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新世纪网络课程建设工程项目

# 大学体验英语®

## *Experiencing English*

### 高级听说教程 教学参考书 (上)

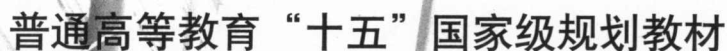
#### *Advanced Listening and Speaking Teacher's Guide*

《大学体验英语》项目组



高等教育出版社  
Higher Education Press





林蔭路系外本立《<sup>®</sup>哥英銀本堂大》

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# Experiencing English

# 高级听说教程

## Advanced Listening and Speaking

## Teacher's Guide

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# 《大学体验英语®》立体化系列教材

顾问：桂诗春 杨惠中 宁春岩

总主审：郭杰克 韩其顺 杨治中 刘鸿章

总主编：孔庆炎 李霄翔 贾国栋

总策划：刘 援

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《大学体验英语®高级听说教程教学参考书》（上）

《大学体验英语》项目组 编

策 划：周 龙 贾 巍

项目编辑：贾 巍

责任编辑：洪志娟

封面设计：王凌波

版式设计：孙 伟

插图选配：洪志娟 张 彤

责任校对：洪志娟

总 监 制：刘 援

监 制：周 龙 张 彤

责任印制：朱学忠



# 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实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。

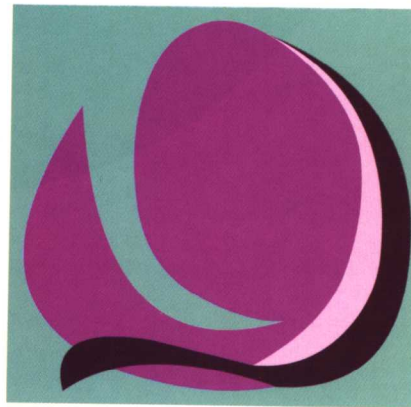
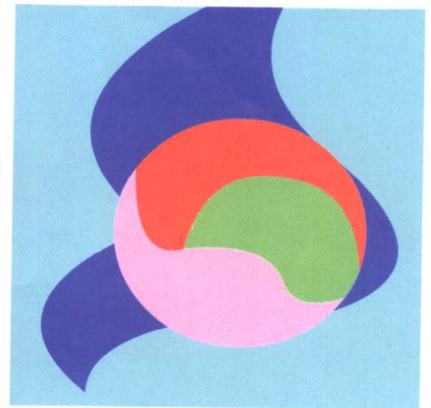
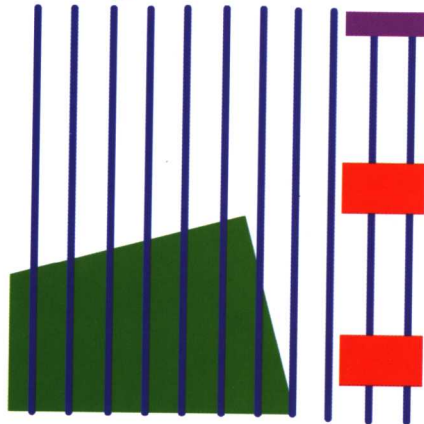
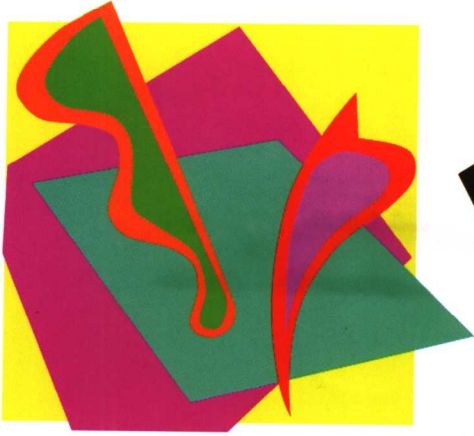
《大学体验英语》立体化系列教材是集体科研和智慧的结晶, 它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作: 北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、西南财经大学、东北大学、中国农业大学等。

《大学体验英语高级听说教程教学参考书》(上) 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, 陈晔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、编者为穆丹、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  
2005年7月



Supplementary Reading U5-11



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# Unit 1 Public Speaking

## UNIT OVERVIEW

### Theme: Public Speaking

In Listening Task students will listen to lecture on the subject of what makes a good speech. The host at a student awards banquet talks about the special qualities of physics students in Real World Listening 1. Four students compete in a contest on acceptance speeches in Real World Listening 2. In Real World Speaking students give a speech on one of the given themes.

