinced by the argument that ... ?
5. Are you of the opinion that ... ?
6. Does ... tally with your experience?
7. I imagine you will have strong opinions on ...
8. I'd guess your view on this is ...
9. Is it in fact the case that ... ?
10. What reaction do you have to ... ?
11. What's your take on ... ?
12. Would I be right in assuming that you think ... ?
13. Would I be right in saying ... ?
14. Would I/it be wrong to say ... ?
15. Would it be logical to say ... ?
16. Would you have any problems with the statement ... ?
17. Would ... be a fair summary of your views on ... ?
18. Would ... be out of the question?
19. You strike me as someone who would hold the opinion that ...

## Writing

**A. Choose sentences from the list below and write two separate paragraphs. Choose relevant information and organize the sentences into a clear order. The topics are: "Crowding" and "Pollution." Each paragraph will have six sentences.**

1. First, young people from the country are looking for better jobs in the city.
2. Second, many people think that city life is more interesting.
3. Farmers work very hard, and they don't earn much money.
4. There are many kinds of pollution.
5. 75
6. Many people throw garbage on the ground.
7. Why are so many people moving into the city?
8. There are two reasons.
9. Air pollution comes from cars and factories.
10. There are more theaters, parks, and shops in the city.
11. Water pollution comes from factories, too.
12. Noise pollution comes from car horns, factories, trains, and
13. crowds of people.
14. Garbage is a kind of pollution.

**B. Paraphrasing the essay.**

**C. Subject and Verb Agreement Exercise**

Choose the correct form of the verb that agrees with the subject.

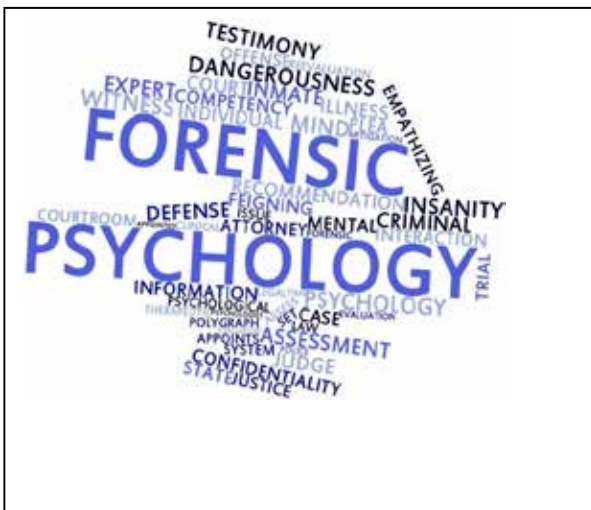
1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.

10. The players, as well as the captain, (want, wants) to win.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
16. Eight dollars (is, are) the price of a movie these days.
17. (Is, Are) the tweezers in this drawer?
18. Your pants (is, are) at the cleaner's.
19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
20. The committee (debates, debate) these questions carefully.
21. The committee (leads, lead) very different lives in private.
22. The Prime Minister, together with his wife, (greet, greets) the press cordially.
23. All of the CDs, even the scratched one, (is, are) in this case.

# Forensic Psychology

## OVERVIEW

- Word Usage  
Forensic  
Psychology
- Reading: What is  
Forensic  
Psychology?
- Language Work:  
Noun phrases
- Skills: Retell an  
article
- Applied Writing:  
rewriting an  
article



<http://careersinpsychology.org/becoming-a-forensic-psychologist/>

## Getting Ready

### A. Discuss these questions.

1. Do you know that psychology can help to solve a crime?  
Give some examples.
2. Do you think that forensic psychology is interesting?
3. Which of the following would you prefer to experience as a forensic psychologist?
  - a) Solve a homicide case
  - b) Solve a burglary case

c) Solve a serial killer case

**B. Which of the following statements do you agree with? Which do you disagree with? Why?**

1. Forensic psychology should be developed in Indonesia.
2. Forensic psychology cannot be implemented in Indonesia.

## Word Power

### CONFUSING PAIRS

Certain common words cause confusion because they have similar but distinct spellings and meanings:

*The drought **affected** the wheat harvest in Australia*

*An immediate **effect of** the price rise was a fall in demand*

'Affect' and 'effect' are two different words. 'Affect' is a verb, while 'effect' is commonly used as a noun.

