

“十一五”国家重点出版规划项目

根据教育部《大学英语课程教学要求》编写

教师
用书

4

COLLEGE ENGLISH LISTENING AND SPEAKING

大学英语视听说教程



北京大学出版社
PEKING UNIVERSITY PRESS

北京大学—ESEC 美国美中教育服务机构合作项

42.00
H319.9/528CD

:4

2006

大学英语 视听说教程

(4)

教师用书

总主编 Dr. Danny Yu

主 编 刘红中

副主编 Corey Hanson Hegger Holly Krech Thomas

编 者 刘红中 张敏 戴涵 卢炜 马乃强 陈冰

Corey Hanson Hegger Holly Krech Thomas



北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

大学英语视听说教程(4)教师用书/刘红中主编. —北京:北京大学出版社, 2006.12
(大学英语立体化网络化系列教材)

ISBN 7-301-08329-7

I. 大… II. 刘… III. 英语-听说教学-高等学校-教学参考资料 IV. H319.9

中国版本图书馆CIP数据核字(2005)第103140号

书 名: 大学英语视听说教程(4)教师用书

著作责任者: 刘红中 主编

策 划: 张 冰

责任编辑: 黄瑞明

标准书号: ISBN 7-301-08329-7/H·1365

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路205号 100871

网 址: <http://www.pup.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767347 出版部 62754962

电子邮箱: zbing@pup.pku.edu.cn

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

787毫米×1092毫米 16开本 43印张 1050千字

2006年12月第1版 2006年12月第1次印刷

定 价: 65.00元(附赠光盘)

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究 举报电话: 010-62752024

电子邮箱: fd@pup.pku.edu.cn

大学英语立体化网络化系列教材

总 顾 问 李赋宁 胡壮麟
总 主 编 黄必康
网络版主编 李建华

编委会名单 (以姓氏笔画为序)

王海啸 (南京大学)	王明舟 (北京大学出版社)
王焱华 (北京师范大学)	王惠玲 (西北大学)
刘红中 (北京大学)	刘龙根 (吉林大学)
孙建民 (河北师范大学)	孙秋丹 (北京大学)
余渭深 (重庆大学)	吴松江 (福州大学)
宋 黎 (大连理工大学)	李建华 (中国农业大学)
李养龙 (北京航空航天大学)	李霄翔 (东南大学)
杨 跃 (西安电子科技大学)	柯彦玢 (北京大学)
赵 雯 (东北大学)	夏纪梅 (中山大学)
贾国栋 (华南理工大学)	梁育全 (云南大学)
黄必康 (北京大学)	蒋学清 (北京交通大学)
蔡基刚 (复旦大学)	黎 宏 (四川大学)

Acknowledgements

We are indebted, mainly for the reading selections, to many sources. We have put forth the fullest effort to trace each and every source, and their origins and our acknowledgements are indicated within the book. However, a small number of copyright materials remain uncredited because the original copyright holders could not be located, or we were unable to establish communication with them. It may be the case that some unintentional omissions have occurred in the employment of some copyright materials. We are grateful to these authors and sources, and we apologize for not being able to extend our acknowledgements in detail. For any questions concerning copyrights and permissions, please contact

Copyrights Department
Peking University Press
Beijing, 100871
P. R. China
Telephone: +86 10 62752036
Fax: +86 10 62556201
Email: xiena@pup.pku.edu.cn

We are much obliged for any information concerned and will make necessary arrangements for the appropriate settlement of any possible copyright issue.

前言

为全面培养我国大学生英语实际应用能力,提升英语听说能力,在新世纪初,国家教育部和全国高校外语教学指导委员会制定颁布了最新的《大学英语课程教学要求》(试行),为大学英语教学明确了前进的方向。与此同时,对新的大学英语教材的需求也就与日俱增。在这新形式的鼓舞下,北京大学出版社和北大英语系大学英语教研室共同组织、策划了《大学英语听说教程》,在北京大学教务部、北京大学外国语学院的支持下,该教程有幸得到了与北京大学有 25 年教学合作历史的 ESEC (Education Services Exchange with China 美国美中教育服务机构)的加盟,并获得北京大学教材建设委员会的重点立项。北京大学大学英语教研室与 ESEC 众多语言学专家、英语教学专家通力合作,精心设计,反复琢磨,拟定大纲,编写样课。旨在结合国内外优秀英语教材的编写经验,为广大师生提供一套场景真实、语言地道、形式生动、内容丰富的好教材,从而提高学生的英语听说能力。

