



Theme 2

Psychology and sociology

- Concepts
- Human behaviour
- Personality and behaviour
- Extroverts and introverts

Listening: Concepts

2.1 Real-time listening: An introduction to sociology

Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – key ideas and people in Sociology;
- show understanding of a spoken text containing target vocabulary, grammar and sub-skills from Theme 2;
- use previously learnt listening sub-skills in order to understand a Sociology lecture.

Methodology note

Remember that this is a 'deep-end' lesson. Students must do their best with the text using their existing skills and knowledge. New sub-skills will be focused on later.

Introduction

Exploit the visuals. Ask students to say how the people in the two photographs are feeling, who they might be and what might be happening in each situation.

A Activating ideas

Go through the questions and check that students understand them. Elicit one or two ideas for the first question. Then put students into small groups to discuss.

Answers

Answers depend on the students. Here are some suggestions:

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. Students may suggest: 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.

B Predicting content

Go through the lecture title and content in the first slide on page 41. Tell them to ignore the pictures and gapped texts below it for the moment. Check that students understand the lecture title and content.

Elicit ideas for the first item, *a man called*. This might be used by the lecturer because lecturers often talk about famous people in the history of a discipline.


Set the task for pairwork. During feedback time, elicit why the lecturer might use each phrase.

Answers

1. a man called ✓
2. at that time ✓
3. he said ✓
4. he wrote a famous book ✓
5. human behaviour ✓
6. in mathematics
7. in the 14th century ✓
8. in the future
9. in the past ✓
10. next year

C Showing comprehension

Give students time to read all of the sentence heads and tails. Clarify any difficulties and ensure students understand that the lecture is in five parts, and that there is a sentence to complete for each part.

Set the task for individual work. Play  2.1 right through. Put students into pairs to check answers. Give feedback orally.

Answers

- Part 1: a
Part 2: c
Part 3: a
Part 4: b
Part 5: c

Transcript

Presenter: Track 2.1

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 behaviour 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 behaviour 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.'

Part 5


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.

D Remembering real-world knowledge

1. Give students time to read through the information on page 41. Clarify any difficulties.

Elicit the answers for the first one or two text gaps. Students should be able to complete the text gap in the lecture title slide easily from the answers to Exercise C.

Set the task for pairwork or small group work. Monitor and assist as necessary, but do not confirm or correct answers.

2. Play  2.1 again. Then put students in pairs once more to compare their ideas. Give feedback to the class as a whole.

Answers

- 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.'
- 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.')

E Developing critical thinking

Point out to students that opinions and knowledge in Sociology have changed a lot over the years, and continue to change. Disagreement is an important part of science, as it promotes new thinking and research.

Elicit ideas from the Auguste Comte quotation. Accept all ideas and encourage students to give reasons for their opinions.

Put students into groups of three or four to discuss the quotations.

Monitor and assist as necessary.

Give feedback briefly to the class as a whole.

Closure

1. Ask volunteers whether they know of any sociologists from their country or region, and what those people are famous for. You could set this question as a research task for the next lesson.
2. Use the completed text gaps as a dictation. This can be either a traditional dictation or one of the more 'communicative' types.

OR

3. Play 2.1 again and set further comprehension questions.

2.2 Learning new listening skills: Recognizing time signposts

Objectives

By the end of the lesson, students should be able to:

- recognize time signpost expressions in speech;
- demonstrate understanding of the language used for marking past time in speech.
- discriminate between the two vowel sounds /æ/ and /ɑ:/.

Methodology note

Remember that this is a 'bottom-up' lesson where the focus is on the 'building blocks', or discrete items. Students are asked to deploy a range of skills, including identifying phonemes in context and focusing on spoken descriptions.

Introduction

Ask some high-speed review questions about the Sociology lecture from the previous lesson. Do not worry about the grammatical accuracy of students' answers in this exercise – it is more important that they try to remember the information.

A Reviewing key words

1. Elicit the pronunciation of the first word in the list, *sociology*. Tell students to work in pairs. Ask them to try to remember the pronunciation of the other words in the

table. Do not confirm or correct their answers at this stage.

2. Make sure that students understand that they will hear a sentence with one of the words in it, in each case. Explain that they will not hear isolated words. Play the recording of the first sentences in 2.2 as a demonstration.

Set the task for individual work and pairwork checking. Provide feedback on the board, using an electronic projection, if possible. Drill all the words in the table.

Transcript

Presenter: Track 2.2

- Voice:
- a. Nowadays we call the study of groups *sociology*.
 - b. We are all part of the human race.
 - c. Sociologists study human behaviour.
 - d. People lived together for friendship.
 - e. They also wanted to feel safe.
 - f. Would you like to study sociology?
 - g. What are the main aims of the course?
 - h. What did the people say?
 - i. There was a lot of unrest about rights.
 - j. According to Plato, groups must have rules of behaviour.

Answers

a. sociology ✓	sociologists
b. man	human ✓
c. behave	behaviour ✓
d. friends	friendship ✓
e. safe ✓	safety
f. study ✓	student
g. aims ✓	names
h. pupils	people ✓
i. rights ✓	right
j. most	must ✓


B Identifying vowel sounds

This task is designed so that students attempt it *before* they read about the pronunciation point.

1. Set the task for pairwork. Monitor and assist as necessary, but do not confirm answers yet. As feedback, ask students how many different sounds of the letter *a* they found in the underlined words.
2. Go through the Pronunciation Check with the class. Drill the two sounds, /æ/ and /ɑ:/.
3. Ask students to write next to each sentence the symbol that they think represents the

underlined *a*. If you prefer, they could simply write *short* for /æ/ or *long* for /ɑː/.

Set the task for individual work and pairwork checking.

Elicit the answers on the board using a copy of the sentences on an electronic projection. Play  2.3. Drill all the sentences

Methodology note

The term *RP* (*received pronunciation*) or *BBC English* describes an accent of southeast England, which has traditionally been considered the prestige accent in the UK. In this accent, the letter *a* is pronounced as the long /ɑː/ in stressed syllables before /f/, /s/, /θ/ (unvoiced *th*) and *n* + consonant. Other accents use the short /æ/ here.

Examples:

bath, path
staff, laugh, after
pass, last, ask
answer, stance

In an international context, however, it does not matter which pronunciation your students use. Teach them the one you are most comfortable with yourself.

The pronunciation exercises in *Progressive Skills in English* contain examples where only one pronunciation is possible in UK English. Note that recorded lectures may contain a variety of accents.

Optional activity

Write on the board familiar words that contain the sounds /æ/ and /ɑː/, for example *black* and *car*.

Elicit and add to the board other examples of each sound: *can, match, perhaps; large, calm, mark*.

Set a race in which students must find as many words as possible to add to the lists in two minutes, using their own knowledge, their dictionaries, or the word lists in the Course Book lessons.

Transcript

Presenter: Track 2.3


Voice: a. Do you all have a book?
b. Let me start with ...
c. It's an important part of the topic.
d. He's called 'The Father of Sociology'.

e. He began writing in 1957.
f. It's important to understand this.

Answers

- /æ/
- /ɑː/
- /ɑː/
- /ɑː/
- /æ/
- /æ/

C Identifying a new skill

- Work through the Skills Check activity with the class.
- Tell students to read the transcript of  2.1. Elicit one or two time signposts. Students then work individually to underline more time signposts, and they then compare these in pairs. Provide feedback using an electronic projection of the transcript, if possible.

Answers

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 behaviour 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 behaviour 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.'

Part 5

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.

D Recognizing time signposts

Explain that students are going to hear sentences from different Sociology lectures. Play 2.4. Go through the example with the class using the first sentence in the audio. Set the task for individual work and pairwork checking. Write feedback on the board.

Transcript

Presenter: Track 2.4

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

Answers

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

E Predicting time with time phrases

Check students understand the task and go over the example. Students complete individually then compare answers. Elicit answers.

Extra activity: Students write a sentence using each time phrase, in class or for homework.

Answers

	present	past
At one time,		✓
At that time,		✓
At the moment,	✓	
At the present time,	✓	
Currently,	✓	
In her childhood,		✓
In the 20 th century,		✓
Last week,		✓
Now,	✓	
Nowadays,	✓	
Then,		✓
Yesterday,		✓

F Recognizing time from verb form

1. Set the task. Students must simply say their answer. Use the first verb to demonstrate.

Play 2.5, pausing after each item to elicit ideas.

If you have students who are likely to shout out the answers without giving others a chance to speak, you may prefer to play the recording straight through: students note down their answers and share ideas at the end.

Transcript

Presenter: Track 2.5

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


Answers

- present
- past
- past
- present
- present
- past
- past
- present

9. past
10. present

2. As above, use the first sentence to demonstrate the activity.

Again, choose whether you want to pause after each sentence and elicit answers, or play all ten sentences and get students to note down their answers.

Give feedback orally. If you wish, replay  2.6 as students follow the transcript.


Transcript

Presenter: Track 2.6

- Voice:
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.

Answers

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

3. Use the same procedure as for Part 1 above. Play  2.7.

Transcript

Presenter: Track 2.7

- Voice:
- | | | |
|---------------|----------------|--------------|
| 1. predict | 6. deleted | 11. collect |
| 2. predicted | 7. contributed | 12. graduate |
| 3. contribute | 8. record | 13. edit |
| 4. graduated | 9. delete | 14. recorded |
| 5. collected | 10. edited | |

Answers

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

4. Again, repeat the same procedure. Play  2.8.

Transcript

Presenter: Track 2.8


- Voice:
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.

