



psychology 6

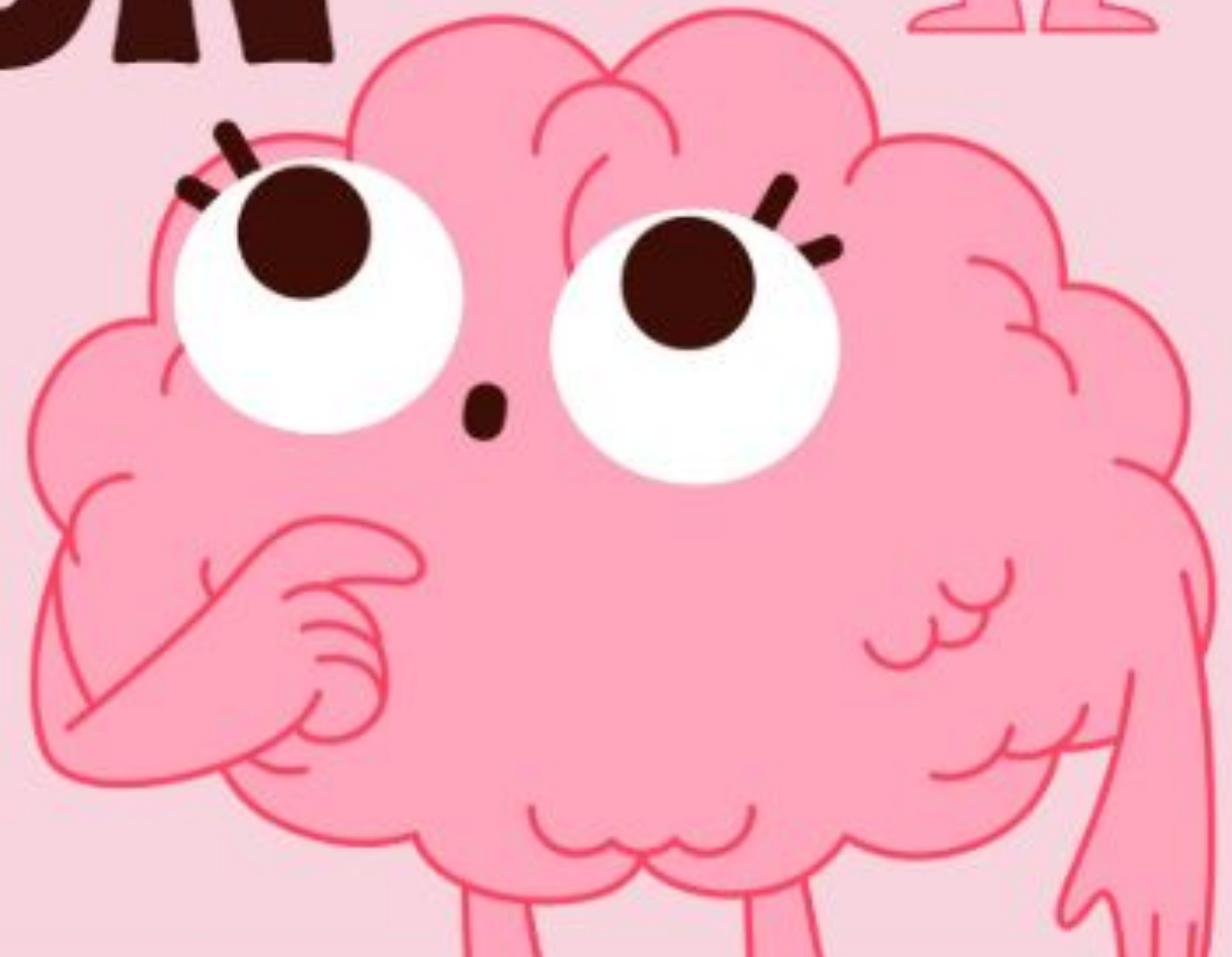


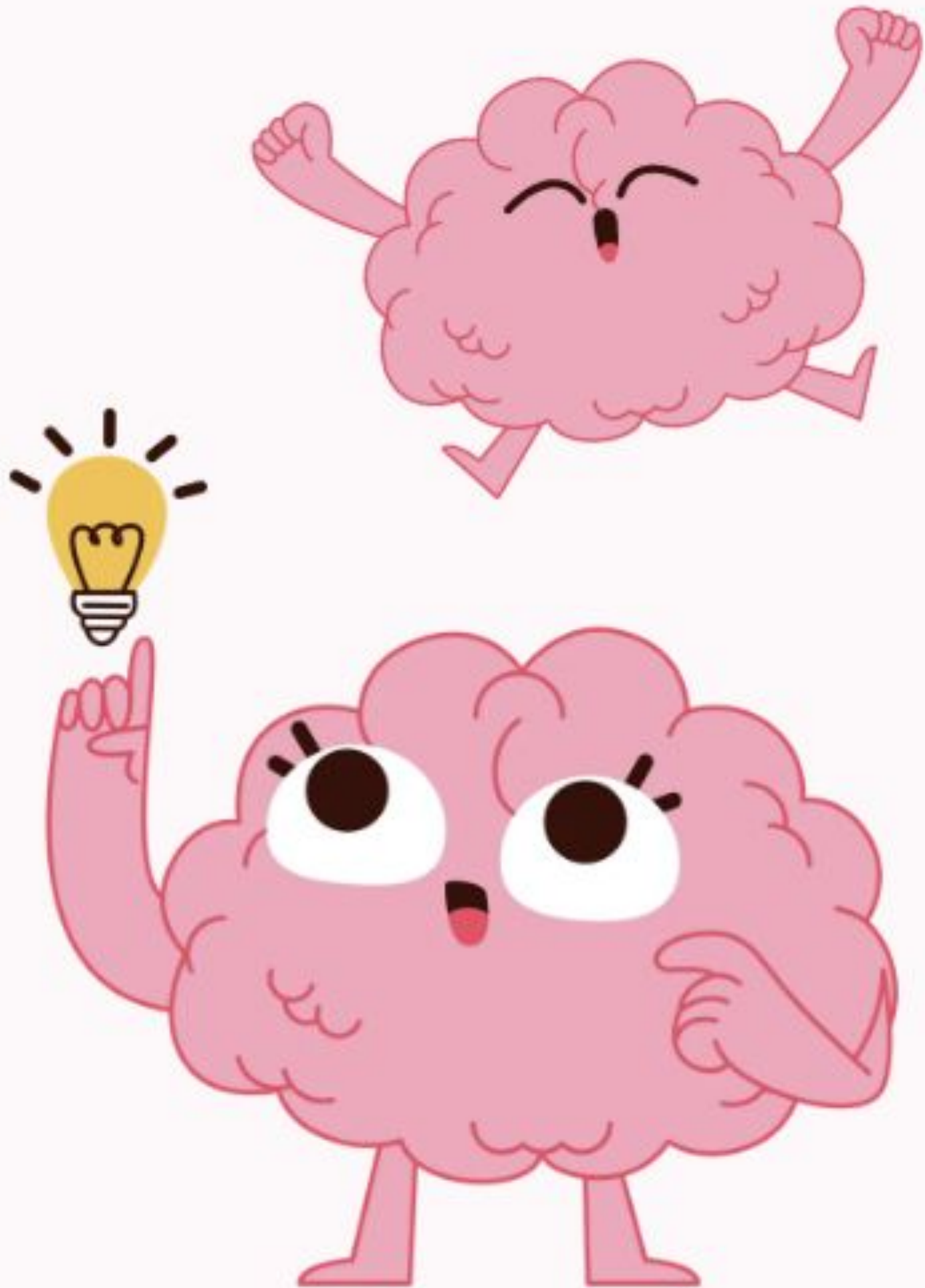
PAY

ATTENTION



PSYCHOLOGY
6A
LEVEL 4





LESSON OBJECTIVE

Talk about how you stay focused:
necessity and permission.

NECESSITY - Something that must be done or is required.

PERMISSION - Approval or freedom to do something.

LESSON STRUCTURE

1.

Vocabulary:
prefixes.

2.

