

Unit 5 Psychology

I Teaching Objectives

After learning Unit 5, students (Ss) are expected to develop the following academic skills and knowledge:

Professional knowledge	Get acquainted with some collocations (e.g., <i>body esteem, first impression, interpersonal connectedness, social creature</i>)
Reading	<ul style="list-style-type: none">• Summarize the main idea of a text and identify essential supporting points• Understand difficult sentences (e.g. sentences with abstract meaning or ambiguous reference)• Analyze complex or controversial issues critically (e.g., <i>honesty and lying on social media, judging a book by its cover</i>)
Viewing	Recognize signal words
Speaking	Link the points of the body part of a presentation
Writing	Learn to make argumentation in an academic essay with supporting evidence and logical reasoning
Researching	Independently locate and study a variety of resources (articles, books, videos, etc.) to know more about the study of psychology, and conduct an observation survey
Academic language and discourse	<ul style="list-style-type: none">• Acquire some specialized vocabulary of psychology• Learn some academic words in the texts• Get acquainted with some collocations• Acquire some formal expressions

II Teaching Activities and Resources

Reading

Text A

Lead-in

Teaching Steps

Ask Ss to work in groups and complete the task in **Lead-in**. Then choose some groups to share their answers with the whole class.

Answer Keys (*Suggested Answers*)

- 1) Yes, I think it is a kind of lying. They beautify their selfies to deceive others that they are actually that good-looking. This behavior intentionally gives other people a false impression about them, so it's a kind of lying.
2) No, I don't think it is a kind of lying. Not everyone over-beautifies selfies. In fact, the best selfie editors, just like the best makeup artists, know how to enhance a face just enough so that it looks gorgeous and still remains convincingly natural.
2. People lie on social media with ease. I think they lie for many reasons. First off, there's no eye contact when they communicate with others on social media. Eye contact is usually a dead giveaway, so lying is a risky thing to do in face-to-face communication. With no eye contact, people may find it much easier to lie without being caught. Secondly, they feel a sense of power and control when they influence others on social media in ways they aren't able to in face-to-face encounters. They expect to receive the responses they desire, such as empathy, admiration, approval, and attention, so that their emotional needs can be satisfied. Thirdly, lying on social media gives them the opportunity to become someone they wish they were.

Text Analysis

Teaching Steps

1. Overview

Ask Ss to preview Text A before class. Or, allocate some time for Ss to read the text quickly in class. Then invite several Ss to summarize the main idea of Text A.

2. In-Depth Analysis

- 1) Show Ss the following words and ask them to contribute to the class as much as possible with what they know about these words. Provide additional information in **Supplementary Information** when necessary.
 - Pew Research Center

- Adlerian psychotherapy
 - body esteem
- 2) Explain some important language points in **Language Support** to Ss.
 - 3) Discuss with Ss how honest people are on social media by doing **Task 1** in **Critical reading and thinking**.
 - 4) Organize a group discussion about the questions from **Task 2** in **Critical reading and thinking**. Encourage Ss to think independently, critically and creatively, and share their ideas with each other.

Supplementary Information

1. Pew Research Center

Pew Research Center is a nonpartisan American fact tank based in Washington, D.C. It informs the public about social issues, public opinion, and demographic trends shaping the United States and the world. It also conducts public opinion polling, demographic research, media content analysis and other empirical social science research.

2. Adlerian psychotherapy

Adlerian psychotherapy was developed by Alfred Adler, a historically influential psychotherapist. Adler believed that it was imperative to become intimately familiar with a person's social context by exploring factors such as birth order, lifestyle, and parental education. Adlerian psychotherapy is both humanistic and goal oriented. It emphasizes that the individual's strivings for success, connectedness with others, and contributions to society are hallmarks of their mental health.

3. body esteem

Body esteem is the facet of self-concept that has been most consistently associated with weight, and includes the attitudes, evaluations, and feelings an individual holds about his or her body and physical appearance.

Language Support

1. As we engage on social media with greater frequency, we find ourselves sifting through photos of children, commentary about food, and explosive reactions to current political events. (Para. 2)

sift (through): examine (sth.) carefully in order to find sth. out or decide what is important and what is not 仔细检查, 筛查

e.g. They sifted through the rubble, searching for signs of life.

We have to sift through the application forms to separate the wheat from the chaff.

