

act (v)
aim (n and v)
alone (adj)
ancient (adj)
behave (v)
behaviour (n)
brain (n)
century (n)
cognitive (adj)
colleague (n)
control (v)
different (adj) [from]
form (v)
friendship (n)
group (n)
human (n)
human race
identity (n)
individual (n)
key (adj)
link (v)
medicine (n)
memory (n)
mind (n)
neighbour (n)
pattern (n)

Psychology and Sociology are (the study of individual and group behavior)

neighbour (n)
pattern (n)
personality (n)
philosopher (n)
primary (adj) [= main]
psychologist (n)
psychology (n)
relationship (n)
religion (n)
rights (n)
rule (n)
separate (adj)
social (adj)
sociologist (n)
sociology (n)
term (n) [= name]
the same as

Listening: Concepts

Psychology and Sociology are (the study of individual and group behaviour)

1. friends
2. neighbourhood
3. club
4. family

Vocabulary for listening

What groups do you belong to?



Activating ideas

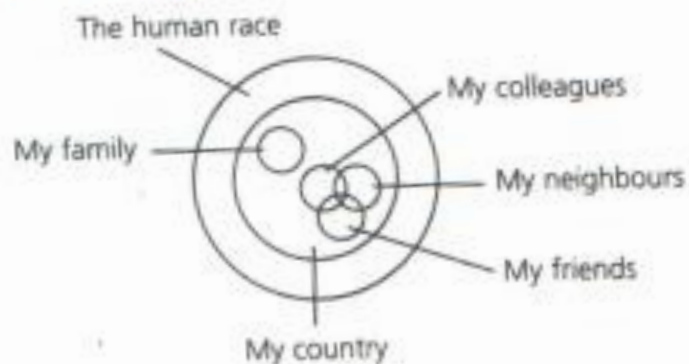
Look at the pictures above. What groups do they show?



Understanding vocabulary in context


1. Study the figure below. What does it show?
2. **2.1** Listen. Complete the text below with words from the list on the right. Make any necessary changes.


A person is an individual. Psychology is about individuals. **Psychologists** ask questions like: What is the **mind**? How does it control **behaviour** behaviour? People have **relationships** with other people. **Sociology** is about human behaviour in groups. Sociologists ask questions like: Why do people **form** groups? Why do groups sometimes **behave** badly? In the diagram, the circle for my family is **separate** from the other three circles. Why? Because my family is **different** from my friends, my neighbours and my colleagues. Why are these three circles **linked**? Because some of my friends live in my neighbourhood and some of my friends are also my colleagues. **Sociologists** call the four inner circles the **primary** groups. The people in your primary groups are very important to you.





Developing vocabulary

1. Discuss the difference in meaning between each pair of words below.
2.  2.2 Listen to a student explaining one word in each pair. Tick the word.

a.	sociologist	sociology
b.	psychologist	psychology
c.	primary school	primary group
d.	mind 	brain
e.	people	human race
f.	individual	identity

1. Oh that's the person. You know, the person who studies human behaviour.
2. Well, it's a science. It's the study of the mind, I think.
3. That's where children go. From about 5 to 11 years, isn't it?
4. It's a physical part of your body. The organ in your head.
5. It's everyone in the world. We are thinking of them as one group.
6. Well, I think it means 'one person'

Developing critical thinking

Draw a figure to show the groups you belong to.

2.2 Real-time listening

An introduction to sociology

A Activating ideas

Discuss these questions.

1. When did humans start to live in groups?
2. Why do people live in groups?
3. When do groups of people behave well?
4. Why do groups of people behave badly?

*always
protect each other*

B Predicting content

Look at the first slide from a lecture on the opposite page.
Which phrases will you hear? Tick one or more.

- | | |
|--|---|
| 1. <input type="checkbox"/> a man called | 6. <input type="checkbox"/> in mathematics |
| 2. <input type="checkbox"/> at that time | 7. <input type="checkbox"/> in the 14 th century |
| 3. <input type="checkbox"/> he said | 8. <input type="checkbox"/> in the future |
| 4. <input type="checkbox"/> he wrote a famous book | 9. <input type="checkbox"/> in the past |
| 5. <input type="checkbox"/> human behaviour | 10. <input type="checkbox"/> next year |



1. Humans have always lived in groups.
2. People live in groups to bring up children, to protect each other from danger, through friendship, because of a common interest, to farm / produce goods.
3. peaceful protests, religious gatherings, family events, etc.
4. Groups of people behave badly because the members of the group feel they can hide their individual identity behind the group's overall identity, and so escape being accused of bad behaviour personally. Groups also behave badly because individuals feel stronger – and so more able to act – when they are in a group of people with similar ideas to their own.



Showing comprehension



2.3 DVD 2.A Watch each part of the lecture. Tick the best way to complete the sentence about each part.

Part 1. The lecture is about ...

- a. ☒ sociology in the past and the present.
- b. ☐ sociology in the past.
- c. ☐ sociology in the present.

Part 2. Sociologists ...

- a. ☐ study human behaviour in groups.
- b. ☐ try to understand human behaviour in groups.
- c. ☒ study, try to understand and try to predict human behaviour in groups.

Part 3. People first became interested in human behaviour ...

- a. ☒ a long time ago.
- b. ☐ in 1838.
- c. ☐ in the 4th century BCE.

Part 4. This part of the talk is mainly about ...

- a. ☐ Plato and Ibn Khaldun.
- b. ☒ two German sociologists.
- c. ☐ Max Weber.

Part 5. Anthony Giddens believes that ...

- a. ☐ groups make people.
- b. ☐ people make groups.
- c. ☒ the relationship between people and groups is two-way.

Part 1

Lecturer: In this lecture, I'm going to talk about sociology. Now, firstly, I'm going to mention the aims of the science. Secondly, I will give a little bit of history – some key names and quotes from each person. Finally, I'm going to talk about sociology today.

Part 2

Lecturer: So, first. Sociology has three main aims. Firstly, sociologists *study* human behaviour in groups. They ask the question: *How do people behave in groups?* Secondly, they try to understand human behaviour in groups. They ask the question: *Why do they behave in those ways?* Finally, they try to predict human behavior in groups. They ask the question: *How will people behave in groups in certain situations?*

Part 3

Lecturer: In 1838, a Frenchman called Auguste Comte used the word *sociology* for the first time. Today, Comte is often called 'The Father of Sociology'. He said 'Human behaviour has rules and patterns.' So the name *sociology* is quite new, but interest in human behavior is very, very old. For example, in the 4th century BCE Plato had ideas about people and groups. He said 'People live in groups for friendship. They also live in

groups for safety. Groups must have rules of behaviour.' Nearly two thousand years later, in the 14th century, in Tunisia, a man called Ibn Khaldun wrote about people in groups. He said 'Groups are like animals. They are born, they grow and then they die. This happens to all groups.'

Part 4

Lecturer: In the 19th century, Auguste Comte used the term *sociology*. Perhaps you did not know the name of Comte. But I'm sure you know the name of the next man. In 1848, Karl Marx, a German, wrote a famous book. At that time, there was a lot of unrest in many countries. Poor people were unhappy. They started to fight for their rights. Marx wrote about this situation. He said, 'People from different groups must fight each other.' In 1904, another German, Max Weber, said: 'There are three important things for groups. They are religion, work and money.'

Lecturer: In the past, we called people like Plato and Ibn Khaldun philosophers. These days, we call them sociologists. In the 1960s, sociology became an important subject. Today, pupils even study sociology at secondary school.

They look at the ideas of modern sociologists like Anthony Giddens. He wrote a famous book in 1984. He says: 'People make groups ... but then the groups make people.' The relationship between the individual and the group works in both directions.





Remembering real-world knowledge

1. Complete the information on each slide opposite.
2. **DVD 2.A** Watch the lecture again and check your ideas.



Developing critical thinking

Read the quotations on the slides opposite. Which ones do you agree with? Which ones do you disagree with? Explain your answers.

Social Studies (Module SSU24)

Lecture 2: Introduction to the science of sociology

- Aims
- History: Key names and quotes
- Sociology today

'To study, understand and predict human behaviour in groups.'

Aims: 'To study, understand and **predict** human behaviour in groups.'

Comte: **1838** 'Human behaviour has **rules and patterns**.'

Plato: **4th century BCE** 'People live in groups for **friendship** and **safety**.'
'Groups must have **rules** of behaviour.'

Auguste Comte

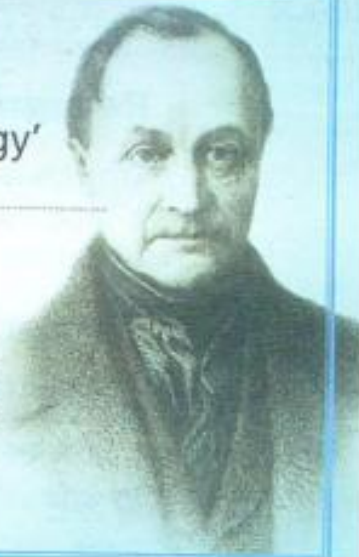
'The Father of Sociology'

Key date: 1838

'Human behaviour has

rules and

patterns.'



Plato

Key date: 4th cent BCE

'People live in groups for

friendship and safety.'

'Groups must have

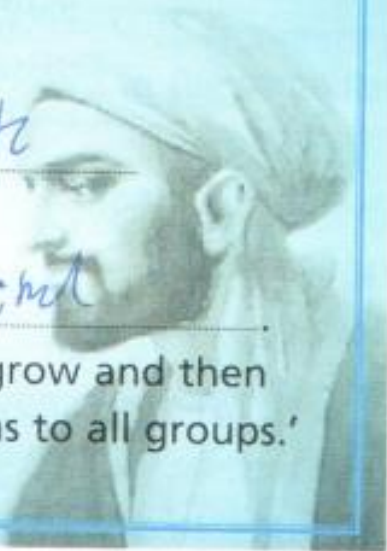
rules of behaviour.'



Ibn Khaldun

Key date: 14th cent

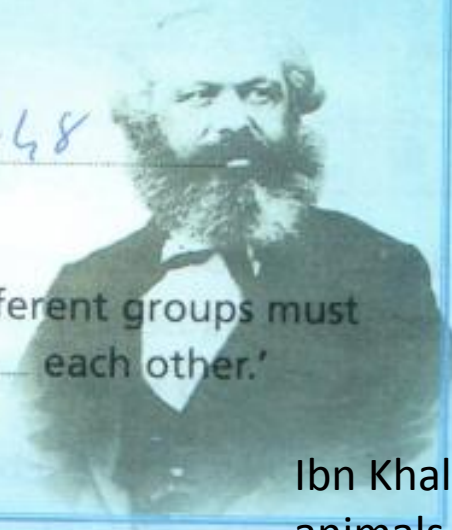
'Groups are like animals.
They are born, they grow and then
they die. This happens to all groups.'



Karl Marx

Key date: 1848

'People from different groups must
fight each other.'



Ibn Khaldun: 14th century 'Groups are like animals. They are born, they grow and then they die. This happens to all groups.'

Marx: 1848 'People from different groups must fight each other.'

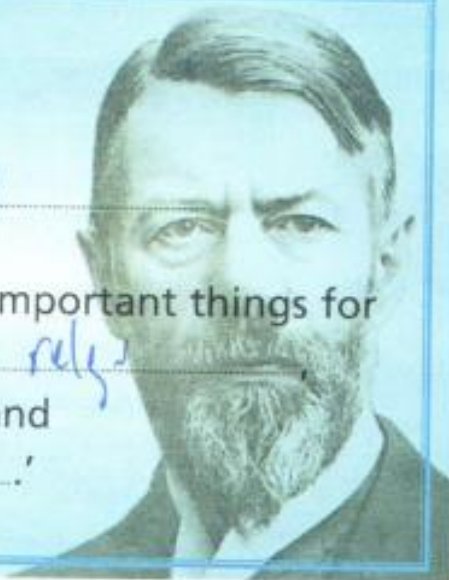
Weber: 1904 'There are three important things for groups. They are religion, work and money.'

Giddens: 1984 'People make society ... then society makes people.'
(Also, 'People make groups, then groups make people.')

Max Weber

Key date: 1904

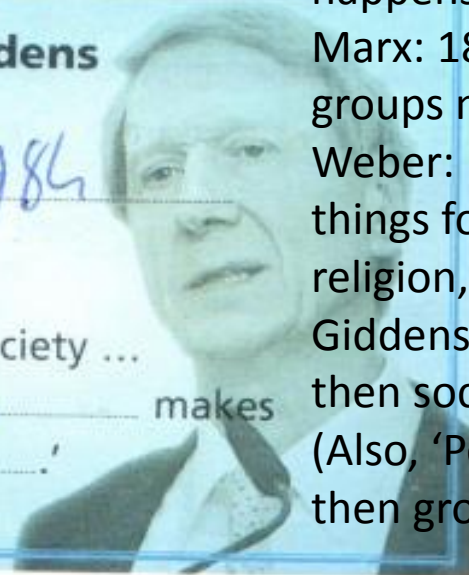
'There are three important things for
groups. They are religion,
work and
money.'



