

## Unit 1

# Belonging to a Group

In this unit you will look at the different ways in which human beings are part of larger groups. In Chapter 1 you will focus on families – different types of families and households, and their importance in developing our social skills and behaviors. In Chapter 2 you will look beyond the family. First, you will examine the role of culture in general, and then you will look at one very influential group within most cultures: the peer group. You will also look at an example of collective, or group, behavior – the behavior of people when they are part of a crowd.

# Contents

In Unit 1, you will read and write about the following topics.

Chapter 1 Marriage, Family, and the Home	Chapter 2 The Power of the Group
<b>Reading 1</b> Marriage: A Changing Institution	<b>Reading 1</b> The Influence of Culture
<b>Reading 2</b> The Family Today	<b>Reading 2</b> Peer Groups
<b>Reading 3</b> How We Learn to Behave	<b>Reading 3</b> Crowds

## Skills

In Unit 1, you will practice the following skills.

<b>R Reading Skills</b> Examining graphics Reading for main ideas Reading actively Skimming Thinking about the topic Predicting Personalizing the topic Reading boxed texts Applying what you have read Understanding key terms Previewing art	<b>W Writing Skills</b> Writing about changes Definitions Expanded definitions Describing differences Understanding text structure Writing a body paragraph
<b>V Vocabulary Skills</b> Words related to the topic Guessing meaning from context Word families Collocations Synonyms Using grammar to guess meaning Describing behavior	<b>A Academic Success Skills</b> Taking notes Answering short-answer questions Reviewing for a test

## Learning Outcomes

**Write** a two-paragraph essay illustrating the power of the group.

# Previewing the Unit

Before reading a unit (or chapter) of a textbook, it is a good idea to preview the contents page and to think about the topics that will be covered. This will give you an overview of how the unit is organized and what it is going to be about.

Read the contents page for Unit 1 on page 2 and do the following activities.

## Chapter 1: Marriage, Family, and the Home

**A** The first two sections of Chapter 1 look at marriage and different types of families and households. Work with a partner and explain what each of the following terms probably means:

- arranged marriage
- divorce rate
- blended family
- single-person households
- nuclear family
- boomerang children

**B** Section 3 of this chapter focuses on how children learn to take their part in society. Write down five to ten things that are considered to be good behavior for children from your own point of view (e.g., saying “thank you” when they are given something). Then discuss the following question with your classmates:

How do people generally try to teach these behaviors?

## Chapter 2: The Power of the Group

**A** Chapter 2 looks at what influences people’s social behavior. Look at these pictures and discuss the following question with your classmates:

How likely are you to see people doing these things in your country or community?



**B** In this chapter you will learn that people belong to many different social groups besides their families. Make a list of the different social groups to which you belong (e.g., sports team, school, or neighborhood).

# Chapter 1

# Marriage, Family, and the Home

## PREPARING TO READ

### 1 Words related to the topic **V**

The title of the text refers to marriage as an *institution*. This word has many different meanings. For sociologists, it has the following definition:

*a custom or tradition that has existed for a long time and is accepted as an important part of a particular society*

Discuss the following with a classmate.

1. After you have studied the definition, decide if you think marriage is an *institution*.
2. What are some other examples of cultural or social institutions?

### 2 Examining graphics **R**

Before reading a text, it is helpful to look at any graphs, tables (sometimes called charts), or diagrams. These will give you an idea of the content of the text.

Look at the graphs in this text (Figures 1.1 and 1.2) and read the words that explain them. With a partner, answer the questions below in your own words.

1. What does Figure 1.1 show?
2. What do the points along the *y* axis (the vertical line) in Figure 1.1 represent?
3. What does Figure 1.2 show?
4. What do the points along the *x* axis (the horizontal line) in Figure 1.2 represent?
5. Does the information in Figure 1.1 surprise you? Why or why not?
6. Does the information in Figure 1.2 surprise you? Why or why not?

# Reading 1

## MARRIAGE: A CHANGING INSTITUTION

In the movies, we often watch two young people who meet and fall in love. After a while, they decide to get married, they start a family, and they live happily ever after. Sometimes it happens this way, but not always. Not all young people fall in love and get married. Not everyone who gets married lives happily ever after. Although some people get married for love, people marry for other reasons as well.

Some people marry for economic or political reasons. In some societies, a marriage is traditionally a union between families rather than individuals. In many countries, particularly in Asia, these *arranged marriages* are still quite common. This means that the parents decide whom their child will marry. They often choose a young man or woman from the same community with a similar background because they believe this kind of marriage will be successful. In most, but not all, cases, the young people also participate in the decision. They are not forced to marry if they do not want to.

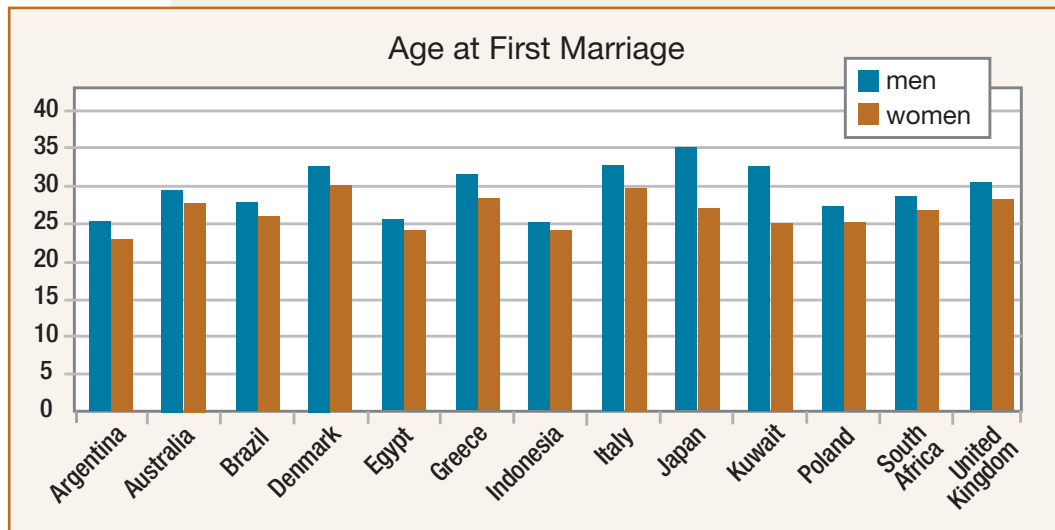
Arranged marriages are common in many parts of the world.



**median age** the age exactly in the middle of a range of ages

Although there is variation across cultures, marriage is an institution in almost every culture, and most people do get married. In most countries, more than 90 percent of people get married at some time during their lives. The age of first marriage has risen in the last century. In the United States, the **median age** at which people marry for the first time has risen from 22.8 for men and 20.3 for women in 1960 to 28.2 for men and 26.1 for women in 2010. This trend is not limited to the United States. The numbers in many countries around the world, especially in western countries, are similar (see Figure 1.1).

**Figure 1.1.** Marriage trends by country



Source: United Nations: Population Division (based on latest figures available in 2010)

### Staying single

25 These data indicate that many people in these countries are staying single until they are older. These young adults – the majority of them are women – postpone marriage until their late twenties and thirties or even forties. One reason they often give for staying single is that they have not met the right person. Others say that marriage involves  
30 too much responsibility or that they simply like being single. They are free to spend their money and time as they wish. They are free to start new relationships or end old ones. In short, they can make their own decisions.

35 There are also two important sociological reasons for this increase in the number of young singles. First, the social pressure to get married has declined. Fifty years ago, young women who did not marry might have felt embarrassed and ashamed. Today, they

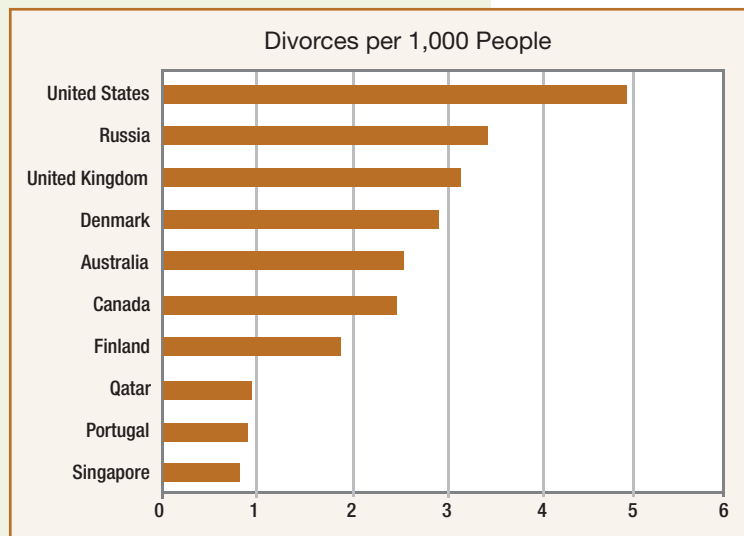
can have close, meaningful relationships without marriage. More important, the opportunity for single people to have a good life has expanded. This is especially true for women. As educational and employment opportunities for women have increased, marriage is no longer the only path to economic security, emotional support, and social respectability.

