

**Міністерство освіти і науки України  
Національний університет “Чернігівська політехніка”**

**Psychology in business**



**English for Psychology students**

Методичні вказівки до практичних занять з англійської мови  
для підготовки здобувачів вищої освіти  
спеціальності 053 «Психологія»  
першого рівня вищої освіти (бакалаврат)

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## ВСТУП

Методичні вказівки призначені для практичних занять з англійської мови для підготовки здобувачів вищої освіти освітнього ступеня «бакалавр» спеціальності 053 «Психологія». Метою методичних вказівок є забезпечення формування необхідних комунікативних мовленнєвих компетенцій у сферах професійного та ситуативного спілкування в усній і письмовій формах; формування вмінь та навичок самоосвітньої діяльності; розвиток критичного та креативного мислення; удосконалення навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; розвиток навичок одержування новітньої фахової інформації через іноземні джерела та опанування засобами її опрацювання; мотивація та розвиток позитивного ставлення до вивчення іноземної мови.

# MODULE 1. INTRODUCTION TO PSYCHOLOGY

## Unit 1. Psychology disciplines

### Lead-in



Work in pairs to share what you know about origin and history of Psychology. Mention some names, dates, terminology.

1. Rearrange the words to make a definition of Psychology.



**Psychology**

study

and mental

processes.

of behaviours

scientific

is the systematic,

2. Discuss in groups what the following numbers and words refer to.

Socrates; 1879; Wilhelm Wundt; functionalism; Freud; behaviourism; Gestalt psychology

Watch the video: “History of psychology” and check your answers.



<https://www.youtube.com/watch?v=P3ZCUhUHBHc>

## Reading



### 3. Psychology disciplines

Psychology encompasses a vast domain, and includes many different approaches to the study of mental processes and behaviour.

**A Read the description of sub-fields of psychology on the right, underline key words and then match with the names on the left.**



<b>1. Political psychology</b>	a) includes the study and application of psychology for the purpose of understanding, preventing, and relieving psychologically-based distress or dysfunction and to promote subjective well-being and personal development.
<b>2. The psychology of art</b>	b) studies cognition, the mental processes underlying mental activity. Perception, learning, problem solving, reasoning, thinking, memory, attention, language and emotion are areas of research.
<b>3. Parapsychology</b>	c) Mainly focusing on the development of the human mind through the life span, developmental psychology seeks to understand how people come to perceive, understand, and act within the world and how these processes change as they age.
<b>4. Psycholinguistics or psychology of language</b>	d) is the branch of psychology concerned with the scientific study of human learning. It studies how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations.
<b>5. Positive psychology</b>	e) is an interdisciplinary field focused on the interplay between humans and their surroundings.
<b>6. Educational psychology</b>	f) applies psychological concepts and methods to optimize human potential in the workplace. h) seeks an understanding of the relationships between mediated communication and the thoughts, feelings, and behaviours of the senders and recipients of the communication.
<b>7. Social psychology</b>	g) The term has only recently come into use, and typically refers to any non-clinical law-related research. It explores such topics as jury decision-making, eyewitness memory, scientific evidence, and legal policy.
<b>8. Personality psychology</b>	h) seeks an understanding of the relationships between mediated communication and the thoughts, feelings, and behaviours of the senders and recipients of the communication.

<b>9. Legal psychology</b>	i) studies patterns of behaviour, thought, and emotion in individuals, commonly referred to as personality.
<b>10. Media psychology</b>	j) is the study of social behaviour and mental processes, with an emphasis on how humans think about each other and how they relate to each other.
<b>11. Organizational psychology</b>	k) is the branch of psychology that uses scientific understanding and effective intervention to aid in the achievement of a satisfactory life, rather than treating mental illness.
<b>12. Industrial and organizational psychology (I-O)</b>	l) is a subfield of I-O psychology which examines the effects of work environments and management styles on worker motivation, job satisfaction, and productivity.
<b>13. Environmental psychology</b>	m) is the study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language.
<b>14. Developmental psychology</b>	n) is an interdisciplinary field that studies the perception, cognition and characteristics of art and its production.
<b>15. Cognitive psychology</b>	o) is a field of study concerned with the investigation of paranormal and psychic phenomena which include telepathy, precognition, reincarnation, clairvoyance, psychokinesis, near-death experiences, and other paranormal claims. It is often identified as pseudoscience.
<b>16. Clinical psychology</b>	p) is an interdisciplinary academic field dedicated to understanding politics, politicians and political behavior from a psychological perspective.



## Speaking



**B Work in pairs. Discuss which field of psychology you are most interested in. Give reasons for your choice.**

## Vocabulary Skills



**4. Find English equivalents in the task above for the following words:** включати, охоплювати; область, сфера; підхід; (практичне) застосування; запобігати, попереджати; сприяти, пропагувати; тривалість життя; втручання; взаємодія, взаємний вплив; одержувач (реципієнт); модель поведінки; галузь, розділ; розуміти; передбачення; ясновидіння.

**5. Complete the table with the missing forms.**

Noun	Verb
comprehension	
achievement	
	perceive
	intervene
	investigate
approach	
application	
	prevent
promotion	

**6. Fill in the gaps in the sentences below, using the correct form of the words from the table.**

- a) It was hard work, but the sense of ----- is huge.  
b) Early ----- may help children with autism to speak.

- c) A common ----- that is taken up at the drug treatment center to treat addiction is cognitive behaviour therapy.
- d) Teens need to reduce their daily intake of sugar to ----- problems like hyperactivity.
- e) Languages demand involvement by the whole personality, both for passive ----- and active expression.
- f) The campaign is concerned with the ----- of health.
- g) A similar technique can be ----- to the treatment of cancer.

**7A Read part of a web diary about Sadie's first year at university and answer the questions.**

- 1 Is she enjoying university life?
- 2 Did she have any problems? What were they?

**So far ... so good**

I moved to Turkey in July to go to Bilkent University and I am really enjoying the experience so far.



It's been a fantastic year, I've really enjoyed living somewhere so new and exciting, but I miss my family and friends at home, I've met lots of people and I love living in this big city. There is always so much to see and do, and Turkish people are so friendly. It's very different to living at home. When I first arrived, I used to get lost around the city. Now, I enjoy exploring and finding out about new places.

**Writing**



**B Write a blog/diary about your new experience. Use the questions in Exercise 7A and the structure below to help you.**

One thing that has really changed in my life is \_\_\_\_\_. I decided to \_\_\_\_\_ so that/to \_\_\_\_\_. Before that, I used to \_\_\_\_\_. At first, because \_\_\_\_\_, but \_\_\_\_\_. In the end, \_\_\_\_\_.



**8 Complete the sentences with the present perfect or past simple of the verbs in the box. Include the adverbs in brackets.**

do   give   be   go   live   play   try   learn   buy   get
---

**What would you like to try for one month?**

- I 1 \_\_\_\_\_ (always) afraid of water, but I finally 2 \_\_\_\_\_ to swim in the summer. Now I'd like to try diving.
- I 3 \_\_\_\_\_ (just) a high-quality video camera: my sister 4 \_\_\_\_\_ it to me for my birthday. So I'd like to learn how to edit a Film.
- I love music and I 5 \_\_\_\_\_ the piano for many years now, but there's one instrument I 6 \_\_\_\_\_ (not so far): the guitar.
- I 7 \_\_\_\_\_ (never) anything online - I'm paranoid about giving my credit card details, but I know it's cheaper, so that would be my choice.
- Hiking in the Alps. I 8 \_\_\_\_\_ in Austria since I was born, and everyone in my family 9 \_\_\_\_\_ to the Alps hiking loads of times. But somehow I 10 \_\_\_\_\_ (still not) a proper hike.

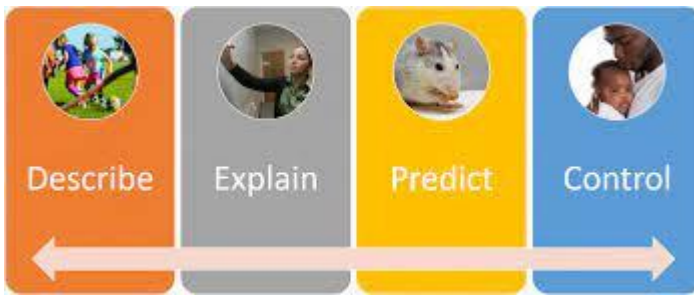
**MODULE 1. INTRODUCTION TO PSYCHOLOGY**

**Unit 2. Goals of Psychology**

**Reading**



**1. Read about the goals of Psychology.**



Although the definition of psychology is broad, psychologists have four specific goals when they study some behaviour or mental processes.

### ***Goals of Psychology***

#### ***1. Describe***

The first goal of psychology is to describe the different ways that organisms behave.

#### ***2. Explain***

After describing behaviour, psychologists try to explain behaviour and its causes.

#### ***3. Predict***

After describing and explaining behaviour, psychologists try to predict how organisms will behave in certain situations.

#### ***4. Control***

If psychologists can predict behaviour, then they can often control it. The idea of control has both positive and negative sides. The positive side is that psychologists can help people. **The negative side is the concern that psychologists might control people's behaviours without their knowledge or consent.**

### **Think critically**



#### **2. Discuss in groups.**

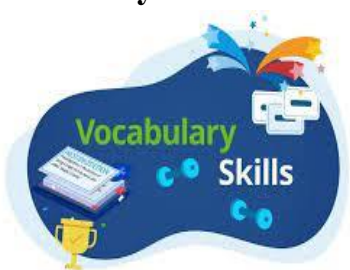
- *How can you assess the value or importance of the four goals mentioned above?*
- *What is your opinion of the idea expressed in the last sentence (in bold) of the text?*

Use the phrases for giving opinion, agreeing/disagreeing.

1. I (really) think that ...
2. I believe (that) ...
3. I'm sure that ...
4. In my opinion...
5. I don't think so.
6. I'm afraid I disagree.

7. I totally disagree.
8. That's not always true.
9. That's not always the case.
10. No, I'm not so sure about that.

### Vocabulary Skills



#### 3. A Complete the accounts of two scams. Use modals of deduction and the verbs in brackets.

I was taking out money at an ATM. Just as my card came out, a guy behind me said I'd dropped some money. Sure enough, there was a twenty-euro note on the floor. I bent down, picked it up and my card was gone ... and so was the man! He 1 \_\_\_\_\_ (drop) the twenty-euro note and pretended it was mine, or the note 2 \_\_\_\_\_ (fall) out of my wallet and he simply took advantage of the situation. He 3 \_\_\_\_\_ (pull) my card out of the ATM when I bent down.