Anthony Giddens

Key date: 1984

'People make society ...
then society makes
people.'





2.3 Learning new listening skills

Recognizing time signposts

A Reviewing key words

1. Study the pairs of words on the right.
2. 2.4 Listen. Tick the word you hear in each case.

a. Nowadays we call the study of groups 'sociology'.

B Identifying a new skill

Read the **Skills Check**. Look at the transcript for Lesson 2.2 on pages 185–186. Underline all the time expressions.

C Recognizing time signposts

- | | | | |
|----|-------------------------------------|-----------|--------------|
| a. | <input checked="" type="checkbox"/> | sociology | sociologists |
| b. | <input type="checkbox"/> | man | human |
| c. | <input type="checkbox"/> | behave | behaviour |
| d. | <input type="checkbox"/> | friends | friendship |
| e. | <input checked="" type="checkbox"/> | safe | safety |
| f. | <input checked="" type="checkbox"/> | study | student |
| g. | <input checked="" type="checkbox"/> | aims | names |
| h. | <input type="checkbox"/> | pupils | people |
| i. | <input checked="" type="checkbox"/> | rights | right |
| j. | <input type="checkbox"/> | most | must |

Skills Check

Recognizing time signposts

Time expressions help you understand a lecture. You can predict the tense of the sentence.

<i>At that time</i>	the sentence = past
<i>These days</i>	the sentence = present

Learn to recognize past-time expressions in speech.

Past


<i>In</i>	<i>1984, ...</i>	dates
	<i>the 14th century, ...</i>	centuries
	<i>the 1960s, ...</i>	time periods
<i>In</i>	<i>those days, ...</i> <i>the past, ...</i>	expressions
<i>At</i>	<i>that time, ...</i> <i>one time, ...</i>	
	<i>Many years later, ...</i>	

Present

<i>At</i>	<i>the present time, ...</i>	expressions
	<i>Today, ...</i>	
	<i>Now(adays), ...</i>	
	<i>These days, ...</i>	



Recognizing time signposts

 **2.5** Listen to sentences from other lectures. Is each sentence about the past or the present?

1. *In 1789, there were a lot of changes in France.*

	present	past
1.		✓
2.		✓
3.		✓
4.		✓
5.	✓	
6.	✓	
7.		✓
8.		✓

1. In 1789, there were a lot of changes in France.
2. In the 1970s, there was a lot of research into sociology.
3. At one time, people thought the mind was in the heart.
4. Later, scientists found that the brain controlled the body.
5. Nowadays, a lot of sociologists talk about the philosopher Confucius.
6. Today, university students study philosophers from Ancient Greece.
7. In the nineteenth century, the term *gender studies* didn't exist.
8. In 1904, Weber wrote a famous book.

D Identifying vowel sounds

Look at the phrases below.

1. How do you say *a* in each underlined word?

- | | |
|---------|--|
| a. /æ/ | a. Do you all <u>have</u> a book? |
| b. /ɑː/ | b. Let me <u>start</u> with ... |
| c. /ɑː/ | c. It's an important <u>part</u> of the topic. |
| d. /ɑː/ | d. He's called 'The <u>Father</u> of Sociology'. |
| e. /æ/ | e. He <u>began</u> writing in 1957. |
| f. /æ/ | f. It's important to <u>understand</u> this. |

2. Read the **Pronunciation Check**.



3. 2.6 Listen and check your answers.

Pronunciation Check

Hearing vowels: /æ/ and /ɑː/

The letter *a* has two common sounds:

1. the short sound in *have* – /æ/.
2. the long sound in *half* – /ɑː/.

The difference is very important for meaning in English, so you must learn to hear it.

Note: The letter *a* can make other sounds.

Examples: *all, what, name, many*

present time	past time
1. Sociology is about human behaviour in groups.	There was a lot of unrest.
2. Groups are like animals.	Poor people were unhappy.
3. Sociology has three main aims.	Plato had ideas about people and groups.
4. Giddens writes about modern groups.	Marx wrote a famous book.
5. They start to fight for their rights.	They started to fight for their rights.
6. Good teachers treat children well.	The teacher treated the children well.
7. Lectures last one hour.	The lecture lasted one hour.
8. They want to go home.	They wanted to go home.
9. We try to understand all the time.	We tried to understand during the lecture.
10. They work for a bank at the moment.	They worked for a bank at that time.
11. I live there now.	I lived there for years.
12. Groups sometimes behave badly.	The group behaved badly later in the evening.

Sentences 1–4: It is easy to recognize past-time sentences with irregular past tense verbs. You can hear the different words.

Sentences 5–8: It is difficult to recognize past-time sentences with regular verbs ending in *t* or *d* but you can sometimes hear the extra /ɪd/ sound.

Sentences 9–12: It is often impossible to recognize past-time sentences with other regular verbs. You must listen for time expressions in the sentence.



Recognizing time from verb form (1)

1

1. 2.7 Listen to some verbs. Say *present* or *past* in each case.
2. 2.8 Listen to some sentences. Say *present* or *past* in each case.



- | | | |
|-----------|---------|----------|
| 1. are | 5. go | 9. had |
| 2. were | 6. went | 10. have |
| 3. became | 7. grew | |
| 4. become | 8. grow | |



1. He's a sociologist.
2. He was a psychologist.
3. They knew the answer.
4. We know the reason.
5. I made a mistake.
6. They thought about important questions.
7. People say sociology is not a real science.
8. Most of the students take two main subjects.
9. The assignment was difficult.
10. He did experiments to check his ideas.

1. present
2. past
3. past
4. present
5. past
6. past
7. present
8. present
9. past
10. past



Recognizing time from verb form (2)

1. 2.9 Listen to some verbs. Say *present* or *past* in each case.

2. 2.10 Listen to the same verbs in sentences. Say *present* or *past* in each case.

1. predict

2. predicted

3. contribute

4. graduated

5. collected

6. deleted

7. contributed

8. record

9. delete

10. edited

11. collect

12. graduate

13. edit

14. recorded

1. present

2. past

3. present

4. past

5. past

6. past

7. past

8. present

9. present

10. past

11. present

12. present

13. present

14. past



1. We predicted the results.

2. I contribute to tutorials.

3. They graduate in the summer.

4. We collected a lot of data.

5. The scientists record their results in a table.

6. I edited my work

1. past

2. present

3. present

4. past

5. present

6. past



Recognizing time from time expressions

1. 2.11 Listen to some sentences. Say *present* or *past* or *I don't know* in each case.
2. 2.12 Listen to the same sentences with time expressions. Say *present* or *past* or *I don't know* in each case.



2.11

1. They called these people philosophers.
2. The problems happened lots of times.
3. Scientists analyze data.
4. Some students drop Geography.
5. They managed three shops.
6. Many students plagiarize the articles on Wikipedia.

2.12

1. At one time, they called these people philosophers.
2. In the past, the problems happened lots of times.
3. Nowadays, scientists analyze data.
4. Every year, some students drop Geography.
5. In the 1990s, they managed three shops.
6. Today, many students plagiarize the articles on Wikipedia.

1. past
2. past
3. present
4. present
5. past
6. present

A - artistically, logically, musically, romantically, stoically

B - climb, comb, crumb, debt, doubt, numb, plumb, subtle, thumb, tomb,

C - acquire, acquit, blackguard, czar, muscle, scissors, victual

D - handkerchief, Wednesday

E - When added to the end of a word, it changes the pronunciation of the word, but is in itself, silent.

F - halfpenny

G - align, alight, champagne, diaphragm, gnash, gnaw, high, light, reign, though,

H - choir, exhaust, ghost, heir, hour, khaki, thyme

I - business

K - blackguard, knead, knell, knickers, knife, knight, knock, knot, know

L - calf, calm, chalk, folk, half, psalm, salmon, talk, yolk

M - mnemonic

N - autumn, chimney, column, hymn, solemn

O - colonel - opossum

P - corps, coup, pneumonia, pseudo, psychology, ptomaine, receipt

R - butter, finger, garden, here, myrrh

S - aisle, apropos, bourgeois, debris, fracas, island, isle, viscount

T - asthma, ballet, castle, gourmet, listen, rapport, ricochet, soften, thistle

U - catalogue, colleague, dialogue, guess, guest, guide, guilt, guitar, tongue

W - answer, sword, two, whole, whore, wrist, writ, write

X - faux pas

Z - laissez-faire, rendezvous



2.5 Applying new listening skills

An introduction to psychology



A Reviewing vocabulary

2.13 Listen and complete the phrases.

- | | | | |
|--------------|---------------------|--------------|---------------|
| 1. human | <u>behaviour</u> | 5. main | <u>aims</u> |
| 2. modern | <u>sociologists</u> | 6. famous | <u>book</u> |
| 3. important | <u>people</u> | 7. people in | <u>groups</u> |
| 4. twentieth | <u>century</u> | 8. in the | <u>past</u> |

B**Activating knowledge**

Look at the poster for a talk on the right.

1. Discuss the questions on the poster.
2.  2.14  2.B Watch the first part of the talk. Complete the sentences in your own words.

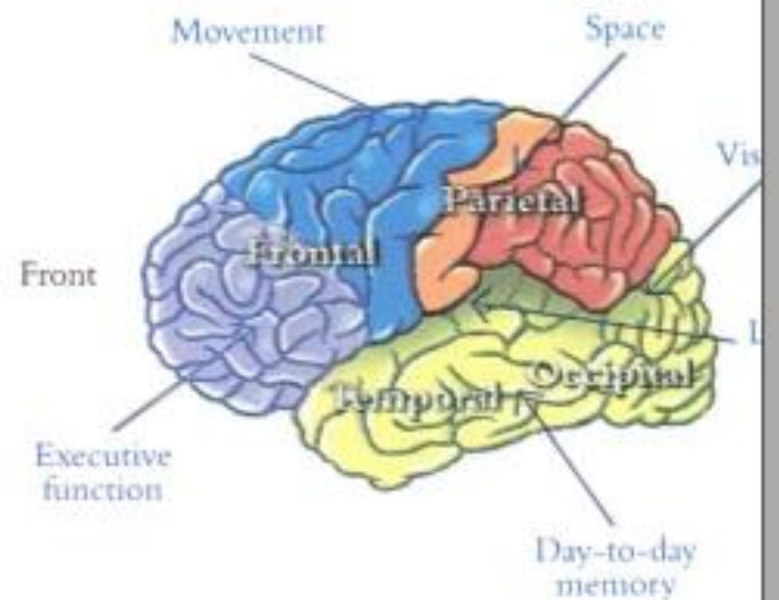
Psych. = ... <i>study of mind</i>
Psych. ≠ ... <i>brain</i>
Psych. = understand: <i>how</i> <i>behaviour</i> <i>mind</i>
<i>the way ... we think</i>
<i>the things ... we say</i>
<i>the things ... we do.</i>

An introduction to ... psychology

What is it?

How does it help us?

Who are the most important people?



Room B3 @ 4.30 p.m. All welcome



In today's talk, I'm going to answer some very basic questions about psychology: First, what is it? Secondly, how does psychology help us in our day-to-day lives? Finally, who are the important names in the history of psychology?

OK, let's answer the first question. What is psychology? Psychology is the study of the mind. It is *not* the study of the brain. The brain is physical. You can see a brain, you can touch it, you can even cut it open. The mind is *in* the brain but you can't see it or touch it. We now believe that the mind controls our behaviour. So psychologists study the human mind. Then they try to understand human behaviour.

We must understand the mind. Then we can understand the way we think. We can understand the things we say. We can understand the things we do.



Activating knowledge

Look at the poster for a talk on the right.

1. Discuss the questions on the poster.

2. What are the main points of the talk?

Psych. = ...	<i>study of mind</i>
Psych. ≠ ...	<i>study of brain</i>
Psych. = understand: the way ... the things ... the things ...	<i>we think</i> <i>we say</i> <i>we do</i>

C Applying a key skill

1. 🕒 2.15 📺 DVD 2.C Watch the second part of the talk. The events are in order. Add a time expression to e

A long time ago ...	Aristotle - first book: <i>Para Psyche</i>
In 17 th century	Locke + Descartes - 'mind and body?'
In 1879	Wundt - psychology school
At the end of 19 th cent	Pavlov - 'How do people learn?'
In the early 1900s	Sigmund Freud - dreams
At the same time	Watson - 'only study behaviour'
In 1967	Neisser - 'must study mind' = cognitive psychology



A long time ago, in the 4th century BCE, the Greek philosopher Aristotle wrote the first book about the mind. It was called *Para Psyche*. *Psyche* means 'mind' in ancient Greek. *Para* means 'about'. In the 17th century, Locke in England and Descartes in France asked the same question: *How do the mind and the body work together?* At that time, we called these people philosophers, not psychologists. They thought about important questions but they did not do scientific experiments.

