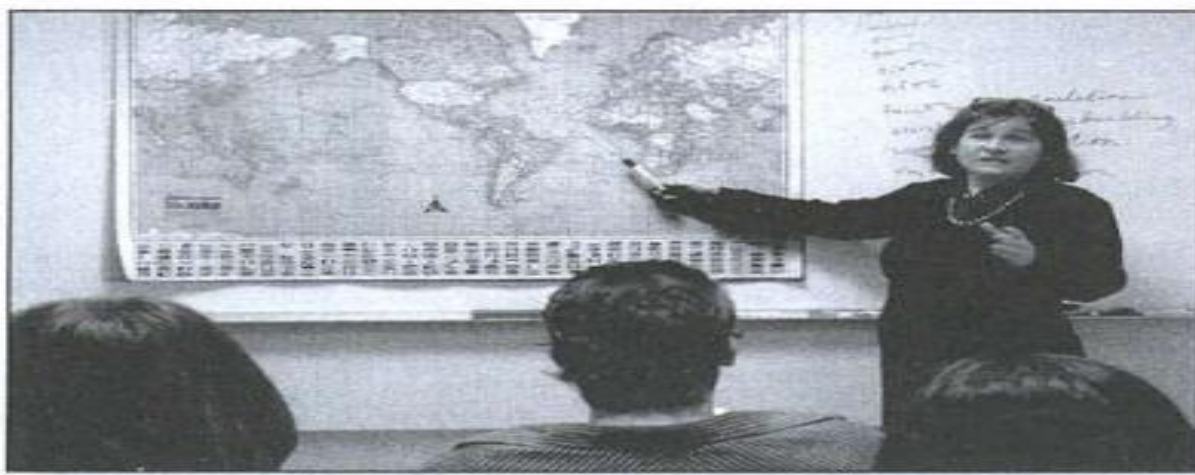


LISTENING 5

CHAPTER 1

THE FIRST DAY IN SOCIAL PSYCHOLOGY CLASS

1. Look at the pictures. Below each picture, write down what the professor and/or students are doing. Then answer the questions below in pairs.



2.



3.

3. Answer the questions about the reading on page 3. Then discuss your answers with a partner.

1. What will the students learn in this course?

2. What is the grading policy for this course?

3. What does attendance include?

4. Match the words from the reading with their definitions. These words will also be in the lecture. Look back at the reading on page 3 to check your answers.

- | | |
|-------------------------|---|
| ___ 1. syllabus | a. what you think or hope will happen |
| ___ 2. objective | b. one of the parts of a whole machine, system, or plan |
| ___ 3. lecture | c. a professor's plan for a course |
| ___ 4. assignment | d. a goal or purpose |
| ___ 5. participate | e. a long talk given to a group of people, usually students |
| ___ 6. class discussion | f. a piece of work that a professor requires his or her students to do |
| ___ 7. component | g. to be an active player in something |
| ___ 8. expectation | h. the students of a class talking about a topic related to their classwork |

Listening Strategy

Review What You Know

It is easier to take in new information when you already know something about the topic. Lectures contain a lot of new information that you will need to take in quickly. Before a lecture, think about what you already know about the topic. This will help prepare your mind to receive the new information and remember it.

**Review what
you know**

7. With a partner, write down three things that you have learned from the reading on page 3 and your discussion about the professor's syllabus.

1. _____

2. _____

3. _____

Prepare to Listen and Take Notes

Listening Strategy

Learn General Academic Words

There are many general academic words that professors use to talk about ideas in their lectures. These words can be used in any field of study—science, humanities, business, art.

Learn the general academic words that professors use to talk about the ideas in their lectures. This will help you focus on the specific information that they are trying to give the class.

Note-taking Strategy

Write Down the Most Important Words

It's not possible to write as fast as a professor speaks. During a lecture, you do not have time to write down every word the professor says. You should only write down the words that have the most meaning in the lecture.

Listen and Take Notes

Listening Strategy

Predict

To help you get ready to learn new information and listen more actively, think about what the professor might discuss in the lecture. Think about everything you already know about the topic and make a prediction about what the professor will discuss.

Follow the lecture



2. Now follow the lecture and take notes. Be sure to write down the most important words.

Topic: _____

General information about social psychology:

Objective: _____

How students will spend their time in this course: _____

Information about the readings, lectures, and discussions: _____

Information about the grade: _____

Attendance: _____

YOU WILL HEAR PEOPLE TALKING IN EIGHT DIFFERENT SITUATIONS. FOR QUESTIONS 1-8, CHOOSE THE BEST ANSWER (A, B OR C).