An estate agent was showing me a flat when she got a phone call from another customer who wanted to put down a deposit on that same flat. So, I gave the agent my deposit, signed the contract, and was given the key. When I went back later to move in, the key didn't work... and the agent didn't answer her phone number! The woman 4 \_\_\_\_\_ (be) an estate agent. She 5 \_\_\_\_\_ (be) an imposter and the other customer 6 \_\_\_\_\_ (work) with her.

#### B Discuss in pairs. Which scam in Exercise 6A would be most likely to fool you?

## Reading



### **4. Read the story. What happened and how did the man get out of the situation without being hurt?**

It was mid-August, and some friends and I went camping in a forest about an hour's drive from where we were living. It had been a very dry summer and we should have thought about the dangers of fire, but we didn't. We pitched our tents, made a campfire and cooked a nice soup for dinner. After a while we were all quite tired, so we went to sleep.

About an hour later I woke up to the smell of smoke.

I realised straightaway that there was a fire, and that it was right in front of the tent in fact some dry leaves next to the campfire had caught fire, and the front of the tent was starting to burn. I was trapped inside.



Luckily, one of my friends who was in another tent woke up too, and he poured the leftover soup on the burning tent. That made it possible for me to escape, and I crawled out as fast as I could. We put out the campfire but I couldn't go back to sleep. I think I was in shock - it was a very lucky escape.

### **5. A Read the article and choose the best title.**

- a) Learn to be aggressive
- b) Life isn't fair
- c) Change the things you can





Do you hate it when people treat you unfairly? If you get a lower grade than you deserve, or you miss out on a promotion, do you lie awake all night fuming? Well, here are some things you can do about it to help you get past all that negativity. First of all, it's important to remember that for a positive outcome, you need to maintain a positive attitude.

It's much more difficult to change something if you're feeling angry or upset. If you know you're in the right, develop a can-do attitude so as to bring some positive energy to the situation.

Second, you have to get yourself to think rationally so that it's your head not your heart that dictates what you do. Don't get emotional because that'll only result in you making the situation worse; I've often made that mistake and lived to regret it. If you want to stand up for yourself or for someone else, you need to stay calm. That's how I managed to get a promotion recently after a long fight for justice.

Finally, you need to recognise the difference between things you can do something about, and things you can't.

For example, once someone bumped into my car and drove away, and I couldn't really do anything about it; I had to accept the situation in order to move on. If on the other hand you see someone being unkind to someone else, you can say something to the person to change their behaviour as long as you do it clearly, firmly and unemotionally. They may not respond exactly as you'd like, but you'll have a better chance of influencing them.

With these ideas in mind, you can become much better at dealing with unfairness, and you might even have a positive influence on situations as well as people.

### **B Underline the correct alternative and give a reason.**

- 1 The article is probably for a *student magazine/ serious newspaper*.
- 2 The aim of the article is to *describe/give advice*.
- 3 The topic sentence is at the *beginning/end* of each main paragraph.

### **C Work in pairs and read the guidelines. Are they true (T) or false (F)? Find**

### examples in the article.

In an informal article you should:

- 1 give personal examples.
- 2 use the pronouns / and *you*.
- 3 avoid contracted forms.
- 4 use conversational language.
- 5 use linkers to help structure the article.
- 6 use questions to the reader.
- 7 avoid multi-word verbs. 8 use the passive where possible.

### Speaking



**6. Work in pairs and role-play the situations. Student A: you are a customer. Read the situation and make complaints. Student B: you are the manager. Try to help the customer.**

#### Situation 1

You are in Yumi Yumi, Europe's most expensive noodle bar. You have just found a hair in your noodles.



#### Situation 2

You are in the reception of the five-star La Plaza Mayor Hotel. An hour ago you saw a mouse in your room. You called reception, but nobody came.





### **Situation 3**

You are in a first class seat on a flight from New York to Paris. Your personal TV doesn't work, there's a strange smell in the cabin and you are cold.



**7 A Work in pairs. What do you do in situations 1-7? Write three pieces of advice to give to someone in one of these situations.**

- 1 You're nervous about a job interview/exam.
- 2 You're annoyed with someone in your family.
- 3 It's the weekend and you're bored.
- 4 You're stressed about your work/studies.
- 5 You've got too many things to do.
- 6 You get home from English class and realise you've left your bag behind.
- 7 When you get home, you're hungry but there's nothing to eat.

### **Think critically**



**8 A Work in pairs and brainstorm a list of main ideas for an article about one or two of**

the following topics:

- how to control your temper
- how to make decisions
- how to work as a team or a family
- how to have a good marriage or relationship
- how to do something that you know a lot about
- how to be a good leader or teacher

## Writing



**B Choose the topic you like and discuss ideas. Then write the article (250-300 words).**



## PRESENT PERFECT

**9 Complete the sentences with the present perfect or past simple form of the verbs in brackets.**

1 Is there something you *have always wanted* \_\_\_\_\_ (always want) to do but somehow \_\_\_\_\_ (never manage) to?

2 Not long ago our company \_\_\_\_\_ (have) a client who \_\_\_\_\_ (want) to be a rock star.

3 I \_\_\_\_\_ (work) as a production manager in the film business for many years, till just a few years ago.

4 How much \_\_\_\_\_ (the concert / cost) last year?  
\_\_\_\_\_ (the cost / go) up since then?

5 What other dreams \_\_\_\_\_ (you / make) come true recently?

6 We (just finish) working with a client who wants to fly across the Atlantic Ocean on a supersonic aeroplane.

7 One client wanted to fly in space but that wasn't possible back when she first \_\_\_\_\_ (request) it.

8 Since then it (become) possible for ordinary people to go into space.

## MODULE 2. PROFESSIONAL PRACTICE

### Unit 1. Human Brain

#### Lead-in



**Work in pairs to share what you know about a human brain: facts, functions & anatomy.**

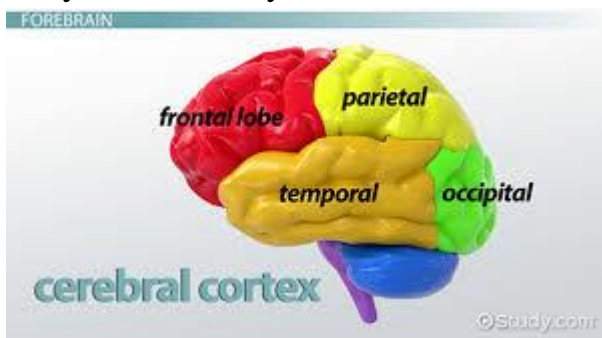
#### Reading



#### 1. Read the text to check your ideas.

##### **Human Brain: Facts, Functions & Anatomy**

The human brain, which can easily be held in one hand, weighs about 1,350 grams. The brain is protected by a thick skull and covered with thin, tough, plastic like membranes. The human brain is the command center for the human nervous system. It receives input from the sensory organs and sends output to the muscles. The human brain has the same basic structure as other mammal brains, but is larger in relation to body size than any other brains.



#### ***Facts about the human brain***

The human brain is the largest brain of all vertebrates relative to body size. The brain makes up about 2 percent of a human's body weight.

It contains about 86 billion nerve cells (neurons) – the “grey matter”.

It contains billions of nerve fibers (axons and dendrites) – the “white matter”.

These neurons are connected by trillions of connections, or synapses.

**Which piece of information surprises you?**

**2. Read the second part of the text and underline all examples of the Passive Voice in it.**



The largest part of the human brain is the cerebrum, which is divided into two hemispheres. Underneath lies the brainstem, and behind that sits the cerebellum. The outermost layer of the cerebrum is the cerebral cortex, which consists of four lobes: the frontal lobe, the parietal lobe, the temporal lobe and the occipital lobe. Like all vertebrate brains, the human brain develops from three sections known as the forebrain, midbrain and hindbrain. Each of these contains fluid filled cavities called ventricles. The forebrain develops into the cerebrum and underlying structures; the midbrain becomes part of the brainstem; and the hindbrain gives rise to regions of the brainstem and the cerebellum.

The cerebral cortex is greatly enlarged in human brains, and is considered the seat of complex thought. Visual processing takes place in the occipital lobe, near the back of the skull. The temporal lobe processes sound and language, and includes the hippocampus and amygdala, which play roles in memory and emotion, respectively. The parietal lobe integrates input from different senses and is important for spatial orientation and navigation.

The brainstem connects to the spinal cord and consists of the medulla oblongata, pons and midbrain. The primary functions of the brainstem include: relaying information between the brain and the body; supplying some of the cranial nerves to the face and head; and performing critical functions in controlling the heart, breathing and consciousness.

Between the cerebrum and brainstem lie the thalamus and hypothalamus. The thalamus relays sensory and motor signals to the cortex and is involved in regulating consciousness, sleep and alertness. The hypothalamus connects the nervous system to the endocrine system – where hormones are produced – via the pituitary gland. The cerebellum lies beneath the cerebrum and has important functions in motor control. It plays a role in coordination and balance, and may also have some cognitive functions.

## Vocabulary Skills



### 3. Find the words in the second part of the text for the following definitions.

- a) An animal having a backbone.
- b) The main bone of the head.
- c) Producing internal secretions that are transported around the body by the bloodstream.
- d) Relating to the size, shape, and position of things, and the relation of objects to each other in space.
- e) Natural substances produced by our body that control important physical processes such as growth and sexual development.
- f) The fact of awareness by the mind of itself and the world.

## Speaking



### THE SHARING EXPERIMENT



#### *The Ultimatum Game*

You have been given £10.

You have to offer some of this money to your partner.

If your partner accepts your offer, you split the money as agreed.

If your partner rejects the offer, neither of you keep anything.

You must decide how much money to offer to your partner.

### ***The Dictator Game***

You have been given £10.

You have to offer some of this money to your partner.

Your partner has no choice and has to accept your offer.

You must decide how much money to offer to your partner.

**4. A Work in pairs and discuss. Read the instructions above for The Sharing Experiment, two games that test people's behaviour. What do you think the games show about people?**

**B Work alone. Imagine you are playing the games.**

Write an amount from £0-£10.

