Teacher's Pack 2

CONTEMPORARY TOPICS

Academic Listening and Note-Taking Skills

THIRD EDITION

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CONTENTS

UNIT OVERVIEW

In this unit, students will consider names as a cultural universal and the impact of a person's name in social situations. The lecture focuses on the four main ways parents determine names for their children. It also explores issues such as name stereotypes and selecting a name to avoid gender discrimination. Follow-up projects extend the topic to trends in names and name changes.

Connect to the Topic *page 2*   *~10 minutes*

As a warm-up activity, have students cover the photo captions and name the stars. Then ask students to guess the stars' real names. Students take a survey about names. Survey questions ask students to agree or disagree with statements about the importance of names. Students then compare responses and give reasons.

Build Your Vocabulary *pages 3–4*   *~15 minutes*

Students study these words and phrases related to sociology and names:

admire	example of	passed down
assignments	gender (neutral)	prime (example)
associated with	generations	qualifies as
benefit to	image	rely on
classic (name)	judged by	respond to
custom	named after	symbol (of identity)
discrimination	out of style	

For the Interact with Vocabulary! activity, encourage students to notice the boldfaced word in each sentence. When paired with the correct particle from the box, these words form collocations, which are valuable in building students' vocabulary and fluency.

Focus Your Attention *page 5*   *~10 minutes*

Students learn two basic reasons for taking lecture notes—to focus on main ideas and to review information later. They also learn some signal phrases lecturers use to focus on main ideas, and how to organize their notes based on these phrases:

In the first half, you'll hear about . . .
In the second half, we'll discuss . . .
Today's lecture will focus on . . .

This afternoon we'll look at . . .
I'd like to begin with the first category . . .
Today's lecture will be divided into two parts . .

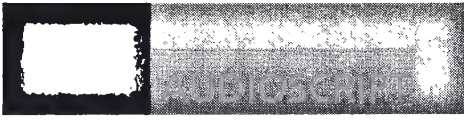### Listen to the Lecture *pages 6–7*   *~30 minutes*

Prior to listening to the unit lecture, students write their own ideas on two common ways parents choose names (Before You Listen). Students then listen to the lecture and answer multiple-choice questions (Listen for Main Ideas) and true/false questions (Listen for Details). *Lecture video time: 7 min. 9 sec.   Number of episodes: 7*

Focus Your Attention: Try It Out! *page 5*

Speaker: Sociology is the science of studying society. In sociology, we study the behavior of people in social groups. Today's lecture will be divided into two parts. In the first half, I'll give you an overview of the various kinds of sociological research being done. For example, some sociologists study the effects of gender on a person's daily life. They ask, do men and women—boys and girls—have different experiences just because of their gender? Then, in the second half of the lecture, we'll focus in on a particular area of research: gender in the workplace. And we'll try to answer these questions: Does gender matter at work? Where do we find gender discrimination for women? What about for men? . . .