In 1879, a German scientist, Wilhelm Wundt, opened the first psychology school. The science of Psychology was born. At the end of the 19th century, Ivan Pavlov in Russia asked the question: *How do people learn?* He did experiments to check his ideas. In the early 1900s, Sigmund Freud in Germany asked: *What do dreams mean?* At the same time, Watson, an American, said: *We can only study behaviour. We cannot study the mind.* But in 1967, Ulric Neisser said: 'We must study the mind'. It was the start of cognitive psychology. *Cognitive* means 'knowing'.

2. 2.16 DVD 2.D Watch the third part of the talk. Circle the correct verb form below.

Elizabeth Loftus

She is / was interested
in learning.

She works / worked with
the police.

Steven Pinker

He is / was a psychology
teacher.

He does / did research into
language and the mind.

Elizabeth Spelke

She described / describes new
ideas about babies.

She teaches / taught psychology
in the USA.



Finally, I want to mention three modern psychologists. Elizabeth Loftus was born in 1944. In 1970, she obtained a PhD in Psychology. At that time, she was interested in learning. But in 1974, she started to study memory. Today, she works with the police in criminal cases. Stephen Pinker was born in 1954. In 1979, he obtained his doctorate in Psychology. In 1994, Pinker wrote a famous book called *The Language Instinct*. At that time, he was a Psychology teacher. Today he does a lot of research into language and the mind. Elizabeth Spelke was born in 1949. In the 1980s, she carried out experiments on babies and young children. In 2000, Elizabeth Spelke described new ideas about the minds of babies. Today, she teaches Psychology in the USA

Speaking: Human behaviour

2

aggressive (*adj*)
and so on
behaviour (*n*)
change (*v*)
clear (*adj*)
completely (*adv*)
depend (*v*) [on]
difference (*n*)
discuss (*v*)
excuse me
friendly (*adj*)
human (*adj* and *n*)
identity (*n*)
influence (*n* and *v*)
mind (*n*)

other (*adj*)
own (*pron*)
personality (*n*)
predict (*v*)
psychologist (*n*)
psychology (*n*)
quote (*n*)
similar (*adj*) [to]
situation (*n*)
smile (*n* and *v*)
society (*n*)
sociologist (*n*)
sociology (*n*)
together (*adv*)
useful (*adj*)

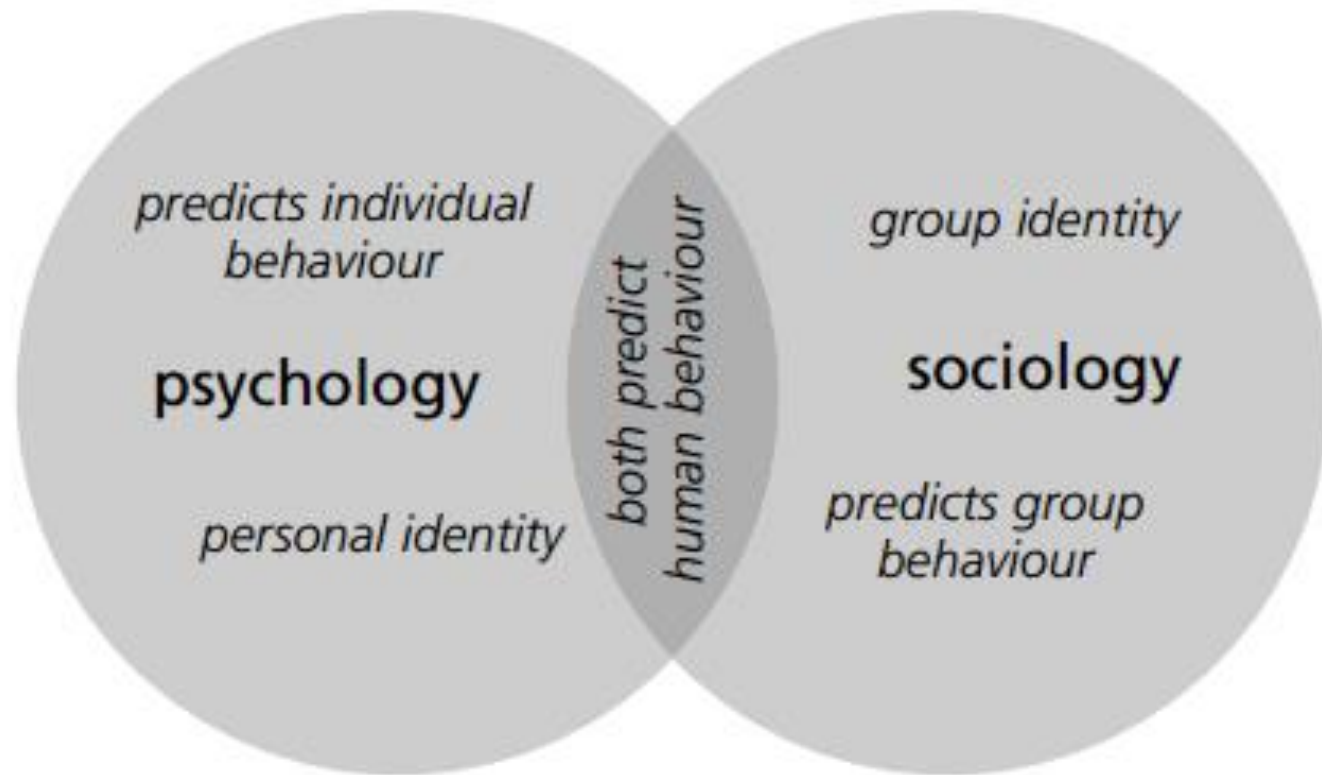
2.6 Vocabulary for speaking

Personality

A

Reviewing vocabulary

Label the diagram, using the expressions in the box.



- predicts group behaviour
- both predict human behaviour
- predicts individual behaviour
- personal identity
- group identity



Voice A: Do you like being on your own?
Voice B: It depends. Sometimes I like being with other people.

Presenter: Conversation 2.

Voice A: Is personality the same as behaviour?

Voice B: Well, I think it influences behaviour.

Presenter: Conversation 3.


Voice A: What is personality?

Voice B: I think it's similar to behaviour.

Presenter: Conversation 4.

Voice A: Can people change their behaviour?

Voice B: Yes, but they can't change completely.

1.  2.17 Listen and complete the conversations with words from the list on the right.
2. Practise the conversations in pairs.
3. Add more lines to each conversation.





Practising new vocabulary

Discuss these questions.

1. When do you like being on your own?
2. When do you like being with other people?
3. Can you predict your friends' behaviour in different situations?
4. Which is the bigger influence on your personality – your family or your friends?
5. Has your personality changed in the last two or three years? If so, how?




Learning new vocabulary

1. Tick the words used in this lesson in the list on the right.
2. Say each word ten times.
3. Try to use each word in a sentence in the next week.


2.7 Real-time speaking

Personality vs behaviour

A Previewing vocabulary

1.  2.18 Listen and mark the stress on these words.

- | | |
|---------------|----------------|
| a. be'haviour | f. friendly |
| b. changes | g. important |
| c. completely | h. influences |
| d. depend | i. personality |
| e. difference | j. situation |

2.  2.19 Listen again and repeat the words.





- a. be'haviour
- b. 'changes
- c. com'pletely
- d. de'pend
- e. 'difference (two syllables)
- f. 'friendly
- g. im'portant
- h. 'influences
- i. perso'nality
- j. situ'ation



Studying a model

You are going to watch a group of students.

1. Look at the assignment title on the right.
What is the group going to do?
2.  2.20  2.E Watch the discussion. Match the students, 1–4, with the opinions below.

Behaviour is more important than personality.

Personality is more important than behaviour.

Personality and behaviour are the same.

Personality and behaviour are different.

Social Studies

(Module SSU24)

Assignment

Behaviour and personality:
are they the same or different?



4

3

1

2

Student 1: I think behaviour and personality are the same thing. You can say 'He is a very happy person' or you can say 'He smiles a lot', and it's the same thing. There is no difference between personality and behaviour ... I think ...



Student 2: Well, I read that behaviour and personality are two completely different things. Behaviour changes depending on your situation. But your personality is always the same. You like some things but you don't like other things.

Student 3: But I found an article. It says ... um ... I've got a quote here. 'Personality influences behaviour. An aggressive person acts in one way in a situation. In the same situation, a friendly person acts in a different way.' So your personality is more important. What do you think?

Student 4: OK, but, no, I think your behaviour is much more important, because you learn good behaviour when you're a child. But your personality changes all the time. Your personality depends on your friends, the places you go, and so on.

C Practising a model

1. Look at the sentences in the box on the right. Put a line / between each group of words.
2. Say the sentences. Pause after each group of words.

D Speaking accurately

1. Three of the sentences below are grammatically incorrect. Find them and correct them.
 - a. Sociology is a newer subject than psychology.
 - b. Psychology and sociology they both predict human behaviour.
 - c. Bad teachers are more sarcastic than good teachers.
 - d. My friend and I are studying the same subject.
 - e. An aggressive person acts in a different way from a friendly person.
 - f. Your happiness partly depends with your family.
 - g. My mother doesn't like be on her own.
2. Make sentences using *both*, *the same*, *different from*, *no difference between*.

E Developing critical thinking

Which opinion in the study group do you agree with? Why?

- a. An aggressive person / acts / in one way.
- b. There is no difference / between personality / and behaviour.
- c. Behaviour changes / for each situation.
- d. In the same situation / a friendly person acts / in a different way / from an aggressive person.
- e. You learn / good behaviour / when you're a child.
- f. Your personality / depends on your friends, / the places you go, / and so on.

from an aggressive person.

- e. You learn good behaviour when you're a child.
- f. Your personality depends on your friends, the places you go, and so on.

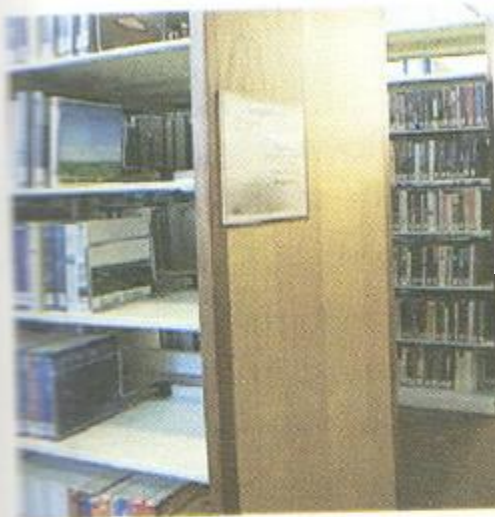
1. b. Psychology and sociology ~~they~~ both predict human behaviour.
- f. Your happiness partly depends ~~with~~ on your family.
- g. My mother doesn't like ~~to~~ be on her own.

Everyday English

As

library: author, title, borrow, lend, out, card, form, passport photo, (assistant), librarian, copy

bookshop: student discount, author, title, buy, price, in stock, card, assistant, cashier, copy



A

Activating ideas

Study the words and phrases in the box. Which are connected with a library? Which are connected with a bookshop?

student discount	author	title	borrow	lend	buy	price	in stock	out
deposit	card	form	passport photo	assistant	librarian	cashier	copy	

B Understanding conversations

Cover the conversations in Exercise C.

1. Look at the first line of each conversation on the right.
How could each conversation continue?
2. 🎧 2.21 Listen to the conversations. Number the sentences on the right in the correct order.



	Is this the way to the bookshop?
	Excuse me. Where's the library?
	How do you reserve a book?
	Do you give a student discount?
	How much does this book cost?
	When does the library tour start?



Practising conversations

Practise the conversations in pairs.



- 1** A: Excuse me. Where's the library?
B: It's in the other building.
A: Thanks. Which floor is it on?
B: The second.

- 2** A: When does the library tour start?
B: Ten o'clock, I think.
A: How long does it last?
B: An hour.

- 3** A: How do you reserve a book?
B: You have to fill in a form.
A: OK. Sorry. Where are the forms?
B: They're next to the index.

- 4** A: Is this the way to the bookshop?
B: Yes. I'm going that way too.
A: Do you mind if I go with you?
B: No, not at all.

- 5** A: How much does this book cost?
B: It's on the back.
A: Oh, yes. Thank you.
B: No problem.