### Vocabulary Focus

anecdote	thought-provoking
unique perspective	convincing
official statistics	creativity
ability to think logically	determination
illustrate a point	keep in mind
talk the hind leg off a donkey	

### Listening Task Focus

Students will learn when and why people speak in public

### Get Ready

Speaking in public is something we all have to do at some time in our lives and the classroom is a great place for student to practise this skill. Therefore the sooner students start improving their public speaking skills and overcome any fears of speaking in public the better. Choose one activity to introduce the topic.

1. Download and play extracts of George Bush's second term acceptance speech. Have students discuss the speech and make lists of the words they believe contributed most to making the speech effective. T: *Has anyone heard George Bush's acceptance speech for his second term as President of the United States? Can you remember anything about the speech? Listen then discuss with your neighbors what are the most striking words and sentences in the speech. After your discussion, make a list of those words and sentences and explain why they are effective.*
2. Write some quotations from famous speeches on the blackboard. Ask students to discuss the meaning of each quotation in groups. Ask students to discuss the possible purposes of the speeches and their intended audiences. T: *Look at the blackboard and read the quotations. These quotations are all from famous speeches. Discuss the meaning of the quotations with your neighbors. What does each of the quotations mean? To whom do you think the speaker is speaking?*

lic and what makes a good speech.

### Real World Listening 1 Focus

Students will learn how knowing the audience and purpose of a speech can help them understand the speech more effectively.

### Real World Listening 2 Focus

Students will learn about acceptance speeches from the occasions when they are usually made to their usual content.

### Real World Speaking Focus

Students will present an original speech, showing that they have effectively considered the audience, and included appropriate content and relevant anecdotes to the purpose of speech.

### Follow-up Activity

Have students work in pairs or groups. T: *If you had to give a speech now in class what problems would you possibly have? What would you be worried about? How would you overcome your worries? Discuss with your classmates.*

### Answer

Personal answers apply.

### Vocabulary

1. Introduce the activity: T: *Open your book to Page 6. Even the most experienced speakers sometimes get "stage fright" when speaking in public. These feelings of nervousness and fear are perfectly natural, and can sometimes even be helpful when they encourage you to prepare carefully and completely. However, too much nervousness can make it difficult to make an effective speech. There are many tips for overcoming your nervousness: Try practicing beforehand, smiling and breathing deeply. Now, look at the words and phrases in the box. Choose the proper words or phrases from the box to fill in the blanks to complete the conversation. Change the form if necessary.*

**Explain the words or phrases.**

**anecdote** *n.* a short, interesting or amusing story about a real person or event

e.g. He told his patients anecdotes about his early years as a doctor.

**thought-provoking** *adj.* intending to arouse thoughts or ideas

e.g. The audience agreed that the speech was indeed thought-provoking.

**unique perspective** 1) *n.* a particular way

e.g. They see the events with a unique perspective.

2) *n.* having no like, of which there is none like it

**convincing** *adj.* able to make a person believe something

e.g. a convincing speech; a convincing argument

**official statistics** *n.* collected information shown in numbers, gathered or recognized by an authority

e.g. Politicians love to use official statistics to support their arguments.

**creativity** *n.* using or being able to use imaginative thought or artistic ability

e.g. Creativity is essential to being a good writer.

**determination** *n.* being firmly committed to doing something; resoluteness

e.g. Her determination to learn English ensures her success.

**illustrate a point** *v.* to explain or make a point clear by examples, diagrams, pictures, etc.

e.g. He made an in-depth analysis of the controversial airport project to illustrate his point that it would involve great expense.

