



大学英语教师用制

修订版)

刘红中 主编



College English
Listening and S





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(修订版)

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总主编〔美〕Dr. Danny Yu 主 编 刘红中

副主编〔美〕Corey Hanson Hegger 〔美〕Holly Krech Thomas 编者 刘红中 张敏 戴涵 卢炜 马乃强 陈冰 〔美〕Corey Hanson Hegger 〔美〕Holly Krech Thomas

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DAXUE YINGYU SHI-TING-SHUO JIAOCHENG (4) JIAOSHI YONGSHU

著作责任者 刘红中 主编

责任编辑 黄瑞明

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电子信箱 zpup@pup.cn

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大学英语立体化网络化系列教材

总 顾 问 李赋宁 胡壮麟

总 主 编 黄必康

网络版主编 李建华

编委会名单 (以姓氏笔画为序)

王海啸 (南京大学)

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P. R. China

Telephone: +86 10 62752036

Fax: +86 10 62556201

Email: xiena@pup.pku.edu.cn

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前言

为全面培养我国大学生英语实际应用能力,提升英语听说能力,在新世纪初,国家教育部和全国高校外语教学指导委员会制定颁布了最新的《大学英语课程教学要求》,为大学英语教学明确了前进的方向。与此同时,对新的大学英语教研室共同组织、策划了《大学英语视听说教程》(1—4册),在北京大学教务部、北京大学外国语学院的支持下,该教程有幸得到了与北京大学有25年教学合作历史的ESEC(Education Services Exchange with China 美国美中教育服务机构)的加盟,并获得北京大学教材建设委员会的重点立项。北京大学大学英语教研室与美国ESEC众多语言学专家、英语教学专家通力合作,精心设计,反复琢磨,拟定大纲,编写样课。旨在结合国内外优秀英语教材的编写经验,为广大师生提供一套专为我国大学英语量身定做,同时又保证场景真实、语言地道、形式生动、内容丰富,且能学以致用的好教材,力求达到中方和外方编写人员高度合作的最佳效果,从而全面提高学生的英语听说能力。

1. 编写宗旨

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

本教程的编写重点:

- 1) 在选材上,特别注重口语的特征,注意题材对中国学生的实用性。各单元以日常交流中的常用口语为引导,加以合适的题材和情景作为本教程的主线,同一单元的各种语言素材基本围绕同一主题。强调语言真实、地道、原汁原味。包含大量生动形象的英语习语,语言素材全部由美方美中教育服务机构TESOL教员收集、撰写,力求符合中方教师的编写方案,场景贴近学生的生活,话题深受学生喜欢,努力达到学以致用。
- 2)在内容编排上,注重中国传统文化和西方文化习俗的对比,培养综合文化素养和跨文化交际能力。
- 3) 注重学生自信心和学习方法、策略的培养。除分单元介绍学习方法外,根据有效的 英语教学理论和教学方法,设计的每一项听说任务都配有具体详细的指令,渗透学习策略, 为学生进行卓有成效的英语听与说的学习提供保证,逐步提高学生自主学习的能力。
 - 4) 注重口头表达能力的培养,以说带听,同时强调听与说的互动,充分发挥学生的主观

能动性。使他们能从进行日常对话、简答问题、发表看法,慢慢发展到做较长的口头发言、开展辩论活动,逐步提高英语口语能力。

- 5) 强调听说基本功训练,每册含大量的模仿练习和听写练习,为快速提高学生听的能力,达到记笔记、写摘要的水平打下坚实基础。同时,在训练学生语篇理解能力的基础上,培养学生通过上下文猜词的能力。倡导脚踏实地,循序渐进,不断提高。设计的任务形式多样,以交际中传递和获取信息的实际需要为重,主要为主观型任务。包括:回答问题、听写、正误判断、填补信息、写提纲、写摘要等。
- 6) 重视口头语言在连续语流中语音、语调和其他超音段音位的各种特征,以提高学生 交际的有效性,同时增强自信心。
- 7) 培养学生习惯正常英语语速, 听力材料全部采用正常语速录音, 注重原汁原味。 其难度的区分取决于材料的题材、所涉及的词汇量大小以及句子结构的复杂程度。
- 8)每单元配备小测验,每册配有期末考题,既方便学生自测,又便于教师了解学生阶段性学习进展情况。