Reading:
The Art of
Doing



3.

Grammar:
Necessity &
permission

4.

Speaking:
avoiding
distractions

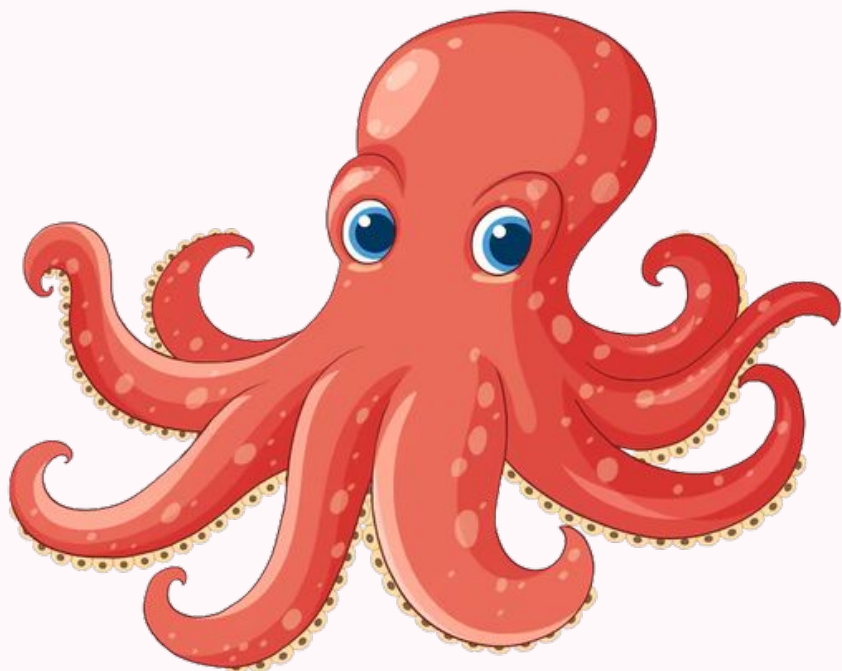
WARM-UP: PSYCHOLOGICAL GAME

There are random objects on the next slide.

You will have 20 seconds to view them.

When the timer goes off, work in pairs to try and remember as many as you can.

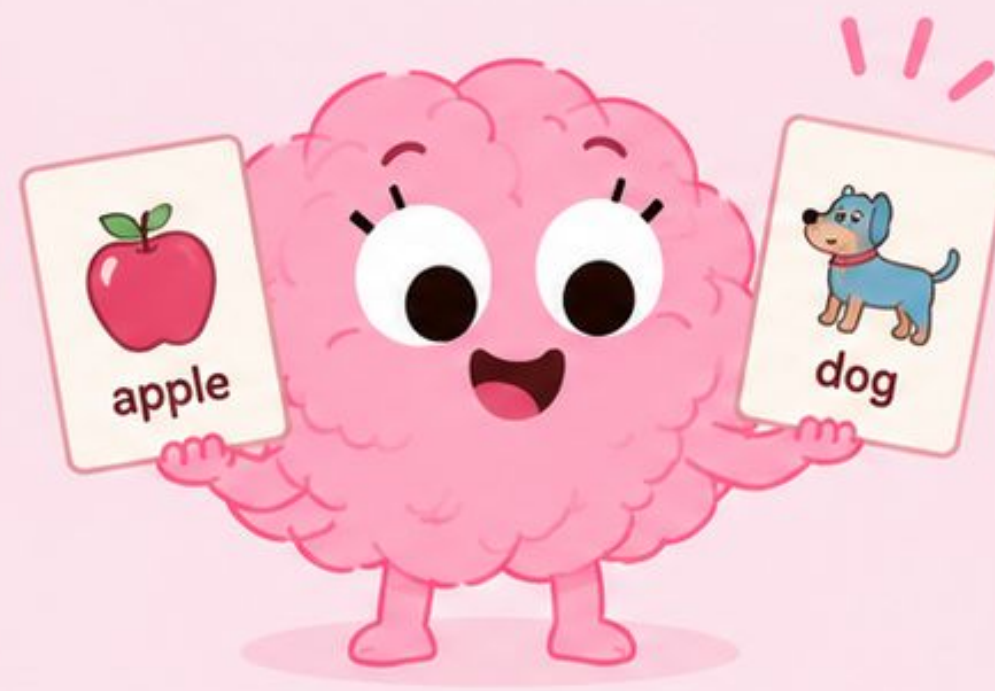
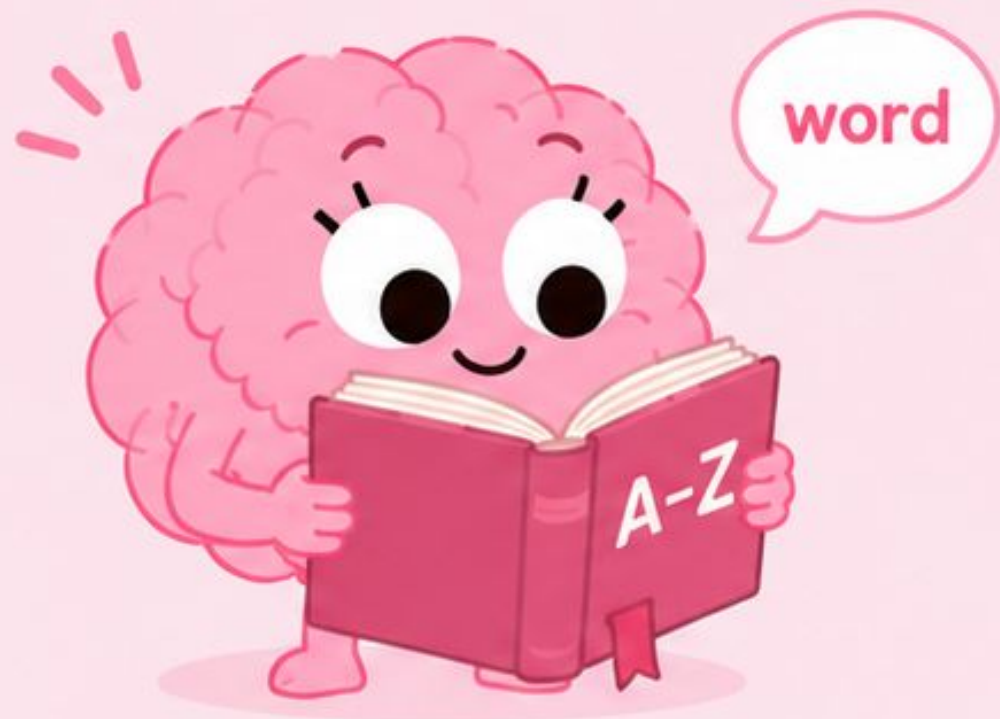




