

The Wadsworth English for Academic Purposes Series

English on Campus: A Listening Sampler

**Gary James, Charles G. Whitley
and Sharon Bode**



English on Campus: A Listening Sampler

Gary James

Honolulu Community College

Charles G. Whitley

Chaminade University of Honolulu

Sharon Bode



Wadsworth Publishing Company

Belmont, California

A Division of Wadsworth, Inc.

Dedication

Paul Ban

Bruce Gareth Chen

Linda McAlister

Series Editors: Charles H. Blatchford and Jerry L. Messec

English/ESL Editor: Angela Gantner

Editorial Assistant: Julie Johnson

Managing Designer: Carolyn Deacy

Print Buyer: Karen Hunt

Designer: Andrew H. Ogus

Illustrator: Pamela Kustermann

Compositor: Eastern Graphics

Cover: Bruce Davidson/Magnum Photos

© 1990 by Wadsworth, Inc. All rights reserved. Instructors of classes adopting this book as a required text may reproduce materials for classroom use. Otherwise, no part of this book may be reproduced, stored in a retrieval system, or transcribed, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, Wadsworth Publishing Company, Belmont, California 94002, a division of Wadsworth, Inc.

Printed in the United States of America 49

1 2 3 4 5 6 7 8 9 10—94 93 92 91 90

Library of Congress Cataloging-in-Publication Data

James, Gary, 1939—

English on campus: a listening sampler / Gary James, Charles G. Whitley, Sharon Bode.

p. cm. — (The Wadsworth English for academic purposes series)

ISBN 0-534-10314-6

1. English language—Textbooks for foreign speakers.

2. Listening. I. Whitley, Charles G. II. Bode, Sharon.

III. Title. IV. Series.

PE1128.J28 1990

428.3'4—dc20

89-33113

CIP

About the Wadsworth EAP Series

The Wadsworth English for Academic Purposes (EAP) series provides appropriate learning materials for university courses that focus on the academic uses of English. The EAP series has been planned to help ESL students communicate competently in all aspects of academic life in the United States. The materials support learning of academic-level skills in reading, writing, listening, and speaking. They can be used in intensive or nonintensive formats, in classroom, group, or individual study, and for courses of varying lengths.

The Wadsworth EAP series is based on three principles:

1. **Comprehensive Skills Development:** The series views language skills as integrated, so each book not only stands on its own but also builds on and relates to other texts in the series. Books targeted for all skill areas maintain a consistent yet nonrepetitive approach.
2. **Academic Community Context:** The series provides practice in the varied language uses that students will encounter in their academic careers. Teaching and learning activities are in the context of college or university classroom or campus life. This context-specific approach respects the learning skills and educational background of students at academic English centers.
3. **Student-Centered, Process-Oriented Materials:** The series places student learning activities at the heart of each lesson and requires

students to take responsibility for their active role in the learning process.

The components of the Wadsworth EAP series include:

- A grammar reference guide and handbook** that encourages students to identify specific grammar problems and practice language appropriate to specific academic contexts.
- Listening comprehension texts and tapes** that develop listening skills to the high level necessary for achievement in an academic program.
- Reading skill development books** that provide opportunity to practice the skills needed to read authentic academic texts with purpose and understanding.
- Progressive process-oriented writing texts** that develop academic writing skills from brief reports to rigorous research tasks.
- Spoken language texts** that provide progressive communicative practice to the level demanded of international students in academic programs.

The authors of the Wadsworth EAP series are experienced teachers in academic programs and have developed their materials from their classroom experience. However, the series is not “teacher-proof.” The books do not attempt to provide all the “correct” answers, nor do they set down a strict step-by-step approach. The ambiguity of language at this level and the importance of developing interpretative skills are emphasized by the authors.

Although no one book is ideal for all students (or for all teachers), these books will stimulate and encourage everyone who is willing to participate fully in student-centered classes. The authors have written books that they hope will broaden students’ vision and empower them with the expanding possibilities of language.

Control and support must come not only from the books themselves but also from the teachers who work with students and from the students themselves who strive to become responsible for their learning. Just as students seek to make the language serve their needs, so teachers need to use materials to support their individual pedagogical styles and approaches to language-learning problems.

In sum, the Wadsworth EAP series seeks to do more than prepare students for an examination in language skills. It seeks to help international students master academic English in order to achieve their academic goals. The authors of these texts have shared their experiences in providing opportunities for students to fulfill their academic potential—and isn’t that what each of us would like to achieve?