2. 教程构成

全教程共4册,配有相应的光盘,提供网络教学平台。每册内容丰富,既可以作为听说教材独立使用,也可以和北京大学出版社出版的《大学英语教程·读写译》配合使用。本教程每册共有十五个单元。第四册每单元课文内容与目的如下:

1) Ready; Set; Go!! 热身活动

围绕单元主题而设计的听说活动或游戏,为完成本单元主要任务热身。

2) Interactive Listening 听力互动

内有两项对话听力任务: Listening Task 1和 Listening Task 2。每项任务含有不同练习,主要目的是通过听日常对话,了解日常生活用语的特点,培养学生整体理解以及捕捉特定信息的能力,锻炼学生能就自己的观点发表简短意见。同时这两项任务的听力素材也是本单元口语练习的范例。

3) Speaking Interaction 口语互动

旨在帮助学生掌握生活中常用的口语表达用语。

内设两项任务:

Communication with Purposes 交际功能意念表达用语

学生做跟读练习,掌握地道正确的常用口语表达用语。

Small Group Interaction 小组互动

旨在训练学生在所指定的情景下,运用所学表达用语进行模拟对话。

4) Further Listening and Speaking 听说拓展

本部分有两项任务:

Culture Klatch 文化视角

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

Follow the Script 紧跟脚本

提供一篇真实的演讲音像材料,让学生身临其境学英语。

3. 选材原则

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

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

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

编者

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What's Your Learning Style?

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

- identify and explain their personal learning styles;
- give positive and negative feedback in formal, informal, and casual situations;
- describe learning techniques that match visual, auditory, and kinesthetic learning styles;
- use idiomatic expressions that are based on visual, auditory, and kinesthetic terminology.

Ready; Set; GO!! Conversational Warm-Up

Experiment: What's your learning style?

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

- *hands on—actively doing something (to learn) or experiencing it personally rather than just reading or hearing about it
- * to concentrate-to focus and think clearly
- Step 2: Give students 5 or 10 minutes to fill out the survey. They should work quietly and individually. Circulate around the room to help them if they have questions.
- Step 3: After students have completed the survey, tell them how to add up their points:

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

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

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

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

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

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

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

Interactive Listening



Artiving 3

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

Activity

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

Step 2: Ask students to write the missing words in the blanks to complete the dialogue. Do not stop the tape during this exercise.

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

Script

James: Hi, Adrian. How are you?

Adrian: Oh, I'm alright.

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

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

James: What's going on?

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

just can't seem to learn in that class.

James: And you need the class for your major?

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

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

get too down on yourself.

Adrian: I know, I know. I've heard all the same stories you have. I mean, I've been pre-med for a year and a

half now, and everyone talks about how organic chemistry is the **weed-out class** for pre-med students. That's why I waited until after I finished the basic chemistry course and got done with

calculus before I decided to tackle organic chemistry.

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

you're ready for it.

Adrian: Right, that's what is so discouraging.

James: Maybe it's not you. Maybe it's the professor. I mean, how does he teach the class?

Adrian: Professor Young gives the lectures, and then we have a TA for the lab. The lectures are okay. As long

as I read the textbook before I go to lecture, I don't have a problem understanding and taking notes. It'

s the lab that's killing me.

James: You take a lot of lab classes in pre-med, don't you?

Adrian: You can say that again.

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

Adrian: Actually, labs are usually my favorite part of the class. I don't know why this one is so difficult.