2. This increased media usage and exposure poses the question: How accurate is the information we are getting? (Para. 2)

pose a question: ask a question, esp. one that needs to be carefully thought about 提出问题 (尤指需要仔细考虑的问题)

e.g. Pose a question that has been troubling you and see how your dream

responds to it.

The fastest and best way of meditation is to pose a question, get quiet, and stay quiet until the answer shows itself.

3. **In a large sample of over 2,000 people in England conducted by Custard.com, 43 percent of men admitted to making up facts about themselves and their lives that were not true online.** (Para. 3)

make up: if you make up sth. such as a story or excuse, you invent it, sometimes in order to deceive people 编造

e.g. I'm not making it up. The character exists in real life.

I think it's very unkind of you to make up stories about him.

This is the meaning of "make up" in the text. Other meanings of "make up" are provided as below:

- i) the people or things that make up sth. are the members or parts that form that thing 构成

e.g. UK shoppers make up the largest percentage of foreign buyers.

Insects are made up of tens of thousands of proteins.

- ii) if you make yourself up or if sb. else makes you up, make-up such as powder or lipstick is put on your face 给(某人)化妆

e.g. I don't want to spend too much time making myself up.

She chose Maggie to make her up for her engagement photographs.

- iii) if you make up an amount, you add sth. to it so that it is as large as it should be 凑足; 补齐

e.g. We can't cover our costs, so we have to rely on donors to make up the difference.

The team had six professionals and made the number up with five amateurs.

4. **According to some of the most prominent theories of human nature (e.g., Adlerian psychotherapy) and a large body of research, ...** (Para. 5)

A large body of research suggests that we are programmed to trust others. (Para. 6)

Indeed, a growing body of research suggests that ... (Para. 9)

a body of sth.: a large amount or mass of sth., esp. sth. that has been collected 大量的某物

There are some similar expressions, such as "a large body of" and "a growing body of".

e.g. There is a large body of evidence that can prove his statements.

A growing body of research is revealing that physical activity has powerful implications for our mental health.

5. **In essence, trust is developmentally essential to our feelings of safety and security.** (Para. 6)

in essence: in or by its very nature 本质上; 根本上

e.g. In essence, human beings are thinking animals.

What she is saying, in essence, is that the law protects against this type of abuse.

6. ... it can be problematic because we internally presume that what is presented is true. That people are naturally as good-looking as their photos appear on a daily basis. That people's daily home life is as perfect as the pictures depict. That others have very few gut-wrenching struggles. That people around us are in a habitual state of going on vacation, eating out, and parenting blissfully. (Para. 7)

本段中后面四个“That”引导的句子都是对第一句中“that”引导的“what is presented is true”给予的进一步阐释，是四个并列的示例。

Answer Keys

Critical reading and thinking

Task 1 / Overview

How honest are people on social media?

1. Honesty and lying on social media	<p>People tend to <u>lie</u> on social media platforms.</p> <p>1) People directly lie about their lives, which is often an effort to make themselves <u>look more desirable or positive</u>.</p> <p>2) People “lie” by presenting an image of themselves and their lives that is <u>imprecise</u> or less than comprehensive, leading the viewer to believe <u>falsehoods</u>.</p>
2. How and why dishonesty on social media affects us	<p>Although selective self-presentation and lying about ourselves on social media may not seem like a surprise (or even a big deal), it can <u>affect us greatly</u>.</p> <p>1) Humans are naturally social creatures—we crave <u>relationships and social interaction</u>.</p> <p>2) Humans appear to have a natural propensity to trust that <u>others are being honest with us</u>.</p>
3. Social comparison in social media	<p>We are more likely to <u>compare ourselves</u> to what we see in social media in an internal effort to evaluate ourselves against those around us.</p>
4. Conclusion	<p>When engaging with social media, it is critical to remind yourself that <u>what you see is not an accurate picture of reality</u>.</p>

Task 2 / Points for discussion (Suggested Answers)