- 6** A: Do you give a student discount?
B: Yes, with a student ID card. It's 10 per cent.
A: Oh, great. Can I pay for these books then?
B: Certainly.



Real-time speaking

Choose three or four of the real-life situations below. Role-play a conversation in each case. Use expressions from the conversations above.

You want to know:

- how you get ... *computer access / a parking permit / a safety certificate.*
- the way to ... *the Resource Centre / your tutor's office / the lifts.*
- the time of ... *a film in the Students' Union / a meeting / lunch in the canteen.*
- the location of ... *the gym / Seminar Room E105 / the toilet.*

2.8 Learning new speaking skills

Taking turns

A Saying consonants

1. Read **Pronunciation Check 1**. Say the sets of words below.

	A	B	C
1.	thin	think	thing
2.	sin	sink	sing
3.	sun	sunk	sung
4.	ran	rank	rang
5.	win	wink	wing

2. Circle one word in each set. Don't show your partner.

3. Say the word that you circled. Tick the word you hear.

Pronunciation Check 1

Saying consonants: /n/, /ŋ/ and /ŋk/

The letter *n* is often followed by *k* or *g*.

1. The letters *nk* make the sound /ŋk/.

Examples: *think, thank*

2. The letters *ng* make the sound /ŋ/.

Examples: *writing, thing, studying*

These sounds often come at the end of words.

Pronunciation Check 2

Saying vowels: /æ/ and /ɑ:/

These two sounds are similar:

- Circle one word in each set. Don't show your partner.
- Say the word that you circled. Tick the word you hear.

B

Saying vowels

- Read **Pronunciation Check 2**.
- Circle one word in each set below. Don't show your partner.
- Say the word that you circled. Tick the word you hear.

A	B
a. <input type="checkbox"/> hat	<input type="checkbox"/> heart
b. <input type="checkbox"/> pat	<input type="checkbox"/> part
c. <input type="checkbox"/> cat	<input type="checkbox"/> cart
d. <input type="checkbox"/> had	<input type="checkbox"/> hard
e. <input type="checkbox"/> pack	<input type="checkbox"/> park

Pronunciation Check 2

Saying vowels: /æ/ and /ɑ:/

These two sounds are similar:
/æ/ is short, /ɑ:/ is long.

When the letter *a* is stressed, it often makes the sound /æ/.

Examples: *man, bad, understand, be*

The letters *ar* often make the sound

Examples: *part, start, hard*

Skills Check 1

Taking turns: starting a turn

In English-speaking cultures, people speak in turn. I wait for another person to speak.

- | | |
|----------------------------------|-------------------------------|
| b. <input type="checkbox"/> pat | <input type="checkbox"/> part |
| c. <input type="checkbox"/> cat | <input type="checkbox"/> cart |
| d. <input type="checkbox"/> had | <input type="checkbox"/> hard |
| e. <input type="checkbox"/> pack | <input type="checkbox"/> park |



C Identifying a new skill (1)

1. Read **Skills Check 1**. How can you start your turn?
2. **2.22** Listen. Complete the sentences.
 - a. I found a good article in the library.
 - b. I think we should discuss sociology first.
 - c. Well, what is the difference between them?
 - d. I read that a lot of psychologists are women.
 - e. OK, and what about old people?
 - f. I found a quote about that on the Internet.
 - g. Yes, but that's not a new idea.
 - h. I heard that it's an interesting website.

Skills Check 1

Taking turns: starting a turn

In English-speaking cultures, people speak in turn. I wait for another person to finish. Then it is my turn to speak.

Begin a turn with a very short introduction.

Examples:

OK, ...

Right, ...

Well, ...

I think ...

I heard I read that ...

Skills Check 2


Taking turns: recognizing the end of a turn

You know that a person has finished their turn when they use certain words or phrases.

There are several ways to recognize the end of a turn in English and when you can therefore start your turn. The speaker's voice may become **quieter**; he/she may simply **stop** and **look around** the group for a response, or even ask a question like *What do you think?* These are easy for students to spot. Falling intonation is less obvious.



Identifying a new skill (2)

1. Read **Skills Check 2**. How can you recognize the end of a turn?
2.  **2.23** Listen. Are these examples of good or bad turn-taking?

Presenter: Example 1.

Student A: Well I've seen a –

Student B: I've got a good quote here from the article.

Presenter: Example 2.

Student C: ... and that's all really. That's all I wanted to say. Yes, that's all.

Student D: Hmm. OK. I think it's an interesting idea.

Presenter: Example 3.

Student E: I read that psychologists and sociologists don't help in our everyday life.

Student F: Well I read something different. I have it here.

Presenter: Example 4.

Student G: There is one more thing that I found. It was on the Internet.

Student H: I looked on the Internet too. I saw an article there.

Presenter: Example 5.

Student I: So maybe we should work in pairs to find the information. What do you think?

Student J: I think that's a good idea.

Skills Check 2

Taking turns: recognizing the end of a turn

You know that a person has finished speaking when the voice goes down

Examples:

You like some things and you don't like other things.

1. bad – B does not wait for A to finish the sentence
2. good – A has finished and has no further ideas
3. good – B hears A's voice go down
4. bad – B does not wait for A to express all ideas
5. good – B waits for *What do you think?* and responds

2.9 Grammar for speaking

Modal *can*

can, must and will are *modals* (also called *modal auxiliaries*).

We use modals to talk about things like possibility and orders.

11

subject	modal	verb	extra information	
Behaviour		changes	in different situations.	= <i>fact</i>
People	can	change	their behaviour.	= <i>possibility</i>
Personality		doesn't change	very often.	= <i>fact</i>
People	can't	change	their personality easily.	= <i>possibility</i>

Look at the word order in Yes / No questions.

modal	subject	verb	extra information			
Can	psychologists	predict	behaviour?	Yes,	they	can.

Look at the word order in information questions.

question word	modal	subject	verb	extra information
How	can	psychologists	predict	behaviour?

A

Talking about possibility

Make a sentence with *can* or *can't* from each set of words.

1. psychologists / predict / individual behaviour
2. sociologists / predict / group behaviour
3. leave school / Britain / 16
4. babies / talk / three years old
5. drive / Britain / 17

B

Asking about possibility

Work in pairs.

Student A: Ask about each point in Exercise A above.

Student B: Give the correct short answer.

Psychologists can predict individual behaviour.

2. Sociologists can predict group behaviour.

3. In Britain, children can leave school at 16.

OR Children can leave school at 16 in Britain.

4. Babies can talk when they are three years old.

5. Young people in Britain can learn to drive when they are 17.

Can psychologists predict individual behaviour?

Yes, they can.



Consolidation

Write the words in the correct order.

1. me you can a pen lend

Can you lend me a pen?

2. a I can pen from borrow you

Can I borrow a pen from you?

3. me you the gym can the way show to

Can you show me the way to the gym?

4. join can how the sports I centre

How can I join the sports centre?

5. can many the library how you borrow books from

How many books can you borrow from the library

6. learn can where to speak I Spanish

Where can I learn to speak Spanish?

In the first sentence, the first syllable in *aggressive* is unstressed, and therefore the letter *a* is pronounced as *schwa*. /ə/

2.10 Applying new speaking skills

Do sociologists and psychologists help us?

A Reviewing sounds

1. What is the sound of the underlined letters?
 - a. An aggressive person acts in one way. ʌ
 - b. It's hard to understand the mind. d: ʌ
 - c. Your personality depends on many things. ʌ
 - d. How long does this lecture last? d:
 - e. The question has two parts. ʌ d:
2. Say the sentences above.



B

Reviewing vocabulary

stu/dent, com/pu/ter, u/ni/ver/si/ty.

1. Copy the words from the box into the correct columns below.

human individual together between behaviour
psychology understand knowledge

2 syllables	3 syllables	4 syllables
('useful) 'human be'tween 'knowledge	(im'portant) to'gether be'haviour under'stand	(psy'chologist) indi'vidual psy'chology

2. Mark the stressed syllable in each word.





Researching information

1. Read the note on the right. What is the study group going to do?
2. Work in four groups.
Group A: Read the text on page 175.
Group B: Read the text on page 176.
Group C: Read the text on page 172.
Group D: Read the text on page 179.
3. Look at your information.
4. Add your own ideas.



Using a key skill

1. Prepare your turn for the discussion. Remember:
 - how do you begin your turn?
 - how do you end your turn?
2. Practise your turns in your group.
3. Make a study group. The group must have students from groups A, B, C and D. Discuss the question.

Don't forget!

STUDY GROUP

DISCUSS Week 2 assignment —

Do psychologists and sociologists h

Meet in Common Room Tue 2.00 p.m.

(Room G201)

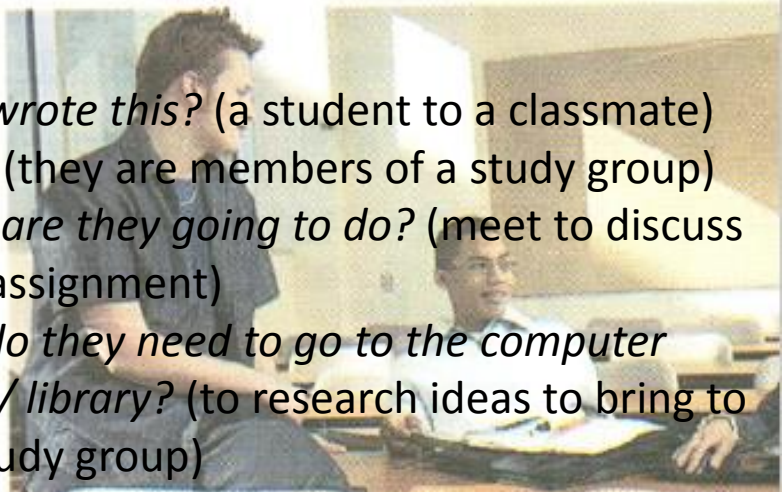
Psychologists are useful; sociologists are not.

Sociologists are useful; psychologists are not.

Sociologists and psychologists are both useful.

Neither psychologists nor sociologists are useful.

See you there! 😊



Who wrote this? (a student to a classmate)

Why? (they are members of a study group)

What are they going to do? (meet to discuss their assignment)

Why do they need to go to the computer room / library? (to research ideas to bring to the study group)

always (*adv*)
background (*n*)
[= upbringing]
body (*n*)
bully (*n* and *v*)
combination (*n*)
concerned (*adj*)
everybody (*n*)
everyone (*n*)
face (*n*)
height (*n*)
kind (*adj* and *n*)
make fun of
mentally (*adv*)
miserable (*adj*)
never (*adv*)
nobody (*n*)

no one (*n*)
normal (*adj*)
often (*adv*)
physically (*adv*)
race (*n*) [= ethnic]
rarely (*adv*)
rude (*adj*)
sometimes (*adv*)
stupid (*adj*) *gense*
teenager (*n*)
unkind (*adj*)
usually (*adv*)
weight (*n*)
worry (*v*)

Reading: Personality and behaviour

2.11 Vocabulary for reading

Describing personality

A

Reviewing vocabulary

All the words below are connected with sociology or psychology.
Complete and say each word.

1. alone

2. human

3. family

4. belong

5. colleague

6. behaviour

7. religion

8. individual

9. relationship

10. neighbourhood

1. alone

2. human

3. family

4. belong

5. colleague

6. behaviour

7. religion

8. individual

9. relationship

10. neighbourhood

B

Recognizing patterns

1. What kind of word can come in each space below?

1. a. They are *plural noun*.
- b. She is *adverb or frequency adverb* happy.
- c. *Noun – singular or plural* came late.
- d. He is a very *adjective* person.
- e. What is your *noun*?
- f. Do you *verb* a lot?

2. Find words in the list on the right for each space in the sentence below. Make any necessary changes.

- a. They are teenagers / kind.
- b. She is always happy.
- c. No one came late.
- d. He is a very kind person.
- e. What is your name?
- f. Do you watch a lot?

- a. *They are teenagers / bullies or rude / stupid / miserable / kind / unkind / normal.*
They is plural; are is a verb. Either a plural noun or an adjective – no plural form – must follow. Note: could also be an adverb, e.g., *here*, but there are no words of this sort in the list.
- b. *She is always / usually / often / sometimes / rarely / never happy.*
Before an adjective and after the verb *be*, the only option is an adverb.
- c. *Everybody / Everyone / Nobody / No one came late.*
The verb must have a subject before it.
- d. *He is a very rude / stupid / miserable / kind / unkind / normal person.*
After *very* and before a noun, the only option is an adjective.
- e. *What is your height / weight / background / race?*
The possessive adjective must be followed by a noun.
- f. *Do you worry a lot?*
The subject, *you*, must be followed by a verb



Developing vocabulary



What is the connection between each pair of words?

