Psychology

WHAT DO YOU THINK?

Answer these questions with your best guess. Circle *Yes* or *No*.

1.	Is there proof that the shape of your body and your character are connected?	**Yes**	**No**
2.	Are muscular people always dominant?	**Yes**	**No**
3.	Are introverts more responsive to caffeine than extraverts?	**Yes**	**No**
4.	Do extraverts like crowded social gatherings?	**Yes**	**No**

Bringing the world to the classroom and the classroom to life

READING ▪ 1

PRE-READING

PREPARING FOR THE READING TOPIC

A Discuss the answers to these questions with your classmates.

1. How would you describe the personalities of the two men in the photo? What influenced your opinion?

2. Describe an incident in which you were wrong when you judged a person based on physical appearance.

3. Do people expect their leaders to look a certain way?

B Look at the photos of the two men again. Write *L* on the line if you think the adjectives below describe the man on the left. Write *R* on the line if you think the adjectives describe the man on the right.

_____ **1.** athletic	_____ **7.** reserved
_____ **2.** bold	_____ **8.** sensitive
_____ **3.** anxious	_____ **9.** studious
_____ **4.** outgoing	_____ **10.** aggressive
_____ **5.** quiet	_____ **11.** easygoing
_____ **6.** intellectual	_____ **12.** outgoing

KEY VOCABULARY

As you read "What Our Bodies Say About Us," pay attention to the following words and see if you can work out their meanings from the contexts.

|	
lean	torso
hot-tempered	grace
enterprising	stooped
awkward	strides
meticulous	mean

What Our Bodies Say About Us

1 "Let me have men about me that are fat," says Julius Caesar to Marcus Antonius in Shakespeare's play *Julius Caesar*. In Julius Caesar's opinion, fat people were more trustworthy than thin ones—that is, those with a "**lean** and hungry look" who "are dangerous."

2 Shakespeare wasn't the first person to categorize personality according to body type. And if you've ever reacted to people based on the way they look, you know he wasn't the last. The relationship between physical characteristics and personality has been explored for thousands of years and used to predict and explain the actions of others. Although prehistoric man probably had his own ideas about the skinny guy in the cave next door, the ancient Greeks historically have been responsible for Western theories about body and character.

3 The Greeks believed the body was composed of four humors, or fluids: blood, black bile, yellow bile, and phlegm. The fluid someone had the most of determined his or her temperament or personality type— sanguine (hopeful), melancholic (sad), choleric (**hot-tempered**), or phlegmatic (dull or slow). Although this ancient theory

Figure 1.
Body Shapes

| Endomorph | Mesomorph | Ectomorph |
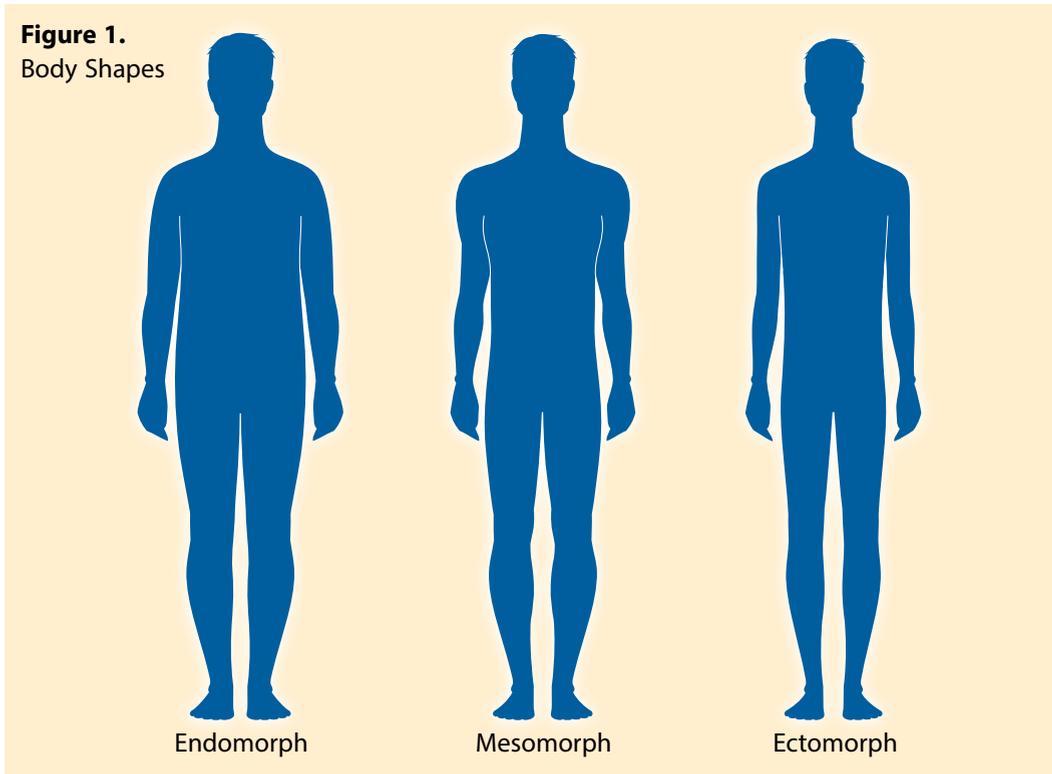
eventually lost its popularity, it was replaced over the next few thousand years by all kinds of other ways to identify and catalog people by type. One of the most popular modern theories was proposed by William Sheldon in the late 1940s and early 1950s. He suggested a relationship between body shape and temperament (see Figure 1). According to Sheldon's system, the *endomorph*—with an oval-shaped body and large, heavy stomach—is slow, sociable, emotional, forgiving, and relaxed. The *mesomorph*—with a triangular shape and a muscular, firm, upright body, is confident, energetic, dominant, **enterprising**, and at times hot-tempered. The *ectomorph*—with a thin, fragile body—is tense, **awkward**, and **meticulous**.

4   A number of researchers since Sheldon have contributed their own ideas to the basic theory that body shape and personality are somehow connected. Going one step beyond basic shape is the idea of "body splits." This theory looks at the body in sections—top to bottom, front to back, **torso** and limbs—with the idea that each part of the body tells its own story. For example, the upper half of the body, consisting of the chest, head, and arms, is expressive and conveys our feelings to others through gestures and facial movements. The lower body, on the other hand, is associated with more deeply felt emotions—particularly those about family, children, and self-image.

5   According to this theory, someone with a well-developed upper body will be active and outwardly confident. However, if this same person has noticeably thinner

legs and narrow hips, he or she might have trouble expressing himself or herself to others, lack self-confidence, and find it difficult to think about deep emotions. A person with a small chest but large hips will have opposite traits, such as being shy in public, but emotional and loving towards friends and family. Look for many clues to personality: weight distribution (heaviness or thinness in different parts of the body), muscular development, **grace** and coordination, and general health. For example, does one half of the body seem healthier, or more tense, or more relaxed than the other? Look for tense shoulders or stiff legs and hips.

