

UNIT 6

Psychology

▼ AGENDA

- ▶ Modal verbs: obligation, necessity, and permission
- Modal verbs: speculating, expressing certainty and possibility
- ▶ Psychological and emotional traits
- Word building 2
- ▶ Discriminating sounds
- Active listening
- ▶ Making arrangements

Language focus

1 Can you match the names with the places?

Harrods, London Lafayette, Paris Macy's, New York
Mitsukoshi, Tokyo KLCC shopping plaza, Kuala Lumpur



2 Where would you normally find the following in a department store?

- women's clothes
- restaurants
- cosmetics
- furniture
- food hall
- famous brands – watches, jewellery, and bags

How does a department store decide what to put on each floor?

3 'Retail anthropology' is the analysis of how shoppers behave and the consequences their behaviour has for the retail industry. Work in pairs and discuss the questions.

- 1 Which way do most shoppers go when they enter a store – left, right, or straight on?
- 2 Is it a good idea to have your store next to a bank?
- 3 Should more expensive items be in narrow or wide aisles?
- 4 Should famous brands be at the front of a store or at the back?
- 5 What do you think these terms mean?

Transition Zone Invariant Right Rule
Signature items Butt Brush Factor

Are you a victim of marketing psychology?

These days we're all supposed to be independent free-thinking individuals, but when it comes to shopping is this really the case?

In the 1970s, the American Paco Underhill created the field of 'retail anthropology', using empirical and video observation to analyse how shoppers behaved and what worked or didn't work in stores throughout the US. His findings showed that we all tend to behave in certain ways.

Americans walk the way they drive. So when they stroll down shopping malls they keep to the right. This is why in a well-designed airport, travellers drifting toward their gate will always find the fast-food restaurants on their left and the gift shops on their right: people will readily cross a line of pedestrian traffic to satisfy their hunger but rarely to make an impulse buy of a T-shirt or magazine.

This is also why Paco Underhill tells his retail clients that shoppers need to see window displays from a distance of at least eight metres. That is the distance that it takes for a pedestrian walking at a reasonable speed to shift down the gears, like a car. For the same reason, if you own a store, he says, you shouldn't be next door to a bank: potential shoppers speed up when they walk past a bank (since there's nothing to look at), and by the time they've slowed down they've walked right past your business.

This 'downshift factor' also means that when potential shoppers enter a store it takes them five to

fifteen paces to adjust to the light and move from walking speed to shopping speed. Paco calls this area the Transition Zone and insists that his clients mustn't put anything of value in that zone. They should be put at the end of the Transition Zone, and also to the right, as his studies show that shoppers will invariably turn to the right when entering the store – the Invariant Right rule.

There are other ways to manipulate our retail psychology. Items that require examination and perusal, or which are more expensive, should be placed in wide aisles to allow for consideration by the customer without the danger of being bumped into or being touched from behind – the Butt Brush factor. If shoppers are touched from behind, they become irritated and move on.

Signature items – the store's famous brands – should be at the back of the store, along with 'destination items' (basics that customers know the store has and come in specially to buy), so that shoppers will have to pass the whole range of goods. For the same reason many clothing stores place the fitting rooms at the back of the store, so the customer going to try on his suit can say, 'Oh yes, and I need to buy some socks as well, and I must get a shirt to go with the suit'.

The important thing for all retailers is to maximize the time that shoppers spend inside the store. This can be done by engaging all the senses – not just sight and sound, but touch, smell, and taste. So the next time you breathe in the smell of freshly-baked bread in a supermarket or have the urge to drink a coffee in the bookstore café, remember you're a victim.

5 Work in groups. Discuss the questions.

- 1 Think of some shops and stores that you know. Are the points made in the article true for them?
- 2 Do you think that you might be a 'victim of marketing psychology'?

Modal verbs: obligation, necessity, and permission

Which of the three categories of modal verbs do these example sentence extracts belong to?

- '... shoppers *need to* see window displays ...'
- '... clients *mustn't* put anything of value in that zone ...'
- 'They *should* be put at the end of the Transition Zone ...'
- '... shoppers will *have to* pass the whole range of goods ...'
- '... so the customer going to try on his suit *can* say ...'

This table shows the present and past forms of modals referring to obligation, necessity, and permission. Discuss why some of the forms are in *italics*.