- | | |
|---------------|-----------|
| 1. kind | unkind |
| 2. always | never |
| 3. usually | often |
| 4. everybody | no one |
| 5. everyone | everybody |
| 6. height | weight |
| 7. physically | mentally |

opposites

opposites

similar meaning

opposites

similar meaning

connected with the body

opposites

2.12 Real-time reading

Why do people like you?

A Activating ideas

You are going to read the article on the opposite page.

1. Read the heading. Answer the question in the heading.
2. What sort of information do you expect to find in the article? Tick one or more.

- ☒ facts
- ☐ ideas
- ☐ opinions
- ☒ advice
- ☐ rules
- ☐ jokes

3. What tenses will be in the text? Why?

ASK– A noun that means the same as *everybody* (*everyone*).

– The opposite of *everybody* (*no one / nobody*).

– Five adjectives to describe people (*rude, stupid, miserable, kind, unkind, normal*).

– Five adverbs of frequency (*always, usually, often, sometimes, rarely, never*).



present tense – often used for facts;

imperatives – often used for advice.

B

Making and checking hypotheses

1. Read the first paragraph. What question will the article answer?
2. What is *your* answer to the question?
3. Read the rest of the article.

According to the text, ...

- a. which part of a person is the most important?
- b. what do people often *say about themselves*?
- c. what do people often *think about other people*?



1. The text will answer the question at the end of the first paragraph: *Which part of a person is the most important?*

3. a. Personality and behaviour.

b. *I don't like my hair (or my mouth, or my ears, etc.). / I'm stupid because I can't do maths (or remember names, or understand science, etc).*

c. *He is a kind person. She is always happy. He often helps people. She never says bad things about people.*

C

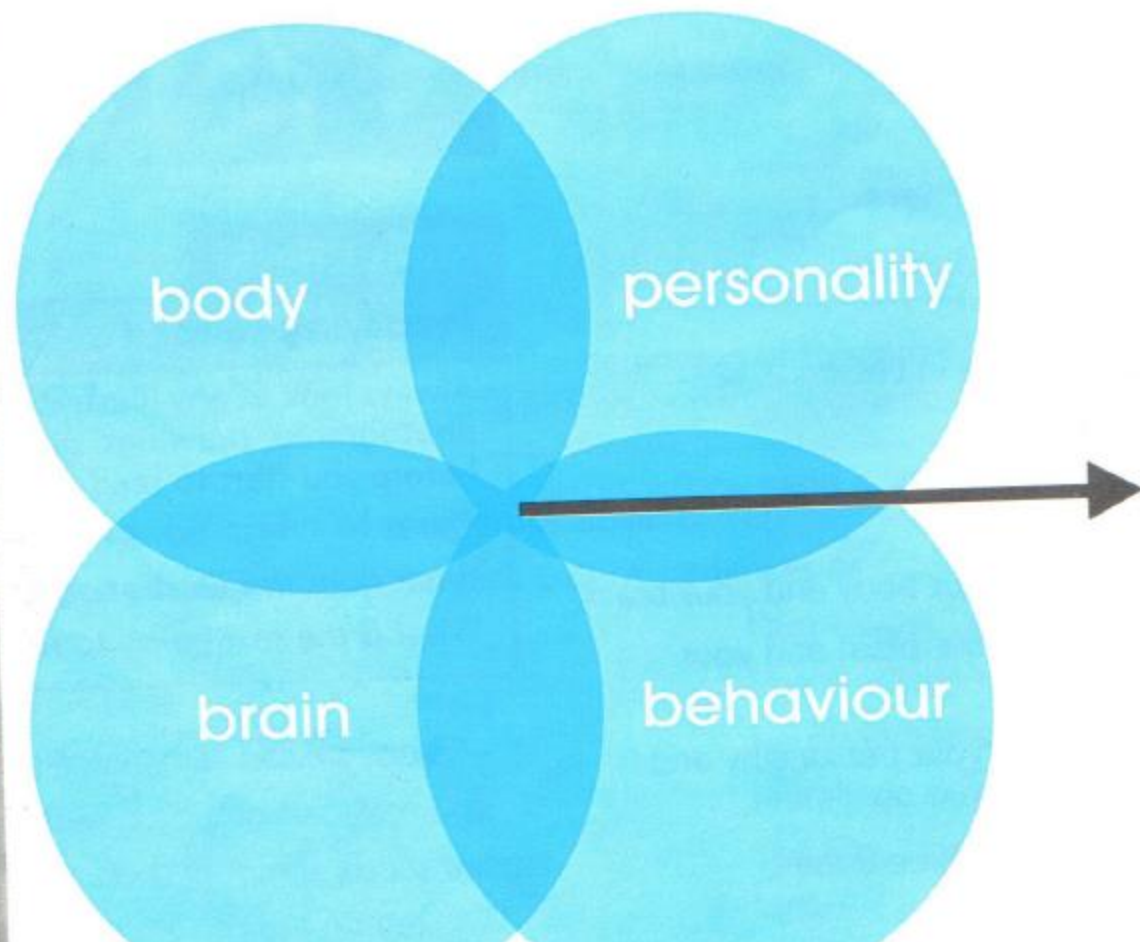
Understanding vocabulary in context

Match each word to

1. personality	7	not intelligent
2. normal	6	there are other examples
3. combination	9	not very often
4. worry	2	usual, happening all the time
5. like	5	for example / opposite of <i>hate</i>
6. etc.	3	joining together
7. stupid	8	the things you do all the time
8. behaviour	10	most of the time
9. rarely	1	the way you look at life
10. usually	4	think about in a bad way

D

YOU?



What advice does the text give? (do not worry about your body and brain)

What do people usually think about when they think about themselves? (the body and the brain)

YOU

-Which part of you is the most important – the body, the brain, the personality or the behaviour?

– Which part of other people is the most important for you?

What is a person? Everyone is a body with a face. Everyone has a brain. Everyone has a personality. Everyone has normal behaviour, things they do or say all the time. So everyone is a combination of four things. Which part of a person is the most important?

People often think: 'My body is the most important thing.' They worry about their weight or their height. They say things like: 'I don't like my hair (or my mouth, or my ears, etc.).' People sometimes worry about their brains. They say things like: 'I'm stupid because I can't do maths (or remember names, or understand science, etc.).' People do not often think about their personality or their behaviour. So, when people think about *themselves*, they usually think about the body and the brain.

However, most people rarely think about *other* people in that way. When people think about other people, they usually think about their personality and behaviour. When they like someone, they often think things like: 'He is a kind person. She is always happy. He often helps people. She never says bad things about people.' When they don't like someone, they say things like: 'He is unkind. She is always depressed. He never helps people. She always says bad things about people.'

Remember: when people think about *you*, they don't think about your body or your brain. They think about your personality and your behaviour. Don't worry about your body or your brain. If you want people to like you, perhaps you need to change your personality and your behaviour.

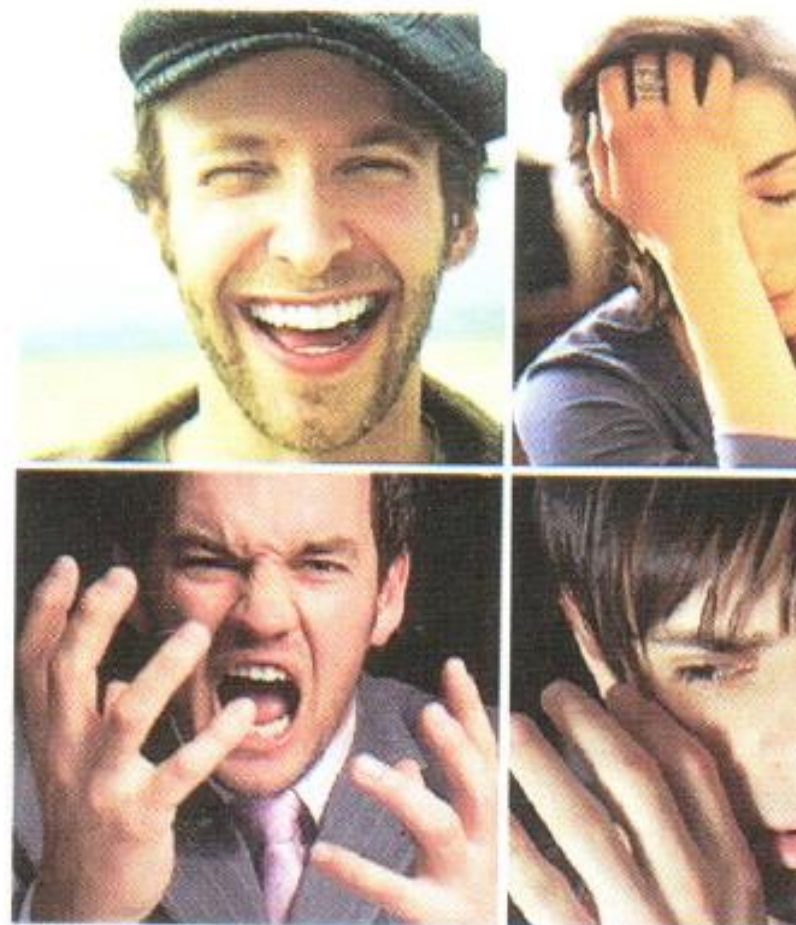
2.13 Learning new reading skills

Predicting content from illustrations

A Reviewing key vocabulary

Complete these words from the article in Lesson 2.12.

1. pers <u>on/onality</u>	1. pers	on / onality
2. beha <u>viour</u>	2. beha	ve / viour
3. norm <u>ally</u>	3. norm	al / ally
4. usu <u>ally</u>	4. usu	al / ally
5. combi <u>nation</u>	5. combi	nation
6. wor <u>ry</u>	6. wor	ry
7. wei <u>ght</u>	7. wei	ght
8. hei <u>ght</u>	8. hei	ght
9. some	9. some	times
10. rar <u>ely</u>	10. rar	ely



B Identifying a new skill

1. Read the **Skills Check**.
2. Study the illustration in the article in Lesson 2.12.
Tick the true sentences.
 - a. ☒ You have a body, a personality, a brain and behaviour.
 - b. ☒ There is a link between your body and your brain.
 - c. ☒ There is a link between your brain and your personality.
 - d. ☐ There is no link between your personality and your behaviour.
 - e. ☐ You are a combination of three things.

Skills Check

Preparing to read

Always look at any illustrations – photographs, drawings, graphs – **before** you start to read a text.

Think:

What does this illustration show?

What is the text going to say?





Using a new skill

- Study each figure on the right. What will each text be about?
- Read each sentence below. Which text does it come from?
Write 1, 2 or 3.

- People behave in a certain way because they have a particular personality.
- You are at the centre of a set of primary groups.
- Some friends are also colleagues.
- It is a combination of two things.
- Your local area includes you, your family and your neighbours.
- Most of your neighbours are not your friends.
- There is a link between the two things.

a. People behave in a certain way because they have a particular personality.	3
b. You are at the centre of a set of primary groups.	2
c. Some friends are also colleagues.	1
d. It is a combination of two things.	3
e. Your local area includes you, your family and your neighbours.	2
f. Most of your neighbours are not your friends.	1
g. There is a link between the two things.	3

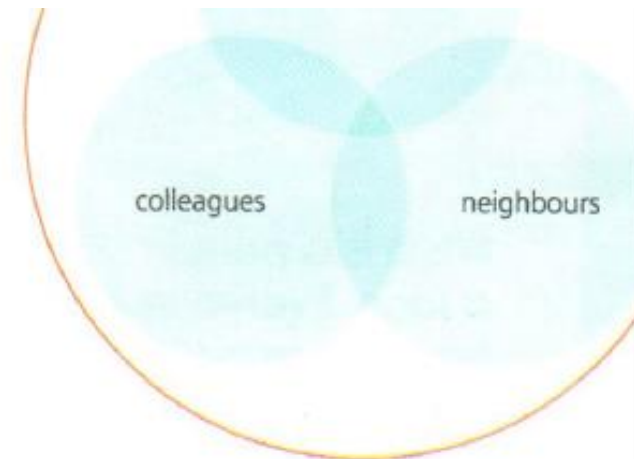


Figure from Text 1

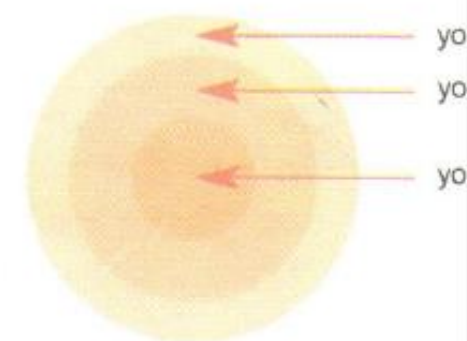
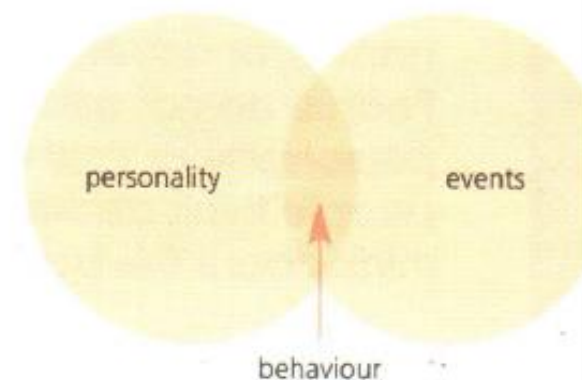


Figure from Text 2



2.14 Grammar for reading Frequency adverbs

We can change the meaning of a sentence with a frequency adverb.