**A. Study the differences between other similar confusing pairs (most common use in brackets).**

**Accept (verb)/except (prep)**

It is difficult to **accept** their findings

The report is finished **except** for the conclusion

**Compliment (noun/verb)/complement (verb)**

Her colleagues **complimented** her on her presentation

His latest book **complements** his previous research on African politics

**Economic (adj)/economical (adj)**

Inflation was one economic **result** of the war  
Sharing a car to go to work was an **economical** move

**Its (pronoun)/it's (pronoun + verb)**

The car's advanced design was **its** most distinct feature  
**It's** widely agreed that carbon emissions are rising

**Lose (verb)/loose (adj)**

No general ever plans to **lose** a battle  
He stressed the **loose** connection between religion and psychology

**Rise (verb – past tense rose)/raise (verb – past tense raised)**

The population of Sydney **rose** by 35 per cent in the century  
The university **raised** its fees by 10 per cent last year

**Site (noun)/sight (noun)**

The **site** of the battle is now covered by an airport  
His **sight** began to weaken when he was in his eighties

**B. Choose the correct word in each sentence.**

1. Millions of people are attempting to lose/loose weight.
2. Sunspots have been known to affect/effect radio communication.
3. Professor Poledna received their compliments/complements politely.
4. The ancient symbol depicted a snake eating it's/its tail.
5. Both social and economical/economic criteria need to be examined.
6. It took many years for some of Einstein's theories to be accepted/excepted.

## Reading Passage

Look at the article text quickly. Compare your answers to Reading Task A with what the writer says.

### Text 1

#### What is Forensic Psychology?

Crime is a major problem in many areas, particularly densely populated areas. As much as we may wish for peaceful, crime-free lives, this is most likely not going to happen anytime soon. Punishing criminals or preventing them from committing crimes in the first place is typically necessary for protecting ordinary citizens from crime.

Forensic psychology often plays a role in punishing and preventing crimes. The word *forensic* is defined as "the scientific method for investigation of crime". Forensic psychology is often described as the merger of law and psychology.

This field of psychology is often focused on the criminals themselves. Professionals in this field are often given the ominous responsibilities of trying to figure out why certain types of people commit crimes; what type of person committed a crime; and how to prevent people from committing crimes.

Before 1940, psychologists weren't revered as expert witnesses in a courtroom and medical doctors were preferred. In 1940, however, the court case *People v. Hawthorne* ruled that an expert witness's title was less important than the breadth of his knowledge. Another court case in 1962, *Jenkins v. United States*, ruled that psychologists were acceptable expert witnesses in a courtroom.

Forensic psychology can sometimes be a very important piece of the puzzle when trying to solve a criminal case. Professionals in this field are often able to help narrow down the suspect list or at least provide a motive for a crime. In some cases, the expert testimony of a respected forensic psychologist might be the last piece of the puzzle when trying to convict a criminal.

Top of Form

Bottom of Form

The field of forensic psychology is also a very important part of crime prevention as well. Professionals in this field might be called upon to participate in the rehabilitation of criminals, for instance, to help ensure that they become law abiding citizens. Research in this field can also help pinpoint certain types of people who might possibly commit crimes before they actually do.

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In general, individuals pursuing forensic psychology careers should make sure that their education is focused on psychology, criminology, and forensics. There are a couple different ways to pursue this type of education. First, a student can earn a bachelor's degree in psychology with a focus on criminology or criminal justice. A student can also earn a bachelor's degree in criminal justice or criminology with a focus on psychology. Some courses that an aspiring forensic psychologist might take may include courses on forensics, abnormal psychology, and the psychology of deviance.

