

# 1 Do You Mind?

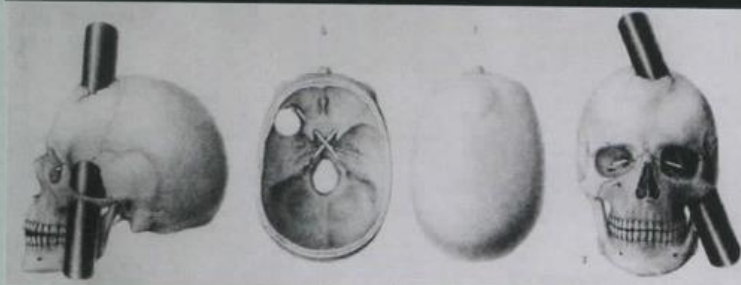
## Reading

**A** Read the list of factors that influence human behaviour. Which factor(s) can you change? Which factor(s) do you have no control over?

- genetics
- thoughts and feelings
- the physical environment
- interaction with other individuals
- interaction within and between groups

Text 1

### PHINEAS GAGE: A TEXTBOOK CASE



Unbeknown to Phineas Gage, a terrible brain injury that he sustained in 1848 contributed to the history of neuroscience and psychology. His miraculous survival, and the effects of the injury upon his character, made Gage an important case study for scientists concerned with the brain and human behaviour.

At the time of the accident, 25-year-old Gage was working as a foreman on the construction of a railroad in Vermont, USA. In those days, dynamite was often used to blast away rock and clear a path for the railway. One day, Gage was using a long iron rod to compact explosives into a hole in the rock. Upon hitting the rock, the iron rod produced a spark that ignited the explosives. The subsequent blast propelled the rod through Gage's left cheek, tore through his brain and exited through the top of his skull, landing some ten metres away.

Fearing the worst, his family made funeral arrangements. Against all odds, however, after initially slipping into a semicomatose state, Gage recovered, physically at least. Mentally though, his injury appeared to have produced a dramatic change in his personality. From being well-liked and successful, he became rude, aggressive and socially inappropriate. According to his friends and acquaintances, he was no longer himself. Although he lost his position as a foreman, he managed to hold down other jobs, but died twelve years later following a series of epileptic seizures.

In modern psychology his condition is known as post-traumatic social disinhibition acquired as a result of the damage to the frontal lobe. We now know that this part of the brain is our emotional control centre and home to our personality. It is involved in a whole range of high-level cognitive functions, such as decision-making, planning, inhibiting inappropriate behaviour, social interaction, understanding other people and self-awareness. However, in the nineteenth century, scientists were struggling to understand these connections. Gage's injuries provided the first solid evidence for a link between brain trauma and personality change.

Today, research is still being conducted into his condition and the majority of introductory psychology textbooks mention Gage. His skull and the iron rod are on display at the Warren Anatomical Museum at Harvard University and are the most sought-out items there.

**B** Quickly read Text 1. What caused the drastic change in the man's behaviour? Which factor in A best describes the cause? Why?

**C** Quickly read Text 2. How did the AIFS study differ from other studies?

Text 2

### What is positive development?

A ground-breaking 30-year study into childhood temperament and its impact on adult behaviours, conducted by the Australian Institute of Family Studies (AIFS), tracked the progress and well-being of more than 1,000 children from infancy to their late twenties.



Many studies collect data about what goes wrong in young people's lives, and this information is invaluable, but it is only part of an intricate mosaic. The AIFS researchers are keenly interested in what is going right in the lives of young adults. Much of their research is devoted to looking at young people's successes and skills, and evidence that they are thriving. This is called positive development.

Positive development is not simply the absence of problems, but involves achieving optimal development and wellbeing. In measuring positive development in young people, researchers look for attributes and behaviours that enable them to take an active role in the community; be trusting and tolerant of people in society, especially those from different backgrounds; have confidence that important organisations in society would generally behave ethically and fairly; be responsible and empathetic in their relationships with others; and feel satisfied with their life and where it is heading. Young people high in these qualities are considered to be developing positively and functioning well.