Charles H. Blatchford and Jerry L. Messec
Series Editors

Preface

Purpose

This material was written for, and has been used successfully with, international students who are planning to enroll in, or are already enrolled in, a university-level academic program of study in the United States. It was written to help fill the almost desperate need for academically oriented ESL listening material that sounds natural and, at the same time, is relatively easy to work with in the ESL classroom. It can be used with students who represent a wide range of proficiency levels from low intermediate through advanced. Each unit of this text is built around a recorded listening passage. Both the language used in the recorded listening passages and the content of the recorded passages are of the kind heard in classroom lectures, discussions, counseling sessions, and so on in American colleges and universities.

Specifically the purpose of this material is as follows:

1. To improve general listening skills of ESL students in an academic environment.
2. To help students learn to pull out both the main points and the supporting details from something that they've heard.
3. To introduce students to note-taking in English and to give them practice in making notes.

4. To provide a large number of suggested out-of-the-classroom projects that students can participate in and report on.
5. To provide discussion subjects that allow students opportunities to share, in English, their own opinions and feelings.

Nature and Purpose of the Recordings of Class Presentations

The recordings of class presentations were made by 12 different American English speakers who teach a variety of subjects at the college level. Six are male and six are female.

As much as possible, these recordings were designed to sound like real pieces of ongoing classroom activities at an American university. There are a number of reasons for this. One was to give a feeling of actually being in a classroom. Another was to try to capture on tape the kind of natural, not-exactly-perfect language that might occur in that kind of situation. This means that even though the instructors who were doing the recordings had a general idea of what they would say, the language they used was unscripted and often improvised at that time, and thus the language they produced was natural and often slightly more wordy than language necessary to simply convey the facts. (It is important for ESL students to hear this kind of “padded” language, since learning what to ignore is as critical as any other listening skill.) In short, the authors did not want too-carefully crafted classroom presentations because in real life, often they aren’t. The authors did not want too-carefully crafted language because in real life, often it isn’t.

The recorded class presentations in Part One of the text are generally short, from one to three minutes long, because short passages are easier to deal with. Important features can be pointed out without overwhelming students with a deluge of language. Short recorded passages can be easily replayed again and again, allowing students to complete small tasks while absorbing the actual language itself. Longer presentations of seven minutes or more can be found in Part Two of the text. These passages are also on videotape and can be secured for copying purposes by writing to Wadsworth.

The main purpose of the recorded class presentations is, of course, to allow students to listen to and deal with very natural English in an academic setting while remaining in a controlled and less stressful environment of an ESL classroom.

Contents of Each Unit

The Recorded Class Presentation: This is a short passage of natural-sounding English of the kind that students might actually hear in a real

classroom at an American college or university. (These recordings were mentioned earlier in "Nature of the Recordings.")

Text Materials

Each unit contains suggestions for three overlapping divisions: pre-listening activities, listening activities, and follow-up activities.

Pre-Listening Activities ("Before you listen.")

1. Speaking activity ("What's your opinion?")
2. Speaking activity ("Can you predict?")
3. Vocabulary practice ("Do you know these words?")

Listening Activities ("As you listen.")

- 3.1 Listening for the vocabulary in the recording of the class presentation.
4. Listening to find out if the predictions were accurate. ("Were you right?")
5. In written form, identifying paraphrases of the sentence in the recorded class presentation that contains the main focus, or main point, of the recording and then identifying that actual sentence in the recording. ("Identify the focus.")
6. Examining the note form of the focus sentence in the recording and writing, in note form, two paraphrased sentences of the focus. ("Making notes: the focus.")
7. Identifying the supporting details in the recording and writing them in note form. ("Making notes: the supporting details.")

Follow-Up Activities ("After you listen.")

8. Suggestions for student projects. ("Can you find out?")
9. Suggestions for discussion topics. ("Discussion.")

Description of Each Part of a Unit

The Recorded Class Presentation: This recording is the core of each unit and every activity in the unit is directly or indirectly related to it.

Text Materials

A variety of activities are included in each unit. These activities will help students improve their listening and note-taking skills, provide

ample opportunities for individual and group projects, and encourage students to share their knowledge, their experiences, their opinions, and their feelings in English.

Pre-Listening Activities: Before you listen.

These two discussion questions are to help students begin to think about the topic of the recorded classroom presentation. Neither require any advanced preparation or outside work on the part of the students.