Adopted from <http://careersinpsychology.org/becoming-a-forensic-psychologist/>

**A. Now scan the text more carefully and answer the questions.**

1. What is the definition of forensic psychology?
2. Why do we need forensic psychology?
3. What are the Education requirements for a forensic psychology career?

**B. Decide which of the following headlines the best to the text below is.**

## Text 2

UNDERSTANDING what makes a person commit murder or a crime is never an easy task but forensic psychologist Dr Kathy Charles knows exactly how their minds work.

She has worked alongside police to profile criminals and dedicates her time to helping young offenders understand the reasoning behind their actions.

Now Dr Charles, 34, from Edinburgh, is passing on her expert knowledge to Scotland's next generation of forensic psychologists. She is set to host a series of fascinating lectures detailing her experiences on a number of cases.

She said: "I've always wanted to know why some people commit crimes and others don't.

"It's important to know how the mind works, especially if the focus of a police investigation is a serial killer, rapist or stalker.

"I worked on profiling Ipswich prostitute murderer Steve Wright and have profiled rapists and stalkers, too.

"Committing the offence is one thing but understanding why is completely different. "That's where logic comes in and I often say it's like piecing a jigsaw together. "In some cases there is no obvious suspect and that's where profiling becomes useful.

"By looking at the type of crime, the way it happened and the timeline, you can profile the type of person likely to be responsible. "In many cases, when the suspect is caught the profile is almost spot-on."

Dr Charles believes that a personality disorder is at the root of serious offences, including murder, rape and stalking. After studying hundreds of high-profile cases from around the world, she says three stand out most – American serial killer Ted Bundy, Ipswich murderer Steve Wright and British doctor Harold Shipman.

She explained: "They all seem like ordinary people, but they all share one thing – a psychotic personality that gets a thrill from killing. "Their nervous systems are different from others in the sense that they don't get a thrill from some of the things that normal people would. "Bundy and Wright were predatory killers, who took the opportunity to strike, believing they wouldn't be caught.

"But Shipman held a position of trust as a doctor and he hid behind this. "People turned to him for help and that's when he took the opportunity to end their lives. "They are all cold, callous individuals who do not share an ounce of sympathy or remorse for what they did."

Stalking is another issue that Dr Charles works on, particularly profiling the type of people most likely to commit this offence. She said: "There are two types of stalkers – a person who knows you and a complete stranger. "The most dangerous type of stalker is someone you know, especially an ex-partner. "If the relationship has ended and they feel rejected, they then struggle to come to terms with this and obsess about the victim."

Adapted from <http://www.dailyrecord.co.uk/news/real-life/inside-mind-murderer-forensic-psychology-1987828>

1. The importance of forensic psychology
  2. The work of psychologist
  3. A stalking case
- C. Find the meaning of these words from the text.
1. Stalker
  2. Psychotic
  3. Predator
- D. After reading the text 1 and 2, try to find an article dealing with forensic psychology to solve a crime on Internet.

## Language Use

### A. NOUN PHRASE

Often a **noun phrase** is just a **noun** or a **pronoun**:

**People** like to have money.

**I** am tired.

**It** is getting late.

or a **determiner** and a **noun** ...:

**Our** friends have bought a house in the village.

**Those** houses are very expensive.

... perhaps with an adjective:

Our **closest** friends have just bought a **new** house in the village.

Sometimes the noun phrase begins with a **quantifier**:

**All** those children go to school here.

**Both of** my younger brothers are married

**Some** people spend a lot of money.

*Numbers:*

**Quantifiers** come **before** determiners, but **numbers** come **after** determiners:

**My four** children go to school here. (**All my** children go to school here.)

**Those two** suitcases are mine. (**Both those** suitcases are mine)

So the noun phrase is built up in this way:

Noun: people; money

Determiner + noun: the village, a house, our friends; those houses

Quantifier + noun: some people; a lot of money

Determiner + adjective + noun: our closest friends; a new house.