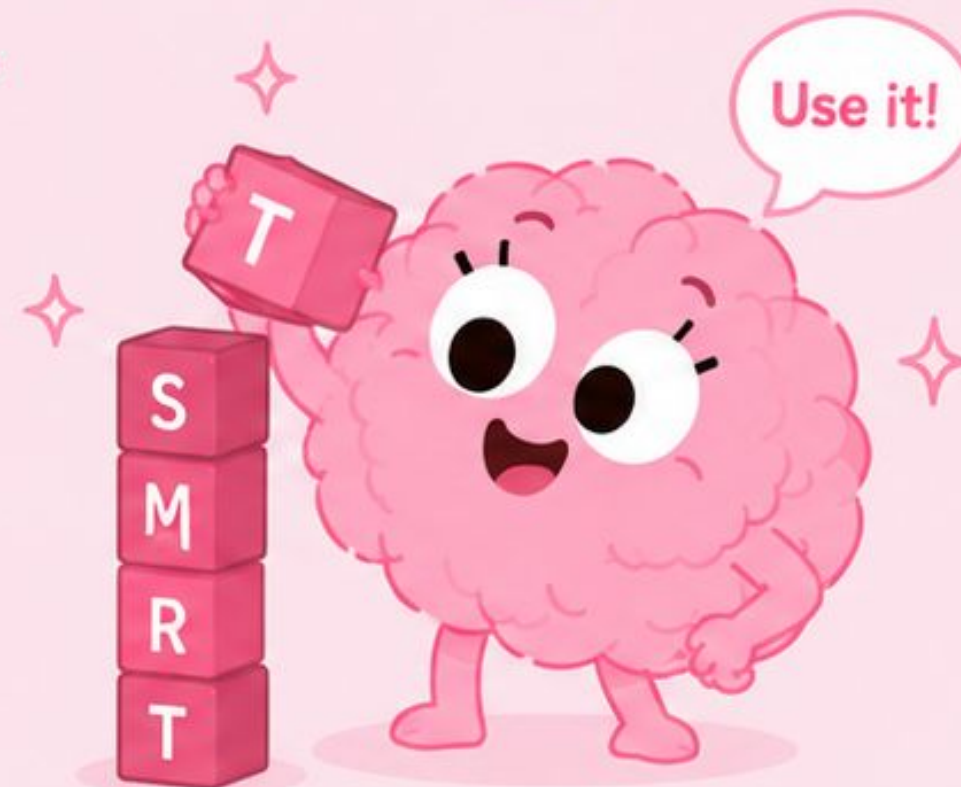
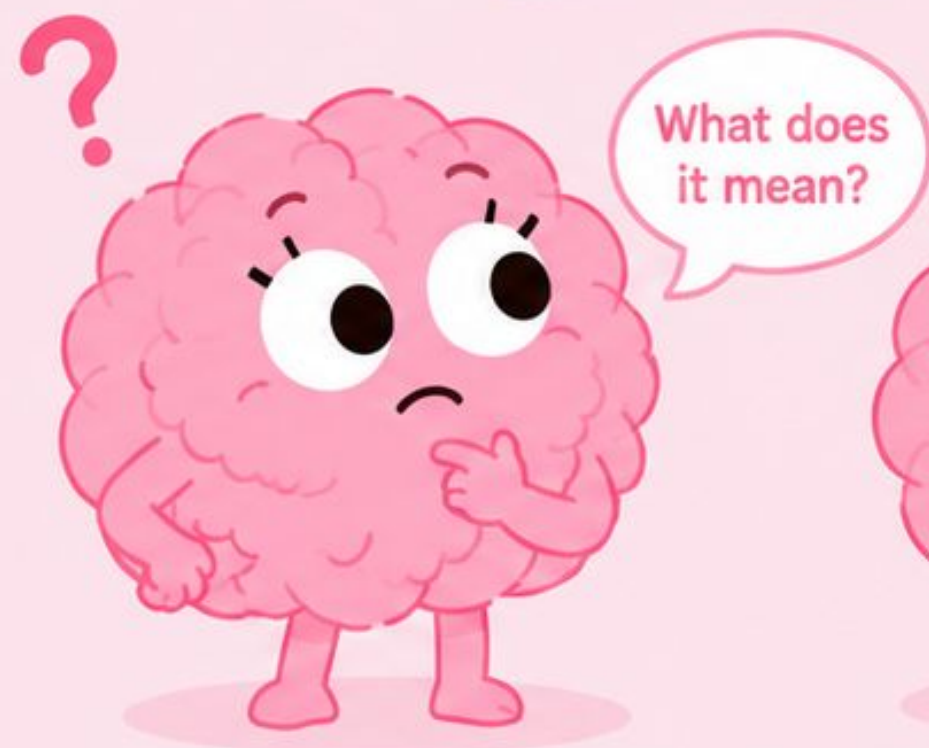
HOW DID YOU DO?

- How many words did you remember?
- Which words were easiest to remember?
- What strategy did you use?
- Did you struggle to pay attention knowing there was a short time limit?





VOCABULARY

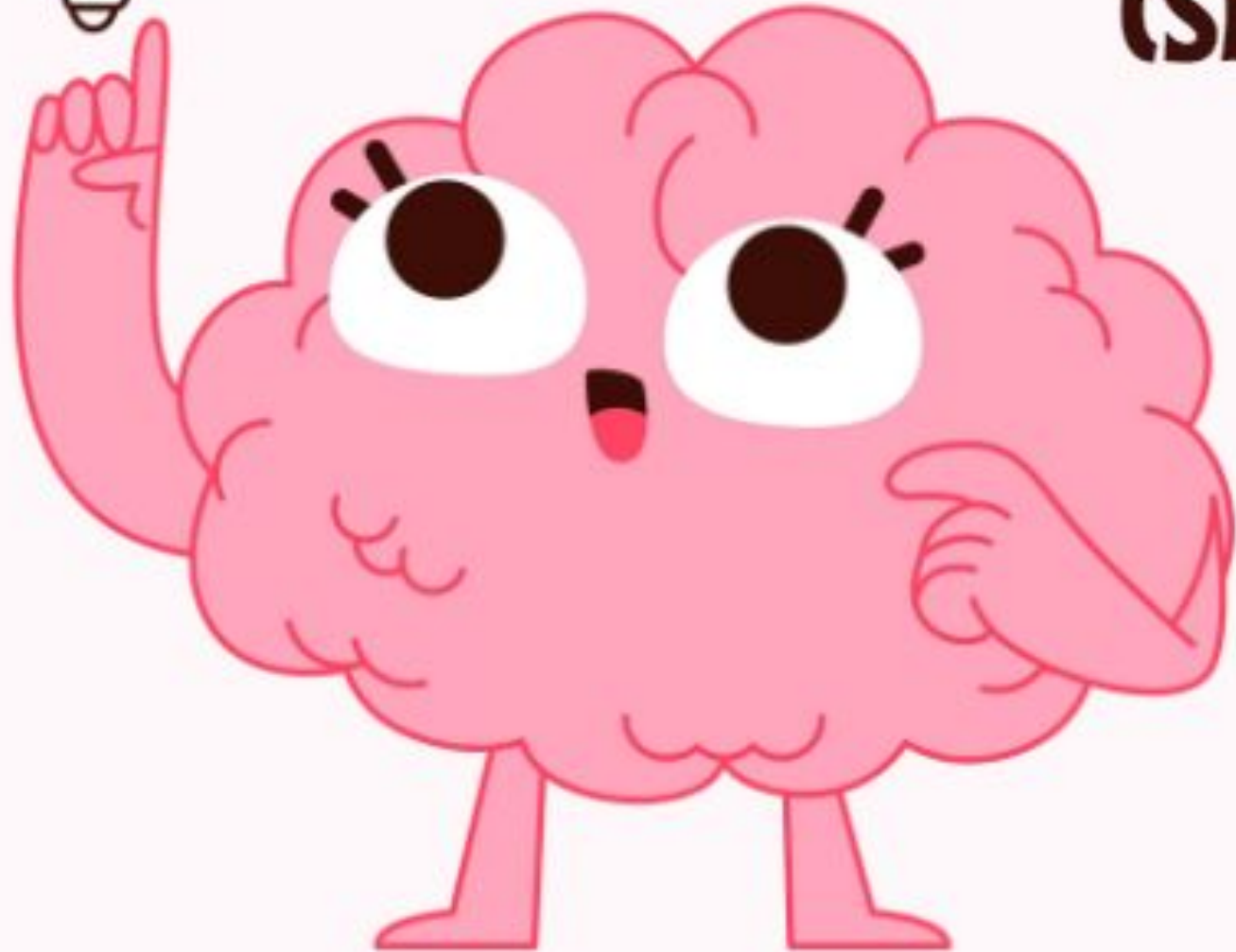


VOCABULARY

1 A Work in groups. Read the three opinions.
Which do you agree with and why?



**PG. 68
(SB)**



When doing a task, we should avoid **unnecessary** distractions. This might mean **disconnecting** our devices or closing the door.