1. *What's your opinion?* This is a very general discussion question and may or may not be directly related to the recorded classroom presentation.
2. *Can you predict?* This question encourages students to draw on whatever knowledge they might already have about the topic of the recorded classroom presentation and is directly tied to that recording.
- 2.1 The visual. The visual material, reproduced or created to display a particular kind of information, provides context for the recorded classroom presentation. It strengthens students' ability to predict the content of the recording and using this context aids listening to and understanding the content of the recording. Since good visual material distills and organizes complex information, the authors feel that it is particularly useful for highlighting the relationships among pieces of information in a challenging listening passage. In completing charts and so on, a student can demonstrate comprehension of the recorded material.
3. *Do you know these words?* As any ESL instructor knows, mid- and lower-level ESL students can easily be overwhelmed by any continuous stream of spoken English. The authors have found that one way to avoid making students feel overwhelmed when they first hear a continuous stream of speech and to also eventually help make comprehension easier is to focus, at first, on small pieces of the language that will appear in the longer stream of speech. That is the purpose of the vocabulary. (Maureen Weissenrieder makes a similar point in "Listening to the News in Spanish" which appears in *The Modern Language Journal*, 71, i[1987].) The vocabulary items were taken from the recorded class presentation and were generally selected to aid comprehension of the main points of the presentation. This vocabulary practice is organized into two steps. In the first step, which is a dictation and spelling exercise, students listen to the items as they are read; first the item, then the item in context, and then the item again. Students are asked to try to write the item. Finally the item is spelled for them. After all items have been completed, the second step is for students to match each item

with its meaning, which appears in a scrambled list of meanings. After completion of this exercise, the students' first listening task, as they hear the recorded class presentation, is to simply listen for those items.

Listening Activities: As you listen.

During the first listening of the recorded classroom presentation, students are simply following the vocabulary. As listening to the recording continues, students are asked to look at the visual.

4. *Were you right?* After listening to the recording, this question allows students to discuss the accuracy of their predictions.
5. *Identify the focus.* Whether dealing with a listening passage, or even a reading passage, identifying the main point of a passage of material can be quite difficult for many ESL students. For this reason, this information is virtually given to the students. And since the meaning of the passage will not be remembered in the words of the speaker, it is useful to have students observe several ways of expressing the main point.

This exercise contains four sentences. One of the sentences is taken directly from the recorded class presentation in which it serves as the main focus of the recorded presentation. Two of the other sentences are paraphrases of that focus sentence. The meaning of the remaining sentence has been changed in some way so that it is not a paraphrase of the focus sentence.

Students are asked to read the four sentences and identify which three have the same meaning and to explain why the remaining sentence is different. Then they are asked to identify the actual sentence that is in the recording. Finally they are asked to try to write one more paraphrase of the focus sentence.

6. *Making notes: the focus.* This exercise calls attention to the focus sentence in the recorded class presentation as it might appear in note form. This sentence is written in note form so that students will have recognition practice with abbreviated forms in this first level.

Students are asked to tell which words in the sentence are abbreviated, which are left out, and what symbols are used. Finally, they are asked to rewrite the two paraphrased sentences in note form. (Some symbols that are commonly used in taking notes are given on the inside cover of this textbook.)

7. *Making notes: the supporting details.* In this exercise, the details that support the main point of the recorded class presentation are written by students in note form to give practice in the style and content of lecture notes. The recordings cover many topics and frequently the students will be listening for numbers. Taking down the details in note form and completing the chart provide com-

prehension checks and give practice not only in note taking, but also exposure to the language of relationships, regardless of the content of the recorded class presentations.

Follow-Up Activities: After you listen.

8. *Can you find out?* This is a list containing a variety of suggestions for student projects which can be done by individual students or which can be done as group projects and which allow students to pursue topics of their own choosing. Students are generally asked to seek out something and then to report what they found to the class. Listening to these student presentations adds further listening practice to the class.
9. *Discussion.* This activity consists of two discussion suggestions for subjects that students can generally talk about with little or no preparation. Discussions can be done either in small groups or with the whole class together.

Students need some time in class in which they can just relax and share their thoughts with other students. Not only does this give students an opportunity to relate to others through English, but it also contributes to the cohesiveness of the class itself. And that's an important part of what these discussion suggestions are designed to do.

Acknowledgements

English on Campus: A Listening Sampler has evolved over the past four years. One would think that after collaborating on many previous materials, the creative writing process would become easier, but that has not been the case. Not residing in the same place has caused the greatest difficulty, requiring thousands of miles of travel to be together for work sessions. Innumerable long-distance phone calls were made, adding considerably to the coffers of Ma Bell. Lesson manuscript pages were freely circulated in the mails, causing increased revenue for the Postal Service. Having overcome these considerable obstacles, then, we would like to acknowledge our friends and loved ones whose support and understanding made the difference.