6   Backs and fronts are different, too. The front of the body is associated with our conscious self, the one we think about and show to others. The back, which is hidden from us most of the time, is associated with our unconscious self—that is, the feelings we hide from both ourselves and others. Many times, we don't want to think about or show emotions such as anger and fear, and we tend to store these feelings in the back. If you're feeling stress, your back is likely to be tense. People who find it hard to deal with problems without losing their temper are likely to have some kind of back trouble. Look around you at the stories backs tell. A **stooped** back is weighed down by burdens or troubles. A stiff and rigid back is hiding anger or stress. A straight and graceful spine is strong and flexible. Do you know what kind of back you have?

7   Finally, there is the split between the torso, or body, and the limbs, or arms and legs. You express yourself with your arms and hands, and even your legs in the way you move about. People who are outgoing often use their hands and arms to gesture when they talk. They also walk with long, confident **strides**. Shy people hold their hands and arms quietly close to them and walk with small steps. Energetic people often tap their feet and move around a lot because it's hard for them to sit still. They can sometimes be impatient and are not the best listeners.

8   There is no end to theories about body shape and personality, and there is no doubt that certain people with certain bodies often have very predictable characters. However, there are some researchers who believe that the many instances in which body and personality go together are due to stereotyping; that is, we expect a certain type of person to have certain traits, so we see those traits whether they are there or not. For example, muscular people are believed to be dominant and forceful, so we treat them as leaders. But sometimes they are actually shy and timid. Fat people are supposed to be happy and warmhearted, but in reality they can just as easily be depressed or **mean**. Sometimes people will even act the way they think others expect them to act. By doing that, people fill the role in which we picture them.

9   No matter how you look at it, bodies and personalities are related, whether by chance or by choice. However, there are always exceptions to the rule—and whenever that happens, there goes the theory. After all, we're only human; and that means we have a mind of our own—whether we're fat, skinny, or something in between.

VOCABULARY

VOCABULARY IN CONTEXT

A What are the meanings of the **bold** words? Circle the letter of the best answer.

1. According to Shakespeare's *Julius Caesar*, people with a "**lean** and hungry look" are dangerous.
   - **a.** wild
   - **b.** thin
   - **c.** weak
   - **d.** angry

2. The Greeks believed a choleric person was **hot-tempered**.
   - **a.** lively
   - **b.** romantic
   - **c.** easily angered
   - **d.** enthusiastic

3. The person with a triangular shape is confident, dominant, and **enterprising**.
   - **a.** possessing the courage to start new and difficult things
   - **b.** ready to attack at any time
   - **c.** possessing special skills in business
   - **d.** fond of being in control

4. The person with a thin, fragile body is tense and **awkward**.
   - **a.** not friendly to people
   - **b.** not very active or worried
   - **c.** lacking in ability to make decisions
   - **d.** lacking in skill in moving his or her body

5. The thin, fragile *ectomorph* is also **meticulous**.
   - **a.** concerned about details
   - **b.** concerned about spending money
   - **c.** unable to decide
   - **d.** unable to relax

6. Each section of the body—top to bottom, front to back, **torso** and limbs— tells its own story.
   - **a.** the head and shoulders
   - **b.** the body without the head, legs, and arms
   - **c.** the front of the head and body
   - **d.** the body with the head, but without the legs and arms

7. Look for clues to personality such as weight distribution, muscular development, **grace** and coordination, and general health.
   - **a.** beauty and harmony in movement
   - **b.** beauty of physical features
   - **c.** healthy color of physical features
   - **d.** straight and flexible body

8. A **stooped** back is weighed down by troubles.
   - **a.** hardened
   - **b.** painful
   - **c.** tense
   - **d.** bent

9. People who are outgoing walk with long, confident **strides**.
   - **a.** movements
   - **b.** steps
   - **c.** gestures
   - **d.** manners

10. Fat people can just as easily be depressed or **mean**.
   - **a.** unkind
   - **b.** moody
   - **c.** anxious
   - **d.** gloomy

B Answer these questions with complete sentences.

1. Who is a person you think has **grace**?

   _____

2. When do you take long **strides**?

   _____

3. How would a **meticulous** person write an essay?

   _____

4. What can protect the head and the **torso** in a car accident?

   _____

5. What is a sport where the participants are usually **lean**?

   _____

C Now write your own sentences. Use the following words in the sentences: ***hot-tempered***, ***enterprising***, ***mean***, ***stooped***, and ***awkward***.

VOCABULARY BUILDING

A Find the words below in the reading. Then notice the words that go with them in the reading. Write those words on the blank lines to make phrases. The first one is done for you.

1. active and *confident*_____

2. burdens and _____

3. anger and _____

4. dominant and _____

5. shy and _____

6. happy and _____

B Complete these sentences with the words you found in Exercise A.

1. A person who is _____ likes to talk a lot.

2. A(n) _____ person is afraid of everything.

3. A(n) _____ person is very generous.

4. People who have a lot of _____ may even be afraid to leave their homes.

5. If you have a lot of _____, you will get sick more often.

6. A person who uses strength to get his or her own way is _____.

READING COMPREHENSION

LOOKING FOR MAIN IDEAS

Complete these sentences. Circle the letter of the best answer.

1. The main idea of paragraph 3 is that _____ .
   a. the Greek theory of personality lost its popularity over the years.
   b. many personality theories had been developed by the 1940s and 1950s.
   c. William Sheldon's theory relates body shape to personality.
   d. large, heavy people are usually sociable and emotional.

2. Paragraph 6 is mostly about _____ .
   a. the difference between a person's front and back
   b. how stress and anger can cause back problems
   c. how we hide our feelings from ourselves and others
   d. what a person's back can reveal about him or her

3. Paragraph 8 is mainly concerned with _____ .
   a. the many theories that exist about body shape and personality
   b. how stereotyping affects the way we see ourselves and others
   c. how muscular people tend to be leaders
   d. how some people have very predictable characters

SCANNING FOR DETAILS

Scan the reading quickly to find answers to these questions. Write complete sentences.

1. According to the reading, how has the relationship between physical characteristics and personality been used?

2. What are the four fluids and their related personality types, as defined by the Greeks?

3. What are the three shapes into which William Sheldon divided people?

4. In paragraph 4, sentence 1, what does the word *their* refer to?

5. In the theory of "body splits," what is the significance of the upper body?

6. In paragraph 5, line 1, what do the words *this theory* refer to?

7. What are four clues to personality that you should look for, according to the theory of "body splits"?

8. Which part of the personality is the front of the body associated with?

9. According to the reading, what type of person may not be a good listener? Why?

10. What is the stereotype of fat people?

MAKING INFERENCES AND DRAWING CONCLUSIONS

Complete these sentences. Circle the letter of the best answer.