1 The Ultimatum Game:

I would keep £ \_\_\_\_\_ and offer my partner £ \_\_\_\_\_. The lowest I would accept from my partner is £ \_\_\_\_\_ .

2 The Dictator Game:

1 would keep £ \_\_\_\_\_ and offer my partner £ \_\_\_\_\_ .

**C Compare your ideas with other students and discuss the questions.**

1 How different are your results?

2 What did the two games show about your personality?

3 Do you think you would behave differently in a real-life situation than you did in the game?

### **Vocabulary Skills**



**5 A Work in pairs. Match 1-6 with a)-f) to make sentences.**

1 I think it shows that you have a sense of **fairness**, **d**

2 It brings out **aggression** in people. In fact,

3 I enjoyed being in **control**

4 Here there's no **equality** because

5 I imagine some people give more than they have to



- 6** There's no **justice** in this game,  
 a) just as there's none in real life. I felt cheated and hard done by.  
 b) and that's why I kept all the money for myself. I'm surprised at my own **greed**.  
 c) one person has less **power**.  
 d) especially if you split it 50-50 even though you don't have to.  
 e) and that sort of **generosity** always surprises me.  
 f) I think someone might try to hurt the other person.

**B Write the words in bold in Exercise 2A next to their meanings.**

- 1 being kind and willing to give  
 2 threatening behaviour  
 3 a situation where people have the same rights  
 4 the ability to make someone do something (2 words)  
 5 being reasonable in judgement (2 words)  
 6 strong desire for more money, food or other things

**Speaking**



**C Discuss in pairs. Does each sentence in Exercise 2A refer to the Ultimatum Game, the Dictator Game or both?**

**HANDLING AN AWKWARD SITUATION**

**6. A Work in pairs. Look at situations 1-3 and photos A-C. What would be the best way to handle each situation?**

- 1 Your colleague has loud, personal conversations on the phone when you're trying to work.  
 2 A flatmate of yours keeps borrowing money and never pays you back.  
 3 You're the manager of an elegant restaurant and a waitress has come in with purple hair.

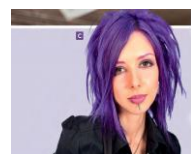
**A**



**B**



**C**



**Tips for talking things through**

*Sometimes we have to raise topics with someone which we find embarrassing or*

*awkward. Following these five tips will help smooth the process and minimise hurt feelings.*

- 1 Say clearly why you want to talk to them at the start.
- 2 Give the message clearly. Be specific.
- 3 Don't tell them what other people say or think.
- 4 Give them space to say what they think and feel.
- 5 Suggest a solution (if they don't).

## Reading



**7. A Read the article about unauthorised use of photos. Which of the following are mentioned as using photographs without permission?**

- a professional photographer
- an electronics shop
- a social networking website
- a telephone company a newspaper
- a city transport company
- a travel agency





**B Five sentences have been removed from the article. Complete the article using sentences a)-f). There is one sentence you do not need to use.**

- a) The value of my work drops every time someone uses it without permission,' he said. 'I can't describe the anger I feel.'
- b) Who in the UK would ever find out that their image appears in a billboard advertisement somewhere in New Zealand?
- c) 'We think that amateur photographers should be happy for their work to gain so much exposure,' said a company representative.
- d) Or furniture. Or electronic appliances. Or cars ...
- e) 'In fact it didn't really bother us,' he added. 'But I can imagine someone else being very upset.'
- f) There are cases where the courts have not looked favourably upon the photographer's claim.

### **SAY 'CHEESE NOW ... SUE LATER**



The McGraw family of Dublin expected their visit to Poland to be full of adventure and surprises. But they never expected to find themselves four metres high, beaming at the world from the wall of an underground station.

'We turned a corner onto the platform, and there we were in living colour,' said Paul McGraw. 'It was a family photo that I'd posted on our family blog last year but in the middle of an advertisement for an electronics appliance chain. No one ever asked us for permission,' added McGraw. 'Someone obviously downloaded it off our blog.'

**1** \_\_\_\_\_

The unauthorised use of photographs downloaded from internet photo albums is not uncommon, and it would be impossible to count how many local advertising agencies have avoided costly photography and copyright fees by simply downloading material they find on the internet.

‘It’s simply too tempting for them,’ said advertising lawyer Lee Szymanski. ‘In most cases, where the advertisement is going to appear in a small geographical area, the chances of getting caught are almost zero. **2** \_\_\_\_\_ And if they do get caught, the legal process is too complicated, expensive, and frankly unclear for it to be worth pursuing.

As rarely as the culprits are caught, there are countless known cases of such ‘borrowing’. In one case, a major mobile phone provider used photographs taken from an internet photo album site in one of its campaigns, and justified it by saying that it was ‘promoting creative freedom’. **3** \_\_\_\_\_ Professional photographers have also been affected, and the law has not been clear in deciding if unauthorised use is legal or not. A California newspaper used a copyrighted photo taken by a professional photographer without seeking his permission, and when he sued them, the jury decided it was a case of ‘fair use’ - leaving the photographer with nothing but legal fees and frustration.

On the other hand, a New York judge awarded a Quebec based photographer over \$60,000 in damages when he sued an online travel agency for their use of four photos he had shot in Ghana. Meanwhile, the photos had been duplicated and used on at least 200 other websites, according to the photographer. **4** \_\_\_\_\_ ‘Professional photographers are in a better position to seek damages because they copyright their work,’ said Szymanski. ‘But for most people who simply upload snapshots to share with friends, there’s very little they can do.’ So the next time you upload a photo of yourself with a big grin, don’t be surprised if you find yourself advertising toothpaste somewhere in the world. **5** \_\_\_\_\_

## Vocabulary Skills



### -ING/-ED ADJECTIVES

#### 8. A Underline the correct alternative.

- 1 In three days we cycled 250 km. It was really *exhausted/exhausting*.
- 2 Everyone is very *worried/worrying* about losing their jobs.
- 3 The instructions were so *confused/confusing* that no one understood them.
- 4 I was *annoyed/annoying* because the class was cancelled again.
- 5 The car was travelling at a *frightened/frightening* speed.

- 6 I felt *embarrassed/embarrassing* about how untidy the house was.  
 7 He was totally *confused/confusing* by the tax form.  
 8 I'm going to have a nice, *relaxed/relaxing* bath.  
 9 I'm not really *satisfied/satisfying* with the way he cut my hair.  
 10 We were so *frightened/frightening* by the film we didn't sleep very well.

**B Find adjectives in Exercise 8 A to match definitions 1-8.**

- 1 feeling fear \_\_\_\_\_  
 2 angry or irritated \_\_\_\_\_  
 3 very tiring \_\_\_\_\_  
 4 content, pleased \_\_\_\_\_  
 5 unclear or difficult to understand \_\_\_\_\_  
 6 feeling uncomfortable and shy \_\_\_\_\_  
 7 unhappy and nervous \_\_\_\_\_  
 8 calming, helping you to rest \_\_\_\_\_



**PRESENT PERFECT + FOR/SINCE**

**9 A Complete the sentences using the verbs in brackets and adding *for/since* as appropriate.**

- 1 I \_\_\_\_\_ (do) karate \_\_\_\_\_ I was a child.  
 2 I \_\_\_\_\_ (have) this phone \_\_\_\_\_ two months.  
 3 I \_\_\_\_\_ (know) Marcia \_\_\_\_\_ I was at school. 4  
 We \_\_\_\_\_ (live) in this town/city \_\_\_\_\_ ten years.  
 5 I \_\_\_\_\_ (want) to buy a new car \_\_\_\_\_ a lo n g time.

**B Underline the correct alternative.**

- 1 She has been/was on TV yesterday.  
 2 Have you ever written/Did you ever write a speech?  
 3 I've never eaten/never ate snails. 4 Last night I have finished/finished the book.  
 5 Have you ever been/Did you ever go to the USA?  
 6 He has finished/finished the project this morning.

**MODULE 2. PROFESSIONAL PRACTICE**

**Unit 2. Psychology in practice.**

## Reading



### THE PEOPLE WATCHERS

**If you wanted to persuade someone to dress up as a tree in public, what would you do? If you wanted to raise money for charity on the streets, who would you ask to help you? What would you do if you wanted to sell cakes and nobody was buying them? What would you do if you needed to think creatively but didn't have any ideas?**



One thing you could do is watch a programme from the BBC series *The People Watchers*. The programme asks the question 'Why do we do what we do?' Through twenty episodes, Professor Richard Wiseman, two psychologists and a neuroscientist do experiments involving members of the public, secretly filming them with a hidden camera. The experiments show why we behave the way we do in everyday situations. If you wanted to know how to get a seat on a crowded train, stop people from jumping queues, get someone to do you a favour, work out if someone is lying, and get a complete stranger to lend you a mobile phone, you could find out by watching.

In one experiment, two of Wiseman's psychologists pretended to be cake-sellers. They stood at a stall on the street and tried to sell cakes for a pound each. No one bought any. So they did what shops do: they held a sale. But it wasn't a real sale. They pretended that one cake cost two pounds, and if you bought a cake, you would get another one free. People started buying! Later they told people that the cakes usually cost two pounds but they were doing a special deal and selling them for just one pound.

Again, people bought the cakes. It seems that everyone loves the idea of a bargain even if they aren't really getting one.

Another experiment looked at 'experts' who aren't. Emma, a psychologist, pretended to be a hairdresser. While 'cutting' three people's hair, she talked like a hairdresser, saying all the right things, and dropped a few bits of fake hair. The three volunteers later said they were very happy with their haircuts. In reality, Emma hadn't cut any hair. Richard Wiseman's conclusion? People would do better if they didn't always listen to 'experts'. Instead, they should trust their own eyes.

In another experiment, Jack, a psychologist, had to persuade ordinary people to dress up as a tree. The trick was to 'start small'. First, Jack asked a man to wear a badge; then he asked him to wear a cap; and finally the tree suit.

This, Wiseman says, is called 'The foot in the door technique': if you want a big favour from someone, first ask for a small favour!