1. 1) I agree that people tend to lie on social media. Individuals often lie on social media because the persona they are trying to display is expected to be viewed as more appealing than their reality. Researchers have found that people feel they have to be more glamorous and impressive than they really are on dating sites, so they lie. For example, when daters who do not like any pet learn that people they want to meet like puppies, they tend to lie in their initial conversations that they like puppies, too.
2) I don't think that people tend to lie on social media. When we make claims on social media, those claims are visible to people we know in reality. They can see our claims, evaluate our claims and judge us for those claims. This makes professional claims on sites like LinkedIn more honest than paper résumés. When we post on LinkedIn that we worked at company A doing job X for N months, people who know the truth might see those claims. If the claims were inaccurate, then we would run the risk of being perceived as a liar. Thus, we will choose to be honest on social media.
2. 1) I think dishonesty on social media can affect me. First, I constantly see others' posts about what they have been doing, where they have been, etc. It makes their lives seem so much more interesting than my own. Second, even though I know that lying is not a good thing to do, sometimes I cannot help but fear that being too honest on social media might hurt my social standing. Some of my honest claims on social media might upset my friends in ways I would not have expected, leading them to want to stay away from me or creating conflicts between us. So when many others tell "white lies" on social media, it might be safer for me to join them.
2) I don't think dishonesty on social media can affect me. When I see people I know in reality post things about their lives on social media, I can tell if those things are lies since I know the truth about them. I won't compare myself to their posts or feel bad about my own life simply because they show off their "good" lives. I know that no one has a life so ideal and their seemingly perfect lives are not so perfect.
3. I believe that regularly comparing ourselves to the "lies" on social media will undermine our mental health. First, the more regularly we check others' dishonest posts on social media, the less satisfied we will feel about ourselves. The lack of life satisfaction could damage our self-esteem greatly. Second, the ideal version of others, which is shown as the carefully designed self-presentation on social media, will probably increase our expectation of the ideal self. The bigger the gap between our real self and ideal self is, the lower self-esteem we will have. With a low self-esteem, we might have more negative emotions and poorer views about ourselves. These would harm our mental health.
4. My first piece of advice is: Don't lie about yourself on social media; just present yourself as who you really are. Take lying as a last resort. Truth is always better. Lying on social media never solves problems in real life. Instead, it brings more problems. Once you start lying about yourself, you might be trapped by your

ideal self and make lying a habit. Even worse, if people find that you're dishonest about yourself, they're very likely to stop trusting you and question you for everything you do. Honesty, however, can help you in many ways. It gives you a boost of positive energy. It helps you gain the trust of others and build stronger relationships with them. Also, people may be drawn to your honesty and be encouraged by it.

My second piece of advice is: Don't easily fall for others' dishonesty on social media. To maintain a healthy state of mind, we should remind ourselves that what we see on social media is not an accurate picture of reality and it's unwise to compare ourselves to the images of friends, colleagues, or celebrities.

Language building-up

Answer keys

Task 1 / Specialized vocabulary

1

- | | |
|-------------------------------------|-----------------------|
| 1 人际关系 | 2 媒体使用和曝光 |
| 3 社交媒体 | 4 群居生物 |
| 5 归属感 | 6 social nature |
| 7 psychological and physical health | 8 self-esteem |
| 9 negative emotion | 10 social interaction |

2

- | | |
|--------------------------------|--------------------------------------|
| 1. self-esteem | 2. social media |
| 3. Social interaction | 4. a sense of belonging |
| 5. social nature | 6. negative emotions |
| 7. Interpersonal connectedness | 8. psychological and physical health |

Task 2 / Academic vocabulary

- | | |
|------------------|-----------------|
| 1. comprehensive | 2. consuming |
| 3. Furthermore | 4. internally |
| 5. specifically | 6. evaluate |
| 7. majority | 8. consequently |
| 9. fundamental | 10. negatively |

Task 3 / Collocations

- | | |
|----------------------|-------------------------------------|
| 1. A growing body of | 2. in a good state of |
| 3. in essence | 4. sift through |
| 5. associate with | 6. engage with |
| 7. interact with | 8. To make matters more complicated |

Task 4 / Formal English

- | | |
|--------------------|---------------|
| 1. sifting through | 2. imprecise |
| 3. crave | 4. propensity |

- 5. presume
- 7. permeate

- 6. depict
- 8. blatant

Translation of Text A

人们在社交媒体上有多诚实？

这个世界正在以越来越高的速度消费社交媒体并与之互动。根据皮尤研究所（编者按：应为皮尤研究中心）2018 年的数据，现在大多数美国成年人都在使用 YouTube（73%）或 Facebook（68%）；在使用 Facebook 的人群中，超过一半的人每天都会查看这个平台几次。

随着我们在社交媒体上的参与频率越来越高，我们发现自己总是在筛选着孩子的照片、美食评论和对时政新闻的激烈反应。这种媒体使用和曝光量的增加带来了一个问题：我们获得的信息有多准确？更具体地说，社交媒体网站上的人们有多诚实？

