UNIT 3

SOCIAL PSYCHOLOGY

CONFORMITY

Unit Description

Content: This course is designed to familiarize the student with concepts in social psychology.

Skills: Coherence and Cohesion
- Understanding coherence and cohesion
- Recognizing cohesion
- Recognizing speech markers that build coherence in lectures
- Writing body paragraphs and connecting ideas

Unit Requirements

- Lecture: “Groupthink”
- Integrated Writing Task: Writing an essay about the dangers of the group influencing an individual’s opinions
- Assignments: www.MyAcademicConnectionsLab.com
Contents

1 PREVIEW
   Previewing the Academic Content
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2 BUILDING ACADEMIC READING SKILLS
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4 BUILDING ACADEMIC WRITING SKILLS
   Before You Write
   Focused Writing
   Integrated Writing Task

GRAMMAR CHART: Gerunds and Infinitives

UNIT 3 ANSWER KEY
1 PREVIEW

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Previewing the Academic Content, page 50

Social psychology is a branch of social science focused on the study of how the behavior of others affects a person’s thoughts, feelings, and behavior. There is a wide range of career options available for people with a degree in social psychology, especially in research. Many social psychologists teach part time at the university level while using government grant money for research and using the facilities and resources at their respective universities. In this unit, students will explore:

- conformity and the effects of social pressure
- the phenomenon and effects of groupthink

Activating Background Knowledge

Before students begin their study of social psychology and conformity, explore some ideas and attitudes about conformity. Write the following statements on the board. Have students work in small groups. Give each group one of the statements to discuss.

- Traditions are group efforts to keep the unexpected from happening. ~Mignon McLaughlin, The Neurotic’s Notebook
- One of the greatest pains to human nature is the pain of a new idea. ~Walter Bagehot
- If everyone is thinking alike, then somebody isn’t thinking. ~Walter Bagehot
- The most damaging phrase in the language is: "It's always been done that way." ~Grace Hopper
- The fastest way to succeed is to look as if you're playing by other people’s rules, while quietly playing by your own. ~Michael Korda
- Fashion is what you adopt when you don't know who you are. ~Quentin Crisp

- Examine the Key Words on page 50. This vocabulary will be helpful for comprehension of the text and useful for the Integrated Writing Task.
- Point out the distinction in form between conformist, conform, and conformity.
- Point out that there is no difference in pronunciation between the noun and verb forms of pressure.
For an additional activity in this section, after students have completed both exercises on page 50, ask them if they know or can speculate about a situation in history when a group made a bad decision due to a desire to conform.

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.

Go to www.MyAcademicConnectionsLab.com for Comprehension.

**Previewing the Academic Skills Focus, page 51**

Highlight the purpose of this section, stated on the left. This unit focuses on strategies for:

- understanding coherence and cohesion
- recognizing cohesion
- recognizing speech markers that build coherence in lectures
- writing body paragraphs and connecting ideas

Review the academic skills focus: Understanding Coherence and Cohesion.

- Write the terms *coherence* and *cohesion* on the board and ask students what they mean and how they are similar and/or different. Note their answers on the board. After students have examined the explanation in the skills focus section on page 51, have them discuss how accurate their comments were when compared to the explanation.
- Emphasize that *coherence* refers to the construction of a *whole paragraph* (or longer text), while *cohesion* focuses more on how the smaller parts of a text make sense: the connection among parts of sentences and whole sentences within a *paragraph*.

Go to www.MyAcademicConnectionsLab.com for Discussion Board.
2 BUILDING ACADEMIC READING SKILLS

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Highlight the purpose of this section, stated on the left. Tell students that in this section, they will learn about tools that writers use to create cohesion.

Before You Read, page 52

In this section, students practice recognizing cohesion in texts.

Note that other strategies for achieving cohesion addressed in the Academic Connections series are:

- Academic Connections 2: referencing through the use of pronouns, demonstratives, or possessive adjectives; using logical connectives, such as however, because, and others
- Academic Connections 4: lexical cohesion, referencing through the use of pronouns and determiners, and use of key connecting words

Before you go over the information in the skills section, you may want to spend some time reviewing pronouns and possessive adjectives.

