

## Listening: Concepts

### 2.1 Vocabulary for listening What groups do you belong to?



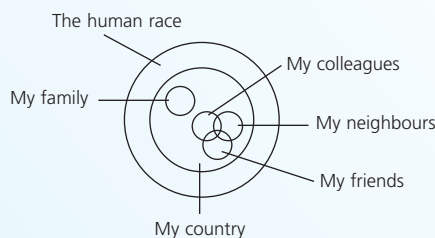
#### A Activating ideas

Look at the pictures above. What groups do they show?

#### B Understanding vocabulary in context

- Study the figure below. What does it show?
- 🎧 2.1 Listen. Complete the text below with words from the list on the right. Make any necessary changes.

A person is an individual. Psychology is about individuals. .... ask questions like: *What is the .....? How does it control .....* *behaviour?* People have ..... with other people. .... is about human behaviour in groups. Sociologists ask questions like: *Why do people ..... groups? Why do groups sometimes ..... badly?* In the diagram, the circle for **my family** is ..... from the other three circles. Why? Because my family is ..... from my friends, my neighbours and my colleagues. Why are these three circles .....? Because some of my friends live in my neighbourhood and some of my friends are also my colleagues. .... call the four inner circles the ..... groups. The people in your primary groups are very important to you.



#### C Developing vocabulary

- Discuss the difference in meaning between each pair of words below.
- 🎧 2.2 Listen to a student explaining one word in each pair. Tick the word.
 

a. <input type="checkbox"/> sociologist	<input type="checkbox"/> sociology
b. <input type="checkbox"/> psychologist	<input type="checkbox"/> psychology
c. <input type="checkbox"/> primary school	<input type="checkbox"/> primary group
d. <input type="checkbox"/> mind	<input type="checkbox"/> brain
e. <input type="checkbox"/> people	<input type="checkbox"/> human race
f. <input type="checkbox"/> individual	<input type="checkbox"/> identity

#### D Developing critical thinking

Draw a figure to show the groups you belong to.

act (v)  
 aim (n and v)  
 alone (adj)  
 ancient (adj)  
 behave (v)  
 behaviour (n)  
 brain (n)  
 century (n)  
 cognitive (adj)  
 colleague (n)  
 control (v)  
 different (adj) [from]  
 form (v)  
 friendship (n)  
 group (n)  
 human (n)  
 human race  
 identity (n)  
 individual (n)  
 key (adj)  
 link (v)  
 medicine (n)  
 memory (n)  
 mind (n)  
 neighbour (n)  
 pattern (n)  
 personality (n)  
 philosopher (n)  
 primary (adj) [= main]  
 psychologist (n)  
 psychology (n)  
 relationship (n)  
 religion (n)  
 rights (n)  
 rule (n)  
 separate (adj)  
 social (adj)  
 sociologist (n)  
 sociology (n)  
 term (n) [= name]  
 the same as

## 2.2 Real-time listening An introduction to sociology

### A Activating ideas

Discuss these questions.

1. When did humans start to live in groups?
2. Why do people live in groups?
3. When do groups of people behave well?
4. Why do groups of people behave badly?

### B Predicting content

Look at the first slide from a lecture on the opposite page. Which phrases will you hear? Tick one or more.

- |  |   |
|--|---|
| 1. <input type="checkbox"/> a man called           | 6. <input type="checkbox"/> in mathematics                  |
| 2. <input type="checkbox"/> at that time           | 7. <input type="checkbox"/> in the 14 <sup>th</sup> century |
| 3. <input type="checkbox"/> he said                | 8. <input type="checkbox"/> in the future                   |
| 4. <input type="checkbox"/> he wrote a famous book | 9. <input type="checkbox"/> in the past                     |
| 5. <input type="checkbox"/> human behaviour        | 10. <input type="checkbox"/> next year                      |

### C Showing comprehension

📺 2.3 [DVD] 2.A Watch each part of the lecture. Tick the best way to complete the sentence about each part.

Part 1. The lecture is about ...

- a.  sociology in the past and the present.
- b.  sociology in the past.
- c.  sociology in the present.

Part 2. Sociologists ...

- a.  study human behaviour in groups.
- b.  try to understand human behaviour in groups.
- c.  study, try to understand and try to predict human behaviour in groups.

Part 3. People first became interested in human behaviour ...

- a.  a long time ago.
- b.  in 1838.
- c.  in the 4<sup>th</sup> century BCE.

### D Remembering real-world knowledge

1. Complete the information on each slide opposite.
2. [DVD] 2.A Watch the lecture again and check your ideas.

### E Developing critical thinking

Read the quotations on the slides opposite. Which ones do you agree with? Which ones do you disagree with? Explain your answers.



## Social Studies (Module SSU24)

### Lecture 2: Introduction to the science of sociology

- Aims
- History: Key names and quotes
- Sociology today

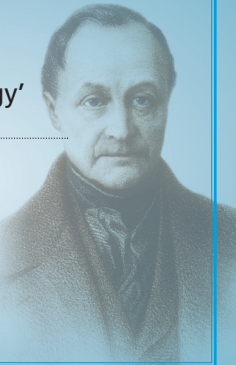
'To study, understand and ..... human behaviour in groups.'