James: You know, I was just studying about learning styles in my psychology class, and I wonder if maybe

your learning style doesn't match the TA's teaching style. If that's the case, it could cause real

problems for you, and it would explain why you are struggling so much.

Adrian: I don't really know much about learning styles.

James: Well, why don't you go to the student counseling center? They have a learning style test that you can

take, and the counselors can talk to you about what your learning style is. They can help you figure

out how to study more effectively.

Adrian: Really? That's a good idea. Maybe I'll stop by the counseling center tomorrow.

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



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

Reference Key

1. What is Adrian's learning style preference?

He is a kinesthetic learner.

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

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

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

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

The counselor suggests that Adrian talk to the TA.

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

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

Script

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

Adrian: That would be great.

Counselor: Your results show that you are a strong kinesthetic learner. That means that you prefer hands-on learning, and that you learn best when you are able to actually do things. Since your lowest score is in

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the auditory style, you probably have trouble following oral instructions or remembering information that is told to you. Do those things **ring true**?

Adrian: Yes, that makes a lot of sense.

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

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

Counselor: Do you have your notes with you?

Adrian: Sure. Here they are.

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

Adrian: Thanks, I try to copy exactly what is on the slide.

Counselor: That's a good way to start on taking notes, but you might consider re-writing your notes after class.

Adrian: Really? That seems like a lot of work.

Counselor: Yes, it is. But since you are a kinesthetic learner, re-writing notes could really help you learn the material thoroughly. Also, by re-writing your notes, you could organize them in a way that made sense to you, and even include information that is in the book but that the professor didn't mention.

Adrian: I guess I could try that. Still, what I really need help with is the lab. The TA tells us what to do, and then I spend the rest of lab trying to figure out what she said. I can't follow her.

Counselor: It sounds like the TA is giving instructions in your weakest learning style—the auditory style. It's **no wonder** you have trouble with the lab.

Adrian: So what can I do?

Counselor: I recommend that you talk to the TA. Ask her to write the instructions on the board or on a handout.

Adrian: I'm not sure she could do that. The instructions are pretty complicated.

Counselor: If that's not possible, then have the TA show you the steps. As a kinesthetic learner, it would really help you to watch someone demonstrate the steps of the lab before you tried to do them.

Adrian: That's a really good idea. Thanks.

Check the answers for **Activity 1** with the entire class orally. Have students raise their hands to answer questions and make sure all students participate. Ask students if they heard any words or phrases that they did not understand.

Allow students to listen to the dialogue 2~3 more times in order to gain the contextual meaning of the words and phrases identified in this exercise.

Call on students individually to define the new words and phrases in context. Ask students if they think these words are idioms or not.

New Words

to ring true: to seem correct

pegged: described, defined (informal)

I can't follow her: I can't understand her.

It's no wonder: It's not surprising.

Activity in Your Opinion

Step 1: Give students the following list of vocabulary words that they might find helpful. Write these on the board or display them on an overhead transparency.

Useful Vocabulary Expressions

1. The counselor gives good feedback because...

knowledgeable

gives alternatives

seems to understand

The counselor does not give good feedback because...

gives Adrian more work

spends time listening

inappropriate advice

2. Adrian feels generally positive/negative about the counselor's feedback.

Positive-agrees; eager; glad; good ideas

Negative—a lot of work; lecture is not his problem; resists (avoids; refuses to accept); uncomfortable

3. It would/would not have helped to know my learning style or talk with a counselor because...

intelligence versus learning style

to study hard/to work hard

how the teacher presents information can influence how students learn

was not related to-was not connected with; didn't have to do with

Step 2: Instruct students to discuss these questions in small groups of 2~4.

Step 3: Have a designated speaker from each group share their ideas with the whole class. If you have an exceptionally large class, you should lead the discussion and ask for a few volunteer responses to each question.