- Elicit from students the definitions for each.
- Help students make the distinction between subject and object pronouns.
- Point out that possessive adjectives sometimes have the same form as personal pronouns, so it is often the way in which a word is used that determines whether it is an object pronoun or possessive adjective.
  - Her boss (possessive adjective) gave her (object pronoun) the opportunity to express the group’s opinion.
- Remind students that possessive adjectives are used with nouns, while personal pronouns replace nouns.
Review the academic skills focus: Recognizing Cohesion.

As you examine the skills section, you may want to point out that lexical refers to the words that are the vocabulary of a language; a lexicon refers to the all of the words associated with a particular branch of knowledge. Therefore lexical cohesion uses words with similar or connected meanings.

For Exercise 1, page 53, it may help to ask students to circle or underline the words referring to the phrase in item a first and then go on to the phrase in item b.

**Global Reading, page 54**

Students read a text about conformity and use what they learned about cohesion to find important information in the text.

Before students begin Exercise 2, page 55, remind them that skimming is reading quickly for main ideas, and they should not read every word. You may want to set a time limit for this exercise to encourage skimming.

**Summary of the Text**


There is powerful pressure to follow social norms. Social pressure may even be strong enough for people to express an opinion that they clearly see as wrong. Psychologists have identified this tendency as the Asch effect.

A. Psychologist Solomon Asch’s experiment and the existence of conformists

1. College age participants were asked look at cards that had three lines of different lengths and to say which one was the same as or different from a standard line. Participants who knew the true purpose of the experiment answered first and the real subject answered later or last. Everyone agreed on the right answer in the first three trials. In the last trial, the first person to speak gave a wrong answer, saying that two lines were the same length, when in fact they weren’t. Each person in the group continued to give the wrong answer, so that they all agreed on a judgment that was incorrect. When it was the real subject’s turn to respond, he had to decide whether to stick with what he actually saw or give an obviously incorrect answer in order to conform. Group pressure caused nearly every one of the real subjects to shift the answer to the wrong answer.

2. Seventy-five percent of subjects in the experiment conformed to the incorrect judgment. Other studies showed that 50 to 80 percent of
participants conformed at least once. Thirty-three percent conformed in at least half of the trials.

B. The existence of independents
   1. Despite the powerful influence of social pressure, there are independents, people who will point out errors when they see them, even if this makes them uncomfortable or disliked by others in the group.

C. Factors that influence whether people yield to group pressure
   1. The size of the majority group: People conformed if three people agreed with a false answer, but not if there were only one or two.
   2. Having a partner in the group who disagrees with the majority: Even in a large group, if there was one other person who differed from the majority, the tendency to conform was reduced; nearly all subjects resisted conforming.
   3. The amount of difference between the majority and the correct answer.

D. Additional factors that influence conformity
   1. The group is given an unclear or difficult judgment task
   2. Members of the group are seen as particularly skilled or knowledgeable
   3. The response is public rather than private
   4. The group’s decision is unanimous; without unanimity, the rate of conformity drastically drops.

Go to www.MyAcademicConnectionsLab.com for Reading Activities 1–4.

Focused Reading, page 58

Students read the text again and analyze the use of cohesion tools in it.

Examine the Key Words on page 58. This vocabulary will be helpful for comprehension of the texts and the exercises. Point out the distinction in form between unanimous, unanimity, and unanimously. Point out that when subject is used as a verb, it can also be pronounced with the stress on the second syllable.

Once students have completed Exercise 1, page 58, discuss their answers as a class. For item 2c, point out that judgment has quite a different meaning from “answer”; this is a good example of how a word that is not a synonym can be used for lexical cohesion.

Examine the Key Words on page 60 before students begin Exercise 3. This vocabulary will be helpful for comprehension of the exercise.
Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.

Go to www.MyAcademicConnectionsLab.com for Reading Activity 5.

Go to www.MyAcademicConnectionsLab.com for Checkpoint 1.

3 BUILDING ACADEMIC LISTENING SKILLS

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Highlight the purpose of this section, stated on the left. Tell students that in this section, they will practice following the ways that effective speakers create cohesion.

Before You Listen, page 61

- Examine the Key Words on page 61. This vocabulary will be helpful for comprehension of the lecture and useful for the Integrated Writing Task.
- Point out the distinction in form between cohesive and cohesiveness; invulnerability and invulnerable; isolate, isolation, and isolated

For Exercise 1, page 61:

- To make this exercise more concrete for students, present a situation that is relevant to your particular group: for example, a university club or a workplace.
- This exercise is also a good place for some work with collocations: hold . . . values, feel (or be) in tune with, have similar (or different) attitudes, work (well, better, best) together, reach a consensus,
- Source for these two company scenarios:
  Eric Schmidt, CEO of Google,
  http://1000advices.com/guru/organization_cs_google_10rules.html
  last accessed 10 March 2009

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.
Global Listening, page 62

Students listen to a lecture about groupthink and learn speech markers that lecturers use to create coherence in a lecture.

