



普通高等教育“十五”国家级规划教材

x p e r i e n c i n g



新世纪网络课程建设工程项目

# 大学体验英语<sup>®</sup>

## *Experiencing English*

### 高级听说教程 教学参考书 (下)

#### *Advanced Listening and Speaking Teacher's Guide*

《大学体验英语》项目组



高等教育出版社  
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# 前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神,针对我国当前高等院校大学英语教学实际及我国社会经济迅猛发展对培养具有很强国际竞争能力人才的要求而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材。本系列教材根据《大学英语课程教学要求(试行)》(以下简称《教学要求》),分为基础和高级两个阶段。基础阶段教材(1~4级)供《教学要求》中“一般要求”层次使用,每级由《综合教程》、《扩展教程》、《听说教程》、《快速阅读教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案和学习系统等组成。对于起点水平较高的学生,完成基础阶段的课程学习之后,可继续学习《大学体验英语》高级教程,从而达到《教学要求》中的“较高要求”。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以交际任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学,《快速阅读教程》(Fast Reading)、《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合,相辅相成。

4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案、大学英语学习系统等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手

段提供了立体、互动的英语教学环境。尤其适合基于计算机/网络+课堂教学的新型教学模式。

7. 图文并茂，版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片，为语言学习提供了形象的立体的训练情景，加强了学生对学习和使用语言的实际体验。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力，较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

《大学体验英语 高级听说教程》(上、下)及配套《教学参考书》(上、下)主要针对《教学要求》中的“较高要求”，专门为高年级和高层次学生设计编写的一套新的听说教程。《教学要求》对较高要求的听力理解能力和口语表达能力的表述如下：

1. 听力理解能力：能基本听懂英语国家人士的谈话和讲座，能听懂题材熟悉、篇幅较长的国内英语广播或电视节目，语速为每分钟150词左右，能掌握其中心大意，抓住要点和相关细节。能基本听懂外国专家用英语讲授的专业课程。

2. 口语表达能力：能够和英语国家的人士进行比较流利的会话，较好地掌握会话策略，能基本表达个人意见、情感、观点等，能基本陈述事实、事件、理由等，表达思想清楚，语音、语调基本正确。

本教程从教学内容、教学方式和教学安排上紧扣大学英语听说教学的较高要求，以听力教学为主，辅之以大量口语练习，在练习听的同时进一步强化口语训练，体现了当代外语教学中先进的教学理念和研究成果，强化了本系列教程所强调的“体验”性：

1. 题材贴近现实生活。本教材在语料选择上强调知识性、趣味性与实用性相结合的原则，学生在学习语言的同时能大量吸收相关的社会、文化等知识，真正体会学习英语的目的：源于生活，用于生活。听力和口语活动的话题围绕学生熟悉并且感兴趣的内容展开，力求使学生听得有兴趣，说得有内容，提高学习效率，最终达到学以致用目的。

2. 内容安排循序渐进。本教材每单元从准备阶段开始脑筋激荡(Brainstorming)，然后进行词汇熟悉，为听力操练扫清语言障碍。听力输入(Input)从较为简单的短篇听力训练过渡到较长篇幅的听力材料，再围绕所听内容进行口头表达和讨论(Output)，最后，要求学生结合单元话题营造真实交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生爱听、爱说、有的说，活跃学生的思维，激励学生主动投入并保持较高的学习热情。另外，本教材每单元围绕同一主题展开，内容涉及与这一主题相关的场景、情景、功能、意念和相关文化背景知识，这进一步加强了单元内各部分之间以及听和说的有机联系，使所有教学环节浑然一体。

3. 会话主题具有思辨性。对于较高要求的学生来说，口语操练需要有一定的思想性和挑战性，需要激发学生的口语表达的欲望。本教材16个主题题材大多是发人深省的思辨话题，启发和引导学生进行思索、讨论，甚至辩论。