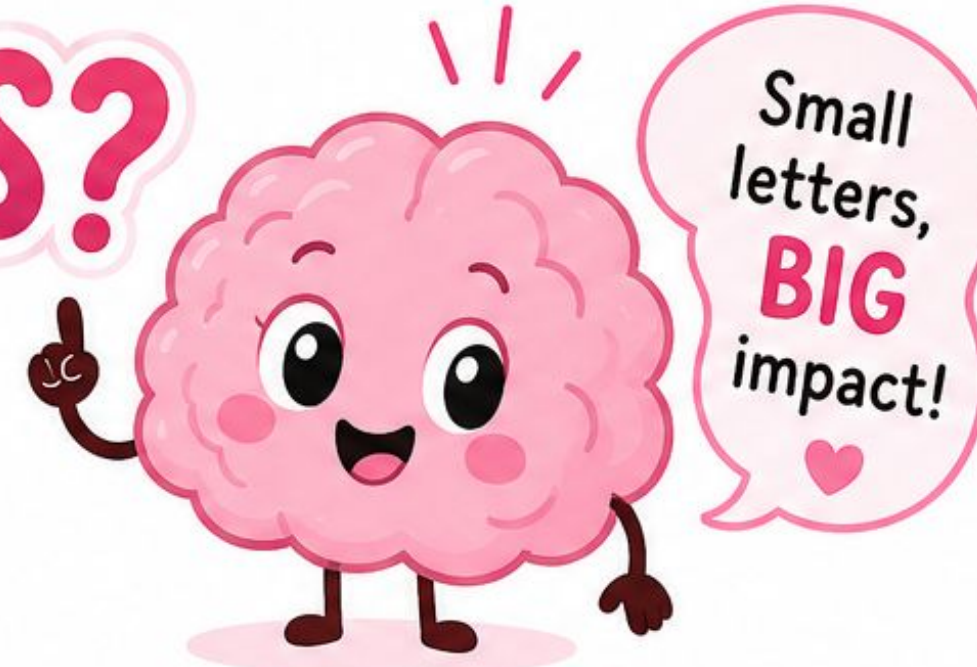
When we're distracted, we often **misunderstand** instructions or produce **substandard** work.



Multitasking is a bad idea. It's **impractical** to concentrate while doing several things at once, and it often means we have to **redo** the tasks which we messed up!

WHAT ARE PREFIXES?

Prefixes are small groups of letters added to the beginning of a word to **change** its meaning.



dis-

means
not or opposite of

≡ **disconnect** ≡



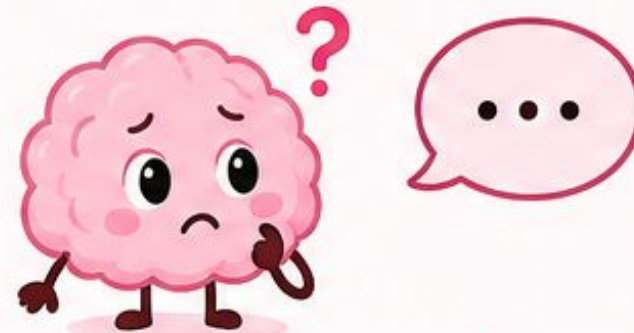
to **disconnect** means
to not connect.



mis-

means
wrongly or badly

≡ **misunderstand** ≡



to **misunderstand** means
to understand in the wrong way.

un-

means
not or the opposite of

≡ **unnecessary** ≡



unnecessary means
not needed.

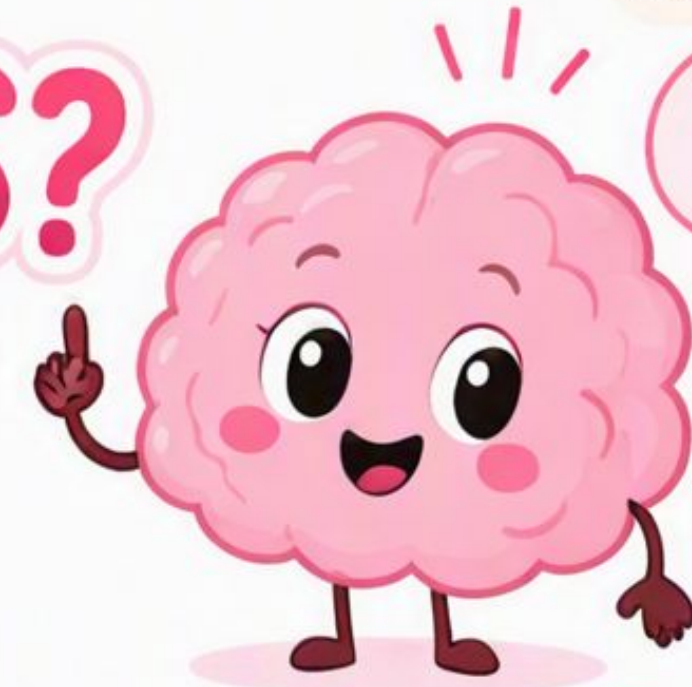


Prefixes may be small, but they can make a ≡ **BIG** ≡ difference!



WHAT ARE PREFIXES?

Prefixes are small groups of letters added to the beginning of a word to **change** its meaning.



Small letters,
BIG impact!

sub-

means
below or under

submarine



♥ **submarine** means
under water.

im-

means
not or the opposite of

impossible



impossible means
not possible.

re-

means
again or back

redo



redo means
to do again.

♥ Prefixes may be small, but they can make a **BIG** difference! ♥

B Read the statements in Ex 1A again. Match the prefixes in bold with the meanings in the box.

un	•	•	again
dis	•	•	below/under
mis	•	•	incorrectly/badly
sub	•	•	not
im	•	•	opposite action
re	•	•	



**PG. 68
(SB)**



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When we're distracted, we often **misunderstand** instructions or produce **substandard** work.



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SKILLS
GUESS THE
PREFIX



VOCABULARY

HAPPY

UNHAPPY

FAIR

UNFAIR

CONNECT

DISCONNECT

RECONNECT

AGREE

DISAGREE

LIKE

UNLIKE

DISLIKE

HEAR

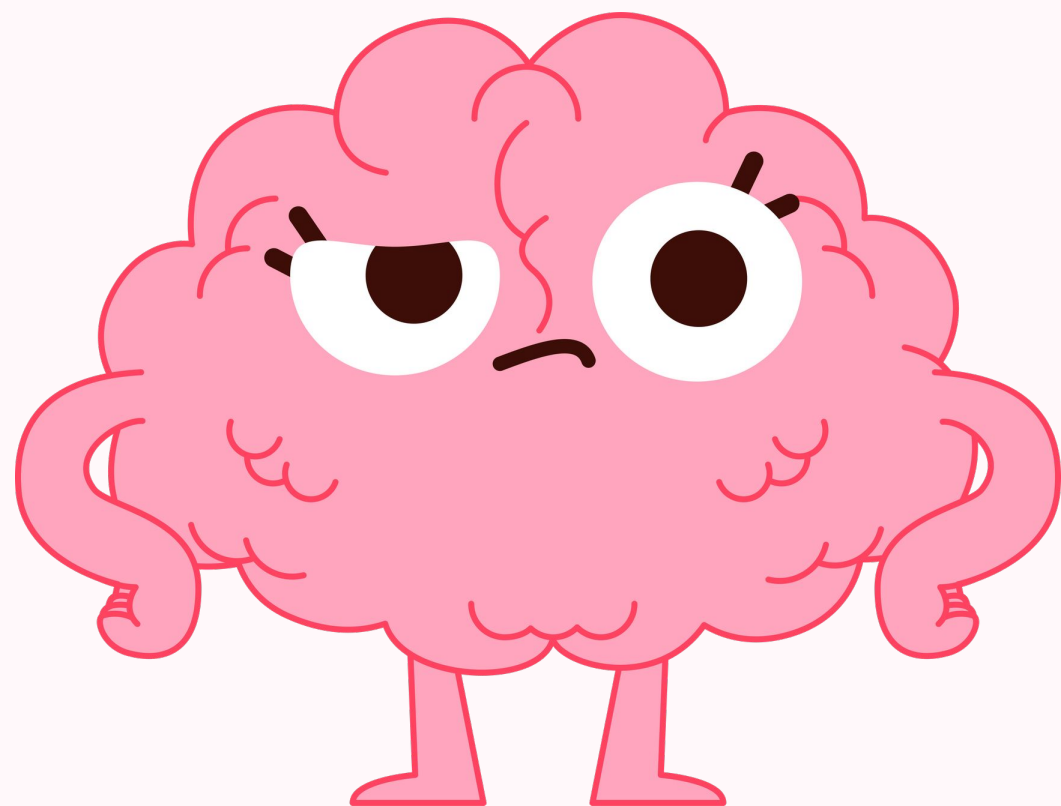
MISHEAR

WRITE

REWRITE

1A. Add the correct prefixes to the words in bold. Use the same prefix twice in each sentence. Add a hyphen where necessary.