Review the academic skills focus: Recognizing Speech Markers that Build Coherence in Lectures.

For Exercise 4, page 63, do not expect students to write every word of the markers they hear. Answers that adequately demonstrate that they can identify them should be sufficient.

After students have completed Exercise 5, page 64, discuss their answers as a class to ensure complete understanding of the content of the lecture.

Summary of the Lecture

“Groupthink,” page 63 (For the complete audioscript, see Academic Connections 3, pages 182–183.)

Introduction
A. Positive aspects of conformity
   1. When people know normal rules of behavior and share attitudes, society functions more smoothly.
   2. People feel more in tune with colleagues and friends if they share the same ideas, preferences, and ways of dressing.
B. Negative aspects of conformity
   1. It inhibits creativity and critical thinking.
   2. In groups, it can result in poor decisions.

Remainder of the Lecture
C. Definition of groupthink
   1. How did the idea develop? Groupthink was an idea that was initially developed to understand some controversial decisions that the U.S. government made.
   2. What is it and when does it happen? It happens when a group is very cohesive and its members value relationships. Often ideas are not carefully considered and alternative actions are not considered at all. Groupthink happens when people in the group change opinions to go along with the rest of the group, even when it is contrary to their original ideas.
3. Why do people engage in groupthink? Some people do it because they identify with the group and want to be like the people in it. Others want to be liked. Still others think the group knows better than they do. Social pressure is strong—it can be uncomfortable to be someone who doesn’t conform.

D. Circumstances that contribute to groupthink
1. High cohesiveness in a group
2. Similarity of the social backgrounds and values of the group’s members; isolated groups are more likely affected by groupthink
3. Groups with a leader who gives orders are prone to groupthink
4. External factors that create high stress levels
5. Anything that makes decision making difficult

E. Examples of groupthink
1. The U.S. invasion of Iraq
2. The space shuttle disasters
3. The failure of the Enron Corporation
4. In these situations and others like them, dissenters in the group made others uncomfortable. Groups might punish, isolate, or even force the nonconformist out.

F. Signs of groupthink
1. Group members feel invulnerable. When they feel they can do no wrong, there’s probably a problem.
2. Dissenters remain quiet rather than expressing ideas—self-censorship—because they want to avoid trouble or negative opinions of other group members.
3. Dissenters are pressured to conform. A leader might make fun of a dissenter, or make the dissenter uncomfortable by or accusing him or her of being disloyal or not a team player.

G. How to avoid groupthink
1. A leader can encourage and reward doubters and dissenters.
2. A leader can encourage expression of as many ideas as possible, perhaps even asking for counter-arguments.
3. A leader can bring in new people who have new ideas. If members of the group have a clear idea about their roles and see themselves as open-minded and problem solvers, they are more likely to accept different ideas. If the group thinks its purpose is to justify its opinions, there is a danger of groupthink occurring.

Focused Listening, page 64

Students listen again to excerpts of the lecture and identify the tools of cohesion in it.

You may want to pause the audio after each of the excerpts in Exercise 1.

Scenario 3 in Exercise 3, page 66, is loosely based on the circumstances of the 2003 space shuttle Columbia disaster.

As an extension to Exercise 3, page 66, you may want students to work in groups to identify or come up with their own scenarios and exchange scenarios with another group. Have each group identify the circumstances / symptoms of groupthink and avoidance strategies in another group’s scenario.

Summary of the Excerpts in Exercise 1, pages 64–65

(For the complete audioscript, see Academic Connections 3, page 183.)

Note: Speech markers are shown in italics.

- Excerpt 1: Groupthink is the concept developed to understand controversial decisions the U.S. government made. It happens when group members have a strong connection to each other. It occurs in highly cohesive groups.
- Excerpt 2: Groupthink occurs when group members change their opinions to go along with the group consensus. They do this even if it is contrary to their own opinions.
- Excerpt 3: Why would people change their opinions? Some people do it because they identify with and want to be like members of the group.
- Excerpt 4: Examples of events affected by groupthink are the U.S. invasion of Iraq, the space shuttle disasters, and the failure of Enron Corporation.