It is not only young people who are single, however. It is increasingly common for people of all ages. This includes people who have never married as well as people who are no longer married because they are divorced or their spouses have died. As a result, in the last 20 years, the number of *single-person households* has grown significantly. In Australia, for example, almost one quarter of the population lives alone. The figure in the United States is even higher – almost 30 percent. In many European countries, it is higher still. In Germany and England, this figure is close to 40 percent. This trend is particularly clear in large cities, where almost half of all households have just one person.

**Figure. 1.2.** Divorce rates by country

### The divorce rate

There has been a considerable increase in the *divorce rate* all over the world in the last seventy-five years (see Figure 1.2). In the United States, it reached a high point in the 1980s. It has declined somewhat since then, but it remains the highest rate in the world. About 40 percent of all American marriages eventually end in divorce. Divorce has also become relatively common in Russia and the United



Source: Nationmaster (based on latest available figures for each country in 2010)

Kingdom. Even in countries such as India, where the divorce rate has traditionally been low, the rate doubled between 2005 and 2010.

What can explain this widespread increase in the divorce rate? Experts give several reasons. First, social disapproval of divorce has decreased. At one time, many people stayed in unhappy marriages because divorce was unacceptable in their communities. Now, divorce is more acceptable. Second, women often stayed married for economic reasons. Divorce could mean a life of poverty for them because they had no way to earn money for themselves. This is no longer true in many countries. This is related to a third reason for the rise in divorce.

80 As the economic reasons for marriage have become less important, the emotional reasons for marriage have become primary. As a result, when two people no longer love each other, there may not be a good reason for them to remain in the marriage. Finally, the laws in many countries have changed to make it easier to get divorced.

### Customized Speed-Dating

In many Muslim communities, parents play an important role in choosing whom their children will marry. When Muslims immigrate to countries such as the United States, where they are a minority, this process becomes more challenging. Pakistani-American Jamal Mohsin thinks he has a solution. In 2007 he adapted *speed-dating* to the Muslim context. Normally, speed-dating takes place in bars. Young people talk to their “date” for about 5 minutes and then they move on to the next “date.” This continues all evening. They hope to find someone they like. If they like each other in their 5-minute “date,” they might agree to meet again.

Muslim speed-dating does not occur in a bar. Instead, it takes place in a hotel conference room, and the parents of the young women are watching and taking notes. The event has become popular with the Muslim community in New York and attracts Muslim-Americans from all over the country. As of 2011, there have been twenty-six weddings among those who have participated.





## AFTER YOU READ

### 1 Reading for main ideas **R**

Understanding the main idea of the whole text is an important reading skill in college. Two strategies that will help you identify the main idea of a text are:

- reading the introductory paragraph of the text
- paying attention to the headings that organize the text

Reread the introductory paragraph (Par. 1) and headings of “Marriage: A Changing Institution.” Read the four sentences that follow. Then choose the sentence that best states the main idea of the text.

- Marriage is an almost universal institution.
- The traditional institution of marriage has changed in a variety of ways.
- Young people everywhere are still falling in love and getting married.
- Marriage has many different functions in different cultures.

### 2 Reading actively **R**

When you read you should be doing more than simply taking in the words on the page. To understand a text well and to remember what you have read, you need to read actively. One way to read actively is to respond to the cues that the author provides to follow the argument in the text, especially when you are studying for a test. You may need to read a text more than once. As you read, use the cues to ask yourself questions:

Cue	Question
One reason, purpose, function	What is the second, third, etc., reason, function, purpose?
There are other reasons, functions, uses	What are they? Did the author already name one?
In some cases, X happens	What happens in other cases?
As a result	What was the cause? Did I miss that?
Not only	What else? Who else?
There are two/three/several . . . reasons, types	What are they? Did the author number them?
Finally,	What were the first one, two? Did I miss them?

**A** Find examples of these cues in “Marriage: A Changing Institution.” Underline them.

**B** Ask yourself the questions that go with each cue. Find the answer in the text and highlight it. An example is provided below.

It is not only young people who are single, however. It is increasingly common for **people of all ages**.

### 3 Guessing meaning from context

It is important to develop strategies for dealing with difficult or unfamiliar vocabulary in the texts you read. One important strategy is looking at the context (that is, the words and sentences that come before and after the unknown word) for clues to the word’s meaning.

Read the sentences from the text. Try to figure out the meaning of the word in bold from the context. The words in italics may help you figure out its meaning. Circle the word or words that have a similar meaning.

1. In some societies, a marriage is traditionally a union between *families rather than individuals*.  
a. members      b. complete strangers      c. single people
2. This includes people who have never married as well as people who are *no longer married* either because they are divorced or their **spouses** have died.  
a. mother or father      b. son or daughter      c. husband or wife
3. The *age of first marriage has risen* in the last century. In the United States, the median age at which people marry for the first time has risen from 22.8 for men and 20.3 for women in 1960 to 28.2 for men and 26.1 for women in 2010. This **trend** is not limited to the United States.  
a. development      b. number      c. age
4. These young adults – the majority of them are women – **postpone** marriage *until* their late twenties and thirties and even forties.  
a. attempt      b. expect      c. delay
5. Second, women often stayed married for economic reasons. Divorce could mean a life of **poverty** for them because they had *no way to earn money for themselves*.  
a. working hard      b. being poor      c. being ashamed
6. As the economic reasons for marriage have become *less important*, the emotional reasons for marriage have become **primary**.  
a. more restrictive      b. more likely      c. most important

## 4 Writing about changes **WR**

College textbooks often include texts (like “Marriage: A Changing Institution”) about changes over a period of time. Some common ways to describe changes over time are shown in the tables:

	Adverb	Adjective
has become / became	less somewhat relatively fairly increasingly more quite	common frequent rare unusual

	Adjective	Noun
there has been a / there was a	slight considerable significant	increase decrease rise fall

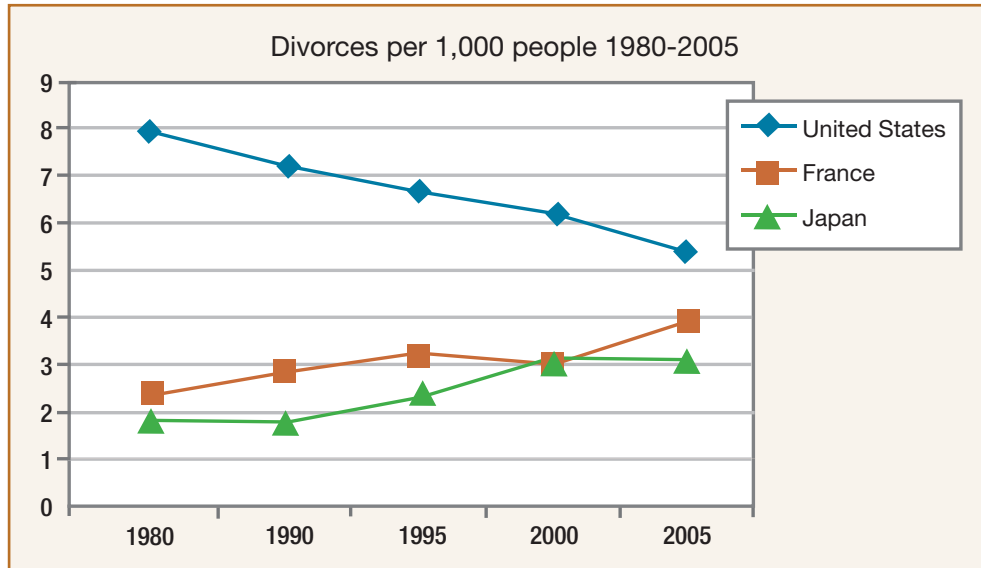
Verb	Adverb or Adverb Phrase
(has) increased (has) decreased has gone up ( <i>or</i> down) / went up ( <i>or</i> down) has risen has grown has fallen	considerably significantly somewhat a little (by) X percent

	Quantity Verb
(has) almost (has) more than	doubled tripled

**A** Find examples of some of these language patterns in the text.

**B** Use some of the language patterns to write two sentences about the graph (Figure 1.3).

**Fig. 1.3.** Marriage and divorce rates by country: 1980 to 2005



Source: U.S. Census International Statistics

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

## PREPARING TO READ

### 1 Skimming

Skimming a text before you read it will make the text easier to understand. Skimming means looking quickly over a text to get an idea of what it is about and of how it is organized. You should not read every word. Instead, you should look at headings, pictures, graphs, and highlighted words. It is also a good idea to read the introduction and the first sentence of each paragraph.

- A** Give yourself one minute to skim the text “The Family Today.” Without looking back, write down the headings you saw.
- B** Give yourself another minute to skim the text. Without looking back, write down some key words you remember.
- C** Reread the introduction to the text (Par. 1) and then check (✓) the phrase that best describes what you think this text will be about.
- a.** Similarities and differences in families in the United States and other countries
  - b.** New kinds of family arrangements
  - c.** The changing roles of mothers in the family
  - d.** The disappearance of traditions and cultural customs

### 2 Thinking about the topic

The text “The Family Today” examines new kinds of family units. Discuss the questions with your classmates:

1. In your country or community, do any children grow up in a home with just one parent?
2. How common do you think this is in the United States?
3. Did your grandparents live with you when you were growing up?
4. Is this common in your community?
5. Do adult children usually live with their parents in your community?