Present positive	Present negative	Past positive	Past negative
need (to)	don't need (to)	needed (to)	didn't need (to)
have to	don't have to	had to	didn't have to
must	mustn't	<i>had to</i>	<i>was not allowed to</i>
should	shouldn't	<i>should have</i>	<i>shouldn't have</i>
be allowed to	not be allowed to	was allowed to	wasn't allowed to
can	can't	could	couldn't
may	may not	<i>was allowed to</i>	<i>wasn't allowed to</i>

What is the difference between the first two sentences? What is the difference between the second two sentences?

- 1 I have to work overtime.
I must work overtime.
- 2 I don't have to work overtime.
I mustn't work overtime.

Which sentences refer to: a – obligation, b – necessity, c – obligation not to, d – no obligation, or e – permission?

- 1 Staff can take a five-minute break.
- 2 Staff need to look smart at all times.
- 3 Staff must arrive thirty minutes before the store opens.
- 4 Staff don't have to wear their uniform if they use the back entrance to the store.
- 5 Staff mustn't smoke inside the store.



Pocket Book p.7

Practice 1 Choose the modal verb phrase that fits the sentence.

- 1 Lifts and escalators mean that department store customers *don't have to / aren't allowed to* use the stairs.
- 2 The cosmetics section *should / has to* be on the ground floor near the entrance.
- 3 Faulty items *can / should* be taken to the Customer Services department.
- 4 Customers *must / are able to* use their pin number if they use their credit card.
- 5 Children *mustn't / shouldn't* play on the display models.
- 6 When customers use the fitting rooms they *should / are allowed to* take a coloured disc for each item.
- 7 Customers *can / have to* use the car park for a maximum two-hour period. They *must / may not* pay extra if they stay over the two hours.
- 8 Staff *should / are allowed to* keep a look out for shoplifters.
- 9 Customers *need to / should* feel welcomed and cosseted.
- 10 Customers *don't have to / mustn't* use the fire exits unless there is an emergency.



- 2 6.1 Listen to this shopper talking about Seibu Department Store in Tokyo. Answer these questions.

- 1 What does the shopper mean by 'You could spend days in here'?
- 2 Why might you 'miss' the restaurants? Do you think the shopper is serious?
- 3 Should shoppers be concerned about security?

Modal verbs: speculating, expressing certainty and possibility

- 1 'It must be one of the biggest shops in the world ...'
- 2 'You could spend days in here.'
- 3 '... it can be a real problem ...'
- 4 'You might have missed one of the restaurants ...'
- 5 '... you could be coming back for some time ...'
- 6 'It must be really difficult choosing between Japanese, Chinese, Italian, ...'
- 7 '... first-time visitors to Japan would be amazed at the level of service.'

How can sentence 1 be expressed in the negative?

Which sentences refer to: past, general, and future possibility?



Pocket Book p.9

- 3 Work in pairs. Ask your partner if they prefer ice cream in a round container, a square container, another shape, or don't care. Then read the text and answer the questions.

Sensation transference

This concept was coined by Louis Cheskin, one of the great figures of twentieth-century marketing. Cheskin believed that most of us don't make a distinction between the product and the way it looks or is packaged. In the 1940s margarine was not popular and

Cheskin wanted to find out why - at that time margarine was white. So Cheskin coloured it yellow to look like butter. He invited a group of women to an event and served butter and margarine in exactly the same way. The margarine was just as popular as the butter.

- 1 Do you agree with Cheskin's theory?
- 2 Can you think of an example to illustrate the theory?

- 4 Work in pairs. Ask your partner to respond to the following.
- a You might think margarine was butter if it was packaged in the same way.
 - b Supermarkets could attract more customers by using less packaging.
 - c Packaging can enhance the value of a product.
 - d It must be very hard for producers of well-known products to redesign their packaging.

Psychological and emotional traits. Word building 2

- 1 Work in pairs. Do you associate the following with physical or mental activities and abilities?
 mind games fitness speed skill confidence
 - 2 How could these things be used for motivating sports people?
 video iPod role models inspirational music
 - 3 What do you think is meant by *sports psychology*? Is it an art or a science?
- 2 Read the newspaper article to find out the answers.

The psychological key to sporting success



Sport. It's a funny old game. Not so long ago, a psychologist would have been laughed out of the dressing room. Nowadays, football managers play mind games with their fellow managers, and psychology is the most recent scientific discipline to be accepted by the sporting community as a potentially match-winning coaching ingredient.