Go to www.MyAcademicConnectionsLab.com for Listening Activity 5.

Go to www.MyAcademicConnectionsLab.com for Checkpoint 2.
4 BUILDING ACADEMIC WRITING SKILLS

Make sure that students are familiar with the grammar point covered in MyAcademicConnectionsLab for this unit (gerunds and infinitives) before they begin this section. Go to page 15 in these Teacher’s Notes for the grammar chart.

Go to www.MyAcademicConnectionsLab.com for Grammar Check.

Highlight the purpose of this section, stated on the left. In this section, students practice writing body paragraphs and connecting ideas. They also write an essay about the dangers of group influence on individual opinions.

Before You Write, page 68

Students read a brief essay written by another student and analyze the way ideas in the body paragraphs are connected.

For Exercise 1, page 68:
• Note that in this exercise, students are asked to identify elements of the introduction to the student essay. This reviews material presented in Unit 1.
• Before students begin this exercise, elicit definitions for general statement, thesis, and scope. If students have difficulty defining these terms, you may want to review the skills section on page 18 of Unit 1.

Review the academic skills focus: Writing Body Paragraphs and Connecting Ideas, page 69.

After students have completed Exercise 2, page 69, you may want them to read the essay again and circle the logical connectives they find.

Summary of the Student Essay, page 68
1. Effective decision making is important in all areas of life. Right decisions can result in success, while wrong ones can be disastrous.
2. Organizations have to choose the best from a variety of ideas.
3. One way to have the widest possible range of ideas is to consult people outside the organization.
   3.1 Different people have different life experiences that may help address different issues.
   3.2 Consulting people outside inhibits groupthink.
4. As the common expression “two heads are better than one” shows, it is good to involve a larger number of people in important decisions.
   4.1 With more people consulted and more experiences considered, the likelihood of the best idea emerging is increased.
   4.2 With more people, ideas are more thoroughly considered, so possible problems and solutions can be predicted in advance—the more heads, the better result.
5. Consulting with outsiders helps to avoid the danger of groupthink.
   5.1 When people know each other well and get along, they reinforce each other’s ideas instead of challenging them.
   5.2 Presence of an outsider deters old habits of the organization from prevailing and allows for challenging old ideas.
6. Conclusion: Fresh ideas from the outside can help an organization’s decision-making process, so it is important for the organization to consult with outsiders when possible.

**Focused Writing, page 70**

Students read a blog entry about decision making in business and practice using logical connectives to tie ideas in the body of an essay together.

For Exercises 1 and 2, pages 70–71:
- As students read the blog entry, have them underline unknown words.
- Have students examine the Key Words on page 71. Are these Key Words any of the ones they underlined? What other words did they underline? List those on the board.
- Have students complete Exercise 2, page 71. If they have identified other unknown words in the blog entry, have them use the context to come up with definitions for those words. They can check their definitions in a dictionary.

For Exercise 4, page 71, the first item is an expanded, written version of the question students answered in the Before You Read section on page 53. The next three items expand on the points given in the blog. Depending on time, you may want students to write a whole essay rather than body paragraphs alone.

- Go to www.MyAcademicConnectionsLab.com for Comprehension.
- Go to www.MyAcademicConnectionsLab.com for Writing Strategy.
Integrated Writing Task, page 72

The Integrated Writing Task requires students to apply the knowledge they have acquired in this unit in order to write an essay.

- Go over the Integrated Writing Task assignment on page 72.
- Go over Steps 1–4 on page 72.
- Go over the checklist on page 72.
- You may want to assign Steps 1, 2, and/or 3 as homework.

Go to www.MyAcademicConnectionsLab.com for Internet Activity and Academic Words Puzzle.
## GRAMMAR CHART: Gerunds and Infinitives

<table>
<thead>
<tr>
<th>Gerunds and Infinitives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. A gerund</strong> is used after certain verbs. Some of these verbs are: admit, appreciate, avoid, can’t help, complete, consider, discuss, dislike, enjoy, finish, give up, keep, miss, practice, quit, recommend, risk, suggest, understand.</td>
</tr>
<tr>
<td>Many experts recommend getting an outside opinion to avoid groupthink.</td>
</tr>
</tbody>
</table>

Gerunds are often used as objects of prepositions. Common preposition combinations followed by gerunds include:

- **verb + preposition; common combinations include:** believe in, complain about / of, have a reason for, insist on, object to, talk about / of, take advantage of, take care of, think about / of
- **verb + noun / pronoun + preposition; common combinations include:** blame . . . for, discourage . . . from, forgive . . . for, keep . . . from, prevent . . . from, prohibit . . . from, protect . . . from, stop . . . from, thank . . . for
- **adjective + preposition; common combinations include:** capable of, excited about, good at, happy about, interested in, opposed to, responsible for, tired of, uncomfortable with, worried about

The subject of the experiment thought about dissenting, but at the end he went with the majority’s answers.

The manager wanted to finish the project as soon as possible so he kept his employees from disagreeing with the majority.

I’m very interested in researching the causes and effects of groupthink.
2. An **infinitive** is also used after certain verbs.

- Some verbs are followed directly by an infinitive. Some of these verbs are: *afford, appear, ask, care, decide, expect, fail, hope, learn, manage, mean, need, offer, plan, prepare, promise, refuse, seem, threaten, wait, want, wish.*

- Some verbs are followed by an object + an infinitive. Some of these verbs are: *allow, cause, challenge, convince, encourage, force, instruct, order, permit, persuade, remind, require, teach, tell, urge, warn.*

- On the other hand, there are verbs that can be followed by an optional noun / pronoun + an infinitive, depending on the meaning. Some of these verbs are: *ask, expect, need, want, would like.*

<table>
<thead>
<tr>
<th>Example</th>
<th>Sentence</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manager hoped to avoid groupthink so he encouraged opposing ideas.</td>
<td></td>
<td>The manager wanted to finish the project as soon as possible so he encouraged his employees to agree with the majority.</td>
</tr>
<tr>
<td>I want to disagree with you.</td>
<td>I want to disagree with you. (I have the desire to disagree with you.)</td>
<td>I want my group members to disagree with you. (I have the desire for my group members to disagree with you.)</td>
</tr>
<tr>
<td>She started voicing her opinion, but then she stopped.</td>
<td>She started voicing her opinion, but then she stopped.</td>
<td>She started to voice her opinion, but then she stopped.</td>
</tr>
<tr>
<td>She stopped working on the project. (She isn't working on the project any more.)</td>
<td>She stopped working on the project. (She isn't working on the project any more.)</td>
<td>She stopped to work on the project. (She stopped another activity in order to work on the project.)</td>
</tr>
<tr>
<td>Allowing your employees to disagree with you is important.</td>
<td>Allowing your employees to disagree with you is important.</td>
<td>It's important to allow your employees to disagree with you.</td>
</tr>
</tbody>
</table>

3. Some verbs can be followed by either a gerund or an infinitive. Some of these verbs are: *begin, can’t stand, continue, hate, like, love, prefer, start.*

- She started voicing her opinion, but then she stopped.

- She started to voice her opinion, but then she stopped.

4. A few verbs can be followed by either a gerund or an infinitive, but the meaning is different. Some of these verbs are: *forget, quit, regret, remember, stop, try.*

- She stopped working on the project. (She isn't working on the project any more.)

- She stopped to work on the project. (She stopped another activity in order to work on the project.)

5. A gerund can be the subject of a sentence.

Use **it’s + adjective + the infinitive** to express the same idea a different way.
UNIT 3 ANSWER KEY

1 PREVIEW

Previewing the Academic Skills Focus, pages 51–52
1. Students should underline the first line in paragraph A. Because paragraph B is not coherent, there is no clear topic sentence. Only in paragraph A are the ideas related to the main idea.

2. Students should cross out most of the sentences in paragraph B except for the first sentence and this sentence: “Social contact is important for child development.” None of the sentences should be crossed out in paragraph B.

3. paragraph A

4. Human beings are social creatures—we live with others, work with others, and play with others. Our everyday contact with other people provides many opportunities for others to directly or indirectly influence our behavior, feelings, and thoughts. This process is called social influence. There are many forms of social influence. For instance, we might speak to a coworker in order to persuade him or her to follow our own opinion, even when our coworker might not want to. Alternatively, sometimes a person can influence other people just by being near them. For example, a boss may make a worker nervous, and as a result the worker might not be able to work effectively.