Answers

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

G

Recognizing time from time expressions

1. Set the task for individual work. Play  2.9. This time do not give feedback after each sentence, but tell students to write down all their answers and then to compare them with a partner.

As feedback, elicit one or two answers but do not confirm or correct them at this stage. In fact, most are impossible to discriminate between present and past because of their assimilation with the next sound.


Transcript

Presenter: Track 2.9

- Voice:
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.

Answers

Answers depend on students; do not confirm or correct.

2. Set the task again for individual work. Make sure students understand that they are going to hear the same sentences, but with added time expressions. They must listen and change their answers to the previous exercise if they wish. Play  2.10.

Pairs compare answers. Give feedback orally.

Transcript

Presenter: Track 2.10

- Voice:
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.

Answers

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

Extra activity

Ask students to prepare some verbs and/or sentences of their own for either the class or a partner.

Give them time to write one or two sentences with present or past time forms. Monitor and assist.

When they are ready, students work in pairs. One student reads a verb or sentence aloud. The partner says *past* or *present*.

As feedback, ask some students to read their verbs/sentences for the class.

H Using prepositions of time

Students complete individually, then check in pairs.

Answers

1. In
2. on; in; at
3. at
4. In
5. In

I Making irregular verbs

Students complete individually. Briefly elicit answers from the class.

Answers

1. brought
2. bought
3. came
4. did
5. went
6. had
7. left
8. made
9. saw
10. taught
11. thought
12. wrote

J Making sentences negative

Students complete individually, then check in pairs.

Answers

1. I didn't see him.
2. They didn't tell me.

3. She didn't feel ill.
4. He didn't get a good mark.
5. They didn't lose the game.
6. I didn't lend him my book.

K Asking Yes / No questions

Students complete individually. Elicit answers from the class.

Answers

1. Did you see him?
2. Did they tell you?
3. Did she feel ill?
4. Did he get a good mark?
5. Did they lose the game?
6. Did you lend him your book?

Methodology note

The first verb in each *yes / no* question is usually unstressed. The vowel sound is therefore slightly reduced and is sometimes pronounced with the schwa sound. This is especially true of *Are you ...* and *Were you ...*

The verbs in the short answers, however, are usually stressed so the vowels are not reduced. Nevertheless, there are sometimes differences in vowel pronunciation between the positive and negative answers, e.g.,
Yes, / dɒ. /ʊ:/ No, / dɒn't. /əʊ/
Yes, / cæn. /æ:/ No, / cæn't. /ɑ:/

L Answering yes / no questions

Set the task and ask students to listen to 2.11 especially for the first word in each question. Play the first question on the audio, pause and elicit possible answers. Repeat the procedure with the remaining questions. Practise some of the short answers (see Methodology note above).

Optional activity

If your students need to revise questions forms, then play 2.11 again, once more pausing after each question. Elicit questions, and if necessary remind students of some of the forms needed to make the questions:

do + infinitive
can + infinitive
would you like + *to* + infinitive
did + infinitive
has / have + *been*

Drill some of the questions if you have time.

Now ask students to ask and answer the questions. If students still have difficulty in remembering the ten questions, then you can put extra words on the board to help them, e.g., *university*, *job*, etc.

Monitor and give feedback.

Transcript

Presenter: Track 2.11

- Voice:
1. Do you go to university?
 2. Have you got a job?
 3. Can you drive a car?
 4. Would you like to work in a bank?
 5. Did you go out last night?
 6. Are you a student?
 7. Were you late for class today?
 8. Have you been to another country?
 9. Can you ride a horse?
 10. Do you live in a flat?

M Giving short answers

Set for individual completion, then students practise in pairs.

Answers

1. Are you English?
No, I'm not.
2. Do you like ice-cream?
Yes, I do.
3. Did he speak to you yesterday?
Yes, he did.
4. Was she late last week?
Yes, she was.
5. Can we meet at 10.00 tomorrow?
No, we can't.
6. Were they in the same class at school?
Yes, they were.
7. Have you got a car?
Yes, I have.

Closure

1. Elicit other forms of some of the words in Exercise A. Examples:
man – *men*
behave – *behaves* – *behaved* – *behaving*
friend – *friendly* – *unfriendly*
safe – *safely* – *safety*
study – *studies* – *studied* – *studying*
pupils – *pupil*
people – *person* – *personal*
2. Ask students to think of more words in which the letter *a* is pronounced the same as *all*, *what*, *name*, *many*. Examples:
all: *small*, *always*, *fall*
what: *want*, *wash*
name: *same*, *famous*
many: *any*

Workbook answers

Listening

Exercise A

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

Exercise B

1. Social circles.
 2. Psychologists, mind, human, relationships, Sociology, form, behave, separate, different, linked, Sociologists, primary

For complete text see transcript for Track 16 on page 113 of the workbook.

Exercise C

2. a. sociologist
 b. psychology
 c. primary school
 d. brain
 e. human race
 f. individual

Exercise D

Answers depend on students.

Exercise E

1.

R	E	I	P	S	Y	C	H	O	L	O	G	Y	V	X
E	H	D	C	I	Q	G	L	A	H	V	M	G	S	Q
L	F	E	G	E	F	U	P	C	R	T	Y	P	O	F
A	Z	N	J	T	C	V	H	U	S	R	W	H	C	I
T	Q	T	E	X	F	B	O	I	O	E	V	A	I	N
I	I	I	W	X	Y	I	G	F	R	L	L	X	O	D
O	K	T	W	C	V	O	C	U	E	A	Y	Z	L	I
N	O	Y	P	A	L	J	O	G	K	T	Y	A	O	V
S	U	U	H	O	T	B	L	I	C	I	J	C	G	I
T	S	E	I	H	H	N	L	B	I	O	L	W	Y	D
X	B	C	J	G	N	A	E	V	Q	N	U	C	G	U
M	O	J	I	Y	L	W	A	F	T	S	Y	N	F	A
S	O	E	G	P	S	A	G	F	B	H	T	H	H	L
T	N	R	Z	U	R	E	U	V	Z	I	D	C	K	G
N	K	R	R	Q	I	F	E	S	M	P	V	V	A	I

2. people and things

3./4.

oOo	oOoo	ooOoo
behaviour	relationship	individual
relations	psychology	sociologist
	identity	sociology

The words that do not fit are *colleague* and *neighbour*.

Exercise F

1.

a. brain	race	make	/eɪ/
b. form	draw	your	/ɔː/
c. mind	primary	identity	/aɪ/
d. human	group	rule	/uː/
e. separate	different	diagram	<i>first-syllable stress</i>
f. behave	control	belong	<i>second-syllable stress</i>

2./3. Answers depend on students.

Exercise G

	behave	7	individual
3	behaviour	2	mind
1	brain		neighbour
	colleague		primary
10	control		psychology
	different		race
	draw		relations
	form	4	relationship
	group	9	separate
8	human		sociologist
5	identity	6	sociology

Practice

Exercise A

1.

behaviour	✓
brain	
mind	✓
century	✓
colleague	
friend	
friendship	✓
human	
identity	✓
sociology	✓
sociologist	
memory	✓
relationship	✓
relation	

2./3.

a. sociology	sociologist
b. psychology	psychologist
c. science	scientist
d. philosophy	philosopher
e. language	linguist
f. medicine	doctor
g. education	teacher / educationalist, etc.
h. history	historian
i. music	musician

Exercise B

	noun	verb
1. act		✓
2. aim	✓	
3. control	✓	
4. form	✓	
5. group		✓
6. start	✓	
7. study	✓	
8. work		✓
9. dream		✓
10. touch		✓

Exercise C

1. He acted in a very strange way yesterday.
2. The aim of the lecture wasn't very clear.
3. She lost control of the car and went off the road.
4. What's the correct form of this verb?
5. Let's group these words together.
6. The start of the lecture was boring but it got better.
7. We've just bought a new desk for the study.
8. People usually work better in a quiet place.
9. Can you dream when you're awake?
10. You can't touch your mind.

Exercise D

1.
 - a. This semester, we have two Psychology lectures a week.
 - b. I write about 30 emails every day.
 - c. My tutor always says 'well done' to me at university.
 - d. I never think about my problems nowadays.
 - e. She has a lot of friends these days.
 - f. He knows a lot of facts about science now.
 - g. The office manager always keeps the keys in the desk.
 - h. This year, the students take exams at the end of every semester.
2.
 - a. Last semester, we had two Psychology lectures a week.
 - b. Yesterday / Last week I wrote about 30 emails.
 - c. At university / Last semester my tutor always said 'well done' to me.
 - d. In those days / In the past / At one time I never thought about my problems.
 - e. In the past / In the 1990s she had a lot of friends.
 - f. In the past, he knew a lot of facts about science.
 - g. At one time / Last year, the office manager always kept the keys in the desk.
 - h. Last year / In 2009 the students took exams at the end of every semester.

Extended listening

Exercise A

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>

Exercise B

1.

A long time ago ...	Aristotle – first book: <i>Para Psyche</i>
In the 17 th century	Locke + Descartes – ‘mind and body?’
In 1879	Wundt – psychology school
At the end of the 19 th century	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

2. Loftus: She *is* / *was* interested in learning. She *works* / *worked* with the police.
Pinker: He *is* / *was* a psychology teacher. He *does* / *did* research into language and the mind.
Spelke: She *described* / *describes* new ideas about babies. She *teaches* / *taught* Psychology in the USA.