社交媒体上的诚实与谎言

事实上，人们倾向于在这些平台上撒谎。如何说谎？首先，人们直接撒有关他们生活的谎，这往往是为了努力使自己看起来更令人满意或更积极。在一项对 80 位在线约会者的调查中，汉考克、托马和埃利森发现，三分之二的参与者撒了有关他们体重的谎，有 5 磅或更多的水分。Custard.com 网站对英国 2000 多人进行的大样本调查中，43%的男性承认在网上编造了关于自己和他们生活的谎言。

甚至更常见的是，人们通过呈现不精确或不够全面的自己和生活的形象来“说谎”，从而导致浏览者相信谎言。例如，在 Custard.com 的研究中，只有 18%的男性和 19%的女性报告说，他们的 Facebook 页面“完全准确地反映了”他们是谁。最常见的是，参与者说他们只分享他们生活中“不无聊”的方面（32%），他们并不像在社交媒体账户上看起来的那样“活跃”（14%）。

社交媒体上的不诚实行为如何以及为什么会影响我们？

虽然在社交媒体上选择性的自我展示和撒关于我们自己的谎似乎并不是一件令人感到意外的事（或者甚至谈不上是一件大事），但它会对我们产生很大的影响。为什么？人类是天生的群居生物——我们渴望建立关系和社交互动。根据一些最著名的人性理论（例如阿德勒学派心理治疗法）和大量的研究，社交互动和对群体的归属感是心理和身体健康的两个最重要的预测因素。鉴于我们的社会性，我们希望感觉到自己与人们有联系，并“了解”我们的朋友、家人甚至名人。

除了社交之外，我们似乎有一种自然的倾向，即相信别人对我们是诚实的。大量的研究表明，我们生来就信任他人。虽然我们倾向于信任他人的原因是复杂的，但如果没有人际间的联系和一个基本的信念，即周围的人会支持你、保护你、尊重你，我们会感到不安全。从本质上讲，信任对我们在成长和发展过程中的安

全感是至关重要的。

当我们参与社交媒体而我们倾向给予的信任遭遇公开撒谎和不够诚实的自我展示时，就有可能出现问题，因为我们内心认为所呈现的是真实的：人们天生长得就像他们日常照片里的一样好看；人们的日常家庭生活就像照片上所描绘的那样完美；别人很少有令人痛心的挣扎；我们周围的人都习惯于去度假、外出吃饭和幸福地养育子女。这显然不是真的。但是，虽然我们不太了解别人生活的真实情况，我们却很清楚自己的生活哪些方面并不理想。

社交媒体中的社会比较

更复杂的是，当我们内心认为在社交媒体上看到的東西是真实的并且与我们相关的时候，我们内心更有可能努力将自己与之进行比较，并以周围的人为标准来评估自己（例如，关于我们的外表、财富、重要的人、家庭等）。当我们针对往往充斥在社交媒体上的理想化形象和积极到不合理的生活账号进行比较和评估时，我们可能会对自己和自己的生括感到更糟糕。

事实上，越来越多的研究表明，社交媒体的使用会对你的心理健康产生负面影响，特别是如果你把自己与你在网上看到的积极形象进行比较的话。一项对 339 名大学女性的研究发现（普利亚，2017），将自己与他人进行比较的倾向与较差的身体自尊有关。此外，在普利亚的研究中有一个包含 58 名女性的子样本。样本中那些 Facebook 使用率较高的女性比 Facebook 使用率较低的女性表现出更低的身体满意度。同样，在沃格尔及其同事的一项实验研究中，与不倾向于将自己与他人进行比较的参与者相比，倾向于更频繁地将自己与他人进行比较的参与者在使川 Facebook 后自尊心更低，负面情绪更多，而且对自己的看法更差。

赤裸裸的真相是：我们中的大多数人现在都在使用某种形式的社交媒体。研究表明，人们在社交媒体上发布的内容并不能准确地反映他们的生活或他们是谁。事实上，那些内容可能是公然的谎言。

因此，在参与社交媒体时有一点是至关重要的：你要提醒自己，你所看到的并不是现实的准确画面。不要将自己与朋友、同事或名人的形象进行比较。提醒自己这只是他们生活的一张快照——也是他们希望你看到的快照。

Text B

Text Analysis

Teaching Steps

1. Lead-in

Introduce to Ss the English idiom “Don’t judge a book by its cover.” The Supplementary Information below is for T’s reference.