**talk the hind leg off a donkey** *v.* (to be able) to talk endlessly

e.g. He has always been able to talk the hind leg off a donkey.

**keep (sth.) in mind** *v.* to have something in one's imagination or mental view

e.g. I always keep in mind what mum said to me, "No cross, no crown".

- Instruct students to work on the exercises individually. Go around and monitor the activity, helping with vocabulary if necessary. T: *Now please use these words or phrases to complete the dialog.*
- Allow students some time to complete.
- Ask students to compare their answers. T: *Now compare your answers with those of your partner.*
- Elicit answers from individual students. T: *Please tell us your answer to the first blank.*

## ! Culture Note

Anyone can get nervous when speaking in front of a group of people. Knowing that you are, not alone may help you feel less afraid. The next step is to properly prepare and rehearse — the better prepared you are, the easier it will be to

overcome your fears in the moment you speak. Learn good breathing techniques, as well, and try to approach the speech as positively and confidently as you can.

## Answers

A: I don't think you've stopped talking since I got home!

Have you always been able to talk the hind leg off a donkey?

B: I suppose so. But now I'm talking because I'm nervous. I have to make a speech tomorrow.

A: Who are you speaking to?

B: It's a group of prospective clients, and my boss wants me to use my unique perspective as a property analyst to persuade them to buy into a new housing complex.

A: I see, so you won't be including personal anecdotes or thought-provoking stories in your speech.

B: No, but I will have to refer to official statistics. I might use the odd joke or story to illustrate a point however.

A: It sounds like you know exactly what to do. Why are you nervous?

B: Well, I'm worried that the audience won't find me convincing. What if they don't value my opinion?

A: Listen, you've always had the ability to think logically. Just keep in mind that you do know what you're talking about. Your opinion is very valuable. And the creativity you have shown in previous speeches and your determination to succeed will ensure that you do well. Good luck!

## Supplementary Expressions

ad-lib/improvise a speech 即席发表演说

broadcast a speech 广播一篇演说

compose a speech 写一篇演讲

deliver/make/give a speech 发表演说

hear a speech out 听完演说

an acceptance speech (美)总统候选人接受党政提名时所作的演讲

an after-dinner speech 餐后演说

a campaign speech 竞选演说

a curtain speech 谢幕词

a welcoming/farewell speech 欢迎 / 告别词

an impromptu/offhand/unrehearsed speech 即席演说

a(n) impassioned/inspiring/passionate speech 慷慨激昂 / 鼓舞人心 / 热情洋溢的演说

a(n) boring/dull/empty/flat/sententious/tame/tiresome speech 令人厌烦 / 枯燥无味 / 内容空洞 / 单调 / 沉闷而说教 / 乏味 / 沉闷的演说

## ■ Listening Task

### 1 Pre-listening Activity

1. Introduce the activity. T: *For many of us, public speaking is unavoidable. Whether we like it or not, enjoy it or not, we will occasionally have to speak in public. Anyone who wants to be a leader or be assured of getting ahead in business will have to become used to public speaking. For example, we have to speak in class to answer the teacher's questions or give a presentation; we have to speak in public to defend a thesis or take part in a speech contest. Now look at the pre-listening task on Page 7. Match the occasions of the speech with their purposes.*
2. Allow students some time to finish.
3. Elicit answers from students. T: *Now let's check the answers.*

### Answers

1. c      2. d      3. a      4. e      5. b

### Follow-up Activity

Put students in small groups. T: *Now choose one of these occasions to think about. Discuss with your partners what content a speech must have in order to be effective on that occasion.*

## 2 Listening Activities

### ★ Teaching Tip


Asking students to preview given statements so they can more easily extract meaning from a listening text is an important step in the Listening Task sections throughout this book. This activity allows students to (i) familiarize themselves with the ideas and information they will hear; (ii) have the opportunity to check important vocabulary which is likely to appear in the listening text; (iii) think about their own background knowledge on the subjects, which helps them predict what they will hear; (iv) learn how to listen for only those parts of the speech that are relevant to the topic, ignoring the rest. This skill will enable students to quickly pick out what they need to know and avoid wasting their time remembering every word and phrase.