1 You hear two students talking about their first geography class of the year.

How do they both feel?

A optimistic about how the classes will develop over the term

B concerned that it was more difficult than they'd expected

C satisfied that they'd learnt some valuable information

2 You hear a boy telling a friend about buying some food for wild birds.

What is he aiming to do?

A attract one particular species of bird

B keep the local birds alive during the winter

C monitor the range of wild birds that visit his garden

3 You hear a girl telling a friend about a spelling competition she won.

What does she say about it?

- A** She took some time to find a strategy that worked for her.
- B** She found that her good visual memory helped her the most.
- C** She wasn't concerned by the level of level of the other competitors.

4 You hear a technology teacher telling her students about the model cars they are going to make.

What does she warn them about?

- A** being inaccurate as they develop their model
- B** choosing a car that's too complicated for them to make
- C** finding they need tools that the school doesn't currently have

5 You hear a boy talking to his sister about a sweatshirt he bought recently.

Why is he unhappy with it?

A He's worried it may already have gone out of fashion.

B He feels it's poor quality for the price he paid.

C He thinks the colour doesn't suit him at all.

6 You hear a school football coach talking to his team about avoiding injuries.

What does he propose for this season?

A checking players drink enough fluids before training and matches

B improving the exercises at the start of their training sessions.

C making a specific type of training a regular event

7 You hear a girl talking to her friend about a building she's just visited.

Why is she telling her about it?

- A** to recommend it as somewhere worth visiting
- B** to confirm that his opinion about it was correct
- C** to explain why she decided to go there

8 You hear a boy leaving a phone message for a friend about a family camping holiday.

What does he say about the holiday?

- A** They feel inspired to repeat the experience.
- B** They managed to make the best of a bad situation.
- C** They were disappointed after all their preparation.

PRACTICE 2

13

1. *The Bell Jar* was

- ☐ about her father
- ☐ her first novel
- ☐ a very successful collection of poems
- ☐ her last poem

2. Sylvia Plath's '*Collected poems*'

- ☐ won the Pulitzer Prize twenty years after it was published
- ☐ were written during the last year of her life
- ☐ won the Pulitzer Prize in 1982
- ☐ were never published

3. Sylvia's husband

- ☐ made movies
- ☐ died in 2003
- ☐ was also a poet
- ☐ had a movie made about him



4. Susan Bassnett thought Sylvia's work

- ☐ was about her husband
- ☐ wasn't very good
- ☐ was about work life
- ☐ was of great interest to women

5. Sylvia's brother

- ☐ was two years older than her
- ☐ was born two years after her
- ☐ was a professor at Boston University
- ☐ was a highly educated academic

6. Sylvia Plath's time at college was difficult because

- ☐ she got bad grades
- ☐ she won a scholarship
- ☐ boys didn't like her
- ☐ she was short of money

7. In 1953 Sylvia

- ☐ left New York to get a job as an editor
- ☐ rejected an offer to teach creative writing
- ☐ worked as a guest editor in New York
- ☐ returned to new York because she was depressed

Chapter 2. The Pace Of A Place



Prepare to Listen and Take Notes

1. **Study the meaning of these general academic words. Discuss them with a partner or in a small group. These words will be used in the lecture.**

analyze: to examine or think about something carefully in order to understand it

characteristic: a special quality or feature that someone or something has

compare: to examine two or more things in order to show how they are similar and different

factor: a fact or situation that influences or causes a situation

significant: noticeable or important

tend to: to be likely to do a particular thing

2. Fill in the blank with the correct general academic word or phrase.¹⁷
Compare your answers with a partner.

analyze

compare

significant

characteristics


factors

tend to

1. If you _____ the pace of life in big cities in Japan and big cities in Russia, you notice many differences.
2. We will discuss the many _____ that cause individuals to have their own pace.
3. They discussed the problem to _____ what went wrong.
4. People who live in big cities _____ live life at a faster pace.
5. Each area of the country is unique and has its own special _____.
6. The pace of life in a city plays a _____ part in giving people a feeling of the place.

3. Read this transcript from a lecture on pace of life. Then look at one student's notes from the lecture. Cross out the words in the lecture that are not in the notes. The first sentence has been done for you.