There are six common frequency adverbs.

Look for frequency adverbs:

- after the verb *be*.
- before other verbs.



subject	verb	adverb	complement
I	am	usually	on time.
She	is	always	happy.
They	are	often	sad.

subject	adverb	verb	extra information
I	rarely	come	on time.
She	never	says	bad things about people.
They	sometimes	help	people.

The adverb *sometimes* can also come at the beginning or the end of a sentence.
Sometimes he is unkind to people. He is unkind to people sometimes.

A**Recognizing the effect of frequency adverbs (1)**

What is the difference between each pair of sentences below?

- | | |
|--------------------------------------|---|
| 1. I am never late. | I am always late. |
| 2. She is kind. | She is usually kind. |
| 3. He sometimes helps people. | He often helps people. |
| 4. I often go out in the evenings. | I rarely go out in the evenings. |
| 5. They say bad things about people. | They say bad things about people sometimes. |
| 6. Sometimes I forget names. | I always forget names. |

all different

B**Recognizing the effect of frequency adverbs (2)**

Study the sentences on the left. Are the sentences on the right true (T) or false (F)?

- | | |
|--|---|
| 1. I am never late. | <u>1</u> I am always on time. |
| 2. Sometimes I don't like my hair. | <u>1</u> I sometimes like my hair. |
| 3. I often go out in the evenings. | <u>6</u> I never stay at home in the evenings. |
| 4. They never say good things about people. | <u>1</u> They sometimes say bad things about people. |
| 5. I rarely forget names. | <u>1</u> I usually remember names. |
| 6. People usually think about their bodies and their brains. | <u>8</u> People do not often think about their bodies and their brains. |
| 7. People do not often think about their own personality or behaviour. | <u>1</u> People rarely think about their own personality or behaviour. |
| 8. She often eats in a restaurant. | <u>1</u> She eats in a restaurant once or twice a week. |

1. T

2. T

3. F

4. T

5. T

6. F

7. T

8. T

2.15 Applying new reading skills

You can't change YOU!

A Reviewing vocabulary

Read each noun. Say three more words that are linked.

1. height ... *tall, short, medium*

2. weight ... *fat, thin, slim*

3. personality ... *happy, sad, angry*

4. body ... *hair, nose*

5. behaviour ... *coming late*

6. brain ... *mind, clear, stupid*

B Applying a new skill (1)

You are going to read another article from a magazine, on the page opposite.
Read the title and look at the diagram.

1. Cover the text. Describe the diagram.

2. What are *social groups*?

3. What does *background* mean?

4. Which of these sentences are true from the illustration?

a. ☒ You are a combination of four things.

b. ☒ They are the same four things that make people like you (Lesson 2.12).

c. ☒ Three of the four things are linked. *all linked*

d. ☒ All four things contribute to a person.

C Applying a new skill (2)

Read the first paragraph.

Which of the following sentences will you find in the text?

1. ☐ Children often call friends 'stupid' if they forget something.
2. ☐ Don't make jokes about someone's body.
3. ☒ Parents are often very proud of their children.
4. ☐ Teenagers often make jokes about poor people.
5. ☒ People sometimes move to a different town.
6. ☐ Young children sometimes make fun of people because they are short.
7. ☒ Some children are very clever.
8. ☐ Teenagers sometimes use a rude word about someone's race.

D Showing comprehension

Read the text. What does the text say about the following people?

1. Young children

- a. What do they sometimes do?
- b. What do they often call other children?
- c. Why do they behave like this?

2. Teenagers

- a. What do they sometimes do?
- b. What do they sometimes make jokes about?
- c. Why do they behave like this?

3. Bullies

- a. What are the two kinds of bullying?
- b. What does the first kind of bully do?
- c. What about the second kind?

1. a. They make fun of people because of their height, weight, forgetfulness, or the fact that they wear glasses.

b. Shorty, Fatty, Four Eyes, stupid.

c. They are concerned about body and brain.

2. a. They use a rude word, or make comments about a person's race, colour, religion, nationality.

b. About poor people or people from a particular place.

c. They are concerned about social groups and background.

3. a. Physical and mental.

b. He or she hits the other person.

c. He or she makes jokes about the other person.



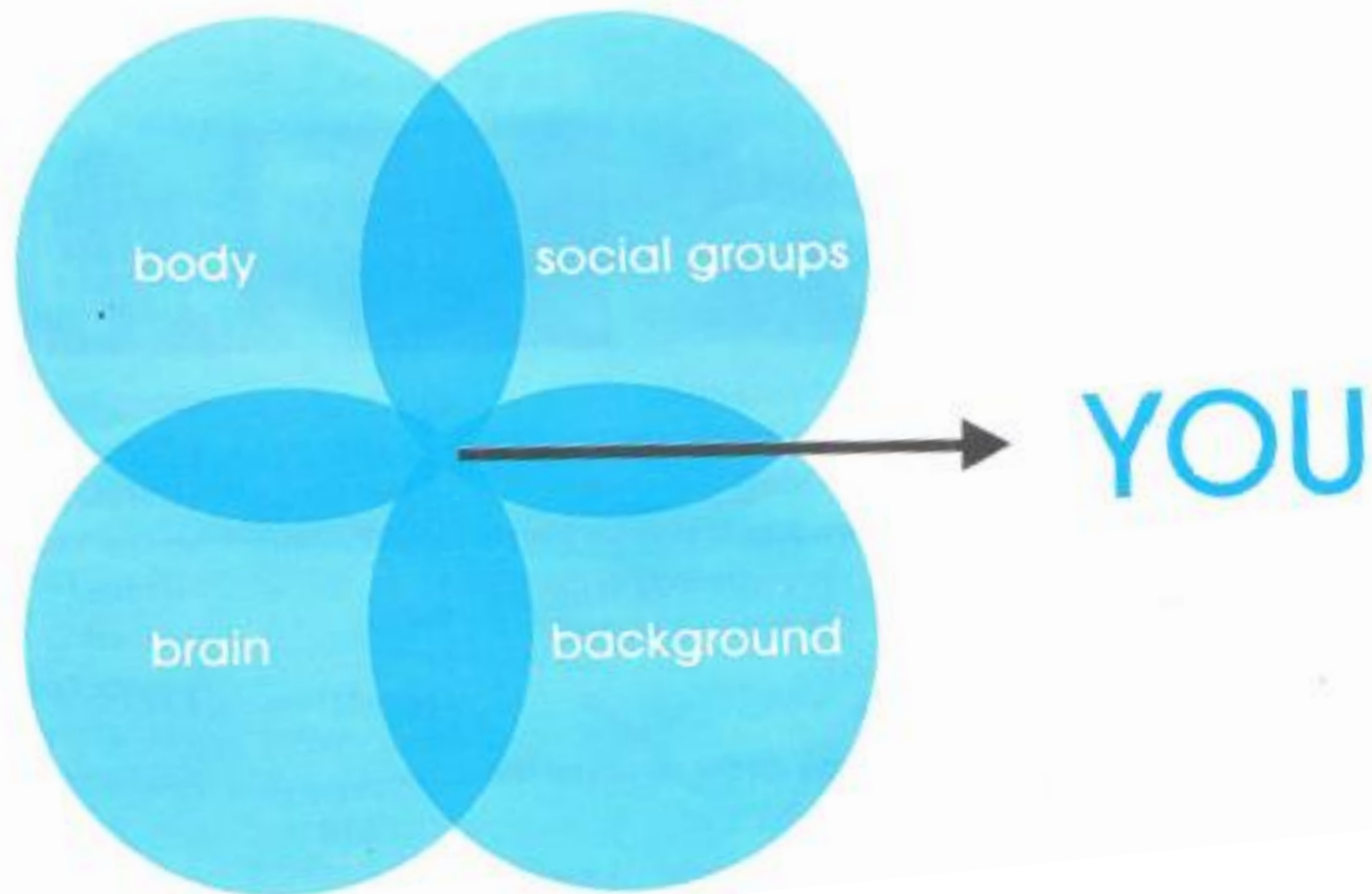


Developing critical thinking

Discuss in groups.

1. Have you learnt anything new in this theme?
2. Will you change your behaviour in any way?

You can't change
YOU!



You can change your behaviour. Perhaps you can change your personality. But you cannot change some things. You can hardly change your body. You cannot change your brain at all. You cannot change your social groups - race, religion, nationality. Nobody can change their background, their family and their hometown.

Young children are very concerned with bodies and brains. They sometimes make fun of people because they are tall or short, or because they wear glasses. They often call other children 'Fatty' or 'Shorty' or 'Four Eyes'. Children often call friends 'stupid' if they forget something or do something wrong. But we cannot change our bodies or our brains.

Teenagers are often very concerned about social groups and background. They sometimes use a rude word about someone's race or the colour of their skin. They sometimes comment on their religion or nationality. They often make jokes about poor people, or about people from a particular town or village. But we cannot change our social groups or our background.

Everyone knows that hitting someone is bullying. It is physical bullying. But hurting someone mentally is also bullying. Don't make jokes about someone's body or someone's brain. Don't make fun of someone's social groups or someone's background. If you make jokes about things a person cannot change, you are a kind of bully.

Knowledge quiz

Sociology and psychology

How much have you learnt about sociology and psychology in Theme 2 so far?
Test your knowledge and your partner's knowledge.

1 Answer the questions in your own words.

a. What do psychologists study? 43

b. What do sociologists study? 63

a) Human mind and indiv. behaviour
b) People in groups; the relationships between people

- a. Human mind and individual behaviour
- b. People in groups; the relationships between people

c. What is bullying? 61

d. What is the difference between behaviour and personality?

c) Hurting someone by making fun of them or hitting them
d) Behaviour is actions, personality is attitude

- c. Hurting someone, by making fun of them or hitting them
- d. Behaviour is actions; personality is attitude

2 Find the correct person in each case.



- a. Who wrote *Para Psyche* in the 4th century BCE?
- b. Who is sometimes called the 'Father of Sociology'?
- c. Who opened the first psychology school?
- d. Who, at the end of the 19th century, asked: 'How do people learn?'
- e. Who started the science of cognitive psychology in the 1960s?
- f. Who is well known for research into human memory?
- g. Who wrote *The Language Instinct*?
- h. Who wrote *Mem u zin*?
- i. Who, in the 17th century, asked: 'How do the mind and the body work together?'

g
c
d
h
a
f
b
i
e

Steven Pinker
Wilhelm Wundt
Ivan Pavlov
Ahmedi Khani
Aristotle
Elizabeth Loftus
Auguste Comte
Locke and Descartes
Ulric Neisser

3

Find the correct speaker in each case.

- a. 'There are three important things for groups. They are religion, work and money.'
- b. 'People make society ... then society makes people.'
- c. 'People from different groups must fight each other.'
- d. 'Groups are like animals. They are born, they grow and then they die.'
- e. 'Groups must have rules of behaviour.'

d

Ibn Khaldun

a

Max Weber

c

Karl Marx

e

Plato

b

Anthony Giddens

4

Draw a diagram of one of the following:

- your primary groups.
- the relationship between psychology and sociology.
- what makes you the person you are.

Writing: Extroverts and introverts

2

act on impulse *act on impulse*

aggressive (*adj*)

attitude (*n*)

basic (*adj*)

calm (*adj*)

centre of attention

cold (*adj*)

competitive (*adj*) *hustle*

confident (*adj*)

easily (*adv*)

energy (*n*)

excitement (*n*) *hug*

extreme (*adj* and *n*)

extrovert (*n*)

fit (*v*)

friendly (*adj*)

hide [one's] feelings

interact (*v*)

introvert (*n*)

lose [one's] temper

mixture (*n*)

optimistic (*adj*)

pessimistic (*adj*)

polite (*adj*)

prefer (*v*)

psychiatrist (*n*)

show [one's] feelings

shy (*adj*)

similar (*adj*)

sociable (*adj*)

sociologist (*n*)

stand out (*v*)

stranger (*n*)

strong (*adj*)

trust (*n* and *v*)

unfriendly (*adj*)

unsociable (*adj*)

warm (*adj*)

weak (*adj*)

2.16 Vocabulary for writing

Personality types

A Reviewing vocabulary

Rewrite these words from Themes 1 and 2. Which letters are doubled in each word?