#### 1) First Listening

**Professor Wild is giving a lecture to first year students on the subject of public speaking. Listen and decide if the following statements are true or false. Write T for true and F for false.**

1. Explain the task. T: *Look at the listening task on Page 7-8. Read the given statements carefully. Knowing what you are going to listen for allows you to better predict the contents*

*and concentrate on relevant information — this is how you use the listening strategy of focusing.*

2. Give directions. T: *Professor Wild is giving a lecture to first year students on the subject of public speaking. Listen and decide if the following statements are true or false. Write T for true, and F for false.*
3. Elicit answers from students. T: *Which statement might be true based on your background knowledge? Do you agree that a good speech can be used in any situation?*
4.  Play the audio (MP3, track 1) T: *Listen to the speech and check your prediction. Remember to listen for the information that will help answer the questions.*
5. Allow students some time to finish.
6. Check students' predictions. T: *Is your prediction correct according to the listening text?*
7. Elicit answers from students. T: *How did you mark the first statement?*

### Answers


1. T    2. F

**Listen to the introduction (Part 1) of the lecture and predict in what order the following points will be covered in the speech.**

### ★ Teaching Tip

Asking students to take notes while listening is an important step in the Real World Listening sections throughout this book. This activity helps students write down the exact words they hear and so help them better remember the points. This activity also reinforces the points students are listening to so that they can understand them when they hear them again later or when they practice them in a dialog. The teacher should remind students that they don't have to write down every word. What makes note-taking efficient is their ability to recognize the main topic and write down only the essential details and supporting examples that they can hear and understand.

1. Explain the task. T: *Read the following points carefully so that when you listen, you can focus on key information that may provide you with some clues to the answers. Try to take some notes while you are listening to the introduction. This will help remind you of the exact words and the order of the points in the listening text.*
2. Give directions. T: *A well-organized speech usually consists of three structural parts: introduction, main body, and conclusion. The body develops according to the order introduced in the introduction. Now let's listen to the introduction of the lecture and predict in what order the points will be covered in the body of the speech. The first one has been filled in for you.*



3.  Play the audio (MP3, track 1) T: Listen to the introductory part of the lecture. Remember to take notes on the relevant information that will help answer the questions.
4. Allow students some time to finish.
5. Elicit answers from students. T: Let's check the answers together.
6. Remind students that it doesn't matter if they failed to grasp a point or if the pace of the listening text was too fast for them to process all the information. T: It doesn't matter if you missed something. Don't give up. Stay focused, leave a blank space and continue taking notes. Try to keep track of ideas and details that seem important to you. If you have trouble spelling a word, spell it as best you can but don't obsess over it.

### Answers

1	Purpose of the speech
2	Context of the speech
3	Deciding on the contents
4	Using the right references
5	Making jokes
6	Giving personal information
7	Telling anecdotes

### 2) Second Listening

Listen to Part 2 and complete the main points below.

1. Explain to students how to use listening strategies like focusing, predicting and note-taking. T: Read the following points in the box before listening to Part 2 of the speech. This helps you focus on the information you need. Predict the answer to each blank according to the examples given under each point. While listening, try to keep your hand working as quickly as your ears and write down the important details and examples that you hear and understand. Now let's listen for the specific information. We'll do the first one together.
2.  Play the audio (MP3, track 2) T: What did you hear for Question Number 1? Does the lecture go the way you expected? Right, the answer to the first question is "identify a clear purpose". OK, let's do the rest.
3.  Play the audio (MP3, track 2). T: Please listen to the rest of the listening text.
4. Allow students some time to write.
5. Elicit answers from students. T: What did you write for Question Number 2?

### Answers

- 1 **Identify a clear purpose**
  - wedding speech — arouse positive emotions
  - fund-raising speech — provoke thoughts on environment
- 2 **Identify the target audience**

- different groups
- different interests

### 3 Choose appropriate information

- know your strengths, e.g. If you are a returnee foreign student → talk about your own experiences


### 4 Use citations to help make a convincing speech

- but different groups need quotes from different sources, e.g. cyclist's quotes vs. politician's quotes

Listen to Part 3. Complete Professor Wild's advice with either a, b or c. Some advice applies to more than one point.