Equally important to researchers is which determinants earlier in life help people to develop these strengths and thrive as young adults. To answer this, they looked back to the data the young people and their families had provided when they were children and adolescents. They found that young people who thrived later on in life tended in childhood and adolescence to have experienced strong family relationships, strong relationships with their peers, better adjustment to life at school, better control over their emotions, and an interest in community involvement. The study concluded that all of these experiences are assets in helping young people to flourish as they become adults.

The findings are an invaluable resource for developing interventions and programmes that reduce risks and also strengthen protective factors to assist optimal development.

**D** Read the *Exam Close-up*. Then look at the *Exam Task* below and read the options for each question.

**E** Now complete the *Exam Task*.

## Exam Task

Read the two passages from a scientific journal, then answer questions according to the information given in each passage.

### Text 1

- 1 What is the main purpose of the passage?
  - a to provide an introduction to psychology
  - b to explain how the human brain functions
  - c to show how an accident led to a breakthrough
  - d to describe the limitations of nineteenth century scientists
- 2 According to the passage, what happened to Gage during the accident?
  - a The exploding rock hit his head.
  - b He was injured by the dynamite.
  - c He was thrown a distance of ten metres.
  - d The rod went straight through him.
- 3 As a consequence of his injury, Gage
  - a displayed a loss of social inhibitions.
  - b was unable to find other employment.
  - c immediately suffered seizures that led to his death.
  - d no longer had any friends.
- 4 What can be inferred from the last paragraph?
  - a Gage's brain has become a popular exhibit.
  - b Fascination with Gage continues.
  - c His condition still baffles scientists.
  - d Many books have been written about him.

### Text 2

- 5 What is the passage mainly about?
  - a examining individual growth
  - b overcoming problems
  - c the benefits of long studies
  - d ways of researching behaviour
- 6 In the second sentence of paragraph 3, to what does the word **them** refer?
  - a researchers
  - b attributes
  - c behaviours
  - d young people
- 7 According to the passage, what can be inferred about young people who are not developing positively?
  - a Many of their relationships are troubled.
  - b They possibly lack faith in the authorities.
  - c There is little that can be done for them.
  - d They possess no positive attributes.
- 8 What will the results of the study likely lead to?
  - a better parenting
  - b improved peer relationships
  - c methods for assisting some children
  - d suggestions for further research

**F** Find words in the texts that mean the same as the following.

- 1 to experience loss, injury or damage
- 2 involving conscious intellectual activity
- 3 a serious injury
- 4 best, ideal or top
- 5 having the ability to understand another's feelings
- 6 a factor or cause

## Exam Close-up

### Looking for the main purpose or idea of a text

- The options will include statements about the text that are true, but which do not represent the overall purpose or main idea.
- For these questions, eliminate the options that give information about only one aspect of the text.
- Look at the remaining options to see which one encompasses the writer's main point of view, or purpose.

- 'Behaviour is the product of a multitude of interrelated factors.' Which factors influence you the most? Why?
- Is evil the result of circumstances or choices? What about good?
- Do you think it's OK for a man or woman to show emotion in public? Why? / Why not?

## Ideas Focus



# 1 Do You Mind?

## Vocabulary

**A** Complete the words in the sentences with the prefixes *ab-*, *dys-*, *mal-* and *mis-*. What meaning do these prefixes share?

- 1 His was a \_\_\_\_\_ spent youth, devoted only to pleasurable pastimes and pursuits.
- 2 It's a terribly \_\_\_\_\_ functional relationship; I don't know why they're still together.
- 3 Sadly, children who suffer continued neglect often become \_\_\_\_\_ adjusted adults.
- 4 The psychologist was at a loss to explain the patient's \_\_\_\_\_ errant behaviour.
- 5 Trauma to the brain led to a(n) \_\_\_\_\_ normal mental condition in the patient.
- 6 Our old neighbour was quite the \_\_\_\_\_ anthrope who avoided all human contact.