### Auguste Comte

'The Father of Sociology'

Key date: .....

'Human behaviour has ..... and .....!'

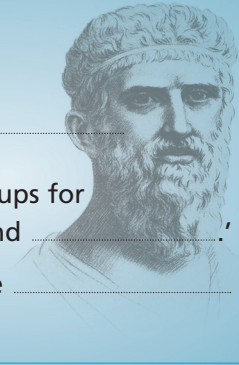


### Plato

Key date: .....

'People live in groups for ..... and .....!'

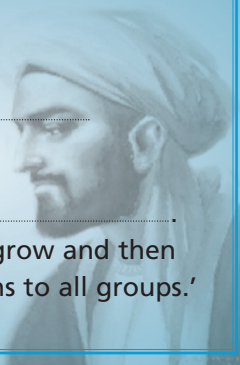
'Groups must have ..... of behaviour.'



### Ibn Khaldun

Key date: .....

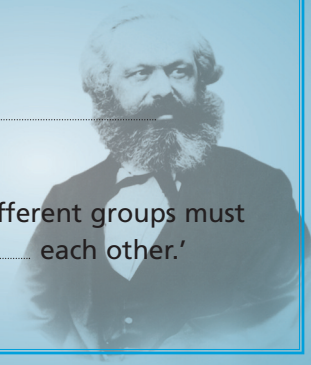
'Groups are like ..... They are born, they grow and then they die. This happens to all groups.'



### Karl Marx

Key date: .....

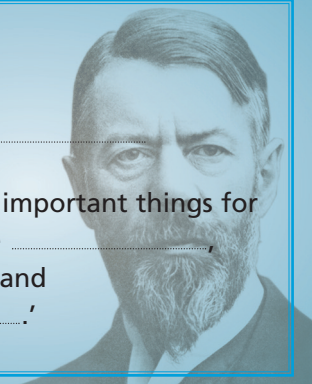
'People from different groups must ..... each other.'



### Max Weber

Key date: .....

'There are three important things for groups. They are ..... and .....!'



### Anthony Giddens

Key date: .....

'People make society ... then ..... makes .....!'



## 2.3 Learning new listening skills Recognizing time signposts

### A Reviewing key words

- Study the pairs of words on the right.
- 🎧 2.4 Listen. Tick the word you hear in each case.

a. Nowadays we call the study of groups 'sociology'.

- |    |                                     |           |                          |              |
|----|-------------------------------------|-----------|--------------------------|--------------|
| a. | <input checked="" type="checkbox"/> | sociology | <input type="checkbox"/> | sociologists |
| b. | <input type="checkbox"/>            | man       | <input type="checkbox"/> | human        |
| c. | <input type="checkbox"/>            | behave    | <input type="checkbox"/> | behaviour    |
| d. | <input type="checkbox"/>            | friends   | <input type="checkbox"/> | friendship   |
| e. | <input type="checkbox"/>            | safe      | <input type="checkbox"/> | safety       |
| f. | <input type="checkbox"/>            | study     | <input type="checkbox"/> | student      |
| g. | <input type="checkbox"/>            | aims      | <input type="checkbox"/> | names        |
| h. | <input type="checkbox"/>            | pupils    | <input type="checkbox"/> | people       |
| i. | <input type="checkbox"/>            | rights    | <input type="checkbox"/> | right        |
| j. | <input type="checkbox"/>            | most      | <input type="checkbox"/> | must         |

### B Identifying a new skill

Read the **Skills Check**. Look at the transcript for Lesson 2.2 on pages 185–186. Underline all the time expressions.

### C Recognizing time signposts

🎧 2.5 Listen to sentences from other lectures. Is each sentence about the past or the present?

1. In 1789, there were a lot of changes in France.

	present	past
1.		<input checked="" type="checkbox"/>
2.		
3.		
4.		
5.		
6.		
7.		
8.		

### D Identifying vowel sounds

Look at the phrases below.

- How do you say a in each underlined word?

- Do you all have a book?
- Let me start with ...
- It's an important part of the topic.
- He's called 'The Father of Sociology'.
- He began writing in 1957.
- It's important to understand this.

- Read the **Pronunciation Check**.
- 🎧 2.6 Listen and check your answers.

## Skills Check

### Recognizing time signposts

Time expressions help you understand a lecture. You can predict the tense of the sentence.

<i>At that time</i>	the sentence = past
<i>These days</i>	the sentence = present

Learn to recognize past-time expressions in speech.