1. Our plan was im **perfect** . It took too long, and we were too im **patient** to wait.
2. The employees had to re **train** for new jobs and the company re **wrote** their contracts.
3. The sub **heading** of this article about the North Pole is 'Life in sub **zero** temperatures'.
4. The instructions were un **helpful** because they were un **realistic** . No one could follow them.
5. It turned out he was dis **honest** : he dis **appeared** with all our money!
6. I mis **heard** Seb when he invited me, and then I mis **read** the invitation. I thought the party was today!



dis

im

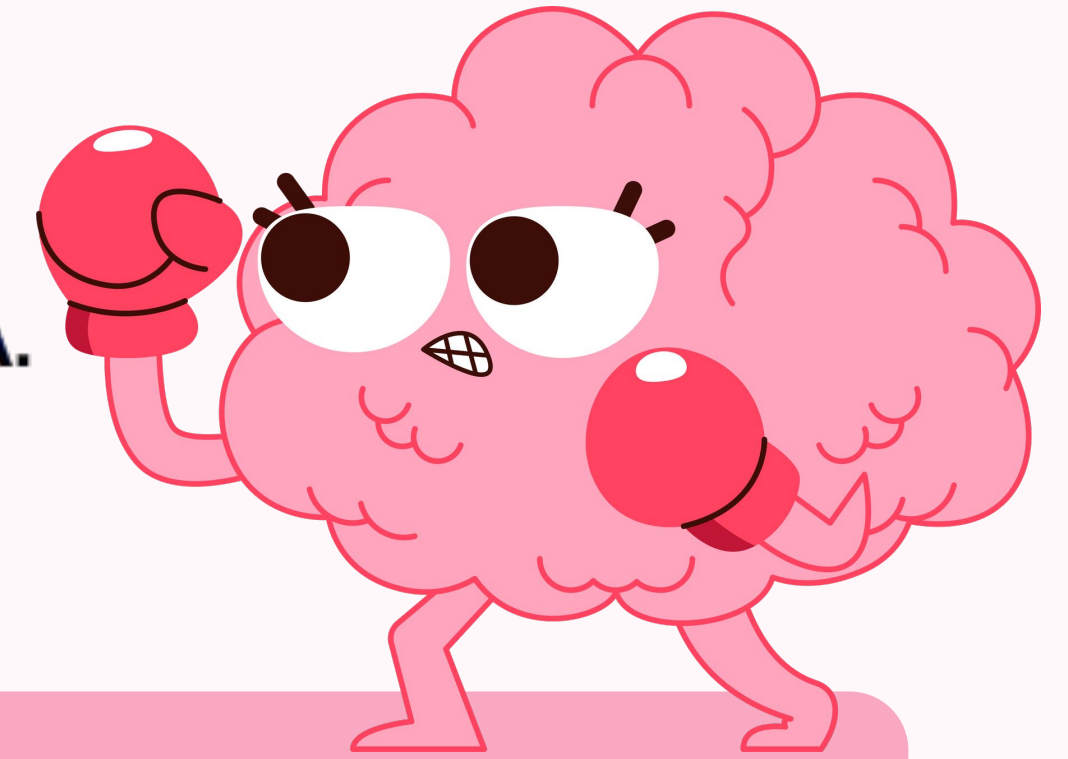
mis

re

sub

un

1B. Write three sentences using other words that use the prefixes in Ex 1A.



The women decided to remake their project for work.

The children misunderstood their homework task.

It is unsafe to ride a bicycle without a helmet.



READING



The art of **doing**

¹There's a good chance if you asked a North American sixteen-year-old exactly what they're doing right now, they'd be unable to tell you. That's because they're not doing just one thing at any one time – they are simultaneously doing their homework on a laptop, checking their Twitter feed, watching a programme on Netflix, making a snack and messaging their best friend! Actually, it's not only North Americans or teenagers. Much of the world's population is busy multitasking and living in the 'nearly now'. Distraction is a way of life.

²It's tempting to blame the internet for our distractedness. There are apps for everything, and it's very easy to spend hours staring at a phone screen. There are even apps (oh, the irony!) to help us stay offline by locking us out of social media. But according to behavioural psychologist and author, Nir Eyal, tech isn't the problem.

³A few years ago, Eyal found himself getting distracted. So, he bought an old flip phone with no apps on it and started using a 1990s word processor with no internet connection. But he soon discovered that the tools didn't matter. Instead of working, he'd tidy his desk or take out the rubbish. These odd jobs didn't need doing; they were just distractions.

3A Read the article and choose the best summary (1–3).

- 1 Why some people are better at multitasking.
- ✓ 2 How to concentrate and avoid getting distracted.
- 3 Why you should switch off your phone more often.

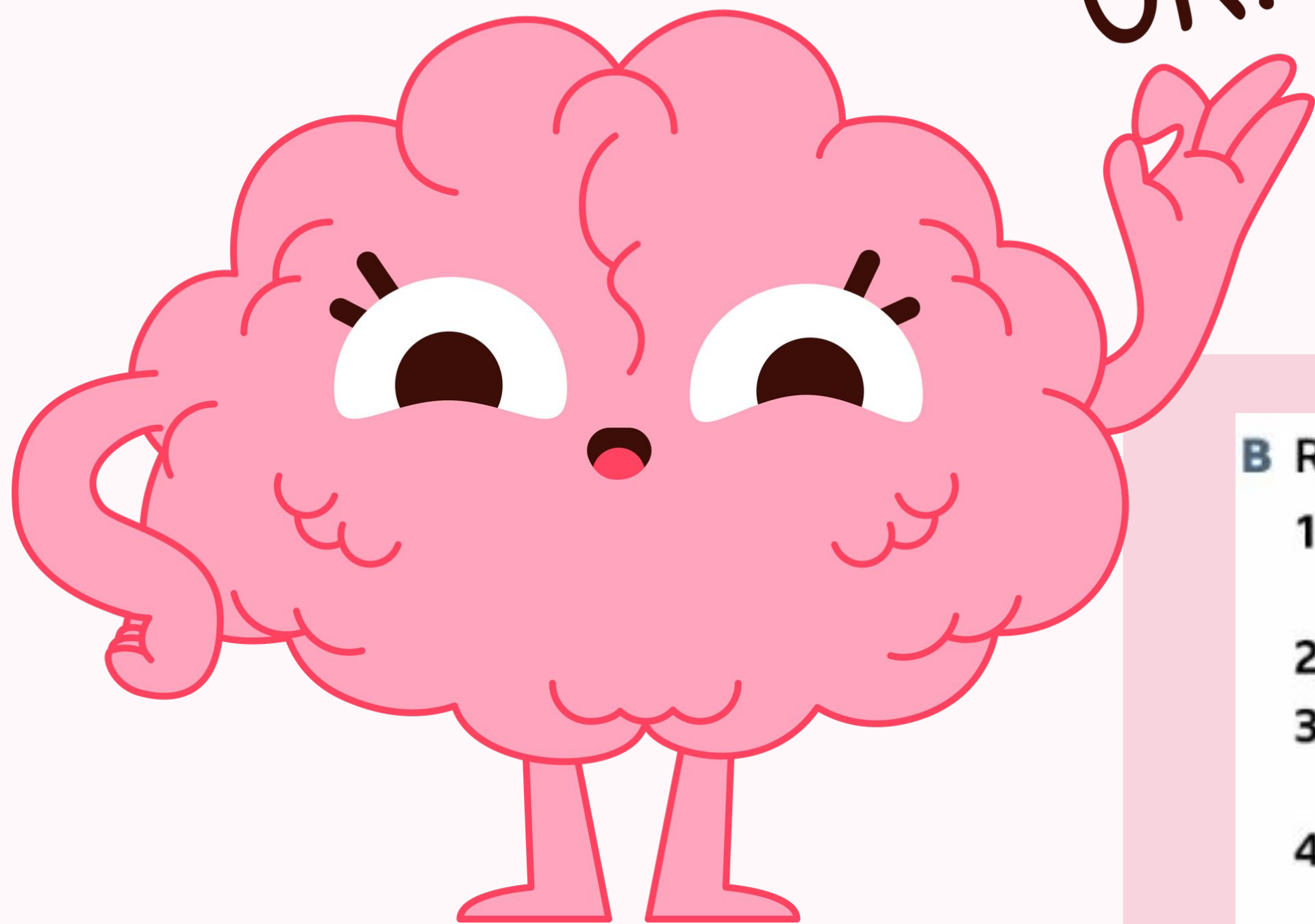
⁴His mistake? He'd believed that the problem was external triggers – things outside himself like phones and social media. But instead, he realised the problem was internal triggers – emotional states we want to escape. For example, when we're feeling lonely, we might check Facebook. When we're uncertain, we turn to Google. When we're bored, we find things to read or watch online.