**B** Complete the sentences with the words in the correct form.

arouse assert bear breed conduct exert swallow vent

- 1 Harry is always venting his anger; he really needs to calm down!
- 2 They had a disagreement months ago, but Amy still bears him a grudge.
- 3 Don't spend all your time with Fred; after all, familiarity breeds contempt.
- 4 Why don't you just swallow your pride and apologise to your friend?
- 5 The football players conducted themselves appallingly during the return flight.
- 6 Mike's so-called friends were exerting pressure on him to quit university.
- 7 Whenever we have visitors, it arouses our nosy neighbour's curiosity.
- 8 Vanessa began to assert her independence once she turned 18.

**C** Circle the odd ones out.

- |              |               |            |            |
|--------------|---------------|------------|------------|
| 1 adamant    | cynical       | inflexible | obstinate  |
| 2 elated     | jubilant      | overjoyed  | meticulous |
| 3 apathetic  | dispassionate | uneasy     | withdrawn  |
| 4 compulsive | neurotic      | obsessive  | obnoxious  |
| 5 amiable    | impassive     | poised     | serene     |
| 6 eloquent   | principled    | scrupulous | upright    |

**D** Use the odd words out in C to complete the sentences below.

- 1 He'll never change; he'll always be a nasty, \_\_\_\_\_, bad-tempered, little man!
- 2 It's a pleasure to be in her company as she is always so \_\_\_\_\_ and welcoming.
- 3 Madge had become \_\_\_\_\_ in her old age and was distrustful of my motive for helping her.
- 4 An \_\_\_\_\_ speaker, the prime minister had won many battles in parliament over the years.
- 5 The suspect began to feel \_\_\_\_\_ when the detective mentioned a CCTV camera.
- 6 \_\_\_\_\_ by nature, Alex made sure every detail was perfect on the day of the wedding.

A young suspect being questioned in an interrogation room

**E Circle the correct words.**

- 1 Research says that boys are more **gullible** / **vulnerable** to peer pressure than girls.
- 2 Henry, whom you saw me with earlier, is a **distant** / **remote** relative of mine.
- 3 I enjoy Tina's company very much and she says the feeling is **mutual** / **reciprocal**.
- 4 That couple fight a lot; they're not in the least bit **companionable** / **compatible**.
- 5 Wherever Bill is, you'll find Ben; those two are **inseparable** / **unified**.
- 6 Rob and Deb aren't a couple; their relationship is purely **philosophical** / **platonic**.
- 7 Nothing compares to a parent's **conditioned** / **unconditional** love for their child.
- 8 Alex is a loving husband who is **devoted** / **dependent** to his wife, Maria.



**Phrasal verbs**

**F Complete the sentences with the phrasal verbs in the correct form.**

come between   drift apart   fall out   fit in   get out of   go back   lead on   settle down  
stick up for   work up

- 1 'How long have you known Gina?' 'Oh, we go back years.'
- 2 Gavin is looking for a new place because he fell out with his flatmate.
- 3 They used to be thick as thieves, but they drifted apart some years ago.
- 4 Martin says he intends to travel extensively before he settles down.
- 5 It looks as though Emma led Jim on and wasn't really interested in him.
- 6 Please don't let a silly argument come between you and your closest friend.
- 7 Young people often feel pressure to fit in with their peers.
- 8 James worked up the courage to say no when his friends wanted to steal a car.
- 9 How does your stupid behaviour benefit you? What do you get out of it?
- 10 Believe me, if you stick up for what you believe in, people will respect you for it.