4. 活学活用。本教材每个单元的最后都提供一个Project(方案)作为听说实战演习的项目，要求学生根据该单元所学的内容进行整理、消化和延伸，并按步骤完成具有相对难度的任务。学生可以展开想象，变换角色进行换位思考，同时结合个人的实际生活，对内心的想法和观点进行阐述和评判。另外，实战训练

以成对 (Pair Work) 或小组 (Group Work) 为单位进行, 让学生体验团队合作的重要性。

5. 配套材料完善。为方便教学, 本教程还配有内容丰富、指导详尽、使用方便的教学参考书, 可大大减轻教师备课难度, 教师还能学到一些新的教学方法。本教材的录音材料有磁带与MP3两种载体形式供使用者选择, 方便在不同教学环境中师生的使用。

《大学体验英语》立体化系列教材是集体科研和智慧的结晶, 它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作: 北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、西南财经大学、东北大学、中国农业大学等。

《大学体验英语高级听说教程教学参考书》(下) 由高等教育出版社和培生教育出版集团朗文公司 (亚洲) 合作编写, 高等教育出版社根据国内教学需求提出编写方案和框架, 朗文公司 (亚洲) 承担编审任务, 陈骅为此套教材培生教育出版集团朗文公司 (亚洲) 一方的项目负责人。本书主编为陈辉, 编者 of 穆丹、陈建珍。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此, 编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试, 其中定会存在不当和疏漏之处, 敬请使用者批评指正。

编 者  
2006 年 5 月



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# Unit 1 International Conferences

## UNIT OVERVIEW

### Theme: International Conferences

In this unit, students will listen to an introduction speech at an English Language Teaching Conference in the Listening Task section and a speech on mnemonics for Real World Listening 1. In Real World Listening 2, students will hear a Q & A session. Then in Real World Speaking students will have an opportunity to role-play Q & A sessions. Students will find many useful concepts and practices for English language learning in this unit, so tell them to pay particular attention.

### Vocabulary Focus

strategy	insight
effective	honored
principle	overall
acclaimed	currently
fundamental	meticulous
fluency	issue

### Listening Task Focus

Students will listen to a speech introducing three speakers at an educational conference. The host will provide brief profiles of each speaker and a brief introduction of the different aspects of language learning they will talk about.

### Real World Listening 1 Focus

Students will listen to a speech made by Professor Ingrid Anderson on creating and using mnemonics. They will hear that as well as providing fun memory aids. Mnemonics can also teach students fundamental principles about the learning process. Students will finish this section by creating their own mnemonic.

### Real World Listening 2 Focus

Students will listen to a Q & A session in which they will hear common problems and doubts about language learning, and answers to these problems provided by experts. The section will end by students being asked to think about their own problems with English language learning.

### Real World Speaking Focus

Students will role-play a Q & A session in the class. The subject matter will depart from English language learning and on to other topics of interest in this section. The section is designed to give each student as much opportunity to speak out as is practical. It is hoped that students will take part in the activity in a relaxed and light-hearted manner.

## Get Ready

### ★ Teaching Tips

The purpose of this task is to draw students into the unit by asking them to reflect on their personal experiences and linking those with the unit topic.

In many ways the subject of conferences is rather dry, but it is hoped that many of the students have experience of conferences so they will be able to relate to the situations described in the unit.

1. Ask the first question. Allow volunteers to answer. Ask them as many questions as you can think of, relating to the conference a student talks about to the class. The purpose of your questions is to give the students an opportunity to speak up in English, and also to get students thinking about the unit topic.
2. The second set of questions press the students to recall more information about a conference they had attended. You might need to give students preparation time to answer these questions. If some of the students had been

to the same conference, it will be beneficial to allow them to discuss together with the speakers who attended the conference. This section lets students focus more deeply on the contents of a conference. Asking students what they learned from a past conference leads them toward analyzing their own participation in the conference.