### ★ Teaching Tip

To find the correct answers to these exercises students will need to be thorough in their note-taking. The teacher should explain that a clear and well-designed outline of note-taking is helpful in transcribing a speech. The teacher should also emphasize that even though it's almost impossible to write word for word what the speaker is saying, outlining the notes will be useful in showing relationships between ideas. The teacher may suggest to students that they put the three points on the left side of the page and add relevant information from the speech to each point while listening. The teacher should remind students to leave enough room between the points for making revisions.

1. Explain the task. T: Read the following points carefully before listening to Part 3. Familiarize yourself with the points and important words in the sentences, since they are likely to appear in the speech. Use the strategy of focusing while listening — listen especially for the information that may help you find answers. You can write down the three points on the left side and add related information to each point while you are listening to the speech. This will help you group ideas together in the listening text and is a simple but useful technique in note-taking.
2. Give directions. T: Professor Wild gives advice on making a good speech. What is the advice about? Choose from the three choices to complete the sentences.
3.  Play the audio (MP3, track 3). T: Now, listen to Part 3.
4. Allow students some time to choose.
5. Elicit answers from students. T: What did you write to complete the first statement?
6. To further develop the lesson, reference the second activity in the First Listening part by asking students to check whether the points in the body of the speech are covered in the same order as they are presented in the introduction. This activity helps reinforce students' mastery of the reviewing listening strategy. T: Let's use the




reviewing listening strategy to think and talk about what you have heard. This will help us better understand the speech. In what order do the main points of the body develop? Is this the same order that you predicted? Is it the same order as you find laid out in the introduction?

7. Allow students some time to discuss.

### Answers

- 1 a should tie into the main point and back up arguments.
- 2 b helps the audience feel closer to the speaker.
- 3 b is an enjoyable addition to a speech.
- 4 a, c should be used to illustrate a point in a speech.
- 5 c can be adjusted to suit the occasion.
- 6 a, c should be appropriate for the audience.
- 7 b can help win over the audience.
- 8 a can create a good atmosphere.

**Listen to the conclusion (Part 4) of the lecture and complete the notes.**

1. Explain the task and remind students to use the focusing, predicting and note-taking listening strategies. T: *Read the sentences in the box before listening to Part 4 of the speech. Predict the answers before listening and focus on and take notes of key words while listening.*
2.  Play the audio (MP3, track 4). T: *Now, let's listen.*
3. Allow students some time to complete the notes.
4. Elicit answers from students. T: *What did you write for the first blank?*

### Answers

In the English language, there are no standard speeches that fit all occasions.

Analyzing famous speeches for their content and style is better than memorizing them.

### Follow-up Activity

Put students in pairs or groups. T: *There are more kinds of public speeches. What is your favorite speech? Who made the speech? Why do you like it? Tell your partner more about it.*

### Script

## ■ Listening Task: Tips for Public Speaking

**Professor Wild of York University is giving a lecture to first year students on the subject of public speaking.**

### [Part 1]

There are two words that summarize what makes a good speech: purpose and context. The preparation done beforehand, and the content, references, jokes, personal information, and anecdotes included in a speech all relate to its purpose and context. There are two key questions: Why are you speaking? Who are you speaking to?

### [Part 2]

The purpose of wedding speeches, for instance, is to produce positive emotions such as happiness, pride, and hope for the future. At a fund raising dinner on the other hand, a speaker may give a thought provoking speech about the environment. Either way there needs to be a clear purpose. What about the context? Who are the audience? A speaker who traveled to Brazil may be asked first by a group of diplomats, then by some artists, to speak about her experiences. The two groups have different interests in Brazil and the speaker needs to adjust accordingly. You should know your strengths when you are choosing the content of your speech. If you are invited for your unique perspective, make sure you use that. For example, a returnee foreign student, who is asked to share his experiences, should talk about his own direct experiences rather than the history of the country he visited. A convincing speech should have good citations; and according to the dictionary, a citation is "a line taken from a book, a speech etc." But remember, different people are convinced by citations from different sources. For example, a speaker at a cyclists' convention might quote from a cycling magazine to make a point, but a politician talking about cycling in a debate will be more effective quoting official statistics.