Exercise C

1. The study of the mind.
2. Because the mind is not a physical thing.
3. Greek.
4. Ivan Pavlov.
5. 1967.
6. Elizabeth Loftus.
7. Stephen Pinker.
8. Sigmund Freud.
9. Because if we understand the mind, then we can understand the way we think, the things we say and the things we do.
10. Answers depend on students.

Exercise D

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



Speaking: Human behaviour

Objectives

By the end of the lesson, students should be able to:

- show an understanding of the discourse structure of a study group discussion;
- produce better sentences using sense units;
- hold a brief discussion about personality and behaviour.

Introduction

Ask students some questions about their personality and behaviour. See if they can think of answers.


Example:


T: *Do you like being on your own?*

Ss: *It depends. Sometimes I like being with other people.*

A Previewing vocabulary

1. Use a word familiar to students on the board to make sure they understand how to mark the stressed syllables (i.e., with a vertical line before the stressed syllable). Students discuss in pairs the stress on the words in the exercise.

Play  2.12. Students work individually, then compare answers in pairs. Write the words on the board. Elicit the stressed syllable for each word and mark it. If there is disagreement, repeat the word a few times until students agree.

2. Play  2.12 again, pausing after each word so that students can repeat it. Make sure students hear and produce the two syllables, as opposed to three, in *diff/rence*.

As reinforcement, you could put each word into a sentence and drill the complete sentence, e.g.,

*Your family is an important primary group.
I'm a very friendly person.*

Transcript

Presenter: Track 2.12

Voice:	a. behaviour	e. difference	i. personality
	b. changes	f. friendly	j. situation
	c. completely	g. important	
	d. depend	h. influences	

Answers


- 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

B Studying a model

Exploit the visual. Elicit the fact that the people in the picture are students in an informal situation, and ask your students for suggestions as to what they might be discussing – social events, friends, studies, personal interests, etc.

Check that students understand they are going to listen to a group of students in a similar situation.

1. Ask students to look at the assignment and to discuss in pairs what the students are going to do in their group.
2. Go through the four opinions in the box with the class. Ensure that students understand that they will hear four students, and each student holds one of these opinions. Students must mark 1 for the first speaker, 2 for the second, and so on.

Set the task for individual work. Play  2.13. Pairs compare ideas. Write feedback on the board.

Transcript

Presenter: Track 2.13

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.

Answers

1. The students are going to discuss ideas about whether personality and behaviour are the same or different, before they each write the assignment.

Behaviour is more important than personality.	4
Personality is more important than behaviour.	3
Personality and behaviour are the same.	1
Personality and behaviour are different.	2

Methodology note

Speaking in 'sense units' helps fluency greatly. These 'sense units' are phrases and short coherent units of speech forming small, complete ideas. If a speaker breaks one of these units by stopping to think or take a breath, pressure is put on the listener. All work on finding, rehearsing and speaking in sense units will help fluency.

C Practising a model

1. This exercise type may be new to students. Take time to set it up carefully.

Go through the example with the class. Write it on the board and elicit the fact that some divisions of the sentences make more sense than others.

Set the task for pairwork. Monitor and assist.

Place feedback on the board, ideally using an electronic projection.

Note: Exactly where some sense units lie is often subject to a feeling of cohesion, so opinions may differ. Accept reasonable suggestions where students make them.

Example:

An aggressive person acts / in one way OR
An aggressive person / acts in one way.

Do not use strictly grammatical divisions of the sentences.

2. Put students into pairs to read the sentences aloud to each other. Or, you may wish to ask students to read them quietly to themselves. Encourage them to stop briefly only where there is a mark. Monitor and assist.

Put the sentences, without the division marks (/) on the board using an electronic projection. Drill all the sentences with the whole class, insisting on sense units with very brief pauses between them. Finally, put the students back into pairs to say the sentences to each other again – this time using the sentences on the board, not the ones in the Course Book.

Answers

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

D Speaking accurately

- Set the task for individual completion and pairwork checking.
- Set for pairwork or put the students into small groups. Elicit some examples in class feedback.

Answers

- Psychology and sociology ~~they~~ both predict human behaviour.
 - An aggressive person *acts* in a different way from a friendly person.
 - My friend and I *are studying* the same subject.
 - Your happiness partly depends ~~with~~ on your family.
- Answers depend on students.

E Developing critical thinking

Hold a class discussion.

Closure

1. Hold a general discussion on whether informal study groups like the one they listened to in this lesson are useful.

Note: As usual, accept all reasoned arguments from the students. Clarify that study groups are a common feature of college and university studies, and are generally seen as very productive.

2. Drill the pronunciation of key vocabulary from the lesson.

Everyday English: Asking for information

Objectives

By the end of the lesson, students should be able to:

- use different ways of asking for information in short conversations.

Introduction

Use Exercise A as the Introduction.

A Activating ideas


Students discuss the pictures in pairs. Elicit the students' ideas as a class.

Answers

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

B Understanding conversations

1. Ask students to cover the conversations. Get students to say each sentence, then to think of possible sentences before or after.
2. Play the conversations in  2.14. Pause after each one for students to number, but do not let them have feedback at this point. When you have played all the conversations, let the students check in pairs. Then allow them to uncover the conversations to self-check.

Transcript and answers

Presenter: Track 2.14

Presenter: Conversation 1.

Voice A: Is this the way to the bookshop?

Voice B: Yes. I'm going that way too.

Voice A: Do you mind if I go with you?

Voice B: No, not at all.

Presenter: Conversation 2.

Voice A: Excuse me. Where's the library?

Voice B: It's in the other building.

Voice A: Thanks. Which floor is it on?

Voice B: The second.

Presenter: Conversation 3.

Voice A: Do you give a student discount?

Voice B: Yes, with a student ID card. It's 10 per cent.

Voice A: Oh, great. Can I pay for these books then?

Voice B: Certainly.

Presenter: Conversation 4.

Voice A: When does the library tour start?

Voice B: Ten o'clock, I think.

Voice A: How long does it last?

Voice B: An hour.

Presenter: Conversation 5.

Voice A: How do you reserve a book?

Voice B: You have to fill in a form.

Voice A: OK. Sorry. Where are the forms?

Voice B: They're next to the index.

Presenter: Conversation 6.

Voice A: How much does this book cost?

Voice B: It's on the back.

Voice A: Oh, yes. Thank you.

Voice B: No problem.

C Practising conversations

See the notes in the Introduction for how to exploit Everyday English activities. In this lesson, you could also remind students about making sure that related words (sense groups) in each conversation are said together.


D Real-time speaking

Divide the class into pairs. Students take it in turns to ask for the information.

Monitor and make notes on general mistakes and problems while students are practising. Give feedback.

If there is time, students could write one or two conversations of their own for consolidation – preferably, they should be real conversations asking for information they have either had or think they might need.

Closure

Play  2.14 once more, with the students following the conversations in their books.

2.4 Learning new speaking skills: Taking turns

Objectives

By the end of the lesson, students should be able to:

- pronounce accurately the consonant sounds /n/, /ŋ/ and /ŋk/;
- pronounce accurately the vowel sounds /æ/ and /ɑː/;
- start a turn in a discussion appropriately;
- recognize the end of the previous speaker's turn.
- produce positive and negative sentences, as well as questions, to talk about ability and possibility using the modal *can*;
- giving and asking for advice using the modal *should*.

Introduction

Have a race. Students are in pairs. Student A must say in 30 seconds as many words as possible containing the spelling *-in-* (e.g., *think, finish*). Student B counts them. Then, again in 30 seconds, Student B must say as many words as possible containing the spelling *-ar-* (e.g., *card, are*). The one who says the most words is the winner.

Methodology note

Exercises A and B follow a pattern that is often used in *Progressive Skills in English*. It obliges students to produce individual sounds accurately.

A Saying consonants

1. Write the phonemic symbols on the board with one example for each, e.g., *nine* /n/, *long* /ŋ/ and *pink* /ŋk/. Highlight the target sounds.

Go through Pronunciation Check 1 with the class. Clarify any difficulties and drill the example words, focusing on the three target sounds.

Set the task. Demonstrate the first set of words for the class so that they can hear the difference. Students continue in pairs. Monitor and assist. As feedback, drill the words.

2. Set the task, emphasizing that students must choose one word per set, and must not show anyone else the words they circle.
3. Put the list of words on the board, ideally using an electronic projection. Demonstrate by reading out a word that you have secretly circled; students must say which it is. Tick the word on the board.

Set the task. Students continue in pairs, saying and ticking words they hear from their partner. Monitor and assist as necessary.

B Saying vowels

These sounds were worked on in Lesson 2.2, so students should find this exercise fairly straightforward.

1. As before, work through Pronunciation Check 2 and drill the example words.

2–3. Run the sequence of two tasks as for Exercise A.

C Identifying a new skill (1)

1. Go through Skills Check 1 with the class. Then cover the Skills Check and elicit the ways of starting a turn. Students may be able to suggest others of their own.

Refer students to the transcript for **2.13** (pages 194–195 of the Course Book) for Real-time speaking. Tell them to underline the expressions that the speakers used to start their turns (I think, Well, But, OK).

2. Give students time to read through the sentences. Play the example sentence on **2.15**.

Set the task for individual work and pairwork checking. Give feedback orally.

Drill all the sentences.

Methodology note

Skills Check 1 refers to turn-taking in *English-speaking cultures*. This is, of course, a generalization, but it remains the case that interrupting, talking over other people, and not allowing others a turn to contribute to the discussion is considered undesirable in the context of academic discussion. Students must realize this and conform to it.