'The physical sports sciences are a given at football clubs now for increasing player fitness, speed, and skill,' says Roberto Forzoni, an applied sports psychologist. 'Of course, those are easy things to measure. Unfortunately, with psychology, there's no easy monitor to show an improvement in performance. It's more of an art than a science.'

That much is clear from one of Forzoni's chosen methods of helping to inspire player confidence: he's working on a PhD about the positive effects of video. 'I put together videos that players can then carry around on their iPods or other handheld gizmos – with inspirational music, shots of them and their role models playing and scoring goals, slow motion sequences, and so on,' he says. 'It's all motivational; designed to boost self-confidence pre-performance.'

Sports psychologists like Forzoni are motivators, capable of turning match players into match winners.

- 3
 - 1 Change these nouns into adjectives: *psychology*, *inspiration*, *confidence*. Where is the stressed syllable in each word?
 - 2 What is the verb from *inspiration*?
- 4 What do you think are the positive and negative effects of sport? Read the introduction to an article on sport and aggression from a text book on psychology.

Many studies have found that sport can lead to aggressive and anti-social behaviour. Others argue that it channels aggressiveness, and has the positive effect of leading to more assertive and pro-social behaviour.

- 5 Work in four groups (A, B, C, and D). Look at sentences a–d, e–h, i–l, or m–p in your box and decide which section of the table they belong in. Then report back to the other groups.

	Positive effects	Negative effects
Individual		
Social		

Group A

- a Negative self-esteem, fear of failure as a result of failure.
- b Avoiding **delinquency** by providing a sense of purpose and productive use of time.
- c Self-reliance, **assertiveness**, courage, sportsmanship.
- d Creation of **frustration** and inter-group conflict, stereotyping, and **violence**.

Group B

- e Decision-making skills, **competence**, and self-awareness.
- f Transmission of socially undesired values (e.g. **aggression**, cheating without discovery, and disrespect for rules and authority, i.e. referees).
- g **Cooperation**, friendship, and **communication** skills.
- h Lack of competence and self-awareness if consistent failure.

Group C



- i Transmission of socially desired values (e.g. individual achievement in individualistic societies, teamwork and **respect** in collectivist societies).
- j **Dedication**, self-discipline, and perseverance.
- k Encouragement of anti-social behaviour and rule-breaking (if punishment is ineffective).
- l Lack of dedication and perseverance if consistent failure.


Group D

- m Lack of teamwork or cooperation if individual achievement is emphasized or rewarded.
- n Punishment of anti-social behaviour and rule-breaking (e.g. via yellow and red cards or fines).
- o Selfishness, self-absorption, **arrogance**, and aggressiveness.
- p Positive self-esteem, **pride**, and a sense of accomplishment.

- 6
- Convert each of the nouns in bold in the boxes in 5 into adjectives.
Example *assertiveness (noun) → assertive (adjective)*
 - Where is the stressed syllable in each word?
- 7
- Find the five words prefixed with *self-* in the boxes in 5 that mean:
 - how happy you are with your own character and abilities
 - knowledge and understanding of your own character
 - ability to decide things by yourself, not dependent on others
 - ability to make yourself do something, especially something difficult or unpleasant
 - concern about and interest in yourself, and not others.
 - Which ones do you think are positive characteristics?
 - Can you think of any other words prefixed with *self-*? Research three other *self-* words using an English–English dictionary and report on their meaning to other students.

Discriminating sounds. Active listening


- 1 Work in pairs. Discuss the comments.
 - 'I have good and bad days with listening. What can I do to improve my concentration on the bad days?'
 - 'When listening, I invariably confuse sounds like *fourteen* and *forty*, *live* and *leave*, *cause* and *course*. Is there anything I can do?'
 - 'Does it really matter if I can't pronounce certain sounds, for example, 'th'?'
- 2  6.2 Listen to what the experts say. What should you do when you don't understand? What advice do they give about improving listening skills?
- 2  6.3 Is the sound of the letters in **bold** the same in both words? Listen and check.