1. The reading implies that _____.
   a. ancient people didn't know enough to understand personality theories
   b. very few theories that categorize people by their appearance have been popular
   c. it's natural for people to look for relationships between physical characteristics and personality
   d. it takes a scientific mind to identify and categorize people according to body type

2. From the reading, it can be concluded that _____.
   a. our emotions and attitudes can affect our health and appearance
   b. a person with a pleasant personality is most likely to be pear-shaped
   c. the shape of the body as a whole tells the most about personality
   d. it's easy to hide our emotions from others

3. It can be inferred from the reading that _____.
   a. people have lost interest in theories linking personality to looks
   b. when we expect people to behave in a certain way, we're often disappointed
   c. there is nothing to support theories about body shape and personality
   d. stereotyping can make it difficult for us to see other people as they really are

4. The author is _____ theories that categorize people according to body type.
   a. in doubt about   c. shocked by
   b. interested in   d. disappointed in

DISCUSSION

Discuss the answers to these questions with your classmates.

1. Which physical characteristics do you use to categorize people? Do you like or trust certain people on the basis of their physical characteristics?

2. What type of personality are you most attracted to? Do you seek out people with certain personalities to be your friends?

3. How can gestures and body movement be used to classify people?

4. Give some examples of how people are stereotyped.

CRITICAL THINKING

Discuss the answers to these questions with your classmates.

1. What do you think of Sheldon's theory of relating body type to personality? Do you agree or disagree with him? Why, or why not?

2. Since ancient times, people have tried to classify humans by personality type. Why do you think people have always been so fascinated with this subject? What does categorizing people allow us to do? How can it be a benefit? How can it be harmful?

3. Develop your own theory of personality types based on your own experiences and observations.

WRITING ■ 1

WRITING SKILLS

Writing a Summary

A *summary* is very similar to a paraphrase, only shorter. When you summarize, you put published information in your own words and include all the important information, without changing its meaning, just as you do when you paraphrase. However, when you summarize, you reduce the amount of information. The length of summaries varies. For example, the summary of a book may be several pages long, while the summary of an article may be one paragraph.

- In a summary, only the main ideas and key points are stated, and repetitions of the same idea are left out. Since you include only the main ideas in a summary, it is helpful to make a brief outline before you begin to summarize.

- The paragraph below is followed by an example of how it could be outlined and then summarized.

    Original Paragraph

    What kind of people are likely candidates for heart attacks and what kind are not? Typical Type A people are the most susceptible to heart problems, because they are strongly motivated to overcome obstacles and are driven to achieve and to meet goals. They are attracted to competition, enjoy power and recognition, and are easily aroused to anger and action. They dislike wasting time and do things in a vigorous and efficient manner. On the other hand, Type B people are relaxed and unhurried. They may work hard on occasion, but rarely in the driven, compulsive manner of Type A people. These people are less likely than Type A's to seek the stress of competition or to be aroused to anger or action. Naturally not all people classified as Type A or Type B fit these profiles exactly, and there are times when Type A people behave in a Type B manner and vice versa. But, as with other traits, researchers can identify the extent to which each of us behaves, on the average, and assign us a personality type on the basis of which some startling predictions can be made. (*Personality*, Burger)

    Outline

    A. Type A people
       1. At risk for heart attacks
       2. Driven, competitive, quick-tempered, time-conscious, energetic, and efficient
    B. Type B people
       1. Calm and unhurried
       2. Less competitive and slower to react
    C. On the basis of average behavior, people can be categorized according to well-defined personality types.

Summary

According to Burger in his book *Personality*, people can be categorized into well-defined personality types on the basis of their average behavior. Type A people tend to be more at risk for heart attacks because they are driven, competitive, quick-tempered, time-conscious, energetic, and efficient. Type B people, on the other hand, are calm, unhurried, less competitive, and less reactive than their Type A counterparts.

- You can see from the outline that the main idea (item C) is stated in the last sentence of the passage. In your summary, however, you write the main idea first and then add one sentence for each of the two supporting ideas (items A and B).

EXERCISE 1

Summarize the following passages in a few sentences. Then check your summary using the summary checklist below.

Summary Checklist

☐ Begin with a reference to the author and/or title of the book or article. Include the source of the article.

☐ Identify and write the main ideas and key points.

☐ Do not include details or repeat ideas.

1. Music video is a relatively new entry into the world of television, having become common only in the 1980s. Music video is difficult to categorize and to illustrate with one example, because it includes so many different types of expression. The definitive characteristic is in its name: There is music and there is video imagery. Some music videos dramatize the words of a song or even create brief visual dramas that are only vaguely related to the music. Some offer a message or statement. Some are relatively straightforward recordings of the performers at work. Obviously, defining the art of music video is not an easy task. (*Living with Art*, Rita Gilbert)