## Reading 2

### THE FAMILY TODAY

The traditional image of the average family in the United States is of a mother taking care of her two kids and a house in the suburbs while the father drives off to work. In fact, this kind of family is relatively rare today, both in the United States and in many other countries. In  
5 its place, new forms of the family unit are increasingly common.

### Single and unmarried parents

There has been a rise in the number of children growing up in households with just one parent. Globally, between one-quarter and one-third of all families are headed by single parents, mostly by mothers. In the United States, there are about 14 million single-  
10 parent families, which is about 9 percent of all families. The figure in Australia is 14 percent; in the United Kingdom, it is 25 percent. In many developing countries, the percentages are much higher.

Compared with two-parent families, single-parent families usually have lower incomes. They are also more likely to experience social and  
15 psychological stress, such as unemployment, lack of social support, and children with problems at school. These challenges are not a direct consequence of the absence of a second parent. They result from factors that can also affect two-parent families, for example, poverty and poor living conditions. One factor causing the increase in  
20 single-parent families is the rise in the divorce rate around the world. Also, a growing number of financially independent single women have decided to have children on their own.

In general, there has been an increase in the number of never-married women having children. Some of these women raise their  
25 children alone, but not all of these births result in single-parent families. Some couples do not marry, but they decide to have a baby anyway. In the United States, in 2009, 40 percent of births were to unmarried women. The rate is higher in western Europe. The percentage of babies born to unmarried women is about 44 percent in  
30 the United Kingdom, 50 percent in France, and 55 percent in Sweden. There is increasing acceptance of unmarried parenthood in these countries and many others.

### Blended families

Because of the high rates of divorce and remarriage, *blended families* have also become quite common. These result when two people with  
35 children from previous marriages get married. About one-third of all Americans are members of some type of blended family. Because women usually win custody (i.e., care and guardianship) of children

in divorce cases, most blended families consist of a woman, her new husband, and her biological children. The new husband often becomes  
40 the children's stepfather.

The happiness of blended families depends largely on how well the stepfather gets along with the children. Being a stepfather can be difficult. Stepfathers are likely to have problems with discipline. The children may resent him and refuse to obey him. If a stepfather tells his  
45 young stepson that he should not watch television on a school night, the stepson may reply: "My dad lets me. Besides, it's my mom's TV."

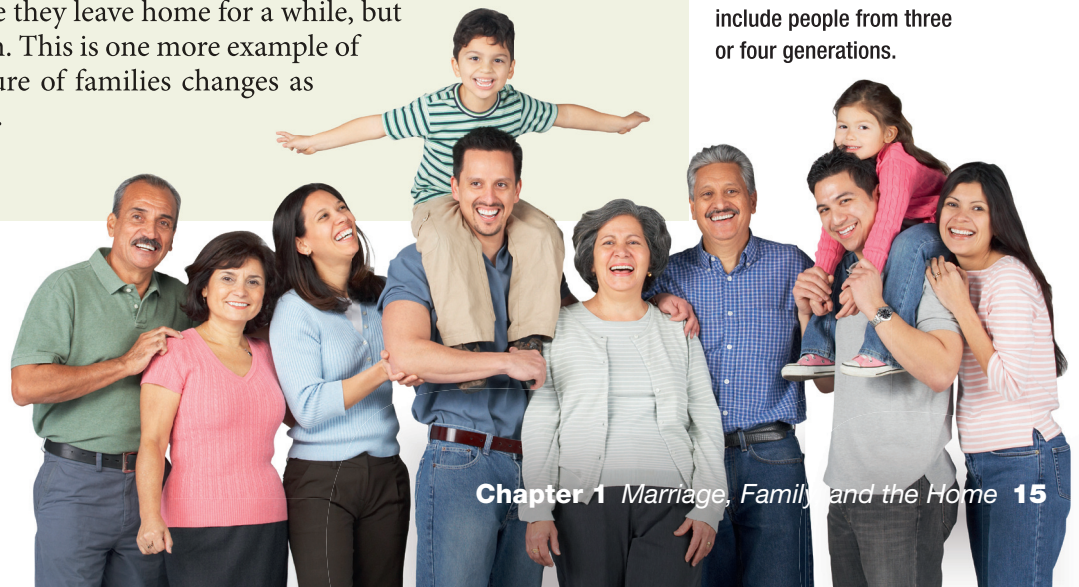
Conflicts are most likely with teenagers. Teenagers are trying hard to break free of adult control. They may accept parental discipline only out of love and respect, which they may not have for their stepfathers.  
50 During an argument, teenagers may shout at their stepfathers: "You're not my real father!" Although most blended families are relatively free of serious problems, conflict with stepchildren is one of the main reasons that second marriages fail at a higher rate than first marriages.

### **Nuclear and extended families**

A husband and wife and their children are called a *nuclear family*.  
55 This is the typical family unit in most Western countries. In many other parts of the world, however, it is more typical for the *extended family* to live together in one household. It may include grandparents, uncles, aunts, and cousins. This is more common in cultures in which marriage is considered a union between two families rather than just  
60 two people.

In cultures where the nuclear family is the typical unit, children usually leave home in their early twenties, often before they get married. Frequently, they leave home when they go to college. Recently, there has been a shift in this behavior. Increasingly, young  
65 people are moving back to their parents' homes after they graduate from college. Sometimes even older adult children move back in with their parents if they lose their jobs or cannot afford to pay for their own homes. These adults are sometimes called *boomerang children* because they leave home for a while, but  
70 then they return. This is one more example of how the structure of families changes as society changes.

Extended families often include people from three or four generations.



## AFTER YOU READ

### 1 Reading for main ideas **R**

Understanding main ideas is an important task when reading a college text. Part of this skill is being able to quickly identify the topic of a paragraph.

Look back at the text quickly and write the number of the paragraph that addresses each of the following topics. Begin with the second paragraph. A match for it is given as an example.

- |   |                    |
|---|--------------------|
| 1. increase in blended families                   | Paragraph ___      |
| 2. teen conflict with stepfathers                 | Paragraph ___      |
| 3. increase in single-parent families             | Paragraph <u>2</u> |
| 4. variation in families across time and cultures | Paragraph ___      |
| 5. increase in unmarried parents                  | Paragraph ___      |
| 6. nuclear versus extended families               | Paragraph ___      |
| 7. adult children who return home                 | Paragraph ___      |
| 8. challenges of single-parent families           | Paragraph ___      |
| 9. challenges of stepfathers                      | Paragraph ___      |

### 2 Word families **V**

One way to figure out the meaning of an unknown word is to look for its relationship with other words in the same word family. Even if you cannot figure out the exact meaning, your understanding can be enough to allow you to read on. For example, in Paragraph 1 of the text, you can get an idea of the meaning of the word *increasingly* by recognizing that it is related to the word *increase*.

**A** Look at the phrases from the text. Write down at least one other word you know that is related to the underlined word.

- |  |                    |
|--|--------------------|
| 1. <u>Globally</u> , between one-quarter and one-third | <u>globe</u> _____ |
| 2. <u>psychological</u> stress                         | _____              |
| 3. such as <u>unemployment</u>                         | _____              |
| 4. <u>financially</u> independent                      | _____              |
| 5. <u>unmarried</u> women                              | _____              |
| 6. unmarried <u>parenthood</u>                         | _____              |

**B** Try to figure out the meanings of the underlined words. Use your dictionary to check your answers.



### 3 Taking notes **A** **W**

When you take notes, it is important not to write down everything. You should only write down the main points and important details or examples. You should also try to abbreviate (shorten) words (e.g., *incr* = increase).

**A** Look at these notes taken from the subsection “Single and unmarried parents.”

- *Sg p and unmarr. p. fams*
- *Bet. 1/3 and 1/4 fams. in wrld*
- *US 9%, Aust 14%, UK 25%*
- *Probs: financ. psych. soc.*
- *reasons for incr – (1) div. rate (2) sg wm. have kids (3) unmarr. cples have kids*

**B** Complete these notes taken from the subsection “Blended families.”

*Staying single*

- *women get cust.*
- *US rate \_\_\_\_\_*
- *Probs for stepdad: \_\_\_\_\_*
- *Teens: \_\_\_\_\_*
- *Reas. 2<sup>nd</sup> marr. fails: \_\_\_\_\_*

**C** Use the note-taking models in Steps A and B to write your own notes for the subsection “Nuclear and extended families.” Write three notes for each paragraph.

## 4 Answering short-answer questions

One of the best ways to prepare for a short-answer quiz is to make up some questions that you think you will be asked. Short-answer quizzes usually include three types of questions.