2. Overview

Ask Ss to preview the text. Put Ss into pairs and ask them to summarize the main

idea of Text B. Invite some Ss to share their answers with the class.

3. In-Depth Analysis

- 1) Ask Ss to find out the answer to the question on the top of Page 100. Provide additional information when necessary. The **Supplementary Information** below is for T's reference.
- 2) Explain some important language points in **Language Support** to Ss.
- 3) Invite some Ss to summarize the major points of the text on the basis of the **Overview Task of Critical reading and thinking**.

Supplementary Information

1. Don't judge a book by its cover

The English idiom "don't judge a book by its cover" is a metaphorical phrase which means that one should not determine the worth of someone or something based on its appearance alone. It is probably the most common expression used in English to convey an attitude against vanity. It highlights the unreliability of quick impressions and the importance of intrinsic values when it comes to making judgments.

2. All that glitters is not gold.

Another commonly used expression with similar meaning to "don't judge a book by its cover" is "all that glitters is not gold" meaning that not everything that looks precious or true turns out to be so. This can apply to people, places, or things that seem to be better than what they really are.

3. Hippocrates

Hippocrates was an ancient Greek physician who lived during Greece's Classical period and is considered as one of the most outstanding figures in the history of medicine. He is traditionally regarded as the Father of Medicine in recognition of his lasting contributions to the field, such as the use of prognosis and clinical observation, the systematic categorization of diseases, and the formulation of humoral theory.

4. Konrad Lorenz

Konrad Lorenz was a German (Austrian-born) zoologist, ethologist, and ornithologist. He shared the 1973 Nobel Prize in Physiology or Medicine with Karl von Frisch and Nikolaas Tinbergen. He is often regarded as the founder of modern ethology, the study of animal behavior by means of comparative zoological methods. His ideas contributed to an understanding of how behavioral patterns may be traced to an evolutionary past, and he was also known for his work on the roots of aggression.

Language Support

1. ..., their ratings—even at the briefest exposure—were quick and were highly correlated with judgments that other observers made without time-exposure limits. (Para. 2)

be correlated with: to have a close connection with 与……相关
e.g. Quick reactions are correlated with high intelligence.

The results of the study show that background knowledge is correlated with one's vocabulary level and speaking ability.

There are some relevant expressions:

be highly correlated with 与……高度相关

be positively correlated with 与……正相关

be negatively correlated with 与……负相关

be significantly correlated with 与……显著相关

be closely correlated with 与……密切相关

2. **Flip quickly through the pages of an illustrated magazine, ...** (Para. 2)

flip (through): turn the pages of a book or newspaper quickly, especially because you are looking for sth. (尤因寻找东西而快速地) 浏览 (书、报纸)

e.g. He flips through a book before making a decision.

They had to flip through a card catalog to find that dusty old volume with the article they wanted.

3. **Thus, in small claims court, judges are more likely to favor baby-faced defendants who are accused of intentional wrongdoing but rule against them when accused of negligence.** (Para. 6)

be accused of: to be charged with a crime 被指控犯有……罪

e.g. I don't want to be accused of tampering with the evidence.

She was accused of knowingly making a false statement to the police.

4. **Results like these have led Leslie Zebrowitz and Joann Montepare (2005) to conclude that baby-facedness profoundly affects human behavior in the blink of an eye.** (Para. 6)

in the blink of an eye: extremely quickly 一眨眼；瞬间

e.g. My dream of going to college was washed away in the blink of an eye.

As many people have experienced, life could change in the blink of an eye.

5. **Consistent with this point, she and her colleagues found in a recent brain-imaging study that ...** (Para. 8)

be consistent with sth.: If a fact, idea, etc. is consistent with another one, it seems to match it 与某事物相一致；与某事物相吻合

e.g. His action is always consistent with his words.

The results are entirely consistent with our earlier research.

Answer Keys

Task / Overview

The authors' argument: People tend to form a quick impression of others based only on a quick "snapshot" of information.

Supportive evidence: To explain and support their argument, the authors use researchers and their findings from ancient times to present day. For example:

1. Janine Willis and Alexander Todorov (2006)

2. Ran Hassin and Yaacov Trope (2000)
3. The mathematician Pythagoras
4. The founder of modern medicine, Hippocrates
5. Viennese physician Franz Gall
6. Psychologist William Sheldon
7. Ethologist Konrad Lorenz
8. Social perception studies of the human face
 Berry & Zebrowitz-McArthur, 1986
 Leslie Zebrowitz and Joann Montepare, 2005
 Kringelbach et al., 2008
 Zebrowitz et al., 2009
 Alexander Todorov and others, 2008

Discussion: Why are people so quick to judge others by appearances?