1. usually usually
2. colleague i
3. aggressive g
4. accommodation c

5. degree e
6. curriculum r
7. professor s
8. possession s

doubled
e, o
b, c, d, f, g, k, l, m, n, p

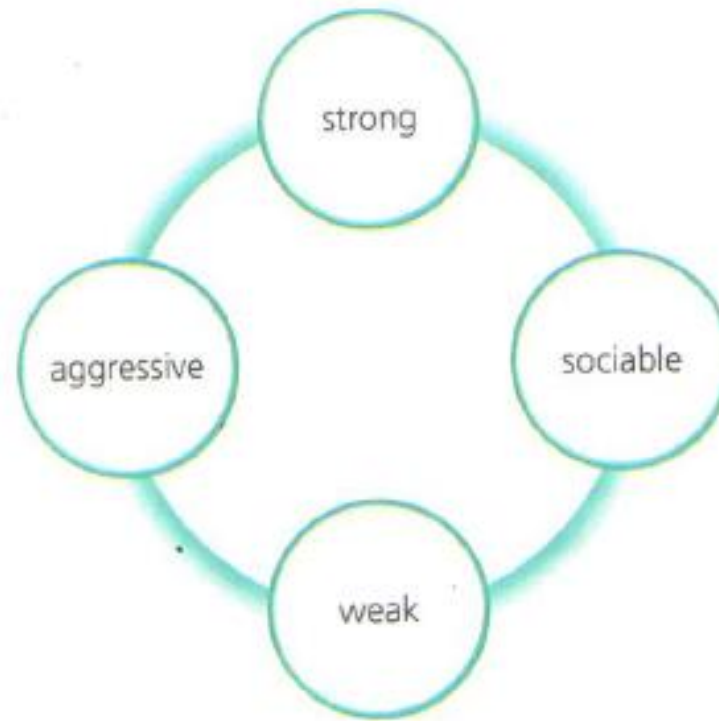
1. usually
2. colleague
3. aggressive
4. accommodation

5. degree
6. curriculum
7. professor
8. possession

B Recognizing paragraph structure

The text below is not complete. Rewrite the text. Add the sentences from the box underneath the text. Choose the best place for each sentence.

According to the Swiss psychiatrist, Carl Jung, there are two basic personality types. The words mean 'turn inside' and 'turn outside'. Introverts look inside themselves and get energy from their own thoughts. However, very few people are complete introverts or extroverts. Most people are a mixture of the two extremes. In addition, some people change from one personality type to another in different situations. For example, you may be an extrovert with your family but an introvert with a group of strangers. The American sociologist, Timothy Leary, put personality types in a circle. People can be strong or weak. They can also be sociable or aggressive. A sociable, weak person is warm or polite.



How many extreme personality types does this diagram show? (four)

- Who was Carl Jung? (a Swiss psychiatrist)
- What does *extrovert* mean literally? ('turn outside' – from the Latin)
- What does *introvert* mean literally? ('turn inside')
- What do extroverts do? (look outside themselves and get energy from other people)
- Are most people extroverts or introverts? (they are a mixture of the two)
- When do some people change from one personality to another? (in different situations)

According to the Swiss psychiatrist, Carl Jung, there are two basic personality types. The two types are introvert and extrovert. The words mean 'turn inside' and 'turn outside'. Introverts look inside themselves and get energy from their own thoughts. Extroverts look outside themselves and get energy from other people. However, very few people are complete introverts or extroverts. Most people are a mixture of the two extremes. In addition, some people change from one personality type to another in different situations. For example, you may be an extrovert with your family but an introvert with a group of strangers. Where do you fit on the line (Figure 1)? The American sociologist, Timothy Leary, put personality types in a circle. People can be strong or weak. This is similar to extrovert and introvert. They can also be sociable or aggressive. A sociable, weak person is warm or polite. An aggressive, strong person is cold or competitive.

Extroverts look outside themselves and get energy from other people.
The two types are *introvert* and *extrovert*.
This is similar to *extrovert* and *introvert*.
Where do you fit on the line (Figure 1)?
An aggressive, strong person is cold or competitive.

What does a competitive person want to be?
(successful, better than others, first, etc.)

An unfriendly, strong person is cold or competitive.
Extroverts look outside themselves and get energy from other people.
The two types are *introvert* and *extrovert*.
This is similar to *extrovert* and *introvert*.
Where do you fit on the line (Figure 1)?
An aggressive, strong person is cold or competitive.

C Understanding vocabulary in context

Find 12 words in your rewritten text from the list on the right. Underline them.
Try to work out the meanings, then check your ideas in a dictionary.

D Developing vocabulary

1. Look at the words in the table. What do they mean in everyday English?
2. What do they mean when they describe a personality?
3. Write a sentence for some of the words.

adjectives	warm cold strong weak
verbs	act hide lose show stand

What sort of person are you?

<i>extrovert</i>	<i>introvert</i>
<i>optimistic</i>	<i>pessimistic</i>
<i>show your feelings</i>	<i>hide your feelings</i>
<i>lose your temper</i>	<i>stay calm</i>
<i>think before you act</i>	<i>act on impulse</i>
<i>friendly</i>	<i>unfriendly, hostile</i>
<i>unsociable</i>	<i>sociable</i>
<i>shy</i>	<i>confident</i>
<i>warm</i>	<i>cold</i>
<i>competitive</i>	<i>uncompetitive</i>

2.17 Real-time writing

Extroverts

A Activating ideas

Answer these questions about extroverts from your own knowledge. Write full sentences.

1. Do extroverts prefer to be alone or in groups?

Extroverts prefer to be in groups.

2. Do extroverts have many friends?

Extroverts often have many friends.

3. Do extroverts like reading?

Extroverts do not like reading.

4. Are extroverts good learners?

They are good learners but forget quickly.

5. What sort of sports do extroverts like?

They like exciting sports.

6. How do extroverts often behave?

They act on impulse and lose their temper

7. What attitude do extroverts have to the future?

They are optimistic.

8. What jobs do extroverts often have?

They are often actors, managers or criminals!



CCCC

- *Why do extroverts need to talk to people?*

(because they get their energy from other people)

- *What are friendly extroverts like?* (sociable, enjoy interacting)

- *What are aggressive extroverts like?* (cold, mistrust people)

- *Why do extroverts like large groups?* (they want to be the centre of attention, they are friendly and enjoy talking)

B Understanding a type of text (1)

Study the spidergram on the opposite page. Check your answers to the questions in Exercise A.

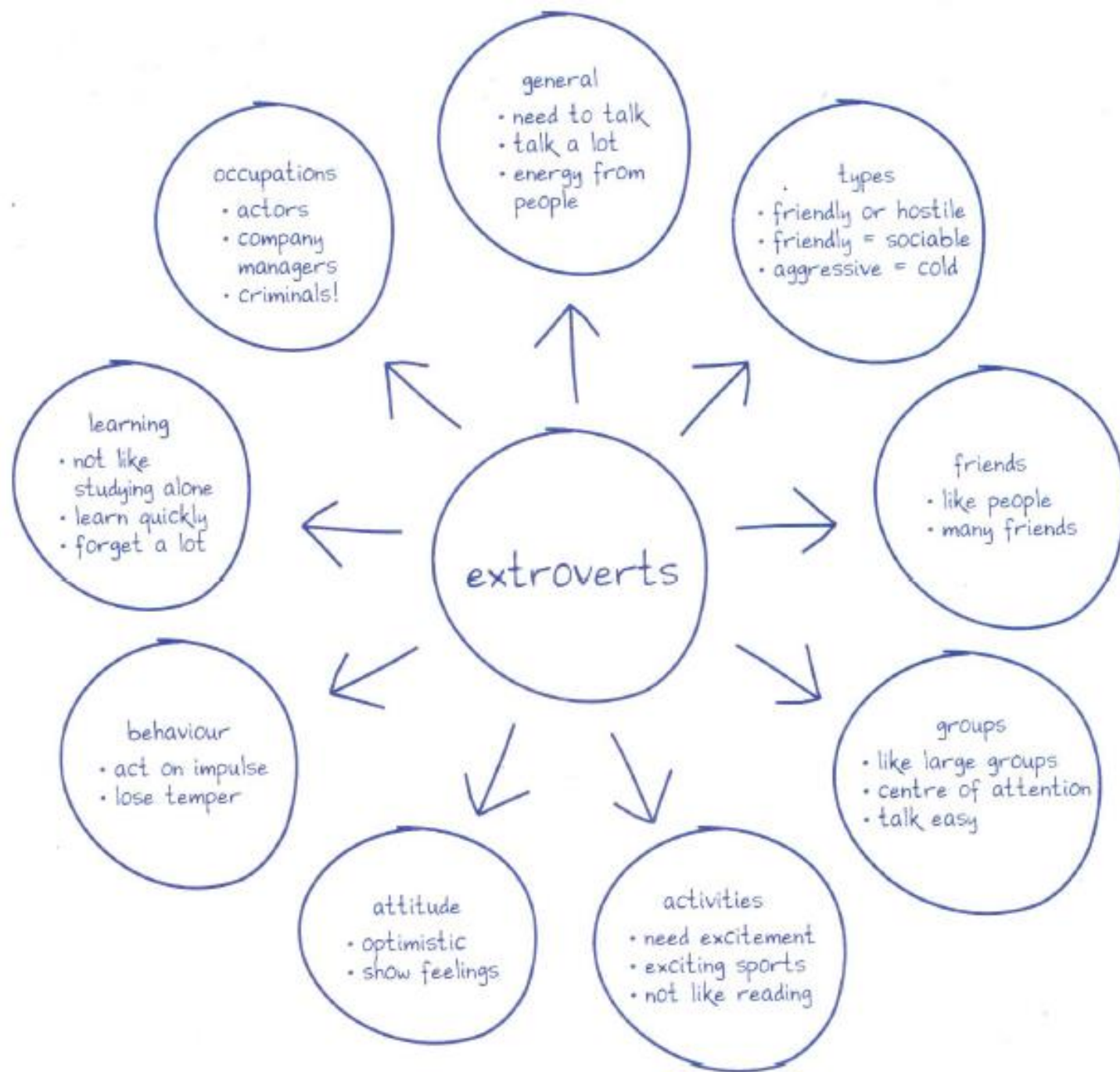
C Understanding a type of text (2)

Study the section of an essay about personality types on the opposite page. Complete the section with information from the spidergram.

D Producing key patterns

Tick the sentences which are true about you. Rewrite the sentences which are not true about you. Up to you

- | | | |
|---|-------------------------------------|--|
| 1. I prefer to be alone. | <input checked="" type="checkbox"/> | |
| 2. I have many friends. | <input checked="" type="checkbox"/> | I don't have many friends. OR I have a few friends |
| 3. I like exciting sports. | <input type="checkbox"/> | |
| 4. I don't like reading. | <input type="checkbox"/> | |
| 5. I am sociable. | <input type="checkbox"/> | |
| 6. I don't talk to people easily. | <input type="checkbox"/> | |
| 7. I don't like going to parties. | <input type="checkbox"/> | |
| 8. I am very optimistic about the future. | <input type="checkbox"/> | |
| 9. I often lose my temper. | <input type="checkbox"/> | |
| 10. I learn things quickly. | <input type="checkbox"/> | |



What are extroverts?

Extroverts need to talk to people. They talk a lot. They get their energy from other people.

They can be friendly or aggressive. Friendly extroverts are sociable. They want to interact with people. Aggressive extroverts are cold. They do not trust other people.

Extroverts like large groups. They want to be the centre of attention. They like people and they talk easily. They have many friends.

Extroverts need activity all the time. They also need excitement. They like exciting rides in adventure parks and like being outdoors. They do not like reading.

Extroverts are optimistic about the future. They are emotional. In other words, they show their feelings. They act on impulse and they lose their temper quickly (but they forget).

Extroverts do not like studying alone. They learn quickly, but they forget. Extroverts often become actors or managers. Sometimes, extroverts become models.

What are extroverts?

Extroverts need to talk to people. They talk *a lot*. They get their energy from *(other) people*.

They can be friendly or *aggressive*. Friendly extroverts are sociable. They want to interact with *people*. Aggressive extroverts are *cold*. They do not trust other people. Extroverts like *large groups*. They want to be *the centre of attention*. They like people and they talk *to them easily*.

They have *many friends*.