- Type 1: direct questions about the data (i.e., the information and ideas in the text) – *who*, *what*, *when*, *where*, and *how* questions.
- Type 2: questions that ask you to look more closely at the data – to find relationships between different parts of the data, for example, to compare and contrast elements or to analyze causes.
- Type 3: questions that ask you to think critically about what you have read – to evaluate or assess the data and to justify your answer.

**A** Work with a partner. Answer the questions about the “Nuclear and extended families” subsection of the text:

1. What is the meaning of *boomerang children*?
2. Why are young people returning home to live with their families?
3. Why do you think the nuclear family unit is more common in some cultures and the extended family unit is more common in others?

**B** With your partner, read each question again and decide if it is Type 1, 2, or 3.

**C** With your partner, write two or three questions about each of the other two sections in text (“Single and unmarried parents” and “Blended families”). Try to write a variety of different types of questions.

**D** Exchange your questions with your partner, and answer each other’s questions orally.

## PREPARING TO READ

### 1 Predicting

It is a good habit to predict the information in a text before you read it. It can motivate you to read the text and help you start thinking about some of the language that you might find there. You can often predict the general content of a text by looking at its title and headings without skimming the rest of the text.

The title of the text on the next page is “How We Learn to Behave,” and the headings are:

Sanctions and modeling  
Differences across cultures

Without looking at the text, discuss with a partner the type of information you expect to find there. Then, skim the text to check your predictions.

### 2 Personalizing the topic

Thinking about your personal connection to a topic can help you take in new information about the topic. You should do this while you are reading as well as before you read.

Before reading the text “How We Learn to Behave,” discuss with a small group what you would do if you were the parent in each of the situations below.

1. Your five-year-old child hits another child without reason while playing. You have never seen him or her do this before.
2. Every night, your four-year-old child refuses to go to bed.
3. Your 10-year-old child offers to help you clean up the house.
4. Your oldest child, a 16-year-old, has started smoking. You smoke, but do not want your children to smoke.
5. You want your 14-year-old to take care of your younger children when you are at work, but he or she complains, “It’s not my job.”

# Reading 3

**Socialization** the process of learning what to expect and how to behave in the society in which an individual lives

## HOW WE LEARN TO BEHAVE

- A man turns off his cell phone as he enters a movie theater.
- A woman eats her lunch and puts the paper wrapper in a trash can.
- A young man helps an elderly woman who has fallen.

5 Being polite, neat, and helpful are characteristics of person who is well socialized into U.S. culture. **Socialization** is the process of learning how to behave in the society we live in. Societies must have some organized way of teaching new members what is expected of them and how they should behave. Through socialization, children  
10 develop into adults who know how to behave appropriately in their culture.

The task of socialization is performed by several groups and institutions called *socialization agents*. The family, school, and friends are the most important socialization agents. Of these, the family is  
15 the most important, especially during the first years of life. How do families and other agents teach children how to behave? Two important ways are by sanctions and by modeling.

### Sanctions and modeling

*Sanctions* are consequences following a behavior that influence whether the behavior will be repeated. *Negative sanctions* are  
20 punishments. This means that something bad happens after undesired behavior occurs. If a child says, “Gimme some gum,” and the parent says, “No gum until you learn to ask politely” and does not give the child the gum, then the child learns that it is not a good idea to speak this way. If he does, he will not get what he wants. *Positive sanctions*  
25 are rewards. In other words, the behavior is followed by something pleasant, or enjoyable. If a child asks a parent, “May I have some gum, please?” and the parent gives the child some gum, the child learns that saying “please” at the end of a request results in getting what he asked for. Parents generally use negative sanctions when their children are  
30 disobedient or rude and positive sanctions when they are polite and well behaved.

*Modeling* is another way that children learn to behave appropriately. Modeling refers to learning by watching the behavior of others – especially parents – and copying that behavior. Modeling influences  
35 both positive and negative behavior. For example, children who are respectful to elderly people have probably seen their parents do things such as helping older people onto trains and buses. On the other hand, children whose parents fight all the time are more likely to behave the same way when they become adults.

## Differences across cultures

40 It is easy to assume that every culture socializes children in the same way. Research studies, however, show that there are cross-cultural differences in what families expect of their children and in how they socialize them to behave appropriately. For example, in some Asian families the needs of the group are traditionally  
45 seen as more important than the needs of the individual. Children learn that their first responsibility is to their parents rather than to themselves. For example, many children work hard at school so that their parents will be proud of them.

There are also differences in the amount of responsibility  
50 children are expected to take within their families, and this has an important effect on their behavior. A study of six- to eleven-year-old children in six communities in the United States, Kenya, Japan, India, the Philippines, and Mexico revealed a considerable difference across these cultures in the level of responsibility children had. The children  
55 in Kenya and Mexico were expected to take care of the other younger children in the family and do household chores that helped the whole family. These children quickly learned to be responsible and caring toward others. Parental expectations about work around the house were an important part of children's socialization. In contrast, in the  
60 United States, children had fewer chores, and they were less likely to develop these traits at an early age. All of these forms of socialization determine how we behave when we become adults.



Parents expect children to help with household chores.

## “Tiger Mother”

Socialization of children often remains an important part of a culture even when the group's circumstances change. For example, in many Asian-American homes, the importance of hard work, achievement, and respect for family still plays a key role in socialization of children. In 2010, Amy Chua, a Chinese-American, shocked many American readers when she described the way she raised her two daughters. She calls herself a “Tiger Mother.” She was very strict with them. She didn't let them watch television or go to their friends' houses to play. She forced one of her daughters to do 2,000 math problems every night until she was the best in the class. She said she would burn her daughter's dolls if she did not play her music perfectly. Her daughters are top students and have won many musical competitions.



Amy Chua



## AFTER YOU READ

### 1 Reading boxed texts

Many academic textbooks include boxed texts. Their purpose varies. They can do the following:

- give an interesting example of an idea in the main text
- give some detailed statistics
- give a definition
- ask you to apply ideas to your own life

Whatever the purpose, these boxed texts usually contain high-interest material that will add to your understanding of the main text.

**A** Read the boxed section at the end of this text again.

**B** Discuss its purpose with a small group. Does it match one of the purposes mentioned above?

### 2 Definitions

Textbooks contain many definitions of words or expressions that have a special meaning within the field of study. These words or expressions are sometimes called *technical terms*. Understanding the structure of these definitions will make it easier to recognize them in texts and help you learn to define the terms you use in writing assignments.

**A** Read the examples from “How We Learn to Behave.” Circle the term being defined and underline the words that link the term and its meaning. The first item is done as an example

1. Socialization is the process of learning how to behave in the society we live in.
2. Sanctions are consequences following a behavior that influence whether the behavior will be repeated.
3. Positive sanctions are rewards. In other words, the behavior is followed by something pleasant or enjoyable.
4. Negative sanctions are punishments. This means that something bad happens after a behavior occurs.
5. Modeling refers to learning by watching the behavior of others – especially parents – and copying that behavior.

**B** Work with a partner. Discuss the meanings of these words from the text and write a one-sentence definition for each using some of the patterns in the sentences above.

socialization agents (Line 13) \_\_\_\_\_

negative behavior (Line 35) \_\_\_\_\_

household chores (Line 56) \_\_\_\_\_

cross-cultural differences (Lines 41–42) \_\_\_\_\_

### 3 Words related to the topic

It is usually easier to remember words if we learn them as part of a group of related words. So after you read, it is a good idea to look for words that you can group together.

**A** These words from the text describe different kinds of behavior: *polite, neat, well behaved, disobedient, respectful, responsible, rude, caring*.

Work with a partner. Write the words in the chart to show which kinds of behaviors are likely to lead to a positive sanction (a reward) and which to a negative sanction (a punishment). Use the context of the word in the text and a dictionary if necessary.

Positive sanction	Negative sanction
<i>polite</i>	<i>disobedient</i>

**B** Add these other kinds of behaviors to the chart: *kind, impolite, cheerful, aggressive, thoughtful, rebellious, selfish, mean*.

### 4 Applying what you have read

Finding ways to apply new knowledge is a good way to deepen your understanding of new subject matter.

**A** Read the following letters to a magazine advice column and discuss with your classmates what you would advise the parent to do.

- Would you advise a positive sanction?
- Would you advise a negative sanction?
- Do you think some behavior modeling might help, or do you have some other idea?

### Letter 1

My eight-year-old son has never been in any trouble before, but just recently he has been getting into big trouble for swearing at school. I'm not sure what to do. My husband and I don't swear very much around the house, but of course, like many people, we do sometimes. My son is usually quite well behaved, but he does not seem to take any notice of what I say about this. What should I do?

### Letter 2

My six-year-old daughter has been coming home with small toys that do not belong to her. When I ask her about them, she says that another child gave them to her. But it happens so much that I just cannot believe her. I feel I should punish her in some way, but I'm not sure if it would work and if it could even make the problem worse. What should I do?

### Letter 3

I have four children. The youngest child, a three-year-old boy, has a terrible habit of throwing things at people who visit the house. Because people usually laugh at him when he does this, he thinks his behavior is amusing and keeps doing it. Although people are at first polite, eventually they get upset. It is very embarrassing, and I really don't know what to do. Can you help me?