1. Human beings are programmed by evolution to respond gently to infantile features so that real babies are treated with tender loving care.
2. People as social perceivers have a tendency to overgeneralize in making snap judgments.

Language building-up

Answer Keys

Task 1

- | | |
|----------------|---------------|
| 1. prospective | 2. concluded |
| 3. processes | 4. illustrate |
| 5. approach | 6. perceive |
| 7. evolution | 8. identity |
| 9. whereas | 10. exposure |

Task 2

- | | |
|--------------------|---------------------------|
| 1. a fraction of | 2. flip through |
| 3. correlate with | 4. in the blink of an eye |
| 5. consistent with | 6. a host of |
| 7. accused of | 8. make a diagnosis |

Researching

Teaching Steps

- 1) Guide Ss to work in groups of 4-5 and ask them to discuss how to make a judgment on a stranger.
- 2) Ask Ss to conduct an observation survey based on the questions in the task.
- 3) Invite some groups to report their findings to the class.

Translation of Text B

人们：以貌取人

你是否曾在第一次见到某人时仅凭“快照式”的信息就快速地形成了一个印象？小时候，我们被告知不应该以貌取人；事物并不总是看上去的那样；表面的样子具有欺骗性；闪光的未必都是金子。然而作为成年人，我们似乎无法控制自己。

为了说明这个过程快速性，雅尼娜·威利斯和亚历山大·托多罗夫（2006）向一些大学生展示了陌生面孔的照片，展示时间分别为十分之一秒、半秒或整一秒。无论学生们判断这些面孔是多么吸引人、多么讨人喜欢、多么干练、多么值得信赖，还是多么咄咄逼人，他们的评价——即使是在最短的曝光时间后做出的——都很迅速，而且与其他观察者在没有曝光时间限制的情况下做出的判断高度相关。快速翻阅一本插图杂志的页面，你可能会发现，根据一个陌生人的脸形成一个对他的印象只需要几分之一秒。

如果说这些第一印象的形成是很快，那么它们是基于什么呢？公元前 500 年，数学家毕达哥拉斯通过观察欲拜师的学生的眼睛来判定他们是否有天赋。大约在同一时间，现代医学的创始人希波克拉底利用面部特征来诊断生死。在 19 世纪，维也纳医生弗朗茨·加尔引入了一门令人兴奋的科学，称为颅相学，并且声称他可以通过头骨的形状来评估人们的性格。此外，在 1954 年，心理学家威廉·谢尔顿从对成年男性的有缺陷的研究中得出结论，认为体格和性格之间存在着紧密的联系。

人们可能不会像颅相学家曾经做的那样，即通过头部的隆起来衡量对方，但是第一印象会以微妙的方式受到一个人的身高、体重、肤色、发色、纹身、身上的打孔、眼镜和体貌的其它方面的影响。作为社会的感知者，我们还会基于许多间接且无法掩饰的线索来形成对人们的印象。这些印象通常是准确的。在《窥探：你的物品怎样透露你的内心》一书中，山姆·戈斯林描述了他所做的一项研究。研究表明人们的个性可以从他们办公室和宿舍里的小摆设、Facebook 页面上的身份声明、书架上摆放的书籍以及 iPod 里所存音乐的类型中显露出来。在一项研究中，有“老一代”名字的虚构人物，如哈里、沃尔特、多萝西和伊迪丝，被认为不如拥有像凯文、迈克尔、莉萨和迈克尔等年轻一代名字的人物那么受欢迎，那么聪明。在另一项研究中，与使用较低的音调相比，当男性和女性用高音调说话的时候，他们都会被视作更女性化。

人的面容尤其引人注目，吸引了比它应该得到的还要多的关注。自古希腊时代起，人类就开始关注相面术——一门从面容读出性格的艺术。虽然我们可能没有意识到这一点，但这一趋势一直持续到今天。例如，拉恩·侯赛因和雅各布·特罗普（2000）发现，人们根据照片中的特征，如饱满的圆脸、卷发、长睫毛、大眼睛、短鼻子、饱满的嘴唇和上翘的嘴巴等，来预判他人是善良的，而不是刻薄的。有趣的是，这些研究人员还发现，就像人们从面容读出性格一样，有时他们也会基于先前的信息，根据性格来评判他人的面部特征。例如，在一项研究中，