Quantifier + determiner + noun: all those children;

Quantifier + determiner + adjective + noun: both of my younger brothers

The noun phrase can be quite complicated:

a loaf of nice fresh brown bread

the eight-year-old boy who attempted to rob a sweet shop with a pistol

that attractive young woman in the blue dress sitting over there in the corner

**B. Match the noun phrase in brackets to the patterns.**

**A=adjective, D=determiner, N=noun, Q=quantifier**

1. (Many buildings) were destroyed in the earthquake.
2. (Few of her colleagues) are married.
3. Did you know (his elder brother) had emigrated to New Zealand.
4. (Elephants) are the largest land animals.
5. In fact, (some of my best friends) are journalists.
6. For years (the house) had no electricity.

**C. Work in pairs and try to find 10 noun phrases from text 1 or text 2. Make your own sentences using them.**

**Speak Up!**

**Retell the article from the Internet from previous tasks. Tell how importance the forensic psychology to solve the case.**

**Writing**

**A. Preparation for writing a summary**

The purpose of a summary is to give the reader, in a about 1/3 of the original length of an article/lecture, a clear, objective picture of the original lecture or text. Most importantly, **the summary restates only the main points of a text or a lecture without giving examples or details**, such as dates, numbers or statistics.

Before writing the summary:

1. For a text, **read**, **mark**, and **annotate** the original.
  - highlight the topic sentence
  - highlight key points/key words/phrases
  - highlight the concluding sentence
  - outline each paragraph in the margin
2. Take notes on the following:
  - the source (author--first/last name, title, date of publication, volume number, place of publication, publisher, URL, etc.)
  - the main idea of the original (paraphrased)
  - the major supporting points (in outline form)
  - major supporting explanations (e.g. reasons/causes or effects)

**A. Prepare your article from the previous task.**

**B. Implement the two steps explained above.**

# School Psychology

## OVERVIEW

- Word Usage  
School Psychology
- Reading: How to  
Become a School  
Psychologist?
- Language Work:  
Reduced relative  
clauses
- Skills: Retell an  
article
- Applied Writing:  
rewriting an  
article



[http://www.slate.com/articles/life/caixin/2015/07/silicon\\_valley\\_white\\_asian\\_divide\\_why\\_families\\_self\\_seggregate\\_and\\_what\\_can.html](http://www.slate.com/articles/life/caixin/2015/07/silicon_valley_white_asian_divide_why_families_self_seggregate_and_what_can.html)

## Getting Ready

### A. Discuss these questions.

1. Does your school have a school psychologist?
2. Do you think that every school need a school psychology?  
Why?
3. Which of the following would you prefer to experience as a school psychologist? Why?
  - a. Help to solve student's problem

- b. Help to create a good relationship among students

**B. Which of the following statements do you agree with? Which do you disagree with? Why?**

1. Every school needs more than one school psychologist.
2. School psychologists only do their works when students have a problem.

**Word Power**

**A. Match the words with the definitions.**

|                                           |            |
|-------------------------------------------|------------|
| Very important                            | illusion   |
| something that seems real but isn't       | attractive |
| move from one place to another            | essential  |
| pleasant to look at; beautiful            | worship    |
| to pay respect to God or religious things | migrate    |

**B. Complete the sentences below with the correct clauses.**

|                                           |                                |
|-------------------------------------------|--------------------------------|
| 1. Students can't use calculators         | as soon as the bell rang.      |
| 2. I wish you wouldn't make so much noise | during a math or physics exam. |
| 3. Just as the play was about             | since I last heard from my     |

|                                           |                                         |
|-------------------------------------------|-----------------------------------------|
| to start,                                 | parents.                                |
| 4. The pupils rushed out of the classroom | while I am trying to concentrate.       |
| 5. It has been three months               | someone in the audience cried for help. |

## Reading Passage

Read the article text.