### Follow-up Activity

Continue discussing conferences. Did the students tell you they learned a lot or not much from a conference they attended? If they didn't learn much, why do they think not? If they did learn a lot, what was it about the conference that helped them to do that? Finally, what are conferences really for? What should they be for? Allow students to freely express their views, do not try to judge whether they are right or wrong. Instead, encourage people to talk and to explain their own views.

### Answers

Answers may vary.

## Vocabulary

1. Read each word with the class, paying attention to pronunciation. Then go through the meanings of the words together. T: *Now look at the words in this section. Do you know the meanings of the words in the box? I will explain them to you.*

### Explain the Words

**strategy** *n.* a particular plan or method for winning success in a particular activity

e.g. Let's try a different strategy to teach those students who find it difficult to read.

**insight** *n.* deep understanding, the power of using one's mind to understand something deeply

e.g. We study science to gain insight into natural laws.

**effective** *adj.* having a noticeable or desired effect; producing the desired result

e.g. His efforts to give up smoking have been very effective.

**honored** *adj.* feeling very proud and pleased

e.g. I'm deeply honored to be here with my respected employer.

**principle** *n.* a general truth or belief that is used as a base for reasoning or action or for the development of further ideas

e.g. One of the principles of the dictionary is that explanations should be in simple language.

**overall** *adj.* including everything

e.g. Overall industrial production during the third quarter was up by 10 percent compared with the same period last year.

**acclaimed** *adj.* publicly praised by a lot of people

e.g. Margo was thrilled to be seated next to an acclaimed author at the banquet.

**currently** *adv.* at present

e.g. David is currently working on a new project.

**fundamental** *adj.* of or forming the basis or foundation of something; essential

e.g. There is a fundamental difference between computers and human brains.

**meticulous** *adj.* very careful; with attention to detail

e.g. He arranged the cards with meticulous care, making sure that each one was in correct order.

**fluency** *n.* the quality or condition of speaking a language very well

e.g. He speaks English with great fluency.

**issue** *n.* an important point; a point in question or a matter that is in dispute or may be argued about because of its importance

e.g. The next big issue confronting the workers is the

'questions of wages.

2. Instruct students to work on the exercise individually. Go around and monitor the activity, helping as necessary.
3. Put students in pairs to exchange their answers. T: *Now work with your partner and see whether you got the same answers. If not, give reasons for your choices and try to reach an agreement.*
4. Allow students some time to finish their discussions.
5. To check answers as a class, find volunteer pairs to act out the dialog. Instruct other students to challenge the acting pair if they get a word wrong. If the challenge is successful, the challenger and partner get a chance to act out the script. They too are then open to be challenged if others doubt their choice of words. Go on until one pair successfully completes the dialog.

### Answers

A: Have you read this article? It's got some interesting insights into language teaching. It lists some strategies that can help teachers at all levels.

B: Who wrote it?

A: An acclaimed educator from the UK wrote it. She is famous for her meticulous study of fluency in second language learners. She started her work because many of her students had difficulty speaking naturally even when they have an excellent understanding of grammar.

B: That's an issue I'm also interested in. Many of my students also have trouble speaking naturally even though they have a very good understanding of grammar principles and have good overall pronunciation. Will she be at the conference as well?

A: I'm sure they would be honored to have her but she's currently finishing a book and can't make it.

B: Can I read the article after you're finished?

A: Sure.

B: I believe that grammar is fundamental but fluency is important too, so I'm interested in any ideas that might make my teaching more effective.

