

# INTERNET LESSON IDEAS

## *ENGLISH FOR PSYCHOLOGY*

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### **Web-based lesson plan 1 - People**

- Aims:**
1. Describing people (personalities)
  2. Working on new vocabulary.
  3. Practicing Present Simple in speaking and writing activities.

#### **I. Pre- Internet Activity - Whole-class revision**

What **types of people** do you recall? Provide a short oral description. (Based on a reading task, coursebook p.10)

#### **II. Internet tasks**

1. Doing a research about 9 Types of personalities.

Work in pairs. Go to a website <http://www.9types.com/>. Look at the list of types (Reformer, Helper, Motivator, Romantic). Choose five types and prepare a short description of those types using the Present Simple Tense.

(Students receive handouts with the exercises to complete, see the table below)

Instructions:

On the website go to Diagrams and Type Description to find needed information

type: Perfectionist

World view	
Basic desire	
Basic fear	

General characteristic	- - - - - - -
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2. Go to <http://www.9types.com/> and find needed information in order to complete this task:

*If you want to get along with ... (e.g. Thinker) ..., you have to/ should:*

- *be independent, not clingy ...*

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### III. Post-Internet Task

3. Speaking task based on the above research:

#### **Psychologist/ patient interaction.**

Students use a chosen above type and talk about it.

Imagine your friend is e.g. a thinker. Tell your psychologist about her/him describing her/his personality. As a psychologist give advise how to get along with a thinker.

### IV. Homework

Think about a person that you know (a friend, a family member) and try to “diagnose” her/him as one of 9 Types giving a short description of her/his personality (positive and negative aspects). Feel free to use information found online at <http://www.9types.com/> or other websites of your choice to extend your project.

## **Web-based lesson plan 2 - Traveling**

- Aims:**
1. Vocabulary: practicing and revising vocabulary connected with traveling
  2. Speaking: talking about moving abroad and cultural shock
  3. Grammar: practicing 1. Conditional

### **I. Pre- Internet Activity - Whole-class**

1. Students answer question based on the previous coursebook lesson in order to revise some basic ideas:

Why do people travel?

Where do people travel?

1. How do people travel?

2. Whole class discussion about moving abroad.

- What are the positive aspects of moving abroad?
- What are the negative aspects of moving to a foreign country?
- Do you know any people who moved abroad? Why did they move?
- Would you move abroad? Why?

### I. Internet tasks

3. Reading task:

Go to <http://www.utm.edu/international/shock.html>,

<http://www.juliaferguson.com/shock.html> or

<http://www.canuckabroad.com/moving-overseas/how-to-deal-with-culture-shock-when-moving-abroad/>

Read the text and try to come up with answers. Make **notes**.

- When do people experience a culture shock?
- Describe feelings associated with culture shock.
- How to cope with the problem?

Feelings associated with culture shock: - - - - - - - - - -	Ways to cope with culture shock: - - - - - - -
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### II. Post-Internet Task

4. Whole-class research presentation.

Teacher asks volunteers or chosen students to present the results of their research.

5. Try to form five first conditional sentences using the table above.

### III. Homework

Make a list of do's and don'ts for a person who is going to a foreign country. Use your own ideas, information collected during the class research and feel free to consult other useful websites of your choice at home.

### Web-based lesson plan 3 - Food

- Aims:**
1. Working on vocabulary connected with eating disorders
  2. Researching information
  3. Reading and comprehension

#### I. Pre- Internet Activity - Whole-class revision

1. Students revise the material from the previous lesson talking about eating disorders mentioned in the coursebook.

#### II. Internet tasks

2. Work in pairs. Visit following website(s) in order to list as many symptoms of anorexia as possible. Write down results of your research.

[http://www.helpguide.org/mental/anorexia\\_signs\\_symptoms\\_causes\\_treatment.htm](http://www.helpguide.org/mental/anorexia_signs_symptoms_causes_treatment.htm)

<http://www.something-fishy.org/isf/signssymptoms.php>

[http://www.healthsystem.virginia.edu/uvahealth/adult\\_pediatrics/anorexia.cfm](http://www.healthsystem.virginia.edu/uvahealth/adult_pediatrics/anorexia.cfm)

3. Go to

[http://www.bbc.co.uk/guernsey/content/articles/2007/02/08/anorexia\\_sufferer\\_feature.shtml](http://www.bbc.co.uk/guernsey/content/articles/2007/02/08/anorexia_sufferer_feature.shtml)

Work in pairs. Read an anorexic's story of Linda Le Vasseur and answer the questions below:

- Why are eating disorders becoming so common in today's society?
- How long did she suffer from anorexia and bulimia?
- How did it start and progress?
- How did she feel about herself even when she was slim?
- Where did she find inspiration to stop starving herself?
- Who helped her while she was struggling?

4. Go to [http://www.edreferral.com/Celebrities\\_who\\_died\\_or\\_have\\_Eating\\_Disorders.htm](http://www.edreferral.com/Celebrities_who_died_or_have_Eating_Disorders.htm)

From the list of celebrities, choose two people and note key information about their problems with eating disorders.

### **III. Post-Internet Task**

5. Task 1. Teacher provides feedback on the list of anorexia symptoms created by students asking them to present the results of their research.
6. Task 2. Teacher asks students to answer questions, comparing answers.
7. Task 3. Teacher asks several students to provide answer to the third task in a way that the students put themselves in the role of chosen celebrities introducing themselves and describe their eating disorders.

### **IV. Homework**

8. Write a short text answering the following questions:  
What treatment options are there for anorexic people? How can a psychologist help?