⁵While researching his book, *Indistractable: How to Control Your Attention and Choose Your Life*, he found some solutions to help us stay focused. One of these is to plan your day, not with a to-do list, but by giving an idea of how long you think you'll spend on each task. Another idea occurred to him when he noticed that people have their devices on all day and check them constantly. He suggests checking social media and email only at certain times of the day, for fixed amounts of time, for example only checking your emails from 9.00–9.30 a.m.

⁶One of Eyal's ideas is that we should be careful about moments of transition, when we're moving from one task to the next. Often, we're tempted to do something 'quick', like catching up with messaging friends, which turns out not to be so quick. We find ourselves spending far more time on it than we'd planned, and the result is distraction.

⁷Eyal also reminds us of a psychological truth: we're not powerless. If we believe we're in control of our internal triggers, we're more likely to overcome them.

READING
PG. 69 (SB)



OK!

1. You do them at the same time
2. Small jobs around the house.
3. External triggers = things outside the individual (e.g. phones, the internet, etc). Internal triggers = things inside the individual (e.g. feelings).
4. They are moments when you are moving from one task to another. They are a problem because we may be tempted to do something we think is quick but turns out not to be.
5. in control

B Read the article again and answer the questions.

- 1 If you do things 'simultaneously' (paragraph 1), how do you do them?
- 2 What do you think 'odd jobs' are? (paragraph 3)
- 3 What's the difference between external and internal triggers? (paragraph 4)
- 4 What are 'moments of transition' (paragraph 6)? Why are they a problem?
- 5 What two-word phrase (paragraph 7) means 'able to influence what happens'?

PG. 69 (SB)

C Work in groups. Discuss the questions.

- 1 Do you agree with Eyal that internal triggers are a bigger problem than external triggers?
- 2 Would any of the ideas in *A Short history of staying focused* work for you? Why/Why not?

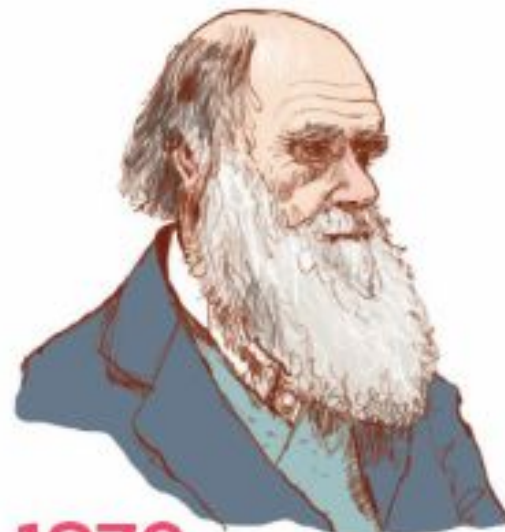
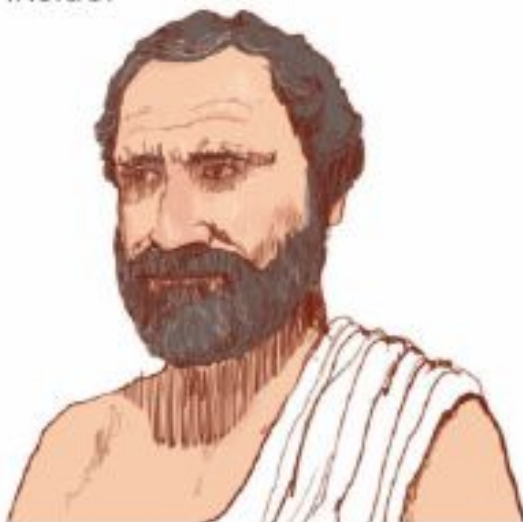
A short history of staying focused

Could Eyal's ideas work for you? If not, maybe you should take inspiration from what people did in the days before smartphones and texting.

366 BCE

Look terrible

Demosthenes built an underground study, where he practised public speaking and shaved half his hair off. He was so ashamed of his appearance he had to stay inside.



1876

Be so ill you can't have fun

Charles Darwin was sick constantly. But he saw it as a gift. It allowed him to concentrate on science free from 'the distractions of society and amusement'.

1912

Work at night

The novelist Franz Kafka suffered from insomnia and lived in a noisy Prague apartment, so his books needed to be written at night. He started at around 10.30 p.m. and ended at 3.00 a.m.



1984

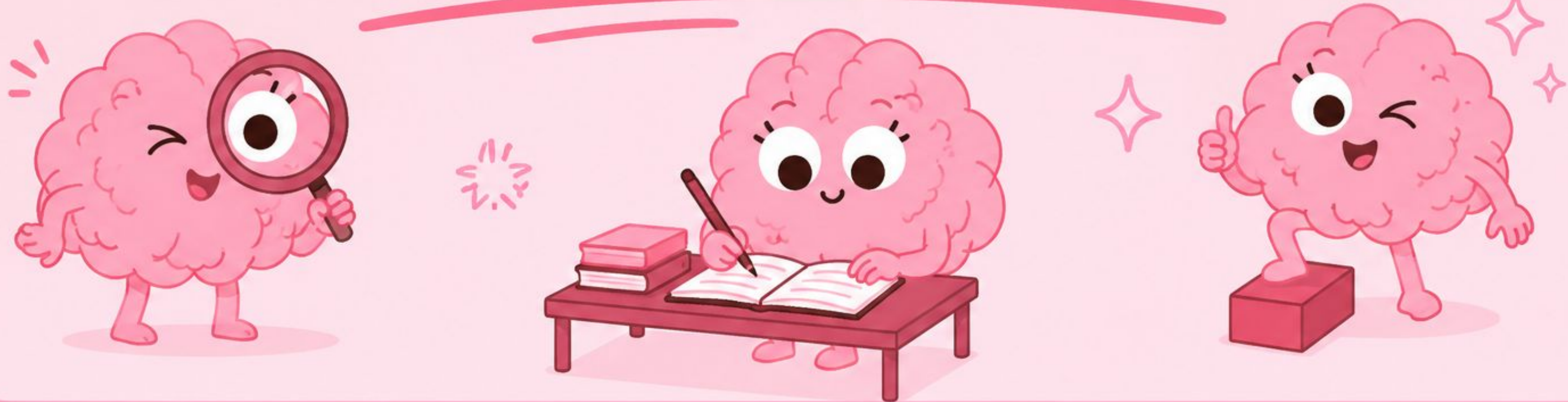
Get locked in

When Douglas Adams' novel *So Long, and Thanks for All the Fish* needed finishing, his publisher booked him into a hotel. Adams wasn't allowed to leave the hotel until he'd finished the book.





GRAMMAR





NECESSITY

Talk about what needs to be done.

We can use structures with *need* to express necessity, when the focus is on the action, not the person who does the action.

We can use *need* + *-ing* form. This is often used to talk about chores or things we haven't had time to do yet.