1. 编写宗旨

《大学英语听说教程》是根据《大学英语课程教学要求》(试行)为大学非英语专业学生设计而编写的。主要目标是培养学生的英语听的能力和口头表达能力,同时增强他们的自主学习能力,提高综合文化素养。

本教程的编写重点:

- 1) 在选材上,特别注重口语的特征,注意题材的实用性。每课专设“英语习语”部分,强调语言真实,地道。语言素材全部由美方美中教育服务机构 TESOL 教员收集、撰写,力求符合中方教师的编写方案,场景贴近学生的生活,话题深受学生喜欢,努力达到学以致用。
- 2) 在内容编排上,同时注重国内和国外文化习俗、礼仪,培养综合文化素养和跨文化交际能力。
- 3) 注重学生自信心、学习方法和学习策略的培养。分单元介绍学习方法,提高学生自主学习的能力。
- 4) 注重口头表达能力的培养,以说带听,同时强调听与说的互动,充分发挥学生的主观能动性。使他们能从进行日常对话、简答问题、发表看法,慢慢发展到做较长的口头发言、开展辩论活动,逐步提高英语口语能力。
- 5) 强调听说基本功训练,每册含大量的机械模仿练习和听写练习,为快速提高学生听的能力,达到记笔记、写摘要的水平打下坚实基础。同时,在训练学生语篇理解能力的基础上,培养学生通过上下文猜词的能力。倡导脚踏实地,循序渐进,不断提高。练习形式多样,以交际中的实际需要为重,主要为主观题型。包括:回答问题、听写、正误判断、填补信息、写提纲、写摘要等。同时,每课配有以客观题为主的单元小测。

- 6) 重视口头语言在语音、语调、单词、句子、段落中的各种特征,设有专门的练习部分,以提高学生交际的有效性,同时增强自信心。
- 7) 培养学生习惯正常英语语速,听力材料全部采用正常语速录音,注重原汁原味。其难度的区分取决于材料的题材、所涉及的词汇量大小以及句子结构的复杂程度。

2. 教程构成

全教程共4册,分为学生用书和教师用书。配有光盘,提供网络教学平台。每册内容均极其丰富,完全可以作为听说教材独立使用,也可以和北京大学出版社出版的《大学英语教程》配合使用。每册共有16个单元,其中第1至15单元为课文,第16单元为期末测试。第4册每单元课文内容与目的如下:

1) Ready; Set; Go!! 热身活动

围绕单元主题而设计的听说活动或游戏,为完成本单元主要任务热身。

2) Interactive Listening 听力互动

内有两项对话听力材料:

Listening Task 1

Listening Task 2

两项听力材料同时也可作为本单元口语练习的范例,每项材料后都有不同练习,主要目的是通过听日常对话,了解日常生活用语的特点,培养学生整体理解以及捕捉特定信息的能力,同时还能就自己的观点发表简短意见。

3) Speaking Interaction 口语互动

旨在帮助学生掌握生活中常见的口语表达用语,培养他们的口头交际能力。

内有三项任务:

Communication with purposes 交际功能表达用语

学生做跟读练习,掌握地道正确的常用口语表达用语。提供 Giving Feedback, Talking about Sensitive Issues, Persuading or Making Suggestions, Asking Someone Out on a Date or Refusing a Date, Disciplining Others, Critiquing Works of Art, Discussing Decisions, Expressing Differing Opinions, Acknowledging a Mistake, Expressing Opinions, Debates and Discussions, Establishing and Running a Business, Making Requests, Motivating Employees, Refusing an Invitation 等交际功能的语言素材和对话范例,供学生学习掌握。

Small Group Interaction 小组互动

训练学生在所指定的情景下,运用所学功能表达用语,参照范例进行口语练习。

The Chinglish Correction Connection 中国式英语纠错

告诫学生避免那些由于受母语影响而常犯的语言错误。

4) Further Listening and Speaking 听说拓展

内有四项任务:

Culture Klatch 文化视角

提供一篇介绍文化习俗的听力材料,着重语篇训练,加强听篇章、抓大意、听较长句子的能力,同时加强对西方文化的了解。是本部分的重点。

FYI (For Your Information)—People, Places and Things 知识信息

提供一篇有关人文、地理、趣事,信息量较大的短文,其练习较富挑战性。短文的文字稿附在学生用书上,既方便学生查对,又方便他们做模仿跟读练习。可以强化学生对英语有声语言的重音、连读、语音语调特点的了解,从而更有效地提高听说能力。喜好挑战的学生可先听,待做完理解练习后,再对照原文做跟读模仿练习。同时, FYI 也是口语辩论活动的参考素材。

Follow the Script 紧跟脚本

提供一篇真实的演讲音像材料,让学生身临其境学英语。

Idioms 习语谚语

生动实用的习语为进一步加强听说训练提供了更多素材。学生通过完成填空、猜测词意、学会解释等练习,在快乐的学习过程中不知不觉地提高听说能力。

5) Speaking for Understanding 清楚表达

Sound Discrimination 辨音练习

提供单词、句子、绕口令等形式的语音练习,改善英语语音,同时也为提高听的能力打好基础。

A Music Cloze 歌曲填空

为了增强正音的趣味性,每单元后附有一首歌,供学生填空、朗读及跟唱。

6) Self-Directed Study with Dr. Yu 在余博士指导下自主学习

分章节向大家介绍了 ESEC 美国美中教育服务机构总裁 Danny Yu 博士有关怎样通过自主学习,提高英语听说能力的具体方法和应遵循的法则。

本套书的网络版,还附有 Danny Yu 博士精彩演讲的录像,他向我们介绍了他和家人学习英语的亲身经历,让我们认识到,说好英语的关键在于自信和坚持不懈。学生可以分段试听。

7) Quiz 单元小测

每单元的小测验在选材上紧扣本单元主题,形式为客观多选题和主观听写填空题。这样既可减轻教师判卷工作量,同时也能帮助学生适应全国大学英语四、六级考试的题型。内容包括涉及各种听力技巧的短对话、长对话及短文。录音材料的难易程度和语速严格参照《大学英语课程教学要求》(试行)。可以安排在课内进行,也可以让学生通过网络平台在课外进行。

3. 选材原则

注重内容的时代性、信息性、趣味性,既跟得上时代的步伐,又贴近生活。注意语言的规范性,题材的广泛性,同时强调口头语言的特性,力保语言的纯真、地道和活力。第一、二册素材以日常对话及长度适中的短文为主,第三、四册以较长的对话、短文、访谈、讲演为主。

4. 使用说明

《大学英语视听说教程》在内容上与《大学英语教程》有联系,但又不受之局限,可单独使用,也可配合《大学英语教程》使用。与之配套的网络教学平台还将提供讲座录像材料,为学

生们提供真实的语言素材。

本册教程共 16 个单元,根据各学校的课程设置情况,每单元可安排 1—2 课时。**Ready; Set; Go!**, **Interactive Listening** 和 **Speaking Interaction** 部分应在课内完成,如果听说课的时间有限,可以要求学生**Speaking Interaction** 部分做课前预习,以保证课上进行口语活动的有效性。**Further Listening and Speaking** 部分可以根据学生的实际听说水平,选一项或两项内容在课内完成,其余部分供学生在课外自主学习。**Speaking for Understanding** 可视学生的实际情况,既可在课内指导,也可布置学生在课外完成。**Self-Directed Study with Dr. Yu** 是本教材一个特点,是为了让学生更有效地提高听说能力而专设的学习策略栏目,一定要督促学生课后完成。**Quiz** 宜在每次课结束前完成,若时间不允许,也可让学生课外做。总之,课堂教学以说为主,同时注重听力的方法指导;课外学生自主学习则以听为主,同时也要求学生进行配对或小组口语活动。课外完成的部分,课堂上做适当的检查即可。

与本教程配套的《教师用书》与《学生用书》对照排版,不仅提供听力材料原文和练习的参考答案,而且对每种教学任务的目的和实施的具体步骤有详尽的描述,对课文中所涉及的文化习俗和有关背景知识也有详细的说明。为方便课堂教学,本教程还配有专供教师使用的电子教案,内附部分视频材料,以提高课堂教学的效率和趣味性。