### Supplementary Expressions

closing ceremony 闭幕式

conference co-chair 会议副主席

conference date 会议日期

conference recording 会议录音

conference title 会议名称

conference venue 开会地点

interpreter set 译员台

invited speaker 特邀报告人

keynote lecture/address 主旨报告

keynote speaker 专题演讲人; 主讲贵宾  
 lecture 大会演讲  
 mobile interpreter booth 移动翻译间  
 multi-projector 多媒体投影机  
 opening address 开幕致词  
 opening ceremony 开幕式  
 organizer 主办人; 主办机构  
 simultaneous interpretation system 同声传译系统  
 panelist 小组座谈成员  
 presentation 大会发言  
 program co-chair 议程副主席  
 receiver (同传) 接收机  
 registration 报到  
 representatives of the Chinese delegation 中国代表团  
 成员  
 session chairman 小组主席; 分会主席  
 slide/overhead projector 幻灯机; 投影仪  
 summary report 总结报告  
 symposium 特别专题演讲  
 transmitter (同传) 发射机  
 welcome address 欢迎词

## ■ Listening Task

### 1 Pre-listening Activity

#### ★ Teaching Tips

The purpose of this task is to get students to think about issues similar to those that will be mentioned in the speech. As the topic is on English language learning, students shouldn't have much problem in finding examples from their own experiences. As well as providing another opportunity to become personally interested in the unit, this activity introduces the idea that problems in language learning can be broken down into different categories, which in turn is the first step toward dealing with them.

1. Set the stage. T: *How long have you been studying English? Do you have any difficulties or problems in learning English? If so, what are they?*
2. Allow students some time to consider.
3. Ask volunteers to talk about their English learning. T: *How long have you been studying English? What are the difficulties or problems when you learn English?*
4. Introduce the task. Read through the different problems together.
5. Have the students make their choices. Let them add problem types if they want.
6. Have students compare their problems with each other.
7. As a class, talk through each of the problems mentioned in this section, plus additional ones individual students

may have added. Elicit suggestions from students on how to deal with these problems.


## 2 Listening Activities

### 1) First Listening

The chairperson at an International English Language Teaching Conference is introducing three speakers. Listen and choose the best summary of each introduction.

#### ★ Teaching Tips

This task is not too difficult but some of the wrong sentences contain key words so students may be easily misled. They must understand overall meaning as well as key words to find the correct statements.

1. Introduce the task. Read through the rubrics and all the sentences. Help the students with pronunciation as you read the words.
2. Ask students if they have any questions about meaning. Discuss key words in each sentence.
3.  Play the audio (MP3, tracks 1-4). T: *Now listen to the whole speech and choose the best summary for each person introduced.*
4. Elicit answers from individual students. T: *What information have you got about Ingrid Anderson?*

#### Answers

- 1 a)  
(Although vocabulary is mentioned, her speech will primarily be about mnemonics.)
- 2 b)  
("Grammar knowledge and natural speech" is a more specific description of his talk than "linguistics".)
- 3 b)

### 2) Second Listening


Who are most likely to attend educational conferences? What do people share at an educational conference? Discuss the words below. Then listen to Part 1 of the introduction again and circle words that are mentioned.

#### ★ Teaching Tips

This vocabulary exercise is a simple device to get students to concentrate on the tape script. Follow-up activities will help the students understand the contents of the speech.

1. Before reading the vocabulary, elicit answers to the questions from the students' background knowledge. Allow students some time to discuss.
2. Read the words together. Pay attention to pronunciation


and meaning.

3. Introduce the task. T: *You are going to listen to Part 1 of the speech again. It tells you the attendees and the topics of the conference. Listen very carefully and circle the words that are mentioned in the speech.*
4.  Play the audio (MP3, track 1). T: *Are you ready?*
5. Elicit answers from the whole class. T: *Which words did you hear in the speech?*
6. Ask the students what kind of knowledge the different types of people mentioned in the speech would be able to share at an educational conference. For example, teachers can talk about their experience of dealing with students; publishers can talk about the range of material that is available for teachers, etc.
7. Look at the other words on the page. Make the most of all the material that is available to you. Ask students questions about the other words and devise activities with them.