**G Circle the correct words.**

- 1 Richard won't stop talking and I'm trying to concentrate. He's **doing** / **pushing** my head in!
- 2 Jake's friends are always **urging** / **egging** him on to do stupid things, so he's constantly in trouble.
- 3 Stop **teasing** / **winding** Jess up about her new boyfriend – just leave her alone!
- 4 I hate having to speak in front of a big audience – it really **stresses** / **pressures** me out.
- 5 Kate was supposed to pick me up at eight o' clock, but she **let** / **put** me down again!
- 6 I always try to do some kind of exercise at work – it **relaxes** / **chills** me out after a busy day.

**Collocations & Expressions**

**H Complete the expressions with these words.**

arm's   back   chest   elbow   face   fingers   foot   head   neck   tongue   shoulder

- 1 Carrie split with Tom, which was a real slap in the face for his ego.
- 2 I don't consider Max trustworthy, which is why I keep him at arm's length.
- 3 Amy is always aggressive because she's got a huge chip on her shoulder.
- 4 I hope I can confide in you because I need to get something off my chest.
- 5 My professor advised me to keep a cool head during the exam.
- 6 I'm shocked that Pia betrayed me by gossiping about me behind my back.
- 7 Even though he's annoying, it's best not to argue with him, so just bite your tongue.
- 8 Henry isn't very tactful; whenever he opens his mouth, he puts his foot in it.
- 9 When Charlie discovered the truth, he gave his girlfriend Jess the elbow.
- 10 My brother is an absolute pain in the neck; but what can I do? He's family!

# 1 Do You Mind?

## Prepositions

I Circle the correct words.

- 1 I'm **in** / **on** tune with my best friend.
- 2 Angry? He was **beneath** / **beside** himself!
- 3 My mother-in-law and I are **on** / **with** good terms.
- 4 Oh, no! I'm **in** / **into** his bad books now.
- 5 Mary really is a country girl **at** / **by** heart.
- 6 Werner and I are **of** / **on** the same wavelength.
- 7 Don't force me to do anything **against** / **out of** my will.
- 8 Jack is feeling down and is **in** / **within** a rut.
- 9 She's thrilled! She's **on** / **up** cloud nine.
- 10 He never felt **at** / **with** ease around my friends.
- 11 I was nervous and **in** / **on** edge before my date.
- 12 What she did was totally **beyond** / **out of** character.

J Read the *Exam Close-up*. Then complete the *Exam Task* below.

## Exam Task

Choose the word or phrase that best completes the sentence.

- 1 He's been acting strangely lately. What do you \_\_\_\_\_ his behaviour to?  
a associate      b attribute      c distribute      d dispose
- 2 In their close-knit \_\_\_\_\_, the girls gossiped about everyone without exception.  
a clan      b mob      c company      d clique
- 3 Those who have low \_\_\_\_\_ are more likely to be unduly influenced by peers.  
a self-content      b self-satisfaction      c self-esteem      d self-sufficiency
- 4 Don't worry. If you need my support, I will definitely \_\_\_\_\_.  
a back you up      b look you up      c take you up      d crack you up
- 5 Jack was \_\_\_\_\_ outbursts of anger whenever he felt that he was under pressure.  
a pulled      b prone to      c pushed      d tempted
- 6 Marcus was \_\_\_\_\_ disappointed when his friendship with Tom ended badly.  
a heavily      b widely      c absolutely      d bitterly
- 7 She was advised to \_\_\_\_\_ clear of the school troublemaker.  
a be      b steer      c hold      d move
- 8 Zelda felt like a(n) \_\_\_\_\_ at school because she hadn't made any friends.  
a outsider      b intruder      c newcomer      d novice



## Exam Close-up



### Eliminating wrong answers

- Read each sentence carefully and then look at the answer options.
- Identify those that you think are clearly wrong. Cross these out.
- Read the sentence again and try the remaining options in the gap.
- Once you have chosen your answer, read the sentence again to check that it makes sense.

- 'Childhood friends always drift apart.' Do you agree? Why? / Why not?
- Do couples that often fight have stronger relationships than those that don't? Why? / Why not?
- 'Men gossip about people behind their backs just as much as women.' Do you agree? Why? / Why not?

## Ideas Focus