本教程由北京大学英语系大学英语教研室具体策划并负责编写,素材由 ESEC 美国美中教育服务机构的众多教员提供。为第四册提供素材的美方教员是:Angela Attardo (Allentown, Pennsylvania), Allison Bernhard (Naperville, Illinois), Connie Chan (Sacramento, California), Emily Doisy (Stockton, California), Horace Hardison (Los Angeles, California), Katie Kruse (Chicago, Illinois), Viola Lew (San Francisco, California), David Nippoldt (Reedley, California), Amber Palmer (Washington, D.C.), Matthew J. Painter (Oak Hill, West Virginia), Steve Rawlinson (Auckland, New Zealand), Emily Reuter (Los Angeles, California), Christina Stringer (Auckland, New Zealand), Petrina Uhlenhopp (Charlottesville, Virginia), Tammie Warmus (Boston, Massachusetts), Steve Wilcox (Tucson, Arizona), Ashley Michelle Workman (Raleigh, North Carolina)。另外,美籍教师 Shirley Patterson 审阅了全书。原北大英语系美籍教师 Stephanie Tebow, ESEC 教师 Hee Sung Shin 为本册课文录音和歌曲演唱的编排、录制付出了辛勤的劳动。刘红中老师为课文的音像录制寻找挑选人员并审听了全书的录音素材。ESEC 总裁 Danny Yu 博士为教材的顺利编写,多次往返于中国和美国之间,协调编写工作,还就如何提高听力、口语能力,特地为学习此教材的学生做录像讲座。在此,谨向他们表示最衷心的感谢!另外,我们还要特别感谢为本教材提供音像帮助的美国公共服务机构。他们是:William J. Clinton Presidential Library, John F. Kennedy Presidential Library 和 Museum Presidential Columbia Point, Boston 等。

为配合常规课堂教学, ESEC 和北京大学运用本教材的教学理念,专门策划开设了暑期全封闭式高级英语听说课程——**Total Immersion Program**, 收到了良好效果。目前,此课程在北京大学的支持下,已成为北大昌平园区常规的短训课程。详情请参见 <http://www.tip.pku.edu.cn> 或 <http://www.tip.org.cn>。

编者

2006年5月于北大蓝旗营寓所

Contents

UNIT 1	What's Your Learning Style?	2 / 2a
UNIT 2	Special Needs	26 / 26a
UNIT 3	The Difference between Men and Women	46 / 46a
UNIT 4	Fools Rush In	69 / 69a
UNIT 5	It Takes a Village	91 / 91a
UNIT 6	Appreciating the Arts	114 / 114a
UNIT 7	It's a Matter of Conscience	136 / 136a
UNIT 8	Lights, Camera, Action!	158 / 158a
UNIT 9	In the Job Market	181 / 181a
UNIT 10	Saving the Planet	203 / 203a
UNIT 11	Politics, Politics, Politics	226 / 226a
UNIT 12	The Entrepreneurial Spirit	250 / 250a
UNIT 13	On the Road Again	271 / 271a
UNIT 14	Motivation Is Key	293 / 293a
UNIT 15	It's Your Call	314 / 314a
UNIT 16	Test Yourself	337 / 337a

UNIT 1

What's Your Learning Style?

Ready; Set; GO!! Conversational Warm-Up

Experiment: What's your learning style?

Read each statement and decide whether the statement applies to you. Write the appropriate response number in the blank.

1—seldom/never

2—sometimes

3—often

- _____ 1. I would rather read a textbook than listen to a lecture.
- _____ 2. I would rather listen to a lecture than read a textbook.
- _____ 3. I like “hands on” learning better than learning from a textbook or a lecture.
- _____ 4. When I work, I prefer to be in a quiet place so I can concentrate.
- _____ 5. When I am alone, I like to have music playing, or I hum or sing.
- _____ 6. I love working with my hands and building or making things.
- _____ 7. When I remember an experience, I mostly see a picture of it in my mind.
- _____ 8. When I remember an experience, I mostly hear the sounds and talk to myself about it.
- _____ 9. When I remember an experience, I mostly remember how I felt about it.
- _____ 10. I always read the directions first when I put something together.
- _____ 11. I do not follow written directions well.
- _____ 12. I prefer to see something done before I do it myself.
- _____ 13. As a child, I enjoyed reading books in my free time.
- _____ 14. As a child, I enjoyed listening to stories that someone read or told to me.
- _____ 15. As a child, I enjoyed doing physical activities for fun.^①

^① This test was adapted from three sources:

Jester, Catherine. (Diablo Valley College). A Learning Style Survey for College. <http://www.metamath.com/multiple/multiple_choice_questions.html> Accessed 7/11/2005.