### Answers

teachers  
publishers  
authors  
researchers  
lecturers

**Listen to Part 2 of the introduction and write the correct letter for each of the personal details.**

1. Introduce the task. T: *You are going to listen to Part 2 of the introduction speech. In this part, you will hear the brief introductions of the two speakers Ingrid Anderson and John Bhudrani and what they are going to share with other attendees. Listen carefully and try to find the correct information for each of them. Mark A for Ingrid Anderson and B for John Bhudrani.*
2. Read all the statements together in class. Check students' understanding of all the vocabulary, especially the following words: currently, conduct, thesis, natural language.
3.  Play the audio (MP3, track 2). T: *Let's begin.*
4. Allow students some time to finish.
5. Check students' answers by turning the statements into questions, e.g. *Who has been an English language teacher for the past twenty-five years?*

### Answers

1. A has been an English language teacher for the past twenty-five years.
2. B is currently the head of the linguistics department at

Harvard University.

3. B has lectured and conducted research at Edinburgh University.
4. B wrote a Ph.D thesis on language learning theory.
5. A wrote *Vocabulary and Language Learning*.
6. A is the first speaker at the conference.
7. B will focus on grammar and natural language.
8. A is a senior professor.


## Learning Strategies: Staying Motivated

### ★ Teaching Tips

This part aims to activate students' awareness of their own motivation. It introduces the idea that motivation can be stimulated by certain types of behavior. However, the Learning Strategy does not offer specific ideas and activities students can try out. Instead, it focuses on the fact that a) it is important; and b) there are different ways of being motivated.

Encourage students to share their own ideas about motivation and what works the best for them. Be prepared to share your own experiences too.

**Listen to Part 3 and complete the notes on Naomi Green's talk about motivation.**

1. Allow students some time to read the sentences and make guesses for the missing words.
2.  Play the audio (MP3, track 3). T: *You are going to listen to Part 3 of the speech. In this part, you will hear what the third speaker, Naomi Green, will talk about.*
3. Allow students some time to finish.
4. Elicit answers from students by asking individuals. T: *What did you write for the first sentence?*
5. Divide students into pairs for the follow-up discussion. T: *Now discuss the last three questions with your partner.* Students are not expected to give academic type answers to these questions. Instead, encourage them to draw from their own experiences and to freely give their opinions. The following are examples, but do not use them as an answer list:
  - Teachers can create the best conditions for motivation by providing encouragement to students and making the learning process interesting for them. Teachers should be aware of the types of activities that students enjoy the most and take every opportunity to do those activities.
  - There is no easy solution if students are unmotivated. One suggestion is to have a good understanding of

what the student might hope to gain from English lessons and focus on those gains separately.

- Making the most of motivated students is a matter of providing encouragement and stimulation. Set them challenges and let them know that their positive attitude is appreciated.

## ★ Teaching Tip

### Motivation

Motivation can be intrinsic or extrinsic. Intrinsic motivation comes from inside a student. They can be motivated for example:

- by a wish to work in an English-speaking country;
- by the chance of a better job prospect;
- by an interest in the culture of an English-speaking country;
- because the English classes are enjoyable.


Extrinsic motivation comes from pressures on the student:

- it's a requirement of the school
- exam pressure
- parental pressure

### Answers

- Teachers spend a lot of time thinking about motivation.
- It's well known that motivation is an important area of language learning.
- How can teachers create the best conditions for motivation?
- What can teachers do if their students are unmotivated?
- How can teachers get the most out of the students' motivation if their students are already motivated?

**Now Listen to Part 4 and complete this profile for Naomi Green.**

1. Ask students to read the given information in the box. T: *Read the information in the box carefully. It's a brief introduction to Naomi Green.*
2. Introduce the task. Ask students to predict the missing words.
3. Allow students some time to guess.
4.  Play the audio (MP3, track 4).
5. Allow students some time to finish. Note that the first six gaps can be filled in order according to the tape script. The information for the final sentence, however, is heard earlier than its position on the page. This makes the final two gaps more tricky for the students. You may decide that the students will need a second listening to complete this part.

6. Check answers with the whole class. Ask a confident student to read out his or her answer and tell the rest of the class to listen closely and raise their hands if they disagree with a word.

