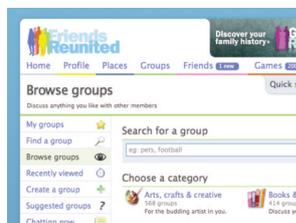


## Listening: Making and keeping friends

### 2.1 Vocabulary for listening Describing personality



#### A Activating ideas

2.1 Listen to some statements about the Internet. Do you agree or disagree with each one?

1. Websites like Facebook waste a lot of time.

*That's true.*

*I don't agree. I think Facebook is fantastic.*

#### B Understanding vocabulary in context

1. Find and underline all the adjectives on the right which describe people.
2. 2.2 Listen to some people. Each person is talking about his/her best friend. Number the adjectives in the order you hear them.
3. 2.3 Listen again and make a note of the meaning of each adjective.

#### C Using new vocabulary

Talk about some of your friends. Use these patterns:

|   |        |      |     |         |     |    |                   |              |
|---|--------|------|-----|---------|-----|----|-------------------|--------------|
| I | really | like | him | because | he  | 's | very so extremely | (adjective). |
|   |        | love | her |         | she |    |                   |              |

|              |     |        |         |
|--------------|-----|--------|---------|
| For example, | he  | always |         |
|              | she | often  | (verb). |
|              |     | never  |         |

#### D Word-building

We can often add a prefix to make an adjective negative.

Tick the correct prefix for each adjective in the table.

|               | un | in | im | dis |
|---------------|----|----|----|-----|
| friendly      | ✓  |    |    |     |
| considerate   |    |    |    |     |
| honest        |    |    |    |     |
| communicative |    |    |    |     |
| reliable      |    |    |    |     |
| confident     |    |    |    |     |
| polite        |    |    |    |     |

acceptance (n)  
 acquaintance (n)  
 adolescent (n)  
 allow (v)  
 appreciation (n)  
 approval (n)  
 approve (v) [of]  
 available (adj)  
 barrier (n)  
 close friend  
 communicate (v)  
 communicative (adj)  
 complex (adj)  
 considerate (adj)  
 critical (adj)  
 criticize (v)  
 draw (v) [= pull]  
 give up (v)  
 honestly (adv)  
 independent (adj)  
 live your own life  
 make friends  
 negative (adj)  
 [= attitude]  
 neighbourhood (n)  
 personality (n)  
 positive (adj)  
 [= attitude]  
 promise (v)  
 ready and willing  
 reliable (adj)  
 see (v) [= have a view on]  
 simply (adv)  
 social network site  
 so (adv) [= very]  
 support (v)  
 supportive (adj)  
 thinker (n)  
 through history

## 2.2 Real-time listening

### Making friends

#### A Activating ideas

Study the information on the right. Discuss these questions.

1. What is a friend?
2. Are there different kinds of friends?
3. How can you *make* friends with someone?

#### B Understanding an introduction

You are going to watch a lecture about friendship.

1. 2.4 **DVD** 2.A Watch the first part of the introduction. Make a note of the research source.
2. 2.5 **DVD** 2.B Watch the second part of the introduction. Which points below will the lecturer talk about in the main body of the lecture? Number the correct points in order. There are some extra points.
  - acquaintance → friend
  - characteristics of people with many friends
  - personal survey on friendship
  - difference between friends / family members
  - difference between friends / acquaintances
  - problems with friends

#### C Understanding a lecture

2.6 **DVD** 2.C Watch the main part of the lecture. Decide if each statement below is true (T) or false (F), according to the lecturer.

1.  Some people do not have many acquaintances.
2.  Friends and acquaintances are very similar.
3.  Acquaintances only become friends if we like them.
4.  Family members can never be true friends.
5.  People like you because you make them like you.

#### D Applying information to the real world

Mark the statements on the handout on the right. Check your answers with someone who knows you. Read the interpretation below. Do you agree?

#### Interpreting your answers:

6, 7, 8 ticks = very likeable

less than 6 = you must change some things!

## Humanities Faculty Sociology Department

### Theme 2: Friendship

We talk about our friends all the time but, in sociological terms, there is some uncertainty about the meaning of friendship (see Allan [1996]).

In this theme, we look at the basic idea of friendship, then explore some classical and modern views.

Allan, G. (1996) *Kinship and Friendship in Modern Britain*, Oxford: Oxford University Press.

## Would you like to be ... **YOUR friend?**

Consider these statements. Is each statement true for you? Be honest!

Mark each statement ... ✓ = very, ? = not very, or ✗ = not at all.

Check your answers with people who know you well. Do they agree with your answers?