a price, pr ize	g slides, s ize
b degrees, pl ease	h this, mi ss
c this hi s	i base, ga ze
d loose, lo se	j six se eks
e course, ca use	
f crisis, ri ses	
- 2  6.4 Listen and underline the word that you hear.
 - a forty/fourteen
 - b thirty/thirteen
 - c sixteen/sixty
 - d live/leave
 - e chip/cheap
 - f is he/easy
 - g slip/sleep on it
 - h hit/heat it
- 3 Work in pairs. Turn to listening script 6.4 on page 126. Read the sentences aloud to your partner, choosing one of the two words. Your partner checks which word you said by spelling out the number, e.g. *one-six*, or the word, e.g. *l-i-v-e*.
- 4 1 Some surveys were conducted on how honest people are at work. Guess the percentages of people surveyed who answered *Yes* to the following questions.
 - 1 Would you lie to your boss?

a) 16% <input type="checkbox"/>	b) 36% <input type="checkbox"/>	c) 60% <input type="checkbox"/>
---------------------------------	---------------------------------	---------------------------------
 - 2 You are a manager. You are aware of a dishonest practice at work. Would you report it?

a) 14% <input type="checkbox"/>	b) 40% <input type="checkbox"/>	c) 50% <input type="checkbox"/>
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 - 3 Would you give a clean reference to a dishonest member of staff who is leaving your company?

a) 25% <input type="checkbox"/>	b) 75% <input type="checkbox"/>	c) 95% <input type="checkbox"/>
---------------------------------	---------------------------------	---------------------------------
 - 4 Would you lie on your CV to increase your chances of getting a job?


a) 12% <input type="checkbox"/>	b) 18% <input type="checkbox"/>	c) 80% <input type="checkbox"/>
---------------------------------	---------------------------------	---------------------------------
- 2 Do your guesses reflect the way you would have answered the questions?
- 3  6.5 Listen to some friends chatting about the surveys. Check your answers.

- 5 6.6 Complete these sentences from the recording that you might find useful for checking your understanding. Then listen to check your answers.

- 1 _____ 'sick' _____ you were just feeling a bit tired?
- 2 _____ you say *forty* – *four zero*?
- 3 Sorry, you've _____?
- 4 _____ that eighty per cent of the Americans who answered that survey have lied on their CVs?

- 6
- 1 Work in groups. Discuss how you can tell if someone is not telling the truth.
 - 2 6.7 Listen to a psychology professor talking about how to recognize if someone is lying. At each beep, decide which of the questions below it would be most appropriate to ask.
 - a So you're saying that their story doesn't make complete sense?
 - b So you don't even need to actually meet or know someone to tell if they're lying?
 - c Sorry, they have to detect what?
 - d So how does where you were brought up make any difference?
 - e What do you mean by 'pitch'?

- 7
- 1 Work in groups. Discuss the stories in the text below and rate them from least serious to most serious.



Scandal!

Nick Leeson
The trader, working for Barings Bank, who lost £1.3 billion on the futures market and tried to hide his mistakes.

The company finally discovered the problem but it was too late to save the company – Leeson had lost more money than the company was worth. As a result the company collapsed and the trader went into hiding.

Enron
The American energy company that went bankrupt in 2001.

The company had given false information about company profits. Over 20,000 people lost their jobs, and shareholders lost a lot of money – the share value fell from US\$90.00 to US\$0.30. The directors were taken to court.

David Edmondson
The CEO of RadioShack, one of the largest electrical retailers in the USA with more than 6,000 stores.

He resigned after it was revealed that he had given false information about his academic qualifications on his résumé.


Mitsubishi Motors Corporation
The fifth largest Japanese car manufacturer, and part of the Mitsubishi industrial group.

In 2004 the company admitted to covering up defects in its vehicles going back to 1977, including failing brakes, fuel leaks, and malfunctioning clutches. The company had to recall over 150,000 cars.

Merck
A United States pharmaceutical company, one of the top five worldwide.

This company was told to pay out \$253m after it was decided in court that the drug Vioxx had contributed to the death of a patient. The court also decided that the company had been negligent. Merck withdrew the drug after its own study said it could double the risk of a heart attack or stroke.

- 2 What other scandals do you know about? Why do people get involved in these sorts of scandals? What can be done to avoid these sorts of scandals?

- 1  6.8 Read the old itinerary for the *Latin Goes East* tour below. Listen to Frits and Pei Lin discuss the revised itinerary from Alex and make the necessary changes.