Of course, without the voices of Paul Ban, George Dixon, Karen Hastings, Lei Lani Hinds, Robert Lansing, Doric Little, Lena Low, Bette Matthews, Linda McAlister, Cathy Miles, Roy Mumme, and Ed Schell, no materials would exist. They were the prime source, so for their efforts we thank them. The expertise and patience of Monte Hickok, Katsumi Ige, and Elton Ogo, media technicians at Honolulu Community Col-

lege, made the actual taping of the materials an enjoyable experience for all concerned. Special thanks also go to David Nixon in Fort Myers, Florida for the final audio production of the text.

Initially, Clara Iwata, clerk steno at Honolulu Community College, took on the awesome task of typing first-draft lessons and even copying graphs which accompanied them. She did her usual magnificent job. Eventually, over the years she was joined by June Cabbab, Esther Ikawa, Kathy Langaman, and Arlene Yano.

We are most grateful also to Jean Dale for her work and suggestions on early drafts of the material; to Pamela Kustermann for her art work; to Charley Blatchford, Jerry Messec, and Gloria Hooper, chair of the Language Arts Department at Honolulu Community College; and to Steve Rutter, Angie Gantner, and everyone else at Wadsworth who has labored so diligently to bring this academic series together.

Gary James
Charles G. Whitley
Honolulu, Hawaii

Sharon Bode
Bradenton, Florida

A Note to Teachers on the Exercises in Each Unit

I. Pre-Listening Activities

1. *What's your opinion?*

2. *Can you predict?*

These two discussions may be done on the same day the recorded class presentation is to be used or on the day before. They may be done in small groups or with the whole class. The teacher may even opt to use the first one as a subject for a short written composition.

3. *Do you know these words?*

Step 1—Dictation

Note—Some instructors might opt for not presenting vocabulary in this fashion. One alternative is that vocabulary and glosses could be given out before listening to the class presentation. Another alternative is for vocabulary to be simply ignored initially and taught in context as the instructor might feel is important.

Dictation Preparation

- a. *Choice one:* The teacher can tell students to take out a sheet of notebook paper and number from one to whatever number of items there are. Students will do the dictation practice on the notebook paper.

Choice two: The teacher can tell students to open the textbook to exercise three. Students will do the dictation directly in the textbook.

- b. The teacher reminds the class of the subject of the lesson, which was first brought up when predictions were asked for. The teacher tells the class that the vocabulary items are taken directly from the recorded presentation which they will soon hear. The teacher stresses that this is not a test, it is only a practice exercise.
- c. To make the dictation a little easier, the teacher might read through the glosses in the book while students silently read them. To make the dictation a little harder the teacher will not, at this point, read them to the class. In this case, and if dictation is to be done directly in the textbooks, the teacher might ask the students to cover the glosses with a card during dictation practice.
- d. The teacher tells the class that they will first hear the vocabulary item in isolation. Then they will hear it in the sentence from the recording. Then they will hear it alone again. They are to try to write only the vocabulary item. After a very short pause, the item will be spelled so that they can make corrections if they need to.

Actual Dictation

- e. The teacher reads the dictation using the tape transcript. If this is done, the teacher should read in a natural tone at a natural speed. The item or the sentence can be repeated as many times as the teacher thinks is suitable. And, depending on the class, the teacher may want to add other items to the exercise.

Optional Final Dictation Correction

- f. *Choice one:* The students make a final check of their work by having the teacher spell aloud all of the items.
Choice two: The students make a final check of their work by looking at the items that are written on the board. The items are written there either during or after the dictation practice by students or by the teacher.
- g. *Choice one:* Students make spelling corrections on their notebook paper and then copy all the items into their textbooks. In this case, the teacher may take the notebook paper and later look over the students' work.
Choice two: Students make spelling corrections on their work that was written directly in their textbooks.

Step 2—Matching items with meanings

- a. Students are told to look in their textbooks at the scrambled list of glosses (or meanings) for the vocabulary items.
- b. The teacher reads aloud through all the glosses while the class follows.

- c. *Choice one:* Students, at their own speed, simply match the items with their meanings.

Choice two: The teacher, by using the transcript, reads through each item and its sentence, providing context for the meaning of each item. Students, while listening, match the items with the meanings.

Choice three: Students request the teacher to read certain sentences to aid them in choosing a meaning.

Students can work alone, they can work in pairs, or they can work in small groups when matching the vocabulary items with their meanings.

- d. The meanings are checked and corrected either by having the teacher read the answers from the answer key or by having students read their answers.