### [Part 3]

Humor can be very effective, but again purpose and context should control its use. Different groups of people find different things funny, so remember who you are talking to. And remember the purpose of your speech: any good joke can create a good atmosphere but the best jokes should illustrate a point or back up an argument in the speech. Make sure you get it right, it's no joke! (ha ha) Mentioning your family is considered an interesting and enjoyable addition to a speech. My mother always used to say that personal information can help an audience feel closer to you — she was a great public speaker and could talk the hind leg off a donkey. I guess I inherited my talkative nature from her. But once again, it is important to keep focused on the purpose of the speech. My history teacher at school always finished his lectures by talking about his favorite sport. We loved his sporting stories, but in the end, they always told us something about his lecture. I learned from him that anecdotes

and stories should always be used to illustrate points in a speech. You can also adjust your anecdotes to suit the occasion or the audience—the context. Always keep your audience in mind.

#### [Part 4]

Remember that in the English language there are no standard speeches that fit all occasions. For this reason, analyzing famous speeches for their content and style is better than memorizing them. Find out the purpose of those speeches and the contexts they were given in and then you'll understand why certain anecdotes and content were chosen. Remember the two key questions: why are you speaking, and who are you speaking to?

## ■ Real World Listening 1

### 1 Predict


1. Introduce the activity. Have students look at the photograph. Ask them questions about the photograph. T: *Look at the photograph on Page 9. What do you think the man is doing?*
2. Give directions. T: *Rob Davis is the host of the University of Lamma (UOL) Physics Department's 2004 Student Awards Banquet. He is an Astrophysics Ph.D. candidate. This is his speech, given before the banquet. What do you think the purpose of his speech might be?*
3. Elicit answers from students. T: *What do you think might be the purpose of the speech? Which items did you mark? Can you think of any other purposes?*
4. Check students' results. T: *Could you please tell us your predictions?*

#### Answer

✓ To hail Physics as a discipline and to boost morale among physics students.

### 2 Get the Main Ideas


Listen to the speech and choose the four qualities of physics students that Mr. Davis mentions.

1. Explain the task. T: *This time, listen for the four qualities of physics students. Read the choices listed to help yourself use the strategy of focusing. Tick the letter next to the quality as you hear it.*
2.  Play the audio (MP3, track 5). T: *Let's begin.*
3. Allow students some time to choose.
4. Elicit answers from students. T: *What's the first quality?*

#### Answers

1. b    2. d    3. a    4. c

**Listen again and decide whether Davis has included any of the following elements in his speech.**

1. Explain the task. T: *Now listen again and decide whether Mr. Davis has included any of the following elements in his speech. What does Mr. Davis mean by saying "The world is our oyster"? Remember to focus on the key words you think will give clues to the answers.*
2.  Play the audio (MP3, track 5). T: *Are you ready?*
3. Allow students some time to choose.
4. Elicit answers from students. T: *Which elements are included in his speech?*

#### Answers

- ✓ Anecdote                      ✓ Personal information  
✓ Citation                      ✓ Humor

✓ The world is in our hands.

### 3 Respond to Ideas

Ask students to talk about the questions with their partners.

T: *Now it's your turn to respond to what you heard and share with us your understanding. Generally speaking, it's easier for us to understand and remember what we have responded to.*

#### Answers

Personal answers apply.