**1 A Read the first paragraph of the article. How would you answer the four questions in that paragraph? Discuss with other students.**

**B Now read the rest of the article to find out what researchers did to answer the questions.**

**2 A Work in pairs and answer the questions.**

1 What question does the programme try to answer?

2 How did Wiseman's team carry out their research?

3 What was the 'trick' to get people to buy cakes?

4 What 'trick' did Emma, the fake hairdresser, use?

5 What is 'the foot in the door technique'?

**B Read the article again. Make notes under these headings.**

1 People involved in the programme

2 Situations

3 Conclusions from the experiments

**C Think of a question about human behaviour that you would like answered. What could researchers in this programme do to answer it?**

**Vocabulary Skills**



### VERB-NOUN COLLOCATIONS

**3 Complete the sentences with a verb from Box A and a noun from Box B.**

**A**

watch jump hold get raise do cut

**B**

sale queue money hair experiments  
programme seat

1 The scientists in our lab \_\_\_\_\_ a lot of to find cures for common illnesses.

2 Did you \_\_\_\_\_ that \_\_\_\_\_ about UFOs on TV last night?

3 If you don't get to the show early, you won't \_\_\_\_\_ a \_\_\_\_\_.

4 The shop manager decided to \_\_\_\_\_ a \_\_\_\_\_ of last year's products.

5 Excuse me, you can't the \_\_\_\_\_ Lots of people are waiting.

6 I asked my sister to \_\_\_\_\_ my \_\_\_\_\_ because I couldn't afford the hairdresser.

7 We're trying to \_\_\_\_\_ for Save the Animals. Our target is €10,000.

### Writing



### AN EMAIL OF ADVICE; LEARN TO QUALIFY WHAT YOU SAY

**4 A Read the problem and choose the best summary.**

a) Kathy doesn't want her friend to apply for a job because it is Kathy's 'dream job'.

b) Kathy's friend is angry because they both want to apply for the same job.

c) Kathy wants the same job as her friend, but she is worried their friendship will end if she gets it.



Last week my colleague and best friend Mariela saw a job advertised in the paper. She told me it's her 'dream job' and she intends to apply for it. Unfortunately, it's also my dream job and I really want to apply. I have more experience than Mariela and would probably have a better chance of getting the job. But if I got it, it would ruin our friendship. Should I apply? And if I do, should I tell Mariela?

*Kathy*

**B Put the paragraphs in the correct order to make an email of advice.**

Paragraph 1: \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

**Dear Kathy**

**A** How would you feel if you didn't apply, she did, she got the job and you spent the rest of your career in the same job bored and unhappy? Or how would you feel if, because of her getting this new job (which you *didn't* apply for), she lost daily contact with you and your friendship broke up anyway? Wouldn't that be much worse than both of you applying and supporting each other?

**B** I know that close friendships can be ruined because one person becomes more successful than another. It happens all the time, and not only in Hollywood or on Wall Street. But this is no reason for you not to chase your dreams. Finally, here are a few questions for you.

**C** If she knows this, then that's the end of your problem. All you have to do is be honest with her and tell her that you want to apply. Then see what she says. If she is really angry, perhaps she isn't such a good friend. If I were you, I would also support *her* application as much as you can. Maybe offer to read through her CV and her application letter. If she gets an interview, give her a 'good luck' card and buy her a new pair of earrings to wear on the day. It's possible that neither of you will get the



job, but tell her you'll be happy if either of you gets it.

**D** OK, so you work together and are best friends, too. This means that Mariela probably knows how you feel about your job and, in all likelihood, also knows your plans for your career. In all probability, she realises that this job is your dream job, too.

**C** Read the problem. Write an email of advice (180-200 words).



In one month, an old friend of mine is getting married.

He told me the date nearly a year ago. Unfortunately, I forgot this date and I have now booked a holiday with my new girlfriend on exactly the same day. I can't change the dates of the holiday because my girlfriend can only have this one week off. Her boss says she can't change the date. I really don't know what to do. Help!

*Stefan*

### Speaking



**5 A Discuss.** How do you think people usually feel the week before their wedding? What kind of things can go wrong when you are preparing for a wedding?

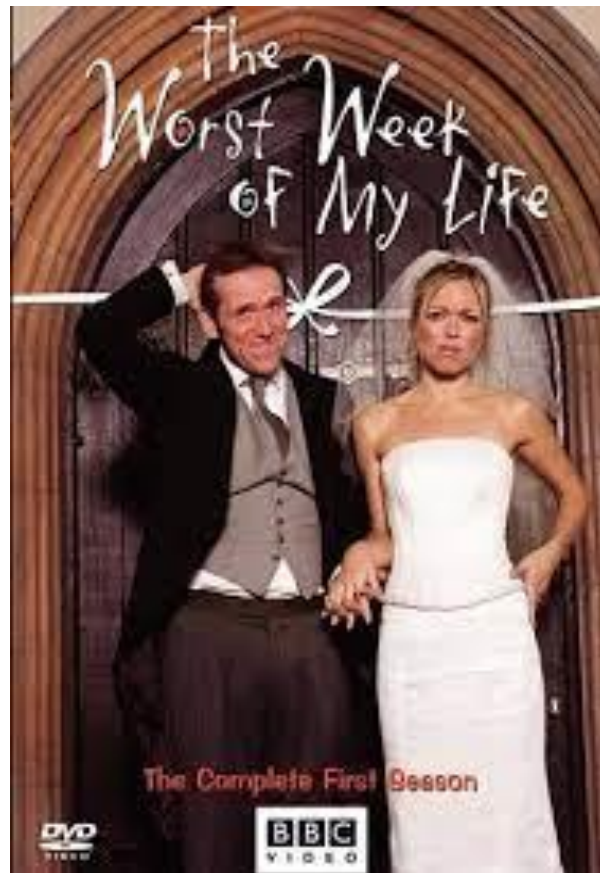
**B** Read about a BBC comedy. Why is this week supposed to be special for Howard? What's the problem?

### My Worst Week

The week before a wedding can be a difficult time, but for publisher Howard Steele, marrying the beautiful Mel, it becomes a complete nightmare. Everything that can possibly go wrong does go wrong, even though Howard tries desperately to do the right thing. During the week, Howard accidentally kills his in-laws' dog, puts Mel's granny in hospital, and loses the wedding ring (which has been in the family for many



generations) twice. It's not a good start, and what should have been a very special week soon turns into the worst week of his life.



## Vocabulary Skills



### 6 What do they say? Complete the phrases using the words in the box.

wedding	happiness	3mm
a hundred and fifty	plumber	secretary
luck		

1 Howard: 'It's been in Mel's family for \_\_\_\_\_ years.

They have this rather charming tradition where they (uh) pass it down from generation to generation.'

2 Eve: 'I always wanted a fairy-tale \_\_\_\_\_ of my own.'

3 Eve: 'I can't do that. It's b a d \_\_\_\_\_.'

4 Howard: 'I picked it up on my way in. They've reduced it by \_\_\_\_\_.'

5 Howard: 'When the vicar asks me to put the ring on my fiancée's finger, it would be very nice if my was not attached.'

6 Boss: 'We'd like to wish you and Mel every \_\_\_\_\_ and hope you have a great day on Saturday.' 7 Eve: 'I'll get a \_\_\_\_\_.'

## Writing



**7 A Read the problem below. Work with other students and think of possible solutions.**



I have a problem. My twenty-six-year-old brother has always loved football, but now it's becoming an obsession. He goes to watch matches every weekend even though the tickets are expensive and he doesn't have much money. At his house, he sometimes watches three or four matches on TV a day! His only friends are football fans, and his last girlfriend broke up with him because of his obsession. I want to help him, but he's older than me and he thinks it's none of my business what he does in his free time. Please can you give me some advice?

**B Write an email of advice to the writer above.**



**PRESENT PERFECT SIMPLE VERSUS CONTINUOUS**

**8 A Read sentences a)-e). Underline examples of the present perfect simple and**

**circle examples of the present perfect continuous.**

- a) Martina's been playing tennis since she was three years old.
- b) Anya's been going to ballet lessons since she was a child.
- c) I've known Max for years.
- d) How long have you been studying French?
- e) He's always enjoyed playing sport.

**B Complete the sentences with the present perfect simple or continuous form of the verbs in brackets and any other information you need.**

- 1 I \_\_\_\_\_(study) German for ... years, but I still find the grammar difficult!
- 2 I \_\_\_\_\_ (learn) Arabic for two years.
- 3 I \_\_\_\_\_ (live) on my own since I . . . .
- 4 I \_\_\_\_\_ always \_\_\_\_\_ (love) art, but I'm not very good at it.
- 5 I \_\_\_\_\_ (have) my own car since I was . . . .
- 6 I \_\_\_\_\_ always \_\_\_\_\_ (want) to . . . . Maybe I'll learn one day.

### **MODULE 3. SECRETS**

#### **Unit 1. Family secrets.**

**Lead-in**



**Why do people keep secrets? if someone tells you something in confidence, are you likely to keep their secret or to tell someone else?**

**Who would you talk to if you wanted to tell someone your innermost thoughts?**

**Who would you definitely not talk to?**

**Reading**



**1 Read the radio programme listing. It says that society has become more 'confessional'. What do you think this means? Do you agree with the statement?**



Everyone has a secret at some point in their lives and most of us will be told a secret and asked to keep it quiet.

As society allegedly becomes more 'confessional', are we far too willing to talk about matters that should be kept hidden? Are we losing the ability to keep secrets? When is it appropriate to divulge a secret and how should it be done? Are there types of secret that should never be revealed?

This BBC radio programme asks members of the public about their secrets, and Jenni Murray takes up the discussion with Eva Rice, whose new novel is called *The Lost Art of Keeping Secrets*.

### Speaking



**2 Work in groups and discuss the questions.**

- 1 When would it be important to keep a secret?
- 2 When might you have to reveal someone's secret? Explain why.
- 3 When is it important for people to speak openly rather than keep secrets?
- 4 When is it better for the public not to know a secret?

### Vocabulary Skills



## IDIOMS: SECRETS

### 3 A Complete the sentences below with the words in the box.

cat   stay   game   beans   let themselves doors
--

1 We were raised in an atmosphere where families **kept themselves to** \_\_ and you told nobody your business. 2 We became more knowledgeable about the kind of dangerous secrets that might be held **behind closed** \_\_\_\_\_, and the damage they could do. 3 He almost \_\_\_\_\_ **it slip** where he was. 4 So when should you **spill the** \_\_\_\_\_ and be honest? 5 When is it better **to keep/** \_\_\_\_\_ **schtum**? 6 It's a secret, so try not **to let the** \_\_\_\_\_ **out of the bag**. 7 We pretended we didn't know it was her birthday, but Sam **gave the** \_\_\_\_\_ away.