2. Beginning in the Middle East at least 10,000 years ago, some peoples began to purposely sow the seeds of their food plants. It was a practice that allowed them to produce adequate amounts of food in the areas near their settlements rather than pursuing game and living as nomads. At the same time, they gradually tamed and domesticated wild animals for their food, hides, and labor. An agricultural lifestyle led to the first towns and cities, the development of tools, baskets and pots, which led to the development of commerce and new crafts and skills. Agriculture played a significant role in developing the control over our existence that distinguishes humans from other species. (*Biology!* Postlethwait, Hopson, and Veres)
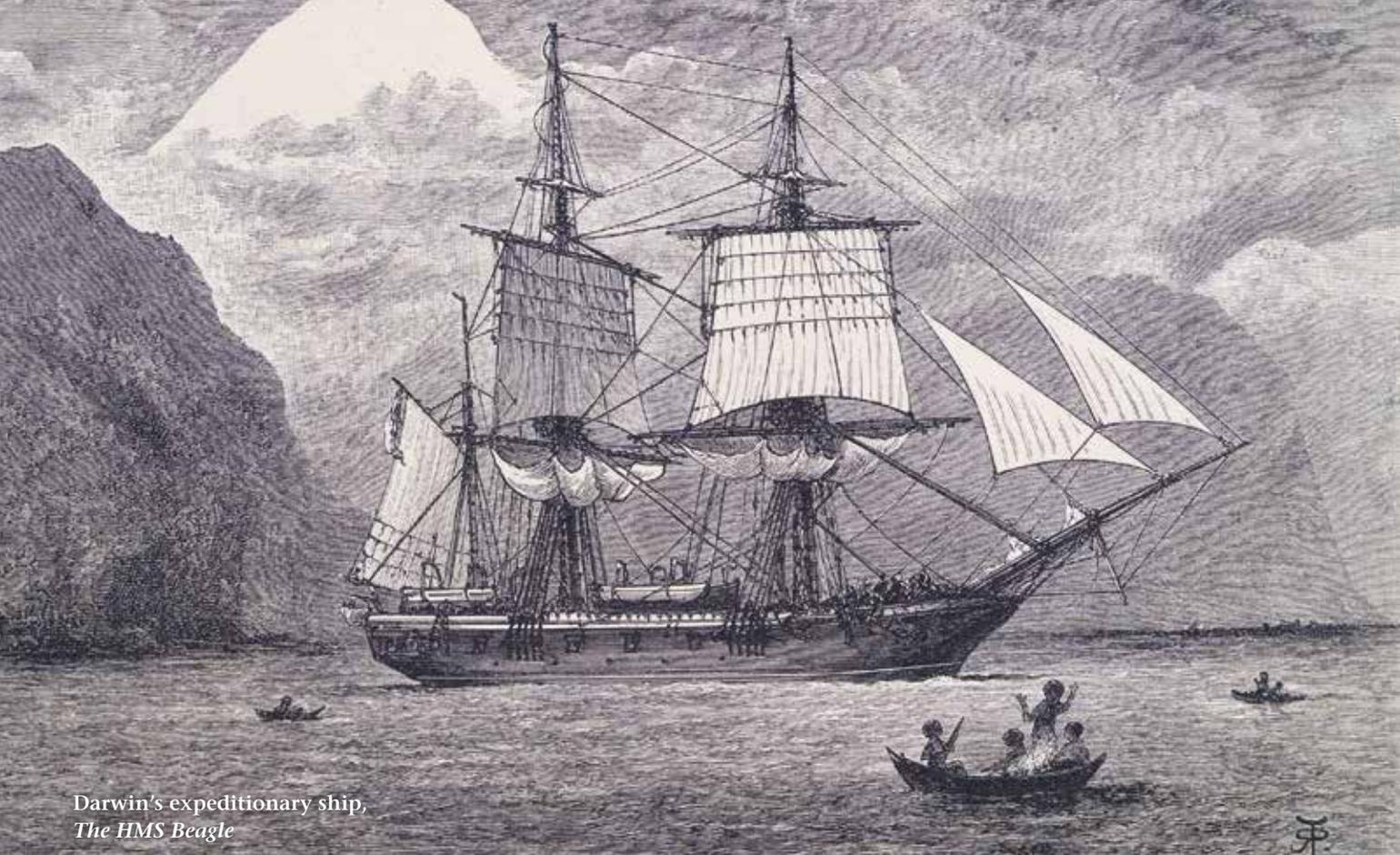
Darwin's expeditionary ship,
The HMS Beagle

3. Charles Darwin, an English naturalist and explorer, began a five-year expedition in December 1831 on a ship called the *Beagle*. The expedition reached Bahia in Brazil in the spring of 1832. Darwin was amazed by the number and dazzling colors of the flowers and birds he saw. The *Beagle* then sailed south along the coast of Patagonia where the crew discovered the fossil remains of several extinct animals. In September 1835, the expedition reached the remote Galapagos Islands. There Darwin saw birds, animals, and plants that are found nowhere else on earth because they had developed in isolation from their relatives in America. They were to play an important part in Darwin's theories on how animals and humans evolved. (*Discovery*, Everett, Reid, and Fara)

EXERCISE 2

Write a summary of "What Our Bodies Say About Us." Then check your summary using the summary checklist below.

> **Summary Checklist**
> ☐ Begin with a reference to the author and/or title of the book or article. Include the source of the article.
> ☐ Identify and write the main ideas and key points.
> ☐ Do not include details or repeat ideas.

READING ▪ 2

PRE-READING

PREPARING FOR THE READING TOPIC

A Discuss the answers to these questions with your classmates.

1. Which would you prefer, a loud party with lots of people or a quiet dinner with a few friends? What do you think your answer says about your personality?

2. How do our daily habits reveal something about our personalities? What do your daily habits reveal about your personality?

3. Do you think people's personalities can be divided into various categories? What are some categories into which we place people?

B Psychologists often describe people as being extraverted (sociable) or introverted (quiet). Write *E* on the line if you think the phrases below describe an Extravert. Write *I* on the line if you think the phrases below describe an Introvert.

_____ 1. doesn't like to read

_____ 2. likes loud parties

_____ 3. has just a few close friends

_____ 4. doesn't like crowds

_____ 5. does not like to be alone

_____ 6. doesn't need to have people around

_____ 7. doesn't like noisy places

_____ 8. likes being alone and quiet

_____ 9. has many friends

_____ 10. likes to talk to people

KEY VOCABULARY

As you read "Why We Are What We Are," pay attention to the following words and see if you can work out their meanings from the contexts.

hierarchically	introspective
dimension	stimulation
impulsive	aversive
uninhibited	ample
retiring	subtle

Why We Are What We Are

The following reading is taken from Personality, *a college psychology text written by Jerry Burger and published by Wadsworth, a division of Thomson Learning, Belmont, CA, 2000. In Chapter 9, "The Biological Approach," Hans Eysenck's theory of personality is described. Eysenck claims that differences in personality are based on biological differences.*

1 Eysenck's research strategy begins by dividing the elements of personality into various units that can be arranged **hierarchically**. The basic structure in this scheme is the *specific response level*, which consists of specific behaviors. For example, if we watch a man spend the afternoon talking and laughing with friends, we would be observing a specific response. If this man spends many afternoons each week having a good time with friends, we have evidence for the second level in Eysenck's model, a *habitual response*. But it is likely that this man doesn't limit himself to socializing just in the afternoon and just with these friends. Suppose this

man also devotes a large part of his weekends and quite a few evenings to his social life. If you watch long enough, you might find that he lives for social gatherings, discussion groups, parties, and so on. You might conclude, in Eysenck's terms, that this person exhibits the *trait*[1] of sociability. Finally, Eysenck argues that traits such as sociability are part of a still larger **dimension** of personality. That is, people who are sociable also tend to be **impulsive**, active, lively, and excitable. All these traits combine to form the *supertrait* Eysenck calls *extraversion*.

2   How many of these supertraits are there? Originally, Eysenck's factor analytic research yielded evidence for two basic dimensions that could subsume[2] all other traits: *extraversion-introversion* and *neuroticism*. Because the dimensions are independent

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1 *trait:* characteristic

2 *subsume:* include within its larger categories

of one another, people who score on the extraversion end of the first dimension can score either high or low on the second dimension. Further, as shown in Figure 1, someone who scores high on extraversion and low on neuroticism possesses different traits than does a person who scores high on both extraversion and neuroticism.