#### Script

## ■ Real World Listening 1

### Student Awards Banquet: Host's Speech

*Rob Davis is the host of the University of Lamma (UOL) Physics Department's 2004 Student Awards Banquet on April 12th, 2004. He is an Astrophysics Ph.D. candidate.*

Good evening everyone, and welcome to the Physics Department's 2004 Student Awards Banquet. I'm your host tonight and will be guiding you through the fun and games of the evening. But before we start I would like to talk briefly about the special qualities of a physics student that make us valuable members of any community. It was eight years ago when I first walked onto the campus here at UOL. Since then I have received two degrees and have taken on many roles in the university community. I have been a student, a researcher, a laboratory assistant, a teacher, the chairman of the table tennis society, and, along with my partner Betty Lovely, a ball room dancing champion. All of these different roles have given me opportunities to achieve various goals.

I wrote a thesis, sat through exams, learned the tango, recovered from a table tennis injury, and even managed to deal with a classroom full of crazy first year physics students. Thinking back, it is clear to me that I couldn't have achieved all this without the skills and qualities which I first developed as a physics major at UOL.

The first quality is creativity. The study of physics would never have come so far if physicists were not creative. As Albert Einstein once said, "Imagination is more important than knowledge." Many of my old friends from this department have gone on to work in the wider world. Today they are engineers, programmers, managers, teachers, and one of them is even a tango instructor in Argentina. What is it that gave them the imagination to pursue such diverse careers? It is the creativity that they discovered as they grappled with the wonders of modern physics. How would the great astronomer Copernicus have ever dreamed the solar system into existence if creativity hadn't driven him as he analyzed the data before him?

The second great quality we possess is the ability to think logically. According to the philosopher John Locke, "logic is the anatomy of thought", the key to unlocking the truths behind the world we see. Logic also develops one's skills in a discussion or argument, something that is very important inside and outside this wonderful university. As one of my physics students once told me, "I consistently win arguments simply by using logic. In fact, I find that no one can beat me, and in discussions people always want me on their side as they know we will win."

The third great quality of the physics major is determination. We train our minds as an athlete trains his body. It takes a lot of effort to contemplate the theory of relativity or the origin of the universe. The sheer volume of data could crush a person if he didn't have the right training, the kind of training we as physics majors receive from the moment we arrive at university. What drives us is the conviction that there is a solution to any problem and an explanation for any process. We carry this quality with

us when we finish our studies and it ensures our success in whatever we put our minds to.

The fourth great quality of a physics major is curiosity. Physics students want to learn about the world and we have many questions that need answering. If I may once again quote my great hero, Albert Einstein, "The important thing is not to stop questioning. Curiosity has its own reason for existing." Curiosity leads us to ask questions and our questions lead to solutions. Then, curiosity leads to more questions and improved solutions. The process never stops. Curiosity has led humans to travel into space, to dive to the depths of the ocean and to study the miniscule particles of

life. We have also learned that our work never ends, that it is from the process that we gain knowledge, and that the conclusion is only a working hypothesis from which more questions will surely arise.

Ladies and Gentlemen, with these four qualities - creativity, logic, determination and curiosity—the world is, indeed, our oyster. Let's celebrate this tonight as we honor the best students of the year.

## ■ Real World Listening 2

### 1 Describe

1. Introduce the activity. Have students look at the photograph. Ask questions about the photograph. T: *Look at the photograph on Page 10. What do you think the man is doing? Where do you think the woman is? Is she giving a speech? What kind of speech might it be? Do you know what an acceptance speech is? Can you name a few occasions where people make acceptance speeches? What are the main messages in an acceptance speech?*
2. Put students in pairs to discuss the questions. T: *Now discuss the questions with your partner. If you don't agree, try to persuade your partner or explain the differences.*
3. Allow students some time to discuss and exchange views.
4. Circulate and monitor the progress.
5. Elicit answers from students. T: *What do you think the woman is doing?*

### ❖ Culture Note

#### Acceptance Speech


An acceptance speech is a speech made by a person accepting an award, a nomination, or other honors. Sometimes an acceptance speech is made on behalf of a person who is absent. An acceptance speech may include the following messages: (i) gratitude for the honor; (ii) acknowledgment of those who made the accomplishment possible — Who nominated you? Who invited you to join the group or encouraged you to get involved in the project or event? (iii) an expression of the values the award represents — What is your connection to the group? How do you feel about the people and the organization's goals? Why are they giving you this award? Have you seen someone else accept the same award? People will not remember all the details of what you say, but they will remember the stories you tell. Include a memorable vignette or incident, something entertaining or touching about your connection.