Itinerary: Latin Goes East (as at 10 April)

Date (May) Event

Thu 11 Fly to Tokyo;
Concert 3 – Tokyo
Welcome reception

Fri 12 Concert 4 – Tokyo

Sat 13 Concert 5 – Tokyo

Sun 14 Free day (Tokyo)

Mon 22 Concert 10 – Shanghai

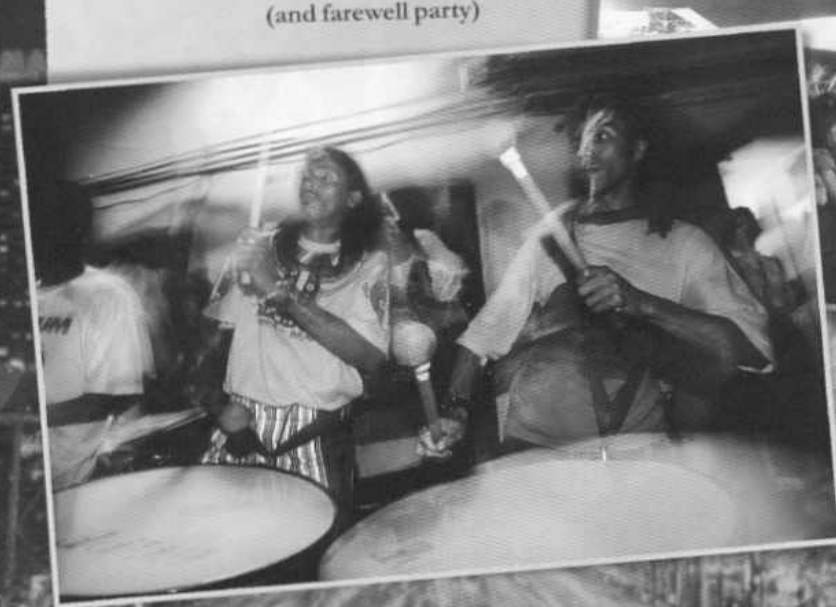
Tue 23 Fly to Bangkok
Concert 11 – Bangkok

Wed 24 Concert 12 – Bangkok

Thu 25 Fly to Hanoi

Fri 26 Concert 13 – Hanoi

Sat 27 Concert 14 – Hanoi
(and farewell party)



- 2 6.8 Listen to Frits and Pei Lin's phone conversation. Complete the proposed schedule for the first day in Seoul.

Frits plus musicians arrive Seoul	12:00?	
Frits plus musicians check in hotel	_____	a
Meeting: Pei Lin, Aleks, and Frits	_____	b
Meeting the musicians	_____	c
Dinner	_____	d

- 3 6.8 Listen again.

- Which of the following phrases do you hear in the conversation?
- Complete these sentences. Can you identify the tenses used?
So the flight to Hanoi _____. We _____ flying on the 25th, but now _____ on the 26th.

Would Wednesday morning at nine o'clock suit you?	<input type="checkbox"/>	I'm sorry I can't make it on Tuesday.	<input type="checkbox"/>
Could you manage 4.00 p.m.?	<input type="checkbox"/>	Shall we say 7.00 for the drink?	<input type="checkbox"/>
I'm afraid 4.00 p.m. is going to be difficult.	<input type="checkbox"/>	Yes, that's fine.	<input type="checkbox"/>
I'm not sure about 4.00, I'll need to check the flight time.	<input type="checkbox"/>	It looks as though I'm going to be busy all morning.	<input type="checkbox"/>
If it's OK with you, I think I'd prefer to make it 5.00 p.m.	<input type="checkbox"/>	What about seven for the meeting?	<input type="checkbox"/>
5.00 p.m. would be better for me.	<input type="checkbox"/>	Could we make it a little earlier? Say 6.30?	<input type="checkbox"/>
OK, that sounds like a good idea.	<input type="checkbox"/>	No problem.	<input type="checkbox"/>
		The problem is, I have to wait for someone at the airport.	<input type="checkbox"/>

- 4 Group all the phrases in the box in 3 into the following categories.

- Suggesting a time/day
- Making an alternative suggestion
- Responding positively
- Responding negatively
- Giving an explanation



Pocket Book p.26-27

- 5 Work in pairs. In two weeks' time you are both going to be visiting two countries together for a week-long fact-finding tour related to your work/studies.
- Decide which countries you are going to be visiting and write down the itinerary/schedule for the week.
 - Exchange the itinerary/schedule with another partner.
 - Make three changes to the other pair's itinerary/schedule, but do not write them on the paper.
 - Return the itinerary/schedule and talk the other pair through the changes.