Transcript and answers

Presenter: Track 2.15

- Voice:
- I found a good article in the library.
 - I think we should discuss sociology first.
 - Well, what is the difference between them?
 - I read that a lot of psychologists are women.
 - OK, and what about old people?
 - I found a quote about that on the Internet.
 - Yes, but that's not a new idea.
 - I heard that it's an interesting website.

Methodology note

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. We must make students aware of it so that they can participate effectively in discussions, and help discussions to run smoothly.

D Identifying a new skill (2)

- Work through Skills Check 2 with the class. As before, elicit how you can recognize the end of a turn. Drill the example sentences, focusing on the falling intonation. Elicit other ways that they can tell when another speaker has finished and they can take their turn (see Methodology note above).
- Make sure that everyone understands the task. Ask students to write down numbers one to five, and to write good or bad for each item on the recording. Play 2.16, pausing after each item so that students can discuss their answers briefly in pairs. As feedback, play the recording again and elicit ideas.

Transcript

Presenter: Track 2.16

- 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.

Answers

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

Extra activity

Refer students to the transcript of 2.16 for Exercise D. They must use the sentences to prepare conversations like the ones in Exercise D, demonstrating good and bad turn-taking.

Examples:

A: *I think it's best to discuss sociology first. Do you agree?*

B: *Yes. Good idea.*

A: *I read that a lot of psychologists –*

B: *I saw a picture of a famous psychologist.*

Set the task for pairwork, and give time for pairs to rehearse their conversations. Monitor and assist. Remind them of the ways to finish a turn. When they are ready, ask pairs to perform their dialogues either in groups of four or to the class. The other students must say whether the turn-taking was good or bad.

E Expressing ability and possibility

- Work through Skills Check 3 with the class. Remind students of the difference in the pronunciation of can /kən/ (weak form /kən/) and can't /kɑːnt/. Check understanding of the difference between ability and possibility. Set for individual completion. Elicit answers from the class.

Answers

- a. He can't play tennis.
- b. She can't use Excel.
- c. They can't come this evening.
- d. I can't do the assignment later.
- e. We can't ask the lecturer.
- f. She can't speak German.

2. Students complete individually. Elicit answers from the class.

Answers

- a. Can he play tennis?
- b. Can she use Excel?
- c. Can they come this evening?
- d. Can you do the assignment later?
- e. Can you ask the lecturer?
- f. Can she speak German?

3. Set for individual work and pairwork checking. Elicit answers and display them, preferably using an electronic projection.

Answers

- a. When can babies talk?
- b. Why can't people fly?
- c. Where can you buy stamps?
- d. How can you make an omelette?
- e. What can you buy from a vending machine?
- f. When can a person drive a car in Britain?
- g. Who can help you with personal problems at university?
- h. How fast can a person walk?

F

Giving advice

1. Work through Skills Check 4 with the class. Elicit one or two more examples to check understanding. Students complete in pairs. Elicit answers and display them, preferably using an electronic projection.

Answers

- a. Students *should make* notes during lectures.
- b. You *shouldn't* make fun of people.
- c. Young *people should* try to understand old people.
- d. You *shouldn't* copy texts from Wikipedia.
- e. *Should I* take this job?

- f. Should *parents give* young children mobile phones?
- g. Where *should we* meet?
- h. How should students *do* research?

2. Set as pairwork. Elicit answers and display them, preferably using an electronic projection.

Answers

- a. She should study more.
- b. She should ask her tutor for help.
- c. She shouldn't go out every evening.
- d. She should talk to the other students.
- e. She should go to all the lectures.
- f. She shouldn't give her assignments in late.
- g. She should revise for exams.
- h. She shouldn't use Wikipedia all the time

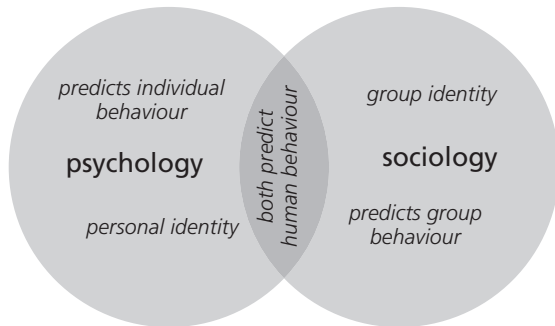
Closure

1. You may wish to point out – or elicit, if possible – the two uses of the word *you*. In Exercise E3e, the question form contains *you* with the meaning *anybody*. This meaning is very common because the impersonal pronoun *one* has largely been lost. Only the Queen nowadays is likely to say *Can one predict behaviour?*
2. Ask students about the conventions for taking turns in their own culture(s). Students may never have thought about this but it might provoke an interesting discussion. Encourage it. This is, after all, the Speaking section.

Workbook answers

Speaking

Exercise A



Exercise B

1. own, depends
2. personality, influences
3. personality, similar
4. change, completely

For full answers see the transcript for Track 27 on page 115 of the Workbook.

Exercise C

Answers depend on students.

Exercise D

Answers depend on students.

Exercise E

1.
 - a. There's not much difference *between* psychology and philosophy.
 - b. The meaning of the verb *act* is similar *to* *behave*.
 - c. Sometimes I enjoy being *on* my own.
 - d. The economy of my country depends *on* tourism.
 - e. I don't like being *with* young children.
 - f. Famous people have a strong influence *on* my life.
 - g. *In* the last few months, my situation has changed.
 - h. Good teachers often smile *at* the children in their class.
 - i. In my class, I often have interesting discussions *with* other students.
2. Answers depend on students.

Exercise F

- 1./2. /z/ /s/ /s/ /s/ /s/
a. There's not much difference between psychology and philosophy.
- /z/ /s/
b. The meaning of the verb act is similar to behave.
- /s/ /z/
c. Sometimes I enjoy being on my own.
- /z/ /z/
d. The economy of my country depends on tourism.
- e. I don't like being with young children.
- /s/ /s/ /s/
f. Famous people have a strong influence on my life.
- /s/ /s/ /s/ /z/
g. In the last few months, my situation has changed.
- /z/ /s/ /s/ /s/
h. Good teachers often smile at the children in their class.
- /s/ /s/ /s/ /z/ /s/ /s/
i. In my class, I often have interesting discussions with other students.

Practice

Exercise A

- 1./2.
- 1 A: I think we need psychologists and sociologists in our society. They have **the same** / **same** importance. You can't say one is more useful **than** / **as** the other.
- B: Yes, that's true. They **two** / **both** study human behaviour. And they can **make** / **to make** the world a better place.
- A: So in some ways, there is no **difference** / **different** between them.
- 2 C: Well, some people say that sociology is **much** / **more** useful than psychology.
- D: Really? Why is that?
- C: Because humans do not live alone. So we must understand group behaviour. Psychologists **can** / **can't** predict group behaviour.
- 3 E: I agree that sociology is different **from** / **to** psychology. It looks at people in a different **sort** / **way**.
- F: Yes, but I think we must also study the human mind. Do **psychologists** / **psychology** have a big influence on sociologists?
- E: **That's** / **Is** a hard question! I think they **can** / **can to**.
- 4 G: **Can you explain** / **You can explain** the difference between *behaviour* and *personality*?
- H: Well, **I think** / **am thinking** I can. Your behaviour can change but your personality **always is** / **is always** the same.
- G: OK. I think I understand.

Exercise B

- 1 A: I think we need psychologists and sociologists in our society. They have **the same / same** importance. You **can't** say one is more useful **than / as** the other.
B: Yes, **that's** true. They **two / both** study human behaviour. **And** they **can** **make / to make** the world a better place.
A: So in some ways, there is no **difference / different** between them.
- 2 C: Well, some people say that sociology is **much / more** useful than psychology.
D: Really? Why is **that**?
C: Because humans do not live alone. So we must **understand** group behaviour. Psychologists **can / can't** predict group behaviour.
- 3 E: I agree that sociology is different **from / to** psychology. It looks **at** people in a different **sort / way**.
F: Yes, but I think we must also study the human mind. Do **psychologists / psychology** have a big influence on sociologists?
E: **That's** Is a **hard** question! I think they **can / can't** to.
- 4 G: **Can you explain / You can explain** the difference between *behaviour* and *personality*?
H: Well, I **think / am thinking** I **can**. Your behaviour **can** change but your *personality* **always is / is always** the same.
G: OK. I think I **understand**.

Exercise C

1. **Word 1**
- I can't get into my flat. I can't find my *key*.
 - There's an answer *key* at the back of the book.
 - I just want to *key* this into my computer.
 - The *key* part of the lesson was on passive verbs.
- Word 2**
- Psychology is about the study of the human *mind*.
 - Do you *mind* if I sit here?
 - I can't make up my *mind* about the flat.
 - I can't get that film out of my *mind*.
 - I don't *mind* a pizza or some pasta.
- Word 3**
- The mind *controls* human behaviour.
 - The car went out of *control* and hit a tree.
 - We must *control* the amount of energy we use in the home.
 - The government is in *control* of the situation.
- Word 4**
- Why do people *form* groups?
 - There are different *forms* of transport.
 - I really don't like filling in *forms*.
 - Freud's ideas *form* the basis of psychoanalysis.
 - Perhaps our personality is *formed* when we are children.

Word 5

- a. Primary groups are usually *linked* in some way.
- b. There is a clear *link* between smoking and cancer.
- c. You can *link* your iPod to the car stereo.
- d. The chain is too long. We need to take out one of the *links*.