2 BUILDING ACADEMIC READING SKILLS

Before You Read

Exercise 1, page 53
1. a. Line 2: they, their
   Line 3: them

b. Line 3: they, their, they
   Line 4: them, their

2. a. Line 3: bosses
   Line 4: superior
   Line 5: the boss, the leader

3. We will find some answers [to this question] later in this unit.

4. because; however
Global Reading

Exercise 1, page 54
1. No; this has already been answered in the general statement.
2. No; this has already been answered in the general statement.
3. Yes; this is mentioned in the scope, and thus previews something that is covered in the body.
4. Yes; this is mentioned in the scope, so it will be expanded upon in the rest of the text.

Exercise 3, page 57
1. 6 2. 4 3. 7 and 8 4. 2 and 3 5. 5

Focused Reading

Exercise 1, pages 58–59
1. b. pressure to obey social norms / being able to make people change minds / to express an opinion that is clearly completely wrong
c. college students
d. they were; line; to the question; of the experiment
2. a. to give their answers
b. the only real subject of the experiment
c. response; judgment
d. saw the world
e. of participants
3. a. the Asch effect
b. decision making; debates
c. these; people; who; they; they
d. individuals
e. partner
Exercise 2, pages 59–60

Answers may vary. Possible answers:

The Experiments
1. They weren’t honest: they lied about the purpose of the experiment, and made the real participant think he was among other real participants, when really they were confederates of the researcher.
2. one line with three lines in a group
3. the real subject / participant
4. correct
5. Confederates gave incorrect answers.
6. Very uncomfortable: “disturbed, puzzled, separated, like an outcast”

The Results
1. three quarters / 75 percent
2. Results there were 50 percent to 80 percent

Conclusions and Inferences
1. It causes problems.
3. It makes them uncomfortable, but doesn’t stop them from pointing out mistakes.

Exercise 3, page 60

1. Encourages Conformity: Paragraph 8 says that chances of conformity increase if the task is difficult.
2. Encourages Conformity: Paragraph 8 says that when group members are seen as especially competent, conformity is more likely.
3. Encourages Diverse Views: Paragraph 8 says that giving responses publicly rather than privately encourages conformity.
4. Encourages Conformity: Paragraph 7 says that the larger size of the majority increases the likelihood that people will give in to group pressure.
5. Encourages Conformity: It relates to the principle mentioned in paragraph 8 that the chances of conformity occurring increases when the tasks are difficult.
6. Encourages Diverse Views: Paragraph 7 says that not being alone in opposing the majority sharply reduces conformity. Paragraph 8 also says that breaking unanimity dramatically reduces conformity. Thus, ensuring that there is always at least one person giving the opposing view will encourage others to be honest rather than conforming.
3 BUILDING ACADEMIC LISTENING SKILLS

Before You Listen

Exercise 2, pages 61–62
1. invulnerability 3. impartial 5. isolation 7. open-minded
2. isolated 4. consensus 6. in tune 8. values

Exercise 3, page 62
1. Company B
2. Company A

Global Listening

Exercise 1, pages 62–63

<table>
<thead>
<tr>
<th>Stage</th>
<th>Function</th>
<th>Speech Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>• to indicate the main point of the lecture</td>
<td>As we’ll see throughout the rest of this lecture, . . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The main point we’ll cover today is . . .</td>
</tr>
<tr>
<td></td>
<td>• to say what will be covered in the body</td>
<td>First, we’ll look at . . . Then, we’ll move on to . . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There are two main reasons for this. First, . . . Also, . . .</td>
</tr>
<tr>
<td>Body</td>
<td>• to introduce a new topic / main idea</td>
<td>Now, let’s move on to . . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>So, how do we . . .</td>
</tr>
<tr>
<td>Conclusion</td>
<td>• to introduce the conclusion</td>
<td>So, now, it’s time to wrap up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In summary, . . .</td>
</tr>
</tbody>
</table>

Exercise 2, page 63

Answers will vary. Possible answers:
How does groupthink happen?
Who does groupthink affect?
Is groupthink good or bad?
How can we stop groupthink?
How can we know if groupthink is happening?
What are the dangers / advantages of groupthink?
What are some examples of groupthink?
Exercise 3, page 63
What is groupthink?
In what circumstances / when does groupthink happen?
What are some examples of groupthink?
How do I recognize / notice / identify groupthink?
How do I avoid groupthink?