**B** Choose one letter and write a short letter of advice in reply.



# Chapter 1 Academic Vocabulary Review

The following words appear in the readings in Chapter 1. They all come from the Academic Word List, a list of words that researchers have discovered occur frequently in many different types of academic texts. For a complete list of all the Academic Word List words in this chapter and in all the readings in this book, see the Appendix on pages 213–214.

Reading 1 Marriage: A Changing Institution	Reading 2 The Family Today	Reading 3 How We Learn to Behave
adapt community eventually experts immigrate variation	affect conflict (n) consist couples image incomes	appropriately assume circumstances negative positive task

Complete the sentences with words from the lists.

1. Some \_\_\_\_\_ wait until they have saved enough money before they marry.
2. People with higher \_\_\_\_\_ can buy more things, but they are not always happier than people with less money.
3. People who are following norms behave \_\_\_\_\_ in most situations.
4. \_\_\_\_\_ give several different reasons for why the age of first marriage has risen in the last 50 years.
5. It is important not to \_\_\_\_\_ that you know other people's opinions before you ask them.
6. In the past, many people had a \_\_\_\_\_ opinion about women who did not marry. Today, this has changed, and more women are choosing to remain single.
7. People often choose to \_\_\_\_\_ to another country for economic and political reasons.
8. Blended families can create \_\_\_\_\_ among family members until everyone adjusts to the new arrangement.
9. Learning to write in a new language is a difficult \_\_\_\_\_ .
10. New immigrants must learn to \_\_\_\_\_ to the customs of their new countries.
11. If you work hard and are patient, \_\_\_\_\_ you will reach your goals.
12. There is \_\_\_\_\_ in family structure across different countries and cultures. Families are not the same everywhere.

# Developing Writing Skills

In this section you will learn about body paragraphs, which are at the heart of any piece of writing. You will write one body paragraph here. You will also use what you learn here to complete the writing assignment at the end of this unit.

## Writing a Body Paragraph

Each body paragraph should be organized around one idea, and everything in the paragraph should be related to that idea. Every body paragraph you write should have a topic sentence. A topic sentence does several things.

- It states the topic of the paragraph, or what the paragraph will be about.
- It makes a claim about the topic. This means that it has to say something important about the topic that is more than a simple fact. The topic sentence makes a claim that you will need to prove.
- It restricts what the other sentences in the paragraph can be about.

**A** Review the sentences below with a classmate. Decide which ones would make effective topic sentences. If you decide one is not a good topic sentence, explain why.

1. Arranged marriages are often successful.
2. I got married when I was very young.
3. The divorce rate in India doubled last year.
4. There are several reasons for the increase in blended families.
5. Modeling is a better way to socialize children than punishment.

**B** The topic sentence is often, but not always, the first sentence in the paragraph. As you continue to write your body paragraph, imagine someone has read your topic sentence. Then the reader turns to you and says, “Really? Is that so? Can you prove it to me?” Now ask yourself, does the rest of my paragraph prove it?

The rest of the paragraph must

- relate to the idea stated in the topic sentence
- provide evidence for the claim in the topic sentence

In other words, the other sentences in the paragraph should support the idea in the topic sentence.

Think about the topic sentences that you chose in Step A. For each one, write one other sentence that could be in the paragraph. The sentence should support, or provide evidence for, the claim in the topic sentence.

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- C** Read each sentence in the sample paragraph. Highlight the topic sentence. Then, for each of the sentences in the rest of the paragraph, decide if it is related to the idea in the topic sentence and provides support for its claim. If it does not, cross it out.

*Arranged marriages are often more successful than “love” marriages. When young people fall in love, they may make quick and unwise decisions. When parents arrange a marriage for their child, they consider for a long time and bring all of their wisdom and experience to the decision. Often they know what will work better in the long run. Their children should be grateful for their help. In India, 95 percent of all marriages are arranged. The divorce rate there has doubled in the last five years. Statistics show that the divorce rate for “love” marriages is much higher than the rate for arranged marriages.*

- D** Now write a body paragraph. The topic is “sanctions as a form of socialization in your country or your family.” Choose one of these to write about:

- Do parents in your country use mostly negative or positive sanctions to teach children how to behave? Do you think they are effective?
- Did your parents use mostly negative or positive sanctions to teach you how to behave? Do you think they are effective?

Begin with your topic sentence. Then write three or four more sentences with examples to support the claim in your topic sentence.

- E** Proofread your paragraph and make sure there are no grammar, spelling, or punctuation errors.

# Chapter 2

## The Power of the Group

### PREPARING TO READ

#### Thinking about the topic

In the text “The Influence of Culture” you will read about social norms, or rules. These norms define what acceptable behavior in a society or group is.

**A** Use the rating scale of 1–4 to indicate how acceptable the following behaviors are in your country or community. Check (✓) one box for each behavior:

- 1 = completely acceptable
- 2 = sometimes acceptable
- 3 = usually unacceptable
- 4 = completely unacceptable

Behavior	1	2	3	4
Sitting on a crowded bus when an elderly person is standing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating with your fingers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wearing shorts on a main street in your town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kissing your boyfriend or girlfriend in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hitting a child when he or she misbehaves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wearing shoes inside the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swearing in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking a dog into a restaurant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepting a gift when you have nothing to give in return	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blowing your nose at the dinner table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B** If there are students from different countries in your class, move around the class and talk to other students until you find at least one country that is different from your own for several behaviors. If you all come from the same country, discuss how people’s attitudes vary depending on their age, their family background, location, and so on.

**C** Discuss the following question with your classmates:

What happens in your country if you violate the rules for these behaviors?

# Reading 1

## THE INFLUENCE OF CULTURE

Imagine that you are alone with a person whom you love and who loves you. You are holding his or her face in your hands as you look into his or her eyes and then you kiss. You probably think of kissing as natural. To a sociologist, kissing and many other common behaviors are *cultural* rather than *natural*. We are not born with the knowledge of how to kiss and what it means to kiss. Instead, we learn this as part of our culture.



### The meaning of culture

**Culture** is a very powerful force in our lives. It determines many of the experiences we have and the meanings we give to them. But what exactly is culture? To the sociologist, culture is everything that we are socialized to do, think, use, and make. We learn much of what we think and do from the society that we live in. Because humans live in groups and communicate with each other, they pass on what they know and believe to each other and to their children.

For example, they pass on ideas about what is important in life, what normal and abnormal behavior is, and what is right and wrong. All these ideas are the foundation of the culture of their society, and they guide the behavior of the members of that society.

### Values and norms

*Values* are socially shared ideas about what we consider to be good, desirable, or important in life. We show what we value by how we live our lives and how we view others. For example, if in our society we value professional success, we are likely to spend a lot of time thinking or worrying about it. We respect others who have achieved success, and we teach our children that it is important to be successful. These shared values of a society form the basis of *norms*, which are a set of social rules that most people in the society follow.

Norms define what is socially acceptable or unacceptable behavior in particular social situations. If we violate, or go against, social norms, there will probably be negative consequences. That is, there may be a penalty or punishment to discourage us from acting this way again. Most of us are not even aware that many rules for behavior are social norms. We think they are natural. Rules for kissing are a good example. We know whom we can kiss, how we can kiss, and when

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**culture** everything humans are socialized to do, think, use, and make

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Throwing rice is an old custom that can still be seen at weddings today.



and where. Norms like these are relatively weak, so the consequences  
40 for violating them are not very serious. These are sometimes called  
*folkways*. Folkways are customs that members of a group are expected  
to follow to show courtesy to others. For example, saying “excuse me”  
when you burp is an American folkway. Thanking someone if they say  
you have done a job well is another. If you violate these weak norms,  
45 nobody will punish you. Someone might think you are strange or  
impolite, but that is all.

*Mores* are much stronger social norms. They provide the standards  
of moral behavior for a group or society. Violation of mores can carry  
a severe penalty. In modern societies, most mores are formalized as  
50 *laws*. The government enforces laws. Thus, violations of these mores  
are considered *crimes*. For example, parents must care for their  
children. In the United States and many other countries, there are laws  
that allow the government to take children away from parents who do  
not take care of them properly. There are also laws in many countries  
55 that very strongly encourage people to drive safely by having penalties  
for driving too fast.

### Differences in values and norms

Values and norms vary from culture to culture. As a result, some  
norms and their underlying values may be considered important in  
one society but not in another. If someone says to you, “Good job!” an  
60 American norm tells you to respond, “Thank you.” This is because of  
the value Americans place on a fair exchange – praise  
for good work. In China, however, the same praise  
65 would receive a humbler  
response such as, “Oh, no,  
I have done poorly.” This is  
because humility ranks high  
in the Chinese value system.  
70 This kind of difference  
in values and norms can  
sometimes lead to *cross-  
cultural misunderstandings*.

Both values and norms  
75 may change with time. However, norms for behavior sometimes  
persist even after their underlying values have changed. For example,  
many people throw rice at weddings. Rice is a symbol of fertility, a  
quality that was highly valued by society in the past. Today, we are  
no longer very concerned about the number of children a couple will  
80 have, yet we continue to throw rice at weddings.