3   Where do you suppose you fall in this model? If you are the prototypic[3] extravert, then Eysenck describes you as "outgoing, impulsive, and **uninhibited**, having many social contacts and frequently taking part in group activities. The typical extravert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself." An introvert is "a quiet, **retiring** sort of person, **introspective**, fond of books rather than people; he is reserved and distant except to intimate friends." Of course, most people fall somewhere between these two extremes, but each of us is perhaps a little more of one than the other.

4   Eysenck argues that extraverts and introverts differ not only in terms of behavior but also in their *physiological*[4] makeup. Eysenck originally maintained that extraverts and introverts have different levels of *cerebral cortex arousal*[5] when in a nonstimulating, resting state. Although it may sound backward at first, he proposed that extraverts generally have a *lower* level of cortical arousal than do introverts. Extraverts seek out highly arousing social behavior *because* their cortical arousal is well below their desired level when doing nothing. In a sense, highly extraverted people are simply trying to avoid unpleasant boredom. Their problem is feeding their need for **stimulation**. Introverts have the opposite problem. They typically operate at an above-optimal cortical arousal[6] level. These people select solitude and nonstimulating environments in an effort to keep their already high arousal level from becoming too **aversive**. For these reasons, extraverts enjoy a noisy party that introverts can't wait to leave.

5   Unfortunately, a great deal of research has failed to uncover the different levels of base-rate cortical arousal[7] proposed by Eysenck. For example, introverts and extraverts show no differences in brain-wave activity when at rest or when asleep (Stelmack, 1990). But this does not mean that Eysenck's original theorizing was entirely off base. Rather, there is **ample** evidence that introverts are more sensitive to stimulation than extraverts are (Stelmack, 1990). That is, introverts are more quickly and strongly aroused when exposed to loud music or the stimulation found in an active social encounter. Introverts are even more responsive than extraverts when exposed to chemical stimulants, such as caffeine or nicotine.

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[3] *prototypic:* very typical; original after which others are modeled

[4] *physiological:* biological; concerned with how the body works

[5] *cerebral cortex arousal:* level of activity in the part of the brain that is responsible for language, memory, and thinking

[6] *above-optimal cortical arousal:* higher-than-desirable level of activity in the cerebral cortex

[7] *base-rate cortical arousal:* low-degree activation of the brain

Figure 1.
Traits Associated with Eysenck's Two Major Personality Dimensions

UNSTABLE

Moody
Anxious
Rigid
Sober
Pessimistic
Reserved
Unsociable
Quiet

Touchy
Restless
Aggressive
Excitable
Changeable
Impulsive
Optimistic
Active

INTROVERTED

EXTRAVERTED

Passive
Careful
Thoughtful
Peaceful
Controlled
Reliable
Even tempered
Calm

Sociable
Outgoing
Talkative
Responsive
Easygoing
Lively
Carefree
Leadership

STABLE
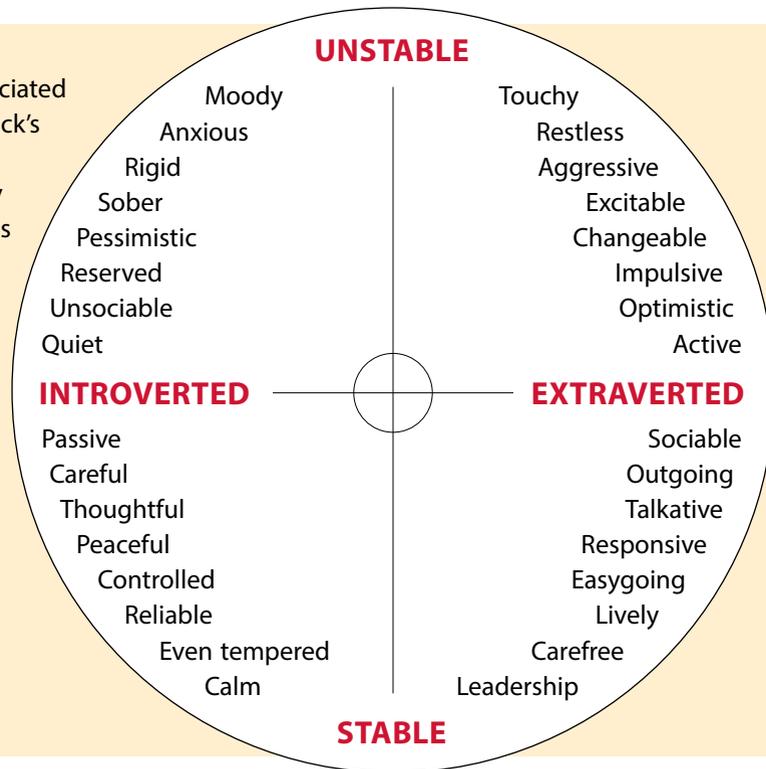
6   Consequently, many researchers now describe extraverts and introverts in terms of their different sensitivity to stimulation, rather than the different base rate of cortical activity Eysenck proposed. However, the effect is essentially the same. Because of physiological differences, introverts are more quickly overwhelmed by the stimulation of a crowded social gathering, whereas extraverts are likely to find the same gathering rather pleasant. Extraverts are quickly bored by slow-moving movie plots and soft music because they are less likely to become aroused by these **subtle** sources of stimulation than introverts are.

VOCABULARY

VOCABULARY IN CONTEXT

A What are the meanings of the **bold** words? Circle the letter of the best answer.

1. Eysenck divided the elements of personality into units that can be arranged **hierarchically**.

   a. evenly
   b. randomly
   c. from higher to lower
   d. in groups

2. Traits are part of a larger **dimension** of personality.

   a. subject
   b. aspect
   c. division
   d. range

3. People who are sociable also tend to be **impulsive**.

   a. kind   **c.** hasty

   b. arrogant   **d.** cautious

4. Eysenck describes extraverts as "outgoing, impulsive, and **uninhibited**."

   a. generous with money   **c.** unimaginative

   b. free and open   **d.** undependable

5. An introvert is "a quiet, **retiring** sort of person."

   a. possessing an excellent memory   **c.** not fond of work

   b. attending to duties willingly   **d.** tending to avoid the company of others

6. Eysenck thinks introverts are **introspective** and fond of books.

   a. thoughtful   **c.** patient

   b. tolerant   **d.** easygoing

7. Highly extraverted people try to feed their need for **stimulation**.

   a. excitement   **c.** knowledge

   b. relaxation   **d.** success

8. Introverts select nonstimulating environments in an effort to keep their already high arousal level from becoming too **aversive**.

   a. unimportant   **c.** unnecessary

   b. unpleasant   **d.** unsafe

9. There is **ample** evidence that introverts are more sensitive to stimulation than extraverts are.

   a. less than might be expected   **c.** plenty of

   b. incomplete   **d.** exactly enough

10. Extraverts are less likely to become aroused by **subtle** sources of stimulation than introverts are.

   a. hardly noticeable   **c.** extremely displeasing

   b. very unusual   **d.** constant

B Answer these questions with complete sentences.