There is an optional activity in File 5.

REVIEW UNIT C

▼ AGENDA

- ▶ Grammar 1–2
- ▶ Skills focus 3–4
- ▶ Focus on functions 5–6
- ▶ Vocabulary 7

This unit reviews all the main language points from Units 5 and 6. Complete the exercises, using the Pocket Book for the areas that you need to review.

1 Narrative tenses: Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous

Complete the joke using the correct tense and form of the verb in brackets.

Two elderly couples _____¹ (enjoy) a friendly conversation when one of the men _____² (ask) the other, 'Fred, how _____³ (be) the memory clinic you _____⁴ (go) to last month?'

'Outstanding,' Fred replied. 'I _____⁵ (look) forward to it for months and I _____⁶ (think) it _____⁷ (be) really effective. After they _____⁸ (give) us a general introduction, they _____⁹ (teach) us all the latest psychological techniques like visualization and association. It _____¹⁰ (make) a huge difference to me.'

'That's great! What _____¹¹ (be) the name of the clinic?'

Fred thought and thought, but couldn't remember. After he _____¹² (think) for about five minutes, a smile _____¹³ (break) across his face and he _____¹⁴ (ask) 'What do you call that red flower with the long stem and thorns?'

'You mean a rose?'

'Yes, that's it!' He _____¹⁵ (turn) to his wife. 'Rose, what _____¹⁶ (be) the name of that clinic?'

2 Modal verbs

What is the difference in meaning, if any, between these sentences?

- 1 a I cannot come tomorrow.
- 2 a We could make a booking.
- 3 a You don't have to go.
- 4 a We have to be at work by 9.00.
- 5 a Don't worry, he can wait.

- b I may not come tomorrow.
- b We managed to make a booking.
- b You mustn't go.
- b We are supposed to be at work by 9.00.
- b Don't worry, he may wait.

3 Being concise

Rewrite these sentences to make them clearer and more precise.

- a It is essential that a check is made to ensure that the disk drive unit is switched on before the disk or disks are inserted into the drive unit.
- b The following points should be borne in mind when dealing with communication problems.
- c Let us now tackle the problem of giving a definition of X.
- d P was different from Q. The reason can be explained by the fact that P has a higher value than Q.
- e In this document an analysis is made of all the possible solutions.
- f In the table the relevant amounts regarding X, Y, and Z are shown.
- g The two cars were bought by our company last year.
- h The form should be completed in black ink.

4 Discriminating sounds

All the words below contain the same initial vowel sound except one. Which one?

- 1 person, learn, circle, word, heart, journey, Thursday
- 2 feared, beard, heard, weird, cleared
- 3 psychology, physics, history, philosophy
- 4 method, measure, weather, friend, please

5 Chairing a meeting

Work in pairs. In a meeting, what do you say in these situations?

- a Start the meeting.
- b Refer to a document.
- c Ask someone to comment.
- d Close a point.
- e Move the agenda on by introducing the next point.
- f Sum up.
- g Close a meeting.

6 Making arrangements

- 1 Complete the sentences with a suitable verb.
 - a _____ we say six for the drink?
 - b Actually, 5.00 p.m. _____ be better for me.
 - c Could you _____ 4.00 p.m.?
 - d I'm not sure about 4.00, I'll _____ to check the flight time.
 - e If it's OK with you, I think I'd prefer to _____ it 5.00 p.m.
 - f It _____ as though I'm going to be busy all morning.
 - g OK, that _____ like a good idea.
 - h Would Wednesday morning at 9.00 _____ you?
- 2 Work in pairs and arrange a meeting.

Student A: suggest a day, time and location.
Student B: refuse A's first suggestion, giving an explanation.
Student A: make an alternative suggestion.
Student B: accept A's alternative suggestion.
- 3 Repeat 2, changing roles.

7 Vocabulary

- 1 Which of these words cannot be preceded by *self*-?

absorption	awareness	competence	dedication
discipline	esteem	reliance	

- 2 Write sentences that include at least four of the following:

faint-hearted	frighten	heart-searching	heart-stopping
hype	hyperactive	megabucks	

- 3 Decide whether the following have a positive (P) or negative (N) meaning. Then think how the ones you have marked negative could be positive on some occasions, and vice versa.

cheating	courage	failure	fearlessness	pride	rule-breaking
sportsmanship	stereotyping	super-confidence			