## AFTER YOU READ

### 1 Reading actively

Academic textbooks contain extensive explanations of fundamental concepts in a particular field as well as many field-specific definitions. As a result, it is often possible to understand the structure of these texts in terms of *Wh*- questions (What? Who? When? Where? How?). Creating a list of *Wh*- questions can help you remember the information in the text and prepare for tests.

Read the *Wh*- questions. Match them to the appropriate paragraph number. Write the paragraph number in the blank before each question. Start with the second paragraph.

- \_\_\_ a. What are mores?
- \_\_\_ b. How do values vary across time?
- \_\_\_ c. What are values?
- \_\_\_ d. How do values vary across cultures?
- \_\_\_ e. What is culture?
- \_\_\_ f. What are norms?

### 2 Understanding key terms

Your understanding of the texts you read depends in part on your understanding of key terms. Pay careful attention to the explanations of these terms and any examples used in the text to help you understand them.

Find explanations and examples in the text of the following terms. Complete the chart using note form.

Term	Explanation	Examples
Values	<i>shared ideas about what is good &amp; right</i>	humility
Norms		
Folkways		
Mores		
Laws		
Crimes		

### 3 Expanded definitions **W R**

**A** Use the information from the chart in Task 2 to write expanded definitions. When you write a definition, it can help your reader if you expand it by giving one or two examples.

Below is an expanded definition of culture. It begins by defining the term but then adds some information about kissing, a culturally learned behavior.

*Culture is everything we are socialized to do, think, use, and make. Kissing, for example, is a cultural rather than a natural behavior. We kiss because we have learned this behavior from others in our cultural group.*

**B** Look back at the text and at the notes you completed for Task 2, and write a one-sentence definition of two of the key terms.

**C** Now add two examples of the term to help a reader understand it. Don't use the examples in the text. Use examples from your own experience of a society you know and understand.





## 4 Collocations V

When you read in English, you will notice that some words often appear together. For example, *goal* often appears with *reach*, and *chance* with *slight*. These word combinations are called *collocations*. It is important to learn these word combinations. They will help you read more quickly and write more natural English.

**A** The nouns on the list appear in the text. Find the verbs and adjectives that appear with them to make a collocation. The chart indicates (with ●) whether the collocation is with a verb or adjective or both. Fill in the chart with the appropriate word from the text.

	Collocation with Adjective	Collocation with Verb
force (Line 13)	●	
behavior (Lines 48, 75)	●	
success (Line 27)		●
norms (Line 32)		●
consequences (Line 39)	●	
courtesy (Line 42)		●
penalty (Line 49)	●	●
laws (Line 50)		●

**B** Use your knowledge of collocations from Step A to complete the following sentences.

1. If you work hard, you will achieve \_\_\_\_\_ in your career.
2. It is important to show \_\_\_\_\_ to others even when you are angry.
3. There is a serious \_\_\_\_\_ for drunk driving.
4. In most communities, the police have the power to enforce \_\_\_\_\_ .
5. If you violate \_\_\_\_\_ in your community, there may be a penalty.
6. Abnormal \_\_\_\_\_ is activity that society thinks is strange or unusual.
7. Parents are a powerful \_\_\_\_\_ in their children's lives.
8. Stealing a police car carries a greater \_\_\_\_\_ than stealing an ordinary car.
9. There are negative \_\_\_\_\_ for violating society's norms.

## PREPARING TO READ

### 1 Personalizing the topic

**A** Work with two or three other students. Think back to when you were 14 or 15 years old and discuss:

1. What did you like to wear?
2. What type of music did you like?
3. Who were your favorite singers, TV and film stars, and sports stars?
4. What did you do in your free time?
5. What did your parents think about your interests and your sense of fashion?

**B** Still working in the same groups, discuss teenagers now:

1. What clothes do they like to wear?
2. What types of music do they like?
3. Who are some singers, TV and film stars, or sports stars who are popular with teenagers?
4. What are some activities that many teenagers participate in?
5. What do you think about these teenage interests and fashion?
6. If you are not a teenager, in what ways are these different from when you were their age?

### 2 Previewing art

Looking at the photographs or at other art in a text and reading the captions (the words that explain visual materials) is a good way to get an overview of the content.

**A** Look at the photographs in the text “Peer Groups” and read the captions. Write a sentence to describe what you think the text will be about.

**B** Compare sentences with others in the class. After you have read the text, return to your group’s sentence to see whose sentence was the most accurate.

## Reading 2

### PEER GROUPS

During **adolescence**, people become increasingly involved with their *peer group*, a group whose members are about the same age and have similar interests. The peer group – along with the family and the school – is one of the three main agents of socialization. However, the  
5 peer group is very different from the family and the school. Whereas parents and teachers have more power than children and students, the peer group is made up of equals.

### Learning from the peer group

Peer groups develop among all age groups, but they are particularly important for adolescents' development. The adolescent peer group  
10 teaches its members several important things. First, it teaches social skills – how to get along with other people. Second, the peer group teaches its members the values of friendship among equals. Third, and perhaps most important, it teaches them to be independent from adult authorities. Sometimes this means that a peer group encourages  
15 its members to go against authorities and adults – to ignore home and school rules and even to break the law. Most teenagers, though, rebel only by making fun of older people in a harmless way.

These traits are typical of adolescents in modern, Western societies, but it is important to remember that this kind of rebellious behavior  
20 is partly cultural and it is not universal. Adolescence is actually a relatively new concept. One hundred years ago, teenagers were expected to work and help their families. In other words, they had to act like adults; there was no time for adolescence. In  
25 addition, the role that the peer group plays in helping adolescents break away from adult authority is based on fundamental Western values of individualism and independence. There may be differences  
30 across cultures in how adolescents behave. They may depend less on their peer group and they may not seek independence from their families.

Peer groups often develop subcultures with their own distinct values, language,  
35 music, dress, and heroes. Members of these groups often believe in the same things, talk the same way, dress the same way, listen to the same music, and like and dislike the  
40 same celebrities.

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### adolescence

the period between childhood and adulthood

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Peer groups often have their own values and styles.



Adolescent peer groups frequently differ from parents and teachers in what they value. Whereas parents and teachers tend to place great importance on success in school and careers, adolescent peer groups are likely to think that popularity, social leadership, and athletic achievement are more important. These differences do not necessarily mean that parents and teenagers always fight and argue. They simply engage in different types of activities – work and task activities with parents, but social activities and recreation with peers. They are inclined to seek advice from parents on financial, educational, career, and other serious matters. With their peers, they are more likely to discuss social activities such as which boy or girl to date and what clubs to join.

### Negative peer pressure

Peer group members often look to each other for approval instead of relying on their own personal beliefs. Doing what everyone else is doing is more important than being independent and individual. Although young people can learn valuable lessons from peers, sometimes the pressure from peers can also have a negative effect. First, peers may pressure members of the group to do things that they know are wrong or dangerous. Second, strong *peer group conformity* may result in *ingroups* and *outgroups*. Ingroups have common interests and shared attitudes, but they also may try to exclude those who have different interests or beliefs or who behave differently. These groups are sometimes called *cliques*. People who are excluded from these cliques are in outgroups. Unfortunately, sometimes individuals in outgroups receive strong negative attention, called *bullying*. Bullying may be continuous teasing, but it may become more serious and include **harassment** and physical **abuse** as well. All kinds of bullying are harmful.

As young people grow into middle and late adolescence, usually their involvement with peers gradually declines because of their growing independence. As they reach the end of their adolescence, they tend to adopt more adult values, such as wanting to get good grades and good jobs. The power of the group begins to decrease.

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**harassment**  
behavior that continuously annoys or troubles another person

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**abuse** cruel treatment

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Cliques may exclude people from their groups.



## AFTER YOU READ

### 1 Reviewing for a test **A** **R**

Reviewing the text with a classmate can deepen your understanding of the material and help you prepare for a test. Connecting material to your own experience can help you to remember what you have read.

**A** Work with a partner. Without looking back at the text, discuss the answers to the following questions. Use what you remember from the text and your own experiences.

1. Name two important things the adolescent peer group teaches young people.
2. Adolescent rebellion is often encouraged by the peer group. Has this always been true of adolescents? Explain why or why not. Is it true in all cultures? Explain why or why not.
3. Name a topic that adolescents are likely to discuss with their parents. Was this true for you?
4. Name a topic that they are likely to discuss with their peers. Was this true for you?
5. In what ways can peer groups have a negative influence?

**B** Now look back at the text and check your answers.

### 2 Synonyms **V**

Textbook writers often have to refer many times to one thing (e.g., an idea, an event, a group of people) in the same chapter or reading. To avoid repeating the same words over and over, they often choose different words to express the same idea. When you write, you should do the same thing. Try to vary your language and use words that are less common.

**A** The words in the list below are quite common. There are words in the text that have a similar meaning but are less common. Find them and write them on the lines below.