- The lightbulb in the kitchen **needs changing**.
- Your nails **need redoing**.

We can also use *need* + the passive infinitive.

- The TV **needs to be repaired**.
- The meat **needs to be cooked** for a bit longer.

We can also use *must*, *need to* and *have to* to express necessity, when the focus is on the person who does the action.

- You **need to apply** for a visa before you travel.
- You **have to speak** to the manager if you want a refund.



PERMISSION

Talk about what is allowed.

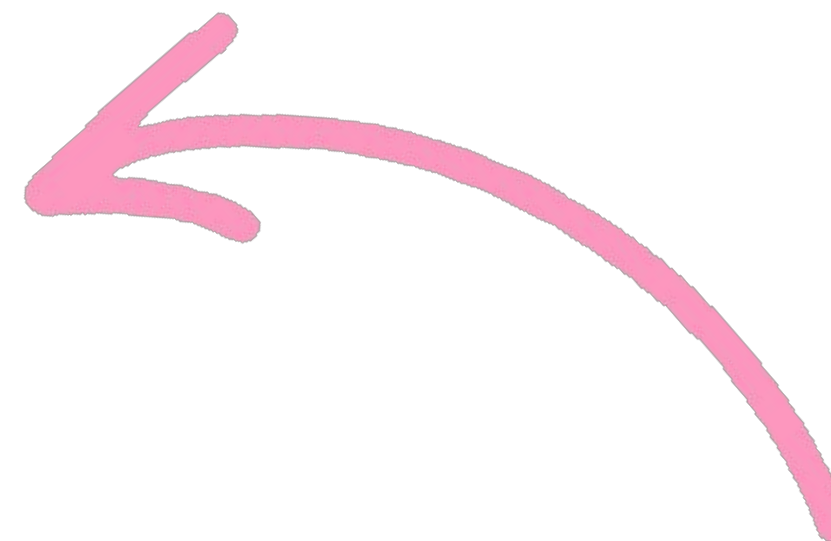
We use **allow** and **be allowed to** to express permission.

In the active form, we use *allow* + object + infinitive with *to*.

- I **allowed her to borrow** my car.
- We **were allowed to retake** the exam.

We can use *permit* and *be permitted to* in more formal sentences. In the active form, we use *permit* + object + infinitive with *to*.

- The rules **permit players to take** a ten-minute break between games.
- Dogs **are permitted** inside the building.



PG. 126 (SB)



NECESSITY

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GRAMMAR

4A. Read the sentences from the article. Click on the words and phrases that describe necessity or permission.

1. Douglas Adams's novel *So Long, and Thanks for All the Fish* needed finishing.
2. It allowed him to concentrate on science.
3. Kafka's books needed to be written at night.

B Work in pairs. Answer the questions about the verb forms you underlined in Ex 4A.

- 1 Which phrase describes permission using verb + object + infinitive?
- 2 Which phrase is followed by a passive structure?
- 3 Which word describing necessity can be followed by an *-ing* form?

1. allow + someone + to

2. need to be + past participle

3. need



2. Choose the correct words to complete the sentences.

1. Were you **allowed to do** experiments in the lab?
2. Our employees didn't need **retraining**.
3. They **permitted us to enter** the gallery and we loved it.
4. The essay is fine and doesn't **need to be rewritten**.



3. Complete the second sentence so it means the same as the first sentence. Use the word in brackets.

1. We must do several tasks this morning.

Several tasks **need doing** this morning. (**doing**)

2. We had to replace our pipes.

The pipes **needed to be** replaced. (**need**)

3. The document has already been edited.

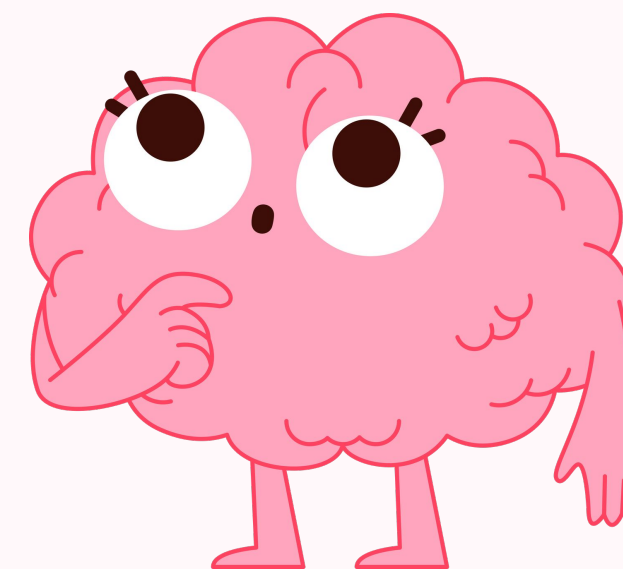
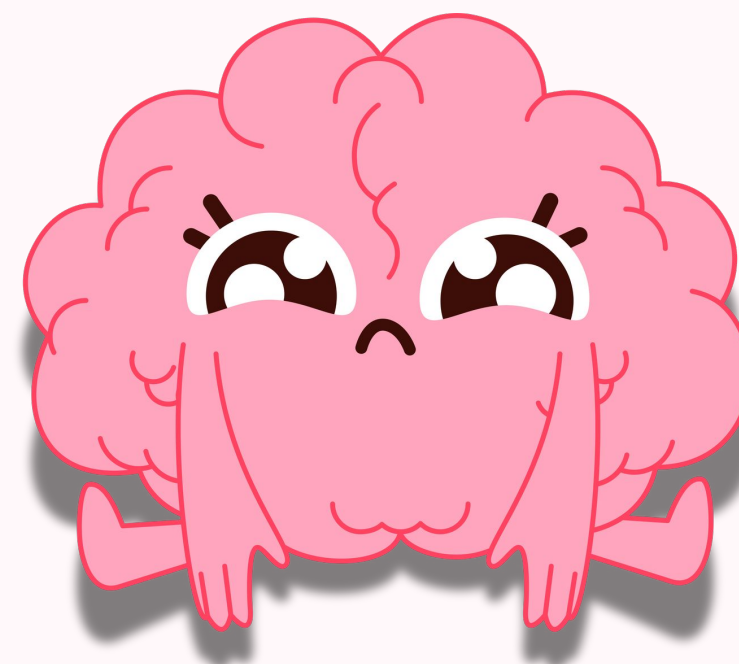
The document doesn't **need to be edited**. (**edited**)

4. She let me stay in her flat.

She **allowed me to stay** in her flat. (**allowed**)

5. The law says that parents can make decisions for their children.

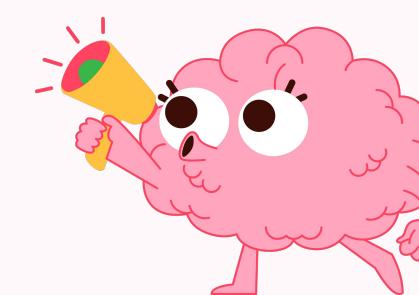
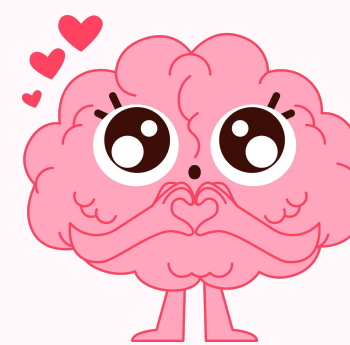
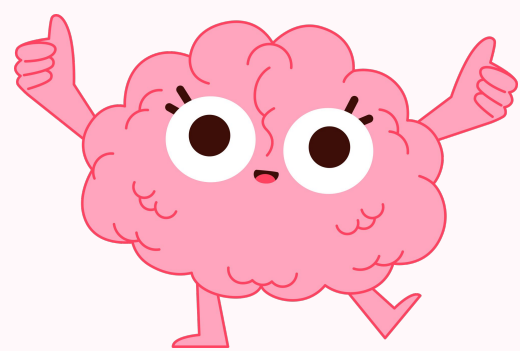
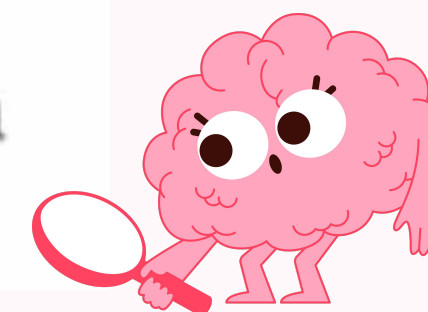
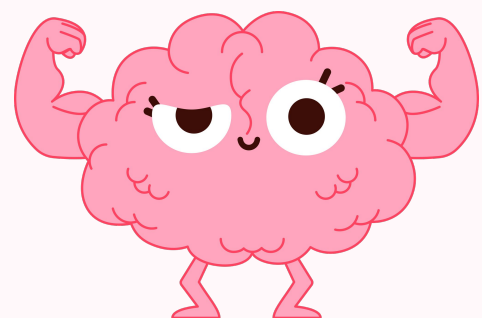
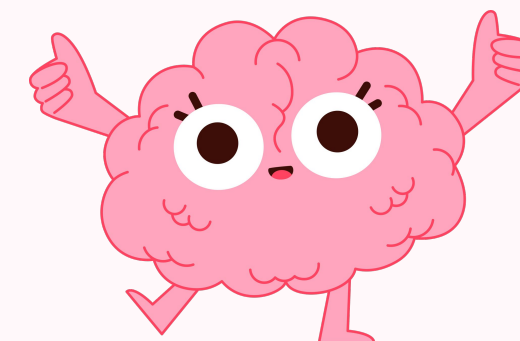
The law **permits parents to make** decisions for their children. (**permits**)