### B Match the expressions in bold above with meanings a)-e). Some expressions have the same meaning.

- a) deliberately disclose a secret (1 expression)
- b) when something happens in private and the public are not allowed to know about it (1 expression)
- c) tell something (possibly by mistake) that someone else wanted you to keep a secret (3 expressions)
- d) remain silent, or say nothing (1 expression)
- e) live a quiet private life, not doing things involving other people (1 expression)

### 4 A Underline the correct alternatives.

**1 A:** What do you think of David, the new website designer?

**B:** He seems really nice and *keeps/stays* himself to himself.

**2 A:** Do you know what they decided during the meeting?

**B:** No. That kind of information is kept firmly behind closed *gates/doors*.

**3 A:** I don't know if I should say.

**B:** Go on. *Spill/Drop* the beans!

**4 A:** Do you think we should tell?

**B:** No. I think it's best if we stay *schtum/shut*.

**5 A:** Why is your sister so angry?

**B:** I let *slip/lip* that she wasn't at Jo's house yesterday.

## Writing



**B Work in pairs. Write a short conversation using two phrases from Exercise 4**  
**A. Perform your conversation for other students.**

**5 Complete the conversations.**

1 A: Come on! Tell us what happened when you arrived.

B: Yes, go on. Spill the \_\_\_\_\_.

2 A: Oh dear. That was close. I nearly gave the game \_\_\_\_\_.

B: Really? What did you say?

3 A: I think I might have let it \_\_\_\_\_ that we're planning a party.

B: Davide! That's supposed to be a secret.

4 A: Can I tell you something about the management committee?

B: Sure. I promise I'll \_\_\_\_\_ schtum if anyone asks me.

5 A: They are so secretive.

B: I know. I'd love to know what goes on behind closed \_\_\_\_\_.

6 A: I can't believe I told him you were planning to leave. I'm sorry.

B: Yes, you really let the \_\_\_\_\_ out of the bag.

**Think critically**



**What is the meaning of family secret?**

**5 Rearrange the words to make a definition of Internal family secrets.**





**two people / involve/ one or many other family members/at least/keeping a secret from/ Internal family secrets**

### Speaking



**6 Read an extract from a website. What kind of information is available on the website?**

### City Secrets Guide

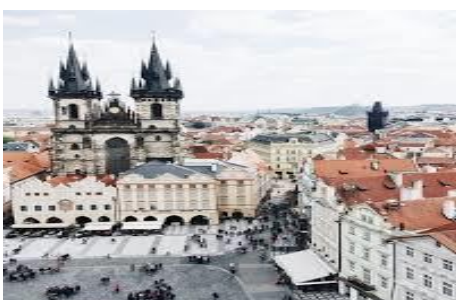


All cities have interesting and unusual attractions that are still well-kept secrets. Tourists won't find them and many of the locals won't know about them either. Whether it's a hidden park that makes a good place to eat lunch, or a little-known musical event, the City Secrets Guide gives you everything you need to know to discover the hidden gems of the city you're visiting, with insider information from people in the know.

**7 A Think about somewhere in your city (or a city you know well) that is secret or abandoned. It could be a park, a restaurant, somewhere you like to visit.**

**You are going to describe why the place is special.**

**Do you know anything about its history?**



**B Work in groups. Take turns to describe your secret places and ask follow-up questions.**

## Reading



**8 A Read the secrets guide. Which of these places would you choose to visit, and why?**

### Edinburgh's best-kept secrets



Edinburgh is Scotland's city of secrets.

Here is our guide for discovering the magic and mystery of this beautiful place.

Did you know Edinburgh has a river? The green, leafy footpaths and cycle ways along the Water of Leith offer a peaceful escape from the buzz of the city.

Edinburgh is a city of villages and Grassmarket is a wonderful neighbourhood to explore. Historically, this is where poets like Robert Burns and Wordsworth would meet in public houses. Now, with its pedestrian streets lined with fashionable boutiques, bars and restaurants it's a great place to breathe in the city's history.

Take a trip to Cramond Island. At low tide on a sunny day, you can walk out to this small island, about a mile out to sea. The island is abandoned but hidden amongst the woods you can still find a ruined farmhouse and some old buildings from World War II. Be careful to get back before the tide rises though!

Secluded off bustling South Bridge is Dovecote Studios. The building used to be a Victorian swimming pool, but is now home to a tapestry studio. You can watch the talented weavers at work, peruse art in the gallery, or just enjoy an excellent cup of coffee.



Feeling a little peckish? Why not pop in to I.J. Mellis Cheesemonger's in Stockbridge Market? You'll feel like you're walking back through time as you enter, but this is a great place to pick up some local farmhouse cheeses and freshly baked bread. It's one of my favourite morning stops.

## Writing



**B Write your own secrets guide (250 words) for a city you know well/the area where you live. Try to include five secrets about the place. You can use your own ideas and information gained from listening to other students.**



## THE PASSIVE

**9 A Work in pairs. Which phrases in italics would be better in the passive? Change them as appropriate.**

One piece of conventional wisdom that **1 people have passed on** throughout the generations is that Friday 13th is unlucky. **2 No one knows** where this superstition came from, though **3 some people have attributed it** to the fact that on Friday 13th October 1306, King Philip of France arrested the Knights Templar and **4 began torturing them**. **5 People know the fear of the number thirteen** as triskaidekaphobia, and **6 people consider thirteen** unlucky in many cultures. **7 We can see this** superstition in different contexts: in the United States, many skyscrapers don't have a thirteenth floor and several airports don't have a thirteenth gate. Hospitals and hotels regularly have no room number thirteen. In Italy, **8 the organisers omit the number thirteen** from the national lottery, while on streets in Florence **9 people give the house between number 12 and 14 the number 12 1/2**. Other countries have different 'unlucky numbers'. In Japan, **10 people often omit the unlucky number four** from hotels, hospitals and apartment blocks.

**A Complete the second sentence so it has a similar meaning to the first. Use the**

**passive or causative and the word in brackets.**

1 Police are investigating the case. (being)

The \_\_\_\_\_.

2 The university lets you borrow a car for official business. (allowed)

You \_\_\_\_\_.

3 They are delivering Mike's washing machine today. (having)

Mike \_\_\_\_\_.

4 Some people say the tradition began in the nineteenth century. (claimed)

It \_\_\_\_\_.

5 There's a possibility someone recognised Wilhelm. (might)

Wilhelm \_\_\_\_\_.

6 She instructed the players to stretch before the game. (had)

She \_\_\_\_\_.

7 Someone is checking in our luggage right now. (being)

Our \_\_\_\_\_.

8 The researchers have only tested the product on volunteers. (been)

The \_\_\_\_\_.

**MODULE 3. SECRETS**

**Unit 2. Truth or myth**

**Reading**



**1 A Read the introduction to the article below. Can you think of any commonly held beliefs that are actually myths?**

**Is it true?**

Does sugar make kids hyperactive and does cold weather really give you a cold? Conventional wisdom says 'yes', but what does science say? Are these commonly held perceptions of the world we live in really true or are they fallacies?

We've spoken to experts to verify the rumours and uncover the truth.

## 1 Sugar makes kids hyperactive



Not one study has conclusively shown that children with a sugar-laden diet behave differently from those with a sugar-free diet. Most of the studies come from the USA with titles such as *Hyperactivity: is candy causal?* but time after time, no link has been found. Despite the evidence, parents simply can't believe this is a myth. In an experiment where they were told their children had been given a sugar-loaded drink, parents rated the children as 'significantly more hyperactive' than parents whose children had received a sugar-free drink. In reality, the children had been given the same sugar-free drink. The difference in behaviour was all in the parents' minds.

## 2 Get cold and you get ill



One professor uncovered the truth by studying volunteers who were asked to dunk their feet in cold water. He discovered that being chilled does make a cold more likely. But it's not quite as simple as that. The crucial requirement is that your body is harbouring a cold virus in the first place. No virus, no cold.

## 3 Turning your PC off without shutting it down damages it

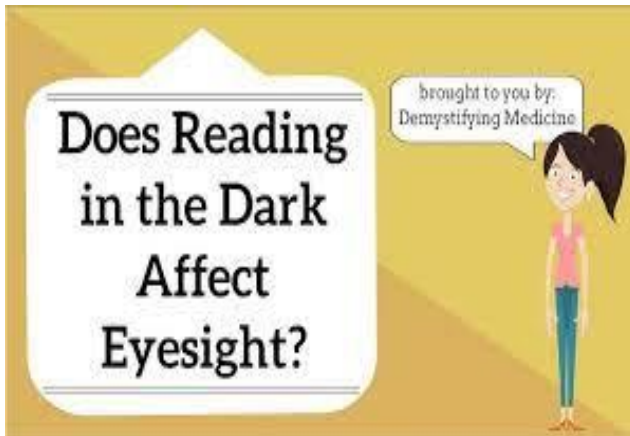
According to tests in the USA, as long as your PC isn't in the middle of an epic video editing project or full of unsaved documents, bypassing the full shutdown rigmarole shouldn't cause any major harm. After you've hit the power button, Word and Excel easily recover your previous spreadsheets and musings.



Can Something Go Wrong if you Do  
Not Shut Down your PC?

#### 4 Reading in the dark ruins your eyesight

Reading in the dark can make your eyes tired, but won't damage them as it causes no permanent changes to your eyes' structure. You might get eye strain, but this goes away when you turn up the lights.



#### A Answer the questions.

- 1 What is the myth?
- 2 Which myths were disproved by experiments?
- 3 What is the truth about the myth?

#### Vocabulary Skills



#### 2 A Find the expressions below and answer the questions.

conventional wisdom	a commonly held perception	a fallacy	verify
uncover the truth	intuitively true	debunk a myth	disprove a myth

- 1 Which expression means 'many people think it's true but it isn't'?
- 2 Which three expressions mean 'people think it's true but there's no scientific evidence'?
- 3 Which verb means 'reveal'?
- 4 Which two verbs mean 'prove something isn't true'?
- 5 Which verb means 'prove something is true'?

**B Add the missing word in each sentence.**

- 1 It is a held perception that no one can survive a plane crash.
- 2 Wisdom says you shouldn't swim soon after eating.
- 3 Scientists in Panama recently disproved myth that sloths are lazy.
- 4 The myth that you lose most of your body heat through your head has been.
- 5 It seems intuitively that long-distance running is bad for your knees, but recent research suggests otherwise.