### Text 1

#### How to Become a School Psychologist?

School is a very influential part of a child's life, and for good reason. Children typically spend a large amount of times attending school, starting at the age of five or even younger. Besides getting their first tastes the world of academia, children will also experience a number of other first while in school - first friends, first enemies, first loves, and first heartbreaks. It is also in school when children first begin to really learn about their strengths and weaknesses.

These sudden changes can be hard to adjust to for some students. Other situations and problems, like family discord and learning disabilities, can also make doing well in school very difficult for some students.

School psychology is a branch of psychology that concentrates on students and how to help them make the best of their education. This area of psychology focuses not only on the students' academics, but also social, behavioral, emotional, and personal factors that might also influence their education.

The main purpose of school psychology is to help create happy, health, safe, supportive, and effective learning environments for all children. Professionals in this field are adamant about making sure that the needs and welfare of students are put first at all times.

This branch of psychology was first discussed in 1954, when the American Psychological Association (APA) held a conference at the Hotel Thayer in West Point, NY. This conference was appropriately called the Thayer Conference. During this conference, members of the APA met to discuss

the purpose of school psychologists, as well as the roles that they would play in the school systems. Necessary education requirements and credentials of school psychologists were also discussed at this conference. Finally, in 1968, school psychology became an official division of the APA. Today, school psychology careers are as important as ever. In fact, this profession was deemed to be one of the top ten professions by U.S. News and World Report in 2002.

Adopted from <http://careersinpsychology.org/become-a-school-psychologist/>

**A. Now answer the questions.**

1. What is the definition of school psychology?
2. Why do we need school psychology?
3. When was the school psychology admitted as a branch of psychology?

**B. Decide which of the following headlines the best to the text below is.**

**Text 2**

School psychologists typically work with students, teachers, families, and school administrators to help ensure that students are getting the best education possible.

School psychologists typically have a lot of contact with students. These professionals are typically responsible for assessing and evaluating students for such things as learning disabilities, social problems, emotional problems, and mental problems. School psychologists can also usually help students with problems in their lives, such as home life problems - such as abuse - and social problems - such as bullying.

Schools and school officials are not the only responsible parties when it comes to children's education. To make the most of a child's education, that child's parents or guardians should also be actively involved. School psychologists will often help parents and guardians understand their children's educational needs and work to help them make the most of their school years.

Teachers are the faculty members that students interact with the most while they're in school. School psychologists and teachers can work together to create pleasant and effective learning environment for children. A school psychologist might also be called upon to help create discipline systems for unruly students or work out misunderstandings between students and teachers.

Besides teachers, school psychologists will also work closely with other faculty members, such as school administrators. School psychologists might offer advice on how to improve school policies or create outreach programs.

Adopted from [http://careersinpsychology.org/become-a-school-](http://careersinpsychology.org/become-a-school-psychologist/)

1. The importance of school psychology
2. The work of school psychologist
3. The obligation of school psychology

**C. Find the meaning of these words from the text.**

1. Abuse
2. Assess
3. Unruly

## Language Use

### A. Reduced Relative Clauses

Relative clauses can be made shorter sometimes by taking out the subject and the auxiliary verb, and leaving a phrase. The phrase that remains can be a prepositional phrase or a participial phrase. It acts like an adjective to describe the noun it follows. Study the examples below:

The boy **who is in the green swimming suit** is my cousin.

The boy **in the green swimming suit** is my cousin.

The girl **who is wearing a red suit** is his sister.

The girl **wearing a red suit** is his sister.

The fruit **that is grown in Venezuela** is delicious.

The fruit **grown in Venezuela** is delicious.

The girl **who has the dark sunglasses** is Maria.

The girl **with the dark sunglasses** is Maria.

(Notice that the verb to have can be changed to the preposition with.