Past

In	<i>1984, ...</i>	dates
	<i>the 14<sup>th</sup> century, ...</i>	centuries
	<i>the 1960s, ...</i>	time periods
In	<i>those days, ...</i>	expressions
	<i>the past, ...</i>	
At	<i>that time, ...</i>	expressions
	<i>one time, ...</i>	
	<i>Many years later, ...</i>	

Present

At	<i>the present time, ...</i>	expressions
	<i>Today, ...</i>	
	<i>Now(adays), ...</i>	
	<i>These days, ...</i>	

## Pronunciation Check

### Hearing vowels: /æ/ and /ɑː/

The letter *a* has two common sounds:

- the short sound in *have* – /æ/.
- the long sound in *half* – /ɑː/.

The difference is very important for meaning in English, so you must learn to hear it.

**Note:** The letter *a* can make other sounds.

**Examples:** *all, what, name, many*



## 2.4 Grammar for listening Recognizing past-time sentences

10

present time	past time
1. Sociology <b>is</b> about human behaviour in groups.	There <b>was</b> a lot of unrest.
2. Groups <b>are</b> like animals.	Poor people <b>were</b> unhappy.
3. Sociology <b>has</b> three main aims.	Plato <b>had</b> ideas about people and groups.
4. Giddens <b>writes</b> about modern groups.	Marx <b>wrote</b> a famous book.
5. They <b>start</b> to fight for their rights.	They <b>started</b> to fight for their rights.
6. Good teachers <b>treat</b> children well.	The teacher <b>treated</b> the children well.
7. Lectures <b>last</b> one hour.	The lecture <b>lasted</b> one hour.
8. They <b>want</b> to go home.	They <b>wanted</b> to go home.
9. We <b>try</b> to understand all the time.	We <b>tried</b> to understand during the lecture.
10. They <b>work</b> for a bank at the moment.	They <b>worked</b> for a bank at that time.
11. I <b>live</b> there now.	I <b>lived</b> there for years.
12. Groups sometimes <b>behave</b> badly.	The group <b>behaved</b> badly later in the evening.

Sentences 1–4: It is easy to recognize past-time sentences with **irregular past tense verbs**. You can hear the different words.

Sentences 5–8: It is difficult to recognize past-time sentences with **regular verbs ending in t or d** but you can sometimes hear the extra /ɪd/ sound.

Sentences 9–12: It is often impossible to recognize past-time sentences with **other regular verbs**. You must listen for time expressions in the sentence.

### A Recognizing time from verb form (1)

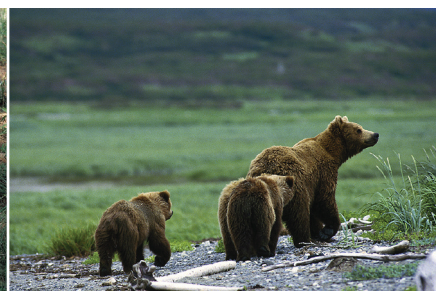
1. 🎧 2.7 Listen to some verbs. Say *present* or *past* in each case.
2. 🎧 2.8 Listen to some sentences. Say *present* or *past* in each case.

### B Recognizing time from verb form (2)

1. 🎧 2.9 Listen to some verbs. Say *present* or *past* in each case.
2. 🎧 2.10 Listen to the same verbs in sentences. Say *present* or *past* in each case.

### C Recognizing time from time expressions

1. 🎧 2.11 Listen to some sentences. Say *present* or *past* or *I don't know* in each case.
2. 🎧 2.12 Listen to the same sentences with time expressions. Say *present* or *past* or *I don't know* in each case.



## 2.5 Applying new listening skills An introduction to psychology

### A Reviewing vocabulary

2.13 Listen and complete the phrases.

- |                           |                    |
|---------------------------|--------------------|
| 1. human <u>behaviour</u> | 5. main .....      |
| 2. modern .....           | 6. famous .....    |
| 3. important .....        | 7. people in ..... |
| 4. twentieth .....        | 8. in the .....    |

### B Activating knowledge

Look at the poster for a talk on the right.

- Discuss the questions on the poster.
- 2.14 [DVD] 2.B Watch the first part of the talk. Complete the sentences in your own words.

Psych. = ...
Psych. ≠ ...
Psych. = understand:
the way ...
the things ...
the things ...

An introduction to ...  
**psychology**  
 What is it?  
 How does it help us?  
 Who are the most important people?

Room B3 @ 4.30 p.m. All welcome.

### C Applying a key skill

- 2.15 [DVD] 2.C Watch the second part of the talk. The events are in order. Add a time expression to each one.

A long time ago ...	Aristotle – first book: <i>Para Psyche</i>
	Locke + Descartes – ‘mind and body?’
	Wundt – psychology school
	Pavlov – ‘How do people learn?’
	Sigmund Freud – dreams
	Watson – ‘only study behaviour’
	Neisser – ‘must study mind’ = cognitive psychology

- 2.16 [DVD] 2.D Watch the third part of the talk. Circle the correct verb form below.

Elizabeth Loftus

She is / was interested in learning.

She works / worked with the police.

Steven Pinker

He is / was a psychology teacher.

He does / did research into language and the mind.

Elizabeth Spelke

She described / describes new ideas about babies.

She teaches / taught psychology in the USA.