### Answers

Naomi Green

Naomi started her career in ELT more than 35 years ago. She has a master's degree in ELT and will soon complete her second master's in applied linguistics at Reading University. In addition to English, Naomi is fluent in Spanish, French and Japanese. She is currently the director of the British Council in Tokyo.

### Script for Listening Task

#### Introducing Speakers at a Conference

##### [Part 1]

**Host:** Good evening ladies and gentlemen and welcome to the fifth annual International English Language Teaching Conference. Every year English language educators of all kinds — teachers, lecturers, researchers, authors and publishers — come from all over the world to share research results, strategies and fresh insights for effective English language teaching and learning. As usual, this year, we're honored to have here some very highly regarded speakers, who are all leading experts in their fields.

##### [Part 2]

**Host:** We have three speakers tonight. Our first speaker this evening is Professor Ingrid Anderson. She will be talking about using mnemonics in vocabulary learning. Mnemonics are often mentioned as useful memory aids but how do they work? Ingrid Anderson will be telling us about some general principles behind mnemonics and how these principles can improve our overall learning.

Ingrid Anderson has been an English language teacher for the past twenty-five years; she is the author of the widely acclaimed book *Vocabulary and Language Learning* and is currently a senior professor of ELT at The Institute of Foreign Languages in Shanghai. It's my great pleasure to introduce to you Professor Ingrid Anderson.

[Applause]

**Host:** Mr. John Bhudrani will follow Professor Anderson to talk to us about another fundamental area of lan-



guage — grammar. In particular John Bhudrani will be focusing on the confusing area of grammar and natural language. Why do some second language learners who pay meticulous attention to grammar, sometimes lack a natural fluency? John Bhudrani will be tackling this and other related issues in his speech.

John Bhudrani's career has taken him through twenty-two years of study, lecturing and research at Edinburgh University in the UK and Harvard University in the United States, where he is currently the head of the linguistics department. He wrote his Ph.D thesis on language teaching theory and is a leading expert in ELT pedagogy. Please welcome Mr. John Bhudrani.

[Applause]

#### [Part 3]

**Host:** Our final speaker will talk on a subject that teachers spend a great deal of time thinking about: motivation. Motivation has long been recognized as an important area of language learning — so how do educators create the best conditions to stimulate motivation? What can educators do when faced with a classroom of unmotivated students? Or, if a teacher is lucky enough to have well motivated students, how can that teacher get the most out of the students' motivation? To help us find answers to these and other questions about motivation Ms. Naomi Green will be our third speaker.

#### [Part 4]

**Host:** Naomi Green is a highly effective and experienced language teacher. She started her career in ELT more than thirty-five years ago and since then has worked all over the world as a teacher and an administrator. She is currently the director of the British Council in Tokyo.

She has a master's degree in ELT and will soon complete a second master's degree in applied linguistics at Reading University. She's not only an excellent teacher but also an outstanding student of languages herself and is fluent in Spanish, French and Japanese. Ladies and gentlemen, please welcome Ms. Naomi Green.

[Applause]


## ■ Real World Listening 1

### 1 Describe

Ingrid Anderson is giving her speech to the conference. Listen to Part 1 and complete the sentences. Then choose the sentence that best states what Ingrid will talk about in the rest of her speech.

### ★ Teaching Tips

Have the students look up the word "mnemonic" in their dictionaries. Take note of the unusual spelling and practice pronouncing the word. Discuss the meaning of the word in class. Elicit as much previous knowledge about the word as you can. Do not try to confirm or deny the ideas different students have about the topic. Instead, ask students to note down their ideas so that they can check them again after they have finished all the activities for this text.