Listen for Main Ideas and Listen for Details *pages 6–7*

Sociology lecturer: E1 Good afternoon. The focus of today's Introduction to Sociology class is names. In sociology, we study social groups and how people interact and respond to each other. How we respond to names is an interesting study. For example, depending on if I say my name is *Alex*, or *Alexandra*, or *Dr. Shaw*, you might respond differently to me. Names are a prime example of what we call a "cultural universal." That means we all have names. And we all call each other by names. So, it's a practice we all share. Today's lecture will be divided into two halves. In the first half, you'll hear about four ways parents choose names. In the second half, we'll discuss whether or not our names influence how people respond to us in our daily lives. Before we go on, though, I want to quickly mention that the scope of my lecture is limited to names from the English language. However, we would take a similar approach to analyzing how parents choose names in any other language. E2 So, without a doubt, our names are important symbols of identity. And for some people, important enough to change! So, let's look at the four typical ways parents choose first names. They're also called given names because the name is given to the child. OK, the first is to rely on custom. Parents may choose a name in order to pass it down from one generation to the next. For example, a baby girl is born, and the parents decide to call her *Sarah* because her grandmother's name is *Sarah*. Or, if it's a boy, in some families the first son is named after the father. So if the father's name is, say, *Thomas Proctor*, then the son will be *Thomas Proctor Junior* or *Thomas Proctor the Second*. I read a funny variation on this. In 2004, a new father, Jon Blake, didn't want to use "junior" or "the second." He was a software engineer, so, so he named his son *Jon Blake Version 2.0*. Talk about a true computer geek! E3 The second way parents choose names is to name a child after someone the parents admire, such as a favorite teacher, a family friend, or even a famous athlete or movie star. The third way is to choose a name the parents feel will provide some social benefit to their child. For example, if they're concerned about gender discrimination, they may choose a name that works for either a boy or a girl. A name like *Taylor*, for example. Or my name, *Alex*. In fact, my parents told me they thought *Alex* might give me an advantage when I applied for jobs. Or, if a parent wants people to notice their child, they may choose an unusual name, like *Denali* or *Sky*. E4 The fourth and most common way parents choose a name is simple: It's because they like it. They like the sound or the feeling it has, or it's a classic name. Now, what qualifies as "classic"? Well, classic means the name never goes out of style. It's a name that was popular in 1900, 1980, and it's still popular today. Examples of classic boys names are *Robert* and *Michael*. For girls, *Emily* and *Anna* are a couple of classic examples. To summarize: Parents choose names either based on custom, or after someone they admire, or to help their child socially. Or, the most common way, because they like it. E5 Now I want to consider these questions: Does someone's name influence how other people respond to them? Does a person's name affect their chances for success in life? A lot of research has been done around these queries. Specifically, researchers have explored whether it's better to have a classic name, such as *Robert*, or an unusual name, like *Darvlin*. At this point, sociologists like myself don't agree which is better. We can't say for sure. We do know, though, that there are stereotypes associated with names. By this I mean, we hear a name, and an image comes to mind. Fair or not, this is what happens. People get judged by the name they have. Does anyone doubt that? E6 Well, here's a convincing example: Researchers took a homework assignment and made photocopies. On half of the copies, they wrote the name *Michael*. On the other half, they wrote the name *Hubert*. (*Hubert*, by the way, is not a common name in English.) Then they asked teachers to grade the homework. Guess what happened? The teachers gave *Michael* high grades, and *Hubert* much lower grades. Why? It was the same homework, wasn't it? The researchers concluded that the name *Michael* had to be the only factor. It appeared that teachers held a stereotype that a boy named *Michael* was smarter than a boy named *Hubert*. As a result, they gave *Michael* higher grades. E7 Let's recap now. In

UNIT 1 TEST — SOCIOLOGY: Names

Listen to each question. Circle the letter of the correct answer.

1. a. why names are important
   b. why we all have names
   c. how parents choose names
   d. how names have different meanings

2. a. relying on stereotypes
   b. relying on custom
   c. relying on meaning
   d. relying on sound or feeling

3. a. choosing a classic name
   b. choosing a father's name
   c. choosing a grandmother's name
   d. choosing the name of someone the parent admired

4. a. because they think about the social benefits of the name
   b. because they prefer classic names
   c. because they like the name
   d. because they want to follow a custom

5. a. People change their names because of you.
   b. People stereotype you because of your name.
   c. People notice you because of your name.
   d. People name their children after you.

6. a. a name that never goes out of style
   b. a name that has a nice feeling
   c. a name that gives someone an advantage
   d. a name that has a beautiful sound

7. a. Yes, she does.
   b. No, she doesn't.
   c. She doesn't say.
   d. She can't say for sure.

8. a. to judge people by their names
   b. to hear a name and "see" an image
   c. to decide what a person is like from his or her name
   d. all of the above

9. a. to make it easy to grade
   b. to make the name the only factor
   c. to make it faster to grade
   d. to make the teachers happy

10. a. how people hold stereotypes about certain names
   b. how teachers are unfair
   c. how a name like *Michael* can make you smarter
   d. none of the above