Dictation Follow-Up

- a. Since dictation is done, at this point, as a practice exercise and not as a quiz, grades generally aren't given on this work. The teacher might simply indicate looking at the work by making a check mark on the paper or by writing good, fair, etc. Of course, students have a little more incentive to do better work if they know the teacher will actually look at it later.
- b. Dictation of the same material can, at a later time, be used as a vocabulary review exercise or as a vocabulary quiz. For example, as a quiz, the teacher can dictate the items and tell students that they must, from memory, correctly spell the item and write what it means.

II. Listening Activities

- a. The vocabulary items are now written on the board in the order they appear in the recorded class presentation, which is the order in which they were dictated. The teacher reminds the class of the subject of the recording and tells them in what situation this recording might have been made. For example, the recording used in Unit 1 might have been made in a math class.
- b. The teacher tells the class not to worry about understanding everything on the tape just yet. Students are to only listen for the vocabulary items that are written on the board and to follow them as they listen.
- c. The teacher plays the recorded class presentation and points to the vocabulary item on the board at the same time it is used on the tape. If necessary, the teacher can be following the transcript. Students are simply listening and looking at the board.

- d. The students can listen a second or third time, while following the vocabulary list on the board until the teacher feels that they can, at least, hear each item as it comes up in the recording.

After one or two plays of the tape, it might be appropriate, with some classes, to stop the machine and review the meaning of the vocabulary items. With other classes this step might not be needed.

4. *Were you right?*

- a. Have students open their textbooks to the visual that accompanies the recorded class presentation. Discuss with them general features of the visual—for example, what it's called, how it looks, what information it might show and how it does this, how many categories it shows, and so on.
- b. The teacher reminds the students of their earlier predictions and possibly writes them on the board.
- c. The teacher tells the class that the tape will be played again. This time students are to listen to try to find out whether their earlier guesses were accurate or not.
- d. The teacher plays the recorded class presentation one to three times while students listen for that information.
- e. The machine is stopped and students discuss the accuracy of their earlier predictions.

5. *Identify the focus.*

- a. The teacher has the students look in their textbooks at exercise five, called *Identify the focus*.
- b. The teacher tells students that three of the four sentences here have similar meanings and that one sentence is different.
- c. The teacher reads the four sentences aloud while students listen and follow in their textbooks.
- d. Students are to now look over and possibly discuss the four sentences and then put a check mark in front of the three sentences that have similar meanings. This can be done either by individuals, by pairs, or in small groups.
- e. The marked sentences are checked and discussed either by students or by the teacher, who can refer to the answer key in the back of the book. Students should clearly understand that even though the sentences might look different, the basic meaning of the three sentences is the same, which is why they are called paraphrases.
- f. Whatever it is that is different about the remaining sentence is discussed until students clearly see that it is not a paraphrase.
- g. One of the three paraphrased sentences was taken directly from the transcript of the recorded class presentation. Students are told to indicate the focus sentence that is made up of exactly the same words as in the recording. The tape is then played a few

times while students decide. If they were working in small groups just before this, they will remain in their groups and make a group decision.

- h. Their choice for focus sentence in the recording is discussed.
- i. Finally students are asked to try to write another sentence, another paraphrase, with the same meaning as the focus sentence in the recording. A few of these sentences can be written on the board and discussed.

6. *Making notes: the focus.*

- a. The teacher has the students look in their textbooks at the focus sentence, written in note form.
- b. The students are told that this is the focus, or the main point of what was said in the recorded class presentation.
- c. The teacher explains that all the important information in the focus sentence is written in note form. Students are told that this is one way a listener might have written that information down during an actual class presentation.
- d. The teacher explains that different people might use different ways of shortening that information for the purpose of quickly writing it down. The way it is shown in the textbook is only one way.
- e. The teacher mentions briefly that some of the things that happen when people take notes is that: (1) people abbreviate words, that is, they shorten the words by leaving out some of the letters; (2) people use symbols to represent words or phrases or ideas; and (3) they leave out some unimportant words.
- f. The students discuss the form of the focus as it appears in the textbook.
- g. The teacher has the students try to reconstruct the abbreviated note form of the focus into a complete sentence.
- h. Students are asked to rewrite the two paraphrased sentences in note form. The teacher refers the students to the list of symbols that are commonly used in taking notes, which appears on the inside cover of this textbook.
- i. Some of these abbreviated sentences are written on the board and discussed. Again students try to reconstruct them into complete sentences.

7. *Making notes: the supporting details.*

- a. Depending on the level of the class, the length of the class period, the amount of discussion, and how the teacher feels about it, this activity can either be done as homework (in a language lab or at home with a tape) or as the next day's in-class activity.
- b. The teacher tells the students to look at the exercise in their