1. I am independent.
2. I am positive.
3. I am honest.
4. I am reliable.
5. I am considerate.
6. I am communicative.
7. I am available.
8. I am supportive.



1



2



3



4



5



6



7



9



8

## 2.3 Learning new listening skills The main idea

### A Recognizing fixed phrases

In English, there are many fixed phrases with two nouns.

**2.7** Listen and number the next noun in each case.

- women
- 1 acquaintances
- friends
- children
- sisters
- daughters
- fathers

### B Identifying a new skill

Read the **Skills Check**. What were the main ideas in the lecture in Lesson 2.2? Complete the list.

1. we must like acquaintances then they may become friends
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### C Practising a new skill

**2.8** Listen to some extracts from lectures and tutorials. Make a note of the main idea in each case.

1. Psych = indiv. ; Soc. = group
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Skills Check

### Recognizing the main points

When you listen to a speaker, in a lecture or a tutorial, you must always ask yourself:

*What is the **most important point** in this section of the lecture, or this turn in the tutorial?*

Speakers often **introduce** the main idea.

*The (key / main) point is ...*

*The (most important) thing is ...*

*The thing to remember is ...*

*Most importantly, ...*

Speakers often **repeat** the main idea or ideas at **the end** of the lecture.

*So, to sum up, ...*

*As we have seen, ...*

*We've heard today that ...*

*The things to remember are ...*

**Write** the main idea(s), or go back and **underline** the main idea(s) in your notes.

## 2.4 Grammar for listening Transitive and intransitive verbs

Some English verbs **do not need an object**. They are called **intransitive** verbs (often marked *v.i.* in a dictionary). They are usually followed by a **prepositional phrase** or an **adverb**. ⑦

Table 1

| subject     | verb    | prep. phrase / adverb      | type of information |
|-------------|---------|----------------------------|---------------------|
| We          | go      | to many places every week. | location            |
| Most people | live    | in communities.            | location            |
| Something   | happens | between acquaintances.     | time, frequency     |
| Friendship  | occurs  | sometimes.                 | time, frequency     |

Many English verbs **must have an object**. They are called **transitive** verbs (often marked *v.t.* in a dictionary). The object is a **noun** or noun phrase.

Table 2

| subject      | verb            | object                    | type of information   |
|--------------|-----------------|---------------------------|-----------------------|
| Ueno         | studied         | adolescents.              | person, topic         |
| A basic idea | links           | psychology and sociology. | two people, two areas |
| We           | will look at    | the idea of friendship.   | topic                 |
| You          | 're going to do | a personal survey.        | activity              |

Always think about the type of information that can follow each verb.

### A Predicting the type of information

🎧 2.9 Listen to the start of some sentences with intransitive verbs.

What kind of information do you expect to come next?

**Example:** 1. At the time of his most famous research, Ueno worked ...  
 location? e.g., at / for the University of Florida  
 job? e.g., as a Psychology professor

### B Predicting the object

1. 🎧 2.10 Listen to the start of some sentences with transitive verbs.

Find and number a suitable object in each case.

2. 🎧 2.11 Listen to the full sentences and check your ideas.

- considerate people.
- a handout.
- 1 over 11,000 teenagers.
- several colleagues.
- a lot of acquaintances.
- acquaintances in many different places.
- friendship.
- the differences between friends and acquaintances.

### C Predicting the next word or phrase

🎧 2.12 Listen to the start of some more sentences with transitive verbs. Complete each sentence with something logical.

**Example:** 1. Short-term memory stores ... *information for a short time.*

## 2.5 Applying new listening skills Keeping friends

### A Activating ideas

In English, we talk about keeping friends. Can you *keep* friends? Or does friendship end naturally sometimes?

### B Understanding an introduction

You are going to watch another lecture about friendship. Cover the student notes below.

2.13 DVD 2.D Watch the introduction.

1. What research source does the lecturer mention?
2. What is the best way to make notes for this lecture? Why?

Uncover the notes and write in the research source.

### C Following a lecture

2.14 DVD 2.E Watch the lecture.

Make a note of the main point from each section. Listen for the phrases:

*The point is ...*

*What I'm saying is ...*

*The thing to remember is ...*

Barriers to friendship - ( )

1. A

2. A

3. A

### D Checking understanding

Complete these sentences about the information in the lecture.

1. In the last lecture, I looked at ...
2. You must like ...
3. There are many barriers which get ...
4. Milliken has written ...
5. The barriers are ...
6. Some people cannot accept ...
7. They don't allow ...
8. Some people criticize ...
9. Some people don't show ...
10. If you accept, approve and show appreciation, you will make ...

### E Transferring information

Give examples of the last time you showed acceptance, approval or appreciation to a friend.