Exercise 4, page 63
<table>
<thead>
<tr>
<th>Question</th>
<th>Signals Introducing the Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is groupthink?</td>
<td>So, what is groupthink?</td>
</tr>
<tr>
<td>In what circumstances / when does groupthink happen?</td>
<td>Let’s look now at when groupthink happens.</td>
</tr>
<tr>
<td>What are some examples of groupthink?</td>
<td>There are many examples of . . .</td>
</tr>
<tr>
<td>How do I recognize / notice / identify groupthink?</td>
<td>Now, you’re probably asking yourself, “How can I know when groupthink is happening?”</td>
</tr>
<tr>
<td>How do I avoid groupthink?</td>
<td>There are a few things you can do to avoid groupthink . . .</td>
</tr>
</tbody>
</table>

Exercise 5, page 64
1. c 2. b 3. c 4. b 5. b 6. c 7. b

Focused Listening

Exercise 1, pages 64–65
Excerpt 1: the concept; it
Excerpt 2: this
Excerpt 3: people; do so
Excerpt 4: example

Exercise 2, page 65
Circumstances: Groupthink is most likely to happen when . . .
1. ✓ 2. ✓ 3. ✓ 4. X 5. ✓ 6. ✓ 7. ✓

Symptoms: Groupthink might be happening when . . .
1. ✓ 2. X 3. ✓ 4. X 5. X 6. ✓

Groupthink Avoidance Strategies: Ways to avoid groupthink include . . .
1. ✓ 2. ✓ 3. X 4. ✓ 5. ✓ 6. X
### Exercise 3, pages 66–67

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Circumstance, Symptom, or Groupthink Avoidance Strategy</th>
<th>Evidence from the Scenario</th>
<th>Is Groupthink Likely?</th>
</tr>
</thead>
</table>
| 1.       | - group is very cohesive  
- members have a lot in common with each other  
- leader makes a doubter feel uncomfortable | - the children get on very well, have played together for years  
- similar age, from the same part of town, go to same school, have played together for a number of years  
- “leader” laughs at the doubter, tells him not to be silly | yes |
| 2.       | - group not so cohesive  
- members don’t have a lot in common with each other | - four members were recently competitors  
- four members were from opposite sides of politics  
- Lincoln told the four to give their true opinions  
- use external people  
- the four group members mentioned were from outside Lincoln’s political side | no |
| 3.       | - there is strong external pressure  
- circumstances make decisions difficult  
- use external people  
- leader makes doubters feel uncomfortable | - government has told them it wants to see results quickly  
- as well as the government pressure, the project’s complexity must also cause difficulty  
- the panel of external experts  
- government fires them | yes; although some steps were taken to avoid groupthink (the external experts), other actions promoted groupthink |
Exercise 5, page 67

Answers will vary. Possible answers:
1. Both lead to bad or incorrect decisions; both lead to people putting aside their own opinions and conforming to the majority; both often lead to unanimity; both make dissent difficult and leave dissenters feeling uncomfortable.
2. Groupthink occurs between people who know each other well. The Asch effect seems to work with strangers.

4 BUILDING ACADEMIC WRITING SKILLS

Before You Write

Exercise 1, page 68

In all walks of life—in companies, government, and even families—effective decision making is important. The right decision can lead to success, while the wrong one can cause disaster. Organizations must consider a range of ideas and choose the best from these. An excellent way to ensure that the widest possible range of ideas is considered is to consult with people outside the organization. This is because different people have different experiences, all of which may help in dealing with the issue. Also, consulting with external people helps to avoid groupthink.

Exercise 2, page 69

A common expression in English is “two heads are better than one,” meaning that two people’s minds working together can think of better ideas than just one person. This is especially true when it comes to decision making. The more people who are consulted, the more experiences will be considered, and thus the more likely it is that the best idea will be found. Further, running the ideas by more people will mean that the ideas are examined more carefully. Thus, it is more likely that possible problems can be predicted in advance, and solutions found. So, in short, the more heads, the better.

There is another reason to consult with others. That is to avoid the danger of groupthink. Groupthink occurs when people who get along well and know each other well reinforce each others’ ideas rather than questioning them. This can reduce the level of critical thinking and lead to bad decisions. Someone from outside brings in new ideas, especially if that person is encouraged to freely express them. And that person will not allow old habits of the organization to prevent questioning of old ideas.
Focused Writing

Exercise 2, page 71
upset
pretend
ignore
yes person
actions follow (your) words
barrier
outsider
tendency