1. idea (Par. 3) \_\_\_\_\_
2. basic (Par. 3) \_\_\_\_\_
3. different, separate (Par. 4) \_\_\_\_\_
4. success (Par. 5) \_\_\_\_\_
5. likely to (Par. 5) \_\_\_\_\_
6. look for (Par. 5) \_\_\_\_\_
7. economic (Par. 5) \_\_\_\_\_
8. depend (Par. 6) \_\_\_\_\_
9. keep out (Par. 6) \_\_\_\_\_
10. decrease (Par. 7) \_\_\_\_\_

**B** Read the sentences with the boldfaced words. Then decide which is a more likely conclusion, *a* or *b*.

1. The girls **excluded** the little boy from their games.
  - a. He was mad.
  - b. He was happy.
2. The country had **economic** problems.
  - a. There are many new factories.
  - b. There are many poor people.
3. After his interview on Monday, he was **inclined to** take the job in California.
  - a. On Tuesday, he decided to stay at his old job.
  - b. On Tuesday, he accepted the job in California.
4. The number of jobs in the country **declined** significantly in 2012.
  - a. The government reported the good news.
  - b. The government is very concerned.
5. The new student just did not understand the **concepts** in physics.
  - a. The calculations were very difficult.
  - b. The theories were unfamiliar.
6. The police said they are **seeking** a tall bald man with a beard.
  - a. They are keeping this man in prison.
  - b. They want to find this man so they can talk to him.
7. Western culture places a high value on **achievement**.
  - a. In the West, rich people get a lot of respect.
  - b. In the West, religious leaders are very important.
8. The designer from Japan has a very **distinct** style.
  - a. His clothes are simple and comfortable.
  - b. His clothes are not like anything we have seen before.
9. There are **fundamental** differences between Eastern and Western culture.
  - a. People are really the same everywhere.
  - b. There are often cross-cultural misunderstandings.
10. She could not **rely on** her family.
  - a. Her family had no money.
  - b. She had no money to give her family.

### 3 Describing differences **W R**

**A** Study the four different sentence structures from the text that express the differences between the peer group and other socializing agents:

1. *X is different from Y*

However, the peer group is very different **from** the family and the school. (Par. 1)

2. *Whereas X + verb . . . Y + verb . . . .*

Whereas parents and teachers **have** more power than children and students, the peer group **is** made up of equals. (Par. 1)

3. *There is a difference + preposition . . .*

There may be differences **across** cultures in how adolescents behave. (Par. 3)

4. *X differ(s) from Y*

Adolescent peer groups frequently differ from parents and teachers . . . (Par. 5)

**B** Read the paragraph below that describes one difference between adolescents and adults. Find examples of the four sentence structures in the paragraph and circle them. One is done for you as an example.

Teenagers differ from adults in the way they handle finances. Teenagers are likely to spend all their money as soon as they receive it whereas most adults try to save some of their money for future expenses. There is also a difference in what adults and adolescents spend their money on. Whereas older people are more likely to spend their money on the things they need – clothes, food, housing – young people tend to spend it on the things they want – music, movies, going out.

**C** Write a paragraph describing another area of difference between adolescents and adults (e.g., clothes, friendships, interests). Use the sentence patterns above and vary the way you refer to the two groups.



## PREPARING TO READ

### 1 Thinking about the topic **R**

Look at the news photos and captions and discuss these questions with your classmates:

1. What is similar about the scenes in these photographs?
2. What is different?
3. Have you ever been in situations like these?



Passersby stop to watch a street performer.

Protests erupted about pollution during an international environmental conference







A protester is taken away by police during a peaceful protest

## 2 Skimming

Reading the first sentence of each paragraph is a good way of getting an overview of what a text is about. The first sentence of a paragraph is often its topic sentence: the sentence that introduces the content of the whole paragraph.

Read the first sentence of each paragraph in the text. Then work with a partner to find the paragraphs that do the following things. Write the paragraph numbers next to the things they do.

- a. \_\_\_ defines the term *collective behavior*
- b. \_\_\_ explains one reason why crowds act the way they do
- c. \_\_\_ asks you to think about your own “crowd” experiences
- d. \_\_\_ explains some negative consequences of crowd behavior
- e. \_\_\_ defines the term *crowd*
- f. \_\_\_ explains problems with the original theory of crowd behavior
- g. \_\_\_ explains some characteristics of crowds

## Reading 3

### CROWDS

The power of the group is important for peers and friends, but it can also have an impact on total strangers. Have you ever had an experience like either of these?

- You are at a football game. Some people in the crowd stand up and wave their arms in the air. Another group of people does the same thing. Soon, you are standing up and doing it, too. Finally, the whole stadium is involved in the action and the excitement of the “wave.”
- You are walking along the street on your way to work or school when you see a crowd on the corner. Although you are in a hurry, you walk toward it. You discover that the crowd is watching a man selling gold and silver watches. He is a good salesman and, even though the watches are not cheap, many people are lining up to buy them.

Actions by crowds are one example of what sociologists call *collective behavior*. Collective behavior is social behavior that is relatively unorganized, spontaneous, and unpredictable. It contrasts with *institutional behavior*, which occurs in a well-organized, rather predictable way. Institutional behavior is frequent and regular; for example, every weekday, masses of people hurry to work. At every university, groups of students walk to classes. These predictable patterns are controlled by social norms and are essential for social order. We could not survive without them. Collective behavior, however, is unpredictable and occurs outside these norms.

### Crowds and emotion

So what exactly is a crowd? A crowd is a group of people temporarily doing something while they are physically close to one another. They may be gathered on a street corner watching a salesman or at a stadium watching a football game. They may be on a street, throwing things at police, or they may be at a rock concert or a religious meeting. Many psychologists believe there are three basic human emotions: joy, anger, and fear. Collective behavior in a crowd can be categorized according to these emotions. A crowd at a rock concert may act together in joy and excitement. In contrast, a group of people who have gathered to protest a government action may express their anger. A group of people running away from people who are shooting at them will act in fear.

Sometimes emotional crowd behavior can lead to tragedy. A hostile crowd may turn violent, throwing rocks and breaking windows. Fear in a crowd may lead to panic, that is, a sudden and irrational fear. In 1990 in Mecca, Saudi Arabia, thousands of Muslim pilgrims were

walking through a very long tunnel when the lights accidentally went out. The people were frightened and started a *stampede*. They pushed  
40 their way through the tunnel, sometimes stepping on other people in  
their path. 1,426 people died. A frightened crowd at a festival caused  
a similar stampede on a bridge in Cambodia in 2010. More than 300  
people died in that tragedy.

### Explanations for crowd behavior

Nearly all crowds share a few traits. First, the individuals in the  
45 crowd do not share a clear idea about how to behave or about what  
will happen. Another characteristic is that a feeling, attitude, or idea  
spreads very quickly among members of a crowd. Crowd members  
also tend to follow the actions of others without thinking too much  
about them. Finally, people in a crowd tend to say and do things they  
50 would not normally say and do.

One theory to explain why crowds seem to act collectively is  
Gustave Le Bon's *social contagion theory*. Le Bon believed that the large  
number of people in a crowd allows our primitive side to emerge. His  
theory was that we normally hide this primitive side behind a "mask"

Stampedes often lead to tragedy.



55 of civilized behavior. When we are in a crowd, the large numbers give us a different kind of mask. In a crowd we are faceless and nameless, and this allows us to act in an emotional and irrational way. We would probably never behave this way in our normal, civilized lives.

Today most sociologists think this explanation is too simple. It  
60 only seems that everyone in a crowd is acting in the same way, but they probably are not. A different perspective is found in the *emergent-norm theory*. This theory says that members of a crowd develop a new norm to guide their behavior in a particular situation. Although not everyone might agree about what to do, there is great social pressure  
65 to behave like other members of the crowd. For example, not everyone in the football crowd feels comfortable about taking part in the wave, but they feel that they have to do it because everyone else is doing it. Sometimes, people may be in crowds where dangerous or *antisocial behavior* becomes the norm – fighting, pushing, or burning cars, for  
70 example. Again, not every person in these crowds is likely to follow these behaviors or think they are a good idea, but the crowd has a power of its own.

### Hooliganism

*Hooliganism* is a form of collective behavior that sometimes occurs at or after sports events. It includes destructive and often violent activities by fans of opposing teams. Examples range from angry shouting to fights among hundreds of fans with bottles, stones, and even knives. In some cases, the fights have caused panic in a crowd, causing walls or fences to collapse. In 1985, at the European Cup final in Brussels, 39 people died when Belgian and English soccer fans rioted and a wall in the stadium collapsed on them.



## AFTER YOU READ

### 1 Understanding text structure

An academic text may have recurring patterns. After you have seen these patterns several times, you will recognize them and start to predict them. Knowledge of text structure can also help you to prepare for tests because these patterns make it easier to remember information in your readings. Common patterns in academic textbooks include

- a. introduction of a new concept or term
- b. description or definition
- c. familiar example(s)

**A** Read the excerpt from the text below. Mark the sections of the excerpt to show Parts a, b, and c.

. . . **institutional behavior**, which occurs in a well-organized, rather predictable way. Institutional behavior is frequent and regular. For example, every weekday, masses of people hurry to work.