**C Do you think the sentences in Exercise 2B are myths or the truth? Tell a partner.**

**D Complete the second sentence so that it has a similar meaning to the first. Use three words, including the word given.**

1 Can you prove that this is true?

VERIFY

Are you able \_\_\_\_\_?

2 In the 1950s, people believed that smoking did no harm.

CONVENTIONAL

In the 1950s, \_\_\_\_\_ was that smoking was harmless.

3 We need to expose that myth.

DEBUNKING

That \_\_\_\_\_ .

4 No one believes that myth anymore.

DISPROVED

That myth \_\_\_\_\_ .

5 The journalist decided to reveal the facts.

UNCOVER

The journalist decided to \_\_\_\_\_ .

6 Many people think bats are blind.

HELD

The idea that bats are blind is a \_\_\_\_\_ .

## Speaking



### 3 A Read the secrets guide.

**Which of these places would you choose to visit, and why?**

Edinburgh's best-kept secrets Edinburgh is Scotland's city of secrets.

Here is our guide for discovering the magic and mystery of this beautiful place.



**1** Did you know Edinburgh has a river? The green, leafy footpaths and cycle ways along the Water of Leith offer a peaceful escape from the buzz of the city.

**2** Edinburgh is a city of villages and Grassmarket is a wonderful neighbourhood to explore. Historically, this is where poets like Robert Burns and Wordsworth would meet in public houses. Now, with its pedestrian streets lined with fashionable boutiques, bars and restaurants it's a great place to breathe in the city's history.



**3** Take a trip to Cramond Island. At low tide on a sunny day, you can walk out to this small island, about a mile out to sea. The island is abandoned but hidden amongst the woods you can still find a ruined farmhouse and some old buildings from World War II. Be careful to get back before the tide rises though!





**4** Secluded off bustling South Bridge is Dovecote Studios. The building used to be a Victorian swimming pool, but is now home to a tapestry studio. You can watch the talented weavers at work, peruse art in the gallery, or just enjoy an excellent cup of coffee.



**5** Feeling a little peckish?

Why not pop in to I.J. Mellis Cheesemonger's in Stockbridge Market? You'll feel like you're walking back through time as you enter, but this is a great place to pick up some local farmhouse cheeses and freshly baked bread. It's one of my favourite morning stops.



## Writing





**B Write your own secrets guide (250 words) for a city you know well/the area where you live. Try to include five secrets about the place. You can use your own ideas and information gained from listening to other students.**



**4 A Complete the text with the correct active or passive form of the verbs in brackets.**

### **The story of maybe**

It **1** \_\_\_\_\_ (believe) that this story comes from an ancient civilisation in the Americas. A farmer had a champion horse. One day, the horse **2** \_\_\_\_\_ (disappear). Everyone thought the horse **3** \_\_\_\_\_ (steal) and all the farmer's neighbours visited him. 'What terrible news,' they said.

'Maybe,' said the farmer.

A few days later, the horse **4** \_\_\_\_\_ (come) back with two magnificent wild horses. The neighbours visited again to offer their congratulations.

The next day, the wild horses **5** \_\_\_\_\_ (be) tamed by the farmer's son, when he **6** \_\_\_\_\_ (throw) off one of them and broke his leg. Again the farmer's neighbours visited. 'We are so sorry. This is awful news.'

'Maybe,' said the farmer.

The next day, an army captain came to recruit men for a war, but because the farmer's son had broken his leg, he **7** \_\_\_\_\_ (not recruit). He stayed at home and **8** \_\_\_\_\_ (help) to tame the wild horses, which became champions. The farmer's neighbours said, 'What wonderful news that your horses **9** \_\_\_\_\_ (recognise) as the best in the country!' 'Maybe,' said the farmer.

And the next day the now famous horses were gone.

**B What do you think the moral of the story is? Compare your ideas.**



## **MODULE 4. Social Psychology Experiments**

### **Unit 1. Ten of the most influential social psychology experiments.**

#### **Lead-in**



**Work in groups. Discuss the questions below.**

What does social psychology deal with?

Describe an/some experiment(s) conducted by social psychologists.

If you had such opportunity, would you take part in any psychological experiments?

Why/ why not?

#### **Reading**



1. Look through the description of ten social psychology experiments. Which experiment is the most interesting for you? Why?

### Ten of the most influential social psychology experiments

#### 1. The Halo Effect: When Your Own Mind is a Mystery



The “halo effect” is a classic social psychology experiment. It is the idea that global evaluations about a person (e.g. she is likeable) bleed over into judgements about their specific traits (e.g. she is intelligent). Hollywood stars demonstrate the halo effect perfectly. Because they are often attractive and likeable we naturally assume they are also intelligent, friendly, display good judgement and so on.

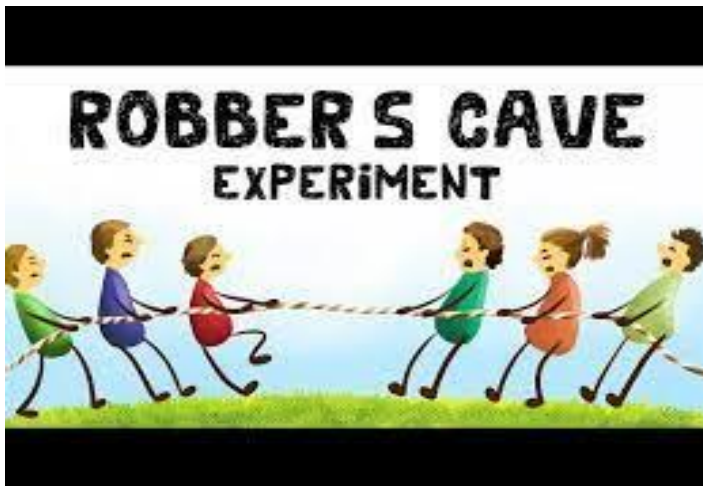
#### 2. How and Why We Lie to Ourselves: Cognitive Dissonance



The ground-breaking social psychological experiment of Festinger and Carlsmith (1959) provides a central insight into the stories we tell ourselves about why we think and behave the way we do. The experiment is filled with ingenious deception so the best way to understand it is to imagine you are taking part. So sit back, relax and travel back. The time is 1959 and you are an undergraduate student at Stanford University...

3.

## War, Peace and the Role of Power in Sherif's Robbers Cave



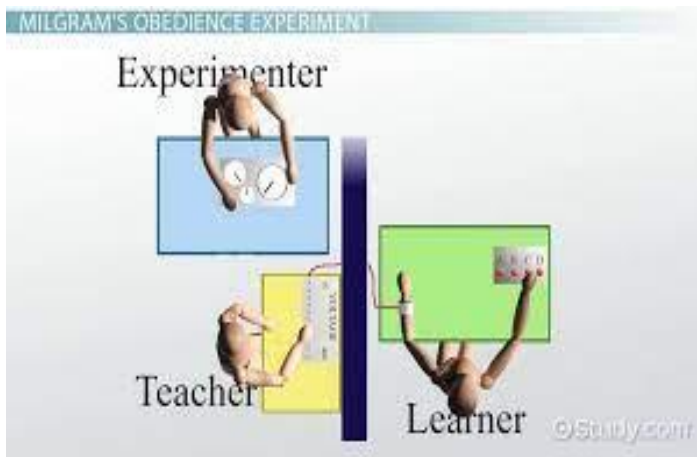
Robbers Cave experiment, a classic social psychology experiment, has at least one hidden story. The well-known story emerged in the decades following the experiment as textbook writers adopted a particular retelling. With repetition people soon accepted this story as reality, forgetting it is just one version of events, one interpretation of a complex series of studies.

### **4. Our Dark Hearts: The Stanford Prison Experiment**



The famous “Stanford Prison Experiment” argues a strong case for the power of the situation in determining human behaviour. Not only that but this experiment has also inspired a novel, two films, countless TV programs, re-enactments and even a band.

### **5. Just Following Orders? Stanley Milgram's Obedience Experiment**



What social psychology experiment could be so powerful that simply taking part might change your view of yourself and human nature? What experimental procedure could provoke some people to profuse sweating and trembling, leaving 10% extremely upset, while others broke into unexplained hysterical laughter?

**6. Why We All Stink as Intuitive Psychologists: The False Consensus Bias**



Many people quite naturally believe they are good ‘intuitive psychologists’, thinking it is relatively easy to predict other people’s attitudes and behaviours. We each have information built up from countless previous experiences involving both ourselves and others so surely we should have solid insights?

**7. Why Groups and Prejudices Form So Easily: Social Identity Theory**





People’s behaviour in groups is fascinating and frequently disturbing. As soon as humans are bunched together in groups we start to do odd things: copy other members of our group, favour members of own group over others, look for a leader to worship and fight other groups.

### **8. How to Avoid a Bad Bargain: Don’t Threaten**



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Bargaining is one of those activities we often engage in without quite realising it. It doesn’t just happen in the boardroom, or when we ask our boss for a raise or down at the market, it happens every time we want to reach an agreement with someone. This agreement could be as simple as choosing a restaurant with a friend, or deciding which TV channel to watch. At the other end of the scale, bargaining can affect the fate of nations.

### **9. Why We Don’t Help Others: Bystander Apathy**



In social psychology the “bystander effect” is the surprising finding that the mere presence of other people inhibits our own helping behaviours in an emergency. John Darley and Bibb Latane were inspired to investigate emergency helping behaviours after the murder of Kitty Genovese in 1964.

### **10. I Can't Believe My Eyes: Conforming to the Norm**



**Conforming to  
Situational Norms**

EDITABLE STROKE

alamy

We all know that humans are natural born conformers – we copy each other’s dress sense, ways of talking and attitudes, often without a second thought. But exactly how far does this conformity go? Do you think it is possible you would deny unambiguous information from your own senses just to conform with other people?

### **Vocabulary Skills**





## **2 A What activities are the people talking about?**

**1** All my friends put pressure on me to do it. Looking down, I felt scared out of my wits - who wouldn't be? Then I jumped, and I don't remember much, but I was relieved when it was all over.

**2** The very thought of eating them made my stomach turn. I thought I'd throw up and I knew that would be awkward, with everyone in the restaurant watching! So I simply ate them as fast as I could. When I finished, everyone clapped. They were really impressed.