They both show possession, with no change of meaning

**B. Rewrite the sentences below. Change the relative clauses to prepositional or participial phrases.**

1. The tall one who has black hair is Luis.
2. The short one who is in the red suit is Maria.
3. The one who has sunglasses is his sister.
4. The woman who is wearing a beach coat is my mother.
5. The girl who has the bad sunburn is my sister.
6. The food that is sold on the beach always tastes good.
7. Chocolate that is left in the sun will melt.
8. The man who is swimming after those children is the lifeguard.
9. The man who is eating vanilla ice cream is my father.
10. The girl who is from Alaska is Sara Taylor.
11. The children who are playing in the water are my cousins.
12. The tall one who is in the deep water is a good swimmer.
13. The fat one who is on the pink towel is too lazy to swim.
14. All the people who are on the beach are having fun.
15. Many people who are from the city come here every weekend.

## Speak Up!

Work in pair. One student acts as a student with learning problems and one student acts as a school psychologist giving suggestion.

## Writing

### A. Preparation for writing a summary

The purpose of a summary is to give the reader, in about 1/3 of the original length of an article/lecture, a clear, objective picture of the original lecture or text. Most importantly, **the summary restates only the main points of a text or a lecture without giving examples or details**, such as dates, numbers or statistics.

### B. Writing Your Summary—steps:

1. Organize your notes into an outline which includes main ideas and supporting points **but no examples or details** (dates, numbers, statistics).
2. Write an introductory paragraph that begins with a frame, including an **in-text citation of the source** and the author as well as a reporting verb to introduce the main idea.

**Example:** In his/her article (or lecture), Andrew E. Serwer **argues/claims/reports/ contends/maintains/states** that Dell's low-cost, direct-sales strategy and high quality standards account for Dell's enormous success.

3. The main idea or argument needs to be included in this first sentence. Then mention the **major** aspects/factors/reasons that are discussed in the article/lecture.
4. Use discourse markers that reflect the organization and controlling idea of the original, for example cause-effect, comparison-contrast, classification, process, chronological order, persuasive argument, etc.
5. In a longer summary, remind your reader that you are paraphrasing by using "**reminder phrases**," such as
  - The author goes on to say that ...
  - The article (author) further states that ...
  - (Author's last name) also states/maintains/argues that ...
  - (Author's last name) also believes that ...
  - (Author's last name) concludes that
6. Restate the article's/lecturer's conclusion in one sentence.
7. Give a full reference for the citation

### C. Paraphrasing

Paraphrasing refers to rewriting a given sentence using your own words. When we need to use a sentence in our writing that someone else wrote, we paraphrase it. That is, we use the same idea(s) in that sentence and write it differently. In addition to using different words, we use different grammar. The main purpose of paraphrasing has to do with being able to use someone else's ideas while we write our own texts. Of course, it is required that any writer acknowledges the original source using the proper citation format.

*Example*

**Original sentence:**

PayLess is closed because of the bad weather conditions.

**Inappropriate paraphrase:**

PayLess is closed because of the bad weather.

This paraphrase has too many words, such as “PayLess is closed because of” are repeated. It is important to use different words and grammatical structure, while keeping the same meaning of the original sentence.

**Appropriate paraphrase:**

Since the weather is terrible, the grocery store is not open

As can be seen in the above example, in addition to using different words, the grammatical structure of the sentence was changed by starting with the second part (dependent clause) of the original sentence.

#### **D. Summarizing**

A summary should be a short version of a longer original source. Its main goal is to present a large amount of information in a short and concise text that includes only the most important ideas of the original text.

*Example*

**Original sentence:**

"The movement toward education by computer is developing fast. Massive Open Online Courses, called MOOCs, are changing how people learn in many places. For years, people could receive study materials from colleges or universities and take part in online classes. But such classes were not designed for many thousands of students at one time, as MOOCs are." (MOOCs Are Moving Forward , Voice of America, [learningenglish.voanews.com](http://learningenglish.voanews.com))

**Inappropriate summary:**

Voice of America website:

"Computer education is growing fast. MOOCs are influencing how we study. People received materials from universities for a long time to be able to take classes online. MOOCs are the only one thousands can take at a time."

The inappropriate summary is almost as long as the original text, which is a characteristic of a paraphrase. A summary needs to be concise.