事先被告知一个男人很善良的参与者——与被告知他很刻薄的参与者相比——后来评判他的面容更饱满、更圆润、更具魅力。

在对面容的社会感知研究中，研究人员发现，有娃娃脸特征的成年人——大而圆的眼睛、高高的眉毛、圆圆的脸颊、大大的额头、光滑的皮肤、圆圆的下巴——往往被视为温暖的、善良的、天真的、软弱的、诚实的和顺从的。相比之下，具有成熟特征的成年人——小眼睛、低眉毛、小额头、有皱纹的皮肤、有棱角的下巴——则被视为更强壮的、更占主导地位的和更能干的（贝里和泽布洛维茨-麦克阿瑟，1986）。因此，在小额索赔法庭上，当长着娃娃脸的被告被指控有故意行为时，法官更有可能偏袒他们；而当他们被控有过失行为时，法官却会做出不利于他们的裁决。另外，在工作环境中，长着娃娃脸的求职者更有可能被推荐担任日托教师，而有着成熟面孔的成年人则被认为更适合银行家的工作。这样的结果让莱斯利·泽布洛维茨和琼·蒙特佩尔（2005）得出结论，娃娃脸在眨眼之间就会深刻地影响人类的行为。

这些发现是出于什么原因呢？而且，为什么人们通常会如此迅速地通过外表来评判别人？首先，人类在进化过程中与生俱来地会对婴儿特征做出温柔的反应，从而使真正的婴儿得到温柔的爱护。许多年前，诺贝尔奖得主、动物行为学家康拉德·洛伦茨指出，许多动物物种的婴儿特征似乎都会引发一种对可爱的特殊养育反应。最近，这个不再新的想法从一项脑成像研究中获得了新的支持。这项研究表明，当人们面对婴儿脸部的照片而不是其他成年人脸部的照片时，即使只是短短一瞬，大脑额叶中与爱和其他积极情绪相关的一部分区域就会被激活（克林格巴赫等，2008）。

我们对婴儿的反射式反应是可以理解的。但是，我们真的会以同样的方式回应长着娃娃脸的成年人吗？如果是，又是为什么呢？莱斯利·泽布洛维茨认为我们确实这样做了——我们把婴儿特征与无助的特征联系起来，然后将这种期望过度泛化到长着娃娃脸的成年人身上。与这一观点相一致的是，她和她的同事在最近的一项脑成像研究中发现，被婴儿面部照片激活的大脑区域也会被长着娃娃脸的人的照片激活（泽布洛维茨等，2009）。

其他研究者也认为，人们作为社会感知者在做出快速判断时有过度泛化的倾向。亚历山大·托多罗夫等人（2008）发现，人们会快速地将陌生的面孔认作更值得信赖的或者没那么值得信赖的——这是我们必须经常做出的重要判断——而且我们是通过关注与开心和生气的表情相似的特征来做到这一点的（值得信赖的面孔有 U 形的嘴和上扬的眉毛；在不值得信赖的面孔中，嘴角向下弯曲，眉毛形成 V 形）。换句话说，如果他们看起来是开心的，他们的面孔就会被认为是值得信赖的——开心这种情绪象征着接近这个人是安全的。如果他们看起来是生气的，他们的面孔则会被认为是不值得信赖的——生气这种情绪象征着需要躲避的危险。

Viewing

Teaching Steps

1. Guide Ss to learn some signal words which may be heard in a lecture by reading the information on Page 107. Get Ss ready for **Task 1**.
2. Draw Ss' attention to the Word bank before watching the video clip.
3. Play the video clip and guide Ss to find out the signal words in **Task 1**.
4. Play the video clip again and ask Ss to complete **Task 2**.

Answer Keys

Task 1

signal words: However, but, One, like, such as, Two, For example, Three, Therefore, four aspects

Task 2

- | | |
|--|------------------------------------|
| 1. T | 2. T |
| 3. F ... our understanding of other people | 4. F ... to avoid people |
| 5. T | 6. F ... to be social and outgoing |

Script

Emotional Intelligence

Since the dawn of humanity, the understanding of well-being and rational decision-making has remained relatively unchanged. However, recent discoveries in neuroscience and psychology may fundamentally change long-held theories about emotions and reasoning. One recent study analyzed patients who had experienced damage to the amygdala, a primitive part of the brain that typically regulates emotions. What they discovered was that these patients had often lost their ability to feel emotions and make basic decisions. The implication of this discovery is that our decisions are not determined simply by logic or emotions alone, but rather a combination of the two. When we make a bad decision that affects our well-being, it is typically caused by an imbalance between our reasoning and our emotions. This process of understanding and facilitating emotions into rational thinking is known as emotional intelligence.