## Answers

Personal answers apply.

## 2 Discover

Listen to a quiz show and complete the quotes.

1. Explain the task. T: *Read the quotes in each box. Knowing what you are going to listen for can help you better understand the listening text and focus on the key points. Focusing will help you get the correct answer more easily.*
2.  Play the audio (MP3, track 6). T: *Listen to the recording and complete the quotes.*
3. Allow students some time to finish.
4. Ask students to exchange their answers with a partner and justify their answers. T: *Now, exchange your answers with your partner. Try to reach an agreement. If you cannot, then try to justify your answers.*
5. Elicit answers from students. T: *What's your answer to the first blank?*



### Culture Notes

#### 1. The Academy Awards:

The Academy Awards (Oscars) are the most important film award in the USA. The award is given by the Academy of Motion Picture Arts and Sciences, a professional organization composed of thousands of craftsmen in the motion picture industry. The Oscar statuette was designed by Cedric Gibbons and sculpted by Los Angeles artist George Stanley. The Oscars are made of britannium and plated in copper, nickel silver and 24-karat gold. No one knows exactly how "Oscar" got his nickname. The most popular story is that Margaret Herrick, an Academy employee and eventually the executive director, thought the statuette resembled her Uncle Oscar. After that, the Academy staff began referring to it by that name. Journalists used the nickname with increasing frequency during the late 1930's, but the Academy didn't officially use the name Oscar until 1939. The Academy Awards are commonly named after the year the films were produced—usually a year before the awards ceremony. For example, the ceremony which took place in March 1997 was the 1996 Academy Awards. The most recent Awards were the 77th Academy Awards (2004).

#### 2. Billy Crystal:

Billy Crystal is a world-famous actor, producer and director. He was the executive director of *My Giant* (1998), *America's Sweethearts* (2001) and *My Uncle Berns* (2003).

#### 3. Julia Roberts:

Julia Roberts is one of the most famous and highest-paid actresses in Hollywood, and she is recognized all over

the world. She has done many romantic comedies like *Pretty Woman* (1990) and *My Best Friend's Wedding* (1997). Ms. Roberts has played all kinds of characters — like lawyers, housewives and fairies. She's probably best known for her roles in *Notting Hill* (1999) and *Erin Brockovich* (2000).

## Answers

It was thirteen years ago when I first hosted the Academy Awards, and things sure have changed since then. George Bush was President, the economy was tanking, and we had just finished a war with Iraq. Yeah, things really have changed.

— Billy Crystal

This small gold person cannot be put outside. It should be kept safe inside the cupboard, because I may feel complacent if I see it. It is better to conceal it. The first thing I will do after getting this award is to lock it up in a cupboard.

— Ge You


Today's the day. My reign is over. No more supermarket openings. I have to pass it on to the next gal.

— Julia Roberts

I voted for *Seabiscuit*. That's the most realistic horse costume I've ever seen.

— Billy Crystal

Listen to the quiz show again and give short answers to the following questions.

1. Explain the task. T: *Now you are going to listen for the contestants' comprehension of the quotes. You can use the strategy of note-taking here. Write down key words.*
2. Remind students about using abbreviations and phrases. T: *Using abbreviations and phrases you already know can help you save time and follow the speaker's train of thought.*
3.  Play the audio (MP3, track 6). T: *Now let's listen to the recording again and give short answers to the following questions.*
4. Allow students some time to write.
5. Elicit answers from students. T: *What's your answer to the first question?*

## Answers

- 1 The Golden Chicken Award.
- 2 The award for best actor.
- 3 No. He meant that many things are still the same now as they were thirteen years ago.
- 4 It means to decline or to somehow get worse.
- 5 He was being humble. It means that he treasures the award a lot, and he shouldn't stop working hard.
- 6 Because she was giving the award she won in the previous year to someone else.