1. Read all of *Describe* together in class. Help students with any vocabulary they don't understand.
2. Pay close attention to the three sentences on the contents of the rest of the speech. In this part the students are being asked to make a prediction based on something they have already heard. They are looking for the most suitable description, rather than the exact words they hear. It is quite a difficult task.
3.  Play the audio (MP3, track 5). Instruct the students to complete the gap filler as they listen. Then complete the multiple choice after listening to the whole section. If necessary, be prepared to give a second listening to help students complete the multiple choice question.
4. Check answers to the gap filler by asking for volunteers to read their completed sentences. Write out the answer on the board.
5. Check answers to the second part by asking for a show of hands as you read out each sentence. Do not give the answer until you have read all the sentences.
6. After providing the correct answer, discuss each sentence and how they relate to the passage. See below.

### Answers

Ingrid's speech is about mnemonics. These are devices that help people remember things. You could call mnemonics memory tricks.

- ☒ Knowledge of mnemonics can help you remember things better and give you insights into learning.

(This sentence summarizes the two main points given in the speech. It is clear and specific.)

☐ Mnemonics can help you remember things in two different ways.

(This is a misunderstanding of the sentence: Mnemonics in language learning are useful in *at least* two different ways.)

☐ Mnemonics can help you learn throughout your life.


(This is a rephrasing of the final sentence: That kind of knowledge is useful for a lifetime of learning. It could work as a summary of the overall message, but the previous sentence on the page is better as a guide for the speech because it is more specific. The rest of the speech does not show how it is useful for a lifetime of learning. Instead, it shows how you can remember things better and give insights into learning.)

## 2 Get the Main Ideas

Listen to Part 2 and complete the outline of this part of Ingrid's speech.

### ★ Teaching Tips

This section provides a layout to help students summarize the main ideas in the speech. The first bullet point answers the question: *What is it?* The second bullet point: *How does it work?* It is an example of how students can organize information to help any kind of learning.

1. For fun, try a guessing game before you start the activity. Write the sentence "Richard Of York Gave Blood in Vain" on the board and ask students what this mnemonic can help to teach. Elicit all possible answers. Do not emphasize the importance of getting the answer right. Instead, encourage students to stretch their imagination.
2. Ask students to read the given information in the box.
3. Introduce the task. T: *You are going to listen to Part 2 of Ingrid's speech in which she introduces three basic principles that help make mnemonics work. While you listen, try to use your system of abbreviation to take some notes and then finish the outline in the box with the help of your notes.*
4.  Play the audio (MP3, track 6). T: *Shall we begin?*
5. Allow students some time to finish.
6. Elicit answers from volunteers. T: *Could you please read out your outline?*

### Answers

- It is mnemonic that helps students to remember the order of the colors in the rainbow. The first letter of each word in the sentence matches the first letter of each color.
- It works in the following ways:
  - 1 The learner is taking an active step to remember

something.


- 2 The information has been organized into a coherent pattern.
- 3 Finding or creating meaningful associations with the information in the mnemonic device helps us to remember better.

## 3 Respond to Ideas

Listen to Part 3 and complete the following tasks.

### ★ Teaching Tips

This part is about using visualization as a mnemonic technique. The first task is easy for students. But the emphasis is not on getting it right. It is on the process. The second task aims to give students an opportunity to create their own mnemonics. This will be more difficult for students. You should be prepared with your own example.

1. Read the first instruction and the words in the middle column. Ask students if they know the meaning of any of the words, but do not emphasize getting the meaning right.
2.  Play the audio (MP3, track 7). T: *You are going to listen to Part 3 of Ingrid's speech and then draw lines between parts of the elephant and the words in the middle column.*
3. Allow students some time to finish.
4. Elicit answers from individual students by calling out the names of elephant parts and waiting for the accompanying adjective, e.g. T: *Head*. S: *Hilarious*.
5. Introduce the second task and ask students to find the meanings of the words in the right column that are new to them. T: *Do you know the meanings of the words in the right column? If not, look them up in your dictionary.*
6. Allow students some time to finish.
7. Put students in pairs and ask them to finish Task 2. Circulate in classroom and offer help whenever necessary.