**Appropriate summary:**

According to a Voice of America article, a fast-growing MOOCs movement allows thousands to take online classes at once, changing how we learn.

The appropriate summary keeps the original main idea and it is much shorter than the original text.

## Glossary

### Unit 1

|                                      |                                                                                                                                                                                                                                     |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Promiscuous                          | : berhubungan kelamin dengan banyak orang / seks bebas                                                                                                                                                                              |
| Intact                               | : utuh/lengkap dan terkesan baik                                                                                                                                                                                                    |
| casual relationships                 | : hubungan sepintas lalu/begitu saja/secara kebetulan                                                                                                                                                                               |
| evolutionary behaviour               | : psikologi yang membahas tentang kualitas, karakter, dan kecenderungan seseorang yang mengalami perubahan yang berdasarkan adaptasi-adaptasi baik secara seleksi alami maupun seleksi seksualitas perkembangan gaya hidup manusia. |
| Economically / financially dependent | : secara perekonomian/keuangan tergantung pada                                                                                                                                                                                      |
| Earnings                             | : pendapatan/gaji/upah                                                                                                                                                                                                              |
| Unworthy                             | : tak layak dan memalukan                                                                                                                                                                                                           |
| Hostile                              | : sikap benci dan cenderung bermusuhan                                                                                                                                                                                              |
| hardship                             | : mengalami situasi sulit (biasanya terkait dengan keuangan)                                                                                                                                                                        |
| befall                               | : menimpa                                                                                                                                                                                                                           |

### Unit 2

|                     |                       |
|---------------------|-----------------------|
| Resumption          | : permulaan           |
| Beforehand          | : sebelumnya          |
| short-lived effects | : berdampak sementara |

|                               |                                                                             |
|-------------------------------|-----------------------------------------------------------------------------|
| inevitably going to dissipate | : pasti akan berfoya-foya                                                   |
| notwithstanding               | : meskipun, sekalipun demikian                                              |
| mere stuff                    | : semata barang/benda                                                       |
| hedonic benefits              | : manfaat memperoleh kesenangan                                             |
| duniawi                       |                                                                             |
| happiness-hacking is timing   | : kesenangan yg dapat diciptakan yakni ketentuan waktu                      |
| most lasting imprint          | : sangat mengesankan                                                        |
| for maximizing reminiscence   | : mengoptimalkan kenangan waktu lampau supaya dapat ditulis dan diungkapkan |

### Unit 3

|                             |                                            |
|-----------------------------|--------------------------------------------|
| niche                       | : sesuai, cocok                            |
| the lifespan                | : jangka waktu yang diharapkan untuk hidup |
| different frameworks        | : kerangka kerja yang beraneka ragam       |
| grounded                    | : didasarkan                               |
| discrete stages             | : langkah-langkah yang terpisah-pisah      |
| devote less attention       | : kurang perhatian kepada                  |
| revealed                    | : menunjukkan                              |
| integrate diverse reasoning | : menyatukan proses berpikir yang beragam  |
| outweigh                    | : menitikberatkan pada                     |
| disavow                     | : terlepas dari / tidak bertanggung jawab  |
| pada                        |                                            |

### Unit 4

|          |                       |
|----------|-----------------------|
| Hence    | : oleh karena itulah, |
| Bind     | : mengikat            |
| Emphasis | : penekanan           |

|                       |                             |
|-----------------------|-----------------------------|
| Originated            | : berasal                   |
| Dating back           | : bermula dari              |
| Witnessed             | : bersaksi                  |
| Explanatory variables | : variable yang menjelaskan |
| Black-box human mind  | : otak manusia              |
| Redundant             | : ganjil                    |
| Methods of inquiry    | : metode bertanya           |