Extroverts need activity *all the time*. They also need excitement. They like exciting rides in adventure parks and like *doing exciting sports*. They do not like *reading*. Extroverts are optimistic about the future. They are emotional. In other words, they *show their feelings*. They act on impulse and *they lose their tempers quite easily*.

Extroverts do not like studying alone. They learn quickly, but *they forget a lot*. Extroverts often become actors or *managers*. Sometimes, extroverts *become criminals*.

2.18 Learning new writing skills Organizing ideas

A Developing vocabulary

All these words from the course so far have the same vowel sound. What is the sound? What is the correct spelling?

1. Write one or two letters in each space.

a. ar ticle

f. a sk

b. mark k

g. a nswer

c. pa ss

h. pa st

d. par t

i. la st

e. hard d

j. cla ss

a. article

b. mark

c. pass

d. part

e. hard

f. ask

g. answer

h. past

i. last

j. class

Pronunciation Check

Spelling the /ɑ:/ sound

Some words with the /ɑ:/ sound are spelt with the letter a alone.

Examples: pass, answer, last

Some words with the /ɑ:/ sound are spelt with ar.

Examples: article, mark, hard

Skills Check 1

Gathering and recording

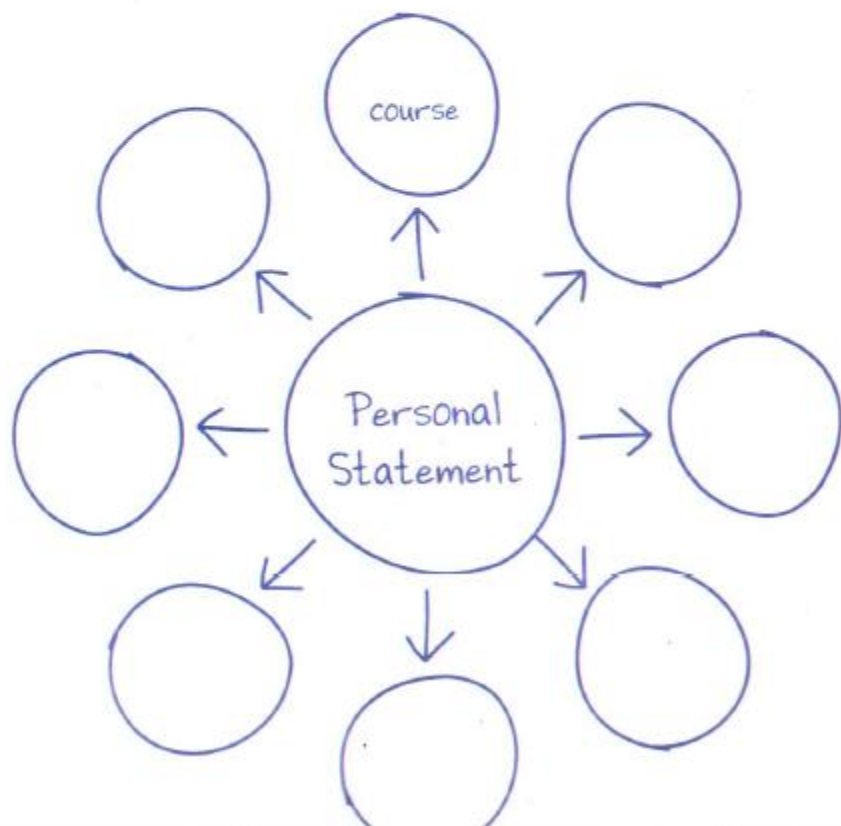
2. Read the **Pronunciation Check** and check your answers.
3. Write some more words with the /ɑ:/ sound.

B Identifying a new skill

1. Read **Skills Check 1** and **Skills Check 2**.
2. Study the essay section about extroverts in Lesson 2.17. Find the sub-topic(s) in each paragraph.

C Practising a new skill

1. Think again about the sub-topics in a Personal Statement (Theme 1). Complete the spidergram below.



Gathering and recording information

You must gather information for an essay. You can record information in a spidergram.

- Write the topic of the essay in the centre of the page.
- Write the sub-topics around the topic.
- Add bullet points or extra branches to each sub-topic.

Skills Check 2

Organizing information into paragraphs

Make one **paragraph** from the information for each sub-topic. Sometimes, you can **combine** two or three sub-topics into one paragraph. Decide on the **best order** for the paragraphs.



- What is another word for *gathering*? (*collecting* or, perhaps, *getting*)
- How can you record information? (in a spidergram)
- What goes in the middle of the spidergram? (the topic)
- What information goes around the topic? (the sub-topics)

paragraph	sub-topics
1	general, types
2	friends, groups
3	activities
4	behaviour
5	learning
6	occupations

2.19 Grammar for writing

Present simple; joining sentences with *and*

We use the **present simple** to write about **general facts**. We also use the present simple with the verbs *like*, *want* and *need*.

13

subject	verb <i>be</i>	complement
Extroverts	are	optimistic.
		sociable.
		often actors.
They	are not	shy.
		anxious.

subject	other verbs	extra information
Extroverts	talk	a lot.
	interact	with people.
	need to talk	to people.
They	do not want	to be alone.
	do not like	reading.

– *like* + *-ing*

– *want* + *to do*;

A

Describing people (1)

Study the example sentences in the tables above. Complete each sentence below with a verb from the box in the correct form. You can use some verbs more than once.

be give have keep like make treat want

- | | |
|---|--|
| 1. Good teachers <u>are</u> interested in their subjects. | 6. They <u>don't make</u> fun of children. |
| 2. They <u>are</u> enthusiastic about teaching. | 7. They <u>give</u> rewards to the right children. |
| 3. They <u>treat</u> the children as individuals. | 8. They <u>have</u> a good sense of humour. |
| 4. They <u>are</u> excited about teaching. | 9. They <u>like</u> teaching. |
| 5. They <u>keep</u> order in the classroom. | 10. They <u>want</u> to know about the children. |

1. Good teachers are interested in their subjects.
2. They *are* enthusiastic about teaching.
3. They *treat* the children as individuals.
4. They *are* excited about teaching.
5. They *keep* order in the classroom.
6. They *don't make* fun of children.
7. They *give* rewards to the right children.
8. They *have* a good sense of humour.
9. They *like* teaching.
10. They *want* to know about the children.

B Describing people (2)

Study the sentences about good teachers in Exercise A. Write sentences about bad teachers.

1. Bad teachers are not interested in their subjects.

We can join sentences with the same subject with *and*. We can delete the subject of the second sentence. (14)

Extroverts are sociable. They love large groups. → Extroverts are sociable and ~~they~~ love large groups.

Extroverts like people. They talk to them easily. → Extroverts like people and ~~they~~ talk to them easily.

C Producing sentences with *and*

1. Study the examples in the box above.
2. Find pairs of sentences below. Join them. Delete the subject of the second sentence.

Bad teachers are sarcastic.

Bad teachers are unfair.

Good teachers have a sense of humour.

Good teachers know the names of their students.

Good teachers like their subject.

and

They are excited about teaching it.

They give punishments to the wrong children.

They know personal facts about them.

They make fun of children.

They make jokes.

Bad teachers are sarcastic and make fun of children.

Bad teachers are unfair and give punishments to the wrong children.

Good teachers have a sense of humour and make jokes.

Good teachers know the names of their students and know personal facts about them.

Good teachers like their subject and are excited about teaching it.

A Reviewing vocabulary

1. What word or phrase can follow each verb? All the phrases are in the explanation of extroverts (Lesson 2.17).

a. show	a. show	your feelings
b. lose	b. lose	your temper
c. study	c. study	alone
d. learn	d. learn	quickly
e. have	e. have	many friends
f. need	f. need	excitement
g. interact	g. interact	with people
h. act	h. act	on impulse
i. get	i. get	energy from other people

2. What is the opposite of each phrase?

a. hide your feelings

b. stay calm

c. study with others / friends / in groups

d. learn slowly / forget a lot

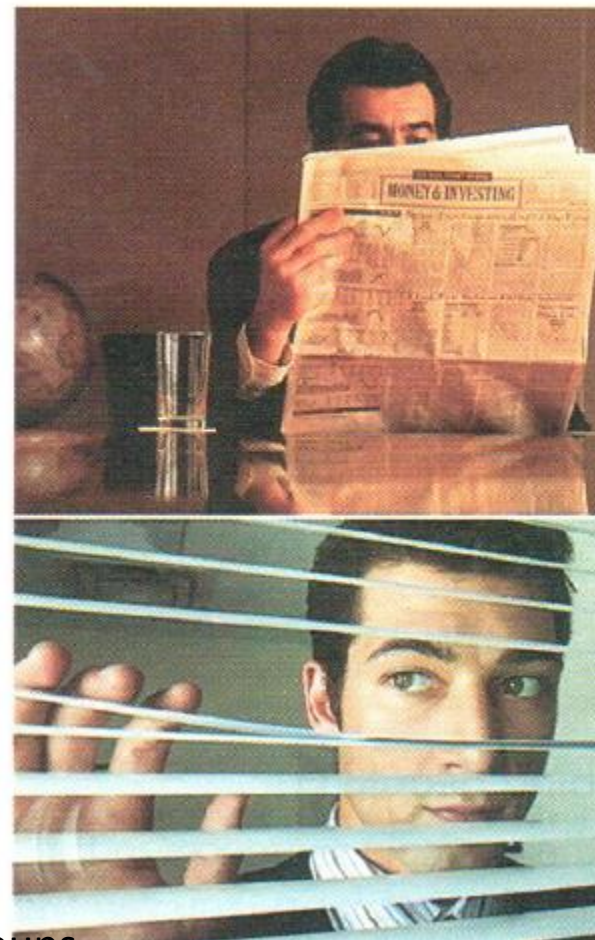
e. have few friends

f. need quietness / calm

g. need to be alone

h. think before you act

i. get energy from inside



B Thinking

You are going to write about introverts.
Work in groups.

1. What sub-topics must you talk about? Draw a spidergram.
2. Read the information that you receive. Share your information with the other people in your group. Complete bullet points on your spidergram.

C Organizing

Decide on the best order for the sub-topics. Combine two or three sub-topics if possible.

D Writing

Write an explanation of introverts. Remember to:

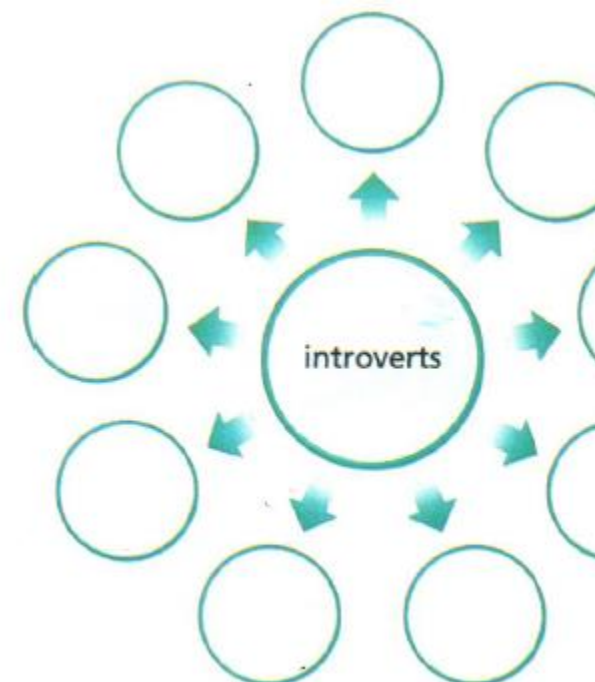
- use verbs in the present simple.
- join related sentences with the same subject with *and*.

E Editing

Exchange explanations with a partner. Read and mark his/her explanation with *?*, *S*, *G* or *P*.

F Rewriting

Read your explanation again. Look at the marks on your first draft. Write the explanation again.



? = not clear
S = Spelling
G = Grammar
P = Punctuation



A Activating schemata

How many personality words do you know in English? Can you think of one word for each letter of the alphabet?

a. amusing, ambitious

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

k. _____

l. _____

m. _____

n. _____

o. _____

p. _____

q. _____

r. _____

s. _____

t. _____

u. _____

v. _____

w. _____

x. _____

y. _____

z. _____

B**Gathering information**

1. Do the personality quiz on pages 70–71. Answer truthfully. Check vocabulary with other people.
2. Score your answers using pages 170–171. (The teacher will explain how.)
3. Read the interpretation of scores on page 71. What kind of person are you, according to other people?

C**Writing about personality**

What kind of person are you, according to you?

Write one paragraph about your personality.

I think I am (very / a little) ...

I don't think I am ...

I hope I am ...

I hope I'm not too ...

I like ... so I am probably an introvert / extrovert.