1. Do you think the counselor gives Adrian good feedback?

Answers may vary. Students that think the counselor gives good feedback may say the counselor seems knowledgeable, bases advice on Adrian's learning style, gives alternatives when Adrian doesn't think a suggestion will work, explains reasons for the advice, and seems to understand both the class situation and learning style information.

Students that don't feel the counselor gives good feedback may say the counselor just gives Adrian more work to do, doesn't seem to spend much time listening to Adrian describe his problem, doesn't go over information about learning styles thoroughly enough, and seems to think that Adrian can tell a teacher how to teach (which is inappropriate).

Sample Answer: Although the counselor seems knowledgeable about learning styles, I think the counselor doesn't give Adrian good feedback about his specific problem. The counselor doesn't explain very much about learning styles, so Adrian doesn't have enough information to really know how his learning style affects his learning. For example, he doesn't know that re-writing notes is helpful for kinesthetic learners or that watching a demonstration would help him. If the counselor had spent more time explaining learning styles to Adrian, Adrian would be able to figure out solutions that would work for him instead of having the counselor suggest things that just give him more work.

2. How does Adrian seem to feel about the counselor's feedback?

Answers may vary. Students may say that Adrian feels good about the counselor's feedback because he agrees that his learning style is kinesthetic and seems eager to learn how to use this information; he seems happy that

Feedback is a neutral term used

for response, advice, criticism, and/

or compliment.

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the counselor likes his notes and says that he may try re-writing his notes after the counselor explains how it will help him as a kinesthetic learner; and he thinks that having the TA demonstrate the steps of the lab is a really good idea. Students that don't think Adrian likes the counselor's feedback might note that Adrian hesitates about re-writing his notes because it would be a lot of work; he indicates that the lecture is not his problem, so re-writing the notes will not help him much with his troubles in the lab; and he resists asking the TA to write out the instructions and seems to be uncomfortable with that suggestion.

Sample Answer: I think that Adrian is generally positive about the counselor's feedback and suggestions. Adrian genuinely seems to want help, and he is eager to hear what the counselor has to say. There is only one suggestion that the counselor gives that Adrian doesn't think will help him—asking the TA to write out the instructions—but seems willing to at least try the other suggestions that the counselor gives him.

3. Think of a class that you have struggled in or a class project that was not easy for you. Would it have helped to know your learning style or to talk with a counselor? Why or why not?

Answers will vary. Some ideas are given below:

Yes—If I had known about my learning style, I would not have felt I was just dumb or slow; I would have realized that how the teacher presents information can influence how well I learn; I could have found ways to study better instead of just working really hard and not being very successful.

No—I don't think it is useful to know about learning styles because everyone has lots of ways of learning, so no one has just one learning style; the class I struggled in was in college, and I had already figured out the best ways for me to study, so I don't think that a counselor who didn't know me or the class could have helped me very much; the problem I had was not related to learning styles.

Sample Answer: When I was in grade school, I had trouble in reading class. I didn't like what we had to read, and I would rather be outside playing with my friend instead of inside reading boring books. I think that if the teacher had picked more interesting things for us to read, such as books about sports or dinosaurs, I would have been happy to sit and read for hours. So, my problem was not related to learning styles, but rather it had to do with the content of the reading. Also, I don't think that knowing about learning styles would have helped because I was too young to understand or apply the information at that time.

TEACHER NOTE: There can be a variety of possible responses to the questions in this exercise. This exercise is designed to enlist students' opinions rather than concerted answers.

Your role as teacher is to facilitate the critical thinking of the students as they organize their thoughts and responses in English, using vocabulary and concepts gained through contextual listening and understanding of the dialogue.

The goal is to help students formulate opinions based on facts and realistic expectations of how people interact. This creates a language environment based on communication rather than on memorization.

Speaking Interaction

Step 1: Ask students to listen and repeat the following examples of formal, informal and casual functions that appear in the text. Pay close attention to their diction.