Word 6

- a. Did you see the news on TV *last* night?
- b. I didn't stay for the *last* part of the lecture.
- c. The hot weather *lasts* for only a few days.
- d. He's always the *last* to arrive for tutorials.
- e. Put the eggs in the bag *last*.

Exercise D

Answers depend on students.

Extended speaking

Exercises A, B and C

Answers depend on students.

Exercise D

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

- a. An aggressive person acts in one way. /æ/
- b. It's hard to understand the mind. /ɑ:/, /æ/
- c. Your personality depends on many things. /æ/
- d. How long does this lecture last?
- e. The question has two parts. /æ/, /ɑ:/

Exercise E

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

Exercise F

1./2. Answers depend on students.

Reading: Personality and behaviour

2.5 Vocabulary for reading: Describing personality

Objectives

By the end of the lesson, students should be able to:

- understand target vocabulary for the Reading section;
- identify vocabulary in its written form.

Introduction

Lead into Exercise A by reviewing vocabulary from the theme so far using flashcards. Make sure that you really 'flash' the words, i.e., hold them up for a maximum of two or three seconds, to put the brain under pressure, rather than holding them up until someone reads them successfully.

As a variation, use a blank piece of card to hide the middle of each word.

A Reviewing vocabulary

Students cover the exercise. Explain the task and why this is an important skill. Use the example *alone*. Write *al__e* on the board and elicit the word *alone*. Set the task for pairwork. Then elicit answers orally.

Give students time in pairs to write the complete words in order to consolidate spelling. Elicit answers, write on the board, and check the meaning of each one.

Answers

1. alone
2. human
3. family
4. belong
5. colleague
6. behaviour
7. religion
8. individual
9. relationship
10. neighbourhood

Methodology note

When leading Exercise B, do not assume that all students will be comfortable with grammatical concepts, even if you know they have come across them before. Review them often, as students will not remember them the first time. There is an additional problem: confusion is caused by the fact that even simple concepts are often partly, but not completely, different from one language to another.

Use example words that are very familiar to students, and simple questions and explanations.

Example:

Is table a noun? (Yes) *Is Gabriel a noun?* (Yes)
Is idea a noun? (Yes)

B Recognizing patterns

1. Look at the example with the class. Ensure students understand that they must write the grammatical *kind* of word that goes in each gap, not a particular vocabulary item. Set the task for individual work and pairwork checking.

Feed back on the board.

Review the ideas *noun, singular, plural, adjective, verb, adverb, frequency adverb*.

2. Cover the exercise. Go through the example with the class. Ask students how they know that the answer must be *teenagers / bullies or rude / stupid / miserable / kind / unkind / normal* (see Answers below).

Set the task for individual work. Emphasize that only one word must be used in each gap. Encourage them to use their knowledge of English sentence structure – grammar and word order – to help them. Monitor and assist.

When students are ready, elicit answers for sentence b. Again, ask students how they knew which word to use. Put students into pairs to compare ideas. Remind them that there is more than one possible word for each gap. They should explain and discuss their choices.

Elicit answers on the board using an electronic projection, and discuss the students' reasons as you go along.

Answers

- They are *plural noun*.
 - She is *adverb or frequency adverb* happy.
 - Noun – singular or plural* came late.
 - He is a very *adjective* person.
 - What is your *noun*?
 - Do you *verb* a lot?
- Explanations take account of the fact that in this exercise a single word must be used in each gap.
 - They are teenagers or rude / miserable / kind / unkind.*
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.
 - She is *usually / rarely* happy.
Before an adjective and after the verb *be*, the only option is an adverb.
 - Everybody / Nobody* came late.
The verb must have a subject before it.
 - He is a very *rude / miserable / kind* person.
After *very* and before a noun, the only option is an adjective.
 - What is your *height / weight*?
The possessive adjective must be followed by a noun.
 - Do you *worry* a lot?
The subject, *you*, must be followed by a verb.

C Developing vocabulary

Check that students understand the word connection in the rubric. Go through the example. Emphasize that the connection between the two items will not always be the same.

Set the task for individual work and pairwork checking.

Give feedback orally.

Answers

- kind / unkind – opposites
- always / never – opposites
- usually / often – similar meaning
- everybody / no one – opposites
- everyone / everybody – similar meaning
- height / weight – connected with the body
- physically / mentally – adverbs connected with body functions

Extra activity

As usual, ask students to tick the words that they have studied in this lesson. If you wish, set a homework task for them to look up some, or all, of the other words from the page.

Closure

- Use sentences from Exercise B2 for dictation.
- Write some words on the board with the middle section missing. Students must tell you the words.
Example:
You write: *Mis_____ble*.
Students say: *Miserable*.

2.6 Real-time reading: Why do people like you?

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – the relationship between body, mind, behaviour and personality;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including making and checking hypotheses;
- use previously learnt reading sub-skills to prepare to read.

Introduction

Revise vocabulary from the previous lesson.

Write the words on the board with some spelling mistakes. Students must say which are spelt wrong.

Alternatively, ask students to tell you, for example:

- A noun that means the same as *everybody* (*everyone*).
- The opposite of *everybody* (*no one / nobody*).
- Five adjectives to describe people (*rude, happy, miserable, kind, unkind*).
- Five adverbs of frequency (*always, usually, often, rarely, never*).

Methodology note

It is not usual in day-to-day reading to cover the body of a text while we study the title or first paragraph. However, for reading skills development, students must learn to focus on these first parts of a text for information, which will improve their understanding of the text as a whole.

A Activating ideas

1. Cover the article in the Course Book, page 51, leaving only the title visible. Elicit one or two ideas in answer to the question in the title. In pairs, students discuss briefly. Give feedback orally.
2. Go through the words and check that students understand them all. Elicit one or two ideas, and then put students into pairs to discuss. Feed back using the board. Give praise for all reasoned suggestions. In particular, students might suggest *ideas* and *opinions*. Clarify the real answers.
3. If you have an able group, ask pairs to discuss the question. Alternatively, prompt the class by giving some common facts and advice, for example about the local area and what to do there, and asking them to notice what tenses you use.
Example:
It's a nice town. There are a lot of shops. Visit the market if you can, but don't take a lot of money with you.
Do not worry if they cannot give you the term *imperative* for advice. The important thing is that they notice the forms you use.

Answers

1. Answers depend on the students.
2. The text gives *facts* and *advice*.
3. present tense – often used for facts; imperatives – often used for advice.

Methodology note

Make sure that you give students enough time to read. Allow them to read silently, individually. Do not insist that they write full grammatical sentences when noting down their answers: the task here is to understand the text and develop the habit of using short note forms when doing tasks like this.

B Making and checking hypotheses

1. Cover the text again, now leaving only the first paragraph visible. Set the task for individual work and pairwork checking. Give feedback orally.
2. Remind students of the four areas of the person; refer them to the illustration at the top of the text. Elicit one or two ideas. Then put students into pairs or small groups to discuss the question. Monitor and assist as necessary.
Give feedback to the whole class. Encourage students to give reasons for their ideas.
3. Check that students understand questions a–c. The wording of the questions, and the italics, are important.
Set the task for individual work. When students are ready, they can compare answers in pairs. Give feedback orally.

Answers

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

Go through the definitions and clarify any difficulties.

Remind the students that it is a key skill to work out the meaning of words from their context.

Set the task for individual work and pairwork checking.

Provide feedback onto a copy of the table on the board.

Answers

See the following table.

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 / enjoy
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 Developing critical thinking

Remind students of the importance of using their knowledge to use and interpret the data they come across.

1. This task consolidates the core knowledge from the lesson.

Set the task for individual work. Students must work from memory. When they are ready, students can compare the diagrams in pairs and with the one in the text.

2. Set the task for pairwork. If you wish, help the students by giving them the first line of the explanation, e.g., *a person is made of four parts*.

Closure

1. Further exploit the text with straightforward comprehension questions, e.g., *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)
2. Set a research task to do for the next lesson: students must ask ten people some questions.
Example:
 - *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?*

2.7 Learning new reading skills: Predicting content from illustrations

Objectives

By the end of the lesson, students should be able to:

- use illustrations to predict information before reading the text;
- use the beginnings of words to predict the whole word;
- understand the form and meaning of frequency adverbs;
- understand the effect on the overall meaning when using frequency adverbs.

Introduction

Revise the meaning of the intersecting circles from the previous lesson. Highlight the idea that there is a lot of information in illustrations which helps us to understand a text.

A Reviewing key vocabulary

Go through the example with the class.

Set the task for pairwork, or for individual work and pairwork checking. Monitor and assist as necessary.

Write feedback on the board.

Answers

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

B Identifying a new skill

1. Work through the Skills Check with the students. Elicit two points: *When should you look at illustrations?* (before reading); *What kind of illustrations do you find with*

texts? (photos, drawings, graphs, among others).

- Refer students back to the illustration in the text in the previous lesson. Set the task for individual work and pairwork checking. Give feedback orally.

Answers

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.	✗

C Using a new skill

- Elicit one or two ideas. Set the task for pairwork discussion. Monitor and assist as necessary. Give feedback orally.
- Give students time to read through the sentences without writing anything. Do the first item with the class as an example.
Set the task for individual work and pairwork checking. Offer feedback onto a copy of the sentences on the board. Encourage students to give reasons for their answers.