### ★ Teaching Tips

The following are two examples of mnemonic devices. Please note that the number options are infinite. Use examples to explore the basic principles that make the device work:

1. Which is the correct spelling, "embaras" or "embarrass"? Are the letters single or double? If you get it wrong, you are embarrassed and you go Really Red because you feel So Silly. So it's two Rs and two Ss.
2. Numerical prefixes  
The prefixes that we wish to recall in this example are: kilo- (1000), hecto- (100), deca- (10), metri- (the base unit

of the meter), deci- (1/10th), centi- (1/100th) and milli- (1/1000th). Take the initial letters we have: K, H, D, M, D, C, M. So the next time that you need to recall the prefixes, just remember that "Kippers Hardly Dare Move During Cold Months"!

## Answers

- 1    hilarious — head                      traumatic — trunk  
      ecstatic — ears                        maudlin — mouth  
      tremulous — tusk                    languid — legs  
      endemic — eyes
- 2    Answers will vary. Here is one example you can draw, or simply recall the scenario:  
      Two **siblings** are playing make belief. One is a doctor, he's wearing a **stethoscope**. The other is a judge, you can tell by his **brooch** that says judge. He is in a kung-fu pose and there is a speech bubble coming from his mouth which says "He who **contravenes** the law shall be **pummeled**!"

## Script for Real World Listening 1

### Mnemonics for New Vocabulary

#### [Part 1]

[Applause]

**Anderson:** Thank you very much for inviting me here to speak this evening. As a regular attendee of this conference for the last five years, I am greatly honored to be here today as a speaker.

Today I am here to talk to you about 'mnemonics'. The word mnemonic can be used to describe any device that helps you remember things. Generally the term mnemonics, applied to language learning, refers to methods that are used to make rote learning easier. You might even call mnemonics "memory tricks".

Mnemonics in language learning are useful in at least two different ways. They have an immediate practical use in helping you to remember specific sets of vocabulary. They also introduce you to theories about the workings of your memory and can give you insights into fundamental principles about learning. That kind of knowledge is useful for a lifetime of learning.

#### [Part 2]

An example of a well-known mnemonic is the phrase "Richard Of York Gave Blood In Vain" relating to the order of the colors in the rainbow

— red, orange, yellow, green, blue, indigo and violet. The first letter of each word in the phrase is also the first letter of each color in the rainbow. This simple example demonstrates some of the basic principles that help to make mnemonics work. First of all by using a mnemonic the learner is taking an active step to remember something. Don't think about your memory as an empty receptacle waiting to be filled. Think of it as a sculpture that grows from the raw materials of knowledge and experience. An active effort to shape the sculpture leaves a recognizable mark that is easy to locate in the future. Secondly you have organized the material into a coherent pattern. Many studies show that the human brain seeks patterns and meanings that make sense. Information found in patterns is more easily remembered. The coherent pattern your brain finds in this mnemonic is that of a grammatically complete, coherent sentence. For many people this is easier to remember than a simple list of colors.

Thirdly, you may even find more meaningful associations that link you more closely to the mnemonic and therefore the word set. For example, do you know where York is? Have you ever been there? The trick is to find personal connections with your mnemonic. It could be as vague as something you happen to like, or more specific, like something relating to personal experience. Obviously, if you are creating your own mnemonic, it will be easier for you to find something with a meaningful association. In general the stronger and more personally meaningful the association the better.

#### [Part 3]

A lot of mnemonics rely on visualization. For example, a reader notices lots of unfamiliar adjectives in a novel and decides that it would be useful to learn all these adjectives. She thinks of a memorable image — an elephant comes to mind. She visualizes her elephant and fits each adjective to a different part: head, hilarious; ears, ecstatic; trunk, tremulous; eyes, endemic; tusks, traumatic; mouth, maudlin; legs, languid; and so on.

This kind of system can be used simply to learn the words as a set, without focusing on meaning. However, with a stretch of the imagination