

UNIT 6

Language focus

1 Modal verbs of obligation

- 1 Read the text and complete the gaps with one of the words or phrases below.

must	mustn't	are supposed to	are not supposed to
can	could	having to	may

As recounted by a Japanese social scientist, being a dinner guest in an American home ¹ be very confusing.

One thing that made me nervous was the custom whereby an American host will ask a guest before the meal whether he would prefer a strong or a soft drink, and after the meal whether he takes tea or coffee, and – in even greater detail – whether one wants it with sugar, and milk, and so on.

Although the visitor soon realized that the hosts were trying to be polite, he felt extremely uncomfortable with ² say what he would like, since in the self-effacing and deferential behaviour appropriate to being a guest in a Japanese home, one ³ express personal preferences with respect to what is being served. Guests ⁴ be dependent on hosts and give up any personal preferences. The host in turn ⁵ avoid embarrassing guests by asking them to choose their own food. Unlike Americans, Japanese hosts do not discuss how they prepared the main dish. They say, 'This ⁶ not suit your taste, but it is the best we ⁷ do.' The guests ⁸ be interested in knowing any of the details of this effort.



- 2 Complete the second sentence so that it means approximately the same as the first.

1 They were supposed to do this yesterday.

They _____.

2 You needn't do it if you don't feel like it.

You _____.

3 It's impossible for me to eat all this food.

I _____.

4 You are not allowed to park your car in front of the entrance.

Cars _____.

5 It isn't necessary to pay in advance.

You _____.

2 Modal verbs of speculation

Read what some students said about preparing themselves for an English exam which they had taken the week before. Correct any mistakes in the forms in bold.

- 1 'I think the part where psychology is most important is the oral, you **haven't to** let your emotions take over and you should **try to** really focus on what the interviewer is saying to you.'
- 2 'In the listening exercise I panicked, which I **could have avoid** if I had **listened** to my teacher's advice. I **should just concentrate** on getting the whole meaning, instead I tried to concentrate on every single word.'
- 3 'I **didn't have to** do so much listening practice before the exam, what I **should have done** was more work on the use of English part.'
- 4 'We **were supposed to** get to the exam centre half an hour before the exam started, but I got there late and so I had to hurry everything. Also, the teacher had mentioned that it was important to be psychologically prepared ('psyched up' I think is the term), and probably if I **had got** there on time I **can have performed** a bit better.'

Wordpower

1 Shopping psychology

Which of the following do you think affect how you shop?

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1 The air conditioning as you pass the doorway of the shop. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The smell in the shop. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The position of the items on sale relative to your eye level. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The colour of the floor. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Whether you are a man or a woman. | <input type="checkbox"/> | <input type="checkbox"/> |

Now read this article on retail psychology and compare your own answers with the experts.

ASSAULT ON YOUR SENSES

Retail psychologists try to affect the way we shop even while we're walking through the doorway – we are greeted by cool air in the summer and warm air in the winter. Shops aim to affect as many of our senses as possible. Travel agents sometimes use the smell of coconut to get us in holiday mode, and red carpets are designed to get us to spend more (blue carpets apparently make us feel uncomfortable and make us move away quickly).

What we buy is also conditioned by how close it is positioned on the shelf to our eye level, and those baskets at the end of aisles are there to catch our eye and make us buy on impulse. The visual layout of clothes also has an impact. Women's

clothes tend to be grouped not according to whether they are shirts, skirts, or suits, but according to style: trendy, casual, or classic. Yet men want their clothes grouped by type, so that they can buy what they want quickly, spend their money, and get out of the shop.



2 Word stress

Complete the table. Then mark the stress of each pair of words (as in the example). Is it the same?

Noun	Adjective	Noun	Adjective
psychology	<u>psychological</u>	colour	_____
science	_____	_____	uneasy
secret	_____	technique	_____
_____	sophisticated	_____	complex
impulse	_____		

6.1 Listen and check your answers.

3 Character traits

Complete the word puzzle by finding the adjectives (adj) and nouns (n) described in the definitions, all of which begin with the prefix *self*.

1		A	B	S	O	R	P	T	I	O	N
2			E					M			
3				D	U	L	G				
4			S	A				F			
5					W		R				
6				C		N		R		L	
7			F	F			I	E			E
8	C		N				D				

- concern or interest in oneself (n) *self-absorption*
- good opinion of one's own character and abilities (n)
- capacity to allow oneself to do or have what one enjoys, instead of controlling one's desires (n)
- too pleased with oneself and one's own achievements (adj)
- overly conscious of oneself (adj)
- ability not to show one's feelings (n)
- capacity to fulfil one's needs without help from others (n)
- thinking too much about oneself and too little about others (adj)

Which word that can be prefixed by *self* appears in the middle column. What does it mean?



Social Empathy

This test examines your ability to project yourself into social situations and to form the correct opinion.

Study these experiments, carried out by social psychologists, and decide which results they found. Only one of the alternatives is correct.

