выложено группой vk.com/create_your_english

1 Human nature

Character, psychology

Character

1.1 **Look at the following adjectives and decide if any of them apply to you.**

talkative eccentric cheerful indecisive clumsy

1.2 ▶02 **Now listen to three people. Decide who they are talking about and choose the adjectives in 1.1 to describe that person. Then complete the sentences.**

1 Speaker 1 is describing his _____, who sounds _____.

2 Speaker 2 is describing her _____, who sounds _____ but _____.

3 Speaker 3 is describing his _____, who sounds _____.

1.3 **Write the adjectives in the box in the correct part of the table.**

anxious apprehensive assertive
charming cheerful clumsy cynical
egotistical gullible self-confident
self-conscious sensible tactful well-liked

Positive qualities	Negative qualities

1.4 **Some adjectives which describe character use the prefixes *self-* and *well-*. Choose between *self-* and *well-* for each of the following adjectives and write the new adjectives below.**

absorbed adjusted assured behaved bred brought-up centred confident congratulatory
deprecating dressed educated important informed mannered reliant rounded

self- _____

well- _____

1.5 **The following adjectives describe positive qualities. Add prefixes to make them negative.**

considerate sensitive decisive patient reliable

LIVEWORKSHEETS

2.1 A student has filled in this mind map. Make a mind map about yourself. Use it to practise talking about yourself for one to two minutes.

Vocabulary note

If you are a visual learner, making a mind map can help you to turn a list of vocabulary into a single image which you are more likely to remember.

2.2 Complete the sentences with the singular or plural form of *personality, character* or *characteristic*.

1 She's always the life and soul of the party because she has such a bubbly _____.

2 Dedication, commitment and knowledge are all _____ of a good teacher.

3 I don't believe he said that; it would be really out of _____.

4 I didn't get along with my business partner because our _____ clashed.

5 Children may display _____ of either of their parents.

Vocabulary note

The words *personality* and *character* are very close in meaning but they are not always used in the same way.
Personality = the way you behave, feel and think, especially socially.
Character = a combination of qualities which make someone different from other people.
Characteristic = things that are typical or noticeable about a person or thing (it can be a noun or an adjective).

2.3 In Part 2 of the IELTS Speaking test, you have to talk on a given topic for up to two minutes. Use the language and ideas in your mind map to answer these questions. Make a recording of yourself if possible.

Describe a friend you have known for a long time.
You should talk about:

- how long you have known them
- how you met them
- their personality and character
- what you have in common

and say what you like doing together.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

Test tip

After Part 2 of the Speaking test, you may be asked one or two rounding-off questions, e.g. *Do you still see this person?* or *Do you often make new friends?* The examiner can ask these questions to help you extend your speaking time.

2.4 Listen to your recording and check there is no hesitation in the middle of sentences and that your pronunciation is clear. Check the range of vocabulary in your answer and make sure there is not too much repetition.

LIVEWORKSHEETS

Psychology

3.1 Read the passage below. Are the following statements *True, False* or *Not given*? Before you answer the questions, highlight or underline the part of the passage you think will give you your answer.

Test tip

There are no tricks involved in *True / False / Not given* questions. Is the information not actually there (*Not given*) or is it the same as or the opposite of the information in the question (*True* or *False*)?

1 The ANU study found that *young people* in Canberra confuse being well-liked with being popular.

2 The ANU study showed that most young people in Canberra *wish they were popular.*

3 According to Ms Hawke, popular students may *look down on* other students.

4 According to Ms Hawke, popular students can *prevent others from learning.*

5 According to Ms Hawke, students who are well-liked *tend to* mix with *others* who are well-liked.

6 Being well-liked tells us more about someone's *true character* than being popular.

7 There is often one popular student in a year group who is *thought to* have more power than the others.

Would you prefer to be 'popular' or 'well-liked'? A new study from The Australian National University (ANU) has shown that for Canberra's young people, being well-liked is much more desirable than being popular, and being popular does not always mean you're well-liked. The study by Stephanie Hawke, a PhD candidate in clinical psychology at ANU, looked at nearly 200 Year 9 and Year 11 students from across Canberra. It found that adolescents saw being popular and being well-liked as two very different things, and that young people may not see popularity as a desirable trait.

The research has been released as part of National Psychology Week. It is the first Australian study to address the issue of popularity and what it means to young people. 'Both boys and girls agreed that many popular teenagers are disliked by the year group as a whole,' said Ms Hawke. 'This can be for several reasons such as bullying, having an attitude of superiority and disrupting the classroom. Those students who are described as being both popular and well-liked manage to balance their high social status with positive qualities such as being kind and friendly.'

The study also found that there was a complicated relationship between both individual and group popularity, and how these were perceived by students. 'One interesting finding is that popular students are likely to belong to popular groups. This was contrasted with well-liked students, who were much less likely to belong to groups of well-liked peers,' said Ms Hawke. 'It seems that being popular is about the group that you fit into, whereas being well-liked is about the individual person's inherent characteristics. Almost all of the students interviewed said that they would prefer to be known as well-liked, as opposed to popular, because this is a reflection of who they are as a person.' She added that the results indicate that 'popular' students are not idealised in the way that popular culture sometimes portrays, and that once other students are aware that many 'popular' students are not liked by others in the year group, it is possible that they will lose the power they are perceived to have.

3.2 PARAPHRASE Now find words or phrases in the passage with a similar meaning to the words in italics in 3.1.

LIVEWORKSHEETS

Test practice

Listening Section 4

03

Questions 1–10

Complete the notes below.

Write ***NO MORE THAN ONE WORD*** *for each answer.*

Test tip

Remember that although the information on the question paper will paraphrase the information that you hear, it will be in the same order. Make sure you keep to the word limit you are given and be careful to check your spelling at the end. You can write your answers in capital letters or lower case.

Past views of intelligence

- Thought to be only one type
- Could be assessed through an IQ test

Current views

- More than one type of intelligence – these can be seen in our **1** .....
- Howard Gardner – *Frames of Mind* (1983) identified seven types of intelligence:
  - i) linguistic (i.e. words and language)
  - ii) **2** ..... (science and maths)
  - iii) musical
  - iv) kinaesthetic (i.e. the body and **3** .....)
  - v) visual (relating to images)
  - vi) interpersonal (conscious of the **4** ..... of other people)
  - vii) intrapersonal (relating to self-awareness)
- Other intelligences have been suggested but are not generally included because they are too **5** .....

Uses in education

- Adapt activities to suit the type of student you are, e.g.
  - a kinaesthetic type learner will not learn well from a **6** ..... – they would learn better from taking part in a **7** .....
  - visual learners could create their own **8** .....
- Find out the type of learner you are by thinking about the way you prefer to do things, e.g. when teaching someone how to use a new piece of equipment
  - a visual learner would prefer to use a **9** .....
  - a kinaesthetic learner would prefer to do a **10** .....

LIVEWORKSHEETS