1. What environment do you find **aversive**?

_____

2. When cooking, what spice has a **subtle** flavor?

_____

3. What is a job where there is **ample** opportunity to meet people?

_____

4. What is something that an **introspective** person would like to do?

_____

5. What **stimulation** is relaxing for you?

_____

C Now write your own sentences. Use the following words in the sentences: *dimension*, *impulsive*, *retiring*, *uninhibited*, and *hierarchically*.

VOCABULARY BUILDING

A Read the list of verbs below. Find verbs in the reading that have the same meaning. The paragraph in which the verbs appear is given in parentheses. The first one is done for you.

1. watch   _____*observe*_____ (paragraph 1)

2. have or own   _____ (paragraph 2)

3. claim   _____ (paragraph 4)

4. suggest   _____ (paragraph 4)

5. look for   _____ (paragraph 4)

6. choose   _____ (paragraph 4)

B Complete the sentences with the correct form of the verbs you found in Exercise A.

1. An extravert _____ different personality traits than an introvert does.

2. Extraverts tend to _____ noisy situations.

3. Introverts usually _____ solitude.

4. Eysenck _____ typical behavior of different personality types.

5. Eysenck _____ that people have different levels of cerebral cortex arousal.

6. Eysenck _____ a theory to explain the connection between cerebral cortex arousal and personality.

READING COMPREHENSION

LOOKING FOR MAIN IDEAS

Answer the following questions about the reading with complete sentences.

1. What is the main idea of paragraph 1?

2. Which lines state the main idea of paragraph 2?

3. What is paragraph 3 mostly about?

4. Which sentence contains the main idea of paragraph 4?

SCANNING FOR DETAILS

Scan the reading quickly to complete the following sentences. Circle the letter of the best answer.

1. According to the reading, the basic structure in Eysenck's scheme for determining someone's personality type is _____.
   a. habitual response level
   b. supertraits
   c. specific response level
   d. extraversion

2. If a person often does the same activity, that behavior is considered _____.
   a. not unusual
   b. a trait
   c. a habitual response
   d. model behavior

3. According to the reading, a man who enjoys parties, gatherings, and discussion groups is exhibiting the trait of _____.
   a. sociability
   b. leadership
   c. optimism
   d. neuroticism

4. _____ is not an element of the supertrait "extraversion."
   a. Impulsiveness
   b. Thoughtfulness
   c. Liveliness
   d. Restlessness

5. Eysenck's original theory divided personality into _____.
   a. three basic dimensions
   b. several supertraits
   c. impulsive and outgoing behavior
   d. extraversion-introversion and neuroticism

6. According to Eysenck's theory, an introvert _____.
   a. has many friends
   b. prefers books to people
   c. goes to parties several times a week
   d. is impulsive

7. According to Eysenck, extraverts and introverts differ _____.
   a. only in their behavior
   b. both behaviorally and physiologically
   c. only in their physiological makeup
   d. mostly in the way they think

8. Eysenck was interested in comparing levels of cerebral cortex arousal in extraverts and introverts when _____.
   a. they were resting
   b. they were meeting other people
   c. they were alone
   d. they were feeding their need for stimulation

9. Eysenck thought that, compared to introverts, extraverts had _____.
   a. a higher level of cortical arousal
   b. nearly the same level of cortical arousal
   c. a lower level of cortical arousal
   d. a different kind of cortical arousal

10. According to Eysenck, extraverted people like busy, noisy places because _____.
    a. they're lonely without other people
    b. they're not very emotional
    c. they're shy
    d. they need the stimulation

MAKING INFERENCES AND DRAWING CONCLUSIONS

Some of the following statements can be inferred from the reading, and others cannot.
Check (✓) each statement that can be inferred.

_____   **1.** Eysenck didn't spend enough time studying people to come up with a good personality theory.

_____   **2.** People who don't have many friends are unhappy.

_____   **3.** You can't categorize a person according to his or her behavior in a single situation.

_____   **4.** An extravert isn't easily embarrassed.

_____   **5.** Introverts are more intelligent than extraverts.

_____   **6.** An introvert would like a museum better than a crowded movie theater.

_____   **7.** An extravert likes people more than he or she needs them.

_____   **8.** An introvert's discomfort might be mistaken for unfriendliness.

_____   **9.** It's difficult to categorize people because their personalities are too complex to fit into defined categories.

_____   **10.** You're likely to find more extraverts than introverts at a packed, high-energy nightclub.

DISCUSSION

Discuss the answers to these questions with your classmates.

1. Do you see yourself as an extravert or an introvert? Explain.

2. To what extent is personality hereditary? What other factors do you think affect the development of someone's personality?

3. Do you think people look for a partner whose personality type is like theirs? Do relationships between opposites work well?

4. Have you ever been in a situation in which you felt uncomfortable while others were happy and at ease? What aspect of your personality didn't match the situation? Do you find yourself trying to avoid situations because they don't "fit" your personality?

CRITICAL THINKING

Discuss the answers to these questions with your classmates.

1. Do you think most people are happy with the personality they have? Do you think it's possible to change your personality? Why, or why not? If you could change your personality, what kind of person would you become?

2. Do you think Eysenck's theory makes sense? Why, or why not? What would you add to either support Eysenck's theory or to prove it wrong?

3. In what ways does personality affect a person's behavior, lifestyle, and choice of profession? Imagine a day in the life of an introvert and a day in the life of an extravert. What would those days be like? Explain.

WRITING ▪ 2

WRITING SKILLS

The Principle of Classification

Classification means dividing people, objects, places, or ideas into various groups so that members of each group share similar characteristics. With this method, we give order to the many things in this world. Sociologists classify people into different classes; biologists classify plants or animals into species; and psychologists classify people's personalities into various types.

- To be clear, a classification should be based on a single principle. This means that you must choose one criterion on which to make your classification. In Reading 1 on body language, Sheldon classified people into three types—the endomorph, the mesomorph, and the ectomorph—based on the principle of body type. In Reading 2, Eysenck classified people into extraverts and introverts based on the principle of personality. In your classroom, you could classify the students according to their ethnicity: Hispanic, Asian, European. You could also classify the same students according to their age: under 20, between 20 and 25, over 25. Another classification of the same students could be according to their work in class: hardworking students, average students, lazy students. Yet another classification could be made based on where they sit in class: in the front rows, in the middle, in the back rows.

EXERCISE 1

Identify one item in each of the following groups, and say how it is different from the others in that group. The first one is done for you.

1. Vehicles: car, truck, van, jeep, motorcycle

    Motorcycle does not belong. All the others have four wheels.