Originally developed in 1990 by John Mayer, David Caruso, and Peter Salovey, the theory of emotional intelligence can be broken down into four simple aspects. One, the ability to perceive emotion. For humans, cues like facial expressions and gestures can indicate complex emotions that influence our understanding of other people, such as happiness, sadness, anger, and fear. Two, understanding emotions. Emotions convey information. For example, happiness usually indicates a desire to join with other people. Sadness indicates a desire to avoid people and so on. Each emotion

conveys its own patterns of possible messages and actions associated with those messages. Three, using emotions to facilitate thought. In recent years, cognitive scientists have discovered that emotions prioritize our thinking. Therefore, having a good system of emotional input can help you focus on things that truly matter. Four, managing emotions. Managing emotions involves the ability to promote certain types of behavior through emotions and using them to your advantage. For example, if you're sad, you're more likely to be reflective and analytical. If you are happy you're more likely to be social and outgoing. These four aspects that make up emotional intelligence inform our decisions, help predict life outcomes, and help us understand people in order to build healthy relationships.

Speaking

Teaching Steps

1. Guide Ss through the instructions on linking the points of a presentation.
2. Draw Ss' attention to the **Task**. Ask Ss to remain in the groups formed in **Researching**. Guide Ss to work out proper expressions for linking different sections of their group presentation by using the listed language patterns on Pages 109 and 110.
3. Walk around and give suggestions on how to improve.

Writing

Teaching Steps

1. Guide Ss to understand the organization of argumentative paragraphs of an academic essay.
2. Draw Ss' attention to supporting evidence and logical reasoning.
3. Ask Ss to do **Task 1** and discuss their answers in pairs. Make a textual analysis of the paragraphs as suggested answers. Draw Ss' attention to the persuasiveness of the evidence used in the paragraphs.
4. Ask Ss to do **Task 2** after class. Ss may ask one or more classmates to read and give comments on the body part of their essays, especially the argumentation.

Answer Keys

Task 1

The optimists and the pessimists: I have been studying them for the past 25 years. The defining characteristic of pessimists is that they tend to believe bad events will last a long time, will undermine everything they do, and are their own fault. **[Claim]** The optimists, when confronted with the same hard knocks of this world, think about misfortune in the opposite way. They tend to believe defeat is just a temporary setback, that its causes are confined to this one case. The optimists believe defeat is not their fault: Circumstances, bad luck, or other people brought it about. Such people are unfazed by defeat. Confronted by a bad situation, they perceive it as a challenge and try harder. **[Claim]**

These two habits of thinking about causes have consequences. **[Claim]** Literally hundreds of studies show that pessimists give up more easily and get depressed more often. **[Evidence]** These experiments also show that optimists do much better in school and college, at work and on the playing field. They regularly exceed the predictions of aptitude tests. When optimists run for office, they are more apt to be elected than pessimists are. Their health is unusually good. They age well, much freer than most of us from the usual physical ills of middle age. Evidence suggests they may even live longer. **[Evidence]**

I have seen that, in tests of hundreds of thousands of people, a surprisingly large number will be found to be deep-dyed pessimists and another large portion will have serious, debilitating tendencies toward pessimism. I have learned that it is not always easy to know if you are a pessimist, and that far more people than realize it are living in this shadow. Tests reveal traces of pessimism in the speech of people who would never think of themselves as pessimists; they also show that these traces are sensed by others, who react negatively to the speakers. **[Evidence]**

A pessimistic attitude may seem so deeply rooted as to be permanent. I have found, however, that pessimism is escapable. **[Refutation]** Pessimists can in fact learn to be optimists, and not through mindless devices like whistling a happy tune or mouthing platitudes ("Every day, in every way, I'm getting better and better."), but by learning a new set of cognitive skills. **[Reason]** Far from being the creations of boosters or of the popular media, these skills were discovered in the laboratories and clinics of leading psychologists and psychiatrists and then rigorously validated. **[Evidence]**