Answers

- Answers depend on the students, but here are some suggestions:
Figure from Text 1. The text will talk about how these three groups exist independently but overlap: there is an area of life – the triangular area at the centre of the illustration – where all three exist together. The three circles represent the three groups of people.
Figure from Text 2. The text will say that the neighbourhood is the largest group; inside it lives your family, and you live inside the family. The three circles represent the three groups of people.
Figure from Text 3. The text will say that it is the interaction of events and your personality that decides your behaviour. The left-hand circle represents your personality; the right-hand circle represents the daily events that you are involved in. The area where the two circles overlap represents your behaviour.

- | | |
|---|---|
| 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 |

D Recognizing frequency adverbs

- Elicit ideas from the class.

Answers

- The meanings of the most common frequency adverbs.
- Because *always* means *100% of the time*.

E Recognizing the effect of frequency adverbs (1)

Cover Figure 4 in the Course Book. Tell the class to uncover the first pair of sentences only and read them. Count to five and tell students to cover the sentences again.

Elicit the difference between the two sentences.

Explain that for each of the other sentences you will say *Now!*, and they should uncover Figure 4 and read the pair of sentences while you count to five. You will say *Stop!* and they must cover Figure 4 again.

After each one, elicit the difference.

At the end of the task, students should uncover Figure 4 and reread all the sentences for consolidation.

Answers

In all cases, the use of frequency adverbs is different between the two sentences.

F Recognizing the effect of frequency adverbs (2)

This exercise not only reviews the meaning of frequency adverbs in context, but also requires students to use the important skill

of thinking critically about what they are reading.

Discuss the first pair of sentences as a class. Elicit the answer, *True*. Students mark *T* in the gap. Students continue individually. Monitor and assist as necessary. When students are ready, they compare answers. Elicit answers onto a copy of the table on the board, using an electronic projection.

Note: Adverbs of frequency are not exact synonyms or antonyms, so there will probably be some disagreement over the answers, e.g., in 5, *rarely* is not the exact opposite of *usually*; in 8, some students may think that *once or twice a week* is not *often*. Encourage discussion and get students to explain their reasoning.

Answers

1. T
2. T
3. F
4. T
5. T
6. F
7. T
8. T

G Consolidation

Set for individual work, and feed back as a class.

Answers

Answers depend on students.

Closure

1. Books closed. Show flashcards of the frequency adverbs. Students must shout the 'percentage' frequency from Figure 4.
2. Say some sentences from the lesson. Put the adverb in the wrong place in some sentences. Students must say whether the sentence is correct or not.
Example:
T: *We have always English on Mondays.*
Ss: *Wrong!*
T: *They are always on time.*
Ss: *Right!*

2.8 Applying new reading skills: You can't change YOU!

Objectives

By the end of the lesson, students should have:

- used illustrations to predict the content of the text;
- used the first paragraph of a text to predict content;
- worked out the meaning of key vocabulary in context.

Introduction

Revise some of the vocabulary from the text in 'Real-time reading: Why do people like you?' (Lesson 2.6), by giving definitions from Exercise C in that lesson. Students must tell you the word.

Example:

T: *joining together*

Ss: *combination*

T: *the way you look at life*

Ss: *personality*

A Reviewing vocabulary

Look at the example with the class. Make sure all students can see that the three words are connected with height. Elicit one or two ideas for the fourth point, *body*, to show that the words do not necessarily have to be adjectives. Put students into pairs to complete the task. Write feedback on the board. Accept all reasoned suggestions.

Answers

1. height – tall, short, medium
2. weight – *thin, fat, slim, medium*
3. personality – *happy, sad, angry, etc.*
4. body – *hair, nose, eyes, etc.*
5. behaviour – *coming late / early, saying bad things, being nice*
6. brain – *mind, clever, stupid, personality*

B Applying a new skill (1)

Remind students of the prediction work they did in Lesson 2.7. Tell the students to cover the text.

Give students time to read through tasks 1–4 and clarify any problems.

Uncover the title and illustration. Elicit one or two ideas for the first question, and then set the task for pairwork discussion. Monitor and assist where necessary.

Give feedback orally, if possible using an electronic projection of the illustration and the first part of the text.

Note: For question 3, do not confirm or correct students' ideas at this stage, as the text will give more details about *background*.

Answers

1. There are four circles. Each circle shows a part of a person: the body, the brain, social groups that the person lives in, and the person's background. The illustration shows that the four areas are all linked to each other. The combination of all four makes the person who he/she is.
2. Family, friends, clubs, neighbours, school, nation.
3. Answers depend on the students – do not confirm or correct at this point.
4. a. T
b. F (social groups and background are different)
c. F (all four are linked)
d. T

C Applying a new skill (2)

Tell students to uncover the first paragraph only. Give them time to read it.

Elicit ideas for the first sentence. Then set the task for individual work and pairwork checking.

Monitor and assist. Give feedback orally.

Encourage students to give reasons for their ideas, but do not confirm or correct until after Exercise D, when the students read the whole text.

Answers

Answers depend on the students. Confirm after Exercise D, below. The real answers are as follows.

1. Yes
2. Yes
3. No
4. Yes
5. No
6. Yes
7. No
8. Yes

D Showing comprehension

Again, allow students to read through the questions, and clarify any problems with vocabulary. Set the task for individual work and pairwork checking.

Give feedback orally.

After feedback, go back and confirm with students the answers to Exercise C.

Answers

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.

E Developing critical thinking

This exercise has two aims: it develops students' critical thinking skills, and also revises the core knowledge of the theme for the Knowledge quiz in the next lesson and the Writing section.

Review briefly what areas of knowledge students have covered in Theme 2 by asking them to look quickly at the Listening, Speaking and Reading sections.

1–2. Elicit a few ideas for question 1 from the class. Then set the task for pairwork discussion, and monitor and assist as necessary.

Give feedback orally. Encourage students to give reasons for their ideas and opinions.

Develop students' ideas into a general class discussion. Encourage good-natured disagreement.

Closure

1. Exploit the text for a vocabulary focus.
Example:
Find a word in the second paragraph that means don't remember (forget).
Find two phrases in the last paragraph that mean laugh at (make jokes about; make fun of).
Find a word in the first paragraph that means the city you are from (hometown).
2. Ask students to suggest characteristics of themselves for each of the four circles in the illustration in the text.
Example:
Student 1: *I'm tall.*
Student 2: *I'm not good at maths!*
Student 3: *I am in the college swimming club.*
Student 4: *I come from a very big city.*

Knowledge quiz: Sociology and psychology

Objectives

By the end of the lesson, students should have:

- reviewed core knowledge in the area of sociology and psychology;
- recycled the vocabulary and grammar from the Listening, Speaking and Reading sections.

Introduction

Write *Sociology and psychology* on the board. Ask students what they remember studying in this theme so far. Elicit answers:

What did you listen to? What did you discuss? What were the Reading texts about?

The following procedure is a suggestion. You may choose to run the quiz in a different way.

Methodology note

During the quiz, keep the focus on knowledge, rather than on grammatical accuracy. Do not stop to correct errors unless they impede communication. As the quiz runs, make a note of grammar and pronunciation errors – you can focus on these at the end of the lesson.

1. Students reviewed the theme at the end of the previous lesson. Give them further time now to look back at the core knowledge in more detail – either individually or in pairs.
Books closed. Divide the class into teams. Each team has a sheet of paper with letters A–D written down the side.
Read the questions. Teams discuss and then write down their answers.
When you have answered all four questions, teams exchange sheets and mark each other's as you elicit the correct answers.
Emphasize that the 'scores' are only for fun – this is *not* a formal assessment.

Answers

- a. Human mind and individual behaviour
 - b. People in groups; the relationships between people
 - c. Hurting someone by making fun of them or hitting them
 - d. Behaviour is actions; personality is attitude
2. Set this section for individual work. Tell students whether or not they are allowed to refer to the Course Book. Give feedback orally.

Answers

'There are three important things for groups. They are religion, work and money.'	Max Weber
'People make society ... then society makes people.'	Anthony Giddens
'People from different groups must fight each other.'	Karl Marx
'Groups are like animals. They are born, they grow and then they die.'	Ibn Khaldun
'Groups must have rules of behaviour.'	Plato

3. In this section, students may choose to represent their ideas in different ways. This is perfectly acceptable – the important thing is that the diagram shows clearly what they want it to show.

Set the task for individual work. Monitor and assist where necessary. When they are ready, students compare in pairs and judge each other's diagrams on their clarity: if their partner can easily see what is represented in their diagram, it is a successful diagram.

Invite volunteers to draw their diagrams on the board.

Answers

Answers depend on students.

Closure

Discuss and clarify any areas of knowledge which students were unsure about.

Workbook answers

Reading

Exercise A

- (1) the same
(2) often join
(3) because
(4) can sometimes kill
(5) can also often help
(6) Groups often make
(7) are always very
(8) rarely
(9) can't
(10) must choose
- 2./3. form (V)
socialize (V)
purpose (N)
encouragement (N)
support (V)
powerful (A)
copy (V)
leader (N)
status (N)
image (N)
creativity (N)
violent (A)
1. start or develop something
2. meet people
3. reason
4. something that gives someone hope or confidence
5. give active help
6. strong or great
7. do exactly the same as another person
8. someone who people follow, someone who directs other people
9. position or importance of someone in a group
10. an opinion people have of a person or group
11. your ability to think of new ideas or produce something new
12. when a person wants to hurt or kill someone
- make music, make us lazy, make decisions, make rules, make sure, make the most of
- a. My older brother always made fun ~~at~~ of me.
c. Crowds of people make ~~my~~ me feel uncomfortable.
g. I haven't ~~made~~ done my assignment yet.
l. Nobody can make you ~~to~~ go to the gym.