TEACHER NOTE: These phrases may need further clarification:

Formal

- 1. "Still life" is a drawing or painting of something small that doesn't move, usually fruit or flowers on a table.
- 1. "A little off" means slightly wrong.
- 1. "Angular" refers to having angles or points.
- 2. "I can't keep the pounds off" means I'm gaining weight and I can't lose it.
- "Cardiovascular exercise" is exercise that makes the heart work hard to pump blood, such as walking, jogging, and swimming.

Informal

3. "By all means" is an emphatic way of saying definitely.

Casual

- 3. "It's to die for" means it's very good; this is a casual expression.
- Step 2: Instruct students to practice these patterns with a partner. After most of the students have gone through the dialogues, instruct them to switch roles.

Activity

Step 1: Instruct the students to listen carefully and then fill in the missing lines with what they hear.

Script

- 1. A: So, Brad, now that you've taken the learning style inventory, let's go over what it means.
 - B: Okay, that sounds good to me.
 - A: First, here's a sheet that summarizes the different learning styles. Since your score shows that you are a visual learner, I thought we could look at the information together as we discuss it.
 - B: (laughing) Thanks. I think that will help me follow what you are talking about.
 - A: Visual learners take in information through their eyes, which means that just listening to a lecture can be very difficult.
 - B: That's really true. I hate it when my professors talk and talk and don't write any notes on the board. I don't get very much out of those lectures.
 - A: I'm not surprised. One thing you could do to help yourself is to read the text before going to the lecture.
 - B: How would that help?
 - A: You would give yourself the chance to take in the information through your eyes first, before trying to take it in through your ears.
 - B: Oh, sure, that makes sense.
- 2. A: Now that Abby has finished her presentation, let's give her some feedback on how she did. First, let's start with the positive. What did she do well?
 - B: She spoke loudly and clearly. I could understand what she said.
 - A: Okay, good. What else?
 - B: I think she needs to work on looking up and making eye contact. She read her paper during most of her presentation.
 - A: Alright, but right now I want to focus on positive feedback. Save your suggestions about how she could improve for later.
 - B: She seemed confident. She stood up straight and didn't lean on the table.
 - A: Yes, that's right. Abby, you are getting much better at having good posture and movement.
 - B: And, her speech was well-organized. Her conclusion reminded me of all the important points she had made.

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- A: Good. Yes. Now, what about some things that Abby might work on for next time? We've already talked about eye contact.
- B: There were some long pauses when she was trying to think about what to say next.
- A: True. Perhaps rehearsing a few more times before her presentation would help her not to pause as much.
- 3. A: Brent, I've written this paper for my history class. Could you look at it for me?
 - B: No problem. Is there anything specific you'd like feedback on?
 - A: I'm mostly concerned about the organization.
 - B: Okay. (reads the paper) Your introduction is very clear. I can tell exactly what the paper will be about from the introduction.
 - A: Thanks. I worked hard on the introduction, since that's what I usually do the worst on.
 - B: Well, all your effort paid off because this introduction is great. But the conclusion seems a little weak.
 - A: What do you mean?
 - B: It seems too general and too short. You tell us all this interesting stuff in the paper, and then the conclusion sort of trails off without a strong finish.
 - A: I guess I'll have to work on that.
- Step 2: Ask students to work with their partners to replace the above missing lines to complete the dialogues. Possible answers are included below, but please note that *more than one answer per line is possible*. After you have checked the answers, have students practice these dialogues in pairs.