2. Sports: football, baseball, tennis, volleyball, swimming

3. Literature: poetry, newspaper article, short story, drama, novel

4. Transportation: by land, by air, by sea, by bus

5. Teachers: bachelor's degree, master's degree, Ph.D., brilliance

6. Style of clothes: formal, semiformal, casual, beachwear

7. Sports: hiking, skiing, swimming, ice skating, tennis

8. Animals: tortoise, crocodile, snake, lizard, monkey

9. Food: protein, carbohydrates, fats, minerals, sugar

10. Drugs: stimulants, depressants, hallucinogens, sedatives

Look at the following subjects and categories. Identify the principle of classification being used. The first one is done for you.

1. Students: *intelligent, average, below average*

Principle of classification: *level of intelligence*

2. Teachers: *tough graders, fair graders, easy graders*

Principle of classification: _____

3. People: *round faces, diamond-shaped faces, rectangular faces, square faces, triangular faces*

Principle of classification: _____

4. People: *dark hair, blond hair, red hair*

Principle of classification: _____

5. Drivers: *very careful, careful, careless, reckless*

Principle of classification: _____

6. Bats: *plant eaters, blood eaters, fish eaters*

Principle of classification: _____

7. Burns: *first-degree, second-degree, third-degree*

Principle of classification: _____

8. People: *U.S. citizens, permanent legal residents, illegal residents*

Principle of classification: _____

The Classification Essay

In your *classification essay*, once you have chosen a principle of classification, make sure that the classification includes all members of the group. For example, suppose you have decided to classify the students in your class by race. All the students fit nicely into the categories of Asian, Hispanic, and European except for one, who is Arabic and does not fit. You must either add another category so that this student will fit or look for another principle of classification.

- To avoid omitting members, it's usually a good idea to divide the group into more than two categories. Most classification essays have three or four categories.

- In the thesis statement of a classification essay, introduce the categories of classification you will be using.

  EXAMPLES: People can be classified according to the shape of their chin: those who have a pointed chin, those who have a round chin, those who have a broad chin, and those who have a small chin.

  Wrinkles fall into two categories: horizontal and vertical.

  Fish fall into three basic classes: jawless fish, bony fish, and cartilaginous fish.

- When stating your categories in the thesis statement, remember to use parallel structure, or words of the same grammatical form, in the series.

  EXAMPLES: Teachers can be classified as <u>those who dress formally, those who dress semiformally, and those who dress casually</u>. (clauses)

  In terms of body language, people can be classified according to <u>movements, posture, and facial expressions</u>. (nouns)

  The Greeks categorized people as <u>melancholic, phlegmatic, sanguine, and choleric</u>. (adjectives)

EXERCISE 3

Read the following classification essay written by a student. Then answer the questions at the end of the essay.

Classifying Personalities by Way of Astrology

The ancient Greek scientists observed the dazzling stars in the sky and created basic astronomy. They named each constellation after the characteristics of Greek gods. They used the 12 signs that appear in different periods in a year cycle to represent 12 human personalities. The 12 signs are Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, and Pisces. Each sign projects the character and personality of one specific Greek god. The person born under a certain sign has a personality related to the characteristics of that Greek god. These 12 astrological signs can be classified into the four elements in this world, which are wind, earth, fire, and water.

The three signs in the first category are Gemini, Libra, and Aquarius. The characteristics of this element are just like the name of the element, wind. The people in this category are natural-born debaters. Their skills allow them to have more advantages than others in their careers and enable them to overcome difficulties easily. A lot of people in this element are often important people in big companies. They are remarkable people compared to other groups. People in this category do not like steady jobs; they like work with challenges and prefer exciting jobs. Nobody knows what is going on inside their heads, just as you cannot catch the wind.

The second element, earth, includes the signs of Taurus, Virgo, and Capricorn. People born in this element have a rooted mind. They do not change their minds after making decisions. Their personality can be described as solid or immovable. Earth
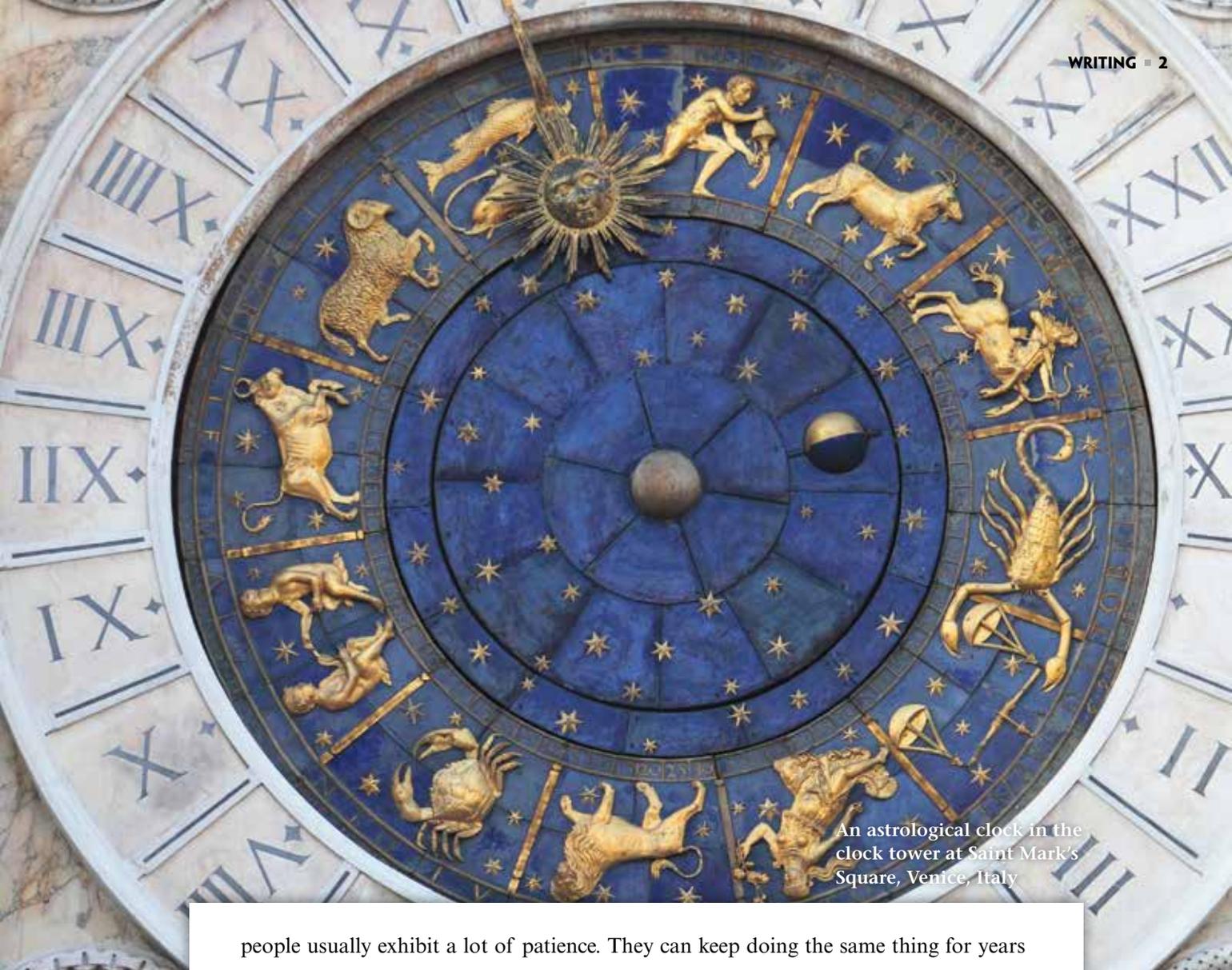
An astrological clock in the clock tower at Saint Mark's Square, Venice, Italy