Practice

Exercise A

1.

<i>un~</i>	adjective
	aggressive
	clever
✓	educated
✓	friendly
✓	happy
✓	helpful
✓	intelligent
✓	kind
✓	likeable
	miserable
	rude
✓	truthful

2.

adjective	abstract noun
aggressive	aggression
educated	education
friendly	friendship
happy	happiness
helpful	helpfulness
intelligent	intelligence
kind	kindness
rude	rudeness
truthful	truthfulness

3. a. I am afraid of him because he's always so angry and *aggressive*.
b. I don't enjoy going to that shop because the assistants are so *unhelpful*.
c. I don't believe politicians. There is very little *truthfulness* in their statements.
d. Tim and I were in the same tutor group at university. Our *friendship* began then.
e. Anne is very *intelligent*. She passes all her exams easily.
f. She's *miserable* these days because she's got a lot of problems.
g. Carlos is a very *likeable* person, so he's got lots of friends.
h. In Britain, a university *education* is getting more expensive.
i. The receptionist is so *unfriendly*. She never smiles or says 'hello'.
j. The word *sad* is similar in meaning to *unhappy*.

Writing: Extroverts and introverts

2.9 Vocabulary for writing: Personality types

Objectives

By the end of the lesson, students should be able to:

- understand and spell target vocabulary;
- demonstrate understanding of common core knowledge about the theories of Carl Jung and Timothy Leary.

Introduction

Divide the class into pairs. Ask students if they know which letter can be doubled in the spelling of English words. In pairs, they discuss this question and make a list.

Answer

vowels: e and o

consonants: b, c, d, f, g, k, l, m, n, p, r, s, t, z

A Reviewing vocabulary

Check students understand the task. You can tell them that the doubled letters are consonants except for one (*degree*). Students complete the exercise individually, then compare their answers. Elicit answers by getting students to spell out each word. Encourage them to say *double 'l'*, etc., instead of saying the individual letters twice. Revise the meanings of the words if necessary.

Answers

1. usually
2. colleague
3. aggressive
4. accommodation
5. degree
6. curriculum

B Recognizing paragraph structure

Methodology note

During this activity you may need to help students with the pronunciation of the target vocabulary in order that they can answer questions about it. However, since the objective of this lesson is writing, do not spend too much time on this. Simply do enough so that the words are intelligible to you and the class.

Find out how much students already know about Carl Jung and Timothy Leary, if anything. Exploit Figure 1 and teach/ elicit the meanings of *introvert* and *extrovert*. Much more work will be done on these two concepts during the theme, so students only need a general understanding of the two words for now. Also check *extreme*.

Ask students to read and complete up to *strangers* only, which is about Carl Jung. Students work individually, then compare their answers in pairs. Elicit answers and check understanding of the meaning of target questions by asking further questions, for example:

- 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)

Now ask students to discuss in pairs: *Where do you fit on the line?*

Methodology note

In the original research and figure for Leary's interpersonal circle, the word *polite* is not used. The original words were conceptually rather more difficult: *trusting*, *deferential*. We have therefore simplified the information by using the word *polite* in the sense of *respectful*. If you feel your class needs the original vocabulary for their studies, and if they are of a sufficiently high level, you can of course teach these original words.

Briefly exploit Figure 2 but do not explain the vocabulary. Ask: *How many extreme personality types does this diagram show?* (four)

Students can now read and complete the rest of the text, about Timothy Leary. Although it is shorter, it is possibly more difficult. Elicit answers. Ask further questions to check understanding of vocabulary and concepts, e.g., *What does a **competitive** person want to be?* (successful, better than others, first, etc.)

In pairs, students discuss the question: *Where do you fit on the circle?*

This could turn into an interesting class discussion but do not force the issue if students are not comfortable with the topic.

Answers

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.*

C Understanding vocabulary in context

Check students understand the task. Students can complete the exercise individually or in pairs. Elicit answers.

D Developing vocabulary

1. Set as pairwork. Do not feed back yet.
2. Discuss again in pairs, then feed back as a class. Encourage discussion.
3. Set for individual work, then elicit some examples to put up on the board.

Closure

Build up pairs of phrases on the board, including opposites from the text in Exercise B.

Ask students, *What sort of person are you?* Ask them to choose one adjective or expression of the pair for themselves.

<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>

2.10 Real-time writing: Extroverts

Objectives

By the end of the lesson, students should:

- have demonstrated understanding of further knowledge regarding personality types;
- have demonstrated understanding of a model for writing an essay about the extrovert personality type;
- have attempted to write sentences using target language and vocabulary from the theme.

Introduction

Revise vocabulary and concepts from the previous lesson. You could use the table of adjectives suggested for the closure of Lesson 2.9 if you did not have time to do it before.

A Activating ideas

Check students understand the task and go over the example. The answers can be discussed in pairs first, before students write their answers. Check or teach the meaning of *attitude*.

Elicit some ideas but do not confirm or correct any at this stage.

Answers

See Exercise B.

B Understanding a type of text (1)

Preferably using an electronic projection of the spidergram on Course Book page 59, show where the answer to the first question from Exercise A can be found.

Students continue checking their answers individually and can then compare their answers in pairs.

Elicit answers. Go over any vocabulary in the diagram which is new, or which students may have forgotten from previous lessons, e.g., *sociable*, *aggressive*.

Answers

1. Extroverts prefer to be in groups.
2. Extroverts often have many friends.
3. Extroverts do not like reading.
4. They are good learners but forget quickly.
5. They like exciting sports.
6. They act on impulse and lose their temper.
7. They are optimistic.
8. They are often actors, managers or criminals!

C Understanding a type of text (2)

Set the task. Students complete the questions individually, then compare their answers in pairs. Elicit answers and check students understand the verb *trust* in the first paragraph and the phrase *centre of attention* in the second paragraph.

Ask a few comprehension questions to further check understanding and to consolidate the knowledge that students should accumulate from this lesson. For example:

- *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)

Answers

What are extroverts?

Extroverts are one of the basic personality types identified by Carl Jung. Extroverts need to talk to people. They talk a lot. They get their energy from other people. They can be friendly or hostile. 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 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.

D Understanding section topics

Set for pairwork completion. Feed back as a class, using an electronic projection, if possible.

Model answer

Extroverts are one of the basic personality types identified by Carl Jung. Extroverts need to talk to people.¹ They talk a lot. They get their energy from other people.¹ They can be friendly or hostile. Friendly extroverts are sociable.³ They want to interact with people.⁴ Aggressive extroverts are cold.⁵ 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 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.

E Concluding an essay section

Set for pairwork discussion. Feed back as a class.

Answer

- Famous people who can be classified as extroverts include Barack Obama and Johnny Depp.

Closure

End the lesson by seeing if students can volunteer other famous examples of extroverts. Encourage them to explain their choices.

2.11 Learning new writing skills: Organizing ideas

Objectives

By the end of the lesson, students should be able to:

- spell words containing the sound /ɑː/;
- make notes in a spidergram;
- organize information into paragraphs;
- write present simple sentences to describe likes, wants and needs, to describe a character type and write about general facts;
- produce longer present simple sentences using *and*.

Introduction

You can use Exercise A as the introduction to this lesson.

A Developing vocabulary

- Either set the task for pairwork, or elicit answers from the class and write them up on the board.
- Go through the Pronunciation Check with the class before students check their answers individually.
- Set for pairwork, then feed back on to the board.

Answers

- article
 - mark
 - pass
 - part
 - hard
 - ask
 - answer
 - past
 - last
 - class
- Answers depend on students.

B Identifying a new skill

- Students read Skills Checks 1 and 2. Ask a couple of questions to check understanding:
 - 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)
- Refer students back to the text in Lesson 2.10. Ask them to read one paragraph at a time and elicit the sub-topic(s).

Answers

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

C Practising a new skill

1. If necessary, refer students to the Personal Statement and other information in the Course Book Theme 1 Writing lessons. Give students time to read through everything again. Set the task for individual completion and pairwork checking.
2. Remind students of the other spidergrams they have created.

Answers

Answers depend on students.

D Describing people (1)

Check students understand the task and go over the example. Students complete sentences individually, then compare their answers in pairs. Elicit answers.

Answers

Suggested answers:

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.

E Describing people (2)

Check students understand the task and go over the example sentence. Elicit some ideas for further possible sentences.

Students write sentences individually. Monitor and give help where necessary.

If you have a less able class, you can write the elicited sentences on the board with the main verb missing. Ask students to copy and complete the sentences.

Answers

Answers depend on students.

F Producing sentences with *and*

Work through Skills Check 3 with the class. Draw attention to the third example where using *and* to join two separate sentences means there is no need to repeat the subject *they*. Check students understand the task; elicit an example and write it on the board. Ideally, students should rewrite the sentences in full. But if you are short of time students can simply match and cross out the word *they*.

Elicit answers and write them on the board.

Answers

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.

Closure

Write the following groups of people on the board:

- teenagers
- children
- elderly people
- psychologists
- sociologists

Ask students to make general statements about each one using *and*, preferably in writing. This can be done from their own knowledge (or students can look back through the theme for ideas on what to write about for some of the groups).

The activity could be done orally if you are short of time, or perhaps set for homework.

2.12 Applying new writing skills: Introverts

Objectives

By the end of the lesson, students should be able to:

- organize notes into a spidergram;
- use a spidergram to organize paragraphs;
- write an explanation of a personality type using target vocabulary, grammar and sub-skills from the theme.