Possible answers to incomplete dialogues

- 1. A: So, Brad, now that you've taken the learning style inventory, let's go over what it means.
 - B: Okay, that sounds good to me. / Great, I'd like to know more. / Let's get started. I'm interested in finding out more. etc.
 - A: First, here's a sheet that summarizes the different learning styles. Since your score shows that you are a visual learner, I thought we could look at the information together as we discuss it.
 - B: (laughing) Thanks. I think that will help me follow what you are talking about. / This sheet looks really helpful. / Yes, I think this will help me understand what you're telling me. etc.
 - A: Visual learners take in information through their eyes, which means that just listening to a lecture can be very difficult. / Visual learners can learn more from reading than they can from listening to someone explain something. / As you can see, visual learners rely on their eyes to get information, not their ears, etc.
 - B: That's really true. I hate it when my professors talk and talk and don't write any notes on the board. I don't get very much out of those lectures.
 - A: I'm not surprised. One thing you could do to help yourself is to read the text before going to the lecture. / Sure, that makes a lot of sense. You might try reading the text before attending the lecture. / Of course. It might help you to read the textbook before you go to class. etc.
 - B: How would that help?
 - A: You would give yourself the chance to take in the information through your eyes first, before trying to take it in through your ears. / You would have a better idea of what the professor would be covering, so it wouldn't be as difficult to follow the lecture. / By reading the text, you use your strong learning style to take in new information, and when you go to class and hear the lecture, your weak learning style isn't dealing with new information. etc.
 - B: Oh, sure, that makes sense.

- 2. A: Now that Abby has finished her presentation, let's give her some feedback on how she did. First, let's start with the positive. What did she do well?
 - B: She spoke loudly and clearly. I could understand what she said. / She had an interesting presentation. Her topic seemed very relevant to the class. / I thought she smiled and used humor well. etc.
 - A: Okay, good. What else?
 - B: I think she needs to work on looking up and making eye contact. She read her paper during most of her presentation. / She could have changed her volume and pace more to make the speech more interesting. / She seemed too nervous to look at people in the audience. etc.
 - A: Alright, but right now I want to focus on positive feedback. Save your suggestions about how she could improve for later.
 - B: She seemed confident. She stood up straight and didn't lean on the table. / She had some good gestures that seemed very natural. / It was effective when she walked across the room to make her second point. etc.
 - A: Yes, that's right. Abby, you are getting much better at having good posture and movement.
 - B: And, her speech was well-organized. Her conclusion reminded me of all the important points she had made. / It was great when she told the story about her brother. It really clarified her point. / I liked her introduction. It made me interested to hear the rest of the speech. etc.
 - A: Good. Yes. Now, what about some things that Abby might work on for next time? We've already talked about eye contact.
 - B: There were some long pauses when she was trying to think about what to say next. / I was a little confused in the middle when she was talking about the graph. It could have been clearer. / It would have been helpful to have better transitions so that the audience knew when she was moving from one point to the next. etc.
 - A: True. Perhaps rehearsing a few more times before her presentation would help her not to pause as much. / Right. If she had pointed to the graph while she was explaining it, the audience might have understood the graph better. / Transitions are very important. They keep your audience from getting lost. etc.
- 3. A: Brent, I've written this paper for my history class. Could you look at it for me?
 - B: No problem. Is there anything specific you'd like feedback on? / Sure, I'd be glad to. / Okay. What exactly do you want feedback on? etc.
 - A: I'm mostly concerned about the organization.
 - B: Okay. (*reads the paper*) Your introduction is very clear. I can tell exactly what the paper will be about from the introduction.
 - A: Thanks. I worked hard on the introduction, since that's what I usually do the worst on. / I'm glad. It took me a long time to write the introduction. / Really? That's a relief, since I worked so hard on it. etc.
 - B: Well, all your effort paid off because this introduction is great. But the conclusion seems a little weak. / 1'm not surprised. You did a nice job on the introduction. I think the conclusion needs some work, though. / Yeah, it's really good. The conclusion, on the other hand, could be better. etc.
 - A: What do you mean?
 - B: It seems too general and too short. You tell us all this interesting stuff in the paper, and then the conclusion sort of trails off without a strong finish. / The conclusion is a little boring. It's as if you were tired of writing the paper. / You bring up a bunch of new information in the conclusion. I think you should include it earlier in the paper. etc.
 - A: I guess I'll have to work on that.