people usually exhibit a lot of patience. They can keep doing the same thing for years and often manage their lives into routines. Since they prefer doing stable tasks, they can often be found working for the government. These people are obstinate as stones, but show higher loyalty to what they are doing than other groups. Earth people are often reliable partners in life.

Fire, the third element, includes the astrological signs of Aries, Leo, and Sagittarius. People born under this element tend to hurry and do not have a lot of patience. In the battle of their lives, they like to charge ahead and take their enemy's position. They also have a strong desire for success. Because of their personalities, they become leaders of groups. Also, since they are not afraid of taking risks, they often become pioneers in exciting fields such as exploration and invention. Fire people are fighter types.

The last in the four elements is water, which includes the signs of Cancer, Scorpio, and Pisces. People in these three astrological signs have sensitive feelings in the areas of emotions and love. They are born with talent in the field of art. Many artists, poets, sculptors, and musicians belong to one of these three signs. They use their natural-born skills to create many delicate articles of brilliance unequaled by their contemporaries. The way they express themselves is as soft and tender as water. Water people often may be the closest friends or relatives in one's life. They are often perfect lovers, and there are many romantic stories about water people.

Classifying personality by using the four elements is not a foolproof method, and there are many exceptions. A person with the element water may have an impatient personality as in the element fire; a fire person may be interested in the field of art or music; a person in the element of wind may enjoy working in a steady job; and an earth person may have multiple lifestyles. Psychiatrists use many techniques to classify human personality. Although using astrological signs and the elements is a way of classifying human personality, there is not much evidence to support it since we have multiple personalities in general—but it is a fun way of classifying personality.

1. Underline the thesis statement.
2. How does the writer classify astrological signs?
3. What signs are in the first category, and what are the characteristics of the first category? What signs are in the second category, and what are the characteristics of the second category? What signs are in the third category, and what are the characteristics of the third category? What signs are in the fourth category, and what are the characteristics of the fourth category?
4. Does the writer use supporting examples for each element?
5. Do all the members of your class fall under one of the elements?

WRITING PRACTICE

WRITE AN ESSAY

Choose one of the following topics to write a classification essay.

1. Classifying a major type of food
2. Classifying the way people dress
3. Classifying your friends into three or four major categories

PRE-WRITE

A Use one of the pre-writing techniques you prefer (see pages 48–51), and find a principle of classification that includes all the members of the group. Do not have more than five categories, since you need to write one paragraph for each category.

B Find an article that contains information on your topic and write a brief summary of it (see pages 106–107). Ask your teacher if you need help. Find a short excerpt from the article that you would like to include in your essay and paraphrase it (see pages 79–81).

C Work on a thesis statement for your essay.

ORGANIZE YOUR IDEAS

A Write your thesis statement using parallel structure.

B Identify each category, defining or describing it.

C Give examples and specific details for each category.

D Make a detailed outline. The information about The Essay on pages 14–20 will help you.

WRITE A ROUGH DRAFT

Using your detailed outline and any notes you made in *Pre-Write*, write a rough draft of your essay.

REVISE YOUR ROUGH DRAFT

Using the checklist below, check your rough draft or let your partner check it.

Revision Checklist

Thesis Statement
- ☐ Does the thesis statement state the writer's main idea adequately?
- ☐ Does the thesis statement show the writer's approach or attitude toward the main idea?

Unity
- ☐ Do the supporting ideas show the writer's attitude toward the main idea?
- ☐ Do the supporting details and examples show the writer's attitude toward the main idea?

Development
- ☐ Is enough evidence provided to support the main idea?
- ☐ Are there sufficient supporting details?
- ☐ Is the evidence that is provided convincing?

Coherence

- ☐ Are all the paragraphs logically connected to each other?
- ☐ Do the sentences flow logically one after the other?
- ☐ Are there sufficient transitions to make the sentences clear?

Purpose

- ☐ Is the writer's purpose clear?
- ☐ Did the writer achieve what he or she wanted to convey to the reader?

EDIT YOUR ESSAY

Work with a partner or your teacher to edit your essay. Check the spelling, punctuation, vocabulary, and grammar. Use the editing checklist to help you.

Editing Checklist

- ☐ Subject and verb in every sentence?
- ☐ Correct tense?
- ☐ Words in correct order?
- ☐ Correct pronoun reference?
- ☐ Subject and verb agreement?
- ☐ Commas in correct place?
- ☐ Wrong words?
- ☐ Spelling?
- ☐ Missing words (use insertion mark: ∧)?

WRITE YOUR FINAL COPY

After you edit your essay, you can write your final copy.

Weaving It Together

TIMED WRITING

Choose one of the following topics that you have not already written about in this unit to write a classification essay. You have 50 minutes to write your essay.

1. Classifying a major type of food

2. Classifying the way people dress

3. Classifying your friends into three or four major categories

SEARCH THE INTERNET

A Search the Internet for information about personality theories. Find additional theories about the classification of personalities (for example, type A and type B; Carl Jung's Psychological Types; David Keirsey's "temperament sorter"; Katherine Benziger's Brain Type Theory). Find answers to these questions:

1. How many groups are the personalities classified into?

2. What are the personality types based on?

B Search for a "free personality test" on the Internet. What type of personality do you have, according to the test? Share that information with your classmates.

C You may use your research later to write a classification essay.

WHAT DO YOU THINK NOW?

Refer to page 96 at the beginning of this unit. Do you know the answers now? Complete the sentence, or circle the best answer.

1. There (is / isn't) proof that the shape of your body and your character are connected.

2. Muscular people (are / are not) always dominant.

3. Introverts (are / aren't) more responsive to caffeine than extraverts.

4. _____ do not like crowded social gatherings.