- 1 American social scientists investigated the behaviour of American voters during the election campaign. They wanted to find out whether voters paid more attention to the propaganda of their own party, or to that of other parties. How did the voters behave?
 - a They paid equal attention to all political parties.
 - b They tried hard to understand the propaganda of other parties.
 - c They noted above all the propaganda of their own party.
- 2 If, on first contact with another person, you have strong feelings of dislike, will further contacts:
 - a improve the relationship?
 - b not essentially alter the relationship?
 - c worsen the relationship?
- 3 Some social researchers wanted to find out whether people show more interest in familiar things than in unknown things. They asked Group A, who had bought new cars recently, to look through car magazines. Group B, car owners who had owned the same car for years, looked at the same magazine. Who studied more advertisements for their own car?
 - a Group A.
 - b Group B.
 - c There was no difference.
- 4 An English social psychologist showed a group of people pictures of different faces. Some pictures were shown up to twenty times, others only twice. Which faces did the viewers respond to more positively?
 - a The faces shown less often.
 - b The faces shown frequently.
 - c There was no difference.
- 5 The social scientist, Hare, wanted to find out whether someone who remains silent, or someone who joins in, more readily adjusts to group opinion. Who is more influenced by the group?
 - a The silent person.
 - b The person who joins in.
 - c Both are equally strongly influenced.

Check your answers on p82.



2 Listening

1 6.2 Listen to this interview with a social psychologist talking about *talkers* and *listeners*.

- 1 Which points from the quiz in exercise 1 are mentioned (directly or indirectly)?
- 2 What are the main characteristics of talkers?
- 3 Why is interpreting body language important during a conversation?
- 4 What do they mean by 'social feedback'? Why is it important?
- 5 Why may being a listener be a problem in a work context?
- 6 According to the psychologist, who are the best language learners – talkers or listeners? In what specific areas?

2 6.3 The interviewer asks a lot of questions

- a to clarify his understanding
- b to find out more about what the psychologist is saying.

Complete these sentences and then mark them a or b. Then listen and check your answers.

- 1 A talker or a listener, what do you _____ exactly?
- 2 You say they have their own agenda. Can you be a bit more _____?
- 3 _____ any other particular characteristics of talkers?
- 4 So, _____ that talkers are unable to read these signs?
- 5 So, _____ listeners?
- 6 And _____ does all this affect language learning?

3 Pronunciation

6.4 Is the sound of the letters in bold the same in both words? Listen and check.

- | | |
|------------------------------|-----------------------|
| 1 days, base no | 5 choose, juice _____ |
| 2 source, course yes | 6 size, wise _____ |
| 3 wants, once _____ | 7 this, these _____ |
| 4 precedent, president _____ | |

4 Is the *th* sound the same (S), or different (D), in these pairs of words?

- | | |
|---------------------------|-----------------------|
| 1 thank, thought S | 5 path, father _____ |
| 2 width, with D | 6 both, bath _____ |
| 3 tooth, smooth _____ | 7 think, though _____ |
| 4 thirty, there _____ | |

6.5 Listen and check your answers. Then practise reading aloud the pairs of words.

5 6.6 Listen and underline the word you hear.


- | | |
|-------------------|-------------------|
| 1 taught, thought | 5 dirty, thirty |
| 2 boat, both | 6 fair, there |
| 3 part, path | 7 fought, thought |
| 4 dare, there | |

1 Making arrangements

Match the functions with the phrases.

- | | |
|-------------------------------|---|
| a explaining who you are | 1 Would Tuesday at 9.00 suit you? |
| b giving a reason for meeting | 2 It shouldn't take more than about 30 minutes. |
| c indicating the duration | 3 Let me just check in my appointment book / diary. |
| d suggesting the time / place | 4 Just so that we're clear. 10 a.m. on Tuesday the fifth? |
| e checking if you are free | 5 You may remember that we met at the London Trade Fair last August, and you suggested that I should contact you. |
| f responding positively | 6 Next week is out. Can you make the following week? |
| g suggesting an alternative | 7 Could we possibly meet up some time and discuss X? |
| h responding negatively | 8 That's sounds fine. |
| i confirming | 9 Sorry, but I'm tied up on Tuesday. |

2 Changing arrangements

- 1  6.7 Listen to two people, Anna and Adrian, changing the time of their appointment. Answer the questions below.

- 1 What was the day, place, and time of the previously arranged appointment?
- 2 What is the problem?
- 3 What is Adrian's proposal?
- 4 What does Anna need to do before confirming the time?
- 5 What do you think their relationship is:
 - a supplier / client?
 - b colleagues of the same company in different offices?

- 2 Complete these extracts from exercise 1 with a maximum of two words and then listen and check your answers.

- 1 Hi Anna, _____ Adrian here.
- 2 Listen, I'm afraid I've got to _____ tomorrow's meeting.
- 3 Yeah, the _____ is there's been an outbreak of flu in the office and they need me here.
- 4 That would be _____ by me, that's only an hour later than we'd originally _____.
- 5 Yeah, but I'll need to _____ that with Gianni. Tell you _____, I'll just give him a buzz and then _____ to you via email.
- 6 That's great. I hope I haven't _____ your arrangements too much.
- 7 Don't _____, that's fine.

- 3 Write an email to Adrian confirming the meeting time. Then write a reply from Adrian apologizing for changing the time again to 4.00.