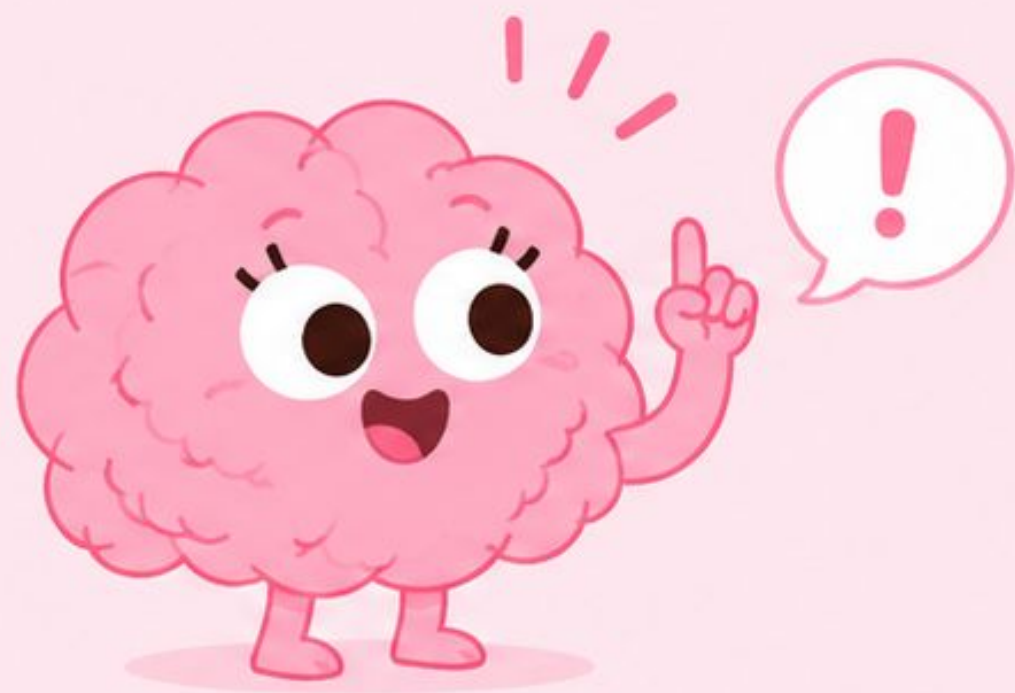


necessity, prohibition and permission

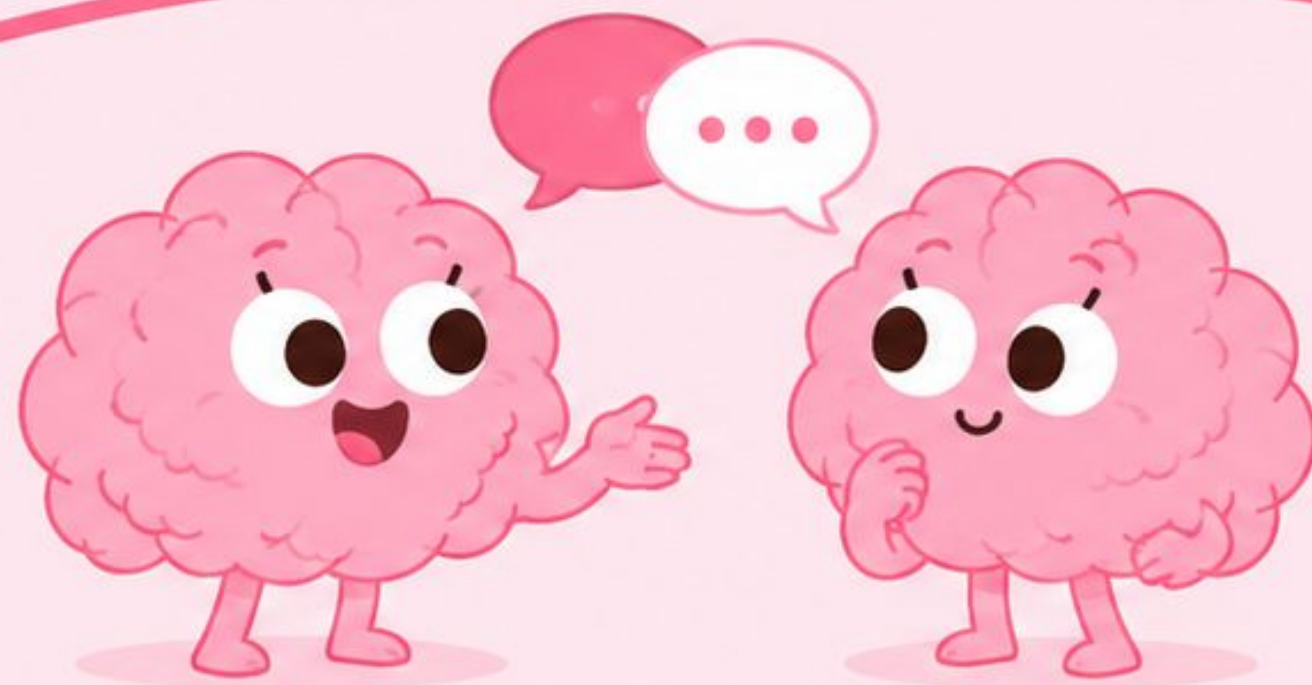
3A  Choose the correct word or phrase to complete the sentences.

- 1 My hair needed **to cut** / **cutting** / to have been cut, so I went to the hairdresser's.
- 2 My brothers and I were allowed **staying** / **stay** / **to stay** out until it went dark when we were kids.
- 3 Something needs **done** / **to do** / **to be done** about all the rubbish people leave in the streets.
- 4 You are allowed **to have taken** / **to take** / taking a dictionary into the exam.





SPEAKING



10 top tips for avoiding distraction

- 1 switch off your phone
- 2 take breaks every twenty minutes
- 3 keep a strict routine
- 4 work at night
- 5 work somewhere boring
- 6 stay in the moment
- 7 work in a room with others who are working
- 8 lock the door
- 9 eat before you start working
- 10 listen to music



FUTURE SKILLS Self-management



Staying focused is essential for learning a language. Which of the new ideas for staying focused that you've read in this lesson do you think would help you in your studies?

5 A Read the tips for avoiding distractions. Can you think of any others?

- B** Which three tips are the most useful? Why? Make notes.
- C** Work in groups. Tell other students which three you chose. Ask questions to see if they agree or not.
- D** Work in pairs. Read the Future Skills Box and discuss the question.

PG. 70 (SB)

WELL DONE EVERYONE!