**B** Read through the section of the text called “Crowds and emotion” and find the following terms. Mark the text to show Parts a, b, and c.

- crowd
- panic
- stampede

**C** Read the section of the text called “Explanations for crowd behavior.” Find another term that follows this pattern.

**D** Write about another concept or term that you know about. Use the same text structure.

## 2 Applying what you have read **R**

Finding ways to apply new knowledge is a good way to deepen your understanding of new subject matter.

- A** Think of one crowd situation you have been in. How does it relate to the five crowd characteristics described in the text? Complete the checklist.

	Yes	No	Not sure
Did you or other members of the crowd seem uncertain about how to behave and about what would happen?			
Did you or other members of the crowd feel that something had to be done right away to solve a common problem?			
Did a feeling, an attitude, or an idea spread very quickly among crowd members?			
Did you or other members of the crowd go along easily with the actions of others?			
Did members of the crowd say and do things they might not normally say and do? Did you?			

- B** Discuss your checklist with a partner. Begin by describing the crowd scene – where and when it occurred and who was involved.

- C** Discuss the following question with your classmates:

Which of the two theories given in the text – emergent-norm or social contagion – do you think offers a better explanation of crowd behavior? Give examples from your experience to support your view.

## 3 Using grammar to guess meaning **V** **R**

An important part of figuring out the meaning of a new word is recognizing it as a noun, a verb, an adjective, an adverb, or another part of speech. You may already know a related word that is a different part of speech. This can help you narrow down possible meanings for the new word and understand any context clues.

- A** Work with a partner. Find these words in the text and decide whether they are nouns, verbs, adjectives, or adverbs. Then try to guess what they mean.

Word	Part of speech	Related word(s)	Possible meaning
salesman (Line 11)	noun	sale, sell	A person who sells something
unpredictable (Line 15)			
temporarily (Line 23)			
physically (Line 24)			
psychologists (Line 28)			
categorized (Line 29)			
accidentally (Line 38)			
collectively (Line 51)			
faceless (Line 56)			
irrational (Line 57)			
emergent (Line 61)			

**B** Compare answers with another pair of students.

## 4 Describing behavior

The reading contains many words that describe how people behave when they are in a crowd.

spontaneous	unpredictable	emotional
predictable	hostile	irrational
antisocial	civilized	

**A** Find the words from the list above in the text and decide whether they describe behavior that falls within society's norms or behavior that is outside society's norms.

Within norms	Outside norms
_____	_____
_____	_____
_____	_____
_____	_____

**B** Choose the correct adjective in parentheses in the sentences below according to the information in the reading.

- The behavior of people in an angry crowd is particularly (predictable / unpredictable).
- Institutional behavior is (rarely spontaneous / often hostile).
- Burning cars and fighting are examples of (antisocial / irrational) behavior.
- When people are in a crowd, they sometimes engage in (more civilized / more emotional) behavior than they would when they are alone.

## Chapter 2 Academic Vocabulary Review

The following words appear in the readings in Chapter 2. They all come from the Academic Word List, a list of words that researchers have discovered occur frequently in many different types of academic texts. For a complete list of all the Academic Word List words in this chapter and in all the readings in this book, see the Appendix on pages 213–214.

Reading 1 The Influence of Culture	Reading 2 Peer Groups	Reading 3 Crowds
abnormal aware enforce persist professional (adj) violation	attitude authority conformity distinct ignore involve	collapse (v) contrast (v) impact (n) similar theory teams

Complete the following sentences with words from the lists above.

- The two sisters look very \_\_\_\_\_, but they are not twins.
- We are often not \_\_\_\_\_ of cultural norms because we are so accustomed to following them.
- It is important to find a balance between our \_\_\_\_\_ lives and our personal lives.
- The police \_\_\_\_\_ the laws of the city. They arrest people who break laws.
- The school children were not very nice to the new student. They \_\_\_\_\_ him and did not include him in their games.
- Teenagers often rebel against the \_\_\_\_\_ of their parents. They do not want to follow their parents' rules.
- Athletic students often play on several different \_\_\_\_\_ in school, for instance, basketball, football, and tennis.
- There are many different \_\_\_\_\_ about the origin of the universe.
- The pain in his arm \_\_\_\_\_ for a long time after the accident.
- A positive \_\_\_\_\_ is an important element of success.
- The roof on the old house \_\_\_\_\_ in the strong wind.
- The teacher was worried about her students' \_\_\_\_\_ behavior. She was concerned that he might have psychological problems.



# Practicing

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## Academic Writing

In this unit you have learned about the influence of group membership on human behavior and on society. Based on everything you have read and discussed in class, write an essay about this topic.

### The Power of the Group

You will write a two-paragraph essay illustrating the power of the group. Think about an influential experience you have had as a member of a group currently or when you were younger. This could be a formal group, such as a high school orchestra, or a more informal peer group.

- Describe the values of the group and its norms for behavior.
- Analyze why it was an influential experience.
- Evaluate whether it was or has been a positive or negative experience.

### PREPARING TO WRITE

### Planning a text with *Wh-* questions

In Chapter 2, Reading 1, you analyzed the text using *Wh-* questions. In this assignment, you will go in the opposite direction. You will begin with the *Wh-* questions on the left-hand side of the chart to plan an essay of your own. On the right-hand side, make some notes to answer the questions. You will use the notes to write your essay. The sample notes in the third column are examples.

	<i>Wh-</i> question	Sample Notes	Notes
Description	What is the group?	<i>High school science club</i>	
	What is/was its purpose?	<i>Prepare for national science competition</i>	
	What is/was its most important value?	<i>academic success</i>	
	What are/were some norms for behavior?	<i>never boast about your success</i>	
	How are/were new members socialized?	<i>new members had the worst jobs you could only be an officer if you won a prize in a competition</i>	
Influence	What positive lessons did I learn/have I learned?	<i>importance of research</i>	
	What negative experiences did I have/have I had?	<i>Intense pressure</i>	

- A** Exchange charts with a classmate. Discuss the information on your chart and answer any questions your classmate has.
- B** Before you start to write, think about how you can connect the general idea of the power of the group with your own particular experience. Review the readings in this chapter, especially the second reading. In your essay, make a claim about the power of group membership based on your readings, and then support the claim with evidence from your own experience in a group. Make notes about important terms in the readings that you may want to use in your essay.

## NOW WRITE

### Writing first drafts

Your first piece of writing on a topic is a first draft. Very few people write a “perfect” first draft. A first draft gets some ideas, sentences, and paragraphs down on paper that you can then read through and work out how to improve.

**A** Review the chart you created in the Preparing to Write section. Decide what claim you want to make about the influence of a group in your past or current experience. Write a sentence that makes this claim.

**B** Review the writing assignment on body paragraphs at the end of Chapter 1. Begin your essay with one or two sentences that state the impact of groups in general and introduce the specific group you will write about.

**C** Your essay will have two paragraphs: The first one will provide a **description** (see Column 1 of the chart) of the group and its practices.

- Begin the first paragraph with your sentence(s) from Step A.
- Then write a sentence that makes a claim about the topics you will discuss in the paragraph – values, norms, and socialization. This will be the topic sentence for your paragraph.
- Continue with additional sentences that answer the questions from your chart. The rest of the paragraph should give the reader a full description of the group of which you were/are a member.

The second paragraph will analyze the **influence** the group has/had on you (see Column 1 of your chart).

- Begin with a sentence that makes a claim about the influence this group had on you. This will be the topic sentence of your second paragraph.
- Continue with additional sentences that answer the questions from your chart. The rest of the paragraph should help the reader understand your experience with this group and how it influenced you.

## AFTER YOU WRITE

Once you have written a first draft, you can revise and edit it. Revising refers to the process of improving the content of the essay; editing refers to making the language of the essay accurate. You need to consider whether you have responded to the assignment and expressed yourself clearly.

**A** Read the passages below. With a classmate, discuss which one would make the best beginning for a paragraph like yours and why. Then compare your choice to the sentences that begin your essay.

- I had a very influential experience with a powerful group. My high school science club had a powerful effect on me. The purpose of the club was to prepare us for competitions . . .
- Groups have a powerful influence on individuals. My own experience with my high school science club illustrates this. The purpose of the club was to prepare us for competitions . . .
- The powerful influence of groups is clear from my own experience in high school. The purpose of the club was to prepare us for competitions . . .

**B** Now reread your own essay. Check that

- The first paragraph has a sentence that connects the general topic of group influence to your experience. Underline it.
- Each body paragraph has a topic sentence. Underline them.
- You have answered the questions from the chart.
- You have used some of the terms from the readings.

If any elements are missing or need to be changed, make notes about the revisions you will make.

**C** Exchange essays with a partner. Review his or her paper.

- Check for the elements in Step B, above.
- Does the author include facts or examples from his or her own experience or knowledge?

**D** Revise your essay.

- Review your partner's suggestions.
- Review your own notes for revision.
- Make necessary changes.

**E** Edit your essay.

- Read through your essay now for possible spelling mistakes, punctuation errors, subject-verb agreement errors, incorrect use of past tense, and article usage.
- Make corrections whenever you find errors.