.....
The pace of life ~~in the~~ Czech Republic ~~has become~~ more intense since ~~the~~ government changed ~~in~~ 1989. One reason for this is that before 1989, people were guaranteed a job. This guarantee of a job resulted in some people working and living at a more leisurely pace.
.....

 Pace of life - Czech Republic

more intense since government changed - 1989

reason: before 1989 people guaranteed jobs

result of guarantee: some people worked/lived

more leisurely pace

4. Read this transcript from the lecture on pace of life. Take notes by writing down only the words that have the most meaning in the lecture. Compare your notes with a partner.

.....

Today we'll look at how vacation time, . . . time away from work, . . . varies in different parts of the world. In France, workers get five to six weeks of paid vacation. Sweden has the most vacation time of a European country at eight weeks. In the United States, vacation time for most workers is limited to two weeks. In Japan, three weeks is offered, but reports show that only half of this time is actually used. For example, in 1990 in Japan, 15.5 days of vacation were given, but only 8.2 days on average were taken.

.....

Follow the lecture



2. Now follow the lecture and take notes. Be sure to write down the most important words.

Topic: _____

Pace of life: _____

Factors looked at in the study: _____

Fastest countries: _____

Slowest countries: _____

Factors that make pace of life faster: _____

REBECCA AND GERAINT ARE UNIVERSITY STUDENTS.²¹
THEY ARE TALKING ABOUT CLUBS AND SOCIETIES AT
THEIR UNIVERSITY. LISTEN TO THEIR CONVERSATION
AND WRITE THE CORRECT ANSWERS IN THE SPACES.

1. The Welcome Fair is in the university..... hall.
- 2 Rebecca's friend is the president of the society.
- 3 Rebecca wants to try and archery, because she hasn't tried them before.
- 4 Rebecca was in the team at school.
- 5 Rebecca might do instead of orchestra and choir.
- 6 Rebecca is studying at university.
- 7 Geraint enjoys board games such as
- 8 Geraint is thinking of joining the society.
- 9 You can do caving and in the Adventure Club.
10. Geraint didn't enjoy going with his school

Chapter 5. Celebrities and the Media

Prepare to Listen and Take Notes

1. To help you understand the listening strategy, discuss the situation below and follow the instructions.

Imagine your friend is telling you how to get to her house. She says:
***First**, turn right at the traffic light and walk two blocks. Next, turn left at the vegetable store. **Now**, you're on Main Street. Walk one block, **then** turn right. My house is the second one on the right.*
How do the words in bold help you follow your friend's directions?

Listening Strategy

Recognize Lecture Language that Signals a Transition

In Chapters 3 and 4, you learned that professors usually tell you at the beginning of a lecture how information will be organized. During a lecture, professors will give you signals to help you follow this organization. They will use specific words and phrases when they move from one idea to another. These transitions tell you that a new idea is coming or that they have finished one idea and are beginning another idea.

Listen for transitions—the expressions that help you follow the flow of ideas in a lecture.

2. Read the expressions that signal a new idea. Can you add others to the lists?

Now . . .

Let me start with . . .

First, let's look at . . .

Next, let's talk about . . .

3. Read the expressions that signal the end of one idea and the beginning of another idea. Can you add others to the list?

Let's move on to . . .

Now that we've talked about _____, let's talk about . . .

That's enough about _____. Let's go on to _____.



5. Listen to this short lecture about celebrities and the brain. Match the first part of each sentence with the correct second part.

- | | |
|---|-----------------------------------|
| ___ 1. When people see a celebrity, | a. seeing a celebrity many times. |
| ___ 2. The brain feels pleasure from | b. friends and family. |
| ___ 3. In the past, people felt
pleasure from seeing | c. their brain feels pleasure. |



6. Listen to the short lecture again. As you listen, write down the lecture language that signals a transition. Then listen once more and write down the idea that follows the transition.

1. Transition Lecture Language: _____

New Idea: _____

2. Transition Lecture Language: _____

New Idea: _____

3. Transition Lecture Language: _____

Follow the lecture



2. Now follow the lecture and take notes using symbols instead of words when you can. Remember to listen for the lecture language that signals a transition.

▶ symbols, p. 51

Topic: _____

Humans' interest in famous people: _____

Increase in amount of celebrity news coverage: _____

Reasons for increase in celebrity coverage: _____

Effects of increased media coverage: _____

You will hear people talking in eight different situations. For questions **1-8**, choose the best answer (**A**, **B** or **C**).