**3** The really interesting thing was how quickly we learnt the Steps; I was fascinated by the way the teacher taught us. At the end of the lesson the teacher gave us a prize for best beginners - we were over the moon.

**4** I was shaking like a leaf as I stood up. Everyone was staring at me and I just ran out of the room. I'd wanted so much to do it, and it was over before it began; I've never felt so frustrated in my life. All my colleagues were watching and I wished the earth would swallow me up.

## **B Work in pairs and circle ten adjectives or verb phrases in the comments which describe feelings. How many have a positive meaning?**

### **3 Check what you know. Work in pairs and cross out the incorrect alternative in each sentence. Explain the reason for your choices.**

**1 A:** I felt really *frustrating/frustrated* because I tried so hard but I still failed the driving test.

**B:** And it's your fifth time! How *embarrassing/embarrassed!*

**2 A:** I was *very/really/totally* interested in the book. **B:** Yes, it was *very/really/totally* fascinating.

**3 A:** I was *very/really/absolutely* relieved at the end. **B:** Yes, and we won! I was *very/really/absolutely* over the moon.



#### 4 Underline the correct alternatives.

### THE WORST INTERVIEW I EVER HAD - BY ACTOR RUDY SEARS



It was with a young journalist and he started out by asking me normal questions. He asked how long it **1** *took/had taken* me to become successful as an actor and I told him that I **2** *didn't remember/hadn't remembered* a particular point where I could say I was successful. He asked who **3** *did have/had had* the greatest influence on my acting style and) said that my mother **4** *has/had* - she was an amateur actress. Then he started on the personal questions: he asked if my marriage **5** was *breaking down/broke down* and if it was true that my wife **6** *wanted/wants* a divorce. I said **7** *won't/wouldn't* discuss that and that I **8** *must/had to go*. In the end he wrote a very negative article about me, but it actually helped my career.

## MODULE 4. Social Psychology Experiments

### Unit 2. Asch conformity experiment.

#### Reading

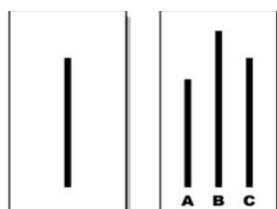


**1 Read the text about Asch's experiment. Open the brackets, using the verbs in the correct tenses of the Active or Passive Voice.**

**How can you assess the importance of the Asch's experiment?**

### **Conforming to the norm**

This study **1) (show)** that many of us will deny our own senses just to conform to others. Have a look at the figure below. Compare the line on the left with the three lines on the right: A, B & C. Which of these three lines is the same length as the lonesome line on the left?



It's obviously C. And yet in a classic psychology experiment conducted in the 1950s, 76% of people **2) (deny)** their own senses at least once, choosing either A or B. What kind of strong-arm psychological pressure tactics made them do this? The fascinating thing about this experiment was that its creator, renowned psychologist Solomon Asch, set out to prove the exact opposite. A previous experiment by Muzafer Sherif had found that when people **3) (face)** with making a judgement on an ambiguous test, they used other people's judgements as a reference point. This makes perfect sense. If I **4) (be)** not sure about something, I'll check with someone else. But this is only when I'm not sure. The situation is quite different when I have unambiguous information, such as when I can clearly **5) (see)** the answer myself. Other people's judgement should then have no effect – or at least that's what Asch thought.

### ***The experiment***



To test his theory he **6) (bring)** male undergraduates, one at a time, into a room with eight other people who were passed off as fellow participants (Asch, 1951). They **7) (show)** three lines with another for comparison, similar to the figure above. Participants **8) (ask)** to call out which line – A, B or C – was the same length as the

reference line. This procedure **9) (repeat)** 12 times with participants viewing variations of the above figure. What the participants didn't realise was that all the other people sat around the table were in the game. They were all confederates who **10) (tell)** by the experimenter to give the wrong answer. On half of the trials they called out the line that was too short, and on the other half the line that was too long. The real experimental participant, who knew nothing of this, was actually the sixth to call out their answer after five other confederates of the experimenter **11) (give)** the wrong answer.

## Vocabulary Skills



**2 A Work in pairs and complete the phrases using words from the box.**

**perspective mind eye-opening narrow-minded convincing preconceptions  
stereotypes second**

- 1 People tend to have various \_\_\_\_\_ about what a drug addict is.
- 2 The aim is to challenge the \_\_\_\_\_ that exist about immigrants.
- 3 I was feeling nervous and beginning to have thoughts about the whole idea.
- 4 It's important to keep an open \_\_\_\_\_ before making a judgement.
- 5 His attitude is very \_\_\_\_\_ and intolerant of alternative opinions.
- 6 The experience of talking so directly was \_\_\_\_\_. I had never done anything like it before.
- 7 I saw the situation from a whole new \_\_\_\_\_ after our conversation.
- 8 I don't think he really knew his facts, so his argument wasn't very \_\_\_\_\_.

### **B Respond to situations 1-5 using the prompts and phrases from Exercise 2A.**

1 You are supposed to get married next month, but you're feeling nervous about the decision.

*I'm having second thoughts about getting married.*

2 You spend a week living in a small community with a very different lifestyle to your own. It gives you a new outlook on life.

*It was an ... experience. It has ...*

3 You meet your new father-in-law and he is a policeman. You had ideas about the kind of person he is, which you discover are wrong. / *had some ...*

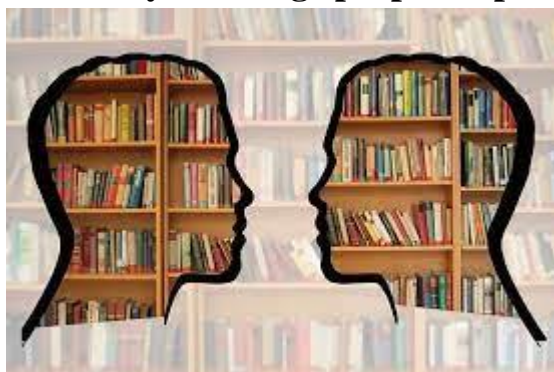
4 Politicians are arguing that nuclear power is safe. You are not sure how true that is. *I don't find ...*

5 You used to think it would be great not to work, but then you lost your job. *Losing my job ...*

## Speaking



### 3 A Can you change people's opinions by talking to them?



The idea of the *'living library'* originated in Scandinavia. 'Readers' come to the library to borrow real people in the same way that they would normally borrow books. They can then take them away to a corner for a fifteen-minute chat, in the course of which they can ask any questions they like and hear real live answers. The idea is that by doing this, the 'reader' will start to uncover some of the preconceptions that they may have, and the 'book' is able to try and dispel a few of the typical stigmas, stereotypes and prejudices they encounter in their everyday lives.

**B 1 A Have you heard of a living library? If not, what do you think a living library is?**

**Read about living libraries. Were your ideas right? Do you think they are a good idea?**

**C When was the last time you felt these emotions?**

**Give some examples.**

**Did you know that there are actually only six basic emotions which all humans experience and which we recognise by our facial expressions.**

**The six emotions are:**



**1 JOY** - that wonderful feeling of happiness when something brings a smile to your face. We all love and recognise this one. It's a motivator too. We keep doing things that make us feel happy.



**2 ANGER**- when something goes wrong and you lose your temper. This emotion allows you to deal with difficult situations, and not just run away.



**3 SADNESS** - often experienced when we lose someone or something important to us. If we see someone who's feeling sad, we may start to feel sad too.





**4 FAIR**- this is probably the most basic emotion. We can experience this from a very early age, and it helps us to escape from danger.



**5 SURPRISE** -when something unexpected happens, you raise your eyebrows and actually open your eyes wider to help you see what it is.



**6 DISGUST** - this is an important emotion which helped our ancestors to survive. If you eat something disgusting or poisonous, your face warns others what has happened.

### Vocabulary Skills



**4 A Work in pairs and discuss the questions.**

- 1 What makes you angry or **annoyed**?
- 2 What sorts of things do you find **relaxing**?
- 3 Is there anything you are **frightened of**?
- 4 What kinds of things make you **worried**?



- 5 Have you ever been really **embarrassed**?
- 6 What makes you feel **exhausted**?
- 7 What sorts of things do you find **confusing**?
- 8 Do you find your job/life **satisfying**?

**B Look at the quiz again and answer the questions.**

- 1 Which ending is used to talk about feelings: *-ed* or *-ing*?
- 2 Which ending is used to talk about the cause of feelings: *-ed* or *-ing*?

**C Complete the sentences with the correct form of the adjectives in Exercise 4A. Remember to use -ed or -ing endings.**

- 1 It's very *worrying* watching the news at the moment. I think there's going to be another war.
- 2 I'm going to bed. I'm \_\_\_\_\_ because I've been working late every night this week.
- 3 My face went bright red when I realized what I'd said. It was really \_\_\_\_\_.
- 4 I love it when I see people enjoying the food I've cooked. I find it very \_\_\_\_\_.
- 5 I don't understand the grammar. I'm completely \_\_\_\_\_.
- 6 I go to yoga every week, because it makes me feel so \_\_\_\_\_.



**5 A Complete the sentences with the correct form of the verbs in brackets. Mark each sentence zero (0) or first (1st) conditional.**

- 1 a) If I go running every day, it \_\_\_\_\_ (make) me feel good.  
b) I'm feeling down. If I go for a run, I \_\_\_\_\_ (feel) better.
- 2 a) When I finish reading this book, I \_\_\_\_\_ (give) it to you to read.  
b) When I \_\_\_\_\_ (finish) reading a book, I usually feel disappointed.
- 3 a) I'm meeting my boss later. If I tell him about my new job, he \_\_\_\_\_ (get) angry.  
b) If I \_\_\_\_\_ (get) angry, I take a deep breath and count to ten.
- 4 a) If I'm tired, I \_\_\_\_\_ (like) to eat in front of the television and go to bed early.  
b) I'm planning to drive through the night. If I get tired, I \_\_\_\_\_ (stop) and sleep.

**B Complete the sentences so that they are true for you.**

**Compare your ideas with a partner. Can you find any similarities?**

When I get older...

When my English gets better, I ...

if I'm happy, I usually ...

When I get home this evening ...

If I'm stressed, I usually ..