Introduction

Use Exercise A as the introduction on this occasion.

A Reviewing vocabulary

1. Check students understand the task and go over the example. Students discuss the rest of the phrases in pairs and write in their answers. Elicit answers.

If you have a less able class, elicit all the answers with students' pens down. When all the answers have been discussed, students then try to remember them and write them down.

2. Repeat the above procedure, but students can write the answers in their notebooks. Some of the answers depend on the students, so during feedback accept any reasonable response. Do not go into too much detail here as many of the phrases will be covered in more depth during the lesson.

Answers

Suggested answers:

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

2. 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

Methodology note

1. Before starting Exercise B, remind students about the TOWER procedure for writing from Theme 1 Writing. You will need to photocopy and cut up the pieces of information (see page 90).
2. There are eight pieces of information in total, so you can either have large groups of eight students, or have smaller groups with students having more than one piece of information.

B Thinking

Spend a minute or two revising what Carl Jung said about introverts (see Lesson 2.9). Find out what else students know about this personality type.

1. See if students can remember the sub-topics they learnt about in Lesson 2.10, for example *attitude, behaviour*, etc.

Remind students how to draw a spidergram, if necessary referring once again back to Lesson 2.11). Make sure students use a reasonably large sheet of paper so that they can get all the information in easily. Students should check they have one 'bubble' in the spidergram for each sub-topic.

2. Divide the class into groups if you have not already done so (see Methodology note above). Give out pieces of information to each student. Check students understand that they must exchange information WITHOUT showing each other their pieces of paper. Students should ask questions if the spoken information is not clear. As students listen to each piece of information, they should decide which sub-heading (general, types, friends, groups, activities, attitude, behaviour, learning, and occupations) is relevant for it on the spidergram (Course Book page 59) and then add notes under it. Elicit answers using an electronic projection of the completed spidergram to help you.

Answers

Answers depend on students.

Introverts ... <ul style="list-style-type: none">• quiet;• like to think before they speak.
Introverts ... <ul style="list-style-type: none">• like to be alone;• get their energy from within themselves.
Introverts ... <ul style="list-style-type: none">• don't like large groups;• prefer a few trusted friends;• need to get to know someone well.
Introverts ... <ul style="list-style-type: none">• don't need excitement;• prefer calm activities – reading;• like sports they can do alone – fishing, hiking.
Introverts ... <ul style="list-style-type: none">• can appear unfriendly;• don't show feelings easily;• friends find them loyal.
Introverts ... <ul style="list-style-type: none">• don't act on impulse;• think carefully.
Introverts ... <ul style="list-style-type: none">• like ideas;• spend time thinking;• study alone;• creative.
Introverts ... <ul style="list-style-type: none">• 'ideas' people – philosophers, mathematicians, inventors;• creative – artists, writers, composers.

C Organizing

Check students understand the task. If students are not sure, they can look back at Lessons 2.10 and 2.11. Students discuss in pairs. Elicit ideas.

D Writing

Go through the Skills Check with the class, as revision. Check students understand the task and refer them to the Writing practice page (page 63). Monitor while students are producing their first draft and give help if necessary. Make a note on common errors. Give feedback on a few students' common errors.

E Editing

Make sure students understand they should not actually correct each other's work. They should mark it using the symbols and abbreviations introduced in Theme 1 and grade it using the form on page 64 of the Course Book. Remind students what the symbols and abbreviations stand for:

? = not clear

S = Spelling

G = Grammar

P = Punctuation

Monitor and give help where necessary.

F Rewriting

The rewriting can be done either in class or for homework. At some point, copies of the model answer can be given out for comparison, but students may have different versions that are also correct.

More able classes: Students could research other information about introverts and add it to their writing.

Less able classes: Give out copies of the model answer before students do their final writing task. Allow them to study it for a few minutes and highlight some of the features for them. Remove the model answers, then ask students to start writing. You could also provide students with prompts to help them with this.

After students have produced a rewritten draft, they use the form in the Course Book page 64 to grade each others work. Alternatively you can grade the students' work.

Model answer

What are introverts?

Introverts are one of the basic personality types identified by Carl Jung. (The other main type is extroverts.) Introverts are often quiet people. They like to think before they speak. Introverts like to be alone. They mainly get their energy from within themselves rather than from other people.

Introverts don't like large groups. They prefer to be with a few, trusted friends. They need to get to know someone well before they become friends. Introverts can appear unfriendly because they don't show their feelings easily. However, their friends find them very loyal.

Introverts don't need excitement, and prefer calm activities like reading. They like sports they can do alone, like fishing and hiking.

Introverts do not usually act on impulse, they think about things carefully. Introverts like ideas and spend a lot of time thinking. They enjoy studying and creating things alone.

Introverts are therefore usually 'ideas' people or creative people. They often become philosophers, mathematicians and inventors, or artists, writers and composers.

Closure

Discuss some of the similarities and differences between extroverts and introverts. For example: *They can both be warm and friendly. Extroverts like to be with people but introverts prefer to be alone.*

Portfolio: What kind of person am I?

Objectives

By the end of the lesson, students should:

- have revised target vocabulary from the theme;
- have used integrated skills to practise language and revise knowledge from the theme.

Introduction

On this occasion, use Exercise A as the introduction.

A Activating schemata

Set the task and go over the example. Set a time limit of five minutes for students to complete their answers in pairs or small groups. Elicit answers and write them on the board so that students can check the spelling if necessary. Find out which group got the most words with correct spelling.

Answers

Answers depend on students.

B Gathering information

Methodology notes

1. This Portfolio lesson is rather different from the others in the course, in that students do not need to do a typical reading or listening activity for the input. It will probably not take up as much time as the usual Portfolio lessons. Exercise B is an opportunity for further vocabulary work, practising reading skills and discussion.
2. Students can either simply read and answer the Personality quiz questions individually or they can do the quiz in pairs. If you opt for pairwork, make sure students are happy to discuss their personality with a partner. If the students do not know each other very well, they may prefer to answer the questions on their own.

1. Set the task. You may wish to pre-teach some of the vocabulary: *arms folded, hands clasped, legs crossed, smile broadly, etc.*, are quickly and easily taught through demonstration. (Some of this language may be useful in Theme 3, where body language in interviews is discussed.)

Further vocabulary can be discussed in pairs as students answer the quiz, or they can look up words in a dictionary.

2. Make sure students understand how to score their answers. Monitor and give help where necessary.
3. Check students understand which interpretation to read. Monitor and give help with understanding vocabulary as students read. In pairs, students discuss if they agree or disagree with their results.

Answers

Answers depend on students.

C Writing about personality

If you wish you can use this activity to consolidate the sub-skills and grammar learnt during the Writing section of Theme 2. In this case, you can ask students, for example, to draw a spidergram first in order to organize their notes.

Elicit some possible sentence openers and write them on the board:

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.

Monitor and give help while students are writing. Make a note of common errors.

Give feedback on the errors.

Closure

1. This should only be used for classes that know each other well. Read out some of the paragraphs students have written about themselves anonymously. The rest of the class listens and tries to guess who the paragraph is about.
2. Act out some of the body language phrases from the Personality quiz. Students try to remember the phrases, for example: *arms folded, hands clasped, legs crossed, smile broadly, smile slightly, etc.*

Workbook answers

Writing

Exercise A

1. Groups are very important for people.
2. Most people join groups in their lives.
3. Some people belong to sports clubs.
4. Other people go to social clubs or theatre societies.
5. Many young people form groups to play music.
6. Groups often help us to grow as people.
7. Groups also help us to develop our abilities.
8. People often work harder in a group.
9. But groups can sometimes be dangerous.
10. Groups can sometimes make bad decisions.
11. People often do not question the decisions of the group.
12. People sometimes do not take personal responsibility for the decisions of the group.

Extended writing

Exercise A

- Answers depend on students but see the table below.
- ~ness* (see table below)
- friendliness* = being friendly; feeling of liking towards somebody
friendship = being friendly; friendly relationship

Abstract nouns	Adjectives	Opposite adjectives
calmness	calm	angry, aggressive, violent, bad-tempered
coldness	cold	warm, friendly, sociable
competitiveness	competitive	uncompetitive
friendliness	friendly	cold, unfriendly, unsociable
happiness	happy	unhappy, sad, miserable
helpfulness	helpful	unhelpful
kindness	kind	unkind, unhelpful
politeness	polite	impolite, rude
rudeness	rude	polite, friendly
shyness	shy	confident
truthfulness	truthful	untruthful, dishonest
weakness	weak	strong, confident

Exercise B

1.

Subject	Verb	Complement / extra information
Good students	<i>are</i>	hard-working.
They	<i>are not</i>	lazy.
They	<i>meet</i>	deadlines.
<i>They</i>	<i>do not hand in</i>	assignments late.

Subject	Main verb	Second verb	Extra information
Good <i>students</i>	<i>like</i>	<i>learning</i>	new information.
They	<i>want</i>	to get	good marks.
They	do not want	<i>to waste</i>	their time at university.

2.
 - a. Good students are enthusiastic about their subject.
 - b. They want to learn more about their subject.
 - c. They are not quiet in group work.
 - d. They do not miss lectures.
 - e. They prepare for lectures.
 - f. They find out the subject of each lecture.
 - g. They study before each lecture.
 - h. They want to get a good job after university.
3. Answers depend on students.

Exercise C

Answers depend on students.