## Unit 5

|                            |                                      |
|----------------------------|--------------------------------------|
| the gross changes          | : perubahan besar                    |
| brain states and behaviour | : kondisi fisik otak dan perilakunya |
| albeit rather crudely      | : sekalipun hanya agak condong kasar |
| particularly vigilant      | : sangat waspada                     |
| far from being resolved    | : jauh dari penyelesaian             |
| separate entities          | : entitas yang terpisah              |
| not be overly concerned    | : tidak terlalu dipermasalahkan      |
| a widely accepted scheme   | : sebuah skema yang banyak diterima  |
| lateralized                | : bercabang                          |
| the left hemisphere        | : otak bagian kiri                   |

## Unit 6

|                         |                      |
|-------------------------|----------------------|
| Endeavour               | : usaha              |
| artificial intelligence | : kecerdasan buatan  |
| eventually              | : pada akhirnya      |
| artefact                | : barang-barang kuno |
| reverse                 | : berlawanan         |
| fluid                   | : berubah-ubah       |
| solely                  | : semata-mata        |
| suicidal ideation       | : ide bunuh diri     |
| counterparts            | : kawan              |
| intent                  | : keinginan          |

## Unit 7

|              |                                       |
|--------------|---------------------------------------|
| Poltergeist  | : Peristiwa yang terkait dengan hantu |
| Supernatural | : berkaitan dengan alam gaib          |
| Acknowledge  | : mengakui                            |
| Harsh        | : kejam, kasar                        |
| Spooky       | : menakutkan, menyeramkan             |
| Uncanny      | : aneh                                |
| Persistent   | : terus ada                           |
| Superstition | : mistis                              |
| Insidious    | : mengganggu                          |
| Faulty       | : aneh, tidak biasanya                |

## Unit 8

|           |                         |
|-----------|-------------------------|
| Clinical  | : terkait dengan klinik |
| Adequate  | : cukup                 |
| Attire    | : baju, pakaian         |
| Approach  | : pendekatan            |
| Reminder  | : pengingat             |
| Colleague | : rekan                 |

## Unit 9

|                    |                                   |
|--------------------|-----------------------------------|
| Pteronophobia      | : Panic when tickled by feathers. |
| Pediophobia        | : Fear of dolls.                  |
| Russophobia        | : Dread of Russians.              |
| Zemmiphobia        | : Fear of the great mole rat.     |
| Consecotaleophobia | : Fear of chopsticks.             |
| Dendrophobia       | : Trepidation when amongst trees. |

|                 |                                            |
|-----------------|--------------------------------------------|
| Dextrophobia    | : Fear of objects at the right side of the |
| body.           |                                            |
| Eleutherophobia | : Strange phobia of freedom.               |
| Epistemophobia  | : Fear of knowledge.                       |

## Unit 10

|              |                             |
|--------------|-----------------------------|
| Estrangement | : pengasingan, merasa asing |
| Abuse        | : pelecehan                 |
| Resolve      | : memecahkan                |
| Domestic     | : rumah tangga              |
| impact       | : dampak                    |
| survivor     | : orang yang selamat        |
| treatment    | : pengobatan                |
| thorough     | : menyeluruh, lengkap       |
| Authorities  | : pihak berwenang           |
| Cub          | : anak beruang              |

## Unit 11

|                |                            |
|----------------|----------------------------|
| Expert         | : ahli                     |
| Commit         | : melakukan                |
| Offender       | : pelanggar hukum          |
| Nervous system | : system syaraf            |
| Callous        | : berhati dingin           |
| Obsess         | : terobsesi                |
| Pursue         | : mengejar                 |
| Abide          | : mematuhi                 |
| Pinpoint       | : menunjukkan dengan tepat |
| Deviance       | : penyimpangan             |

## Unit 12

|                |                            |
|----------------|----------------------------|
| Expert         | : ahli                     |
| Commit         | : melakukan                |
| Offender       | : pelanggar hukum          |
| Nervous system | : system syaraf            |
| Callous        | : berhati dingin           |
| Obsess         | : terobsesi                |
| Pursue         | : mengejar                 |
| Abide          | : mematuhi                 |
| Pinpoint       | : menunjukkan dengan tepat |
| Deviance       | : penyimpangan             |

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