**6 Complete the sentences with the correct form of the verb in brackets. 1 If**

I \_\_\_\_\_ (not have to) work tonight, I \_\_\_\_\_ (take) you out. **2** She \_\_\_\_\_ (be) very upset if I \_\_\_\_\_ (lose) her scarf. **3** If you \_\_\_\_\_ (be able to) do any job in the world, what \_\_\_\_\_ you \_\_\_\_\_ (choose)? **4** They \_\_\_\_\_ (be) ideal partners if they \_\_\_\_\_ (not argue) so much. **5** You \_\_\_\_\_ (not say) that if you \_\_\_\_\_ (know) more about it. **6** If I \_\_\_\_\_ (live) on a desert island, I \_\_\_\_\_ (be) perfectly happy.



**7 Work in pairs. Play the consequences game. Student A: read and complete the first phrase. Student B: add another sentence, starting with the last consequence.**

*A: If I lived in Italy, I would eat more pasta.*

*B: If I ate more pasta, I would get fat.*

**1** If I lived until I was 200 years old, ...

**2** If I met a good-looking man/ woman this evening,...

**3** If I lived in a bigger house, ...

**4** If I had more time , ...

**5** If I had to get a new job, ...

**6** If I was a famous film star,...

## Grammar Reference

# 文 法



## The verb *to research* in all Tense-forms (The Active Voice)

Tense	Simple	Continuous	Perfect	Perfect Continuous
<b>Present</b>	I (don't)research He researches She doesn't research  Does he research?	I am(not) He is(not) They are(not)  researching Is she researching?	I have(not) She has(not) We have(not)  researched Have you researched?	I have(not) been He has(not) been They have(not)been  researching Have you been researching?
<b>Past</b>	I, he, they researched She/we didn't research Did you/she research?	I was(not) He was(not) They were(not)  researching Was she researching?	I had(not) She had(not) We had(not)  researched Had you researched?	I had(not) been He had(not) been They had(not)been  researching Had you been researching?
<b>Future</b>	I, he, we will(not) research Will they/ she research?	I, he, we will(not) be researching Will they/she be researching?	I, he, we will(not) have researched Will they/she have researched?	*I will(not) have been He will(not) have been They will(not) have been researching Will you have been researching?

# 文 法



## The verb *to deliver* in all Tense-forms (The Passive Voice)

Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	I am(not) He is(not) They are(not) delivered Is she delivered?	I am(not) He is(not) They are(not) being delivered Is she being delivered?	I have(not) She has(not) We have(not)been delivered Have you been delivered?	_____
Past	I was(not) He was(not) They were(not) delivered Was she delivered?	I was(not) He was(not) They were(not) being delivered Was it being delivered?	I had(not) She had(not) We had(not) been delivered Had you been delivered?	_____
Future	I, he, we will(won't) be delivered Will it be delivered?	_____	I, he, we will(not) have been delivered Will they, she have been delivered?	_____

**Form We form the Passive Voice by using the appropriate tense of *to be* + past participle (V3/-ed)**



## Conditionals

*If* introduces a condition – something may or may not happen depending on the circumstances. Conditional sentences have a number of uses.

**1. Stating a general rule 0 (Zero) Conditional** can be used to say what generally happens when something else happens. Both verbs in this type of sentence are in the present simple tense: **If you have a Degree in Psychology, you can work** in this sphere.

**2. Speculating about the future I Conditional** is used to speculate about the future consequences of a specific event. **If I do** the research, **I'll prove** the hypothesis.

The use of the Present tense in the first part of the sentence indicates that the situation is possible.

**Note:** WILL is not normally used in if/when clause **NOT** If I will do the research...

**3. Imagining II Conditional** If + Past Simple is used to refer to less probable situations. *Would / should / could / might* precede the verb in the subordinate clause.

For example: What **would** happen if you **studied** psychology at Harvard University? It is possible to use *if I were* or *if I was* in both formal and informal styles: If I **was** rich, I **would buy** a new house.

**4. Speculating about the past III Conditional** When talking about things which did not happen in the past (and the consequences if they had happened) we use *if* + past perfect together with *would / could / might* + *have* past participle: **If we had anticipated** the crash, we **wouldn't have lost** so much money.

The presentation **might** have been better **if** she **had felt** more confident.

**5. Mixed Conditionals** The sequence of tenses depends on the meaning that has to be conveyed.

If Robert **wasn't** so lazy he **could have been promoted**, (he is permanently lazy which explains why he failed to get promotion) If you **had set off** earlier you **would be** there by now (this is true at the moment of speaking; the second part of the sentence does not refer to the past so *would have been* is incorrect).



## Do versus Make

### DO is used as follows:

1. DO is used when talking about **work, jobs or tasks**. Note, they do not produce any physical object.

- Have you **done** your homework?
- I have guests visiting tonight so I should start **doing** the housework now.
- I wouldn't like to **do** that job.

2. DO is used when we refer to **activities in general without being specific**. In these cases, we normally use words like thing, something, nothing, anything, everything etc.

- Hurry up! I've got things to **do**!
- Don't just stand there – **do** something!
- Is there anything I can **do** to help you?

3. We sometimes use DO to **replace a verb when the meaning is clear** or obvious.

This is more common in informal spoken English:

- Do I need to **do** my hair? (do = brush or comb)
- Have you **done** the dishes yet? (done = washed)
- I'll **do** the kitchen if you **do** the lawns (do = clean, do = mow) **Make is for producing, constructing, creating or building** something new.

It is also used to indicate the **origin of a product or the materials that are used** to make something.

- His wedding ring is **made** of gold.
- Wine is **made** from grapes.
- The watches were **made** in Switzerland We also use Make for **producing an action or reaction**:

- Onions **make** your eyes water.
- You **make** me happy.
- It's not my fault. My brother **made** me do it!

We use make before certain nouns about **plans and decisions**:

- He has **made** arrangements to finish work early.
- They're **making** plans for the weekend.
- You need to **make** a decision right now.

We use Make with nouns about **speaking and certain sounds**:

- She **made** a nice comment about my dress.
- The baby is asleep so don't **make** any noise.



- Can I use your phone to **make** a call?
- Don't **make** a promise that you cannot keep.

We use Make with **Food, Drink and Meals**:

- I **made** a cake for her birthday.
- She **made** a cup of tea.
- I must go now. I have to **make** dinner.

**Compare Do and Make** A: You have to **make** a cake for Simon.

B: I'll **do** it later.

Notice how in the response the verb DO is used. This is because the meaning is clear and to avoid saying "I'll make it later." which could sound repetitive.



# DO vs. MAKE

The difference between Do and Make

## Work, Jobs and Tasks

- Do the housework
- Do your homework
- Do a good job
- Do your chores

DO

## Non-Specific Activities

- Do something
- Do nothing
- Do anything
- Do everything

DO

## Replace Verb when Obvious

- Do your hair
- Do the dishes
- Do the exam
- Do the laundry

DO

## Food, Drink and Meals

- Make a cake
- Make breakfast
- Make dinner
- Make a cup of coffee

MAKE

## Product Material / Origin

- Made of gold
- Made from grapes
- Made in China
- Made by me

MAKE

## Produce a Reaction

- Make your eyes water
- Make you happy
- Make you sleepy
- Make you smile

MAKE

## Plans and Decisions

- Make arrangements
- Make a decision
- Make a choice
- Make a plan

MAKE

## Speaking and Sounds

- Make a noise
- Make a comment
- Make a speech
- Make a suggestion

MAKE



**Underline the correct answer, a), b), c) or d).**

**0** I \_\_\_\_\_ a student of English.

- a) are                      b) is  
c) am                      d) aren't

**1** Tim and Sue \_\_\_\_\_ teachers.

- a) are                      b) is  
c) isn't                      d) aren't

**2** This is Sébastien. He's \_\_\_\_\_.

- a) Japan                      b) Spain  
c) Italy                      d) French

**3** She's from Dublin. She \_\_\_\_\_ Irish.

- a) is from                      b) is  
c) isn't                      d) are from

**4** They \_\_\_\_\_ Welsh. They're from Scotland.

- a) aren't                      b) is  
c) isn't                      d) are

**5** \_\_\_\_\_'s your first name?

- a) Who                      b) What  
c) How                      d) Where

**6** Those are your books and \_\_\_\_\_ are mine.

- a) these                      b) this  
c) it                      d) that

**7** I love music but I \_\_\_\_\_ like TV.

- a) do                      b) does  
c) don't                      d) doesn't

**8** \_\_\_\_\_ she like sport?

- a) Do                      b) Does  
c) Is                      d) Don't

**9** When \_\_\_\_\_ have lunch?

- a) is he                      b) he's  
c) do he                      d) does he

**10** Do you like \_\_\_\_\_ DVDs?

- a) watch                      b) watching  
c) watches                      d) to watching

**11** They start \_\_\_\_\_ school at 8.00 in the morning.

- a) to                      b) at  
c) -                      d) the

**12** Peter's \_\_\_\_\_ name is Michael.

- a) brother's                      b) sister is  
c) brother                      d) sisters

**13** She's very friendly but she \_\_\_\_\_ very quiet.

- a) never is                      b) 's often  
c) often is                      d) never

**14** He hasn't got \_\_\_\_\_ brothers and sisters.

- a) some                      b) any  
c) the                      d) a

**15** They went to the beach with some friends \_\_\_\_\_ Sunday.

- a) at                      b) the  
c) on                      d) in

**16** What \_\_\_\_\_ your father look like?

- a) is                      b) do  
c) are                      d) does

**17** How many children \_\_\_\_\_ got?

- a) they've                      b) have they  
c) they                      d) do they

**18** She \_\_\_\_\_ jeans to work.

- a) wears usually                      b) is usually wearing  
c) usually wears                      d) is wearing usually

**19** \_\_\_\_\_ two armchairs and a sofa in the living room.

- a) It's                      b) There are  
c) There have                      d) There's

**20** There aren't \_\_\_\_\_ wardrobes in the main bedroom.

- a) any                      b) some  
c) the                      d) a

**21** You \_\_\_\_\_ buy shoes in a post office.

- a) can to                      b) can  
c) can't                      d) are

**22** There are a lot of CDs \_\_\_\_\_ the shelves.

- a) in                      b) between  
c) on                      d) above

**23** The cinema is \_\_\_\_\_ the bank.

- a) next                      b) in front  
c) opposite                      d) under

**24** Can I have a \_\_\_\_\_ of milk, please?

- a) bar                      b) jar  
c) box                      d) carton

**25** There is \_\_\_\_\_ butter in the fridge.

- a) one                      b) some  
c) any                      d) an

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