1 You hear a film review on the radio. What criticism does the reviewer make?

A the acting is poor

B the music is unsuitable

C the story is difficult to follow

2 You hear two students talking about a holiday abroad. What do they agree about?

A Foreign travel is harmful to the environment.

B It is becoming more expensive to travel abroad.

C Holidays are more enjoyable if you go abroad.

3 You hear a woman talking on the radio about a place called Dolphin Bay. Where did she first hear about Dolphin Bay?

A on the Internet

B on the radio

C on television

You will hear people talking in eight different situations. For questions **1-8**, choose the best answer (**A**, **B** or **C**).

4 You overhear a woman talking outside the post office. Why had she gone to the post office?

A to collect a parcel

B to buy stamps

C to send a parcel

5 You hear part of a discussion on local radio. What is the programme about?

A building new housing

B protecting wildlife

C improving road safety

6 You hear a man talking about motorcycling. What does he regret?

A riding his motorcycle too fast

B doing a particular journey by motorcycle

C buying a motorcycle

7 You overhear a student talking about her new college. How does she feel about the college?

A She is finding some of the lessons difficult.

B Some of her new classmates are unfriendly.

C It is too far away from her home.

8 You overhear a driving instructor talking to a learner after the lesson has ended. What mistake did the learner make?

A He ignored a road sign. **B** He was driving too fast.

C He failed to look in the mirror.

Chapter 7. How sleep affects thinking



- 1. Take this quiz about your sleep habits. Then answer the questions below in pairs.**

Your Sleep Habits

- 1.** Most nights, I sleep _____.
a. fewer than 6 hours **b.** 6–8 hours **c.** 9 or more hours
- 2.** I am most likely to skip sleep in order to _____.
a. study **d.** watch T.V.
b. work **e.** hang out with friends
c. party **f.** I don't skip sleep.
- 3.** I usually make up for lost sleep by _____.
a. drinking caffeinated beverages **c.** adjusting my schedule
b. sleeping late on the weekends **d.** adapting to less sleep

4. Match the words from the reading with their definitions. These words will also be in the lecture. Look back at the reading on page 69 to check your answers.

- | | |
|---------------------|--|
| ___ 1. deprivation | a. the feeling of being tired and almost asleep |
| ___ 2. side effects | b. lack of something considered to be a necessity |
| ___ 3. drowsiness | c. to work in the correct way |
| ___ 4. cope with | d. the negative secondary results of something |
| ___ 5. impair | e. to prepare yourself for a test by studying a lot of information quickly |
| ___ 6. function | f. to damage something or to make it worse |
| ___ 7. cram | g. lasting into the future |
| ___ 8. long-term | h. to deal successfully with a difficult situation |

quickly and easily.

Listening Strategy

Recognize Lecture Language that Signals an Example

Professors usually give many examples during a lecture. These examples of specific things help students understand general ideas.

Listen for words and expressions that professors use to signal an example.

Example lecture language

2. Read the expressions that signal an example. Can you add others to the list?

For example, . . .

Here are some examples: . . .

Take X, for example. . . .

For instance, . . .

. . . , such as . . .

Let me give you an example . . .

Recognize lecture
language

3. Read this transcript from a lecture on the effects of sleep deprivation.

Then do these two things:

- **Circle the lecture language that signals the example.**
- **Underline the example.**

.....
Lack of sleep causes many problems. For example, it hurts the body's ability to stay healthy. Usually, this is the result of the fact that the immune system—the part of the body that protects us from infection—is weakened without sleep. Let me give you an example of what happens. It is easier to get infections, such as colds and flu. Another problem that occurs is weight gain. This happens because the body loses the ability to handle sugar; for instance, it turns sugar into fat rather than burning it as energy.
.....



4. Listen to this short lecture about driving while drowsy. Match the first part of each sentence with the correct second part.

- ___ 1. It's a problem to feel drowsy when driving because
- ___ 2. It's good to pull over and take a nap because
- ___ 3. It is not the best idea to listen to loud music because

- a. the effect doesn't work for very long.
- b. drivers can't concentrate and react quickly.
- c. you feel less tired after resting



5. Listen to the short lecture again. As you listen, write down the lecture language that signals an example. Then listen once more and write down the examples.

- 1. Idea: Loud noise**

Example lecture language: _____

Example: _____

- 2. Idea: Caffeine**

Example lecture language: _____

Example: _____

- 3. Idea: Sleep**

Example lecture language: _____

Example: _____

THANK
YOU