Middlesex Community College. Learning Styles. <<http://www.mxctc.commet.edu/clc/survey.htm>> Accessed 7/11/2005.

The Center for New Discoveries in Learning. Personal Learning Styles Inventory. <<http://www.pinecity.k12.mn.us/highschool/bused/Learninv.htm>> Accessed 7/1/2005.

At the end of this unit, your students will be able to:

- identify and explain their personal learning styles;
- give positive and negative feedback in formal, informal, and casual situations;
- describe learning techniques that match visual, auditory, and kinesthetic learning styles;
- use idiomatic expressions that are based on visual, auditory, and kinesthetic terminology;
- pronounce the “th” sound correctly, as distinct from the /s/ and /t/ sounds.

Ready; Set; GO!! Conversational Warm-Up

Experiment: What's your learning style?

Step 1: Preview these vocabulary words from the survey in the student book to make sure students understand what the words mean.

- *hands on*—actively doing something (to learn) or experiencing it personally rather than just reading or hearing about it
- *to concentrate*—to focus and think clearly

Step 2: Give students 5 or 10 minutes to fill out the survey. They should work quietly and individually. Circulate around the room to help them if they have questions.

Step 3: After students have completed the survey, tell them how to add up their points:

Visual—add the scores for numbers 1, 4, 7, 10, 13

Auditory—add the scores for numbers 2, 5, 8, 11, 14

Kinesthetic—add the scores for numbers 3, 6, 9, 12, 15

Step 4: Have students practice saying the words “visual,” “auditory” and “kinesthetic” aloud as a class (they can listen to your pronunciation and repeat after you). Be sure they pronounce the /zh/ in “visual” and the /th/ in “kinesthetic.” Then, ask for volunteers to read the explanations under “What are these learning styles?” in the student book. Discuss the explanations with the class to make sure they understand.

Step 5: Give students 10~15 minutes to find partners with the same learning style and to discuss the questions in the student book. Circulate around the room to help groups that have questions.

The experiments, which are always found in the beginning of each unit, are fun, interactive ways to introduce your students to the unit's topic. It's important to get your students thinking about each unit's theme right at the start—before they tackle the Listening Tasks. It is important not to skip them.

This unit's experiment is especially important for understanding the topic of learning styles. It will not only help your students understand the unit's theme, but it will also help them study better as well. It involves reading, listening to directions, practicing pronunciation, and class/small group discussion. Depending on your students' level, it may take longer than you'd like, but it is a very important part of this chapter.

Listen to your teacher's instructions about how to count your points and fill in the chart below. The box with the highest score is the learning style you prefer; you may prefer to use more than one learning style.

Visual	Auditory	Kinesthetic

What are these learning styles?

- Visual learners tend to take in information through their eyes; they benefit most by reading texts, looking at charts or graphs, and seeing pictures.
- Auditory learners tend to take in information through their ears; they benefit most from hearing lectures or explanations and listening to tapes or videos.
- Kinesthetic learners tend to take in information physically, through the sense of touch; they benefit most from doing activities, taking notes, and experiencing things.

Find two other people who have the same learning style preference that you have. Discuss with them:

A. Do you agree with the preference that this test assigns to you? Why or why not?

B. Give some examples of the things you do to learn new information.

Interactive Listening



Listening Task 1

Activity 1

The words and phrases in the Word Box will appear in the following dialogue. Study the definitions so that you will be able to read along with the recording.

WORD BOX

to struggle (in/through): to work hard but without much success

organic chemistry: a class covering the interaction of carbon-based molecules, which occur in things such as sugars, oils, and plant acids

pre-med: the major chosen by people preparing to go to medical school to become a doctor (pre-medical school)

Don't get too down on yourself: Don't judge yourself too harshly. This phrase is used as friendly encouragement.

weed-out class: a difficult class that many students fail, so they have to change their major

Interactive Listening



Listening Task 1

Activity 1

Review the words and phrases in the Word Box with students before playing the audiotope.

Activity 2

Step 1: Ask students to close their books and listen.

Step 2: Ask students to listen and read along. Do not stop the tape during this exercise.

Step 3: Ask students to write the missing words in the blanks to complete the dialogue. Do not stop the tape during this exercise.

Activity 3 Checking for Understanding

Write the cloze answers on the board or overhead transparency while students correct their own work. Then play the audio version again so students can listen and read along with a complete and correct dialogue. This reinforces the skills learned as well as the vocabulary and its use.

Script

James: Hi, Adrian. How are you?

Adrian: Oh, I'm alright.

James: Just alright? Is anything wrong? Are you sick? You look kind of tired.

Adrian: No, I'm not sick. I guess I just have something on my mind.

James: What's going on?

Adrian: Well, I'm really **struggling** in one of my classes, and it seems that no matter how much I study, I just don't understand the material. It's discouraging. I'm thinking of changing my major because I just can't seem to learn in that class.

James: And you need the class for your major?

Adrian: Yes. It's **organic chemistry**, and since I'm **pre-med**, I've got to have it.

James: Organic chemistry, huh? I've heard about that class. It seems that everyone has trouble with it, so **don't get too down on yourself**.

Adrian: I know, I know. I've heard all the same stories you have. I mean, I've been pre-med for a year and a half now, and everyone talks about how organic chemistry is the **weed-out class** for pre-med students. That's why I waited until after I finished the basic chemistry course and got done with calculus before I decided **to tackle** organic chemistry.

James: But still, you're struggling through the class, even though you've done your best to make sure that you're ready for it.

to tackle: to deal with, usually a difficult situation or problem

(it is) killing me: it is extremely stressful and difficult, making one feel very defeated and unsuccessful

You can say that again: *That's definitely true.* This phrase is used to indicate strong agreement

Activity 2

Directions: Listen to the following dialogue.

Step 1: Listen the first time for the words in the Word Box.

Step 2: During the second recording, listen and read along.

Step 3: The third time you hear the recording, write the missing words and phrases you hear in the blank spaces provided to complete the dialogue.

James: Hi, Adrian. How are you?

Adrian: Oh, I'm alright.

James: Just alright? _____? Are you sick? You look kind of tired.

Adrian: No, _____. I guess I just have something on my mind.

James: What's going on?

Adrian: Well, I'm really **struggling** in one of my classes, and it seems that no matter how much I study, _____. It's discouraging. I'm thinking of changing my major because I just can't seem _____.

James: And you need the class for your major?

Adrian: Yes. It's **organic chemistry**, and since I'm **pre-med**, _____.

James: Organic chemistry, huh? I've heard about that class. It seems that with it, so **don't get too down on yourself**.

Adrian: I know, I know. I've heard _____ you have. I mean, I've been pre-med for _____ now, and everyone talks about how organic chemistry is the **weed-out class** for pre-med students.

_____ until after I finished the basic chemistry course and got done with calculus before I decided to **tackle** organic chemistry.

James: But still, you're struggling through the class, even though _____ to make sure that you're ready for it.

Many science courses in U.S. colleges are lab classes, which means that students go to a lecture 3 hours a week to learn concepts from the textbook, and they go to a laboratory 1 hour or more a week to practice applying the concepts. Often, the lab hour is taught by a graduate student who is a TA (Teaching Assistant) instead of by the course professor.

- Adrian: Right, that's what is so discouraging.
- James: Maybe it's not you. Maybe it's the professor. I mean, how does he teach the class?
- Adrian: Professor Young gives the lectures, and then we have a TA for the lab. The lectures are okay. As long as I read the textbook before I go to lecture, I don't have a problem understanding and taking notes. It's the lab that's **killing me**.
- James: You take a lot of lab classes in pre-med, don't you?
- Adrian: **You can say that again.**
- James: So, are the labs in all your classes hard for you, or is it just this particular one?
- Adrian: Actually, labs are usually my favorite part of the class. I don't know why this one is so difficult.
- James: You know, I was just studying about learning styles in my psychology class, and I wonder if maybe your learning style doesn't match the TA's teaching style. If that's the case, it could cause real problems for you, and it would explain why you are struggling so much.
- Adrian: I don't really know much about learning styles.
- James: Well, why don't you go to the student counseling center? They have a learning style test that you can take, and the counselors can talk to you about what your learning style is. They can help you figure out how to study more effectively.
- Adrian: Really? That's a good idea. Maybe I'll stop by the counseling center tomorrow.
- James: Yes, you should. I think you'll be glad you did.

Activity 4 Answering Questions

This is a quick-check exercise with the entire class. Ask students if there are any words or phrases that need to be explained, then ask the following questions. These questions will help you evaluate how well students are listening and understanding in context.



Reference Key

1. What is wrong with Adrian?

- Adrian is struggling in one of his classes, organic chemistry.
- He is discouraged, and he is thinking about changing his major.
- He feels he cannot learn in his organic chemistry lab.

2. What has James heard about organic chemistry?

- He has heard that it is very difficult.
- He has heard that many people struggle in it.

3. What advice does James give Adrian?

- He tells him about learning styles and suggests that he might go to the student counseling center to find out about learning styles.
- He thinks that if Adrian knows what his learning style is, he might be able to do better in his organic chemistry lab.
- He says that the counselors can give advice on how to study more effectively, which might help him do better in his class.

Adrian: Right, that's what is _____.

James: Maybe it's not you. Maybe it's the professor. I mean, _____ the class?

Adrian: Professor Young gives the lectures, and then we have a TA for the lab. The lectures are okay. As long as I read the textbook _____, I don't have a problem understanding and taking notes. It's the lab that's **killing me**.

James: You take _____ in pre-med, don't you?

Adrian: **You can say that again.**

James: So, are the labs in all your classes _____, or is it just this particular one?

Adrian: Actually, labs are usually _____. I don't know why this one is so difficult.

James: You know, _____ about learning styles in my psychology class, and I wonder if maybe your learning style doesn't match the TA's teaching style. If that's the case, it could cause real problems for you, and _____ why you are struggling so much.

Adrian: I don't _____ about learning styles.

James: Well, _____ the student counseling center? They have a learning style test that you can take, and the counselors _____ what your learning style is. They can help you figure out _____.

Adrian: Really? _____. Maybe I'll stop by the counseling center tomorrow.

James: Yes, you should. I think you'll be glad you did.

Activity 3 Checking for Understanding

It is now time to check your answers with your teacher. After you have corrected your work with your instructor, listen to the dialogue again as you read along with the completed and corrected dialogue.

Activity 4 Answering Questions

Answer the following questions regarding the dialogue above. Write down your answers and discuss them in class.

1. What is wrong with Adrian?
2. What has James heard about organic chemistry?
3. What advice does James give Adrian?
4. Do you think that the advice James gives Adrian is good? Why or why not?

4. Do you think that the advice James gives Adrian is good? Why or why not?

Answers will vary.

Students who think James' advice is good may mention things such as:

- He seems to know about learning styles because he learned about them in a class;
- He seems to care about Adrian and to want to help him as much as possible;
- Since Adrian usually likes lab classes, talking to a counselor about the class would probably help him understand why this lab is harder for him than other labs.

Students who do not think James' advice is good may mention things such as:

- He has never taken organic chemistry, so he doesn't really understand what is hard about the class;
- He only heard about learning styles in class, but he is not an expert on them;
- Adrian has been working hard in the class, and the solution probably is not as simple as James makes it seem.



Listening Task 2

Activity 1

Ask students to answer the following questions as they listen to the dialogue.



Reference Key

1. What is Adrian's learning style preference?

He is a kinesthetic learner.

2. What does the counselor think about Adrian's notes?

The counselor thinks they are good; they contain diagrams with good detail.

The counselor suggests that Adrian re-write his notes so that he can learn the material better and so that he can include information the professor doesn't cover in the lecture.

3. What advice does the counselor give Adrian about the lab?

The counselor suggests that Adrian talk to the TA.

Adrian could ask the TA to write the instructions on the board or on a handout.

Adrian could ask the TA to demonstrate the steps of the lab for him.



Script

Counselor: Now that you've taken the Kolb Learning Styles Inventory, Adrian, let's talk about what it means.

Adrian: That would be great.

Counselor: Your results show that you are a strong kinesthetic learner. That means that you prefer hands-on learning, and that you learn best when you are able to actually do things. Since your lowest score is in the auditory style, you probably have trouble following oral instructions or remembering information that is told to you. Do those things **ring true**?

Adrian: Yes, that makes a lot of sense.

Counselor: Okay, so the inventory seems to have **pegged** you correctly. Now, let's talk about how you can use this information. Why don't you start by telling me how you've been studying for organic chemistry? You mentioned that you were having trouble with the class, right?

Adrian: Right. The lectures are fine. The professor uses PowerPoint, so that makes it easy for me to take notes and understand what he's saying. But, then when I go to lab, nothing seems to make sense.

Counselor: Do you have your notes with you?

Adrian: Sure. Here they are.

Counselor: It looks like you have done a nice job copying the professor's PowerPoint slides. You have some